

Supporting Distance Education through Policy Development

Phase Two - Workshop

Opening learning through shared vision and simple, flexible policy

DATE AND VENUE

24 – 28 September 2001 in Mozambique

AIMS

This workshop is an integral part of the course and its overall aim is to offer the participants an opportunity to meet one another and the facilitators face-to-face in order to take stock and to develop a common understanding and vision on several levels.

- Participants share what they have gained through their online learning thus far, identify areas that they found particularly difficult and indicate where they might need additional support.
- By working together on several key activities the participants should get a much better insight into:
 - The importance of developing a clear vision of the kind of distance education provision that is most appropriate in a given educational context
 - What key components have to be considered when developing a framework for programmes using distance education
 - What the financial implications are of different educational choices
 - What policy can and cannot do.
- Participants should have a common understanding of some essential open learning and distance education concepts.
- It should be clear to participants what phase 3 aims to achieve and what they are expected to do during this phase.

OUTCOMES

Our expectation is that, by the end of the workshop, the participants should have:

- A much better understanding of how to approach their supported on line learning;
- Knowledge about how to develop and create a shared vision for opening learning in a given education context;
- Knowledge of what is involved in developing a framework for programmes using distance education methods;
- Deeper skills to analyse a given educational context;
- Knowledge about the financial implications of different education choices;
- An insight into the part policy plays in the overall context of planning and implementing distance education systems and practices;
- A clear understanding of the activities they will be involved in during phase 3.

Phase 2 - Workshop

Opening learning through shared vision and simple, flexible policy

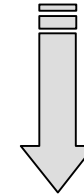
Pre-workshop activities on vision

Creating a vision for a programme using distance education methods

What's involved in designing a programme using distance education methods?

Let's examine the financial implications of different educational options

Let's take stock of our on line learning activities



Let's plan for Phase 3

Deeper understanding of :

- What policy can and cannot achieve
- Open learning and distance education concepts
- The role of vision in policy development

Draft Workshop Programme

Day One

08h30 – 09h00: Arrival and coffee

SESSION	TIME	CONTENT	METHOD
1 Welcome and introductions	09h00 – 10h30	<ul style="list-style-type: none"> • Introduction to workshop and establishment of ground rules • Participants introduce themselves and their countries. • Participants' expectations check and agree on parameters of workshop. • Introduce purpose and outcomes of the workshop and how it fits into the course. 	<p><i>Plenary session</i> <i>Energizer</i> Participants introduce the pictures they have prepared that show the present and future of education in their country. The gallery of pictures stays in the venue for the duration of the workshop.</p> <p>Use coloured cards to capture the participants' expectations and organize them into in key categories.</p> <p><i>Input by facilitator</i></p>
<i>Comfort Break</i>	<i>11h00 – 11h30</i>		
2 Let's share our on-line learning experiences	11h00 – 13h00	<p><i>Reflecting on our online learning experiences</i></p> <ul style="list-style-type: none"> • What have we gained from the online learning? • Which difficulties did we encounter? How did we overcome them? Where do we need additional help? 	<p><i>Energizer</i> Impromptu speeches based on themes from online experience (to be provided by facilitator)</p> <p><i>Group activity</i> Participants work in small groups. Each group reflects on one of the two questions. Each group captures its ideas in point form on overhead transparencies. Groups exchange transparencies and then add any ideas that were not represented.</p> <p><i>Plenary session</i> Each group reports back on the findings and a short discussion follows on some important issues raised.</p>

SESSION	TIME	CONTENT	METHOD
		<p><i>Reflecting on policy</i></p> <ul style="list-style-type: none"> • What questions do we have about policy? 	<p>Ideas are presented to improve on line learning during phase 3.</p> <p><i>Plenary session</i> Brainstorm questions about policy. Participants write their questions on cards. A selection of questions is made for discussion on day 2.</p>
Lunch	<i>13h00 – 14h00</i>		
3 The power of vision	14h00 – 14h45	<ul style="list-style-type: none"> • The role of vision in the success of nations • Vision’s powerful influence in people’s lives • Having a positive vision is a driving force in achieving our goals • The essential elements of building a ‘vision community’. 	<p><i>Video presentation</i> Participants view the video, <i>The Power of Vision</i>.</p>
4 What we know about vision	14h45 – 16h00	<p>Participants draw on the video, their pre-workshop activities and previous knowledge about vision to work towards a common understanding of:</p> <ul style="list-style-type: none"> • What do we mean by vision? • What is the purpose of vision? • What are the properties of a good vision? 	<p><i>Group activity</i> Participants work in small groups. Each group engages with a selection of vision statements, which they evaluate. During this process the groups draw up key criteria for evaluating vision statements.</p> <p><i>Plenary session</i> Groups present their findings and an overall list of criteria is compiled to guide the formulation of a vision statement.</p>
Tea and coffee is available	<i>15h30 – 16h00</i>		
5 Developing a vision	16h00 – 17h00	<p>This is part one of a simulation activity during which participants create a vision for an education programme to combat the effects of</p>	<p><i>Group work</i> Each group creates an advertisement to illustrate the vision for an education programme to combat the effects of AIDS</p>

SESSION	TIME	CONTENT	METHOD
		AIDS. This programme uses distance education methods.	in their country.

Post day one activity

Pairs prepare responses to one or two questions about policy drawn from the list that was generated during the morning session.

Day Two

SESSION	TIME	CONTENT	METHOD
1 Starting the day	08h30 – 09h00	<ul style="list-style-type: none"> • Participants share advertisements they developed on day one. • Focus for day two and agree outcomes. 	<p><i>Plenary session</i> <i>Energizer</i> Participants draw or use an object to illustrate a significant insight they gained on day one. Participants share their ideas with the group.</p> <p><i>Input by facilitator</i></p>
2 Develop future scenarios and alternative visions	09h00 – 10h30	<p>Part two of the simulated vision building activity for an education programme to combat the effects of AIDS.</p> <ul style="list-style-type: none"> • Brainstorm future scenarios and visions for the programme. 	<p><i>Group activity</i> Participants work in their groups to generate future scenarios and alternative visions. One person in each group plays the role of observer and scribe and records the ideas generated by the group.</p>
<i>Comfort Break</i>	<i>10h30 – 11h00</i>		
3 Formulate and present an appropriate vision	11h00 – 13h00	<p>Part three of the simulated vision building activity.</p> <ul style="list-style-type: none"> • Evaluate the alternative visions generated in the previous activity. • Select the vision that applies to the broadest range of scenarios and that meets the criteria of a good vision. • Evaluate the visions presented according to the criteria compiled on day one. 	<p><i>Group activity</i> Groups examine the visions they have generated and use the list of criteria to select the most appropriate one. They prepare a creative presentation for a so-called SADC AIDS Education Foundation.</p> <p><i>Plenary session</i> The group presentations take the form of a light-hearted presentation to a panel consisting of SADC AIDS Education Foundation representatives. Based on the quality of the vision presented the SADC panel decides which group deserves to get start-up funding for their programme.</p>
<i>Lunch</i>	<i>13h00 – 14h00</i>		

SESSION	TIME	CONTENT	METHOD
4 Options in policy	14h00 – 15h30	<ul style="list-style-type: none"> • Issues arising from the responses to the questions prepared by the participants. • Options in national education policy. • Options in policy for programmes that use distance education methods. 	<p><i>Input by facilitator</i> Use the responses to questions to identify issues that are expanded on during the interactive presentation. Draw on a range of policy examples to illustrate points made.</p> <p><i>Plenary discussion</i> Participants raise questions following the input and emerging issues are discussed.</p>
<i>Comfort break</i>	<i>15h30 – 16h00</i>		
5 Options in policy – continued		Continuation of the discussion on policy options.	Continuation of the discussion on policy options.

Post day two activity

Groups prepare a fun scene depicting something interesting about day two for the 'starting the day' session.

Day Three

SESSION	TIME	CONTENT	METHOD
1 Starting the day	08h30 – 09h00	<ul style="list-style-type: none"> • In groups participants present a fun ‘scene’ that depicts something interesting from day two. • Focus for day three and agree outcomes. 	<p><i>Plenary session</i> <i>Energizer</i> A fun ‘sketch/mime’ that illustrates an item of interest from day two.</p> <p><i>Input by facilitator</i></p>
2 A framework for programmes using distance education methods – an introduction	09h00 – 10h30	<p>This is an introduction to phase two of the simulation planning activity for an education programme to combat the effects of AIDS. The key components of the framework are introduced.</p> <p>Highlight the link between the vision, policy and the framework.</p>	<p><i>Interactive presentation</i></p> <p>Using a PowerPoint presentation the facilitator gives an overview of the main components that should be included in the framework. A list of questions to guide the construction of a framework is compiled.</p>
<i>Comfort Break</i>	<i>10h30 – 11h00</i>		
3 Develop a framework for a programme using distance education methods	11h00 – 13h00	<p>Part two of the simulated framework development activity for an education programme to combat the effects of AIDS.</p> <ul style="list-style-type: none"> • Identify an appropriate programme focus • Target learners • Analyse infrastructural capacity limitations • Decide on delivery mechanisms (including institutional structures – new, existing, partnerships) • Provide preliminary descriptions of <ul style="list-style-type: none"> - Teaching and learning strategies - Learner support strategies - Administrative requirements 	<p><i>Group activity</i></p> <p>Participants work in small groups to develop the framework for the programme. The groups are guided by a toolkit consisting of appropriate questions, templates and readings.</p> <p>Each group spends the first half an hour planning their activity, which will take up most part of the day.</p> <p>Individuals in each group take turns to word process parts of the group’s framework.</p>

SESSION	TIME	CONTENT	METHOD
		The outcome of the task is to prepare a framework for an education programme that combats the effects of AIDS.	
Lunch	<i>13h00 – 14h00</i>		
4 Develop a framework for a programme using distance education methods	14h00 – 15h30	Continue with the activity.	Members in each group play different roles. For example, project leader/ coordinator, researchers, and person responsible for word processing. The project leader monitors the process and ensures that the team members are able to achieve their respective outputs.
Comfort break	15h30 – 16h00		
5 Develop a framework for a programme using distance education methods	16h00 – 17h00	Continue with the activity.	The project leader monitors the process and ensures that the team members are able to achieve their respective outputs.

Post day three activity

Read the framework developed by the group that you were not in and write down some evaluative comments. You can use the questions on the activity sheet to guide your feedback.

Day Four

SESSION	TIME	CONTENT	METHOD
1 Starting the day	08h30 – 09h00	<ul style="list-style-type: none"> • Learning to be creative in using limited resources. • Focus for day four and agree outcomes. 	<p><i>Plenary session</i> <i>Energizer</i> Groups create something using a limited number of resources.</p> <p><i>Input by facilitator</i></p>
2 Sharing comments on the frameworks developed	09h00 – 11h30	<p>The following questions guide the feedback comments:</p> <ul style="list-style-type: none"> • What do you think is missing from the framework? • What do you think will work well? Why? • What do you think will not work well? Why? • How well does this framework link with the vision developed earlier? • What suggestions do you have for improving the framework? 	<p><i>Plenary discussion</i> Ideas are captured on coloured cards and arranged under the four categories.</p> <p>Suggestions for improving the frameworks are collated.</p> <p>Two people from each group are given the responsibility of amending the frameworks according to the suggestions made. This activity can be done during the breaks.</p>
<i>Comfort Break</i>	<i>10h30 – 11h00</i>		
3 The financial implications of different educational choices – an introduction	11h00 – 13h00	<ul style="list-style-type: none"> • Introducing financial planning. • Issues around financial planning. • The purpose and benefits of using the financial planning questionnaire. 	<p><i>Input by facilitator</i> Introduce financial planning and the questionnaire.</p>
<i>Lunch</i>	<i>13h00 – 14h00</i>		

SESSION	TIME	CONTENT	METHOD
<p style="text-align: center;">4</p> Financial implications – completing a financial planning questionnaire	14h00 – 15h30	Financial planning for the education programme to combat the effects of AIDS.	<i>Group activity</i> Participants work in small groups to complete the financial planning questionnaire for the programme framework they have developed.
<i>Comfort break</i>	<i>15h30 – 16h00</i>		
<p style="text-align: center;">5</p> Reflect on what we have learned about financial implications and financial planning	16h00 – 17h00	Taking a step back, reflecting on actions and learning from them is an important set of skills for policy makers.	<i>Plenary discussion</i> Reflect on the financial planning activity and discuss any arising issues and concerns.

Day Five

SESSION	TIME	CONTENT	METHOD
1 Starting the day	08h30 – 09h00	Looking back at the workshop, which characteristics, values and skills are essential for policy makers to be successful in their work?	<p><i>Plenary session</i> <i>Energizer</i> Groups prepare a ‘policy makers survival kit’. They include objects that represent suitable characteristics, values and skills. Groups share their kits with each other.</p>
2 Evaluation of the workshop.	09h00 – 10h30	<ul style="list-style-type: none"> • Draw together what has been achieved during the workshop. • Identify gaps and areas that need more attention. 	<p><i>Plenary discussion</i> Participants complete a workshop evaluation form, which is handed in. In plenary ideas of what has been achieved are captured on a flipchart. Gaps and areas that need attention are written on coloured cards. Methods to respond to these are brainstormed and the most appropriate ones are noted.</p>
<i>Comfort Break</i>	<i>10h30 – 11h00</i>		
3 Wrap up and what happens in phase 3	11h00 – 13h00	<ul style="list-style-type: none"> • Overview of Phase 3. • Common understanding of the activities in Phase 3. • Agreement on type of support necessary for Phase 3. • Roles and responsibilities are clarified and agreed. 	<p><i>Input by facilitator</i> <i>Plenary discussion</i> Participants ask questions to clarify their understanding of what is expected of them in phase 3 and make suggestions about the kind of support they need.</p>
<i>Closure</i>	<i>13h00</i>		