Distance Education Association (DEASA) of Southern Africa
Conference Summary Report

Conference Theme: Celebrating 50 years of DEASA widening access to education: A reflective lens.

18 – 19 September 2015
University of Swaziland (UNISWA), Institute of Distance Education, Swaziland
Acknowledgements

The University of Swaziland (UNISWA), Institution of Distance Education and Department of Adult Education are grateful to the following organisations for their appreciated contributions to the Distance Education of Southern Africa (DEASA) 43rd Conference in Swaziland.

The above cited Faculty(s) within UNISWA would like to extend their thanks to the conference sponsors; UNISWA, Macmillan Education, Swaziland, Swaziland Building Society, the Central Bank of Swaziland, Swaziland Water Services Corporation and Smith & Ouzman. Some also set up displays of their respective products which gave the delegates an opportunity to know more about their items and network. Without their substantial backing, this conference would not have been possible. IDE would like to thank the presenters, chairpersons, rapporteurs and all participants, many of whom had to travel vast distances to partake in the conference. Their perceptions and knowledge, experiences with Open Distance Learning (ODL) allowed for interesting intellectual and constructive discussions.

IDE and the Department of Adult Education would also like to thank Professor Asha Kanwar, President and Chief Executive Officer of the Commonwealth of Learning for her critical keynote address and presentation, as well as her numerous contributions to the development of ODL within the region. Moreover, IDE would like to thank the members of the Local Organising Committee (LOC) and the respective sub-committees for their priceless support throughout the planning process leading to the conference.

IDE and the Department of Adult Education also extend their gratitude to the rapporteurs: Dr SR Dlamini, Ms NT Vilakati, Dr K Ferreira-Meyers, Ms LNS Simelane, Ms N Mabuza – Dlamini, Ms LM Ngcobo and Ms S Maduna for their remarkable support throughout the conference. Undoubtedly, their help was fundamental to the compilation of this conference report.

IDE and the Department of Adult Education trusts that beliefs and best practices shared and new contacts made at the conference will assist ODL practitioners in their crucial work to achieve their endeavour to promote ODL and improve its teaching and learning, as well as management issues.
## Acronyms

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<td>UNISWA</td>
<td>University of Swaziland</td>
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<td>COL</td>
<td>Commonwealth of Learning</td>
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<td>IDE</td>
<td>Institute of Distance Education</td>
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<td>F2F</td>
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Foreword

Professor CWS Sukati – Director, Institute of Distance Education, UNISWA

On behalf of the University of Swaziland (UNISWA), Institute of Distance Education (IDE), I present to you the report of the 43rd Distance Education Association of Southern Africa (DEASA), 2015 conference hosted in Swaziland. As part and parcel of the DEASA Association, UNISWA, IDE is dedicated to this vital organisation that continuously endeavours to become the regional powerhouse in Open and Distance Learning (ODL). With the initiation of globalisation, ODL is critical as a teaching and learning approach which enables accessibility of education to the masses who desire to acquire a qualification. As such, it is envisaged that more people will become educated, thus enabling an improved economy in any country. For instance, for the Kingdom of Swaziland, this would align with the vision of His Majesty King Mswati III that Swaziland should have achieved First World status by 2022.

In light of the above, a forum such as this conference is imperative to enable members to impart information, to join forces in attaining and cultivating superior distance education courses in recognised areas of need, and to coordinate pertinent professional development activities.

I would, therefore, like to voice gratitude to all participants that made a contribution at this conference. Noteworthy, is that this is the celebration of the 43rd DEASA conference, which is undoubtedly a commendable achievement. It is hoped that these conferences will continue in the many years to come, because as ODL practitioners you can make valuable input to the development of an education structure that is at parity with other credentials in the advanced world.

The Kingdom of Swaziland has steadily progressed towards providing quality education by offering marketable and in demand distance education and part-time courses through IDE and the Adult Education Department within UNISWA and other related institutions, such as Emlalatini. It is my wish that we collectively produce graduates who are equal to their counterparts in terms of their capabilities in the workplace worldwide.

Professor CWS Sukati
Director, Institute of Distance Education
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The Local Organising Committee (LOC)

From right to the left hand side: Mr P Biswalo (UNISWA, Adult Education Dept.), Dr S Chakanyuka (UNISWA, IDE), Dr GN Nsibande LaMboni (UNISWA, IDE), Mr A Mkhwanazi (UNISWA, Adult Education Dept.), Mr G., Mazibuko (Emialatinji), Dr D. Jele (UNISWA, Adult Education Dept.) and Ms N Mabuza – Diamini (UNISWA, IDE).

UNISWA students who were ushers during the DEASA conference.
DEASA held its 43rd conference between 18 – 19th September, 2015 at the University of Swaziland Kwaluseni Campus in Matsapha, Swaziland. More than sixty participants from the Southern African region were present.

This year’s conference theme was ‘Widening access to education: A reflective lens.’ ODL is one of the teaching and learning approaches which can bridge the gap by providing education to those who otherwise were not able to acquire an educational certificate. Thus, the conference aimed to bring together academics, policy makers, practitioners and scholars from the Region and beyond, to share research findings and experiences in ODL relating to the extent to which ODL has enhanced access to Education for All.

The conference commenced on the 18th September, with welcome remarks by Professor VSB Mtetwa, Pro- Vice Chancellor, UNISWA. These were followed by Dr V Chifwepa, Chairperson, DEASA’s remarks which provided the DEASA background. Afterwards, an insightful main keynote address was delivered by COL President and CEO, Professor Asha Kanwar. In line with the conference theme, her presentation focused on ‘Widening access to Education in the Commonwealth – what have we learned?’ The keynote address was followed by the first parallel session whereby presentations on the various sub-themes were delivered. Later, Professor S Rastogi, UNISWA, IDE, Research and Evaluation delivered his keynote address titled ‘Economics of Distance Education – Challenges and procedures.’ Then, a gala dinner was held on the first night to welcome delegates.

The second day of the conference was opened with remarks by the Chairperson DEASA, Dr. V. Chifwepa. His remarks were followed closely by those delivered by the Vice Chancellor, UNISWA. Subsequently, the Permanent Secretary, Ministry of Education and Training (MOET), Mr P. Muir introduced the Honorable Minister of Education and Training, Dr. P. Magagula, who made the official opening welcome remarks. This address was followed by a keynote address by Professor E.T. Bisanda, Vice Chancellor, The Open University, Tanzania. Professor Bisanda’s talk focused on ‘Delivery of Open and Distance learning (ODL) – Merger of Open and Residential Teaching and Learning Systems.’ This address was followed by five paper presentations on the sub-themes which all related to ODL and resulted in vibrant discussions. Reports from rapporteurs were delivered and a closing plenary session held. The day concluded with Chairperson of this session, Professor G. Kabanda delivering the closing remarks.
DEASA background
DEASA (Distant Education Association of Southern Africa) is a vibrant organisation that strives to be exemplary in Open and Distance Learning (ODL) practice regionally. The major aim of this association is namely to; enable members to share information, and assist DEASA members to collaborate in obtaining and developing quality distance education courses by identifying areas of need, and organising relevant professional development activities.

DEASA Mission
The mission of DEASA is to promote ODL quality delivery and its sustainable deployment in the SADC region through the formulation of policies and frameworks to guide practice.

Conference Sub-themes

<table>
<thead>
<tr>
<th>Sub-themes</th>
<th>Expectation from Author</th>
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<tr>
<td>1. Leadership</td>
<td>Here, authors were expected to demonstrate the role of leadership in transforming ODL institutions.</td>
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<tr>
<td>Online learning has become mainstream practice in ODL higher education. This sub theme focused on change and how leadership has a pivotal role in promoting ODL. Plus, it celebrated how leadership in ODL institutions has enhanced access and equality to education in Southern Africa Development Community (SADC).</td>
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<td>2. Capacity building/development</td>
<td>Under this sub- theme authors were expected to reflect on how SADC has capacitated its citizens through ODL, challenges faced and success stories of ODL enhancing access and equality to human development.</td>
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<td>Education and skills development was identified as an area of cooperation necessary for developing knowledge, attitudes, appropriate and relevant skills as well as human capacities necessary to promote investment, efficiency and competitiveness.</td>
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<td>3. Policy</td>
<td>Under this sub theme, authors were expected to explore policies that are formulated and implemented for ODL, challenges faced in implementing the policies, processes for formulating the policies and the benefits of such policies in a dynamic and rapidly changing ODL environment.</td>
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<td>Understanding is critical if educators are to serve new generations of ODL and promote education for sustainable development.</td>
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<tr>
<td>4. Quality Assurance</td>
<td>Under this sub theme, authors were expected to debate on quality assurance implementation and its structures in ODL institutions, mechanisms, the challenges experienced and success stories linked to quality ODL development and delivery.</td>
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<td>ODL institutions in the region do not have effective quality assurance systems and there is no harmonised regional mechanism for facilitating recognition of qualifications. Member States have</td>
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different sets of policies, rules and regulations governing the establishment of standards for ODL development and delivery at various levels.

5. Information and Communication Technologies
The rapid development of Information and Communication Technologies (ICTs) and the move towards more knowledge-intensive, interdependent and internationalized societies creates new challenges and opportunities for the design and delivery of ODL. One such challenge is the growing digital divide leading to greater inequalities in development.

Under this sub theme, authors were expected to debate on how ICT and ODL have uplifted disadvantaged groups, rural communities, illiterate populations or even entire countries to become members of the knowledge and economic society.

6. The Millennium Development Goals (MDGs)
The MDGs had until recently become a universal framework for development, and a means for developing countries and their partners to work together in pursuit of a shared future for all. The 2014 MDGs global report states that substantial progress has been made in most areas but much more effort is needed to reach the set targets. 2015 being the end target date.

In this sub theme, the authors were expected to debate on how ODL institutions have influenced the achievements of the MDGs.

Presentations delivery format
The presentations during the conference were delivered in the form of:

- Theoretical or best practice papers based on research and review;
- Case Studies;
- Keynote Address; and
- Power Point Presentation (PPPs).

“The rapid development of Information and Communication Technologies (ICTs) and the move towards more knowledge-intensive, interdependent and internationalized societies create new challenges and opportunities for the design and delivery of ODL.”
Day 1: Friday 18th September, 2015

Programme Director’s Remarks

As part of the introductory remarks, the Programme Director, Professor CWS Sukati motivated the conference theme by emphasising its importance, hence the title Celebrating the 50th DEASA AGM and Conference: Widening access to Education: A reflective lens.

1 Welcome Remarks - Professor CM Magagula, Vice Chancellor, UNISWA

The UNISWA Vice Chancellor, Professor CM Magagula was represented by the Pro-Vice Chancellor, UNISWA, Professor VSB Mtetwa. He welcomed all participants' to the 43rd DEASA conference (see full remarks – Appendix 2). He pointed out that his main task was not to make a speech, but as the hosting institution, his was to welcome all participants to UNISWA and the Kingdom of Swaziland. He further reiterated that DEASA was established primarily to promote quality open and distance education and make it accessible to the citizens of the region and beyond.

Critical points mentioned by the VC have been summarised next.

- There was evidence that the DEASA evolution had witnessed itself becoming a professional Association. Substantiation of this being that in 2003 DEASA produced a Strategic Plan reflecting strategic goals targeted at strengthening and expanding DEASA activities, including research and publication.
- It was noteworthy that the organisational model of DEASA has been duplicated elsewhere in Africa to establish distance education associations.
- DEASA’s code of ethics was impressive due to the reasons reflected below.
  1. Each member institution had to sign the code ethics.
  2. DEASA pledged to be professional in advancing open and distance education.
  3. DEASA also vowed to act in a manner that will not in anyway tarnish the image of DEASA or compromise the position of another member.
  4. DEASA pledged to give practical expression to the SADC Protocol on Education and Training.

Concluding remarks

The VC emphasised that ODL was a crucial alternative method of course delivery, particularly in this region where there is a high demand for education. Moreover, he suggested crucial areas of collaboration which are namely; staff development; Teaching and learning courseware

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1 The Vice Chancellor’s Welcoming remarks were delivered on his behalf by the Pro-Vice Chancellor, Professor VSB Mtetwa.
materials design and development, production, and distribution; course sharing; E-learning; support services; research and dissemination as well as development. Lastly, he recognised and thanked the Commonwealth of Learning, who are UNISWA’s strategic partners, for their financial support as well as towards ODL in numerous ways.

Chairperson, DEASA, Dr V. Chifwepa remarks welcoming all DEASA delegates.

Main Keynote address: Professor Asha Kanwar, COL President - Widening Access to Education in the Commonwealth: What have we learned?

Chairperson: Professor Enale Tembo-Mwase chaired the above mentioned session. He also read Professor Kanwar’s short bio before she delivered her main keynote address.

Rapporteurs: Ms NT Vilakati and Dr K. Ferreira-Meyers

“…ODL was a crucial alternative method of course delivery, particularly in our region where there is a high demand for education…”

Highlights of COL President's Address

The President thanked the organisers for inviting her to the conference. She explained and acknowledged that her presentation was prepared by herself in conjunction with, Dr. Gatsha and Dr. Misha, both colleagues at COL.
Professor Kanwar’s key points have been summarised below.

- The President commended the wide participation by member states. She expressed her wish that Madagascar and Seychelles may also be asked to join in order for SADC to be fully represented.
- The President mentioned the new Commonwealth of Learning (COL) Strategic Plan themed ‘Learning for sustainable development, 2015-2021.
- She explained that from the COL Strategic Plan, learning for sustainable development is an important avenue to follow; it entails economic growth, social inclusion and environmental conservation.
- She raised a rhetorical question - What is learning for Sustainable Development? In response she explained that her focus would be on two sectors - education and skills with gender as a cross-cutting issue.
- All participants were reminded of the mission and history of COL, whereby the President briefly outlined how technology had evolved and has impacted the ODL practice.
- All present were informed that the fifth decade came after the rise of open universities, online learning for increased access, OER and MOOCs. Consequently, currently the Commonwealth boasts of five open universities.
- All participants were urged to look ahead with determination, as it is the decade in which “we need to strengthen our systems, do robust research, embrace openness and promote ODL for development.”

**Key points from the above cited presentation (See full PPP under Appendix 1)**

- Priority areas cited were namely; need for ODL policy, growth in ICT, addressing challenge of HIV/AIDS.
- It was mentioned that DEASA firmly promoted COL’s vision in the region, which is to provide experts and access to the network and productive partnerships that COL values.
- What are the implications for pedagogy? ODL has evolved from delivery of teaching and learning through Self-Instructional Materials (initially print-based), to the extensive use of other media, thus permitting flexibility and accessibility.
- Online learning is now the main delivery approach due to its potential for increasing access to Higher Education programmes.
- In essence, DEASA was said to be a strong advocate of ODL and has influenced regional and national policy. Plus, DEASA has evolved to stay up to date and has invested in research as well as capacity building.

**Global context**

- In terms of the global context, demographics were said to show an increased demand in education, growth of ICT.
• Africa is the most dynamic e-learning market. In fact, it can be declared that there is an unprecedented demand for education.
• Evidence of the numbers of those requiring education in Africa is seen in the statistics reflected next.
  ➢ 1 billion of 15-24 year old (COL talks of 15-29 year olds as young people).
  ➢ Growth rate in Africa is at 15.2%; with specific country specific rates distributed as follows: Senegal: 30.4%; Zambia 27%; Kenya 24%.
  ➢ Accommodating children will mean building new universities every week (4 with capacity of 30000).

Role of ODL institutions? How does e-learning affect the courses we teach?

• In sub-Saharan Africa mobile technology (more than 70 percent on the continent) have become more affordable and available.
• More access to technologies, means increased use of online learning, 33% of students in USA take at least one online course, in developing world/Africa: Ambient Report of 2013 showed 15.2% growth rate, Senegal highest 13.4%, then in Zambia and Kenya (2015) the website says the situation is changing quickly, now most dynamic market for e-learning (full report pending).
• How has online teaching impacted? - Online resources, self-tests, interactivity with high level of personalisation (through use of ICT) is important; many universities now offer dual modes.
• The Learning Management System enables teaching and learning coupled with wider use of web-based resources.
• Interactivity is now at phenomenal levels. Blended learning approaches highlighted as the most preferred by many institutions of higher learning
• Another current trend is that of Open Educational Resources (OER) (with its emphasis on collaboration and open sharing of content).
• OER- has open licenses which enable sharing of resources and adaptation.
• The rise of social media, global movement for collaboration, and rise of OER (can be reused and repurposed, in various media).
• What implications do OER have for pedagogy? Connectivism (Terry Anderson): emphasis on collaboration, learner’s role more significant, becomes producer of content instead of consumer.
• In line with the above, through an improved conceptual understanding of the concept cum learning model of connectivism - wherein there is a shift from students to be perceived as consumers to become producers of content.

Massive Open Online Courses (MOOCs)

• One of the common objectives for adopting MOOC is to democratise access to education, MOOC platforms (India, other countries).
• A latest trend is that of Massive Open Online Courses (MOOCs) are exemplified by courses offered by Coursera, Future Learn, UDACITY, Edex.
• COL offers MOOCs for development (niche), which works on technology options that work in low bandwidth scenarios, and offline (in places with limited bandwidth and connectivity, learners can work via CDRoms, for example).

• The main contribution of Massive Open Online Courses (MOOCs) is its potential role to democratise access to higher education (HE).

• MOOCs 4D - as opposed to general MOOCs with emphasis on Mobiles for Development; Audio MOOCs are now available for gardeners; with Indian partners a voice-only cell phone technology was used for this MOOC (with call centre to answer questions); all these are put on the website as OERs.

• Will MOOCs change the way we teach and learn? Blended approaches to MOOCs - the Flipped classroom is likely to become standard practice.

• Peer to peer learning is also another possibility (to harness affordances of social networks enabled by mobile technologies).

• In short, flipped classroom was standard practice for ODL; MOOCs allow more peer-to-peer learning, promote higher learner autonomy, more structured content, through the use of new technologies, modules smaller and more granular, emphasis on short videos, more dialogue and interaction.

**Noteworthy**

The key points highlighted above marks a shift in teaching and learning by putting more responsibility on the learner. Learner analytics help to collect and analyse data, predictive systems can then be developed to provide support, and avoid drop-outs.

**Challenges cited**

1. ODL institutions have not taken a lead in OER and MOOCs.
2. Appropriate and domesticated MOOCS are yet to be adopted.
3. DEASA is challenged to determine the following: What is going to be our niche and role, that is, a challenge that we need to address?
4. DEASA needs to engage with sustainable development goals: with a renewed focus on education: that will ensure inclusive, equitable and quality educational provision.
5. Quality education leads to effective learning outcomes; skills for employment and entrepreneurship.
6. Mobile devices are likely to supersede laptops and ODL needs to harness the potential of mobile technologies to enhance teaching and learning.
7. We need to provide an enabling policy environment. However, a notable positive development is that currently 8 countries have ICT in Education and OER policies as well as 6 institutions in Africa with OER policies.
8. ODL development - How can ODL be developed to achieve national progress in sustainable development? How can we promote the use of ODL for non-formal and informal learning?
Role of ODL institutions?

We have been followers, we have yet to adopt and appropriate MOOCs and OERs. What can be our special contribution then?

The future - Goal 4 (education) by 2030 has 17 targets. Cited here are four important ones:

1. Quality education must lead to effective learning outcomes.
2. Learning must focus on skills for employment.
3. Qualified teachers are needed.
4. Knowledge and skills for peace and democracy.

- In 2 years, blended learning will be used increasingly, institutions will redesign their learning spaces (more interactive) – prediction. Over 3-5 years, OER more widely available, in 5+ years more collaboration will be seen.
- The E-learning Africa report asked what are most commonly used ICTs. Feedback: Laptops, smartphones, PCs. More mobile devices will come up. This space needs to be watched.

New agenda items for DEASA

i. An enabling policy environment;
ii. A robust Quality Assurance system;
iii. A learner support system;
iv. To build capacity of all levels of staff

A justification

- Personalised Learner Support is critical to ensure success rates of over 80%.
- Strengthen quality assurance (COL gives online courses, higher success rates can be achieved through better personalised learner support).
- Continuous professional development and or capacity building is also critical.
- Support on how to approach QA is now available through COL QA Toolkits which have been developed across various education sectors, namely open schooling, teacher education and higher education.
- Robust research is critical. How relevant is our research? Do we use research to inform ODL policy and practice? Do we have a culture of research?
- The COL PREST programme is now due for revision, to exploit the affordances of learning technologies
- We are challenged to embrace openness in a systematic manner.
- We may wish to include and adopt OER as part of our open access policies to share and engage in collaborative research locally and globally.
- We have a Directory of OER (DOER)- Open licenses, policies are needed also for research journals, promoted open access to research, adopting and adapting OER for sharing and collaborating locally and globally (4 areas (higher education, teacher education, skills development: DEASA could assist with this one).
Reactions and appreciation from Participants

The presenter was thanked for the informative and well articulated presentation. Participants were requested to articulate three positive reactions from the audience:

Comment 1

A submission revealed that more contact universities are closing because most learners have migrated to online learning. As such, this provides an opportunity for ODL to maximise its full potential.

Comment 2

The second submission expressed an appreciation for the presentation. Solutions for high attrition, low retention capacity, competition with conventional universities (offer block release and other ODL formats) were proposed. It was noted that thankfully, Professor Kanwar offered solutions, focusing on ODL for development, which aligns ODL programmes to national development agendas.

Comment 3

Again, the COL President was thanked for the informative presentation. Thereafter, some problems in ODL which include; high levels of attrition, competition with conventional institutions (some of which now offer programmes and courses though OD) were stated). So, it was suggested that ODL practitioners need to be accountable to DEASA whose considered a powerhouse, particularly on skills development and employability for their graduates. It was strongly recommended that ODL institutions should find ways to ensure that graduates have both the necessary requisite theory and practical skills in order to improve their employability.

N.B. ALL PRESENTATIONS HAVE BEEN INCLUDED IN UNDER Appendix 1)

Parallel session 1 – Presentations

PRESENTATION 1 - Experiences of UNISA staff in Open Distance Learning Masters Programme of the UMUC ODL programme

Presenter: Caba Moleko & Bruce Nduna
Rapporteur: Ms L Ngcobo

Comments, questions and responses

Main comment

- The discussion focused on the methodology used, specifically the quantitative aspect. It was felt that a research on people’s experiences could have been accomplished better when using the qualitative methodology.
- The study did not appear to solicit the experience which was the focus of the study. It was suggested that a qualitative approach would have been appropriate for this type of study.
- The fact that the institution considers the training of ODL practitioners was commended.
PRESENTATION 2 - Trends and prospects of Instructional Materials Development and Delivery at the University of Zambia

Presenter: K. Mundende
Chairperson: Mr M Macwele
Rapporteur: Dr SR Dlamini and Ms L Ngcobo

Main Comment

- **The comments from the floor addressed** the research question. They tried to come up with possible causes of lack of numerical expansion which included lack of branding, lack of capacity building and the difficulty involved in being a dual mode.
- **Response:** The presenter mentioned that a marketing unit had recently been developed to deal with the issues of branding and that course lecturers are first trained on how to develop materials and how to teach at a Distance before they are engaged as lecturers.

PRESENTATION 3 - Improving Student Completion Rate in Distance Learning: The Case of Open University of Tanzania

Presenter: Professor E. Bisanda
Chairperson: Dr D Jele
Rapporteurs: Ms L Ngcobo and Dr SR Dlamini

Main comments, questions and responses

- Most participants commended OUT for the reforms especially its increased use of ICT.
- It was remarked that it was time for ODL to have both a minimum and maximum completion time.
- It was stressed emphatically that it was time for ODL practitioners and or academics to refrain from treating ODL and contact institutions as identical.
- It was also suggested that the extension of the completion time in ODL would help enhance completion of any programme.

PRESENTATION 4 - The Role Open and Distance Learning (ODL) through the use of Information and Communications Technologies (ICTs) play in bridging of digital divide and uplifting peoples’ lives sub- Sahara

Presenter: Fabian Kakane
Chairperson: Professor B. Nanangala
Rapporteurs: Ms L Ngcobo and or Ms S Maduna

Main comment and response

- The cost of education has been reduced by the use of ICTs.
• The majority in attendance at the conference agreed that the use of ICTs permits education to provide the capacity to reach massive audiences with consistent quality content.

Recommendations:

1. UNZA should learn more from other institutions such as UNISA
2. UNZA and IDE should also take advantage of using the Learning Management System (LMS) MOODLE as a teaching and learning tool.

KEYNOTE ADDRESS - Economics of Distance education – Challenges and procedures

Presenter: PROFESSOR S. RASTOGI, UNISWA, IDE

Chairperson: Mr H. Murangis
Rapporteurs: Mrs LNS Simelane and Ms LM Ngcobo

Main Comments

It was explained that there were mainly two types of DE institutions, which are namely; single and dual modes respectively. Briefly described, the single mode was said to attract huge income through offering different programmes whilst the dual mode was cost effective since it focused on the provision of mass education.

Why study educational costs?

1. To discover the possible imbalance, their extent etc. in the allocation of educational resources to different sub-sectors of the educational system or to different regions in the country.
2. To identify the factors that are responsible for the rapid increase in expenditure or to examine the pattern of uses of funds for education; and
3. To identify the potential sources of funds not yet tapped for financing education.

Factors affecting cost of Distance Education

1. Number of courses offered
2. Process of course development
3. Use of part-time faculty
4. Choice of instructional media
5. Enrolment at the institution
Question and answer session

Comment 1
The first speaker appreciated the presentation and stated that it was indeed helpful.

Question
The first question regarded the costing of DE especially in course development - is the costing based on the cost of a course?

Response
Emphasis on the need to always strike a balance between cost dimensions was said to be critical. For instance, ensuring that the numbers of modules produced are in line with the cost of producing the module is vital. Also who teaches the course sometimes contributes to variable costs. Here an example given was a lecturer and a professor and their different salary scales.

Parallel session 2 - Presentations

PRESENTATION 5 - Presentation Title: Breaking the Prison Bars: ODL an alternative bold cutter

Presenter: Mrs. Gilliet Chinguwe

Rapporteurs: Ms L Ngcobo

Main comments
- Cited was a need to widen the academic horizon for inmates through partnerships with institutions offering certificates, diplomas and degrees i.e. Zimbabwe Open University (ZOU).
- Plus, it was suggested that prisoners be exposed to vocational and academic education so that they could be easily integrated into society after their release.
- Highlighted was that ODL can play a significant role in offering short courses for prisoners who are on short term sentence and arrangements could be made for prisoners to complete their courses after their release.
- Lack of internet access may inhibit distance learning and this may be addressed by collaboration between ODL institutions and the prisons.
- Most inmates in Zimbabwe face a number of challenges in accessing college or university education.

Discussion points
- It was noted that it was feasible for inmates to do degrees but they need donors to sponsor them. Therefore, it was recommended that ODL should be open to anybody without discriminating – these ODL institutions should work closely with the prisons.
- A question was asked as to – why is it difficult to offer diploma/degrees to inmates?
• **Response:** It was noted that O & A levels were easier but university education was difficult since institutions did not have partnerships with the prisons. Whereas the schools offering O & A levels have already established a relationship which resulted in their partnering with the prisons.

• Similarly, it was noted that in Zambia, university education was offered to inmates and concurrently subsidised. Thus, Zimbabwe was encouraged to do the same.

**PRESENTATION 6 - Open and Distance Learning and capacity building: Challenges and Prospects**

**Presenter:** Dr D Jele

**Rapporteur:** Ms N. Mabuza – Dlamini

**Main comment**

- Delegates echoed the 5/6 challenges in the education sector (ODL included) hinged on ICT and this suggested lobbying for change.
- DEASA was advised to capitalise on the UNESCO policy statement regarding ODL to lobby for the suggested change.

**PRESENTATION 7 - Impact of the Certificate in Psychosocial Support (PSS) offered through Distance Education on Children and Youth in Swaziland: A Case Study of the Manzini Region**

**Presenter:** Dr S Chakanyuka

**Main Comments**

- The delegates felt the presentation and study were informative. It was further suggested that it must be converted to a journal article and be published.
- A concern raised was on the gender imbalance in the participation in the study. This comment stemmed from the fact that it was noted that they were notably few male participants in it.

**Gala Dinner**

The key sponsors who contributed both financially and in kind were thanked for their contributions which undoubtedly made the conference a success. A token of appreciation from IDE and the Adult Education Department was given to each sponsor representative. Those sponsors who were unable to attend the gala dinner were acknowledged in absentia. In addition to the scrumptious meal prepared and served in the UNISWA, New Wing section. The entertainment was provided by a young and talented soloist who rendered beautiful musical pieces for all participants during the gala dinner.
“... key sponsors who contributed both financially and in kind were thanked for their contributions which undoubtedly made the conference a success.”

On the next page are pictures of the key sponsors who contributed significantly to ensure that the DEASA conference was the success. The PVC handed over tokens of appreciation to these organisations who were namely; Macmillan Education, Smith & Ouzman, The Central Bank of Swaziland, Swaziland Water Corporation, Swaziland Building Society, DEASA and UNISWA. Likewise, keynote speakers; Professors A Kanwah, E. Bisanda, S Rastogi were given tokens. The young talented musician was also added to the list of recipients’.
Sponsors receiving tokens of appreciation

Day 2: Saturday 19th September, 2015

KEYNOTE ADDRESS BY THE HONOURABLE MINISTER OF EDUCATION AND TRAINING (MOET) AT THE 43RD DEASA CONFERENCE

The Honourable Minister, Dr P. Magagula, delivering his address at the DEASA Conference

Main Address
The main address was delivered by the Honourable Minister of Education and Training, Dr P Magagula. His key points have been summarised (see full remarks, Annexure 4) as follows:

- The Minister’s keynote address began with him conveying his sincere thanks on behalf of His Majesty’s Government for the invitation to officiate at this conference. Likewise, he welcomed all participants to the Kingdom of Swaziland.
- He noted that this conference was a celebration of a significant event and concurrently a milestone (43 years DEASA Conference). This was said to be evidence that DEASA and or ODL played a pivotal role in sustainable development and demonstrated its commitment of its member institutions and countries.
• It was highlighted that the fact that Swaziland is one of the founding members of DEASA was noted and said to be significant.
• Also emphasises was made to the effect that it was true that no country could progress and move forward to first world status without educating its citizens.
• The Hon. Minister quoted Sir John Daniels who said “Distance Education is revolutionary because it allows you to change the shape of the iron triangle in a way not previously possible. It allows you to increase access, improve quality and cut costs all at the same time.”

‘Distance Education is revolutionary because it allows you to change the shape of the iron triangle in a way not previously possible. It allows you to increase access, improve quality and cut costs all at the same time.’

Honourable Minister’s concluding remarks
All participants (which primarily consists of academics and or ODL practitioners) were urged to treat ODL like all other forms of education in any country. This could be achieved in numerous ways; one of which is the creation and implementation of ODL policies, he said.

Entertainment
The youth were an integral part of the conference and participated significantly. A group of boys from a local school named Elangeni High school rendered numerous songs. Also, present were two UNISWA students who created and delivered a poem which was linked specifically to DEASA. Both groups were a marvel to watch and listen to during the opening and closing of the DEASA conference. The lyrics of the poem have been included in this report, as they held a relevant message which inspired all participants to strive on as an association, to advocate and uplift ODL as a worthy teaching and learning method.

“…youth were an integral part of the conference... UNISWA students who created and delivered a poem which was linked specifically to DEASA.”
Captured above are young men schooling at Elangeni High school who provided various songs and poem during the opening of the DEASA conference.

Poem
By Nontobeko Ndzabukelwako and Ntokozo Mdluli (UNISWA Students)

[CHORUS]
For decades you have lived
Four decades it has been

[Nontobeko Ndzabukelwako- Part One]
Fifty. This very day marks the fiftieth time.
The fiftieth time that you all have taken time to meet at this conference annually.
At this great general meeting
And in this meeting, we will take time to look back through the reflective lens of the Distance Education Association of Southern Africa – DEASA
We kindly thank you for joining our association in this massive celebration of widening access to education.
DEASA

[CHORUS]
For decades you have lived
Four decades it has been

[ntokozo Mdluli – Part Two]
This is no flash back but allow me to take you back to 1972, together let us go down memory lane, listen to these words as they drive you to the origin of what we see today

[CHORUS]
For decades you have lived
Four decades it has been

[Nontobeko Ndzabukelwako- Part Three]
DEASA
See you, you are a vibrant organization.
That’s well on its way to becoming the regional powerhouse in Open and Distance Learning.
DEASA
You are a powerful organization
Aiming to enable its members to share insightful information, and partner in obtaining and developing quality distance courses
While simultaneously organizing relevant professional development activity.
DEASA

[CHORUS]
For decades you have lived
Four decades it has been

[Ntokozo Mdluli – Part Four]
They say life begins at forty
And DEASA is way past forty, so it is clearly evident that there is life in here
See four decades of operation is an inspiration on its own
There’s been a transformation of lives
And re-awakening of dreams
Like Martin Luther I feel like I have a dream now
And mine is to see this Association expanding and touching more lives

[CHORUS]
For decades you have lived
Four decades it has been

[Nontobeko Ndabukelwako - Part Five]
DEASA
We are DEASA
And our mission?
Our mission is simply to promote Open and Distance Quality delivery
And its sustainable deployment throughout the SADC region,
Through the formulation of policies and framework to guide practice
And it definitely isn’t too hard to achieve as we’ve had plenty of practice
Four decades is plenty of time to practice as we started out in

But now are found in fourteen countries,
Look at the fruit of our practice.
The fruit of DEASA’s practice because;

[CHORUS]
For decades we have lived
Four decades it has been

[Ntokozo Mdluli – Part Five]
Been slowly walking down the corridors of introspection
We reflect and introspect our lives through this illumination of DEASA
To some, it has been an exciting journey, but to others it has been a roller-coaster of emotions
A long narrow road
What would life be without a struggle?
Because a conqueror is made through adversity
An inevitable course in the University of Life

[CHORUS]
For decades we have lived
Four decades it has been
KEYNOTE ADDRESS - DELIVERY OF OPEN AND DISTANCE LEARNING (ODL) – MERGER OF OPEN AND RESIDENTIAL TEACHING AND LEARNING SYSTEMS.

Presenter: Professor ET Bisanda, Vice Chancellor, The Open University of Tanzania
Chairperson: Dr D. Mowes
Rapporteur: Ms SB Maduna

Prof. E Bisanda delivering his keynote address.

Key points:

- E-learning is now being adopted in residential universities;
- Surprisingly, ODL institutions yearn for more face to face.
- Profile of learners in ODL changing from adults to young school leavers;
- Rapidly changing world demands lifelong learning; Need to move from teacher-centred approaches in pedagogy to learner-centred approaches in andragogy;
- Paradigm shift from teacher centred to student centred learning - Smart learners, Y – Generation.
- Rapid increase in enrolments in HEI coupled with staff shortages demand adoption of self learning such as e-learning;
- Self-driven students opting for universities with blended learning modes and flexible learning environments such as on demand examinations;
- Online content now readily and easily accessible through ICT's, OER's and MOOCS;
- ODL learners increasingly desiring to complete their studies faster;
- Growth of MOOCS - MOOCS is available in about 13 languages;

Essentials comments from presenter

1. Traditional assessment strategies usually do not measure learning outcomes.
2. Examinations can be very subjective.
3. ICT's enable educators and academics to measure learning outcomes and provide smart solutions to assessing learning- even essays.

Migration to ODL and ODL modes were said to be appreciated by the audience because:

- ODL allows for part time or full Technologies for e-learning
- ODL permits time to study for those who are employed
- Assessment online without an invigilator is possible.
- Distances between learners and institutions shrinking due to use of ICT in ODL
There is a need to train teachers through ODL in Sub-Saharan Africa because face-to-face teaching and learning increasingly problematic with large numbers of learners;

ICT merging Face-to-face and ODL teaching and learning.

Comments, Questions and responses

Question
How can quality be guaranteed in online learning?

Response
Quality is a non-issue. ODL needs to change perspectives towards online assessment; rethink and readjust our practices in line with ICT.

Comment
Lecturers from conventional institutions who produce ODL materials find that the process assists them to prepare for their residential classes.

Parallel Sessions 3

Delegates captured listening attentively to presentations made during the DEASA conference.
PRESENTATION 8 - Empowering school teachers with educational technology using the distance education mode

Presenter: Prof. S. Rastogi (on behalf of self, Dr K. Ferreira-Meyers, Dr B. Dlamini and Dr N Nsibandze)  
Chairperson: Professor CWS Sukati  
Rapporteur: Ms LN Simelane

Comments

- The delegates felt the presentation delivered was good.

PRESENTATION 9 - Graduates in Zimbabwe Universities’ youth perception of University Entrepreneurship Curriculum as an Empowerment Strategy for self-employment

Presenter: Prof. L.T. Nyaruwata

Main comments

- Further research should examine other key stake holders’ perceptions because of relevance in future.
- There is a need to have a practical entrepreneurship curriculum at University level.
- The curriculum should be streamlined to align with an entrepreneurship programme.
- It was noted that lecturers appeared to lack skills in entrepreneurship and this should be a concern not to be overlooked.
- In all programmes, including Distance Education, a practical business curriculum should be followed in order to prepare learners for employment in the job market.

PRESENTATION 10 - Assessment of the quality of NAMCOL’S learner support services: preliminary findings

Presenter: T Nampila

Main comments

- The delegates felt that the study was good and enlightening.
- It was said that the study would help one of the weakest points in ODL insofar as learner technology support services is concerned.
Conclusion

Reports from the rapporteurs
As part of the conference proceedings, the rapporteurs delivered a summary of the presentations made during the conference. As noted, the summaries have been incorporated within the report and all the PPPs provided under Annexure 2.
The closing plenary session was chaired by Professor Gabriel Kabanda. Delegates dispersed and prepared for the DEASA AGM which was held the next day (20th September, 2015).
APPENDICES

APPENDIX 1
Power Point Presentations - SET 1 – SEMINAR ROOM
Presentation 1

INTRODUCTION
- Zimbabwe is faced with the problem of youth unemployment
- Specifically university youth graduates
- Unemployment represents a drama in the lives of young individuals
- Amounts to a significant waste of personal and social investments in higher education
- Most university graduates in Zimbabwe are job seekers and seldom venture into business or employment creation.

BACKGROUND TO THE STUDY
- Unemployment of University graduates is a global problem
- Zimbabwe has not been spared of this crisis
- While Zimbabwe has had unemployment challenges of all ages, the hardest hit are the youth (Chirisa and Muchini, 2011)
- While the overall unemployment rate of youth aged 14-34 years is 15%, (85% employed)

BACKGROUND TO THE STUDY
- the majority, (87%) of the (85%) employed youth aged 15-34 years are in informal employment
- 9% in formal employment and 4% unclassifiable employment (The Zimbabwe Labour Force and Child Labour Survey (LFCLS), 2011)

PROBLEM STATEMENT
- In Zimbabwe the media is awash with stories such as
- “College, University Graduates Struggling to Get Jobs” (Gibbs Dube, 03.11.2014)
- “Jobs crisis. University graduates turn to vending” (Kachembere, John; 5 November 2013)
PROBLEM STATEMENT con’t
- Zimbabwe Government (2004) through the Ministry of Small and Medium mandated universities to offer courses in entrepreneurship with the aim to make universities develop entrepreneurial graduates.
- 10 years later majority of university graduates are job seekers and not entrepreneurs.
- How relevant is Zimbabwean Universities’ entrepreneurship curriculum to developing entrepreneurial graduates.

THE PURPOSE OF THE STUDY
- to examine the Zimbabwe Universities’ youths graduates’ perception of the relevance of local universities’ entrepreneurial curriculum to self-employment or establishment of small to medium business.

RESEARCH QUESTION
- How do Zimbabwe universities’ youths graduates perceive the current entrepreneurship curriculum to enhance their self-employment opportunities or their ability to start small to medium businesses?

THE SUB QUESTIONS WERE:
- What entrepreneurship competencies do university students require for self-employment or business venture?
- What are the constraints to acquiring entrepreneurial competencies by university students?
- What knowledge gaps are in the current university entrepreneurial curriculum that make university graduates job seekers instead of entrepreneurs.

RELATED LITERATURE REVIEW
Definition of relevant curriculum
- curriculum that should play an integral role in student’s life. It should make the student develop into a self-actualising, autonomous, authentic, healthy, integral and happy human being.

DEFINITION OF CURRICULUM CON’T
- curriculum that grows the student toward personal and human goals; an integration of cognitive, creative aesthetic, moral, risk taking and vocational dimensions of being human.

DEFINITION OF EMPLOYABILITY
- employability – “a set of achievements skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.” (Yorke, 2003:5)

DEFINITION OF ENTREPRENEURSHIP
- entrepreneurship as a mindset and process to create and develop economic activity by blending risk taking, creativity and or innovation with sound management within a new or an existing organisation (European Commission report, 2012)
ENTREPRENEURSHIP DEFINITION

- entrepreneurship as that which involves evaluating business opportunities, development of a business plan, and the determination of the required resources as well as management of the resulting enterprise (Allawadi, 2007)

ENTREPRENEURSHIP DEFINITION

> entrepreneurship as a process in which individuals pursue opportunities, fulfilling needs and wants through innovations, together with the attendant risks (Kinter, 2007)

ENTREPRENEURSHIP DEFINITION

- in this paper entrepreneurship is defined as a process of carefully determining and analysing unmet needs through creativity, innovation and satisfying those needs by taking related risks.

TRAITS, BEHAVIOURS AND COMPETENCIES OF ENTREPRENEURS

Nandram and Samson (2007) entrepreneur traits

» watchful to spot opportunities
» must be persuasive in seeking investment
» learn from own experiences
» goal oriented in order to work efficiently
» must be pragmatic to decrease the uncertainty
» have self confidence

TRAITS, BEHAVIOURS AND COMPETENCIES OF ENTREPRENEURS

Four traits

» risk taking,
» opportunity recognition,
» creativity and
» critical thinking (Kee, et. al., 2006)
TRAITS, BEHAVIOURS AND COMPETENCIES OF ENTREPRENEURS

Maigida, Saba and Namkere (2013) traits of the entrepreneur
- risk bearer,
- coordinator,
- organiser,
- gap filler,
- leader and
- innovator or creative thinker.

METHODOLOGY
- qualitative research paradigm
- a constructivist philosophy (Creswell, 2003)
- data were generated through face to face interviews and narrations from 10 informants because data had reached saturation point
- Data were also gathered from policies, annual reports and websites of the Higher Education Institutions, Ministry of Higher and Tertiary Education and Zimbabwe Council of Higher Education (ZIMCHE)

ENTREPRENEURIAL EXPERT TERMS OR BEHAVIOURS (Chew, 2008:211)

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Resourcefulness</th>
<th>Judgement</th>
<th>Resilience</th>
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<tr>
<td>Alertness</td>
<td>Persuasiveness</td>
<td>Risk Propensity</td>
<td>Resilient</td>
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<td>Perception and interception</td>
<td>Self-efficacy</td>
<td>Social Competency</td>
<td>Manipulative</td>
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<td>Business Acumen</td>
<td>Self confidence</td>
<td>Political Atnuteness</td>
<td>Stamina</td>
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<td>Social/Market Awareness</td>
<td>Leadership</td>
<td>Adeptness</td>
<td>Strategic Competence</td>
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FINDINGS AND DISCUSSION

Profiles of the Participants
- All ten informants obtained their degrees from local public Universities that are named A, B, C and D.
- Three (3) participants graduated in 2008, five (5) graduated in 2009 and two (2) graduated in 2010.
- The average age of the participants is thirty two (32) years.

Profiles of the Participants con’t
- three (3) of the participants studied at University A,
- one (1) studied at University B,
- two (2) studied at University C and
- four (4) studied at University D.
- all hold business oriented degrees majoring in banking and finance, marketing, business management and strategic management.
VENTURES STARTED

» a small garment factory owned by a young lady who works with four (4) employees
» photography studio, owned by a young woman
» an online arts magazine owned by three (3) male graduates who are not practicing artists.

VENTURES STARTED con’t

» Bank/ Financial institution owned by a young man. He works with five (5) employees.
» Soap making small factory owned by a young woman. She works with three full time employees
» Three (3) retail shops owned by a young man. He employs fifteen (15) people.

CURRENT ENTREPRENEURSHIP CURRICULUM

» curriculum is mostly found in the faculties of commerce and specifically in the departments of Business Studies of Business Management.
» participants acknowledged that the curriculum is more on business concepts than entrepreneurial concepts as expounded by Brickman (2007), Kee et al. (2006), Mitchelmore and Rowley (2010).

CURRENT ENTREPRENEURSHIP CURRICULUM con’t

» only one (1) university out of the four (4) studied has a department of entrepreneurship that offers majors in entrepreneurship.
» the same university has established a Centre for Entrepreneurship Development and Research

CURRENT ENTREPRENEURSHIP CURRICULUM con’t

» it also makes entrepreneurship course compulsory to all undergraduates.
» overall the curriculum on entrepreneurship give skills for self-employment.

CURRENT ENTREPRENEURSHIP CURRICULUM CONTENT

» Business Foundations
  » Business concepts
  » Business activities
» Communication and Interpersonal skills
  » Fundamentals of communication
  » Staff communications
  » Ethics in Communication
CURRENT ENTREPRENEURSHIP CURRICULUM CONTENT con’t
- Group working relationships
- dealing with conflict
  » Economics
  » Basic concepts
  » Cost-profit relationships
  » Economic indicators/trends

CURRENT ENTREPRENEURSHIP CURRICULUM CONTENT con’t
- Economic systems
- International concepts
  » Financial Literacy
  » Money basics
  » Financial services
  » Personal money management

CURRENT ENTREPRENEURSHIP CURRICULUM CONTENT con’t
» Business Functions
1. Financial Management
   » Accounting
   » Finance
   » Money management
2. Human Resources Management
   » Organizing
   » Staffing

ENTREPRENEUR KNOWLEDGE SKILLS REQUIRED
» Study found the following as essentials:
  » self-confidence,
  » discovery,
  » concept development
  » how to take calculated risks,
  » innovation

ENTREPRENEUR KNOWLEDGE SKILLS REQUIRED con’t
- market research,
- effectively negotiate,
- be resourceful
- be a strong leader.
- personal assessment
- personal management
Participants said these skills were not well taught as the business knowledge and skills

UNIVERSITY ENTREPRENEURIAL CURRICULUM STATUS
» Lecturers very experienced in business concepts
» Lecturers inexperienced in entrepreneurial concepts
» Lack of adequate and appropriate places for industrial attachment
» Lack of content for traits and behaviours associated with successful entrepreneurial performance
OTHER CHALLENGES

- Shrinking Economy
  Some informants said: University graduates are unemployed not because they lack employable or business competencies. They have nowhere to practice the skills that they learned. Quite a large number of people graduating from universities are finding no jobs. There is no money to start businesses.

- Inadequate capital for starting the ventures
- Youth loans are not easily accessible regardless of your education level
- Volatile economic environment
- Unreliable government structures

CONCLUSIONS

- Zimbabwe Universities’ youth graduates are unemployed not because of the irrelevant entrepreneurial curriculum.
- Current entrepreneurial curriculum offered does make graduates employable and run businesses.
- Entrepreneurs can be developed through education.
- Entrepreneurship is a vital discipline that is beyond business studies

CONCLUSIONS con’t

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<tr>
<th>Entrepreneurial traits and behaviours</th>
<th>Business concepts</th>
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<td>Economics</td>
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<td>Resilience</td>
<td>Financial Literacy</td>
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<td>Resourcefulness</td>
<td>Business Functions</td>
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RECOMMENDATIONS

- universities further develop the discipline of entrepreneurship (standardise curriculum).
- universities staff develop lecturers in the discipline of entrepreneurship.
- all undergraduates in all degree programmes undertake a course in entrepreneurship
- entrepreneurial education be a compulsory subject in the Zimbabwe primary and secondary education systems.
- undertake the study on a larger scale
PRESENTATION 2

IMPACT OF THE CERTIFICATE IN PSYCHOSOCIAL SUPPORT OFFERED THROUGH DISTANCE EDUCATION ON CHILDREN AND YOUTH: A CASE STUDY OF THE MANZINI REGION, SWAZILAND

Dr Sharayi Chakanyuka
Programme coordinator

Statement of the problem

- IDE has been building the capacity of caregivers through the Certificate programme since 2011;
- Altogether, about 300 students have graduated from the programme;
- There is need to find the extent to which IDE has contributed to the care and support of children and youth through the programme;
- The problem of this study is:
- What has been the impact of the distance education programme on children and youth in the Manzini region of Swaziland?

Background to the study

- The ODL programme started on the initiative of the Regional Psychosocial Initiative (REPSI) and UNICEF with a pilot cycle which ended in 2010. This cycle managed from UKZN for eight countries in Southern Africa;
- Five African countries, including Swaziland, opted to participate in Stage 2 – localisation of the programme;
- The Government of Swaziland, through the National Children’s Coordination Unit, partnered with the University of Swaziland (UNISWA) to offer the programme;
- The Institute of Distance Education (IDE) houses the programme. REPSI materials (e.g. modules and guides) and pedagogical approach was adopted;
- UNISWA provides overall programme coordination including the training, supervision and support of mentors and the marking of assignments and examinations;
- Recruitment of students remains a shared responsibility among partners REPSI, UNICEF, UNISWA and the Deputy Prime Minister’s office

Aim and objectives of the study

- The aim of the study was to assess how the distance education certificate programme has affected children and youth in Manzini region.

Objectives

- To determine how students understood psychosocial support
- To find out what knowledge and skills students had acquired from the programme
- To assess the impact of the programme on the children and youth in the care of the students.

Methodology

1. Study used mixed methods - both qualitative and quantitative and the Interpretivist philosophical perspective;
2. Combination of methods took place at the analysis and interpretation stages;
3. Convenience sampling used to select Manzini students who form about one third of the year 2 group;
4. Data gathering:
   - an open-ended questionnaire administered to all Manzini year 2 students (38);
   - focus group discussion with one Manzini group (12 students) and 4 children at an organisation; and
   - semi-structured interviews with two students in their organisations and one senior official in that organisation;
   - Data for the study had to be intensive, in-depth and viewed from the perspectives of the student participants, their organisations and some children in their care.
   - triangulation to ensure reliable and trustworthy data.
Biographical data

The table above shows that for the questionnaire respondents, the majority 34 (79%) were female while only 5 (12%) were male. This is a reflection of the overall composition of students in both Year 1 and Year 2 of the Certificate programme.

- 12 (28%) of these students were involved in the focus group discussion.
- 4 (9%) children, 2 (4.6%) males and 2 (4.6%) females participated in a focus group discussion held in their organisation.

Results (Continued)

Challenges faced by children (students’ perspectives)

- Poverty; Death of parents; Violence and abuse
- Services offered by the organisations were mostly at three levels of the intervention pyramid for mental health and psychosocial support (International Federation of Red Cross and Red Crescent Societies, 2009);
- the basic services and security level such as feeding schemes, soup kitchens, provision of clothes, food and shelter
- At the community and family supports level, organisations offered education at preschool and other levels, knitting and dancing schools, life skills, income generating projects
- A few organisations offered such specialised services as counselling, support for children living with HIV/AIDS and Prevention of Mother to Child Transmission (PMTCT).

Results

- Findings show that the students understood what psychosocial support is. Most of them defined psychosocial support as support and care given to children and youth in diversity in a holistic manner to help them develop their potential and deal with challenges faced;
- e.g. assisting the young and vulnerable children develop a clear mindset in discovering themselves and their potentiality holistically
- Students indicated that they had benefited from the programme at a personal level and at a children and youth level;

Benefits at child level

These benefits were a direct result of the personal benefits:

- Identification of children with needs and how to refer when necessary;
- Knowledge of children’s needs, rights and responsibilities
- Tackling issues positively
- Empowering children (offering a ladder rather than hand-outs) through imparting coping mechanisms, skills and knowledge;
- Students’ recognised children’s need for love, care and support;
- Results echo SAiDE’s (2012) and Mndzebele’s (2014) findings.
Benefits at personal level

- Better understanding of themselves as individuals, their attitudes, values, morals;
- Knowledge: ways of dealing with children, children’s rights and responsibilities, rights based approaches;
- Skills such as listening, communication, English language, conflict resolution, good facilitation, counselling;
- Attitudinal changes: being non-judgmental, preparedness to listen to children, putting interest of the child always;

Children’s perspectives

Four children were involved in a focus group discussion. They had this to say about one student who took care of them:

- She has a good attitude towards us; we are happy with her attitude towards us;
- Teaches us life skills;
- Gives clear instructions even on house chores;
- Talks to us with respect;
- Motherly;
- She is able to identify those upset or hurt and talks to them in privacy;
- She calls all us to talk to us if someone is missing or when we have misbehaved;
- In our meeting with her, we are given a chance to voice out our opinions;
- She listens to us – a good listener.

Children’s voices

- The children’s comments confirmed what students in the study had said about how the programme affected their relationships with children;
- Before the programme, most did not involve children in decision making or listen to them;
- Did not understand that children had rights like other people;
- Did not understand child development and how children grew;
- Were impatient with children and treated them roughly;
- From the children’s perspectives, there was evidence of students in the study now love, care and protect the children in their care.

Conclusion

- The student participants understood what psychosocial support entails and its purpose of building resilience in children and youth by addressing the psychological, social and physical needs of children (FOST, 2005);
- The distance education programme seems to be making a difference in student participants and their understanding of themselves;
- The programme is building the capacity of caregivers through imparting knowledge and skills which participants used in their work with children and youth, leading to a more positive manner of dealing with children in their care;
- More communities need to be studied to establish a firmer assessment of the impact of the programme on children and youth.
References


Excerpts from focus group discussion with students

- *Programme is good; it is an eye opener in handling children in diversity* (Female student)
- *Children behave in a particular way because of what happened to them. For example, a little girl came early to class one day. The teacher was surprised and asked her why she was on time for school that day. The little girl responded that before that day, she had to ensure that her sick mother had all she needed first; now that her mother had died, there was no reason to come to school late* (Female student) 

Excerpts

- *Now I can identify problems faced by children. I met a child in my community one day and noticed that she was going through some problem. I stopped him and talked to him. He had problems at home. I later made a home visitor to help resolve the problem with the family* (Male student)
- *There is need to find out why children behave in a particular way in order to find solutions to their problems* (Female student)
- *I try to understand the child in order to find solutions to their problems* (Female student)
- *Need to involve children in decision making and see their issues from their perspective* (Female student)

Recommendations

- IDE should design a lower programme for grassroots caregivers with little or no education who are the first line in dealing with children;
- IDE should introduce a Diploma or degree so that the programme graduates can advance professionally and academically;
- IDE should hold refresher courses for graduates every three years;
- Further studies need to be conducted in as many organisations and communities as possible to establish the full impact of the Certificate programme on children and youth.
Introduction (cont’d)

ODL... founded on principle of life-long learning, where individuals learn across the lifespan...
It is now a stand-alone; from the dual mode, where offered side-by-side with conventional...
ODL... complements than competes with the conventional mode (UNESCO, 1997).
It considers socio-economic conditions of the participants – workers, financially-constrained

ODL & capacity-building (cont’d)

Strong economies rely on highly-skilled workers to produce goods & services (Pityana, 2009: 8). Governments that invest in education generally & ODL specifically achieve high-level develop’t. Investing in people offers lasting rewards over investing in non-human assets...hence ODL etc. People need to continue with their 'lives' & ODL enables them to concentrate on 'other pursuits'.

Challenges of ODL (cont’d)

For the learner
• Access to information and communication technology facilities; ODL is technology-intensive
• Costs associated with acquiring ICT facilities
• Functional literacy about available ICT facilities
• Time to use ICT where relying on institutional
• Support services available from institution etc.
• Shift required in mind-set to manage ICTs well

For the government
• Resource constraints, given diverse demands for same (UNESCO, 1997, 2002).
• Political will, noting that releasing resources is a political decision [& one that is biased]
International ‘window-dressing’ – doing one thing at home & another thing in eyes of world
community to maintain a worthy global image.
Prospects of ODL

Prospects of ODL for the learner
- Possibility of acquiring education outside the confines of campus (UNESCO, 2002).
- Increased access to education than is possible with the conventional mode alone.
- Equitable opportunities for diverse population cadres – women, minority groups, PWD etc.
- Improved employment opportunities ‘for all’.

Prospects of ODL (cont’d)

Prospects of ODL for institutions
- Increased student enrolment, particularly for those institutions providing the dual mode.
- High impact on the labour market (skilled human resource pool).
- Improved student retention, as students can learn at own pace and within financial means.

Heightened contribution made towards national development, other factors being held constant.

Prospects of ODL (cont’d)

Prospects for the government
ODL allows govt. to deliver its mandate to provide all-inclusive educational services ‘for all’.
- It enables govt. to reach out to the remote areas less catered for by conventional education.
- ODL responds to nat. goal of inclusive education.
- Raises country’s image in regional/global forums.
- ODL reduces unemployment, crime, poverty etc.

Conclusion/recommendation

ODL is a viable option to conventional, full-time and campus-based education; equally rigorous.
- It might flourish in separate campus, following own programmes...paced to the learners needs.
- It is not a panacea that will produce miracles, curing all education ills; careful planning and investment has to be made for it to work.
- Governments & institutions should embrace it.

PRESENTATION 4

Empowering School Teachers with Educational Technology using the Distance Education Mode

Prof. S. Rastogi & Dr. K. F. Meyers
Institute of Distance Education,

Dr. B. S. Dlamini & Dr. N. H. Nsibande
Faculty of Education,
University of Swaziland
Context

- Teachers face problems because of
  1) Individual Differences among students.
  2) Optimum Learning as a goal of Teaching.
  3) Quality Control during classroom communication.
  4) Teacher as Classroom Manager.

- Educational Technology is a combined gift by three major Sciences known as Communication Sciences, Social Sciences, and, Managerial Sciences. Knowledge of important concepts and their utility in Classroom situation is essential for every teacher.

Context (Contd)

Three Methods may be used for Staff Development
- Face to Face Training Programme (not economical and practically not possible)
- Induction Effect – Not effective (CIEFL, Hyderabad, India experience)
- Distance Education Mode – Economical and found effective.
The third has been taken for this Project.

Research Objectives

Major Objective

- To develop and try out a training package in the field of Educational Technology for staff development among school teachers through distance education mode.

Specific Objectives

- To determine the significance of difference before and after experimentation regarding knowledge level about Educational Technology and its applications among target group teachers.
- To determine significance of difference before and after experimentation regarding classroom managerial skills among target group teachers.
- To determine significance of difference before and after experimentation regarding change in attitude towards educational technology application in classroom among target group teachers.

Hypotheses

Major Hypothesis

- The proposed learning package, in the field of educational technology, would enhance teachers’ competency up to a significant level.

Minor Hypothesis

- There may be a significant enhancement in the Knowledge level regarding Educational Technology application in the classroom after experimentation among target group teachers.
- There may be a significant upgrading about classroom Managerial Skills, among the target group teachers, after experimentation.
- There may be a significant difference before & after experimentation in Attitudes towards managerial role in classroom among the target group teachers.
- There may be a significant difference before and after experimentation regarding educational technology application competency among target group teachers.
- There may be a significant difference between rural area teachers and urban area teachers regarding educational technology application competency before and after experimentation.

Research Objectives (Contd)

- To seek opinion of target group teachers on proposed Learning package to make it user friendly.
- To examine the significance of difference among all four regions of Swaziland regarding the effect of learning material on target group learners.
- To compare the significance of difference between rural teachers and urban teachers in various regions as well as the whole target group.
- To assess the effectiveness of proposed learning package for enhancing quality of classroom communication.

Methodology

- Pre - test – Knowledge test, Skills Test, Attitude Scale
- Educational Technology for Effective Teaching in Self instructional material format (16 Units)
- Two days Contact sessions
- Group Interactions among participants
- Post Test – Knowledge test, Skills Test, Attitude Scale, and, Opinion Scale
- Statistical Analysis using SPSS Package
Educational Technology for Effective Teaching

- The Nature and Scope of Educational Technology
- Managerial Approach to Classroom Communication
- Systems Approach to Teaching-learning process
- Bloom’s Taxonomy of Educational Objectives: its utility to classroom communication
- Pedagogy & Andragogy in teaching-learning process
- Instructional modes for classroom interaction
- Learning Activity
- Learning Theories for Classroom Communication
- Motivation, Interest and Emotions: Meaning and role in learning
- Verbal and Non-verbal Communication
- Role of Audio/Video aids in the teaching-learning process
- Mastery learning for effective teaching
- Individual Differences among learners
- Assessment, Measurement and Evaluation: Meaning and utility for examinations.

Various types of test items and their application in examinations.

Results

School Teachers present during Experiment
Table 01

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Region</th>
<th>Total Teachers</th>
<th>Pre-test</th>
<th>Contact Session</th>
<th>Post-test</th>
<th>Sample Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mawari</td>
<td>2342</td>
<td>49</td>
<td>19</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>Hoho</td>
<td>1250</td>
<td>20</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Sschrwi</td>
<td>2128</td>
<td>49</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Lishaba</td>
<td>1620</td>
<td>62</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>Total</td>
<td>7552</td>
<td>180</td>
<td>67</td>
<td>67</td>
<td>67</td>
</tr>
</tbody>
</table>

Significance of Difference in Skills

Table 03

Total Marks 50.08 Questions of 06 Marks each and 02 Marks for Figures/Charts Etc.) N=67

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Result</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>17.15</td>
<td>32.06</td>
<td>d=14.91</td>
<td>t=12.282</td>
</tr>
<tr>
<td>S.E.(mean)</td>
<td>1.176</td>
<td>0.840</td>
<td>r=0.233</td>
<td>p=0.000</td>
</tr>
</tbody>
</table>

Significance of Difference in Knowledge

Table 02

Total Marks 100.16 Questions of 06 Marks each and 04 marks for figures/Charts Etc. N=67

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Result</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>25.239</td>
<td>50.164</td>
<td>d=24.92</td>
<td>t=12.96</td>
</tr>
<tr>
<td>S.E.(mean)</td>
<td>1.771</td>
<td>1.574</td>
<td>r=0.344</td>
<td>p=0.000</td>
</tr>
</tbody>
</table>

Significance of Difference in Attitude

Table 04

<table>
<thead>
<tr>
<th>Mean No.</th>
<th>Statements</th>
<th>N/P</th>
<th>Point Diff.</th>
<th>Z Calc.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The application of educational technology in classroom teaching is online.</td>
<td>N</td>
<td>+32</td>
<td>3.23</td>
<td>Remarkable Change</td>
</tr>
<tr>
<td>2</td>
<td>Classroom management wise usage online.</td>
<td>N</td>
<td>+10</td>
<td>2.69</td>
<td>Remarkable Change</td>
</tr>
<tr>
<td>3</td>
<td>General approach in classroom is not possible.</td>
<td>N</td>
<td>+25</td>
<td>2.79</td>
<td>Remarkable Change</td>
</tr>
<tr>
<td>4</td>
<td>The system technology is backbone of whole process of education.</td>
<td>P</td>
<td>+17</td>
<td>1.94</td>
<td>Remarkable Change</td>
</tr>
<tr>
<td>5</td>
<td>Learning of Pedagogy &amp; Andragogy will not benefit all students.</td>
<td>N</td>
<td>+44</td>
<td>3.91</td>
<td>Remarkable Change</td>
</tr>
<tr>
<td>6</td>
<td>Various media help in examination of some difficult concepts to students.</td>
<td>P</td>
<td>+19</td>
<td>3.33</td>
<td>Remarkable Change</td>
</tr>
<tr>
<td>7</td>
<td>Learning theories are not suited to learning activity in classroom situation.</td>
<td>N</td>
<td>+25</td>
<td>2.92</td>
<td>Remarkable Change</td>
</tr>
</tbody>
</table>

Contd
Over all Opinion about the Book

<table>
<thead>
<tr>
<th>Table 06</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ID</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Contd

- To seek opinion of target group teachers on proposed Learning package to make it user friendly.  
  **Fully Achieved by using Opinion Scale.**
- To examine the significance of difference among all four regions of Swaziland regarding the effect of learning material on target group learners.  
  **Due to small representation this objective was left out.**
- To compare the significance of difference between rural teachers and urban teachers in various regions as well as the whole target group.  
  **Due to small representation this objective was left out.**
- To assess the effectiveness of proposed learning package for enhancing quality of classroom communication.  
  **Due to time shortage this objective was left out.**

Objective wise Result Analysis

**Major Objective**
- To develop and try out a training package in the field of Educational Technology for staff development among school teachers through distance education mode.  
  **Achieved Specific Objectives**
- To determine the significance of difference before and after experimentation regarding knowledge level about Educational Technology and its applications among target group teachers.  
  **Fully Achieved by using Training Package.**
- To determine significance of difference before and after experimentation regarding classroom managerial skills among target group teachers.  
  **Fully Achieved by using Training Package.**
- To determine significance of difference before and after experimentation regarding change in attitude towards educational technology application in classroom among target group teachers.  
  **Item Number 4, 6, 16, 17, 20, 21, 22, 30 had no significant change in attitude. Not fully Achieved by using Training Package.**

Analysis as per Hypothesis

**Major Hypothesis**
- The proposed learning package, in the field of educational technology, would enhance teachers’ competency up to a significant level.  
  **Accepted**

**Minor Hypothesis**
- There may be a significant enhancement in the knowledge level regarding educational technology application in the classroom after experimentation among target group teachers.  
  **Accepted**
- There may be a significant improvement regarding classroom managerial skills among the target group teachers, after experimentation.  
  **Accepted**
- There may be a significant difference before & after experimentation in Attitudes towards managerial role in classroom among the target group teachers.  
  **Accepted**
- There may be a significant difference before and after experimentation regarding educational technology application competency among target group teachers.  
  **Accepted**
- There may be a significant difference between rural area teachers and urban area teachers regarding educational technology application competency before and after experimentation.  
  **Accepted**
- Had not been verified the project team due to inadequate number of participants.  
  **Accepted**
Future Plan of Action

- The learning material will be revised as per opinion expressed by the participants. It will be made more user friendly.
- The Ministry of Education, Government of Swaziland has agreed for Administrative support if World Innovative Summit for Education (WISE) at Doha, Qatar provides US$ 20,000/- as financial assistance to train about 800 school teachers using D/E mode.
- The Research Unit at Institute of Distance Education will provide Academic Support through Email, Phone, Fax, Letters, etc. and, will organise contact session in phases, as well as monitor this staff development project among School Teachers in Swaziland.

PRESENTATION 5

Assessment of the Quality of Namcol’s Learner Support Services: Preliminary Findings
TUTALENI NAMPIILA

Aim of the study

- The aim of study was to assess the nature, appropriateness and quality of learner support services offered to learners pursuing various programmes

Objectives of study

- Identify learner support services offered by the College and evaluate the quality of such services
- Identify existing gaps at national and regional levels and make recommendations for improvement
- Provide research based information on the Learner Support Services for decision making process.

Objectives of the study (cont’d.)

An assessment of the learner support services:
- What services exist?
- Where are they offered?
- Who accesses them?
- How easily are they accessed?
- How adequate are they?
- To what extent do they meet learners’ needs?
- What needs to improve?
Research Questions

• What is the nature of NAMCOL’s learner support services?
• To what extent do the services meet needs of learners?
• Do all learners receive the planned services?
• What are the areas that need improvement?

Approach to Study

• Mixed methods design involving quantitative as well as qualitative methods of collecting data.
  Quantitative
  • Administered a survey amongst learners and regional tutors
  Qualitative
  • Conducted interviews with NAMCOL regional managers and Area Coordinators

Approach to Study

• In addition, we conducted interviews with other NAMCOL staff at headquarters:
  o Deputy Director for Learner Support
  o Learner Support Manager
  o Distance Education Coordinators

Sampling

• An appropriate sample of study from all registered learners excluding Technical and Vocational Programmes

Findings

Nature of services

• Namcol offers a wide range of learner support services
• Key include the following:
  o Study guides for the courses enrolled
  o Tutors’ comments on marked assignments
  o Face-to-face tutorials
  o Telephone communications with tutors & ACs
  o Tutorial letters
  o Orientation workshops
  o Academic counselling
  o Study groups

Findings

Nature of services

• Concerted effort to embrace technology:
  o Email for communication
  o Internet for searching enrichment learning materials
  o NAMCOL website for information
  o Video recorded information
  o Radio tutorials
Findings

Nature of services
- Regular tutorial and vacation workshops
- Paper-based study materials
Learner support services that are:
  - technology driven
  - human agent/social driven
  - paper driven

Findings

Learner awareness of services
- Is there awareness of services across all the four regions?
- Services mostly known:

<table>
<thead>
<tr>
<th>Support Service</th>
<th>% Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NAMCOL study guides/course books</td>
<td>91.3%</td>
</tr>
<tr>
<td>2. Tutor comments on marked assignments</td>
<td>51.2%</td>
</tr>
<tr>
<td>3. Face-to-face tutorials</td>
<td>47.8%</td>
</tr>
<tr>
<td>4. Telephonic communications with tutors</td>
<td>46.7%</td>
</tr>
<tr>
<td>5. Tutorial letters</td>
<td>40%</td>
</tr>
<tr>
<td>6. Orientation workshops</td>
<td>39.9%</td>
</tr>
<tr>
<td>7. Academic counselling</td>
<td>38%</td>
</tr>
</tbody>
</table>

Findings

Learner awareness of services
- Services least known

<table>
<thead>
<tr>
<th>Support Service</th>
<th>% Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Telephonic communications with Area Coordinators</td>
<td>9.8%</td>
</tr>
<tr>
<td>2. NOUNET centres</td>
<td>4.0%</td>
</tr>
<tr>
<td>3. Communication by Email</td>
<td>6.4%</td>
</tr>
<tr>
<td>4. Internet</td>
<td>16.9%</td>
</tr>
<tr>
<td>5. NAMCOL website</td>
<td>13.9%</td>
</tr>
<tr>
<td>6. Video recorded information</td>
<td>9.5%</td>
</tr>
<tr>
<td>7. Web-based learning</td>
<td>14.8%</td>
</tr>
</tbody>
</table>

Findings

Use of services
- Top six services: Study guides ............ 61.6%
- Face-to-face tutorials ........... 46.4%
- Assignment comments ....... 45.1%
- Tel contact with tutors .......... 36.5%
- Orientation workshops .......... 33.7%
- Tutorial letters ............ 33.1%

Findings

Accessibility of services
- All the 39 services offered by NAMCOL have an accessibility rate of more than 50%
Findings

Physically challenged learners
- 6.2% of surveyed learners have physical challenges
- Nature of challenges include:
  - Visual and hearing impairment
  - Wheel chaired learners
  - Down syndrome
  - No fingers in one hand
  - Have one hand

Emerging recommendations
- Increase awareness of technology-driven services
- Investment in thorough induction and monitoring of tutors
- Enhance academic counselling of learners so they gain better appreciation of independent learning
- Diversify learning resources
- Review the services with low usage rates to ensure they are relevant and more appealing to learners

Set 2 – Presentations

PRESENTATION 6

Botswana College of Distance and Open Learning (BOCODOL) Online Application: Applicants’ Experiences and Lessons Learnt

By: Victor B Maika
Abstract

- This study was intended to investigate the experiences of some applicants who applied online for BOCODOL’s Diploma in Business Management (DBM). Of particular focus was whether applicants had access to resources as well as the technical expertise to process their applications. The applications were received during March 2013 for the Academic Year 2013/16 that started in July 2013. Data were collected through a questionnaire administered online to the participants. The data were then analyzed through descriptive statistics and some thematic categorization. The results indicate that the participants have had both positive and negative experiences with respect to online application. The study has also brought to light issues around student access to internet connectivity. It is particularly noted that applicants had adequate access to internet facilities and were able to apply wherever they were. A major recommendation made centers around the need for BOCODOL to implement online application and registration for all its programmes to enable both learners and the College to derive maximum benefits from the services offered and also improve on turn-around times for processing of learner applications.

PRESENTATION 7

50th DEASA CONFERENCE, MANZINI, SWAZILAND

Improving Student Completion Rate in Distance Learning: The Case of Open University of Tanzania

By

Prof. E.T. BISANDA

OUT

11/21/2015
INTRODUCTION

- Open and distance learning has always been seen and regarded as a slow learning process.
- The rate of completion worldwide has remained low due to the freedom given to the students to decide their own pace of learning.
- Job and domestic commitments have forced learners to postpone their exams, and sometimes withdraw completely.

Distance Learning

- Distance education consists of learning where the learner is physically separated from the tutor, except for short intervals of tutoring and face to face.
- Distance learners have traditionally been adults who missed their first chance in conventional school and college system, and are therefore second-chance learners.
- Recently, some young school leavers have been opting for distance online education.

Challenges facing ODL students

- Lack of time and resources,
- Work pressure and responsibilities,
- Domestic interruptions,
- Isolation,
- Death in the family,
- Slow feedback,
- Inaccessibility of counsellors,
- Late delivery of modules and financial problems.

How Open is Open?

- Most open universities admit students into programmes without bothering on the prior academic qualifications of the student.
- The student has to demonstrate during the first semester that he/she is able to cope with the course, else may be forced to drop out.
- The imposition of some entry requirements is an effective means to raise overall student quality and completion rate, but it reduces ‘openness’.

The Case of the Open University of Tanzania

- The first graduation of OUT was held in 1999, where only 159 candidates were able to graduate out of the first and second batch of enrolments of 1994 and 1995 that totalled 1,504 students, representing about 10% graduation rate.
- Staff and students were both ill-prepared for ODL learning. University had no role model to follow.

Success Factors

- Personal commitment of the learner and ability to pursue goals through self motivation
- Significant investment in proper curriculum design as well as materials developed that takes into account the level of learners and their studying environment.
- Decentralized student support framework.
Completion rates

- Ranko-Ramali, & Rakoma (2012) report a dropout rate of 59% for UNISA students
- The Open University in the UK has a graduation rate of about 22% compared with 82% for full time students in the conventional system

ODL Delivery Challenges in Tanzania

- When OUT started it had very limited resources;
- There was lack of student support;
- Poor communication between students and teachers;
- Public stigma that distance education was inferior;
- The staff of OUT were ill prepared for delivery by ODL as most of them were recruited from face to face based institutions;
- Staff were required to prepare learning modules without adequate training on the pedagogy and andragogy of adult learning;
- Delays in release of assessment results;
- An unreliable repository of student records; Loss of records.

Completion rate as an Indicator

- The completion rate is a good indicator of success in ODL
- In 2003, the graduation rate was just 8.7% of cumulative enrolment since 1994.
- In 2007, the graduation rate rose to 17.3% of the cumulative enrolment.
- Many students dropped out due to reasons stated earlier.

Reforms in Assessment and Student Support

- In 2009, OUT undertook reforms in its assessment process and improved learner support:
- University removed Assignments, and maintained a Test (30%) and an Exam (70%) for each course taken.
- University introduced the Student Progress Portfolio, to monitor student course follow-up.
- University introduced panel marking of tests and exams to speed up grading process and release results early.
- University established an Examinations Syndicate, to oversee the entire assessment process, and ensure timely entry of data in the Student Academic Records Information System (SARIS).

Other Reforms

- Improvement of Examinations security —
- Introduction of On-Demand-Examinations (ODEX), which allow students to sit for exams whenever they want
- Increased use of ICT for:
  - Online application for admission
  - Online course registration
  - Online Examination registration
  - E-Learning Management Information System
  - Digital Library
  - Supply of study materials (modules) in CD-ROMs
  - Assistive Technology for students with visual and hearing impairment

Assessment of Completion

Two approaches:

- Completion Rate based on admission data (assumes that all admitted students actually registered for their courses)
- Computing the average time of completion in a graduating batch
Completion based on admission

- One is to compare the number of students graduating in a particular year, then looking back three years to see how many had registered that year.
- This method however, assumes that everyone who is graduating had done their courses in three years, which is rarely the case.
- The graduating group is a composite combination, with study periods varying from 3 to up to 16 years, as demonstrated in the October 2009 graduation.

<table>
<thead>
<tr>
<th>YEAR OF ADMISSION</th>
<th>ADMISSION</th>
<th>GRADUATION AFTER 3 YEARS</th>
<th>% COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/6</td>
<td>2652</td>
<td>877</td>
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</tr>
<tr>
<td>2007/8</td>
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<td>1423</td>
<td>55.5</td>
</tr>
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<td>2008/9</td>
<td>3506</td>
<td>1359</td>
<td>38.8</td>
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<tr>
<td>2009/10</td>
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<td>1550</td>
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<tr>
<td>2010/11</td>
<td>3729</td>
<td>2006</td>
<td>53.8</td>
</tr>
</tbody>
</table>

Performance by Programme, 2014

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>ADMISSION 2010/11</th>
<th>GRADUATION 2014</th>
<th>COMPLETION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA GEN</td>
<td>357</td>
<td>71</td>
<td>20.0</td>
</tr>
<tr>
<td>BA ED</td>
<td>454</td>
<td>161</td>
<td>35.4</td>
</tr>
<tr>
<td>ED</td>
<td>374</td>
<td>591</td>
<td>16.0</td>
</tr>
<tr>
<td>LLB</td>
<td>427</td>
<td>262</td>
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</tr>
<tr>
<td>BSC GEN</td>
<td>327</td>
<td>24</td>
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</tr>
<tr>
<td>BEC ED</td>
<td>123</td>
<td>25</td>
<td>20.3</td>
</tr>
<tr>
<td>EBA GEN</td>
<td>510</td>
<td>234</td>
<td>45.9</td>
</tr>
<tr>
<td>EA TOUR</td>
<td>77</td>
<td>51</td>
<td>67.1</td>
</tr>
<tr>
<td>ECI CT</td>
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<tr>
<td>BSC ME</td>
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<tr>
<td>BA GEN</td>
<td>123</td>
<td>72</td>
<td>58.3</td>
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<tr>
<td>BA LA</td>
<td>299</td>
<td>133</td>
<td>50.5</td>
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<tr>
<td>BA JURIS</td>
<td>30</td>
<td>8</td>
<td>26.7</td>
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<tr>
<td>SSM</td>
<td>95</td>
<td>57</td>
<td>59.5</td>
</tr>
<tr>
<td>BSC ES</td>
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<td>46</td>
<td>65.0</td>
</tr>
<tr>
<td>EBA ED</td>
<td>99</td>
<td>45</td>
<td>45.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3729</td>
<td>2006</td>
<td>53.8</td>
</tr>
</tbody>
</table>

Analysis of Programme performance

- The best performance is in Education: (BED SE 100%, BED 76.4%)
- The worst performance are in Science (BSc GEN 19.7%, BSc ED 20.3%, BSc ICT 29.1%)
- Science performance is due to lack of adequate student support and laboratory facilities. It is not to be perceived that Science is more difficult than other courses.

Graduates in 2009

- This was before the reforms took effect
- Only 5% of graduates finished bachelor degree within 3 years
- Majority of students graduated after 6 years of study
- The Mean Completion time was 5.83 years
Graduation in 2014

- Majority of graduates (30%) had completed studies within three years
- The Average completion time was 4.93 years

Completion Time Characteristics

<table>
<thead>
<tr>
<th>Years of Graduation</th>
<th>Mean completion Time (Years)</th>
<th>% of Candidates completing in 3 years</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5.83</td>
<td>5.0</td>
</tr>
<tr>
<td>2011</td>
<td>5.17</td>
<td>11.8</td>
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<tr>
<td>2012</td>
<td>5.47</td>
<td>14.7</td>
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<td>2013</td>
<td>5.22</td>
<td>28.8</td>
</tr>
<tr>
<td>2014</td>
<td>4.93</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Conclusions

- Completion rates can be improved through effective student support mechanisms and efficient use of ICT in monitoring student progress.
- Assessment regulations for ODL should be different from those of F2F learners.
- By reducing possibilities for gaining a degree through cheating, it has been proven that only serious students will remain on the programme to completion.

Open and Distance Learning Assessments of BOCODOL School of Business and Management studies

By

Phetogo Sechele-Mosimanegape & Clever Gumbo
Introduction

- Knowledge sharing and distribution among the society stakeholders is viewed as a pivotal driving force of economic development.
- ODL institutions have been proved to be significant players in providing knowledge sharing platforms (Yeravdeka & Tiwari, 2014).
- SADC recognize education’s pivotal role in improving economic growth and development in alleviating poverty and in enhancing the quality of life of people (Mukyanuzi, 2011).

Background and Purpose of Study: Why?

- Non-Formal Education (NFE) & ODL are universally held in low regard (Latchem, 2012).
- ODL systems are viewed as having lower quality than those through the conventional mode.
- ODL is central to economic success.
- ODL is enhanced by value-added goods, for example learners assessments (examinations and assignments) plus services offered to that predominantly dependent on the technological knowledge and skills (Naidoo, 2007).
- Assessments have been found to shape the how (learners approach) and what (the content) students learn (Scouller, 2006).

Research Objectives were:

- To establish how BOCODOL assignments and examinations are processed.
- To determine assignments and examinations related challenges at BOCODOL.
- To establish the extent of quality assurance systems at BOCODOL.
- To recommend possible solutions for enhanced examinations and assignments systems.

Research Questions

- What is the effectiveness of the assignments and examinations value chain systems at BOCODOL?
- What are the quality assurance systems in place at BOCODOL?
- What are the possible solutions for enhanced examinations and assignments systems?

Literature Review

- Value chain is increasingly popular approach to understanding complex policy challenges within the ODL platform (Lowit, Hickey, Gunpat & Phillip, 2015).
- Value chain is the range of actions required to bring a product/service from production through to final consumption (Lowit et al., 2015).
- Quality assurance systems applied in educational contexts are generally concerned with inputs, money, staffing, resources and support provided (Latchem, 2012).
- Inputs for an ODL systems may include the learners, management and administration.

ODL Challenges

- ODL encounters lack of physical resources, such as classrooms, few skilled and committed academic and administrative staff and the absence of academic resources such as journals and basic modern related technology (Naidoo, 2007).
- Poor performance in ODL is as a result of poor planning, management and monitoring systems (Latchem, 2012).
- Most developing countries have little educator infrastructure and most governments are unable to readily acquire resources to commit to ODL (Naidoo, 2007).
### Assessments Planning

- Tutors and administrators should communicate with learners about the course module, examination goals, important sections and references.
- Examination and assignments are designed to assess learners’ comprehension of material taught (Brown & Race, 1996).
- Main function of assessments (examinations, quizzes, assignments, presentations, research projects) is to enable tutors to make judgments about the quality of learning (Plincs 2005).
- The assessment should be both formal and informal, and related to the course content.
- Alignment is when the assessment reflects and supports the learning goals (Biggs 2003).

### Assignments & Examinations Development

- Studies confirmed that:
  - Students prefer coursework as opposed to examinations (Gibbs & Simpson, 2004).
  - Assignments are a measure of learners’ ability, when it is learners own work (Biggs, 2003).
  - Coursework performance has a positive correlation with learners long term learning potential (Gibbs & Simpson, 2004).
  - Assignment-based courses showed higher quality of learning by ODL learners (Gibbs & Simpson, 2004).
  - Examinations define the course outline and knowing what will be examined provides them with a key to what tutors deem worth studying (Biggs, 2003).
  - Examinations and assignments are prescriptions to students about what the tutor considers worth learning in a course, if they also serve to offer feedback on how well learners are meeting course expectations (Biggs 2003).
  - Learners perform better with practice and the more practice they have, the better they perform (Biggs, 2003).

### Methodology

- Pragmatism paradigm
- Qualitative study
- Face to face interviews were held with purposively selected sample.
- The sample was comprised of two (2) ODL current students and six (6) qualified and experienced ODL academic staff with diverse backgrounds.
- Participants were drawn from Gaborone and Francistown being main cities where there are significant distance learning.

### Methodology - Data Analysis

- Primary data was analysed using content analysis.
- Recommendations to enhance systems effectiveness were developed.
- Transcript data was categorized into minor and major categories/themes.
- Study findings mainly emanated from the main and sub-themes that emerged from the analysis.

### Summary of Sample Group - ODL Stakeholders interviewed

<table>
<thead>
<tr>
<th>Interview</th>
<th>Age and gender</th>
<th>Institution</th>
<th>Date</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview 1</td>
<td>25, Female</td>
<td>Molewele</td>
<td>8 Jan 2013</td>
<td>25 mins</td>
</tr>
<tr>
<td>Interview 2</td>
<td>25, Male</td>
<td>Boktse</td>
<td>16 May 2013</td>
<td>45 mins</td>
</tr>
<tr>
<td>Interview 3</td>
<td>25, Male</td>
<td>Molewele</td>
<td>12 May 2013</td>
<td>45 mins</td>
</tr>
<tr>
<td>Interview 4</td>
<td>25, Female</td>
<td>Boktse</td>
<td>16 Jan 2013</td>
<td>45 mins</td>
</tr>
<tr>
<td>Interview 5</td>
<td>50, Female</td>
<td>Gaborone</td>
<td>14 May 2013</td>
<td>45 mins</td>
</tr>
<tr>
<td>Interview 6</td>
<td>35, Male</td>
<td>Molewele</td>
<td>3 May 2013</td>
<td>45 mins</td>
</tr>
</tbody>
</table>

### Findings: Challenges

- a) high cases of plagiarism; b) meeting the standards expected by stakeholders; c) having reliable marking / tutors and external examiners; and d) errors in assignments and examination papers.
- Resources constraints lead to a reduction in the frequency of assignments, quality of feedback (for example most assignments and examination items pass through without passing through specialist content editors) (Gibbs & Simpson, 2004).
- At times assignments feedback provided very late in the course duration.
- one assignment per semester contradicts assertions by various scholars for example Brown & Race (1996); Plincs (2008); D’Mello & Graesser (2012) found that the more the assignments (practice) done by learners, the better the final learners results.
Findings-Challenges cndt

- Diversity of students and tutors capabilities is another challenge
- The influx of expatriate tutors with qualifications that require verification before engagement
- Some tutors may work with either fake or inferior qualifications
- Review and timely comprehensive feedback is the most powerful single influence on learners performance (Hattie et al. 1996).

Recommendations

- To continue benchmarking with neighboring countries systems like South Africa (UNISA) and Zimbabwe (ZOU)
- Interviewee 4 mentioned that “no development or quality assurance programs can be effectively instituted if the institution has no visionary strategic leadership and if it operates in isolation, without some collaboration.”
- “Quality assurance” should be part of the core values of the strategic direction of BOCODOL.

Conclusion

- Assignments and examinations items should be mobilized from teams of experienced academics, and a data bank of examination questions, where questions will be retrieved when there is need.
- Tutors should research, publish and advance themselves, tutors to be qualified with relevant both undergraduate and master’s qualifications
- Interviewee 3: “To enhance quality there is need to engage people with both relevant first and second qualifications for degrees and masters programs.”
- Interviewee 1: “Some tutors just download assignments and examinations questions. Some are just too advanced for students”
- Interviewee 6: “Some tutors have a tendency to pitch the level of assignments or examinations to their level of study, and this is mostly prevalent with these tutors currently pursuing studies. They normally pitch the assignments or examination questions higher than the candidates’ levels.”

Discussion

- Tutors and content editors are engaged on part time bases, they may not have enough time to provide comprehensive and useful feedback/quality assignments and examinations items.
- Learners don’t normally read the feedback, at times they don’t understand the comments or they just ignore it.
- Most ODL learners in majority cases attend to assignments as a learning activity to maximize the marks as opposed to maximizing the learning achieved through the assessment.
- Learners also “fake good”, they pretend to be competent or knowledgeable, with a premeditated tactic to cover up misunderstanding and ignorance through providing a false claim by portraying a false picture to tutors rather than presenting their true position (Gibbs & Simpson, 2004).
- There could be need to introduce viva-voce, or any other form of personal presentations meant to defend ones work.

Recommendations cndt

- Employees are supposed to be appointed on merit
- Online submission of assignments as there could be facilities for plagiarism check (through facilities like turn-it-in).
- Interviewee 7 suggested that “information technology tools that can be of use to BOCODOL include “network bandwidth, course management systems, network accessibility, Internet availability, instructional multimedia, Exam venues cameras”
PRESENTATION 9

Experiences of Unisa staff enrolled for an ODL Masters programme of the UMUC ODL programme

UMUC Profile
- University of Maryland University College – based in USA with footprint in Asia and Europe; students worldwide
- More than 90,000 students
- Contact and online delivery
- Adult students
- Experienced online instructors

Unisa profile
- Unisa - an ODEL institution
- Students > 350,000
- Spread worldwide
- Print to online delivery

![Image](Image 74x168 to 529x719)

![Image](Image 342x518 to 562x683)

![Image](Image 327x168 to 550x335)

Unisa profile
- Staff should be able to put themselves and the learners’ experience at the heart of a learning environment that is continuous and actively advocated for their students

![Image](Image 330x252)

![Image](Image 540x360)

![Image](Image 600x500)

Partnership
- Postgraduate Certificate in Technology in Distance and E-learning
- Masters in Education in Open Distance Learning

![Image](Image 280x240)

1st cohort – 21 students (Unisa staff members)
5 UMUC online modules

Aim of research

To determine the experiences of the online UMUC programme by Unisa staff.

Objectives

- To determine the effectiveness of UMUC programme in reaching the stated outcomes
- To evaluate the satisfaction levels of Unisa staff with the UMUC programme
- To determine the effectiveness of UMUC instructors in their facilitation of the courses
- To ascertain whether staff have experienced active interaction with peers and instructors in the programme
- To determine opportunities and record the experiences of Unisa staff in using technology to learn

Theoretical framework-E-Moderating model by Gilly Salmon

Methodology

SAMPLE

- Original number of enrolled participants= 21
- Number of drop-outs in the course=5
- Successful students =16
- Number of respondents that completed the questionnaire=10 (63 % response rate)

Online benchmark for best practices-Billings, Connors and Skiba (2001)

- Use of Technology: productive use of time
- Educational practices: active learning, feedback, time on task, student-faculty interaction, interaction among peers, diverse ways of learning
- Student support: responsibility for own learning; orientation to use of technology.
- Faculty support
- Outcomes:-access; convenience; connections; interactions; professionalism; computer proficiency and satisfaction.
Data gathering

- Obtained ethical clearance from the relevant committee of Senate.
- Used SurveyMonkey as survey instrument for the questionnaire to ensure anonymity.
- Interviewed the Unisa-UMUC project Coordinator.

Educational Practices

- Active learning
  *Did you experience active learning in the course?*
  All participants agreed that they experienced active learning.

- Feedback
  *The feedback you received from your instructors was satisfactory.*
  *Agree = 90%*
  *Disagree = 10%*

Findings

**Use of technology**
- *Do you agree that the use of technology promotes productive use of time?*

  ![Pie chart showing use of technology](chart.png)

**Time on task**
- *The time allocated for tasks was sufficient.*

  ![Pie chart showing time on tasks](chart.png)

**Could you complete tasks at convenient times?**

![Bar chart showing task completion](chart.png)
• Computer proficiency
How would you rate your level of proficiency with technology when you started the course?
- Good = 60%; not sure = 10%; Poor = 30%

• Technical support
I was satisfied with the technical support I received from UMUC.
All agreed

• Skills outcome
I was satisfied with my ability to navigate the UMUC technology infrastructure.
All agreed

Interaction
• Student-faculty interaction
Were you satisfied with the level of interaction with your teachers?
Satisfied = 90%; dissatisfied = 10%

• Interaction among peers
Were you satisfied with the level of interaction with your peers?
All were satisfied

Student support
• Were you satisfied with the support you received from the Unisa programme Coordinator?
Satisfied = 90%; dissatisfied = 10%

• Responsibility for own learning
How would you rate your ability to study at your own pace?
Good = 90%; Not sure = 10%

Faculty support

Outcomes
• Objectives/Learning outcomes were clear.
All agree

• The required quizzes, projects and papers accurately measured the attainment of these learning outcomes.
Agree = 90%; Disagree = 10%

Access
How would you rate the level of access in enrolling/registering for the course?

- Easy = 60%
- Not sure = 20%
- Difficult = 20%
Connectedness

- How would you rate your connectedness to your peers?
  Good = 90%; Not sure = 10%

- How would you rate your connectedness to your teachers?
  Good = 100%

Overall impression

- Did you find the course relevant to your professional practice?
  All found the course relevant

- How satisfied are you with the course in general?
  100% satisfied

- I am satisfied that the partnership between Unisa and UMUC will contribute to the development of DE technology skills.
  All satisfied

Conclusion

An analysis of the data collected confirms the following:

- The UMUC programme was effective in reaching the stated outcomes;
- Unisa staff were generally satisfied with the UMUC programme;
- UMUC instructors were effective in the presentation of the courses;
- Unisa staff experienced active interaction with both peers and instructors in the programme;
- Unisa staff acquired requisite skills for using technology to learn;
- The Unisa-UMUC programme Coordinator was satisfied that capacity building w.r.t. ODeL was achieved.

Presentation 10

Paper Title: Breaking the Prison Bars: ODL The Bolt Cutter

By
Chigunwe Gilliet (Mrs)
Department of Disability Studies And Special Needs Education- Zimbabwe Open University
In
Swaziland
The Problem and its Setting

- Inmates are a special group who have rights to equitable access to all basic benefits that society offers (Dakar World Education Forum, 2002). However, the researcher noted with concern that some ex-inmates are serving their sentence and returning home without skills for gainful employment.
- The study sought to find out education provision for inmates in Zimbabwe and the following questions guided the study:
  - What educational provisions are there for inmates or ex-convicts in Zimbabwe?
  - Do inmates have access to diploma and degree programmes?
  - Do inmates have the freedom to study programmes beyond prison walls?

Literature Review

- The United Nations Universal Declaration on Human Rights and the Standard Minimum Rules for treatment of prisoners are some of the agreements ratified by several countries recognizing the need to educate prisoners (Dakar World Education Forum, 2002)
- Education for prisoners is important, not only as a basic human right (USIS, 1998) but in order to break the cycle of reoffending by providing qualifications and skills for employment on release (Department of Business, Innovation & Skills [BIS], 2006) and by providing social and human capital (Gerald, 2008; Schuller, 2009; Hughes, 2007).

Methodology

- The study was a non-experimental; it lent itself towards qualitative research and descriptive survey method was used.
- Convenient sampling and snowballing was used to select ex-convicts whom were involved in focus group discussions and interviews and prison officers who were interviewed.

Methodology (cont)

- Raw data gathered from interviews and focus group discussions was analysed by using descriptive techniques.
- In order to validate the findings, that is, determine the credibility of the information direct responses are highlighted in the paper to reflect major views of interviewed individuals.
- Received findings are summarized and interpreted based on predetermined themes.

Data Capture and Analysis

- In-depth interviews and journalizing are the tools that were used to generate data on the following themes;
  - Educational opportunities of inmates.
  - Inmates’ access to post secondary education.
  - Inmates’ freedom of study choice.

Findings: Experiences and perceptions from former inmates

- Wide evidence was gathered from former inmates through individual interviews and focus group discussions that there are limitations on the education of inmates.
- Though the researcher could not access those currently in prison due to Zimbabwe Prison Services (ZPS) security reasons, valuable information was sourced from inmates who had just left prison.
- Snow bowling technique assisted in reaching out to those who had recently been released from prison hence information on current educational activities was obtained.
Findings

- Some of our colleagues were able to write their ‘O’ level and ‘A’ whilst serving.
- I did my ‘O’ level whilst I was in prison.
- It depends with one’s background, those with sound financial resources can study. Personally, I couldn’t because there was nobody to fund me.
- The environment is not friendly for study even if I would have wanted to.
- The opportunities are there, especially for studying up to form 4.

What the above entails is that, in Zimbabwe, there is that allowance for inmates to study. That allowance is however thwarted by many challenges which includes the funding.

Findings (cont)

Inmates educational opportunities

- Most data captured revealed that inmates did not have substantial or equal access to adequate educational opportunities.
- This inadequate access was expressed by a number of respondents. Some of the sentiments are captured in the next slides below.

Findings (cont)

b. Inmates’ challenges in accessing post secondary studies.

- Participant’s views on access to post secondary studies were sought. Below are some of their responses:
- Some of us wanted to, but it is not easy to study for a diploma or degree whilst in jail, there are no resources for such.
- The problem is, you need to go to university to study for a degree, there are no university programmes in prisons.

Findings

- Even if I wanted to, I did perform poorly at secondary level. I could not be employed due to poor results at school hence I had to self employ myself in the form of house breaking. kkkkkkkk Sorry about that, I have reformed.
- I hold a form 4 certificate with good passes. My parents passed away a few months after I had written my ordinary level and that was the end of my academic life. I had siblings to feed so one thing led to another and I ended up in jail.
- I had noone to finance my college education and I needed food so the only source of income was my body. I condemn this way of life because it involved me into violent behaviour which saw me getting arrested.

Findings cont.

Inmates freedom to choose programmes for study

- From discussions and interviews with ex-inmates, it was gathered that most prisons in Zimbabwe do not offer diplomas and degrees to inmates who qualify to do such studies. Some of the sentiments are captured below:
- I think degrees are attained by those housed at bigger prisons such as Hwahwa and Chikurubi.
- No, not at all. But most are taught agriculture, sewing, woodwork, music etcetera. I did agriculture.
- At ........... (name of prison mentioned), we were all made to concentrate on vocational skills courses offered there.
Findings cont.

Findings: Experiences and perceptions from Prison Officers

- On the issue of access to education by inmates, interviewed prison officers gave their views. Some of the sentiment are captured below:
- Inmates are given access to academic education. In fact, academic education is provided in the form of general education or literacy classes.
- Some inmates leave prison with ‘O’ levels or more while some attain their ‘A’ level qualifications there.
- Oh, yes, skills development is part of rehabilitation and correctional services. We offer up to vocational services. We offer education to inmates at whatever level, as long as the inmate’s family have the resources.

Findings cont.

- On the issue of funding opportunities, it was noted that no company or donor is interested in funding education of inmates. Below comments suggest the above:
- The funding facility is there but it only comes from the government which is already overburdened by other responsibilities and this affects our coffers. They are in most cases empty.
- Iripo asiya yezita (literary meaning, the funding facility is there but the coffers are at most times empty).

Discussion: Open and Distance Learning Mode and Inmates Access to Education

- The findings suggest that, there is need for widening the academic horizon for inmates and this can be through partnership between Zimbabwe Prison Services (ZPS) and institutions that offer certificates, diplomas and degrees under Open and Distance Learning such as, Zimbabwe Open University (ZOU).
- In this regard, Open and Distance Learning institutions in Zimbabwe can embark on a university community partnership so that a smooth coordination in the learning of inmates is enhanced. Prisoners cannot attend lectures in conventional universities while serving sentence.
- Thus Open and Distance Learning can play a critical role in the mobilization of prisoners so that when they are mainstreamed, they can make a meaningful contribution to society.
Prisoners need vocational training and academic education for easier reintegration into society after release. However, skeptics may argue that prison education is most likely to produce nothing more than better educated criminals. But many studies have shown significant decreases in recidivism. An American study for instance found that, one million dollars spent on correctional education prevents about 600 crimes, while that same money invested in incarceration prevents 350 crimes, (Bozos and Hausman, 2004).

The findings suggested that for post secondary education, inmates are made to make do with vocational services provided by a particular prison where they will be serving their sentence. Some of the comments which suggest the above are captured below:

- Zimbabwe Prison Services (ZPS) usually offer practical or vocational services in the likes of agriculture, sewing, woodwork, music to mention a few.
- We offer correctional programmes and those that may enable them to self employ themselves e.g agriculture, woodwork etc.

Such stereotyping tendencies and negative attitude towards inmates has seen their plight rarely noticed by most countries.
Yet they include the most downtrodden and vulnerable babies and older children imprisoned with their mothers, the mentally ill, persons with deafness and other innocent persons who failed to prove their innocence in courts.

In a one day focus group discussion with ex-inmates, it was gathered that most inmates have interest in developing themselves academically or vocationally if given the opportunity.
But the challenges that was revealed by most is on access to education facilities.
Responses from both ex-convicts and prison officers reflected that whilst education facility for inmates is availed in Zimbabwe, it is mostly in the form of literacy development, secondary education and practical skills.
Zimbabwe Prison Services (ZPS) has put in place limited post educational programmes that it offers and these are mainly practical subjects such as agriculture, music, wood work, sewing and a few others.

On access of inmates to academic programmes offered beyond the prison walls, some of the prison offices responses were:

- Yes, ‘O’ level and ‘A’ level for example are offered by outside institutions and inmates do the studies through correspondence.
- For ‘O’ level and ‘A’ level, yes. But for post secondary qualifications, inmates take up programmes offered by the prison services.
The point is, not all inmates in prisons worldwide over committed crime. Even if they did I feel prisons should be places of positive transformation and that entering prison should not mean losing hope.

In other words, deprivation of freedom need not mean deprivation of humanity. Thus education as a human right issue should be given priority. It should not be an alternative but governments should put efforts in providing individuals education of their choice. Thus ZPS’s rehabilitation and correctional department can source for sponsorship or loan facilities so that inmates who so wish to access advanced programmes can access such facilities and study through ODL.

Discussion: Reaching Out Through Collaboration and Appropriate Technologies

- ODL can play significant role in offering short courses for prisoners who are on short term sentence.
- There can also be arrangement between ZPS and ODL institutions to ensure that prisoners continue and complete their courses after release.
- For inmates on long term sentences, ZPS can collaborate with ODL institutions so that strategies are put in place that enable an effective provision of various education programmes.

- Such findings suggest that correctional education is almost twice as cost-effective as a crime control policy. Nicaragua and Burkina Faso have been observed to make great strides towards providing prisoners with education whether general education or vocational training courses (Hammersley and Atkinson, 2012).
- Thus such educational empowering stance can be adopted by Zimbabwe and other developing countries too.
- However, Hammersley and Atkinson (2012) lament the abuse of prisoners which is still rampant in most countries world over. Such situation has made it very difficult to advocate for the provision of education to this special population.

Cont.

- Through collaborative efforts by ZPS and ODL institutions, free education can be presented to a stipulated number of inmates who show great reform and commitment to studies.
- This may act as a corrective and rehabilitative measure that other inmates may so wish to emulate for benefits attached. As part of rehabilitation process awareness campaigns to inmates on the value of education can be made so that they see the value of education in empowering them.
- This is vital in increasing numbers of prisoners undertaking ODL studies for empowerment purposes.

Cont.

- Collaborative education projects between ODL institutions and ZPS can be put in place to promote learning through technology.
- ZPS can liaise with the Ministry of Science and technology as well as the Ministry of Communication and technology so that appropriate software with guaranteed security is installed in prisons for educational use.
- Solid technology infrastructure is an institutional barrier that needs to be overcome to enable engagement with e-learning in excluded groups (Egnon and Helser, 2011). For Zimbabwe, use of e-learning mode for inmates may be feasible as long as resources are made available.

- Lack of internet access may inhibit distance learning but should not prohibit it. Traditional channels of communication in distance learning still exist and can also be utilized if required (self study, print and non print materials, group work tutorials) so that inmates access relevant education they may require and of their choice.
- ODL institutions and ZPS for instance can make arrangements for lecturers to go and provide face to face tutorials to prisoners so that grey areas in their modules are explained and this can be a minimum of three times per semester. If given a chance to enhance themselves academically and vocationally, prisoners may have a greater chance of living healthy and productive lives that benefit them and society after their release.
Conclusion

- The study concluded that most inmates in Zimbabwe face challenges of accessing colleges or university education. Career choices are based on limited programmes offered by particular prisons.
- ODL is the only bolt cutter that can break the prison bars and equip prisoners with viable education of their choice in the form of diplomas and degrees.
- The reason being that, ODL is not bound by lecture rooms. Thus the mode can be exploited by the ZPS to enhance their correctional and rehabilitation programme for inmates.

Thank You
Trends and Prospects of Instructional Material Development and Delivery at the University of Zambia

Background
- The University of Zambia (UNZA) is a mixed institution (Peters, 2002)
- First State University in Zambia
- ‘Mother’ of all public and private Universities in the Country
- First University to offer distance education to suitably qualified candidates since its inception in 1967
- Various developmental stages from inception

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Background Cont’d
- 1963 : Lockwood Commission Report (LCR)
- 1966 : Department of Correspondence Studies (DCS)
- 1975 : Centre for Continuing Education (CCE)
- 1994 : Directorate of Distance Education (DDE)
- 2009 to Date : Institute of Distance Education (IDE)

Cont’d
- Organisation, administration and coordination of DE courses at UNZA are responsibilities of IDE
- Tuition, preparation of study materials and assessment at UNZA are by members of academic staff of various Schools of the University in accordance with approved course outlines
- With 48 years of existence and experience, one wonders why UNZA, has not been a leader in student enrollment numbers, programmes and courses in comparison with some recently established institutions locally and regionally
Problem Statement

- With 48 years of distance education experience, UNZA has not commensurately grown in terms of enrollment levels, increased number of programmes and courses as well as development and delivery of instructional materials in comparison with newly established local and regional institutions.

Aims of the Study

- Bringing out salient trends and prospects in the running of DE at UNZA.
- Turning challenges into opportunities so that UNZA can maintain its leadership in all areas of ODL.

Research Questions

- How does UNZA run distance education?
- How does UNZA develop instructional materials?
- How does UNZA deliver instructional materials to its distance students?
- What successes has UNZA scored in distance education mode of study?
- Why is distance education at UNZA not expanding as expected?
- How best could UNZA deliver its learner support services to its distance students?

Research Methodology

- The study employed a descriptive survey design.
- In educational research, it is argued that descriptive survey is a method of research that describes what is seen over and beyond (Babbie, 1997).
- This method worked well for researchers to get the rightful information according to what they have seen happening at their institution as regards distance education operations since its inception.

Cont’d

- The study was largely qualitative and employed document analysis review.
- It is believed that qualitative methods can be used to bring out what may be ‘hidden’ and what is little known (Strauss and Corbin, 1990).
- As for data analysis researchers used graphs as well as themes to interpret the information.
Cont’d

- Inadequate means of communication with students - largely on:
  (i) Mobile phones
  (ii) Letters

- UNZA - IDE does not have its own lecturers
- Resistance from mainstream by some faculty members
- Skeleton staffing levels at IDE - 50 Staff verses about 8000 Registered students

Figure 1: UNZA Distance Education student enrolment trend analysis

Cont’d

- One industrial machine for mass production of study materials of about 80,000 modules for DE students
- Student record keeping is mostly done manually
- Lack of ODL Policy to guide the operations of DE

Cont’d

Successes:
- UNZA now graduates students through ODL mode
- UNZA is the leading institution in providing training, consultancy and advisory services in education to various institutions of learning in Zambia as regards ODL (including the use of ICT in ODL)
- UNZA - IDE is using e-learning platforms
- IDE was granted the status of being an admitting school, just like any other School in the University

Cont’d

- UNZA has ICT infrastructures which are being supported by:
  > Zambia Research and Education Network (ZAMREN)
  > Centre for Information and Communications Technology (CICT) (housed at UNZA)
- Postgraduate programmes in collaboration with Zimbabwe Open University

Conclusion

- The study on the ‘Trends and Prospects of Instructional Material Development and Delivery at the University of Zambia’ concluded that:
  > UNZA has not grown as expected in enrollment levels, programmes and courses, development and delivery of instructional materials to distance students despite being in existence for the past 48 years
Cont’d

- Factors that effect border on
  - Social
  - Economic
  - Physical
  - Cultural
  - Policy related

Cont’d

- Greater opportunities for UNZA to grow
  - ICT infrastructure such as ZAMREN and CICT housed within UNZA
  - Increased number of courses taken by distance students from 4 to 8 courses
  - Leadership command in service and excellence in the provision of ODL programmes in the entire country

Cont’d

- Support from the University Management in IDE expansion programmes. This fact is embedded in the UNZA Strategic Plan (2013 – 2017:37) which states that ‘UNZA will provide Open Distance Learning as an Option for Mass Teaching, Learning and Research’

Recommendations

- ODL Policy to be in place soonest

- IDE should become more autonomous and employ lecturers solely to run DE

- Decentralisation of distance education operations so that registration processes, distribution of study materials as well as residential sessions could be done in provincial centers

Recommendations

- Strengthening of Information Communication Technology (ICT) infrastructure to allow the provision of modern methods of delivery to its distance students, and

- Separate DE academic calendar from the regular students’ academic calendar
Widening Access to Education in the Commonwealth: what have we learned?

Professor Asha Kanwar, President & CEO
Dr. Godson Gatsa, ES, Higher Education
Dr. Sanjaya Mahra, ES, eLearning

Commonwealth Heads of Government Meeting
Vancouver, 1987

The Commonwealth of Learning

WHAT IS IT FOR?

To help Commonwealth governments and institutions use various technologies to improve and expand education, training and learning in support of development

Learning for Sustainable Development 2015-2021
Learning for Sustainable Development

- Economic growth
- Social inclusion
- Environmental conservation

Two Sectors

- Education
- Skills

Plan

- Looking Back
- The Global Context
- The Fifth Decade of ODL
- Looking Ahead

The SADC Context

- Angola
- Botswana
- DRC
- Lesotho
- Malawi
- Mauritius
- Mozambique
- Namibia
- South Africa
- Swaziland
- Tanzania
- Zambia
- Zimbabwe

Early Beginnings

- 1972 as the Distance Learning Association of Southern Africa
- Founding members: Botswana, Lesotho and Swaziland, and SACHED Trust
**Why DEASA?**

- Networking among institutions to enhance innovation, knowledge and dissemination
- To be of service to formal and non-formal education institutions
- To promote quality distance education.

DEASA Constitution, 2000

---

**Increased Membership**

**Before 1990**

- Departments of Non-Formal Education
- Institutes
- Non-Profit Organisations

Total: 4

**2015**

- Open Schools
- Open Universities
- Dual Mode Universities/Institutions
- Professional Bodies
- Private Institutions
- Non-Profit Organisations
- Private Companies

Total: 37

---

**Expanding Remit**

1972 – 1990

- Executive Meetings to:
  - Discuss issues affecting distance education
  - Exchange materials
  - Share progress reports

1991 – 2000

- Executive meetings
- Conferences
- Research on ODL

---

**Towards Strategic Thinking**

2004 – 2009

- To promote research and develop regional ODL policy guidelines
- To promote the use and integration of ICT into programme delivery
- To support initiatives addressing social problems eg HIV/AIDS in ODL

---

**DEASA in perspective 2008 - 2015**

Vision: To be a world-class powerhouse in ODL policies, standards, expertise and information-sharing in the SADC region

- Research output disseminated through:
  - The DEASA/SADC-CDE International Journal of Open and Distance Learning (6 volumes)
  - The DEASA Annual Conference

- Capacity building through collaboration with SADC Secretariat and SADC-CDE

---

**COL/DEASA Collaboration**

**COL**

- Supported capacity building activities by:
  - Undertaking research studies
  - Publication of the Journal
  - Development of course materials
  - Professional Development – Certificate to Masters
  - Conferences & workshops

**DEASA**

- Promoted COL’s visibility
- Provided experts and consultants from the region
**DEASA’s contribution**

- Strong advocate of ODL & influenced regional and national policy formulation
- Evolved to stay in tune with changing ODL scenario
- Recognised the need for quality ODL & invested in research & capacity building

**The Global Context**

**The youth ‘bulge’**

- In 2013, 74.5 million young people aged 15–24 were unemployed

- 1.2 billion youth
- 17% of the world’s population
- 74.5 million unemployed youth

**Exploding demand for HE**

- **2007**: 150.6 million tertiary students globally
- **2012**: 165 million
- **2025**: 263 million

**The Demand**

- 4 new universities to cater to 30,000 needed each week to accommodate children who will reach enrolment age by 2025

*Event in Lynamangawadema et al, 2013*
The role of Higher Education

"Higher education must help develop the skills to accelerate our development, to industrialize, to build and maintain our infrastructure, to manage our diversity and natural resources, to build shared prosperity, to strengthen and deepen our democracies and to building peaceful societies."

Can the phenomenal growth in ICTs help?

Dr. Nkosazana Dlamini-Zuma, 2014

Percentage of households with Internet access, by level of development, 2005-2014

ICT in Sub-Saharan Africa 2004 - 2014

1. The Rise of Open Universities

The Fifth Decade of ODL

UNISA
University of South Africa

Athabasca University

The Open University

IGNOU
The People’s University
The Philosophy of ‘Open-ness’

- Open as to people
- Open as to places
- Open as to methods
- Open as to ideas

Lord Crowther

Implications for Pedagogy

- Self-instructional Materials
- Extensive use of Media
- Flexibility and modularity

2. Online learning: Increasing Access

The proportion of higher education students taking at least one online course now stands at 33.5 percent for a total of 7.1 million (Babson Survey, 2014)

Online enrolments in Africa

The growth rate in Africa is 15.2%
Senegal: 30.4%,
Zambia: 27.9%,
Kenya: 24.9%

Ambient Insight Regional Report, 2013
Online enrolments in Africa

“Africa is the most dynamic eLearning market on the planet and has the highest growth rate for Self-paced ELearning in the world at 16.4%.”

Ambient Insight Regional Report, 2015 (available soon)

Implications for Pedagogy

- Learning Management Systems
- Wider use of web resources
- Interactivity

What are Open Education Resources (OERs)?

Materials that are
- Free and freely available
- Suitable for all levels
- Reusable

3. Open Education Resources

Implications for Pedagogy

- Connectivism: student-content (J. Anderson, 2010)
- Learner not just a consumer but also a producer
- Collaboration rather than competition

4. Massive Open Online Course

“… a MOOC is a type of online course aimed at
dlarge scale participation … MOOCs are a recent
development in the area of distance education…”

Wikipedia, Dec 10, 2014
MOOCs in the developing world

• “democratising access to higher education... by leveraging on new technologies such as Massive Open Online courses (MOOCs).”
  Y.B Dato’ Seri Idris bin Jusoh, 2014

• “set up Massive Open Online Courses (MOOCs) ...to make it convenient for working class people and housewives to further their knowledge and qualifications.”
  BJP Manifesto, 2014

MOOCs4D

• Mobiles for Development
• Audio MOOC for Gardeners
• MOOC on MOOCs

Implications for Pedagogy

• Shift from teacher moderation to learner responsibilities
• Dynamic pedagogy: Learning Analytics
• Move from small group teaching to offer eLearning to masses

How learning takes place is changing

MOOCs promote:

• Higher learner autonomy
• More structured course content
• Increased peer to peer dialogue and interaction

ODL in the age of MOOCs and OER?

• ODL institutions played a minimum role in innovation and became a follower
• ODL institutions yet to adopt, appropriate and domesticate MOOCs
**Goal 4**

- Quality education leading to effective learning outcomes
- Skills for employment and entrepreneurship
- Knowledge and skills for peace and global citizenship
- Qualified teachers

---

**Horizon Report 2015**

- **TRENDS**
  - **SHORT-TERM**
    - Increasing use of blended learning
    - Rotating learning spaces
  - **MID-TERM**
    - Growing focus on measuring learning
    - Proliferation of Open Educational Resources
  - **LONG-TERM**
    - Advancing Culture of Sharing and Innovation
    - Increasing Cross-Institution Collaboration

---

**eLearning Africa 2015**
eLearning Africa 2015

ICT in Education and OER in Africa

1. Strengthen Systems
   - Enabling policy frameworks
   - Robust QA
   - Learner Support
   - Build the capacity of all levels of staff

2. Robust research
   - How relevant is our research?
   - Are we using research to inform policy and practice in the OU’s?
   - Do we have a culture of research within our institutions?

Practitioner Research, Evaluation and Skills Training (PREST)

- Accredited by the Botswana Training Authority - 2009
- The year-long programme focuses on the training of researchers in the Southern African Development Community (SADC)
- First cohort graduated in 2010 (Botswana, Swaziland, Lesotho, Tanzania, Zambia, Malawi, Mozambique, Namibia)
3. Embrace openness

Embrace openness in a systematic manner. This would include adopting and adapting OER as well as open access policies for sharing and collaborating on research locally and globally.

4. Promote ODL for Development

- Evidence-based advocacy for ODL for formal, non-formal, informal learning
- Support lifelong learning
- Promote the use of appropriate technologies

Directory of Open Educational Resource (DOER)

- Open Educational Resources directory service
- Only full courses catalogued
- A service provided by COL

Thank You
www.col.org
DISTANCE EDUCATION ASSOCIATION OF SOUTHERN AFRICA (DEASA)  
KEYNOTE ADDRESS

DELIVERY OF OPEN AND DISTANCE LEARNING (ODL) – MERGER OF OPEN AND RESIDENTIAL TEACHING AND LEARNING SYSTEMS  
by

Prof. Elifas Bisanda  
Vice Chancellor, The Open University of Tanzania

Abstract

The sudden evolution of online education in the form of Massive Open Online Courses (MOOCs) and the increased access to information technology have changed forever, the landscape of teaching and learning. The demand for higher education in most developing countries has outpaced the available resources and places in universities, making it necessary for most countries to resort to open distance learning (ODL). Through the establishment of Continuing Education Colleges/Institutes or fully fledged universities, there is in almost every country, an upsurge of ODL learners. The adoption of ICT as a means for delivering learning and instructional materials by both campus based and distance learning institution is seen as a key development that will soon see the full merger of the two systems. The satellite technology and mobile telecommunication revolution has seen increased access to information, even in rural and remote places. The future of learning is now in the hands of ICT, where most of the teaching processes, including delivery, assessment, and record keeping will be automated and human free. University professors and lecturers need to start preparing for their new role as facilitators of learning rather than being teachers.
Quality assurance: a brief comparison between the Institute of Distance Education (Swaziland) and the Open University of Shanghai (China)

Dr. Karen Ferreira-Meyers
University of Swaziland
Institute of Distance Education
DEASA Conference - 18 September 2015

Introduction
- Quality assurance is important, particularly in the case of an ODL system. The quality assurance system of an organization/institution generally depends on the following factors:
  - Organizational structure & flow of accountability,
  - Courses offered and course content,
  - Staff (administrative & academic),
  - Teaching-learning methods,
  - Use of educational technology,
  - Assessment procedures and
  - Support services.

The aim of this study is to describe and compare organisational structure, practices and processes employed to provide DE to learners.

Few comparative case studies:

- Monk and Hitchen (2005)

Introduction
- More recent comparative studies include:
  - Moore and Kenney (2011)
  - Chaudhary and Dey (2013)
  - Xu and Morris (2008)

The quality of learning support services is greatly affecting students' understanding of the program they will take, students' willingness to enroll, students' persistence, and also the completion of their studies (Simonson et al. 2012: 322).

Overview of the paper
- Introduction
- Methodology and framework
- IDE
- SOU
- Comparison
- Conclusion

Introduction
- Keller (2009)
- Ferrer-Balas et al. (2008)

Meredith and Burke (2006): “understanding the differences that exist on opposite sides of the world is one way of moving towards the development of e-learning materials, processes and procedures that have global utility” (p. 469)

It is with the latter conclusion and IDE’s vision (“to be an international centre of excellence in distance education access, delivery, practice, research and lifelong learning”) in mind that I embarked on the comparison I present today.

Methodology and framework
- Descriptive research method
- Data collection: qualitative, semi-structured discussion with academic and administrative staff and document studies
- Information collected by the researcher 20-year work experience at Uniswa, almost 5 years at IDE, 10-month sabbatical leave at SOU (September 2014-June 2015)
Institute of Distance Education

- Part of the University of Swaziland which operates on a dual mode.
- Wants to increase access to tertiary education (Proposed UNISWA-IDE Strategic Plan 2015-2020)
- Is developing a blended e-learning strategy through offering components of courses through a Moodle-based Learning Management System.

Institute of Distance Education

- Established in 1994
- Current target public: mainly the last category
- IDE offers certificate, diploma and degree courses

Shanghai Open University

- SOU has 61 programmes of bachelor degree and associate bachelor degree. In 2012, SOU established 16 undergraduate (upgrading from junior college education) programmes, of which 13 are based on NOU programmes, and 29 junior college programmes. There are 1480 full-time teachers and 2730 part-time teachers in SOU.
- SOU consists of the headquarter university and 41 branch instruction schools and instruction points.

Shanghai Open University

SOU commits in three aspects:
1. Promotion of Education Equity
2. Improving the Citizens’ Knowledge
3. Boosting a Safe Shanghai

Some comparisons

<table>
<thead>
<tr>
<th>IDE</th>
<th>SOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established in</td>
<td>Established in 1960</td>
</tr>
<tr>
<td>About 1500-2000 students per year</td>
<td>Over 50,000 students per year</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>Vocational and undergraduate</td>
</tr>
<tr>
<td>Full-time academic coordinators, part-time and full-time lecturers and tutors</td>
<td>Full-time academic coordinators and tutors</td>
</tr>
<tr>
<td>5% male and 95% female learners aged (average)</td>
<td>60% male and 40% female learners aged 35 (average)</td>
</tr>
<tr>
<td>Mix of teacher-centric and self-directed (limited online learning)</td>
<td>Mix of teacher-centric and online self-directed learning</td>
</tr>
<tr>
<td>Blended method of teaching</td>
<td>Blended method of teaching</td>
</tr>
<tr>
<td>Use of Moodle platform and emails</td>
<td>Use of Blackboard platform, emails, SMS, video/podcast and forums</td>
</tr>
</tbody>
</table>

Further comparisons

<table>
<thead>
<tr>
<th>IDE</th>
<th>SOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the process of setting up a standardized teaching management system</td>
<td>Standardized teaching management system, recognition of credits</td>
</tr>
<tr>
<td>Printed course materials developed in house</td>
<td>Course materials set text and videos developed in house. Online support and online assignment submission</td>
</tr>
<tr>
<td>Orientation, study and library support</td>
<td>Pre-enrolment advice, study and library support</td>
</tr>
<tr>
<td>Funding model: government-driven</td>
<td>Funding model: government-driven</td>
</tr>
<tr>
<td>Mostly young Swazi learners (straight out of high school)</td>
<td>Mainly employed Chinese students</td>
</tr>
</tbody>
</table>
More comparisons

IDE
- Limited link with community.
- Partially decentralised learner support services (admissions, status management, distribution of learning materials, campus culture, inquiries and complaints; coordination and administrative personnel take care of this)

SOU
- Strong link with community; SOU has established a life-long learning platform (cloud platform), covering the whole city with both Open and Distance Learning systems, learning-type society, construction services and guidance system.
- Students Affairs Office has 6 sections and 26 employees (Admission Office, Office for Service and Culture Construction, Student Status Administration, Textbook Section, Library, Distance Reception Centre)

Similarities

The examination system holds an important role in the quality assurance mechanism. Both IDE and SOU pay attention to examinations and assessments. Examiners and supervisors are assigned to different examination sites to ensure discipline during the examinations. Also, experts are assigned to examine selective test papers before and after the examination to ensure the quality of the question design and marking. At SOU, every year, the university awards the outstanding test paper designers.

Specifically SOU

As far as quality is concerned, SOU follows a very stringent process at its university. In 2008, the University was awarded the Quality Audit by International Council of Open and Distance Education (ICDE).

The SOU established, Education and teaching quality management office in December 2012. In June 2013, the University established Teaching Training and Quality Assurance Committee. Accordingly, all branch schools have established quality management departments.

Important distinctions

At SOU, the teaching process management is made through the Information platform and by three inspections on quality monitoring, which is at the beginning, in the middle and at the end of the semester.

What is inspected?
- a. implementation of teaching both in the headquarter and branch schools,
- b. teaching resource building and updating,
- c. quantity and quality of face-to-face teaching,
- d. online teaching,
- e. practice-based teaching.

Specifically SOU

Because of its advanced ICT implementation levels, SOU is able to offer the following:
- Lecture Videos for whole courses (1162 class hours for 48 courses)
- Micro Videos for Key & Difficult Content of Courses (991, to complete 1,000 more by 2014)
- Quality Course Resources at University Level (19 courses)
- Virtual Labs (18)
- Case Repositories (5)
- Mobile Learning Course Resources (45)

Conclusion

While similar pedagogical approaches exist (even though teaching at SOU is more teacher-centric than at IDE), there are differences in educational technologies used to deliver and support the courses.

The main challenge remains: to enhance the services and processes each university offers while building on the skills, techniques and quality standards the institution has set up through its own distance learning history.
Conclusion

- The quality assurance practice at SOU is more rigorous than at IDE (various reasons, one of which is the limited number of personnel available at IDE).
- The teaching and developing e-courses activities are verified and checked at different levels by different experts. The media experts, subject experts are also involved in the process.
- Since quality assurance is a continuous process, both the Universities may introduce each other’s practices to sustain the quality.

PRESENTATION 15

Open And Distance Learning For Sustainable Development: Zambia at 50.

Sub-theme: The Millennium Development Goals (MDGs)
Name: Brenda Haamoonga-Kaleyo
Institution affiliation: Mufufura College of Education
E-Mail Address: bhaam2000@yahoo.com
Introduction

- It is not a secret that many countries in Africa are struggling to meet minimal and acceptable living standards.
- More often than not, these are referred to as developing countries characterized by among others: lower level of living productivity, lower population growth rates, lower level of industrialization, higher and absolute poverty and larger rural populations. But rapid rural-urban migration (Rodrigo and Smith, 2014:38).
- The inadequacy does not give rise for a well deserving life and it is recipe for several inherent conditions.
- The deprived conditions translates into what is known as poverty, a term that basically refers to a state of having little amounts of what one requires for survival (Encyclopedia Britannica, 2014).
- The 2010 United Nations report reveals that of the six least developed countries, as are in Africa.
- It is for this reason that a number of African leaders were part of the gathering in 2000 in New York to form the means and ways of living away with poverty by 2015 in what they called millennium development goals.
- Being founded on the value of freedom, equality, solidarity, tolerance, respect for nature and shared responsibility, the meeting agreed on 60 goals relating peace, development, environment, human rights, the vulnerable, hungry, and poor; Africa and United Nations (United Nations General Assembly, 2000).

Introduction continues

- These included for instance reducing poverty to minimum levels as well as increasing access to primary education which would be monitored by international agencies.
- On the other goals comprised eight areas of concern which if successfully dealt with would warrant development for most countries. These included eradicate extreme poverty and hunger, achieve universal primary education, gender equality and empower women, reduce child mortality, improve maternal health, combat HIV/AIDS, malaria and other diseases; ensure environmental sustainability and develop a global partnership for development (UN Millennium Project, 2006).
- Since then many countries has committed themselves to meeting these goals.
- This presentation seeks to reflect the extent to which Open and Distance learning in Zambia could provide an opportunity for attaining sustainable development in respect of the millennium development goals.

Context of the Discussion

Facts about the Picture

- The Revised Sixth National Development Plan (2013-2016) reveals that; 65.0 percent of Zambia’s population lives in rural areas where poverty levels are as high as 77.9 percent compared to urban rated at 27.5.
- Generally, rural areas are characterized by among other conditions: about 66.5% women giving birth at home, scarcity of health personnel, only 31.0% deliveries conducted by skilled manpower, only 74.0% literacy rate and only 22% with access to water.
- Out of the 20.6% national access to electricity, only 4.5% rural population in 53% urban population has access to electricity.

Zambia, towards Millennium Development Goals: An Evaluation

- Eradicating Extreme Poverty and Hunger
  - Poverty, as defined by James (Statistical Office 2000) generally suggests non-availability of for instance, food, shelter, clothing and sanitation which are among the basic needs.
  - It’s mandatory that every human beings gains access to these key requirements of life. In turn, they facilitate good health. Meets (1998) emphasizes that physiological or biological needs such as food, sleep, water; body comfort are a prerequisite for fulfilling any other human needs.
  - Poverty levels in Zambia have generally been quite high since 1990, but have relatively reduced from 80% in 1991 to 65.9% by 2012 where urban areas appear to have made major progress than rural areas at 60% in 1991 to 52% in 2012 while rural areas only reduced from 80% in 1991 to 79% in 2012. (Ministry of Finance, 2012).
  - The goal to confirm that development in Zambia has been biased towards urban areas.
  - Education, is a key way of reducing chronic poverty, because increased levels of education not only helps lift households out of poverty permanently but also aid in getting rid of poverty (UNESCO-2002:34).
  - Improving this factor, the Zambian government saw the need to pay attention to those who would not afford an account of poverty through for instance, burglary.
  - This is the only way the idea of democracy and fairness would have been best achieved.

Achieve universal primary education

- Primary education everywhere in the world provides basic knowledge that should facilitate development both at individual and community level.
- Education as observed by one of the greatest philosophers, Augustin (1903-1970), is a universal binding of everybody (Kandouw, 1981), and must be accessible to all.
- Ministry of Education (June 2012) within that, “It forms the base and source for the knowledge and skills required for the development of social and economic life. It is also the foundation on which all further education and training must build. Hence it underpins the development of all the human resources that Zambia needs for meeting economic and social needs.”
- Attaining the benefits underlying basic education the zambian government initiated basic education Sub-sector investment programme (BSEP) in 1994 in which access and equity in basic education Grades 1 to 7 were stressed.
- With the introduction of free basic education in 2002, this in turn gave birth to increased enrollment rate, coupled with constructing and rehabilitating classes (Ministry of Education, 2003).
- MESTVZEL (2010) indicates that Grade 1 admission increased from 330,557 in 2002 to approximately 472,355, while the total number of pupils in Grades 1 to 7 rose from about 1,000,000 in 2002 to 5,045,777 in 2010 representing a 16% annual growth rate.
- In spite of this relatively remarkable growth in primary education, M.E.S.T.V.Z.E.L (2010) further shows the transition, from Grade 7 to 8 retained almost stagnant at 58%. This simply suggests that the available places in Grade 8 are not able to absorb the number of the pupils in Grade 7 leading to over-crowding in schools, inadequate supply of teachers, thereby compromising on the quality of education.
Promote gender equality and empower women

- For a long time, women in most parts of the world struggled to enjoy equal opportunities and achieve their true potential in education.
- For instance, as argued by Snelson (2012) in the 1950s, girls were expected to learn at school but not to go as far as the boys were. They were expected to learn only up to primary school.
- An even more striking example is the role of women as teachers. Women are required to go to school and learn, but they are not allowed to go beyond primary school. This is the status quo of education in the world.
- Therefore, education was regarded as being a means to an end, and women were expected to learn up to primary school and then stop.
- In most parts of the world, women were expected to be educated in a way that would ensure that they were prepared to go to school and learn but not to go beyond primary school.
- However, in the African continent, women were expected to learn in a way that would ensure that they were prepared to go to school and learn but not to go beyond primary school.
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How? Open & Distance Learning the answer for Zambia.

- Open and Distance Learning (ODL) has been recognized as a powerful tool for achieving education for all, especially in the context of the Millennium Development Goals (MDGs).
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Summary of the MDGs status for Zambia.

- There cannot be much development in the midst of inadequate access to universal education, health facilities, high death rate among especially children and women, accountability in the use of the environment and partnerships with the global world.
- It would mean that Zambia has a huge task to add strategy and reflect on other avenues that may meet to demand for improvement.
- For instance, the inter-agency task force observed that the International Agencies tasked to monitor progress on Millennium Development Goal did indicate in 2004 that the goals still remain attainable by collective action by the world community and national governments.
- To do the Millennium project, commissioned by the United Nations Development—general recently estimated that the additional financial resources that would be required to meet the Millennium Development Goal are $1 527 billion in 2002 rising to $867 billion by 2007.
- This calls that limited national member countries must work towards financing efforts to warrant the kind of development that is sustainable.
- However, this may be not enough if people are not empowered with the skills and attitudes that lead to utilize appropriately, the funds that may be available to improve development.
- All in all, one would conclude that the country still needs to explore means and ways to make a positive difference in the area of development. Perhaps, it is still possible to focus as much as possible on attacking the kind of development that is either sustainable.

Open and Distance Learning: The Hope for Zambia’s Sustainable Development

- It is here and now where we are also discovering that the use of technology to improve education on one hand can only be matched with quality learning, ensuring aspects of the countries only with high quality, have similar capabilities.
- Most of our efforts are only made to learn how to make a difference in the rural areas, in a different environment. This means we need to improve learning and teaching in these areas. In this way, we can improve learning and teaching in these areas.
- This is not to say that the idea of ODL is free of challenges. Distance and social factors may prevent them from fitting the one institutional system.
- However, Open and Distance Learning (ODL) offers the opportunity for people in rural areas to have access to education and training.

Sustainable Development versus Millennium Goals: Implications for Zambia.

- Sustainable development, though lately defined, is usually and widely used in the literature and related to the implementation of sustainable development policies.
- This means that the need for the protection of the environment is already recognized in our daily lives. In this way, we can reduce the impact on the environment.
- An important factor in sustainable development is the role of the individual. The individual has a significant role to play in promoting sustainable development. However, this role cannot be replaced by technology necessitated by economic and environmental protection measures (i.e., local, regional and global).
- Development (2002).
- However, the role of the individual is to play a significant role in the implementation of sustainable development policies. In this way, we can reduce the impact on the environment.
How? Open & Distance Learning the answer for zambia.

- Open and Distance Learning “represent approaches that focus on opening access to education and training provision, freeing learners from the constraints of time and place, and offering flexible opportunities to individuals and groups of learners”, ([UNESCO, 2002:7]).
- It involves the use of a number of media such as print, broadcasting, the internet, as well as frequent meetings with tutors and fellow students.
- There is so much potential for Open and Distance Learning to greatly contribute to social and economic development in view of the fact that the traditional approaches to educational organization require reinforcement with ways that are innovative, as the important right of everyone to learn is to be met.
- It is a well-known fact that most countries are unable to meet the growing demand for learning as well as the need to continuously upgrade skills and retraining as such, Open and Distance Learning, being what it is, has the potential to fill the gaps.
- According to Mofe (1996), Open and Distance learning is a viable means and alternative to full-time education which for countries like Zambia, may not be able to provide full-time facilities for all who need to access education.
- This means that there may not be one way suitable to accessing education as individuals may have varied challenges such as distance, economic and social factors that may prevent them from fitting into the one traditional system.
- Beyani, (2013) echoes the importance of open and distance learning in offering equitable education to vulnerable society members principle which has potential to develop education at various levels.

- UNESCO (2002) further reveals that Open and Distance Learning apart from increasing access for learners, it also facilitates more learner-centredness which philosophers such as an American philosopher, John Dewey (1859-1952) believe are very important in providing the learners meaningful learning based on individual experience rather than teacher-centredness where the learners is deemed a passive participant, (Taneju, 2012).
- Open and Distance learning has the potential to allow learners who may be sponsoring their education through some kind of employment to maintain their work while at the same time attending schools.
- Given that some of the pupils in Zambian schools dropout on account of economic challenges, there is great need for serious consideration to providing flexible ways to ensure one does not drop out of school when they could do both work and school.
- This would include expanding, rather than reducing on Academic Production Units (APU) which were introduced in 1996 to offer more places to pupils/who were unable to attend traditional classes, for one reason or another. (Ministry of Education, 2003).
- This calls for a lot of monitoring and evaluation so that there is no compromise on quality and thereby defeating the whole essence of its intended purpose.
- UNESCO (2002) also adds that Open and Distance Learning has the ability to reduce Government expenditure on education because more people would be able to access education within the limited infrastructure as long as strategies are put in place to respond to the demand.
- Better still, Open and Distance Learning could foster access to education to the most vulnerable especially women in rural areas to allow them survive within their own localities.
- It is possible that learning could be a reality in the midst their responsibility of giving care, a role that takes centre stage in the lives of most women, (Kely, 1996).
- This could be a solution to women as they are a higher risk to not accessing education than men.
- Central Statistical Office (2007) indicates that 50.5% of women compared to 44.4% in Zambia, do not have access to education and this disparity increases with age. This is evident from the fact that there are 13% of men completing their primary-level and 8% secondary level compared to 12% and 3% women, respectively.
Conclusion

- There is no doubt that so much can and has been achieved through education. Plato, one of the ancient Greek philosophers strongly argued that education was a very important tool for social reconstruction as it wipes away ignorance that has the potential to destroy humanity (Akinpelu, 1981).
- It is important that leaders at the national level share the dream to invest so much in educating the people so that Zambia and the continent at large could enjoy the benefits of not being ignorant.
- The time has come for Zambia and the continent of Africa at large to focus on Open and Distance Learning to facilitate maximum attainment of the kind of development that warrants sustainability.

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Economics of Distance Education - Challenges and Procedure

Key note Address
during DEASA Conference (18-19 Sept.2015)
Prof. Satish Rastogi,
Professor & Coordinator (Research & Evaluation),
Institute of Distance Education,
University of Swaziland, Swaziland
Email: srastogi@uniswa.sz

Types of Distance Education Institutes

1) Single mode like Open Universities and Open Schools offering academic programmes through Open & Distance Education mode.
2) Dual mode where Distance Education Centre is part and parcel of a conventional university adjusting with rigidity of rules & regulations by the parent conventional university. The common objective is to provide need based mass education in a cost effective manner.

Advantage to Distance Education

Single mode can offer a wide variety of programmes to a large number of people. Example – ZOU, UKOU,IGNOU. More students with low cost per student (makes huge income). Dual Mode offers few programmes to a large number of persons. (cost effective)
Why Study Educational Costs

- to examine relationship between the inputs and the outputs of education.
- to have an idea of quantity, quality and the forms of inputs needed for producing one unit of output.
- to discover the possible imbalance, their extent, etc. in the allocation of educational resources to different sub-sectors of the educational system or to different regions of the country.
- to identify the factors that are responsible for the rapid increase in expenditure or to examine the pattern of uses of funds for education; and,
- to identify the potential sources of funds not yet tapped for financing education.

Fixed and Variable costs (contd)

- In a distance education system, these costs are basically related to specific activities course development is fixed cost and its production, tutoring, counselling, material distribution, etc. are variable cost.
- Programme development for using with electronic media like Radio, TV, OER, Internet, is fixed cost. It can be viewed by any number of persons or none does not affect the production.

Different categories of Cost factors in distance education.

- The processes and forms of production in distance education are comparable to those of the manufacturing industry.
- The different definitions of costs used by cost analysts have been borrowed from two sources:
  i) From accountancy: labour cost, material cost, capital cost, operating cost, direct cost, indirect cost, etc.; and
  ii) From economic theory: fixed and variable costs, average and marginal costs, total costs, etc.

Average and Marginal Costs

Average cost is unit cost which measure the costs of educating one student.

Average cost per student is total expenditure divided by the total No. of students enrolled for a programme. Average cost per graduate is total expenditure divided by the total No. of graduates for a programme.

Additional cost made to accept one extra student is called as Marginal Cost.

Cost Functions

The total cost of an educational enterprise is made up of both fixed and variable costs.

The fixed costs do not vary continuously in relation to changes in the volume of activities, although they may change if there are very significant changes in the scale of activities.

Variable costs tend to increase or decrease directly with fluctuations in the scale of activity.

Cost function: type 1

A simple form of cost function that may be derived for application in distance educational system is:

\[ TC = F + VN \]

Where \( TC \) = Total Cost, \( F \) = Fixed Costs, \( V \) = Variable costs per unit of output (N), and \( N \) = No. of units of output (e.g., students/ student hours, etc).

Average cost (AC) is obtained simply by dividing the fixed cost by output (N) and adding to it the variable cost (V).

\[ AC = \frac{F}{N} + V \]

Sometimes, the marginal cost is also denoted by V.
Cost function: type 2
The major factors which determine the costs of distance education are the number of students and the number of courses.

$$TC = ax + by + c$$
Where $TC$ = Total cost, $a$ = Fixed costs, $b$ = Average cost per course, $c$ = Average cost per student, $x$ = Number of courses, and $y$ = Number of students.

$$TC = a + bNc + cM + dNn$$
Where $TC$ = Total cost, $a$ = Fixed cost, $b$ = Coefficient of the number of new courses, $c$ = No. of the new courses, $M$ = Coeff. of the No. of maintained courses, $d$ = Coeff. of the number of new students, $n$ = No. of students.

Economies of Scale
Economies of scale helps for cost-effectiveness. The analysis of cost functions helps to know the relationship between the average and marginal cost, and thus between economies and diseconomies of scale.

Intensive use of educational technologies, like the electronic media for imparting knowledge, distance education could undoubtedly be made cheaper, provided, of course that a minimum level of enrolment is maintained.

Cost function: type 3
Important constituent of D/E system.

$$TC = Tc + Tp$$

Where $Tc$ = Total cost of the production system, $Tp$ = Total fixed cost of the instructional system, $Tf$ = Total fixed cost of the evaluation system, $Tm$ = Total fixed cost of the administrative system.

Similarly

$$TC = Tc + Tp$$

Where $Tc$ = Total variable cost of the production system, $Tp$ = Total variable cost of the instructional system, $Tf$ = Total variable cost of the evaluation system, $Tm$ = Total variable cost of the administrative system.

$$TC = (Tc + Tp + Tf + Tm) = (TP + TV + TE + TM)$$

Which costs to look for and why?
Real cost = Public expenditure + Private costs.
Private costs = Direct monetary expenses (tuition, textbooks, and other maintenance items) + Indirect cost of the students’ time measured by the forgone earnings in employment.

What costs to measure depends mainly on the purpose for which cost analysis is conducted. A key issue to consider is the “cost to whom”.

Another key issue to consider is which cost measure is appropriate: average cost or marginal cost. It is the decision to determine whether or not to expand an existing programme, the amount of the additional cost is the issue, i.e., the marginal cost analysis is the most appropriate one.

Average cost analysis is relevant if the decision involves a choice between different programmes.

Unit cost of education and its application
Unit costs are more meaningful, especially for diagnostic, comparative, and evaluative purposes.

A unit cost of education is the cost of an educational unit. And this explanation is directly applicable:

- Cost per student enrolled;
- Cost per student actually attending an educational institution;
- Cost per graduate;
- Cost by level of education attained;
- Cost per student of the relevant group population;
- Cost of education per capita;
- Cost per class;
- Cost per hour;
- Average recurrent cost per teacher; and
- Capital cost per place.

Media choice and costs in D/E
The choice of a mix of media, though very difficult, is indeed very crucial for promoting the distance teaching-learning process. In making a choice about a medium or a set of media of education, other socio-cultural and political objectives of imparting education are also taken into consideration besides the economic costs.

Cost of D/E depends on the extent of the utilisation of resources, the nature of technology used, the size of enrolment, and the number of courses offered.
Factors affecting cost of D/E (contd)

4) Choice of Instructional media.

With every increase in the student enrolment for that particular course the cost per student would tend to decrease, thereby resulting in the multi-media distance education, at some stage, becoming cheaper than the traditional system of education.

Media plays either supplementary or complementary role to the print media.

China uses Electronic media as primary media and it is supplemented with feedback from counsellors using Electronic media.

Factors affecting cost of D/E (contd)

5) Enrolment at the Institution

If student enrolment is considered as the outcome, in spite of the increase in the variable cost, the fixed cost gets distributed over an increasing number of students, and thereby, reduces the cost per student.

If the programme cost has to be reduced, either the student enrolment or the fees per student (or even both) has to be increased.

With low student enrolment, concentration on the variable cost is profitable.

Plan
- A Decade of OER
- Lessons Learned
- COL Contributions
- Future Directions
A DECADE OF OER

What are Open Education Resources (OERs)?

Materials that are
- Free and freely available
- Suitable for all levels
- Reusable

Open Educational Resources (OER)

- OER are teaching, learning and research materials in any medium that reside in the public domain or have been released under an open license that permits their free use and in some instances, re-purposing by others

Atkins, Brown & Hammond, 2007

UNESCO HQ Paris
2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries

World Congress on Open Educational Resources
Paris – June 20-22 – 2012

Paris Declaration
Paris Declaration on OER

- Foster awareness and use of OER
- Encourage the development and adaptation of OER in a variety of languages and cultural contexts
- Encourage the open licensing of educational materials produced with public funds.

Access: Malawi

- Bunda College of Agriculture
  - 102 page Communications Skills textbook
  - 75% OER
  - Adapted by adding contextually relevant materials, activities, assignments

Can OER contribute to Quality?

- 611 institutions in India
  - KSS Women’s Engineering College, Andhra Pradesh
  - Maya Devi Educational Foundation, Uttarakhand
  - Bhilai Institute of Technology, Chattisgarh

Why OER?

- Reduces costs
- Enhance access
- Improve quality

OER and Textbooks

- USA: Utah Open Textbooks project: $5 per printed and zero for online content
- South Africa: R 1.5 billion for textbooks: Department of Basic Education decides to develop OER textbooks.
WHAT HAVE WE LEARNED?

1. Beyond Higher Education...
   - Surge in secondary education
   - Need for skills development

2. Harnessing the potential of Mobile technologies
   - Connectivity is less of a concern in Higher Education sector
   - Digital divide still exists at the primary and secondary education levels

4. Open Licensing: More Advocacy

http://www.caribbeansoer.org
3. Multi-directional exchanges

University of Ghana

Kwame Nkrumah University of Science and Technology

COL CONTRIBUTIONS

What does COL do?
- Advocacy
- Policy development
- Capacity building
- Publications

Policy Development: the Caribbean
- ICT in Education policy developed with COL assistance - April 2013
- Integrates specific provisions related to OER
  - The Ministry of Education will adopt a CC attribution license as the default for all material produced with public funds.
  - Will encourage all development agencies and foundations operating in Antigua to do the same.

Advocacy
- Southern Africa Regional Policy Advocacy Workshop
  - May 2013
  - 11 SADC countries
OER for open schooling (OER4OS)

- Ministries of Education
- Schools
- Teachers
- Consultants

Quality Guidelines for Open Educational Resources
- Teaching and learning processes
- Information and material contents
- Presentation, products and formats
- System, technical and technology

Directory of Open Educational Resource (DOER)
- Open Educational Resources directory service
- Only full courses catalogued
- A service provided by COL

OER for MOOCs
- Mobiles for Development
- Audio MOOC for Gardeners
- MOOC on MOOCs

ISSUES

1. The Digital Divide (Commonwealth countries)

the network society.... is a major source of the structuration of power relationships.

Manuel Castells
2. Open Educational Resources Expand Educational Inequalities

Open Educational Resources Expand Educational Inequalities

... teachers working in schools serving low income students simply can't make as much use of... the technology,... because they lack the planning time, broadband access, etc. In this model, schools with greater fiscal and human resources have more capacity to take advantage of even free and open resources.

3. Challenges for Stakeholders

- Teachers: difficult to locate, adapt, and purpose OER material relevant to their work.
- Learners: OER should be more open and multimodal.
- Technical support: lack of standard practices in the packaging and re-use of OER.
- Management: concerns regarding intellectual property; copyright issues and competition

OER Survey, Asia, 2011 (WOU, IDRC)

4. Involvement of stakeholders

- Involving different stakeholders to participate, collaborate, create and share;
- Encouraging consumers to become the producers of knowledge;
- Involving teachers and students

Swaziland can

- Develop a dynamic ICT in Education policy
- Propose a vision and strategy for OER at all levels of education
- Recognise OER-development at par with academic publications to reward faculty in promotions
OER Policies


India: National Repository of Open Educational Resources (NROER).

Institutions can
- develop an OER policy
- elaborate a policy on copyright
- provide incentives for faculty members such as increments and recognition of OER-development towards promotions
- develop a strategy for involving stakeholders

From your perspective:
- What are the THREE most pressing challenges for adopting OER?
- How do you propose to overcome these?
- What would be your THREE key recommendations for Swaziland?

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- What are the THREE most pressing challenges for adopting OER?
- How do you propose to overcome these?
- What would be your THREE key recommendations for Swaziland?

- Director of the Programme
- Chairperson of DEASA
- DEASA Executive Committee
- Our Keynote Speakers
  - Prof. Kanwar, COL
  - Prof. S. Rastogi
  - Prof. E.T. Bisanda
- Members of DEASA
- Distinguished Ladies and Gentlemen

My task this morning is not to make a speech, but to welcome you all to the University of Swaziland and the Kingdom of Swaziland.

On behalf of the hosting institutions in Swaziland, and on my own behalf, I wish to warmly welcome you to the University of Swaziland and to the Kingdom of Swaziland.

For those of you who are from outside the borders of Swaziland, I hope you had a smooth journey while travelling to the Kingdom of Swaziland.

I note that DEASA was established primarily to promote quality open and distance education and make it accessible to the citizens of the region and beyond. DEASA’s objectives include, among others, sharing information, collaborating in developing and providing high quality open and distance education programmes, organising relevant professional development activities, providing a platform for discussing issues related to open and distance education, and exchanging expertise.

As you celebrate the 50th DEASA AGM and Conference with the theme “Widening Access to Education: a Reflective Lens”, I wonder how many of us are familiar with the background history of DEASA?

I thought I should briefly highlight the background history of DEASA, thanks to one of the founding fathers of the Association who are still around.

The Association was established in 1972 and was initially named Botswana, Lesotho and Swaziland Correspondence Council (BLSCC), even though it included representation from South Africa through SACHED. In 1978 the name of the Association was changed to the Distance Learning Association (DLA). Later membership was granted to the Namibia Council of Churches (CCN). In 1990, the Distance Learning Association was changed to Distance Education Association for Southern Africa (DEASA).

I wish to thank Mr. Almon Mkhwanazi, former head of the then Division of Extra Mural Services (DEMS), later changed to Department of Adult Education at the University of Swaziland, who provided me with this brief background of DEASA.
Initially, DEASA met twice a year to share information and collaborate on distance education matters, through meetings. The number of participants was so small from the four member countries, Botswana, Lesotho, Swaziland and South Africa such that travel to meetings was by road and members of the hosting country turned their houses into guests houses.

So, by 1990 DEASA was in 6 countries with 12 institutions participating. It now became necessary to accommodate delegates to the meetings in hotels. From 1989, through financial assistance from a COL/AIDAB Project, DEASA began to run training workshops and to hold conferences. The membership of DEASA also began to expand to include more countries in the SADC region i.e. Zimbabwe, Zambia and Mozambique and more institutions from South Africa.

I am advised that to date, DEASA has assumed a strong SADC character by extending membership to Malawi, Angola, Mauritius and Tanzania. Indeed, in 2003 DEASA took the initiative to produce a Strategic Plan with strategic goals aimed at strengthening and expanding DEASA activities, including research and publication.

Ladies and gentlemen, it is worth noting that some of the major events of DEASA took place on Swazi soil. The change of name from Botswana, Lesotho, Swaziland Correspondence Council (BLSCC), for example, to Distance Learning Association (DLA) took place here in Swaziland.

The celebration of the 25th Anniversary (Silver Jubilee) also took place here. And now the 43rd year of DEASA’s existence and 50 years of your Annual General Meeting is taking place here.

The first member of DEASA from Swaziland was the Swaziland International Education Centre (SIEC). Before 1972 it was known as the Ephesus House. In 1978, Swaziland International Education Centre changed its name to Emlalatini Development Centre.

It is worth pointing out that the organizational model of DEASA has been used elsewhere in Africa to establish distance education associations. In 1992, for example, the Commonwealth of Learning (COL) used DEASA as a model to establish the West African Distance Education Association (WADEA). Furthermore, DEASA has been instrumental in creating or establishing new open and distance learning institutions in the SADC region. I was very much impressed with your code of ethics for guiding members in advancing open and distance education and that you required each member institution to actually sign it.

In your code of ethics, you pledged to abide by it in your dealings with learners, members of the public, competitors and other institutions. You also pledged to be professional in advancing open and distance education. Most importantly, you pledged to act in a manner that will not, in anyway, tarnish the image of DEASA or compromise the position of another member. Finally, you pledged to give practical expression to the SADC Protocol on Education and Training. Ladies and gentlemen, I am very much impressed with your code of ethics.

To me, this is an indication that DEASA has come of age. DEASA has indeed become a professional association. I wish to congratulate you for reaching this milestone and for choosing the University of Swaziland for your celebration.

Ladies and gentlemen, indeed open and distance learning is a crucial alternative method of course delivery, particularly in our region where there is a high demand for education.
One of the advantages of open and distance learning is that it provides opportunities to many people who are unable to pursue their education through the conventional methods of learning.

We are all aware that conventional methods of course delivery are unable to cope with the high demand of education because we are unable to build enough hostels, classrooms, lecture theatres, laboratories, auditoriums, etc because of our limited financial resources.

Secondly, most of the people who would like to access our programmes cannot afford to come full-time because some are working, others are self-employed, and still others cannot afford our tuition fees.

The improvements in information, communication and technology (ICT) and internet connectivity in our region should indeed strengthen our collaborations.

The areas of collaboration I have in mind include staff development; learning material design, development, production, and distribution; courseware design and development; course sharing; E-learning; support services; research and dissemination; and research and development.

I would like to recognize and thank the Commonwealth of Learning, our strategic partners, for financially and otherwise supporting open distance learning in many ways within the Commonwealth family and beyond.

You will agree with me, ladies and gentlemen, that the Commonwealth of Learning has indeed played a significant role in promoting open and distance learning not only in our region but also throughout the Commonwealth family and beyond.

Ladies and gentlemen, I hope you will find some time to visit some places of interest to you in the Kingdom of Swaziland. We have excellent places of interest and wonderful scenery. We would like you to taste the friendly hospitality of Swazi people in the market places and tourist attractions.

Ladies and gentlemen, how I wish you had come two weeks ago when we were celebrating our annual national reed dance ceremony. It is a part of our colourful cultural heritage. I am quite certain that you would have enjoyed it.

However, there is another regional reed dance at the Shiselweni Region this weekend that you would have had an opportunity to see; unfortunately I note that your programme will not allow you to attend it.

Welcome to the Kingdom of Swaziland. May I wish you a wonderful time as you celebrate your DEASA’s 43rd years of existence. I thank you for listening. May God Bless You All.
Remarks for the Honourable Minister of Education and Training to be delivered at opening of the 50th DEASA Annual General Meeting and Conference on Saturday 19th September, 2015

Programme Director
Professor Asha Kanwar Col President and CEO
Vice Chancellor
Principal Secretary
Distinguished Participants.

Programme Director, ladies and gentlemen, let me from the onset convey my sincere thanks and gratitude on behalf of His Majesty’s Government for inviting me to officiate at this auspicious occasion, which is the 50th DEASA Annual General Meeting and Conference which is held in our beautiful country. I wish to convey a warm welcome to all those who have come from outside our bodies. I do hope that you had a safe travel to Swaziland and will be able to mix with pleasure. Please make yourselves at home whilst enjoying the hospitality of the Swazi people.

Programme Director what we are celebrating today is a significant event and at the same time a milestone. For your own information Swaziland is one of the founding members of DEASA. Let me take this opportunity to heartily congratulate DEASA for turning 50 years in style because this has proved the importance of the role played by the organization and above all the commitments of its member institutions and countries.

Open and Distance Learning (ODL) Ladies and Gentlemen plays a pivotal role in sustainable national development. It is true to say that no country can progress and move forward to first world status without educating its citizens. Education is a God given right and it is therefore goes without saying that even in Swaziland, His Majesty’s vision for Swaziland to achieve first world status by 2022 which means cannot succeed without the full support of the education system.

ODL therefore plays a very important role in all our SADC member countries as they grapple with the issues of access to all level of education, quality in all the different levels, and the cost of providing adequate finance for the whole system. This is where Sir John Daniels came up with what he called “The Iron Triangle” with the three sides of, access, quality and costs as the key sides of the triangle. He continued to say Distance Education is revolutionary BECAUSE IT ALLOWS YOU TO CHANGE THE SHAPE OF THE IRON TRIANGLE IN A WAY NOT PREVIOUSLY POSSIBL. IT ALLOWS YOU TO INCREASE ACCESS, IMPROVE QUALITY AND CUT COSTS ALL AT THE SAME TIME. Hence, the promotion of ODL in the SADC countries. Without the utilization of ODL, our countries will not achieve their goals in education.

It is important then that ODL be treated like all other forms of education in our countries in the

(i) Policies of ODL be formulated and implemented,
(ii) Scope of provision be increased,
(iii) Adequate finance be allocated to the system,
(iv) Learner support be adequately provided,
(v) Delivery systems of ODL be improved,
Quality assurance be strengthened,
Monitoring and evaluation be constantly undertaken, and
research on these systems be consistently done.

A key in ODL Ladies and Gentlemen is the use of technology in delivering instruction. While in the past-print, radios, TV, were adequate for teaching and learning. The advent of new ICTs has changed the whole terrain. The new ICTs now provide for more interaction between the instructors and the learner through video, audio and online conferencing. Lessons available for the learner are in highly educational and entertaining formats, and are available at anytime and anywhere. Because of the many advantages of the recent ICTs, our countries should do all they can to move forward with them and not be left behind.

There is no doubt Ladies and Gentlemen that professional association of ODL, like DEASA are very important in the professional life of an individual in that they:

(i) Provide a platform for discussing issues affecting ODL
(ii) Provide platform of sharing information.
(iii) Encourage the exchange of expertise.
(iv) Provide a platform for collaboration between counties and institutions, and
(v) To develop capacity in ODL.

As I conclude my remarks Programme Director I would like once again to congratulate DEASA for turning 50 years of age and certainly wish for DEASA to celebrate many more years to come. Let this good work from strength.
Programme Director, Ladies and Gentlemen it now gives me great pleasure to declare the 50th DEASA Annual General Meeting and Conference officially open.

I thank you for your attention and may the Lord bless all of us.