

Dear intWOJDE Readers,

Welcome to the Volume 4 Number: 3 of intWOJDE;

In this issue, 4 articles of 5 authors from 4 different countries around the world have been published. These published articles are arrived to the intWOJDE from Canada, Nigeria, The Netherlands and USA.

The 1st article is written by Isiaka Tajudeen ONITADA, from NERDC, NIGERIA and titled as "FACTORS MILITATING AGAINST PARTICIPATION OF FEMALES WITH DISABILITIES IN OPEN DISTANCE LEARNING OYO STATE, NIGERIA. The study is adopted a descriptive survey research design and a purposive sampling technique was employed to select 60 female students with disabilities in Federal college of education Oyo special. Three research questions guided the study. Data were collected through a structured questionnaire tagged "Socio-cultural, economic and religious factors affecting females' education questionnaire (SCREFAFEQ)" with a reliability coefficient of 0.71.

The results revealed that socio-cultural affect the participation of females with disabilities as parent believe the education of females as a waste since they will end up in the kitchen. Lack of religious knowledge and issues of poverty also constitute their lower participation. Based on these findings, it was recommended that Enactment of legal policy against parents refusing educating of females with disabilities enrolment in schools to certification level; Religions should not be seen as a barrier to educate females with disabilities in any respect to cultural endowments in our society. Than open and distance learning can be solution for them.

In the 2nd article titled as "CANADA - INCLUSIVE DISTANCE EDUCATION: Experiences of Four Canadian Women", written by Christine VASKOVICS and Fiona L. SMITH. Both of them Athabasca University M.Ed, distance education student, CANADA. They emphasized that women's participation in higher education in Canada has changed over the past two decades and no longer is the gender gap in university attainment in favour of men. Today young women are graduating from university in higher numbers than are men. Even those women who, for one reason or other, are unable to attend traditional universities are also choosing to participate in higher education. Women not only make up the majority of university graduates they also make up the majority of distance education users.

Online and distance education enables many adult women, particularly those who assume multiple roles as mothers, professionals, caregivers and academics, to continue their formal learning. In this paper, framed within the context of feminism, we share with you the stories of four ambitious and successful professional Canadian women studying at a leading Canadian online university. A review of the literature is also conducted, largely from a US and Canadian view. Canada proves to be a country that values the complexity of the multiple roles that women assume daily and inclusively supports women's choice to pursue post-secondary education or graduate work. We examine the organization of tertiary education in Canada, consider the vast geography of one of the most richly diverse countries in the world, and factors that govern both a woman's decision to seek higher education and; assist in learner satisfaction and retention rates for women in tertiary education.

The 3rd article is from USA, on "THE STATUS OF INSTITUTIONAL RESEARCH: For Women But Not For-Profits? written by Gail D. CARUTH, from Department of Educational Leadership, Texas A&M University, USA. At first she mention about the college and university administrators have been under increased pressured to explain how campus operations support student enrollment and the cost of higher education. Administrators have consequently been moving toward a data-informed decision process and have begun

working in partnership with institutional research for decision support. Purpose of her paper was to examine the literature to determine the status of IR in higher education. This examination is important to higher education for meeting the increased pressure and demands for accountability from those it serves. The escalating amount of data and the capability for comparing data is unparalleled. Research has revealed two district findings about the evolution of IR professionals in the United States. First, women professionals in IR have grown from 25% to 62% (a 148% growth) in 30 years and second, only two percent of the IR professionals are from for-profit institutions.

The 4th and last article is again from NIGERIA. Written on "SOCIOLOGICAL IMPEDIMENTS THAT LEADS TO INACCESSIBILITY OF WOMEN ATTENDING OPEN DISTANCE LEARNING (ODL) IN NATIONAL OPEN UNIVERSITY OF NIGERIA (NOUN), EKITI-STATE BRANCH" by Adebayo Lawrence OJO, from Nigerian Educational Research and Development Council. This paper meritoriously sets out to explore and provide an up-to-date picture on sociological impediments that lead to inaccessibility faced by women attending ODL in their quest to study, specifically at the National Open University of Nigeria (NOUN) Ekiti-State, Branch. Proportionate sampling technique was used to select three hundred (300) respondents from part 1-4 based on their physical appearance at the centre premises and their claims, evidence presented (Student Identification Card) that they were students of NOUN. The study adopted descriptive research design. Finding revealed that Institutional, Situational and ICT were significant to the sociological impediments that lead to women inaccessibility on ODL in the covered area of study, because all percentages was above 0.05 level of significance.

The findings of the study will be utilized instrumentally and theoretically in informing policy directives by public universities presently involved in ODL programmes at large.

In the "Republished" section we tried to give a place to the earlier published materials by receiving an official permission of the open access materials for to inform GLOKALde readers' once more if they escape for reaching this materials before which are cover really useful info. These are titled and written authors are here: The first is titled as "I am Different from Other Women in the World" THE EXPERIENCES OF SAUDI ARABIAN WOMEN STUDYING ONLINE IN INTERNATIONAL MASTER PROGRAMMES, written by Anna SZILAGYI, Laureate Online Education, The NETHERLANDS. And second one is written by Mohammad YAMIN from Faculty of Economics and administration, King Abdululaziz University, SAUDI ARABIA on "A SOCIO-CULTURAL OVERVIEW OF E-LEARNING IN SAUDI ARABIA which interested in woman and distance education in Saudi.

In the third "Success Stories" section we tried to give a place two success stories dealing with distance education field. The first one is well known story by distance educators which is the classic literature in film and theater, titled as "RITA". It tells love story between a girl who is distance learner and with her professor tutor. The second one is dealt with a woman whom her name is Havva KURTULUS, live in Sinop city and educated herself with distance education in Turkey. This interview realized by Gülay EKREN, Sinop University, she is MA distance education learner on distance education field.

Dear intWOJDE readers to receive further information and to send your suggests and recommendations and remarks, or to submit articles for consideration, please contact int.WOJDE Secretariat at the below address or e-mail to us at intwojde@gmail.com



**Hope to stay in touch and wishing to meet in our next Issue on 1st of April, 2015.
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Cordially,

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