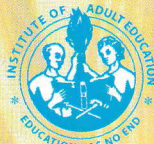




46TH DISTANCE EDUCATION ASSOCIATION
OF SOUTHERN AFRICA CONFERENCE AND
ANNUAL GENERAL MEETING, 2011



CONFERENCE PROGRAMME AND BOOK OF ABSTRACTS

Conference Theme

*“Enhancing Access and Success in Education through Open and
Distance Learning (ODL) in the SADC region”*

Sub-Themes:

1. *Promoting Education Provision for Special Groups through ODL*
2. *Roles of ICT in learning through Distance Education Programmes*
3. *Management of innovative ODL programmes*
4. *Collaboration and Partnership in Open and Distance Learning*
5. *Moving towards Relevant Meanings in Provision of Education through ODL*

30TH SEPT – 2ND OCT. 2011

Blue Pearl Hotel, Dar es Salaam Tanzania



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CONFERENCE PROGRAMME

DAY ONE: 30TH SEPT. 2011

0730 - 0800HRS	Arrival and Registration	All
0830 - 1005HRS	Opening Plenary Session	Guest of honour H.E. President of the United Republic of Tanzania
1010 - 1040HRS	Health break	All
1040 - 1110HRS	Keynote address	Prof. O. Jegede, Secretary General AAU
1110 - 1120HRS	Discussant	Prof. S. Modesto, BOCODOL
1120 - 1150HRS	Discussion	All
1150 - 1200HRS	Split to Parallel Sessions	Secretariat/All

PARALLEL SESSIONS

VENUE	CRYSTAL HALL	TANZANITE HALL	RUBY HALL	DIAMOND HALL
SUB-THEME	Promoting Education Provision to Special Groups through ODL	1. Roles of ICT in learning through Distance Education Programmes 2. Collaboration and Partnership in Open and Distance Learning	Management of innovative ODL programmes	Moving towards Relevant Meanings in Provision of Education
CHAIRPERSON	Nilsa A.I.E.P. Cherinda	Dr Honoratha Mushi	Mr. L. Katoba	Prof. Maurice N. Amutabi
	Science teacher training for skills retention in rural schools through ODL: A lesson from Bindura University of Science Education's Virtual and Open Distance Learning programme in Mbire and Guruve Districts of Zimbabwe (<i>Misheck Mhishi</i>)	The impact of ICT in learning through distance education programmes at Zimbabwe Open University (<i>ZOU</i>). (<i>John Mpofo, Sydad Chimhenga & Dr. Onias Mafja</i>)	The participation of the community in the ODL Programs: a case of the distance education for children in the Gaza Province- Mozambique. (<i>Artur Saúde</i>)	Viewing entrepreneurship education on different dimension: Reflection from IPPE programme in Tanzania. (<i>Beilingtone Mariki & Leonia Kassamia</i>)
1200 - 1300HRS	Distance Education, as an opportunity for in service teachers/people in rural areas. (The case of the Catholic University of Mozambique - UCM). (<i>Horácio Manuel Vungu</i>)	The Role of Emerging Technology in Open and Distance Learning in Tanzania (<i>Baraka Said Kionywaki</i>)	Making Open and Distance Learning Appealing to Ordinary and Advanced level students: a case of the Zimbabwe Open University. (<i>Bukaliya Richard</i>)	A re-appraisal of the concept of "gender" in Africa-centred culture and philosophy: A Zimbabwean perspective. (<i>Dr Augustine M Trivangana</i>)

VENUE	CRYSTAL HALL	TANZANITE HALL	RUBY HALL	DIAMOND HALL
1200 - 1300HRS	Upgrading specialist teachers using open and distance learning in Malawi an attempt to return them in a challenging field which is largely associated with stigma and discrimination. (<i>Greystone Jennyson Alindiamao</i>)	Sustainable models for collaborations and partnerships in Open and Distance Learning: A case of Zimbabwe Open University. (<i>Dr. Leonorah Tendayi Nyaruwata</i>)	Provision of counseling service to learners studying through Open and Distance Learning in Tanzania. A lesson from the Institute of Adult Education. (<i>Genoveva Ntiluhaka</i>)	Effectiveness of Electronic Information Resources Skills Training for Lecturers on Pedagogical Practices and Research Productivity. (<i>Crispen Bhukuvhani and Blessing Chiparausha</i>)
1230 - 1300HRS	DISCUSSION			
1300 - 1400HRS	LUNCH BREAK			
CHAIRPERSON	Professor D. Chakuchichi	Dr. Onias Maifa	Professor Ezra Maritimu	Dr. Wilberforce Meena
	Challenges that students with disabilities experience when pursuing programmes with Zimbabwe Open University (ZOU). (<i>Jane Mutasa & Judith Tafangombe</i>)	The role of satellite and video conference broadcasts in bridging the gap between the students & ODL institution for teaching and learning: the case of the university of south Africa. (<i>Kingsley Mokomane</i>)	Re-tooling Open and Distance Learning institution to survive intense competition in university education: Answering the challenges in the Zimbabwe Open University's Masvingo regional campus. (<i>Dumbu Emmanuel, Chadamoyo Patrick & Musingafi Maxwell</i>)	Self-Built Experimental Projects (SBEP): Curriculum Engineering for Science Practical Work in Open and Distance Learning Environment. (<i>Crispen Bhukuvhani</i>)
(1400 - 1530HRS)	Possible strategies in provision of education to special groups through ODL in Tanzania. A case study of Lindi region. (<i>Joyceline A. Semwenda, Belingtone E. Mariki & Regina Gilbert</i>)	Access and success in e-learning in the Zimbabwe Open University (<i>Chiome Chrispen</i>)	Moving from Paper to Electronic Records: Strategies for managing electronic records in ODL. (<i>Kudzayi Chiwanza, Godfrey Tsuvura</i>)	Factors Affecting Dropout Rate among Undergraduates Nursing Science Students through Open and Distance Learning. (<i>Mzengi Junior & Mayida Anna</i>)

VENUE	CRYSTAL HALL	TANZANITE HALL	RUBY HALL	DIAMOND HALL
(1400 - 1530HRS)	An Investigation of the Performance of Open and Distance Learning Students: A Case Study of the Pre-entry to Tertiary Education (pete) Programme at NAMCOL (Joel Kavetuna & Tutaleni Nampila)	Universitising the Nation: A Critique of the use of ICT for Open and Distance Education. A case of the Zimbabwe Open University (Chipo Chirimuuta & Tichaona Mapolisa)	Student perceptions of Student Support Services in Open and Distance Learning: A case study of Zimbabwe Open University, Masvingo Regional Campus. (Ngara Rosemary, Ngwarai Richard (2))	Teacher training: Challenges of training face to face teachers to teach in ODL based on Web. (Lina Sara Chovano do Rosário)
	Open Distance Learning and Web Accessibility for Special Groups (John Marco Pirna)	Collaboration and partnership between various stakeholders in provision of ODL to University students and eliminate a mismatch of graduates in the labour market. (MafumbateRacheal, Chikukwa Herbert)	Personal Responsibility Orientation (PRO) model as a learner support tool for distant learners: Case study of distance learners at the University of Swaziland. (Peles L. Biswala)	The Challenges of Teaching Sciences through Open and Distance Learning. (Manyanhoire Itai Offot and Chitura Miriam)
1440 - 1530HRS	DISCUSSION			
1530 - 1600HRS	HEALTH BREAK			
CHAIRPERSON	Professor Bisanda	Dr. Kassim Nihuka	Dr. C. Muganda	Dr. A. Tirivangana
(1600 - 1730HRS)	Financing distance learners from marginalised communities: The case of open schooling in Botswana (Godson Gatsha and Tiyedze S. Kamodi)	ICT in ODL: Arresting Technophobia in the Bachelor of Arts (English and Communication) programme at the Zimbabwe Open University (Angeline M. Madanganda and Anna Chitanda)	Management of innovative ODL programmes: Leadership with eyes and hearts wide open. (Mupa Paul, Chabaya Raphinas Alexander, Chiome Chrispen (4))	Possibility of Integrating Academic with Vocational Skills in Open Schools: Critical Reflections. (Dr. Wilberforce E Meena)

VENUE	CRYSTAL HALL	TANZANITE HALL	RUBY HALL	DIAMOND HALL
	<p>The Disabled and the Marginalised in Zimbabwe: Navigating and Re-negotiating their Marginality in Education (<i>Kudzai Biri</i>)</p> <p>Increasing Access to Education through Open and Distance Learning: A Call for a Shift in Attitudes of People with Disabilities (<i>Phillipa Mutswanga, Shepherd Mutsau (3)</i>)</p>	<p>The challenges of teaching statistics in virtual environments through ODL (<i>Milisa A. J. E. Pondja Cherinda</i>)</p> <p>Interrogating the Prospect of E-Learning in Open and Distance Education in Tanzania: Providing Needs and Material Assessment. (<i>Dr. Elinami Swai</i>)</p>	<p>Examination Management as A Way of Achieving Quality Assurance in ODL Institutions: The Case of Zimbabwe Open University. (<i>Dr. Onias Mafa, Enna Sukutar Gudhlanga</i>)</p> <p>Motivating factors associated with participation in distance learning programmes: Case study of Bachelor of Education adult learners at the University of Swaziland. (<i>Phumelele Mamba, Peles L. Biswalo</i>)</p>	<p>Management of ODL Programmes - The Practicum and Portfolios: Challenges and Opportunities for ZOU Students in Masvingo Region. (<i>Richard Ngwarai and Rosemary Ngara</i>)</p> <p>An Assessment of The Bachelor of Early Childhood Development Degree Programme in its Initial Stages at Zimbabwe Open University. (<i>R. Ngara, R. Ngwarai (3)</i>)</p>
(1600 - 1730HRS)				
	<p>Developing effective learning material to students with Hearing Impairment (HI) through ODL in Zimbabwe. (<i>Mr Sylod Chimhenga, Mr John Mpoofu, Dr Onias Mafa</i>)</p>	<p>Collaboratively partnering Non Governmental Organisations in Open and Distance Learning for community development: The case of ZOU Masvingo Regional Campus. (<i>Chikukwa Herbert, Mhute Isaac & Mafumbate Rachael</i>)</p>	<p>ODL Students orientation paradigm. Induction into open and distance university learning: Challenges and Possibilities. (<i>T.L. Chinyanganya, J. Muguti, R. Kasowe, T.M. Chinye</i>)</p>	<p>Challenges being experienced by undergraduate students in conducting research in Open and Distance Learning. (<i>Trichaona Mapolisa, Onias Mafa (2)</i>)</p>
1640 - 1730HRS	DISCUSSION			
1730HRS	END OF DAY ONE			

DAY TWO: 1 ST OCT. 2011				
0730 - 0800HRS	Arrival and Registration All			
0800 - 0830HRS	House keeping issues LOC secretariat			
0830 - 0840HRS	Recap of day one Dr. Godson Ggatsha			
0840 - 0910HRS	Keynote address Prof. T. Mbwete, President - African Council for Distance Education			
0910 - 0920HRS	Discussant Prof. Monthoto Lephoto, National University of Lesotho			
0920 - 0950HRS	Discussion All			
1000-1030HRS	HEALTH BREAK			
PARALLEL SESSIONS				
VENUE	CRYSTAL HALL	TANZANITE HALL	RUBY HALL	DIAMOND HALL
SUB-THEME	Promoting Education Provision to Special Groups through ODL	1. Roles of ICT in learning through Distance Education Programmes 2. Collaboration and Partnership in Open and Distance Learning	Management of innovative ODL programmes	Moving towards Relevant Meanings in Provision of Education
CHAIRPERSON	Dr. Isaac Mhute	Dr. Elinami Swai	Dr. W. Anangisye	Dr. Leonorah Nyaruwata
(1030 - 1300HRS)	Challenges faced by Zimbabwean Students with Visual Impairments in Open and Distance Learning (<i>Tabulani Mpofo</i>)	The Role of Semantic Digital Libraries in Promoting Open and Distance Learning. (<i>Wandwossen M. Beyene, Dydimus Zengenene</i>)	The role of programme leaders in the management of Open and Distance Learning (odl) programmes in the department of education of the zimbabwe open university. (<i>Tichaona Mapolisa, Nelson Chibvonga Madziyire</i>)	Factors influencing the Effective provision of Education through ODL – implications for Leretholi Polytechnic. (<i>Dr Tsibetso Margaret M'amokheseng Mpoaa</i>)

VENUE	CRYSTAL HALL	TANZANITE HALL	RUBY HALL	DIAMOND HALL
(1030 - 1300HRS)	The Responsiveness of ODL Services to the Needs of Students with Disabilities at Zimbabwe Open University: The Case of Harare Region. (<i>Lincoln Hlatywaya, Angeline M Madongonda, Lilian Chaminuka & Beaven H. Mutamiswa</i>)	Beyond the glass ceiling lays a precarious glass cliff emanating from e-learning: A case study. (<i>Chabaya Raphaelos Alexander, Chiome Chrispen, Mupa Paul</i>)	Life long learning and e-learning in Tanzania: A globalisation potential to shape sector through ODL? (<i>Newton Kyanda</i>)	Investigating teachers' experiences as learners' in a distance learning program. (<i>Zeenat Shariff and Isabella Apiya</i>)
	The Impact of Policy on Access to Education for People Living with Disabilities in the Zimbabwe Open University (<i>Thomas M. Kaputa</i>)	Use of ICT in Diploma Programme Offered through ODL at the Institute of Adult Education: Possibilities and Barriers. (<i>Rashid Chuachua</i>)	An analysis of how students perceive student support in the Zimbabwe Open University: A Case of Intake Two BSc Physical Education and Sport Students at the Harare Region. (<i>Tinny Margaret Muswazi</i>)	Supervisors' Experiences in Supervising Postgraduate Education Students' Dissertations and Theses at the Zimbabwe Open University (ZOU). (<i>Tichaona Mapolisa, Onias Maja</i>)
1110 - 1140HRS	Transforming Attitudes of Learning Institutions Towards People with Disabilities to Enhance Access to Education through Open Distance Learning; A Case of Zimbabwe Open University. (<i>Phillipa Mutswanga, Shepard Mutsau (2)</i>)	Harvesting the low hanging ODLFruits in TEVET in Zambia. (<i>Harmweete Webster</i>)	Provision of Quality Secondary Education through ODL in Tanzania: The Experience of Institute of Adult Education (IAE). (<i>Genoveva Ntluhoka, Mary Kimathy</i>)	Continuities of Colonial Education in African Literature: Interrogating Western Notions of Literature and Culture and their Applications to Africa. (<i>Dr Augustine M Tirivangana</i>)
	DISCUSSION			

VENUE	CRYSTAL HALL	TANZANITE HALL	RUBY HALL	DIAMOND HALL
1140 - 1230HRS	<p>The Convention of the Rights of People with Disabilities (CRPD) as a Trigger for Inclusive Open and Distance Learning. (Professor David Chakuchichi)</p>	<p>The use of ICT in Distance Education for Higher Education: A case study of Hanyang Cyber University. (Bellington E. Mariki and Dr. Fideleis Mafumiko)</p>	<p>Learner support: services, a linchpin to students' retention and success in Open and Distance Learning (ODL). The Zimbabwe Open University experience. (Chadarmoyo Patrick, Dumbu Emmanuel, Musingafi Maxwell & Chabaya R.A)</p>	<p>Disambiguating Taxonomies in ODL. (Dr. Honoratha Mushi)</p>
	<p>Female Participation in Mathematics and Statistics Programmes by ODL. Challenges and Experiences. (Chitura Miriam Manyahaire Itai Ojfat)</p>	<p>Moving from one ODL platform to mobile phone supervision: A case of counselling Practicum in the Zimbabwe Open University. (Thomas M. Kaputa and Lilian Chaminuka)</p>	<p>Provision of research support services to ODL learners by tutors: focus on the Zimbabwe open university's bachelor of education (educational management) research students' supervision experiences. (Tichaona Mapolisa)</p>	<p>Identification of probable ways to raise the quality of learning outcome among ODL learners at the Institute of Adult Education (IAE) in Tanzania. (Priscilla S. Safari)</p>
	<p>Opportunities and Challenges of women's participation in Open and Distance Learning: A Case of the Zimbabwe Open University's Matabeleland North and Bulawayo Regions (Enna Sukutai Gudhlanga, Sian Newsome Magadza & Dr. Onias Mafa)</p>	<p>Zimbabwe Open University's Bachelor of Education (educational management) Students' Attitudes on the use of ICT in their studies. (Tichaona Mapolisa, Chipso Chirimuuta)</p>	<p>Monitoring and Evaluation of face to face classes at the Namibian College of Open Learning (NAMCOL) in the Kavango Region. (Conrad Lilema Mbaimbai)</p>	<p>Making a Case for Open and Distance Learning in Kenya: Possibilities and Prospects. (Prof. Maurice N. Armutabi (PHD))</p>

VENUE	CRYSTAL HALL	TANZANITE HALL	RUBY HALL	DIAMOND HALL
1140 - 1230HRS	Promoting higher education provision for women through Open and Distance Learning: Lessons from ODL female graduates in Tanzania (Professor Eustella Bhalalusesa)	How computer based teaching enables communication in distance education: a case study at the University of Namibia. (Dr. Trudie Frindt, Elise Venter and Jack Egan)	Enhancing access and success: Catching the early walker in ODL systems: potential antecedents of rapid student exit from degree programmes and retention strategies. (Mupa Paul, Chabaya Raphinos Alexander, Chiome Chrispen)	Science Education through Virtual and Open Distance Learning: Science Practical Work Instructional Technologies Use Audit. (Crispen Bhukuvhani, Misheck Mhishi and Daimond Dziva)
	Promoting Education Provision for Women through ODL in the SADC region: Discovering limitations and improvement strategies (Mupa Paul, Chabaya Raphinos Alexander, Chiome Chrispen (2))	ZOU's Collaboration and Partnering with other Ministries and Non Governmental Organisations to manage school drop outs and out of school pupils through the ODL mode in Gokwe South and Gokwe North rural areas. (Phillipa Mutswangwa Shepard Mutsau)	Leadership Skills in ODL: Perceptions of Lecturers at Masvingo Zimbabwe Open University. (Rosemary Ngara and Richard Ngwarai)	Quality Assurance in Distance Education through Tutor Training. Experience from the Institute of Adult Education. (Mugabe Mtani)
1230 - 1300HRS	DISCUSSION			
1300 - 1400HRS	LUNCH BREAK			
CHAIRPERSON	Professor Bhalalusesa	Dr. Honoratha Mushi	Dr. Anangyise	Dr. Wilberforce Meena
(1400 - 1530HRS)	Learning Practice in ODL for Students with Disabilities. A case Study of the Open University of Tanzania . (Hilda Pembe)	Open and Distance Learning Tertiary Institutions Network: Lessons From Lesotho. (Boitumelo C. Rasethuts'a, Thabo D. Seturumane)	Learner Support services in ODL: Using Mobile Technology as support service for the invisible student. (Mupa Paul, Chabaya Raphinos Alexander, Chiome Chrispen (5))	Accreditation of Prior Learning experiences of adult Learners in Open and Distance Learning. (Thomas M. Kaputa (2))

VENUE	CRYSTAL HALL	TANZANITE HALL	RUBY HALL	DIAMOND HALL
	Improving Education of Lesotho Marginalized and Vulnerable groups through Open and Distance Learning (ODL). <i>(Mabakuena Leonia None)</i>	Challenges Facing Open University of Tanzania students in using Information Technology Communication Technology <i>(Harrieth Mtae and Wambuka Rang'i)</i>		Assessment in ODL: Practices, Opportunities and Challenges. <i>(Rosemary Ngara, Richard Ngwara)</i>
	The language question and the education of the disadvantaged through ODL. <i>(Dr. Isaac Mhute, Herbert T. Chikukwa)</i>	Unmasking the role of collaboration and partnerships in Open and Distance Learning systems <i>(Mupa Paul, Chabaya Raphaelos Alexander, Chome Chrispen (3))</i>		Overcoming the Prison Walls: ODL a Viable Learning Approach among Tanzanians Inmates <i>(Starslaus Ntibara)</i>
(1400 - 1530HRS)	Open and Distance Learning: Viable Option for the HIV infected and affected children in Zimbabwe <i>(Molly Manyonganise)</i>	Teachers' and Students' Perceptions on the Use of Mobile Phones as a Tool for Open and Distance Learning in Tanzania <i>(Ayoub Kafyullo and Petra Fisser)</i>		
	Empowering the Zimbabwean tobacco farmer through open and distance learning: The MM model <i>(Mlido Mavesera)</i>	Roles of ICT in Learning through Distance Education Programs A Case Study of the Open University of Tanzania <i>(Sarfaraz Ahmad)</i>		
1440 - 1530HRS	DISCUSSION			
1530 - 1600HRS	HEALTH BREAK			
1600 - 1715HRS	CLOSING PLENARY SESSION			

BOOK OF ABSTRACTS

SUB-THEME: PROMOTING EDUCATION PROVISION TO SPECIAL GROUPS THROUGH ODL

Science teacher training for skills retention in rural schools through ODL: A lesson from Bindura University of Science Education's Virtual and Open Distance Learning programme in Mbire and Guruve Districts of Zimbabwe.

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Schools in remote parts of Africa face difficulties in attracting and retaining qualified teachers (Mulkeen, 2005). This Case Study assessed the motivations of 76 randomly selected pre-service science teachers from Mbire and Guruve Districts learning at Mushumbi Centre, in Zimbabwe, to study under the Bindura University of Science Education (BUSE)'s Virtual and Open Distance Learning (VODL) programme, the challenges they faced, their views on how instruction under the programme can be improved and their deployment preferences after graduation. The districts are located in the remote Zambezi Valley which is characterized by poor infrastructure, pests and diseases, frequent attacks by wild animals on people, domestic animals and crops, harsh climatic conditions and seasonal floods which make it very difficult to attract and retain qualified teachers. Through targeted recruitment, BUSE's VODL programme sought to train relief teachers already serving in the area in the hope that personal history and family connections would entice them to continue teaching in these areas after attaining their teacher certification (Black, et al, 1993; Craig, Kraft and Plessis, 1998). A questionnaire with closed and open ended questions was used to collect data. The open ended questions were analysed using qualitative methods whilst the closed ones were analysed using SPSS Version 16. Results obtained indicate that a shortage of funding and reading materials, notably textbooks, modules and other reference books as well as library facilities was the major handicap as cited by 68.4% of the pre-service teachers. The pre-service teachers were motivated to join the BUSE VODL science teacher education programme for personal and for professional development reasons. It was also revealed that the students, a majority of whom had taught for two or more years in the district, prefer deployments in the area after graduation. The study, therefore recommends that deliberate efforts be directed towards targeted recruitment of school leavers and relief teachers from the

disadvantaged rural areas who possess the requisite minimum entry qualifications to train as science teachers in order to improve teacher retention in remote areas. Further research into the intrinsic problems in BUSE's VODL programme and a close scrutiny of its course development techniques is also encouraged. This will enable BUSE to identify the methods best suited to their VODL programme as well as to overcome some of the problems encountered by both the students and the institution.

Key words: Distance learning, skills retention, rural schools and targeted recruitment.

Distance Education in Mozambique (the case of UCM-CED)

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One of Definition.

Distance education or distance learning, is a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom (Wikipedia). Our institution the Catholic University of Mozambique UCM, has embarked on distance education to attend the demands from students who are in service Teachers in rural areas of the Country that have only secondary level of education but they also are teaching students of secondary schools. At same time they can't live there students and go to big cities to do tertiary level and/or train under conventional educational institutions. In this abstract I will show to the participants in this conference of DEASA how our vision, mission and motor are going on or are being implemented in Mozambique. Also I will introduce briefly where Mozambique is located on the world and in our Continent. Our pedagogic model, as my colig Geral Henzinger in his presentation during 6th e-Learning Africa conference at Mlimani City said, is principally paper based. In this abstract I will focuses on how the issuers related to QA such as staff development, infrastructures including ICT, tutors train, design and material development, material delivering method, students support services, tutorials and its schedule, Lerner assignment and assessment and evaluation as all, are taking place in our context.

Upgrading specialist teachers using open and distance learning in Malawi an attempt to return them in a challenging field which is largely associated with stigma and discrimination

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This paper examines the challenges that Special Needs education sector faces and how training teachers through ODL Programme has been seen as the solution to motivate and professionally develop specialist teachers amid growing concern that the teachers are leaving the sector for greener pastures leaving the special schools and resource centres unattended after securing advanced training through other colleges. It also examine challenges that the ODL programme is facing is containing the pressure where most specialist teachers are interested to embark on the programme which has the capacity of only enrolling 90 out of 790 applicants that tendered their application the first time the training vacancy was advertised in 2010. This paper also highlights the challenges that are faced in financing the programme from the government line budget where some line items are not present in government established list of itemized budget.

Using two audio interviews and the data gathered from 2011 SEN ODL students, the author brings to light the serious challenges that the SEN ODL programme is facing in Malawi. Using case trend of one special school the author poses a big question which the interviewees are cautioning the policy makers and managers in the ministry of education to avoid nursing high expectations concerning the impact of SEN ODL programme as a tool to return teachers in the field of special needs in Malawi.

The author also discusses the impact global economic downturns as they are experienced through fuel shortage currently experienced in Malawi and how they influence educational activities.

Challenges that students with disabilities experience when pursuing programmes with Zimbabwe Open University (ZOU).

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The purpose of this study was to establish the challenges that confronted students with disabilities as they undertook studies with ZOU. The challenges were those that related to all processes that students interacted with from admission to completion of studies.

A case study design used throughout this qualitative study. Interviews were conducted to elicit the needed data. There were 19 participants drawn from seven of the ten regional centers of (ZOU). Categories of students with disabilities comprised those with Visual, hearing, physical impairment and mental health challenges. Literature review focused briefly on curriculum modification, barriers in studying through the ODL mode and on technological issues. A number of challenges were identified but staff members and students were resolute in their pursuit of achieving desirable outcomes in study endeavors. Main challenges were on financial constraints, accessing the physical environment of some regional Centers, not being well versed in utilizing technological devices, shortage of technological devices, failure to modify study materials and examination writing challenges. Details on challenges faced show that students were dropping out of programmes because of financial constraints. A number of them had not received their past semester results owing to failure to pay up the fees. Students with physical impairments were finding it difficult to reach the regional offices as lifts had long broken down and the offices on third floor could only be reached by stairs. Staff members and students needed more staff development courses on technological devices operation and exposure to the other related information. The institution and students lacked technological equipment such as computers and other hard and soft ware materials to establish a sound system for functioning. Study materials were only partially modified for the visually impaired. There was need to do more in these aspects. Students also expressed that they needed more assistance in assignment completion and exam writing support.

Possible Strategies in Provision of Education to Special Groups through ODL in Tanzania. A case study of Lindi Region

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The right to education is the universal right and it is recognised by Tanzanian constitution (URT, 1977). ODL is needed to make a visible change in the lives of the special group who were left behind for a prolonged period due to poverty, lack of awareness, cultural aspect and physical disabilities. This study focuses on identifying learning needs of various special groups in Lindi region and come up with possible strategies to meet them through ODL. The study employs the use of qualitative and descriptive research design. Participants will be purposively selected as key

informants. Interviews and questionnaires will be administered to capture information on the real needs of the special groups in the region. Data analysis will be done using content analysis and presented in figures and narrations. Recommendations for the study will base on what inspires on the environment of the special groups in the study area.

Key words: Special groups, ODL

An investigation of Performance of Open and Distance Learning students: A case study of the Pre-entry to Tertiary Education (PETE) Programme at NAMCOL

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The Namibian College of Open Learning (NAMCOL) was established 13 years ago by an Act of Parliament to address open and distance education needs in Namibia. NAMCOL started with 16 640 learners in 1997 and last year the number of learners stood at 31809. The PETE programme at NAMCOL grants students the opportunity to rewrite to be admitted into institutions of Higher Learning, and be able to cope with curricula demands at tertiary level. The research will investigate the performance of the PETE learners against the NAMCOL grade 12 learners. It will analyse the effectiveness of the learner support systems (LSS) of the PETE programme and explain how the lessons learnt will be used to develop more effective learner support systems and thus increase success amongst the NAMCOL grade 12 learners.

Open Distance Learning and Web Accessibility for Special Groups

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Open and Distance Learning (ODL) is now sophisticated with ICTs, and an inclusive society is now inevitable even in Africa. Web accessibility is one of the platforms that call for every state across the global to ensure that any public websites including e-learning systems are accessible to people with all abilities and disabilities. This in turn, promotes the provision of education and training for special groups such as people with disabilities, marginalized and vulnerable and thus ensures fully utilization of the ODL services. In this paper, the author examines levels of conformance by e-learning systems in ten countries, seven of which are African States, one from Asia and two from Europe, which are also signatory to the treaty on the Rights of People

with Disabilities which recognizes the Web Content Accessibility Guideline 2.0. This study was conducted between March and June 2011 and the results showed that majority of e-learning systems do not conform to web accessibility guidelines. Sites in countries with stronger disability laws did better than those with weak disability laws. The author recommends for stronger legal frameworks that are tagged on creation of awareness and operational policies to ODL are for all peoples.

Key words: Web Accessibility, ODL, WCAG, W3C

**Financing distance learners from marginalised communities: The case of open schooling in Botswana
(Work-in-progress)**

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Distance learners from marginalised communities in Botswana face financial challenges when it comes to learning through the open and distance learning mode. The Botswana College of Distance Learning (BOCODOL) provides open schooling and attracts learners from marginalised communities. This study used official records, document review and interviews with key informants. Graphical presentation of data allowed for statistical analysis which was combined with narrative analysis of qualitative data to arrive at conclusions on what obtains at BOCODOL with regard to financing of distance learners from marginalised communities. Whilst funding efforts by a few non-governmental organisations, Botswana Prisons Services and the University of Botswana San Research Centre, were noted, distance learners from the San communities are not treated differently from other distance learners when it comes to funding by the ODL provider. However through a remote learner support strategy funding and personnel are provided to all distance learners classified as remote learners inclusive of those from the San communities. Funding for sustaining remote learner strategy is inadequate and permits only a few distance learners from the San communities to successfully compete for tertiary education spaces; hence they still remain at the bottom of the social class with very remote chances of ever changing their social position within the Botswana society. In view of the inadequate funding for distance learners from the San communities, the study recommends more political advocacy, institutional ODL financial policy reforms, more strategic public and private partnerships and collaborative measures with Non-governmental

organisations. Further, open schooling institutions should make budget allowances for addressing equity issues for distance learners from marginalised communities. Institutionally based action research in financing of ODL activities and scholarships for deserving distance learners from marginalised communities is highly recommended.

The Disabled and the Marginalised in Zimbabwe: Navigating and Re-negotiating their Marginality in Education.

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The move to facilitate women to access education and empower them against the socio-cultural and economic ills that disempower and marginalise them has been realised in Zimbabwean government universities. However, the persons living with disabilities remain marginalised and they seem to have escaped the attention of the public. This paper argues that persons living with disability and marginalisation have been considered in Zimbabwe educational system through the Open and Distance Learning (ODL). However, there is lack of special attention to their variety of educational needs. University of Zimbabwe disabled students have provided fertile ground for establishing the complex challenges that they face hence navigating and re-negotiating marginality in the educational dimensions through ODL.

Increasing Access to Education through Open and Distance Learning: A Call for a Shift in Attitudes of People Disabilities.

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The paper's thrust is to invite a debate on the concept that the first step to changing your world is changing your mindset first in view to of the extent to which people with disabilities can access education through Open and Distance Learning (ODL). The history of disability suggests that although policies and legislation have tried to transform educational aspects of disability through varied models of disability it is still research evidenced and experience supported that societal attitudinal impacts have derailed the accessibility of people with disability to educational issues. The history of people with disabilities has remained a history of silence. People with disability have even to date despite the advert of inclusion remained marginalised by those who are themselves marginalised too. People with disability are classified

as out of norm hence we seem to forget that when the hormonal system crumbles down similar disability will catch up with each one of us, indicating that disability is a condition that does not have boundaries but an experience that shall be experienced by all of us in one way or other at some stage in our lives. We should therefore not allow body differences to benchmark our essential humanity, thus disability should be described as a normal condition. Such a view is likely to enhance the access to education through ODL for people with disability and improved technological ODL delivery services. The research was qualitatively obtained from 30 participants using snowballing and random sampling. In depth interviews, document analysis was used to determine how ODL can ensure a paradigm shift in that attitude changes learning of disabled students. The results indicated that (1)ODL provides a window for education of disabled students(2)ODL can change the attitudes and perceptions of both society and students (3)most students aware of how ODL can improve access to education(4ODL institutions are not well prepared to the disabled students service provision. It was recommended that (1) ODL institutions restructure themselves to meet the needs of the students with disabilities (2) ODL institutions to make self visible on disability studies through opening disability centre of excellence and taking a leading role on disability issues. It was thus concluded that, the students should change their attitudes towards self and embrace the opportunities ushered by ODL and reintegrated into the higher education system as equals.

Developing effective learning material to students with Hearing Impairment (HI) through ODL in Zimbabwe.

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Students with Hearing Impairment (HI) are experiencing learning problems in most institutions of Higher Learning in Zimbabwe. Access to colleges and universities is limited and where they are accepted, there are no facilities to cater for their needs, hence there is need to develop learning materials that enable these students to learn effectively through Open Distance Learning (ODL) especially with Zimbabwe Open University(ZOU). The few Hard of hearing students enrolled at Zimbabwe Open University and other Institutions of Higher learning have expressed difficulties in coping with their studies partly due to the fact that the learning materials used are tailor made for the mainstream form of education. The research will use a descriptive survey method to extract information from students with HI and find ways and solutions on how to develop effective learning materials through ODL in Zimbabwe.

Questionnaires and Interviews of students with HI, and lecturers /teachers will be used to collect data.

Key words: Hearing impairment, Hard of hearing, Open Distance learning, learning material

Challenges faced by Zimbabwean students with visual impairments in open and distance learning

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This paper examines the challenges faced by Zimbabwean students with visual impairment in Open and Distance Learning. The challenges were measured against user friendliness of its teaching methods, resources use by students with visual impairments and availability of mobility and orientation programmes in ODL. The research used descriptive survey method through the use of questionnaires and interviews to solicit relevant information from 102 (67 male and 35 female) students with visual impairments in twenty ODL tertiary institutions in Zimbabwe. The research found ODL modes of delivery are exclusionary in nature and short of simple assistive technologies that are needed by students with visual impairments. Besides the above most ODL institutions in the country operates without centers for students with disabilities. The research recommends that ODL adopts inclusive policies that caters for heterogeneous populations in order to improve economic and psychosocial life for all. Recommendations for future research are also made.

Key terms: Visual impairment, Open and Distance Learning.

The Responsiveness of ODL Services to the Needs of Students with Disabilities at Zimbabwe Open University: The Case of Harare Region.

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Prior to the inception of the Zimbabwe Open University (ZOU) very few students with disabilities were able to be accommodated in the available conventional universities due to a number of limitations. It must therefore follow that the introduction of Open and Distance University education by ZOU should have seen an increase in

opportunities for admission of students with disabilities in the university. This research interrogates the inclusiveness of ZOU's ODL services to students with disabilities twelve years after inception. This research employed the qualitative approach descriptive survey in particular. It sought to answer questions such as, are students with disabilities realizing their full potential through ODL? Structured interviews were used for data gathering purposes. Out of a total of 21 students with disabilities at the region a total of 20 were interviewed. A typological and logical analysis of data will be carried out. The results indicated that ZOU, Harare Region is not very responsive to the students with disabilities as it enrolls very few such students. While the students support services unit tries its level best to assist students with disabilities results showed that the university needs to do a lot in processes such as registration, tutorials, assignments and examinations. Recommendations made include the need to increase accessibility to the regional offices and to adapt the environment by putting ramps for wheelchair users. It was also recommended that special considerations be done in marking work of students with disabilities.

The Impact of Policy on Access to Education for People Living with Disabilities in the Zimbabwe Open University

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This study was on the impact of policy on access to education for People living with Disabilities (PWDs) in the ZOU. In 1991 the Special Rapporteur on Human Rights estimated that about ten percent (10%) of people in the world have a physical, mental or sensory impairment (Peters 2004). Habibi (1999) estimates that 1% to 5% of children and youth with disabilities attend school in developing countries from an estimated population of 120 million children and youths with disabilities in those developing countries. This may be an indicator of how low the number of youths and adults with disabilities attending tertiary education. These have always been at the peripheral of formal education but can policy give them access? A qualitative survey design using an open-ended questionnaire was used to collect data from the Chancellery, the Registrar's office, faculties, Student Management Centre, Materials Development Unit and Regions. Triangulation was through document analysis and semi structured interviews with selected members of each unit. After the collection of all the data, coding was done and themes were developed and analysed. Some data was reduced into numerical scores, quantified and presented. Findings show that few PWDs have access to ZOU due to policy on PWDs' deficiencies. It concludes that the impact has been in the form of very low numbers of PWDs within the ZOU

degree programmes. Although the ZOU has a draft policy on PWDs this has not been cascaded to all the other units and this has resulted in inadequate preparation for the PWDs. The study recommends that policy be redrafted and implemented to give access to PWDs, in line with inclusive education. This will reduce the negative impact and increase the positive aspects revealed by the study.

Key words: policy, impact, education, people living with disabilities.

Transforming Attitudes of Learning Institutions Towards People with Disabilities to Enhance Access to Education through Open Distance Learning; A Case of Zimbabwe Open University.

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The advent of ODL ushered in a new dispensation in the education system amid a society characterised by pessimistic perceptions on the abilities and people with disability. The twin processes of systematic exclusion and denial of disabled persons to access the education through the existing system has dampened the attitudes of the "disabled" and the "abled" persons' mind-sets on the disabled's educational abilities. The thrust of this paper is to demonstrate the centrality of ODL towards changing the people's attitudes on disabled's educational abilities by improving their access to education. Data was qualitatively obtained through semi structured interviews with 30 randomly sampled participants. Focus Group discussions and narratives were used to augment interview findings. Expected outcomes include, (1) positive attitude transformation leading to the (2) appropriate provision of ODL infrastructure and even in the conventional sector, resulting in increased enrolment due to increased access,(3) a total inclusion in the education system.

Learning Practice in ODL for Students with Disabilities. A case Study of the Open University of Tanzania

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The purpose of the study was to examine availability, accessibility and use of materials for students with disabilities in Open and Distance Learning at the higher institution. The study employed an explorative qualitative design with some quantitative elements. Purposive and random sampling techniques were used to select respondents. Forty

(40) respondents were involved in the study. Data was collected through documentary review, questionnaires and interview. The findings revealed that most of the students with disabilities depend only on the study materials especially students with visual impaired. The study revealed that students with disabilities failed to search learning materials due to poor infrastructure in most of libraries, book shops, internet café, shortage of funds and poor knowledge in using computer. It was suggested that government, communities and education institutions should work hard to eliminate all factors which hinder equal opportunities for people with disabilities to participate in learning process from primary schools to higher institutions.

Key words: Learning, Students with disabilities, Open and Distance learning

Improving education of Lesotho marginalized and vulnerable groups through Open and Distance Learning (ODL)

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It has been found that it is not easy for each Mosotho to be conventionally educated. Therefore, the Lesotho Distance Teaching Centre (LDTC) established 273 learning centers within the country with the aim of promoting education provision to vulnerable groups like: shepherds, primary and high school drop-outs, disabled and the sick (Lesotho Distance Teaching Centre 2008: Annual Report). The descriptive research design was adopted and observation and interview techniques were used to collect information for this paper. Findings on the role of each learning centre are discussed, conclusions made, and recommendations presented on strategies to be applied by the Lesotho Government to see each Mosotho educated by the year 2020 UNESCO Commission Lesotho April (2008, p.1, 5, 23) and <http://www.education.gov.ls>.

The language question and the education of the disadvantaged through ODL'

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The presentation focuses on the language question and the education of the disadvantaged through open and distance learning at tertiary level. It seeks to explore some of the difficulties associated with the teaching and learning of the disadvantaged through open and distance learning as a result of open and distance learning's language policies. The paper is based upon the presenters' observations

and experience in teaching some of the disadvantaged students through open and distance learning in Zimbabwe. The presenters have for years taught in open and distance learning. They have encountered difficulties in the teaching of disadvantaged students in the international language, English. They have also witnessed the difficulties experienced by these students in their endeavour to comprehend their modules as well as express themselves in tutorials, assignments and examinations. The paper expresses the situation and move on to demonstrate the unavailability of anything sacred in the use of English as the sole medium of instruction in open and distance learning. It is suggesting the implementation of a more liberal language policy in open and distance learning since the mission of open and distance learning is to ensure education for all. For instance, in the Zimbabwean situation, there may be use of the official language (English) as well as the two national languages (Shona and Ndebele).

Key terms: second acquisition, language question, open and distance learning, English language, Shona, Ndebele

Open and Distance Learning: Viable Option for the HIV infected and affected children in Zimbabwe?

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The importance of open and distance learning in affording access to education by vulnerable groups has never been more relevant than it is now across the globe. For a long time now, focus has been on how women and those already employed could continue furthering their education through open and distance learning. A blind eye seems to have been given to children who are infected with HIV and those that have been orphaned due to the pandemic in Zimbabwe. Many a time, such children find themselves out of school due to poor health or because they no longer afford to satisfy school demands. It is, therefore, the intention of this paper to find out if open and distance learning can be a viable option for these children to access education. Data relevant for this paper was gathered through questionnaires and unstructured interviews as well as general discussions and observations. The research established that the HIV infected and affected children are facing difficulties in as far as their education is concerned. In most cases these children are out of school due to illness or because they have to take care of ailing parents or guardians or because they have to fend for siblings. The research also established that even boys are now actively involved in taking care of their sick parents and guardians. With this scenario, most questionnaire respondents and interviewees felt that the introduction of open and

distance learning at the primary and secondary school levels if well-resourced can be a viable option in affording access to education by these children. However, notable challenges were highlighted. For example, respondents were concerned that the Ministry of Education, Sport, Arts and Culture is not capacitated to offer education at the above-mentioned levels especially with Zimbabwe going through the current economic as well as political turmoil. The paper recommended that introduction of open and distance learning at the primary and secondary schools in Zimbabwe should be seriously considered. It therefore becomes imperative that a policy to this effect be formulated.

Empowering the Zimbabwean tobacco farmer through open and distance learning: The MM model

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The land reform programme ushered in a new breed of farmers from diverse backgrounds. Though the government of Zimbabwe tried to complement the programme with inputs and a mechanisation scheme, production has however remained low due to lack of craft literacy and craft competency. It is upon realising that language is the vehicle of thought and intelligence upon which ideas are conceptualised, thoughts organised and memory systematised that a proposal to educate and train farmers through indigenous languages is made. According to Uju (2008) there is a correlation between language and poverty eradication. The study's objective was to empower farmers to contribute towards national economy. Aimed at establishing that modern knowledge and skills can be acquired in African languages, an exploratory survey guided by questionnaires, observations, interviews was used. Key findings were that language deficiency may lead to economic deprivation so it was recommended that education for national development be done in African languages.

1. SUB-THEME: (COMBINED)
2. ROLES OF ICT IN LEARNING THROUGH DISTANCE EDUCATION PROGRAMMES AND COLLABORATION AND PARTNERSHIP IN OPEN AND DISTANCE LEARNING

The impact of ICT in learning through distance education programmes at Zimbabwe Open University (ZOU)

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Zimbabwe Open University enrolls students from both urban and rural settings. The majority of students living and working in rural areas have limited or no access to computers and electricity as a result the use of information and communication technology (ICT) in the learning process is very limited. Though government has realized the importance of developing ICT for learning purposes, in practice very little has materialized in the provision of the ICT technology especially in rural areas. The majority of Zimbabwe Open University students have expressed difficulties in coping with their studies partly due to lack of supplementary reading materials from internet. The research will use a descriptive survey method to extract information regarding use of ICT from students living in rural areas and those in urban areas. Observation on what actually takes place in the library and learning process will be highlighted by the researching team comprising three lecturers who all work for ZOU. A contrastive approach will be used to compare the performance of students with access to internet with those without access to internet. Interviews of ZOU students and lecturers will be used to collect data.

The Role of Emerging Technology in Open and Distance Learning in Tanzania

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This study was carried out with the purpose of exploring the role of emerging technologies in Open and Distance Learning (ODL) in Tanzania. The Institute of Adult Education IAE was the focus of this study. Three objectives guided the study. The first being to determine techniques used by the IAE management to introduce emerging technologies at ODL study centres. Second objective was to determine the

contribution of emerging technologies in improving access of education through ODL and, third was to identify challenges face introduction of emerging technologies at ODL study centres. In conducting this study the following data collection instruments were used; interview, questionnaires, observation schedule and documentary review. Simple random sampling and purposive sampling techniques were used to get the respondents. Data collected were analyzed in such a way that they reflect a real situation. To facilitate this, the statistical package of social science (SPSS) a computer program was used to summarize the findings. Finally the conclusion and recommendation were drawn and proposed respectively so as to avert the prevailing challenges.

Sustainable models for collaborations and partnerships in Open and Distance Learning: A case of Zimbabwe Open University

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Zimbabwe Open University (ZOU) recognizes that forming collaborations and partnerships is both advantageous and necessary in order to compete at the global level. The study examined the models for collaborations and partnerships in open and distance learning. It sought to explore ZOU's models for collaboration and partnerships. Data were collected through document analysis and interviews; face to face email and or telephone. The data were analysed through content analysis. The study found out that most of ZOU's partnerships are inactive. The study recommends that ZOU develops systems to monitor and evaluate the collaborations and partnerships. It is concluded that ZOU does not have a documented process, policy specific to initiating and maintaining collaborations and partnerships as well as specific models to implement.

The role of Satellite and Video Conference broadcasts in bridging the gap between the students & ODL institution for teaching and learning: The case of the University of South Africa

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University of South Africa is an Open Distance Learning (ODL) higher education institution currently servicing over 290 000 students internationally. ICT play a major role in bridging the gap between the students and the institution. Unisa use

Video Conferencing and Television Broadcast to contribute towards the development and delivery of an appropriate and integrated technology enhanced learning environment relevant to service learners in both urban and rural areas. According to Rao, television & video conference are major interactive mediums for teaching and learning. The study determine the student's perspective to what extent does television broadcast and video conference bridge the gap between Unisa and the students. Quantitative approach was used. Questionnaires were distributed to students and data was analyzed and evaluated according to age, gender, benefit and distance. Majority of the students appreciate the use of these technologies. The technologies should be exploited to its full potential, e.g., integration with other mediums.

Access and success in e-learning in the Zimbabwe Open University

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The study sought to determine distance education students' experiences , access to and success in e-learning endeavours. The study was qualitative as the questionnaire used as a data-gathering instrument had both closed and open-ended sections that yielded qualitative data. The research employed the descriptive survey design. In this study, a sample of 158 distance education students from all faculties in the Zimbabwe Open University's Masvingo Regional Campus was extracted using the convenience sampling method. The study found out that while the majority of distance education students use computer related gargets such as cell phones and television remote control the majority of them did not have access to the computers and thus to e-learning. Success factors such as collaborative learning and quality e-content were heavily deflowered, marred and spoilt as the majority of them did not have e-mail addresses, had no skills in e-learning and hence could not communicate with other students and tutors on the internet. The students nevertheless were excited about e-learning facilities provided by the university. The study among others recommended that wide access to e-learning facilities by distance education students, extensive skills upgrading workshops targeting all students, e-learning support centre and e-learning course must be put in place to enable Zimbabwe Open University students to benefit from e-learning.

Universitising the nation: A critique of the use of ICT for Open and Distance Education. A case of the Zimbabwe Open University

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Open and Distance Learning has become the mode of acquiring higher education qualifications for most Zimbabweans whose full realisation of academic potentials was obstructed by circumstances beyond their control. With the introduction of Open and Distance Learning in Zimbabwe, almost every corner of the nation has been turned into a University where citizens study for and acquire university qualifications without necessarily residing at an institution. In a sense ODL is has proved a sure mechanism for enhancing the national talent pool. The need for degree qualifications, however, have also forced open and distance learning institutions of higher learning to adopt innovative strategies of dealing with the challenge at hand. To augment this noble cause, Information and Communication Technologies have registered their presence on this Open and Distance Learning platform. This challenge, thus, becomes a mammoth task considering that even the previously conventional University style age groups are quickly opting for distance learning mode of education. It is against this background that this paper attempts to address the question of ICTs in Open and Distance Learning in Zimbabwe, paying particular attention to Zimbabwe Open University. In the paper, concern is not so much on ZOU's ability to deliver, but on her capacity and efficacy in manipulating ICTs to achieve her already familiar task. With the new ICTs, can all the corners of Zimbabwe be turned into a virtual University? Are ICTs implementable in such terrains? The ODL terrain has been used to cover up for the deficiencies of the conventional universities that in most instances have tended to transplant the learners from their home areas to university campuses where they are supposed to be exposed to life-long knowledge and skills for competitiveness on the knowledge economic platform. Conversely with ODL qualifications (knowledge and skills are acquired in the context of the learner's locality). However, the million dollar questions that remain unanswered are: Are the ICTs enhancing the 'universitisation' of the whole of Zimbabwe? If so, to what extent are they accessible and affordable to the remote rural areas turned into Universities? Could the access of e-resources accessed through ICTs alleviate the learning material woes for both the students and the academic staff? The opportunities and challenges that accompany the use of Information and communication technologies by Zimbabwe Open University will also be explored. For purposes of carrying out this research this research, surveys will be carried out and general trends emerging will be analysed.

Collaboration and partnership between various stakeholders in provision of ODL to University students and eliminate a mismatch of graduates in the labour market

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Universities in Sub-Saharan Africa have churned high percentage of graduates who have not been appropriately employed within their area of specialization. The purpose of the paper was to explore the effectiveness of collaboration and partnership between various stakeholders in providing ODL to university students in order to eliminate a mismatch of graduates in the labour market. A mixed method approach was utilized to gather and analyze the data. Questionnaires and interviews were used to gather data. The study was conducted within six months. The study revealed that partnership and collaboration is of paramount in promoting ODL to university. A gap between stakeholders and universities was identified. The study recommends universities and government to liaise in terms of course designs and expectations on the labor market. A link between stakeholders and universities was recommended to synchronize programmes offered by universities leading to a proper match of graduates and labour market.

Keywords: Collaboration, Partnership, Stakeholders, Provision of ODL, mismatch, Labor market

ICT in ODL: Arresting Technophobia in the Bachelor of Arts (English and Communication) programme at the Zimbabwe Open University.

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This paper investigates the general fear of information and communication technologies by students in the Bachelor of Arts English and Communication (BAECS) at the Zimbabwe Open University (Harare/Chitungwiza Regional Centre). While efforts have been made to step up students' awareness and use of computers through e-learning as well as the teaching and learning of at least one course in computers, they have done little to allay the general phobia of new information technologies. The aim of this paper is to investigate the challenges that students face when handling and applying computer/ICT skills. There was general the general observation that BAECS students were failing the computers course in their numbers. The study thus

sought to find out the levels of technophobia amongst the students. It also investigate other factors that could explain the failure rate of the student. The aim was to find the possible ways of allaying the fear of the Computers in Language Literature and Communication course. This paper is both qualitative and quantitative in outlook and uses structured interviews as well as questionnaires. Data from questionnaires from students as well as views of the tutors and the ICT lab technician were analysed from interviews. Findings revealed that because of the nature of their studies that are not scientific in nature, BAECs students have a fear of the subject. The lack of a practical component in the module also attributed to the general lack of knowledge, interest as well as underutilization of computer technology. The computer module itself has not made the situation easier as many students revealed that it was not user friendly especially on students who do not work with computers everyday and do not have adequate exposure to computers. The BAECs students as a result have failed to take advantage of the vast amounts of information that can be drawn electronically from ICTs, the computers being chief of them all. The study recommended that BAECs students should be exposed to the crucial practical component of the computer skills course. At the same time the module should be split into two: one for basic computer knowledge and another for application of computer knowledge in Language, Literature and Communication. Due to the nature of ODL the students should recognize the power of ICTs where there is separation of distance and time between student and tutor.

The challenges of teaching statistics in virtual environments through ODL

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In the new era of information and communication technologies, everyday high technical tools appear which are strongly used in various branches, by society in general and particularly in educational environments, where distance education does not stay aside of this development. In this context, the present study makes an approach on the challenges of lecturing calculus syllabus, such as the case of applied statistics in LMS platforms, which are largely used by many institutions in their distance education systems, all over the world, as are the cases of the Universidade Nacional de Educação a Distância of Spain and Costa Rica, the Universidad Virtual de la red telemática em Habana of Cuba, the Universidad de Los Andes of Venezuela, among others. In the process of teaching and learning of applied statistics and other subjects of calculus in virtual environment some challenges are faced namely, i) write algorithms and mathematical formulas, ii) design of graphs and charts, iii) management of discussion

forums and chat online. Therefore, with this study we pretend to verify to what extent the use of the calculus sheet Excel facilitates the mathematical written communication in environments based on the Web. Araya (2007) points out that Excel is a package able to support in the teaching and learning of statistics. In our case, the study was carried out in two cycles during the action research. Two groups of the programme degree in Business Management of the Eduardo Mondlane University did take part on it. For data collection and analysis, two techniques were employed: (i) Inquiring technique using questionnaires and oral interviews; (ii) documental analyses from students work, interventions in discussion forums, chat, assessments, direct observation of the participant through a diary and field notes. The several techniques used were to ensure the triangulation method of data collection. Results have shown that the use of Excel facilitates grouping of large data, makes viable its synthesis and determination of statistical measures, saves time in calculations apart from facilitating the design of charts and graphs of different types among other activities. Although students did manage to present graphs, charts and determine statistical measures, one should incite them to understand the logic of data collection, organization, representation and its analysis as well as the interpretation and their meaning in real problems. One of the limitations of the study is derived from the fact that not all students did participate in all planned activities, i.e. the number of students that answered the pre and post questionnaire, forum discussion, chat and those who handed over the tasks was not the same.

Key words: Distance Education, Statistics teaching, LMS platform, Excel .

Interrogating the Prospect of E-Learning in Open and Distance Education in Tanzania: Providing Needs and Material Assessment

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There is no doubt that in order to have successful e-learning programmes, institutions need to have required equipment and qualified personnel. Many African universities tend to lack adequate equipment and personnel. When equipment is available, it is often obsolete. The personnel are often ill equipped and have to rely on software developed elsewhere. They also lack training. Also, universities do not provide for updating of skills of relevant personnel. These factors often create problems for effective implementation of e-learning programmers in African universities. Although some have acquired the latest equipment and technology through aid and other forms, there is a feeling that such equipment must be located in areas where it can be best utilized by e-learners. The unfortunate thing in Africa is that much of the

infrastructure is located in learning institutions and urban areas. This factor tends to undermine accessibility of learners who are not based in these institutions, as well as those found in remote areas. But there are other problems as well. For example, due to problem of internet connectivity and reliability, some scholars have argued that African universities are ill prepared for e-learning. In this paper, I argue that e-learning can succeed in Africa, if it is adapted to the local needs and conditions. In what I describe as a 'hybrid e-learning system', I propose a learning portal or portfolio where online resources can be combined with ordinary e-learning facilities such as e-mail addresses and CD-ROMs as well as soft copy (digital or electronic) handouts from lecturers to address the aforementioned incapacities and obstacles. I fault scholars who have examined inadequacies of e-learning in Africa using Western prisms and parameters, and using them to dismiss the admissibility and use of e-learning in Africa. I fault the arguments of scholars who have argued that Africa has not attained technical and material infrastructure to mount e-learning programmes. To counter their argument, I argue that support in regular learning where we use hard copy books and journals has not failed simply because we have not attained similar level of facilitation like in Western universities and institutions. I argue that even in regular learning, we have acute shortages of learning materials and inadequate staff but we still manage to produce quality learners. These are issues that my paper grapples with.

Collaboratively partnering Non Governmental Organisations in Open and Distance Learning for community development: The case of ZOU Masvingo Regional Campus

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Under normal circumstances community and economic development initiatives start with government or chambers of commerce setting goals for economic growth and taking steps to bring economic activities and projects to a particular community. However, the Zimbabwe Open University (ZOU) recognized that community economic development should be addressed through empowering community members (especially women and youths) who must participate in such economic activities. ZOU, in collaboration with LEADAFRIKA and a local NGO, RUDO, developed and implemented a programme to address issues of leadership development and eradication of poverty among women and the youths through projects to economically empower them. The Future Search Methodology was used in implementing this programme which ran for a full year.

Sixty members from self help groups (SHGs) around Great Zimbabwe and Lake Mutirikwi areas participated in the study. This study highlighted the impact that the programme made on the individual participants and their communities. Information about the contributions the women participants are currently making to the socio-economic development of their communities is expounded. The study further presented useful learning outcomes as to what happens when a higher education institution tries to be involved in community development programmes of this sort.

Key words: socio-economic development, community development programmes, economic empowerment, Future Search Methodology, poverty eradication

The Role of Semantic Digital Libraries in Promoting Open and Distance Learning

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The discipline of Library and Information Science is at a time of great transformation due to the advent of digital libraries perpetuated by the developments in information technology. Digital libraries are reshaping the way education material is communicated; thereby transforming scientific communication. This inevitably changes the nature of open and distance learning, offering both challenges and opportunities to administrators, researchers, tutors and learners. Digital library technologies are quickly evolving as well. This paper will explore how semantic digital libraries can be of great help in facilitating open and distance learning. It will introduce the concepts of digital libraries, semantic web technologies, as well as semantic digital libraries. Giving examples, it will explore how the power of the semantic web can be harnessed to promote open and distance learning through digital libraries in the context of challenges that face distance education in Africa.

Keywords: Digital Library, Semantic Digital Library, Semantic Web, E-learning, Open and Distance Learning, Distance Education.

Beyond the glass ceiling lays a precarious glass cliff emanating from e-learning: A case study

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Hopes for access and success in ODL were raised as the glass ceiling disappeared. However, this qualitative research with a phenomenological strategy, using a purposive sample of 89 rural based ODL students uncovers the robustness of the

glass cliff phenomenon beyond the equalizing slogan of ODL. The study unpacks an additional, and equally invisible, barrier beyond the glass ceiling emanating from e-learning. While the debate regarding the regeneration of ODL through technology rages on, new thinking emerged from this study that questioned the role of e-learning in equalizing opportunities. The divisive vectors of race and inequality appear to re-emerge via technology throwing into doubt equality of educational opportunities since technology was seen at best as stagnating and at worst putting minorities at the margins. The study argues that the emergence of a potential barrier above the glass ceiling could be a potential challenge to access and success in ODL.

Use of ICT in Diploma Programme Offered through ODL at the Institute of Adult Education: Possibilities and Barriers

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The experience gathered from most of the developed countries has proved that Information and Communication Technology (ICT) plays a vital role in Open and Distance Learning (ODL) to meet the requirements and expectations of the learners at a large scale. This paper intends to reveal the prevailing possibilities and barriers that IAE is facing towards its ambition to make use of ICT in its Diploma Programme currently offered through ODL. This is a qualitative study in which open ended questionnaires were administered to 39 learners and 6 IAE staff. The findings indicate that there are a number of possibilities and barriers for the IAE to integrate ICT into ODL context. The prevailing possibilities were the presence of support cooperate strategy, the presence of multimedia strategy, establishment of the ICT unit, the audio/radio production studio in place, internet connectivity among Folk Development Colleges (FDCs), the status of ICT infrastructure, willingness of FDCs management, and ownership of the mobile phones and computers. On the other hand, barriers cited by the sample include unqualified staff and learners in the area of ICT, lack of ICT infrastructure, frequent power cuts, and insufficient Internet Connectivity. Findings of the study attest the need for the IAE to build its institutional capacity in the area of ICT and use effectively the prevailing possibilities so as to integrate ICT into the ODL context.

Harvesting the low hanging ODL fruits in TEVET in Zambia

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This paper explores the possibility of adopting ODL as a mode of delivering technical education in the TEVET in Zambia with a view to harnessing the best out of ODL via the use of ICTs. Issues such as how learning as a process depends on availability and quality of instructional media were considered coupled with exploration of the quality of instructional media available on the global market and how these benefit the key stake holders.

The data for the research was collected through conducting a survey questionnaire targeted at key stakeholders such as the Training Managers and Lecturing Staff TEVET institutions, policy makers at MSTVT and TEVETA, Distance Education Planners and Lecturing staff at the University of Zambia.

This mode of training is feasible in the TEVET in Zambia as long as an ODL policy as well as the use of ICTS is integrated as pedagogical tools in institutions of learning

The use of ICT in Distance Education at Higher Education: A case study of Hanyang Cyber University

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This study was carried out at Hanyang Cyber University (HYCU) in the Republic of Korea. The study was intended to explore Hanyang Cyber University's experience in the use of ICT in Distance Education (DE) so as to learn best practices that could be adapted to researcher's home country Tanzania. The study was guided by two research questions: Firstly, ; How does HYCU use ICT in providing higher education at a distance? and secondly, what challenges are encountered in the course of using ICT in DE mode of delivery? Structured and unstructured interviews were used together data for the study. Findings revealed effective use of ICT in DE in terms of the software used -- Learning Management System (LMS), online interaction between students and teachers, and online assessment methods. Challenges revealed include difficulties in meeting online teaching and learning requirements and lack of human and material resource to undertake DE courses. The study recommends to Tanzania's

Higher Learning Institutions to try contextualizing the Learning Management System (LMS) used by HYCU's when establishing online study programme to ensure quality education provision through DE mode.

Key words: Information and Communication Technology (ICT), Distance Education, Higher education

Moving from one ODL platform to mobile phone supervision: A case of counselling Practicum in the Zimbabwe Open University

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This study looks at how mobile phones are used to supervise counselling practicum in the Zimbabwe Open University in Harare Region. The supervision of practical degree programmes in ODL is already a challenge. The use of emerging technologies like mobile phones as an additional mode of supervision into open and distance learning can bring novelty into this area. This case study focused on a counselling student who was attached to a local hospital. Data was collected through the student's personal accounts and interviews. Triangulation was achieved through interviews with supervisor at both the local hospital and the university. Findings show that the mobile phone is essential as an additional tool for supervising practicum during the actual intervention wherever anywhere. The study recommends that mobile phones be used to supervise practicums.

Zimbabwe Open University's Bachelor of Education (Educational Management) students' attitudes on the use of ICT in their studies.

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- The study sought to examine the Zimbabwe Open University's (ZOU) Bachelor of Educational Management) Students' attitudes on the use of ICT in their studies. Qualitative research paradigm anchored the study because of its usefulness of facilitating data gathering from human subjects. It was a case study of five regional centers of the Zimbabwe Open University (ZOU). This case study called for a high level of commitment with research participants whose experiences researchers were trying to investigate. The study could bring to the fore the new

knowledge about ODL students' attitudes towards the use of ICT in their studies so that ODL policy makers could take the necessary courses of action to correct situations that let down the quality of education their universities offer. In terms of theory, this study was guided by the critical theory. In their open responses, participants indicated the following issues as themes that portray positive attitudes of the ZOU's Bachelor of student on the use of ICT in their studies. The study found out that:

- ICT uses a variety a medical (Multi-media system) ICT can make distant learners to be taught as if they are together with their teachers.

ICT would enable students and teachers to employ teleconferencing in their teaching and learning episodes.

- With regards to possible reasons for the ZOU's Bachelor of Education (Educational Management) students' negative attitudes on the use of ICT, the following issues emerged from this study:

- Lack of computer literacy.

Poor internet connectivity

- In connection with how ODL students' skills, experiences and attitudes are related the study came up with the following finding:
- Relationship between ICT and e-learning technologies

Promotion of access to higher education information

- In regard to opportunities that the use of ICT could offer ZOU's Bachelor of Education (Education Management) students in a bid to change their attitudes towards the use of ICT in their studies, the study proffered:
- Facilitating contact and information exchange.

Promoting access to ODL higher education

- The study concluded that:
- Participants realize that ICT is indispensable in their studies even though some of them have negative attitudes on the use of ICT in their studies for personal reasons.

Use of ICT in ODL learner tends to offer more advantages than disadvantages to the student.

- The study recommended:
- ZOU needs to implement the Mobile learning so that the students can reach them even when they are travelling. This would foster a culture of positive attitudes towards ICT in the participants.

ZOU needs to reveal its curricular so that it is compatible with e-learning. This would give the ODL students the right learning experiences which will ultimately result in the positive students' attitudes towards ICT in their studies.

How computer based teaching enables communication in distance education: a case study at the University of Namibia

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Open and distance learning practitioners worldwide are constantly seeking new opportunities to apply technology as well as ways to design teaching and learning strategies that correspond to the new learning terrain. However, for students to benefit from these opportunities, they must have ready access to Information, Communication and Technology (ICT) and positive attitudes toward its usefulness for learning. The University of Namibia (UNAM) at its Centre for External Studies (CES) has been using interactive video conferencing, teleconferencing techniques as well as the integration of mobile phones during the past years and has recently started to invest in computer based training (CBT) to enhance learning amongst its distance education students. This research is unique in Namibia, since no similar research has previously been performed to determine the effectiveness and impact of computer based training and the integration of mobile phones on the performances of a group of distance education students. Thirty-eight students enrolled for a course in Financial Accounting 2A, but due to the lack of distance education study material, however, the lecturer responsible for fulltime teaching was able to video record the material on a DVD in order to prepare students for the June 2011 examination. Van Rooyen (2007) hinted that since accounting students needed to have contact with their lecturers, any support that will bring the lecturer and student together, is vital. The success of both learner and the institution depend not only on the quality of the delivery mode, but also on the quality and scope of the support that is provided to the student. Van Rooyen (2007) also emphasised that the integration of technologies into the learning model will have a positive effect on students' learning experiences. This paper shares finding about research performed on the integration of mobile phones and computer-based learning, enhanced by weekend contact sessions, for a course in Financial Accounting 2A offered through CES. Its purpose is to enhance the effectiveness of teaching and learning. Since UNAM is a dual mode institution, the outcome of the study will be used to convince top management to support the recording of selected full time classes and to make it also available online for those students who have access to the internet.

Keywords: Distance learning, accounting, digital video device (DVD), mobile phones, short message system (SMS), student performance, interactivity, and computer based learning and learner support.

ZOU's Collaboration and Partnering with other Ministries and Non Governmental Organisations to manage school drop outs and out of school pupils through the ODL mode in Gokwe South and Gokwe North rural areas.

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The aim of this study was to determine ways Zimbabwe Open University (ZOU) in collaboration and partnership with other organizations and ministries could manage problems of school drop outs and out of school pupils through Open Distance Learning (ODL) in Gokwe South and North rural districts in Zimbabwe. This study attempts to address one of the Millennium Development Goals (MDGs) of developing global partnerships with a thrust to meet the Education for All (EFA) goal by 2015. A descriptive analysis of qualitatively collected data from 40 purposively selected relatively poor households per community's definition was collected through semi-structured interviews and narratives from 6 families. The study is based on the background that globally nations are fighting poverty through EFA. The results emanating from this study will form a good spring board for initiating collaboration and partnerships between ZOU, The Ministry of Art Sports and Culture, Higher Education and four Non Governmental Organisations with a high thrust on education. Whilst the long term results are yet to be realised the immediate results which came out of this study were: 1) Four organisations ratified their commitment to partner. 2) It was an eye opener for beneficiaries and stakeholders. 3) Laid a foundation towards achieving MDGs, EFA, Gender equity and minimising poverty.

Open and Distance Learning tertiary Institutions network: Lessons from Lesotho

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The world has witnessed rapid growth of different ODL systems as a form of intensifying economic development through education. Similarly, Lesotho has initiated ODL to support the flow of knowledge at all levels of education and training in support of its Vision2020 objective of providing adequate education to its populace. This paper is intended to demonstrate the importance of establishing strategic collaborations among players utilizing the ODL system with the aim of broadening and enhancing access to education in the developing economies like Lesotho. The research will test the implications of building positive relationships between ODL tertiary institutions

in Lesotho. Establishing local and international partnerships in educational agencies might be one crucial means of ensuring an improved value in establishing effective learning environment. Economic development in growing countries is a challenge that often requires collaborations with numerous stakeholders in the private and public institutions. Partnerships are an attractive economic development strategy because they support the establishment of new products and employment opportunities.

Challenges Facing Open University of Tanzania students in using Information Communication Technology.

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The success of Open and distance learning programmes relies heavily on having an efficient and reliable delivery channel to reach out student. The utilization of ICT as a tool to deliver services to the students provides efficient and reliable delivery channel which is also cost effective keeping in mind that there is an increasing number of students in Open and Distance Learning (ODL) mode all the time. With increasingly significance / importance of ICT in Open and Distance Learning, it is crucial that governments, educators, students, and community at large to understand this and find ways of making it more popular. This paper will challenges of using ICT by assessing the ICT services offered at OUT computer lab and students' awareness and utilization of ICT. It also gives out recommendations and way forward on how to overcome the challenges found. A cross sectional design study, self administered questionnaires and Focus Group Discussion. A sample of 99 Open University Students from three regional centres (Dar es Salaam, Mbeya and Arusha) was interviewed. Analysis was done using Statistical Package for Social Science (SPSS) software. Very few students access computer at OUT computer lab with low visit frequency. Internet access was a problem. Majority lived in remote areas where the ICT and supporting services are not available. Most of them have negative attitude hence lack morale of using ICT. Majority don't browse OUT website and the most academically resources were ignored. ICT be encouraged for improvement of the quality of education.

Unmasking the role of collaboration and partnerships in Open and Distance Learning systems

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Central to successful organisations is a powerful sense of collaboration and partnerships. The study sought to unmask the role of collaboration and partnerships in Open and Distance Learning. It was prompted by noticeable challenges that ODL systems are facing in providing quality service to the customers. The study was qualitative by nature and employed the descriptive survey design. Open-ended questionnaire and semi-structured interviews were used as the main data gathering instruments. A purposive sample comprising of lecturers, stakeholders and students was made. The major findings of the study were that collaboration and partnerships play a major role in resource mobilization, capacity building, relationship building, training and development of staff, opportunity to engage in attachments in companies, improvement of educational quality, provision of suitable curricula and meeting various stakeholder demands, among others. The major recommendation is that ODL institutions should collaborate and partner with various stakeholders like business people, companies, governments, alumni and other universities.

Key terms: collaboration; partnerships; Open and Distance Learning systems

Teachers' and Students' Perceptions on the Use of Mobile Phones as a Tool for Open and Distance Learning in Tanzania

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This study explored the perceptions of teachers and students on the use of mobile phones to facilitate teaching and learning beyond the classroom walls. A total of twenty nine pre-service teachers and four college instructors from DUCE as well as twelve in-service teachers and forty students from Kibasila participated in the study. Data were collected by using pre-service teachers' questionnaire, students' questionnaire, instructors' and in-service teachers' interview. Findings showed that in-

service teachers, college instructors and pre-service teachers had mobile phones. Also 60% of school students owned mobile phones, or had access to them. Students, pre-service teachers and college instructors were in favour of the use of mobile phones for learning, but the majority of in-service teachers were against it. Since mobile phones are the most available technological tools in schools, we recommend a professional development programme for in-service teachers to help them develop positive attitudes towards mobile phones.

**Roles of ICT in Learning through Distance Education Programs
A Case Study of the Open University of Tanzania**

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Today, Information and Communication Technology (ICT) has become a trademark of status and success not only for industrial and/or commercial enterprises but also for educational institutions and more significantly for open universities offering their programs through distance education. This descriptive case study analyses the roles of ICT in learning through distance education programs offered at the Open University of Tanzania (OUT). It explores, locates and discusses the strengths, weaknesses and the loopholes in the system at OUT for enhancing the roles of ICT in learning through Distance Education Programs (DEP) by analyzing the data collected with the help of questionnaires and interviews involving 100 students and 50 academic staff of OUT in D'Salaam region using percentage and measures of central tendencies and gives out recommendations to the decision making bodies at the university on the ways as to how to exploit the strengths, remove the weaknesses and plug the loopholes so as to be able to achieve her vision and mission within the shortest possible duration.

Key Words: Information and Communication Technology, Open University of Tanzania, Distance Education Programs.

SUB-THEME: MANAGEMENT OF INNOVATIVE ODL PROGRAMMES

The participation of the community in the ODL Programs: a case of the distance education for children in the Gaza Province- Mozambique

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This report present the different form of participation of community in ODL program for children who attended the 6 and 7 levels second degree of primary school in Gaza province, Mozambique. The objectives were: To evaluate the level of community participation in the ODL program and suggest the improvement of community participation quality. A qualitative survey was used, guided by three (3) research questions. The sample involved 80 listeners of Limpopo Radio Communitarian who presented two recommendations for their improvement: To use the bilingual language in programs of LRC, and broadcast the different programs at night which the majority members of the community is in at home because had busy job at day.

Making Open and Distance Learning Appealing to Ordinary and Advanced level students: a case of the Zimbabwe Open University

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This study aimed at establishing the acceptability of the Enhanced Tutorial Programme at the Zimbabwe Open University among Ordinary and Advanced level graduates, this being an innovation to be introduced at ZOU against a background of stiff competition for students and tertiary institutions. As conventional colleges shift to the dual mode, the belief among distance learning faculty was that there was need to adopt the same trend in ODL and focus on the recruitment of Ordinary and Advanced level graduates who are predominantly conventional colleges' clients. However, before instituting such measures, there was need to establish how ZOU could make its programmes acceptable to these high school graduates through the ETP. The ETP's receptivity was tested in this study which was carried out among 100 students drawn from secondary schools in Mashonaland East Province. Results show that the majority of the respondents showed their preference for this model since it meant more contact tutorial hours. The internship and community service aspects of the programme were preferred most. Learning centres in the vicinity of the students was welcome by a

majority. Respondents' areas of residence were prohibitive to allow them to enroll at conventional colleges particularly the rural based students and the ETP would be welcome. Most respondents were of the opinion that more time had been penciled in for interaction but the need to make and meet new friends and socialise with colleagues from various socio-cultural backgrounds as in conventional colleges still needed to be addressed through an increase in the tutorial hours. Other prohibitive factors for the majority were lack of access and competence in ICTs and general apathy towards studying with ZOU even with the advent of the ETP. The majority of the respondents felt the duration of study was very long and tended to discourage their joining of ETP. Due to the increase in the tutorial hours from three to thirty-six, the respondents felt there was genuine need to reduce the degree programme duration to three years.

**Provision of guidance and counseling service to learners studying through Open and Distance Learning in Tanzania.
A lesson from the Institute of Adult Education**

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This study aimed at examining the extent to which learners who study through Open and Distance Learning (ODL) access guidance and counseling services at the Institute of Adult Education (IAE). Problems experienced by learners, availability and accessibility of counseling services and people involved in provision of guidance and counseling services were the major focus of the study. It is a qualitative research design that employed interview and focused group discussion in data gathering. The sample comprised 16 informants including learners, facilitators, and Resident Tutors. Purposive and stratified random samplings were used to select informants. Data were analyzed using content analysis and logical reasoning. Findings indicated that, learners experience various problems which are academic, economic and social in nature. The study concluded that guidance counseling services were available and accessible. However, in some cases they lack the services as majority of facilitators are part time workers. The study recommends for establishment of foundation course for English language and orientation to learners on ODL as a model of delivery. The use of ICT to provide guidance and counseling services is also recommended.

**Re-tooling Open and Distance Learning institution to survive intense competition
in university education: Answering the challenges in the Zimbabwe Open
University's Masvingo regional campus.**

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As competition in the higher education environment intensifies, opportunities can be harvested only with the right operational mode and the right partners. The study sought to interrogate how the Zimbabwe Open University, an Open and Distance Learning institution survive in the competitive environment. A convenient sampling sample of 50 Zimbabwe Open University Faculty of Commerce and Law students in Masvingo region participated in the study. The study used a qualitative research design whereby questionnaire with open-ended items solicited responses to how to survive the competition. Data was qualitatively analysed thematically. Findings indicated that the region apply the global service approach by meeting customer demands, efficiency service, maximising business opportunities and differentiating against competitors. The study recommends the global service delivery approach than the traditional fragmented model of delivering service and the region to establish global network solution centres, global delivery centres and local project organisations to beat competitors and satisfy customers.

Key words: Re-tooling, competition, Open and Distance Learning, challenges.

**Moving from Paper to Electronic Records: Strategies for managing electronic
records in ODL**

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Open and Distance Learning today encounter a much wider range of records, paper based and electronic, than they with ten years ago given the nature of their students. ODL institutions are creating e-records through the use of office automation tools such as word processing, spreadsheets, email and database management software, all running on personal computers. This study attempted to give the strategies of e-records management in an ODL set up given its numbers of students. The case study approach utilising in-depth interviews was used to gain insight into e-records management. The participants of the study were academics and registry staff of two ODL institutions. The findings of the study were that paper and electronic records management must be closely co-ordinated. The study proposes that the professionals need to manage e-records throughout their life cycle, following a continuum of care.

**Student perceptions of Student Support Services in Open and Distance Learning:
A case study of Zimbabwe Open University,**

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One of the key roles of Open and Distance Education is the promotion of independent student study. In trying to attain this goal and other goals any progressive ODL institution strives to stretch support to its learners. Effective student support services encourage student persistence and programme completion. Student support systems may range from tutorial support to administrative problem solving, (Rumble, 1992). Student support services do not only provide guide to learners for self study but are also necessary for students to achieve greater access, retention and improve their potential, (<http://www.pcf4.uwi.edu/viewpaper.php?id=57>) and they provide the link between the ODL learners and their institution. In the light of the significance of student support in ODL, a case study was conducted at Masvingo regional campus to assess students' opinions on the student support services operative at Zimbabwe Open University (ZOU). Thirty students took part in the study by way of responding to questions in a questionnaire. The study revealed that ZOU adequately supported students through the provision of modules, contact tutorials, communicative marking, counseling and provision of general information as may be needed by students. However learning through the internet was hardly provided at the regional campus, and provision of some modules and feedback on students' marked assignments was not timeous. The paper, among other things, recommends regular learner satisfaction surveys at institutional level.

Key words: Student support services: forms of assistance given to students to inform, guide, motivate, help them to learn effectively and to deal with problems

Personal Responsibility Orientation (PRO) model as a learner support tool for distant learners: Case study of distance learners at the University of Swaziland

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The study was carried out to assess whether the PRO model can be used as a learner support tool for distance learners. The objectives of the study were to: 1) examine the level of application that reflects use of the model; 2) assess whether the delivery systems used support the model; 3) measure the extent to which learners can be

assisted by the model improve their performance; 4) determine the level of self-directedness for distance learners. Fifty (50) learners from the Institute of Distance Education (IDE) participated in the study. A questionnaire was used to obtain data. The findings revealed that most learners were unknowingly practicing the model; delivery systems used have potential for self-directedness. It was recommended that the model form a package for learners involved in DE programmes as a learner support tool.

**Management of innovative ODL programmes:
Leadership with eyes and hearts wide open**

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The growing size and complexity of students in ODL systems, increasingly sophisticated ICT, globalization, stagnation, unstable employment markets, professionalization and sudden changes in the global village call for leadership with eyes and hearts that are wide open in order to manage the changes. This study sought to explore the kind of leadership that is needed to manage changing ODL programmes. The paper argues that without leadership with eyes and hearts wide open, management of changes in ODL systems are likely to die at inception. The study employed the descriptive survey design. Purposive sampling was done to select leaders, lecturers and students to respond to open-ended questionnaires. The study found out that leadership should take account of emerging needs the modern world sets, make collaborative decisions about the future, implement structures and procedures that are current, collaborate and make partnerships, improve and develop technical capabilities of staff, engage in reflective practices and provide students with best conditions for learning and develop craft literacy and craft competency among staff. The study recommends that leadership should be transformational in order to manage changing ODL programmes.

Key terms: leadership; management; innovation; change

**Examination Management as A Way of Achieving Quality Assurance in ODL
Institutions: The Case of Zimbabwe Open University.**

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An examination is an important component of any institution that educates people. It is a form of assessment used to measure the students' understanding of the concepts and principles they would have learnt. Zimbabwe Open University, an Open and Distance Learning institution has been setting its own examinations for the academic programmes offered. Through examinations, ZOU students are encouraged to take an active role in analysing and questioning the things they would have learnt. This paper discusses the examinations management at ZOU with a special focus on the setting, administering, marking right up to the publication of results. It will also discuss the challenges that ZOU is facing in conducting examinations. It will finally emerge with some valuable practical suggestions on how ZOU can improve on its examination management and thereby achieve quality assurance in all its programmes. The investigation adopted the qualitative methodology and a case study design to generate data to address the questions which guided the study. The purposively sampled sample was drawn from ZOU's National Centre, Bulawayo and Matabeleland North Regions. The sample consisted of manager -examinations, manager – quality control, chairpersons of departments from different faculties, programme leaders, programme coordinators, regional quality coordinators, regional administrators, and students who were in their second year of study. Face-to-face interviews were used to generate data from manager -examinations, manager – quality control, regional quality coordinators and regional administrators. Data from chairpersons of departments from different faculties, programme leaders, programme coordinators, second year students were generated through focus group discussions. Major findings were the management of examinations at ZOU enhances quality assurance, cited activities which contributed to quality assurance included setting of examination items for the item banks, tight security in the transporting of examination items to and from the regions, residential marking, active invigilation. Participants were aware of activities that compromised quality assurance such as uncommitted invigilators, incomplete examination, lack of clarity on instructions, lack of security and non-confidentiality of examination items, timetable alterations. Some of the challenges that were mentioned by participants were unrealistic deadlines set by academic registry regarding marking, delays in

dispatching of Personal Identification Numbers to newly admitted students, welfare of invigilators during invigilation, and the need for communication between invigilators and other relevant authorities if the need arise when the examination is in progress. Some of the recommendations arrived at were that faculties should hold periodic workshops on examination management, induction of new staff members who deal with examination management, adopting ICT in the dispatch of examinations to regional centres and networking of the National Centre and the regional centres to facilitate communication and generation of student Personal Identification Numbers.

Motivating factors associated with participation in distance learning programmes: Case study of Bachelor of Education adult learners at the University of Swaziland

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The study set out to find motivating factors associated with participation in DE programmes for adult learners at the University of Swaziland. The objectives were to: (i) determine what influences adult learners to participate in distance learning programmes; (ii) identify the adult learners' preferred learning method/s; (iii) establish what motivates adult learners to stay in the programme. A questionnaire was used to collect data on the 100 students who participated in the study. The findings revealed that most of the students were influenced to learn by distance so as to secure professional advancement. It further revealed that the students' most preferred method of learning was through hands-on experience; however, the widely used method during their face-to-face sessions was the lecture method. It also revealed that most of the students were motivated to continue with the programme because it is relevant to their needs.

ODL Students orientation paradigm. Induction into open and distance university learning: Challenges and Possibilities.

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This paper seeks to examine existing induction programmes with a view to establish their effectiveness in preparing students for open and distance learning. A majority of new students enrolling and commencing distance education programmes with

the Zimbabwe Open University face challenges in dealing with a number of issues concerning university study. First, their last experience with education was invariably in a formal context of conventional education; open and distance learning is a somewhat new phenomenon. Secondly, a majority of them were last in an educational situation sometimes even more than 10 years ago, and third, university study is significantly different from their last educational experience. Considering the huge demands that university learning presents to students, more so in an open and distance mode, transition from their situation to the expected end conceptually and practically, is an arduous task. This presents a definite case for safe landing strategies for these students. The paper, therefore, questions whether sufficient time and content are devoted to the induction to help students acquire skills that enable them to successfully complete their degree programmes. The descriptive survey was used with the informants being sampled from among students and staff at Mashonaland Central Regional Campus.

The role of programme leaders in the management of Open and Distance Learning (ODL) programmes in the department of education of the Zimbabwe Open University

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The study investigated the Regional Programme Coordinators' (RPCs') perceptions of the role of Programme Leaders on the management of Open and Distance Learning (ODL) Programmes. It was a case study of the Department of Education in the Faculty of Arts and Education at the Zimbabwe Open University (ZOU). The study would generate new knowledge in the area of management of ODL programmes with particular reference to the role that Programme Leaders play. The study was guided by Kotler's theory of customer care which highly regarded the need for creating a sense of urgency to improve service and creating a vision as well as creating team work. The study was rooted in a qualitative research paradigm which permits researchers to study phenomena in their natural settings. It was a qualitative case study which allowed the research to gather as much data as possible regarding phenomenon under study. Questionnaires with open-ended questions were responded to by RPCs on the internet. RPCs were conveniently sampled because they were presumed to be knowledgeable of the job description of the Programme Leaders. Concerning the RPCs perceptions of the role of Programme Leaders in the management of ODL programmes the study found out that Programme Leaders initiate, develop and design new programmes. They also review and evaluate existing programmes. They also carry out needs

assessment for new programmes. Regarding the strengths of Programme Leaders in the management of ODL Programmes, RPCs indicated creation of teamwork, provision of expertise and direction, convincing students that ODL programmes are credible and representing RPCs at National level as some of the strengths that Programme Leaders offer in ODL programme management. In connection with challenges associated with Programme Leaders in the management of ODL programmes, RPCs presented lack of resources, delayed distribution of tutorial packages and missing results as challenges of great concern in ODL programme management. In a bid to improve the management of ODL programmes in the Department of Education, RPCs suggested the need for the University and RPCs to support Programme Leaders, the need to provide Programme Leaders with adequate resources and the need for Programme Leaders to visit Regional Centres. The study concluded that teamwork among Programme Leaders, RPCs, Dean and support Unit Heads was a pre-request for efficient and effective management of ODL Programmes. It also concluded that Programme Leaders are not well supported with adequate resources. Furthermore, it concluded that University's support units isolated Programme Leaders on issues relating to the distribution of modules to the Regions and processing of missing results. The study recommended that Programme Leaders need to work to the best of their ability. It also recommended that Programme Leaders need to work together with the Dean, RPCs and Support Unit heads in order to efficiently and effectively manage ODL Programmes. Furthermore, the study recommended for the need for the University and RPCs to provide the Programme Leaders with all the necessary support to enable them to effectively and efficiently manage ODL programmes.

Lifelong learning and e-learning in Tanzania: A globalisation potential to shape sector through ODL?

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Open and Distance learning (ODL) practices have evolved over time into the sophisticated fifth generation. This generation takes advantage of ICT revolutions, a catalytic element of globalisation. The first generations of ODL evolved in the order of: first is the Correspondence Model; Second, is the Multi-media Model; third, is the Telelearning Model, and and fourth, is the Flexible Learning Model. This article aims at presenting the characteristics of the fifth generation of ODL, compare with features of the life long learning and e-learning as discourses. The discussion will therefore build on the globalisation conceptual impact on the issues on education sector developments. Furthermore, this article will embark on a theoretical reflection

of Open and Distance Learning practices in Tanzanian settings from both the learner and an institutional perspective. The central argument in this paper is that demands of lifelong learning and e-learning challenges in Tanzania, reflect a globalisation pressure on education development as well as highlighting a stage for the possible leapfrogging into higher ground given the responsive policy reforms.

Key words: lifelong learning, e-learning; open and distance learning, globalisation, 5th generation ODL, education in Tanzania

An analysis of how students perceive student support in the Zimbabwe Open University: A Case of Intake Two BSc Physical Education and Sport Students at the Harare Region.

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This paper is based on a qualitative research design and on a case study of a group of students pursuing the Bachelor of Science Degree in Physical Education and Sport with the Zimbabwe Open University (ZOU). It focuses on the Harare Region of the ZOU. The aim of the study was to establish how the students as key stakeholders perceived the support rendered to them by the programme, the region and the university at large. Data collection was through interviews and a qualitative analysis of the students' views was made. The results show that in areas of subject expertise, library services, administrative services, networking and others, ZOU support was adequate while in other areas such as feedback, learning materials, materials distribution, internship, exposure to ICTs, and others, ZOU support was not as adequate. The paper makes suggestions and recommendations based on views of both students and part-time tutors.

Provision of Quality Secondary Education through ODL in Tanzania: The Experience of Institute of Adult Education (IAE).

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Open and Distance Learning (ODL) is becoming an accepted and part of the mainstream of education systems globally. This is because it has been recognized as an effective means of realizing Education for All (EFA), Country Poverty Eradication Strategy, National Vision 2025 and Millennium Development Goals. Its flexibility

overcomes barriers that restrict out of school children, youth, adults and disadvantaged groups such as women to access education in conventional education systems. To achieve these, quality assurance is considered as crucial aspect so as to meet the expectations of learners, institution and other stakeholders. This paper examines the experiences of IAE in provision of secondary education through ODL. It explores and analyses experiences and practices of ODL practitioners at the Institute and other stakeholders. The major focus is mainly on achievements, challenges and prospects. The identified achievements include increased enrolment, establishment of centres in communities. However, lack of national ODL policy is among the potential challenges experienced. To conclude, the paper recommends fast-tracking the development of National ODL policy.

Learner support services, a linchpin to students' retention and success in Open and Distance Learning (ODL). The Zimbabwe Open University experience

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Learner support services are the resources that learners can access in order to carry out the learning process (Usun, 2004). The present study explored the opportunities and challenges which students at the Zimbabwe Open University (ZOU) experience in accessing learner support services to enhance students' retention and success. The study was mainly qualitative and employed interviews and questionnaires with open-ended items that drew information from a convenient sample of 110 returning students at ZOU. Results revealed that students benefit from a number of opportunities of learner support services provided on the basis of the learners' characteristics and needs, the nature of the learning resource and the institutional context. Learners reported challenges in access, cost of hardware, and connectivity to on-line services. The study concluded and recommended that the ZOU invest in developing an effective and reliable infrastructural learner support environment that ensures students retention and success.

Key words: learner support services; access; learning process; opportunities and challenges; open and distance learning

Provision of research support services to ODL learners by tutors: A focus on the Zimbabwe Open University's Bachelor of Education (Educational Management) research students' supervision experiences

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The study examined the ODL learners' perceptions of the quality of provision of research support services to the ODL learners by tutors. It focused on the Zimbabwe Open University's (ZOU) Bachelor of Education (Educational Management) research students' experiences. It was a qualitative multiple case study of four of the 10 Regional Centres of the ZOU. It purposively sampled 40 out of 160 research participants because they possessed desirable research characteristics for this study. The study was deemed significant in influencing tutors and policy makers to consider their research students' supervision experiences as a basis for improving the quality of services for future research supervision practices and research projects. The study was guided by a two fold theory namely, the Facilitation Theory (Nyawaranda, 2005) AND THE Nurturing Theory (Anderson, Pay and Mac Laughlin, 2006). Both theories advocate for the need of the supervisors to give their students a big heart. In terms of research supervision services offered by tutors the study indicated the time students were offered to meet research supervisors, prompt returns of marked work, and tutor student motivation and counselling as key services. In connection with the joys about research supervision, the students highly regarded: the manner in which tutors motivated them, tutors guidance in choosing research topic, tutor mentorship during research supervision and provision of workshops to polish up their research skills. In line with the challenges to the provision of research support services, three categories of challenges emerged. First, student-related challenges included lack of time, lack of money, lack of library facilities, lack of motivation and commitment to do research, lack of adequate theory in the area being researched on and family problems. Second, supervisor-related challenges included: too little direction, too little practical help given, too few meetings with students, no interest in topics and with students, lack of research skills and experience. Third institution-related challenges included: lack of adequate statistics and research course set undergraduate levels, lack of adequate courses in research methods and paradigms, exposure to research skills and experiences to name a few. In a bid to revamp the provision of research services, students suggested the need to improved library facilities, install computers in the library, hire internet services and photocopy relevant research material to name a few. The study concluded that tutors provided average research support services to ODL learners. Students tended to enjoy research supervision if they are

exposed to academically nourishing experiences. Research support services were undermined by student related, supervisor related and institution related challenges. Students failed to visit their supervisors, libraries and purchase research materials due to lack of money. Students in rural areas do not have access to library facilities in their localities. The study recommended that tutors need to be trained, indicated and staff developed in the research support services area. ZOU needs to set up mobile libraries and internet facilities to service students in remote areas. ZOU needs to move its research support services a gear up by exposing students to time management skills.

Monitoring and Evaluation of face to face classes at the Namibian College of Open Learning (NAMCOL) in the Kavango Region

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Face to face tuition in distance and open learning delivery is evident from past experiences as crucial in meeting the diverse needs of youth and adults who are enrolled for secondary education with NAMCOL and reduce the dropout rate. . This paper reports on the challenges encountered during monitoring and evaluation of face to face sessions at 10 NAMCOL centres in the Kavango Region. To investigate the challenges, 80 questionnaires were distributed to three local centres that were conveniently selected of which 52 were returned. Semi structured interviews supported closed questionnaires to determine the extent of the challenges. The aim of the research is to contribute to the understanding of these challenges particularly in relation to learner participation, tutor facilitation and the overall administration, and to advance specific recommendations for improving the effectiveness and quality of face-to-face sessions in ODL. Amongst many, respondents showed that there is a certain level of negligence from all partners involved in face to face sessions. Monitoring, evaluation and coordination of centres with all their activities need to be done regularly in order to lessen the setbacks.

Key words: dishonesty, face to face contacts, monitoring and evaluation, setback

**Enhancing access and success: Catching the early walker in ODL systems:
potential antecedents of rapid student exit from degree programmes and
retention strategies**

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Early walking within a few months of recruitment in Open and Distance Learning is a cause for concern and warrants an in-depth investigation in order to enhance access. This study sought to explore potential causes of student dropout and strategies to catch the early walkers in ODL with reference to the Zimbabwe Open University. The study employed a descriptive survey design and was both quantitative and qualitative. The questionnaire used as a data-gathering instrument had both closed and open-ended sections. A sample of 76 students and 17 tutors was extracted using the purposive sampling method. The study found out that lack of faculty induction, once off orientation, lack of requisite ODL study skills, degree programmes failing to meet student expectations, getting low marks in first assignments, cause student dropout, among others. The study recommends that ODL institutions need to increase orientation time, carry out faculty induction, increase student interaction time through group tasks, improve teaching and learning pedagogy by tutors, improve assessment techniques, use of modern technologies and following up students who fail to attend weekend schools.

Keywords: open and distance learning; student retention; early walking

**Leadership Skills in ODL: Perceptions of Lecturers at Masvingo Zimbabwe Open
University.**

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Distance and Open education is a kind of constantly evolving business which needs effective leaders. Leadership is known for its unique responsibility for people. In managing ODL programme group activities are required and the emergence of a leader becomes imminent. People work effectively where there is a leader to guide them and keep them motivated on their way to success. As much as it is necessary

to have leaders in ODL, it is also essential that leaders have the right qualities and skills. To inspire one's workers in ODL there are certain things a leader must be, know and perform. A case study was conducted at Masvingo Zimbabwe Open University to investigate worker/lecturer opinions on what makes an effective leader in an ODL institution. One general opinion expressed by participants was that good leadership requires deep human qualities such as fairness and that good leaders in ODL are an enabling force helping institutions and people to perform and develop. Some lecturers felt that effective leaders were aggressive evolutionists who introduce shifts according to student needs. The study recommended that leaders in ODL should continue to study and upgrade their qualities.

**Learner Support services in ODL:
Using Mobile Technology as support service for the Invisible student**

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Mobile technologies have come to serve the invisible student in Open and Distance Learning (ODL). The study sought to investigate ways through which mobile technologies can be used as learner support services for students in the ODL system. It was prompted by the growing concern for quality service delivery for students and customer care concerns in the Zimbabwe Open University. The study was qualitative by nature. The descriptive survey design was employed and open ended questionnaire was used as the data gathering instrument. Convenience sampling was used to select respondents who had come to attend weekend school tutorials. The major findings were that mobile technologies are a major innovative way of supporting teaching and learning of students, who are by their nature, invisible. Areas such as research supervision, tutorial letters, reminders, announcements, e-learning, internet access, concept explanations, among others, are areas in which ODL institutions can use mobile technologies instead of making the student travel all the way for research supervision and the other services.

Key terms: Open and Distance Learning; invisible student; mobile technologies; learner support

**Viewing entrepreneurship education on different dimension: Reflection from
IPPE programme in Tanzania**

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This paper is a case study of a non-formal education programme called Integrated Post primary Education (IPPE) implemented by the Institute of Adult Education in Tanzania in collaboration with UNICEF. Schumpeter (1934), Kidby (2004) and Ngaleywa (2005) view entrepreneurship as an act of organizing, operating and managing businesses and undertaking risks for the sake of making profit. In this paper I went beyond this understanding trying to see how IPPE programme creates an entrepreneurial mindset to learners through open learning. Based on descriptive and qualitative nature of this study review of literature and programme materials was employed to get clear nature of the curriculum designed and its implementation in respect to entrepreneurship education. In this study it is evident that IPPE curriculum is competence based and prepares learners with entrepreneurship mindset through synchronous learning of integrated components of curriculum that are academic, vocational and generic skills. It also allows learners at their learning environment practice what they are expected to do at their respective leaving environment. The study recommends for local and international integrated support to the programme for effective implementation.

Key words: ODL, Competence Based Education and Training (CBET), entrepreneurship

**A re-appraisal of the concept of "gender" in Africa-centred culture and
philosophy: A Zimbabwean perspective.**

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Gender is, and has been, a contentious concept in Africa since its conceptualization and popularization. Contention has centred on a number of aspects, notably its meaning and conceptual relevance to Africa. While the "international community" has made gender a priority issue in social re-engineering in pursuit of social equity and elimination of especially the discrimination of women in all spheres of life and business engagements, as a concept "gender" has continued to elude the consensual comprehension of most Africans. The conceptual labyrinth associated with the concept of "gender" has necessitated the interrogation of its meaning and relevance to Africa

from an Africa-centred philosophical positionality. There are three central questions that this paper intends to answer. These are: First, what is the etymological, semantic and conceptual construction of "gender"? Second, how is "gender" conceived from an Africa-centred worldview? Finally, in its current conceptualization, does gender have any place or meaning in African culture and philosophy? For the purpose of critical analysis and conceptual clarity the Zimbabwean cultural milieu will be used to provide the critical terms of reference against which "gender" is evaluated from an Africa-centred cultural point of view. Examples will also be drawn from literature from other African countries to validate a holistic spatio-cultural representation of Africa.

Effectiveness of Electronic Information Resources Skills Training for Lecturers on Pedagogical Practices and Research Productivity

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The survey involving 30 Bindura University of Science Education lecturers integrated qualitative and quantitative methodologies. The questionnaire, face-to-face interviews, observation of online searches and statistical datasets were used to find lecturers' use of Electronic Information Resources (EIR) and research publication productivity. Peer and student evaluations were also used to find out lecturers' pedagogical practices. Lecturers use various electronic resources at different frequencies. The university library's information literacy skills workshops and seminars were the main source of knowledge of accessing electronic resources. An increase in the number of abstracts and articles downloaded from various electronic resources has been noted and this shows a relatively proportional increment in the number of articles published in refereed journals. The use of electronic resources has positively affected lecturers' pedagogical practices and their work in general as well as significant reduction in browsing in libraries. However, there is need to mount more and frequent electronic information resources training workshops.

Key Words: electronic information resources, information literacy, pedagogical practices, research productivity

**Self-Built Experimental Projects (SBEP): Curriculum Engineering for Science
Practical Work in Open and Distance Learning Environment**

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Practical work at Bindura University of Science Education, Zimbabwe followed for years a traditional approach of students entering science laboratories with little or no preparation and merely following a recipe book style when performing a limited number of experiments. The present exploratory situational case study employed a qualitative research design in surveying sixty science pre-service teachers' perceptions on usefulness and ease of use of Self-Built Experimental projects (SBEPs) in teaching and learning of Chemistry as alternate technologies for contemporary teaching and learning in attempting to address the practical skills gap in the Virtual and Open Distance Learning programme. The pre-service teachers expressed the need for concrete exploration of theory into the design of practical work in developing science process skills that reflect the true nature of the activities of scientists. SBEPs afforded them chances to be creative and learn chemistry concepts in unspectacular manner. The findings have also shown that SBEPs are innovative and supports student-centric methodologies and ODL philosophy, and may alleviate some of the problems ODL providers face in providing quality laboratory science practical courses. However, SBEPs may be complemented by other science practical work instructional technologies such as virtual experimentation and improvisation.

Key Terms: Home/Self-Built Experimental Projects, Curriculum Engineering, Science Practical Work, Open and Distance Learning

**Factors Affecting Dropout Rate among Undergraduates Nursing Science Students
through Open and Distance Learning**

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Distance learning is often seen as an obvious choice for many students with access limitations because it can provide higher education without the necessity of attendance at campus. However, little is known about factors that may hinder completion of programme.

This paper examines some of the factors encountered by adult learners at Zimbabwe Open University. There has been a phenomenal dropout rate of students. Some of the factors contributing to non completion of programmes include: home and study environment, tuition fees, learner characteristics socio –economic factors influencing the design delivery of distance learning programmes and non availability of peers that offer academic assistance. Recommendations included the employers should be more supportive to their employees who strive to better their skills. Student needs and expectations need to be identified and addressed. The institution should improve the registration process to facilitate timeous feedback on assignments and examination results. Students need orientation to Open Distance Learning to become more self – directed. Also those local networks should be coordinated to provide support and change attitudes towards Open Distance Learning. Both programmes and practices to enhance the prospects for the adult learner's concerns about Open Distance Learning.
Keywords: distance education, adult learners, dropout rate

Teacher training: Challenges of training face to face teachers to teach in ODL based on Web

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The integration of new technologies of information and communication in the process of teaching and learning brought radical changes in the educational sphere which allowed the emergence of new teaching and learning scenarios which Open and Distance Learning (ODL) based on the Web is an integral part. In light of this new reality there is a need to prepare teachers to act in ODL online with success. However, the big challenge is how to turn the face to face teacher in an effective online teacher due to the fact many of them have developed attitudes of resistance towards ODL, remaining attached to traditional ways of teaching. It is for that reason that the idea of developing a training programme to equip these teachers with the needed pedagogical and technological competences to teach online was designed. According to the literature that addresses the best practices of training teachers to teach in the ODL online, the training programmes of teachers do succeed when teachers are trained in technologies that will use in the programme to be offered and experience online learning as students. This study describes and discusses the results of a teacher training programme to make them perform in ODL online, carried out through blended learning and used a LMS platform known as Aulanet. The study was carried out at Eduardo Mondlane University, Mozambique, between March and

May of 2011 and counted with the participation of sixteen teachers from different subject areas. The purpose of this study was to analyze the contribution of a Learning Management System (LMS) platform in the development of ODL online competences. It is a qualitative research in which two cycles of research action was carried out. For data collection were used questionnaires, group interview, electronic document analysis such as forum discussion, chat messages, internal email messages as well as external email to the platform, and the diary. The results of the study were positive in the sense that changes occurred in teachers' attitudes towards ODL online. They adopted pedagogical strategies to deal with certain aspects of online teaching and learned to use platforms tools in a correct manner. The Lack of time on the side of the teachers was one of the major constraints of the training and hampered the development of some activities of the course such as participation in forum discussion and chat, the development and materials provision. We recommend that educational institutions invest in the training of their teachers to develop a quality ODL. They should start by setting up computer rooms with access to the internet, projectors of audiovisual materials among others to be used by teachers and students. This will enable teachers and students to use without constraints of time limit the facilities available such internet and computers. There should be a plan for training teachers that will teach in ODL so that they can be trained in methodologies and ICT for virtual environment in ODL. There should also be incentives for teachers to take part in training programmes.

Keywords: Distance Education, Teacher training, virtual learning environment.

The challenges of teaching sciences through Open and Distance Learning

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This paper examines some of the challenges of teaching sciences through open and distance learning. In recent years learning through distance has become one of the most fashionable modes in all learning institutions with a view to empower those who did not have the opportunity to learn through conventional means. Whilst there is enthusiasm about the capacity of open and distance learning in opening academic avenues for those who are committed to work and constrained by social responsibilities the teaching of the sciences through this mode is often replete with challenges. Some of these challenges include lack of human resources, laboratories, lack of practical work, the remoteness of the student, limited information technology capabilities, lack of facilities and a general lack of capacity. Open and distance learning providers have to come up with innovative ways of raising funds and adapt their knowledge

delivery modes to the realities of the clientele for this form of learning.
Key words: challenges sciences learning distance

**Possibility of Integrating Academic with Vocational Skills in Open Schools:
Critical Reflections**

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Integration of academic with vocational skills is becoming an area of interest in Tanzanian Open Schools. In 2008 the Institute of Adult Education in Collaboration United Nations Children's Fund (UNICEF) conducted a study aimed at initiating Complementary Secondary Education (COSET). However, based on indentified learners needs the study led to initiation of Integrated Post Primary Education (IPPE). The curriculum for the IPPE programme comprises three main learning areas: academic, vocational and generic skills. In this paper I provide an overview of some key issues in IPPE programme. These include curriculum issues relating to the development of competence-based study materials for Open and Distance Learning, assessment, practical training and recruitment of teachers.

Key Words: Academic; Vocational Skills; Generic skill s; Open Schools, Tanzania.

**Management of ODL Programmes -The Practicum and Portfolios: Challenges
and Opportunities for ZOU Students in Masvingo Region**

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Zimbabwe Open University (ZOU) is a fully fledged national university that operates in ten regional campuses. It services students from various geographical locations. ZOU focuses on open and distance learning in addition to six hour face-to-face tutorial per course. ZOU offers Practicum courses in some degree programmes. Such courses are designed to give students supervised practical application of previously or concurrently studied theory (Wikipedia, the free encyclopedia). ZOU practicum requires students to be in the field for two semesters applying knowledge and skills in real life setting. Fifty students filled in a questionnaire giving highlights of their practicum experiences during the fieldwork. Results of the study indicated that students face problems in finding suitable place for attachment. Most of the students end up doing their practice under unqualified and inexperienced supervisors. It is

recommended that ZOU as an institution find places for placement for the students and visit them during attachment

An Assessment of The Bachelor of Early Childhood Development Degree Programme in its initial Stages at Zimbabwe Open University

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The Bachelor of Early Childhood Education (BEDECD) is a teacher development programme which was introduced for study at Zimbabwe Open University in September 2010. BEDECD is four year programme. It had run for two semesters at the time the study was conducted. A case study was conducted at Zimbabwe Open University, in Masvingo region to assess opinions of students' and lecturers' in its initial stages on the quality of curriculum materials that had been designed and participants' views on the implementation of the curriculum, in the stated period. Generally, students and lecturers were of the opinion that modules designed for the programme had been useful and had up to date data and the design of the modules was of high quality. However, participants were generally, unhappy about the delayed provision of some modules in each of the semesters. Students felt that tutorials were in most cases fruitful as tutors were thoroughly prepared but students reported that tutors did not employ any media that could have driven home ideas and concepts at stake. The study recommended timeous provision of curriculum materials and feedback on assignments.

Key Words: Early childhood development, Curriculum materials

Challenges being experienced by undergraduate students in conducting research in Open and Distance Learning

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- The study examined challenges that undergraduate students face in conducting research in Harare and Bulawayo regions of the Zimbabwe Open University (ZOU). This has been motivated by the realisation that, a good number of postgraduate students encounter challenges when conducting research. It is therefore imperative that the causes of such challenges be

identified and addressed. In our view, the undergraduate level is a fertile ground for such an investigation. The paper makes use of descriptive surveys, focus group discussions and document analysis. Random sampling shall be used for descriptive surveys, while purposive sampling shall be employed for focus group discussions, which shall be conducted in ZOU's Harare and Bulawayo Regions. Document analysis will entail reviewing undergraduate research projects that are in the university's regional libraries. Analysis of project markers' comments will be made. Forty five Bachelor of Education (Educational Management) students filled in the questionnaire. Research data were analysed and interpreted thematically. The study came up with three categories of some of the challenges that undergraduate students in the studied regions of the ZOU experience in their conduct of research. They comprised tutor, student and tutor- related challenges. In connection with tutor-related challenges that were associated with lack of research interest and experience, tutor absence from work and failure to return to work promptly. Critical student-related challenges were lack of money, time, library resources and family problems. All institution-related challenges (lack of internet facilities, lack of research-related courses, lack of library resources, and lack of computer literacy and lack of workshops) negatively impacted on the studied students' capacities to conduct research. The study drew some conclusions from the findings. First, it concluded that no one set of challenges that research participants experienced in the conduct of their studies wholly impacted on the quality of their research projects. The three categories were mutually exclusive to each other. The study rejected; no tutor interest in students and their topics, leaving no-co-supervisor, too little direction and too little practical help given as challenges underpinning the present respondents' conduct of research. All the institution-related challenges were on the high side in terms of how they were experienced by undergraduate students who were undertaking research. The study's major recommendations included the need for the ZOU's Department of Education to:

- Mount regular workshops for research supervision and writing for both tutors and students.
- Provide opportunities for tutors and students to carry out collaborative research work.
- Supply tutors and students with research guidelines so that they will not abuse and misuse each other.
- Motivate tutors and students to present conference papers at local and international conferences. It is in such conferences that tutors and students can polish their research experiences and skills.

Supply tutors and student with research supervision guidelines so that they will not abuse and misuse each other. That way, both parties will be able to know what is expected of them in the supervision of research projects, as well as, their writing of the research reports.

**Factors influencing the effective provision of education through ODL –
Implications for Lerotholi Polytechnic**

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The study set out to find if a policy for ODL existed to guide the operations at the Institute of Extra Mural Studies (IEMS); to find if curriculum at IEMS was customer-driven; to find if the methods used by lecturers influenced the quality of knowledge and skills attained; and to find if there was enabling environment to support the operations of the ODL programmes offered at the institution. A situational study was carried out at IEMS. Interview schedules were prepared for management, lecturers and students. Interview schedules were used for the participants. Due to lack of time and since the institution had not yet re-opened, judgmental sampling was used. The study adopted. Findings reflect that the ODL policy is not enacted; curriculum is to a large extent customer-driven; technological infrastructure is not efficiently developed throughout the country; the challenges that the institution faces are: insufficient funds; the use of part-time lecturers; management instability. Lessons learned are that: ODL policy has to be in place; curriculum has to be learner-driven; teaching provides students with essential skills for personal and national development; there has to be sufficient funds to manage ODL programmes; a technological infrastructure has to be in place for ODL programmes to be accessible and successful.

Investigating teachers experiences as learners' in a distance learning program

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Distance Education (DE), which has gained impetus internationally, is a formal mode through which teachers can continue to grow professionally. The study set out to investigate teachers' experiences as learners in a DE programme in Kenya. This was

a qualitative case study involving 22 participants. Data collection was through one to one interviews, group interviews, classroom observations (during the face to face component of the programme) and document analysis. Findings revealed that teachers engaged in DE because it was the only option to further their education, and because it was accessible and convenient for them. Factors that facilitated their learning included programme structure, support services and individual learner characteristics. Challenges encountered included assessment, time and financial constraints and social isolation. The findings imply that for sustainability of the DE programmes, programme facilitators need to be inducted in adult learning methodologies and assessment procedures need to be revised.

**Supervisors' Experiences in Supervising Postgraduate Education Students'
Dissertations and Theses at the Zimbabwe Open University (ZOU)**

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Supervision of students' dissertations and theses is by no means a small task for Open and Distance Education supervisors. Supervisors have diverse research backgrounds, expertise and experience (Pearce, 2005). Some supervisors appear to be more comfortable with the supervision of qualitative research, while others prefer supervising quantitative research instead. Apart from the methodological inclinations of supervisors, ODL research supervision faces challenges that are slightly different from those experienced by supervisors in conventional universities. Most of the challenges in ODL revolve around the distance between the student and the supervisor and problems related to ICT accessibility and affordability, low adoption rate of technology, unreliable postal services, inter alia. It is hoped that the conduct of this study will generate worthwhile knowledge regarding moving towards relevant meanings in the provision of education through ODL. The study adopted a case study design complemented by document analysis. Twenty five ZOU lecturers (from the Faculty of Arts and Education) with experience in the supervision of postgraduate research were conveniently sampled and interviewed. Document analysis was limited to the report of Higher Degrees Supervisors' Convocation of 2011, Reports on Higher Degrees Proposal Defense Sessions of 2010 and 2011 and Examiners' Reports on PGDE and MEd research projects. Data were analysed using grounded theory. Supervisors were excited about seeing their students mature into independent and competent researchers, whose findings could extend the frontiers of knowledge. Time could be a limiting factor especially when dealing with struggling students. Supervisors' experiences revealed that students were experiencing challenges

in conducting research – most aspects of research were problematic, while other challenges were linked to students' personalities – underestimating commitment and effort needed to produce a good research report, propensity to reproduce other scholars' research reports and not consulting supervisors regularly. Some supervisors felt that failure to consult regularly could be a result of the transport costs involved and network connectivity problems especially for rural-based students. Regular research workshops and seminars, maintaining data bases of research conducted in the past in the University, encouraging students to take part in collaborative research with their supervisors, supervisors encouraged to have working knowledge of both research paradigms as well as research designs applicable to both research paradigms, supervisors to be actively involved in research were some of the recommendations.

Continuities of colonial education in african literature: Interrogating western notions of literature and culture and their applications to Africa.

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There is a clear problem of intellectual colonialism perpetuating colonial goals in the education system of Zimbabwe. Although this paper focuses on African culture and literature, this anomaly is felt in all areas of education in Zimbabwe. The rationale of colonial education is always unmistakable: to emasculate African cultures by subjecting them to the evaluative standards and demands of the West. This paper aims to look critically at how the representation and study of African literature and culture continue to be systematically subjected to Western notions of aesthetics years after independence, and to demonstrate how this subjection has correspondingly continued to sap the energy and tenacity of African value systems thereby perpetuating intellectual and philosophical servitude to imperialism. This paper advocates a reversal of this tragedy by lobbying for the empowerment of Africa-centred theories of representation and criticism. And how is this to be achieved? First, the paper aims to subject western theories of literature, focusing on their inadequacies as lenses to interrogate African value systems. The argument here is that any theory emerges out of a particular place, history, culture and worldview and that any application/ imposition of such a theory outside the locale of its relevance is like fitting a square peg in a round hole; resulting in the disfigurement of either the hole or the peg. Second, the paper argues and justifies the articulation of Africa-centred theories of literature. Finally, the paper aims to make strong policy recommendations towards the selection of literature and culture texts at all levels and application of Africa-centred theories in the study of African phenomena as a whole.

Disambiguating Taxonomies in ODL

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The author builds a case for Open and Distance Learning as a broad social action movement sweeping across the globe. She critically highlights ambiguities that characterize the literature and impacting practices in the field arguing that such ambiguities need to be clarified to enable appropriate application culminating into relevant, meaningful and revolutionarising action. Ambiguous taxonomies, the author proffers misdirects, intended action and as a consequence intended outcomes are not attained at all or are attained after a lot of resources have been misdirected and misused. Ambiguity, she argues is the source of mis-interpretation and erroneous practices that hinder speedy development and adoption of ODL across the world, but particularly in low developed countries which would otherwise gain much from ODL in terms of massifying and improving the quality of education.

Identification of probable ways to raise the quality of learning outcome among ODL learners at the Institute of Adult Education (IAE) in Tanzania

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Since 2003 to date IAE has been providing education to many people through Open and Distance Education Programme (ODL). Its clients are mainly primary schools and secondary school dropouts, Complementary Basic Education (COBET) leavers and workers who missed formal education. Studies shows that finalists of the ODL programme perform poor in national form four examinations. Purpose of the study is to identify probable ways to raise the quality of learning outcome among ODL learners at the institute of adult education (IAE) in Tanzania. Specifically it aims at examining the nature of learners, attitudes of stakeholders, adequacy of contact hours and facilitators' motivation. The study is qualitative and descriptive in nature. Both purposive and random sampling will be used to select ODL centers. And learners Data collection will be conducted using questionnaires, interviews and observation methods. Content analysis will be applied in data analysis. Findings of the study will be presented in tables and narrations reflecting the objectives of the study.

Making a Case for Open and Distance Learning in Kenya: Possibilities and Prospects

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Kenya does not have an Open University, and distance learning is still looked down upon. This is despite many possibilities and prospects in its midst for engage in open and distance learning. Distance learning has not been as widely embraced as is the case in many African countries. It is for this reason that many scholars in Kenya seem to agree that there is need for an Open University in Kenya. There are many legitimate reasons that account for this demand. The existing institutions of higher education are not meeting the expectations of potential learners and students in an open and distance learning protocol. Education in Kenya still targets the regular learner while marginalizing the non-traditional learner. There have not been concerted efforts made to reach and incorporate the non-traditional student in higher education. The purpose of this paper is to challenge the notion that Kenya's universities can meet the existing challenges in terms of access to open and distance learning. This is because there are over 90,000 students who qualify for university places annually who are often locked out of higher education because of many factors. Kenya's universities can only absorb a maximum of 50,000 students annually, meaning that over 50,000 are locked out. The paper will also demonstrate that there has been a very limited effort made in attempting to narrow the gap in distance and open learning in Kenya. The paper will demonstrate the need for an Open University and point out why it is needed now and not tomorrow.

Science Education through Virtual and Open Distance Learning: Science Practical Work Instructional Technologies Use Audit

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The practical work component offers unique challenges for university science courses. This is even more pertinent in an Open and Distance Learning (ODL) environment like the Bindura University of Science Education's Virtual and Open Distance Learning (VODL) programme. Effective ODL education should be flexible enough to accommodate science disciplines with practical components. The main challenges with practical work in ODL are that students are geographically scattered and that they

come from very different educational backgrounds. In spite of these constraints, there is an equivalence motive as justification for compulsory practical work as a means to put degrees and diplomas in science education awarded through ODL programmes on the same level of achievement as those offered conventionally as they should equally develop practical scientific inquiry and problem solving skills. This Case Study evaluates the use of instructional technologies for science practical work, adopting Kumar et al (2005)'s five-stage model. The research has revealed that although lecturers place great value on practical work, in practice they prefer using lecture notes and internet downloads more than other instructional technologies. Research participants do not use online tutoring at all though the philosophy of VODL requires the use of such technologies that support student-centred learning.

Key Words: Science practical work, Science Education, Open and Distance Learning, Instructional Technologies

Quality Assurance in Distance Education through Tutor Training. Experience from the Institute of Adult Education

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The Institute of Adult Education is committed to quality provision in distance education. Several factors contribute to enhancing quality in distance learning. Among these are the course materials; administrative support; and tutorial support. The latter being the focus of this paper. The study sample comprised 30 respondents from 3 centers namely; Mtendeni, IAE and Zanaki ODL centers. Data were gathered through interviews and documentary reviews. The quality of tutorial support is determined by the quality of tutorial staff recruited, the training they receive and the support provided to them. This is evidenced, among others, by the fact that Distance education is a relatively new mode of education in Tanzania, the thing which makes it difficult to identify and recruit tutors who have the requisite knowledge, skills and positive attitude towards use of distance mode in education provision. The uses of part-time tutors pose even a greater challenge in this case. Tutors need to familiarize themselves with the distance education system as well as being aware of the andragogy model for adult learning. In this paper tutor support as a crucial factor element of quality assurance in distance education practices has explored.

Accreditation of Prior Learning experiences of adult Learners in Open and Distance Learning

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In 2001 the Zimbabwe Open University (ZOU) embarked on the recruitment of Adult learners through accreditation of Prior Learning (APL). This was in recognition that Adult learners have a variety of learning experiences which relate to the world of work. According to Branham (2001) APL relates to the recognition given to all prior learning that is intentionally organized through courses, modules, workshops and similar activities and may be either awarded through a certificate or through experienced learning events. The ZOU in recognition of the above philosophy and practice went ahead and admitted students into the counseling degree programme using the APL route. The assumption was that the learner's would achieve personal development and growth through their involvement in APL assessment and advising. This qualitative study therefore aimed to find out what these two student's experiences were. An Extensive interview was carried out with them. Lecturers and Administrators were also interviewed to solicit their openness on what the students under went. The findings revealed that the APL route is not an easy option as mentioned by Rukuni (2001). Not all students can make it using the APL route. ODL institutions need to put in place mechanisms to encourage students who may falter.

Assessment in ODL: Practices, Opportunities and Challenges

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Zimbabwe Open University's vision is to become a world class open and distance learning university. In trying to dedicate itself to the highest level of excellence, creating an innovative culture and adhering to highest ethical standards, Due to the openness nature of ODL, ZOU faces a myriad of challenges in trying to ensure quality products through the assessment of learners work. The paper examines ZOU-linked practices in the light of opportunities provided as well as the challenges to quality assurance associated with the assessment methods such as assignments, examinations, practicum / portfolios and research projects. For instance, originality of students' work such as assignments and projects is at stake whilst their practical work is hardly monitored in the current setup. Students can have their assignments and projects done

by relatives and slip away with it in the current setup resulting in a ZOU graduate who is like a half baked cake. There is no way of combating this possibility. The current paper scrutinizes such factors putting to light the gaps that have the potential of compromising the quality of the ZOU product with the aim of recommending possible ways of combating them.

**Overcoming the Prison Walls:
ODL a Viable Learning Approach among Tanzanians Inmates**

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Education is universally regarded as one of the fundamental Human rights; it is meant to transcend boulders, boundaries and any sort of barriers including prisons. This paper direct itself into looking at the viability of Open and Distance Learning (ODL) towards overcoming prison walls. Apart from dealing with the key question of how inmates in Tanzania can access education while serving their sentence the paper goes beyond to capture inmates' view on why education is imperative to them despite their conviction. The findings presented in this paper are the result of a case study approach carried out in one of the prisons situated in Dar-es-Salaam. The study used qualitative methods to collect the data which is used to argue for the need of introduction of education programmes aimed at providing inmates with competences in the areas of their preferences through ODL.

Key words/phrases: open learning, distance learning, inmates, access and competences

