

The Sixth Pan-Commonwealth Forum on Open Learning

Access & Success in Learning: Global Development Perspectives

Forum Guide

**Forum themes,
content and contributors**

The Commonwealth of Learning and
Indira Gandhi National Open University
24-28 November 2010

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The Pan-Commonwealth Forum on Open Learning



The Commonwealth of Learning's biennial Pan-Commonwealth Forum on Open Learning has grown to become a leading international conference on learning and development. It is co-hosted with partners in different regions of the Commonwealth for each event and PCF6 brings the Forum to India for the first time.

The Forum seeks to address open and distance learning through widening educational access, by bridging the digital divide and advancing the social and economic development of communities and nations at large. The Forum's focus is on topics relating to, and participation by, societies in developing countries. COL's Excellence in Distance Education Awards are also presented at the Forum.

Previous Forums have been held in Brunei Darussalam, South Africa, New Zealand, and Jamaica. The fifth took place in London in 2008, co-organised with the University of London.

The Commonwealth of Learning

The Commonwealth of Learning (COL) was created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies. Established in 1988, COL was inspired by the vision that the peoples of the Commonwealth must and can have access to knowledge, regardless of where they live and whether they are rich or poor. Member governments have given COL a mandate to encourage the development and sharing of open and distance learning knowledge, materials, expertise, technologies and other resources. Working with, and providing services to hundreds of institutions throughout the 53-member Commonwealth, COL is helping to increase the capacities of developing nations to meet the demands for improving access to quality education and training. The Commonwealth comprises 53 countries – most of which are developing nations – and one-quarter of the world's population.

*... peoples of the Commonwealth
must and can have access to knowledge,
regardless of where they live and
whether they are rich or poor...*

Indira Gandhi National Open University

Since its establishment in 1985, IGNOU has contributed significantly to the development of higher education in the country through the Open and Distance Learning (ODL) mode.

The 'People's University' follows a learner-centric approach and has successfully adopted a policy of openness and flexibility in entry qualifications, time taken for completion of a programme and place of study.

The University, at present, offers 338 programmes of study through over 3,500 courses to a cumulative student strength of over 30 lakh students.

The programmes are offered by the University at the following levels: doctorate; masters and bachelors degree programmes; post-graduate and under-graduate diplomas; certificates.

**Organisers
and
Co-Chairs**



Honorary Chair – Professor M.S. Swaminathan

Prof. M.S. Swaminathan has been described by the United Nations Environment Programme as 'the father of Economic Ecology and by Javier Perez de Cuellar, Secretary General of the United Nations, as 'a living legend who will go into the annals of history as a world scientist of rare distinction'.

He was Chairman of the UN Science Advisory Committee set up in 1980 to take follow-up action on the Vienna Plan of Action. He has also served as Independent Chairman of the FAO Council and President of the International Union for the Conservation of Nature and Natural Resources.

A plant geneticist by training, Prof. Swaminathan is widely acknowledged as the scientific leader of the green revolution movement. His advocacy of sustainable agriculture leading to an evergreen revolution makes him an acknowledged world leader in the field of sustainable food security. He was awarded the Ramon Magsaysay Award for Community Leadership in 1971, the Albert Einstein World Science Award in 1986, and the first World Food Prize in 1987. Prof. Swaminathan is a Fellow of many of the leading scientific academies of India and abroad. He currently holds the UNESCO Chair in Ecotechnology at M.S. Swaminathan Research Foundation (Chennai, India), a non-profit trust which seeks to impart a pro-nature, pro-poor and pro-women orientation to a job-led economic growth strategy in rural areas through harnessing science and technology for environmentally sustainable and socially equitable development.



Co-Chair - Sir John Daniel, President & CEO of the Commonwealth of Learning

Sir John Daniel became President of COL in 2004 after gaining wide international experience in universities and the United Nations system.

He obtained his full-time university education in Metallurgy at Oxford and Paris and later demonstrated his commitment to lifelong learning by taking 25 years to complete a part-time Master's degree in Educational Technology at Concordia University. However, the internship for that programme, which took him to the UK Open University in 1972, was a life-changing experience. He saw the future of higher education and wanted to be part of it.

This quest took him on an international odyssey with appointments at the Télé-université (Directeur des Études, 1973-77), Athabasca University (Vice-President for Learning Services, 1978-80), Concordia University (Vice-Rector, Academic, 1980-84), Laurentian University (President, 1984-90), the UK Open University (Vice-Chancellor, 1990-2001) and UNESCO (Assistant Director-General for Education, 2001-04). Among Sir John's 290 publications are his books, *Mega-Universities and Knowledge Media: Technology Strategies for Higher Education* (Kogan Page, 1996) and *Mega-Schools, Technology and Teachers: Achieving Education for All* (Routledge, 2010).

He was knighted by Queen Elizabeth for services to higher education in 1994 and holds over 30 honorary doctorates, fellowships and professorships from universities and professional bodies in 16 countries. He is a citizen of Canada and the UK.



**Co-Chair -
Prof. V.N. Rajasekharan Pillai,
Vice Chancellor IGNOU**

Prof. V. N. Rajasekharan Pillai is the Vice-Chancellor of Indira Gandhi National Open University (IGNOU), New Delhi. He is also the Chairman of the Distance Education Council (DEC), which looks after the co-ordination of standards, quality, recognition and developmental assistance to all the 13 State Open Universities, over 150 Distance Education Institutes in the Conventional Universities and in other private Open and Distance Learning institutions in the country.

Prof. Pillai has been at the helm of affairs of many institutions for higher education during his career spanning over 37 years. His experiences and contributions to the field of science and educational administration are rich and varied. He has served as the Chairman and Vice-Chairman of the University Grants Commission (UGC), New Delhi; Director of the National Assessment and Accreditation Council (NAAC), Bangalore; Vice-Chancellor of the Mahatma Gandhi University, Kottayam, Kerala; Vice-Chancellor of the Cochin University of Science and Technology; Founder-Director of the School of Chemical Sciences; Dean of Faculty of Science; Controller of Examinations; Director of College Development Council; Founder-Director of the School of Professional Distance Education and Chief, Employment and Information Guidance Bureau of the Mahatma Gandhi University. He is a Fellow of the prestigious Indian Academy of Sciences and an Honorary Senior Fellow of the Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore.

An active teacher and researcher in the field of Chemical Sciences, Prof. Rajasekharan Pillai has held post-doctoral and visiting research professor positions in the Universities of Tübingen (Germany), Mainz (Germany) and Lausanne (Switzerland).

He has created an internationally renowned research group in the area of biopolymers and peptides and has published extensively (about 200 refereed research publications in international journals) in this area. He has guided more than 50 doctoral researchers, all of them now occupying leading positions in academia, R&D and industry in India and abroad. His research publications have received over 1600 citations during the last 18 years and he is one among the top-cited chemists in the country. He holds an International patent for the gram-scale preparation of biologically important peptides.

In January 2008, he received the Presidential Gold Medal of the Indian Science Congress from the Prime Minister of India. In 2007, he was conferred the Triennial National M. V. Pylee Award for the Top Academician of India and was the recipient of the R.R. Varma Foundation Best Teacher Award in 2006. In 2005, he received the Indian Chemical Society Award for his life-long research achievements in the area of chemical sciences. In 1996, Dr. Pillai received the Materials Research Society of India Lecture Award. His contributions to science and education have also been recognized through the conferment of honorary doctorates.

Widely travelled all over the world, Dr. Pillai has presented papers, given invited and plenary lectures, chaired sessions at a large number of National and International conferences, delivered Convocation Addresses, Endowment Lectures and Special Orations in a large number of Universities and institutions. He has hosted several National and International discussions and meetings, including the Indian Academy of Sciences Annual Meeting and Vice-Chancellors Conferences.



**Programme Chair -
Prof. P.R. Ramanujam,
Director, Academic
Programmes Committee, PCF6**

Professor P.R.Ramanujam is Pro Vice-Chancellor at Indira Gandhi National Open University and previously Professor of Distance Education and Director at the Staff Training and Research Institute of Distance Education (STRIDE) at the Indira Gandhi National Open University, New Delhi. He was appointed as Director, STRIDE for the period August 2000 August 2005 and again for a second term in 2008. He has contributed substantially since 1986 to the development, implementation and revision of the Staff Development Programmes of IGNOU: Diploma in Distance Education (DDE) which was later upgraded to Post-graduate Diploma in Distance Education (PGDDE), and Master of Arts in Distance Education (MADE) that have created human resources for ODL in about 45 countries through the IGNOU-COL-Rajiv Gandhi Fellowship Scheme (1996-2004), IGNOU-IICBA (UNESCO) scheme (2000-2004) and other initiatives. He has published 4 books (single authored), edited 2 books and written about 100 papers. His specializations are: Open Learning, Disability Studies and English Literature. He is Chief Editor of Indian Journal of Open Learning, one of the five refereed international journals in the field. Quest for Reconciliation: Marxist Encounters with Modernism; Marxism, Ideology & Literary criticism; Reflections on Distance Education for India; Distance Open Learning - Challenges to Developing Countries; Globalisation, Education & Open Distance Learning are some of his titles extensively cited by scholars around the world. He has co-edited Higher Education in India: Crisis in Management with former IGNOU Vice Chancellor, Dr. Kulandaiswamy.

Professor Ramanujam has played a key role in the setting up of the sophisticated Multimedia Lab of the Inter-University Consortium and the Indira Gandhi Centre for Freedom Struggle Studies at IGNOU. As a Master Trainer, he has conducted about 500 workshops and acted as consultant to a number of national and international organisations. His contribution to the BA in Applied Sign Language Studies following a UKIERI Research award in 2008, and his contribution to the Civil Paths to Peace initiative of the COL are some of his recent achievements.

Keynote Speakers



**Professor Emeritus Tan Sri Anuwar Ali.
Key Note on Community
Development**

Professor Emeritus Tan Sri Anuwar Ali, an economist and exponent of higher education, is the second Vice-Chancellor and President of the Open University, Malaysia. His vast experience in the field of higher education spans more than 30 years with a humble beginning as a tutor in the Faculty of Economics and Business at the University of Kebangsaan, Malaysia (UKM) in 1973. From then on, with perseverance and dedication, he rose in rank to become the Dean of Economics in 1993 and ultimately the Vice-Chancellor of UKM on 1 May 1998. In addition to this, he was the Director of Higher Education at the Ministry of Education (1995-1998) and Chairman of the Malaysian Examination Council (2001-2003).

In honour of his invaluable contribution and service to the nation, particularly with respect to research and related work in the nation's industrial and technological development as well as in the realm of higher education, he was conferred the distinguished title of Tan Sri in 2003. Professor Emeritus Tan Sri Anuwar Ali became the VC of OUM on 2 January 2004. Since his appointment, there have been many positive changes in OUM: the establishment of the OUM Alumni Association, School of Lifelong Learning and Centre for Graduate Studies; the ISO certification of the Registry, Centre for Instructional Design and Technology (CIDT) and Tan Sri Dr. Abdullah Sanusi Digital Library; and the offering of financial assistance for physically challenged students.

Besides this, OUM student enrolment has rapidly grown to almost 60,000 students. At the international level, OUM is now offering Masters programmes to students in Yemen, Saudi Arabia and Indonesia. Under his positive leadership, the university is clearly poised to attain the status of a mega-university with a student enrolment of 100,000 by 2010 thus realising one of OUM's noble missions: "To be the leading contributor in democratising education."



Hon. Steve Maharey.

Keynote on Formal Education.

Steve Maharey is the Vice-Chancellor of Massey University, New Zealand. Prior to this, he was the fourth-ranked Minister in Government for nine years, holding the positions of: Minister of Education; Minister Responsible for the Education Review Office and the New Zealand Qualifications Authority; Minister of Research, Science and Technology; Minister Responsible for Crown Research Institutes; Minister of Broadcasting; Minister Responsible for Television, New Zealand; Chair of the Cabinet Social Development Committee and Member of Parliament for Palmerston North from 1990 until 2008.

Mr Maharey was responsible for the reforms of the tertiary education sector that began in 2003 and oversaw the establishment of New Zealand's Tertiary Education Commission.

Prior to entering Parliament, he was a senior lecturer in Sociology. Earlier, he was also a junior lecturer in Business Administration and a lecturer in Sociology.

His academic interests include social policy, media, cultural studies, social change and politics. He is currently working on a book that examines public policy responses to change in the 1980s, 90s and the 21st century. He lists cycling (road and mountain bike), music, cooking and travel amongst his interests.



Dr. Caroline Seelig.

Keynote on Skills Development.

Dr Caroline Seelig is the Chief Executive of the New Zealand based Open Polytechnic, a specialist provider of vocationally orientated open and distance learning.

She has extensive knowledge of the technical vocational education and training sector and has led or been involved in a wide range of successful collaborative initiatives within New Zealand that have helped drive change and innovation in the tertiary education sector.

A Woolf Fisher Scholar in 2004, Caroline is a member of the Institutes of Technology and Polytechnics Quality Board and also an honorary advisor to the Commonwealth of Learning.



Ms. Chetna G Sinha

Keynote on Social Justice

An economist, farmer, and activist, Chetna Sinha works for social change in some of the poorest and most drought-stricken areas of rural India. She is the founder and the current president of the Mann Deshi Mahila Sahakari Ltd. (the Bank), a micro-enterprise development bank. One hundred percent of Mann Deshi's clients are poor women with incomes averaging INR 40 (USD 1) per day. The Bank currently has five branches with over 127,000 clients and conducts 2,400 transactions on a daily basis. It also provides services to over 2,400 self-help groups, each with ten to twenty women. Chetna has also founded the Mann Deshi Foundation (the NGO), a non-governmental organization which strives to enhance the economic empowerment and advancement of rural women through education, property rights, and social security initiatives. The Mann Deshi Foundation also includes the Mann Deshi Udyogini Business School for Rural Women. This micro-business school is the first of its kind in India and seeks to provide women with vocational and financial training in practical, income-generating areas.

Chetna's work with marginalized communities began at the end of the 1970s as a leader in the Jayprakash Narayan student activist movement, which fought for democratic and basic human rights during the Indira Gandhi Emergency. Since 1996, she has been organizing women in rural areas of Maharashtra in the fight for their property rights. Through the Bank and NGO, Chetna has promoted a holistic approach to helping her clients – one that combines economic activity with the educational tools and health care necessary to lead a productive life. Since 2006, Chetna has partnered with global organizations such as Deutsche Bank, LGT Bank, Bonita Trust, British Asia Trust and HSBC Bank to develop corporate community partnership programs, which allow the corporate sector in the U.S. and Europe a unique view into the impact of micro-finance initiatives on the local rural population.

Chetna received her Master of Arts in Commerce and Economics from the University of Mumbai in 1982 and was a Yale World Fellow in 2002.



Sir John Daniel
Keynote Speaker



Shashi Tharoor
Asa Briggs Lecture

Born in London in 1956, Dr Tharoor was educated in India and the United States, completing a PhD in 1978 at the Fletcher School of Law and Diplomacy at Tufts University, where he received the Robert B. Stewart Prize for Best Student. At Fletcher, Shashi Tharoor helped found and was the first Editor of the Fletcher Forum of International Affairs, a journal now in its 33rd year. Dr Tharoor was also awarded an honorary D.Litt. by the University of Puget Sound. A compelling and effective speaker, he is fluent in English and French.

Author, peace-keeper, refugee worker, human rights activist, a former Minister of State for External Affairs and now a member of the Indian Parliament from the Thiruvananthapuram constituency in Kerala, Shashi Tharoor straddles several worlds of experience.

His UN career began in 1978, when he joined the staff of the United Nations High Commissioner for Refugees (UNHCR) in Geneva, and included key responsibilities in peace-keeping after the Cold War and as a senior adviser to the Secretary-General, as well as the United Nations Under-Secretary-General for Communications and Public Information. Dr Tharoor left the UN on 31 March 2007.

Dr Tharoor is also the award-winning author of eleven books, as well as hundreds of articles, op-eds and book reviews in a wide range of publications, including the New York Times, the Washington Post, the Los Angeles Times, the International Herald Tribune, Time, Newsweek, The Times of India and the Hindu. He has served for two years as a Contributing Editor and occasional columnist for Newsweek International.

His six non-fiction books are: *Reasons of State* (1981); *A Study of Indian Foreign-Policy Making*; *India: From Midnight to the Millennium* (1997) which was cited by President Clinton in his address to the Indian Parliament; *Kerala: God's Own Country* (2002), with text by Shashi Tharoor and paintings by the renowned M.F. Husain; *Nehru: The Invention of India* (2003), a biography of India's first Prime Minister; a collection of literary essays, *Bookless in Baghdad* (2005) and another essay collection, *The Elephant, the Tiger and the Cellphone: Reflections on India in the 21st Century* (2007). His three novels are the classic *The Great Indian Novel* (1989) which is required reading in several courses on post-colonial literature; *Riot* (2001), a searing examination of Hindu-Muslim violence in contemporary India, and *Show Business* (1992) which received a front-page accolade in the *New York Times Book Review* and has since been made into a motion picture, "Bollywood". He has also authored a collection of short stories, *The Five-Dollar Smile* (1990) and a photo book, *India*, in collaboration with photographer Ferrante Ferranti (2008). Shashi Tharoor's books have been translated into French, German, Italian, Malayalam, Marathi, Polish, Romanian, Russian and Spanish. Dr Tharoor is an internationally known speaker on India's recent transformation and future prospects, globalisation, freedom of the press, human rights, literacy, Indian culture, and India's present and potential influence in world politics.

In January 1998, Dr. Tharoor was named a "Global Leader of Tomorrow" by the World Economic Forum in Davos, Switzerland. He is the recipient of several awards, including a Commonwealth Writers' Prize, and was named to India's highest honour for Overseas Indians, the *Pravasi Bharatiya Samman*, in 2004. Shashi Tharoor serves on the Board of Overseers of the Fletcher School of Law and Diplomacy, the board of trustees of the Aspen Institute, and the Advisory Boards of the Indo-American Arts Council, the American India Foundation, the *World Policy Journal*, the *Virtue Foundation* and the human rights organization *Breakthrough*. Dr Tharoor has been appointed an International Adviser to the International Committee of the Red Cross in Geneva for the period 2008-2011. He is also a Fellow of the New York Institute of the Humanities and the Patron of the Dubai Modern School.

Recently Dr. Tharoor received the *Pride of India Award* from the Zakir Husain Memorial Foundation, Nagpur. The *Hakim Khan Sur Award for National Integration* was presented to him by Maharana of Udaipur on March 15, 2009.

Guest Speakers

Professor Asha Kanwar

Vice President, Commonwealth of Learning

Professor Frank Banks

Director for International Development in Teacher Education, UK Open University

Mr. Martin Bean

President and Vice-Chancellor, U.K. Open University (via video)

Dr. Pauline Greaves

Head of Education, Commonwealth Secretariat

Dr. Sitansu S. Jena

Chairman, National Institute of Open Schooling, India

Dr. (Mrs.) Nafisatu D. Muhammad

Executive Secretary, National Commission for Nomadic Education, Nigeria

Dr. Hina Patel

Strategic Research Manager, Strategic Research Manager
The Meraka Institute (African Advanced Institute for Information and Communication Technology)
South Africa

Dr. Rekha Sharma Sen

School of Continuing Education, Indira Gandhi National Open University, India

Ms. Stamenka Uvalić-Trumbić

Chief, Section for Reform, Innovation and Quality Assurance
Division of Higher Education, UNESCO

Ms. Sherrill Whittington

Director, GradSchool Board
University of Newcastle, and international Gender, Governance and Peacebuilding consultant

Theme Leaders

Theme - Social Justice



COL
Prof. Asha S. Kanwar

Professor Asha Singh Kanwar is Vice President of the Commonwealth of Learning and holds the additional charge of Programme Director. She is specifically responsible for stakeholder engagement and programme direction. Professor Kanwar has over 30 years of experience in teaching, research and administration. In addition to the several books, research papers and articles to her credit and has made significant contributions to gender studies, especially the impact of distance education on the lives of Asian women. A recipient of several awards and fellowships, Professor Kanwar brings with her the experience of having studied and worked in different contexts, both developing and developed.



Ms. Trudi van Wyk

Ms. Trudi van Wyk joined COL as Education Specialist - eLearning. She has managed various international collaboration ICT projects for South Africa including collaboration with the Commonwealth of Learning (and serving as the COL Focal Point in South Africa), the SCOPE project of the governments of South Africa and Finland and the NEPAD e-Schools Initiative. She is a member of the Southern African Development Community (SADC) Technical Committee on Open and Distance Learning and been its Chair since 2008.



Dr. K. Balasubramanian

Dr. K. Balasubramanian joined COL as Education Specialist, Food Security and Environment. Most recently an independent consultant to international agencies including UNDP, NR International UK and COL, he was instrumental in designing and implementing COL's Lifelong Learning for Farmers programme.

Dr. Bala has more than 20 years of experience in development, including initiating information and communication technology for development (ICT4D) activities and sustainable natural resource management. His past roles have also included capacity building and human resource development using ICT in the rural sector, agriculture and animal husbandry.



IGNOU Social Justice
Dr. Malati Mathur

Dr. Malati Mathur is with the Faculty of English, School of Humanities, IGNOU. She has a Ph.D in Australian Literature and has published extensively on diverse topics.

She is a three-time award-winning translator who translates from and between Tamil, Hindi and English and is a sitarist with a deeply abiding interest in classical music.

Her publications include Merging Meridians: The Poetic Vision of AD Hope, Remembering Amma and Ustad Ali Akbar Khan: The Jodhpur Years.



Dr. Shubhangi Vaidya

Dr. Shubhangi Vaidya is a trained sociologist, specialising in the study of disability and gender. She joined IGNOU as an Assistant Regional Director in 2000 and is currently an Assistant Professor at the School of Interdisciplinary and Transdisciplinary Studies. Dr. Vaidya did her M.Phil and Ph D. from the Jawaharlal Nehru University. At IGNOU she has also served at the Regional Centre, Jaipur, and at the Regional Services Division. She teaches Social Anthropology and gender issues in labour for the Masters programmes of the School. Dr. Vaidya's research interests include the Sociology of Disability (specifically Autism Spectrum Disorders), Gender and Diasporic Literatures.



Prof. K. Elumalai

A Ph.D. in Law, Prof K. Elumalai has authored five books and has provided his services as a Professor of Law to various institutions (presently visiting faculty at ILI, New Delhi). Laws on Consumer Protection, Banking, Cooperative, Cyber Law and Human Rights are his specializations. Apart from leading an Action Group Forum on Cooperative Acts, he has assisted the Ministry and some North Eastern states on various aspects of cooperative law. He is presently the Director, School of Law at IGNOU.

Theme - Community Development



**COL Community Development
Sir John Daniel**



**IGNOU Community Development
Dr. Fulzele**

Dr. Fulzele is working as professor of Management in the School of Management Studies, IGNOU. He has 31 years experience of teaching, research , academic administration and planning to his credit. He has more than a decade of research experience at the Indian institute of Foreign Trade, New Delhi. He has held various positions such as Software Engineer, Dy. Director and Regional Director in IGNOU and Associate Professor in SGB Amravati University. He also worked for a while at the Dena Bank as System Manager in Computer Policy and Planning Deptt., Mumbai. Dr. Fulzele has presented several research papers at National International Seminars and Conferences.



Mr. Ian Pringle

As Education Specialist, Media with the Commonwealth of Learning Mr. Pringle manages and directs a portfolio of interventions around the Commonwealth in the use of mass media for health, governance and community development.

Ian has worked with community and public media for the past twenty years in Canada, South Asia and internationally.

Ian is a skilled and experienced media specialist with broad international experience and strong interests in innovation, social change and policy environments. He has contributed to numerous publications relating to media, new ICT and various aspects of development.



Professor Annu J. Thomas

Prof. Annu J. Thomas has an academic career spanning nearly 25 years with several notable contributions in designing, developing and delivering distance mode, face-to-face, online as well as blended courses and programmes. She has coordinated national and international projects of IGNOU in collaboration with prestigious Government Ministries and UN agencies. She has served on several key academic Boards, Councils, Task Forces and Committees. She has also served as Organizing Secretary for the International Council for Open and Distance Education (ICDE) Asian Regional Conference hosted by IGNOU.



Dr Jaswant Sokhi

An Associate Professor in Botany, Dr Jaswant Sokhi has over 23 years experience of teaching Botany and Environmental Studies at the Indira Gandhi National Open University. During her career, she has been active in innovation and application of different ways and means for making the teaching-learning process in the ODL system of education both interesting and efficacious.

Theme - Skills Development



COL Skills Development
Ms. Alison Mead Richardson

Ms. Alison Mead Richardson joined COL as Education Specialist - Skills Development. Education Research Council-funded project in Flexibility in Learning.

She has a broad experience of different educational subsectors and has worked with Ministries and institutions on distance and flexible learning programmes for open schooling, teacher education, tertiary education, adult education and technical and vocational education. Alison has worked for major international development agencies including DFID, European Union, NZAID, British Council, African Development Bank and the ILO. She specialises in programme design and capacity building, organisational management & change and the development of national ODL policy and strategy.



Ms. Angela Kwan

As COL's Learning Manager, International Organisations, Ms. Kwan works in the area of increasing and accelerating human capacities development through distance and technology mediated learning. Partnering with organisations in the United Nations system, the development banks and humanitarian organisations, Ms. Kwan plans and designs customised eLearning programmes for International partners. In late 2002, Ms. Kwan was appointed as a Trustee of Lester B. Pearson College of the Pacific, near Victoria, British Columbia, Canada (United World Colleges).



Mr. John Lesperance

Mr. John Lesperance joined COL on 2 January 2009 as Education Specialist, VUSSC. Formerly the Director of Further Education Development, Ministry of Education, Seychelles, Mr. Lesperance has worked in the field of curriculum development for open and distance learning institutes for several years. He has been involved with the Virtual University for Small States of the Commonwealth (VUSSC) as a team leader and interlocutor, and is a member of the Seychelles Qualification Authority Board. Mr. Lesperance holds a Masters degree in Technical and Vocational Education from Bolton Institute, UK.



Dr. Babu P. Remesh

Dr. Babu P. Remesh is a development economist who has specialised in labour studies and research. He is Reader at the School of Interdisciplinary and Transdisciplinary Studies.

Dr. Remesh is also the Coordinator of the Group on Labour and Development (glad@ignou) and the Masters Programme on Labour and Development. His current research interests include Informal Sector and Livelihood Issues, Social Security, ICT and New Forms of Work Organisation and Labour History. He has published several research articles and reports and is the author of two books, '**Shifting Trajectories**' (2008) and '**Dynamics of Rural Labour**' (2010).



IGNOU Skills Development Dr. Vijayasekhara Reddy

Dr. Vijayasekhara Reddy, Associate Professor in Political Science, specializes in International Relations and Development studies. He has developed courses on South Asia and Peace and Conflict Studies. Currently, he coordinates the Masters Programme in Political Science. Both because of his interest in international relations and regional cooperation as well as his engagement with work related to Dissertation writing at the Masters level, Dr. Reddy is a member of the group coordinating the theme 'Skills Development'.



Ms. G. Mythili

Ms. G. Mythili, B.E. (Computer Science and Engineering), Master of Science in IT and Master of Arts in Distance Education are Analyst (Sr. Scale) in Staff Training and Research Institute of Distance Education, IGNOU. She has contributed towards the development of human and training resources through academic workshops and by developing a handbook and glossary in IGNOU. She has conducted a number of research individually, and as part of a team during the last 5-6 years and has published articles in referred journals. She is an efficient resource person for training of various kinds with special reference to computer related training on basic computing, multimedia development and online, web-based training (Web 2.0).



Venkata Subrahmanyam Vampugani

Venkata Subrahmanyam Vampugani is an Assistant Professor in Computer Sciences, SOCIS at Indira Gandhi National Open University and is currently pursuing a Ph.D in Computer Science. With an academic experience of 12 years, his areas of interest are Data Warehousing, Operating Systems and Applications of ICT in Distance Education. He has also authored 15 papers.



Mr. Guilherme Vaz

Mr Guilherme Vaz has specialized in Large Scale Change Management and has significant Senior and Director level Management experience for over 30 years. Mr Vaz has been deeply involved for in education and social development in India and in 20 countries and has been recognized over the years, both in India and internationally, through senior level appointments at International, National, Board and Institutional levels. For 25 years, he has been the nominee of three successive Cardinals for the Archdiocesan Board of Education in Mumbai and as Consulter for Education to the Catholic Bishops in India, been closely involved in Catholic Education in India and the Church's concern for the marginalized and was closely involved in formulating the first ever All India Catholic Education Policy. He was appointed in April 2008 by Pope Benedict XVI on a key Vatican Governance Council. His personal focus and interest has been on ICT in Education & Social Sectors; IT systems and Processes in Education Administration & Social Sectors; Education and Examination Reform; Governance Standards, Processes & Management; Education Leadership: Strategy, Planning and Policy; Benchmarking and Quality Standards, Planning, Process and Evaluation; Private Public Partnership Education models, evaluation and monitoring; Long Term Financing Models for sustainable education and development and National Skills Development: Planning Strategy & Deployment.

Theme - Formal Education



**COL Formal Education
Dr. A. Umar**

Dr. Abdurrahman Umar joined COL in August 2008 as Education Specialist, Teacher Education.

Dr. Abdurrahman Umar obtained his B.A (educ) from the University of Sokoto in 1982 and his M.Ed and PhD from the University College of Wales Aberystwyth UK in 1985 and 1988 respectively. From 2001 he was the Director of Academic Services at the National Teachers' Institute Kaduna, Nigeria, which is a single mode distance learning institution that is exclusively dedicated to teacher training and an enrolment of over 200,0000 students. As Director of Academic Services, he was in charge of Programme Design and Development and Examinations.

He also served as the Director of Programme Development and Extension at the National Commission for Nomadic Education, Kaduna, Nigeria from 1997 to 2001 and was the Special Assistant to the Minister of State for Education at the Federal Ministry of Education in Abuja from 1993 to 1995. Prior to that he was a Senior lecturer at the Faculty of Education and Extension Services, University of Sokoto, Nigeria.

Abdurrahman was a Visiting Research Fellow at the Institute of Educational Technology at the Open University, U.K. from 1993 to 1994 and a Visiting Scholar at Syracuse University, New York under the Kellogg project. His research interests and publications include: teacher development, open and distance learning, and education for disadvantaged groups particularly nomads and basic education.



Mrs. Frances J. Ferreira (formerly Mensah)

Frances Ferreira joined COL as Education Specialist, Basic Education and Open Schooling, on 22 January 2007. From 1996 to 2006, Mrs. Ferreira, who is a teacher by profession, was Director of the state-owned Namibian College of Open Learning. As the institution's first chief executive, she facilitated the strategic positioning of NAMCOL, both nationally and internationally.

Previously, Mrs. Ferreira served the Namibian community as a teacher and school principal. She also became the first female Mayor of Grootfontein in 1994 and, in 1995, was elected as Vice-President of the Association of Local Authorities in Namibia. She has also served as Chair of the Namibian Open Learning Network Trust and Chair of the Distance Education Association of Southern Africa (DEASA).

Mrs Ferreira's contribution to the field of open and distance learning in Namibia was rewarded in 2002 at COL's second Pan-Commonwealth Forum on Open Learning, held in Durban, South Africa, when she received the Distance Learning Experience Award from the Commonwealth of Learning (one of COL's Excellence in Distance Education Awards).



Dr. Willie Clarke-Okah

Dr. Willie Clarke-Okah joined COL as Education Specialist, Higher Education and Policy Development. He is associated with the Canadian International Development Agency (CIDA) and has worked for over three decades in international development and education dealing with policy and programming that involves developed and developing country institutions of higher learning. He is a member of the Board of Directors of MOSAIC, a large NGO in Vancouver with close to 200 employees and a budget of \$19.5 million. He also sits on the Board's Accreditation Committee.



IGNOU Formal Education Dr. R. Sudarsan

Joined Planning and Development Division of Indira Gandhi National Open University (IGNOU) as Research Analyst on 06/04/1998. He has been involved in the preparation of the 10th Five Year Plan of IGNOU. He has done extensive research in the field of Open and Distance Education and in Applied Geo-Physics. Dr. R. Sudarsan was associated with the Distance Education Council for 2 years (2006-08) and was mainly handling the Open and Distance Learning database of India. Currently he is the nodal officer of the Convergence Scheme, the blended learning system of IGNOU where more than 441 Partner Institutions associated with various Conventional Universities are actively involved in offering IGNOU programmes.



Dr. Hema Pant

Dr. Hema Pant has done her Ph.D. in Education and specializes in Distance Education. She joined the Regional Services Division in IGNOU as Assistant Director in 2000. Presently she is on deputation as Program Officer to the Distance Education Program-Sarva Shiksha Abhiyan (DEP-SSA), IGNOU from a Regional Centre of IGNOU where she was serving as Deputy Director. Prior to joining IGNOU, she worked for six years as a Lecturer in Education in a conventional college. Her areas of interest are teacher training and environment education.



Prof M.K. Salooja

As Professor in the School of Agriculture, he has academic experience of more than 25 years in the disciplines of Food Science and Technology, Vocational Education and Food Safety and Quality Management. A Dairy Technologist from the National Dairy Research Institute and later part of the teaching fraternity, Prof. Salooja diversified into educational planning and vocational education by serving as Senior Research Officer in the Planning Commission and Reader in the NCERT, respectively. He was awarded the Commonwealth Scholarship for Post doctorate at CSIRO, Australia and Jawaharlal Nehru Award of ICAR.



P.V.Suresh

P.V.Suresh holds an MTech degree in Computer Science and Engineering from Andhra University, Visakhapatnam, India. He is currently working as an Assistant Professor in the School of Computer and Information Sciences of Indira Gandhi National Open University, New Delhi. He has published in the area of m-learning; Web based learning, Distance Education, Wireless Networks etc. He is also associated with training and projects related to software development.

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Ms. Nisansala Priyadarshani Vidanapathirana, University of Colombo Institute for Agro-technology and Rural Sciences
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Dr. Shironica Karunanayaka, The Open University of Sri Lanka
Ms Srimi Visaka De Zoysa, The Open University of Sri Lanka
Dr. Thantrige Srimi Visaka De Zoysa, The Open University of Sri Lanka
Dr. Uma Coomaraswamy, Emeritus Professor of the Open University of Sri Lanka

Mr. Vimlesh Prasad Deepak, University of the South Pacific

Dr. Waradana Nilantha De Silva, University of Ruhuna

Prof. Wijeratne Muhamdiramaga Mahinda Palitha Wijeratne, University of Ruhuna

Swaziland

Prof. Chris .J.H Fowler, University of Swaziland

Samukelo Walter Currel

Ms. Shokahle R. Dlamini, University of Swaziland

Dr.Walter Samukelo Correl Sukati, University of Swaziland

Tanzania

Dr. Shiv K. Tripathi, Mzumbe University

Dr. Sydney Gamaliel Mkuchu, The Open University of Tanzania

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Mr. Anil Ramnanan, University of the West Indies Open Campus

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Ms. Candice Vitra Sankarsingh, University of West Indies

Mr. Henry Paul, Distance Education Unit, Ministry of Education

Ms. Kim Mallalieu, the University of the West Indies

Mr. Steve Carlise Warner, Waterloo Secondary School

Uganda

Mr. Richard Kajumbula, MakerereUniversity

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Mrs. Anuradha Jaiswal, the British University in Dubai

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Dr. Adrian Kirkwood, the Open University, UK

Ms. Anne Gaskell, the Open University, UK

Ms. Anne Moran, University of Ulster

Ms. Cathryn Elizabeth Wood, Commonwealth of Learning

Dr. Clifford Omodele Fyle, University of Leicester

Ms. Cristal de Saldanha Stainnank, The Duke of Edinburgh's Award International Association

Dr. Elizabeth J. Erling, The Open University Walton Hall

Ms. Florence Malinga, Commonwealth Secretariat

Ms. Freda Wolfenden, The Open University, UK

Ms. Helen Lentell, The University of Leicester

Mr. Jack Koumi, Educational Media Production Training

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Prof. Dale Marsha Mueller, California State University Dominguez Hills
Prof. Elizabeth Reed Walker, West Virginia University
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Dr. Elizabeth R Walker, West Virginia University Health Sciences Center

Zambia

Ms. Gladys Sakala, Ministry of Education Zambia
Prof. Richard Munsanje Chilima Siaciwena, SADC Capacity Building in
Open and Distance Learning (ODL) Project

Zimbabwe

Dr. Chiome Chrispen, Zimbabwe Open University

Abstracts and Summaries

Theme: Social Justice

These abstracts and descriptions are listed in alphabetical order by second name of the main proposer. Please use the indexes to find contributions by Theme, Title or Country.

**ACCESS FOR ALL AND
SUCCESS FOR MOST**

Ryan, Pamela Dale
university of South Africa

This paper observes that while ODL has demonstrably created greater opportunities for access to higher education opportunities for the disempowered and disenfranchised in many parts of the world, access alone is a necessary but insufficient criterion for advancing the cause of social justice. Providing access cannot be considered a 'real' contribution unless it translates into a reasonable chance of success and opens doors to further opportunities. This requires that we conceptualise our ODL approach in a holistic way to suit the needs of both a more traditional ODL student as well as the new kinds of learners of the 21st century. It requires investment in iterative and collaborative programme design and materials development that speaks to emerging developmental imperatives and the need for a range of support services throughout the student study cycle. It requires constant attention to the, changing, nature of the student profile and a consciousness of the ways in which technology can both contribute to and militate against scaling up in a quality way. The paper explores models and practices that offer possibilities for reconciling what are sometimes competing demands and argue for the need to move away from an industrial institutionally-focused model for ODL towards a more tailored approach centred on the development and maintenance of communities of practice and learning.

Theme: Social Justice- Access to Justice
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**ASSESSING THE NEEDS OF
LITERACY PERSONNEL IN
NON FORMAL BASIC EDUCATION**

Shakil Ahmad Ghazi,
Preston University Kohat

Dr. Amtul Hafeez, Allama Iqbal
Open University Islamabad

Muhammad Safdar, International
Islamic University Islamabad

The study focused upon the needs of literacy personnel involved in non-formal basic education. Problems and issues pertaining to these programmes were also assessed through this study. Population of the study consisted of literacy personnel from Faisalabad, Tobatak Singh, Jhang and Sargodha districts. From this population 08 Executive.

District Officers (EDOs Literacy), District Literacy Officers (DLOs), 42 managers of Non Government Organizations (NGOs), 17 Tehsil Literacy Officers (TLOs), 83 supervisors of NGOs and 100 instructors of literacy centres were taken as sample.

An inventory sheet and three questionnaires were used as research tools and data was collected from the respective respondents. The data was analyzed quantitatively through percentage and mean formulas.

Main findings of the study revealed that most of the managers, supervisors and instructors were unfamiliar with the system of non-formal education (NFE). Most of the managers have not specialization in educational planning and management. More programmes may be imparted through radio, Educational Television (ETV) and Internet. Teaching aids like charts, maps, models, overhead projectors, tape recorders, radio, ETV, computer and Internet may be used during training of NFE personnel and teaching learning process. Special incentives may be launched for instructors. Managers may also promote social motivation for the proper implementation of national literacy plan.

Theme: Social Justice- Access to Justice
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**BALANCING THE SCALE OF
JUSTICE IN TIME OF UNCERTAINTY
THROUGH THE OPEN AND
DISTANCE LEARNING EDUCATION:
LIBERTY, FREEDOM, JUSTICE
AND HUMAN RIGHT WITHOUT
EDUCATION ARE MERE WORDS
WITHOUT EFFICIENCY**

Ige, Ogunniyi Ayodeji
NATIONAL OPEN UNIVERSITY OF NIGERIA

Institutionally, the judicial process is, in a sense, the heart of any political system. Even in the most simply organized societies, the role of the leaders in setting dispute was, perhaps the most important and most frequently performed.

Eventually, with increased complexity and the acquisition of economic resources, a specialized institution, the judiciary, emerged to settle disputes. Regardless of what form the judicial system took, its basic role was and is still the same - enabling society to control or minimize conflicts when public acceptance of the judicial declines and each person assumed the role of the judge once again,

the stability and legitimacy of the political system would vanish. There is therefore, no doubt that respect for Law and Judicial decisions is the life line of any political order! There is no gainsaying the fact that education is a sine-qua non of progress and development in any organized society. It could be safely said that the state of development in any society have a direct link with the state of the education for the society. Section 18 of the 1999 Constitution of Nigeria stipulates in unambiguous terms that government should direct its policy towards ensuring that equal and adequate educational opportunities at all levels e.t.c. our National policy on Education is hinged on the main National goals of Nigeria with the provision in the Nations Constitution and the National policy on education. Why is the Educational Institution in a parlous state, Instability and monstrous problems of Religious and Ethnic crisis pervades the nation, street trading and the monstrous problem of kidnapping in Nigeria. This paper will examine the problems of access to justice, Human Rights and the economy. It will show how human Rights and the economy depends on one another and how Education through open and distance will serve as the Moral compass to Open up access to Justice and development of this great nation.

Theme: Social Justice- Access to Justice
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CAN OPEN AND DISTANCE EDUCATION BRING SOCIAL JUSTICE TO THE WEAKER SECTIONS OF THE SOCIETY ?

Yasmin, University of North Bengal, West Bengal

Open and Distance Learning (ODL) is a significant tool for providing easy access to quality education at a relatively lower cost. It also provides opportunities to millions of people of all ages and of diverse socio-religious and cultural backgrounds and professions who are otherwise not in a position to attend regular courses. In a developing country like India, which has large social, religious and cultural diversities, significant gaps in socio-economic standards of people and absence of equity in accessing quality education at a lower cost; a well formulated ODL policy and efficient delivery system can become an effective instrument in ensuring social justice. Because such a system not only ensures easy access to quality education but can acts as an enabler for developing of skill through processes that transcend distance, gender, cultural and socio-economic barriers. Directorate of Distance Education, University of North Bengal, West Bengal, India was established with an objective to bring

equity and social justice in the society by providing quality education through distance education in a region which has limited accessibility to quality education due to topographical varieties and significant social-cultural diversity.

The paper, formatted as a case study, attempts to examine the efficacy of ODL policy and practices of Directorate of Distance Education, University of North Bengal in ensuring 'Social Justice' to weaker section of the society, especially to 'Women'. It also attempts to find whether by providing easy access to education, the purpose of helping the students to develop skills and maturing them as catalyst for 'Community Development' is served or not.

The case study is based on the research carried out on the achievement and present status of women students who earlier completed post graduation from the Directorate through distance education mode.

Theme: Social Justice- Access to Justice
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DECONSTRUCTING THE POLITICS OF ACCESS: THE CASE OF THE UNIVERSITY STUDENT

Rama Mathew, Delhi University, Delhi

The quality of English education especially for the underprivileged has remained far from satisfactory leading to poor proficiency despite several years of formal instruction. While this could be attributed to teachers' own inadequate language competence, inappropriate language pedagogy and more importantly assessment procedures that test memory rather than language proficiency, what needs to be addressed urgently is the situation in which disadvantaged young adults find themselves in: lack of opportunities for jobs and upward social mobility, poor self-esteem, and therefore the issue of social justice.

Delhi University has tried to address the issue through its English Proficiency Course: it offers a 100 hour course each at Basic, Intermediate and Advanced levels to all those who wish to improve their proficiency. The course focuses on all the skills, i.e. reading, writing, listening and speaking, and helps students to actually use these skills in a wide variety of contexts relevant to work, study and social activities. An important component of this course is the end- test that assesses all the skills,

including speaking and listening. The work done in the last three years amply demonstrates that the course has been quite successful in increasing the self-esteem and confidence of the otherwise shy and intimidated student, apart from facilitating language proficiency in all areas.

Another aspect of this project is the opportunity it provides for the ongoing professional development of teachers. These 'volunteer' teachers from the University of Delhi are responding to the needs of students through learning-rich materials and are in the process of (re)conceptualising appropriate pedagogies for the adult learner. Supplementary, self-instructional materials are now being made available online to provide for heterogeneity and learner autonomy. This paper will present data from the field to demonstrate what the experience has been for the student and the teacher, and discusses its implications.

Theme: Social Justice- Access to Justice

GOING THE DISTANCE: WHAT IT TAKES TO ACHIEVE ACCESS AND SUCCESS IN DISTANCE LEARNING

Lentell, Helen
The University of Leicester, UK

Distance learning offers the promise of enabling sustainable access to high quality, cost effective education. And because of this promise distance learning figures highly on development agendas. However distance learning does not always deliver on this promise. Sadly many distance learning interventions are ad hoc and piece meal concentrating on a particular aspect of distance learning – developing educational materials or acquiring learning technologies for example.

To be successful distance learning, unlike conventional class room based teaching, involves a complex division of labour – this is how distance learning can harness the shortage of expensive knowledge experts and use production and service industry methods to deliver mass education. Thus distance learning is a system where the whole is bigger than the sum of its parts. But like all systems it has to be planned, implemented, managed and monitored.

We all know this in a theoretical sense. The founding literature of DL always emphasised it. But somehow across the world we seem to have forgotten it. This paper seeks to understand the recent history of

distance learning, where seemingly we have had greater access to resources and technologies to achieve the promise of DL but where the goal remains tantalising unrealised. The paper will argue that achieving success in DL and thus making a contribution to social justice requires leadership and learning, organisation and management.

Theme: Social Justice- Access to Justice

HUMAN RIGHT VIS-À-VIS RIGHT TO EDUCATION IN INDIAN CONTEXT: PROBLEMS AND ISSUES

Prof. Elumalai, K IGNOU DELHI

Introduction:

Under this head, the status of Education in ancient times as well as in modern times will be traced out briefly.

Human Rights and Right to Education:

An attempt will be made to identify by nexus between Human Rights and Right to Education.

Right to Education under universal declaration of Human Rights 1948:

An attempt will be made to identify the various aspects and dimensions of Right to Education reflected under Human Rights declaration 1984. Further, what constitute Human Right to Education may also be analysed.

Recognition of Right to Education by Global conventions:

The attempt made by Global conventions emphasizing the respective government's obligations and their commitments to ensure Human Right to Education may be traced out.

Constitutional Provisions (India) dealing with Right to Education:

An attempt shall be made to identify and understand the various aspects and dimensions of Right to Education covered in the Indian Constitutional framework.

Status of Education in India An overview:

An attempt shall be made to review the current status of education in India. Emphasis will be placed on the status and role of (i) Primary Education, (ii) Secondary Education and Higher Education.

Review of Educational Policies and Programmes initiated under five year plans/ Union Budgets:

An attempt will be made to review the Educational Policies initiated by the Indian Government with greater emphasis on post Liberalization era under five year plans/ Union Budgets.

The Right of Children to Free and Compulsory Education Act, 2009:

An attempt will be made to study, analyze and understand the various Rights to Education covered under this law.

Problems and issues involved in Realizing the Right to Education:

Based on the available information and data, an attempt will be made to pin point the real and genuine problems and issues involved in realizing the Right to Education conferred upon child till the Completion of Elementary Education.

Conclusion and Policy recommendation:

Based on the Problems and issues identified, if any, an attempt may be made to recommend appropriate policy measures to ensure the enjoyment of Right to Education as Human Right.

Theme: Social Justice- Access to Justice
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IMPLICATIONS OF INTERVENTIONS: SRI LANKAN EXPERIENCE ON LIFELONG LEARNING FOR FARMERS

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De Silva, W.N. University of Ruhuna, Mapalana, Kamburupitiya, Sri Lanka

A Lifelong Learning for Farmers (L3F) programme made several interventions to a target of mushroom farmers in the Southern Sri Lanka during 2009. The mushroom farmers encounter a special challenge with respect to technologies and finding markets, and also to uplift their living standards. The University of Ruhuna served as the focal point, and launched technology dissemination through open and distance learning mode incorporating other agricultural extension techniques. A group of mushroom growers of the area was fortified to establish and expand social capital. Efforts were launched to integrate different partners to the mushroom production system. Among them the Ekamuthu mushroom growers society, a rural technology centre with computer facilities (Vidatha), Ruhuna Development Bank with the assistance of

Central Bank of Sri Lanka, a retail marketing chain, the policy making institute, (Centre for Agricultural Research Policy), The Department of Agriculture etc. play a major role with the University of Ruhuna. In fact, all such institutions function as a consortium to the programme, and further, make interventions according to farmers' needs. The implications of the L3F project are very encouraging. With the knowledge gained through the trainings and demonstrators, farmers are expanding the scale. Further, developing value added products and exploring market ventures. Establishment of web page makes a provision to gain technology and market information. Strengthening of social capital implies effective interaction among the mushroom farmers, and further sharing resources. The bank intends to provide credit facilities at a low interest rate, especially to improve the mushroom sheds according to scientific standards. Farmers have become more enthusiastic and geared for experimentation. In all, many farmers have increased their monthly incomes, and according to them, they are even more satisfied than white collar employment

Theme: Social Justice- Access to Justice
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JUSTICE

Machwani, Sitali Martha, Zambia

Despite the introduction of free Primary education in Zambia, there are still some children who do not attend schools due to various reasons. Some of the common reasons are that some children are household heads, early marriages for girls and long distances to the nearest government school. Education is a basic right, guaranteed by the government of Zambia, and is invaluable for improving one's quality of life. The Ministry of education has put in place interventions to protect children's right to education. One of them is called "Our Family Radio Program". This is an interactive radio program that aims at helping teachers, parents and guardians to provide Life skills support for orphans and vulnerable children (OVC) in the community and government schools. The program addresses issues affecting OVC, such as the impact of HIV/AIDS, exclusion of children from the mainstream educational system, and child exploitation and abuse, while discouraging potentially detrimental traditions such as early marriages. "Our Family" builds on existing Ministry of Education Life Skills curricula, especially focusing on HIV/AIDS education through village -to -village information sharing.

The objectives of Our Family Radio program are:-

- To empower OVC with the knowledge, attitudes and skills to set goals and make choices in challenging situations.

- To provide basic HIV/AIDS prevention life skills.
- To promote abstinence, mitigate stigma, child abuse and gender-based violence.
- To promote good nutrition and hygiene
- To provide information on reproductive health.

Through radio listening, groups and organized foster families, OVC and their care givers listen to three radio programmes per week. The radio programmes are broadcast in local languages. Caregivers and their children listen once a week to a fifteen minute drama, which takes the form of a serial soap opera, illustrating Life Skills topics.

The next day, the children listen to a fifteen – minutes broadcast with their school teacher, which serves to reinforce the previous drama broadcast. Using this guide, the teacher discusses key points with the children before, during and after the broadcast. The follow-up activities include topics for discussion with the learners' caregivers. In this way, children serve as active agents for family –based behavioral change. A final weekly broadcast targets the community based discussion groups, who report back to community radio stations. These community based discussion groups enhance the support given to OVC, providing a forum to reflect on OVC issues as well as the network of services available to them.

Theme: Social Justice- Access to Justice

LIFELONG LEARNING FOR LIVELIHOOD PROMOTION: A RURAL EXPERIMENT IN THE MADURAI DISTRICT OF TAMIL NADU

Dr. Joseph M. John Tamilnadu
Dr. Thomas A.Amirtham, SJ Thomas Tamilnadu

Knowledge, as a dynamic factor, is the essence of development in any community. Rural people, who remain alienated in the contemporary process of development, remain in accessible to livelihood promoting knowledge. Small and marginal farmers who survive on subsistence farming resort to traditional methods of farming that yields very marginal income. Besides, limited exposure to development opportunities in rural areas dwindles the scope for upward progression of the poor farming families. The observed systemic transfer of human capital from traditional farming to modern non-farm activities poses challenge to the future farming system and hence it is imperative to enhance the knowledge base of the existing farmers to increase productivity and assured livelihood.

It is indeed a challenge to transfer development knowledge to farmers who are either illiterate or just literate on account of the type and form of knowledge content besides the mode of communication. Development knowledge needs to be created, validated, customized and channelized to the end users so that conversion of knowledge into profitable business becomes a reality.

Taking cognizance of the above need the Arrupe Centre for Policy Research, an integral unit of Arul Anandar College (Autonomous), Karumathur, initiated a project intended for making available the required knowledge at the touch of a computer screen which is referred to as 'Light on the Wall'. Individual learning must facilitate collective learning through a process of horizontal transfer of knowledge. Diffusion of knowledge among the members is envisaged through a process of forming

farmers' network. The observed development process can be traced in the following stages such as Learning, Forming and Farming. Learning through ICT integrated knowledge system, forming them into federated network of farmers clubs by enhancing their Cognitive Social Capital and practicing the knowledge for accelerated farm production, increased access to marketing and other life support activities converge on a single platform called Britto Agro Informatic Centre, organized by Arrupe Centre for Policy Research.

The above initiative has brought to lime light the effect of modern technology in promoting life long learning process and also the need for convergence of academics, development personnel, institutions and the farmers as stakeholders.

Theme: Social Justice- Access to Justice

MAPPING OPEN EDUCATIONAL RESOURCES FOR ACCESS AND EQUITY IN HIGHER EDUCATION IN INDIA

Dr. Gani Abdul
Central University of Kashmir

In today's competitive higher education world, the growth of Open Educational Resources (OER) initiatives offer real opportunities for improving access and transfer of knowledge and information to a wide range of users. OER movement has now grown to be a worldwide movement making higher education equally accessible through the web to all who can make use of it. It has the potential to permit globally created educational resources to

serve the knowledge needs of diverse communities. Various forms of OER have dramatically reduced the cost and increased the availability of quality higher education at lower costs. OER and digitized print resources help alleviate situations arising from the paucity of up-to-date educational resources.

One of the greatest challenges India faces is to provide extensive access to quality higher education opportunities. In spite of having one of the largest higher education systems in the world, with 431 universities, 20677 colleges and 116.12 lakh students as of 2008 the overall GER in the age group of 18-24 years still stands at 11% compared to the world average of 23% and 55% for developing countries. A GER of more than 35% is considered necessary for a country to achieve sustainable development in a global knowledge economy. India needs a massive expansion of opportunities for higher education to about 1500 universities to attain a GER of at least

15 per cent by 2012. Given its resource constraint operationalisation of this target is going to be a challenging task. An expanding OER movement offers great promise for meeting this challenge. A coordinated effort is therefore, required to design, develop and deliver OER tailored to meet diversified learner needs and styles. Accordingly, India's National Knowledge Commission (NKC) has recommended the use of globally available OER and Open Access (OA) as a means of radically increasing the widespread availability of high-quality educational resources for extending access and enhancing quality of higher education in the country. India has now become an active player in OER movement as evidenced by the increasing availability of OA electronic journals, OA repositories, open source software-based repositories and a vast digitized material offered freely and openly for educators, students and self-learners.

This paper maps the scale and scope of Open Educational Resources initiatives in India and examines how well the development of OER address the core concern of providing wider access to quality higher education at an affordable cost. The paper also identifies the factors that help or hinder the drive to improve accessibility to OER and outlines a strategy to make effective use of OER for promoting access, equity and excellence in higher education in Indian.

Theme: Social Justice- Access to Justice
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MASS BASED CAREER COUNSELING TO ACHIEVE SOCIAL JUSTICE: RESPONDING TO THE CAREER COUNSELING NEEDS OF ENTERING STUDENTS AT THE UNIVERSITY OF SOUTH AFRICA

Dr Schoor, At van University of South Africa

Social justice implies that there is no discrimination against anybody on the basis of personal qualities or circumstances. Indicators of social justice in higher education can consist of three levels namely access, success and quality or appropriateness of study programmes for the development needs of society. The focus on this paper will be on the level of success, which may be defined as completing a certifiable study programme.

While access to higher education is fairly open to all who meet the basic entrance requirements as set by the South African Department of Higher Education and Training, success is less than certain as evidenced by low throughput rates. Success is

dependent on a range of factors amongst which are clear career goals and a study programme that will contribute to personal goal satisfaction as well as to the development needs of the larger society. It is hypothesized that more intensive preparatory career work at the pre-registration level, will provide entering students with a more realistic sense of their occupational goals and they will be better motivated to deal with academic demands that contribute to success and the achievement of social justice.

The paper will describe a project that was launched by the Directorate for Counseling, Career and Academic Development (DCCAD) in the second semester of 2009 to assist students who had applied for admission to the university and who had indicated that they needed more career counseling in preparation for entry into the university in 2010. It will describe the process of providing mass-based career counseling opportunities to ± 32 000 students, the technologies and materials that were used, statistics to show the magnitude of the project, the outcomes and the lessons that were learnt.

Theme: Social Justice- Access to Justice
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OPEN AND DISTANCE LEARNING (ODL): QUEST FOR SOCIAL JUSTICE BEYOND ACCESS

Dr. Murugan, K.
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Time was when increasing the access to tertiary education was thought to be a significant means to address, to a reasonable degree, the issue of social justice. Correspondingly, it was felt that unless education is freed from the conventional barriers could an educational Renaissance of sorts that was warranted be possible. Open and distance learning (ODL), thus, emerged as a significantly viable system of education. It gradually evolved to accommodate education at the secondary level as well. Over a period of time, the ODL system has successfully been put to use, though sporadically and predominantly outside the academia, for development activities, many of which continue to optimally exploit the power of information and communications technologies (ICT). Blinded by the academic hegemony, however, ODL institutions are yet to acknowledge the continually evolving and changing contours of ODL, and, therefore, remain traditional in approach, the hallmark of which includes aping conventional academic Programmes and producing students in large numbers. It is time we recognized that ably addressing the issue

of access (or number) is just a partial answer to the quest for social justice. By extension, no longer should access and therefore imitation be considered the sole or primary purpose of ODL.

Against this backdrop, the paper discusses the need for ODL institutions (ODLIs) to refocus and frame robust policies for human development (or quality of life), transcending the customary focus on imitation and access, to achieve social justice and restrain themselves from partaking in the viciously subversive process of institutionalizing mediocrity.

Theme: Social Justice- Access to Justice
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OPEN AND DISTANCE LEARNING AND FEMINISM: DISCOURSES OF ACCESS TO JUSTICE, LIBERTY AND LIVELIHOOD

Nwaogu, Ifeyinwa M.Ogbonna, National Open University of Nigeria,

The 'enthronement' of democracy in Nigeria in 1999 gave impetus to government's determination to provide Education for All (EFA) through the

open and distance education (ODE). With this commitment, the National Open University (NOU) was formally established in the year 2002 to serve as the fountainhead of and the springboard for modern-day ODE. This paper examines feminist movement's demands for 'access to Justice' for the removal of privileges and discrimination, for equality in the distribution and in the application of rights between the men and women considering ODE objectives:

Access to cost-effective educational opportunities for those who would otherwise have been denied access. Second chance for those who left school for one reason or the other, but who, having matured, wanted to re-enter the knowledge arena. Those who did not avail themselves of the opportunities to go to school but who were still within the age range for universal basic education (UBE) a chance to become literate and get on with life. Enrich the knowledge base of students in regular school programmes as well as others who could not afford to attend full-time schooling. Deliver educational services that would be more learners friendly and would motivate learners to realize that learning is a lifelong affair. Consequently, the paper focuses on three major questions: first, what benefits have accrued to women as a result of the ODE policy? Second, in what way has the cost-effective manner for those who would otherwise have been denied access facilitated women's enrolment or access to education? And third, how has the lifelong mode of education important to a society's socio-economic development empowered women (especially those in low-skilled employment or stay-at-home-mothers)? The paper concludes that the ODE's integral lifelong educational framework was important to women's socio-economic development.

Theme: Social Justice- Access to Justice
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REACHING THE UNREACHED THROUGH ODL – HOW IT CONTRIBUTES TO FEMALE EMPOWERMENT IN BANGLADESH?

Dr. SULTANA, SADIA AFROZE,
Bangladesh Open University

Prof. Kamal, Mostafa Azad,
Bangladesh Open University

Poverty is a long felt problem in Bangladesh. The main group of victims of poverty are females, especially in the rural areas. Around half of the population in the rural areas are female and they have been afraid of undertaking their own income earning projects due to illiteracy and other socio-

cultural problems. The main reason behind the backwardness has been identified as the lack of education. However, given the socio-cultural conditions, it becomes difficult for the rural females to have education from on-campus setting. Bangladesh Open University (BOU) has launched ODL programmes with an aim to help the people have education in a flexible way. The enrolment in BOU's secondary and higher secondary education programmes is increasing since their launch. A huge number of students already completed their education from BOU. So, there is a scope to see how BOU's secondary and higher secondary programmes affect the socio-economic status of the female learners. This paper aims at identifying the impacts of ODL programmes of BOU on the socio-economic status of the females in Bangladesh. The paper explains how BOU's collaboration with GOs and NGOs may promote the socio-economic benefits for the rural females from the ODL programmes of BOU.

Theme: Social Justice- Access to Justice
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ROLE OF ALLAMA IQBAL OPEN UNIVERSITY IN PROMOTING ACCESS AND DEMOTING GENDER DISPARITY IN HIGHER EDUCATION IN PAKISTAN

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Dr. Iqbal, MuhammadZafar
Allama Iqbal Open University, Islamabad

This study was conducted to evaluate the role of AIOU in promoting access and demoting female disparity in higher education in Pakistan. Factors affecting female access to higher education were also assessed in this study. The study was conducted in Islamabad, Rawalpindi, Chakwal, Sargodha, Faisalabad, Jhang, Mianwali, Gujranwala, Shaiwal and Multan regions. Survey approach was considered appropriate for data collection. 1000 female students, 100 tutors, 50 parents and 25 academicians were selected randomly and the data were collected through a questionnaire from the respective respondents.

The reports of Higher Education Commission (HEC) of Pakistan, Ministry of Education (MoE), Government of Pakistan (GoP), World Bank, UNDP, UNESCO and World Economic Forum were also analyzed. The collected data were analyzed through quantitative (percentage and mean formulas) and qualitative approaches.

The study revealed that after the inception of HEC there was significant growth in higher education enrolment which approached to 316278 in 2008 from 135123 in 2002 with 168% increase and 17.9% average annual growth rate (excluding Distance Education). Out of 316278 male students were 170252 (53.83%) while 146026 (46.17%) were female students. Interestingly, 1017890 was student enrolment in AIOU in 2008 with 484984 (47.64%) male and 532906 (52.35%) female students. It was found that AIOU alone has provided access to more students than all of the Pakistani universities. Similarly, AIOU has demoted female disparity by enrolling more female students than male learners. AIOU is playing discriminative role in promoting access and engendering female disparity in higher education in Pakistan. Further, regarding female access to higher education poverty, restricted culture, unimportance of education, negative attitude of parents and unawareness about distance education system were found major problems.

Theme: Social Justice- Access to Justice
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THE ACCESSIBILITY OF ODL TO THE DISADVANTAGED - TEENAGE EMPLOYEES

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Lesotho College of Education

Over the years open and distance learning (ODL) has been increasing in popularity among learners, especially adult learners, worldwide. According to Tamboura (2008) ODL is becoming a more and more common strategy in educational systems, particularly in countries with increasing number of learners and teachers. However, there seems to be a group of people left out in accessing this distance education in Lesotho. This paper explores the extent to which some disadvantaged teenagers in Lesotho are aware or not aware of different means of ODL means, through which they can advance themselves. The focus is mainly on teenage boys and girls who are employed as gardeners and domestic workers respectively. The paper will further explore the views of employers of such teenagers regarding ODL accessibility for their employees. Teenagers, boys and girls, were interviewed to gain a deeper understanding on how much they are aware of the possible means of advancing in their education while they maintain their jobs as domestic workers and garden boys. Employers of these teenage employees were also interviewed to establish the extent of their awareness regarding learning opportunities available to their employees through ODL. The study revealed that most of the teenage employees are not aware that it is possible

to study through ODL and be working at the same time. Some employers are also not aware of opportunities available to their employees to further their studies through open and ODL, while some are aware but decide not to allow their employees such opportunities. The paper recommends that the labour department of Lesotho develop a policy that will guide employers on how to facilitate further studies through ODL to their employees. The study further recommends that institutions offering ODL develop strategies to reach out to disadvantaged teenage employees.

Theme: Social Justice-Access to Justice
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DISPLACING GENDER INEQUALITY THROUGH ODL: THE NATIONAL OPEN UNIVERSITY OF NIGERIA ENGLISH PROGRAMME AS A POTENTIAL TOOL

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Gender inequality had been a refrain among those that desire social justice. To this end, a global conference was organized by the United Nations in 1995 in Beijing, China. However, in a recent study, it was found that the effectiveness of this conference is doubtful in that some of the problems identified during the conference such as the negative portrayal of women in the media persists. The main reason root of this persistent problem for the continued dominance of the male hegemony over the female in the Nigerian society is said to be the supposedly cooperative nature of women to the dominant paradigm. This study thus seeks to find out the way ODL can help in mitigating the hegemonic consent of females to the dominant male paradigm. Our argument is that quality education should result in psychological freedom and self-determinism. Beyond access, content of instruction is very important in determining the relevance of an educational curriculum to the society, Using Critical Discourse Analysis as its analytic tool, this study therefore investigates the curriculum content of the National Open University of Nigeria English Programme to find out if it in any way helps students, especially the female ones, attain psychological liberation towards the end of their becoming free and productive contributing members of the Nigerian society.

Theme:
Social Justice- Scaling up quality education for all
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A COMMUNITY BASED SKILL DEVELOPMENT PROJECT FOR MUSLIM GIRLS

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Government of Bihar,
Patna and former Chairman &
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One of the aims of education in India is to ensure equity and social justice for all. However limited access to education has resulted in Muslims being disadvantaged. The Sachar Committee constituted to examine the socio-economic and educational status of Muslims in India emphasized increasing marginalization of Muslims as a "socio-religious community" and, within Muslims, highlighted the deprivation of girls. Policy documents noted an increasing disconnect between school education and 'productive work' including non recognition of their prior learning. Project Hunar is a unique policy intervention through Open Schooling to not only improve educational access and attainment amongst Muslim girls but also to empower them economically. Hunar's innovative delivery mechanism is a tripartite collaboration involving Central Government through National Institute of Open Schooling, State Government through Bihar Education Project Council and community through traditional educational institutions namely madarssas and makhtabs. Hunar covered over 13,000 Muslims girls across 298 blocks of all 38 districts of Bihar, who alongwith formal education, were provided skill training in seven selected skills. The self instructional materials were developed by NIOS, training was imparted through community based educational institutions, funding done by Bihar Government. About 12,000 girls were certified. Each passout was later given Rs. 2500/- as seed money by Bihar Government to buy equipments /materials to set up their own enterprise. The 'coming out' of these Muslim girls, their raised confidence level marks the success of this project. The phenomenal success of Project Hunar has led to its upscaling and widened ambit covering 50,000 Muslim, SC, ST girls.

This paper attempts to showcase the access and success of Project Hunar. It highlights how Open Schooling can be used through community based institutions for developing skills and building self esteem of the most vulnerable sections of Indian society and thereby bringing social justice to these groups.

Theme:
Social Justice- Scaling up quality education for all
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**ACCESS AND SUCCESS:
THE ROLE OF DISTANCE
EDUCATION IN GIRL- CHILD
EDUCATION IN NIGERIA**

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Education in Nigeria is an instrument par excellence for affecting national development. In spite of the global efforts to broaden opportunities in many schools all over Nigeria, many are not responding adequately to the needs of their students. A large majority of the learners do not acquire even minimal levels of learning due to such factors as poverty;

malnutrition; different multi-cultural contexts; and many children still relegated to environments that discourage learning. The Convention on the Rights of the Child recognizes that States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind. However, in Nigeria available indicators show that the girl-child is discriminated against from the earliest stages of life, through her childhood and into adulthood. The reasons for the discrepancy includes: female genital mutilation; son preference; early marriage; violence against women; sexual exploitation; and gender-based educational processes. In Supporting Girls' Education, no developmental strategy is better than one that involves women as central players. It has immediate benefits for nutrition; health, savings and reinvestment at the family; community and ultimately; country level. Educating girls is a social development policy that works. It is a long-term investment that yields an exceptionally high return. Gaining access to learning, and successful participation in education is becoming essential for all. As a result, most countries have set goals to increase the access to girl-child education for individuals that are under-represented. Among other principles, for equitable access and success in learning global development perspectives in Nigeria, what open and distance education (ODL) can do in terms of success and access to learning development is the bone of contention for this paper as open and distance learning are balancing inequalities between age groups; and extending geographical access to education.

Theme:
Social Justice- Scaling up quality education for all
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**AN INVESTIGATION OF THE
PERFORMANCE OF DISTANT AND
CONVENTIONAL STUDENTS
STUDYING LAW AND COMMERCE AT
THE UNIVERSITY OF SWAZILAND**

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The Institute of Distance Education (IDE) was created in 1994 at the University of Swaziland and has a total intake of over 1,700 distance education students enrolling for Diplomas and Degrees in four programmes (Humanities; Law; Education (Adult); and Commerce). The content of the programmes offered are identical for both distance and conventional students. There is some prima facie evidence that IDE students perform less well in their examination than their conventional counterparts.

However, other studies have found no difference between distant and conventional learners (e.g. Sonner (1999); Fox (1998); Tucker (2001)) and indeed some have found distant learning students outperforming the traditional student (e.g. Souder (1993)). This paper will describe and present work in progress on a large four phase investigation of why conventional students outperform distance learners. The first phase aims to build a descriptive picture of the IDE students' examination performance against the conventional students in the Law and Commerce programmes. The analysis will also attempt to control other factors, like age, sex, and entry qualifications. The emerging patterns will be used to provide clues to possible explanations of the underlying causes (phase 2). This explanation will be mainly based a Mayes' (1995) conceptual framework. The framework helps to identify problems that may be due to i) poor conceptual materials (the modules vs the lectures) or limited access to conceptual resources (text books etc); ii) the quality and quantity of practical sessions to support the construction stage of learning; iii) fewer opportunities to engage in debates and discussion either informally (peer-to-peer; learner-teacher) or formally (tutorials) to support the dialogue stage of learning. In depth interviews with tutors, lecturers and students will take place to gather further evidence to support or dismiss the possible explanations (Phase 3). Finally, in the fourth phase, a set of recommendations will be offered that will improve the quality of the teaching and learning for both distant and conventional students.

Theme:
Social Justice- Scaling up quality education for all
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CAPACITY BUILDING IN WIDESPREAD QUALITY HIGHER EDUCATION THROUGH OPEN AND DISTANCE LEARNING: SOME SUGGESTIONS

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One of the fundamental rights of a citizen is to have an easy access to education, irrespective of place, time and occupation. In no way should the less privileged be left out. To make education reach all, within the period envisioned in the millennium development goals, its mode can no more be only conventional. Open and distance learning has proved to be an affordable and appropriate supplement for many, in most developing countries.

To ensure learning for development in the true sense, technology-enabled modes can be scaled up, creating more skilled and enlightened people. Application of video recorded lectures, specially designed modules on the websites, interactive teacher-student communication, video conferencing, open source materials and the like have been found positive and imaginative. These have impacted on the previously prevalent dismal scenario in many areas of the world where ODL has now become the acceptable answer. The common centers of higher education, namely the traditional universities, have often remained ivory towers, limited to the privileged few. It is time they reach out to the doors of all aspirants in the community, without restriction.

Thus revamping capacity building measures through flexible ODL should be considered a priority by the universities and governments. Accordingly, their policies, programs and structures should be made more relevant and community-friendly. To make ODL more cost effective, fast and often competitive, private universities alongside public ones should be allowed to run open and distance learning. International agencies may also come forward in assistance to regional or global cooperation for the full-fledged adoption of ODL. Further research and collaboration would be needed to find a less expensive but quality assured, better accessible ODL for immediate implementation in developing countries like Bangladesh (where only a single university, a public one, caters to the needs of over 150 million people).

Theme:
Social Justice- Scaling up quality education for all
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CORRELATES OF ACADEMIC ACHIEVEMENT FOR MASTER OF EDUCATION STUDENTS AT

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Open University Malaysia

The aim of this paper is to examine the relationships between selected personal variables and academic achievement among post-graduate students enrolled in the Master of Education programme at Open University Malaysia. For this purpose, a study was carried out to determine the extent to which these personal variables predict individual student achievement as measured by coursework and end-of semester final examinations. The sample consisted of post-graduate students from a population of more than 1,000 students enrolled in the programme between 2005 and 2009. The predictor variables used were gender, age, home/work location, profession and years of teaching experience. The criterion variables were raw scores attained for eight different papers as well as the cumulative grade point average for each student. Analysis of data employed a Step-wise Multiple Regression Analysis using a regression routine. The paper discusses findings of the study in light of implications for the implementation of post-graduate programmes through a distance learning mode.

Theme:
Social Justice- Scaling up quality education for all
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DEMOCRATISING HIGHER EDUCATION: THE IGNOU INITIATIVES

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Starting with two courses and 4,000 students in 1985, IGNOU has reached the ladder of success being the world's largest mega university, most diverse and inclusive institution offering over 3500 courses and catering to over 2.5 million students. IGNOU is committed to be accessible to all by ensuring learner convenience through its unique 'age no bar, place no bar and pace no bar' approach. This approach of IGNOU falls in line with the objectives of democratizing higher education as the current initiatives of IGNOU indicate. During last few years IGNOU has been experimenting various innovative ideas and methods for meeting the above mentioned objectives and ultimately to cater to the diverse needs of people. This has resulted into successful launching of number of programmes, courses, medium and modules. To name a few,

Community College establishment, growth of vocational education stream, programmes for physically challenged, providing second career opportunity to Indian Army: Gyan Deep, Convergence of distance education and higher education, starting of face to face programmes, use of 3G technology for imparting education, Flexilearning mode, satellite based communication etc. In this paper an attempt has been made to present an overview of the above mentioned innovations that has been carried out by IGNOU in order to align with the mission of democratising higher education. Also the current status of these innovations and the related issues are highlighted.

Theme:
Social Justice- Scaling up quality education for all

EMPOWERMENT THROUGH LITERATURE: POTENTIAL & PROSPECTS OF ODL

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IGNOU, N Delhi

When we talk about education as a means of achieving social justice, one might well ask, why teach literature? The answer would be that by teaching literature we equip students with a level of sophistication that enables them to view, compare, analyse and internalise cultural values and relate them to real life situations. They are thus in the position of making an informed choice when confronted with complex dilemmas in their own life. Literature cannot be divorced from language and, as the poet Robert Frost said in another context, yield who will to their separation, the sensible and sensitive teacher would not like to view language and literature as separate entities encased in water tight compartments. Having said that, the natural corollary to this would be that teaching literature would not be very different to teaching language through the ODL system. Of course, to teach literature - especially poetry that mostly relies on reading aloud for its music that brings out the meaning - through the distance mode can be a daunting task. The paper will explore the challenges and explore possible solutions to the difficulties of teaching literature through the distance mode like blended learning, online learning, use of audio-video materials and so on in the context of multilingual developing countries like India where English plays a key role in empowering the powerless through quality education.

Theme:
Social Justice- Scaling up quality education for all

ACCESS TO SUCCESS IN LEARNING: GLOBAL DEVELOPMENT PERSPECTIVES EQUALIZING EDUCATIONAL OPPORTUNITY IN NIGERIA THROUGH OPEN AND DISTANCE LEARNING

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National Open University of Nigeria

Education remains a potent and dynamic instrument for national development and social transformation. In the last 45 years, Nigeria has had myriads of educational policies aimed at reducing inequality in education. In spite of these efforts, Nigeria is still far from achieving the much needed equity and

equality in education. For instance, the quota system currently in use in the selection of candidates for admission to Nigerian universities is a clear case of robbing Peter to pay Paul as it has continued to create educational imbalance between the Northern and Southern parts of the country thus engendering ill feeling and social injustice among its citizens. The National Open University of Nigeria (NOUN), an Open and Distance Learning institution, was resuscitated six years ago and commenced operation to fill the yawning gap. It remains a veritable tool for promotion and provision of equal education opportunity through a comprehensive reach that transcends all barriers. In this context therefore, this paper seeks to answer the following questions: (1) to what extent has NOUN lived up to its mandate as articulated in its vision and mission? (2) what proportion of the following individuals are registered with or graduated from NOUN - girls and women in purdah, the physically challenged, the unemployed, those in employment, older students, married adolescent girls, girls and women who dropped out of school, ethnic minority groups, as well as other disadvantaged groups. Ordinarily, these categories of people tend to be excluded from access to education in conventional institutions due to their perceived limitations. The paper in addition critically examines the concepts of equity and equality. It looks at past government efforts towards equalizing educational opportunities in Nigeria. The role of NOUN as a vehicle for national empowerment and integration is highlighted. The paper ends with suggestions on ways to achieve greater equity in access to education.

Theme:
Social Justice- Scaling up quality education for all

FEEDBACK ON SELF-LEARNING MATERIALS (SLMS) OF THE JUNIOR SCHOOL CERTIFICATE (JSC) PROGRAM OF THE OPEN SCHOOL OF BANGLADESH OPEN UNIVERSITY: SELECT CASE STUDIES

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Bangladesh Open University
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The Open School of the Bangladesh Open University (BOU-OS) uses self-learning materials (SLMs) for its Junior School Certificate (JSC) program (Grade: 6-8) for the disadvantaged children graduated from the community/non-formal education (NFE) schools run by the NGOs. The program was launched in 2007 under a project in association with the NGO coalition, Campaign for Popular Education (CAMPE). The SLMs for Grade-6 were developed using BOU in-house style. After that texts for Grades 7 and 8 were developed, and the JSC program was implemented, a field level study was undertaken to study the level of experiences on Grade 6 texts. The question motivating the study was: Do JSC texts receive implicit negative feedback from tutors and learners, and whether they are ill-formed in relation to the learners need? As a part of quality development activities, Institutional Design (ID) training for the SLM Development Team was conducted in 2008 by international experts using the Wiki-educator as platform and the Project Team suggested number of approaches such as peer correction, tutor correction and coding system to collect feedback, and subsequently sufficient feedback on grade-6 SLM was gathered from respective tutors and in some cases from learners. The feedback gathered through structured questionnaire had little effect on quality improvement and they did not seem to improve quality of the texts because those were very usual, though some of the appropriately given feedbacks through tutor correction encouraged quality writing. This study investigates the most suitable strategies for improving the quality of the JSC texts, and in the process case studies have been cited to explain the strategies adopted

Theme:
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INCLUSIVE CURRICULUM DEVELOPMENT: OPPORTUNITIES AND CHALLENGES IN OPEN & DISTANCE EDUCATION

Mr. Tata Ramakrishna
Dr. Rose Nembiakkim
STRIDE, IGNOU

Education of the people with various disabilities has marched a long way; from special to integrated and now, from integrated to inclusive. "Education for all" is the slogan of this millennium. Providing education to the unreached including people with various disabilities is one of the prime goals of all conventional, correspondent and distance educational institutions. Inclusive education can be defined as the disabled and non-disabled young people learning together in colleges and universities, with appropriate networks of support. Here, inclusion means enabling students to participate in the life and work of mainstream institutions to the best of their abilities in accordance to their needs. If course content is well designed, disabled students will be able to gain access to it. It will enable them to receive the same learning experience as their contemporaries get.

Providing a quality education to the people with various disabilities is possible in open and distance education. It can be achieved by adopting inclusive support mechanisms. Inclusiveness refers to universal accessibility for all from every prospects; starting from the admission in a course/programme till its successful completion. We have to adapt the principles of universal design and universal accessibility. By applying the seven principles of universal design we can make the programmes/courses inclusive or accessible. In addition to this, assistive technologies work as enhancers or extra tools to ensure the usage of various services given to the students. This paper will explore some of the methods and mechanisms by which we can make our curriculum and courses more inclusive in Distance Education in general, and more particularly for the students with disabilities. It is widely agreed that only inclusion has the potential to reduce fear as well as various limitations of the students with disabilities and build friendship, respect and understanding about them in the society.

Theme:
Social Justice- Scaling up quality education for all
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KNOWLEDGE AND SKILLS ACQUISITION FROM A DISTANCE: MEETING THE CHANGING DEMANDS OF DISADVANTAGED

Dr. Dev, Kapil
IGNOU

Today we are passing through the Post – Information Era, where it is expected from us to perform more and better in less time. We should also develop an ability to learn what we need for future as compared to what we know today. The emerging knowledge economy is based on the following four pillars that demands changed individual and institutional competencies, which includes ICT Skills along with analytical skills, group learning and a team based environment:

- Capability to create, disseminate and use of knowledge
- Educated and skilled human resource capable to create and use knowledge
- A network of innovative research oriented organizations, learning centers, universities that can tap the growing stock of knowledge available world over and link up it to local needs
- An effective information mechanism that can facilitate information flow, dissemination and processing to common man.

Stimulating such skills need an education system which is flexible and can foster innovativeness as well as critical abilities. ODL is now accepted as an indispensable part of mainstream of educational system in both the rich and poor nations, in spite of the fact that the world still suffers from intolerable inequalities not only at the international levels but also within nations.

The proposed paper will include two dimensions that:

- With the advent of online learning how ODL can provide a variety of educational and skill enhancing opportunities to a diverse community of individuals and institutions?
- When traditional educational structures inequality of opportunity, the low quality of education and its frequently observed irrelevance coupled with scarcity of resources how ODL may be seen as an approach having potentials of worth for the disadvantaged?

Theme:
Social Justice Scaling up quality education for all
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LEARNERS’ PERCEPTIONS OF OPEN AND DISTANCE LEARNING PROGRAMMES: THE CASE OF NAMIBIAN COLLEGE OF OPEN LEARNING (NAMCOL)

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Namibian College of Open Learning

Since 1998 NAMCOL has introduced a range Professional Programmes and Vocational Programmes to fulfil its mandate of addressing the diverse training needs of the Namibian people in the field of community development, youth, work, local government, business management, and early childhood development.

The objective of this paper is to critically investigate learners’ perceptions on the quality of Professional Programmes offered by the college. Quality as describe by Gandhe in the paper on Quality Assurance in Open and Distance Learning in India, identified two aspects of quality in the educational context: quality of the system as a whole and quality of what the system offers to the students or the learners. The paper will further highlight the common perceptions of ODL learners with regard to the reliability and adequacy of the teaching system of the college.

The study will follow both qualitative and quantitative research approach and data will be collected by using a questionnaires and a semi-structured interview with enrolled learners, exploring learners’ perceptions with regard to tutoring, quality of study material, learner support. An exploratory and descriptive analysis will be used to analyse data. The research findings will give insight that can be use in the formulation, development, implementation and regulation of NAMCOL’s ODL systems.

Theme:
Social Justice- Scaling up quality education for all
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MEDIA, EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING IN IRAN VIRTUAL UNIVERSITIES

Khoshneshin, Zohreh
Fazelian, Pouran

Teaching-learning activities make the process of learning which include the outcomes of interaction among teacher, student and education environment. In a virtual system of learning, technology replaces educational environment. The approaches of universities to implicate technologies during different generations add to technologies as types of media and their application through online or e-learning environment. These are discussed in this paper. It is also explained what types of media have what characteristics and how their advantages (and sometimes disadvantages-in combination with internet connection) affect teaching-learning process in an online learning context. The main questions related to the subject and to explain the effectiveness of Iran virtual universities in their approach to using the media include:

1. Are there any differences among teachers in terms of the limitation of media structure in combination with internet connection and its effects on learning-teaching process in different universities?
2. Are there any differences among the students about the Web page and course content design effectiveness in different universities

Theme:
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OPEN AND DISTANCE EDUCATION: A CONTRIBUTION TO ACCESIBLE EDUCATION, POVERTY ALLEVIATION AND EMPOWERMENT OF WOMEN ?

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Gender inequality and poverty are two serious problems for developing countries, where the majority of women have been victims of cultural, socio-political and environmental impacts of development. The gender dimension of poverty focuses on the dilemmas women face, their multiple roles as women and their roles in poverty alleviation. The literature on women and poverty abounds with evidence that women are disproportionately subject to the economic and socio-cultural effects

of poverty. Women are also known to be discriminated against in terms of economic security, basic needs support, work access, opportunities and remuneration.

In Nigeria, as elsewhere in the world, Open and Distance Education (ODE) is used as a major vehicle to break the three vectors - access, quality and cost – that has constrained education time immemorial in order to improve women’s wellbeing, reduce their vulnerability and act as a starting point in their empowerment. Using findings from two single-mode ODE institutions in Nigeria, - National Open University of Nigeria (NOUN) and National Teachers Institute (NTI) - this study explores the issues of poverty and women’s empowerment. First, it considers poverty from gender and economic sustainability perspectives, second, it evaluates the impacts of ODE on women empowerment and poverty alleviation, and third, it highlights the role of ODE in enhancing accessible education for women. The study argues that ODE has visible impact on both poverty reduction among women, gender equity, economic sustainability and accessible education. An interesting finding here has been a new conception of women empowerment which explicitly includes the development of ‘self’. The possibilities of ODE to contribute to poverty reduction of women and their empowerment are, however, internally and externally constrained. Evidence from the empirical research conducted in three States – Kogi, Benue and Nassarawa shows the internal constraints (weaknesses in the institutions themselves) to include inadequate instructional materials, access to the internet, inappropriate technology and power failure. The external constraints (the socio-economic factors affecting the sustainability of the programmes) include economic conditions that deny educational access to women, and cultural factors that result in excessive burdens on women. Both diminish the effectiveness of ODE as a solution to poverty. From the analysis of lessons learned from best practice in other countries, it is suggested that the Nigerian government’s framework on Open and Distance Learning programmes need to be refocused to address these internal and external constraints, and allow for progress to be achieved in poverty alleviation and empowerment. The NOUN and NTI programmes in a revised form based on an improved delivery format, should continue to play a role in providing flexible, accessible, qualitative and cost-effective education to women, to encourage skill development, and capacity building to support the process of women’s empowerment and to contribute to a more sustainable society

Theme:
Social Justice- Scaling up quality education for all
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OPEN AND DISTANCE LEARNING (ODL) FOR WOMEN IN HAWKING BUSINESS EXPERIENCES FROM BEYOND SURVIVAL PROJECT, MARIGAT KENYA

Otto, Kephers O
Executive Director IFEPAC

This paper is a preliminary report on an ODL based non-formal project conducted by a Kenyan NGO, Integrated Functional Education for Pastoral Communities (IFEPAC). The pilot project which was conducted between 2008 and 2009 was funded by Commonwealth of Learning and aimed at building entrepreneurial skills and knowledge of HIV/AIDS for women hawkers in Marigat township, Kenya. Initially 45 women were enrolled on the project but only 35 successfully completed the three month course. Beyond Survival Project basically aimed at exploring the fundamental delivery methods of Open and Distance Education (ODE). Group discussion, print, audio and audio visual were therefore the major delivery components. The project is due for final evaluation next month, February 2010. This paper, however, will attempt to discuss the role played by each of the four components in relation to the experiences and perceptions of the participants and also ODL principles. The papers will further highlight problems and challenges experienced by the participants as ODL learners. Quantitative and qualitative data will be gathered from participants through individual interviews and records kept during group sessions.

Theme:
Social Justice- Scaling up quality education for all
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OPEN LEARNING COMMUNITIES FOR DEVELOPMENT: REVISITING THE GENDER DIMENSIONS

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The need for developing open learning communities has been widely documented especially in the context of impact of ICTs for community development and lifelong learning in emerging knowledge societies. While local relevance and addressing gender-specific learning needs are recurring themes, more attention needs to be focused on transforming learning facilities and information centres into

open learning communities for gender equity and development. The paper examines gender analysis models for recreating and reshaping spaces and resources of community learning and synergies between knowledge systems in order to promote gender equity and gender equality. Interweaving the highly complex web of gender relations in communities with the lifelong learning imperative presents difficult challenges for open learning communities. The text, sub-text and context of knowledge discovery and creation of meaning; content development and dissemination; creation and use of learning tools; supporting, monitoring and evaluating individual and collective learning processes are explored using a gender lens. Drawing from the Asian and African experience, the paper suggests frameworks for promoting development of open learning communities which promote gender equity and gender equality.

Theme:
Social Justice- Scaling up quality education for all
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ROLE OF OPEN AND DISTANCE EDUCATION INSTITUTIONS IN SCALING UP QUALITY EDUCATION FOR ALL

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In the World today, Open and Distance Education (ODE) system has been gaining widespread popularity over the years. The explosive growth of Open and Distance Learning (ODL) institutions and their scale of operations has been facilitated by continuous experiments and technological innovation in the field of ODE. In the light of these developments there is a need to assess the quality of the ODL in Globalisation. Quality Assurance plays a pivotal role for highlighting the quality of both the learners as well as the teaching process in ODL. The improved access and availability of educational technology has enabled more students to participate in the learning process. New Educational Technologies have paved the way to a new learning techniques unconstrained by time and space. E-Learning, mobile technologies, communication and information access, and personal learning environments are becoming mainstream and, as a result of the learning process is shifting away from teacher centred to the learner centred. Efficient delivery of such content may be carried out through Internet technology, Satellite or Microwave links as well as fiber optics.

The main objective of this Paper is therefore to look into the different factors that contribute to the use

of various Instructional Technologies in Open and Distance Education Institutions to suit the learners' needs to continue life long education.

Virtual learning environments represent an entirely new form of educational technology. Institutions are actively involved in instructional technology by creating, adapting, or evolving new ways of instructional delivery to suit the multi dimensional courses to varied learners to suit the changing global scenario.

In a competitive environment, to provide access to education through innovations ,flexibility in pace and place and multimedia technologocial support to all sections of the community, to provide quality education,to ensure learners satisfaction, and the performance of the learning resource centers (study centres)is crucial besides, instructional activities and learning programmes.In the emerging knowledge society ODL institutons well equipped to use new innovative teaching- learning methods, process the materials with the new ICT tools for learning. Learners will be exposed to knowledge based society, which prepares them for the competitive employment market besides ensuring life long learning environment.

Theme:
Social Justice- Scaling up quality education for all
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**ROLE OF OPEN DISTANCE LEARNING
IN SOCIAL EMPOWERMENT–
A CASE STUDY OF DR. B.R.
AMBEDKAR OPEN UNIVERSITY**

Venkaiah, Vunnam
Dr. B.R. Ambedkar Open University Hyderabad

Dr. B.R.Ambedkar Open University (BRAOU), the first Open University in India, was established in 1982 with an objective of democratizing and de-elitizing higher education. The mandate of the university is to provide equality of educational opportunities for higher education to hitherto unreached segments of the population through distance mode. The motto of the university is "Education for All". The university has been playing a key role in taking education to the doorstep of poor and needy at an affordable cost. When the university launched the courses for the first time in 1983-84, the student enrolment was only 6,321. There has been a steady increase in student enrolment reaching a figure of nearly 18 million during 2009-10. The number of Study Centers has increased from 26 in 1983 to 226 in 2010. The University is presently

offering 56 academic programs from certificate level to research degree. Presently, more than 500 courses are on offer covering different subjects and mediums. BRAOU has been extensively using electronic materials in its teaching-learning process since its inception. Radio lessons, audio lessons, video/tele-lessons and teleconference programs supplement the self-instructional print materials and face-to-face tutorials. This paper aims at examining the role of BRAOU in providing higher education to different sections of society, particularly those representing rural and tribal areas; socially and economically disadvantaged sections; prisoners; women and others. Some case studies of prisoners and tribal students who shaped their careers will be included in the study. The study is based on secondary data covering a period of two and a half decades i.e. from 1983-84 to 2009-10. This paper depicts a picture of how the BRAOU has been able to empower the poor and less privileged sections of the society.

Theme:
Social Justice- Scaling up quality education for all
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**SCALING UP QUALITY IN THE
QUANTITATIVE PAPERS
SUBSCRIBED THROUGH
DISTANCE MODE**

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Panjab University

In the contemporary information age the role of statistics can not be undermined. Almost all professional programs have a course of statistics in one form or another. Based on a set of empirical studies on the cardinals of teaching-learning process in the courses of statistics, the paper attempts to put forth a case for reorienting instructional process and evaluation process for certification.

The data for the empirical studies have been collected from the students who have either undertaken a course of "Quantitative Analysis for Managerial Applications", which is an integral part of IGNOU's Management Programme, or "Post Graduate Diploma in Statistics", a course being run the University School of Open Learning (USOL) in Panjab University. The paper discusses some differentials in course-martial utilization by the students, and the duration of students' stay in the `instructional process' in the two streams. Compounding with some limitations of the existing scheme of evaluation, with special references to two-way communication and internal assessment, the paper finally proposes a model which could be

argued as a more realistic as well as more akin to the spirit of an open system while promising to scale up the quality of instructions and evaluation.

Theme:

Social Justice- Scaling up quality education for all
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SOCIAL RESOURCE, SOCIAL CAPITAL AND SOCIAL LEARNING CAPITAL IN THE LIFE LONG LEARNING (L3) PROGRAMME AMONG THE WOMEN FARMERS FROM THENI DISTRICT, SOUTH INDIA

Thamizoli P. Independent Researcher
Kamaraj: Founder – Director, Vidiyal
Balasubramanian K.: Education specialist,
Commonwealth of Learning

The emerging community based organizations with enormous social resource and capability to generate social capital are the ideal base to promote lifelong learning of huge literate and semiliterate women and men farmers in the developing countries. These organizations are action oriented agencies, operating at local levels, with simple hierarchy, and provide need based multiple services. The members are connected with strong trust based relationship and share equal opportunity. These organizations act as interface between the communities and the government and other agencies and enable the people to participate in the development process and achieve job led growth. It is mandatory for any community based organization to develop systematic relationship and build up a horizontal network among the members.

In a social network, reciprocal relationship and trust generate social capital. Sharing and learning in such a social network becomes a social process. Social capital helps for learning, creates way for new ideas and changes and enhances the scale of outreach. Enable people in the network are vibrant points and active facilitators in the sharing and learning process. In the context of community learning a conscious and innovative intervention by the facilitating agency in the “conversational spaces” in the network could lead to creative learning and expand the knowledge domain of the community.

Commonwealth of Learning (COL) has been working on Lifelong Learning (L3) for farmers project in collaboration with Vidiyal a NGO based in Theni district located in a semi arid region in the state of Tamil Nadu, India. The project is aiming to improve the livelihood security of the illiterate and semiliterate women farmers from resource poor

households through Open and Distance Learning (ODL) method with the support of modern and affordable ICT tools. Commercial banks, telecom service providers and academic and technical instructions are the other key actors involved in the project. The paper would make a modest attempt to discuss the context, approach adopted, results achieved in the project and also the learnings derived.

Theme:

Social Justice- Scaling up quality education for all
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The Botswana Experience in Developing the OERs – Scaling Up or Scaling Down

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Botswana together with six other countries are taking part in the development of OERs for secondary level education through the William & Flora Hewlett Foundation /COL Partnership Project. A total of twelve officers are involved in the project (6 BOCODOL Staff members, 3 Curriculum Development Officers and 3 Secondary school teachers). Botswana wants to share her experiences and in so doing, highlight what worked and what did not. Using non BOCODOL staff most of whom were being exposed to writing for distance learning for the first time, impacted on the project. Timely and regular access to computers as well as the workload also had an effect. That notwithstanding, the assumption is that the participants have gained valuable skills and knowledge. And if so, the major concern would be at the end of the Project, then what? As a developing institution and country, we are happy with the opportunities that OERs presents to us. The OERs are making knowledge available to us as educators at a faster and more accessible manner than before. We are also aware of some of the concerns that affect this relatively new way of sharing. Some of the major concerns have to do with sustainability as opposed to the seemingly ongoing consumption.

The questions that this paper seeks to explore therefore are:

- what skills and knowledge those that were involved have gained
- how these skills and knowledge can be developed further in order to sustain growth in this new area.
- What other uses can these be put to?

- What are the quality imperatives associated with the development of OERs
- to identify pre-requisites of a thriving OERs environment in terms of resources
- what is the extent to which BOCODOL is amenable to thrive in this environment

The paper concludes by making a recommendation to the College to integrate technology to scale up its school equivalency programmes through the development of OERs.

Theme:

Social Justice- Scaling up quality education for all

THE IMPORTANCE AND ADAPTABILITY OF LIFELONG LEARNERS TO DISTANCE AND ONLINE LEARNING

Dr. Nowbuth, Manta Devi
University of Mauritius

The fast development in technology and access to it, has change working places to a large extent. The need for frequent training is being constantly felt, as technology evolves and possibilities for improving the work output increase. While many people who have been in service for more than 20 years, do not always feel the need to attend Universities for formal tertiary education, these same people however are constantly faced with the need and importance to acquire further training. Most Universities have now made provision to cater for the needs of these types of learners. One such approach is to devise tailor made short courses, which cater for the exact needs of the learners and per the requirements of their working places. Another possibility is selected modules within a whole programme, to which lifelong learners will have access. Also the work experience of lifelong learners are also given due consideration, through accredited prior learning portfolios. Some Universities are also providing facilities for lifelong learners to follow short courses which carry credits, which can be accumulated over time for the award of a general certificate. In the past lifelong learners were not so familiar with the computer world, but this has gradually changed over time. In Mauritius the Government has set up adequate policies whereby training is provided free of charge to make a very large percent of the whole population IT literate. This has resulted in promoting IT to many categories of learners. Distance and online education is now no longer regarded as a difficult learning platform. On the contrary, lifelong

learners welcome educational materials via elearning platforms. The present study will present case studies to show how lifelong learners have benefited from online education and will stress on the importance of open educational resources to enhance situated learning.

Theme:

Social Justice- Scaling up quality education for all

UNLOCKING THE POTENTIALS: CONCEPTUAL FRAMEWORK FOR THE EDUCATION OF THE INDIGENOUS PEOPLE THROUGH OPEN AND DISTANCE LEARNING

Akhter, Zobaida Bangladesh University

INTRODUCTION:

The constitution of Bangladesh guarantees equal rights for men and women, prohibits discrimination on the basis of sex, race, caste and religion and strives to promote social and economic equality. Access to information is the basic rights of the people of any country. We know that knowledge is power and knowledge imparted through education is more powerful... In our country people are devoid of their basic rights and they are considered as disadvantaged group, based on their needs, culture, environment and economic status. Promoting open and distance learning is a crying needs especially in the context of Bangladesh. Bangladesh is a country where approximately forty-five ethnic minority groups live alongside... They have lesser opportunities in education and skill development than their mainstream counterparts, illiteracy is high.. Indigenous peoples mainly live in isolated areas, outside the mainstream of national economies and development support. The areas they inhabit are even more likely to lack of basic infrastructure such as roads, markets, schools and health facilities, than the other areas of population. This paper attempts to develop a conceptual framework for the education of the indigenous people of Bangladesh through Open and distance Learning.

Rationale:

The challenges of providing secondary education in Bangladesh are many, but perhaps one of the most challenging aspects is that on inclusion.

Methodology:

Based on critical review of exiting documents on indigenous people.. Some case studies will be conducted, which will help to develop the model.

Expected Outcomes:

It is expected that the framework will be benefited for the policy maker on the issue of indigenous people to implement inclusive education focused on the indigenous people. BOU has the golden opportunity to democratize its education through distance learning including the most vulnerable indigenous people in the education system

Theme:

Social Justice- Scaling up quality education for all
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USING TECHNOLOGY FOR STRENGTHENING OPEN SCHOOLING A STUDY OF THE NI ON PROJECT OF NIOS

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Ni On (NIOS Online) Project was initiated by National Institute of Open Schooling (NIOS) with the objective of increasing access and bringing the Open Schooling system within easy reach of learners in different parts of the country. Through Ni On, which is an online admission system, learners have been able to access NIOS programmes as per their own convenience of place and time ie 24x7. This use of technology has resulted in bringing about a structural transformation of NIOS as an ODL service provider. Ni On has further enabled NIOS to demonstrate greater flexibility and openness, while providing superior quality and reliable services to its learners.

The Ni On system has changed the NIOS admission system. The single offline mode of admissions through Accredited Institutions has given way to the online system. This change has brought the learner to the forefront of operations as he/she is no longer dependent upon the study centre for grant of admission. Moreover technology has made the system more equitable as choice of study centre is based upon computerized availability of seats rather than discretion of Study Centre.

Ni On has made it possible for NIOS to contribute more effectively to the government's goal of Universalisation of Secondary Education (USE). The application of technology has led to upscaling of NIOS, as admissions which were restricted to about 60 days in the entire year are now available throughout the year in two blocks of six months each. Moreover Ni On has ensured greater transparency and improvement in the efficiency of operations in key areas like admissions, accreditations, examinations and other activities.

This paper examines the success achieved by Ni On in increasing access and improving quality as well as in making this online admission system a working model for other Open Schools of the country.

Theme:

Social Justice- Scaling up quality education for all
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A TRACER STUDY OF DISABLED DISTANCE LEARNERS OF IGNOU AND THEIR EMPLOYABILITY

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Indira Gandhi National Open University

In developing countries, more specifically in India the term 'disabled' usually includes four categories: Visually Handicapped, Orthopaedically Handicapped, Hearing-Impaired or Deaf and Dumb and the Mentally Retarded. It is estimated that close to 10% of the Indian population are disabled. The Open and Distance Learning (ODL) is seen as an alternative system to seek higher education by most of the adults who could not go through the conventional college/university education. The ODL provides ample opportunities for disadvantaged and marginalized to upgrade their knowledge and skills in various disciplines. Indira Gandhi National Open University, India, has made remarkable contribution in offering higher education and training in various fields of study with a nation-wide network of student support services, both face-to-face and technology enabled. In this context, the present study focuses on the contribution of IGNOU in providing higher education opportunities to the 'disabled'. The data on students with 'disability' and enrolled over the past ten years: between 2000 and 2009 for various programmes of study in selected study Centres of IGNOU-Panaji Regional Centre are analyzed. This being a tracer study, all the enrolled disabled distance learners falling under the study period and area of study are included. In order to ensure better coverage and response a semi-structured questionnaire is mailed to all the students under study. On establishing the first-level contact, mailed questionnaires will be use to collect data. In order to develop case studies personal dialog and discussion with select learners is planned to take place at respective study centres. Apart from the impact of ODL for employability of 'disabled', issues concerning acceptability of ODL certification, problems faced during the course of study and areas of further training and skills that the 'disabled' would like ODL to offer are also analyzed.

We hope that this tracer study will help in developing appropriate strategies to reach out the 'disabled' to

provide need-based training and skills to enhance their employability.

Theme: Social Justice- Education and employment of person with disability
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ACCESS TO EQUALITY IN EDUCATION FOR CHILDREN WITH DISABILITY THROUGH INCLUSIVE EDUCATION

Dr.Singh, Vandana
IGNOU

Historically, attempts towards development and ensuring equality and justice for all have been done to conform to the norms and systems of the society. Quality basic education is a fundamental human right. However, many continue to be denied this right and the opportunity to enjoy its many benefits because of limited access to the participation in the education system. Through inclusive education, one can respond to the diversity of needs of all learners and thereby reducing exclusion to and within education system. Hence, inclusive education is a means to achieve fundamental right to education for all. The principle of inclusive education was adopted at the Salamanca World Conference on Special Needs Education held in Spain in 1994, and was reaffirmed at the World Education Forum, the challenge of getting all children into school has been put on the political agenda in many countries and is reflected in the Right to Education Bill in India also.

An important prerequisite for inclusive education is have respect for differences, respect for different learning styles, variations in methods, open and flexible curricula and welcoming each and every child. In other words, inclusive schools are learner-centered and child-friendly. There is also a need to shift in perspectives and values so that diversity is appreciated and teachers are given skills to provide all children, including those with different learning needs, quality education. This paper will attempt to analyze the origin, concept and practices of inclusive education; also it focuses on a critical element of the inclusive education as a challenge towards achievement of equity for students with disabilities. It will also explain the nature of barriers will be confronted to inclusive education and suggest the approach for successful its implementation.

Theme: Social Justice- Education and employment of person with disability
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CELEBRATING GOOD PRACTICE IN THE COMMONWEALTH: CONCLUSIONS FROM THE 'INCLUDING PEOPLE WITH DISABILITIES IN EDUCATION' CONFERENCE OF THE COUNCIL FOR EDUCATION IN THE COMMONWEALTH (CEC), LONDON

Dr. Chandramohan, Balasubramanyam
Council for Education in the Commonwealth (CEC), London

The Council for Education in the Commonwealth (CEC) will be dedicating its Annual Conference in June 2010 to the theme: Including People with Disabilities in Education: Celebrating Commonwealth Experience. In common with the Sixth Pan-Commonwealth Forum (PCF6), CEC will be concerned with access and success in education with a particular focus on children and young people with disabilities. It will be drawing on the expert and internationally experienced resources and expects to reach conclusions relevant to governmental and non-governmental agencies working in Commonwealth countries and of course to the theme of PCF6.

Leading civil society organisations are involved with the conference, notably Sightsavers, Leonard Cheshire Disability and University College London. The conference will also draw on CEC's ongoing work -through support for Knowledge Aid for Sierra Leone (KASL) initiative- in developing ICT infrastructure and digital resources in schools in Sierra Leone.

CEC believes that the evidence considered and the conclusions reached -especially on the impact of developments in Open and Distance Learning and Open Educational Resources on inclusive education- should be available to and discussed with the participants of PCF6.

Theme: Social Justice- Education and employment of person with disability
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CREATING INCLUSIVE LEARNING ENVIRONMENTS FOR PERSONS WITH AUTISM SPECTRUM DISORDER

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Autism spectrum Disorder is the third most commonly found developmental disorder and occurs across cultures and socio-economic strata. Autism profoundly affects an individual's capacities for learning language, social interaction and imaginative faculties. The odd, atypical behaviours that often accompany it are highly stigmatizing, both for the affected individual and the family. Indeed, individuals presenting with its symptoms are often regarded as 'mad', and relegated to the margins of social existence, without access to appropriate intervention, education or training.

Once thought to be a 'rare' disorder associated with cold parenting practices (the "refrigerator mother" theory), Autism is now recognized as a complex neuro-developmental spectrum disorder which manifests with varying degrees of severity. Although no large-scale epidemiological survey has yet been done in India, prevalence rates found world-wide suggest that up to four million individuals are likely to have autism in India alone (www.autism-india.org). This poses an enormous challenge as a public health and welfare issue as well as an educational one.

This paper engages with the issues pertaining to the educational needs of persons with disability in general and Autism in particular, in the context of a developing nation like India where endemic and structural poverty, malnutrition, child mortality etc dominate welfare agendas, and where disability tends to be relegated to the backstage.

In the context of persons with autism, it is well documented that few receive even a basic education. Few specialised special schools exist to cater to their unique and complex needs, and the majority of them are in urban areas. There is a dire need to absorb these children within the existing educational structures and put in place inclusive and accepting teaching practices and learning environments that will enable them to actualize their potential. Inclusion, a 'fashionable' buzzword in educational parlance is a very difficult idea to actualize in the context of a hierarchical, highly stratified society where caste, class gender and other axes of inequity conspire to mitigate against the marginalized.

ODL . due to its reach and flexibility is a potentially effective instrument in training teachers to create inclusive teaching-learning environments and, most importantly, imbibe the philosophy of inclusion in their ideology and practice. There is a pressing need to create and empower a cadre of sensitized, trained personnel to address the educational needs of persons with disability, especially complex, little understood ones like Autism.

Theme: Social Justice- Education and employment of person with disability

DISABILITIES & ICT'S FOR LEARNING: DEVELOPING AN ACCESSIBLE LEARNING ENVIRONMENT FROM A USER CENTERED DESIGN PERSPECTIVE

Rebaque, Pablo

Nowadays, people with disabilities are more socially integrated; however, it is necessary to keep on working, in this task, in order to achieve a global integration. In this sense, information and communication technologies (ICT's) are both an opportunity to improve this global integration as well as a risk to create digital gap (Castells, 2003). The eduWAI project (funded by the Spanish Ministry of Industry, Tourism and Commerce) was created with the aim to develop an accessible learning environment specific for the employment of people with disabilities. To reach this goal, a user centered design perspective is required to collect needs from users with disabilities, and to detect opportunities of improvement through ICT's. The data collection comes from two different groups with disabilities, mainly for two reasons: firstly, in the case of people with intellectual disabilities, ICT's make the construction of flexible and personalized learning paths, possible (Beale, 2005). On the other hand, we have seen that compliance with accessibility and e-learning does not guarantee a satisfactory experience for people visually impaired (Lawton & Grossnickle, 2005). Ethnographic observation was carried out in different classes for students with intellectual disabilities. In addition to this, interviews with teachers and labour mediators, were conducted to go in to their main challenges and needs that they find in their formative action with students with intellectual disabilities, in depth. In the case of visually impaired people, a usability test was carried out with students with visual disabilities in a virtual learning environment, in order to gain a better insight of their needs. The data analyzed will be provided to the project developers to design

scenarios which describe functionalities of applications for learning and work integration. Results of the analysis of data collection and the learning scenarios obtained will be presented in the conference

Theme: Social Justice- Education and employment of person with disability

ENABLING SUCCESS OF STUDENTS WITH DISABILITIES ON TEACHER-TRAINING DISTANCE EDUCATION PROGRAMS IN UGANDA; A COMPARISON OF TWO DUAL MODE UNIVERSITIES

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Makerere University

This paper reports results of a comparative study undertaken to establish the respective systems of supporting students with disabilities in the Department of Distance Education (DE), Makerere University (MAK) and Department of Distance Education, Kyambogo University (KU), both public dual mode universities in Uganda. It identifies respective practices and suggests proposals for incorporation into Makerere University's DE policy. Supporting students with disabilities is crucial in improving their access to quality education especially at tertiary level where practical and practice skills are taught which subsequently lead to success of individuals and communities. The graduates are expected to, and often do, use the skills for self-sustenance, sustenance of those under their care and improvement of the welfare of their families and communities. As Ebersold (2004) noted, access to Higher Education Institutions is not an aim in itself but a way for disabled people to be included in society. MAK is currently in the policy formulation process for DE and during the program evaluation stage, it was established that general student support was poor (IEC, 2005). There is no special office to monitor and handle needs of students with disabilities and there is no system of tracking their progress unlike in Kyambogo University. However, Makerere University introduced use of Short Messaging Services (SMS) where support can be done through the mobile phone. It is noteworthy that lack of efficient support affects students' success on the program and in their communities and may prevent other potential students from joining.

Theme: Social Justice- Education and employment of person with disability

ICT AS A TOOL FOR TEACHING AND LEARNING IN RESPECT OF LEARNER WITH DISABILITY

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In last two decade, world has witness the great potential of ICT in different areas of applications such as banking, education, sales and marketing etc. ICT provides easy and fast way of communication, computation, and presentation of multimedia components in a single plate. Disabled learners in schools and colleges needs to have some modified way of presentations of teaching and evaluation process such as giving learning situation to anticipate, rather than react to and individualized situations with some adjustments in the common teaching and learning situations, to meet the needs of disabled learners. ICT is having immense potential to provide such an adjustments in teaching and learning processes, in this way ICT provides opportunity to disabled people to better their life. In this paper we will be exploring some ICT tools and techniques for effective delivery of teaching and learning for people with disability.

Theme: Social Justice- Education and employment of person with disability

SHOULD THEY BE EXCLUDED? ADULT EDUCATION AND ADULT PERSONS WITH DISABILITY IN SWAZILAND

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One of the guiding principles governing Special Education in Swaziland is that education programmes shall be designed and offered to children with special needs such as physical disabilities, visual and auditory impairment, mental disabilities, social and behavioural problems as well as gifted children. Conversely, very limited special needs education is provided in Swaziland to both the young and old people with disability. There are only three Special Education schools namely; Ekwetsembeni which takes care of the mentally - handicapped, Siteki School of the deaf and St Joseph's, which caters for other physical and learning disabilities. Worst still, this principle completely excludes adult persons with the same disabilities which are clearly spelt out

by the same guiding principle, thus depriving them of the opportunity to acquire education. Without education, disabled adult persons in Swaziland continue to be marginalized, discriminated against and excluded from mainstream activities. Using life histories of disabled adult people, this paper raises awareness on the plight of the disabled adults in Swaziland. It demonstrates that illiterate, disabled adult Swazis live under very deplorable conditions. The paper further examines the purpose and objectives of adult education in the development of the Swazi nation. It also suggests ways through which the livelihood of adult disabled persons could be improved. Amongst the suggestions made, Adult education is given as the last hope for adult persons with disability.

Theme: Social Justice- Education and employment of person with disability

SOCIAL JUSTICE FOR DIFFERENTLY ABLED THROUGH OPEN AND DISTANCE LEARNING

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It is a matter of great concern than no Open and Distance Learning. Institution (ODLI) in India seems to offer programmes to address the learning needs of the differently abled. The Programmes even the buildings are not disabled. Friendly and the learning materials are in single medium, i.e. print which may not be useful for example, the visually handicapped. To extend the argument the face – to – face classes when conducted may not be useful for the learning impaired. One can add more to this list. Keeping this in view, the paper suggests that the ODLI’s must extend their reach to the differently abled with a host of learning materials and programmes to suit them. Until they achieve this attaining social justice through ODL will remain a slogan. Learning Materials currently available at the ODLI’s are traditional in nature and predominantly in print form. In other words, they seem not to have taken into account the special needs of the people under discussion. Though ODL has been projected as an educational system potential to achieve social justice in terms of education, the current practice that prevails across the ODLI’s remains dogmatic. A case in print is its containing inability to reach out to the differently abled in terms of physical access as well as learning access. This paper focuses on to help the social justice for differently abled.

Theme: Social Justice- Education and employment of person with disability

THE ROLE OF DISTANCE EDUCATION IN EMPOWERING LEARNERS WITH DISABILITIES IN WEST AFRICA

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Universally, disabled persons grappling with conditions like blindness, deafness, lameness, quadriplexy etc. are marginalized in education provision. In developing countries of Africa, education provision is only available to them at the basic and post-basic levels. Special schools are provided for physically challenged learners for only primary and secondary education and none at the tertiary level, perhaps due to high investment requirements for tertiary education. When conventional higher education institutions are being designed, very little consideration is given to the needs of disabled persons. As a result, rarely do we find disabled persons in top ranking positions in various careers and vocations, despite very high cognitive achievement at the basic and post-basic levels of education. Thus, the flexibility and cost/benefits inherent in the open, distance and electronic learning system, attracted education policy makers to identify it as the most potent means for addressing the needs of [disabled] persons who had been marginalized from access to educational opportunities through conventional higher education approaches.

This paper discusses the roles, potential and implications of providing educational opportunities to disabled persons in Africa using the distance learning system. It examines the assistive technologies that found to be useful and feasible for disabled learners and providers. Some generic and specific needs of different classes of physically challenged learners finishing post-basic education in Africa was highlighted and the policy and administrative challenges associated with providing accessible higher education opportunities to persons grappling with physical disabilities were also identified. In conclusion, recommendations were advanced indicating potential strategies for overcoming generic and specific challenges of higher education for those with physical disabilities. The paper also proposes a framework for the adoption of distance learning system as the single mainstream approach for meeting the higher education needs of physically disabled people and overcoming the effects of stigmatization and marginalization that they usually experience when they are admitted along with those without physical disabilities into the conventional higher education system.

Theme: Social Justice- Education and employment of person with disability

A MULTIMEDIA CONTENT DEVELOPMENT STRATEGY: THE NAMCOL EXPERIENCE

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The Namibian College of Open Learning (NAMCOL) is a State-funded educational institution, established by an Act of Parliament (Act 1 of 1997), which provides learning opportunities for adults and out-of-school youth.

It has been established through institutional research that by adopting an appropriate strategy where ICTs are used more effectively, NAMCOL learners as well as learners and teachers from the formal education system could benefit tremendously from these programmes at secondary school level. Similarly, the broader Namibian public would be able to access and benefit from multimedia learning resources produced for NAMCOL's professional programmes.

At the time of embarking on this project, NAMCOL had reached a stage in its development where it was crucial to upscale the production of multimedia learning resources, particularly for its Secondary Education programme. However, the College commanded limited expertise in the production of video-based learning resources although this is integral to any multimedia content development approach. This project was, therefore, purposefully designed to enhance the capacity of NAMCOL staff in the development and production of video-based multimedia resources. The study followed both qualitative and quantitative research approach and data was collected by using questionnaires and a semi-structured interview with full-time and part-time staff, exploring staff members' perceptions with regard to training, quality of video material, and production. The evaluation was aimed at determining the extent to which the COL multimedia project was implemented, whether all objectives were attained and to highlight some of the main challenges and key lessons learnt in the implementation process. The research findings gave insight that can be used in the formulation, development, implementation of video-based multimedia resources.

This paper will show the steps that were followed in our process to produce quality educational video lessons to supplement the existing print based materials for distance education learners.

Theme: Social Justice- Assistive and affordable technology
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ACCESSIBILITY OF ODL – A CASE STUDY OF IGNOU

Pathaneni, Sivaswaroop
IGNOU

Knowledge explosion and Information and Communication Technologies (ICT) have enabled multiple resources of knowledge for the desiring learners. Looking into this, it is stated that the role of a Teacher in 21st Century has transformed from "Sage on the Stage" to "Guide on the side". This concept equally applies to Open and Distance Learning (ODL) situation, wherein the ODL Institutions develop and offer multi dimensional Courses. But, in order to cherish the Learning Objectives, providing the support and learning experiences to the learners at their own place, pace and convenience is crucial. That means, "guide on the side" concept of a Teacher is very important in the ODL system. In Developed Countries, spread of ICT helps in accessing the Teacher through various means. Whereas in Developing Countries, due to less spread of ICT, physical accessibility is more preferred. Accordingly, majority ODL institutions followed a Three tier structure of Head Quarters, Regional Centres and Learner Support Centres (LSC). Providing a LSC nearer to the learners reflects the 'continuity of Concern' of the Institution towards the Learner. IGNOU, the Premier ODL Institute in India has been continuously striving in this direction. In recent times, it has taken several initiatives and embraced new models for increasing access.

This article discusses some of these models and also analyses the spread of LSCs across the Country, with special reference to Regional and geographical factors.

Theme: Social Justice- Assistive and affordable technology
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BELIEFS REGARDING APPROACHES TO STUDY AND LEARNING STYLES: THE PRIMACY OF GENDER AS THE MEDIATING VARIABLE

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Research, including feminist research, has revealed factors that can affect learner success in education. Some of these factors are purpose and motivation for learning, study habits and approaches, social and workplace contexts, self perception and attitudes, previous educational experiences, use of support services, and aptitude. There is evidence of

gender differences in these factors in ways that can impact achievement of male and female learners. An exploratory qualitative study of IGNOU learners pursuing three programmes of study in Delhi (Sharma Sen & Samdup, 2009) revealed that half the male sample believed that there existed gender differences in styles, abilities and approaches to learning while none of the women held this to be true.

In an attempt to explore these findings further, the beliefs regarding learning styles held by learners enrolled for four programmes of study of IGNOU, and counselors of these programmes, in two states of India – Rajasthan and Kerala – from urban and rural areas, were explored using a questionnaire developed specifically for this study, on the basis of the data which emerged from the above-mentioned enquiry. Further, a second questionnaire was used to uncover correlation between the beliefs about learning style and approaches to study held by learners in general and their self-beliefs regarding the same. The questionnaires were administered to each of the 256 participants individually in a face-to-face mode. Data for the two questionnaires was analyzed statistically.

The findings revealed that of the four different variables that were hypothesized to influence approaches to study and learning styles – programme of study, state, location (rural/urban) and gender – the variable which significantly influenced response was gender. With respect to certain learning styles, a significant correlation was obtained between participants' beliefs in general and their own self-beliefs. (287 words)

Theme: Social Justice- Assistive and affordable technology
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COMMUNITY BASED LEARNING AND OUTREACH- IMPLEMENTATION IN DESIGN

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As Students of design, we were exposed to the existence of extreme inequalities and interpersonal relations in our diversified world. We learnt to be sensitive to people's contexts, their cultural, religious, political and social backgrounds and environments, before catering to their needs. Having understood the wide gap that exists between urban and rural space, traditions and modernism, we understand the complexity of the present societies due to cultural osmosis, shifts and adaptations.

To be able to think of a successful design one needs to foresee its relevance in its context. But when the context itself is not rigid and is of an organic, heterogeneous nature, it requires that we be able to develop the understanding, vision and imagination, to have an insight into the root cause behind resulting sociological constructs. Also, to be able to provide a design that is generic and still relevant to a particular social group, we need to critically evaluate that difference between a personal and a social background. Hence to be trained in community based thinking, there needs to be a new system. One that allows entering such a learning which acknowledges and respects a person's/group's natural environment and provides different opportunities and sources to harness that. There has to be the liberty to learn through interactions and relations with people, with tools, with nature, with philosophies and draw conclusions on the way.

Today when the world faces concerns on sustainability, we need Design, which sustains people and communities, which in turn empowers them and sustains their skills, which can further sustain environment. Design that is not just a solution through another technology or product, but that which is done with people, with evolution and alternate solutions in existing systems, so that the people are enabled to sustain themselves. A fair democratic system where individuals are empowered as part of a growing society, reality is interconnected in a learning process which no more occurs in isolation.

In our country itself, the majority, formed of rural society, practices traditional working conditions, with skills that are much richer and much more sensitive to the environment and society, than many of their modern counterparts. But the steep gap that exists between the rural and urban space, which is ignored by mainstream education, the disparity, deprives them of being able to sustain their own selves, leave alone their skills.

What is required is an understanding of how a particular society that is functioning traditionally and not being able to cope with the pressure of contrasting societies, may be empowered by the knowledge and exposure to the needs of other societies that can utilize its skills. Every community has to be a school in itself rather than every school providing a set standard for communities. They may be assisted by designers and people who understand the current state of societies, in bringing them to such a stature where different communities can work in harmony, and sustain each other.

This requires an understanding of the construction, deconstruction and reconstruction of sociological patterns, their historical reference, their different perspectives and their future implications. Hence to comprehend the sociological phenomenon that reflects in people's perceptions, the myths that they form, the systems that they lead to, we need community and skill sustenance, and the creation of the social cooperative cycle between traditions, customs, skills and modernism.

Theme: Social Justice- Assistive and affordable technology

DEVELOPING CONCEPTUAL FRAMEWORK FOR NON-FORMAL EDUCATION THROUGH ICT-ENABLED ODL SYSTEM IN BANGLADESH

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Non-government Organizations (NGOs), in Bangladesh, have been very successful to impart non-formal education (NFE) in their own innovative way. NFE setting is highly center-based and community approach has been using to change the life skills and livelihood of the disadvantaged people. NFE is delivered through a system coupled with f2f and subsequently in ODL manner. This system also worked very well; but the current government is implementing the agenda of digital Bangladesh. Under this policy entire education system is going to have the ICT-based component with priority. Therefore, NFE settings will also be affected because of this digital environment. This paper aims to develop a model of ICT-based open non-formal education (ONFE) befitting the digital Bangladesh. Content analysis, review of existing policy and opinion of the ICT and NGO professionals are considered to draw the model.

Theme: Social Justice- Assistive and affordable technology

EASYNOW TECHNIQUES: EMPOWERING TEACHERS TO CREATE CONTENTS USING INFORMATION AND COMMUNICATION TECHNOLOGIES

Dr Misra, Neeti (University of Delhi)

India is trying to achieve literacy for all under the Sarv Siksha Abhiyaan programme. This is an uphill task since access to education is limited to a small percentage of India's population. One way of ensuring that each and every child in the country is educated is through the use of information and communication technologies. The popularity of mobile phones even in the remote areas is an indication that such ICTs can be used to spread education. However, these techniques are useless without the availability of education content in the form suitable for ODL. To ensure that good quality educational content is prepared for ODL format, the teachers at all the levels should be involved. This can be achieved by training the teachers in multimedia techniques and making them comfortable with these techniques.

EasyNow techniques is such a training programme prepared by Commonwealth Educational Media Centre for Asia (CEMCA). These are a set of techniques that can be taught easily to the teachers in a week long workshop. The only requirement of the programme is a basic knowledge of computer usage. After learning these techniques the teacher can create educational content in various delivery modes like text, audio, video and streaming slideshows. The multi media content can be created using a personal computer, a headphone and a small camera. The quality of the content produced is good. The EasyNow techniques empower the teachers to create their own multimedia educational content and use it for formal as well as distance education.

Theme: Social Justice- Assistive and affordable technology

**E-LEARNING COURSE SUPPORTS
AFRICAN BROADCASTERS
TO DEVELOP RADIO SCRIPTS
ON SMALLHOLDER FARMER
INNOVATION**

Blythe McKay
Canada

Farm Radio International collaborated with The Commonwealth of Learning and other partners to carry out an eLearning course and radio scriptwriting competition for African broadcasters on smallholder farmer innovation. In July 2009, radio professionals from across sub-Saharan Africa were invited to submit a radio script about an innovative smallholder farmer in their area. To help participants develop their scripts, they were encouraged to participate in a free two-month online training course on scriptwriting. More than 230 people signed up for the eLearning course and 126 people actively participated. By the November 2009 deadline, 82 competition entries were received from 20 countries across sub-Saharan Africa. An international panel of judges selected 15 winners. The 15 winning scripts will be finalized by the writers based on feedback from the judges. They will then be published in French and English and distributed to approximately 500 radio organizations across sub-Saharan Africa. Broadcasters will transform the scripts into a wide variety of radio programs which will be aired and shared with a rural audience of millions of farmers.

Out of the 15 winners, 14 of them participated in the eLearning course, and John Cheburet, a Kenyan radio producer who was the overall winner directly credited his win to the eLearning experience.

This paper will provide an overview of the two-month eLearning course, analyze the course's effectiveness including its strengths and weaknesses, and explain how the lessons learned from the first eLearning course will be used to develop an eLearning course to help broadcasters prepare radio scripts on healthy communities which is the focus of the 2010 scriptwriting competition.

Theme: Social Justice- Assistive and affordable technology
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**ENGAGING ODL LEARNERS
THROUGH MOBILE LEARNING AT
OPEN UNIVERSITY MALAYSIA**

Abas, Zoraini Wati
Open University Malaysia

Gone are the days where open and distance learning (ODL) programmes rely solely on reading materials and limited number of face-to-face interactions to reach out to learners. Higher education providers particularly ODL institutions can now extend learning space by delivering information to and communicating with students at increased speed and flexibility using mobile technologies. With new information and communication technologies (ICT) being more and more widely available, it follows that ODL institutions ought to embrace change by tapping on the advantages afforded by these ICTs in order to scale up their programmes, not only in terms of reaching out to increased number of learners but also with regards to enhancing the learning process. While there are various sophisticated mobile technologies currently available in the market, ODL providers have to bear in mind that in order to increase access and equity in distance education, the choice of technology used ought to be one that can benefit most, if not all learners. This paper discusses how Mobile Learning via SMS (the lowest common denominator of all mobile technologies) was used at Open University Malaysia to support the blended learning approach, thereby helping learners engage in the learning process. The project's "push and pull" pedagogical concept along with details on the implementation of the project from the pilot for one course in the May 2009 semester to its expansion to three courses in the September 2009 semester and currently six courses for the January 2010 semester will be presented. Learner satisfaction with the enhanced mode of blended learning and the extent to which the objectives of the initiative were achieved will also be discussed.

Theme: Social Justice- Assistive and affordable technology
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GRAMDOOT – ICT FOR SUSTAINABLE LIVELIHOODS

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Savalia, Ramesh Centre for Environment Education, India

Information is one of the prime needs of every human today. Information is very much needed to keep one updated about the recent happenings around the world. Information can play an active part in upgrading and enhancing the life-skills of a person and can be crucial in influencing the social and economic aspect of a person's life. The role of information has increased to such an extent that it even has considerable effect on the livelihood of a person.

Information and communication technology is one of the main mediums used for transfer of knowledge. One of the most emerging and recent mode of communication for the transfer of knowledge is the mobile technology. Mobile technology is one of the fastest growing modes of communication which has greater access amongst the community. The reach of mobile phones is also very wide, irrespective of people's financial status. Indian economy, even today is primarily agriculture-driven. This experiment is about determining the effectiveness of use of mobile technology in agriculture based information servicing.

Gramdoot (messenger of the village), as this experiment is referred to, is a joint initiative of Commonwealth Of Learning (COL) and Centre for Environment Education (CEE). Gramdoot looks at enhancing sustainable livelihoods using ICT and mobile technology through on-demand information servicing. Gramdoot aspires to facilitate application of the mobile technology towards strengthening horizontal transfer of knowledge in rural communities. It also **aims at enhancing community participation in the process of transfer of information, skills and knowledge for informed decision making at community level to opt for sustainable livelihood practices.** Based on L3 experience of COL, Gramdoot is designed as an Action Research Field experiment to understand the effectiveness of ICT and mobile technology in creating social capital.

Theme: Social Justice- Assistive and affordable technology

HOW TO DESIGN, CREATE AND USE AN E-LEARNING WEBMAIL SYSTEM IN A VIRTUAL UNIVERSITY ?

Mora, Jose

In February of 2009, we completed the new Webmail of UOC (Open University of Catalonia). The UOC is an online university born from the knowledge society and whose mission is to provide people with lifelong learning and education;. With an online community of over 100,000 students, alumni, professors, researchers and contributors in more than 50 different countries, the UOC is a multicultural institution with an international focus that contributes to progress and well-being around the world.

Moreover this year -2010- has celebrated its fifteenth anniversary. Studying at the UOC means that you can pursue your education anytime and anywhere. Regardless of where you are, where you live or how you work, you can manage your own time, set your own pace and chart your own path for your studies. With the UOC's online education programme, you can continue to work and live at home. Not having to relocate makes earning your degree more affordable and practical. The learning's base is its Virtual Campus, a university campus that can be accessed anywhere, anytime, with no physical barriers. In fact, a campus that student can carry in their pockets!

Inside we found our new Webmail, necessary to communicate students and professors. This new Webmail system was necessary to advance the e-learning education and incorporate special features, that has not got the rest of conventional webmails, as the message's history, to promote a feedback student-professor and vice versa: when the professor read your message, for sample, and to have a certificate (date and hour) of the delivery practices with a term. This history is a pillar of confidence in our University.

The system has installed using Java, and soon will be able for the Community as software free. In this paper we describe the process of design, create and your use.

Theme: Social Justice- Assistive and affordable technology

INCREASING ACCESS TO COST-EFFECTIVE, EQUITABLE AND FLEXIBLE HIGHER EDUCATION THROUGH OPEN AND DISTANCE LEARNING IN BANGLADESH

Dr. Md. Tofazzal Islam
Bangladesh Open University

To create an opportunity for higher education, the Bangladesh Open University was established in 1992 as the only public university in Bangladesh to introduce academic programs through distance mode. This paper examines how this mega-university offers increasing access to cost-effective, equitable and flexible higher education by analyzing data from primary and secondary sources, identifies challenges impacting the continued growth of enrollment in distance education, and outlines opportunities for increasing access to higher education through scaling of distance initiatives. For pedagogic delivery, BOU uses both the conventional face-to-face tutorial system based on print module and electronic learning (e-learning) technologies such as CD, audiovisual cassettes, and radio and TV broadcasts. The response of BOU program has been so phenomenal that current enrolment of students in BOU is 2-fold higher than those of the total enrolment of all public or private universities. It revealed that BOU education is flexible, cost-effective, insensitive to gender and geography and of standard comparable to that of the conventional universities. The reasons behind the success and cost-effectiveness of BOU programs were (i) BOU has access to any government and non-government infrastructures and resources without any cost or with nominal costs and can engage specialists from any institution for tutoring with a small honorarium; (ii) it broadcasts program free of cost through government-owned radio and TV channels; (iii) the demand for higher education is very high due to seat limitations only 4-5% of students get the chance to enroll in public universities after their HSC; and (iv) the degree/diploma/certificate of BOU is accepted by all as equivalent to those of conventional public universities. Survey of opinions from students of different programs identified the problems in the current system and proposed alternatives to mitigate them by applying some innovative interactive and flexible learning technologies including mobile phone.

Theme: Social Justice- Assistive and affordable technology
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KRISHNA KANTA HANDIQUE STATE OPEN UNIVERSITY AT THE THRESHOLD OF ICT BASED ENVIRONMENT

Barman, Sir Badan
Krishna Kanta Handique State Open University,
Guwahati, Assam
Nair, Preethi Janardanan. S.H.P.T School of Library
Science, SNDT University

Purpose:
To provide a descriptive view of the ICT based services of KKHSO University with slight insight of how it has been achieved.

Design / Methodology / Approach:
A descriptive paper based on the experiences of the authors, and their involvement as administrators of the ICT based services.

Findings:
KKHSOU is one of the pioneer educational institutes in India that has used some of the free web based services to bridge the gap between its central office and the students.

Research Limitations:
KKHSOU is a very newly established university, so its ICT based service setup is prone to change with time.

Practical Implications:
The ODL institutes and open universities which are running in low budget can follow the line of KKHSOU and launch their own ICT based services, many of which are free of cost to the developer as well as users.

Originality / Value:
This paper will be of value to the researchers, academicians of ODL system who are interested in reaching the un-reach learners by using the free ICT based services. It will also provide a foundation for other investigation in the line

Theme: Social Justice- Assistive and affordable technology
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MEDIA SUPPORT FOR FARMING AND ALTERNATE LIVELIHOODS: A COMPARATIVE STUDY OF ETV VS OTHER TV CHANNELS IN THE STATE OF ANDHRA PRADESH

Murthy, Copparapu SHN
Tezpur University, Tezpur, Assam, India

What benefits the advanced convergent technologies such as satellite television, mobile and internet offered to the Indian farmers who, in thousands every year, have been committing suicides in the State of Andhra Pradesh ever since liberalization and globalization? With the prices soaring high and the inflation not reconciling with the realities of the time, the farmers are caught between the deep sea and the devil with virtually no promise of help or support forthcoming from any quarter of the government, State or Central. The food production in terms of rice, cereals and pulses, has been going down day by day. Farmers who stopped cultivating turned virtually labor in their own villages or immigrant labor elsewhere. At this time, it would be the natural thinking of any responsible section of society to look for a support to the farmers and both in their efforts to protect their farming interests and to offer alternate livelihoods. Against the backdrop, the present study is undertaken to examine how far the television channels, the primary cause of which is to serve the public that compromises 75 % farmers living on agriculture in rural India, cover the programmes meant for the economic and social welfare of farmers suffering from the stress of ailing agriculture. The study covered the ETV coverage of Annadaata (a farming programme meant for farmers of Andhra Pradesh) versus other television channels including government run Doordarshan Channel, which are about ten in number. The study also covered the news casts of ETV and Other TV Channels to determine which of the channels dedicated more time for the farmers and the alternate livelihoods. The study also analyzed the content transmitted on ETV and other TV channels with respect to the formats and content of the programmes meant for farmers. Our study found that ETV remained top in offering programmes meant for the economic welfare of the farmers and their alternate livelihoods followed by Doordarshan Hyderabad with other channels doing almost nothing in this aspect concern. Even with regard to the news casts, ETV covered maximum news, compared to Doordarshan and other channels, though the content transmitted thus is far negligible compared to other political and entertainment news the channel aired. With respect to other channels, it is even lesser.

The study stresses the need to enhance the support from these local media channels with a missionary zeal to protect the degenerating farming community in Andhra Pradesh.

Theme: Social Justice- Assistive and affordable technology

MOBILE DEVICES AND THE FUTURE OF FREE EDUCATION 2010

McGreal, Rory
Canada

The costs of education can never be totally eliminated, but present trends point to the possibility of an asymptotic curve, where the education costs will continue to approach zero, without ever quite reaching it. These curves can be deceiving as the drop in costs increases exponentially. At present, we are near the top of this curve and so, the drop is only beginning to be noticeable. OpenCourseware or Open Educational Resources (OER) are becoming important resources for both learners and instructors as the quantity and quality of the online content increases. The recycling and re-use of learning resources encapsulated as learning objects in standards-based repositories can significantly increase the cost effectiveness of both online and blended education. With a wise and considered implementation and integration of repositories and the removal of intellectual property barriers, we can reduce what is perhaps the largest barrier to participation in higher education, namely, the high, and growing individual and societal cost, while increasing quality and opening up mass participation in learning in a wide variety of ubiquitous computing environments. Combine this with the growing ubiquity of mobile devices and the possibility of free education becomes possible for the first time. M-learning is an emerging area of distance education. Elearning, which has only recently come into its own, is now being transformed by the Internet and by the power of wireless technologies into M-learning. The rising availability of open access learning materials that are interoperable, reusable and re-purposable by many learners and learning institutions is inevitable. Learners can access this free content from anywhere at anytime because of the ever increasing ubiquity of small powerful computers or mobile devices.

Theme: Social Justice- Assistive and affordable technology

MOBILE LEARNING FOR FARMERS VIA LIVES - LEARNING THROUGH INTERACTIVE VOICE EDUCATIONAL SYSTEM

Vuong, Son, Schoeder Jonatan,
Alam Mohammed
CANADA

The University of British Columbia's Networks and Internet Computing Laboratory (NICLab) in Vancouver, Canada has been working in partnership with COL to develop a system that delivers learning via mobile phones. Learning Through Interactive Voice Educational Systems (LIVES) is an innovative educational software system that offers audio lessons to multiple users over the telephone network, taking advantage of a recent phenomenon in developing countries: the rise of mobile phone networks and high mobile phone adoption rate. Unlike existing voice-based learning systems that offers simple one-way content delivery to the learners, e.g. via radio or voice messaging, LIVES offers two-way communication, anywhere-anytime learning with many salient features for learners, and for instructors, including voice content creation and management. LIVES makes effective use of auditory learning to reach illiterate learners. Rather than creating a new communication channel, LIVES uses existing mobile infrastructure, which is readily available even in remote areas of developing countries. Aside from acquiring a mobile phone, the learner does not incur any costs. The system uses cost-effective Voice over IP (VoIP) technology and open source software.

Learners can listen when and where they choose – an important advantage of open and distance learning. Whether it's a farmer in the field or a fisher on a boat, people can choose which audio lessons to hear at their convenience. Thus, the learners can afford lifelong learning without interference to their ongoing jobs. LIVES is a practical and effective mobile learning system that has great potential to affect the livelihoods of millions of people in developing countries. We are currently working in collaboration with COL to do field testing at various sites, including India for the 1000's farmers involved in COL's Lifelong Learning for Farmers programme in India. This paper will describe the technological aspect of LIVES and its impact on the marginalized communities.

Theme: Social Justice- Assistive and affordable technology
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PERCEPTION OF LEARNERS ON ELECTRONIC EXAMINATION IN OPEN AND DISTANCE LEARNING INSTITUTIONS: A CASE STUDY OF NATIONAL OPEN UNIVERSITY OF NIGERIA

Adewale, Olubiyi Adeniyi
Nigeria

Mid-way into 2009, the National Open University of Nigeria reached the decision to shift from conventional (that is, pen and paper) examination to electronic examination in the conduct of final examinations. One of the major factors prompting this decision had been the inability of the University to release the results of past examinations promptly and error-free; a fact that is giving the university a bad reputation. This study investigated the perception of learners about electronic examination using the descriptive research design. The stratified random sampling technique was used to select 1000 out of 6000 registered students at the Lagos Study Centre. The t-test was used to analyze the research hypothesis at 0.05 level of significance. The results revealed that most students are afraid because they are not used to the computer and the idea alone is already giving them the failure mentality and some are already contemplating dropping out. The findings thus have implication for the practice of e-examination. It is therefore recommend that the e-examination should be user-friendly to encourage the majority learners who are not familiar or vast in the use of the computer and time should be allowed for the students to become computer literate, so as meaningfully participate in the examination. It also recommended that for those whose ages are advanced to join the computer literacy bandwagon, the institution could still be toying with the idea of a hybrid examination procedure. Recommendations were also given that would enhance the total transition to e-examination in such a way that the would fully harvest the advantages of electronic-examination.

Theme: Social Justice- Assistive and affordable technology
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QUALITATIVE AND INTERACTIVE E LEARNING THROUGH "VSAT"

Pole, Ramv
India

As India surges forward in the 21st Century it is very critical that the benefits of development reach all sections and strata of the Society. The great growth in access, especially in the mobile telephony area is actually a very good thing for India. But on the other hand, it is this growth, which is actually widening the divide between those who have access to Information and those who do not.

The benefits of good quality training have been made available mainly to the urban sections of society. However, powerful information and communication technology today has the potential to make available education to people even in very remote locations in India.

Several experiments in e Learning has taken place in the recent past in India. This paper will provide an insight into e-Learning initiatives of Yashwantrao Chavan Academy of Development Administration (YASHADA). E Learning is a modern method with vivid approaches to teach, and with increased reach and individualized learning. This paper deals with Technical aspects of E-learning viz. video conferencing through VSAT and Web / CD based tutorials, Benefits of VSAT, effectiveness of VSAT, process of providing E-learning through VSAT and the other methods of providing qualitative E-learning.

These satellite based training sessions have gone a long way in imparting critical information that in other places takes a long time to access. It has provided opportunity to elected representatives to clarify doubts, queries and be better equipped to discharge their responsibilities. The experience has also had a spillover effect on other Government departments, who have as well started using the satellite training network, given the immense potential and outreach of the satellite centres. The satellite facility was utilized by the Departments of Education, Health, Agriculture, Youth Services, Watershed, and Rural Development.

Theme: Social Justice
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RURAL KNOWLEDGE EMPOWERMENT THROUGH ICT AND POVERTY ALLEVIATION

Kiruba

In the emerging knowledge based economy a country has to build core competence around novel ideas, technological appropriation and skill enhancement. The dynamics of Agribusiness lies increasingly on tangible factors such as information technology, real time information on global market, managerial capabilities about financial resources and precision agricultural devices. Economists have pointed out how deficient information affects the development process in the rural sector especially in agriculture. Information technology greatly enhances the opportunities to organize the need based information. In rural areas less expensive and more regular training will facilitate learning through computers and the internet connection. ICT have an enormously important role to play in building the social capability to generate information and its application for sustainable development. The high potential of ICT to manage the diversity in the local situation encourage people actively participate, own the technology and facilitate the process in a decentralized manner. There are several experiments by international organizations, national governments and NGOs to ensure information provision to farmers through the effective use modern of ICT in the rural areas of developing countries. Rural telecenter, information kioks, village knowledge centre etc. have emerged as an important strategy to fill up the gap in the digital divide. The traditional farmers and farm labourers in the rural areas are met with severe constrains in access to information and their capacity to properly utilize the available sources. Access to information has the potential to contribute to poverty alleviation, ensure food security, creation of employment opportunities and facilitate informed decision making by all. Currently information comes mainly from research institutions, which generate new technologies for farmers. Other sources include such as international organisations and local NGOs and CBOs. The primary source in the present situation for information is elder members of the household, neighbors and relatives. The need to reduce rural poverty through provision of information is apparent. The paper evaluate MSSRF Village knowledge centers functioning in two regions one is in Kannivadi a semi arid region ,Dindugul District and another in Thiruvaiyaaru a delta region Thanjavur District

Theme: Social Justice- Assistive and affordable technology
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SMS INTEGRATION WITH ONLINE LEARNING

Shareef, Ali Fawaz
Centre for Open Learning, Maldives

eLearning in Maldives is in its infancy and has not received wider acceptance throughout the country due to a number of barriers. However, with the unique geography of Maldives eLearning can be used widely and extensively used. Learning Management Systems have been implemented in a number of educational institutions in the country. However, these systems were not able to reach wider audience in the rural islands of the country. It is of utmost importance that any educational system in Maldives should reach all the different island communities. One of the major reasons for limited access is the lack of accessible Internet services in the rural communities. However, mobile network has reached all the inhabited islands in Maldives. Recent statistics shows that amongst the two mobile providers the number of mobile phone registration is twice the population. Hence, the use of mobile network to reach the island communities can be an effective mode of communication for Online learning.

Hence, this paper looks at a project designed to integrate mobile SMS into Online learning. The project has two major components. One component allows the lecturer to post their discussion in an Online environment (Learning Management System). Once the message is posted on to a forum it is relayed to the students' mobile phone using a specially designed tool. Hence, the students will receive forum posts, announcements, etc into their mobile phones even if they do not have access to Internet. The second component allows the students to SMS their replies to a dedicated mobile number. Once the SMS is received a specially designed tool convert the SMS message and delivers it to the respective lecturer's email as an email message. Once again the students are using their mobile to communicate to the lecturers. This project will widen the reach in the islands as more and more people are using mobile phone in the country.

Theme: Social Justice- Assistive and affordable technology
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TEACHING METHODOLOGY FOR PROFESSIONAL PROGRAMMES IN ODL: AN EXPLORATORY STUDY OF THE MANAGEMENT PROGRAMME OF IGNOU

Agrawal, Neeti Singh, Leena

IGNOU

ODL system since its inception has gone a long way in terms of imparting education to the learners through different modes of teaching. Many professional and skill based programmes like MBA, MCA, etc. are being offered by various open distance learning institutes throughout the globe. Most of these programmes across the globe are offered online. The reason to this is the increased competition in higher education, which has stressed upon a need to look beyond the traditional mode of teaching. IGNOU also offers such programmes but most of them still have the Self Learning Materials (SLMs) as the main source of imparting education to the learners. Most of the studies, which have been done, are based on web-based learning. Shen etal (2008) have tried to explore the need to enhance skills of Application Software via Web-Enabled Problem-Based Learning and Self-Regulated Learning. This study was basically related to the computer software education in vocational schools. In another study Merrill & Gilbert (2008) stressed upon the need for peer interaction in a problem based learning (PBL) instructional form.

The need of the hour is to study the effectiveness of the SLMs used for professional programmes. An effort has been made in this paper to explore the efficacy of SLMs for Management Programme and what measures can be taken up to develop course materials with more of problem based learning instructional forms. The research methodology is based on primary as well as secondary data. A random survey has been conducted. The feedback and suggestions have been taken from the learners who have passed out the programme in 2009. The concentration of this paper is more on the PBL as a teaching methodology for professional programme. This is an exploratory study and will try to highlight the use of SLMs in an innovative form.

Theme: Social Justice- Assistive and affordable technology
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**TITLE OF THE PROPOSAL:
"TOWARDS WRITING GENDER
RESPONSIVE ODL STUDY
MATERIALS: A CASE STUDY AT THE
OPEN UNIVERSITY OF TANZANIA"**

Dr. Mkuchu, Sydney G. V
Open University of Tanzania, Faculty of Education

Concerns of writing gender responsive learning materials which include school textbooks and ODL study manuals is a topical issue that relates to educational practices. The thrust to write instructional materials that are free from gender bias can be traced at international, regional and national levels (UN, 1979 in CEDAW; UNESCO Jomtien Conference of 1990, UNFPA Cairo meeting in 1994; International Women Conferences for example that of Nairobi and Beijing; SADC, 1997 and the Tanzania Education and Training Policy-ETP- of 1995). In the case of ODL study materials, the advocate to write gender responsive study materials in the Commonwealth countries has also been advocated for (Jenkins, 1995) and the Open university of Tanzania (2008). In the Tanzania context gender concerns in relation to eliminating gender bias in the schooling system is also documented at policy level (URT 1995). In the ETP the thrust has been to "eliminate gender stereotyping through curricula, textbooks and classroom practices" (pg.9). At the Open University of Tanzania (OUT), the advocacy for writing study materials that are free from gender bias is documented in the Gender Policy: towards Balanced OUT Community. Apart from other gender related issues raised in the OUT Policy, it is acknowledged that there are limited or no gender sensitive approaches in curriculum development, teaching and research. As regards to study materials, it is stated that: "To wind out gender stereotype study manuals."

It has been noted elsewhere (Ulf 1999) however, that proper implementation of any policy becomes difficulty when not based on adequate information on the issue to be implemented. This is true with state of the art of gender responsiveness of the study manuals used by students of the Open University of Tanzania. No systematic study has been carried out before and after the declaration of the OUT policy to find out the state of the art on the prevalence of gender biases in the study manuals used by students of the OUT. There is knowledge gap on the depiction of gender biases in the study materials at OUT. This study will therefore be a contribution to fill in the existing knowledge gap by studying the portrayal of gender bias in some of the study manuals used and come with useful baseline data.

In carrying out this study, the study materials that will be analyzed will be purposively be picked by the author. All available study materials for education courses used by B Ed students together with study manuals for teaching subjects of first level one will be analyzed using a prepared checklist that will enable the author to determine the depiction of the portrayal of gender bias in these manuals.

The findings of the study will be significant to various institutions. Based on the findings, the OUT management will be in a better position in the implementation its Gender policy as far as writing gender responsive study manuals is concerned. Designing of a training programme for writers and editors on writing gender friendly study manuals will be more realistic. The findings will also assist the Faculty of Education to carry out a realistic review of gender related courses in the Faculty so that they become relevant to the schooling practices. The findings will also be a contribution to the on- going debate on how to improve quality in education provisioning by taking into consideration of gender issues.

Theme: Social Justice- Assistive and affordable technology

**USE OF ALTERNATIVE ASSESSMENT
IN INSTITUTIONS OF HIGHER
EDUCATION IN LESOTHO**

Dr. Khaahloe, Matselane Belina
Lesotho College of Education

There is a continuing overdependence of assessment practices on traditional (paper and pencil) assessment techniques in institutions of higher education in Lesotho. This impinges negatively on the quality of assessment and education as well. The quality of higher education and the pedagogic processes such as assessment of student achievements continue to be indispensable tool for growth and sustainable development world wide. This paper is part of the PhD thesis report on 'Quality Alternative Assessment Practices in Lesotho ' that was undertaken at the university of Free State (UFS) in South Africa from 2003 to 2008. The study investigated the quality of assessment practices and the extent to which alternative assessment practices are used in selected institutions of higher education in Lesotho. The paper focuses on the later. A descriptive survey, within which quantitative and qualitative methods were combined, was employed. Literature study provided background and context of the problem.

Questionnaires for students and lecturers were completed to gather the relevant data. Information from interviews determined opinions of the instructional leaders. The study has uncovered that the use of alternative assessment is very limited and a policy gap exists in this regard. Alternative assessment tasks simulate real world challenges and problems of every day lives of students and thus provide students with real world roles in a real world setting (Khattari and Sweet 1996). Continuous improvement of the quality of assessment practices is a necessity to meet socio-economic demands for sustainable development through the implementation of alternative assessment tasks both locally and internationally.

Theme: Social Justice- Assistive and affordable technology
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USE OF WEB ANNOTATION IN AN OPEN EDUCATION ENVIRONMENT

Lopez, Jose Manuel Rivera
Spain

Students and teachers can currently choose among a few tolls that allow them to add layers of information and so knowledge over web content. This is especially significant in open course ecosystems, as well as facilitates adaptation and localization of content. It’s also meaningful in any educational environments as a way to encourages active reading and improving the content collaboratively. The Project presented in this paper introduces an open source web annotation tool made on purposes, shows a couple of experiences in a real classroom (one using a commercial software and the other the previous open source tool) and give advices to use them in a online environment as well as guidance for ones who want to develop a web annotation system.

Theme: Social Justice- Assistive and affordable technology
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WEB CENTERS FOR RURAL PNG: FOR SOCIOECONOMIC AND RURAL DEVELOPMENT

Nongur, Paul Fox
Papua New Guinea

Nowadays we hear or read everywhere and every day, that the Internet is the most powerful educational tool we have ever seen, and that it will transform education. Yet most people have focused in the use of it or viewed it as a massive and passive storage and as a research tool as one of its primary roles. These uses will not help in transforming education. They are simply putting an old paradigm into a new technological environment. We need to take advantage of its power. The internet and computer networks concepts must be considered for more use than just a large library or a place to put Web Pages.

The power of the Internet and in general, the power of computers organized in a network, is in its human connective potential. By connecting us as world wide citizens and local community members, we learn better. We open ourselves to new ideas and in doing this we can shape the thinking of others through diverse inputs. We and our students can become empowered to apply learning within our societies and in the world wide community in ways that can impact powerfully and positively on lives and environments.

The international community in general have become interested in centers of information as a way to build sensible development strategies, consistent with the situation of developing countries, poor countries and marginal areas. This strategy holds that there is no point in investing heavily in extending access to those areas, given their limited production capacity and purchasing power, but recognizes the potential impact that increased access to information in general, could have on their development. “Universal service” to every home is too ambitious a goal in poor countries and low-income areas, but it is possible to have a significant impact through “universal access” by means of shared facilities in a relatively short period of time. Therefore we propose the establishment of Rural Web Centers.

A Web Center may be defined as a “shared (web)site that provides public access to information and communications technologies.” Therefore the purpose of those information sites, will be to increase public access to information for different purposes – specifically, at least initially, for education, through the Internet and to services available over the net. This paper presents a justification as a proposal, to develop and establish Community Web Centers

for rural Papua New Guinea. These Webcenters may go by the names of – village knowledge centers, community technology centers, community multimedia centers for learning and development, etc. – but their main and common focus will be to support community, economic, educational and social development for rural PNG, and initially the main objective is in the educational arena, for the development of rural areas of population. At a later time – say a second phase of the establishment of these centers- they can be organized to also have them as technology and entrepreneurship resource centers within the rural communities, by having them to provide free high speed Internet service to the public and a variety of free and fee based business and technology services to local/rural nonprofits and businesses, depending on how they are sustained and funded. The main objective on the establishment of those centers is to create local/ rural wealth and act as catalysts for socioeconomic development of the rural PNG, by initially focusing on knowledge and skills development of the rural population.

Theme: Social Justice- Assistive and affordable technology
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five years, Indira Gandhi National Open University (IGNOU) has drawn the attention of the policy makers in India and across the world with its success story in terms extending access to educational opportunities to a large number of people in the society. By taking the case study of Indira Gandhi National Open University (IGNOU) this paper aims to examine what are the challenges it has faced, how IGNOU as an institution has been responding to meet the challenges and aims to highlights the lessons which can be followed by other institutions. It also examines the strategies followed at present and suggests suitable alternatives for achieving higher levels of access and success.

Theme: Social Justice- Assistive and affordable technology
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ACCESS & SUCCESS IN LEARNING: INSTITUTIONAL RESPONSE

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West Bengal, INDIA

Education plays crucial role in the developmental process of any society. Education is always perceived as an instrument for empowerment of the people for better life. The Open and Distance Learning (ODL) Institutions in India are able to extend educational opportunities to increase the access to the public who are interested in upgrading their knowledge and skills. ODL Institutions have their own wide variety of network of learner support centres in collaboration with the like minded institutions. In the beginning ODL Institutions were more interested in widening the access and extending their outreach to the wider sections of the society and at different geographical locations. In this process ODL Institutions have responded positively for the educational and developmental needs of the society through collaboration and networking through different educational institutions. Because of its development the open and distance education system emerged as an alternative educational system and drawn the attentions of the policy makers and many states have established open universities in India. In a very short span of twenty

**Theme:
Community Development**

ASSESSING THE NEED FOR A QUALITY FRAMEWORK DESIGNED SPECIFICALLY FOR MANAGING THE PROVISION OF ONLINE DISTANCE EDUCATION IN DEVELOPING COUNTRIES

Inglis, Alistair
Victoria University

Quality assurance and quality improvement processes employ quality frameworks to ensure comprehensive coverage of the factors affecting students' experiences of learning. The importance of quality frameworks has increased with the shift to online delivery of courses.

A number of quality frameworks for use in quality management in relation to delivery of courses online at a distance may be found in the educational literature. However, most of these frameworks have been designed for use in a developed country context. These frameworks may not be suitable for use in a developing country context where factors such as the robustness of the communications infrastructure, capacity of teachers to use technology, students' access to technology, the affordability of technology, and a range of other factors can have a much greater impact on students' learning experiences.

Designing a new quality framework for use specifically in a developing country context is a substantial project. Before embarking on such an enterprise one needs to be satisfied that existing frameworks are unsuitable for the task and that adapting an existing framework would not offer a most cost-effective solution than moving on to the development of a new framework.

This paper draws on the research literature to identify the range of known challenges faced in delivering programs by online distance education in a developing country context. It then examines the extent to which a number of existing quality frameworks capture information on institutional performance in relation to these challenges. Finally, it considers whether a case can be made for development of a new quality framework specifically designed for use in a developing country context.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach
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BARRIERS TO LEARNING: THE DIFFERENCE DISTANCE LEARNING CAN MAKE IN NAMIBIA

Hummel, U.I.
Windhoek, NAMIBIA

This paper will address the barriers to learning, including innovative structures and strategies put in place to overcome such barriers, with specific reference to rural distance education students in the Namibian context. Access to quality learning has been compromised for many years prior to the country's independence in 1990. Distance education, having been around for a long time, has seen changes, innovations and vast improvements that contribute to enhancing quality learning. If we are to find means to improve the situation, it will be vital that everyone understand the importance of education- that it is not merely a means to obtain status in society, but rather, that it is the responsibility that society owes to itself.

The Polytechnic of Namibia, through its Centre for Open and Lifelong Learning (COLL), has recently fulfilled this responsibility to the rural society of Namibia when it established a network of Regional Centres across Namibia that has the function of coordinating and facilitating all the necessary instructional and support services to address the needs of distance education students throughout their learning process and to give them the academic tools they need to overcome unnecessary barriers in order to succeed. There are various drawbacks on the part of those who would like to pursue their studies through distance learning. Despite the fact that decentralisation of the support services has taken place through the establishment of the Regional Centres, all areas in Namibia are not covered and students face limitations due to factors like distance from the Centres, and affordability.

Making studying through distance education possible for more Namibians will require funding to students who are economically disadvantaged. e-Learning is one way to bridge the gap and ensure easier access to education. Students become more pro-active in their pursuit of studying towards their desired qualification once the facilities that support their learning are brought closer to them.

The support services on offer through COLL, and in particular through the Regional Centres, ensure that barriers such as distance and affordability are overcome. Students, prospective students and the public should be educated about the facilities on offer, and how these can support their learning. They can then be encouraged to pursue studying

on distance, knowing they have a good chance to succeed. In this case study, the strategies implemented to establish a well-functioning Regional Centre with good logistics and reliable infrastructure is an integral part of the delivery of Open and Distance Learning (ODL), including the support provided to rural distance education students are put forward.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

COMMUNITY BASED LEARNING AND OUTREACH FOR DEVELOPMENT: THE URBANITE WOMAN-LEARNER PARTICIPATION OF MASS LITERACY PROGRAM IN ACCRA, GHANA

Saah, Albert
Ghana

The promotion of Adult Functional Literacy programs per se, neither creates the necessary motivation for learning, nor enhances the participation of adult learners in work-oriented or socio-cultural functional literacy programs. Of what benefit will Adult Functional Literacy be to the learner, community and Agency if learners do not participate as anticipated? Learner-participation becomes crucial to the overall success of a program. The task in learning-teaching transaction is to create the enabling environment for harnessing and enhancing learner-related factors that influence the learner's successful and significant participation. What factors influence learner-participation? This exploratory study is an attempt to capture these factors and find their significance in influencing the urbanite woman learner-participation of active classes with high attendance and involvement of learners. The study used survey method to collect data from learners (N=116) in six literacy groups in Nima and Accra New Town, in the East Ayawaso Sub-District of Accra. ANOVA was used to find the relationship between the various factors and their influence on the participation of the learners. Three classes of factors were identified viz., Internal Factors (biopsychosocial characteristics of learner, such as adult experience and perception) which most influenced the urbanite learner-participation; External Factors related to the cultural setting and organization; and Integrated Factors, which constitute the interplay of both internal and external factors. Integrated factors contributed the least level of influence. Findings established a crucial foundation that adult functional literacy programs designed, deployed

and developed with learner-friendly models utilizing internal factors, will most enhance learner-participation in both work-oriented and socio-cultural functional literacy programs in community development.

Keywords: functional literacy, urbanite woman-learner

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

COMMUNITY BASED LEARNING: THE CONTRIBUTIONS OF STUDY CENTRES AT THE NATIONAL OPEN UNIVERSITY OF NIGERIA

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National Open University of Nigeria

The National Open University of Nigeria, had climbed down from the ivory tower to meet more specific community needs. There are currently 40 study centres one of which is specifically a community study centre. They all cater, through the programmes of the university, to the academic and other social needs of the community.

In addition to specific community study centres, some State Governors had requested the university to design special programmes customized to meet community needs within the State. For example, there had been requests to customize courses in Environmental studies, Pollution, Acqua-culture for a State in the Delta region. The university, working jointly with some committees set up by the Federal government, had designed programmes at helping the "repentant militants" to acquire some basic skills relevant to community development in the Delta region of Nigeria. These programmes are based within the community and geared towards providing education, practical skills, ICT capabilities, and enhancing the capacity of the community through such community based learning. Though many of these programmes lead to Diplomas and Bachelors degree at the university, the so much dreaded ivory towerism had been played down. This paper discusses the roles and contributions of NOUN Study Centres in the areas mentioned above and in some other areas as the university takes herself and her programmes to the community. The papers ends with a brief description of how the University is responding to the needs of specific communities, responding to the demand for democratisation of educational provisions especially at the university level and responding to the requirements of

Government for wider access to university education. It is further postulated that this closely knit community based learning will provide higher yields in terms of helping a higher percentage of learners complete their programmes and attain success. In this regard, the paper shows how the study centres are organized and administered in such a way that all registered students have a sense of belonging just as the university Senate, through the Study centres' reports, take monthly stock of the student populace. Community Development: Over the centuries, universities played a social role but indirectly through creation, preservation and extension of knowledge to society in general and communities in particular. However, for various reasons, universities gradually started looking more and more inward in the name of specialization and have turned themselves into ivory towers. Though the importance of research, discovery of new knowledge and application of it in controlled situations of experimentation need specialisation, with the growing demand for democratisation of education at all levels, universities can ill afford to remain as islands of excellence, when the communities sustaining them are silently turning into deserts due to global warming, climate change and various forms of industrial/ nuclear pollution. The link between the universities and the communities has never been felt as keenly important as it is today. The universities have to reach out to the communities by making their own policies and structures more flexible and relevant to community development in all aspects. Different types of educational institutions such as new forms of university campuses, community colleges, virtual universities/colleges, online/e-learning institutions etc. need to be created to effectively respond to the needs of the community, keeping in view the geographical, social, economic, political and cultural specificities in view. Mindless homogenisation certainly leads to a weakening of the different spheres of human learning and also results in the extinction of traditional economic activities, cultural mores, languages, art and culture of people. In order to arrest this process— a perhaps inevitable part of the impact of globalization - ODL philosophies and practices need to rethink their role, potential and possibilities with the view to reversing the present negative trends and ensuring as far as possible the continuity of communities with their individual identities.

Access rate to conventional universities
 Drop-out rate at conventional universities
 Success rate at conventional universities

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

COMMUNITY COLLEGES IN PAPUA NEW GUINEA

Nou, Goru Hane

The endorsement by the National Education Board in Papua New Guinea (PNG) to introduce Community Colleges in 2006 heralded a significant innovation to cater for the substantial number of school leavers. This paper examines the institutionalisation of the concept of Community Colleges bearing in mind, notions that its introduction was a collaborative effort of trans-national transfer from USA, Canada and India. Commentators in the sphere of Comparative Education argue that uncritical international transfer of educational policy and practice is increasingly evident. The paper therefore critically appraises the transplantation of Community Colleges into PNG.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

COMMUNITY LITERACY AND DISTANCE EDUCATION IN GUYANA

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 University of Guyana

Guyana is one of the poorest countries in the Western Hemisphere (second only to Haiti) and currently ranks 103rd out of 177 in the UNDP's Human Development Index. The highest incidence of poverty is in the sparsely populated rural and hinterland areas, which are predominantly inhabited by Amerindians (indigenous people) and have the lowest education attainment in the country. The Education sector in Guyana faces a number of challenges including the ongoing migration of skilled teachers, and inability of the education system to respond adequately to the needs of children with disabilities or learning difficulties. Though the education system was decentralised in the 1980s to try to achieve more relevant and context specific teaching, there is a lack of capacity at the different levels of the ministry of education including the regional education departments to plan, implement and review basic education delivery, and within communities a lack of involvement by parents and communities in children's education. Levels of functional literacy and numeracy are extremely low, and a lack of awareness about the issues facing people with disabilities means that disabled children and children with learning difficulties are most disadvantaged. RTI International (2009) reported about unacceptable low to moderate levels

of functional literacy in the young adults in Guyana. Therefore to address the declining literacy rates at the primary school level, to increase the literacy skills of out-of-school youth and young adults by means of a community based approach, the Institute of Distance and Continuing Education collaborated with Ministry of Education. The primary beneficiaries under this programme include primarily but not restricted to single parents, teenage mothers, school dropouts over the age of 15, unemployed males aged 16-25 and under-qualified adults. This paper discusses how the open and distance education is being used to improve the literacy level of the targeted communities (four initially). A community literacy audit was done within the communities to understand the needs and expectations of the communities. This programme is expected to increase the measurable literacy level of the communities and disseminate positive behavioural change in the target group.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach
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CONNECTING COMMUNITY WITH KNOWLEDGE: NOVEL STRATEGY OF ICT CONVERGENCE

Dr. Nanda, Bijay K. Hon.
Bhubaneswar

The Sandhan Foundation of Bhubaneswar, in conjunction with the UNEP-GPA and the Government of Orissa, has implemented an innovative management model 'Coastal Community Resource Center (CCRC)', located at village 'Gupti' of the internationally known Mangrove Ecosystem of Bhitarkanika.

The Center's objective is to educate the coastal people to rehearse knowledge management and packaging of information on the community behavior to tackle critical situations. They are canvassed to learn the importance of wise management of the mangrove forest both for the protection from the effects of climate change which regulates disaster. It put practices of mass media convergence to take advantage of developing a science oriented community with technology interface.

The CCRC endeavors to connect the community with knowledge through strategic ICT convergence on the purposeful conservation of mangrove ecosystem of Bhitarkanika. The regular community previewing of our Documentary films on this Mangrove Ecosystem has made them understood the intricacy of the mangrove vegetation and its surroundings.

To begin this mission-zeal the CCRC Young Eco-Army has been formed to attend education to spread awareness on wise use of coastal resources along with the disaster preparedness avenues. They learn here the awareness campaign messages for coastal resource conservation through ICT equipped curriculum and convince the people not to destroy the mangrove vegetation which help deterring the coastal disasters. They are being trained to army the CCRC mission voluntarily on the programs of community participation in disaster preparedness.

After 'Super-Cyclone-1999' the coastal fabric of Orissa got devastated and thus seen extreme lack of strategic knowledge management to pursue living what the 'UNEP-GPA CCRC' has been is modeled as an innovative attempt. The practiced strategies are to educate the coastal-poor on the wise-use of natural coastal resources to help protect the environment to ensure that natural resources are conserved and renewed for future generations.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach
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- Access and Success: Global Developmental Perspectives
- Community Development
- Community based Learning and Outreach

Distance Education: An approach to Community Development

Dr. Avani Trivedi, IGNOU, Ahmedabad, Gujarat
Abstract: The paper has an intention to discuss various aspects of distance education system and its relevance to community development. The system of distance education has emerged as an alternative mode of higher education. Many factors, like access, quality, physical and economic constraints, social, religious reasons...etc. are responsible for emergence of distance learning mode.

The paper will be developed keeping in mind following objectives-

1. To discuss the constructive issues of distance education system
2. To examine the availability of educational courses through distance mode
3. To discuss the need of community based courses through distance mode- skill based courses related to local industries

The personal experience gained while learning and working in distance learning system will be a good source for development of the paper.

The community development has many dimensions. Education is one of them but most important, as someone has rightly said-“Education is a better safeguard of liberty and humanity than a standing army.” Education, skill oriented education brings work/occupation/employment to the human hands which in turn, brings not only economic earnings but also brings fulfillment and qualitative upgradation of the society. The paper has an objective to discuss the role of distance education mode and how the goal of community development can be achieved. Distance education and the model of resource sharing has an important role to play-i.e. to offer educational opportunities to many at a reasonable cost.

The paper will be concluded with the availability of opportunities through distance education system in India and what can be done to make it more skill oriented and job oriented. If found necessary, personal interview of few experienced academic counsellors can be conducted to match their ideas with MDGs. Moreover, it will be useful to know their views on the acceptability of distance education mode by the society and industries is more important.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

ENGAGING COMMUNITIES WITH FARM RADIO IN MALAWI – A REVIEW

MA, Cathryn E Wood

90% of Malawian households are engaged in agriculture, with 81% of the active rural population classified as subsistence farmers – using low input rain fed farming. Most farm plots are not big enough to feed a family. Following a bad corn harvest in 2005, almost five million of Malawi’s 13 million people needed emergency food aid and food security is an ongoing issue of concern. One method of improving food security and nutrition is through the use of radio to improve knowledge and awareness of better farming practices and to engage and mobilise communities to improve their own food security and nutrition.

The objective of this research was to review the current strategies used to engage communities with farm radio in Malawi and to identify common factors of success and feasibility for widespread adoption.

Methods

The author carried out a qualitative review of different strategies used to engage communities with farm radio in Malawi; exploring the success and challenges of each strategy. The review involved making observations and carrying out interviews with the community of radio listeners and with practitioners in Malawi who are actively involved in engaging communities with farm radio.

Results

Radio producers in Malawi have a strong appreciation of the importance of engaging their community and use a number of different strategies to engage their community of listeners with farm radio, including:

- the inclusion of community voices on air
 - o on-air pre-recorded Interviews with community members (NASFAM, DCRS, MW, MBC, DBU)
 - o Live phone-in programmes (DCRS, MW, ZBS)
- Radio listening clubs (DCRS, MW, MBC, DBU)
- participation in production (DBU)
- text alerts and call-outs to listeners (MBC)

Discussion

The key factors for successful community engagement with rural radio include:

- developing a two-way dialogue between producers and the community;
- ensuring that the community feel that the radio content is relevant to them;
- creating a sense of community ownership of the radio programme and/or the radio station.

Ensuring that community voices are included in the programme content is one of the most effective methods of engaging the community because:

- it helps to reassure listeners that the programme content is relevant to them;
- listeners are more likely to listen and learn from one of their community members (through peer learning) than from experts; and,
- gathering interviews from listeners (either live or pre-recorded) allows the listeners to interact with producers, give feedback on previous programmes and suggest ideas for future programmes.

Enabling feedback from listeners gives the listeners a say in how the programme is produced and develops an important two-way dialogue between the producers and listeners. This can be achieved through gathering feedback from radio listening clubs, holding phone-in programmes and using SMS text messaging to gather feedback from listeners.

Developing a sense of community ownership of the radio station and/or the radio programme can be achieved through a number of mechanisms:

- the naming of the programme by listeners (MBC);
- involvement of the community in the development of the radio station/ radio programme; and,

- participation in programme production and the involvement of community members in the recording of programme content (DBU).

Ownership is also influenced by the origins and status of the radio station within the community and the production team itself. Notably, the efforts made by the programme producers to engage with the community; their outreach skills and experience, and whether or not they are community members themselves.

“We were happy to hear our own voices on the radio; we were happy to hear our friends talking on the radio; we were happy to hear our own songs being aired on the radio. It gives us ownership over the whole programme and we feel the radio station belongs to us people.”

BC listener from Bernard Village, near Blantyre, Malawi

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

GETTING READY: USING PARTICIPATORY COMMUNICATION AND LEARNING TO IMPROVE FOOD SECURITY AND CLIMATE CHANGE ADAPTATION IN JAMAICA

Dr. Protz, Maria
Kingston, Jamaica

Rural communities in many parts of the world face increasing challenges to survive due to pressures caused by climate change and globalization. This is especially true in Small Island Developing states (SIDS) such as those in the Caribbean. Climate Change (CC) is forcing communities to adapt quickly not only for their own survival but also for national food security. But “getting ready” demands new skills and the adoption of new practices, both of which can involve steep learning curves. Participatory Communication can play an important role in making this transition easier and more sustainable. Through Communication for Development (ComDev), communities analyze problems together and are able to assess the impacts that are associated with CC and food security issues for their own livelihoods. As a process, ComDev also facilitates community identification of new technologies, practices and solutions that can be adapted or modified. Through ComDev, community members learn from one another, but also learn in conjunction with the institutions that are meant to serve them – such as extension services and research organizations.

This paper shares how ComDev is working to improve food security and help rural communities adapt to climate change in Jamaica. Through the Communication for Sustainable Development Initiative (CSDI)’s Caribbean programme, communities are using participatory video, ICTs, radio and other community media to establish backyard gardens and organic farms – practices that are not only helping to improve household health and nutrition, but also helping to improve national food security while reducing the harmful environmental effects often caused by high-input agriculture.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

INTEGRATED LIFELONG LEARNING IN LIVELIHOOD FOR FARMERS (L3F) AND ENVIRONMENT

Tonui, Charles
Nairobi Kenya

One of the new forces likely to influence social capital and re-shape development agendas is the use of communication technology as an integral activity in a farmer’s life. This article explores the extent of self directed learning through community radios, mobile phone and rural ICT centres communication approaches among farmers in rural communities in western Kenya improves their social capital. It also explores how farmers are using these technologies to reduce their vulnerability to climate change that has an impact on their livelihood. Blended with the expertise from diverse specialised organizations in delivering the project, capacity building in different sectors and at both institutional and community level can be realised. The argument of this paper is that lifelong Learning by use of varied communication technologies which embraces the diversity in language for Farmers can provide the basis for accredited lifelong learning for democratic citizenship as well as poverty reduction. This is reflected in the integrated project which was funded by Commonwealth of Learning.

Key words: Farmers, social capital, lifelong learning, vulnerability; climate change; capacity building; poverty reduction.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

ROLE OF COMMUNITY COLLEGES IN TRANSFORMING INDIA IN TO A KNOWLEDGE SOCIETY

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IGNOU, Regional Centre, Cochin
Dr. Sreedharan, N.V.,
IGNOU, Regional Centre, Cochin

As a World Leader in ODL system, IGNOU has a major role in transforming India in to a Knowledge Society. Knowledge creation and management have to be with the objective of promoting sustainable development. The study advocates for an open and free flow of knowledge to all, so as to empower people to be active citizens of a Knowledge Society. It emphasizes the need for creating facilities and expertise through community colleges in enabling the speedy transformation of the community in to a Knowledge Society.

The authors contend that commoditization of knowledge has resulted in deprivation of Knowledge to those who need it. The internet revolution and consequent campaigns for making available open sources for knowledge are signs of democratization. However the authors feel that IGNOU being the largest University in the world have a crucial role to play in transforming India in to a Knowledge Society, by bridging the digital divide and in delivering relevant content by way of specific knowledge modules for wider dissemination. The University also should take up documentation of indigenous knowledge which may have wide ranging applications.

Knowledge creation is happening continuously. Knowledge is a vital resource for development. IGNOU can transform its' centres and community colleges in to knowledge hubs. Digital libraries can be set up at these centres. The future of humanity depends on knowledge that promotes sustainable development.

Knowledge about future survival and the challenges that are confronted are important for the denizens of a Knowledge Society. This aspect is also discussed in the study. The study concludes with a futuristic vision of India harnessing technologies in a big way for its transformation in to a Knowledge Society.

Theme: Community Development
Cross-cutting Issue: Quality

Theme- Community Development
Sub Theme- Community Based Learning and Outreach
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THE IMPORTANCE OF COMMUNITY SERVICE LEARNING IN ENGINEERING

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Community Service Learning (CSL) is first and foremost a form of pedagogy; a series of techniques, philosophies and actions that combine to create an especially effective learning environment. Community Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The Engineering profession requires an Engineer to work in teams, to deal with the public and to work for the welfare of a community. While formal engineering profession caters for the need to ensure safety and aesthetics in engineering, there is also a need to ensure ethics and civic responsibility in the engineering profession. The importance of integrating the needs of a society in engineering decisions was carried out through a series of miniprojects. Engineering students in their third year of study were given the task of identifying a real problem and finding a low cost solution to that problem. In addition students had to interact with the inhabitants of that area to get a good feel of the problem and had also to come up with a solution which would be acceptable to the inhabitants. The students had to work in collaboration with the inhabitants by themselves and had to report the approach used to ensure smooth working conditions. This study highlights the key issues that arose during the conduction of the miniprojects. In addition, this study also helped to identified the issues that should be included in the formal engineering education to make sure adequate training were being provided to the Engineers under training.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach
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THE NATURE AND VALUE OF INTERACTION IN OPEN DISTANCE LEARNING (ODL)

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University Utara Malaysia

Open Distance Learning (ODL) is an excellent method of reaching adult learners. It is truly a medium that helps to democratize education to all. Certainly in Malaysia, with the mushrooming of many dual mode institutions that offers ODL, and the establishment of Open University Malaysia (OUM), the upcoming Wawasan Open University (WOU) and other private institutions, it makes education accessible to all. For many Malaysians, pursuing ODL is just a matter of choice. With the competing priorities of work, home, and school, adult learners desire a high degree of flexibility. The structure of ODL provides learners with the greatest possible control over the time, place and pace of education; however, learning at a distance is not without problems. Loss of student motivation due to the lack of face-to-face contact with teachers and peers, potentially prohibitive startup costs, and lack of faculty support are all barriers to successful ODL. One particular important instructional elements of contemporary open distance learning is interaction. It is a widely held that a high level of interaction is desirable (Dzakiria & Idrus) and positively affects the effectiveness of any open distance learning course. However, it is not clear from research or evaluation data that interaction does improve the quality of learning in most open distance learning programs. Furthermore, there is little attention to the cost/benefits of interaction in terms of preparation time versus instructional effects. This article examines the theoretical and empirical basis for interactivity in open distance learning in Malaysia.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

THE ROLE OF ODL IN COMMUNITY DEVELOPMENT IN MALAWI

Chimpololo, Andrew
University of Malawi

The concept of open and distance learning (ODL) is relatively new in Malawi. The first formal initiative towards ODL was taken in 1965 with the establishment of Malawi College of Distance Education. Recently, other institutions such as the University of Malawi, Domasi College of education and Mzuzu University have the joined the cause in a drive to increase access to higher education. This article examines the role of ODL in the socio-economic development of communities in Malawi. It explores the functions of ODL related to attitude and behavioural change, personal development, social transformation and agricultural development in relation to recent ODL developments in Malawi. Furthermore, the article analyses possible challenges facing the enhancement of ODL activities in the country. A fragile economy with a Gross Net Index per capita of less than US\$ 200 over the last decade, poor public funding, language differences and negative cultural values, poor communication infrastructure and lack of expertise impede efforts towards the promotion of ODL interventions.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

THE POTENTIAL FOR IMPROVING THE INTERACTION AND EFFECTIVENESS OF DEVELOPMENT PARTNERS RESEARCH, EXTENSION AND VILLAGE RELIGIOUS LEADERS AS INFORMAL APPROACH FOR AGRICULTURAL DEVELOPMENT IN DISADVANTAGED AREA

Dr. Khan, Nowshad

A series of surveys was conducted amongst disadvantaged agricultural communities in the mountainous Swat valley of Pakistan's North West Frontier Province. These were designed to examine whether or not it would be acceptable to farmers extension and research scientist, and to village religious leaders to use the services of the later as active partners of the agricultural development process. In general, the majority of all partners were in agreement that village religious leaders might be used in this way though a minority of most groups recorded their oppositions to the concept. The types of service for agricultural development which religious leaders were thought particularly

suitable to undertake by the majority were making announcements in the mosque after Friday prayers, helping the less educated to understand printed extension materials, distributing leaflets and encouraging farmers to attend extension department field days. The survey results suggested that encouraging a greater involvement of village, religious leaders in agricultural development would be a positive step forward for the disadvantaged agricultural communities of the mountainous areas of Pakistan and it would be a step largely welcomed by the partners in the process of agricultural information exchange. Feasibility studies, involving all partners in the development process in a range of mountainous villages, would be a sensible way in the first instance of engendering this shift in emphasis in the current agricultural development policy.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

USING SOCIAL NETWORKS TO ASSIST LEARNERS IN OPEN SCHOOLING IN TRINIDAD AND TOBAGO

Warner, Steve
National Open School of Trinidad and Tobago (NOSTT)

The introduction of educational software followed by Web 2.0 tools and open software has forced educational practitioners around the world to rethink how instruction should be delivered in the classroom and to delve into the learning styles of learners. The widespread availability of affordable internet access throughout Trinidad and Tobago and the proliferation of the use of social networks, like Facebook, have made it possible to attempt to use this medium as a support structure to learners. Learners of the National Open School of Trinidad and Tobago (NOSTT) are of varying ages (from late teens to over sixty). Sometimes it is difficult for them to attend classes and even when they do and problems arise outside of school, help may be needed. This study proposes to determine, using the wall on Facebook, how learners can be helped via online instructions with Mathematics and English Language. This discussion is important because most people meet on Facebook and it will be important to know if this can be used for instruction.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

DESIGN, IMPLEMENTATION AND INSTITUTIONALIZATION OF MOBILE LEARNING IN HIGHER EDUCATION

Onguko, Brown
Aga Khan University

Mobile learning is fast gaining currency as a viable means of delivering learning in challenging contexts. There are many examples of mobile learning projects in practice, coupled with research studies that have been implemented from the North to the South and the East to the West. My paper will share the design, deployment and institutionalization experiences of mobile learning in a certificate level course in Educational Leadership preparation in the developing countries of East Africa. SMS technology has been used at the Aga Khan University's Institute for Educational Development in East Africa to sustain professional interactions between instructors and adult students (school leaders) as they worked through their practicum research projects. This mobile learning approach through SMS was first implemented at one site in Kenya, and then the lessons learned were used to improve the delivery of similar courses at two other sites in Kenya and Tanzania. The paper will present the rationale for utilizing SMS in the course, which are:

- Taking advantage of the use of readily available technology
- Addressing the isolation of students during practicum
- Cost cutting on the expenditure on the course without compromising on quality
- Developing a more sustainable instructional model which reduced instructor travel and time away from campus.

The paper will highlight the design and deployment process of mobile learning in the three phases of pilot initiation, implementation and institutionalization. Mobile phones are the most accessible technologies in East Africa and hence the need to utilize them in learning. It is important to be cognizant of the expert advice that teacher education in Africa will take place in the work place if we have to move closer to achieving the education for all goals and context-relevant and available technologies will play a key role in this desire (Moon, 2007).

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

DISTANCE EDUCATION IN ENHANCING COMMUNITY DEVELOPMENT, SUCCESS STORIES AND COUNTRY PLANS. A CASE STUDY OF UGANDAN HIGHER INSTITUTIONS OF LEARNING

Uganda through its ministry of Education and sports supports all initiatives that enhance equitable, accessible and relevant quality education. Distance Education has been fully embraced as a way to cope up with the increasing demands of education given the countries continued population growth. Ugandan government offers universal primary and secondary education and in the near future, it is anticipated that numbers at higher levels and tertiary institutions will grow, thus the need for strategic planning on how to offer accessible education to all citizens irrespective of gender and social / bodily disabilities.

Uganda boasts of a sizeable number of public and private universities that offer programmes through Distance Education out of the 27 available institutions. These Universities share a common value of using multiple methods of delivery including face to face tutorials, upcountry support services through study centers, print materials specially designed to enhance learning, and multimedia support services.

We intend to divulge into discussing what some of these Universities offer, the upcountry centers that offer ICT support services to the learners and how tutorials are conducted. We intend to make a statistical presentation of figures looking at student admissions, how many actually register and the completion rates. This will serve the purpose of successes registered and project into the future plans for Council for Higher Education as we set minimum operation standards and guidelines for licensing new applicants.

We need to realize that some of these institutions of learning do also offer short courses that add knowledge and skills to potential students whose programmes are so tight. These are basically administered in regions across the country depending on the demand. We shall find out the courses offered by various universities selected and how effective/successful these courses are in enhancing capacity building and knowledge dissemination.

In Uganda, materials developed by TESSA are being piloted in Makerere and Kyambogo Universities. Uganda participated in the review of the web-based materials and in the development of local versions. The piloting of final versions was planned for the new academic year at both universities.

TESSA materials are also being considered for use in capacity building in the development of study materials. Makerere University is in the process of identifying activities in the TESSA materials that can be adapted to the materials developed at Makerere University. We shall find out the successes of this project as well.

We realise that there is need to provide teachers with the necessary knowledge, skills and understanding to successfully integrate ICT into everyday educational practices in a meaningful way. This will be easily achieved by supporting e-learning in our Universities. Let's look at community radio system, mobile telephones, internet access to provide for non-formal education. Makerere has established an e-learning unit to this effect, we shall look at their activities and plans and constraints.

The National Consultative forum on Open & Distance learning held in Uganda December 2006 recommended a roadmap to ODL policy in Uganda, a ten-person working committee was proposed, the committee is working on the final reports and government is waiting to see the proposals and act accordingly. We shall make an effort to find out some of the key outputs and suggested work plan.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach
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EXTENDING NON-FORMAL LEARNING & DEVELOPMENT OPPORTUNITIES TO 14-25 YEAR OLDS THROUGH OPEN AWARD CENTRES

Hirt, Rebecca
Kimani, Edwin &
Dutt, Sandeep
The International Award Association

The International Award for Young People is a self-development programme providing self-directed learning opportunities for 14-25 year olds worldwide. The Award Programme has a presence in over 130 countries, including 62 national programmes, and around 800,000 young people globally are currently participating in the Programme. Programme delivery has historically been through schools, youth organisations and other institutions. However, this approach limits the scope of the Award in two ways: firstly, it excludes the large number of young people in the 14-25 age group who are not being reached by formal institutions; and secondly, it restricts the benefits of the Award Programme to

members of the institutions themselves, and limits the potential impact of this development on the local community. This presentation will demonstrate how a recently developed concept of Open Award Centres is helping the Award both to widen its reach to include otherwise marginalised young people, and to ensure that the benefits of the self-development opportunities provided through the Award extend to the communities in which Award participants are based. It will include case studies from India and Kenya, where successful Open Award Centres have been created through partnerships with local universities and polytechnic institutes, and will demonstrate how targeting the 18-25 age group both as Award participants and as Award leaders is benefiting the entire community through the provision both of skills and resources.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

ON-LINE DISTANCE LEARNING FOR IMPROVING SOCIOECONOMIC STATUS OF FARMING COMMUNITY IN SRI LANKA

Vidanapathirana, N.P. (University of Colombo)
Hirimburegama, Kshanika (University of Colombo)
Coomaraswamy, Emeritus (Emeritus Professor, COL)

Agriculture is the mainstay of the rural sector which occupies 75% of the total population. Farmers are resource poor and face tremendous constraints in gaining access to information and knowledge that could improve their livelihoods. Even though farmers have the aspiration and potential to pursue further education on new approaches, skills and techniques they have not been able to do so due to lack of opportunities and other constraints. Open and distance learning with appropriate information and communication technologies serves as a means for effective transfer of knowledge, information and technology, while being engaged in their cultivations enabling them to apply the knowledge directly to improve their farming.

University of Colombo Institute of Agro-technology and Rural Sciences was established in 2008 with a mandate of providing, promoting and developing higher education in Agro-technology and Rural Sciences among persons presently engaged in Agriculture and Agro-technology to uplift farming as a prestigious occupation. An On-line Diploma Programme in Agro-technology in the local language and in English was developed by the Institute to provide education to the farmers at their doorsteps. Content development and delivery of the programme were made possible through the facilities of Distance Education Modernization Project. Computer skills gained through orientation programme enabled the farmers to

learn on-line. Learner performance improved with time. Extensive learner support was provided through by dedicated online tutors and mentors of the Institute. Quality was ensured through adherence to the quality standards developed by DEMP in partnership with COL. They immediately applied the knowledge gained through the course in their cultivations.

This is the first ever attempt by the university system in the country in providing an opportunity for the farming community to pursue higher education while being engaged in their cultivation and transform themselves to professional agri-business men and improve their socioeconomic status.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

PROBLEMS AND PROSPECTS: COMMUNITY PARTICIPATION PROJECT IN SCHOOL EDUCATION IN PUNJAB

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(International Islamic University Islamabad)
Dr. Iqbal, Muhammad Zafar
(Allama Iqbal Open University, Islamabad)
Haq, Nisar-ul (International Islamic University Islamabad)

Doubtless to say that Community Participation Project (CPP) in school education in Punjab is a robust model, niche for addressing the challenges of access, quality and equity. Main purpose of the study was to evaluate the challenging role of CPP colleges and schools in enhancing access, quality and equity of education in Punjab. Problems and issues pertaining to the abrupt closure of majority of the CPP colleges and schools were also assessed in this study. Population of the study consisted of 08 Executive District Education Officer (EDO), District Education Officer (DEO), Deputy District Education Officers (Dy.DEOs), 20 administrators, 30 Principals/Head Masters and 200 teachers of CPP colleges and schools in Sargodha. Since the population was small, 100% population was taken as sample. The study was descriptive in nature; therefore, survey method was used for the collection of data. An inventory sheet and three questionnaires (Administrators, Principals/Heads and teachers) were administered on the respective sample. Main findings of the study revealed that CPP colleges and schools have played vital role in enhancing access, quality and equity of education in Punjab. Despite of the drawback of second shift in rural areas these institutions showed better results than the government institutions. These institutions also provide the facility of schooling to out of school poverty stricken children who were involved in

child labour. These institutions provide almost matchless facility of increase in education to the female students in the rural areas of Punjab. Students always add feathers to this grand project by grabbing positions in exams. Female institutions were more encouraged and appreciated than male institutions and resultantly played pivotal role in engendering female disparity in the rural areas. Utility bills were regularly paid by the administrators of these institutions but there were complaints of non payment of "Firogh-e-Taleem Fund" (FTF).

Theme- Community Development
Sub Theme- Community Based Learning and Outreach
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ROLE OF OPEN DISTANCE LEARNING IN SOCIAL EMPOWERMENT- A CASE STUDY OF DR. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. Venkaiah, Vunnam
Dr. B. R. Ambedkar Open University

Dr. B.R.Ambedkar Open University (BRAOU), the first Open University in India, was established in 1982 with an objective of democratizing and de-elitizing higher education. The mandate of the university is to provide equality of educational opportunities for higher education to hitherto unreached segments of the population through distance mode. The motto of the university is "Education for All". The university has been playing a key role in taking education to the doorstep of poor and needy at an affordable cost. When the university launched the courses for the first time in 1983-84, the student enrolment was only 6,321. There has been a steady increase in student enrolment reaching a figure of nearly 18 million during 2009-10. The number of Study Centers has increased from 26 in 1983 to 226 in 2010. The University is presently offering 56 academic programs from certificate level to research degree. Presently, more than 500 courses are on offer covering different subjects and mediums. BRAOU has been extensively using electronic materials in its teaching-learning process since its inception. Radio lessons, audio lessons, video/tele-lessons and teleconference programs supplement the self-instructional print materials and face-to-face tutorials. This paper aims at examining the role of BRAOU in providing higher education to different sections of society, particularly those representing rural and tribal areas; socially and economically disadvantaged sections; prisoners; women and others. Some case studies of prisoners and tribal students who shaped their careers will be included in the study. The study is based on

secondary data covering a period of two and a half decades i.e. from 1983-84 to 2009-10. This paper depicts a picture of how the BRAOU has been able to empower the poor and less privileged sections of the society.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach
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SUPPORTING COMMUNITY LEARNING WITH DIGITAL TECHNOLOGIES AND KNOWLEDGE FOR SOCIETAL DEVELOPMENT: OPEN AND DISTANCE LEARNING TO EDUCATE RURAL FARMERS BY ENHANCED BLENDED LEARNING MANAGEMENT SYSTEM THROUGH SCHOOL ICT LABORATORY IN MALAYSIA

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University of Technology, Johor, Malaysia

Purpose

This research is attempt to examine the feasibility of open and distance learning on educating rural farmers in improving the quality of their knowledge and upgrading their livelihood through the school ICT Laboratory in the village vicinity. The rural farmers could use the internet facilities and connectivity of the school ICT laboratory not only to communicate but also to acquire knowledge on agriculture. The culture of using technologies in acquiring first hand agro knowledge and the fluctuating produces prices have great influence in determining the quality of their livelihood. Demographic factors such as education level, total agriculture land poses and working experiences are also taken into consideration.

Design/ methodology/ approach Finding

In general, there are significant differences among factors stated above which will upgrade the rural farmers' livelihood and be competitive with their peers from other sectors. The usage of the school ICT laboratory by enhancing open and distance learning could be beneficial to the rural farmers by upgrading their knowledge on seeding, cloning, fertilization, proper usage of agro chemical and bio technology etc in fostering the production quality agriculture produces as well as avoiding the agro middleman's preying when there is fluctuation of the agro produces price. In addition, the rural farmers could use the ICT facility to foster friendship, exchange of ideas and networking among their peers in the region.

Research limitations/ implications

This study represents an addition to the extant literature on supporting community learning in the Digital Age: Enhancing Open and Distance Learning to Educate and Improve Livelihood of Malaysian Rural Farmers through the school ICT laboratory.

Practical implications

Enhancing digital technology in improving farmers' livelihood is of paramount important in the upgrading of not only the farmers livelihood but national economy. It is utmost important for the maximization in the utilization of digital technologies provided by the government initiative to improve its efficiency and integrity on quality assure of ODL in producing quality human capital.

Originality/ value

This study provides further groundwork for the quality utilization of open and distance learning platform in educating rural farmers in improving the quality of their knowledge and upgrading their livelihood through the school ICT Laboratory in the village.

Keywords: Open and distance learning, Farmers, Blended Learning, school ICT Laboratory.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach
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THE USE OF POTENTIAL SOCIAL STRUCTURES AND ENTITIES FOR HIV PREVENTION EDUCATION: THE ROLE OF QUEEN MOTHERS IN GHANA.

Koomson, Ebenezer
Ghana

BACKGROUND

Stigma, misguided beliefs in causes and effects of chronic diseases in cultural settings and other health seeking behaviours made the incorporation of HIV and AIDS control program into the health care delivery system in Ghana very difficult. We decided to use queen-mothers to be forces of sexual behavioural change for health action. One of the available resources of human capital structures in the health systems and communities is the queen-mother entity.

METHODS

The Central Regional Health Directorate decided to use 22 queen-mothers to implement HIV and AIDS prevention education and sexual behavioural change for a two year period. They mobilized the sexually active, and in and out of school youth in their communities to learn the importance of HIV and AIDS prevention to health and wealth creation. I, Ebenezer Koomson, led the design and the implementation of this program as the regional HIV/AIDS Coordinator in this region.

RESULTS

Three hundred and two (302) community meetings were organized during the period under review. Ten (10) community durbars and cultural displays on responsive reproductive health practices to combat HIV infections, associated myths, stigma and misconceptions were organized. One hundred and fifty nine (159) parents joined the clubs to give social support and motivation to strengthen the youth to accept the concept of involving the youth in decision making for their healthy sexual lifestyles. Forty-seven (47) patients and their partners were treated for sexually transmitted diseases.

CONCLUSION

Utilization of potential social structures for health communication and promotion is necessary to support the efforts of health organizations. The benefits could be visible during evaluation and subsequent re-adjustment done or otherwise, especially in limited resourced settings in sub-Saharan Africa.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach
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**'WINNING 'THE NIGER BATTLE'
THROUGH SUSTAINABLE
COMMUNITY-BASED LEARNING
AND OUTREACH: THE CHALLENGE
OF COMMUNITY DEVELOPMENT IN
NIGERIA'S OIL-RICH REGION**

NJOKU, Ndu
National Open University of Nigeria

The task of this paper is to consider what community-based learning and outreach can do to enhance the quality and sustainability of oil companies' community development programmes in a way to meet- within the limits of their contributory role- host communities' socio-economic expectations, support and promote company-community symbiotic relationship; and, at the same time, ensure a safe, healthy and socially acceptable Niger Delta milieu for the present and future needs of the stakeholders. The paper tries to relate the general debates about corporate social responsibility and accountability, and the need to improve the corporate image and enhance the corporate citizenship of multi-national oil companies, to the critical concern for creating a conducive milieu(for the companies to operate) in the Niger Delta through sustainable community-based learning and outreach. The paper begins by reviewing the stage, in the development history of the oil companies in the context of the region, and highlights the complex links and interactions in the company-host community relations. It then considers the latest developments in the field of culture-based peace education, with emphasis on how these new insights could be incorporated into the companies' community development policies and priorities; and how these could further be translated into practical and sustainable applications in the area via community-based learning and outreach. It concludes with reflections on the options for redressing the precarious balance; for harmonizing the concern for sustainable community development with that for an all-round, patriotic, and both internally and externally focused education that is directed, first and foremost ,to the service of the people and society. The paper suggests the need to improve the capacity of both the oil companies' staff and the local stakeholders, as well as the current advocacy for " institutional reconciliation" and partnership as a way to correct the structural and functional disconnect between informal, indigenous values and institutions rooted in host communities' development history and culture and those mostly transplanted from outside. On the whole, the paper demonstrates that, the theory and models employed in community -based learning in outreach can, when properly utilized, easily enhanced pro-active, educative, and unity-centered skills in personal, interpersonal, institutional and community contexts.

Theme- Community Development
Sub Theme- Community Based Learning and Outreach

**A MODEL OF DEVELOPMENTAL
EDUCATION FOR SOCIAL
RECONSTRUCTION**

Takwale, Ram I-CONSENT, Pune, India.
Deshmukh, M N I-CONSENT, Pune, India,
Sonavane, Sanjeev University of Pune, India
Naidu, Som CSU, Australia

Many new models of education are being developed by exploiting new information communication technologies (ICT), educational processes and mechanisms. The parameters used are often the ICT applications, roles and practices of teachers and various mechanisms used in education. Most important is the vision of future society, tomorrow's stakeholders and beneficiaries and benefits. The ICT, with its wider applications and access, newer communications and working processes, mechanisms, networking into connected communities and open resources created are generating new scenarios that demand radical changes in the existing system of education. Indian Consortium for educational Transformation (I-CONSENT), a consortium of individuals, institutions and organizations, working for educational transformation, is trying to develop a model of quality education for all that will link learning with working and social development and transformation. I-CONSENT has adopted a scenario-situation- based learning model (NEXT-NOW) that enables one to take a well-chosen learning path that can become a life-long-learning journey for learner. The learning is linked with working and technology for achieving personal and situate- situate being class, school and community-development with bootstrapping and ultimately, leads to a FUTURE NOW model. In these processes, we are linking learning with activities and assignments that will result into social development that needs cooperative and collaborative working. Our studies reveal that the model can be used for a chain of value creation: Education → Development → Value / Wealth creation → Social Transformation. The processes result into looping for achievement at higher levels and performance excellence. This paper integrates and summarizes scores of the papers submitted by authors associated with I-CONSENT and seeks to lead discussion on Developmental Education for Social Reconstruction in Indian context that can be generalized for global use.

Theme: Community Development
Sub-Theme: Open education resources models to choose adopt and adapt

A MANAGEMENT MODEL IN OPEN AND DISTANCE LEARNING AT THE POLYTECHNIC OF NAMIBIA TO ENSURE COMPETITIVE ADVANTAGE AND OPTIMUM BENEFITS

Möwes, D.L.
Windhoek, NAMIBIA

Even before independence in 1990, it was recognised that Open and Distance Learning (ODL) has the potential to address Namibia's educational and training needs in a cost-effective manner. ODL has the flexibility to accommodate varying levels of enrolment and the capacity to reach out to all corners of the country. It has come to be accepted as a well-recognised mode of education and training relevant to, and necessary for meeting the emerging demands of the Namibian society. For a small country like Namibia, in terms of population, and with limited resources, the Polytechnic of Namibia opted to strengthen its ODL activities. As a result, areas until now unreached by the conventional education system are gradually being taken care of by the Polytechnic's open learning system. This paper reports on the changed nature of the role of universities in developing countries. Specifically, the author argues that the Polytechnic of Namibia, while remaining a university of academic excellence and creative thought, was prepared to transform its conventional role of transferring knowledge to the number of students it could accommodate in classrooms. The Polytechnic of Namibia, through its Centre for Open and Lifelong Learning (COLL), has become within the short period of fifteen years an institution that seeks to provide knowledge and academic expertise to a much wider community than could be reached through on-campus teaching. The Polytechnic of Namibia can now, through distance learning techniques and open learning philosophies, reach out to the whole community in which it serves. This required not only new initiatives and approaches to teaching and delivering methods, but also an acceptance that the most sophisticated concepts can be taught in formats that off-campus students can understand. The Polytechnic of Namibia transformed into a truly dual-mode university, recognising the equal importance of open and lifelong learning programmes to the more conventional programmes of full-time on-campus studies and research.

Through its Centre for Open and Lifelong Learning the Polytechnic of Namibia indicates that open and distance learning has the ability to provide a rich learning environment in a flexible, effective and interactive manner, provided careful design and implementation approaches are adopted, including flexible management systems to develop skills for managing people and creating an enabling

environment for effective and efficient performance of staff and students. This paper specifically examines the management model, initiatives and the major design and implementation strategies at the Centre for Open and Lifelong Learning to ensure needed competitiveness and optimum benefits. The author concludes that the Centre's initiatives have clearly proven that there can be little doubt that a flexible management style, efficient administration, instructional design and the provision of sound tutor and learner support can effectively meet the training needs of off-campus students and is at the centre of quality distance education.

Theme: Community Development
Sub-Theme: Open education resources models to choose adopt and adapt

AN ALTERNATIVE MODEL FOR CONDUCTING TUTORIALS IN ODL PROGRAMMES IN A DEVELOPING CONTEXT

Dr Hendrikz, Johan (University of Pretoria, South Africa)

Dr Aluko, Ruth (University of Pretoria, South Africa)

Open and distance learning (ODL) students in a developing context are faced with more challenges in their learning environment than students in developed countries, and their problems are of a different kind. One of the challenges in the developing context is to maintain sustainable delivery of high-quality tutorials in large-scale national ODL programmes. Well-developed and successful tutorials in developed contexts are, above all, based on easy online access to tutors. Limited internet access or a lack of internet access, limited bandwidth, vast distances linked by means of underdeveloped public transport systems, and the small number of people with suitable qualifications, especially in rural areas, are some of the factors that make high-quality sustainable tutorial sessions very difficult to present. The challenge for ODL institutions in this context is how to overcome the barriers that inhibit quality tutorials.

The University of Pretoria introduced an alternative tutorial system as a pilot project into one of its ODL programmes in 2008. The system went through a number of development phases and by the end of 2009 it was so successful that it will be implemented in all ODL programmes of the University of Pretoria in 2010. The criteria that were applied in the development of the model included affordability, sustainability, continuous high quality, consistency

and comprehensive mechanisms for quality assurance.

This paper will discuss the specific challenges experienced with tutorials in the developing context. The underpinning philosophy and methodology of this alternative tutorial model will be explained and discussed. An overview will be given of the challenges that were faced with the introduction and implementation of the model. This includes the training of academic staff and tutors. There will also be a focus on the logistical arrangements, especially the use of SMS technology in the system.

The paper will include the results of research conducted on the impact of this alternative tutorial model on students' academic performance.

Theme: Community Development
Sub-Theme: Open education resources models to choose adopt and adapt

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COASTAL COMMUNITY RESOURCE CENTER: AN OPEN EDUCATION PLATFORM

Mrs Mishra, Jyotsna
Bhubaneswar

After the Super-cyclone in 1999, the coastal people in Orissa, who were hit hard, received a valuable lesson in the uncertainty of nature. Our Coastal Community Resource Center (CCRC) project, since then, has introduced a good number of people friendly programs to inform, educate and equip them to wise use the coastal wetland and marine resources, more particularly the mangroves. The mangroves protect the people from the harmful effects of cyclones, tsunamis, crocodiles, and flooding. They help to build up soil and stop coastal erosion as well as providing a safety net and food security. Our CCRC project experiments and provides opportunities for communities to voice their observations, experiences and concerns to support community-level research and educational activities related to climate change, highlighting the role of local knowledge, practices and coping strategies to achieve the goals of the Forum to build recognition of their unique knowledge and expertise.

The actions include:

1. Expanding access to knowledge using ICT/ ODL on health education and care.
2. Making education and adequate nutrition a priority so that children can grow up to lead healthy and productive lives.

3. Providing skills training and support for small entrepreneurs to increase opportunities for employment and income generation.
4. Protecting the environment, to ensure that natural resources are conserved and renewed for future generations.
5. Addressing gender inequality, to increase opportunities for women and to ensure that they have a say in decisions that affect the lives of themselves and their children.
6. Strengthening the role and capacity of local organizations, to make communities more self-sufficient.
7. The practiced strategies are to educate the coastal-poor on the wise-use of natural coastal wetland –marine resources.
8. The CCRC translates the missions with a slogan "connecting community with knowledge"

Theme: Community Development
Sub-Theme: Open education resources models to choose adopt and adapt

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FROM LISTENERS TO LEARNERS: ACCESS AND SUCCESS OF OPEN AND DISTANT LEARNING THROUGH COMMUNITY MEDIA

By Githethwa, Njuki Consultant
Community Media in Nairobi, Kenya

This paper will be drawn from the motivation, scope and some good practices of community learning programmes through community media as underscored by the Commonwealth of Learning (COL) and developed through the active collaboration of community media practitioners to illustrate the access and success of open and distance learning to develop communities by transforming listeners to learners groups.

Listeners, variously referred to as audience or target groups, are generally agreed as the mainstay in any form of communication. The centrality of listeners in communication is much explicit and depended on in community media, especially in community radio, where they are taken not only as listeners but owners of community radio programmes. Ownership in this context implies that the programmes are not produced for the consumption of listeners, but that the listeners are actively producing the programmes themselves. Whereas many community radio stations have been producing programmes with a focus on listeners, while several others have progressed to the level where listeners own the

programmes, the changing circumstances where listeners are becoming learners is slowly picking up. This latter development takes listeners not only as audience and owners, but as well engaged learners in an active and continuous learning process through community media. Through this practice, community media maintains its role as the channel of communication while open and distant learning is the learning strategy. The learning concerns, be they on health, agriculture, entrepreneurship, education, or any other area with a focus on community development, are fronted, decided, produced and owned by the learners themselves.

Theme: Community Development
Sub-Theme: Open education resources models to choose adopt and adapt

OPEN AND DISTANCE LEARNING IN LIBRARY AND INFORMATION SC.:FROM MARGINALIZATION TO MAINSTREAM

Gupta, Dinesh K.
Vardhaman Mahaveer Open University

Distance education in India is gaining recognition and importance. Students not only have opted distance mode in academic disciplines but also in professional and career oriented subjects. In India there are about a hundred library and information science schools offering courses of different level in library and information science. Many of these offer courses in both the streams- face to face and through distance mode. Open universities like IGNOU, YCMOU, DrBRAOU, MP Bhoj Open University, Raj Rishi Tondon Open University, Vardhaman Mahaveer Open University, etc. are offering library and information science programmes of various levels.

The present paper discusses the library and information science education offered in the state of Rajasthan. It gives an historical account of library and information science education and offers present scenario of library and information science education in the state.

It discusses as to how distance learning started and has grown in this subject in the state. It discusses the role of Vardhaman Mahaveer Open University in imparting learning in the subject. Describes various courses offered by the University, namely DLIS, BLIS, MLIS, M.Phil and Ph. D. Programmes in Library and information Sc. Various issues related to development of course material and delivery are

discussed. The flexible and learner oriented delivery mechanism made this systems of learning attraction among the learners and the courses offered by the University are preferred. An account of three years intake by various libraries and information science school is taken to substantiate above. The paper gives a detailed account of the efforts made to bring open and distance learning in library and information science into mainstream in the state of Rajasthan.

Theme: Community Development
Sub-Theme: Open education resources models to choose adopt and adapt

PERFORMANCE INDICATORS FOR SELF-EVALUATION AND QUALITY ENHANCEMENT IN DISTANCE HIGHER EDUCATION

Coomaraswamy, Uma (Sri Lanka)
Rama, Kondapalli (India)
Hope, Andrea (Hong Kong)

With massification and internationalisation of higher education, quality has become a global issue. The exponential growth of distance education at tertiary level, in particular, may be seen to pose a threat to the quality of higher education as it has traditionally been perceived. Quality assurance systems for distance higher education provision have been developed by many dedicated ODLE institutions in different parts of the world. In line with the requirements of national quality assurance agencies, most quality assurance processes include an element of external review and monitoring that emphasises accountability rather than continuous improvement. To achieve sustainable quality, institutions have to explore ways to move beyond external quality audits towards a systematised self-evaluation that promotes the growth and sustenance of an internalised culture of quality. Vital to the development of such a culture of continuous improvement is the regular monitoring and evaluation of all processes and systems that provides a stimulus for institutions to reflect on their practices and commit to a continuous quest for excellence. The framework for the evaluation of performance and identification of new trends is provided by a suite of performance indicators. This paper introduces a globally applicable generic framework and a comprehensive set of performance indicators for distance higher education that have been developed by the Distance Education Modernisation Project of Sri Lanka under the aegis of the Ministry of Higher Education in collaboration with the Commonwealth of Learning. With COL's support, experts from twelve Commonwealth countries and UNESCO collaborated in the process of transforming the PIs for international use. The

framework and PIs can be adapted across modes and levels of education.

Theme: Community Development
Sub-Theme: Open education resources models to choose adopt and adapt

PROMOTING ACCESS TO, AND SUCCESS IN, OPEN LEARNING IN HEAVILY DISADVANTAGED COUNTRIES: EXPERIENCE OF SIERRA LEONE

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The CEC has been heavily involved in open learning through its support for Knowledge Aid for Sierra Leone (KASL). This project was noted with approval by Commonwealth of Learning (COL) in its report "Environmental Scan on Education in Sierra Leone with Particular Reference to Open and Distance Learning and Information and Communication Technologies" (Alghali, A.M. et al., 2005): ... a key project established since the [civil] war is making use of ICT in education. It is the "Knowledge Aid [for Sierra Leone] Project" sponsored by a non-governmental organization in the U.K.... Through the project, untrained teachers download instructional materials for their classes. It also provides CD libraries for schools in key subjects such as Science and Mathematics.... It is also working to target selected educational websites whose contents could be downloaded..." (pp.30-31).

Since the COL Report, KASL has expanded its activities by establishing local centres in which students and teachers learn to use the Internet. Drawing on this experience, CEC representatives have participated in the UNESCO online forum on Open Education Resources (OER) and have made suggestions for improving access to, and success in using those resources.

The suggestions we will be presenting to PCF6 include:

- Training in ICT and curriculum development for selection of OER and customisation for local use
- Developing a credit-bearing course in adopting/adapting OER in collaboration with local and/or international accreditors
- Making project material available through ODL to all teachers using West Africa Examination Council syllabi

- Providing incentives to centres and to individuals to build up portfolios of customised OERs
Creating panels of people ready to give advice online on finding and using OERs.

Theme: Community Development
Sub-Theme: Open education resources models to choose adopt and adapt

REVAMPING INDIAN EDUCATION SYSTEM: SETTING A DEMOCRATIC, ACCESSIBLE AND EQUITABLE MODEL FOR DEVELOPING COUNTRIES

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Indira Gandhi National Open University,
Maidan Garhi

It is an acknowledged fact that in spite of world/global summits, international, regional, pan-Commonwealth, pan-country(Indian) conferences / seminars / workshops and different kinds of commissions/committees covering formal and non-formal education (includes distance and open education) systems at primary/elementary, secondary/higher secondary and higher education levels, the achievements at these levels in terms of enhancing access to education, retention of the learners and ensuring their success have not been either satisfactory or commensurate enough with the efforts and expenditure put in. So, it is obvious that the educational settings and practices have failed to adequately address clear, visible and tangible issues/problems of the learners and their parent-communities. This holds good not only to India but also to many developing countries which have multi-cultural, multi-lingual and multi-religious societies with wide-range of economic diversity and disparities, to which the educational systems have failed to respond effectively.

The author being an Indian, familiar and concerned with Indian context, feels that the existing educational system calls for its overhauling or revamping with a view to providing for an effective all-inclusive education at all levels. Such a revamped education system must be truly democratic in collective perception of all, fully accessible to and reasonably sustainable by every learner and parent-member of the community concerned. Such a system will surely serve as a model for other developing countries as well. This paper is, therefore, an attempt towards such a model.

The objectives of this paper include the following:

- i) To set an agenda for revamping of the existing education system to provide for an effective inclusive education in India;

- ii) To propose a democratic, accessible, equitable and sustainable model of education that can provide for all-inclusive schools, colleges and universities; and
- iii) To suggest measures in respect of
 - State's role and responsibility in providing for accessible and uniform-quality institutions,
 - Teacher-staff empowerment with full freedom and accountability for universal enrollment and retention of learners, and
 - Wholesome-community thrust, action and responsibility for ensuring due response of the State and the educational system to befittingly address the felt, visible and perceptible common needs, problems and issues of learners and their parent-communities as a whole.

Theme: Community Development
 Sub-Theme: Open education resources models to choose adopt and adapt

SIX SIGMA AS MODEL OF ASSURING QUALITY LEARNER SUPPORT SERVICES IN NATIONAL OPEN UNIVERSITY OF NIGERIA STUDY CENTRES

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 National Open University of Nigeria

National Open University of Nigeria as single mode Open and Distance institution which uses a variety of media and technologies to provide and/or improve access to good quality education for large number of learners wherever they may be. To achieve this mission, NOUN provides learners support services such as occasional face to face tutorial facilitation, guidance and counselling and administrative services to her students in all its 38 Study Centres across the country. The aim of the support services is to assist the distance learners (prospective and registered) from the point of first inquiry about enrolment through graduation and even after graduation. Sigma is a philosophy and quality tool or initiative to improve the quality of products or services by improving the system and processes involved. Six Sigma is one of the popular models of quality assurance. Six Sigma is management methodology that makes use of data and statistical scrutiny, which provides companies with an ability to identify consumer needs and design a consistent and high-class method to meet those requirements. Simply

put it is the process devised to increase productivity and reduce costs. (Onyewuenyi, 2008). In this paper the writer examines the learner support services provided at National Open University of Nigeria study centres and how the Six Sigma model could be used to assure quality services. The learner support services in NOUN are in line with the mission statement of the University and support needs of the students. The writer examines support services in NOUN study centres vis-à-vis the six sigma as it applies to education in general and learner support services in NOUN. These principles involved include define the project, measure the current situation, analyse to identify defects, improve and control - standardise your work method or processes. The write concludes the paper by suggesting ways on how support services in NOUN could quality assured through the use for the Six Sigma

Theme: Community Development
 Sub-Theme: Open education resources models to choose adopt and adapt

SUSTAINABILITY OF OPEN EDUCATIONAL RESOURCES FOR DISTANCE LEARNING SYSTEMS IN AFRICA: OPTIONS AND OPPORTUNITIES

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 National Open University of Nigeria,

The primary goal of Open Educational Resources (OERs) is to equalise access to knowledge worldwide through openly and freely available high-quality content provided online or via other asynchronous electronic media. Without doubt, the social justice principle of distance education to provide unrestricted access to a broad spectrum of clientele irrespective of social situation finds a most resonant expression in Open educational resources. The open source movement has grown exponentially to a phenomenon that has radically changed the context and nature of learning significantly. The idea has led to the emergence of a myriad of international community of experts and users, consortia of institutions making open learning solutions freely available for sharing, re-use and re-modification freely.

The purpose of this paper is to examine the relevance, potential and sustainability of open educational resources for distance education institutions (DEIs) in Africa. Given the apparent popularity of open education resources, there is need to ask fundamental questions about their sustainability

especially for African DEIs, most of which are in relative infancy and yet to achieve full confidence of the societies which many of them serve.

As OERs continue to gain a global momentum, much has been written about their potential to expand access to education content for Africa’s resource-poor higher education institutions. How real is this potential? And is quality educational content compromised through OERs?. Moreover, choosing and using a learning content management system raises pedagogical, technical, organisational and financial issues for every organisation. What are the optimal ways to develop and implement national learning management systems? In the bid to provide responses to these questions, case studies of some distance education institutions that are utilising open source solutions for teaching/learning and research purposes were considered.

Theme: Community Development
Sub-Theme: Open education resources models to choose adopt and adapt

A COMMUNITY FOR LEARNING AND TEACHING, RESEARCH AND INNOVATION IN DISTANCE EDUCATION

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University of New England

Education is transforming at a local, national and international level. There is a move towards an overarching distance education environment mediated by technology and towards a lifelong learning paradigm. Distance Education Hub (DEHub) has been established to facilitate topical research, inform policy development and disseminate critical information in distance education leading to knowledge creation and application by distance education practitioners. DEHub aims to bring together academics globally who are engaged in pedagogical research to work together collaboratively to address key issues in the field. This paper addresses the theme of the conference and specifically community development. DEHub takes a broad view that community development involves connecting, sharing and co-building of knowledge in a variety of global contexts amongst and with a range of researchers and practitioners. The DEHub provides an opportunity for a consortium of distance education universities to reach out to a range of research communities so as to support the making of policies and structures that are more flexible

and relevant to community development in all aspects. DEHub supports the democratization of knowledge and the research hub has established a presence on wikieducator <http://wikieducator.org/DEHub> and a range of links on <http://delicious.com/dehub> in the spirit of sharing, constructing and disseminating research that is key to the field of distance education and the priority research themes of learning and teaching, research and evaluation and community and open education resources. An open data base which draws upon international indices and journals complements the project and is a resource available to all researchers in the field. This paper/presentation will demonstrate these resources and seek collaboration from others attending the conference.

Theme: Community Development
Sub Theme

INNOVATIVE PATHWAYS TO KNOWLEDGE SOCIETY

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School of Science and Technology (SST) of the Bangladesh Open University (BOU) is to create a scientific and technically skilled manpower in the country. SST has offered Diploma in Computer Science and Application (DCSA) and Bachelor of Science in Nursing (BSN) Programs. Distance education can be more learners centered if distance educators are aware of the problems, needs, attitudes and characteristics of their learners. The aim of this study was to compare the students’ profile between the student of computer science and health science.

A cross-sectional study design was used to collect data using a structured pre-tested questionnaire and analyzed by SPSS version 12.0.

A total of 612 learners were responded, among them 28.9% were males and 71.1% were females. The mean age of the respondents was 33.2 SD±6.7 years and ranged from 21 to 52 years. The mean age of students of BSN was significantly higher than the students of DCSA; and these were 34.8 years (SD ± 6.27, 95% CI 34.2 to 35.4) and 28.4 years (SD ± 5.66, 95% CI 27.5 to 29.3), respectively. Moreover, 74.3% students were Muslims, 20.9% were Hindus and 4.2% were Christian whereas 73.9% of the students were married. The study also significantly stated that students of DCSA program have been resided far away than the students of BSN program

($\chi^2 = 11.03$; $df = 3$; $p = 0.012$) whereas a total of 65.2% of the students of SST were resides on average 10 kilometer distance from the tutorial centers. The mean total monthly family income of the students of SST was TK15685 whereas the total monthly family income of students of DCSA program (15966TK) were significantly higher than the students of BSN program (15601TK) (1 US Dollar = approximately 70 Bangladeshi Taka). It was also significantly alarming that the students of DCSA program were highly detached from their study than the students of BSN program ($\chi^2 = 11.03$; $p = 0.012$); the figure were 57.9% and 49.3%, respectively. On average, more than 50% of them were kept in touch with study material for study purpose by less than seven hours a week. Regarding the media programs, 62.7% of the students gave their opinion that TV programs were at the level best but they wanted to watch these TV program at the evening or night schedule.

The study has find out the comparative profiles of the students of SST and the attitudes towards the students support services which they were provided time to time from the SST and BOU. We are expecting that the findings of this study would give some valuable information for the policy makers and future researchers.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

AN INNOVATIVE TOOL FOR COMMUNITY DEVELOPMENT THROUGH DISTANCE EDUCATION

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The Directorate of Open and Distance Learning, one of the constituent units of the Tamil Nadu Agricultural University started during April 2005 is vested with the responsibility of offering distance learning programmes through correspondence mode viz., PG Diploma programmes (3), PG Degree programmes (3) and Certificate courses both in regional language (21) and in English (5) for the benefit of various segments of the farming community, entrepreneurs and self help groups.

The study materials prepared by the experts and edited in the Self Instructional Mode (SIM) are issued to the ODL learners. Presently, an open learning source which is gaining momentum is the Reusable learning objects (RLOs). Eco Learn IT is a website which provides access to RLOs which are small

learning units which is a type of online instrument that provides a digital educational resource which can be reused, scaled, shared and stored in a repository. RLOs vary in size, scope, and level of granularity ranging from small chunks of instruction to a series of combined resources to provide a more complex learning experience. RLOs are available in open-access mode and can be shared among the global community of learners. RLO-based learning material can be implemented in various digital formats including text, artwork, video, audio and animations to add interactive features. RLOs can be implemented in a variety of digital modes including text entries, images, illustration, photographs, Power Point slides, figures, maps, graphs, simulations, models, audio, video, Flash animations, interactive tools and their combinations.

The Directorate of Open and distance learning of TNAU is currently focusing on creating RLO's on various distance learning programmes of TNAU.

Theme: Community Development
Sub Theme- Innovative pathways to knowledge society

APPROPRIATENESS, TRANSPERENCY AND FLEXIBILITY OF EVALUATION PROCESS IN THE ACADEMIC PROGRAMMS OF BANGLADESH OPEN UNIVERSITY

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Banngladesh Open University

The Bangladesh Open University (BOU) was established in 1992 as a unique public university to create an opportunity for higher education and also enhance education through distance mode. To assess acquired knowledge and skills an appropriate method of evaluation is needed. This paper examines the appropriateness and flexibility of the current evaluation process and discusses the possible ways of improvement. Bou has majorly introduced two types of evaluation process for assessing student's performance. One is the tutor marked assignment (TMA), a tool for continuous assessment and the other is semester end examination. The practical/lab examination is conducted by two examiners (internal and external). Results are published in Cumulative sgrade point average (CGPA) on a scale of 5 and also in Grade point average (GPA). To maintain quality inexamination all question papers are prepared by anonymous expert teachers of particular field under the supervision of an examination committee in

the respective school. Printed question papers are distributed to examination centers by the controller of the examination.

The current evaluation method seems less flexible and it takes a long time due to long exam schedule. As a result evaluation process takes time and students become frustrated.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

CAN WE REALLY LEARN FROM MOBILE HANDHELD DEVICES?

Gaskell, Anne (The UK Open University),
Mills, Roger (Cambridge, UK)

There is much evidence that mobile technologies are playing an increasing role in education. For the most part, however, this role has been limited to administrative issues and some elements of learner support. It is clear that mobile technologies and especially 3rd Generation mobile phones will become ubiquitous as they become cheaper and connection charges reduce. But can students really learn and can genuine teaching take place through mobile technologies?

This paper will address this core question. It will note that the use of mobile technology is increasing in the developed world for context related education: learners from quite young children to undergraduates can use mobile technologies in support of face-to-face or online learning for activities such as museum visits and field work. It will also note how hand-held devices can be used for basic language, skills, numeracy and health and safety training. The paper will also identify some examples of how formal learning and assessment are now being conducted through mobile devices in both developed and developing countries, and ask the question as to whether this mode of teaching and learning will ever become a mainstream educational medium in the way in which print-based and online learning through full-size computing devices are commonly acknowledged to be today.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

COLORBOARD – PRODUCT AND PROCESS TO ENABLE QUALITY EDUCATION FOR ALL

Crichton, Susan (University of Calgary)
Onguko, Brown (Aga Khan University)

Nearly a billion people entered the 21st century unable to read a book or sign their names. A quarter of humanity lives without electricity. In 2010, the digital divide remains a major problem. We cannot assume conventional ICT (e.g. computers, Internet based resources, etc.) can provide quality-learning opportunities to the most vulnerable in our society.

This paper 1) proposes both a product and a process to address this concern, and 2) shares findings from a recent study into the deployment of ColorBoard.

COLORBOARD

ColorBoard – the process - is a sustainable approach to content development, distribution and use through access to offline, web authored, contextually relevant content. ColorBoard – the product – is a rugged, little device offering an elegant way to view educational resources and promote the development of local expertise. ColorBoard is first and foremost a reader for digital content and resources. It has a color touch screen, bi-directional infrared line of sight communications, and sound peripherals to support multimedia. ColorBoard is powered by an internal battery designed to accept a wide range of voltages and be charged by conventional or alternative power sources (e.g. solar).

THE STUDY

Our paper will share findings from our design research study that investigated the initial field test of ColorBoard in East Africa. It will provide recommendations for subsequent modifications and deployment strategies.

CONCLUSION

We believe ColorBoard has the potential support Sach's recommendation "... to train very large numbers of people at the village level in creative and targeted ways, specifically for the main tasks at hand. For example, every village should aim to have a group of village experts, who, like the barefoot doctors of China, have enough formal training to address basic technical needs at the village level" (Sachs, 2005).

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

COMMUNITY COLLEGE SCHEME – CASE STUDIES OF TWO INSTITUTIONS

IGNOU launched the Community College Scheme with effect from 4 July, 2009. By January 2010 about 300 Community Colleges have been registered under this scheme. We have defined the motto of the Community College as by the community, for the community, of the community. In other words, every Community College is supposed to offer programmes catering to the need-base of the Community Colleges.

Two Community Colleges, one in the eastern part of the country, and other in the southern part of the country run respectively by Child In Need Institute (CINI) and M.S.Swaminathan Research Foundation (MSSRF) have been identified for the case study. The first one deals with all societal aspect related to children and is hence very crucial towards developing a foundation of the society at large. The second one caters to the need of Coastal Fisherman who brave the rough seas and the stormy weathers for their livelihood. Both the institutions aim at providing them training through pedagogic system of "learning by doing". It is expected that the outcome of the case studies will provide direction to the Community Colleges to be launched in future.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

COMMUNITY SCHOOLING: NOVEL STRATEGY TO EXPAND VALUE EDUCATION

Lenka, Kishore K. Orissa
Dr. Nanda, Bijay K. Gupti

Community Schooling is an innovative attempt to attract community folks irrespective of their age, gender and religion, what we have introduced in our UNEP-GPA assisted & Government of Orissa supported Coastal Community Resource Center (CCRC) to run the methodology of Conservation-Education. Here any methodology fits well with ease and that attracts the illiterate intelligent to understand what 'open learning' does to millions.

Our experiment on Open Learning has modeled 'Value Education' in the context of 'Online learning'. We are working to introduce Net-assisted value

education in the mandate of Community Schooling. It is being adapted to address many of the coastal problems with traditional education and with the support of innovative approaches of computer application in forwarding Value Education.

It is the need and demand of the time to dress a changed role to teachers who should act as a Mentor, Motivator and Counselor what we have introduced in our CCRC as Volunteer-mentor or Value Educator to run the activities of our Community Schooling. They are motivated to attach thrust not on imparting bookish 'knowledge' but act on identifying the strengths and ready to play counseling to put the community folks and children in the right path of learning. Other than a guardian they are leading as catalysts to promote the potential creative abilities of the community students.

The much-discussed 'Type' indicators are the basis to act as the guideline to identify strength and weaknesses of the students. They are acting as the facilitators to change the "Personality-Type" to upward the homogeneity of serving conservation-education in spirit and philosophy. This experiment to introduce Volunteer-Teacher from the community itself has magnified the success scenario in this innovative endeavor. At every step the focus is on ensuring the development process in these coastal villages to remain "community-driven."

Theme: Community Development
Sub Theme- Innovative pathways to knowledge society

CONSORTIUM APPROACH FOR ORGANIZING QUALITY EDUCATION FOR SUSTAINABLE SOCIAL DEVELOPMENT

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Sawant, Vivek (MKCL, Pune, India)
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Takwale, M G, (I-CONSENT, Pune, India)

Indian system of school education is organized through primary, secondary and tertiary institutions managed by Government and public and private trusts and societies. The system is essentially teacher and content centric with high dominance of end examinations. Globalization has raised quality and cost competitiveness for international and national job and work opportunities. It has created demand for high investments in the emerging techno-social systems, which is being met through privatization. This is widening the divides already

existing in Indian society. The diversity and complexity of learning and developing scenarios and situations require wide variety of human resources and technologies, which cannot be afforded by any single institution. This challenge has been taken up by some institutions, educators and experts in forming Indian Consortium for Educational Transformation (I-CONSENT). The Consortium pools and creates common and sharable resources, best available with its member institutions, with the objective of creating educational and social transformation based on the values and principles enshrined in the Indian Constitution and a goal of quality education for all.

This paper describes the efforts in creating a futuristic organization for Information Society and aims at creating open and free spaces and resources that link learning-working-developing-transforming by using latest ICT tools and technologies. The public-private partnership used in initiating virtual school and "B.Ed.(e-Edu), an on-line teacher education" programs will be expanded to include community partnerships in learning and developing. With appropriate social and state support we may be able to promote social development and transformation with justice and equality. The experience of working with a dozen institutions and about 50 individual experts has given us insights and directions for group and cooperative ways of working and developing. The paper describes the trials and tribulations and present status of the consortium, with future directions of development.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society
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**DEFINING AND DERIVING
SUCCESS IN OPEN UNIVERSITY –
SOME NEW APPROACHES**

Narasimharao, B. PanduRanga
Nair P.R.R. and Naidu C.G.
India

Open learning and distance education has seen tremendous developments in the last decade changing its face and pace. This evolution of traditional open distance learning into the present day open distance education system can be traced not only in terms of technological and pedagogical developments but also in terms of social and economic demands arising out of the challenges from convergent impacts of population explosion,

knowledge explosion, revolutionary developments in ICT, science and technology explosion, globalization and commercialization, massification of education etc. These developments warrant for changes in the mission and objectives of the Open University system particularly in developing countries. The Open University system has to move from its traditional 'second chance' education concept to the realm of knowledge society/knowledge economy and its needs. It is argued that we need to evolve new strategies in order to address these challenges. And also success in Open University context should be seen from different angles going beyond the traditional definition of success. Some of the observations made by Yashpal committee on Renovation and Rejuvenation of Higher Education in India are discussed in this context. The tertiary educational institutes all over the world recognized the need for a change and started introducing new innovative approaches to meet various challenges. It may be stated that we focus on the objective rather than on the system of education thus giving way to the much predicted disappearance of thin line between traditional classroom education and Open University education. In this paper we take some of the new approaches like outreach & engagement, corporate education, community colleges, convergence of classroom and open learning concepts, integrating vocational education system and higher education etc. Cases from Open university system (IGNOU) as well as traditional university system (University of Mysore) will be taken for discussing these approaches and their relevance for success in open university. How these approaches can help in making universities to become a key factor of economic, social and cultural development of the society while being an important player in improving the quality of life of its citizens is discussed. It is necessary that we develop 'institutional systems of innovation' to overcome the hurdles faced by traditional thinking and practices and which can take care the issues like compartmentalization of knowledge, multidisciplinary and interdisciplinary trends, need for convergence of technologies, integrating the activities of major actors of national innovation systems, integrating government schemes, building knowledge net works etc. It is essential that we save our universities from becoming soul-less organization by making them complete and broad purpose organization without limiting their purpose by not defining success only in terms of numbers and financial gains.

Theme: Community Development
Sub Theme- Innovative pathways to knowledge society
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DESIGNING A PROBLEM-BASED LEARNING (PBL) AND TEAM-BASED LEARNING (TBL) CURRICULUM THAT ENHANCES EDUCATION OPPORTUNITIES FOR GENERAL MEDICAL PRACTITIONERS IN MOZAMBIQUE

Elizabeth R. Walker, Heather Billings, Aurelio Gomes, Monica Inroga, John Pearson

The Catholic University of Mozambique (UCM), a private, not-for-profit institution serving central and northern Mozambique, established the Faculty of Medicine in Beira, Sofala Province in 2000. The first class of physicians graduated in 2007. The curriculum is based on local epidemiological profiles, and taught using problem-based learning (PBL) method. Anatomy education was identified as an area of particular concern for quality assurance. A new educational method, team-based learning (TBL), is an educational method in which students are given traditional assignments in preparation for class, such as reading a textbook chapter or case report, and then complete a series of in-class assignments. First, students do an individual readiness assessment, which is a short quiz-type assignment that ensures they have done their preparation for class. Then, the students do all remaining work as a team. A team readiness assessment is a more difficult quiz type assignment to further reinforce the preparatory work. The teams answer a series of case-based questions that require learning and integration of new knowledge. After each team has completed their case-based assignments, the entire class discusses their responses. There are generally two approaches to the use of lecture to accompany TBL methods. One option is to use lecture as part of the preparative work. The alternative approach is to use lecture only to fill in knowledge gaps identified during the TBL exercise (i.e., questions students were not able to sufficiently discuss or understand based on their own work). Because of limited faculty with strong knowledge of anatomy at UCM, we will propose the initial method, because this allows for a less experienced instructor to prepare further in advance and receive assistance from WVU faculty in lecture preparation. An advantage of this method is that a single faculty member can facilitate an entire class of up to 100 students. This work was funded by Higher Education for Development: Africa - U.S .Higher Education Initiative Planning Grant (AEG-A-00-05-00007-00) sponsored by USAID.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

ENHANCING TEACHING AND LEARNING: DEVELOPMENT OF A NEW E-LEARNING MODEL AT OPEN UNIVERSITY MALAYSIA

Prof. Dr Fadzil, Mansor Open University Malaysia
Prof. Dr Latif, Latifah Abdol Open University Malaysia

As Malaysia's first Open and Distance Learning (ODL) institution, Open University Malaysia (OUM) has indeed come far in the provision of tertiary education to the Malaysian society. Within the last ten years of operations, OUM has amassed over 92,000 learners and almost 20,000 graduates. Having employed a blended pedagogy consisting of face-to-face tutorials, self-managed learning and e-learning/online learning to deliver over 70 programmes, we have nonetheless observed that the e-learning component of this pedagogy has not been completely developed to its full potential. In reviewing this component, we have identified various shortcomings that need to be addressed to enhance teaching and learning processes at OUM. By leveraging on past experiences, we are looking into developing a new e-learning model to be implemented before the end of 2010. This paper will outline strategies that are taken to develop this alternative model. Among others, these approaches include utilising more extensive web-based content and maximising the knowledge and expertise of online tutors. It will also be imperative to train learners, academic staff and tutors to take full advantage of this new e-learning component. We are confident that with this improved model, teaching and learning processes will be more efficient, successful and learner-friendly for all OUM stakeholders.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

EVALUATING LEARNING OBJECTIVES AND EXPECTED STUDENT LEARNING OUTCOMES THROUGH THE ANALYSIS OF SUMMATIVE ASSESSMENTS: A CASE STUDY IN THE UNIVERSITY OF PAPUA NEW GUINEA OPEN COLLEGE

Pepen, Michael Julius
University of Papua

The summative assessment is one of the important tools for assessing the students' learning outcomes. The quality assurance requires periodic evaluation and analysis of summative assessment in order to assess its effectiveness to determine the degree of learning outcomes compared to the designed outcomes. Experience shows that the instruments employed to test the expected student learning outcomes are not evenly distributed and are not often consistent. This study is directed to evaluate summative assessment of the Certificate in Tertiary and Community Studies courses of the University of Papua New Guinea Open College. A preliminary study identified discrepancies between expected and actual outcomes in some courses due to the design of the assessment instrument. The findings of this study will be used for planning effective methods of summative assessments in the open and distance learning.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

EXPANDING MENTAL HEALTH WORKFORCE AND SERVICES: IMPLEMENTATION OF WEB-BASED TRAINING PROGRAMS

Mueller, Dale
United States

The Mental Health Services Act (MHSA) of 2004 was initially placed on the ballot in California by popular initiative. Reforms to be initiated by the state and local counties, including creation of web-based training programs, employment of clients and family members, and forgivable loans for professional degree programs were included in the Act. Since 2004, proposals have been made and are in various stages of implementation. California is one of the most diverse states in the USA and mental health services have traditionally been under-funded

especially for vulnerable populations such as the chronically mentally ill, children. members of non-dominant cultures and lower socio-economic status. The origin and anticipated impacts of the MHSA were presented at PCF4. The presentation at PCF6 will include progress on distance education curricula such as the psychosocial rehabilitation counselor certificate program, paraprofessional training programs for entry-level work opportunities, and training programs for advocates such as friends and family of mental health clients.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

EXPLORING THE INTRODUCTION OF CERTIFICATE PROGRAMME IN MICROFINANCE THROUGH ODL: A STUDY

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Head, Department of Commerce
Dr.B.R.Ambedkar Open University

Microfinance is a source of resources for the poor and is considered as a financial tool to alleviate poverty and enhancement of living standards particularly of women. It widens the financial services delivery system by linking the large number of rural population, particularly living in Below Poverty Line (BPL), with formal financial institutions through Self-Help Groups and Federations. However, there was absence of financial literacy/ education and long-term strategy in development of microfinance system. Pilot study with Society for Elimination of Rural Poverty (SERP), which was set up by Government of Andhra Pradesh, reveals that: (i) there are over 3 million Self-Help Groups (SHGs) in India and over 900,000 (0.9 million) SHGs in Andhra Pradesh State. Each group has around 10-20 members; (ii) 30% of members of Self-Help Groups are illiterate; 50% are illiterate but append their signatures and the rest are at different levels of educational standards of up to V and VI in Andhra Pradesh; (iii) illiterate and unskilled women engage in small business activities.

Thus the handicap of literacy/education became hurdle for achieving many desired national and international goals. In this context of uneducated members in SHGs and to achieve the objective of inclusive growth, the following objectives are framed;

Objectives of the Study

1. To examine the SHGs operating models and to study their literacy rate and learning needs for commencement and management of small business activities;
2. To identify the content requirement of learning and distance education didactic methods required for learning to occur;
3. To study and analyze as to what extent ODL influences skill development, increase access to wider range micro financial services for the poor and to address their pressing issues.

The researcher is interested to study and analyze the needs assessment of SHG members as Dr.B.R.Ambedkar Open University is planning to launch a "Certificate Programme in Microfinance" through Open Distance Learning system (ODL) to create knowledge based society with new pattern of teaching-learning system with the support of ICTs.

The study is based on a survey method. The target population will be all members of SHGs in Andhra Pradesh State. To select the respondents, the researchers will use focus group technique to bring together the leaders/community resource persons of SHGs to find out their educational/training needs to impart right type of education through ODL system.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

GLOBAL AGRICULTURAL KNOWLEDGE INITIATIVE: STRENGTHENING THE GLOBAL COMPETENCE OF STUDENTS, FACULTY AND EXTENSION AGENTS

Clause, Mary Holz-Andrews, DavidH.

Kumar, GuntukuDileep
Iowa State University, USA

Food security has dominated the international agenda for the past several years. And it is clear that it will continue to pose a critical challenge for years to come, reminding us that innovative solutions will be needed if we are to achieve global food security. This presents a challenge and an opportunity for institutions of higher learning, for all farmers, and the agriculture industry across the globe. We must do more and we must do it quickly. The solution must be innovative and knowledge intensive. How

can we take the impressive gains in productivity found in some parts of the world and make them the norm across the developing parts of the globe?

The issues and challenges of achieving food self sufficiency, accessibility, and affordability are again back on the development agenda. To address these issues and challenges, (1) research must be reoriented to complement the current global needs of the agriculture sector; (2) students, faculty, and extension agents need to be educated on contemporary Information and Communication Technologies; (3) research results must be modeled via these new technologies and molded to fit regional circumstances; and (4) the exchange of research must be available at a moment's notice as soon as it is validated. Global agricultural education must be fused with knowledge management at the university level if food security for all nations is to become a reality.

In this paper, the authors would like present their Global Agricultural Knowledge Initiative work and their experiences with their partner institutes in the developing countries across the globe.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

IMPROVING STUDENT ENGAGEMENT IN A COURSE BY OFFERING AN ONLINE COMPONENT IN BLENDED FORMAT

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Bopage, Nisansala S
The Open University of Sri Lanka

The Open University of Sri Lanka (OUSL) offers its study programmes using distance learning methodology. As such the flexibility in time allowed by OUSL for absorbing academic content in a course is much greater compared to that allowed in a conventional University where the student is required to attend lectures regularly over the semester. Certain degree of spacing out of study in time is achieved by scheduling continuous assessment tests (CATs). However it is found that a large number of students study course material only few days before such tests. Such behaviour is detrimental to the academic advancement of the student, especially, in courses where he/she has to master conceptual content. Though a novel experience to most OUSL students, an online component in a course could

be used to chunk student study interval further by assigning a number of simple assignments with deadlines spread over the semester in addition to CATs. Last year an online component was offered as supplementary material in the CHU 3128, Special Topics in Spectroscopy, a physical chemistry course in the BSc (Natural Science) programme, to achieve the above objective. Though the students were very enthusiastic in participating in the said online component at the beginning of the semester, the enthusiasm faded away as the time progressed. This year a more elaborate online part in blended format is offered as a compulsory component in the same course. It has activities as multiple choice items with guidance and a discussion forum with deadlines for participation. Overall, an improvement in student engagement is observed compared to that in the last year. However, students are shy in participating in the online discussion.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

IMPROVING THINKING SKILLS: IS COMPUTER- BASED TRAINING A PART OF THE SOLUTION

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This paper presents a literature review on the efficacy of improving higher-order thinking skills through stand-alone computer-based training interventions. Interventions are needed in that it is widely accepted that students do not leave the public school system with the higher-order thinking skills that are needed in both the workplace and life itself. Although the life skill needed is to be able to solve generic problems, a predominance of the emphasis through a school day is to require students to memorize facts. It has been shown that higher-order thinking skills can be taught through traditional means. However, many teachers, both in developed and developing countries, do not emphasize thinking skills while some teachers only focus on rote memorization. Consequently, it is important to know whether computer interventions can be a partial solution to the problem. However, comparatively few studies have evaluated whether computers can be used to effectively teach higher-order thinking skills. A preponderance of the research has focussed on the effectiveness of computers in improving traditional test scores or the cost-effectiveness of educational software. This literature review summarizes the research on using computers to teach higher-order thinking skills.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

LINKING CORPORATE TO COMMUNITY TECHNOLOGY CENTERS

Learning Links Foundation (LLF), a Delhi based not-for-profit organisation tries to provide a bridge between leading corporate houses and rural community technology centers. Since its inception in 2002, the foundation has successfully linked over 500 community technology centers with various corporate houses. The key strength of the Foundation lies in bringing international experience to solving local issues across geographical boundaries.

The Foundation sees the community technology as a national movement that sprung up around the country based on need and has now coalesced into a unified movement. The Foundation's Community Development Initiatives cover a broad spectrum of activities across communities- children and professionals, through models that address critical issues affecting quality of life and the future of adolescents, children and adults. The focus is on developing an environment that will address the need continuum across - educational, social, life skills, recreational and workplace readiness for children, adults and communities. The community development initiatives are propagated through a community based environment outside the formal school setting and include learner curriculum and structured training for community centre staff.

Since 2004, the Foundation has been implementing programs for development of technology skills in children from the heart of rural India, extending learning opportunities beyond the classroom. The focus is on developing interest and helping the learners make connections with their own communities through technology driven projects. Over the past three years, the Foundation has trained more than 90,000 learners across 23 States and 4 Union Territories throughout India in partnerships models.

The vision of LLF's programs is to foster partnerships between underserved communities and students in order to support holistic care. Over the past year, our team has been working to implement this for the several community groups in India and other parts of Asia. At the same time it has created opportunities for students from various disciplines to

work and collaborate amongst each other in order to effectively advocate for vulnerable populations. This offers a unique opportunity for students to engage in learning and community education, tenets that help showing innovative pathways to the knowledge society. We will share some case study based innovative ways of community outreach and development experiences which have been facilitated by LLF having close corporate linkages with some leading corporate houses like Intel, Microsoft, IBM, Dell, etc. We'll also discuss a variety of community technology programs, the many different ways they are funded and the creative ways they reach out to the community.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

**MOBILE OPPORTUNITIES:
EXPLORING INNOVATIVE PATHWAYS
FOR MARGINALIZED COMMUNITIES
(A TRINIDAD & TOBAGO
PERSPECTIVE)**

Dr. Mallalieu, Kim The University of the West Indies
Sankarsingh, Candice The University of the West Indies

The building of innovative capacities in the Caribbean is considered a crucial enabler for bootstrapping social and economic development. Caribbean policy-makers and associations are interested in the possibilities for offering innovative mobile applications and services through the ubiquitous mobile phone. Yet, there is little in the region by way of case study resources, documented methodology and process mapping. The extensive mobile penetration among the poor, the tremendous versatility of mobile applications and the relatively low cost as well as rapid deployment of mobile applications and services, make a compelling case for mobile innovation in Trinidad and Tobago. The Mobile Opportunities Research Project is an initiative which allows Trinidad and Tobago to conduct ground-breaking studies using fisher folk as a focus group for the development and demonstration of innovative capacity in pro-poor, mobile application needs assessment, design, development, deployment and evaluation that can be applied to any sector. The target is to make this sector competitive, sustainable and profitable, as well as "inclusive, equitable and supportive of the local rural fishing communities." A number of barriers for marginalized communities to the development of small scale fishing industries

exist. Key services in need include the provision of audio training and various types of advisory services through remote means which is of particular value to fisher folk on the basis of convenience. The Project heralds a unique collaboration between the University of the West Indies, St. Augustine, The Caribbean Fisheries Training and Development Institute as well as the Distance Learning Secretariat of the Ministry of Science, Technology & Tertiary Education of the Republic of Trinidad and Tobago. This alliance which began in November 2009, has the objectives of executing a combined qualitative and quantitative survey in order to develop insights into the information and communication needs and related challenges faced by fisher folk; analyzing the survey findings in order to identify opportunities for which the mobile phone can be used to meet identified ICT needs, as well as, capturing all relevant information necessary to formally and fully specify the requirement for mobile applications. The Mobile Opportunities Research Project is also instrumental in advancing an agenda for science, technology and innovation and development-focused activity in the Country and is set to produce meaningful and valued outcomes.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

**NAI TALIM AND GANDHIAN
APPROACHES TO DEVELOPMENT**

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Sawant, Vivek
Deshmukh, M N
India

Nai Talim or New Education methodology of Mahatma Gandhi is based on ever innovative and creative approach (Nai-New) for all those involved in educating, working and in using technology. The three elements are linked symbolically as:
Education + work + Technology à Socially (Useful + Productive) Work

Work was assumed to be wholesome, having progressive nature that induces pleasure, technology was either empowering and / or non-exploitative of people and nature, and education is linked with Samavaya in which both working or developing and educating or learning are bootstrapped with use of appropriate technology leading to creation of socially useful and productive work. This approach of innovation centric learning **for** development and learning **from** development is the most appropriate

format for scenario based situated learning and development in Mahatma Gandhi’s constructivist education system.

Mahatma Gandhi’s system failed to expand and develop further during industrial era. It was primarily due to incompatible and contradictory philosophies in man-industry-work relationship used in organizing production and marketing it globally or locally. The mass production and centralized nature of the industrial production and its global marketing strategies employed are radically different from Gandhian approaches.

The industrial technology and modernity associated with industrial society have enriched and empowered humanity. However it has also resulted into poverty, deprivation and destruction. Through linkage of education with wholesome work and appropriate empowering and decentralized technologies, Mahatma Gandhi’s approach leads effectively to a third way of development.

The paper considers the Gandhi’s approaches and their relevance and practicality in the post-modern connected society, in New Education that uses information communication and other technologies in learning, working and producing that could be useful in social development and in creating constructivist developmental education model for social enrichment and transformation.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

NECESSARY ICT INNOVATION IN ADMINISTERING OPEN AND DISTANCE EDUCATION UNIVERSITY: ISSUES OF BANGLADESH

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Abstract: Here experiences of administering Bangladesh Open University (BOU), only government distance education institution that provides education through Open and Distance Learning (ODL) method have been discussed. The use of ICT for improving Institutional capacity and current state of the university to reach the Millennium Development Goals (MDGs) which are consistent with education policies declared by the Government of Bangladesh (GOB) has also been reviewed. The university has been established with an objective

to facilitate education for people of Bangladesh including dropout and underprivileged groups from Grade VI through Post Graduate levels by having programmes both formal and non-formal in nature. BOU has been using technologies for education delivery to more than 3,00,000 students through its 12 Regional Resource Centres (RRC), 80 Coordinating (CO) Offices and about eleven hundred Study Centres. BOU has been established in 1992 following the structure and teaching methods of the Open University, UK and is still working to reach its goals. At present, the university is trying to introduce few more new courses using ICT facilities in cooperation with other institutions/universities. Here information on the staff’s preparation as well as infrastructural capacity to disseminate distance education services to the students has been given and it is hoped that this paper will provide executives, academics and administrators of the ODL institutions an inside about ODL issues of Bangladesh.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

ODL ENTREPRENEURSHIP TRAINING APPROACH FOR TECHNICAL AND VOCATIONAL EDUCATORS IN KENYA

Karanja, Nancy
Pie Edusols

The Kenya government has recognized that education can be used as a vehicle to prepare the youth for the world of work, be involved in sustainable livelihood, productive activities and also contribute to the national development. This has been highlighted in various policy documents. The poverty reduction strategy paper 2002-2004 and the economic recovery policy paper 2003-2003, recommended that learning processes must be relevant to the needs of the society. The report of the national conference on education and training on Nov 27 – 29th 2003 observed that education and training system of a country is judged by how many trained employable individuals are within an economy. It was also noted that entrepreneurship training is key in economic development.

Entrepreneurship education is critical to providing alternative career opportunities in self employment, when job opportunities in government and private sector are shrinking. So far efforts have been made to introduce entrepreneurship education in tertiary institutions. In addition, seminars and workshops

for practicing entrepreneurs have been held and small business centers established in all vocational and training institutes to guide students on starting their own businesses and also assist the existing businesses with growth strategies. Despite very many initiatives for promoting entrepreneurship, very little has been achieved. Some of the reasons for this are that entrepreneurship project did not take into account comprehensive development of students into entrepreneurship careers nor addressed the crucial issues teaching methodology. As a result, entrepreneurship effort reduced to one more academic subject. Entrepreneurship institutions still produce job seekers instead of job creators. Educators use traditional f2f teaching approaches of imparting knowledge to the learner who lacks the perspective on its application in various technical subjects. In addition, students are not able to link emerging entrepreneurial opportunities in their own areas. To enable teachers to shift from theoretical to practical approaches and widen access to quality training and learning, an on line trainer/ teacher entrepreneurship training programme is being developed to expose teachers in technical institutions to practical , technological and more efficient approach to delivery of entrepreneurship. This paper describes Open and distance learning creative techniques and strategic approaches that could be used to change the mind set on imparting knowledge and skills to making learning practical and more experiential. http://www.wikieducator.org/Pie_EduSols offers a portal where educators learn, develop and share OERs and appropriate use of ODL tools to address most of the challenges and issues affecting entrepreneurship training to both trainers and students.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

ONLINE DISCUSSION GROUP FOR PRE SERVICE TEACHERS: AN ODL TOOL FOR LIFE SKILLS BASED EDUCATION

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The introduction of life skills education was in response to the need to reform traditional education systems, which appear to be out of step with the realities of modern social and economic life. The role of the teacher in life skills education is to facilitate the participatory learning of the group

members rather than conduct lectures in a didactic style. But, as in all groups, good practice requires leader training which is of paramount importance to the success of the experience. In a classroom setup, it is difficult for the teacher educators to equip pre service teachers with life skills. Teacher education programmes are highly structured and time bound. The limitation of the present teacher education programme is preparation of the pre service teachers for formal system of education only without giving any glimpses of the ODL environment which covers a large group of the out of school students' population. So, we need a platform where pre service teachers as well as teacher educators can come together and share their experiences in a mode that suits their time and availability. So in spite of being a formal teacher education program every B Ed course in India would benefit if we are able to encourage the pre-service teachers to learn on their own in an environment contrived by the teacher educator. This would be akin to an ODL environment.

The paper discusses the benefits of an Online Discussion group hivaidseuindia@yahoogroups.com as an Asynchronous Mode of Communication in order to familiarize Pre-service teachers at Army Institute of Education, Delhi Cantt. to an ODL environment. It also discusses how in a loosely structured ODL environment, these Pre-service teachers were taught to develop Life skills- covertly. It cites examples wherein it becomes apparent that by its very nature the discussion group turned out to be a platform where pre-service teachers were gaining Life Skills.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

OPEN EDUCATION RESOURCES AND COMMUNITY DEVELOPMENT: EXPLORING NEW PATHWAYS OF KNOWLEDGE IN THE FIELD OF HIGHER EDUCATION IN ASSAM

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Modernisation of the existing resources for imparting education may not be considered a successful step towards accessibility and productivity because along with the developments in the ways of imparting education, the processes of identifying,

selecting, collecting, storing and disseminating information too have changed. For example, the computerization of the educational resources has already brought revolutions in terms of information storage, information sharing and exchange, global search and quick retrieval by learners.

If accessibility actually means to facilitate wider and deeper access to information, to achieve new levels of information management, to improve control over collection and to facilitate sharing of the resources among various educational institutes, open educational resources can bring in a remarkable change in community development. Because, along with the advances in ICT, the processes of sharing and distribution of resources too have changed, but the problem we have faced relates to the information requirement of the user community which is never fulfilled. We may take the example of the automation of the library services which can greatly benefit not only the library patrons but also the library staff members responsible for providing various information services, but which has not yet been translated into a reality perhaps because of financial constraints or because of the scarcity of trained professionals.

In an economically underdeveloped and educationally stagnant Indian state like Assam where ODL is still in the state of infancy, open education resources may be considered a solution to the various problems of outreach faced by higher education systems. The present study is thus intended in order to make a brief survey of the current position of the various resources of education available in both the conventional and open universities of Assam and to discuss the role open education resources can play in the uplift of the present scenario of Higher Education in Assam.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

OUT OF SCHOOL CHILDREN FREE LEARNING IN KENYA

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Pie EduSols

Despite implementation of free primary education in Kenya (2003), there are still several children between ages 3 – 18 years that do not go to school. A higher percentage of these potential learners are

found in marginalized regions of Kenya including urban street children and those in rural communities. The children face varied challenges which include poverty, child labour, negative peer pressure, gender bias, violence, incest, rape, teenage pregnancies, early marriages, indiscipline, drug and substance abuse, and effects of HIV and AIDS pandemic. This paper highlights approaches that can be used to educate out of school children at Mulembe Learning Centre in western province of Kenya to access learning using the formal school primary curriculum. The paper suggests the use of innovative technologies and delivery of education strategies that will widen access to learning and help in meeting the needs of the children. The paper illustrates how the presence of Wide Band Optical cable is an opportunity that can be exploited in the development of an Open and Distance Learning centre which can be equipped with computers as tools to aid learning. In situations of inadequate computers, and inability to access internet, the paper shows how use of developed print materials, mobile learning, a projector and one computer can be used. The Mulembe centre shall act as a model learning Centre for out of school children in Kenya. Volunteer teachers facilitating learning shall get access to Open Education Resources at Wikieducator - Pie EduSols http://www.wikieducator.org/Pie_EduSols portal where they will learn, develop and share resources to enhance teaching. Open and distance learning will provide children with opportunities to learn at their own pace and by removing barriers to learning such as having to wear school uniform and limitations of age. The children will have opportunities to be mainstreamed in the formal learning schools at higher levels of learning. This will contribute to achieving Education For All by 2015.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

PRIOR LEARNING INTERNATIONAL RESEARCH CENTRE – THOMPSON RIVERS UNIVERSITY

Dr. Wihak, Christine Thompson Rivers University,

This session will introduce the new International Research Centre for Prior Learning Assessment (PLIRC) <http://www.tru.ca/distance/plirc.html> which is housed at Thompson Rivers University in Kamloops, British Columbia, Canada.

The practice of assessing and recognizing prior learning acquired outside the formal education system is a key element of openness and accessibility

in many Commonwealth countries (Australia, Canada, England, New Zealand and Scotland) as well as member states in the Virtual University of the Small States of the Commonwealth (VUSCC). Known in different countries as APEL, PLAR, or RPL, prior learning assessment and recognition (PLAR) is seen as a natural partner with state, national and/or transnational Qualification Frameworks. Ongoing research in PLAR is critical for it to contribute effectively to the attainment of lifelong learning goals.

The Prior Learning International Research Centre provides a forum for networking and promoting effective research, scholarship and policies concerning PLAR. An inaugural Steering Committee meeting took place in July, 2009. Noted academic researchers from Australia, Canada, England, Scotland, South Africa, the EU, and the USA, as well as a representative from VUSCC, met to share information on research activities and policy initiatives in their respective countries. Drs. Judy Harris and Mignonne Breier are serving as editors to publish papers presented at the meeting in monograph form. When published, this monograph will represent a significant advance in PLAR scholarship and will identify major research questions for international projects.

This session will present information on the content of the monograph, future plans for extending membership in the centre and possible joint research activities. Information will also be shared on the Open Learning Scholar initiative at Thompson Rivers University, which is intended to support noted international scholars to conduct research in this area.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

**PURE ONLINE LEARNING:
PEDAGOGICAL, TECHNOLOGICAL &
HUMAN DESIGNS FOR GREATER
ACCESS & SUCCESS**

Kaur, Abtar, Fadzil, Mansor, Abas, Zoraini Wati,
Hashem, Ahmad
Open University Malaysia

Online learning has developed rather rapidly in the last few years in terms of how it is used. At the Open University Malaysia (OUM), we have progressed from blended learning to pure online learning. And this trend is progressing at a rapid rate throughout the world. So what counts for pedagogical, technological and human designs for greater access & success?

In any open-distance learning endeavour, pedagogical designs are very important to ensure successful learning such as minimizing attrition rates, effective & efficient learning, increased motivation to learn and enjoying the total learning process. At the OUM, we have embarked on task-based and student centered designs and there is a fine mix between the cognitivist, constructivist and connectivist principles of learning. To deliver the learning, the technology is crucial and at the OUM, we use a Learning Management System (LMS) and also a host of Web 2.0 technologies to suit student access. The Open University Malaysia LMS is a single sign-on portal which gives access to forum discussions, course content, assessment and digital library. The human factor is very important in online learning. To support pure online learning, we have a dedicated online support staff that assist students. The staff are also involved in continuous research to enable learners and online facilitators to enjoy the ease which comes with technology. The other human face that is crucial is the online facilitator. Online facilitators are carefully selected to ensure that they can sustain the many challenges that come with pure online learning. From our experiences, the most important factor for successful online facilitation is still attitude, followed very closely with ability to navigate around technology tools and high interest to help students move on. As such, in this paper, we will be sharing the different pedagogical, technological and human permutations that have made our pure online programme a success.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

**SOCIAL NETWORKING COURSE-
SELF-REGULATING AND
SUSTAINABLE CONTEXT FOR
CREATING OPEN EDUCATIONAL
RESOURCES AT THE UNIVERSITY OF
MAURITIUS**

Gunness, Sandhya
University of Mauritius

The ILT 6023 Social Networking is one of the core modules in the MSc Educational technology programme at the University of Mauritius. This innovative, trend-conscious, techno-savvy module aims at "demonstrating different techniques of social networking and how it is important for educators and professionals to keep in touch with the "climate changes on the internet". Our students, mainly educators from primary, secondary and

tertiary institutions, are expected to participate constructively in different social networks, including Wikieducator, and demonstrate understanding of the innovative and newly created terminologies associated with the Web 2.0 movement. The study will demonstrate socio-constructivist pedagogical approaches used to provide authentic and situated learning opportunities for students, who in return, become active content providers for quality Open Educational Resources. In the light of the PCF6 theme- "Access and Success: Global Development Perspectives to Learning for Development"- this paper attempts to provide examples of praxis for the creation and re-purposing of Open Educational Resources providing an overview of self-regulating communities of practice and reflective teaching practices by harnessing on the potential of social networking for educational reform as is so badly felt in most of our developing countries.

Theme: Community Development
Sub Theme- Innovative pathways to knowledge society

THE USE OF INFORMATION TECHNOLOGIES TO EXPEDITE INFORMATION FLOW BETWEEN ODL LEARNERS AND THEIR EDUCATIONAL PROVIDERS HAS GREATLY ENHANCED COMMUNICATION AND HENCE INCREASED MORE CONTACT BETWEEN THE LEARNER AND THE PROVIDER.

Authors: Goitseman, Lechani and Bahuma, Julia

This is a study in the use of Bulk Text Messaging (SMS) service as a way of improving and expanding service delivery to Open and Distance learning (ODL) learners. Communication to learners by SMS is intended to expand and strengthen learner support services thus reducing isolation and at the same time keeping the learners informed.

WHY SMS

The traditional SMS mode of communication is from person to person. Bulk text messaging therefore is sending the same message to a group of learners at a go or receiving different messages from different learners through a server therefore ensuring access within a short period of time. Mobile Learning refers to the use of handheld devices such as Personal Digital Assistants (PDAs), mobile phones, laptops and any other handheld information technology device that many be used in teaching and learning.

However the most common of these devices is the cell phones. In Botswana a very high percentage of our learners actually own one or two cell phones. This actually offers us an opportunity to take advantage of this instrument to facilitate learning.

PURPOSE

The study will look at the following questions in establishing the use, importance and role played by SMS:

1. Why SMS Service Provision In ODL?
2. **Advantages of using SMS for the Learner?**
3. **What are the requirements for setting up the service?**
4. What are the financial implications for such a service?

The study will conclude by looking at typical Implementation and Monitoring Plans for such a service. Findings from this study will direct other ODL service providers to informed and researched implementation strategies that will enhance service delivery

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society

TRAIN THE STRINGER AT RURAL AND SEMI-URBAN NATIVITY' TO ENSURE TOTAL COMMUNICATION FOR COMMUNITY DEVELOPMENT

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Community Development can be successful if the identified communication environment is faultless. In a developing economy, the need of free and total Communication is most felt among the disadvantaged population. With growing demands for knowledge-driven information, Stringers will play catalytic roles, in developing community interests in advanced technologies, and vocational opportunities. The direct training can be imparted on the employable youths. The indirect training of other masses is possible through thus trained youths. This is possible through the Open and Distance Learning of IGNOU.

The trained youths can be inspired into services of the communities and, eventually, will become Agents of Change. Going by the challenges of Indian Panchayati Raj Institutions (PRIs), particularly the public extension system, information often remains confined into research papers or ruling party's

design expressed through the public broadcasting systems. Many times, the target groups do not even appear in the conferences/seminars, even as these were meant for them.

This presentation aims to discuss how a youth can be groomed into becoming a Stringer at his/her native place. S/he may or may not be attached to a news organization at a large town, but will become a positive-minded youth in a nativity, willing to become an information provider within the community. S/he will interpret, discuss, motivate and work out solutions to local challenges in development. Over a period, s/he will groom enough to be employed, self-employed and even generate employment for others. That will also free the communities from the clutches of vested interests.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society
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addressed at the grassroots level through ICT-supported Participatory Content Creation.

Theme: Community Development
Sub Theme - Innovative pathways to knowledge society
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USING PARTICIPATORY CONTENT CREATION TO ADDRESS GENDER ISSUES AT THE GRASSROOTS LEVEL

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Watkins, J. Swinburne University

The provision of physical access to information and communication technology (ICT) is the principal aim of a number of development programs. In this paper, we explore how this aim can be supported by strategies to promote ICT access through creative engagement. Specifically, we test a method known as Participatory Content Creation, which is defined as: content created after extensive discussions, conversations and decision-making with the target community; and where community group members take on content creation responsibilities according to their capacities and interests. We present findings from an 18-month study of Participatory Content Creation practice at an ICT-based Gender Resource Centre in Seelampur, India, conducted using ethnographic tools. Community participants at the Centre implemented a variety of Participatory Content Creation projects to communicate – and in some cases challenge – a number of pressing local issues; particularly domestic violence against women. A number of these Participatory Content Creation projects are critically discussed, with emphasis on their impact on the local community. Based on this research, this paper proposes that Participatory Content Creation can support and enhance ICT-based poverty reduction strategies through encouraging creative engagement with ICT. Specifically, the paper indicates how gender issues within a local community can be innovatively

**Theme:
Skill Development**

BAMBOO: IT'S ROLE AS A SUSTAINABLE AND ALTERNATIVE MEANS OF LIVELIHOOD IN NORTH EAST INDIA

Dr.Nanda, Silima
IGNOU, New Delhi

North East India has been termed as a **Sleeping Giant** as it is a region with vast economic potential waiting to be tapped. The agro-based sector in the Region is a latent powerhouse with jute, rubber, bamboo and cane, ginger, turmeric being grown in different states and holding immense potential to generate employment. This can be achieved only by having a plan of action, which is futuristic, and aims towards providing sustainable livelihood opportunities to the masses. While basic literacy is a must, Skills Development of the youth is important for the holistic growth of the Region.

The Northeast region, with its abundant bamboo resources has a special significance with respect to Bamboo, since about 60 percent of the Bamboo reserves of India and 20 percent of the world are available in the North Eastern Region. More than 100 species of the Bamboo are naturally available in this region. A thriving economy revolves around bamboo, which has a big potential for generating employment for skilled and unskilled persons, especially unemployed youth. Majority of the species not only have various applications in the industry but is intimately interwoven with the socio-cultural fabric of the population of the area. Common rural northeasterners depend on bamboo for almost everything - from a raw material to build their homes to food, and as one of the few sources of cash.

There has been a growing awareness in recent years about the importance of bamboo being an important means of economic growth and of improving the socio-economic conditions of the rural poor contributing to social stability in the region.

Notwithstanding the tremendous scope for the growth of the bamboo sector, the full potential of this sector is yet to be harnessed. Entrepreneurial attitudes and skills need to be developed among local craftsmen. Several initiatives have been undertaken to promote the expansion of bamboo sector. The focus is on value addition, commercialization and promoting entrepreneurship projects.

This paper would attempt to address various issues regarding creation of job opportunities in the bamboo sector primarily in the states of Assam and Tripura focusing on -the utilization of bamboo products and its contribution towards sustainable development of communities. the impact of governmental and non-governmental initiatives and programmes on cane

and bamboo industry; and training requirements that are required to bridge the skill gaps in this sector

Theme: Skill Development- Skills development for national development

BUILDING CHINESE LANGUAGE SKILLS FOR SINO - AFRICAN COOPERATION THROUGH OPEN AND DISTANCE LEARNING

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China's influence and deep relationships in Africa are the result of many years of investment in building relations through aid, trade, and cultural and technical exchange. In international politics, this is regarded as "soft power". Yet, an important area that has for a long time not being given the penetrating attention it deserves, relates to the fundamental need to bridge the language barrier between Chinese and Africans, so as to ensure meaningful cooperation and engagement between China, the country, and Africa, the continent. In order to address this problem, the National Open University of Nigeria (NOUN) in collaboration with Huaren Chinese Services is currently promoting the use of open and distance learning (ODL) for the provision of Chinese language education and training at the Proficient, Certificate and Executive levels. The new programme has the central objective of breaking the communication barrier between Nigerian and Chinese business partners through a Chinese language training programme that would empower learners to speak Chinese language within the shortest possible time. The University uses a variety of delivery methods and tools including face to face (f2f), text-based resources, CD ROMs and Web-based resources, and has managed to build capacity in the field of ICT, by empowering staff with functional skills. Within this context, the relationship between the major theme and cross cutting aspects of the Sixth Pan-Commonwealth Forum (PCF6) are discussed under "Skills Development for National Development" with particular reference to language as a necessary tool for international cooperation. This study concludes with the relevance of the application of ODL methodologies in educational delivery and as a means of enhancing international cooperation.

Theme: Skill Development- Skills development for national development

**CAPACITY BUILDING IN
OPEN AND DISTANCE
LEARNING IN THE SOUTHERN
AFRICAN DEVELOPMENT
(SADC) REGION**

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The Southern African Development Community (SADC) recognises education and skills development as an important and integral part of regional economic integration. Policy frameworks and strategies have been developed to promote regionally integrated and harmonized education systems. In this regard the SADC region has made considerable progress in education and training provision particularly at primary school level.

However, the region still faces a wide range of educational challenges. Consequently, SADC Member States have adopted open and distance learning (ODL) as a means of addressing some of the education and development challenges.

Despite evidence of growing practice across a range of educational sub-sectors throughout the region, ODL faces many challenges, including inadequate institutional capacity and shortage of professionally trained and experienced personnel to plan, develop and implement programmes. In this context the SADC Secretariat is implementing a Capacity Building in Open and Distance Learning (ODL) Project. Its main purpose is to contribute to the development and deployment of effective, harmonized ODL, to increase access to quality education and training and support regional integration across SADC. Ultimately the project aims to build the technical capacity of institutions and individuals to design, implement, monitor and evaluate ODL programmes. This paper highlights the nature and scope of ODL provision in the SADC region and shows the urgent need for capacity building. It describes key components and activities of the capacity building project, which is an example of south to south cooperation, facilitating education systems and institutions in the region to work together more effectively and efficiently. In addition the paper discusses some challenges and opportunities associated with project implementation. Lessons learned, to date, are outlined and strategies for sustainability are proposed.

Theme: Skill Development- Skills development for national development
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**COMPUTER BASED SKILL
DEVELOPMENT PROGRAMMES
THROUGH ONLINE TO THE
REMOTEST CORNERS OF
THE COUNTRY, EMPOWERING THE
RURAL POOR:
AN IGNOU - SAHAJ'S INITIATIVE**

Subrahmanyam, V.V., Kanjilal Uma, Nayak Pandav
IGNOU

With the use of modern ICT platform Indira Gandhi National Open University (IGNOU) - SREI Sahaj collaboration promises to make the on-line computer based skill development programmes made available to the rural youth in digital format through the 27,255 Sahaj Common Service Centers (CSCs) established in the states of Assam, Bihar, Jammu and Kashmir, Orissa, Tamilnadu, Uttar Pradesh and West Bengal in this year. With this initiative, the rural youth will have unprecedented opportunities to acquire IGNOU's internationally recognized certification, diplomas, degrees right in their villages through computerized CSCs.

These programmes will deliver international quality skill development Vocational Programmes at affordable costs to the rural population of India. An estimated 100 million below poverty line rural youth across the country stands to benefit through this partnership programmes. These partnership programmes will help bridge the gaping educational divide within the rural landscape and make advanced Computer Education available to the villagers at their doorsteps.

In this paper, we summarize the implementation details of this project which comes under the Regional Institute of Vocational Education and Training-East Zone (RIVET-EZ) of IGNOU, respective roles of IGNOU- Srei SAHAJ partnership, role of CSCs with respect to the registration, admission, delivery of the content, evaluation and certification. Finally, we discuss the challenges and other proposed programmes those can be offered through this mode.

Theme: Skill Development- Skills development for national development
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COORDINATION AND HARMONIZATION OF TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT IN GHANA: THE CASE OF THE COUNCIL FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (COTVET)

Awuah, D.Baffour
Accra, Ghana

Almost twenty years on from the World Conference on Education For All (EFA) in Jomtien, EFA policies have started to result in some of the largest cohorts of primary school leavers ever witnessed in Ghana. This is occurring at a time when Ghana’s formal sector is unable to generate sufficient formal employment and income opportunities - in spite of over 20 years of sustained economic growth. The great majority of all school leavers, therefore, are obliged to enter the informal, micro-enterprise economy, urban and rural, and receive informal training in apprenticeships and/or through other on-the-job means. The rapid expansion of enrolment in primary and lower-secondary education as part of the EFA process has led to concerns about the youth population who do not have a chance to continue their education beyond JHS. Hence there has been an increased demand for post-basic education and training opportunities (Palmer, 2005, 2009b). Policy makers and politicians have responded to this demand by proposing dramatically increased support to post-basic levels, including TVET.

The major drivers for the government’s interest in technical and vocational skills development include: the increased social demand for post-basic education and training opportunities; and, concerns about unemployment among the youth (World Bank, 2008a). The issue of unemployed JHS graduates who are unable to take up further education and training (either through lack of places or their ability to access the limited places) is a serious concern to government at the highest level – as is the fact that the majority of junior high school (JHS) graduates end up working in low productive informal jobs.

In addressing these issues, the Parliament of the Republic of Ghana passed a law in 2006 with an Act of Parliament (Act 718) to establish the Council for Technical and Vocational Education and Training (COTVET) to co-ordinate and oversee all aspects of technical and vocational education and training in the country.

- To achieve its object the Council is mandated to
- formulate national policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal informal and non-formal;
 - co-ordinate, harmonise and supervise the activities of private and public providers of technical and vocational education and training, including the informal sector;
 - rationalise the assessment and certification system in technical, vocational education and training;
 - take measures to ensure quality in delivery of and equity in access to technical and vocational education and training;
 - maintain a national database on technical, vocational education and training;
 - facilitate research and development in the technical and vocational education and training system;
 - source funding to support technical and vocational education and training activities;
 - facilitate collaboration between training providers and industry to promote
 - o demand driven curriculum development and placement, and
 - o national internship programmes
 - promote co-operation with international agencies and development partners;
 - issue annual reports on the state of skills development in the country;
 - advise Government on all matters related to the management and improvement of the technical and vocational education and training system

Theme: Skill Development- Skills development for national development
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DEVELOPMENT OF A TRAINING KIT FOR SMALL SCALE ARTISANS IN THE KUMASI METROPOLIS OF GHANA

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Technical and Vocational Education and Training (TVET) has a long tradition of helping some of the underprivileged in the society who could not afford formal education to enrol on technical or vocational education.

Small scale artisans in Ghana play a major role in the socio-economic development of the nation. The role of the small scale artisans towards the

advancement of the society needs to be captured holistically and in an integrated approach. The emergence of modern technology in the society calls for the training of personnel who can meet the challenges of the time.

The small scale artisans by virtue of their work cannot afford a full time training programme to upgrade their professional competence. Open distance learning is the best option for any training programme developed for the small scale artisans. In this paper, a training kit is developed for the small scale artisans in the form of video coverage for lathe turning. All the practical components in lathe turning that could enhance the practical skills of the artisans are captured in the video documentary.

A pre-test and post-test clearly confirmed that video coverage developed for small scale artisans enhanced their practical performance.

Theme: Skill Development- Skills development for national development
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DEVELOPMENT OF E-LEARNING IN INDIA

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Guntur

E-learning has created a new dimension in education, both with in and beyond the curriculum and is still looking at further opportunities of becoming more useful via new emerging technologies. E-learning can support educational institutions working together to raise standards by allowing collaboration between colleagues, allowing pupils to take special subjects offered by another educational institutions without the need to travel. E-learning enables the development of teaching communities that can be used by teachers to share resources, including online library, discussion boards, and synchronous communication tools and help teachers to strengthen their curricular and teaching practice in professional collaboration between to develop and receiving teaching materials. As per the estimate, there are about 428 universities including 21 central universities, 109 deemed to be universities, more than 25000 colleges, 1.19 crore of students and 4.91 lakh teachers in India. The paper is discuss the type of e-learning, E-learning 2.0, E-learning technology features and some important E-learning initiatives in India, i.e. National Task Force on Information Technology and Software Development, DELNET, UGC INFONET, XPDITTE, Brihaspati, National

Programme on Technology Enhanced Learning, INDEST, National Knowledge Network etc.

Theme: Skill Development- Skills development for national development
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EFFECT OF INSTITUTIONAL CLIMATE PERCEPTION ON INFORMATION SKILLS OF POST GRADUATE STUDENTS IN INDIA

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This study is an attempt to find the major institutional factors influencing the Information skills of post graduate students. Institutional climate perception of post graduate students is treated as the independent variable of the study. Information skill of post graduate students is treated as the dependent variable. Information skill in this study is a composite of seven variables Viz., Skill of Locating, Reading, Assessing, Critical Thinking, using Technology, Interpretation and Researching. The major objective of this paper is to study the effect of Institutional climate perception on information skills of the post graduate students. The sample selected for the study was based on stratified cluster sampling. 400 post graduate students from various districts of kerala state, India were selected for the study. The results of the study found that Institutional climate perception is having significant effect on Information skills and its components. The study also found significant relationship between Institutional climate perception and Information skills and its components.

Theme: Skill Development- Skills development for national development
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EKALAVYAISM – HARNESS NEGLECTED SKILLS TO BUILD TALENTED RESOURCE POOL

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The Indian epic Mahabharat narrates the story of Ekalavya, a bright, brave and enthusiastic boy who was born in a poor and underprivileged family. Ekalavya had a strong desire to learn the art of archery from Dronacharya, the greatest teacher

of that time. He approached Dronacharya, but, Dronacharya refused to accept Ekalavya as his disciple. Disappointed and sad, Ekalavya returned home. He installed a clay idol of Dronacharya and in front of this idol he diligently practiced self-lessons in bow and arrow. Soon Ekalavya acquired mastery in archery and became an expert archer surpassing the archery skills of Arjuna, the Pandava prince and the favourite disciple of Dronacharya.

The principle called "Ekalavyaism" that emerged from this story of Mahabharat underlines the significance of self-learning and self-perfectionism. It also emphasises on the utility of distance learning. With rapidly developing information technology, an interactive platform for creation, dissemination, usage and absorption of knowledge could be set up. It would be a robust process for self-learning. Relevant materials and text contents of common and specialised subjects could be placed in this platform along with digital audio and video. The system could be centrally housed but accessed from different locations on community sharing basis or individually. Schools, colleges, universities, professional and vocational training institutes could take initiative in this direction. This distance learning open source knowledge medium facilitates to strengthen and sharpen the skills of those who do not have opportunity to blossom and gradually fade away. It also assists to enrich the pool of national human resources by spreading general, vocational and professional literacy among the neglected masses and untie the unholy alliance of illiteracy and poverty. Talents of Ekalavyas could be effectively harnessed to build up rich resource pool, prevent waste of national human skills, and alleviate poverty.

Theme: Skill Development- Skills development for national development

EMPLOYABLE SKILL DEVELOPMENT THROUGH ODL – AN INDUSTRY-ACADEMIA COLLABORATIVE MODEL FROM IGNOU

Nair, M Chandrasekharan
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In the context of globalisation and the boom in the IT and related service sectors, youth in India are keen to acquire employable skills in these areas. While multinational companies offer attractive jobs, they spend more than 40% of their revenue in providing skill training to their employees. The major reason for this heavy investment in HRD is the mismatch between the industrial expectations

regarding skill standards and the disappointingly low skill standards of the outgoing university graduates, who are the job seekers.

Most of the academic institutions in India have no clear perception or proper understanding about the employable competency and skill standards sought by the industry and very few industries are able to provide effective skill training to their workforce for sustainable employment. This is due to the lack of dialogue between the two sectors and such a gap can only be bridged through an interface between industry and academia. The success of developed countries such as the US, UK and other Western countries is due to the collaborative efforts of industry and academia to design, develop and deliver skill-based educational programmes to match the demand-supply chain of employability.

This paper describes in detail the model of an industrial-academia collaborative effort to develop a Diploma Programme for providing employable skills in the BPO, ITeS and Related Sectors through ODL system in IGNOU. Over the past decade, the Indian IT-BPO sector has become the country's premier growth engine crossing significant milestones in terms of revenue growth, employment generation and value creation .

The paper also analyses the valuable insights shared by the industry and academic experts in the process of developing such a unique programme and the opinion of stake holders regarding the acceptability of such a programme based on the interface between industry and academia.

Theme: Skill Development- Skills development for national development

EMPOWERMENT OF HUMAN RESOURCE DEVELOPMENT THROUGH OPEN LEARNING: A CASE STUDY OF B.SC PROGRAMME OF IGNOU

Prof. Kapoor, Neera IGNOU

The main objective of B.Sc programme is to provide science education to those who missed regular education and seek up gradation of their knowledge. But to assess how students perceive this course in terms of their satisfaction both in learning as well as in employment aspirations, a pilot study was done on B.Sc students of IGNOU by structured questionnaire which was mailed to them. Seventy-six students responded to the questionnaire & their responses were compiled and analyzed.

Human resource development in developing countries is imbalanced with respect to almost all kinds of social and economic aspects. There is a variation in the level of literacy between the rural and urban areas, and males and females. There are also disparities in the quality and standard of the higher level of education, as well as level of the educational attainment of different segments of population. Distance Education system has been introduced in the country which creates the possibility of, and has the potential to provide, large-scale multi-media education for the development of human resources.

The major focus of the paper is to:

- examine the learner's goal for joining B.Sc. programme with IGNOU;
- find out the learner's perception of the value of IGNOU's programme in terms of getting employment, promotion and continue education etc ; and
- Assess the utilization of graduate degree.

The paper is based on primary and secondary sources of information.

Theme: Skill Development- Skills development for national development
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EMPOWERMENT OF AGRICULTURAL SKILLS THROUGH DISTANCE EDUCATION AT TAMIL NADU AGRICULTURAL UNIVERSITY

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The Tamil Nadu Agricultural University (TNAU), Coimbatore, Tamil Nadu, India, a century old renowned institution committed for the development of agricultural education and research in the state of Tamil Nadu has ventured an innovative approach of commissioning open and distance learning programmes

since 2005 for the benefit of various segments of the farming community viz., farm women, rural youths, school dropouts, students and self help groups through its certificate courses which are skill oriented.

Certificate programmes of 21 numbers in the regional language of Tamil are offered.

Some of the important courses are:

- Mushroom Cultivation
- Waste recycling and vermicomposting
- Preservation of Fruits and Vegetables
- Preparation of Bakery and Confectionary Products
- Propagation of Nursery Techniques
- Bee keeping

These courses are designed to upgrade the technical skill of farmers and to disseminate latest technologies related to the field of Agriculture. These courses are uniquely designed to create self-confidence, self employment and to enhance the income generated by the individual.

Moreover a set of certificate programmes (5), are also designed and offered, catering to the needs of those who live in urban areas viz.,

- Landscaping and Ornamental Gardening
- Commercial Horticulture
- Soil Fertility Management
- Mushroom Cultivation
- Coconut cultivation

Undergoing these programme not only bring them income but also make their life in more productive environment and beneficial to the society. The learners are exposed to practical situation and environment to gain knowledge and skill to be on par with regular students, which is a unique approach in the ODL mode at TNAU.

Theme: Skill Development- Skills development for national development
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ENTREPRENEURIAL SKILL DEVELOPMENT: HARNESSING EXPERIENCE WHILE BUILDING FORMAL KNOWLEDGE AND QUALIFICATIONS IN BUSINESS

Ellis, Darren
Australia

One need only walk through the streets and markets of any city or town in the developing world, from Asia to Africa to South America and beyond, in order to see the vast array of entrepreneurial skills on display. A core challenge facing those who rightfully view education as a powerful means of empowerment and development is how to effectively and successfully harness this work and life experience and channel it into formal education. It is a well established view that successful courses of formal education tend to be those that are relevant and meaningful to the lives of students. But how to encourage

prospective students into such study when their formal schooling is not considered sufficient to gain direct entry into a course of post-secondary study? Likewise, business courses have an arguably well deserved reputation for being very expensive. This paper argues that partnerships are required between education providers and non-governmental organisations (NGOs) to provide affordable and flexible pre-tertiary business qualifications (diplomas and certificates) at a distance. This business focused education would seek to both formalise and expand the knowledge and experience of entrepreneurs. The resulting qualifications could then be used by such students, in combination with work and life experience, to gain entry into formal tertiary level studies. The drive, motivation and tenacity of entrepreneurs throughout the developing world represent a valuable human resource that would link well with formal distance business education. The current barriers to access must be lowered or removed if entrepreneurial success is to be matched by formal educational empowerment and longer term community development.

Theme: Skill Development- Skills development for national development

ENTREPRENEURSHIP TRAINING IN THE APPAREL AND FASHION DESIGN SECTOR THROUGH DISTANCE MODE: A STRATEGY FOR FACING THE CHALLENGE OF GROWING UNEMPLOYMENT IN INDIA

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Globally the micro and small enterprises (MSEs) are considered the engine of economic growth and, MSEs constitute over 90% of total enterprises in most of the economies. MSEs have the highest rates of employment growth that too at low capital cost. For strengthening MSEs, the Government of India has formulated the National Skill Development Policy (NSDP) and stipulated a target of skilling 500 million people by 2022. In NSDP context, the textiles sector with high employment potential assumes great importance. The garment production units alone provide 40% of jobs in the small scale sector, besides offering ample opportunities for entrepreneurs to sprout and flourish. The National Knowledge Commission report, NSDP, Global Entrepreneurship Monitor report, etc., stress on entrepreneurial education and training for starting and sustaining a business. To support entrepreneurial ventures, the Government of India has formulated the Micro,

Small and Medium Enterprises Development Act, 2006. The government has facilitated conduct of Entrepreneurship Development Programs on face to face mode through National Institute for Entrepreneurship & Small Business Development, Indian Institute of Entrepreneurship and, Micro, Small and Medium Enterprises Development Institutes (MSMIs). This paper is an attempt to fill the gap in the availability of such programs on distance mode for which NSDP has also stressed the need.

With a view to enhancing employment opportunities in the Apparel and Fashion Design sector, it is proposed to discuss the following aspects of 'education of the enterprise, for the enterprise and through the enterprise:

- Requirements for setting up an entrepreneurial unit
- Designing a context relevant and demand based curriculum
- ICT based program delivery
- Availing existing expertise and adding new knowledge

Theme: Skill Development- Skills development for national development

FACILITATORS AND LEARNERS EXPERIENCE WITH COURSE DESIGN IN SKILLS TRAINING VIA BLENDED MODES (ONLINE AND FACE TO FACE) IN SELECTED ISLANDS IN THE CARIBBEAN

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University of Technology, Jamaica. West Indies

The use of Information technology in skills development is viewed as a cost effective way of meeting the goals of educational institutions. Many of these institutions have not taken the time to see that investments in technologies is not the only issue to be examined , but that this change requires philosophical as well as changes in teaching methods/strategies, course design, management and organization.

Many institutions are demanding that traditional face to face courses including the technical content areas be converted for online delivery. Distance education in general and ICT-based learning in particular have increased access to and expanded formal education for those who, due to situational and institutional factors, were not able to participate in post-secondary education (Poonwassie & Poonwassie,

2001; Selwynne, 2003. ICT-based learning in skills training is not without its challenges. In addition to situational, institutional and dispositional barriers are epistemological barriers (Mullenberg & Berg, 2001). There are issues related to isolation and lack of community (Bernard et al, 2004; Hara & Kling, 2002; Paloff & Pratt, 2001; Saronji et al, 2002). Other significant variables highlighted in the literature are motivation (Moore & Kearsley, 2005; Bernard et al, 2004; Rovai et al, 2007), interest and relevance (Selwyn, 2003), and attitude to technology (Sanders & Morrison-Shetlar, 2002).

In developing countries, limited access to computers, inadequate computer application skills and expertise in online course design are often cited as impediments to success for ICT-based learning. Pallof and Pratt (1999), cited barriers to learners participation as information overload, anxiety related to the different nature of on-line communication, and technical difficulties. In this paper the researcher identified a number of barriers to facilitators and learners' engagement with online and distance courses including use and access to the technology and problems with course design and the strategies that were used to address these barriers.

Theme: Skill Development- Skills development for national development
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HIGHER SKILLS AT WORK - A CONTRIBUTION TO NATIONAL SKILLS DEVELOPMENT IN THE UK

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University, UK

Anglia Ruskin University is making a significant contribution to the development of degrees delivered entirely in the workplace. While this work started almost a decade ago, most recently this has been thanks to a UK government funded project worth in excess of £10million. The delivery methods encompass open and distance learning, both paper-based and online, as well as face to face learning and teaching and the accreditation of (prior) work-based learning. The public and private organisations which are the delivery partners range from a group of world-renowned companies such as Barclays Bank, through public sector bodies such as councils and hospitals, to SMEs.

This paper will describe every aspect of this work, from the partnerships required with industry to set it up with each partner, the learning materials, the IT systems and the business models.

Theme: Skill Development- Skills development for national development
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IMPARTING SKILL DEVELOPMENT TRAINING TO THE LAKADONG TURMERIC FARMERS OF THE JAINTIA HILLS OF MEGHALAYA

Roy, Debjani, Kurup & Jayashree
IGNOU

Agricultural education, extension and training programmes is a continuous process to ensure that information on new technologies, plant varieties and cultural practices reach the farmers and the farming communities, who need them most. The information should not merely be on importing high yield varieties, introducing mechanisms or creating a small elite of advanced, export-oriented medium to large scale farmers but be people-centric, participatory, action oriented with interactive learning styles where indigenous knowledge systems of the communities and local values play significant role. The programmes need to adapt ecologically sound agricultural practices with emphasis on human, cultural and social aspects, rather than agronomic or economic considerations based on technology transfer approaches. It should be linked to sustainable development to address the local economic problems of the communities.

It is with this objective, the IGNOU Institute for Vocational Education and Training (IIVET) under its mandate for Indigenous Knowledge and Technology conducted a training programme on Production and Post-harvest Technology for the Indigenous turmeric farmers of the Lakadong area in the Jaintia Hills of Meghalaya. The programme was developed as a complete package having capacity building, market linkages and entrepreneurial motivation.

At the end of the training it was realised that it is not enough to impart training on capacity building and the post harvest requirements but also to organise regular follow-up sessions, interactions and regular motivation for the indigenous farmers. Another step which needs to be taken is the Registration of the Lakadong variety under the Geographical Indicator List of India. The registry would ensure the rights of the farmers as this crop has specific

geographic location - the Lakadong area in Jaintia Hills of Meghalaya, and is reported to contain highest curcumin content (7.4%) in the world having immense potential for commercialisation.

Theme: Skill Development- Skills development for national development

INNOVATION - A PROCESS TVET SYSTEMS NEED TO DEVELOP

Gamerdinger, George

The International Labour Organization (ILO) has estimated that the current financial crisis could wipe out some 30 million jobs worldwide. Other reports suggest a worse scenario raising that number to 50 million jobs lost. Many lost jobs will not be returning and low skill jobs will not create a workforce capable of delivering national long-term economic growth. In either case, the world employment challenge is a crisis that national technical and vocational education and training (N-TVET) systems need to address. Greater amounts of technology, multi-skilling job requirements, and learning on and off the job are requiring workers to bring a different range of skill sets to today's workforce.

For N-TVET systems re-defining themselves, it is worth remembering that training by itself does not create jobs. However, an educated workforce provides the framework for an innovative culture, an incubator for ideas and in turn a good investment in regenerating an economy. The point is that nations, like employers, are recognizing that an innovative and knowledgeable workforce is truly a competitive advantage in the global marketplace. Businesses are much more likely to locate or remain where they find the most talent. In recognizing these issues, political decision makers, employers and educators, by working collectively, have the opportunity to promote an educated citizenry, where the term "learner" and worker are synonymous. This is a transformational process in workforce preparation where TVET systems can become the catalyst that brings community groups and nations together to promote workforce preparation reform.

The answer to the question of where to start in developing a national TVET system should include the establishment of a lead body, having responsibility for coordinating the nation's workforce preparation system.

Theme: Skill Development- Skills development for national development

KNOWING AND GROWING NETWORK OF ORGANIC WOMEN FARMERS IN THE CARIBBEAN DIGITAL MEDIA FOR LEARNING, NETWORKING AND FARM MANAGEMENT

Tandon, Nidhi, Campbell, Dorianne Rowan

Networked Intelligence for Development
We have been working for the past five years, developing an e-network support system of organic women farmers in the Caribbean – first teaching them about the holistic benefits of organic farming (food and health, management of climate change, biodiversity, local production) but also teaching them technical aspects to using the Internet more broadly and social networking tools more specifically over time. We also have just started to develop the first in a series of organic farming dvds to be used in the training workshops that we run in the region. In 2010, six workshops later, the network is at least 180 people strong – primarily but not exclusively, women farmers. What began as a network of farmers seeking to become organic has now extended to farmers concerned about a healthy and resilient food economy in the context of climate change and environmental stress.

A review of current research and documentation shows that there are few comprehensive materials that look at women's use of and access to ICTs in the context of farming and climate change. Our research indicates that despite the lack of dependable data on the impact of climate change on agriculture, the issue is gaining more attention as climate issues attract more urgency. At the same time, it is clear that the treatment of climate change and agriculture needs to be localized in order for it to be of any value to farmers and policy makers alike.

We will present our work, the challenges, and the particular gender dimensions of working with media and technology tools in a rural and multi-island setting – in a participatory workshop session.

Theme: Skill Development- Skills development for national development

KNOWLEDGE ACQUISITION AND SKILL DEVELOPMENT: ISSUES AND POINTERS FOR FUTURE DEVELOPMENT OF TVET IN INDIA IN FORMAL AS WELL AS DISTANCE EDUCATION MODE

Verma, Anand Prakash
INDIA

Knowledge acquisition and skill development for an ever increasing number of youth who want to enter the world of work is a challenge facing those who are responsible for providing such vocational development and training opportunities. The paper discusses the issues in TVET such as 1)quality 2)competency based modular curriculum 3)vocational training providers in India 4)motivation 5)assessment and certification 6)trainers and places where the training should be given 7)opportunities for life long learning 8)vocational courses for girls. The innovative efforts being planned and executed in India for development of TVET is presented particularly with reference to eleventh Five Year Plan .

Theme: Skill Development- Skills development for national development
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LIFE SKILLS FOR NATIONAL DEVELOPMENT IN LESOTHO: CAN ODL DO IT?

Koloso, Lineo Clementina
Makhakhane, Bothepane
Lesotho

Regardless of their diversity in culture, economic conditions and social and political structures, developing countries share a set of common and well defined goals. The introduction of Life skills education at both basic and tertiary education was meant among other things to improve all aspects of the quality education, ensuring equitable access to appropriate learning and facilitating Education For All (EFA) and Millennium Development Goals (MDG) initiatives. The purpose of the paper was to explore the main components of life skills programmes in place at Lesotho education system to address development problems such as poverty reduction, preventing spread of HIV/AIDS and alcohol and drug abuse. The study examined how the programmes were implemented and evaluated at Primary schools, Secondary schools and institutions of higher learning. Qualitative data was collected through document review and analysis; interviews

of policy-makers in the Ministry of Education and Training, Deans of the Faculty of Education in the institutions of higher learning, principals, education officers and curriculum developers. The findings highlight a number of issues and potentials emanating from assessment and evaluation, quality and teacher capacity in the delivery of the programmes. In order to fully address equity and access of essential life skills, the study recommends that the government of Lesotho should also consider delivering the programmes through Open and Distance learning mode and to learners participating in ODL.

Theme: Skill Development- Skills development for national development
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LIFE LONG LEARNING AND SKILLS DEVELOPMENT: AN INVESTMENT IN BOTSWANA HUMAN CAPITAL FOR THE DEVELOPMENT OF THE EMERGING KNOWLEDGE ECONOMY

Collymore, Joanna
Botswana

Botswana is in its third phase of economic development. The focus of the government is on the development of its human resource. In its Human Resource Development Strategy the government has emphasized the need to establish linkages between education and training systems and the work place. The focus is to provide training that is relevant and that will enable the workforce to participate successfully in the establishment of the new knowledge economy. This paper will focus on initiatives that will increase TVET sector participation in Botswana's developing economy.

These initiatives include the following:

- (a) A new Outcomes Based qualification, Botswana Technical Education Programme (BTEP). This programme is industry driven. A Key Skills component ensures that learners are equipped with the tools to succeed in a modern economy as well as to continue with their education either along a TVET or academic pathway.
- (b) Introduction of distance education in some of BTEP's programmes, for example, in a non traditional area; Hairdressing & Beauty Therapy. Qualifications in Hairdressing & Beauty present opportunities that are new to the sector.

(c) The establishment of a National Qualifications Framework (NQF). This initiative will open access, create pathways for progression and articulation and establish a platform for quality assurance. It will also address the issue of parity of esteem, lifelong learning and recognition of competencies acquired through formal and informal learning.

(d) Training and retraining of lecturers, enabling a paradigm shift to OBE.

(e) Partnering with regional and international bodies to improve quality and access funding for expansion and upgrading of TVET.

Theme: Skill Development- Skills development for national development

LIFELONG LEARNING (L3) FOR WOMEN IN MAURITIUS

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National Productivity and Competitiveness
Council (NPCC)

With regards to the economic changes happening in Mauritius, it is highly probable that planters will not be able to sustain their activities in future, if the latter were to operate as they have been in the past. Based on successful models, in particular in India, planters may improve and sustain their activities collectively, if they could organise themselves in clusters, coupled with a collective skills enhancement and knowledge empowerment using the Lifelong Learning (L3) approach.

The L3 is based on the premises that

- A strong social capital is an important pre-requisite for meaningful planter-planter and planter-institutions' cooperation and collaboration;
- If credit for associations or cooperatives or groups for entrepreneurship development is blended with appropriate capacity building and knowledge empowerment, the performance of credit will be much better vis-à-vis productivity, returns, non-performing loans (NPLs) and non-performing assets (NPA) levels; implying that banks or credit offerings from schemes will require less stringent conditions and will be more accessible to small scale planters;
- The market buy-back arrangements will further strengthen the safety of credits;
- Capacity building will also enhance development of business partnership between potential high-end markets and planters while enlarging the client base for bank credits among small-scale farmers.

The NPCC is using a Framework for Lifelong Learning (L3) for Farmers, developed by the Commonwealth of Learning (COL), as a base reference for developing learning contents. Since, the NPCC has set up a stakeholders' consortium which regroups all relevant stakeholders from the support institutions and representatives of the end-beneficiary target groups. Banks, university, agricultural research and extension institution, Ministry of Women's Rights, Ministry of Business Enterprise and Cooperatives, NGOs, Institute of Cooperative Entrepreneurship. The L3F experience, with the support of the COL, is broadening the scope and scale of L3F to other target groups, namely cooperatives at large, dairy farmers, women at the heart of community development, fishermen, and small-scale crop producers. The project comprises of a baseline survey from among the different target groups, and the ease of adoption of most appropriate techmodes for self-learning and knowledge empowerment and the outcomes expected to be derived. It is also expected that the pilot project leads to a self-sustainable, self-replicable and self-generative process and integrates within the national empowerment programmes on a national scale.

Theme: Skill Development- Skills development for national development

MENTORING: A POWERFUL TOOL FOR PROFESSIONAL DEVELOPMENT OF STUDENT TEACHERS

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The PGDE programme which is aimed at improving professional competencies of student teachers through distance mode, has a strong focus on teaching practice. Both master teachers and university academics support student teachers in developing their teaching skills. In order to strengthen this support and to provide a close supervision and guidance to student teachers, school mentors were appointed on an experimental basis with the support of school principals during the Teaching Practice period. These school mentors were given a two-days training with regard to the specific duties and responsibilities assigned to them. Evaluation forms, progress reports, reflective journals of nearly hundred student teachers and structured interviews with a limited number of school mentors, student teachers and school principals were used as data collection instruments to study the impact of the new system. The data revealed that the school mentors have a positive impact on the development of teaching skills of student teachers and they act

as mediators between the school community and student teachers to develop a supportive culture within the schools. According to student teachers, the school mentors have maintained a close congruent relationship with student teachers and provided immediate advice and guidance to solve the problems faced by them. School principals highly commented on the 'project' completed by the student teachers under the guidance of school mentors as very useful for the improvement of the school environment. However, a few student teachers had problems with limited understanding about the procedures to be followed during Teaching Practice period and also not having a school mentor in their own school due to unavoidable circumstances. Further, the progress of this new support system was reviewed by conducting a monitoring workshop with student teaches and master teachers.

Theme: Skill Development- Skills development for national development

NON- FORMAL VOCATIONAL TRAINING AND NATIONAL DEVELOPMENT: THE CONTRIBUTION OF IGNOU IN NORTH EAST INDIA

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1. Introduction

Vocational training is about "imparting of specialized skills and knowledge, instilling social and political attitudes and behavior patterns for successful economic activities by people engaged in dependent employment, self-employment in both Formal as well as Non-formal trainings". In its 'Formal training' all training courses are held in state or private (but state-certified) institutions and are regulated by state guidelines where as in the 'Non-formal training' it takes place without being subject to state guidelines and provides skills-upgrading for those who wish to extend their competencies. Vocational training ,in its non-formal form, upgrades the skills, helps in capacity building, expands livelihood opportunities for the underprivileged, unreached informal sector workers and plays a key role in the national development .

The majority of workers in the NER of India have never been to vocational training institutions / school as the formal skills training system, because of its educational entry requirements and long duration of courses, is designed to exclude the underprivileged informal sector workers. The paper explores the situation, needs, and potential of the vocational

training in the North East Region of India. It highlights the non-formal vocational trainings being imparted to the underprivileged and un reached workers in the NER by the Indira Gandhi National Open University (IGNOU) and the contribution of IGNOU towards the national development. In this process the paper attempts to explain the channels(Regional Centers, Vocational Institute/ School and Community colleges) being utilized in the region for the purpose. The paper analyzes the economic and environmental sustainability of these non-formal vocational trainings in view its stakeholders and beneficiaries.

Key words: Non-formal vocational training, capacity building, upgrading of skills, national development, market linkages, entrepreneurial motivation, tradition, livelihood, potential entrepreneurs, barefoot technicians/ grassroot level workers, hearing disability sector, bamboo based handicraft , village artisans, weaving, basket making ,flower making.

Objective:The objective of the research is to highlight the role of non-formal vocational training in the national development and throw light on the contribution of IGNOU in this field.An explanatory and analytical approach will be followed to present the data.

Methodology: The secondary data of the non-formal vocational trainings imparted by IGNOU in the NER will be collected, compiled and analyzed

Theme: Skill Development- Skills development for national development

NSOU'S ROLE IN CAPACITY BUILDING

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Skills and knowledge are the driving forces of economic growth and social development for any country. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, those employed in the organized sector and those working in the unorganized sector. India has set a target of skilling 500 million people by 2022. We have to convert the huge young population in to demographic dividend. Harnessing the demographic dividend through appropriate skill development efforts would provide an opportunity to achieve inclusion and productivity within the country. The skill development initiatives support

employment generation, economic growth and social development processes.

With the economy becoming more specialised and the demand for better levels of specific skills increasing, vocational training has gained greater significance. It is estimated that during 2006-2010, 71m youngsters will enter the working-age population (15-59 years) in India. Vocational educational in India aims to develop skilled manpower through diversified courses to meet the requirements of mainly the unorganised sector and to instill self-employment skills in people through a large number of self employment oriented courses.

About 97 percent of employment in India is in the unorganized sector, with employees working in relatively low productivity jobs. It contributes to about 60 per cent of the GDP. The unorganized sector is not just the hub for employment creation but also for manual skills. The need for skills development here can hardly be overstated.

One of the weaknesses of Indian education system is that it does not give due importance to vocational education. As a result there is a mismatch between the skilled manpower required and skilled manpower available. To rectify this situation, Govt. of India has taken a number of initiatives for vocational training.

Netaji Subhas Open University has started a number of vocational training programme to uplift the skill of the rural people. The paper describes various vocational courses and its social impact on capacity building.

Theme: Skill Development- Skills development for national development

ODL TECHNOLOGIES FOR LIFELONG LEARNING IN INDIA: POSSIBILITIES AND STRATEGIES

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The changing landscape of learning is helping India to emerge as a technology driven knowledge based society and economy. The success of any knowledge based society and economy depends on promoting the acquisition of key competences and broadening opportunities for innovative and more flexible forms of learning for every citizen of the country. The necessity to adjust to the prerequisites of the knowledge based society and economy brought about the need for lifelong learning in India. The

concept of lifelong learning stresses that learning and education are related to life as a whole - not just to work - and that learning throughout life is a continuum that should run from cradle to grave. In this context, lifelong learning seems an appropriate approach for the development of knowledge and competences to enable each citizen of India to adapt to the knowledge-based society and helping him/her to actively participate in all spheres of social and economic life.

A country like India having varied social, educational, economical and developmental standards demands the exploration and implementation of innovative ways to provide lifelong learning opportunities to every citizen. Present paper offers possible solutions to face this challenge by adopting the approach that innovative use of ODL technologies presents numerous possibilities to offer lifelong learning in India. The paper discusses in detail about the possibilities to use ODL Technologies for providing knowledge and competences that will enable each citizen to adapt to the knowledge-based society and economy by actively participating in all spheres of social and economic life. Afterwards, paper offers innovative strategies to use ODL technologies for self-learning, non-formal learning and formal learning to create a variety of learning and training opportunities.

Theme: Skill Development- Skills development for national development

OPEN SCHOOLING – EMPOWERING MARGINALIZED YOUTH IN TRINIDAD & TOBAGO VIA ODL MODALITIES

- Financial Literacy as an Open School initiative – Converting course material of the Central Bank's Financial literacy programme Enterprise learning for financial literacy. An Open Access Approach

Abstract

For the last three years the Central Bank of Trinidad & Tobago (CBTT) has under taken the initiative to provide the requisite financial literacy skills to all citizens as it relates to all aspect of consumerism and savings. Within the remit of the (CBTT) has been the responsibility of ensuring that citizens of this country spend in a wise and sensible manner and save for the rainy days ahead. The programme has had much success with both secondary and primary schools through it roving caravan and money museum at the Central Bank's headquarters in Port of Spain. While their has been much success with the learning model in the formal system an entire catchment has been neglected in the form of

the disenfranchised or socially excluded youth who pervade the urban and rural diaspora.

For many youth the formal school structure has failed them with much disconnect between the rigours of academic education and the vicissitudes associated with poverty and their daily struggle for survival. As a consequence many of these youth leave the formal school system long before the required time and become part of the informal sector i.e (micro entrepreneurs). For most it is their only mode of survival and as a consequence represents a tough choice between delayed gratification of school completion and food on the table for themselves and their families.

The advent of the open school system and the modalities therein offers the opportunity for these marginalized youth to re-integrate with the formal learning environment but in a manner that is more in keeping with their thinking. NOSTT sees a unique opportunity to partner on the one hand with the CBTT and undertake a conversion of and dissemination to an audience that can most benefit from an open school approach.

The aims of this paper will therefore be as follows:

- iv) Demonstrate the applicability of the ODL modalities and their appropriateness for extending the reach of the CBTT's financial literacy initiative across a largely excluded catchment
- v) Use ODL modalities as a tool for re-integration of these marginalized youth into the learning environment
- vi) Provide a pilot framework for development of content of this nature to these specific target groups in the future

Theme: Skill Development- Skills development for national development
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PERCEPTIONS OF IN-SERVICE TEACHERS ON THE IMPACT OF COMPUTER LITERACY SKILLS IN PRIMARYSCHOOLS: BOTSWANA CASE STUDY

Kamau, J W

The overall objective of this study is to qualitatively examine through case study, the impact of the computer literacy course taken by distance learners on the in-service diploma in primary education (DPE) in Primary schools. All of the 1550 teachers who have graduated from the Diploma in Primary

Education programme by distance mode between 2007-2009 have undertaken the introduction to computers literacy course. This course was conceptualized to impart Information, Communication and technology (ICT) skills to primary school teachers who would in turn transfer these skills to pupils in the classroom situation, and as result provide good quality teaching to pupils and other stakeholders. The work proposed here will test the hypothesis that, every primary school teacher requires and transfers requisite ICT skills provided by the DPE programme in the classroom situation. Additionally, it is important for in-service teachers acquire first hand ICT skills (as learners) in order to understand and serve in the classrooms effectively. Using a qualitative case study will enable the researcher to produce detailed descriptions of a phenomenon, to develop possible explanations of it, or to evaluate the phenomenon. A case study will enable the researcher to gain a deep understanding of the participants' perceptions and the interaction among them.

The researcher will conduct individual face-to-face interviews lasting from thirty to forty minutes each. The interview questions will be open-ended. The interviews will be tape-recorded and later transcribed verbatim. Data will be analyzed using constant comparative method so as to get an excellent fit...of continuous and simultaneous collecting and processing of data (Cohen and Morrison 2000)

The researcher will use triangulation in analyzing data. Sources will include educational documents (i.e. the computer literacy study material, programme brochures, booklets, newsletters, Institutional Reports of the Diploma in Primary Education programme by distance mode. The expected findings or anticipated outcomes are that, the computer literacy course on the DPE programme has provided necessary computer skills and experiences to in-service primary school teachers to enable them to do their jobs in primary schools effectively. The programme described here would inform the DPE programme providers on a policy to decide whether offering computer literacy skills to distance learners is serving the purpose for which the course was meant to serve. It is hoped that the programme would inform government policies of the need to give current working adults access to computer literacy skills (development of human capacity via the distance that make them diversify teaching approaches in primary schools.).

Theme: Skill Development- Skills development for national development
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PERSPECTIVES ON DEMOCRACY IN E-LEARNING: A CASE STUDY OF NATIONAL OPEN UNIVERSITY OF NIGERIA

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National Open University of Nigeria, Lagos

The theme of this paper is to examine the extent to which democratic methods are applied in distance education to ensure social justice, equity and liberty. The case study shall be the National Open University of Nigeria established in 1983 to serve as industrialized model of distance education through its ability to fulfill large-scale educational plans in the most cost effective way. The University, in its less than ten years of existence, has registered estimated 36,000 students with about 27 Study Centers across the country.

It is not out of place to discuss educational endeavour of this magnitude in relation to the ten-year unbroken democratic dispensation in Nigeria, and in terms of popular participation, cost-effectiveness, flexibility, the rights to freedom of choice and such other elements germane to the concept of democracy. The paper shall examine the nexus between the social contract theory and the democratic methods of operation adopted by the University to ensure social justice, equity and liberty in line with the following research objectives:

- To what extent has e-learning been democratic in its mode of operation?
- How has it contributed to the growth of democratic consolidation?
- Does the attitude of the service provider match the democratic tenets?
- To what extent will e-learning facilitate the Federal Government of Nigeria's policies towards achieving educational objectives by 2020?

Methodology

Among others, the paper shall rely on both primary and secondary sources of data and contents analysis of published articles in journals, newspapers, magazines, etc.

Conclusion

The paper is to contribute to the policy inputs in Nigeria and other developing countries.

Theme: Skill Development- Skills development for national development
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REACHING THE HARD TO REACH NOMADS THROUGH OPEN AND DISTANCE LEARNING: A CASE STUDY OF NOMADIC EDUCATION PROGRAMME IN NIGERIA

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Abbo, Bashir M.
Kaduna- Nigeria, west Africa

This paper attempts to examine the genesis and impact of the introduction of Open and Distance Learning programme in the implementation of the Nomadic Education Programme in Nigeria. The salient issues discussed include needs assessment, rationale, components, strategies, curriculum and mode of delivery, facilitators, teachers, instructional materials, achievements, challenges and lessons learnt. Similarly, major access factors and success indicators witnessed as a result of the systematic implementation of the programme were also identified and highlighted. The specific challenges and constraints of the programme were also analysed and various measures taken to overcome them were pinpointed. The paper concluded that the Commission's Open and Distance Learning programme for more than a decade was able to record successes in various facets. The modest achievements include increase in awareness, access and success in the provision of basic education, literacy, numeracy and life skills by the target group. It has also facilitated the promotion of social justice in terms of gender, socio-economic, cultural diversities and skills development. These have played and continue to play key role in quality assurance and success of nomadic education. The Nigerian model of Open and Distance Learning programme if adopted by other countries for their marginalized groups would overcome exclusion and fast track the attainment of Education for All goals.

Theme: Skill Development- Skills development for national development
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RESOURCING SKILLS FOR DEVELOPMENT PROGRAMMES FOR DELIVERY BY OPEN AND DISTANCE LEARNING METHODOLOGIES

Tyrer, Rod

Honorary COL Advisor,

As economies climb out of recession there is an even greater imperative to invest in human capital and develop the necessary workplace skills to aid national economic recovery in the globalised economy. Based on the premise that Countries which have been most 'successful' in globalisation have been those which have achieved the most favourable terms of engagement with the global economy and education has been an essential precondition for this.

This paper will examine the case for skills development strategies using technologically mediated learning and targeted funding. It will argue for governments to invest in secondary and tertiary education, to train their citizens in generic skills and skills specifically targeted to appropriate sectors.of the economy.

The skills development strategies from countries in 4 Commonwealth regions will be examined and their funding models explored. Their strengths and weaknesses will be looked at and lessons learnt, drawn.

A model for funding skills development programmes based upon the principles of a results based management system will be proposed. The essential characteristics of the model will be outlined around outputs, outcomes and long term goals. Allied to the model is a monitoring and evaluation framework which will be described

Next steps in adapting the model to the specific conditions of national economies will be outlined based on the premise that one size does not fit all.

Theme: Skill Development- Skills development for national development
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ROLE OF NON-FORMAL BASIC EDUCATION IN RURAL DEVELOPMENT IN PUNJAB

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SafdarMuhammad, Ghazi ShakeelAhmad
KOHAT

Doubtless to say that knowledge explosion and knowledge base economies have created unprecedented challenges for developing countries like Pakistan. These countries are unable to cope with the drastically increasing demand for education. In this critical situation non-formal education (NFE) seems blessing especially for the development of poverty stricken rural areas of Punjab. Main purpose of the study was to evaluate the challenging role of NFE in eliminating poverty in the rural areas of Punjab. Problems of administrators, teachers and students of NFE were also assessed in this study.

The population consisted of all administrators, teachers and students of non-formal basic education (NFBE) schools in Gujrat and Mandi Baha-ud-Din. From this population 10% 500 students, 100 teachers and 20 administrators were taken as samples randomly. Study was descriptive in nature; therefore, survey method was used for the collection of data. An inventory sheet and three questionnaires (administrators, teachers and students) were administered on the respective sample.

The study revealed that NFBE schools are playing vital role in the socio economic development of the masses in the rural areas of Punjab. Actually NBFE schools provide equal opportunities of education to male and the female as well but virtually, female students are learning in these schools. Resultantly, NFBE schools are playing pivotal role in eliminating gender discrimination in these areas. There is lack of physical facilities like, class rooms, furniture, electricity and toilets etc. Teachers' remuneration may be increased as it is insufficient in this time of dearness. Further, all the schools of NFBE may be equipped with modern teaching aids and teachers may also be provided training to use these aids. Furthermore motivational campaigns may be conducted to create awareness and mobilization of community for maximum participation of the community and consequently, optimum utilization of local resources.

Theme: Skill Development- Skills development for national development
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SKILL DEVELOPMENT FOR A COMPETITIVE ECONOMY IN INDIA: ANTICIPATING AND MATCHING LABOUR MARKET AND SKILLS NEEDS GIPSON VARGHESE

University of Deusto, Spain

The prosperity of nations depends upon the successful planning of the skilled workforce. Planning and forecasting of skills and competencies are of greater importance at the present time of economic and social transition. There are advantages and disadvantages for global economic changes. Global crisis and recession is an opportunity to plan ahead by considering the challenges faced. The challenge is more significant for the labour market. Unemployment is rising and many lose their jobs and at the same time the labour market is expanding with an opportunity of millions of new job. To overcome the challenges and face future uncertainties, we need a determined action for a successful and strategic planning of the labour market needs.

Indian economy is considered as one of the fastest growing economies globally. In addition to a steady growth pattern, India is going to become a super power with its high-tech talents. One of the greatest advantages for the Indian economy is the sustained growth of the workforce population. It is estimated that from a 77.5 crore in 2008 the Indian working population is expected to increase to 95 crore in 2026. This trend is so significant when we compare the graying economy in all Western and European countries. It is also reported that by 2020, the average Indian will be only 29 years old, compared to 37 in China & US, 45 in West Europe and 48 in Japan. The crucial point here is to sustain a skillful and competitive labour force.

Why skills are important?

Skills matter: skills mean employability and mobility. They are critical drivers of economic and social growth. A strong skills base is pivotal to jobs, to productivity and to our national prosperity. Together with the provision of learning new skills, skills upgrading and acquisition of new skills are very important. Skills are important for the Indian economy due to several reasons:

Economic reasons:

to make the economy more competitive and advanced

- we need high quality and more innovative products delivered by higher skilled people
- we need to encourage creativity and entrepreneurship

- we need economic restructuring (for a recovery from crisis)
 - to solve the skill mismatch in the labour market
 - to absorb the opportunities in the high-tech market and to strengthen the economy with new business opportunities
- Social reasons: to maintain social cohesion
- most of the people are not sufficiently skilled (1.3 million unskilled and unqualified school dropouts and illiterates), therefore it is very important to provide opportunities for low skilled people to upgrade, adapt and widen their skills portfolio
 - only one fourth of people have high level qualifications and at the same time they are likely to upgrade their skills and follow lifelong learning
- Demographic trends: for an inclusive society
- Indian society is benefiting the demographic dividend (with more than 50 per cent of working aged population), therefore suitable and relevant skills need to be imparted.
 - Among the workforce of 400 million, 30-35 percent is female, and within this section, only 20 percent work in urban India particularly in the IT BPO Industry, therefore more gender participation is inevitable for a sustained and equitable society.

Together with the socio-economic and demographic trends, there are some specific reasons which promote the need for 'right' SKILLS.

Skills;

- for a productive and satisfactory work
- moving us out of recession into recovery
- best guarantee of our ability to sustain our growth and secure lasting economic success
- important for personal development and well-being
- adds to employability- better paid work + productive and satisfied

The contextual setting and the relevance of the present study

From the above said facts it is evident that Indian economy is growing steadily and rapidly but the prosperity would be sustained only with the support of a skilled labour force. It is also evident that we have a powerful labour force and a functioning system but we lack something. After a systematic analysis of the present status, I have found that we lack a co-ordination of academic institutions (those who are providing skills) and the labour market (employers who absorb the skilled personnel). It is also understood that the existing educational institutions are not providing the employable or necessary skills. Therefore, the present study considers a matching and an anticipation of labour market and skills needs. Why a matching of labour market and skills needs is important? It is so important because the present statistics depicts the fact that the unemployment rate is rapidly increasing and many lose jobs. At the same time there is an increased growth of performances of the secondary

and the tertiary sectors of the economy (especially the service sector). It shows a mismatch with the demand for and the supply of skills.

Why an anticipation of labour market and skills needs is important? The growth and development pattern of the Indian economy and society clearly depicts that we need to be prepared for the future, more specifically, anticipation of skills for a better labour market. The economy is growing and will be so competitive in the coming years. Therefore it is important to analyse the trends of growth of different sectors and to anticipate new and important skills suitable to the emerging market.

Objectives

Some of the specific objectives of the present study are as follows:

To understand the demand for and supply of skills in the present labour market and to examine the mismatch. To study the growth and development of different sectors of the economy and to find out future skills needs. To initiate a joint discussion on the field of skills and competences needed for the Indian economy based on a consultation of graduates, employers and academia. Apart from the above said objectives, the study wishes to focus on the importance of initiating various programmes to impart the necessity of skill development for a competitive economy. It is important to re-define and re-structure the educational process in India and necessary steps should be taken to promote the idea of raising skill levels not only for young people in school, college and university, but is about all- employed and unemployed, young and old, men and women, employees and managers at all levels.

The methodology

Understanding some important drawbacks (lack of co-ordination between providers of skills and the employer needs) and at the same time finding some future prospects, the study wishes to apply a suitable methodology by incorporating employers, graduates and academic staff/faculty to identify the important skills and competences. The model of the proposed study is the following. For a feasible and reliable study, after several discussions and analysis, the present study wishes to consider some important subject specific and generic skills and competences. The opinions and suggestions regarding the skills and competences will be collected through structured questionnaires. Questionnaires will be distributed to academic staff/faculty and graduates in selected universities, colleges and training institutes and also to selected employers in the selected sectors.

Theme: Skill Development- Skills development for national development
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SKILL DEVELOPMENT AND TRAINING ON THE USE OF LOGGING RESIDUES AND DISCARDED OIL PALM TRUNK AS RAW MATERIAL FOR THE DOWNSTREAM WOOD PROCESSING SECTOR

Okai, Reynolds

Ghana

In Ghana, majority of the rural folk depend on chain sawing activities for livelihood. Chain sawing is, however, characterized by degradation of the forest and therefore the government has put a ban on the production of lumber through chain sawing. This action has really affected the livelihood of people living along the fringes of the forest since they depend mostly on chain sawing activities to take care of their families.

The ban on chain sawing activities by the government has led to migration of some of the youth from the rural areas to the urban areas to search for jobs which do not exist. Some of the youth get frustrated because of the lack of jobs in the urban areas and resort to some form of social vices. The youth in the rural areas could be gainfully employed if they are assisted to convert into lumber, and in an efficient manner, the large volumes of logging residues that are left in the forest in the form of branches, buttresses and stumps.

Another area that is worth mentioning and needs to be addressed urgently to help halt the degradation of the forest is the large volume of oil palm trunks that are left in the forest to rot after tapping the wine in the trees. Thus, enormous quantities of palm trees are discarded in vain, while destruction of the rain forest has been expanding in the same tropical areas by excess cutting of trees. People living along the fringes of the forest could also be gainfully employed if they are assisted to convert the oil palm trunks into lumber using appropriate processing technology.

Skill development and training on the use of logging residues and discarded oil palm trunk as raw material for the downstream wood processing sector is a promising venture to promote Technical and Vocational Education and Training (TVET)

Theme: Skill Development- Skills development for national development
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SKILLS DEVELOPMENT MARKETPLACE

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Lesperance, John
Richardson, Alison Mead
Canada

To encourage the exchange and sharing of materials and learning programmes developed for flexible learning in Skills Development through Show and Tell (90 minutes) at a parallel session for Skills Development. We invite participation from a broad spectrum of practitioners including formal TVET, TVET teacher training, Non-formal skills development, Vocational Training Centres, Technical Colleges, Open Schools, Informal Learning, Universities, NGOs, CBOs, and FBOs. We are looking at a venue that can fit up to 50 displays.

One way of learning is from seeing and hearing about what others have done. Sharing experiences helps us to reflect on our own situation and adapt our practices based on others' successes or failures. Programme designers, course managers, project coordinators, courseware and materials developers are invited to showcase and share learning materials in skills development through flexible, blended, and technology mediated learning.

Interested participants are required to sign up before the conference and to share key information: course/programme title, target learners, learning objectives and outcomes, and learner feedback. An information pamphlet will be available to indicate the range of displays and Forum participants will be informed of the displays at the start of the conference. Presentation format is informal and flexible. Each presenter will be provided with a table to place course ware, posters or any visuals to be used as talking points. In the case of showcasing multi-media and eLearning materials, presenters will need to bring their own laptops or technical device whereby they can demonstrate their materials. The goal is to enable networking and learning to take place concurrently in a free and open setting.

Theme: Skill Development- Skills development for national development
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SKILLS FOR DEVELOPMENT: PRESENT STATUS OF VOCATIONAL PROGRAMMES IN LIVESTOCK AND FISHERIES AT BANGLADESH OPEN UNIVERSITY (BOU)

Rahman, Abu Nasar Md. Aminoor
Bangladesh

Certificate in Livestock and Poultry (CLP) and Certificate in Psiculture and Fish Processing (CPFP), two vocational programmes, were launched by SARD of BOU in 1999 to train the huge number of unemployed people for poverty alleviation and self-employment. At the initial stage, programmes were running well with participation of significant number of rural unemployed youth, distressed women and NGO workers. The objectives of the present study were to find out the present status of these programmes, their problems and suggested measures. A structured questionnaire was developed to collect data in relation to the objectives. The questionnaire was administered on learners in face-to-face situation and focus group discussions were also carried out with tutors. The results of the study revealed that number of CLP and CPFP students was dropped about 8% and 64%, respectively, than the initial stage. Although, the programmes were effective and appropriate in terms of skill development for self-employment and poverty alleviation of the target group, but student declining was the main drawback. It was found that students became less interested due to a number of reasons, e.g. lack of programme recognition by different loan granting authorities, financial constraint to receive certificates from BOU main campus, inadequate practical facilities, less promotional activities, less cooperation from coordinating offices (COs) or regional resource centres (RRCs) of BOU etc. It was suggested that practical facilities as well as number and frequency of radio and TV programmes should be increased. Promotional activities and cooperation of COs and RRCs should be increased to attract students. Additionally, liaison with government and/or other NGOs should be maintained so that proper arrangements for student loans and entrepreneurship development can be made.

Theme: Skills Development- Skills Development for National Development
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THE ROLE OF OPEN AND DISTANCE LEARNING IN SKILLS DEVELOPMENT: A PAPUA NEW GUINEAN CASE STUDY

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University of Papua New Guinea,

A skills based population drives its community to survive and progress. In traditional Papua New Guinean societies, most adults have completed formal education at the secondary school level (year 10 or 12). The education system of Papua New Guinea is based on modern society and Western theories of education and does not fully equip students with the most necessary skills to take back to their traditional societies. It does, however, provide basic knowledge of literacy/ numeracy/ science and social science that can enhance people’s understanding of modern issues. The average Papua New Guineans do however gain indigenous skills and knowledge from their families in their respective communities. The key to improving the lives of people in the traditional Papua New Guinean societies is thus by tapping into the existing skills that already exist within their societies. This can be done most effectively by providing further training. The aim of this research is to highlight the important role that Open and Distance learning through the University of Papua New Guinea Open College plays in providing skills based training to Papua New Guineans in different traditional settings. Through the Certificate in Tertiary and Community Studies offered by University of Papua New Guinea Open College, students are able to acquire skills and knowledge to enrich the skills they already possess. Surveys will be conducted at the five open campuses to identify areas that are useful or new to students and how these ideas relate to the students’ prior knowledge. The findings of this research will expose the importance of skills based training and the advantages of facilitating these trainings through Open and Distance Learning to promote Skills Development.

Theme: Skills Development- Skills Development for National Development
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TRAINING IN BUSINESS ENTREPRENEURSHIP SKILLS THROUGH DISTANCE LEARNING

Dr. Kuruba, Gangappa

Training is the back bone for any business initiative. Training imparts skills and enriches the skills of people towards increasing productivity. Training is

part of any business proposition not only to see its impact on sustainability of the organization but also to ensure profits that it generates within the organization. Training is also termed as applied science where people come together to learn new techniques of organising a new activity or an existing activity. Training should be a continuous process and should respond to the changes in the market; domestic and international. Training requirements will also be recognized on the basis of needs analysis in specific areas of development. Training in the business entrepreneurship is considered to be a vital element which results in sound performance of an organization. This applies more especially to all developing countries and Botswana is not an exception to this proposition. Since Botswana depends mostly on Trade, training in business receives a priority. At present, the country depends on foreigners for skilled manpower, this necessitates training local personnel to reduce the cost on national exchequer on importing foreign skills. In view of the importance attached to training, Botswana Government recently established Botswana Training Authority to oversee the training activity in the country. The paper investigates the need for training in small Business enterprises. While proposing the strategy of training for business development, the paper will look into the following:

- 1. Present Business environment in Botswana
- 2. Various skills required in the Business and the need for training
- 3. Impact of training on Business in Botswana
- 4. Initiatives taken by Department of Industrial Affairs through ILO project
- 5. Different Stake holders and their plans
- 6. Technology of Open and Distance Learning (ODL) for training
- 7. Way forward.

In the context of Botswana, Business skills play an important role in national development. Due to the country’s heavy dependence on Small business enterprises, it is imperative that all stake holders should be involved in the creation of business skills. In the process, to ensure better, easy and fast access, ODL’s intervention is required to impart training in business skills. In addition to existing infrastructure, new proposals are suggested as a way forward for the improvement of business skills through ODL.

Theme: Skills Development- Skills Development for National Development
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UNDERSTANDING AND PREDICTING STUDENT SUCCESS IN ODL IN A DEVELOPING WORLD CONTEXT: A CASE STUDY

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University of South Africa

With its almost 300 000 students, the University of South Africa (Unisa) is one of the mega-universities in the world and the largest in Africa. As the only dedicated comprehensive distance education provider in South Africa, Unisa faces unique opportunities and challenges with regard to contributing to realising the dreams and aspirations of a post-apartheid democracy in a developmental state, providing responsible open access to previously disadvantaged individuals and groups in redressing the injustices and inequities of the past and providing sustainable and appropriate student support optimising students' chances of success. Most of the current conceptual models proposed for understanding and predicting student success are developed from residential North Atlantic higher education settings. Although there are some research efforts and proposals specifically dedicated to understanding student retention and throughput in the context of distance education, there is very little research and conceptual exploration regarding the impact of the specific African context on understanding student throughput and retention in an open and distance learning environment. The paper will present Unisa's social-critical conceptual model for understanding and predicting student success and throughput. The model is based on a number of key constructs which encompass the complexities of the academic and non-academic factors shaping the responses of institutions and students as situated agents within specific macro, meso and micro social, economic, political, environmental and technological contexts. The paper will share some of the challenges in formulating and addressing the data harvested from the initial stages of the model's institutionalisation in the context of Unisa.

Theme: Skills Development- Skills Development for National Development
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UPSKILLING PACIFIC POLICE OFFICERS

Tuitoga, Anare U.
Fiji

Police officers in any country are at the forefront of law enforcement and are supposedly advocates of social justice. This is the service that they are tasked to perform. Pacific police officers receive basic training in their respective Police Academies. The training programme is normally completed within 16 weeks and the new recruits are then posted out into the field. The basic recruit programme prepares them to perform the basic task of policing but does not equip them with an in-depth appreciation of the more encompassing roles of upkeepers of the law. Many Pacific police officers still practice reactive policing. The reactive policing approach gives rise to enmity between the Pacific police organisations and the communities which they purport to serve. In the Pacific there is a long standing spirit of animosity between the community and their police organisations. Realising the inadequacy of Pacific police officers the Pacific Regional Policing Initiative (PRPI) sought to support the region's efforts to build the capacity of Pacific police officers, fight crime and corruption through the establishment of a 'Virtual Academy' that will coordinate and deliver training to police across the Pacific. It developed protocols for police work and high level training materials for Executive Management Programmes which were then designed and delivered by the University of the South Pacific (USP). For the last few years the approved content was delivered at the Certificate, Diploma and Degree levels are currently delivered throughout the USP region as well as non-USP regions such as Papua New Guinea and the Federated States of Micronesia. PRPI has identified a series of common critical issues requiring capacity building including executive leadership, strategic planning, policy development, investigative practices, basic police competencies and forensics capabilities. The current ODL materials address these issues in the attempt to upskill Pacific police officers.

Theme: Skills Development- Skills Development for National Development
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A STUDY ON HUMAN DEVELOPMENT THROUGH OPEN & DISTANCE EDUCATION SYSTEM AMONGST ISLAND COMMUNITIES IN SOUTH ASIA WITH SPECIAL EMPHASIS ON ANDAMAN & NICOBAR ISLANDS

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Indigenous people & island communities constitute a special group illustrating a perpetual social, geo-political, environmental & psychological flux & remoteness. These communities usually experience and follow poor Human development patterns as compared to mainstream communities living in 'mainland'. Education acts as an indicator of an improved and civilized society and providing these indigenous and island people, an access to basic needs have always been envisaged by the support agencies. These become pronounced when associated with disasters like Tsunami, Earthquakes etc. In such challenges, it becomes difficult in providing the indigenous & island populace an access and reach to a well appropriated and need based quality education. Human development has been envisaged as a fundamental facet for assessing development while education has been perceived as an important pre-requisite of human development for any region. While information about the role of ODL interventions has been noted by researchers, a gap still exists about its role in human development especially in relation to indigenous & island communities. Andaman & Nicobar Islands with their innate and imminent socio-geographical challenges are naturally 'disconnected & unreached' from mainstream higher education development which is seen in the mainland Indian subcontinent. The present research approach reasons upon the growth & development of Open & Distance education and its role in the human development of islands. The premise of the present research is based not on the concept that education affects Human development but on the principle that sustained & periodical education & training interventions amongst island communities would improve upon the core competencies for a sustainable development.

Theme: Skills Development- Global development for discourses north-south dialogues

A SURVEY CONDUCTED FOCUSING THE EDUCATIONAL DEVELOPMENT OF A WAR AFFECTED EDUCATION ZONE IN SRI LANKA

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Sri Lanka

The objectives of the study were , investigation of nature of education administration procedure, educational inputs and educational achievement , identification of strengths and weaknesses in education and development of an action plan targeting, educational development . The survey method was used . The sample included Directors, Principals, teachers, and parents. Interviews, observations and documentary surveys were used to collect data. Many administrative posts are vacant. Fifty percent of the principals are working on an acting basis. It has led to create problems at school level. Some teacher appointments and transfers are not being implemented based on the existing criteria . The Politicization has made a negative influence on these areas. Imbalance of physical resources in schools is visible in rural areas. Supply of school text books is not implemented in an effective manner. It has affected negatively on the teaching process. Lack of resource centres for different subjects is a hindering factor towards teacher development. The training sessions conducted are short term and not focused on developing competencies. Results of Grade 5 Scholarship Examination shows the low quality of primary education. The achievement level of Science, Mathematics and English is low at Public Examinations. Students have performed well in Commerce and Arts. The present peaceful environment in the Province is considered as a major strength. Commitments of teachers, students with multiple potentials have become strengths in Ampara Zone. Psycho-social problems prevail as a result of the past war situation. Student absenteeism due to involvement in income generating tasks is a problem. Based on these findings an Action Plan focusing the educational development in the Ampara Zone is forwarded.

Theme: Skills Development- Global development for discourses north-south dialogues

A TELESCOPIC ASSESSMENT OF DUAL MODE EDUCATIONAL DELIVERY IN A SINGLE MODE INSTITUTION: AN AFRICAN PERSPECTIVE

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Open and Distance Learning (ODL) as an approach for delivering education is perceived by many people in Africa as inferior, in terms of the quality of its programme, process and product. Nonetheless, this approach is not only widely embraced by many conventional higher institutions of learning in Africa but it also has become the surest mode for widening access to education for those who otherwise would not have enjoyed University education due to many factors. Despite the myopic view and the temerity with which ODL institutions are treated, many African traditional higher Institutions are rapidly adopting dual delivery mode in all their programmes. Considering that not all these conventional institutions have the wherewithal to successfully deliver ODL programmes because of their lack of competently trained human resources, adequate infrastructural provisions, professional expertise and managerial acumen in ODL, these then raise some ethical quality and social justice questions. This paper therefore, adopts a telescopic view to critically assess why many conventional African higher institutions are going the ODL route and what are the likely implications of this on the ODL learners. While ODL is undoubtedly a weapon of mass instruction, the issue of ivory towerism should ipso facto, give way to the philosophy of "marrying town with gown". The questions which therefore agitate the minds of policy makers, educational managers and researchers would include the following: Is it widening access for success or failure? Is it commercialising or democratising education? Is it an ill equipped programmes offered for mass production but with doubtful skills acquisition? Is it to raise the hopes of desperate learners only for their aspirations and expectations to remain unfulfilled? The paper therefore, makes some policy recommendations regarding the control mechanisms required to standardize the quality of ODL practice in Africa so as to improve the tainted image of ODL Institutions.

Theme: Skills Development- Global development for discourses north-south dialogues

CONTINUING EDUCATION & TVET: AN ALTERNATIVE SYSTEM AT THE UNIVERSITY OF THE SOUTH PACIFIC

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University of the South Pacific

A combined system of the complementary and alternative forms of Open Schooling operates at the University of the South Pacific through its Continuing and Community Education Centre and the College of Foundation Studies. The two sections provide an inclusive service by offering an alternative learning pathway to various levels of learners who did not progress through the traditional academic pathway. The sections serve both school-age and adult learners of different age groups. The Continuing and Community Education courses – professional short courses, business tailor made packages, semester-based distance and flexible learning courses and technical and vocational education and training courses – focus on life skills and work-oriented content. The Certificate in Early Childhood Education and, Certificate in Disability Studies are semester-based courses are developed and offered through the DFL system of the University. The College of Foundation Studies functions like a senior secondary school in preparing students for degree study. It serves students who have passed the school leaving certificates as well as those that failed. Mature-age learners wanting university qualifications also enroll.

- There are many success stories across the Pacific Island Countries from dropouts who have turned their lives around after getting a second chance. Continuing and Community Education and Technical and Vocational Education and Training have given a lifeline to many students. The case studies in this paper come from the Pacific environment. They point to the evolving educational realities and challenges in Pacific Island countries. They reflect both the conflicts and hopes that the students experience. The cases should provide immediate relevance and recognizable context for open schooling practitioners. The conversations are intended to stimulate thinking and move us toward positive action. A TVET content focus presented through an open schooling strategy has the potential to change a stalled system that works only moderately well for many students and not at all for some.

Theme: Skills Development- Global development for discourses north-south dialogues

REPURPOSING OERS: THE USP EXPERIENCE

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Fiji Islands

Open Educational Resources (OERs) have become a popular resource that many educational institutions are subscribing to as an alternative and sustainable means for learning and teaching. However, the acceptance of OERs has not been without its challenges. Some contributing factors for this include the irrelevance of context in content making it inappropriate for reuse, the fact that its still in its infancy and is not widely known and tested and lastly because it is often free the stigma of sub standard academic quality also accompanies its introduction. In 2009, the University of the South Pacific (USP) in collaboration with the Open University United Kingdom, (OU), University of Highlands and Islands (UHI), University of Mauritius (UOM) and the University of the West Indies (UWI) participated in an EDULINK funded project titled "Staff Improvement in distance education for Caribbean, African and Pacific universities" (SideCAP). This project's central goal was to equip distance learning practitioners in the ACP region with the skills of repurposing OERs. Each partner institution was tasked with selecting an OER to repurpose. The USP choice was a study skills module which currently is a useful interactive online resource for students studying across the Pacific who wish to refresh their essay writing skills for tertiary level studies. This paper will highlight the challenges experienced in the process of repurposing this OER.

Theme: Skills Development- Global development for discourses north-south dialogues
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RESOLVING TECHNICAL INFRASTRUCTURE DISPARITIES IN WIDE-AREA, CROSS-BORDER GEOGRAPHICAL ZONES TO DELIVER EFFECTIVE TRAINING MODULES

Walker, Sue, fay Michael, Hughes Tony,
Oliphant Rob
The International Award Association

The International Award for Young People is a self-development programme providing self-directed learning opportunities for 14-25 year olds worldwide. The Award Programme has a presence in over 130 countries, including 62 national programmes, and around 800,000 young people globally are currently participating in the Programme.

In the Asia Pacific region in particular, the size of the youth population in member countries such as Bangladesh, India and Indonesia, presents a huge opportunity for the Award to offer non-formal learning opportunities to young people. However, the diversity and scale of this region presents challenges for our capacity building, and in particular our Award leader training, the cornerstone of our programme delivery. A typical Award leader training course brings together up to twenty youth leaders from ten different countries from the three main sub-regions of the Asia Pacific zone. Major language and cultural differences, as well as diverse models of learning and Award delivery, have challenged us to create training modules which recognise these differences and turn them into a source of strength.

This presentation will address technical and systemic challenges in the design and delivery of youth leader training modules, using as a case study the International Award for Young People's Asia Pacific regional training needs. A pilot training module based around delivery of effective and appropriate Award leader training in the Asia Pacific region will be used to illustrate particular solutions where differences in technical infrastructure as well as language and cultural issues pose significant challenges.

Theme: Skills Development- Global development for discourses north-south dialogues
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GLOBAL LEARNING AND INTERNATIONAL EXPERIENCE – THE PERSONAL EXPERIENCE OF INTERNATIONAL EXCHANGES: FACILITATING NEW GLOBAL NETWORKS

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In this age of online learning and global cooperation via internet, it is easy to undervalue the outcomes of the personal experience of international exchanges where people have the opportunity to live and learn from others through direct immersion in another cultural. This presentation discusses four case studies from the perspective of the learning experiences of international post graduate students who have undertaken studies across diverse disciplines at the University of New England in Australia. These case studies include people from Butan, Vietnam, Papua New Guinea, and the Pacific Islands. The presentation focuses on aspects of global outreach and new learning and discusses from the perspective of these senior educators. This qualitative study uses in-depth interviews to look at the quality of the individual learning experiences, the perceived personal challenges of the international experience, the individual uniqueness of the cultural exchange, and how these international ambassadors perceived themselves as agents of change when they returned home. Specifically, the paper looks at the changed global perspective of the international experience and how these types of exchanges can facilitate the creation of new global networks.

Theme: Skills Development- Global development for discourses north-south dialogues
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TOWARD LEVERAGING OPEN SOURCE TECHNOLOGIES: TRAINING TEACHERS IN THE USE OF MOODLE (LMS) AT THE UNIVERSITY OF THE SOUTH PACIFIC

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The introduction of the learning management system (LMS) has been a challenge for many educational institutions in terms of providing proper training and up-skilling the teaching staff in the use of LMS and effectively incorporating it in their teaching. The University of the South Pacific (USP) which is owned by 12 island nations and which serves almost half of the 20 thousand students through flexible learning is no exception to this. In this paper, the authors describe the initiatives taken by USP to design and conduct professional development workshops for teaching staff embarking to use Moodle in their teaching. Since 2007, the training workshops have been conducted in several ways to meet the immediate needs and demands of the teaching staff. The training workshops comprised of a series of face-to-face 3-4 hour workshops, online introductory workshops and one-to-one workshops in response to urgent requests. These workshops focus specifically on enabling teaching staff:

- to use Moodle as an adjunct to face-to-face teaching rather than to teach in a fully online or distance learning context;
- to get a feel for how their courses could be enhanced using Moodle;
- understand the process of planning, designing and implementing online courses, and collaborate with others to do those tasks;
- create better and active communication and collaboration with their students; and
- design and manage learning assessment using Moodle.

Besides discussing the issues relating to the design and offer of training workshops, the authors critically reflect on the evaluation findings and concerns raised by the teaching staff in regards to teaching large classes with students distributed over the 12 countries of the USP region. Also, this paper suggests alternative ways of training that can be implemented to develop the skills of the teaching staff required for effective use of the LMS.

Theme: Skills Development- Global development for discourses north-south dialogues
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TOWARDS SUSTAINABLE OPEN EDUCATION RESOURCES: A PERSPECTIVE FROM THE GLOBAL SOUTH

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Abstract: One of the emerging issues in educational discourse today is the development and use of Open Education Resources (OER) and their potential in expanding access and improving the quality of education, particularly in developing countries where there is a dearth of quality materials. This paper seeks to contribute to the debate on OER. It critically examines the experiences of the Commonwealth of Learning in the creation and dissemination of OER and identifies lessons learned. It also suggests concrete ways in which various stakeholders can contribute to the sustainability of OER.

Theme: Skills Development- Global development for discourses north-south dialogues

CREATING AWARENESS ABOUT URBAN PLANNING TO THE COMMUNITY

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Urban planning or town and country planning is the **land use planning** system by which the Mauritian government seeks to maintain a balance between economic development and environmental quality in the country. The essential framework for the system is set up by the planning framework and the local authorities are the authorities which control development in the country. The country is now implementing a land management system which is going to be a crucial tool. But it is unfortunate that the population is not aware of its rights and the choices that are available. Mauritians are not really aware of the basic principles of town and country planning and for them it is a hurdle or a hassle when they want to carry out a development. They have the impression that planners are here to discourage development. They are not really aware of the steps taken by the government to encourage sustainable development. One of the roles of universities is to educate the people about important issues and to encourage community development. As such, the universities have to go forward and be a tool in creating awareness among the Mauritian people. This paper highlights the different ways in which the University can play a vital role in creating

awareness and educating the people about the concepts of urban planning and sustainable development and how the university will help reach out to the population and make people aware of their basic rights and privileges.

Theme: Skills Development- Regional cooperation who can benefit from whom

DEVELOPMENT OF LEARNING CONTENT FOR OER4S PROJECT: OPPORTUNITIES AND SOME CHALLENGES

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The paper reports an initiative taken by a Homi Bhabha Centre for Science Education (HBCSE), Maharashtra Knowledge Corporation Limited (MKCL) and the Indian Consortium for Educational Transformation (I-CONSENT) to develop Open Educational Resources for Schools (OER4S). The goal is to develop a new paradigm of education for large numbers with connectedness for offering Quality School Education for All, and for sustainable development of local situations – classrooms, schools and local community - by linking them to global scenario. The mentioned project is being funded by the Rajiv Gandhi Science and Technology Commission of the Government of Maharashtra. For the development of useful content seven workshops were organized at Pune, Nagpur and Mumbai. More than 1000 modules were developed. The web-based resources were developed collaboratively by academicians, teachers and enthusiastic parents. They will be made available to the stakeholders (teachers, parents and students) through the distributed classrooms set up by the Maharashtra Knowledge Corporation Limited (MKCL). A five days workshop was arranged at Pune to develop 'Learning Objects' by using free confluence software under OER4S Project. The 35 participants for this workshop were drawn from practicing teachers, teacher educators, parents and subject experts. A follow-up three days workshop was arranged at HBCSE, Mumbai. The paper also describes constructivist approach taken for the development of both Course Blueprint and Learning Objects for Secondary Level School Science, Mathematics, Social Science and Environmental Science. This first LO Workshop, gave a rich experience in carrying out a "constructivist" OER Training in OER development. The Workshop was, according to one participant: "Generally, there is a lot of talk about constructivism.

But this is the first time such training is being offered and material is getting developed.”

Theme: Skills Development- Regional cooperation who can benefit from whom

EMBEDDED WORK PLACE TRAINING FOR A SKILL DEVELOPMENT PROGRAMME: CRITICAL FACTORS FOR IMPLEMENTATION

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India

Offering skill inculcation programs on ODL mode is a challenging situation both for the institution and the learners. One of the major challenges is the delivery of the practical component. An earlier study of the reasons responsible for student drop-out from the Bachelor of Science Program of Indira Gandhi National Open University indicated the difficulty in attending the practical sessions (due to personal, family, employment and distance of the study centre) as among the significant causes for attrition. An alternate strategy was planned while designing the practical component of the Certificate Program in Laboratory Techniques (**CPLT**), and two modes of practical work were made available for the employed category of students [who work in the laboratories of the schools, colleges] (henceforth called '**target clientele**):

- i. As per Mode 1, around 50% of practical was to be completed in their workplace and the rest in the study centres.
- ii. As per Mode 2, the practical work was to be completed only in the study centres.

A preliminary study conducted among the target clientele enrolled during 2003 to 2008 in CPLT indicates that only around 20-30% could benefit by using Mode 1. It is puzzling that majority of the target clientele have not benefitted from the advantages of Mode 1 in terms of utilisation of faculty support as well as of laboratory resources at their workplace and, minimisation of duty-abstention time for carrying out the practical component.

It is intended to study the factors essential for encouraging the target clientele to choose place of work for completing practical work; the study could also throw light on the critical factors governing the requirements for deploying workplace for skill development in continuing education programs.

Theme: Skills Development- Regional cooperation who can benefit from whom

HOW SHOULD YOU BE INTERESTED IN ENCOURAGING PARTICIPATION IN ONLINE-BASED LEARNING PLATFORMS?

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Web 1.0 has established the much sought after benefits of engaging the Internet in enhancing the teaching, as well as the learning process. In fact, literature provides ample documentation of many educational institutions in fostering sponsorships of online-based learning platforms. However, the recent acquiescence of Web 2.0 addresses the more critical question of how should participation be encouraged in online-based learning platforms. The rule of thumb to address this question would be to ask yourself why you want to encourage participation, and to what extent does this participation amend the role of the student in online-based learning platforms. Should the answer to these questions is to promote motivated participation, then this paper offers enlightened qualitative perspectives to how rehearsal of student-centered learning is able to accommodate these concerns. The essence of student-centered learning is the construction of meaningful knowledge in authentication of real world contexts, as the student shoulders the primary role in the learning process while instructor facilitates. Substantiated with excerpts of in-depth interviews of four professors from three Research Universities, this paper discusses how an instructor should be interested in encouraging participation in online-based learning platforms. Among others, this paper also addresses implications for improvement of quality in the delivery of formal education, with reverence to open and distance learning.

Theme: Skills Development- Regional cooperation who can benefit from whom

IMPORTANCE OF INTERACTIVITY FOR SKILLS IN OPEN DISTANCE LEARNING COURSES

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Mauritius

In the context of public sector reforms, the Mauritius College of the Air designed open distance learning (ODL) course in Supervision and Leadership for Change for Public Officers. The course requires a minimum of 90 hours of self-learning using the especially designed print led learning materials over a period of 16 weeks. The materials provided opportunities for active learning and reflection. Learners were often called upon to draw from their experience and share these experiences. They also had the opportunity to reflect on case studies provided in the learning materials and even to bring in their own case studies where appropriate. The learners also interact with the tutor and the peers during face to face tutorials according to a delivery plan, through the phone and email. Course assessment rested on learning, reflection and applying what is learnt in the work context. The paper explores the relevance and quality of interaction experienced by open distance learners in this course through an investigation of "how do open distance learners perceive and assess the importance of the various forms of interactions."

The definition of Thurmond (2003) is relevant ...the learner's engagement with the course content, other learners, the instructor, and the technological medium used in the course. True interactions with other learners, the instructor and the technology result in a reciprocal exchange of information. The exchange of information is intended to enhance knowledge development in the learning environment. Interaction is an important element that contributes towards effective learning. The level of interaction has a major impact on the quality of ODL programmes. Interactivity concerns learners, programme developers, instructional designers and administrators wishing to promote quality ODL without compromising the social interaction.

Theme: Skills Development- Regional cooperation who can benefit from whom
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INCREASING LEARNER ACCESS & SUCCESS IN TVET THROUGH REGIONAL COOPERATION:

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Jamaica

In 2001, the University of Technology, Jamaica (UTech) signed a Letter of Agreement with the Commonwealth of Learning (COL) to be the certifying institution for the Special Diploma Programme in Technical Vocational Education and Training (TVET) to be delivered to several Caribbean member countries over a period of four years initially, with the option of extending to six years. In this partnership, COL owned the content resources, available for use within the Caribbean and Commonwealth; while UTech facilitated the development and delivery of twelve modules by distance learning (print, CD-roms, emails and teleconferencing). The overall purpose of this regional programme was to prepare practicing TVET teachers in the public education systems of the participating territories in pedagogy. It therefore provided increased access for in-service TVET teachers to upgrade their qualifications, by distance learning. A proposed corollary of this training was the standardization of TVET instructor-training competencies in the region. This initiative would also have significant implications for the accreditation of TVET teachers across the region, given current developments as exemplified in the Caribbean Single Market Economy (CSME) and its requirements. In 2008, the COL-UTech Agreement ended with the delivery of pilot programmes to three Caribbean countries: the Bahamas Islands, St. Kitts and Nevis, Grenada. There were forty-eight (48) graduates, including five persons who have matriculated to the bachelor degree TVET programme at UTech. In 2009, UTech upgraded the original Diploma from 40 credits to an Associate Degree of 60 credits, by expanding the specialist courses, beyond the initial focus on pedagogy, and by incorporating online-blended delivery. This presentation will focus on the nature, benefits and impact of regional collaboration and the facilitating role of COL. Of significance are the lessons learnt and the recommendations for new TVET programme directions including the expansion of delivery to other countries in the Commonwealth.

Theme: Skills Development- Regional cooperation who can benefit from whom
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MAKING ODL VIABLE: A MODEL OF SHARED SERVICES IN THE CARIBBEAN

Blackman,Paul, Dr.Rowe, Patrick & Woodall, Lora

In order to meet the increasing demand for access to tertiary education, many institutions are introducing online or blended courses. As institutions in the Caribbean region are undertaking this transition, three institutions in Barbados have decided to collaborate to create a shared services system to support ICT applications. These three institutions differ significantly in scope and function, including teacher education, technical and vocational training as well as liberal arts education. This concept paper will describe the challenges in the process of creating a shared services mechanism to support the open and distance learning component across the three institutions. Finally, the paper will also chronicle the lessons learned in the implementation of shared ICT services for open and distance learning.

Theme: Skills Development- Regional cooperation who can benefit from whom
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ODL INTERVENTIONS FOR SKILL DEVELOPMENT IN AGRICULTURE

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Indian agriculture is at crossroads and is one of the concern areas for the policy makers. The human resource base for the agriculture sector is weak and is one of the neglected components of the sector. Recently, launched National Skill Development can provide an interface for development of human resource for the agriculture sector. The ODL can play a pro-active role in human resource development for agriculture sector and successful implementation of the Skill Development Mission through interventions like: development of competency based curricula and multi-media training modules, designing and implementing the testing and certification mechanism and development of qualification framework. It can also facilitate in creating a value added ICT enabled system. Implementation of skill development mission in area of agriculture through ODL shall ensure wider participation in equity mode. The paper shall outline the present agriculture scenario, status of vocational education and skill development in the area of agriculture, potential of Open and Distance learning (ODL) in skill development and issues involved in development and planning of

Qualification Framework. It is envisaged that efforts in building the human resource, through a structured and certifiable system shall bring in significant change in the growth of the sector.

Theme: Skills Development- Regional cooperation who can benefit from whom
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QUALITY ASSURANCE AND OERS IN THE COURSEWARE DEVELOPMENT PROCESS

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Mauritius

Open Educational Resources provide instructors with an innovative way to conceptualise courses. The philosophy behind it is that courseware development becomes a distributed and a split 3-phased approach. This means that the development of content can be done by anyone, anywhere and at any point in time, thus becoming the first phase of the process. The instructor involved in the use of OERs has practically no control over this phase but has access to a range of tools than can give him access to content having been developed in that phase. A simple example would be to use a search engine to look for related content or to access OER repositories. The other phase would be to build-up the course from the content available manually or through the help of courseware building tools. The third phase would be the delivery and dissemination of the course content in a face-to-face classroom or via an Elearning platform. The instructor might have control on both phase 2 and 3 or on only one of them. This approach being an innovative way in itself, is set however to be a "disruptive process" in well established traditional educational systems. This paper looks at the quality assurance issues related to the use of OERs and proposes an alternative model to the traditional content-driven approaches.

Theme: Skills Development- Regional cooperation who can benefit from whom
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REGIONAL COOPERATION AMONG OPEN UNIVERSITIES: A CASE STUDY OF SOUTH ASIA

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South Asia is perhaps the most densely populated region in the world. However, when it comes to its human development indices, it fares poorly amongst its competitors from other regions of the world. One of the important constituents of the Human Development index is Education. Quality higher education has not reached most areas of this region. Presumably, Open University system has a vital role to play in "reaching the unreached". The region is definitely blessed with the welcome proliferation of a number of quality Open Universities. In an era of globalization, it is imperative that these distance education institutions benefit from each other's expertise for mutual gain. The paper will focus on:

1. South Asia: A Brief Introduction
2. Open Universities in South Asia – Reaching the unreached in an era of globalization
3. Plausible areas of cooperation among Open Universities of South Asia: Programme Designing and Maintenance, Niche Programming, Testing Services, sharing of programme-ware/courseware, training services and others
4. Gains from trade and cooperation
5. Suggestions and conclusions

Theme: Skills Development- Regional cooperation who can benefit from whom
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ROLE OF OPEN AND DISTANCE LEARNING SYSTEM IN REDUCING THE STRESS AMONG THE LEARNERS

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Dr. Sharma ,Oum Prakash (IGNOU INDIA)

During the past few years it has been observed that a large number of students in the formal system of education have taken very harsh steps even up to suicidal attempts. Moreover, many of the students who have successfully completed their studies and have joined good organizations are not able to cope up with the challenging and difficult situations in day to day life. The main reason of all such unwanted incidents seems to be in the faulty education system focusing only on the completion of a programme

with out bothering for the development of life skills to deal with the adverse situations and failure in life. The fact is that the main focus of all the education systems has been to get success in terms of passing the examination for getting certificate, degree or diploma within the rigid and fixed conditions. Whereas the heterogeneous group of students have different pace of learning, different learning abilities, different socio-economic background and individual way of handling the life situations.

The open and distance learning system because of its inbuilt learner friendly features and flexibilities has the potential to enable the learners to deal with the challenging and difficult situations and thus help them in reducing the stress as compare to their counterpart in the conventional system. Besides highlighting the basic principles and dimensions of stress management, the proposed paper will focus on the features of the ODL system which help in reducing the stress among the learners and also to prepare them to handle the adverse situations in life. It will also highlight the different areas of the ODL system that need to be redesigned so that the teaching-learning and life skill development takes place simultaneously. The related issues and challenges in doing so will also be discussed in this paper.

Theme: Skills Development- Regional cooperation who can benefit from whom
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THE RELATIONSHIP BETWEEN TEACHER CERTIFICATION AND INSTRUCTIONAL PRACTICE IN A TERTIARY INSTITUTION IN BARBADOS

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For countries with limited natural resources, their citizens are the most valuable assets. Such human assets garner appropriate attitudes, behaviors and competency in skills through education. To this end, teachers are critical to the success of the educational institutions and, to the nation's development.

In the Caribbean country of Barbados, there is no mandatory prerequisite of teacher certification for tertiary level educators. At the Barbados Community College, there are instructors that have certified teaching qualifications and those without this certification. Though uncertified as teachers, some practitioners start with content knowledge

in the subject area to be taught, and some have professional designations in teaching for their specific area.

Even with the benefit of certification there is the question of the relationship between the theory of teacher education to instructional practice. The focus of this paper is to discuss whether there is such a relationship, and does it affect the competence of practitioners.

In focusing on the Barbados Community College, the questions to be answered will be:

- What is the current status of teacher education at the Barbados Community College?
- Is there a relationship between educational theory and instructional practice?
- Is there a relationship between the effectiveness of certified teachers and uncertified practitioners to instructional practice?
- Does certification affect the competence of practitioners?
- Should teacher education at this institution be revamped?
- What are the benefits and costs of revamping teacher education?

Using information obtained from different educational facilities, principles useful to successful teacher education and practice at this particular institution will be outlined.

Theme: Skills Development- Regional cooperation who can benefit from whom

TOWARDS A FRAMEWORK FOR PLANNING AND DESIGNING OF RURAL KNOWLEDGE CENTRES

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Sai, Kuna Aruna, USA
Chaudhary, Sanjay India, And
Venkataraman, Balaji India

Exponential growth in Information and Communication Technologies (ICTs) and establishment of Rural Knowledge Centres (RKC)s have been fast spreading across the globe. In the continuous process, there are tens of thousands of RKC)s are being established by various agencies, to provide shared public access to ICTs for meeting educational, social, personal, economic, and entertainment needs of the rural community. As most of these initiatives are relatively new, there are mixed opinions on the

social and economic impacts of RKC)s. There is also lack of good understanding on the conceptual and theoretical framework for planning and designing of RKC)s.

The authors conducted a study to fill this information gap by assessing selected ICT for development (ICT4D) project sites in rural India. Through the systemic analysis of the data and continuous interpretation of the observations, the study proposes a framework for planning and designing of RKC)s.

In this paper, the authors present the study results, and discuss the evolution process of RKC)s and factors that influences planning and designing of RKC)s.

Theme: Skills Development- Regional cooperation who can benefit from whom

USING STUDENT PORTFOLIOS FOR GUIDANCE AND ASSESSMENT PURPOSES

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The Department of Early Childhood Development and Primary Education of the National Institute of Education is conducting an Early Childhood Development Diploma course on an experimental basis with the purpose of introducing new innovations to the field of teacher education in ECCD. A Portfolio was introduced as a guiding and evaluating tool of student performance in this course. Therefore, a study was conducted to experiment the effective ways of using portfolios as a tool for evaluating student performance and guiding them towards the expected levels of learning. Action research design was used to conduct the study. A research team was appointed to collect data and Informal observations, discussions with student teachers and lecturers and student reflections were used as data collection methods. The first hand experience of the researchers was considered as a valuable source of information in this study. A "portfolio supervisor" was appointed to look after student portfolios and his/her was two fold: to guide and monitor the development of student portfolios and to make a final assessment about them. Each student met the portfolio supervisor once a month, presented his/her portfolio and obtained feedback for further improvement. The informal discussions and observations revealed that this procedure was very effective and it helped in various ways for the students to develop their portfolios. Student

teachers were able to develop various skills related to the teaching-learning process. Further they took this as an opportunity to show and get improved their talents.

In addition, students had the opportunity to work closely with their lectures. There was a tendency to freely express their learning difficulties and the shortcomings of organizational matters directly to the supervisor. The supervisor's role was very important in introducing, maintaining, and evaluating portfolios. It was further evident that the portfolio was very useful as a continuous and authentic assessment tool.

Theme: Skills Development- Regional cooperation
who can benefit from whom
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USING TECHNOLOGICAL INTERFACE IN VOCATIONAL EDUCATION FOR WOMEN IN INDIA

MUKERJI, SIRAN IGNOU
Tripathi, Purnendu IGNOU

Educational institutions in India including national and state open universities are offering variety of courses in vocational education but technological interface and access to target group especially women is still missing and there is a need for design and development of vocational courses with technological intervention for skill development in women so that they can equally contribute towards national development.

The paper herein attempts to analyse the skill development programme currently offered by the institutions and identifies core areas of skill development which are yet to be tapped. It further attempts to highlight as how technological intervention coupled with collaboration of formal vocational training and development centres together with institutions of open and distance learning can enhance skills women workforce in India.

Theme: Skills Development- Regional cooperation
who can benefit from whom
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**Theme:
Formal Education**

A STUDY TO EMPOWER PRE-SERVICE TEACHERS WITH SKILL SETS TO DEVELOP TECHNOLOGY ENHANCED ODL MATERIAL

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Most reputed Teacher Education Institutes come with the inherent advantages of having curriculum designers, subject matter experts and a well stocked library under one roof; hence to tap their potential, pre-service teachers at such premier institutes should be trained to develop instructional material. Involving teacher education institutes in material development would also ensure that local needs of the learners are also met. Today, as education is no longer restricted only to a formal system and the ODL form of learning is gaining popularity, pre-service teachers need to be equipped with the skill sets to be able to negotiate the teaching learning in an ODL environment. Pre-service teachers can utilize the benefits of a teacher education institute and get acquainted with the skill sets required to develop ODL material, like, that of Instructional Design, Content Writing and Technology Enhanced Instructional Material development. Since, technology enhanced ODL material has the advantage of allowing learners to study what they want, when they want, where they want and how they want. This paper will present a quasi-experimental study wherein a group of pre-service teachers at the Army Institute of Education, Delhi Cantt. were trained to develop technology enhanced ODL material on a concept in Cell Biology for Secondary School Students and study its effectiveness. It will also discuss the reaction of the secondary students towards the developed technology enhanced ODL material made by the pre-service teachers. It will follow the learning experiences of the involved pre-service teachers during this study and present a conceptual model in tune with the existing traditional teacher education curriculum; wherein the pre-service teachers are trained with dual competencies: one for the formal education system and the second for the ODL form teaching and learning, so that there is teacher preparedness in providing access to education in its various forms to the learners.

Sub- Theme – Revamping Teacher Education
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A CRITICAL SYSTEMIC ANALYSIS OF AN ON-LINE TEACHER EDUCATION PROGRAM OF I-CONSENT, INDIA – AN EXPERIMENT OF E-LEARNING IN TEACHER EDUCATION

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Chougule, Sadashiv YCMOU, Nasik
Naidu, Som NSW, Australia,
Deshmukh, M N I-CONSENT, Pune, India
Takwale, Ram I-CONSENT, Pune, India

This paper describes and reviews critically the systems and processes involved in an on-line teacher education program developed by the Indian Consortium for Educational Transformation (I-CONSENT). This is an initiative of a group of eight universities, institutions and about 40 educators who worked together for more than three years to develop and deliver this program on e-Platform with the support of Commonwealth of Learning. The program is being piloted by YCMOU, Maharashtra's state open university. This innovative futuristic program aims at orienting the teachers in the latest pedagogies, learning theories and relevant ICTs so as to enable them to develop necessary competencies and capabilities in the learners desirable for the emerging connected knowledge society of "Next Now". The program uses situated learning design, based on constructivist pedagogy and role based courses that are delivered in a distributed e-education system, for sustainable development of learners and situates, such as, classroom, school and local community in the global context. In the light of the personal experiences of the faculty and the learners during the piloting of this program, this paper critically examines, the development, delivery and deployment processes and support systems. These include cooperative and collaborative working, learning and developing; mentoring and on-line tutoring using ICT tools and techniques and open learning resources for the facilitation of new learning processes in six different learning settings and situations; evaluation system involving Portfolio assessment; infrastructural facilities involved, its model of management for developing together on an e-platform etc. This examination is in terms of the developmental objectives, both personal development and situated development, and also effectiveness of the systems and sub-systems, using the COL model for Project evaluation. Pertinent pedagogic and organizational issues involved are also raised and discussed.

Sub- Theme – Revamping Teacher Education
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DESIGNING QUALITY MATERIALS FOR TEACHER EDUCATION

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In this paper I argue that designers of teacher education materials, for the page or screen, mediate knowledge(s) and skills in ways that constitute particular subjectivities for readers as students and for readers as teachers. Such mediation is likely to influence the 'investment' of these readers in their studies and also to influence their recontextualisation of knowledge(s) and skills in their classrooms. I outline how I have used conceptualisations of pedagogy from the work of the sociologist Basil Bernstein and of the applied linguist Suresh Canagarajah, together with theories of mediation first introduced by Vygotsky and subsequently elaborated by a range of writers in the field of developmental psychology, to develop a critical pedagogic framework for analysing teacher education materials. I describe how I have used this framework to analyse three sets of distance education materials designed and produced in South Africa. The analysis suggests that in each set, the overall design is consistent with the designers' main pedagogic purposes and that because these purposes differ, what is made available to readers constitutes them as a particular 'type' of student and as a particular 'type' of teacher. In conclusion, I argue that a critical pedagogic analysis of materials, whether these are for the page (still important in a number of teacher education contexts) or screen, can contribute to the design and redesign of teacher education materials of high quality, in which students of teaching are likely to invest.

Sub - Theme - Revamping Teacher Education

DEVELOPING PRACTICE: TEACHING TEACHERS TODAY FOR TOMORROW

Mays, Tony

This paper argues that the development of classroom practice is central to the purpose of the initial professional education and training (IPET) of teachers. Notwithstanding the growing use of ICTs, both in teacher development and in school classrooms, the normative modelling of appropriate contact-based practice is still a fundamental component of IPET and needs to be conceptualised, costed, implemented, supported and evaluated accordingly. Increasingly this needs to be done within a distance education context. However, the advent of new technologies in the social lives of learners, as well as in school classrooms, means that the notion of appropriate pedagogic practice needs to be extended to include a wider range

of practices than those premised only on face-to-face contact. The paper provides some suggestions based on current practice in South Africa generally, as well as recent practice at the University of South Africa (www.unisa.ac.za) in particular, as well as drawing upon a recent on-line tutoring course run internally at the South African Institute for Distance Education (www.saide.org.za).

Sub- Theme – Revamping Teacher Education

DEVELOPMENT OF TEACHERS THROUGH TECH-MODE TO MEET THE GOAL OF UNIVERSAL PRIMARY EDUCATION

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Teachers are shapers of the modern world. They play a leading role in transforming the children into responsible global citizens by facilitating them acquire knowledge, skills, values and attitudes. Educated citizens are the agents of change for a better world. Realising the power of education on development of individual and development of a country, Universal Primary Education (UPE) is taken as the first goal of UN Development Goals 2000. In reality, the supply of qualified teachers is not meeting the demand in different regions and countries to realize this goal. According to the UNESCO projections a total 10.3 million teachers are needed in order to achieve UPE. The two thirds of world's teacher gap is in certain Sub-Saharan, African and Arab States. In order to meet the goal of UPE many countries need political will, commitment and investment to scale-up the teacher development activity with cost effective teaching learning practices to meet the challenge of UPE 2015. These statistics reflects the need for strategies for developing innovative methods/ models to revamp teacher development with commitment and investment to minimize the teacher gap. Open Distance Education is playing a major role in development of qualified teachers world wide. This paper discuss about the need, scope, relevance and advantages of technology mediated Open Distance Education (Tech-MODE) for teacher education and training to meet the demand of qualified teachers. The focus in this paper is on assessing the gaps in the teacher development world wide and in India and to identify appropriate information communication technologies enabled Open Distance Learning models and methodologies for development of teachers in Indian context.

Sub- Theme – Revamping Teacher Education

EVALUATION IN TEACHER EDUCATION PROGRAMME: A STUDY OF B.ED. PROGRAMME OF JAMIA MILLIA ISLAMIA

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Transforming teacher evaluation system into a mechanism for improving learning is a challenge deeply linked with quality of teacher education programme. Poor evaluation system, because it neither improves teachers' instructional skills nor facilitates the development of other competencies, is liable to rob children of the achievements they have the potential to obtain. An attempt has, therefore, been made in this paper to study the present evaluation strategies adopted in B.Ed. Programme, offered through Distance Mode by Jamia Millia Islamia, in order to assess their effectiveness in development of professional competencies required by the teacher. Further, a probe has been made into the current evaluation strategies to determine whether they are aligned with what the Curriculum Frameworks for Teacher Education, research and expert guidance suggest. The objectives of the study have been attained through the interview of enrolled in-service teachers, document analysis and review of various teacher evaluation tools for assessing their strengths and weaknesses each. The analysis has been done in terms of the objectives of B.Ed. Programme which pertain to cognitive, affective and psychomotor domains of learning. The paper suggests the use of self assessment, Portfolio assessment, student achievement and student work sample review as evaluation tools in addition to those in use. Further it suggests the ways to utilize evaluation to promote teachers' professional growth and measure teachers' competencies. It also provides policy options that can guide the authorities to adopt the evaluation system to ensure quality teacher education through distance mode.

Sub- Theme – Revamping Teacher Education
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EXAMINING PRESERVICE TEACHERS' PARTICIPATION IN ASYNCHRONOUS ONLINE DISCUSSIONS IN RELATION TO THEIR CONCEPTIONS ABOUT TEACHING AND LEARNING

Pratap, B.Oogarah- Mauritius Institute of Education

Asynchronous online discussions, integrated in teacher education programmes delivered through a blended mode, have the potential to increase both the quantity and the quality of tutor-student, student-student and student-content interactions outside class hours. According to Biggs 3P model of learning, conceptions about teaching and learning can significantly influence online interaction patterns. The conceptions about teaching and learning refer to the beliefs that individuals have about their preferred ways of teaching and learning, including the meaning of teaching and learning and the roles of the teacher and the pupils in a learning environment. The conceptions are often associated with two learning models: traditional/transmissive and progressive/constructivist. Students with transmissive conceptions view themselves as passive recipients of information and the teacher as the source of knowledge and students. Those with constructivist conceptions, on the other hand, put more emphasis on active learning strategies which promote critical thinking, discovery, collaboration and independent learning, essential elements that contribute to the success of online discussions. There are few studies which have been carried out to examine how preservice teachers' conceptions about teaching and learning influence their online interaction patterns. A study was thus carried out among a group of preservice teachers enrolled in a Teacher's Diploma programme where online discussions were used to engage them in a collaborative way to explore and discuss topics that could not be fully addressed in face-to-face classes. Conceptions about teaching and learning were measured using Chan's Teaching and Learning Conceptions questionnaire (TLCQ). The quality and quantity of the online interactions were determined based on Henri's model of content analysis of the online discussion transcripts. Study findings have important implications for the design and implementation of effective online discussion in teacher education programmes.

Sub- Theme – Revamping Teacher Education
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FACILITATING DEEP LEARNING THROUGH ASYNCHRONOUS ONLINE DISCUSSIONS AMONG NONNATIVE ENGLISH SPEAKING TRAINEE TEACHERS WITH A NON-WESTERN CULTURAL ORIENTATION

Pratap, B.Oogarah- Mauritius Institute of Education

The use of asynchronous online discussions in teacher education programmes has become increasingly popular with wider access to computer and Internet technology around the world. Teacher educators who design asynchronous online discussions that are to be integrated in teacher education courses that are delivered fully online or using a blended mode should not only focus on increasing the degree of interaction, but they should also focus on promoting the quality (breadth and depth) of the interaction. Some studies have shown that asynchronous online discussions have the potential to facilitate deep learning and critical thinking skills among trainee teachers. These are essential skills for neophyte teachers that enable them to develop deeper notions of teaching and learning aligned with constructivism and that enhance their problem-solving capabilities so that they can better cope with novel and challenging classroom situations. So far, most of the studies conducted in this area have been conducted among native English speakers from western cultures. It is uncertain whether non-English speaking trainee teachers from non-western cultures also benefit in the same way when they participate in asynchronous online discussions. This paper argues that tutors should give due consideration to cultural and linguistic factors when designing and implementing asynchronous online discussions. It highlights some of the challenges that non-native English speaking students and tutors from non-western cultures face when they participate in online discussion forums where English serves as the medium of interaction. The paper concludes by providing culturally sensitive design principles and pedagogical considerations for developing and implementing asynchronous online discussions such that deep learning is facilitated among non-western non-native English speaking trainee teachers.

Sub- Theme – Revamping Teacher Education
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LINKING CORPORATE TO COMMUNITY TECHNOLOGY CENTERS

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In a new millennium with the federal mandate to leave no child behind, there's one constant for teachers: The need for new teachers to be nurtured, trained and treated with the respect a professional deserves. Many education systems worldwide have undergone major reforms over the last few years or more. Educational reform cannot take place without major consequences for teacher education. This abstract bears a view on the way teacher education has responded to education reform in India. The reform efforts were widespread but each endeavour was guided by different priorities. In particular, the trend towards Professional Development Schools has been viewed as encouraging but ultimately their success must be measured by longitudinal research over a period of time. The reform movement can be described as a shift towards school-based training of teachers with schools as the lead partners in educating novice teachers. These experiences have particular relevance for global education system. It shows that what is needed is a revitalisation of research on teacher education. Successful teacher education institutions and programmes share distinct features, a clear shared vision of good teaching, well-defined standards of practice and performance, intensively supervised practical experiences, and strong relationships between training institutions and reform-minded local schools. Learning Links Foundation is the Program Management and Training Agency for a large scale Professional Development Program for teachers in India. The Foundation has been conducting training workshops for teachers and orientation courses for administrators. The Foundation is working with various State Education Departments for verifying the functionality of equipments and technical specifications of computers in all educational institutions where professional development training programs are conducted by Learning Links Foundation. Functionality of equipments and technical specifications of computers have been verified by the Foundation, across 30969 schools and 2045 Colleges of Education across 22 states and 5 Union Territories of the country. The Foundation has conducted extensive evaluation and impact assessment studies with an implementation team of the National Assessment and Accreditation Council (NAAC). Its research team is working with them to compile Best Practices in Technology integration in Teacher Education in teacher education institutions. The Foundation has also worked with Deakin University in Australia to study in-depth education program in Asia Pacific region. The study seeks to determine program impact on the teaching

practices of pre-service students once they gain teaching position. Drawing from this research background and from on ground program implementation and training experiences, LLF intends to share some of the results that reflects the trend of teacher education in the country and some suggestions towards the way forward.

Sub- Theme – Revamping Teacher Education
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HEAD TEACHERS’ EXPECTATIONS OF A QUALITY TEACHER PRODUCED THROUGH DISTANCE EDUCATION

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Dr. Sharayi, Chakanyuka Zimbabwe Open University

Dr. Owence, Chabaya Zimbabwe Open University

Head teachers’ expectations influence the quality of teacher graduates produced by any institution. They provide the benchmark against which teacher education graduates of any institution are measured. This study sought to determine what characteristics heads expected of teacher education graduates produced through distance education by the Zimbabwe Open University. A case study of one regional campus was employed to gather data through interviews from a convenience sample of fifty heads of schools. Findings revealed that two groups of heads different expectations of teachers produced through distance education. One group expected the teachers to be knowledgeable in their subjects and be able to dispense that knowledge for the benefit of the school pupils. They also had to be trustworthy, confident, competent and willing to accept the authority of the head. The second group of heads, who were in the majority, expected the university to produce experts who exert powerful influence on knowledge production and pedagogy and who promote collaborative productivity and networks. Such graduates must be skilled enough to live and work in the technologically changing global society as knowledge retrievers and knowledge creators. The study recommended a new teacher education curriculum that will produce an expert with capacity to create and retrieve knowledge and promote collaborative productivity. Further studies need to be done on the effectiveness of current delivery modes in these efforts.

Sub- Theme – Revamping Teacher Education
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I-CONSENT’S INNOVATIVE TEACHER EDUCATION PROGRAMME: IN PURSUIT OF EQUALITY, QUALITY AND QUANTITY

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India

Promoting quality education and making it available equally to a large section of learners is a challenge for our education system. This was rightly highlighted by J.P. Naik, renowned educationist who had stated “The simultaneous pursuit of equality of opportunity and improvement of standards in the face of scarce resources confronts Indian education with a dilemma common to many countries” There are many aspects to this challenge, especially with respect to India, keeping in view the —situation of the rural masses, girl education, education of the lower castes, adult illiteracy, shortage of primary and secondary teachers, teaching-learning methodology, the fundamental question of the purpose of education, assessment and evaluation, and lack of sufficient resources. This elusive triangle of ‘equality-quality-quantity’ described by J.P. Naik explained this situation well. Resolving this mysterious triangle can be a golden key we all in search after. The I-Consent’s e-B.Ed programme is a pursue to Naik’s thoughts and an innovation in teacher education, which makes an attempt to address the three aspects of this ‘triangle’. In this paper the researchers, who are the team leaders of the first two courses of this programme, explore how this e-B.Ed programme addresses these aspects through a number of strategies, approaches for quality education, as well as tools for mass. Having adopted a constructivist approach, it has applied situated learning design with cooperative and collaborative methodology for learning and development based on universal human values. Being a part-time DL programme it has employed the blended learning approach, thus providing opportunity for quality education at the door step of any number of potential student in the remotest towns and corners of the country.

Sub- Theme – Revamping Teacher Education
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**INSTRUCTIONAL SKILLS
WORKSHOPS: A MODEL FOR
TRAINING PROFESSORS
HOW TO TEACH**

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British Columbia Institute of Technology

This paper describes a practical workshop designed for training professors how to teach. Training professors is an inherent problem throughout the world as professors are typically hired for their content expertise rather than their teaching skills. It is rare for professors to be hired who already are proficient with both content expertise and teaching skills. The workshop supports the learning of a model that, if followed, will ensure that a lesson is successful. The entails including in each lesson the six components called the bridge-in, outcome, pre-assessment, participatory learning, post-assessment, and summary. The workshop takes place over four days with the first day covering the model, characteristics of effective instructors, the learning process, writing learning outcomes, the mini-lesson cycle, and giving constructive feedback. The following three days start with a topic of interest, such as learning styles, and then each participant presents a mini-lesson. Each mini-lesson cycle lasts forty minutes where there is up to ten minutes for setting up, ten minutes for lesson delivery, five to seven minutes for self-reflection, and thirteen to fifteen minutes for constructive feedback. This sequence, based on principles of adult learning, follows Kolb's Learning Cycle. This paper will also discuss how this model can be supported and succeed in developing countries.

Sub- Theme – Revamping Teacher Education
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**INTERACTIVE TEACHING AND
LEARNING: A CASE FOR USING
A MULTIMEDIA LEARNING
MANAGEMENT SYSTEM TO
INTRODUCE OPEN AND DISTANCE
LEARNING TO PRIMARY SCHOOL
TEACHERS IN JAMAICA**

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Container Project, Palmers Cross, Clarendon,
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The use of multimedia in online education is increasing. This paper surmises the implications of using a LMS (Learning Management System)

named ITAL (Interactive Teaching and Learning), to integrate ODL (Open and Distance Learning) in primary school teacher education throughout Jamaica. A review of the literature, as it relates to using multimedia through ITAL, explores the efficacy of introducing ODL to novice primary school teachers. While this is a departure from our more traditional vocational training role, it represents an opportunity to provide expertise that is absent or limited in current teacher professional development.

Sub- Theme – Revamping Teacher Education
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**MAINTAINING A BALANCING ACT:
INTRODUCING MOODLE, AN OPEN
EDUCATION RESOURCE IN TEACHER
EDUCATION AT IDOL-UNIVERSITY
OF MUMBAI**

Chari, Hemlata
India

The advent of internet and various multimedia approaches has opened the gates for teacher educators in the design and development of course materials in Higher education. India has seen tremendous growth in the IT sector. Despite the use of mobiles and computers across various sectors across India, the digital divide does exist. With the growing adoption of technology in education combined with the increasing focus upon MOODLE (OER) it is becoming an essential skill for teacher educators to know how to create MOODLE. The challenges faced in introducing MOODLE an Open Source for the development and delivery of Master of Arts (Education) a program offered by IDOL, University of Mumbai by faculties and their experiences in the development of course materials in regional languages are shared in this paper.

This is an ongoing research where not only the lack of infrastructural facilities also the political pressures from the regional parties to provide materials in regional language is a challenge faced by faculties in Higher Education. To meet this growing need the time has come for a learning program that focuses upon the creation of MOODLE and addresses the various aspects of program development and its ongoing sustainability. The study plans to investigate the teacher educator's perceptions in the use of MOODLE An introductory workshop was held for faculties across discipline and it is noticed that faculties from teacher education were more advanced in developing MOODLE as compared to

faculties from other disciplines.. The final phase of this research shall conclude in May 2010 where faculties would have prepared modules in Teacher education.

Keywords: MOODLE, Distance learning, Teacher education, Open Education Resources, e learning.

Sub- Theme – Revamping Teacher Education

MENTORING IN SCHOOLS: A TOOL FOR COLLABORATIVE REFLECTIVE PRACTICE

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A major issue in the area of teacher education has been the quality of training teachers receive and of opportunities available for continuing professional development. This acquires significance given the problems of poorly equipped teachers in most Indian schools. There is little opportunity for teachers to reflect on their beliefs which helps to (de)construct their own personal theories. Therefore, mentoring as a tool for collaborative reflective practice as opposed to prescriptive models of teacher education is proposed which involves teachers in exploring teaching in a live context; it caters for their diverse interests and capabilities by creating a space for them to share experiences in order to develop a coherent knowledge-base of informed perspectives leading to a community of practice.

This paper reports on data from the pilot phase of a project in which about eighty teachers teaching different subjects in ten secondary schools become mentors to their colleagues in the school, after an initial orientation to the concept and process of mentoring, They observe each others' classes, offer useful feedback and engage in a dialogue that is both critical and supportive. The project team members, i.e. teacher educators, are equal partners in this process: they provide online and offline support to teachers and are continually engaged in developing an understanding of how teachers make meaning of their work in actual contexts, making it a mutually enriching experience for both the partners.

The results of the pilot are positive; more importantly, they point to areas that need to be strengthened. Through a combination of face-to face and e-based approaches, the next phase seeks to put in place a cost-effective, practical and scaleable model with potential for replication across India. The aim is to

create reflective and inquiring teachers capable of meeting the increasing and complex challenges of the education system.

Sub- Theme – Revamping Teacher Education

PARTNERSHIP INITIAL TEACHER EDUCATION: BUILDING CAPACITY AND QUALITY

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The quality of an education system can never exceed the quality of its teachers. Strategies to reinforce and expand teacher training capabilities, especially those developed in partnership with schools, are crucial for achieving quality universal education. It is the bringing together of the situated act of teaching (the pedagogy) with the theoretical body of knowledge, which characterizes learning to teach. The intellectual stimulation fostered in the academic environment can be applied and tested in school contexts where professional learning occurs, as students co-construct and share knowledge with practitioner experts and academics, thus facilitating reciprocal professional learning. The adoption of a structured approach to school-focussed mentorship training, alongside the use of technologies, including the use of digital video, mobile equipment and virtual learning environments, has the potential to provide a new model of knowledge creation through constructive partnerships between teachers, teacher educators and student teachers. Integral to this notion of educational enquiry is that it is designed to facilitate cross-fertilisation of ideas through the development of online communities of practice, to enhance understanding and practice throughout the school community. The paper draws on a three year study of teacher education at the University of Ulster funded by the ESRC-TLRP. In the study a cohort of forty student teachers was tracked throughout initial teacher education, induction and early professional development. Key research questions sought to assess the effectiveness of the school-based element of ITE, the partnership arrangements and the use of a range of meta-cognitive methodologies for using virtual learning environments for enhancing pedagogy, sharing reflections and resources and for the provision of support from peers and tutors. The quality of in-school support for professional learning and the use of virtual learning environments and new ICTs have significant potential for simultaneously improving the quality of teacher education and teaching in schools.

Sub- Theme – Revamping Teacher Education

PEDAGOGY OF VOCATIONAL TEACHER EDUCATION: SOME QUALITY ISSUES

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Pedagogy of vocational teacher education is crucial to assure quality education. It can be possible only through using information and communication technology (ICT) in Distance Education. Lack of appropriate teacher qualification and on the job training for Vocational Education Teachers (VET) was one of the reasons for the failure of face-to-face vocational education scheme in the country. Therefore, there is an urgent need for the training of vocational teachers. The need of the hour is to explore alternative training system. This should be operational through Open and Distance Learning (ODL) system, which is not only cost effective, but also reduces time for training. .

The objective of the paper is to (a) analyze the pedagogy of vocational teacher education; (b) develop skills, competencies, understanding & attitude essential for translating the prescribed vocational stream curriculum effectively; and (c) adopt the blending learning approach for effective teaching learning process. Paper further investigates the learner's perception while studying through blended learning approach.

Sub- Theme – Revamping Teacher Education
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PRE-STEP: REVAMPING TEACHER EDUCATION USING BLENDED APPROACHES IN PAKISTAN

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The USAID-funded US\$75 million Pre-Service Teacher Education Program (Pre-STEP), is a five year initiative that is supporting the implementation of a holistically strengthened teacher education system, addressing policy development through agreed teacher certification, improved pay and grade scales for teachers, and implementation of national professional teaching standards; improving the cadre of teacher educators working in Pakistan's public universities and colleges through 60 US-based PhD and 45 Master's scholarships; revising, upgrading and strengthening the curriculum used to train teachers; aligning two-year and four-year teaching degrees to enable Pakistan to produce a cadre of elementary teachers quickly while encouraging them to work towards a Bachelor's degree; improving the infrastructure in 15 public

universities offering teacher education; providing resources to strengthen the curriculum, and strengthening research in teacher education that will continue to improve teacher education in the future. Michigan State University, one of the implementing partners of Pre-STEP, is using online mentoring and consultation to complement their in-country training support for curriculum development, research strengthening and teaching quality strengthening. Through regularly-scheduled Skype meetings (skypersations), Pakistani counterparts in the program communicate with the US-based consulting team and each other to support for their activities and share their progress. Within Pakistan, program participants in universities and colleges located at a distance from each other also consult and share program activity through social networking. Because Pakistan's Higher Education Commission, responsible for the development and advancement of universities and university programs, has installed videoconferencing facilities in all of its universities, this virtual networking is possible. This paper will describe the blended system being implemented to enhance the pre-service teacher education system, and report the successes, challenges and lessons learned from using this approach to link national and international partners in achieving mutual goals in a complex development setting.

Sub- Theme – Revamping Teacher Education
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PROBLEM BASED LEARNING FOR QUALITY TEACHER EDUCATION

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INTRODUCTION:

The quality of world citizens depends on the quality of teachers. Teacher education has a responsibility to produce teachers who are equipped not just with teaching skills but also with profession related competencies that would equip them with critical, analytical and Metacognitive thinking skills. It is found that there is a major divide in the theory and practice of teacher preparation courses. There is a need for strategies that would serve to revamp not just teaching methods, but also the curriculum of teacher preparation courses. Problem Based Learning (PBL) is one such approach that could bring about the much needed constructive change in teacher education. Hmelo C. (2004) described PBL as an instructional method in which students learn through facilitated problem solving that centers on a complex problem that does not have a single correct answer. PBL is being used as an experiential learning strategy in many professional

and non-professional courses across the globe. However, very little is known about the effectiveness of this strategy in bringing about profession related competencies in teacher education courses. The objective of the present study was to study the effectiveness of PBL in developing metacognitive skills in student teachers.

METHOD:

A pretest-posttest equivalent group experimental design was used for the study. Student teachers from two Colleges of Education were administered a pretest on the Metacognitive Awareness Inventory (MAI) and the Achievement test. The groups, namely Experimental and Control, were equated on the basis of their MAI scores. The same tests were administered as posttest to the Experimental (N=32) and Control (N=32) groups after they were taught topics from Educational Psychology using the PBL approach and the traditional lecture based method respectively. The scores were compared using the t-test and the Analysis of Co-variance.

FINDINGS:

It was found that the Experimental group scored significantly higher than the Control group in the MAI and Achievement test. The findings reveal that PBL is effective in developing Metacognitive skills in general and more specifically in the Procedural Knowledge aspect of Knowledge of Cognition and the Planning and Information Management aspects of Regulation of Cognition. The Experimental group also scored significantly higher than the Control group in the Regulation of Cognition aspect of Metacognitive Awareness. The Experimental group scored significantly higher than the Control group in the Achievement test. This shows that even as PBL develops skills, it does not compromise on the acquisition of content related knowledge.

CONCLUSION:

Problem Based Learning is a form of group experiential learning approach that enables the learners to construct knowledge by analyzing the given problems and relating it to real life and their own experiences. The application of PBL requires a change in the curriculum pattern and its transaction. It thus would serve to bring about a positive change in the quality of teacher education.

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Sub- Theme – Revamping Teacher Education
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REDEFINING INSTRUCTIONAL STRATEGY IN TEACHER EDUCATION IN THE PERSPECTIVE OF KNOWLEDGE SOCIETY

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Revamping teacher education as a precondition for reforming school education is a leitmotif of many policy papers on educational reform. Yet the much criticised traditional practices continue to shackle teacher education. One of these is the delivery of instructions. It is still fastened to predominantly didactic approaches, upholding knowledge as product and human mind as container metaphors. This article argues that this approach is oblivious of teachers’ need for experiences that nurture reflection, innovation and lifelong learning that enable them to foster these abilities in their students, the future knowledge workers. Drawing upon the epistemological shift that frees knowledge from its concept as a product meant for linear transmission and amassing, collaborative knowledge application and creation by trainees have been considered as the aim of delivering instructions. Hence, a paradigm has been suggested that acknowledges the tacit nature of knowledge of teaching and rests upon the social constructivist approach to knowledge construction. The dimensions of the paradigm conceptualised are in the context of competencies required by knowledge workers - autonomy, innovation, lifelong learning, collaboration and use of technology for creating shared understanding.

Sub- Theme – Revamping Teacher Education
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REFLECTIVE TEACHING PEDAGOGY AS INNOVATIVE APPROACH IN TEACHER EDUCATION THROUGH OPEN AND DISTANCE LEARNING

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Reflective teaching methodology involves questioning one own self to bring perfection by asking the following questions:
 • Which teaching model am I using?
 • How does it apply in specific teaching situations?
 • How well is it working?
 Teacher educator should apply this theory in classroom practice, in order observe and reflects on the results so that the classroom becomes a kind of laboratory where the teacher can relate teaching

theory to teaching practice. By adopting reflective teaching pedagogy teacher educator imparts inspiration among teacher trainees, so as to enable them to practice the same in their teaching practice sessions. The paper focuses on the importance of innovative teaching –learning pedagogy that should be practiced in open and distance education to sustain interest among teacher trainees who obtain the teacher training degree through open and distance education. The effectiveness of reflective teaching – learning methodology was experimented on a group of B.Ed students (men and women) in the age group 23-40 years. The teacher trainees were trained to adopt the reflective teaching-learning methodology during their teaching practice period.

The result was found to be favorable as it reflected on better academic performance of the students in whose class the reflective teaching- learning pedagogy was practiced.

Sub- Theme – Revamping Teacher Education
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RESEARCH IN TECHNICAL AND MANAGEMENT DISCIPLINES THROUGH O.D.L MODE FOR QUALITY IMPROVEMENT OF TEACHERS: A STUDY OF WITH SPECIAL REFERENCE TO KERALA STATE IN INDIA

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It is widely recognised that research qualifications can significantly improve the quality of teaching in higher educational institutions. This is particularly true in respect of technical and management institutions in India where faculty members with doctoral qualifications are quite rare. Though the Government of India has been giving special thrust to promote research capability of teachers through schemes like the Quality Improvement Programme (QIP) offered through the All India Council for Technical Education (AICTE), the benefit of the same is limited to a small percentage of the total teachers in technical and management institutions. Often, non-availability of suitable research programmes that are flexible enough to be undertaken along with the regular teaching job is acting as the barrier to the prospective teachers. If quality research programmes are offered in flexible mode in technical and management disciplines by world-renowned universities in India like Indira Gandhi National Open University (IGNOU), the present scenario of acute shortage in qualified faculty can be tackled to a

large extent. Flexible course delivery through online and distance mode, supplemented with compulsory week-end classes and sequential summer courses organised in leading technical and management institutions, would ensure quality, access and also adequate contact between the researchers and the resource persons. In the above context, focusing the higher technical and management institutions in Kerala state in India, the present study seeks to (i) assess the scope and prospects for research programmes in technical and management disciplines through online, distance and collaborative mode, (ii) analyse the experience of similar courses offered by leading technical universities in India, (iii) to identify the major impediments to the implementation of such programmes both from the perspectives of facilitating institutions and the prospective learners, and (iv) suggest suitable strategies for meaningful implementation of such research programmes. **Key Words:** ODL, QIP, Sequential Summer Courses.

Sub- Theme – Revamping Teacher Education
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REVAMPING TEACHER EDUCATION: INCULCATING TEACHER AUTONOMY AS A KEY TO QUALITY EDUCATION

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Today we are in a learning era where the focus is on the learner. Paradoxically though, the learner-centric paradigm does not subsidise the role of the teacher. In this new learning order, the teacher has to fit the bill too, but differently. Often the lack of quality in education is bemoaned. How does one correct this? If we are to achieve quality education then teacher education is a prime concern. The central question here is what kind of training does effectively have an impact? A research based on two free wheeling focus group discussions with thirty five higher secondary teachers in Mumbai, revealed that in most cases, teachers wait for prescriptions, injunctions, while not really attempting to rise above the constraints. Moreover the methodology used is often old-fashioned and traditional. While many teachers speak of 'new' methodologies, of the role of ICT, in reality, the pedagogy in use is radically mismatched with their perceptions and ideas. As for ICT, it is often misconstrued as a substitute for teaching, rather than as an effective supplementary tool. All this calls for a strong rethinking on teacher education. I argue that to strengthen teacher quality, we need to work on two aspects of teacher training: one that forces teachers to examine their beliefs and the other, that pushes them

towards autonomous approaches and a sense of accountability towards themselves. In other words, we need a model of teacher education that helps develop professionalism and teacher autonomy. A reflective, thinking teacher having a strong sense of personal responsibility is the construct that teacher education needs to work on. Perhaps the distance model of education could serve teacher training as well? The anonymity offered by computer mediated education and possibilities of exchanges between teachers, knowledge and experience sharing could work wonders for teacher education in India.

Sub- Theme – Revamping Teacher Education

REVAMPING TEACHER EDUCATION PROGRAMME IN THE PERSPECTIVE CONSTRUCTIVIST PARADIGM: ISSUES AND CHALLENGES

Rout, Sarat Kumar

Constructivism refers to a process where the learners actively construct their own knowledge by connecting new idea to existing ideas. It is the construction which they use to deal with any new experiences in that field. Constructivist learning depends on the activation of several cognitive processes in the learner during learning including selecting relevant information, organizing incoming information, and integrating incoming information with existing knowledge. However the philosophical postulates of constructivist approach of learning squarely rest on new role of teacher i.e. more to be learning facilitator, collaborator, coach, mentor, knowledge navigator, and co-learner rather than knowledge transmitter, primary source of information, content expert, and source of all answers. This is a challenge before planners, policy makers and educationist whether our teacher community is ready to play the new role i.e. transformer to facilitator in the perspective of constructivist paradigm. Teacher education programmes in India from nursery to university level have been encountered with a number of major problems namely lacks of subject experts in pedagogic application of ICT, less emphasis on applicability, teachers in our government schools are playing multifarious roles besides classroom teaching, lack of sustainable planning for supportive resources, irrelevant teacher education curriculum and evaluation system, short duration of training course. Unless systematic effort needs to taken to scale down these problems, the dream of imparting instruction through new paradigm will be a conceptual enigma for all.

To be frank, the existing teacher training curriculum at all level in our country is going to be irrelevant because of its mismatch with reality that exist in schools and emerging demand of new knowledge societies. The alternative implication of this situation demands a systematic effort to blend the existing teacher training curriculum in the line of new paradigm of teaching-learning at pre-service and in-service level, providing adequate infrastructure and support service, building capacity of teachers on felt areas, increasing duration of teacher education programme, breaking away of isolation of teacher training institutions.

Sub- Theme – Revamping Teacher Education

SCALING UP TEACHER COMPETENCIES USING NEW MEDIA

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The new digital and multimedia era has changed the patterns of teaching and learning as there are tremendous opportunities for media usage, educational technology and learning. Recent trends show that children in this era are learning a lot more from media rather than from their teachers. Media and education can join forces to bring together effective and quality learning resources to students all over the world. However, for that to happen, teacher training methods to facilitate the learning through media has to be designed and developed. The Open University Malaysia (OUM) is planning to develop a teaching curriculum for education using existing media programming coupled with the use of Internet and television. Together with Global Media Centre for Development (GMCD) and its technical partner Logiways, a technical solution which allows the remote control of television programmes interactively has been pilot tested which provides teachers and pupils the opportunity to utilize programmes for classroom learning with ample flexibility. The project utilizes the software in a real life scenario and build classroom solutions to develop teaching with appropriate instructional design interventions. A pilot project in Mauritius is being carried out which will lead to the development of a teaching model in the hope of addressing the Millennium Development Goals. For example, in Hunan, China, there is an urgent need to train teachers from 53,000 villages and to achieve this,

the following processes will be deployed: 1. the use of set up box for digital television; 2. sourcing out programmes suitable for teacher curriculum; 3. building a suitable interface; 4. adapting programmes to fit into educational curriculum and create learning tools for teaching and 5. create a teacher training model using new media. All this will lead to the creation of classrooms equipped with enriched media with interactive Internet-like at very affordable costs.

Sub- Theme – Revamping Teacher Education
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SCENARIO-BASED LEARNING DESIGN AN APPROACH TO PROMOTE LEARNER AUTONOMY: SHARING EXPERIENCES OF AN INNOVATIVE TEACHER EDUCATION PROGRAMME IN INDIA

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Online education is gradually gaining momentum in India, especially at the higher education level and educational Institutions are undertaking several initiatives to explore and adopt different approaches to ensure their quality. One such initiative was the development of Bachelor of e-Education under the aegis of I-CONSENT, implemented by Maharashtra Knowledge Corporation Limited (MKCL), Pune and Yashwantrao Chavan Maharashtra Open University (YCMOU), Nashik. This programme adopted the scenario-based learning approach to develop the desired roles and competencies among the teachers. As the developers of this programme envisaged six facets for an effective on-line teacher, each of these facets were developed as an individual course. Each course focused on its related roles and competencies. On the whole, this programme aimed at preparing a reflective teacher, who is capable of undertaking multiple roles, keeping in view their local context. This paper attempts to reveal the efficiency of a scenario based design in terms of providing the scope to the learner to choose, create and implement learning experiences based on ground realities. The Learning assignments, resources and artifacts prepared by the learners for a selected course entitled: Teacher as a networker and change agent would be shared to illustrate how learner autonomy was reflected in this programme. In this course efforts were made to equip the learners to work in a networked environment and also operate as an agent for social change. Based on the learning outcomes derived from the learners, it was noticed that the learners had customized their

outcomes based on the requirements of their living context. This implied that the approach of scenario based learning design had wide relevance to Indian context, especially keeping in view its cultural diversity.

Sub- Theme – Revamping Teacher Education
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SUCCESSIVE FACTORS FOR IGNOU TEACHER EDUCATION: A CASE STUDY FROM MADURAI REGION

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Teacher Education equip prospective teachers to enhance their skills and tasks effectively in the class room, school and wider community. In the present scenario of Information and Communication Technology (ICT), role of a teacher does not confine to only the teaching learning activity in the class room but also to facilitate the students for other academic activities and supporting them to make use of innovations in the learning. School leadership and Management also plays an important role in curriculum development, implementation and better management of educational resources. Indira Gandhi National Open University (IGNOU) launched its B.ED programme all over the country in January 2000 by complying the NCTE requirements for quality assurance through distance mode. IGNOU's B.ED falls under the category of induction model as the eligibility for admission is working teachers with minimum two year experience in a regular recognized school. In Tamil Nadu, B.ED is considered to be one of the most demanding and valuable programmes of IGNOU. Basic objective of the programme is to develop sound knowledge, teaching and communication skills and positive attitudes in practicing teachers through a mix of theory and practical courses. B.ED programme contributes significantly for the educational development of the State by providing training to a large segment of the teachers mostly working in Government Schools.. Madurai region alone has 43 learner support centers having annual intake of 4300 teachers which is the maximum among all other regions of IGNOU. As on date more than 10,000 teachers have been trained/completed B.Ed degree through IGNOU B.ED. Present research study attempts to understand the effectiveness of the programme in terms of enhancement of overall characteristics required for a good teacher. Following attributes have been taken as the basic parameters towards the assessment with reference to IGNOU

B.Ed compare to other conventional mode by the state Universities.

- Communication skills
- Time management
- Class room management
- Management of resources
- Use of ICT in class room
- Fair attitude towards evaluation
- Command over the subject
- Leadership
- Good sense of humor in handling the class

Profile of the teachers benefited out of IGNOU B.ED by exploring the category of teachers like urban/rural, male/female, primary level/secondary/higher secondary etc has been done extensively to further strengthening the target group. **Data source and research Methodology** : Explorative research from a random sample of 100 different schools where the teachers who have completed B.ED from IGNOU are working have been identified. A well designed structured questionnaire seeking the required information on the objectives stated has been sent to the Principals/Headmasters/ member of the Management for collecting desired information. Appropriate statistical tools like factor analysis and other multivariate techniques have been used to draw inferences from the data.

Sub- Theme – Revamping Teacher Education

TEACHER EDUCATION IN NORTH EAST INDIA: STATUS, WEAKNESSES AND ALTERNATIVES

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Dr. Bhattacharjee, Vardhini

North East India comprises of a cluster of eight states – Arunachal Pradesh, Assam, Meghalaya, Manipur, Mizoram, Nagaland, Sikkim and Tripura. The region is usually stereotyped as underdeveloped, backward, poor in infrastructure, lack of industrialization, unemployment etc. Geographically the region is surrounded by international border with part of Nepal, Bhutan, China, Myanmar and Bangladesh. Prevalence of insurgency and terrorism is often regarded as major deterrent for over all progress of the region. It is also felt that to accelerate the process of development, it is necessary to utilize the potential of human resources that are available in the region. For this, human resource development initiatives need to be strengthened. Education being one of the important inputs for human resource development, assumes priority. Providing basic education of minimum quality to children has been

an obligation of the state since long. The state governments have been making attempts to provide free, compulsory and universal primary education. Particularly after the Sarva Shiksha Abhiyan has been launched in the 2001-02, a large number of children have been brought under ambit of school education. However, as far as quality is concerned, much needs to be done, particularly in the area of teacher education. Various categories of programs are being offered by state governments through DIETs and JBTs, private agencies, short term in-service programs conducted by SCERTs. National level organizations like NCERT and IGNOU etc are also offering teacher education programs, In particular, Certificate in Primary Education, Certificate in Primary Teaching and Diploma in Primary Education and B.ED through distance mode are some of the initiative of IGNOU. To what extent all these initiatives are catering to the teacher education needs of the region and what alternatives can be exercised to improve the status of teacher education are some of the highlights of the paper.

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Sub- Theme – Revamping Teacher Education

TEACHER EDUCATION THROUGH DISTANCE: THE QUESTION OF THE QUALITY OF ACCESS

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Distance Education is unarguably opening up access to education for myriads of people in Africa, who otherwise would not have had the opportunity. As well, this mode of delivery is inescapably connected to the issues of social justice, involving equity for groups and personal liberation for individuals. One of the professions that have immensely benefited from distance education is teacher education as it has been used to recruit, train, support and develop teachers. Though education has left its former elitist position for mass provision (as access has become a political demand in view of its economic advantages), nevertheless, there is the need to ask the question: "What is the quality of access being given to prospective students?"

This paper will discuss research findings of a comparative study of a program run by the University of Pretoria, South Africa in both conventional and distance modes. The study is aimed at investigating what access is being given to students and what

the quality of the access is. It uses a combination of surveys and interviews, and findings reveal some contradictions in terms of the use of media, non-instructional support, and availability of bursary to intending students, library services, and faculty-student contact. Nonetheless, it is pertinent to note that the university has since addressed some of these issues, and this paper will also be looking into how it has done this given the demographic nature of the students enrolled on the program, who are mostly scattered in deep rural areas of the country.

Sub- Theme – Revamping Teacher Education
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TEACHER EDUCATION THROUGH THE B.ED PROGRAMME OF IGNOU– ACCESS THROUGH THE CHENNAI REGIONAL CENTRE

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The B.Ed Programme of IGNOU offered through the Distance Learning Mode from the year 2000 has been the boon in developing human resources involved in academic transactions at the School level. Accessibility to the programme is dependent on the availability of seats allotted in line with the Government of India policies covering the welfare of the diverse population, earmarked for the various categories, differently abled persons, special civilian segments like war widows, Kashmiri Migrant, which is predetermined by the mandatory qualifying in the prescribed entrance exam conducted by the University. The Programme is unique in that the National Council for Teacher Education of India approved the B.Ed Programme of IGNOU, as the only distance learning programme to be offered by the Distance Education System in the Indian Sub-Continent. This paper discusses how the B.Ed Programme of IGNOU is contributing to the staff development of in-service teachers through the distance education/learning mode in Chennai (Tamil Nadu, South India) Regional Centre. This paper also highlights the Institutions, which served as the Learner Support Centres from the year 2000 (when the programme was launched) till 2009 in the jurisdiction of the Chennai Regional Centre (Tamil Nadu, South India). In addition, this paper elucidates the selected parameters that comprise the profile of the learners, who had enrolled in to the B.Ed Programme of IGNOU from the year 2000 to 2009 (Ten Enrolment Cohorts) by using the complete enumeration methods (N=18159) and

the preference for the optional subjects given by the Teacher-student at the time of access into the Programme of study. In a nutshell, this paper gives a brief about the B.Ed Programme of IGNOU, the profile of the learners enrolled in Chennai Regional Centre (Tamil Nadu, South India), preferred optional courses and, the implications of the Programme towards the staff development of Conventional Education System at Secondary level through the distance education/learning mode, which is sure to have an impact in equalising teacher education opportunities through the gross access via the distance learning mode.

Sub- Theme – Revamping Teacher Education
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TEACHER PROFESSIONAL DEVELOPMENT IN INDIA

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Teacher professional development (TPD) is an indispensable part of any program of revamping teacher education. Several TPD models have been developed in developed countries like the USA, Canada, UK, Australia, Japan etc. Some models need strong organizational/institutional support which can prove costly for the developing countries like India to emulate. But there are also international models which can be practiced by small groups of or even individual institutions and can be gainfully adopted by the developing countries. The concept of TDP is not new in India. From ancient times teachers were specially trained and groomed. During the British regime the Class-room Supervision and Observation model was used and special machinery (the school inspectorates) was created for the purpose. After independence, several new models, systems and approaches have been adopted. A mass orientation program of school teachers was launched all over the country when special training packages were developed. National and State Councils for Education, Research and Training have been established and have been assigned the overall responsibility for teacher professional development. In most of the districts of the country 'District Institutes of Education and Training (DIETs) have been set up. Within a district 'Elementary Teacher Education Institutes' are established which award diplomas in elementary education and hence popularly called the D.Ed. colleges. In many states no new teacher is appointed without a proper diploma in teacher education. Untrained teachers in the schools are required to undergo in-service teacher training within a prescribed time limit. All in all, strenuous efforts are being made for teacher professional development in India; but then the problem is

stupendous too. With India's ambitious program of attaining full literacy by 2014, expansion of schooling is indispensable, and trained teachers are the pillars of quality education. This paper attempts to take a meaningful review of the work involved, progress and difficulties.

Sub- Theme - Revamping Teacher Education

TEACHER TRAINING THROUGH ODL IN MAHARASHTRA: CHALLENGES AND ACHIEVEMENTS

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Quality Teacher education is crucial for the development of society and the achievement of the Millennium Development Goals. IGNOU offers a Bachelors Degree in Education through Open and Distance Learning mode. This B.Ed degree is recognized by the National Council for Teacher Education and is much valued and sought after. From only one study centre in the whole of Maharashtra, there are now nine study centers, out of which six are in Pune region. This proves that the access to quality teacher education through ODL mode is increasing. There is an increasing demand for trained teachers in the State of Maharashtra. The B.Ed programme of IGNOU has provided the access to thousands of government primary school teachers who aspire to upgrade their skills and move upward in their career paths. IGNOU has not only provided the access to in-service graduate teachers to upgrade their qualifications, but is also successful in transforming the quality of teaching in the rural areas of the State of Maharashtra where these student teachers are employed. This paper will attempt to examine the perceptions of successful learners and find out how they have succeeded in achieving their objectives and how they have benefited personally as well how it has improved their teaching. It will also try to find out the challenges that they have faced and how they have overcome them. The views of the programme study centre staff and counsellors and administrators on the implementation of this B.Ed Programme will also be considered. This factual study would give an understanding of the Challenges and Achievements in the running of the B.Ed Programme in ODL mode and would give some pointers for the future for the policy and decision makers. An abstract submitted for the "PCF6 – Access & Success in Learning: Global Development Perspective" to be held in Cochin, India.

Sub- Theme – Revamping Teacher Education

TEACHERS' PERCEPTIONS ON ICT INTEGRATION IN SECONDARY SCHOOLS: A CASE STUDY OF FIJI ISLANDS

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Information and Communication Technologies (ICT) are changing our way of living, communication and teaching and learning process as new technologies and learning environments rapidly emerge. Computer is one of those technologies that can enhance teaching and learning process. Learning with ICT provides students with many opportunities such as access to up-to-date and relevant information, better communication opportunities via Internet. Despite these benefits, teachers tend to shy away from using ICT in education. It has been more than a decade now since Computer Studies was introduced in Fiji as a teaching subject in 1996 in secondary schools, but the majority of the teachers in secondary schools are still not using computers in learning and teaching. It is only those teachers who teach Computer Studies who make use of this technology in schools. The benefits and potentials of ICT are yet to be felt by many teachers in Fiji.

Teachers in Fiji are still reluctant to use ICT in education. Researchers like Albirini (2004); Baylor and Ritchie (2002) have indicated that teacher perspectives influence how and to what extent ICT is integrated in education. Therefore, the paper will deal with a qualitative study through a case study approach in order to explore secondary school teachers' perceptions about integrating ICT in learning and teaching in secondary schools in Fiji. Being a qualitative study, multiple ways of collecting data will be employed. Such ways will include: surveys, classroom observations, interviews, informal conversations and documentary reviews. Data will be analysed through QSR NVIVO. Some of the expected findings include: ICT integration enablers and inhibitors in learning and teaching in secondary schools in Fiji, the proper models of ICT professional development needed for teachers, insights on ICT curriculum design as Fiji prepares to introduce ICT in schools, and issues of access of ICT facilities.

Sub- Theme – Revamping Teacher Education

**TRAINING AND RE-TRAINING
TEACHERS FOR UNIVERSAL BASIC
EDUCATION: THE FACE, THE
CASE AND THE CHALLENGES OF
MULTIGRADE TEACHING FOR SMALL
RURAL SCHOOLS IN NIGERIA**

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Nigeria

This paper reviews the relevance of multigrade teaching to the attainment of objectives of universal basic education programme in Nigeria. After taking a conceptual exploration of small rural school and multigrade teaching, the paper (a) examines the face of multigrade teaching in small rural schools in Nigeria; (b) presents the case of a teacher development programme for small school rural teachers by a College of Education in the country; and (c) identifies the challenges facing the application of multigrade methodology in small rural schools along with the possible options that can be used in containing them. Restriction in teacher access to continuing professional development opportunities which results, in parts from nature of the terrain in rural schools and lack of any official policy directive on multigrade education and its application in the nation's school system appears to be one of the major problems of multigrade system in the country. The teacher is mainly left on his/her own when it comes to facing the challenges of multigrading. This can be a daunting task for a teacher whose first contact with the concept and practice of multigrade teaching is probably at her school of first appointment. The paper presents the case for the official adoption of Interactive Radio Instruction(IRI) as an ideal method for improving teacher access to professional development programme rural schools.

Sub- Theme – Revamping Teacher Education
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**TRAINING THE UNTRAINED -
LESSONS IN OPEN AND DISTANCE
LEARNING**

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The implementation of Free Primary Education in Lesotho resulted in a significant increase of students enrolling in primary school. As a consequence, secondary school certificate holders were employed as teachers throughout the country. To meet the

needs of these unqualified teachers, the Distance Teacher Education Programme (DTEP) was established at the Lesotho College of Education. It is a four-year Diploma programme offered through distance education for primary school teachers who have a minimum of two years teaching experience. The programme aims to improve the professional competence of students and at the same time to increase their knowledge, improve their understanding of the subjects covered in the curriculum, refine their intellectual and practical skills, and encourage the development of strong personal interests. It is within this framework that the programme is evaluated. The paper addresses the operational developments of the programme; discusses the practical impact on the students' teaching practice; explores emerging technological opportunities for delivering services; and evaluates the delivery of services.

Sub- Theme – Revamping Teacher Education
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**TRANSFORMING TEACHER
EDUCATION IN SRI LANKA:
THE CHALLENGE OF CHANGE**

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A radical re-conceptualization of the process of professional preparation of teachers has become an urgent need in the current context of teacher behaviour in Sri Lanka. The crises related to selection, deployment, teacher performance, quality of service and social efficiency has led to a crisis in confidence in the teacher education programmes offered by Teachers' Colleges, Colleges of Education and Universities. Further the crisis is aggravated by the militant approach adopted by teachers to win demands, breaking with all traditions and values, associated with the teaching profession. One major issue related to the failure to provide quality education to all is attributed to the 'worker' behavior resulting from the market forces and the erosion of dignity and decorum associated with the teaching profession. In addition, changes in education such as curricular reforms, decentralization, accountability, assessment and evaluation of students call for a new constructive role from teachers. The social context of teaching and learning environment is subject to external forces such as globalization, political pressures, rapid technological advancement and internal forces such as teacher unionism, child rights, parent choice and inclusive education.

The above factors and demands call for a shift in programmes of teacher preparation from mastering a body of knowledge derived from an objectivist epistemology and supported by technical rationality in 'training' and 'education' programmes ensuring knowledge, skills and dispositions to provide effective instruction to students through a field-based clinical approach, providing individual and collaborative experimentation and opportunity for reflection and shared experiences through a knowledge base which does not reject theory altogether.

The paper discusses the dimensions of context for revamping teacher education and the challenge of change in developing programmes for teacher development for the purpose of improving quality in school education in Sri Lanka.

Sub- Theme – Revamping Teacher Education
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USING OERS TO IMPROVE TEACHER QUALITY: EMERGING FINDINGS FROM TESSA

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Dr. Aguti, Jessica Makerere University, Uganda;
Dr Gafar, Amani Abdel Open University of Sudan;

Recent UNESCO EFA reports draw attention to the importance of teacher quality for improving pupil achievement in schools (UNESCO 2009, 2010). The TESSA international consortium (Teacher Education in Sub Saharan Africa) is developing a practical and scalable response. TESSA - Africa's largest teacher education network, is focused on the creation and use of Open Educational Resources (OERs) to improve the quality of, and extend access to, school based teacher education at scale (Wolfenden, 2008). Since 2006 the TESSA consortium has collaboratively produced an extensive bank of original highly structured OERs to support the development of teachers' classroom practices. These activity-based TESSA OERs have been adapted and localised to a number of different cultural contexts and are now available in over 12 versions through the TESSA web space (www.tessafrica.net). Through 2008-10 over 300,000 teachers across 10 countries in Sub Saharan Africa will engage with the TESSA OERs. Many of these teachers are on formal courses and programmes – Certificate, Diploma, BEd, but others use TESSA OERs to support informal learning in their school and district (Thakrar et al, 2009).

Information and data has been collected from TESSA consortium institutions (10) on the use of the TESSA OERs; research instruments include classroom observation, participant photograph and large scale surveys. Following analysis of this data we report on:

- the different models and methods of access, selection and integration of the TESSA OERs;
- factors that have influenced these;
- changes in teachers' classroom practices (planning for teaching, range of teaching strategies employed, use of resources and reflective thinking) and motivation.

Particular dimensions will be illustrated through case studies from the Open University of Sudan and a range of institutions in Uganda. The paper concludes by highlighting the implications of the findings on the use of the OERs for teacher education institutions and the TESSA consortium's future plans and activities.

Sub- Theme – Revamping Teacher Education
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UTILISING THE VIRTUAL LABORATORY RESOURCES FOR INCORPORATING ICT IN THE CHEMISTRY TEACHER EDUCATION

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IGNOU, India

Revamping the "Chemistry Teacher Education" by incorporating ICT has led the author to explore the Virtual Laboratory Resources that are available. In this paper efforts are made to explore these resources and explain how they can be utilized by the Chemistry teacher for improving teaching-learning. This paper tries to convince the readers and thereby the Chemistry Teacher Education policy makers that the Virtual Laboratory usage through ICT should be made a compulsory courseware for the Chemistry Teacher Education.

Sub- Theme - Revamping Teacher Education
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A CALL FOR FREE OPEN SECONDARY SCHOOL LEARNING

Pasomi, Helen Mucha and Mbasu, Elizabeth Okwisa Kenya

There were 6 million children in Kenyan primary schools in 2002. The figure rose to 8 million in 2007 and the figure is much higher at present. Transition rates from primary school to secondary school reveal that 1.4 million students were enrolled in secondary schools in 2008. This was a major increase compared to the previous year's intake of 1.2 million. The figure has risen in 2010. <http://ipsnews.net/africa/nota.asp?idnews=41750>

Secondary school education infrastructure is out of step with population growth in Kenya. Evidence of this is seen in certain trends in the education sector. For example, 400,000 students joined secondary school in 2007, which was about 60 percent of those who sat KCPE. This left 40 percent of qualified students' secondary education needs not catered for. The crisis has been compounded by the introduction of Free Primary Education (FPE). The chance to learn free of charge saw an influx of learners to primary school, yet secondary school space was not modified to cater for the larger number of learners who sat KCPE in the FPE program. Consequently, more pupils than usual have no chance to attend mainstream secondary schools. There is therefore need to avail an alternative means of accessing secondary school education for these learners. ODL is a viable mode of delivery that will address the challenges of access to learning for these learners. This paper discusses ODL modes of delivery that could be used to enable learners of the Kenya Open Secondary School access quality learning. Pie EduSols is a capacity building portal for teachers of the Kenya Open secondary school. The teachers learn, develop and share OERs to promote Open Learning in Kenya.

Sub-Theme – Open Schooling

A PLAN FOR OPEN SCHOOLING FOR THE COMMONWEALTH CARIBBEAN

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Compared to other developing regions, the Commonwealth Caribbean has done well. While many are challenged to provide universal primary education, the Caribbean has attained an 80 per cent average accomplishment of universal secondary education (USE). USE is a reality for most and in

some countries there are plans to ensure a tertiary-level graduate in every household.

While the regional education system is highly regarded internationally, in the face of economic constraints and the demand for greater economic diversification, many governments are critically assessing if adequate returns on the huge public investments in education are being realised. Studies have identified the following challenges affecting secondary education:

- Low levels of achievement: 25 - 30 per cent of secondary students do not acquire the basic cognitive skills to benefit from secondary education;
- High levels of attrition, calculated at approximately 50 per cent after age 15;
- Increased demands for access and coverage of post-secondary and tertiary education, since the attainment of USE;

While there is a celebration of widening of access to education, there remains the considerable challenge of quality that must be addressed with the greatest urgency if the goals and objectives of full secondary education are to be realised.

A new thrust towards the use of technology in education is taking place. This is being driven by new imperatives to guarantee 'education for all'. The planned increased use of ICT will enable many countries to meet the challenge of educating an increasing number of prospective learners. In addition, the challenges posed by the demands for new and varied learning are to be met through alternative schooling systems including open learning, distance education and ICT-based learning programmes.

Sub-Theme – Open Schooling

ACCESS AND SUCCESS IN LEARNING: PERSPECTIVES ON THE NAMCOL

Mr. Mujeu, A.B. Namibian College of Open Learning

Abstract

Distance and open learners encounter a number of problems during their odyssey towards the completion of their studies. These problems range from the availability of space, to some other problems related to the lack of access to relevant information in terms of the institutions offering ODL services. These challenges, particularly the one on access to information, have a direct and detrimental effect on the journey of ODL learners in terms of the eventual success of their education. A particular case to consider in this regard is the one of the Namibian College of Open Learning (NAMCOL). NAMCOL enrolled more than 28 000 learners across the country in the 2009 academic year. This figure

means NAMCOL grows in terms of enrolment figures as time passes by. But still is the role of our institution very clear to the masses? This question comes because of the view some communities have about NAMCOL, its role etc. What is then important is to strengthen our existing ways and means of information-sharing to ensure that our role is clear and widely known across the nation. Therefore, this paper investigates the degree of access our learners, potential learners and relevant stakeholders have with regard to information about NAMCOL and the services being offered by this particular institution. In addition it looks to what measures we can introduce to boost our information-sharing drive.

Sub-Theme – Open Schooling
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ACCESS TO ODL PROGRAMMES AT NAMCOL THROUGH RECOGNITION OF PRIOR LEARNING

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The Namibian College of Open Learning (NAMCOL) aims to broaden access to education by providing alternatives to conventional means of education and training and facilitate life-long learning opportunities for Namibians. Recognition of Prior Learning (RPL) is the process of identifying, matching, assessing and crediting the knowledge, skills and experience that candidates have gained through formal, informal or non-formal learning. Comparing relevant prior learning and experience against the set learning outcomes. Recognition of Prior Learning (RPL) is seen as having the capacity to widen access to education and training and to enhance the qualification status of historically disadvantaged adults and youth. By enabling people to apply what they already know and can do, RPL can reduce barriers and create opportunities that will lead to greater social and economic prosperity. As of 2008 NAMCOL committed itself to implement Recognition of Prior Learning (RPL) as a route to admit adult learners to its programmes. This paper is discussing the NAMCOL RPL case study, sharing the achievement, challenges and way forward in using the RPL for access to ODL programmes at NAMCOL

Sub-Theme – Open Schooling
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CONVERGENCE OF OPEN EDUCATION SYSTEMS AND CONVENTIONAL EDUCATIONAL SYSTEMS: NEED OF THE COUNTRY TO PROVIDE EDUCATIONAL OPPORTUNITY TO KNOWLEDGE SEEKERS

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Dy. Director, RSD, IGNOU

India is now witnessing tremendous growth in all sectors. In order to sustain the growth primary focus is essential on strengthening the Educational systems of India. With the current Educational systems, both, the Open and Distance Education systems as well as the Conventional Educational systems have its own limitations to cater to the huge demands for Higher Education. In this context the new concept of Convergence Scheme has been introduced by IGNOU as one of the solutions to meet the growth in the higher education sector. India has 13 State Open Universities and a National Open University and Indira Gandhi National Open University (IGNOU) catering to the learners through the Open Education systems. UK Open University model was applied on IGNOU for reaching the learners. In UK many students prefer to pursue their studies while working elsewhere. Whereas, the young Indian wants to get qualified enough to get their dream come true. India being one of the youngest nations having a very large percentage of young population, it is realised that UK Open University model is probably not the right model for India. The data shows that there is a large percentage of unemployed students in the Open Education System of India. 50 % of ODL methodologies and 50 % of Conventional Educational methodologies are being used to deliver the programme through the Convergence Scheme of IGNOU. This paper gives the over view of the impact due to the Convergence Scheme and will highlight the probable dimensions the Scheme will witness in the coming years.

Sub - Theme - Open Schooling
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CORRELATION BETWEEN EXAMINATION RESULTS AND LEARNER ATTENDANCE AT THE NAMIBIAN COLLEGE OF OPEN LEARNING (NAMCOL)

Nitschke, Jan J.
NAMCOL

The Namibian College of Open Learning is a state-supported institution of learning with the key focus of providing educational opportunities to adults and out-of-school youth. Its programmes focus on the Junior Secondary Certificate (JSC or Grade 10) and the Namibia Senior Secondary Certificate, Ordinary level (NSSCO). NAMCOL enrolls in excess of 28 000 learners in these programmes countrywide. It offers tuition sessions at 100 tuition centres (formal school buildings) after school hours as part of its learner support programmes. These sessions are aimed at broadening learners understanding of subject contents, and improving results. This was a quantitative study and analysed the results of 2009 against the attendance of learners at 25 tuition centres. The intention was to determine whether learner performance improved with higher attendance rates. The country is divided into four administrative regions for NAMCOL, each with a regional office, managed by a Regional Manager. A sample of centres was selected in each region in relation to the enrolment distribution in the regions. Northern region is NAMCOL's largest region in enrolments and hence more centres were sampled from there. The study found that in two regions there were positive correlations, in one a negligent correlation and in one region a negative correlation. In summary of all results it was found that a moderate, positive correlation existed. The region where the negative correlation appeared is very small and accounts for only 10% of NAMCOL's enrolment. In order to offer tuition, NAMCOL makes huge financial investments and expects good returns on these investments. Therefore the College expects to see positive impact on examination results due to tuition. This study will inform management on the impact tuition makes at the centres sampled.

Sub-Theme – Open Schooling
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DISTANCE EDUCATION NOT A "PRISON SENTENCE" A CASE STUDY OF STUDENT SUPPORT FOR PRISONERS AT THE WINDHOEK CENTRAL PRISON

Wyk R. S. van and Britz, J.

Centre for Open and Lifelong Learning, Polytechnic of Namibia. Windhoek, NAMIBIA The isolation that results from the distance learning process can complicate the learning process of any student. Isolation is threefold in that students are removed from the offering institution and thus may experience problems with contacting academic and administrative staff, obtaining study materials, borrowing library books etc. Similarly, students are isolated from their peers, which pose challenges for meaningful interaction. This most prevalent characteristic is even more applicable to students who are enrolled for distance education courses whilst serving a prison sentence. For distance education students, continuing their education requires the linking of two worlds, that is, their personal sphere with that of the institution. Although the same might be said of any educational experience for any student, the need for efficient support services is emphasised by the particular characteristics of adult distance education students and by the lack of the physical presence of the institution in their everyday lives. Effective student support services aim at helping the student as much as possible by attempting to lessen the isolation felt by distance education students and can be seen as the essential humanising element of any Open and Distance Learning (ODL) system. The purpose of this case study is to investigate whether the support services provided by the Polytechnic of Namibia through its Centre for Open and Lifelong Learning (COLL), particularly to students in prison, effectively facilitates their learning.

The study will focus on both the benefits and challenges prisoners experience whilst studying through distance education and whether the student support services offered to them lessens their feeling of isolation. It is in recognition of these needs, benefits and challenges that COLL will use the experiences shared by inmates as a foundation to guide its student model to respond appropriately.

Sub-Theme – Open Schooling
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DYNAMICS IN MANAGEMENT OF OPEN SCHOOLING: A CASE OF OPEN SCHOOL OF BANGLADESH OPEN UNIVERSITY

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The Open School (OS) of Bangladesh Open University (BOU) runs three pre-University programs namely Junior School Certificate (JSC) for Grade 6-8, Secondary School Certificate (SSC) for Grade 9-10, and Higher Secondary Certificate (HSC) for grade 11-12 through open and distance learning (ODL) mode. Management of these programs is highly influenced by the government policy particularly at the time of political change in Bangladesh. Normally, formal school syllabus and curriculum are subject to change as per the will of the current government although BOU-OS has the autonomy to design its curriculum. This change affects total management of open school because BOU Open School also maintains the curriculum for its school programs which is at par to the formal curriculum. This discusses the dynamics of open school management at the time of educational policy change in Bangladesh.

Sub-Theme – Open Schooling

EDUCATION AT YOUR DOOR STEP: DOES THE DOOR REALLY OPEN FOR ALL?

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Education, supposed to be a liberating force, is often hijacked by a minority of people privileged by birth, gender, caste, geographical location, political/social status or economic position. Fraught with challenges of various kinds, disadvantaged people often tend to drop out in the middle or end up with mediocrity. The tools and techniques, infrastructural facilities, communication facilities, knowledge base and human resources available in a rural area do definitely differ from the availability of these resources in urban locations.

The responsibility of a university does not simply end by offering programmes and making them accessible to people; it must ensure that the programmes are useful to all sections of society to improve their life, enjoy the liberty that they seem to have been born with and earn their livelihood in a dignified manner.

IGNOU Regional Centre, Koraput, set up in 2005 to cater to the educational needs of the poor and disadvantaged people of one of the most backward regions of the country, is a burning example in this regard. Suppressed under the burden of illiteracy, extreme poverty, lack of adequate communication facilities, unfamiliarity with the medium of instruction and Maoist menace, majority of the students of this area discontinue their studies, very few complete their education and the rest don't dare to take up higher education. In comparison to their counterparts in other parts of the country, they languish in eternal social injustice.

In the limited space of this paper, attempt has been made to highlight the problems encountered by the SC/ST students of this region in their academic progress due to their socio-economic background, cultural inhibitions and many other obstacles. This research will be carried out through questionnaires, face-to-face interviews and group discussions with the continuing and old SC/ST students of this region.

Sub-Theme – Open Schooling

EVALUATION OF HOUSEHOLD PROFILE OF OPEN & DISTANCE REMOTE LEARNERS OF ANDAMAN & NICOBAR ISLANDS

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Island communities constitute a special group illustrating a perpetual social, geo-political, environmental & psychological flux & remoteness. These communities usually experience lesser resource support than their counterparts in the 'mainland'. In order to have educational strategies that are important for long sustenance of island communities, it is important & necessary for effective planning & monitoring of various kinds of educational interventions. For long term planning & development of educational systems & interventions, a baseline study of learners across the cross-sections of society would facilitate the policy making of strategies to be adopted. This study profiles upon the growth & development of Open & Distance education learners and maps the ODL strategies in terms of reach & outputs. It also researches upon the direction in which education affects educational development.

Sub-Theme – Open Schooling

LEARNER SUPPORT SERVICES IN OPEN AND DISTANCE LEARNING: ISSUES AND EVIDENCES FROM THE STATE OF ASSAM

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The pedagogy of open and distance learning necessitates that its teaching-learning methodology be different from the conventional class room system. The absence of an immediate teacher, interaction with the fellow class mates, easy accessibility of library facility and many such factors pose challenges on the part of the distant and open learner to be an 'independent learner' or rather an unconventional learner and be largely responsible himself/herself for his/her own study and its outcome. The importance of well designed Self Learning Materials (SLMs) and Learner Support Services (LSS) lies in facilitating the distance learners in his/her study. The term LSS comprise a wide variety of services offered to the distant learners. As time changes, new and improved system of LSS is coming into place and practice. Open University of UK has been among the pioneers in the innovation of LSS. IGNOU and some of the South-Asian national open universities viz., Open University of Bangladesh, Open University of Sri Lanka and Open University of Malaysia also seem to strive to provide effective LSS to their respective distant learners.

In India, distance education started in the 1960s, and has witnessed many changes and reforms over the period. After its consolidation in the 1970s through dual mode universities, the Dr.BRAOU and IGNOU gave a proper shape to ODL in the 1980s. Distance education in the state of Assam was initiated by IGNOU in the 1987 by establishing its first Study centre at Gauhati University. The introduction of distance education by the two main state universities (Gauhati University and Dibrugarh University) in 1990s provided a new impetus to ODL in Assam. The twenty first century saw the emergence of the only Open University of the state i.e. Krishna Kanta Handique State Open University. The proposed papers shall attempt to trace the evolution of distance education in the state and the Learner Support Services in the same. It will also attempt to critically evaluate the effectiveness of LSS adopted by various providers of distance education in the state. The Study shall be conducted by gathering data with the help of structured questionnaires through survey among the randomly selected learners of the respective universities.

The study shall also gather feedback from the coordinators of the study centers and counselors of respective universities. The proposed study shall critically evaluate the Learner Support Services adopted by various universities and their strength and weaknesses. Recommendations shall be framed based on the study for the ODL provider of the state, taking into account the specific nature and geographical position of the state.

Sub-Theme – Open Schooling
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LEARNERS' ATTITUDE AND DEMOGRAPHIC PROFILES OF BANGLADESH OPEN UNIVERSITY: A CASE STUDY OF OPEN SCHOOL

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Open school (OS) is one of the largest school among six schools of Bangladesh Open University (BOU) in respect to the number of students enrollment. Any person has the opportunity to be admitted irrespective of his/her age, gender and profession in any program of the school. At present the school is offering three formal programs. Among the three programs Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) are equivalent to National Secondary and Higher Secondary programs prevailing in the country. OS has developed its own specially designed text materials for SSC and HSC Programs. Current study tried to find out the learner's demographic status and their attitudes towards the open learning services those were they received time to time. A cross-sectional study design was used to collect data using a structured pre-tested questionnaire and analyzed by SPSS version 12.0. In this study, 472 learners were responded, among them 56.6% (**n=267**) were males and 43.4% (**n=205**) were females. The mean age was 21.85 ± SD 4.8 years (minimum 15; maximum 48); whereas, the mean age of males (21.96 years) student of Open school was higher than the mean age of female (21.62 years). Similarly the mean age of the student's of SSC program (19.73 years) was lower than the students' of HSC program (23.4 years). On average, the total monthly family income of students of Open school was Taka 10315 (1 US Dollar = approximately 70 Bangladeshi Taka). And they were residing on average 8.6 km surrounding from the tutorial centers and 46.5% students were come from rural areas. Most (98.8%) of the students expressed that the qualities of the text materials were up to the mark and they can understand the text effectively (91.5%) whereas

only 28.4% of students did communicate with the teachers of main campus of BOU. Regarding the media programs, 81% of the students gave their opinion that TV programs were at the level best and 86.4% students stated that these were effective to solve their courses but most of them were wanted to watch these TV program at the evening or night schedule.

This study has find out the learners' demographic profile and attitudes towards the support services which they were provided time to time from the Open School and BOU. We are expecting that the findings of this study would give some valuable information for the policy makers and future researchers.

Key Words: Learners, Attitudes, Challenges, Open School and BOU.

Sub-Theme – Open Schooling

QUALITY SCHOOL EDUCATION FOR ALL: CREATING VIRTUAL SCHOOL FOR EDUCATIONAL TRANSFORMATION

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Panchpor, Uday
India

Concept of a virtual school is conceived as an umbrella organization on e-platform that can offer various services, facilitations and activities, which a school can use in order to transform itself into a quality school. With this goal, the Maharashtra Knowledge Corporation (MKCL) is developing techno-pedagogic resources for quality school education for all to promote 'perform' education rather than 'inform' education. The programs include Hobby Home for primary students, high school networking for rural Maharashtra, creating resources for active learning and supporting school laboratory experimentation, using huge MKCL network, for supporting and accessing e-education in remotest parts of Maharashtra, etc.

I-CONSENT of which MKCL is a valued partner is also involved in the development of

- Open School Education Resource
- Prayog Parivar Kendra (Center for experimenting groups)
- Nurturing Excellence and Talent (NET)

In the process of deployment of NET with Maharashtra School Olympiad Program, the outreach has been extended to all districts and blocks of Maharashtra.

Major aspect is the training and education offered through access centers and distributed audio-graphic class before each level-based examination to nurture talent and excellence. In the final third Olympiad examination, some students coming from rural areas are now competing at the national and international levels. However building bridges with schools and enlarging coverage of students is yet a problem. Since the program is to be made self-supporting with access centers of MKCL, an appropriate social /financial business model is yet to emerge.

The paper takes the review of the current situation of development, critically evaluates the processes and methodology adopted in trials and deployments, assesses the social / financial business models developed and suggests the remedial measures for achieving quality education access to large numbers with success.

Sub-Theme – Open Schooling

RELATIONSHIP MARKETING IN ODL SYSTEMS: AN APPROACH TOWARDS FACILITATING ACCESS AND SUCCESS IN LEARNING

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Relationship marketing has been widely considered as an effective approach in the corporate world that attempts to build long-term mutually satisfying/benefitting relationship with all stakeholders. It attempts at looking at transactions from mere purchase-exchange process to more holistic and richer experiential process, creating strong ties with the customers. Relationship marketing has great purpose in services management and it would be worthwhile to consider its application in the realm of educational services through the ODL system.

In the context of Open University system, the learners are of paramount importance. Studies have indicated that Distance Education Institutions/ OUs have been able to make considerable progress as far as access to educational opportunities are concerned, however, much more need to be done to ensure inclusive development of society. A point of greater concern is the high learner attrition in the OU system. The learner retention with the system and learners' success rate are not in sync with the enrolment in OUs, more so for a large University like IGNOU. It could be said that the motivational and need- for- achievement level that a learner

holds when he initially decides and enrolls in the OU system is not sustained over time. OUs have a critical role to play in sustaining and even further boosting the spirit of life long learning in its learners ; and facilitate successful completion of their academic pursuits. This paper would discuss the relevance of relationship marketing in OU towards learner satisfaction and learner retention with the system for successful completion of the academic pursuit and even beyond. Also how relationship marketing would be of benefit in enriching the partnerships of the OUs with its collaborating Institutions, for greater synergy and effectiveness of the OU system.

Sub-Theme – Open Schooling
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THE EVOLUTION OF A NATIONAL OPEN SCHOOL SYSTEM: THE TRINIDAD AND TOBAGO STORY

Mrs. Ovid, Lystra Sampson-

The National Open School of Trinidad and Tobago (NOSTT) is the only organization in Trinidad and Tobago and the Caribbean that offers education and training opportunities to the out of school population through a distributed learning system and provides the flexibility of open learning and distance learning strategies. Situated in an environment that promotes lifelong learning and education for all, the programme supports both the National Vision 2020 which seeks to transform the twin island Republic of Trinidad and Tobago to developed nation status and the Ministry of Education's Corporate Plan 2008-2012 that speaks to leveraging technology to provide quality educational opportunities to All. The National Open School of Trinidad and Tobago programme is guided by the Ministry of Education corporate plan's strategic pillar "to develop imaginative, intellectual and spirited learners to facilitate the creation of committed, enterprising citizens and global leaders", the three main strategic goals of its Corporate plan being - "Focus on the Schools/ Reform the Ministry/ Involve the Community" and a goal to develop a seamless, self-renewing, high quality education system. NOSTT is contributing to the creation of nationals who are literate, critical thinkers, with a strong sense of values and capable of pursuing tertiary level education or entering the world of work, by facilitating continuing education opportunities to individuals who received unsatisfactory grades at Caribbean Examination Council (CXC) examinations. The Ministry, in keeping with its modernization thrust, has determined that it shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs

of the people and society. It further recognized that to effect this goal a system that encourages non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs. As the system of open schooling evolves it embraces the goal of developing a learning society by increasing access to quality education.

In June 2007, the Ministry embarked on phase 1 of NOSTT. The goals and objectives were:

- To facilitate student improvement of grades and by extension their transition to tertiary education and employment
- To encourage computer competency by providing requisite training and ensuring that each student has access to a computer
- To provide continuous, round-the-clock access to learning content and support in critical curriculum areas
- To evaluate the effectiveness of a blended learning delivery mode as compared to the traditional classroom method
- To pilot-test the operations of an Open School system to inform the full implementation of the National Open School of Trinidad and Tobago.

It was expected that at the end of the programme:-

- students would attain a Grade1-3 in selected subjects at Caribbean Examinations Council Ordinary Level Examinations,
- both students and teachers would have enhanced knowledge about the use of ICT in education
- students would be able to use ICT for both research and study support purposes
- mentors would be able to successful use and integrate ICT into the curriculum to support student learning and success
- both students and mentors would gain internationally accepted ICT certification.

To date NOSTT has established 35 centres, enrolled some 4,000 learners participating in 7 academic subjects, 4 ICT certification programmes, and several Professional Development courses that facilitate school networking and the integration of ICTs in course development and delivery. The open school has no age restrictions and a significant proportion of open school learners are "over-age" and may not proceed to tertiary education. Such participants are motivated to learn for self-improvement and through certification and qualification. An approach that combines technical and vocational courses with academic courses for certification is employed. Flexibility is the hallmark of the open school system.

This paper will review the journey towards the establishment of the NOSTT programme, the challenges faced in the embryonic stages of an open school system and the road forward as a scalable and sustainable quality open, flexible and distributed complementary education system is developed.

Description of Methodology:

Case-based tools would be used to describe the NOSTT experience. The common case architecture posited by Kolodner, 1993 would inform the paper:

1. The problem or situation that prompted the decision to establish NOSTT
2. Alternative means for addressing the issue
3. Outcomes of methods used to address issue.... implementing the NOSTT pilot
4. An explanation for why the outcome occurred the lessons learnt

An analysis of an open learning system, in particular the learner support, materials development, integration of technology and attempts at total quality management would be presented.

Literature that will inform the study:

Distance Education is often regarded as a methodology of education delivery while open learning represents a philosophy of education. In an **open learning** system learners can learn whatever they choose, whenever is convenient to them, for whatever reasons they choose and however they wish. Given these broad parameters, the degree of openness that was possible in the NOSTT programme will be discussed. According to the literature, Open learning stresses the centrality of the learner; is learner rather than institution or teacher centred; implies the use of a wide range of teaching/ learning strategies and attempts to remove barriers to learning. Roger Lewis quoted in Key Issues in Open Learning edited by Alan Tait identified the key barriers to education as: location of course; time of class; content of course; method of delivery; entry requirements; financial cost of travel and fees; lack of confidence; cost of course materials and cost of release from employment.

The role of the **Commonwealth of Learning** in promoting and supporting attempts at **Open Schooling** would be highlighted as well as a review at attempts to provide **second chance education** opportunities to **adult learners**.

Brief Biography of the presenter

Mrs. Lystra Sampson-Ovid is Programme Director at the Ministry of Education’s Distance Education Unit that has responsibility for implementing the National Open School of Trinidad and Tobago (NOSTT) programme. She was educated at Mausica Teachers College, Eastern Caribbean Institute of Agriculture and Forestry and the University of California, Davis where she gained a BSc in Agricultural Education

and a Masters in Education. A Teacher Educator for most of her career, Mrs. Ovid has mentored Primary and Secondary school teachers as well as Agriculture Extension Officers. Her initial research interests in ODL for non-formal education especially in agricultural extension led to an exploration of Distance Education systems in the California and Florida in the USA. She has participated in several study tours to observe ODL systems in both the developed and developing world and several ODL capacity building activities. She has served as Director of Distance Learning Secretariat and currently as the Director of Open and Distance Learning and head of the National Open School of Trinidad and Tobago. Currently Mrs Ovid as an advocate for ODL is a COL focal point for Trinidad and Tobago, Virtual University for Small States of the Commonwealth (VUSSC) interlocutor, member of the Open School Open Education Resource (OER) project Steering Committee, Secretary of COMOSA and a founding member of CADADOL and COMOSA.

Sub-Theme – Open Schooling

THE POTENTIAL OF ODL FOR CONTINUITY EDUCATION IN EMERGENCY AND CONFLICT SITUATIONS

Morpeth, Ros
Creed, Charlotte

Open and distance learning is sometimes employed in emergency and conflict regions to maintain a degree of continuity in education. For the most part, however, this role has been ad hoc, short-term and often bearing limited relation to the psychosocial and educational needs of the displaced and traumatised populations it serves. But could ODL play a more planned, significant and relevant role in emergency and conflict regions and if so, how? This paper will address this core question. We note that emergency and conflict zones such as Haiti and Afghanistan have made us more aware of the long-term, serial disruption and psychosocial damage faced by people caught up in these areas. Typical elements of many ODL programmes, we argue, are especially useful in these contexts: the accelerated teacher training and classroom-based CPD of some open schooling approaches; the highly-structured, pre-prepared teaching and learning resources centred around curriculum areas; experience of running local study centres; the multimedia experience of instructional designers; a focus on learner-centred pedagogy and teaching and providing resources in the mother tongue. We identify how ODL is being used in these zones and how to build on their achievements. For example, organisations such as

NIOS and BRAC provide continuity education but also, as apex organisations, play a coordinating role among other educational providers, facilitating links between the non-formal and formal sectors. They facilitate access to accreditation/recognition outside the formal sector and often across borders. Radio is an effective but underexploited means for family-based informal learning and psychosocial support. Fast deployment, pre-preparedness, mother-tongue resources, access to accreditation and cross-border education emerge as key ODL attributes. We argue for the need to integrate ODL more systematically into the existing national planning for conflict and emergency zones.

Sub-Theme – Open Schooling
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VOCATIONAL EDUCATION THROUGH OPEN SCHOOLING: LESSONS FROM NIOS

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The National Institute of Open Schooling (NIOS) was set up by the Ministry of Human Resource Development, Government of India as an autonomous organization in 1989 with an objective of providing relevant continuing education at school stage, up to pre-degree level through open learning system. It offers academic programmes both in general education at secondary and senior secondary levels beside 86 programmes in vocational education in seven broad areas, viz., Agriculture, Engineering & Technology, Health & Paramedical, Home Science & Hospitality Management, Computer & Information Technology, Business & Commerce, and Teacher Training. The NIOS operates through a network of 11 Regional Centres and about 2300 Accredited Institutions (AIs) including about 1100 Accredited Vocational Institutes (AVIs) in India, Nepal and the Middle East. In the academic year 2008-09 NIOS admitted about 22000 students in the vocational stream. Majority of the students in the vocational stream are females, which is in sharp contrast to academic stream. Some problem areas however remain: Share of vocational stream in total enrolment in NIOS is very low. Secondly, Enrolment to vocational stream has increased at a lower rate compared to other academic programmes over the past five years. Thirdly, enrolment is concentrated in certain states while remaining states do not have proportional enrolment.

Sub-Theme – Open Schooling
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ASSESSMENT IN OPEN AND DISTANCE LEARNING INSTITUTIONS: ISSUES AND CHALLENGES

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Universally, assessment is used as a tool for improvement of teaching and learning as well as ensuring the quality thereof. Research indicates that in Lesotho there is an overwhelming weakness in the use of performance based assessment by teachers in primary and secondary schools and institutions of higher learning (Motlomelo 2005, Mkwibiso 2009). The methods used in ODL institutions to assess the student teachers translate to how they, in turn assess their learners and hence impacts on the quality of education in Lesotho primary schools. This paper investigates why the ODL institutions in Lesotho are still mainly practising pencil and paper testing. It explores factors leading to minimal use of PBA, identifies tutors training needs and recommends strategies to incorporate PBA in the assessment of student teachers achievements. Policy documents were studied in order to gain a deeper insight into assessment practices of the ODL institutions in Lesotho. Interviews and questionnaires were executed to gather the relevant data. The study revealed that the huge numbers of ODL student teachers are the main factor that contributes towards the use of pencil and paper testing. The ODL institutions in Lesotho do not stipulate in their policies how PBA should be incorporated into the assessment of the student teachers and the tutors do not possess skills relevant for the use of PBA. The paper recommends that ODL institutions in Lesotho should revisit their policy documents to address the use of PBA that will promote high order thinking skills and hence the quality of education in Lesotho. The study also indicates that tutors in these institutions should be given refresher courses in PBA.

Sub-Theme – Open Schooling
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A CAREER IN ELEARNING – A POTENTIALLY DIRTY LITTLE SECRET THAT MAY SET UP UNREAL EXPECTATIONS

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The increased use of Information and Communications Technology (ICT) in distance education has created career opportunities in the field of eLearning. However, as eLearning professionals, the authors recognize many of the positive aspects of a career in eLearning maybe incompatible with the conditions necessary to maintain a quality life style, particularly for women. This session, therefore, invites participants to come together to discuss the promise, potential and challenges of pursuing a career in eLearning. During this session, presenters from four continents – Asia, America, Africa, and Australia – will share insights from their contexts and will address the impact of gender, family roles and expectations, workload, institutional expectations, collaborating across time zones, pursuit of higher education and professional development, age, and personal goals on social, professional and academic expectations and requirements, and the overall quality of life. The overarching purpose of this session is to fine tune a research proposal to explore the dirty little secret that eLearning may, in fact, be unrealistic for women, globally, due to society's expectations of family, traditional gender roles, and conditions required for a healthy lifestyle. Questions guiding this proposed research arise from the literature and years of experience in the field. Questions include: what counts toward becoming a successful eLearning professional; what are the conditions that support it? What are the barriers that limit successful careers in eLearning, particularly for women? In other words, if we encourage women to pursue a career in eLearning, are we setting them up for failure and is this not an issue of social justice and responsible professionalism to those who follow us into this field? The presenters commit to sharing results of the research within the Commonwealth of Learning community and in a presentation of results at the PCF7 conference.

Sub-Theme- Technologies for Scaling up ODL
Programmes

ACCESS AND SUCCESS OF DISTANCE LEARNERS THROUGH ICTS AT SCHOOL OF DISTANCE LEARNING AND CONTINUING EDUCATION (SDLCE), KAKATIYA UNIVERSITY

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The conventional system of education in Warangal District of Andhra Pradesh has become inadequate to meet the growing demand for higher education due to its inbuilt constraints in admissions to the full-time courses on campus. In view of this, the Kakatiya University has established the School of Distance Learning and Continuing Education (SDLCE) in 1989 to meet this demand and to reduce the pressure on conventional system. The aim of the SDLCE is to offer higher education programmes through distance education mode, for the benefit of all those who had been deprived of the opportunity, for one reason or the other to enter the main stream education. The SDLCE follows the multi-mode system and provides printed course materials; technology based lessons to the learners and arranges limited face-to-face sessions through contact-cum-counselling sessions. The study focuses on ICT Instructional system including the printed course materials.

The main objectives of the study are:

- (i) to examine the ICT facilities provided to the learners by the University;
- (ii) to study and analyze responses of learners in terms of access to ICT Instructional delivery system and impact of ICTs on success of their studies; and
- (iii) to evaluate the issues and concerns of learners associated with the use of ICTs.

As such this paper intends to inform educational planners the access and success associated with the use of ICTs in teaching-learning system and the possibilities that exist with ICTs which facilitate to provide opportunities to the learners for development. The study is based on survey method. The primary information will be collected from sampled learners of SDLCE by serving a structured questionnaire. The random sampling technique will be used to collect the primary data. The secondary data will be collected from the records of SDLCE. By analyzing the data, the study would find out the role of ICTs in access and success of distance learners through ODL system. Further the researchers will interview/discuss with concerned authorities at the University Head Office in Warangal.

Finally the researchers will make some useful suggestions based on the analysis of the study to improve and use appropriate and affordable technologies to enhance the quality of learning in OD L system.

Sub-Theme- Technologies for Scaling up OD L Programmes

AN EFFECTIVE LEARNER SUPPORT SERVICES SYSTEM AT THE NAMIBIA COLLEGE OF OPEN LEARNING (NAMCOL)

Haufiku, Diina NAMCOL

This article examines alternative ways of developing a framework for Secondary Education learners and Professional students support services systems for NAMCOL. Distance education learners in Namibia are scattered across the country, with shortcomings and inadequate systematic support for them. Although currently NAMCOL has tutoring, centres activities and interactive learning, it has been observed that these activities already in existence if organized systematically, needs improvement the organization and implementation of support for the distance learners.

The aim of this study is to review and determine the applications and important problems of the learner support services and systems and present a number of suggestions to enhance learner support in the Namibian distance education system.

The question of the study is: What support system would be appropriate for these distance education learners?

A qualitative survey will be conducted using questionnaires, interviews, focus group discussions, participatory experience observation checklists and documentary checklists to find out how support systems as part of a larger distance education whole system, should be integrated within the learning experience of distance education at NAMCOL.

Sub-Theme- Technologies for Scaling up OD L Programmes

AN EXPERIENCE OF PROMOTING LIFE LONG LEARNING AMONG FARMERS THROUGH USE OF MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES

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And Ms.Arokiyarnary, Mr.Kalaichelvan and Mr.R.T.Rajasekaran, (members of Reddiyarchatram Seed Growers Association), Community Based Organization, Kannivadi, Dindigul district, South India.

Innovative use of modern Information and Communication Technologies (ICT) and Open and Distance Learning (ODL) has been considered as an effective tool to facilitate Life Long Learning among men and women farmers. An effort has been taken to motivate and capacitate a farmers association in promoting the use of ICT for local sustainable agricultural development. It has been learnt that quality and relevance of the content in accordance with local needs of user groups along with capacity building to process it assumes greater importance. Of the number of diversified needs of the farmers in the study region, weather forecast is one of the most important learning needs expressed by both men and women. In order to facilitate the availability of localized and dynamic information the farmers association has been managing B type weather station and developed linkage with Indian Meteorological Department to receive the biweekly medium range forecast using Internet to send and receive weather data and forecast. The information has been converted in to local language and shared through web site (www.oddanchatrammarket.com) with the Village Knowledge Centers(VKCs). There are fifteen VKCs has been functioning in the study region which disseminate the information to farmers through bulletin boards, meetings etc. The second most crucial learning needs are market prices of fresh produces like vegetables and flowers in the nearby markets on day-to-day basis. In order to effectively process the information and act on it by the men and women farmers, face-to-face training and capacity building programmes has been organized focusing on weather based farm decision thumb rules and crop-calendars for the prime crops and market forecasting and planning.This paper attempts to share the processes involved in providing the need based, local context based information along with the capacity to use the information and act on it with two empirical examples.

Sub-Theme- Technologies for Scaling up OD L Programmes

A PEDAGOGY/ANDRAGOGY-NEUTRAL TECHNOLOGY PLATFORM APPROACH TO IMPROVE LEARNING EFFECTIVENESS FOR ONLINE LEARNING

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When it comes to online learning, the approach so far has been no different from how we serve learners in traditional classrooms – the same material and same instructional strategy is used to serve all learners without taking into account the learners cognitive strengths/weaknesses and their preferences. As a result, effectiveness of online learning has not been proven to be any different from traditional class-room based learning. There has a number of theories (sometimes conflicting) developed about learning styles and strategies to improve learning has been developed from these theories; however, to date, technology has alluded the cost-effective implementation of these strategies and measurement of its success (or failures). In this paper, I will outline the development of a new learning platform (dubbed “Minerva”) for adult learners; techniques embodied in the platform are applicable to K-10 or K-12 programs as well. The core platform tenets are: 1) data-driven behaviors, 2) experimentation and 3) just-in-time remediation and 4) pedagogy/andragogy neutral technology-based approaches to serve learning. Declared and inferred interests and prior-knowledge from a learner is constantly measured and evaluated to create a ‘cognitive profile’ for a learner. Constant on-going experimentation around choices of content, formative and summative assessments and interactions with the system are used to populate and update the cognitive profile. The cognitive profile information is to used to select the particular style, the type of content and the types of interactions selected for a learner. Data collected are also used to determine where a learner’s shortfalls are and dynamic or just-in-time lesson plans are created to supplement their learning so they do not fall behind (and eventually quit). The entire process forms a virtuous cycle where data, experimentation and serving yield constant insights that continually improve the system.

Sub-Theme- Technologies for Scaling up ODL Programmes
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A REFLECTION ON THE CHANGES IN THE TECHNOLOGY PROFILE OF ODL STUDENTS IN SOUTH AFRICA AND THE IMPLICATION OF THOSE CHANGES FOR THE DELIVERY OF ODL PROGRAMMES

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The Faculty of Education at the University of Pretoria initiated open and distance learning (ODL) programmes in 2002. Those programmes were aimed at giving practising teachers throughout South Africa an opportunity to improve their qualifications. The initial thinking was that the mode of delivery of those programmes should be a blended model of online and paper-based delivery. However, the University decided to start with paper-based programmes combined with face-to-face sessions and other support structures, and then progress to include online delivery. A survey was done of the technology profile of the first intake of students. From the start, it was evident that the students in the programme have a very different technology profile to the on-campus students. The reality of the situation forced the University to rethink its e-learning strategy for the ODL programmes. The profile of the ODL students consist of the following elements: they own or have access to mobile phones, fax machines, computers and e-mail addresses and have access to the internet. The first profile that was extracted in 2003 showed a high availability of cell phones with a low percentage of access to or ownership of fax machines and computers. Very few ODL students had e-mail addresses and even fewer had internet access. This profile has changed over the years. It was necessary for the University to adapt and respond to these changes. The academic content was delivered, and adjustments were made to administrative processes, structures and systems to optimise the available technologies. This paper explores the technology changes that took place over a period of seven years among ODL students at the University of Pretoria and how those changes affected the delivery of the ODL programmes.

Sub-Theme- Technologies for Scaling up ODL Programmes
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BLENDED LEARNING APPROACH TO TRAINING SCHOOL COUNSELORS: A CASE STUDY OF COL-NCERT COLLABORATIVE PROGRAMME

Phalachandra,B.

There has been a great demand for Guidance and Counselling services in schools to facilitate better academic performance, adjustment and career development among students so as to provide quality education to students. In this direction the National Council of Educational Research and Training (NCERT), an autonomous body under Govt. of India among other programmes/activities offered a nine months Post Graduate Diploma Course in Guidance through face-to-face mode for almost five decades for teachers and teacher educators drawn from different States.Later on this programme was extended by offering through its four constituent units located in different parts of the country. In 2003, Teacher- Counsellor model was designed and offered as a six month (face to face) International Diploma to teachers/teacher educators/administrators of India, and other South Asian and African countries. Persons from Maldives, Sri Lanka, Zambia, Kuwait, Bhutan and Fiji were the beneficiaries of this programme. Even this expansion was not enough to meet the growing demand for the trained guidance personnel in the region. In this context NCERT in collaboration with COL Vancouver, Canada designed and developed a one-year Distance Education Programme called International Diploma in Guidance and Counselling (IDGC) with special features like focus on needs of developing countries, opportunity for multicultural interactions and exposure to alternative strategies for assessment and counseling. The programme adopted a blended learning approach with components of distance/online as well as face-to-face modes. This one-year programme spread over three phases. Phase I – Distance/online of 6 months, Phase II - face-to-face contact of 3 months with intensive school practicum and Phase III - internship at their workshop with online support and local supervision. To facilitate the transaction an attempt was made to build capacity among the faculty members, tutors and mentors to provide on line and face-to-face support to students. The IDGC is being offered by NCERT since 2008 through its six constituent units with total intake of 300 students each year (50 students for each center). The paper make attempts to highlight issues and evaluates each aspects involved in designing materials conducive to blended learning approach, delivery, online tutoring and evaluation of assignments, projects, practical works and portfolios. Also attempt will be made to get feedback from stakeholders like planners, content developers, students, faculty, and tutors.

The analyses would add to better understanding of designing distance education programmes with blended learning approach that could be used to meet the training needs of teachers and teacher educators of the region for improving quality of education

Sub-Theme- Technologies for Scaling up ODL Programmes

CAN MOBILE PHONES BE USED TO IMPROVE THE QUALITY OF LEARNING IN OPEN SCHOOLING?

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Mobile phones have become ubiquitous. Almost anyone who can have a mobile phone has one. The amount of information and access to it has grown exponentially, thereby the potential for using varied resources for instruction and learning have increased. In this context, can mobile phones be used as an engaging tool for learning? If educational technology theory, research, and pedagogy are re-conceptualized to include the tools and knowledge that students already possess, then will students using mobile phones have better opportunities to connect learning inside and outside the school? These questions prompted in an exploratory study which was made with learners of Open Schooling in India to find out their access to mobile phones, the pattern of their current mobile phone usage and their perception on use of mobile phones for educational purpose. This paper presents the results of this study and provides a snapshot of the current status which can serve as a foundation to further planning for the implementation of ICT-related activities in Open schooling.

Sub-Theme- Technologies for Scaling up ODL Programmes

CHALLENGES IN IMPLEMENTING RECOGNITION OF PRIOR LEARNING (RPL) IN MAURITIUS

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This paper describes how the Mauritius Qualifications Authority proceeded in implementing Recognition of Prior Learning in Mauritius. With the worldwide financial crisis as backdrop, Mauritius witnessed a decline of its traditional economic pillar, with many people losing their jobs and thus the possibility of re-conversion of people to service other sectors became vital. This paper explains the policy processes and the challenges which needed to be overcome to convince Government and major stakeholders of the *raison-d'être* of such a model.

Some of the major challenges to the implementation of the Mauritian RPL included resistance to change, sensitisation of stakeholders of the validity of such a way of earning a qualification, the need for capacity building – both internally as well as nationally – the securing of guaranteed and adequate financing for the whole project and the need for a recognised and respected awarding body. Other challenges included the need for a long term plan in the method of implementing RPL in Mauritius. Hence, research was also required to establish whether some sectors would be given priority over others in the RPL process.

This paper also dwells on the current achievements of the Mauritius Qualifications Authority, both on the local and international scene, as well as the Authority's future objectives and how it intends to proceed in terms of RPL implementation.

Sub-Theme- Technologies for Scaling up ODL
Programmes

CHOOSING TECHNOLOGIES FOR ODL IN A DEVELOPING COUNTRY: EFFICIENCY AND EFFICACY ISSUES

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Choosing appropriate technology for open and distance learning (ODL) system is most important and highly discussed issue in the recent years. While adopting more and more technologies is required to squeeze the so-called quality gap between conventional classroom teaching and off-campus open and distance learning, it is

equally important to consider the efficiency issues concerned with adopting a new technology – this paradoxical situation fits well with the realities in the developing countries. Although the inevitability of the adoption of educational technologies in ODL can no longer be questioned, costs for the adoption of a new technology must not be neglected from efficiency point of view. Especially, in the resource poor developing countries, adoption of inappropriate technologies must create wastage of resources, incur huge maintenance costs and end up with quality shirking in the programmes.

This paper aims at explaining the efficiency and efficacy issues concerning the adoption of new technology for ODL. The paper also highlights some criteria that may be taken into account while selecting a new technology for ODL in a developing country. An analysis on the appropriateness of the technologies used at Bangladesh Open University (BOU) in the light of proposed criteria has been added in the paper as an example. The role of local, regional and global partnerships on technology sharing has been carefully verified in the paper.

Keywords: New technology, ODL, Developing country, Collaboration/partnership.

Sub-Theme- Technologies for Scaling up ODL
Programmes

COLLABORATIVE REGIONAL PUBLIC TECHNOLOGY ENHANCE LEARNING MANAGEMENT SYSTEM (RPTELMS) IN PROMOTING SCHOOL TEACHERS' LIFELONG LEARNING THROUGH SCHOOL ICT LABORATORIES: UPGRADING KNOWLEDGE AND HUMAN CAPITAL IN MALAYSIA

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The purpose of this study is to examine the feasibility of setting; commissioning and managing a collaborative regional public Technology Enhance Learning Management System (TELMS) as an innovative platform in helping school teachers in upgrading their quality pedagogical knowledge and human capital. The local public teacher training and educational providers could collaborate with existing schools where the teachers' contribute to organize

and dissemination knowledge for life-long learning process in this perspective. They could use the internet facilities from the school ICT laboratory in upgrading the country's knowledge economy. Factors like. In general, there is significant differences among factors stated above which will upgrade the school teachers' knowledge and knowledge economy in their life-long learning process and upgrading the country's human capital to be competitive in the region. Good governances in management and enhancement of digital technology in the RPTELMs to upgrade school teachers' lifelong learning could be beneficial in upgrading their knowledge and fostering their quality of life and human capital. In addition, school teachers could use the digital platform to foster friendship, exchange of knowledge and networking among their peers in the region and cater universal education philosophy of 'Education for All'. Therefore it is utmost important for the maximization in the utilization of digital technologies provided by the government initiative to improve its efficiency and integrity on social responsibilities in producing quality human capital through ODL in the lifelong learning perspective.

Keywords: Technology Enhance Learning Management System, life-long learning, school teachers, school ICT Laboratory.

Sub-Theme- Technologies for Scaling up ODL Programmes

CONTEXTUAL BACKGROUND TO SUPPORTING LEARNING IN THE DIGITAL AGE: A COMPARATIVE STUDY OF BOTSWANA AND LESOTHO

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This paper describes the findings from two survey studies whose primary objectives were to determine the feasibility of introducing e-learning as an alternative mode of delivery or as a learner support intervention at Botswana College of Distance and open Learning (BOCODOL) and Lesotho College of Education (LCE). The surveys used questionnaires to collect data from learners taking Certificate and Diploma courses at BOCODOL and LCE. The studies revealed two different scenarios; in Botswana a very satisfactory number of learners have positively indicated that they had computer skills and that

some had access to computers at work. In Lesotho, majority of student teachers lack computer skills and had no access to computers. However the studies highlight major contextual problems caused by lack of appropriate infrastructure and geographical position, in that, more than half of the learners in Botswana and Lesotho had no access to internet connectivity. Internet services are a core vehicle for e-learning and could be an impediment in the introduction of e-learning as mode of delivery or for learner support services. The paper concludes by suggesting a cautious decision with regard to the implementation of the e-learning initiative as access to internet and other factors relating to the availability of enabling infrastructural facilities such as electricity and telecommunication lines prove very vital for the project of this nature.

Sub-Theme- Technologies for Scaling up ODL Programmes

CONVERTING DOCUMENTS INTO THE EPUB FORMAT: A WORKSHOP

Monaghan, Amy
Commonwealth of Learning

OPEN STANDARD FORMAT

The open standard for publishing eBooks is the ePub file format. This has gradually been adopted by the manufacturers of eBook readers such as Sony, iRex, Barnes & Noble (the Nook), and the latest being Apple with its new iPad. Amazon is the only leading manufacturer of readers (the Kindle) that still chooses to use proprietary software rather than the ePub format.

Why ePub and not PDF?

PDF does not usually reflow according to screen size as it is generally a fixed page format. ePub is a reflowable format and will rewrite the text according to screen size and will display images correctly.

Conversion and copyright

If copyright is not held by the person or institution wishing to convert the document then changing formats is usually breaking copyright. However, there are many publications already in existence which would benefit by being available in the ePub format and for which copyright is held.

Conversion process

Converting documents is still not technically straightforward, especially if the original document is in PDF format rather than a word processing

file format. There are a number of commercial enterprises that offer conversions for a fee, but if you want to undertake the process in-house - in order to save money while also having some control over the conversion process and result, then some training will be necessary. There are also a number of websites offering free conversion, but these also require clean-up and generally any images are not converted.

THE WORKSHOP

The workshop will guide participants in converting existing documents into the ePub format without any need to purchase software or pay conversion fees.

Sub-Theme- Technologies for Scaling up ODL Programmes
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DEPLOYING A SUCCESSFUL LEARNING CONTENT AND STUDENT MANAGEMENT SYSTEM USING OPEN SOURCE TECHNOLOGIES

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The University of the West Indies (UWI) Open Campus is an amalgamation of the previous Office of the Board for Non-Campus Countries & Distance Education (BNNCDE), the School of Continuing Studies (SCS), the UWI Distance Education Centre (UWIDEC), and the Tertiary Level Institutions Unit (TLIU). It now consists of a Virtual Campus as well as physical sites spanning over 50 locations and serving over 20 countries in the English-speaking Caribbean. This environment is unique among the UWI campuses and so a different approach was taken in deploying enterprise services for learning management. Open Campus made the decision to use the Open Source Moodle Learning Management System for its online course delivery and build its own student management system using Open Source Technologies such as PHP, MySQL and the Zend Framework. This decision resulted in a shifting from the traditional paradigm of purchasing and implementing large proprietary systems to building and implementing Open Source solutions. Instead of purchasing software, Open Campus invested in building the skills of an in-house team of developers as well as application and infrastructure specialists. This case study will show how this investment in

in-house skills has impacted the organisation by providing shorter implementation times as well as the agility to adapt to a quickly evolving organisation which is still in its initial stages. The hope is to use this investment in skill to create a sustainable system for the creation of technology within the Open Campus instead of having to import it from outside the University.

Sub-Theme- Technologies for Scaling up ODL Programmes
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DEVELOPING STRATEGIES FOR SUCCESSFUL SCIENCE AND TECHNOLOGY PROGRAMMES IN OPEN UNIVERSITIES OF DEVELOPING COUNTRIES

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The complete university or a successful professorate must attend to four separate yet interrelated functions, namely, discovery, integration, application and teaching (Boyer, 1996). It is argued that open universities particularly that in developing countries need to develop relevant strategies for designing, developing and delivering successful science and technology programmes that meet the demands of not only of national objectives but also that of regional/ local needs. Some of the science and related programmes offered by some open universities in India are viewed from this perspective. Some existing literature on science programmes and their success in open universities is reviewed. It may be seen many of these programmes are traditional in nature. This is related to the fact that many countries have witnessed significant transformations and reforms in their tertiary education systems including emergence of new types of institutions realizing the importance of being part of the surrounding society instead of isolated ivory towers. The paper discusses the need for open universities to come out of the traditional view of 'second chance' education to the realm of knowledge society/knowledge economy and its needs. They need to consider various developments that are happening world wide in higher education filed in response to the demands of knowledge economy. Many institutes/ universities of high reputation are modifying their university system by introducing certain innovations and avoiding compartmentalization of different systems of education and following more flexible approach to focus on the objective to be achieved. We will be discussing developing strategies for

successful science and technology programmes by taking some of these developments. For example the experience of outreach and engagement is considered to become the pathway to a fresh interpretation of the 21st century and emphasizes bidirectional interactions, reciprocity and mutual respect instead of one-way assistance or direction. This is considered a new twist for higher education: the two-way street of interactions or partnerships between the academy and outside world. With some examples of outreach it is illustrated on how this approach can be adopted in the open universities for making science and technology programmes successfully reaching out to society. The second concept discussed is the corporate education. The literature on Corporate colleges and Corporate universities, though show that they have emerged as a strong alternative for meeting the skill development demands of corporate, there is also a strong argument against these directed universities. For the knowledge based economy it is necessary that the firms improve their ability to innovate. In this connection the concept of 'National Innovation System' (NIS) is discussed where it is necessary for interconnected institutions to create, store and transfer the knowledge, skills and artifacts which define new technologies. Some of the initiatives of the universities and industries/corporate houses to collaborate and cooperate are analyzed for offering successful science and technology programmes by open universities. The third concept the community college concept is discussed in relation to how this concept can help in developing Regional Innovation systems (RIS) through the use of a convergence approach of Open University and traditional class room system and in empowering individuals through appropriate skill development in collaboration with local industry and community are discussed. Lastly we discuss the necessity for integrating various modes of delivery mechanisms and the need for choosing these judiciously depending on the target group, objectives and the availability of resources.

Sub-Theme- Technologies for Scaling up ODL Programmes
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DISTANCE-ORIENTED TEACHER PROFESSIONAL DEVELOPMENT PROGRAMMES IN DEVELOPING COUNTRIES: A FRAMEWORK FOR SYSTEMATIC DESIGN

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Much has been made of the promise of the Internet and particular Web and other digital technologies for transforming the professional development of teachers in developing countries. Distance education, particularly Open Distance Learning has been heralded as the solution for overcoming barriers to the access of education such as physical remoteness, infrastructure (technological and pedagogical), and socioeconomic and sociocultural conditions. In this respect, a variety of distance education models have been proffered for improving the quality and breadth of teacher professional development in developing countries. And in this regard, a multiplicity of programmes, ICT technologies, and Open Educational Resources (OERs) have been introduced throughout the developing world. However, the success and effectiveness of the aforementioned models and schemes in support of teacher professional development has been mixed. The reasons for this are that many of these programmes, technologies, and OERs have been introduced with little consideration given to the issues of sustainability and scalability, as well as those relating to course design, learner support and mentoring. This paper reviews various distance-oriented and technology-enhanced models and schemes of teacher professional development in developing countries. It then proposes a framework for providing systematically-designed, sustainable and scalable distance-oriented professional development programmes for teachers in developing countries.

Sub-Theme- Technologies for Scaling up ODL Programmes
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DYNAMICS & OUTCOMES OF ODL INTERVENTIONS FOR ALTRUISTIC DEVELOPMENT OF ISLAND & INDIGENOUS COMMUNITIES OF INDIAN SUBCONTINENT

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Basis of global sustenance depends broadly upon evolution of a knowledge society and education forms one important facet of development. Indigenous communities in Indian sub-continent and worldwide constitute a special group who are marginalised while living in mainstream society. An equity based educational planning process is most crucial in accommodating the indigenous peoples' growing needs and demand for their inclusion in the mainstream. World over, education and the role of Information & Communication Technologies (ICTs) in developing a knowledge-empowered society have become key issues in the international development debates. ICT based Open and Distance Learning (ODL) systems have opened up new learning channels for the marginalized communities and diminished the existing and perceived social disparities. While doing so, it is felt that unless, indigenous people become the benefiting group in the ODL systems, the gap between them and the mainstream societies may lead to, further opening up of an increased tendency of marginalization of these communities. The present research paper focuses not just on the validity of the argument, but to the degree on which the premise of Open & Distance Learning strategies are applicable to foster sustainable development of indigenous people in two contrasting regions having high indigenous & remote communities. It is an attempt to identify, analyze and assess the dynamics and their possible outcomes between the present state of ODL systems and their perceived role in fostering the development these two distinct regions of India

Sub-Theme- Technologies for Scaling up ODL Programmes
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E-LEARNING LEARNINGS FROM VOCATIONAL EDUCATION IN VICTORIA, AUSTRALIA

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The Victorian State government in Australia is committed to providing accessible, high quality, industry and community relevant, open and distance learning opportunities available to all Victorians. This is a key element to ensuring individual prosperity as well as the long term growth of the economy. The State Government is part of a national framework for e-learning and invests \$15 million (AUD) annually to develop and implement innovative methods of providing open and distance learning, which has enhanced learning experiences for almost 40% of VET users every year. Through this ongoing level of investment, the Victorian Vocational Education and Training sector has developed a national reputation as a centre of excellence for innovative and highly flexible open and distance education and training. The success of the Victorian government initiatives can be measured in a tangible manner by exploring practical case studies such as:-

- the development of models for working collaboratively with a range of employers including the electrical industry to allow workers to develop skills and knowledge while minimising the issues caused by distance;
- the use of high-end technologies such as Virtual Worlds to provide training in areas as diverse as Painting and Decoration and working with addiction and mental health concerns; and
- the use of assistive technologies, such as voice enabled learning tools and mobile personal devices, to provide independent living skills training (such as daily household activities and enhanced community access opportunities) to empower individuals with a disability and/or learning difficulties, to gain formal qualifications while increasing their ability to engage with the wider community.

This paper will highlight the strategies employed by the Victorian government to enhance social justice and economic development via the use of innovative open and distance education. The paper will also provide practical examples of how GippsTAFE (a rural/regional Victoria educational provider) has worked directly with business and individuals through e-learning to make a meaningful difference.

Sub-Theme- Technologies for Scaling up ODL Programmes
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EXPANDING EARNING IN MALDIVES THROUGH CUSTOMISATION

Shareef, Ali Fawaz
Maldives

eLearning in Maldives is in its infancy and has not received wider acceptance throughout the country due to a number of barriers. However, with the unique geography of Maldives eLearning can be used widely and extensively used. Learning Management Systems have been implemented in a number of educational institutions in the country. However, these systems were not able to reach wider audience in the rural islands of the country. It is of utmost importance that any educational system in Maldives should reach all the different island communities. A research found that one of the major factors in the lack of acceptance of eLearning is the language barrier. This paper outlines a successful project that was conducted to localize MOODLE to Maldivian environment. The project involves the development of a Dhivehi language package for Moodle.

The project was completed in November 2009 and implemented at Maldives College of Higher Education. The research shows that both the students and lecturers found the localization useful exercise and have shown keen interest in using the system. In addition, the local language pack has been added to MOODLE website so that any institution who wants to use dhivehi (Maldivian local language) can download the language and use them at no cost. This project will help in expanding the usage of eLearning in the Maldives.

Sub-Theme- Technologies for Scaling up ODL
Programmes

FUTURE DIRECTIONS FOR DIGITAL LITERACY DEVELOPMENT OF INDIAN EDUCATORS

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In India, the emerging thrust area for teacher education is acquisition of knowledge and skills in facilitating learning in ICT-rich learning environments.

At the same time the focus is also on enabling teachers to use web 2.0 tools to engage learners from diverse social backgrounds and having different learning styles. But there exists a gap between the existing skills of the teachers and the required level of digital literacy. To bridge this gap and to ensure learning for development, the need to design and develop training programmes on digital literacy for both pre-service and in-service teachers is increasingly being felt. An exploratory study is certainly preliminary to designing such training programmes. This paper will report one such study which was conducted to gain a foundational understanding of the ways Indian English language teachers are currently using different web 2.0 tools to engage their learners to practise oral communication and literacy in English, the ways they are using such tools for their professional development, and in other areas of their daily lives, and what they imagine as possibilities for the future as users of such tools in teaching, in professional development and also in daily interaction.

Based on this study the paper will suggest some realistic future directions for introducing and enhancing digital literacy of Indian English language teachers. This includes increased support to teachers to build their digital literacy knowledge, skills, appropriate literacy practices in their classrooms, and to undertake research on the multiple notions of literacy. Finally, the paper will seek to address the issue of using open and distance learning methodology to prioritise digital literacy development of Indian educators.

Sub-Theme- Technologies for Scaling up ODL
Programmes

ICT APPLICATIONS FOR CONTINUING TEACHER EDUCATION

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The theme for UNESCO World Teachers Day-2009 was "Build the Future: Invest in Teachers Now", Well trained Teachers are not available in the market and any nation must invest in their quality training for building their future. Central Institute of Educational Technology (CIET), explored several technologies to provide quality teacher education. Some of the technologies are Mobile Technology, Multipoint Technology, Videoconferencing Technology (through Educational Satellite) and web applications.

This paper discusses implications of some of these technologies. This year CIET conducted 3 workshops for Teacher Educators (TEs) in Research Methodology for ICT in Education which were attended by 650 TEs and they appreciated the interactive nature of these workshops. CIET also conducted a workshop for preprimary teachers in Puppets in Education and 5 workshops for PG teachers in Mathematics which also had a built-in Interactivity and hence proved productive.

Multi Point Technology developed by Microsoft provides opportunity for students to work together on one computer. CIET saw an opportunity to provide collaborative learning space (as emphasized in NCF 2005). CIET conducted two workshops for teachers to prepare Collaborative and Cooperative lesson plans in subjects like Maths, Science, English and Geography. The feedback from school students after using these lessons was very encouraging.

The Mobile Technology is presently used for "push" processes. It was used in collaboration with the EduSat videoconferencing for sharing of information, for checking about the interaction at the learning centres as well as for providing instructions. This enhanced the quality of workshops through Videoconferencing.

CIET uses web based Groups (Yahoo or Google) for any workshop it conducts (Face to face or through EduSat) and all the participants are required to join their respective Groups. This facilitates their learning and also sharing of resources. The teachers and teacher educators who participate in these workshops also get acquainted with the networking, collaborative approach.

The new technologies and their convergence is proving effective for in-service teacher training.

Sub-Theme- Technologies for Scaling up ODL Programmes

**ICT FOR INCLUSION:
PRESENT AND FUTURE**

Hemlata

Recent years have witnessed a global shift in the perception and treatment of persons with disabilities towards a human rights perspective. This perspective view people with disabilities as not only subjects in the development process, but also partners and owners of the development process and its production.

About 18% of people worldwide live with some kind of disability, including those related to aging; 10% - more than 600 million people - live with life-altering disabilities, two thirds of which are in developing countries. These demographic circumstances present considerable challenges on the one hand, and enormous opportunities on the other, for the increasingly important role of information and communication Technology. While new ICTs can worsen the exclusion experienced by disabled persons in terms of their access to information and full participation to society, they can also provide extraordinary assistive solutions to empower them. New, proven technologies can enhance the lives of people with disabilities and support their rights as citizens and participants in their communities' social and economic activities - but only if these solutions are affordable. Sharing of information is the key to success in any developing country and we should also follow the same path. The use of ICT in disability sector is essential in reducing the handicapping effects of specific disabilities. This paper will reflect the impact of the use of ICT for inclusion. To facilitate persons with disabilities we need to provide them cost effective technologies which can improve their lives and make them productive member of society. We need to carefully augment human resource oriented technologies so that persons with disabilities can also be employed.

Keywords: inclusion, Information and Communication Technology, challenges, cost effective technologies

Sub-Theme- Technologies for Scaling up ODL Programmes

**ICT IN OPEN DISTANCE LEARNING:
ISSUES AND CHALLENGES**

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Information and Communication Technology (ICT) is playing a vital role in open and distance learning (ODL) to meet the requirements and expectations of the learners' in large scale. It is difficult to perform the same using any traditional institutional system due to its limited resources. ICT has various proven tools and technologies to meet the requirements of a learner at various phases of learning cycle viz the admission phase, the learning phase, the evaluation phase and finally the certification phase as a service. Due to heterogeneous requirements in open distance learning, there are issues and challenges that are to be addressed in usage of the

technology and the service(s) being provided through ICT. The paper emphasizes the issues and challenges on the computing & network infrastructure, portability with respect to hardware & software and various learner support services. The paper also presents on security issues of a service in terms of its availability, authenticity, confidentiality and access control so that one can ensure a service to the utmost satisfaction of a learner in open distance learning system.

Sub-Theme- Technologies for Scaling up ODL Programmes
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INTEGRATING TECHNICAL/ VOCATIONAL EDUCATION AND TRAINING (TVET) AND OPEN AND DISTANCE LEARNING (ODL): A STRATEGY FOR DELIVERING SKILLS TRAINING TO THE DOORSTEP

Idris, Amina
Nigeria

There has been a rising commitment to strengthen the delivery of technical/vocational education in Nigeria. This interest was born out of the desire to remedy perceived deficiencies in training and skill acquisition across the length and breadth of the Nigerian population. The Technical/Vocational Education (TVET) is believed by many to hold promise in addressing critical problems facing skills development on a wider scale. This lofty objective has not been met as reaching the un-reached with educational opportunities across diverse groups, poses a great challenge. Differences in historical, political, educational, cultural and economic context largely accounts for these deficiencies in the delivery of TVET. Thus, the objective of this paper seeks to emphasize the need to integrate TVET and Open Distance Learning (ODL), through a compatibility of curricular, as a strategy to catalyze wider scale skills acquisition. The objectives of this strategy will be examined in line with its challenges and opportunities subsequently giving birth to TVET Delivering Strategies using ODL, and deriving inclusion.

Sub-Theme- Technologies for Scaling up ODL Programmes
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LEARNING ENGLISH LANGUAGE BY RADIO IN PRIMARY SCHOOLS IN KENYA

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Radio is one of the most affordable technology available for use in education and development in developing countries. This article explores the use of school radio broadcast to assist teachers and pupils to learn and improve English language both written and spoken in Kenyan primary schools. English Language occupies a central place in formal education in Kenya. It is one of the compulsory subjects in both primary (Ages 6-13) and secondary education (Ages 14-18). It is also a medium of instruction in upper primary from standard four to University education in Kenya. However, teaching and learning English remains one of the the most difficult and taxing assignment to primary school teachers because when children join class one they go to the classroom with pre-set language skills. They have developed skills in their vernacular which is the language of instruction in most of rural schools or Kiswahili in urban schools. Sometimes they mix vernacular, Kiswahili and English and come up with another language called "Sheng." This makes it very difficult for them to learn English Language. Research from developed and developing countries indicates that the use of school radio programmes assist pupils and teachers to learn foreign language like English faster and help them to improve pronunciation of difficult words. School radio broadcast was introduced in Kenya in 1961. One of the reason was to help improve the standard of spoken and written English Language , and to set the standard for the spoken English in the country. Radio was chosen because it is affordable and simple to maintain. Despite the existence of the program in Kenya for many years, there has been an out cry over falling standard in English language evidenced by poor performance in national examinations. The purpose of this study was to find out if teachers in primary schools use Broadcast to schools radio programmes to assist them in teaching and learning the language. The study was based on a descriptive survey. The area of study was Kisumu District and saturated sampling techniques was used to select a sample of participants. Data was collected by use of questionnaire for pupils and teachers, while semi-structured interview was used to collect information from head teachers. The main findings indicated that most teachers were not listening to school radio broadcast. Very few of them used radio lessons citing various problems such lack of resources, broadcast time tables and teachers guide notes., negative attitudes and large number of pupils in the class. Those who

listened to English radio lessons valued them very much and noted how it has helped to improve the pupils Spoken English. and performance in Kenya Certificate of Primary Education Examination. In view of the findings, the paper recommends that head teachers should provide teachers with radio and support materials, encourage and assist them to use English radio radio lessons.

(Key words: Radio technology, affordable, English language, primary school, Kenya)

Sub-Theme- Technologies for Scaling up ODL Programmes

LINKING CHILDREN TO NON FORMAL EDUCATION

Boodhoo, Leena Devi
Mauritius

This presentation will showcase how 'Out of school' children are being initiated to learning through teaching of ICT. Internet Child Safety Foundation, an NGO working for children in Africa is actually running courses for this category of children.

These children are being taught in a non formal way, the skills leading to ICT. The rural learners are able to catch up what they have missed during their formal years in education. As they have failed their terminal exams at the age of 12 and are no more allowed to pursue with formal education, this initiative of the NGO is providing them with a second chance to learning.

The presentation will highlight the following:

1. The non formal curriculum
2. Training that the educators have followed
3. Phases of sensitization with the rural community
4. Implementation of the project and phases of evaluation
5. Community support
6. The benefits accruing to learners
7. Challenges faced by the NGO

The presenter will also answer to queries of participants pertaining to other aspects such as funding, recognition of the work, government and corporate support, etc.

Sub-Theme- Technologies for Scaling up ODL Programmes

NEEDS ASSESSMENT IN ODL- THE CASE OF THE IDCE, UNIVERSITY OF GUYANA

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Adult learners pursue open and distance learning programmes in order to satisfy various needs. To promote personal development, to gain employment, to enhance on-the-job performance, and to acquire skills which can be used to contribute to community development exemplify some of these needs. Needs assessment in ODL focuses on identifying the various educational and training needs of adult learners domiciled in various communities. Information gathered from these studies is used by ODL Providers to initiate/ develop programmes which are in concert with the expressed needs/ preferences of the learners concerned and by extension the communities in which they live. Moreover needs assessment represents one of the quality control measures practiced by ODL Agencies when effecting their mandate of providing learning opportunities for adult learners.

The IDCE is the major ODL Institution in Guyana and has been conducting education and training programmes for adults since 1976. This study is being conducted at three of the IDCE Centres in Guyana.

The main objectives of the study are:

Ascertaining the types of programmes needed by adult learners for their personal development

Identifying the types of programme required for improving on-the-job performance

Ascertaining the types of programmes needed to forge community development

Investigating whether the level of educational attainment is related to the type of programme chosen/identified by adult learners

Adult residents domiciled in the Centres' host communities comprise the sample of the study.

Approximately 200 adults chosen randomly from these communities will be interviewed using self completed questionnaires. Structured interviews will also be conducted with community leaders. Other forms of data collection namely documentation and observation will also be used. Both quantitative and qualitative measures will be utilized in analyzing the data.

It is envisaged that the results of the study will add to the literature on needs assessment in ODL with specific reference to small states. The IDCE will also use the study results to initiate a review of its programme offerings in these areas with the intention of improving the quality of service it offers in these communities.

Sub-Theme- Technologies for Scaling up ODL Programmes
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ONLINE/OFFLINE LEARNING MANAGEMENT SYSTEM TO REACH A WIDER AUDIENCE

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Maldives

This paper outlines a Online Distance Education model that was developed to accommodate extreme conditions. The Online model described in this paper was designed for Maldives. Maldives is a small island nation which encounters a number of extreme limitations and restrictions in providing education to the people. One of the main problems of using an Online system in Maldives is the cost of Internet in the islands. Hence, a system which requires minimal Internet connectivity by the students is required. The model described in this paper was developed to suit Maldivian environment taking into account the cost of Internet in Maldives. The model is an online/offline hybrid model. Learning Management Systems are one of the most used delivery vehicle for Online Education. Hence, this paper outlines the adaptation of a Learning Management System to overcome barriers of reaching all corners of Maldives. An Offline client was developed for a web-based Learning Management system where the students are not required have Internet connectivity all the time. However, the students are required to connect to the Internet for periodic update of their Offline client. Once the students get Online the system synchronises their Offline client with the central server updating their content, communications (forums, announcements), and activities.

Sub-Theme- Technologies for Scaling up ODL Programmes
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ODL PROGRAMMES THROUGH M-LEARNING TECHNOLOGY

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m-Learning technologies are a perfect complement to Open and Distance Learning (ODL). It provides communication with learners beyond their traditional places of learning. It also supports face-to-face learning by reaching out to learners outside the traditional classroom. m-learning technologies deliver education at reduced costs by leveraging the relatively cheap mobile infrastructure. m-learning technology is an aid for the people who are suffering from a lack of interactivity. Many online classes simply provide recorded instructor lectures to which distance students listen after downloading. They have developed a cutting-edge mobile learning system that can deliver live broadcasts of real-time classroom teaching to online students with mobile devices. Their system allows students to customize their means of content-reception, based on when and where the students are tuning into the broadcast. This system also supports short text-messaging and instant polls. Through these features, students can ask questions and make suggestions in real time, and the instructor can respond immediately. Mobile devices have a strong appeal among young adults that helps to provide flexible learning opportunities regardless of the time or the location of learners. In this paper we show how it can be used to support ODL, using technologies such as context and location awareness, mobile learning management systems, and mobile RSS. We show how classroom learning can be supported with m-Learning technologies that deliver concise course notes, summaries, assignments, and tutorials directly to individual learners after each class or topic is covered. The technology supports opinions and other forms of student interaction and communicates information on timetables/schedules, deadlines, news, alerts, etc. to an entire class. This paper describes this system in detail.

Sub-Theme- Technologies for Scaling up ODL Programmes
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OPTICAL CHARACTER RECOGNITION: ASSISTIVE TECHNOLOGY DEVICE FOR ADULT LEARNERS WITH READING DISABILITY

olajk

Learning in Adulthood is sometimes an intensely personal activity. In facilitating the process of learning for adults, it is of utmost importance to know how they learn, the reasons for their involvement and how aging, mobility, emotional consideration and attention span affects their learning ability. This study set out to assess the impact of the use of Optical Character recognition (O.C.R) on the Adult learners with reading disability at the centre for lifelong learning and work place training of the National Open University of Nigeria. The study sample comprised of 40 Adult learners. The design is quasi-experimental which involves pre-test, post-test design in an intact adult class for data sourcing. Hypotheses guided the study. Samples were exposed to topics in literature on the internet. Standard deviation, means and Analysis of covariance were used in analyzing the data. Findings showed that there is an increase in the level of reading ability of the group with OCR whereas the group without OCR used normal way of reading. The OCR users also performed significantly better than the non-OCR group in reading, thinking and assimilation. It was recommended that the OCR should be integrated into the learning instruction for Adults with reading disability. These will enable participatory, flexible and autonomous learning, thereby making learning-disabled self-confident.

Sub-Theme- Technologies for Scaling up ODL Programmes

PEDAGOGICAL DESIGNS FOR GENERATION OF CONTENTS FOR THE COMMUNITY

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When one talks about growth of technology applications in education, one normally asks a question: we are moving towards what? Probably the appropriate answer is, towards a convergence point of technologies & what is that? The answer is, towards a Virtual Reality i.e. a "virtual classroom" & what is a virtual classroom? The answer is, where the distance between the teacher and the taught is nil. And finally, how one can make the distance nil?

The answer is by generating good e-contents and by making them available to all those who wish to learn. E-contents are basically a package that satisfies the conditions like i.e. minimization of the distance, cost effectiveness, user-friendliness and adaptability to local conditions.

This paper is an attempt to develop strategies so that the e-content that we offer our students come good with respect to the context of instruction as well as learning. To do this paper has utilized Constructivist theory of Bruner (1966) and Bloom Anderson Revised Taxonomy of Educational Domain in order to provide learning experiences to assist students to reach that cognitive stage. Use of a model for e-contents that is didactic in nature and using e-contents as learning objects is also investigated upon.

Thus in this paper, various pedagogies involved in generation of e-content are discussed. An attempt is also made to throw light on various types of educational contents that are suitable for treatment as e-content. The importance of generating such contents arises from the point of view of geographical, social, economic, political and cultural heterogeneities in the learning communities. We certainly can not omit these heterogeneities but surely we can provide the learners with homogeneous content and pedagogy.

Sub-Theme- Technologies for Scaling up ODL Programmes

PUSHING THROUGH THE BOUNDARIES- A TALE OF IMPLEMENTING E-LEARNING IN A DEVELOPING COUNTRY

Frohlich, Georgina Louise
Namibia

Building and implementing e-learning courses in and for a 'developing' country such as Namibia can be a challenge. The many impediments including limited-telecommunications infrastructure, human resources with technical 'know-how' and access to internet and computer technology, can deter organisations from offering e-learning as a modality to teach and learn. In the Centre for Open and Lifelong Learning (COLL) at the Polytechnic of Namibia (PoN), instead of allowing these impediments to delay e-learning, we have instead put the 'cart in front of the horse' and are using tailor made strategies to lead the way. In general, the establishment process from planning to implementing e-learning courses is shaped by specific Namibian circumstances. As a guide we are following a step by step planning stage as suggested by Ascough (2002). The first step is to analyse suitability of PoN courses in line with their suitability to the medium.

Characteristics of potential distance education students and tutors will guide the decision for who is included in the piloting stage of this endeavour. At this point COLL will produce a flow chart to guide the decision of offering of a particular course through the e-learning medium. Secondly, is the setting of e-course goals and objectives in line with the requirements of the full-time face to face course and the needs and desires of the distance education students. As the third step, the selection of teaching and learning strategies to complement the needs of students and lastly an evaluation of the course itself including its implementation processes. The learning management platform itself, in this case 'Knowledge Environment for Web-Based Learning (KEWL) - an open source learning management system, is in place at PoN and is the nominated platform for all e-learning courses during the piloting stage. Pilots of several e-learning courses have taught us what is possible given the circumstances and what is still needing further attention and improvement. This presentation will give an outline of the strategies taken to minimise the impediments faced in Namibia and the further plans made to improve access, usability and learner support structures in an online environment.

Sub-Theme- Technologies for Scaling up ODL Programmes

REQUIREMENTS ANALYSIS TO OFFER COURSES THROUGH MOBILE DEVICES

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- 2. Ms. Mythili, G. Indira Gandhi National Open University, New Delhi
- 3. Prof. Srivathsan, K.R. Pro Vice-Chancellor, Indira Gandhi National Open University, New Delhi

The subscribers to mobile services are growing rapidly across the World which cannot be ignored in teaching/learning and other associated processes. The aim of the paper is to perform requirements analysis and propose a framework to offer the Certificate in Information Technology (CIT) programme of IGNOU through mobile devices that is currently being delivered through open and distance learning (ODL) mode. The framework supports various teaching/learning components such as delivery of lectures, academic interaction and other components that enable administrative student support services. Technologies that need to be used for development of various components of the framework will be suggested along with limitations, if any.

The paper will also address the augmentation of student's learning with mobile. It will also give a brief overview of some IT projects at IGNOU and will discuss the modalities for extending their effectiveness by adding m-learning as a feature in them. The paper may work as a primer for any Open University or Distance Education institution for the offering of courses through mobile devices. Index terms: Mobile devices, Technology, Course, Student support, Screen, Memory, Internet, Video

Sub-Theme- Technologies for Scaling up ODL Programmes

REUSING CONTENT WITH REUSABLE LEARNING OBJECTS: AN APPROACH TO DEVELOP E-LEARNING MATERIALS

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And
K. Balasubramanian, Education Specialist, Agriculture and Livelihoods Commonwealth of Learning, CANADA

Open educational resources, institutional collaborations, and content reusability approaches have been fast emerging to minimize the time and money spent on development of e-learning materials. Reusing content with Reusable Learning Objects (RLOs) is carving a new path for research on reusing, and repurposing of available high quality e-learning content. However there has also been a lot of speculation on RLOs, their use and reuse. Some researchers pointed out that the term RLO has become the holy grail of content creation and aggregation in the e-learning, and some showed that RLOs promise flexible, individualized learning, where e-learning materials could be customized for specific users efficiently and economically. In this paper, the authors would like to present an effective and affordable approach to create e-learning materials with RLOs rather than debating or arguing on merits and demerits of RLOs. The authors also discuss how they have implemented the proposed RLO approach for converting existing dairy management learning modules into multiple e-learning material formats.

Sub-Theme- Technologies for Scaling up ODL Programmes

ROLE OF E-LEARNING IN SCIENCE EDUCATION

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Science Education has critical concerns for quality of science teaching, learning and associated educational practices. The ability to use scientific knowledge in taking personal and societal decisions is the essence of scientific literacy. Inquiry based learning and teaching is an emerging paradigm as the core of many educational reforms. This pedagogy puts learners in the active role, constructing their own learning, while teacher acts as a facilitator. Science teacher enhancement programs are basically to move teachers from a more traditional approach to more inquiry based teaching. The National Science Teachers Association of USA (NSTA) supports and encourages the use of e-learning experiences for science educators engaged in professional development in the traditional, informal, or distance learning environment. E-learning is an effective learning process created by combining digitally delivered content with learning support and services (Waller 2001). When designed properly, online courses and programs for teacher education and professional development have the ability to provide high-quality opportunities for science educators to learn content and pedagogy, better. (AAAS, 1993)

The Teacher Training Institutes in Middle East are at a developing stage and such innovative ideas and technology can enhance the effectiveness of programs and bring a change from the traditional teaching techniques to more effective ones. This paper compares the f2f and online modes of experiences of science educators in teacher training institutes in Middle East. Their perceptions and practices with respect to the key areas of the two modes are compared in this paper. The paper also focuses on the issues such as: How far the e-Learning experiences promote inquiry based approach to science education? Do they provide educators opportunities to reflect and practice this approach? How well this provides for application of scientific processes and advancement of science in the real world?

Sub-Theme- Technologies for Scaling up ODL Programmes

SUCCESS IN ELEARNING: WHAT IS THE RECIPE?

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Canada

The COL eLearning with international organisations initiative provides customised eLearning design, development, and delivery for just-in-time workplace eLearning for employees based in headquarters and field offices. Technology mediated learning has widened learning access to democratise learning. The competency-based learning outcomes have enhanced capacities in written communication, and the management of refugees and debt data. The partnering organisations span the United Nations System, the multilateral development banks, the humanitarian relief and the multilateral development agencies. Having delivered about 100 learning cohorts since 2000, COL has maintained an average completion rate of 80% (ranging from 57.3% to 97%) across the board. COL and its partnering organisations continuously explore means to increase learning success through examining the ingredients of eLearning. There is a vast array of ingredients which includes the self-instructional materials, the engagement of technology, the self-assessed activities, the tutor-marked assignments, the transactional presence of tutors, administrators, supervisors, and peers, the supportive course policies like re-submissions and extensions, and the quality assurance measures embedded in a monitoring and evaluation culture. This paper draws on COL's experience of a decade in delivering eLearning courses to over 5,000 learners spread over a 100 countries to answer the questions: What should be the right mix and proportion of eLearning ingredients? How should they be processed, tested and evaluated for a perfect result?

Sub-Theme- Technologies for Scaling up ODL Programmes

SUPPORTING ONLINE LEARNERS WITH NEW AND EMERGING TECHNOLOGIES

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There has been an increase in the use of Web-based 'collaborationware' in recent years. These web 2.0 applications in particular wikis, blogs, podcasts and facebook are being adopted by many educational institutions.

These tools offer the opportunity for powerful information sharing and ease of collaboration. The Distance Education Unit of the Ministry of Education is attempting to use blogs, wikis, podcasts and facebook as a natural element in the tutoring in the National Open School of Trinidad and Tobago (NOSTT). It was decided due to financial considerations that these alternative solutions be adopted to deal with students who were out of the natural school system or who had spent limited time in the classroom. Notwithstanding the apparent digital divide that exists and other issues of accessibility the question of using the appropriate technology was at hand. It was hypothesized that if learners had additional and easy access to their tutors and to other learners that the collaborative effect would result in greater participation and increased averages. A survey was designed and distributed to analyze NOSTT staff and learners use of the popular Web 2 tools such as blogs, wikis, podcasts, facebook and illuminate vRoom. For the purposes of this proposal the main focus will be on the use wikis, blogs, illuminate vRoom and facebook. The population for this study consisted of NOSTT Mentors and Tutors. Mentors and tutors were invited to leave notes on Facebook on chosen subject areas. Notes were also left concerning upcoming tests with relevant schedules and times. Tutors were also encouraged to post general comments on class participation, difficult topics and study tips to name a few. The Illuminate V Room was also used. The room offered real time collaboration with up to three participants. The literature review suggests the importance of web2.0 tools. Blogs, wikis, social networking and other collaborative tools are changing the way we communicate in society. Web 2.0 applications are here to stay and be of great use in education. These new technologies are particularly vulnerable to criticism as they can be costly to deploy, time consuming to learn to use (e.g. for tutors to develop pedagogically sound 'use scenarios' and activities that make use of the new technologies, and may initially demonstrate little pertinence for teaching and learning. Emerging technologies such as those introduced above should be systematically evaluated to ascertain benefits and limitations in a number of learning contexts, and to determine and document their proper use for education.

Sub-Theme- Technologies for Scaling up ODL Programmes

TEACHING DRUG SCIENCES THROUGH ODL: THE BRAOU EXPERIENCE

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Dr. B.R. Ambedkar Open University, Hyderabad,
Andhra Pradesh, India

B.Sc., (Drug Sciences) a three year undergraduate programme is an excellent example of fruitful collaboration of Open University and Dr Reddy's a renowned pharmaceutical industry for developing an infrastructure of technical qualified manpower and also to develop SMT (self management team) in chemical industries through distance education in developing countries. This paper presents the experience of BRAOU in designing curriculum and self instructional print materials for Drug Sciences through distance education mode. The author wishes that this paper fits well under the theme of skills Development of PCF6.

Science Education is very important for the overall growth of Scientific and Technical manpower in any country. Formal education has many limitations. It caters to only a small percentage of student population in developing countries. The task of science education in applied science must therefore be undertaken through Distance Education. Dr. B.R. Ambedkar Open University (BRAOU), Hyderabad, India is offering a graduate level course of 3 years duration in Drug Sciences since 2004. This Programme offers excellent opportunities technical personnel working in Drug Industries to upgrade their knowledge and Technical skills. This programme is a joint venture of the university and pharmaceutical industry Dr. Reddy's Laboratories, a pioneer drug manufacturing industry with international recognition and reputation. The course package includes self instructional study materials in print media, audio & video cassettes/Tele conferences/radio phone in programmes by experienced teachers from pharmacy colleges of various universities in Andhra Pradesh.

Sub-Theme- Technologies for Scaling up ODL Programmes

REVITALISING TEACHING PRACTICE THROUGH THE EFFECTIVE USE OF WIKIEDUCATOR AS AN INNOVATIVE AND PRAGMATIC APPROACH TO COLLABORATIVE AND LIFELONG LEARNING

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Institute of Education,

In this increasingly globalised technological era, wiring schools are becoming one of the major challenges in the educational sector in Mauritius. The Mauritius Institute of Education (MIE) recognises the vital role of infusing Information Technology and Communications (ICT) across the existing content, that is, the potential of learning 'with' technology as a means for actively engaging and motivating the students in the learning process. This change requires a paradigm shift from the conventional to an online approach. This paper critically reflects on a short term observation on revisiting the traditional teaching practice through the innovative and effective use of WikiEducator as a collaborative tool in the lifelong learning process. It mainly serves three purposes 1. Develop sharing and collaboration, 2. Trigger learning skills that enable learners to think critically, analyse and update information and 3. Reuse of digital learning resources. This method will no doubt expand free learning content and enhance access to education both at national and regional level. Another essential component of the WikiEducator is that it does not require any high level of technical skills. Engaging in collaborative tasks promotes knowledge and skills sharing and also minimises duplication of work. One of the major challenge remains the cost and access to Internet in Mauritius.

Sub-Theme- Technologies for Scaling up ODL Programmes
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TECHNOLOGY-MEDIATED OPEN AND DISTANCE LEARNING TO PROMOTE NEW AND SUSTAINABLE RURAL LIVELIHOODS: STUDY OF A NEW INITIATIVE AND RESULTS

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S Gunjal, School of Agriculture,
YCMOU, Nashik, India
B S Hansra, School of Agriculture,
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Coimbatore, India
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Open and Distance learning to promote new and sustainable livelihoods is emerging as a key development in the context of India where more and more farmers are moving towards non-subsistence farming. Such groups require access to new learning materials to augment their skills and knowledge base and to participate in market-related and output quality-sensitive practices in farming. A pilot project has been jointly launched by a Consortium of National and State Open Universities, an agricultural university (with an established ODL directorate) and an international agricultural research center, with the ultimate goal of improving the livelihoods of rural learners. Five skill-development areas, namely, nursery management, high value crops, integrated pest and nutrient management and value addition in agro-horticulture have been identified for content development and course delivery, in three different States of India (including the North eastern region). This effort makes use of the practice of semantic web technologies to build and manage a repository of re-usable learning objects which can be accessed in easy-to-search and easy-to-navigate ways. These are used to generate learning materials at a participating institution which enrolls and mentors farm-based learners. The entire chain of generic RLO creation, validation repository and its re-use in a local context and assessment of its value in learning is in practice in this project. These will be described in detail and preliminary results will be presented and analysed.

Sub-Theme- Technologies for Scaling up ODL Programmes
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USING THE MOODLE QUIZ ENGINE AS A FORMATIVE STUDY AID AND ENTREPRENEURSHIP PORTAL

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This presentation will briefly describe the use of the Moodle Learner Management System (LMS) to deliver formative e-assessment to students undertaking awards within the Botswana Technical Education Programme. The primary idea is that formative e-assessment is an excellent way to build specific knowledge domains and allows teachers to provide students with directed out-of-classroom activities.

A number of case studies will be described including:

1. Using e-assessment to support the course recruitment process

- a. Can the efficiency of the applicant selection process be improved?
- b. Is the validity and fairness of the applicant selection process affected?
- c. Can the costs associated with the applicant selection process be reduced?

2. A Moodle course and quiz engine to support entrepreneurship

- a. Self evaluation of personality traits
- b. Entrepreneurship knowledge base
- c. Moodle as an Entrepreneurship Portal for vocational students

3. Online assessment practice for IT students

- a. Preparation for summative assessment
- b. Preparation for vendor qualifications
- c. Importance of feedback

Sub-Theme- Technologies for Scaling up ODL Programmes
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USING WEB 2 TECHNOLOGIES TO ENHANCE 21ST CENTURY DISTANCE EDUCATION

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DISTANCE EDUCATION UNIT,
MINISTRY OF EDUCATION, TRINIDAD & TOBAGO

The debate about the use of technology in distance education continues to present both challenges and opportunities for educators and learners. As discussions about the concept of the digital natives and digital immigrants abound, the institutions of distance education must respond to the needs of the 21st century learner in non-traditional ways which, to a very large extent must be underpinned by the use of Technology. Extensive Internet use together with the use of mobile technology, especially the cell phone, has created new opportunities for the migrating of these technologies into the educational domain; if only to provide more meaning and diverse ways of communicating, collaborating, sharing and presenting educational content to learners with the principal objective of improving the way learners learn.

Context

This approach is rooted in the constructivist theories of education and also includes Dewey's idea of the 'active learner' where learners participate in their learning but more significantly, construct meaning. Engaging the mind, the reflective activity as described by Dewey stresses importance of language and is emphasized by (Vigotsky 1962, Gurain, 2006). Learning is seen as a social activity and the need to use conversation to interact with others and the application of knowledge are fundamental components of progressive education (Dewey, 1938). The use of social technologies can therefore enhance the learners' experience.

Web2 technologies fit seamlessly into this idea of progressive education. They allow for the use of low-cost technologies in the teaching/ learning transaction at all levels of the distance education system. From administration to content development and delivery, there are new and interesting platforms for enhancing the classroom operation as well as the administration of the distance educational institutions. This presentation will attempt to highlight some to these low cost and free technologies that can be immediately used by educators and education administrators to make more efficient and effective, their day-to-day activities in the classroom and at the office.

Sub-Theme- Technologies for Scaling up ODL Programmes
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VOCATIONAL EDUCATION USING MULTIMEDIA LEARNING MATERIALS – A CASE STUDY OF CAP FOUNDATION

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The CAP Foundation demonstrates an innovative model to address poverty alleviation through linking learning and livelihood needs of working children and disadvantaged youth at risk. Its objective is to provide them with equitable qualitative learning and promising labor market oriented vocational training opportunities through distance mode. The Foundation specializes in working with the most deprived, vulnerable and difficult to reach sections of poor urban and peri-urban communities and has a very strong gender perspective. CAP's activities are spread across 14 Indian States, besides its international projects in Egypt and Sudan. About 70,000 learners got trained and placed in different vocations by the Foundation over the past five years. The Foundation developed multimedia learning materials in Automobile, Healthcare, Hospitality and Retail sectors. Field trainers, subject experts, employer/industry representatives, e-learning consultants and vendors have participated in the design and development of multimedia materials. The author, in this paper, proposes to find out the preferences and perceptions of the learners regarding the quality, utility and effectiveness of these multimedia materials. For this purpose, one module will be selected for intensive study using the quality parameters and review guidelines developed by the Center for Educational Media and Communication in Asia (CEMCA), Commonwealth of Learning, which are based on ADDIE model. A learner survey will be conducted to study the perceptions of 50 learners regarding the ease, preference, quality and utility of materials and their impact on learning. The study also focuses on the problems, if any, in using these multimedia materials. The learners will be selected using systematic random sampling method. Detailed content evaluation will also be done covering approach, pedagogy, technical aspects and learning outcomes. Appropriate tools of analysis will be used to validate the findings. I hope that the findings would indicate pointers regarding the use of multimedia in the Indian context.

Sub-Theme - Technologies for Scaling up ODL Programmes
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WEB 2.0 APPLICATIONS IN REACHING OUT TO ASIAN DISTANCE LEARNERS

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Dr. Gupta, Dinesh K. Vardhaman Mahaveer Open University, Kota

Modern day learning experience has come a long way beyond pedagogical instructions and face to face interaction. With the continuing explosion of knowledge and the breaking down of the old fixed patterns of employment, learners are increasingly demanding a type of education that allows them to update their knowledge whenever necessary and to go on doing so throughout their working lives. Thus the open and distance learning system is gaining momentum as well as importance in the present society. Along with the programmes themselves, their curricula and self learning material, learner support services are equally important for the success of learners as well as the programmes. Library and information services are an important one such important learner support services. A good library and quality information services contribute majorly to the overall quality of educational programmes in higher education, be it on-campus or off-campus. What makes the library services valuable in case of open and distance learning systems is the very fact that the teacher and taught are physically separated by means of time and space, and this calls for sound support in terms of supplementary materials for a fruitful learning experience to take place. Moreover there is a trend shift towards more of e-learning in case of on-campus programmes as well, which indicates collapsing boundaries in terms of mode of education. Then there are considerations like accreditation, and faculty needs etc. The authors identify information requirements of learners and faculty in open and distance learning system and propose to discuss the role of emerging digital media technologies like Web 2.0 applications in offering timely services. Potential application of popular Internet based social software like blogs, instant messaging, social networking tools like Facebook, and information agglomeration tools like Google Wave etc. will be discussed. The authors will study and discuss examples of ODL institutions from Asia, and the kind of library support services that are being offered presently to distance learners by using web 2.0 technologies. An analysis of the websites of the libraries of open universities of the Asian countries will be done. Challenges currently being faced will also be a part of discussion, and will attempt to offer solutions to them while exploring the opportunities that lay ahead.

Sub-Theme- Technologies for Scaling up ODL Programmes
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THE EFFECTIVENESS OF DIFFERENT MULTIMEDIA RESOURCES IN ODL IN NAMIBIA

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The use of media offers the advantage of improving the quality of learning by facilitating better understanding and attention. The combination of different teaching methods and the use of variety of audio-visual resources in addition to the traditional print materials, can improve the learning process considerably. As part of the Namibia vision 2030, NAMCOL has taken the distance education a step further in view of trying to reach more learners as well as to cope with the global challenges by introducing the use of multimedia resources as part of its educational package. While NAMCOL recognizes that digital multimedia content can be a powerful tool in helping it achieving its mission, which is to provide wider access to quality education for all Namibians, the implementation-related challenges facing the College pertaining to accessibility, lack of infrastructure, broadcasting costs, adequate skills, cannot be underestimated. The specific types of multimedia resources produced by NAMCOL are: video, radio and web-based. NAMCOL has been engaged in the multimedia projects for the past two years. It is assumed that learners who access the multimedia resources gain better knowledge than those who do not. It is also perceived that the type of media used, radio, video or web-based, can have a different impact on learning. Preliminary research was conducted to determine the accessibility of learners to technological equipments such as computers, radio, and televisions, as well as coverage of national broadcasting media throughout the country. Furthermore, the pilot study was conducted to ensure the compatibility of all software. This paper is seeking to find out the type of multimedia resource which proves be more favourable among the Namibian distance learners. The aim is to find out from the NAMCOL learners through self-administered questionnaires, the type of multimedia, video, radio or web-based that makes more impact in their learning and why.

Sub-Theme- Technologies for Scaling up ODL Programmes

THE ROAD TO ONLINE COUNSELLING FOR CHILDREN

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Mauritius

The presentation will showcase the phases involved in this new and innovative educational service for children. Children in Mauritius are being offered this new service free of charge by Halley Movement, an NGO working for child welfare since 1990 in Africa. 2-Recommendations of 2 (two) studies will be highlighted: Study on the impact of Internet on Children, and Stakeholders' Conference Report on 'Online Counselling for children' during the presentation. Both studies have been carried out by the organisation.

3-The following steps have been carried out for the setting up of the service:

- A Stakeholders Conference
- Post conference meetings
- Partnership with local institutions & International ones
- Implementation stage with government, ISPs', corporate sector and the community
- Training of counsellors, monitoring and sustainability.

4- The benefits of this educational service to children in Africa.

5- The main constraints of 'online counselling service'

6-Recommendations for replication in other countries.

Sub-Theme- Technologies for Scaling up ODL Programmes

THE FINAL COUNTDOWN 3, 2, 1 ... ZERO: LAUNCHING TOWARDS A UNIVERSITY WIDE IMPLEMENTATION OF AN EPORTFOLIO SYSTEM

D. Prasad, D. Bhartu, J. Yusuf, P. Tuisawau
The University of the South Pacific

The explosive growth of eportfolio in the recent years has occurred in response to continuously increasing demand for reflective practice and social activity in education. EPortfolios are now a part of almost every high school and university student's daily life. Every educational institution wants their students to be successful in life and contribute positively towards the community. The University of

the South Pacific (USP) is no different, one of the university's vision is to provide the foundation for Pacific peoples to be proud of their heritage and take pride in creating their future, the heritage for the next generation. Eportfolio is one such promising tool that can contribute towards achieving this dream and much more. For generations Pacific people have used stories, songs and dances as a satellite to transmit their precious customs and traditional wisdom from one generation to the next. Now eportfolios can be used as a global suitcase that can not only be used to archive the rich customs and wisdom but also transmit these to future Pacific generations and the rest of the globe.

In open and distance learning, eportfolios provide students with a virtual place to integrate knowledge, experiences, and reflective practices over courses, and programs and document their achievement of graduate attributes. It also provides students with the opportunity to communicate with others to build their social, educational, and professional networks. Through eportfolios students can proudly showcase their academic, professional, personal skills, and experiences to future employers. With all these possibilities offered through eportfolios, the USP conducted an evaluation and testing of 3 eportfolio systems in 2009. The selected system, Mahara, is being piloted on one 300-level undergraduate law course in semester 1, 2010. This paper reports the steps taken on the journey so far, including lessons learned, challenges, solutions, justifications, and surprises encountered.

Sub-Theme- Technologies for Scaling up ODL Programmes

THE PROFESSIONAL DEVELOPMENT OF ENGLISH LANGUAGE TEACHERS FOR ECONOMIC DEVELOPMENT: A NEW ARCHITECTURE FOR SUPPORTED OPEN AND DISTANCE LEARNING

Elizabeth J. Erling, Sarah North
Prithvi Shrestha, Mike Solly, Clare Woodward, Open University, UK

One recent consequence of the rise of English as a global language has been a trend for national education policies in development contexts to promote English as a crucial attribute for successful participation in 21st century society. An example of this can be seen in the English in Action programme (EIA), which was designed 'to contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy' (EIA 2009).

In the secondary education programme within EIA, the focus is on achieving enhanced and improved English language learning through the professional development of teachers – both by upskilling their language competence and their skills in communicative language teaching.

In the implementation of such programmes in other Asian countries, there has been resistance to communicative language teaching (e.g. Hu 2002; Li 2001; Ellis 1996). Thus, EIA aims to overcome such challenges by implementing a new architecture for the professional development of English language teachers across Bangladesh, including remote areas, which will be delivered by supported open and distance learning through mobile ICTs to bring about sustainable educational change. Teachers in the programme learn and apply their learning in the authentic setting of the classrooms, schools and communities in which they work. They also participate in local, national and international professional networks which help develop, support and sustain their new practices. Being grounded in the national curriculum and by using culturally familiar settings, EIA materials and delivery modes have been made appropriate to teachers' contexts. Through the use of handheld learning devices, bilingual, multi-modal materials are delivered which engage teachers in practical activities that represent classroom realities and the sociolinguistic situation in Bangladesh. The programme also encourages teachers to reflect on activities, adapt them to their own contexts, and slowly gain confidence in a localised version of CLT. This paper will report on the materials and support model developed for the English in Action Secondary Teaching and Learning Programme and explore their potential benefits.

Sub-Theme- Technologies for Scaling up ODL Programmes

INTRODUCING MOBILE TECHNOLOGY FOR ENHANCING TEACHING AND LEARNING TO THE ENGLISH LANGUAGE CLASSROOM IN BANGLADESH

M. Mahruf C. Shohel and Tom Power

Milton's (2002) literature review of languages, technology and learning found numerous examples of effective language learning supported by broadcast (radio) or recorded (tape, CD) audio. Recently, research has begun to focus upon mobile learning (e.g. Naismith et al, 2004), but the potential of mobile media players (for example, the iPod) is only recently being explored.

It has been suggested that language learning is one of the disciplines particularly likely to benefit from widespread ownership of mobile devices such as phones and media players (Kukulka-Hulme, 2006). This paper reviews the themes emerging from Bangladeshi teachers' experiences of participating in the research and development of an ICT-enhanced supported Open Distance Learning (iSOL) programme of professional development in English Language Teaching (ELT). It presents evidence arising from semi-structured interviews carried out with 12 teachers from a pre-pilot study for English in Action (EIA, www.eiabd.com). The interview evidence has been triangulated against classroom observation and questionnaire data. The teachers participating in this study reflect upon 6 months experience of using media players with professional development materials (course material audio podcasts enhanced with text and images; videos of classroom practice; audio of classroom language) and classroom resources (audio recordings of text-book reading passages, songs, poems and stories).

Sub Theme – Quality Issues
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ACCESS AND QUALITY IN SELF ORGANIZED LEARNING ENVIRONMENTS

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An ongoing concern in education is providing access to meaningful learning experiences. In disadvantaged and remote settings this is an even bigger challenge. The school systems that exist in such underprivileged settings, typically, imply an absence of 'good' teachers. The HiW [Hole in the Wall] experiments showed that, given the facilities, groups of children can learn to use computers and access internet resources, on their own. The present paper focuses on an ongoing attempt to apply the HiW findings and use technological resources to provide novel learning situations in such underprivileged settings using a SOLE [Self Organized Learning Environments] and SOME [Self Organized Mediation Environments] approach to facilitate children's learning in the formal, underprivileged school systems in Hyderabad, India. It explores varied facets of remoteness that encompass economic and social aspects and related issues of gender and ownership of the learning environment and considers the implications of these for children's access and resultant participation in educational experiences.

Sub Theme – Quality Issues
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ANALYZING THE DEVELOPMENT OF INSTITUTIONAL POLICIES FOR SUSTAINABILITY AND QUALITY OF OERS WITH A FOCUS ON THE AUSTRALIAN CONTEXT

Bossu, Carina
Australia

Our contemporary society, including organisations and government bodies, higher education institutions, university teachers and learners, appears to be experiencing a growing awareness of the importance of education and its potential to overcome poverty and achieve sustainable development. This has contributed to the development and proliferation of Open Educational Resources (OERs) as a possible way in which to provide access to knowledge worldwide. Currently, more than 300 universities around the globe have launched OER projects. Millions of learners have benefited from learning through OER materials, and many educational institutions, mostly distance education providers, have obtained significant rewards in terms of enhancing their reputations, increasing student enrolment and developing innovative ways to produce distance learning materials. Thus, the OER movement is dealing with issues such as resistance to giving away information and knowledge for "free", licensing, copyright and so forth. However, many questions still remain unanswered, for example, sustainability and quality of OERs. Based on the above assumption, and on the lessons learned from OERs providers, this paper will explore existing guiding principles and institutional policies for sustainability and quality developed to assure users that OERs have high-quality attributes and at eth institutional level are sustainable. In addition, this paper discusses OER initiatives and policy development broadly and contextualises this in light of the Australian context. Sustainability, quality, policy and practice are congruent with the current line of research that several organisations concerned with education, particularly with distance education worldwide, seem to be grappling with. These issues fall under the work of the DEHub, a research centre for innovation in distance education at the University of New England, Australia. Therefore, this paper addresses the conference theme, mostly specifically community development cross-cutting Open Educational Resources and quality.

Sub Theme – Quality Issues
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A STUDY OF SKILLS BASED PROGRAMME FOR NATIONAL DEVELOPMENT THROUGH OPEN & DISTANCE LEARNING IN INDIA: SOME POLICY AND QUALITY ISSUES

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Indira Gandhi National Open University

Open and Distance education has great potentiality to develop vocational and life skills among the learners of developing countries like India. Vocational skills and training promote the workforce ability to acquire information and learn about the economic characteristics of all inputs in the process of production. The issue of mismatch between demand and supply of skill based manpower in Indian economy has been receiving considerable attention for much of the last couple of years. This debate has, recently in turn, resulted in a large amount of activity in Indian government policy document. Despite the discussion and policy activity, the nature of shortages of skill based manpower remains undefined. It is easy to see that much of the discussion around the topic of shortage seems remarkably close to the economic problem that of satisfying unlimited wants with limited resources. This paper contributes to the debate on the demand and supply of skill based manpower in Indian economy. This paper further attempt to discuss the quality and policy issues of delivery of skill based programmes through ODL system and suggests alternative model for the delivery of these programmes through ODL system.

Sub Theme – Quality Issues

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DEMONSTRATING THE QUALITY OF LEARNERS' EXPERIENCE AND ENGAGEMENT: ISSUES IN CONSTRUCTING EFFECTIVE EVALUATION APPROACHES ON THE ENGLISH IN ACTION PROJECT, BANGLADESH

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Institute of Educational Technology, The Open University, UK.

The purpose of the English in Action Project, Bangladesh (EIA) is to 'increase significantly the number of people able to communicate in English, to levels that enable them to participate fully in economic and social activities and opportunities'.

Supported Open learning initiatives will employ media and technologies to supplement and enhance the learning and teaching of communicative English among school students, teachers and adults throughout Bangladesh. The comprehensive programme of research, monitoring and evaluation activities that accompany the project will demonstrate evidence of success and lessons learned from initiatives over the lifetime of the Project, scheduled to complete in 2017.

This presentation will focus on detailing distinctive ways in which 'success' should be articulated, arguing that both qualitative and quantitative approaches are required in order to fully understand the outcomes of the Project. It will highlight the need for a wide range of stakeholders to examine and to fully comprehend the extent of quality outcomes and ways in which project initiatives have potentially touched and impacted upon people's lives.

Discussion of evidence of 'success' will also reveal how the appropriate requirements for a set of purposive project-wide Baseline Studies were garnered before any major project initiatives were launched in the various sectors (primary, secondary and adult). They provide a demonstration of the pre-project situation relating to (a) the teaching and learning of communicative English 'on the ground' and (b) the contexts for communicative use of English within Bangladesh at that time. As a crucial element of the EIA research agenda, these studies will be repeated and extended on a three yearly cycle. Over time they will enable post initiative comparisons to be made to determine what improvements have occurred and how, if at all, EIA has contributed to enhanced use of spoken English and in which particular contexts.

Sub Theme – Quality Issues

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ENHANCING QUALITY LEARNING IN A FRAGILE ENVIRONMENT- CASE OF THE PALESTINIAN REFUGEES

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United Nations Relief and Work Agency for Palestine refugees in the Near East (UNRWA) has been providing services to Palestine refugees for the last 60 years in not only relief and rehabilitation but also in development areas including health and education in five regions/fields viz. Gaza, West Bank, Lebanon, Syria and Jordan There are over 4.5 million refugees being serviced by UNRWA today. UNESCO-UNRWA

Department of Education manages basic education (including secondary education only in Lebanon) of almost half a million children and youth in 700 schools, three pre-service teacher training institutions and 10 vocational training centres with the support of over 17000 teachers in the five fields.

This paper attempts to discuss the complexity of providing quality education in the five fields with different socio-political and conflict situations facing also additional problems in inter-field travel and transportation. The Agency has been adopting traditional ways of education and training through mainly face to face mode within institutional context, but lately has started working on use of information and communication technologies and other innovative practices for educating the refugee children/youth and training teachers and other support personnel, This paper will describe the various ICT applications and other innovative practices adopted and also being planned for the next 5 years with an aim to improve educational and training opportunities with enhanced quality and coverage including for learners with special educational needs . Discussion will focus on how these applications are helping or expected to help in increasing access as well as enhance quality of the education and training provisions.

ICT applications include improving learning of children through One Laptop Per Child programme initiated in Gaza and West Bank, e-learning in vocational training, blended programmes for in-service teacher training and use of moodle for e-content development and delivery. This is being facilitated by fairly improved communication link among field offices and other sub-offices/ installations including internet connectivity available in majority of schools, video-conference facility between UNRWA Head Quarters and cheap SWAN communication facility among staff in all fields.

Sub Theme – Quality Issues

IN PURSUIT OF QUALITY: UNISWA LECTURER’S PERCEPTION ON THE ACADEMIC PERFORMANCE OF CONVENTIONAL AND DISTANCE EDUCATION STUDENTS

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UNISWA students doing the B.A. degree in Humanities, which is offered in both the conventional and the distance education mode, proceed to become high school teachers in the country.

As the quality of education that these prospective teachers receive will have a bearing on the quality of education that the high school students will receive, questions regarding the quality of education given using the DE mode have become common. This study was conducted to investigate the views of the lecturers in the Faculty of Humanities as regards their perceptions on the academic performance of the DE students vis a vis the ones in the conventional system.

Questionnaires were designed and sent to all the lecturers in all Departments in the Faculty of Humanities to solicit their views on this. Over 90% of the staff responded to the survey and the results were analysed using frequency tables. The major finding of the study was that the IDE students’ performance in assignments, tests and the final examination was perceived to be below that of the conventional students by 59%, 64% and 68% of the respondents, respectively. The study recommends that further research needs to be conducted to determine if the perceptions of the lecturers are indicative of the situation on the ground. Such a study would compare the scores of the two groups of students on their assignments, tests and examinations to determine if indeed the scores of the students in the conventional system are significantly better than those of the students in the DE system.

Sub Theme – Quality Issues

INTENSIFYING QUALITY EDUCATION FOR ALL THROUGH ODL IN LESOTHO PRIMARY SCHOOLS

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Governments generally perceive Open and Distance Education as a powerful tool for improving both, the shortage of qualified teachers and the quality of instruction in schools which have been affected by the implementation of Free Primary Education (FPE). The Government of Lesotho in particular, has set itself an agenda of providing quality education for all in the country. The best way to provide this right is to ensure that all schools are staffed adequately with qualified, experienced teachers, who understand the importance of place, and build appropriate teaching and learning opportunities for learners. However, this is not always practicable, especially for schools that are located in the remote and rural areas. In many countries, urban areas have teachers who are unemployed while rural schools have unfilled posts.

This study intends to examine the role that Distance Teacher Education programmes play in attracting and retaining teachers for rural and remote schools. Stakeholders in education such as Policy-makers, distance education practitioners, and teachers require this type of feedback to be able to contribute meaningfully to the attainment of quality Education for remote communities through in ODL programmes. Documents reflecting teachers' movement in schools were reviewed and analysed to obtain necessary data. Interviews were also conducted for (70) distance teacher learners, (20) head teachers and (10) tutors from twenty sampled schools; while questionnaires were administered to (150) respondents, comprising (80) learners, (20) head teachers and (10) tutors from (6) administrative regions within which Distance Teacher Education Programmes operate. The study revealed both professional and administrative factors as major issues affecting retention of qualified teachers in rural schools. The results highlighted need for interventions that critically alleviate instability of teachers in rural areas; by governments, head teachers, and distance teacher education institutions.

Sub Theme – Quality Issues
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LEARNERS' PERCEPTIONS OF OPEN AND DISTANCE LEARNING PROGRAMMES: THE CASE OF NAMIBIAN COLLEGE OF OPEN LEARNING (NAMCOL)

Ms Louw, W Namibian College of Open Learning

Since 1998 NAMCOL has introduced a range Professional Programmes and Vocational Programmes to fulfil its mandate of addressing the diverse training needs of the Namibian people in the field of community development, youth, work, local government, business management, and early childhood development. The objective of this paper is to critically investigate learners' perceptions on the quality of Professional Programmes offered by the college. Quality as describe by Gandhe in the paper on Quality Assurance in Open and Distance Learning in India, identified two aspects of quality in the educational context: quality of the system as a whole and quality of what the system offers to the students or the learners. The paper will further highlight the common perceptions of ODL learners with regard to the reliability and adequacy of the teaching system of the college. The study will follow both qualitative and quantitative research approach and data will be collected by using a questionnaires and a semi-structured interview with enrolled

learners, exploring learners' perceptions with regard to tutoring, quality of study material, learner support. An exploratory and descriptive analysis will be used to analyse data. The research findings will give insight that can be use in the formulation, development, implementation and regulation of NAMCOL's ODL systems.

Sub Theme – Quality Issues
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ODL AS A MEANS TO QUALITY AND UTILITY EDUCATION TO DIFFERENTLY ABLED STUDENT

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Open Learning System can provide educational opportunities to various sections of the society, who are unable to attend the College/University because of their prior appointments or problems. In the present era by the adoption of communication technology in its various function, the Open Learning System is undergoing changes. The Distance Education has grown from print media to electronic media i.e., from Distance Learning to Virtual Learning; e-Learning to teleconferencing but still it is lagging behind in providing educational atmosphere to differently abled students. Children having disabilities are often marginalized and excluded from the education system. Open Universities should provide necessary resources and sufficient flexibility in meeting the needs of differently abled students. ODL Universities are considered as an excellent institution for meting the requirements of differently abled students. The differently abled students don't just need financial assistance but also social, political, educational and employment equality. Distance Educational Institutions can play a key role by solving the needs of differently abled students. The country has witnessed a phenomenal expansion of educational opportunities from pre-independence to post-independence period. In spite of that differently abled students have not benefited substantially from this growth in the educational and employment opportunities. Persons with disabilities can lead a better quality of life if they provide equal opportunities and effective access to rehabilitation measures. This paper addresses on two issues one, How to improve enrolment of differently abled students and their sustainability in Higher Education and the second to explore suitable placement opportunities in public as well as private sector enterprises.

Sub Theme – Quality Issues
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QUALITY ASSURANCE ISSUES IN WORK INTEGRATED LEARNING THROUGH OPEN AND DISTANCE EDUCATION IN NIGERIA

Olusola, Olukayode

The growth in the popularity of open and distance learning in Nigeria is due, in part to the potential to reach previously unimagined groups who had been left out of the orbit of educational practice. Another argument for distance education is the economic benefits which accrue as the student numbers scale up. In the bid to make educational opportunities accessible to all, the National Open University of Nigeria, the first single-mode Open University in West Africa established a Centre for Lifelong Learning and Workplace Training to offer proficiency certificate and diploma courses in a variety of skill acquisition fields. These courses are directed at improving the skills, competencies and abilities of participants for enhanced workplace effectiveness, and enable them to recognize and utilize investment opportunities around them for financial empowerment and personal development. However, the popularity and acceptability of distance learning courses have been restricted by doubts about the quality of content, delivery and achievements of the participants and this has limited the penetration to very few people. This paper considers the quality assurance issues that are associated with work integrated learning through the open and distance learning system in Nigeria, especially those offered under the auspices of the Centre for Lifelong Learning and Workplace Training. Using structured interviews and questionnaires the opinions of registered learners and instructional facilitators in these programmes were sought with a view to determine their perception of the quality of the process and areas of quality improvement based on their experience. The discussions would focus on the availability, and effectiveness of contact sessions and multimedia course ware. Findings indicated that there are strategies which could be utilised for skills development through open and distance learning system is practicable, effective and useful.

Sub Theme – Quality Issues
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QUALITY INDICATORS FOR UNCONVENTIONAL LEARNING DESIGNS:

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Learning styles and content have been traditionally designed for the sake of knowledge in many disciplines. In many cases, the application of certified knowledge is never observed in the professional. The distance between the world of knowledge acquisition and requirements for professional competencies has been growing. With a fast changing world of information, technology and core competencies, it is rather a challenge for a professional to keep pace with livelihood demands and effective productive learning. For the younger generation of professionals such a scenario may fast become threatening resulting in professional and personal silos adding 'learned disability' amongst otherwise healthy individuals. Such acquired difficulties may follow auto feedback to make multi-disciplinary and integrative learning more difficult to achieve.

Access and transparency of quality digital resources have shifted the focus of formal education from content centric to process centric learning. It also has positioned professionals into unfamiliar zones of learning and skill acquisition. The learning situations and learners' need therefore, point towards creation of networked systems of dynamic curricula calibrated to the professionals' and organisations' requirements. At the same time, ICT enables the expert teachers to create rigorous learning procedures for knowledge attainment.

In such a context of learning professionals, both the organisation and curriculum benefits by way of evidenced praxis. Theories in technologically active environment become almost instantly verifiable with dynamic feedback from the real field. The omnipresence of technology has enabled a heterogeneous profile of learners to break free from professional and learned silos to embrace new possibilities of growth openings in knowledge acquisition. In such a scenario, the learner becomes an active partner in the growth of the organisation while personally developing through attaining higher level of learning skills.

This paper aims to present a critical analysis of quality indicators of a learning design that meets unconventional curricular demands to complete the triad of professional competency, pedagogical experimentation and organisational growth in the context of tertiary education.

Sub Theme – Quality Issues
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QUALITY INDICATORS OF SUCCESSFUL DISTANCE LEARNING BY EDUCATIONAL LEADERS:

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Jamaica

While new methods and advanced technologies for delivering educational content have rapidly evolved over the past three decades, there remain questions regarding the quality of delivery and nature of the learning that results. Many educational theorists and practitioners acknowledge that these emerging methods bring new and different teaching-learning challenges, requiring rigorous evaluation and monitoring, especially in the context of technology-mediated delivery systems for Open and Distance Learning (ODL). One inevitable question "Is open and distance learning as good as traditional face-to-face learning?" This query gives rise to an increasing demand for external evidence to establish confidence among all stakeholders that there are appropriately planned and systematic activities, policies and procedures to ensure that the ODL products or services will perform and satisfy the given requirements for quality assurance.

The proposed presentation will focus on the successful distance learning experiences of a select group of secondary school principals and senior administrators as participants in an eight-month Educational Leadership special diploma programme offered via distance learning modality, by the University of Technology, Jamaica (UTech). Of interest will be the identification of quality indicators of successful learning deemed essential at the individual, programme and institutional dimensions, in terms of how they affect the nature and degree of the participants' level of achievement and completion rate.

These indicators will relate to the learner performance (perceived change in knowledge, skill and attitudes); learner satisfaction (perceived value/benefits derived); learner outcomes (perceived transfer of skills and impact); learning support effectiveness (resources, infrastructure, processes, systems).

This presentation will therefore include a summary of the lessons learnt from the efforts to develop quality assurance systems for ODL at UTech. It will also provide a list of strategic quality learning imperatives for higher education institutions in the Caribbean, which are adopting ODL systems.

Sub Theme – Quality Issues
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QUALITY ISSUES IN SECONDARY SCHOOL EDUCATION IN SRI LANKA

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The National Education Commission (NEC), Sri Lanka in 1997 included compulsory education regulations for the 5–14 age group and proposals for the establishment of a well-equipped quality school in each of the 324 local administrative divisions to ensure an equitable distribution of educational opportunities. The Commission's Proposals in 2003 also had as its priority, equity in the provision of quality education. Even though new types of schools have been established under different names and efforts made to improve teacher development, school infrastructure and develop a relevant curriculum, the goal of 'excellence' appears to be still elusive.

Among the quality issues highlighted consistently are disparities in achievement in literacy and numeracy of children, from different media of instruction, urban and rural areas, different socio-economic groups, disparities in school infrastructure facilities by type of school, weak teacher deployment and high teacher absenteeism, shortcomings in curriculum and teaching-learning, which lead to examination domination, rote learning, and children being ill-equipped to face demands of life and the world of work or the opportunity to develop creativity.

The National Institute of Education in 2007 introduced a competency-based curriculum at junior secondary education level to improve the quality of education especially to cater to societal demands for a well-rounded education. The paper will present the findings of an evaluation to identify strengths of the reformed curriculum and perceived deficiencies in identification of levels of competencies, production of curricular materials and curriculum implementation.

Sub Theme – Quality Issues
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QUALITY ISSUES REGARDING LEARNER SUPPORT FOR DISTANT LEARNERS AT THE NATIONAL UNIVERSITY OF LESOTHO

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This paper examines the quality of learner support provided to distance learners enrolled at the NUL's Institute for Extra Mural Studies – with specific reference to the department of adult education. In Lesotho's context learning at a distance often means being geographically separated from peers, teachers and institution. Distance learners are already at the margins of institutional learning structures. Providing relevant and adequate learner support is a means of ensuring quality in an attempt to promote effective learning and teaching. Learner support in a distance education programme entails providing adequate and relevant human and non-human resources for learners.

This paper will report on the early stages of a study to explore learner support challenges for distance learners from a variety of socio-economic backgrounds in the context of Lesotho, a developing country. The study adopted the qualitative design approach to collect data. Focus groups discussions were conducted with ADE learners at the main campus in Maseru. Findings revealed that learner support services provided at IEMS do not meet the expected and required standards for provision of quality distance education. Hence one may conclude that the criteria for best practices in provision of quality distance education programme have not been adequately adhered to at IEMS.

Sub Theme – Quality Issues
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STAFF RELATED FACTORS CONTRIBUTING TO QUALITY IN OPEN AND DISTANCE LEARNING

Chiome Chrispen, Zimbabwe Open University
Chakanyuka Sharayi (Dr), University of Swaziland,
Chabaya Owence (Dr), University of Fort Hare

Quality is one of the main concerns among institutions and stakeholders today especially those involved in open and distance learning (ODL). This study sought to examine staff related factors contributing to quality in the Zimbabwe Open University. The study was a qualitative case study of the department of Education of the Zimbabwe Open

University. Data was collected through open-ended questionnaires, interviews and autobiographical accounts. A purposive sample of 18 full time and 35 part-time lecturers from the Department of Education in the Zimbabwe Open University participated in the research. The study found out that staff support, well-coordinated and systematic step-by-step processes of staff induction, staff development, caring for workers, adequate funding and results based incentives were vital to quality in an ODL institution. Staff also cited competencies in, positive attitudes towards and commitment to the philosophical underpinnings of open and distance learning as factors contributing to quality in ODL. The study recommended that a quality improvement framework, which is more adaptable to individual contexts, must be developed as an institutional policy and strategy for continuous improvement of staff. Further research could be done on the organisational factors contributing to quality and an appropriate quality framework for ZOU.

Sub Theme – Quality Issues
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TEACHING SPOKEN ENGLISH IN THE ODL SYSTEM IN NIGERIA; CHALLENGES AND STRATEGIES FOR IMPROVEMENT

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National Open University of Nigeria, Lagos

This paper takes a look at the technique and methodology of teaching the Spoken English course to students in the Open and Distance Learning environment in Nigeria. The paper highlights the unique Nigerian Learning situation and juxtaposes this with an appraisal of the effectiveness of using the teaching method called the PPP (presentation (introduction of new material in context), practice (a controlled practice phase) and production (activities designed for less-controlled practice) in teaching Spoken English to students in the ODL environment in Nigeria. The paper also discusses the various methods that have been propounded by linguists as suitable for teaching Spoken English. In this regard, the audio-lingual method, communicative language teaching method, Direct method, and the Micheal Thomas methods were carefully analysed in terms of their effectiveness and constraints. The paper concludes by proposing an ideal method that will suit anyone teaching and learning spoken English in the Open and Distance Learning situation in Nigeria.

Sub Theme – Quality Issues
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**TOWARDS A FRAMEWORK FOR
QUALITY ASSURANCE FOR DISTANCE
HIGHER EDUCATION IN NIGERIA**

Ofulue, Christine I
Nigeria

A major characteristic of the 21st century knowledge economy is an increasing demand for global standards and best practices. Within the education industry, and specifically in developing countries like Nigeria, the demand is more deeply felt as practitioners grapple with the growing demands for higher education on one hand, and with the demand from consumers of the products for improved quality on the other hand. This study will examine contemporary issues affecting the delivery of distance higher education in Nigeria with the aim of providing a framework for assuring quality. They include policy issues, course material development, recruitment and selection processes, institutional Quality Assurance, course material development, capacity building, infrastructure, and assessment and evaluation processes. The study proposes a framework that is both context- specific and aimed at achieving international standards.

Sub Theme – Quality Issues
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**TRANSITIONING TO ONLINE
EDUCATION IN THE CARIBBEAN: THE
OPEN CAMPUS, UNIVERSITY OF THE
WEST INDIES**

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As a result of the increasing demand for tertiary education in many developing countries, institutions are seeking strategies to increase educational access and student success. The University of the West Indies (UWI) has identified online education as one mechanism to provide tertiary education to geographically separated students across sixteen islands in the Caribbean region. This paper outlines a qualitative, single case design research study on the Open Campus UWI. Interviews, surveys and document analysis will be used to present a detailed description of the transition. It provides insight into the challenges and successes experienced by institutions in developing countries who are introducing online education. The paper will also present some suggestions for other institutions in developing countries who are considering the implementation of online education.

Sub Theme – Quality Issues
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