Tuesday, 3rd of December was another memorable day in the annals of Commonwealth of Learning (COL) as eight distinguished personalities were honoured with a Fellowship Award for their outstanding contributions towards the development of Open and Distance Learning Education in their countries. The honourees were Danny Faure(Seychelles), Olugbemiro Jegede(Nigeria), Carol Kidu(Papua New Guinea), Olabisi Kuboni(Trinidad & Tobago), Wong Tat Meng(Malaysia), Caroline Seelig (New Zealand), Daniel Tau(Botswana) and James Taylor(Australia).
5. MOOCs are providing the platform for interaction with subject matter experts that has never happened before. All of a sudden, even the most isolated student in the most remote institution in the most deprived communities of the world can be exposed to the top ranked world class universities of the world through their courses which are freely accessible online.

6. Some say that MOOCs allow academicians to have their educational experiences to be implemented at a large scale while also being a gate way that remains closed by the student’s sites – through the power of open and social technologies.

Most of the MOOCs providers were established within the past 13 months and are offering a variety of courses like MBA, CrashCocn, Carnegie Mellon Open Learning Initiative, FutureLearn, Instituto de Mines – Telonier, and so on. The recent education technology wave for higher education, it also directs attention to many questions regarding the future of MOOCs.

As gleaned from the literature, MOOCs have the potential to create unprecedented levels of access to quality higher education on a global scale, building niche diverse learning communities. Furthermore, MOOCs provide educators and students access to educational pedagogy, using technology to stimulate creative and collaboration while enabling research and development around best practices in online teaching and learning.

Issues to be debated as part of the PCF7 Conference

I have debated and considered in this Forum and hopefully, in order to place the true perspective for open and distance learning in perspective, so as not to lose focus.

First, the old question of technology. While solving a lot of problems, technology also creates many more which include digital divide, pedagogical divide, and other forms of divide which now need to be revisited in more realistic terms. Technology and open and distance learning have always worked hand-in-glove. Technology has always advanced the provision of distance education. Many of the means of studying have been neglected and in order to answer the urgent demand for education. So, from my previous views, the question aseems will be what is the role of the media? Why the noise about the emerging technologies and platform being used at practical distance.

Viewed from this perspective, the modern technologies of the web, Internet, and the delivery platforms they have brought, including OERs and MOOCs, seem to be a natural progression in the different stages of the development of open and distance learning. Beginning with correspondence courses, open and distance learning, online learning and more recently, OERs and MOOCs, we are just at another phase of using technology to open up access to education and distance learning to all, and improving teaching and transforming pedagogy and should impact on learning outcomes. But we still have not solved the problem of the digital divide being created by the use of learning technologies.

I have the hunch that social media, because of its characteristics of being able to carry everyone along, will become the most dominant technology for ODL especially in facilitating learning such as in: LinkedIn, discussion groups, courses, blogs, forums, while getting carried away with the amazing innovations and inventions in technology, we must not forget the old words of the French writer, that if you want to give your message, ODL practitioners of all persuasions must more concern about what is taught rather than how and with what is taught. Innovations in technology are generally regarded as trends (targets) (Voelke et al., 1998); in other words, even as researchers begin to describe empirical evidence which might refute the claim that technology may have on an educational practice that technology itself is changing and in some cases even becoming obsolete. In addition, the evolving nature of educational technologies presents a challenge to the concept of success and the establishment for subsequent educational practices. According to Lee (2006), “as newer technologies of information and communication continue to appear, they are changing the availability of findings from earlier technologies.” It must be noted that technology contains different contexts and constantly changing meaning and requires somewhat different strategies for doing so. The rule of thumb in using technology is that it must be simple and cost-effective taking cognizance of the location and type of the community in their need for technology has to be performed by the lead teachers and technology experts. The development and policy of technology for instruction regularly and also must develop new training regime for the incorporation of the emerging technologies in education.

The next issue I wish to draw attention to concerns the objectives of ODL, the theories and philosophies behind the practice of ODL. There is no question that developments in ODL are to be used to tremendously advance the justification for the need to demonstrate learning and make the uptake of instruction scalable. ODL is meeting the needs of the learners who need the flexibility of learning, not the flexibility of education, learning and delivery of instruction. It is to provide gifts and women with peers whose necessary to have a fulfilling life for web providers for life-long learning. Interestingly, the first use of ODL by Amna Tinker in 1973 was to teach women at a distance even and then to provide the benefits of a much broader range of clients, the technical and empowerment characteristics of ODL, which had been noted several years ago are losing meaning in realistic scale now. Indeed, as noted by Reverend Joseph. R. O’Donnell (1916) in his address to The New Era in Education A Study of the Psychology of Correspondence Methods of Instruction delivered in November 1916 at the dedication of the instruction building of the International Correspondence Schools in Scranton Pennsylvania said, “I do not know any innovation upon existing methods more radical and revolutionary than this.”

Regarding the empowerment and transformation roles of ODL, aiming at the cornerstone is the common denominator. Lidstone and Hoffman (2001) state: “Correspondence study, a system that allowed—encouraged—the common man or woman to receive an education, to learn, and to prepare to teach others and to be prepared and to be prepared and to be prepared is the role of correspondence study in our present time and the larger society.

All this will necessarily affect certification for degrees and diplomas in the 21st century. We might envisage a world in which those who have avoid of certificates across the globe will be the same as any degree or profession and indeed in the work place and the larger society.

The Future

The manner in which open and distance learning is developed is faster than the speed of light and considering its wondrously unchecked, unstructured and spontaneous emergence of course and programmes in new fields, the thinking about the future is like hot air. For instance, who ever could ever have thought that Stanford, MIT, Harvard and the top universities of the world would dream of online physically (or should I say virtually) engage in ODL? However, the awareness in the enthusiasm for the use of ODL, use and efficacy, especially those who would not have any consideration of ODL, still may be a problem to hazard a guess about future developments from the emerging issues. It is hard to say on any four areas.

Technology: It is no secret to point that technology development, innovation, use and uptake in learning and teaching will be on the continual increase and among the processes that have taken place is the use of ODL and OER for learning and enveloping the whole world and all types, groups and communities of learners. And this will become the new paradigm. Therefore the impact of technology will be far more than the other stage in the cycle of ODL. But, we must be guided by the truth that technology is always a moving target and therefore, now and yet to be learnt and the implementation of technology will emerge to supplanted the current one within the next decade.

ODL Communities. The communities continue to move and grow by the day. It is no longer to be thought of as an optimistic to say that the technology will be taking over the mainstream mode of teaching and learning. The demography of learners will change, the number of ODL users and also the type, therefore there is a greater role of technology in learning will be to adapt the current one within the next decade.

Mass Education redefined. If, as predicted, the uptake of ODL will change in due course, it is only far to suggest that continuing education will be redefined somewhat. While ODL is no more open distance learning, mass education and vocational development, in an environment where all members of the population can participate in the acquisition of knowledge and skills, ODL will become collaborative learning and facilitation to a new level. Sociability and mass access to a larger, more comprehensive set of learners will be major determinants of course delivery. The education business will grow in more money than natural resources and solid minerals, and the role of knowledge economy will assume a more aggressive dimension.

Progressing into, learning Analytics

The role of ODL will be into the emerging environment of Learning Analytics in which new system of providing instruction will depend on predictive intervention and support for individual learners. Taking instruction is being especially designed on an individualized basis. In this group instruction. Learner analytics will be based on data about individual progress -- and to divert them from taking instruction on the basis of information on networks allowing for individual, course, and program– based intervention to be tailored to the needs of the students. Teaching students will be assessed for the short and medium term, the students of the later year will be assessed related to studying at a distance as support services, course development, assessment, etc. As an emerging field, learning analytics can help define pathways to improve performance for a student at an individual level and improve retention, achievement, and graduation rates at an institutional level.

Learning Analytics, referred to as the “third wave” of transforming the student experience, is an improved form of digital learning which emerged in the 80s now requiring great coordination, collaboration, and security to be effective as shown in the figure below.

Figure 7: Components of Learner Analytics

Issues such as teaching and learning, non-conventional communication modes, new perspectives in instructional development and delivery, changing role of technology in the learning process, educational institutions, and the central focus of ODL for enhanced access and accelerated development, will need to be considered in the new era of the ever changing and fast evolving technology.

We may therefore wish to begin to intercalate ourselves and seek answers to the questions that need to be addressed, whether ODL is a form of instruction or adapting the form, the synthesis of the principles and concepts capable of escalating and predicting development in ODL in the next decade or in the second decade.

I am sure that this keynote address, if it will not give all the ingredients you need for the innovative success of the future in the processes of ODL, as for a tool of empowerment and transformation, I am sure that what other speakers will present, the entire world is watching the presentation of this keynote address and I think the PCF7 may not provide the theme or the full orientation to address the issues.

Thank you and God bless you all.
Delivering the Asa Briggs Lecture, one of the most important features of the 7th Pan-Commonwealth Conference held in Abuja, Nigeria, Prof. Alan Tait, Director of International Teacher Education at the Open University of the United Kingdom, anchored his speech on the following rhetoric:
- What does development mean and how is it delivered?
- Open Universities as case for Open Learning
- Development and Education
- Capability approaches: The contribution of Amartya Sen
- Qualification as proxies for transition and empowerment
- Drop out
- OERs MOOCS and Open Publishing

Professor Tait likened development to purposeful intervention, value based activities to deliver change in social and economic relations which is not simply the same as serving markets. Quoting Alan Thomas, the key note speaker argued that development means ‘intervention aimed at external social goals in a context of value based conflict’. He made a case for the Open Universities, noting that there are over sixty Open Universities in the world with various missions and vision. For example the mission of the National Open University of Nigeria is to be regarded as the foremost university in Nigeria in the world providing highly accessible and enhanced quality education anchored on social justice, equity, equality and national cohesion through comprehensive reach that transcends all barriers. The guest speaker also noted that the mission of the Open University of United Kingdom is not much of a departure from that of Nigeria noting that the mission of the OOUK which is University for all which believes in the democratization of education, giving everyone a chance to self-actualization and fulfilling their potential. He stressed that social justice and fairness is inspired by the fundamental precepts of our transforming society which animates our strategy guide our efforts and influences our imagined future to build an inclusive knowledge society through inclusive education.

This according to the keynote speaker, the Open University upholds the core values of ‘Openness, Responsibility, Quality, Diversity and Internationalization’. Open Universities he said strive to meet the needs of developing society and economy and to satisfy the personal development needs of the people, particularly the educational needs of rural areas, remote areas and ethnic minority region.

For all Open Universities therefore, the speaker suggested the following development themes:
- Social Justice
- Access, inclusion and breaking down of barriers
- Personal fulfillment
- Needs of economy
- Knowledge society
- Rural and remote communities
- Minority ethnic populations
- National cohesion
- Democratization

These core development themes of the Open Universities necessitate further question on whose term development should be pursued for example:
- Whose Values?
- Whose Consent?
- Outcomes for Who?
- Students as Targets?
- What Object?
- What Subject?
- What Partners?

However the speaker noted that there are few issues that are contested ideas about development which may include:
- Increased GDP
- Sustainable World
- Social Justice

Professor Tait pointed out all the argument for development is summed up in the fact that people are the real wealth of a nation.

This is said is:
- In contrast with World Bank vision of time of GDP as criterion of development
- In contrast with World Development reports from UNDP, 1990
- In agreement with Sen’s theories of development and social justice

And through capability approval

Capability approaches, he further explained to mean ‘to be and to do’. This will include enhancing the choice of how to be and what to do, supported by functioning which supports individual choice to be and to do and avoiding constraints of context.

The keynote speaker enumerated Sen’s postulation on education which include, Education as enhancement of human capability, not just building of human capital. According to him and Sen, capability approaches in education will be effective if schools and universities are places where identities are formed where we learn to be as well as to know, how much greater the responsibility for teachers to act and to think about what identities and what capabilities to function are being distributed.

The Commonwealth of Learning

So what is the position of the Commonwealth of Learning in these issues of Development and Transformation? The speaker queried? He provided the answer: "following the ideas of development economist and Nobel laureate Amartya Sen, COL understands development as freedom, increasing the freedoms that men and women enjoy is a definition of development and greater freedom empowers people to be more effective agents of development.

To enhance empowerment and development therefore, qualification must be a proxy, qualification must deliver dividends when it is recognized and respected and those who will give good reputation for quality of ODL which are essentials. In this vein, drop is a barrier.

Drop Out

The speaker noted that in the UK students who leave HIE (Higher Education) after one year of study are as follows:
- Full time: 7.4%
- Part time: 35.1%
- Open Universities: 44.7%

What may be responsible for this high percentage drop out rates for open universities? The speaker suggested that this may be qualification related. For example 45% of Open University students in the UK have one A Level or less. They also have less than minimum conventional university entry qualification. Thus the Open Universities are doing more difficult things because they admit:
- Mature Students
- Students with lower or no previous educational qualification
- Students from families without higher education
- Students in rural areas

In the circumstances which the Open Universities find themselves, we must note that drop outs do not represent:
- The Status of University
- Part time Mode
- Distance and Online modes

However drop outs represent risks and challenges of Openness and inclusion. Therefore the Open Universities must have responsibility to students and must have data.

Curriculum and Programmes of Study

The keynote speaker delibered very deeply into the issues of curriculum and programme of study as they affect Open Learning and development noting that:
- This is the biggest single contribution to fulfilment of development aims
- Programmes of study have to support building of capacity to choose more freely to ‘be and to do’
- Education must move from elite to mass higher education
- The challenge to curriculum design which is transformative curriculum

It is therefore incumbent on the Open Universities to:
- Challenge the concept of University,
- Offer credible qualifications and public good professionals

According to the speaker, if universities develop good curriculum and programme of studies, it will produce credible outcomes of studies for development which may include some or all of these:
- Build capabilities
- Enhance choice
- Exercise independence of thought
- Gain range of relevant skills
- Gain livelihood
- Act as a citizen

Open Education: The Next Generation

Open Education which has thrived for several decades has a future. The speaker listed the future of Open Education as:
- Open Education Resources
- MOOCs
- Open publishing
- Open education in development framework

Professor Tait also suggested that the next generation of Open Education is the transition to the digital world of Open Learn (Free learning for the Open University) iTunes and YouTube. He listed comprehensive achievements in Open Education to include:
- TESSA (Teacher Education in Sub-Sahara Africa) which have the following core methodologies:
  a. Resource bank of OER teacher education materials
  b. Plus a network of over 20 institutions and partnerships
  c. Used by teacher education institutions to train pre-service and in-service teachers
  d. Include print, CD and/or Online
  e. Under creative commons license
  f. 90 units cover five subject areas for primary and secondary teachers

TESSA, according to the keynote speaker, has wide-spread reach:
- Over 500,000 teachers so far engaged with materials
- Content adapted for ten countries in Sub-Saharan African in four languages-
  Kiswahili, Arabic, French and English
- 700 African teacher educators helped author adapt/materials
- Materials are being used in 19 teacher education programmes
- Ghana, Togo, Nigeria, Sudan, Kenya, Rwanda, Tanzania, Uganda, Zambia, South Africa
- Expertise now being used to get girls into teaching in Matalwi and Sierra Leon

Open Education for Teachers Development

One area which Open Education has achieved significantly, according to the keynote speaker, is in the area of ‘Teacher Development for example in MOOCs, millions reached to learn
- 10% completion rate
- Improved pedagogies
- Who are the learners
- Transformation of Higher Education
- Transformation of teaching
- Transformation of price of learning

Open Education and Open Publishing

COL has thrived further by establishing a Journal of Learning for Development (JL4D). This can enhance learners in:
- Open Publishing
- Intersection of innovation in learning and development
- Open access: free at www.jl4d.org
- Research articles
- Case studies
- Reviews
PHOTOS FROM THE 7TH PAN-COMMONWEALTH FORUM (PCF7)

Prof. Peter Okebukola
Pro-Chancellor & Chairman of Council, Osun State University, Nigeria
President of the Global University Network for Innovation (GUNI-Africa)

Prof. Peter Okebukola (2nd left) with delegates

VC NOUN and Pioneer Chairman of Council, NOUN
Prof. N. Z. Gadzama

Cross section of delegates

Prof. Mba Olomolowo, LOC Chairman with delegates

Cross section of delegates

Dr. Primrose Kurasha
VC, Open University of Zimbabwe

Cross section of delegates

COL President with Hon. Burchell Whiteman, Chair, COL

COL President making a presentation

Burchell Whiteman making a presentation

Awardees with the COL President

Awardees with the COL President

Awardees with the COL President
PHOTOS FROM THE 7TH PAN-COMMONWEALTH FORUM (PCF7)
A member of parliament and vice chairperson/coordinate of committees, National Council, Namibia, Hon. Margaret Mensah-Williams, has called on governments of African nations and political leaders to “craft policies” that would enhance women education.

She made this call in her keynote address entitled, Girls’ and Women’s Education, at the Day 3 plenary of the Pan-Commonwealth Forum (PCF7) on Wednesday.

Breaking the discourse into six sub themes: Women’s access to education; ODL and skills development; ODL and women’s transformation; ICT technology an enabler or a barrier?; The girl child and women at risk; and Advocacy for women’s education, Hon. Mensah-Williams said “empowering girls/women and addressing the discrimination and violence they face are essential to progress for the whole human family.

She expressed surprise that in spite of the success of ODL, there is still difficulty in convincing policy makers to enact laws that could make women’s education compulsory. She tasked delegates to explore the new ideas gained at the conference to bring about a change by advocating for same. “It is the responsibility of policy makers to craft policies aimed at giving access to education for all.” She said.

Talking about ODL and Women Empowerment, Mensah-Williams said that ODL can boost the capacity of women and empower them. She described women as people with strong determination to achieve their goals. “Irrespective of the circumstances...women have the determination to reach their goals.” She said.

On ODL and Skills Development, the parliamentarian commended Commonwealth of Learning (COL) for its initiatives which earned the organization an award for empowering farmers. She said “If we are sincere with women and girl’s education, our policies should change to make room for girls and women for empowerment.

She posited that 70% of world’s poorest are women, a quarter of young women between the ages of 15 and 24 today (116 Million) in developing countries have never completed primary school and lack skills for work; two-third of the 774 million of the world’s illiterate are women; while 31 million girls are out of school, 17 million are expected never to go to school. In spite of their underprivileged status, “against all odds, women are educators and providers for their families. “Education is like the connector of a car battery...it creates power.” She added that “The family is happy, more children go to school, and agricultural production improves when women are educated.”

Hon. Mensah-Williams expressed the hope that PCF7 would empower delegates to advocate for the education of women. “Governments of African nations should place women education high in their political agenda to enhance their attainment of the Millennium Development Goals (MDGs). “Africa cannot fully realize its full potentials except women are empowered.” She said, adding that “women hold half the work and therefore the power too...”

Hon. Mensah seized the opportunity to appeal to participants not to neglect the education of the boy child for too long, in spite of the emphasis of her paper on the education of the girl child, to avoid discrimination against the boy child. The parliamentarian, indicted in strong terms, political leaders, especially African legislators, who relish their being hero-worshiped by their followers even when they have failed to impact positively on those who voted them into power.

PCF7 Empowers Exhibitors

To live up to the theme of PCF7’s Open Learning for Development: Towards Empowerment and Transformation, organizers of the international conference have decided to empower individual delegates and affiliate organizations by creating opportunity for them to showcase their goods and services at a very cost effective exhibition arrangement. Several individuals and organizations have taken advantage of the exhibition to sell their goods and services. Such organizations include:

CyberSpace, a one stop ICT Solutions provider, whose services include network/software solutions; simple connectivity using 4G, Vaat, and fibre-optic solutions; as well as complex network integrations. They also provide network security solutions and unified communication solutions which include video conferencing. CyberSpace are technical partners to the National Open University of Nigeria (NOUN), who co-host PCF7.

Trends & Style, a fashion outfit managed by Mrs. Funmi Ochonogor. The outfit specializes in Fashion designing, accessories, and sales of African prints.

National Commission for Colleges of Education, a parastatal of the federal government of Nigeria, under the Federal Ministry of Education, saddled with the responsibility of supervising teacher education, as well as publishing materials for the standardization of teacher education in Nigeria. The commission is located at the Federal Ministry of Education, Abuja.

African Prints, a fashion outfit which specializes in the sales and designing of African textile products.

Data Sciences Nigeria Limited, the first indigenous computer company incorporated in 1979 in Nigeria. The company, which has diversified from computer assemblage to data capturing, is reputed as manufacturers of digital forms for examining bodies like WAEC, NECO, NABTEB, and JAMB. Data Sciences Nigeria Limited also offers training on Data Capturing.

Lady Mechanic Initiative, an automobile repair services outfit. The company, which has Engr. Sandra Aguebor-Ekperuoh, as founding chief executive officer, also deals in auto spare parts and lubricants, as well as training of female auto mechanics. Lady Mechanic Initiative has offices in Lagos, Abuja, Kaduna and Benin.

Atlas-TI Software Solution, an outfit which specializes on Qualitative Data Analysis for research, Law and technology. The software, developed in Germany, is widely used in South Africa; but is just making an entry into Nigeria.

National Open University of Nigeria, the premier Open and Distance Learning (ODL) institution in West Africa. The institution showcases an array of course materials in print and digital formats, as well as a stand for the PCF7 News Flash, a daily newspaper of the PCF7.
At the parallel sessions which continued at designated halls, the following papers were presented by conference facilitators:

- Improving the Economic Status of Rural Women in Nigeria Through Non-Formal Learning
- Language, Gender and Educational Disparities Among Pastoralist Women in Kenya: An Examination of ODL Intervention
- The Role of Open and Distance Learning in Gender Environmental Protection
- Reformation of Female Prison Inmates in Benin and Kikiriki Prisons Through Vocational Education: ODL to the Rescue
- A Study on Innovation Education Technology for Delivering ODL in Bangladesh
- Perception of Students of Radio Delivery of Learning Materials in Auchi Polytechnic, Auchi, Nigeria
- The Use of the Close User Group (CUG) for Tutorial Delivery and Student Support Services Among Teachers in Nigeria
- Harnessing Campus Radio Resources for Open and Distance Learning ODL in Nigeria: Case Studies from Universities of Lagos and Ibadan
- Open and Distance Learning, A Tool for Eradicating Malnutrition
- Scaling Up: Lifelong Learning of Farmers: Expanding the Horizon and Replicating the Results; Experiences from India
- Evaluating Learning Objectives and Expected Student Learning Outcomes Through the Analysis of Written Questions; A Case Study in the University of Papua New Guinea Open College
- Relationship Between Entry Qualification and Academic Performance in Undergraduate Science Courses at the University of Nairobi, Kenya
- A Study on Learners’ Support Services of CEMBA/CEMPA Programme at the Bangladesh Open University
- Capacity Building to Mainstream ODL Management at the Bangladesh Open University
- Policy Issues and Human Resources Development Strategies and Challenges in Instituting a Distance Learning Program within a Conventional University System: The Experience of Bayero University, Kano
- Integrated Multi Channel Technology-Based Delivery of Informal Sector Skills Training: Transforming lives in Bangladesh
- Flexible Learning for the indigenous Orang Asli Community in Malaysia: Non-Formal Skills Development
- Community Radio and Health Development in Rural Cameroon
- An Effective Community Learning Process on Promotion of Integrated Management of Childhood Illness and Safe Motherhood
- Skills and Capacities of Farming Community for Enhancing Crop Productivity
- The Role of Distance Education and eLearning in Agricultural Extension Services
- Assessment of Lifelong Learning for Farmers: Impact on Rural Poverty Eradication in Commonwealth Countries
- Building Capacity of Agriculture Extension Officers and Farmers in ICT Skills Towards Constructing Social Learning Capital
- Problems of Women’s Education and Role of Open university (Bangladesh Perspective)

- Promoting ICT Opportunities for Women Empowerment in Nigeria: Issues and Strategies
- Female Education as a Means of Reducing Infant and materials Mortality in Nigeria
- Open and Distance Learning: A Catalyst for Women Empowerment in Nigeria National Open University of Nigeria as Case Study
- Scanning the Horizon for ODL: Strategies for Educational Planning Fordestitute Teen Girls In Lagos Communities
- Educating Grassroots Girls and Women Through Community Learning Programme-CLP Using Community Radio in Bangladesh
- Economic and Socio-Cultural Constraints that Engender Legal Education in Northern Nigeria and the Use of Open and Distance Learning ODL to Effectively Address this Trend
- Women and the Fear of Mathematics: An Analysis of Myths and Realities in an ODL Context
- Reducing Gender Disparity in Vocational Education in Lagos State Through ODL
- Empowering Rural Disadvantaged Pupils Using Community Radio
- Proposal of a Conceptual Framework for an Efficient and Effective Test Management System
- Social Exclusion in Education in India: Access to Education for Nomads Through ODL
- Using Facebook in Teaching in ODL Setting- Sri Lankan Experience
- Mobile Learning: Potential Enabler of Open and Distance Learning in Sub-Saharan Africa
- Harnessing Campus Radio Resources for Open and Distance Learning ODL in Nigeria: Case Studies from Universities of Lagos and Ibadan
- Moving into the Future – A New Vision of Library Service for ODL in Nigeria
- Deploying Online Streaming of Videos via the Internet for the Delivery of Classroom Lectures (Realtime/On-Demand Streaming) in ODL Schooling
- Partnership for Staff Development Between the University of Papua New Guinea UPNG Open College and the India Gandhi National Open University IGNOU of India
- Capacity Development Through Open and Distance Learning
- Open and Distance Learning Minimum Standards in TVET at a Glance
- Institutional Development: 25 years of the Largest open Schooling System in the World
- The Importance of Creative Commons Licensing and the Creative Commons Movement to Open Education Resources OERs Initiatives in Nigeria
- Open Education Resources: ‘No one is an Island’ – A VUSSUC Case Study From Samoa
- Use of Open Educational Resources as a Strategy for Improving the Quality of teaching and Learning among Open and Distance Learning Institutions in Africa
- Flexible Skills Development Online Course: Transforming African TVET
- Bridging the Gap Between Community Cardiologist
- Human Capital Development HCD Through Open, Distance Learning: Evidence from Corporate Annual Reports CARs of Top South African Listed Companies
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**TALK BACK "TO YOUR RADIO"**

All over the world, listeners are used to having the radio constantly talk to them. The radio(inter)active team is experimenting with numerous techniques for listeners to interact with their radio stations.

We call it “Talk Back” to your radio. During the PCF7 Conference, the Radio (inter)active team will be demonstrating some of the possibilities of talking back to the radio.

One of such approaches is our Yellow Radio Box (Officially known as the “Encore radio” from Freeplay Energy). Our Yellow boxes are stationed in various corners of the conference venue but the exceptional feature of our yellow radio box is that they are not just broadcast devices but are tools which participants can interact with.

Interviews and vox-pops are recorded and later uploaded on our various broadcasting and social media platforms. For more information about the radio including how to buy, visit the sellers website at www.freeplayenergy.com/shop

**Flash2Vote poll results:**

We have conducted two polls, the following are the results:

**Tuesday**

"Is the MOOC (Massive Online Open Course) the most significant development in Educational technology in the past 200 years?"

38 responses

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<th>Agree</th>
<th>Disagree</th>
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<tbody>
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<td>17</td>
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**Wednesday**

"Non formal education is a better route to achieving learning for Development than Formal Education"

121 responses

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<tbody>
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<td>50</td>
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"What the biggest thing driving OER (Open Educational Resources)?"

A – It’s open
B – It saves money
C – It’s transforming education
D – It improves access

How can I setup Flash2Vote for my organization?

Many people asked us "How does the Flash2vote work and can how can we get it setup and start using it?", so we thought we could share a bit more on this.

www.telerivet.com is the site which fully explains the setup. Telerivet is a software platform (cloud based server) that transforms an Android phone into being a “Gateway” through which you can automatically do various things including missed calls, SMS and Social media. Once the Telerivet App is installed on your Android phone and it is connected to your online account at www.telerivet.com you can start doing things, including Flash2vote.

**How It Works**

What you need to do your own Flash2Vote

- 2 x Android phones (Tecno or Samsung less than 80$ each)
- 2 x Sim cards with easy to remember numbers (eg. 0755 444 12 12/ 13 13)
- 1 steady Wifi connection so the above phones are connected to internet 24/7
- 1 steady power supply to keep phones charged 24/7

To learn more and setup a free trial account and experiment, visit www.telerivet.com. If you want to sign up for advice on how to implement Flash2vote contact bsullivan@farmradio.org

**Quote of the Day**

"Education is like the connector of a car battery...it creates power" – Hon. Mensah Williams [*Female Member of the Namibian Parliament*](http://www.nou.edu.ng)

**VIEWS OF THE CONFERENCE BY PARTICIPANTS**

"The biggest thing about this conference for me is what radio interactive has done in this conference"

– Rosmond, ROOT FM 96.1, Jamaica

"The conference has been engaging, open, and interactive"

– Emmanuel Konjoh, Sierra Leone

"This conference has been so inspirational to me. Learned so much from other participants and shared my experiences"

– Sserabulga James, Uganda.

**HIGHLIGHT ON THE SESSION ON INNOVATION AND TECHNOLOGY.**

Participants who attended the session on innovation and technology were challenged by DR K. Balasubramanian who chaired the session to think beyond inputs, activities and outputs of open and distance learning to the outcomes and impacts on the learners. Here is a diagram:

PCF7 Exchange

Sign up for a table in PCF7’s marketplace of models, materials and technologies. Delegates will be milling about in the Exchange space in the Executive hall during the dedicated session. It takes place today between 11am and 12.30pm. Sign up for a table just behind the main poster display in the Abuja Hall.

PCF7 Roundtable

Sign up to host a roundtable on a particular topic and or a particular group of delegates if you think others at PCF7 will be interested to share ideas and have a discussion over lunch. Roundtables are delegate organized events. PCF7 will provide you a table in the area close to the main poster display for you to network and discuss with like-minded delegates. Sign up for a table just behind the main poster display in the Abuja Hall.