

## From the Editor

### Dear readers of intWOJDE

Welcome to the third issue of the year 2016, Women Online Journal of Distance Education, intWOJDE.

First of all, greetings to all you and best wishes from intWOJDE team.

As known well intWOJDE aims to establish some more new channels of communication for the women in distance education world in general from the entire world to its specific target. So that, some times we are really in difficulties and sensitive for accepting and rejection the submission which are sent to intWOJDE

Among these goals of the intWOJDE there are to share experiences on effective use of distance education in formal and non-formal education, to provide a communication network among distance education experts in order to able to define new strategies for dealing with the issues of distance education for women. In international scope, this scholarly e-journal will publish refereed articles, researches, case studies, book/conference reviews focusing on the women issues and challenges of providing research and information services to women learners participated or enrolled at any of level of distance education. It will particularly strive to meet the continuing education needs of practitioners by providing a forum for the discussion of extended learning policies and practices, and trends in information technologies as they impact the delivery of any kind of the student support services for distance learners and institutions. And also, intWOJDE reflects that the disciplines of Women' position, benefits, advantages and disadvantages in Distance Education/Learning, Open Learning areas which are interdependent with one another, as education and technology increasingly affects our system, students, colleagues, distance educators, administrators, researchers and our own professional practice and articles ranging from theoretical to practical studies, across a wide range of interests and topics.

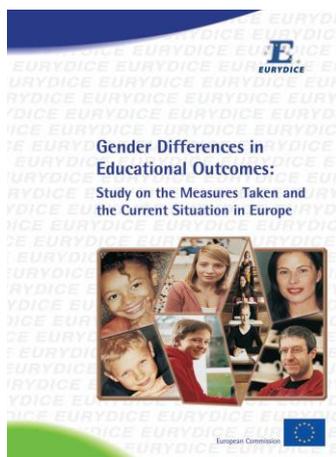
Than we are giving a place to women and DE some related sections such as "Notes for Editor", "Re-published Material/s" section which is aiming to inform you by presenting earlier printed articles, reports, project reports key speeches in conferences or other documents. Other one is "Success Stories" Section inform you success stories of the women who are DE learner or graduated from DE institutions and related subjects women in DE world. Another section is "Book review/s", which aims to inform you from literature and promote women and DE related books from the DE field. We started for a few issue before publishing "Interviews" section which we are planning to give a place some women expert's thoughts in this section. These experts are mostly selected from deal with any sectors who are successful in their professional carriers such as academics, administrators, lowers, artists, engineer etc.

In this issue, we decided to prepare and deliver reports to you as special on reports issue which are re-published so earlier and soonest reports for the reason to be more beneficial to you by informing especially for young generations what are reported around the world which deals with our authors, target readers and the others who are interested in with intWOJDE. We will try to deliver and provide to you, in some periods. We expect your satisfy from old to new evaluations women in distance education.

In this special reports Issue 6 reports were published for intWOJDE readers. This issue's first republished report is Fact Sheet on Afghanistan by mentioning Teaching and learning: Achieving quality for all. This report published by EFA GLOBAL Monitoring Report. It is mention that despite improvements over the decade, Afghanistan has the highest level of gender disparity in primary education in the world with only 71 girls in primary school for every 100 boys. It is likely to remain very far from the target of gender parity in primary education by 2015. No girls were in secondary school in 1999 in the country. By 2011, the female gross enrolment ratio rose to 34%, which meant there were only 55 girls in secondary school for every 100 boys.

Second report is from International Training Centre of the ILO, Turin Independent Evaluation of Training and Learning Activities on the Thematic Area of "Promotion of Gender Equality and Diversity", submitted by Dana Peebles. To strengthen its approach to evaluation and the quality of its programming, the International Training Centre of the ILO (the Centre) has committed to conducting a series of thematic evaluations on an annual basis. This evaluation of the Centre's promotion of gender equality represents the first of these thematic evaluations. Data was collected through a document review (course evaluations and relevant policy and strategic documents); conducting key informant interviews with Centre Activity Managers, Senior Management, and partners; and administering a survey with former participants. The evaluation also conducted in-depth key informant interviews with relevant staff from Italy's Institute of Nuclear Physics to support development of a case study to document a technical assistance and support process used in the Centre's work with the Institute as an alternative form of learning and capacity building.

The survey was sent to 283 former participants from nine courses, selected from a combination of six gender-focused courses implemented by the Center's gender programme (ILSGEN) and four courses that integrated gender from other technical programme areas. The survey had a 31% response rate. A total of 113 people participated in the evaluation process.



The third report is titled as "Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe" which is prepared and presented this document is published by the Education, Audiovisual and Culture Executive Agency (EACEA P9 Eurydice). Available in English (Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe), French (Différences entre les genres en matière de réussite scolaire: étude sur les mesures prises et la situation actuelle en Europe) and German (Geschlechterunterschiede bei Bildungsergebnissen: derzeitige Situation und aktuelle Maßnahmen in Europa). ISBN 978-92-9201-080-5, DOI 10.2797/3598, Text completed in December 2009.

The nature of gender inequalities in education has changed profoundly over recent decades and, with regard to attainment in particular, has become more complex. Apart from the injustice inherent in all gender stereotyping, gender differences in education can also negatively affect economic growth and social inclusion. For example, women remain a minority in the fields of math, science and technology, but on the other hand evidence shows that boys are more likely to be amongst the poorest performers in reading ability.

These two examples illustrate that gender differences in education must be taken into account when developing policies and strategies to improve educational outcomes. The European Commission launched "Europe 2020", a strategy for smart, sustainable and

inclusive growth. Education and training are a fundamental and integral part of this strategy. Indeed, two of the five headline targets in Europe 2020 are related to education, namely that by 2020 the share of early school leavers should be under 10

The fourth report is from Texas Woman's University Distance Education, Snapshot Report Fall 2015. This report gives very useful data about Texas Woman's University Distance Education facts for the interested in readers of intWOJDE.

The fifth report prepared by United Nations Division for the Advancement of Women (DAW), part of UN Women in cooperation with United Nations Educational, Scientific and Cultural Organization (UNESCO), Paris, France, between 28 September-1 October 2010, on "Gender, science and technology Report of the expert group meeting".

This report is the outcome of the meeting. It will provide inputs for the reports of the Secretary-General to the CSW. The report will be widely disseminated at the fifty-fifth session of CSW, including through a presentation during a panel discussion. The documentation for the meeting consisted of: a background paper prepared by a consultant; a background paper prepared by UNESCO; Twelve papers prepared by experts and Four papers prepared by observers. This report and all documentation relating to the meeting are available from [http://www.un.org/womenwatch/daw/egm/gst\\_2010/index.html](http://www.un.org/womenwatch/daw/egm/gst_2010/index.html)

The last but not least sixth report on "Open and Distance Education for the Marginalized (by UNESCO Bangkok, ICT in Education)". Report based on to various degrees, marginalization and vulnerability exist almost everywhere in the world. In some contexts these groups are in smaller numbers, while in others, the concept of being "marginalized" becomes more controversial, as they may constitute most of the population, depending on the context.

The consequent question arises as to who and where these marginalized groups are, why they are marginalized, and how their challenges can be addressed in an inclusive and efficient way.

Evaluating some of the national policies and data available on the vulnerable and marginalized, five categories of marginalization emerge: gender-related (girls), culture-related (castes, tribes, religious groups), location-related (refugees, conflict-affected areas, child soldiers, nomads), poverty-related (working children, single mothers), as well as and special groups (disabled children, children living with HIV and AIDS, orphans) (UNESCO, 2010, p. 5). Retrieved on 1 July 2016 and available from <http://www.unescobkk.org/education/ict/online-resources/databases/ict-in-education-database/item/article/open-and-distance-education-for-the-marginalized-ict-in-education-unesco-bangkok/>

Dear readers, int.WOJDE wishes to add some new sections in int.WOJDE' body as "Notes for Editor" or a "Conference Review", etc. in its future issues as soon as possible. So we are waiting materials from you for fed these sections too in due course.

You can reach us online either directly at <http://www.wojde.org> to receive further information and to send your recommendations and remarks, or to submit articles for consideration, please contact intWOJDE Secretariat at the below address or e-mail us at [intwojde@gmail.com](mailto:intwojde@gmail.com)



**Hope to stay in touch and wishing to meet in our next Issue, 1<sup>st</sup> of October 2016**

**Cordially,**

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