Dear Prospective Delegate,

Following the success of last year’s summit and the highly informed papers presented on both an international and national level we decided to create a dynamic platform that allows us yet again to discuss the issues that developed and caused abrupt challenges within the ICT and higher education arena to date. The progress and innovation of ICT within higher education is much a debated issue where the areas of accessibility, technology and funding is concerned.

Opening the platform to the Objective and 2012 initiative:
Revolutionising ICT to reform universities is what we aim to strive for…

The “ICT in Higher Education” summit is aimed at promoting the use of information and communication technology in education, and provides a great opportunity to network with educators, administrators and ICT professionals in and out of Africa

Key issues/highlights of 2012 that differentiates us from our 2011 symposium

Exclusive Highlights of the Summit 2012:
• Expert Opening address presented by Prof Barney Pityana – Challenges presented within the higher education arena…striving for best practices
• Dynamic Case studies, presentations debates and world class strategies presented by world renowned experts from the UK, Ghana, University of Mauritius, Kenya, University of Namibia and the World Bank
• Interactive Workshop presented by the University of Mauritius: This workshop will provide you with everything you need to create E-learning courses with a Rapid E-learning Tool. The E-learning software tool empowers anyone to easily create engaging courses and it helps trainers to create interactive presentations and quizzes for learners
• Exclusive Video streaming session by Peter Hartley, UK: Latest model in enhancing teacher-student relations within the classroom – is the transformational agenda in higher education through the use of technology finally coming to fruition?

Innovating, Initiating and Accessing for success in a highly globalized technological environment

ICT amongst the world is continuously being revolutionized within the higher education arena. To keep up with the innovation that is transgressing this summit has been designed to keep you enlightened of the latest ICT social e-learning tools and multimedia techniques. The summit also allows a platform that discusses a challenge that reaches across the globe and needs to be implemented through "Providing disability with access to ICT"

Advancing teacher student education ICT emanates as a powerful tool and continues to advance–Take advantage of these strategies and trends from UK based models –University of Bradford

Explore the system in place for teacher development….In this way, the graduated trainee teachers would be able to cope with this dynamic ICT technological trend which swept across the world

Taking advantage of the global trend by implementing ICT across Africa don’t afford to miss out

See you at the 3rd annual ICT event!

Kind regards,
Ms. Trisha Authar

Conference Director: Amabhubesi Conferencing CC
3RD ANNUAL ICT IN HIGHER EDUCATION SYMPOSIUM

ICT 2012 - Showcased by our key note speakers below:

Dr. Bakary Diallo
Rector AVU

Prof. Barney Pityana

Prof. Juma Shabani
Director UNESCO

Prof. Dzvimbo
Dean: Education UNISA

Prof. Rehabeam Auala
Dean: Education University of Namibia

Network, share & gain insight into the latest technology presented by these ICT experts:

- Santally Mohammed Issack - Director - University of Mauritius
- Luckson Kaino - Dean: Teacher education - UNISA
- Deepak Bhatia - World Bank - US
- Peter Hartley - Professor Education Development - University of Bradford
- Laura Bugereit - Principal technologist at Meraka Institute - CSIR
- Aida Opoku - Mensah ICT Director - UNECA
- Ahmad Sengendo - Rector Islamic University - UGANDA
- Izak Smit - Elearning Director - CPUT
- Dr. Nina Du Toit - Disability Director - CSIR
- Dr. Jameson Mbale - Senior Lecturer: Department of Computer Science - University of Namibia
- Maggie Verster - e-learning/social media Consultant and Educational Technologist - ICT 4 champions

WHO SHOULD ATTEND:

- University Management & Leadership
- University Professors & Lecturers
- Deans & Department Directors
- Higher Education Researchers
- University IT Directors/Managers
- Education Administrators
- Government Senior Education Personnel
- State Department of Education
- International Education Development Cooperation
- ICT Program Directors/Managers
- Educational Association’s Personnel
- Education NGOs
- ICT Service Providers
- Publishers, Instruction Designers & Content Providers
- E-learning Specialist
- Multi-media & Software Developer/Specialist
- Technologist/Social Media Specialist/Consultants
- Curriculum Designers
- Education Policy Makers

Don’t miss out on the interactive and practical workshop presented by The University of Mauritius: “RAPID eDEVELOPMENT”

Participants will need to have a windows laptop running Microsoft PowerPoint 2007 (recommended)

ICT Challenges that stem from the higher education industry which includes limited budgets, ICT access to disabilities and the youth. This has caused a significance drop in the accessibility rate. Given the steadily demand for higher education and ICT we aim to address and examine these factors and others with recognized solutions presented by our key experts within the ICT and higher education circle.

AMABHUBESI
CONFERENCING & TRAINING
In Association with Business and Business Management Solutions (Pty) Ltd
An Events, Training and Conference Company

TEL: +27 11 326 0353 • FAX: +27 11 326 0354
VISIT OUR WEBSITE: www.amabhubesi.com

SOUTHERN AFRICAN ASSOCIATION FOR THE CONFERENCE INDUSTRY

The ICT research knowledge outputs remained located mostly in university departments, libraries, and donor or government ministry facilities, and not delivered to their potential end-users. They did not target particular community groups for dissemination of knowledge generated and, consequently, research outputs from these projects were not accessible to the communities. A major finding of the study was that many ICT projects conducted at these universities did not benefit or intend to benefit communities in these countries in relation to Millennium Development Goals (MDGs). A total of 22 ICT research studies were selected on their basis of targeting educational, social, and economic development of the communities. Data were gathered through documentary analysis and structured interviews with the researchers involved and some accessible members of benefiting communities. A major finding of the study was that many ICT projects conducted at these universities did not target particular community groups for dissemination of knowledge generated and, consequently, research outputs from these projects were not delivered to their potential end-users.

The ICT research knowledge outputs remained located mostly in university departments, libraries, and donor or government ministry offices. It was also found that most of the research studies on ICTs conducted at those universities was part of academic work to either achieve higher degree qualifications at universities or meet donors' requirements. The main challenge was that of effective disseminating research knowledge outputs by these academic institutions. Furthermore, though researchers and administrators at these universities were generally aware of MDGs, these goals were not primary motivators for undertaking research studies on ICTs that were examined. It was recommended that (i) ICT policies that target ICT research and activities at universities be stated, (ii) Dissemination and utilization strategy policies of research outputs be put in place at the universities, and (iii) the three universities to put up a collaboration mechanism for sharing knowledge on ICT research knowledge outputs that could benefit communities in these neighboring countries.
Luckson Kaino is an associate professor in the Department of Teacher Education in the College of Education at the University of South Africa (UNISA), South Africa. He is a graduate of the University of Salzburg, Salzburg in Austria with a PhD in mathematics education. He also has MSc and BSc degrees from the University of Dar es salam in Tanzania. He has a teaching experience and research of about 20 years in the field of education particularly in education research, curriculum development and evaluation. He has taught at the University of Swaziland in Swaziland, Limpopo University in South Africa and the University of Botswana in Botswana. He served as a Head of Department at the Department of Mathematics, Science & Technology Education at the University of Botswana before joining UNISA. He also worked as a Principal Curriculum Developer at the Institute of Education in Tanzania. Professor Kaino has widely researched and published in mathematics and technology education and won many research awards and grants.

11:45 - 12:45  
**Accessibility across all sectors**  
Case study and proven statistics  
“Disability and ICT - an opportunity for all.”

Disability is a worldwide challenge affecting numerous aspects of social and economic interaction among various population groups. People with disabilities are often faced with enormous challenges that impede on their day to day activities. In order to curb the potentially devastating effects of this situation, the international community has established a number of legislative interventions. In the field of education, legislation addresses issues ranging from the right of every individual to be educated, to the promotion of inclusive/enabling schools and broad-based strategies for ensuring basic learning needs of every child, youth and adult.

In South Africa, policies that regulate schooling and higher education have to be in alignment with the constitutional values of equity, non-discrimination and humanity, as well as with international developments. In higher education, legislation recognises the need for progressive access for students who were previously disadvantaged, which includes students with disabilities. According to the National Plan for Higher Education, the moral and educational responsibility rests with the individual institutions to ensure that effective programmes and access opportunities are in place for students that are admitted. The Plan also makes provision for integrated academic development support to facilitate institutional and curriculum transformation, as well as the development of appropriate support systems.

In line with national and international developments, the Cape Peninsula University of Technology (CPUT) is putting initiatives into place to transform its curriculum and learning environment in such a way as to enable students with disabilities to experience a meaningful, enriching and inclusive academic life. This paper discusses ways in which this is being done at present, with reference to the role of ICT in the process, as well as possibilities for the future.

13:00 - 14:00  
**ICT and emerging technology**  
HE, Emerging technologies and the Cloud - it is a jungle out there!

Higher education is currently bombarded with everything new when we look at ICTs. Staff and students are actively engaged in a personal capacity within the social media environment and joining groups, both for socializing and academic information exchange. Administration is courted by publishers and entrepreneurs offering freebies and the Digital Natives are shouting: “take over the control” from their open source soap boxes. IT managers are holding on to outdated secure and controlled systems. “Free” cloud services are offered by companies raking in billions of Rands in annual income. Who will win this battle, or can it be turned into a win-win situation?
the graduated trainee teachers would be able to cope with this dynamic ICT technological trend which swept across the world. 

...downloading of teaching resources from the net, troubleshooting the existing systems and preparation of their work using computers. In this way, 

...teaching industry. These graduates would be able teach using ICT facilities such as PowerPoint, smart boards, online materials, uploading and 

...makes them grow in manipulation of such technology as it evolves. In this way, the graduate will add value to their teaching as they join the 

...computer facilities to allow each and every student have access to this technology. The involvement of the teacher trainee with ICT technology 

...session is always set to link many sites into a single video conference class. The computers laboratories have been installed with adequate 

...staff in solving problems experienced by the University. For the campuses without enough staff, a videoconference session is always set to link many sites into a single video conference class. The computers laboratories have been installed with adequate computer facilities to allow each and every student have access to this technology. The involvement of the teacher trainee with ICT technology makes them grow in manipulation of such technology as it evolves. In this way, the graduate will add value to their teaching as they join the teaching industry. These graduates would be able to teach using ICT facilities such as PowerPoint, smart boards, online materials, uploading and downloading of teaching resources from the net, troubleshooting the existing systems and preparation of their work using computers. In this way, the graduated trainee teachers would be able to cope with this dynamic ICT technological trend which swept across the world.

14:00 - 15:00 Advances in Science and Technology: Implications for African Universities.

Dr. Ahmad Sengendo
Rector Islamic University - UGANDA

Former Chairperson, Uganda Vice Chancellors' Forum
Education: BSc (Hons), P.G.D.E.(First Class) (Makerere University), MSc.Ed, Ph.D. (Educational Technology) (University of Kansas, USA).

Attended and presented papers at very many national and international conferences with several publications to his credit

15:00 - 15:15 Networking Over Tea / Coffee

15:15 - 16:15 Skills and ICT Within HE: Equipping ICT Skills to Graduate Trainee Teachers Whilst at Tertiary Institutions Impacts the Quality of National Manpower Development – Case Study for University of Namibia

The current wave of technological trends has made Information Communication Technology (ICT) a necessity and cross-cutting in all walks-of-life. In view of this, it is a matter of fact that all old and newly graduated employees such as medical doctors, nurses, pilots, engineers, accountants, actuaries, teachers, lawyers, etc., require basic ICT skills for them to fit in with the current and future technological trends. It is also a reality that these employees passed through a teacher especially at initial educational levels such as primary and secondary schools. Every professional person was trained by a teacher in one way or another. Hence, producing a qualified teacher with at least ICT knowledge will add value and a significant contribution to societal manpower development. It is against this background that the University of Namibia (UNAM) has intensified the integration of ICTs in the curriculum especially in the Faculty of Education which train teachers who will be deployed to teach at primary and secondary schools country wide. As this will have an impact on the teachers’ approach to utilisation of ICT facilities to deliver their respective lessons. UNAM has put computerisation of the Faculty of Education laboratories as a priority. The video conference laboratories and equipment had been set up. This is to combat staffing problems experienced by the University. For the campuses without enough staff, a videoconference session is always set to link many sites into a single video conference class. The computers laboratories have been installed with adequate computer facilities to allow each and every student have access to this technology. The involvement of the teacher trainee with ICT technology makes them grow in manipulation of such technology as it evolves. In this way, the graduate will add value to their teaching as they join the teaching industry. These graduates would be able teach using ICT facilities such as PowerPoint, smart boards, online materials, uploading and downloading of teaching resources from the net, troubleshooting the existing systems and preparation of their work using computers. In this way, the graduated trainee teachers would be able to cope with this dynamic ICT technological trend which swept across the world.

Prof. Rehabeam Auala
Dean: Education • University of Namibia

Professor Rehabeam Katengela Auala is a Professor of Educational Management and Administration. Prof Auala is a former Dean of the Faculty of Education at the University of Namibia. He is a Council member of the University of Namibia representing Senate. He is the Chairperson of the Advisory Council of Education (NACE) in Namibia. He was an alternate member to the Vice Chancellor, Prof Lazarus Hangula, for National Council for Higher Education (NCHE). He obtained both M.Ed. and Ph.D. at Miami University in the United States of America in 1983 and 1986 respectively. He possesses skills in educational management, supervision, curriculum development, strategic management plan, and teacher education. He teaches at both undergraduate and postgraduate levels. Prof. Auala, a son of the Namibian soil, is a Professor by scholarly research, publishing, academic merit, peer assessment and promotion. He is committed to high level of discipline and hard work.

Professor Auala possesses a balanced combination of the following professional attributes: highly learned and educated scholar but always willing to learn and solidly grounded in research and publication, broad-minded in his horizon of thinking, far-sighted in the way he looks into the future, displays a sound mastery of analytical skills, a leader with a sharp sense of purpose and direction, a man of dedication and commitment.
Dr. Jameson Mbale received his PhD degree in Computer Science from Harbin Institute of Technology, China, in 2003. He obtained M.Sc. degree in Computer Science from Shanghai University in 1996 and B.A. in Mathematics and Computer Science at the University of Zambia in 1993 in Zambia. He is a Senior Lecturer in the Department of Computer Science at the University of Namibia (UNAM). He lectures/teaches the following courses: Telecommunications, Foundations of Data Communications, Networking and Emerging Technologies, Internet Technologies and Applications, Introduction to Network Security, Computer Networks, Network Systems Security, Wireless and Mobile Computing, Network Administration, Advanced Databases, and Software Engineering. He is also the Instructor for CISCO and IT-Essentials, these are industrial certification courses. His research interest is in: provision of Distance Learning technical solutions, networking, network security, wireless networking and telecommunications. He has so far published forty-four (44) peer reviewed papers/articles, where fourteen (14) are from International Journals, twenty (20) International Conferences and ten (10) are articles.

Other responsibilities held at the University of Namibia are: a member of the University High Level eLearning Committee, the coordinator of the Centre of Excellence for Telecommunications and Information Technology, the Acting Coordinator for the eLearning Technical Committee, the Chairperson for the UNAM Technical Website Committee, Acting Coordinator for the Interactive Multimedia Unit (IMMU) and Acting Coordinator for University Management Unit (UMS).

Other responsibilities previously held were: the Head of the Department of Computer Science at UNAM, the Director of Computer Centre at UNAM, coordinator of Namibia Research Education Network Education Network (NAMREN), the Head of the Department of Computer Science at the University of Zambia, the Secretary and founder of Zambia Research Education Network (ZAMREN), Board Member of Zambia Telecommunication (ZAMTEL) Company, Board Member, for Sub-Committee: Information and Technology for the National Savings and Credit Bank, Board Member of UbuntuNet Alliance an International Continental Association (HQ in Lilongwe, Malawi) that provides network connectivity and research resources to the African Universities.

He was also involved in drafting the following Acts of Parliament for Zambia: the Information and Communication Technologies Act; the Electronic Communications and Transactions Act; and the Postal Services Act.

### SYMPOSIUM AGENDA - DAY 2

**08:30 - 09:00** Summation of day one by chairperson

**09:00 - 12:00** Interactive Workshop

**Rapid e-Learning Development**

- *a demo and hands on practice on one e-learning authoring tool (open source one or a proprietary one)*

One of the great benefits of Rapid E-Learning Tool is that it lets you create e-learning courses much faster and easier than ever before. However, going faster and making your job easier are not the only factors. While many e-learning developers do a good job focusing their attention on the design process, they often neglect the real needs of the organization, customers, and learner. This means that the course might not deliver the results you want it to. As a rapid e-learning pro, your job is to produce meaningful business results. You do this by balancing the needs of everyone involved, that is, the organization, the customer, and the learner, by leveraging e-learning technology.

This workshop will provide you with everything you need to create E-learning courses with a Rapid E-learning Tool. The E-learning software tool empowers anyone to easily create engaging courses and it helps trainers to create interactive presentations and quizzes for learners. In short, you will just have everything you need to quickly create e-learning courses from PowerPoint and develop stunning interactive content, quizzes, assessments, and surveys. Even non-technical users will be able to create professional, interactive e-learning courses easily, quickly, and affordably. So, no need for programming skills! The workflow will be streamlined and intuitive because every tool has been designed from the ground up by e-learning experts.
SYMPOSIUM AGENDA - DAY 2

At the end of this training, you will participate in hands-on exercises and real-world projects after this training.

The different topics that will be covered are as follows:

- **MODULE 1**  Design Best Practices for PowerPoint
- **MODULE 2**  Synchronizing Animation Timings
- **MODULE 3**  Integration of Quiz
- **MODULE 4**  Embedding Flash Media
- **MODULE 5**  Best Practices for Embedding Web Objects
- **MODULE 6**  Publish for Web and LMS Delivery

**Santally Mohammed Issack**  
**Director** - University of Mauritius

Mr. Santally Mohammad Issack is a Senior Lecturer in Educational Technology and currently in charge of the Virtual Centre for Innovative Learning Technologies (VCILT) of the University of Mauritius. His area of research is educational technology. He is a Chartered IT Professional and Fellow member of the British Computer Society. He has particular interests in personalisation of web-based learning and the instructional integration of Open Educational Resources in online courses. He was the team leader for the Mauritain Team on the SIDECAP project, an ACP-EU funded project on distributed education, led by the Open University of the UK. He has a number of publications in the educational technology field and is among the early pioneers of online learning in Mauritius. He has also been involved in a number of consultancy projects in e-Learning at the International level for the SADC, COMESA, the Hamdan Bin Mohamed e-University of Dubai and the Seychelles. After being awarded the outstanding young person in 2006 in Mauritius, he led the VCILT to be a finalist in the World Innovation Summit for Education Awards in 2009 and contributed to the VCILT in 2011 to receive the Commonwealth of Learning Award of excellence in the development of distance education materials

**12:00 - 13:00  A sustainable model for mobile tutoring in mathematics**

The Dr. Math tutoring project uses volunteer tutors from universities around South Africa. Over 30,000 pupils have used Dr Math since its inception. Alas, there have only been around one hundred tutors. This talk will describe the new sustainability model for volunteer tutors which have been implemented in the Dr Math project. This model includes high school pupils tutoring primary school pupils, university students tutoring high school pupils, and graduate students assisting university students.

**Case studies and examples:** The Dr Math tutoring project generates gigabytes of data concerning mathematics education. Currently, four graduate students at South African universities are analysing this data for their Master’s and PhD projects

**Laura Bugereit**  
**Principal technologist at Meraka Institute** - CSIR

Laura Butgereit is the inspiration behind the Dr Math mobile tutoring project. The Dr Math project allows school pupils to get help with their mathematics homework using MXit on their cell phones. The volunteer tutors are from universities around South Africa and some overseas universities. Ms Butgereit is a principal technologist at Meraka Institute, CSIR in Pretoria.

**13:00 - 14:00  Social media and ICT**

A few magic moments of an absent lecturer who flipped... We all would like to create magic learning moments for our students. Quite a few of us have even tried standing on our heads in order to get an “AHAH” moment across! In this interactive demonstration I am going to pull a few tools out of my magic learning bag to show how we can use social media and mobile devices in order to create those magic moments that can possibly translate into more effective student - lecturer engagement.

We will collaboratively (switch on all your devices) investigate how a “flipped” approach can be implemented to make it possible to be absent, but “all there”? Lecturers traditionally “lectures” while students absorbs information and then leave the lecture room to internalise their understanding into learning. How about turning everything around? How about allowing the students to wrangle with the learning content in your absence, before they enter your lecture and just using your lecture space for active interaction?

We now have all the (magic) tools at our disposal to do this- our students walk around with it in their pockets. Do we have the courage to flip? Which tools can we use to flip effectively? Are we absent when it comes to our students or are we absent but “all there”?

All cellphones, laptops and other mobile devices have to be switched on during this session
SYMPOSIUM AGENDA - DAY 2

Maggie Verster
e-learning/social media Consultant and Educational Technologist - ICT 4 champions

Maggie is a passionate School 2.0 (social media) activist for teaching and learning and believes that educators need to incorporate social media tools into their teaching strategies in order to effectively engage a new generation of students. She has delivered numerous papers, keynotes, conducted workshops and developed e-learning as well as m-learning resources to assist teachers to effectively use ICT and social media for professional development and in their classrooms. She facilitates various online learning communities for teachers and is in the top 100 “edu-twitterati” in South Africa. She has been involved in various ICT training initiatives for subject advisers, teachers and lecturers and consults to the Department of Education, schools, organisations and various Universities. She is currently developing ICT e-learning materials for the Commonwealth of Learning. For more information see her blog at www.school2.co.za or follow her learning tweets at www.twitter.com/maggiev

14:00 - 15:00 Video conferencing session:
The transformation of higher education through new technology – is this finally happening?

In my presentation to this conference last year, I explored the proposition that modern computer technologies provide new opportunities to transform student learning. I argued that recent developments in both hardware and software enable new methods of teaching and assessment which were either not possible or not practical only a few years ago. My examples were taken from our own work at Bradford and selected initiatives from across the UK, including:

- New approaches to curriculum design and curriculum mapping.
- Open educational resources and applications which allow more flexible delivery.
- Creative information searching and conceptual presentation.
- Developing employability skills through multimedia software.
- Flexible formative and summative assessment through computer-aided assessment.
- New forms and methods of assessment feedback.
- Enhancing student reflection through e-portfolios.

This year, I will briefly highlight examples of major progress in these areas and then review some of the most important initiatives which have emerged in the UK over the last year. For example, there has been major investment in open educational resources and the institutional infrastructures necessary to support this: a programme of projects in assessment and feedback has included both institutional frameworks and disciplinary examples; and a parallel funded programme has initiated work in ‘digital literacy’, looking at the implications of this notion or both staff and students.

And so – is the transformational agenda in higher education through the use of technology finally coming to fruition? My presentation will offer an answer to this question and will contain links and suggestions for delegates to follow up after the conference. I will also include a brief review of barriers and potential pitfalls.

Peter Hartley
Professor Education Development - University of Bradford

Peter Hartley is Professor of Education Development at the University of Bradford and Visiting Professor at Edge Hill University. He has been involved in several national UK initiatives to enhance student learning, including Centre’s for Excellence in Teaching and Learning - CETLs – and development projects for JISC and the Higher Education Academy covering areas such as e-portfolios, computer-aided assessment, and audio feedback. As a National Teaching Fellow (NTFS), he has promoted the use of new technology and developed educational software applications, including ‘The Interviewer’ (2nd edition, Gower, 2010), ‘Interviewer Viva’ (Bradford, 2011) and his work on ‘Making Group work’ with the Learn Higher CETL. He is currently leading the NTFS Group Project on Programme-Based Assessment (PASS) and working with several UK universities on the integration of technology to support student learning.

15:00 - 16:00 Promoting Open and Distance Learning
The AVU Multinational Project II: continuing to contribute to increase access to quality education in Africa through the innovative use of ICTs

The African Virtual University (AVU) www.avu.org is a Pan African Intergovernmental Organization established by charter with the mandate of significantly increasing access to quality higher education and training through the innovative use of information communication technologies. Since its inception in 1997, AVU has trained 43,000 learners and has acquired the largest eLearning network with more than 53 partner institutions in 27 African countries. The AVU headquarters is in Nairobi - Kenya and a Regional Office is based in Dakar – Senegal. The AVU has Host-Country Agreements and Diplomatic Status with the two governments.
The AVU has received a grant from the African Development Bank Group (ADB) for the implementation of the second phase of the Multinational project. The new project will be implemented from 2012 to 2016 in 27 partner institutions in 22 African countries. The Multinational Project Phase II builds on the success and lessons learned from the first phase which was funded by ADB for and was implemented in 10 countries between 2005 and 2011. The second phase will continue to contribute to increase access to quality higher education through the innovative use of Information and Communication Technologies.

The grant will strengthen the capacity of AVU to establish distance and eLearning infrastructure in the beneficiary countries, develop and deliver collaboratively, quality ICT-integrated programs in mathematics and sciences teacher education, computer science, and peace and conflict resolution. It will help AVU to launch its research and development agenda with a focus on mobile learning, strengthen its Open Educational Resources initiative, and provide technical assistance to African countries regarding ICT in education policies and strategies. The grant will also support gender mainstreaming mainly through the administration of a scholarship fund.

The presentation will focus on the success of the first phase of the Multinational project in 10 African countries, including the global recognition of the AVU work through the Education-Portal.com prize regarding AVU Open Educational Resources https://oer@avu.org, and will present how the second phase will continue to contribute to increase access in quality education in Africa.

Dr. Bakary Diallo PhD.
Rector - AVU
African Virtual University www.avu.org
AVU Headquarters in Nairobi.

Dr. Bakary Diallo has been working in the education sector for the past 20 years as an academic, a consultant, a project administrator, a researcher and a secondary school teacher. He joined the African Virtual University (AVU), an Intergovernmental Organization based in Nairobi, Kenya, which specializes in Open Distance and Electronic Learning in August 2005. He held several senior positions within the organization before his appointment as the CEO/Rector of the AVU in August 2007. Prior to joining the AVU, he worked at the University of Ottawa as a part-time Lecturer at the Faculty of Education from July 2001 to July 2005, and as a Consultant for Integration of ICT in Education, at the Center for University Teaching. He taught at the Secondary Level in Senegal from 1988 to 1997 before joining the University of Ottawa in 1997. Dr Diallo is fully bilingual (French and English).

Education Background
• PhD from the University of Ottawa, Ontario, Canada with a focus on the Integration of ICTs in higher education Institutions;
• Masters Degree from the University of Ottawa, Ontario Canada;
• Bachelor’s Degree from INSEPS, Universite Cheikh Anta Diop, Dakar Senegal;
• Pedagogy: Certificat d’Aptitude au Professorat from INSEPS/Universite Cheikh Anta Diop, Dakar Senegal;
• First Certificate in English from the University of Cambridge UK;
• Certificat et Diplôme d’ Etude Pratique d’Anglais from the British Senegalese Institute, Dakar, Senegal.

Professional Affiliations include
• Member of the Canadian Network for Innovation in Education www.cnie-rcie.ca
• Member of the Honorary Committee of eLearning Africa www.elearning-africa.com/partner_honorary.php
• Member of the Advisory Committee of Online Educa Berlin www.online-educa.com/en
• Member of the Association of Part Time Professors of the University of Ottawa www.uottawa.ca
• Membre de l’Association Francophone pour le Savoir (ACFAS) www.acfas.ca
• Member of the Joint Experts of UNESCO for the Follow up of the World Conference on Higher Education www.unesco.org
• Member of the Teacher Education Working Group of the Association for the Development of Education in Africa (ADEA) www.adeanet.org/adeaPortalWelcome.jsp
• Member of the Teacher Education Working Group of the Africa Union’ Second Decade of Education of Africa www.africa-union.org
• Member of Merlot African Network Council http://man.merlot.org/
• Member of the International Advisory Board of the Global Text Initiative http://globaltext.terry.uga.edu/
• Member of the International Advisory Board of the ReViCa Global Campus http://revica.europace.org/p9.html
• Member of the Information Technology for Learning , Education and Training Technical Committee of the Kenyan Bureau of Standards http://www.kebs.org/
• Member of the reviewing committee of International Journal for the Scholarship of Teaching and Learning U-SoTL http://academics.georgiasouthern.edu/ijstl/
3RD ANNUAL ICT IN HIGHER EDUCATION SYMPOSIUM

SYMPOSIUM AGENDA - DAY 2

16:00 - 17:00 Higher Ed & ICT: Private Sector Partnership for Innovation and Research Excellence

Prof. Dzvimbo
Dean: Education - UNISA

Professor Dzvimbo is Senior Education Specialist World Bank Dean of the Faculty of Education University of Zimbabwe, Pro-Vice Chancellor University of Zimbabwe, Head Africa Virtual University & Head of A Unit School of Basic Studies at Ahmadu Bello University

Aida Opoku Mensah ICT Director - UNECA

Based in Addis Ababa, Ethiopia Aida Opoku-Mensah is Director, ICT, Science and Technology Division of the UN Economic Commission for Africa (ECA) responsible for ECA's programmatic activities in Africa in the areas of geoinformation, Science, Technology and Innovation and Information Society issues. Led by her, the division’s key role is to promote STI for economic development in Africa, examining the concepts of the knowledge economy and innovation society and their economic impacts on African development. She has held previous positions working on ICT4D initiatives throughout Africa, including serving as Team Leader for the Development Information Services Division of ECA as well as having worked for the Ford Foundation's West Africa office in Lagos, Nigeria. Ms Opoku-Mensah established the Panos Southern Africa regional office based in Lusaka, Zambia, serving, as the first director of this regional office. Prior to this she lectured at London’s City University on Communication Policy and for many years covered African political, economic and social issues reporting for the BBC World Service for Africa and Radio Nederlands International – the Dutch World Service. She has edited and contributed to publications including the following publications, African E-Markets: Information and Economic Development, African Networking: Development Information, ICTs and Governance, African Media and ICT4D: Documentary Evidence, Twin Peaks: WSIS From Geneva to Tunis, Benchmarking the Information Society in Africa: Implementing the WSIS Plan of Action, E-commerce challenges in Africa: issues, constraints, ICTs as Tools for Democratisation for African Women. She is currently spearheading the work of ECA in the area of scientific development and the knowledge economy in Africa.

What past delegates had to say:

Well organized presentations, good time management”
- Chirovam, Manager: IS Zimbabwe Open University

“Good balance between technical and educational”
- Annette Sadie, Head of Department: Tshwane University of technology

“Presentations were excellent”
- Dr. JM Ranko-Ramailli, UNISA

“The conference was quite beneficial and inline with our vision”
- Billy M Kahoota, Manager ICT: Zambia Centre for accountancy studies
Please complete and return this form to Sandhir

Authorising Person:

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Surname:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company / Organisation:</td>
<td>Designation:</td>
</tr>
<tr>
<td>Phone:</td>
<td>Fax:</td>
</tr>
<tr>
<td>Email Address:</td>
<td>Company VAT No.:</td>
</tr>
<tr>
<td>Postal Address:</td>
<td>Postal Code:</td>
</tr>
<tr>
<td>Person dealing with Accounts:</td>
<td>Country:</td>
</tr>
<tr>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

By completing & signing this form, the authorising signatory accepts the terms and conditions as stated on the registration form

Delegate Attendance Information:

Note: Please provide information as you wish it to appear on your name badge and on the official participant database.

<table>
<thead>
<tr>
<th>Title</th>
<th>Delegate Name &amp; Surname</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
</table>

Company VAT No. 4870237817
Branch name FNB - Randburg Square
Account name Amabhubesi Training cc
Account number 62134658155
Reference Insert your ref number on the deposit slip please

Registration fees above include the following entitlements: Entrance to sessions, registration pack, daily lunch and refreshment breaks.

CANCELLATION NOTICE

By signing and returning the registration form, the authorizing signatory on behalf of the stated company is subject to the following terms and conditions. Delegate Cancellations: All cancellations must be received in writing and are subject to the following conditions:

- Charge of 50% of the registration fee, plus R700 (+ VAT) administrative charge will be made for cancellations received in writing at least 14 working days prior to the event.
- For any cancellations received less than 7 working days before the date of the event, the full fee will be payable and no refunds or credit notes will be given.
- If a registered delegate does not cancel and fails to attend the Summit, this will be treated as a cancellation and no refund or credit note will be issued.

Substitutions

Delegate Substitution: Substitution is welcome at any time and do not incur any additional charges. Please notify AMABHUBESI in writing of any such changes at least 3 days before the date of the event.

- Please note that the speakers and topics were confirmed at the time of publishing however circumstances beyond the control of the organizers may necessitate substitutions, alterations or cancellations of the speakers and/or topics.
- As such AMABHUBESI reserves the right to alter or modify the advertised speakers and/or topics if necessary. Any substitutions or alternations will be updated and sent to you as soon as possible.
- Delegate substitutions must be made in writing 7 days before the start of the event.

PLEASE NOTE: AMABHUBESI HAS A STRICT NO CASH REFUND POLICY

PAYMENT BY MEANS OF A BANK TRANSFER

- Please state your full names clearly on the money transfer.
- Please note, bank charges are for your OWN account and this should be stipulated to your bank. Please advise your bank that the charges should be included in your deposit amount.
- A copy of the bank deposit receipt should accompany your registration form and must be posted or faxed (+27 11 326-0354)