

From the Editor

Dear readers of intWOJDE

First of all, greetings to all you and best wishes from intWOJDE team for a new year 2017.

Welcome to the first issue of the year 2017, Women Online Journal of Distance Education, intWOJDE which it reached and completed its 5th year.

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 since 2012 April. 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.

Then we are giving a place to women and DE some related sections such as "Notes for Editor", "Re-published Material/s" sections which are 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 from any field.

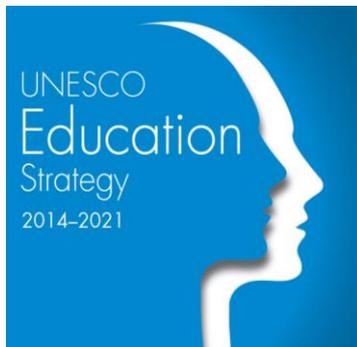
These experts are mostly selected from deal with any sectors who are successful in their professional carriers such as academics, administrators, lowers, artists, engineer etc.

In addition also this issue, we decided to prepare and deliver mostly reports for 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 Issue five reports and reprinted materials, two book reviews, three success stories and one interview with (Dr. Maria FRAGKAKI) were published for intWOJDE readers.

The first reprinted material is titled as "Women Leaders In Online/Distance Education Associations/Organizations" which is written by Natalie B. MILMAN, Washington DC. 20052, USA with her special and an official permission. She says that there is no doubt that more women are needed in the science, technology, engineering, and math (STEM) fields. Numerous reports (cf. Cook, Mason, Morse, & Neuhauser, 2015; Corbett & Hill, 2015; Landivar, 2013), articles (cf. Marks, 2015), books (cf. Sandberg, 2013), and data represented in infographics (cf. "Women who tech," n.d.) substantiate the need, not only for more representation in these fields, but also for women's leadership." However, it is unclear how many women are involved in educational technology (also known as instructional technology) or the growing field of online/distance education, an area that falls under the even broader STEM field umbrella. Further highlighting the gender disparity in the field of educational technology, Scharber, Pazurek, and Ouyang (2015) conducted an analysis of major, refereed educational technology journals. Their analyses evidenced both subtle and dramatic gender differences in authorship for the publications they examined in their review.

Their research suggests that the pipeline challenge is not only problematic at the secondary, post-secondary, and graduate education student levels, but also with those who conduct, advance, and publish research in the field. Their research showed that a large amount of the research in the field of educational technology was conducted and published by male authors, either as first or second authors. In some journals, the gender differences (i.e., publications authored primarily by male authors) were stark. This article has been published in Women Leaders in Online/Distance Education Associations/Organizations, by Milman, Natalie B. *Distance Learning* 12.3 (2015): 45-47.

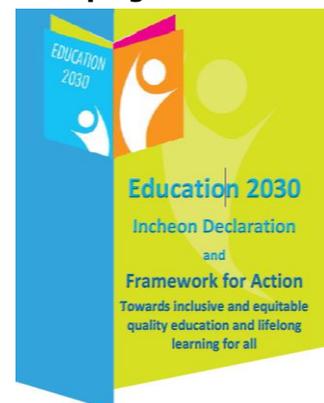


The second reprinted material is UNESCO Education Strategy 2014–2021. Taking this forward involved, first, strengthening UNESCO's leadership position in the international education community, by reinforcing our coordination of the global Education for All (EFA) movement, by enhancing our policy advice and capacity-building with Member States.

The Organization renewed the global EFA coordination and monitoring mechanism.

We provided full support to Member States to reach their EFA goals, winning also greater confidence from traditional and new donors as well as the private sector, mobilizing more resources to support education in developing countries. In 2012, UNESCO was entrusted by the United Nations Secretary-General to coordinate his Global Education First Initiative, to spearhead accelerated efforts towards 2015 and to shape an ambitious new agenda to follow. All of these are signs of effective leadership on a question at the heart of all efforts to craft more inclusive and sustainable development.

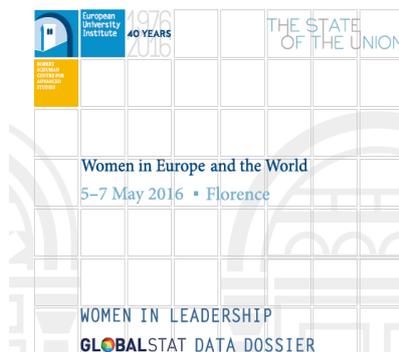
The third reprinted material again belongs to the UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015 in Incheon, Republic of Korea, from 19-22 May 2015, hosted by the Republic of Korea. Over 1,600 participants from 160 countries, including over 120 Ministers, heads and members of



delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, adopted the Incheon Declaration for Education 2030, which sets out a new vision for education for the next fifteen years.

The international education community, stand strongly united on a new all-encompassing approach to ensure inclusive and equitable quality education for children, youth and adults, while promoting lifelong learning opportunities for all. We agree that significant additional financing is needed to achieve the new targets and that resources should be used in the most effective manner in order to push forward progress on Education 2030. It is also stressed that the need for good governance and citizenled accountability in education. Convinced that Education 2030 will make historic progress in education, we commit to bold, innovative and sustainable actions to ensure that education truly transforms lives in the world. Achieving Education 2030 means that success can only be declared when it can be declared for everyone.

Clear and transparent access to data is thus decisive to support best possible analysis of contemporary politics. Reliable access points to data are even more important in the era of globalisation, in which not only the number of sources of information amplifies every day, but also new areas, policy issues and processes to be traced emerge and become relevant for policy-making and citizens. GlobalStat, the Database on Developments in a Globalised World, meets these needs and contributes to a better understanding of the interrelations between human living conditions and globalisation trends.



In its report on *The World's Women 2015: Trends and Statistics*, the United Nations Secretariat's Department of Economic and Social Affairs (UNDESA) gave a most detailed and accurate account of the situation of women in the world in 2015. Within the report, UNDESA analyses key gender aspects of population and families, health, education, work, power and decision-making, violence against women, environment and poverty.

This fourth reprinted material has been presented *GlobalStat Data Dossier on "Women in Leadership"*

highlights most important statistical data from this report and combines it with other key data sources to stimulate our factbased discussion on Women in Leadership during the European University Institute's State of the Union 2016 conference on Women in Europe and the World. In its report on *The World's Women 2015: Trends and Statistics*, the United Nations Secretariat's Department of Economic and Social Affairs (UNDESA) gave a most detailed and accurate account of the situation of women in the world in 2015. Within the report, UNDESA analyses key gender aspects of population and families, health, education, work, power and decision-making, violence against women, environment and poverty. The present *GlobalStat Data Dossier on Women in Leadership* highlights most important statistical data from this report and combines it with other key data sources to stimulate our factbased discussion on Women in Leadership during the European University Institute's State of the Union 2016 conference on Women in Europe and the World.

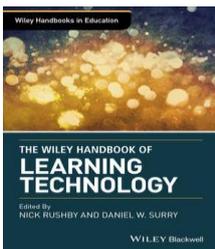


The fifth and the last reprinted material is titled as “Open And Distance Learning For Basic Education In South Asia: Its potential for hard-to-reach children and children in conflict and disaster areas” A cases of BANGLADESH and SRI LANKA, Country Studies and realized by Cambridge Distance Education Consultancy, Von Hügel Institute, St Edmund’s College Cambridge, UK and UNICEF Regional Office for South Asia. The research team at the Cambridge Distance Education Consultancy based at the Von Hügel Institute at St Edmunds College, University of Cambridge UK would like to acknowledge the invaluable assistance from many colleagues and contributors in this study. Conclusion remarks of the study can be summarized as the complexity of all

the issues of affecting educational provision and stability in times of conflict/ post-conflict necessitates the development of a deeper multi-faceted analytic framework. The following dimensions might be considered for inclusion in this analytic framework:

- ✓ Government’s long-term conflict/post-conflict strategy, addressing the immediate, the medium and the long term
- ✓ development partners’ areas of both expertise and preferred intervention
- ✓ a timeline for types of response: first 6–8 weeks, medium term, long term
- ✓ the sites of reaction/response/intervention
- ✓ responsibilities of involved actors: e.g. government, development partners, CBOs, FBO, civil society, communities, children, etc.
- ✓ beneficiary children’s profiles, requirements and potential numbers (both previously enrolled and non-enrolled children)
- ✓ the elements of appropriate, locally-owned, capacity-building ODL interventions
- ✓ an overview of suitability, acceptability (to all), sustainability, scale-ability and transferability.

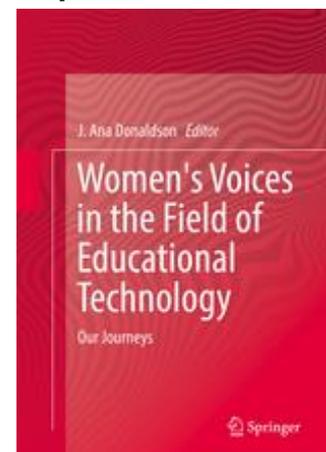
Ideally, the framework should be developed in-country, collaboratively, and lead from or into the articulation of a conflict/post-conflict strategy, addressing the immediate, the medium and the long term.



In this issue The Wiley Handbook Of Learning Technology, Edited by Nick RUSHBY and Daniel W. SURRY is reviewed by Harun SERPIL, PhD, Anadolu University, Eskisehir, TURKEY for WOJDE Readers. This book is also an excellent comprehensive guide for practitioners since it provides quite a few applied frameworks and models with clarifying graphs, tables, and figures.

It also demonstrates the future potential of LTs to provide educational alternatives to improve distance learning. Thus, this book is a priceless reference for those aiming to gain a profound grasp of the current LT work and those who wish to catch a glimpse into the future uses of LTs.

Second Reviewed book is titled as “Women’s Voices In The Field of Educational Technology Our Journeys: Edited by: Donaldson, J. Ana, 2016, Springer. Reviewed by Harun Serpil, PhD Anadolu University Eskisehir, TURKEY. In a professional world that has a tradition of the “good old boy” network, women long have fought for recognition in the educational technology field. In this book authors discuss the women in their own lives who have made the difference for them in their professional development. A group of 31 individuals from the USA, Canada, Northern





Cyprus, the UK, and South Korea were asked to be part of this endeavor. The breadth of the list was intended to bring together as many perspectives as possible. Some stories included in this book are deeply private, others offer historical perspectives of women's roles in educational technology, while others focus on mentoring. This book is intended as a resource for all individuals in the field of educational technology, instructional design, and learning design at a national and international level.

Also Rune's, Nicole' and Rebecca's success stories are placed in this issue' "Success Stories" section from Canada.

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](mailto:intwojde@gmail.com) Secretariat at the below address or e-mail us at intwojde@gmail.com

Hope to stay in touch and wishing to meet in our next Issue, 1st of April 2017.

Cordially,

Prof. Dr. Emine DEMIRAY
Editor in Chief of intWOJDE

Contact addresses:

Prof. Dr. Emine DEMIRAY
Editor-in-Chief of International Women Online Journal of Distance Education int.WOJDE
Anadolu University, Yunusemre Campus
Open Education Faculty, TVProduction Center
26470, Eskisehir, TURKEY.
Tel office: 0222 3350581 (10 lines) ext: 5829
GSM: 0532 650 3974
Fax: +90 222 249 0576
<http://www.wojde.org>
Email(s): intwojde@gmail.com or edemiray@anadolu.edu.tr