

Dear TOJDE Readers,

Welcome to the Volume: 3 Number: 2 of WOJDE;

In this issue, One Note for editor and 3 articles and 1 report of 6 authors from 3 different countries around the world have been published. These published articles are arrived to the WOJDE from, Bangladesh, India and Saudi Arabia.

The 1st article is arrived from India written by Dr Taruna MALHOTRA, from Vaish College of Education, Rohtak, INDIA and Ms Sonal CHABRA from Rawal College of Education, Faridabad, INDIA on " A Study of Responsible Environmental Behaviour Among B. Ed. Distance Learners With Reference To Their Locality, Gender, Stream & Socio-Economic Status". They mentioned in their article that Humans are understood to be highly responsible for environmental degradation. However, through humans, the adverse effects could be minimized or, where possible, even restored to its former sustainable condition.

The presented study was undertaken to study the Responsible Environmental Behaviour among B.Ed. Distance Learners with Reference to their locality, Gender, Stream & Socio-Economic Status. The sample consisted of 100 students pursuing B.Ed. through distance mode from M. D. University, India. For obtaining the data, Responsible Environmental Behaviour Measure (REBM) developed and standardized by Sindhwani (2005) was used. Data analysis involved the use of mean scores, standard deviation and t-test.

The results of the study indicated that B.Ed Distance teacher trainees had Moderately Responsible Behaviour towards environment whereas significant differences were found in Responsible Environmental Behaviour of B. Ed. Distance teacher trainees on the basis of gender, stream, locality and socio economic status.

In the 2nd article titled as "EFFICIENCY OF THE TRANSITIONAL PROGRAM AT KING SAUD UNIVERSITY: A Comparative Study of Educational Achievement Among Female Students of the Transitional Program and University Female Students Majoring in Kindergarten, Special Education, and Psychology", written by Nawal H. ALJAAD from King Saud University, College of Education, SAUDI ARABIA.

The aim of this study was to identify the efficiency of the transitional programs at the College of Applied Studies and Community Service at King Saud University. Data collection relied on the educational achievement rates of the female students enrolled in the College of Applied Studies and also the regular students at the College of Education, King Saud University, majoring in kindergarten, special education, and psychology. The study was conducted on the whole population of the fifth level of the college of education in the majors above.

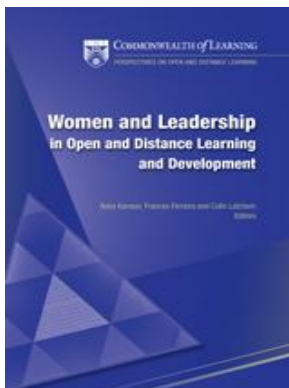
Finding of the study;

- **Female students at the College of Education have higher grades than the female students at the College of Applied Studies majoring in kindergarten by observing the cumulative rate of 3.5 to 3.99.**
- **Female students at the College of Education have higher grades than the female students at the College of Applied Studies majoring in psychology by observing the cumulative rates of 3.5 to 3.99.**
- **Female students at the College of Education have higher grades than the female students at the College of Applied Studies majoring in Special education by observing the cumulative rate of 3.5 to 3.99.**

The 3rd article is joint study from Bangladesh and INDIA on Gender-Sensitivity Analysis of The Text-Materials Used In The Open Non-Formal Education (Onfe) Programme Run By The Ngos In Bangladesh”, written by Sabina YEASMIN Bangladesh Open University, BANGLADESH, Khan Ferdousour RAHMAN, State University of Bangladesh, BANGLADESH and CRK MURTHY from Indira Gandhi National Open University, INDIA. This paper aims in line with the constitutional obligation of right to education and the declaration of the Jomtien World Conference on Education for All (EFA), the Government of Bangladesh made primary education compulsory. In spite of that substantial amount of population found out of education for what NGOs involved actively in literacy sector to supplement and complement the state effort with a commitment to eradicate illiteracy. NGOs run literacy programme under face-to-face (f2f) mode, Continuing Education (CE) programme under blended approach coupled with f2f, and open and distance learning (ODL)-known as open non-formal education (ONFE) programme in the NGO literature-and Open Basic Education (OBE) also known as Non-formal Primary Education.

The Directorate of Non-formal Education (DNFE) and NGOs run ONFE programmes to face the country’s challenge to meet the EFA goal. These programs seek to prevent people from relapsing into illiteracy. Such activities include designing program materials that enable target groups to practice their newly acquired literacy skills. DNFE, BRAC, PROSHIKA, Dhaka Ahsania Mission, FIVDB, CAMPE and some other organizations have already developed some CE materials.

A Report placed in this issue which is titled “PERSPECTIVES ON OPEN AND DISTANCE LEARNING: WOMEN AND LEADERSHIP IN OPEN AND DISTANCE LEARNING AND DEVELOPMENT” and edited by Asha Kanwar, Frances Ferreira and Colin Latchem. With a Foreword by The Honourable Kamla Persad-Bissessar, SC, MP, Prime Minister of Trinidad & Tobago, the first female Prime Minister of the Caribbean country., Frances Also available in epub format.



In this report. Published by COL, on November, 2013. ISBN: 9781894975636, PDF (Portable Document Format)/Acrobat Reader. Contributors are Denise Bradley, Nodumo Dhlamini Ferreira, Cindy Gauthier, Brenda Gourley, Abtar Kaur, Asha Kanwar, Carol Kidu, Colin Latchem, Lambertha Mahai, Sushmita Mitra, Kamla Persad-Bissessar, Lystra Sampson-Ovid, Caroline Seelig, Chetna Gala Sinha, Batchuluun Yembuu. Official permission is received from COL and editors by intWOJDE on March 14, 2014.

Despite significant progress in female emancipation during the last century, women remain in the minority when it comes to formal leadership positions. Today, they hold only 21 per cent of parliamentary seats worldwide. In the 53 Member States of the Commonwealth, only six heads of state are women and just four are heads of government. Women’s empowerment and gender equality are central to the Commonwealth of Learning’s agenda of “learning for development”. *Women and Leadership in Open and Distance Learning and Development* clearly and eloquently demonstrates that women’s leadership is a critical step in promoting gender equality.

Enabling girls and women to overcome cultural barriers and thereby access educational opportunities whilst fulfilling other responsibilities calls for radical solutions; these include the pioneering of open and distance learning policies, organizational processes and programmes to promote gender equality. Such work requires far more than empty rhetoric or cursory gestures.



It demands multi-site, multi-perspective, innovative action - encouraging and supporting girls' participation in schooling, empowering and developing women's capacity through non-formal education and participation in higher education, and enabling more girls and women to be contributors to and leaders of such initiatives. In this global context, Women and Leadership could not have come at a better time. Many women of the Commonwealth Member States in Sub-Saharan Africa and South Asia continue to face great challenges of severe discrimination and violence. Education is one means of equipping these women to deal with their ongoing struggle, one step at a time. Each and every woman who comes forward to take a lead in these matters makes a difference and clears the way for those who follow.

The authors and editors of this book are such leaders. Women and Leadership provides a unique set of insights into the aspirations, visions, setbacks, disappointments, breakthroughs and successes of 12 remarkable women who are, or have been, engaged in open and distance education and in helping other women to become leaders. This book is not weighed down with academic jargon. Rather, it lets us hear the voices of women who have led, or aspire to lead, open and distance innovations in a variety of socio-economic contexts. Readers learn how, in so doing, these women have broken the mould of what was expected and allowed within their particular societies. Their articulate, instructive accounts will inspire many other women to find their own pathways to leadership.

Dear intWOJDE readers to receive further information and to send your 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 July 2014.
International Women Online Journal of Distance Education, Volume: 3 Issue: 3.**

**Cordially,
Prof. Dr. Emine Demiray
Editor in Chief of int.WOJDE**

**Contact addresses:
Prof. Dr. Emine DEMİRAY
Editor-in-Chief of
International Women Online Journal of Distance Education int.WOJDE
Anadolu University,
Yunusemre Campus
Open Education Faculty,
TV Production Center
26470, Eskisehir, TURKEY.
Tel office: 0222 3350581 (10 lines) ext: 2336
GSM: 0532 650 3974
Fax: +90 222 249 0576
URL: <http://www.wojde.org>
E-Posta: intwojde@gmail.com,
edemiray@anadolu.edu.tr**