“Enabling SD through ODL, including TechMODE” Workshop 25-27 November 2007 at The 4th International Conference on Environmental Education, CEE Ahmedabad

A Workshop Report

Centre for Environment Education
Nehru Foundation for Development
Thaltej Tekra, Ahmedabad 380 054
Tel: +91 79-26858002
Fax: +91 79-26858010
Web: www.ceeindia.org,

Commonwealth of Learning (COL)
1055 West Hastings Street,
Suite 1200, Vancouver, BC V6E 2E9,
Canada
Tel: +1-604-775-8200
Fax: +1-604-775-8210
Web: www.col.org
Inaugural Session of the Workshop
Background

Sustainable Development (SD) has been a topic of debate. While one of the schools of thought labels it as an oxymoron; some agencies believe it to be pro-economic development; some call it anti-environment; and some call it the judicious way of striking a balance between economy, people and nature. Despite such debates on SD, today a universally accepted fact is that the present trend and approach of human living on the planet would not take us too far in the process of our development. As a result humans need to find judicious ways of living and progressing and making a good quality of life possible for and accessible to all. The UN Millennium Development Goals (MDGs) signify a global commitment to achieving good quality of life for all. Since MDGs and SD is about wise choices, appropriate lifestyles and positive attitudes, education has a big role to play in bringing about SD. The period 2005-2014 has been appropriately declared as the UN Decade of Education for Sustainable Development (DESD).

It is in this context that the 4th International Conference on Environmental Education (ICCE) was organized during 24-28 November 2007. The Conference recognized the critical role of education in achieving environment and development management. It traced the global journey of environmental education (EE) since its birth i.e. 1977 to ESD and to the Decade of ESD. The Conference aimed to reformulate EE to support ESD better and to bridge gaps between EE and ESD.

Overcoming the challenges of SD: The ODL-TechMODE Way

Sustainable Development is about individuals, communities, societies and the nations. Thus education and communication for and about SD needs to reach one and all—everyone engaged in various spheres of professions and life. This is a big challenge of SD. Yet another challenge for realizing SD is the fluidity of this concept. SD as a goal, as well as a process, is highly context-based, dynamic and debatable. Thus communication for SD also needs to be contextual. Further SD entails dialogues, discussions and learnings in every sphere of life—economic, social, political, as well as ecological. This makes SD, complex, making the work in the field of education and communication for SD also equally complex.

Rationale of the Workshop

It was envisaged that this workshop will support and facilitate a meaningful process of discussion and deliberation towards emphasizing, reiterating and highlighting the significant role that open and distance learning systems, supported with appropriate information and communication technologies, have played in bringing about SD. The working sessions focused on making recommendations for better exploitation of ODL and technology mediated learning for SD.
Day 1

At the inaugural session Prof. Mohan Menon, Education Specialist, (School Development), Commonwealth of Learning, and Dr. Krishna Alluri, Education Specialist (Food Security and Environment) spoke about the framework of the workshop. The speakers emphasised the need for acknowledging and analyzing the past global level recommendations already made in the field. In this context Prof. Menon reiterated the following:

- The need for integrating all spaces of learning, i.e. horizontal and vertical;
- The need for Networking with various institutions, with various expertise;
- ODL is not just distance learning, and emphasis needs to be laid on the Open aspect of ODL to facilitate learning;
- The need to facilitate learning through the most appropriate technology to reach out larger masses within the society in a quality manner;
- ODL and programmes should emphasise not only on Learner Centered but also Learner Controlled, this would ensure the spirit of SD;
- The Sustainability of Situated Learning approach in the developing SD enabling programmes using the Open Educational Resources.

He concluded his talk by linking up the workshop to larger conference objectives.
Setting the tone

Dr. Balasubramanian, an expert in ICT and Community Learning and Prof. Ram Takwale, an expert in ICT and formal learning systems, defined the scope for deliberations at the workshop. The presentation built the path for the workshop discussions and deliberations by mapping SD and ODL, focus on livelihood security, and environmental sustainability and economic feasibility. Prof. Takwale emphasized upon Technology Mediated Open and Distance Education; the role of technologies, conventional and modern, capacity in meeting up the global challenges. He particularly emphasized on the need for ‘Consortium’ approach within various institutions to tackle the challenges of the need for enabling SD. Public Private People Partnership in meeting up the MDG’s was emphasised.

Dr. Bala guiding the workshop discussions and deliberations

Dr. Bala re-affirmed the spirit and philosophy of SD. He defined the scope of the workshop by stating that SD is about livelihood security, environmental sustainability and economic feasibility through social equity. Towards this education requires to empower all sections of society to get involved in the process of SD. He then paved the necessary foundation for the next session of case/paper presentations. The key issues suggested to be addressed by each presentation by included.

- Innovations in ODL and the SD
- Learnings from developing SD programmes through ODL
- Reflecting on ways of strengthening ODL for SD
## Case Presentations

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<th>Institutions</th>
<th>Programme</th>
<th>Objectives</th>
<th>Role of ODL/Challenges Faced</th>
<th>Innovations / Learnings Made</th>
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<tr>
<td>Commonwealth of Learning and Tamil Nadu Open University</td>
<td>“Lifelong Learning (L3) for Farmers” in India</td>
<td>The project aims to • Build capacity among farmers, landless labourers and extension officials to support value-added farming. • Encourage sustainable use of natural resources. • Strengthen farmers ability to face globalization, and ensure food and livelihood security for them.</td>
<td>Reaching out to large numbers ODL could facilitate dialogues and discussions horizontally (within communities) and vertically (from communities to institutions and vice versa)</td>
<td>SD needs to be a part of any ongoing development project. Building up of a commonly derived cognitive social capital is critical pre-requisite to any communities capacity building effort.</td>
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<td>IGNOU, Delhi</td>
<td>“P.G Diploma in Disaster Preparedness’</td>
<td>To support communities in disaster preparedness and adoption of better measures for sustaining their livelihoods.</td>
<td>To support communities in • being better prepared for a natural disasters • improving their economic and livelihoods base by proper knowledge management and planning in case of a disaster • bringing about social equity by ensuring that poors have improved capacities in facing a disaster</td>
<td>Extension Education Centres of a formal ODL institutions have a critical role in reaching out ODL can make SD information reach the masses and support them in practicing SD ODL has the strength of translating scientific, researched theoretical information to applied wisdom.</td>
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<td>IISc, Bangalore</td>
<td>Environmental Engineering Programme developed for professional and Self Learning Material in EE</td>
<td>The Environmental Engineering Programme is offered through ODL</td>
<td>The modules are downloadable from the website. Reaches out to the research and engineering group</td>
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| NCERT, India | EDUSAT for Teacher Orientation        | Training Teachers on the NCF 2005 and the new textbooks  
  • to orient selected group of teachers to the new textbooks.  
  • To take practitioner’s feedback on the new textbooks. | Satellite Based Teacher Training Programme for teachers to reach larger number of teachers across the country.  
  Highlights of NCF Discussion on highlights of focus group report | Teachers Oriented from KVs/NVs/and other CBSE affiliated Schools |
| NIOS, India  | Primary Education and Education for  | Reaching the un-reached without compromising with the quality and quantity of reach | Providing a learner controlled opportunity to those who are unable to attend conventional schools for a variety of socio-economic reasons. | Critical need of reaching out to school drop outs from formal systems, need reiterated in MDG’s and EFA as well.  
  Given wider choices to |
<p>| Open Vocational Education | Build young peoples vocational abilities, especially in the context of generating livelihoods skills | learners in terms of competency based educational programmes aimed at skill need based development in learners. ODL can help reach out the marginalized school dropouts, women ODL can ensure wider choices of competency based educational programmes ODL systems are more open and supportive of knowledge creation by learners. It breaks the conventional “one-way flow and generation” of knowledge |</p>
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<tr>
<th>Alama Iqbal Open University, Pakistan</th>
<th>MSc in Rural Development</th>
<th>Offered for in-service professionals working in the field of development. The modules have been developed after a thorough needs assessment and survey conducted by the AIOU.</th>
<th>The programme is being reviewed to enhance the learner support and delivery.</th>
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<td>Indian Consortium for Educational Transformation (I-Consent)</td>
<td>Tech-MODE &amp; Consortium Approaches for Learning for Development (L4D)</td>
<td>To share resources developed by various institutions through TechMODE.</td>
<td>OER are available on this platform. Currently I-Consent is developing a course on e.B.Ed for (Bachelors in Education) for creating a the programme follows situated learning and Constructivist theory of Learning.</td>
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<td>CEE India</td>
<td>Green Teacher Programme: Diploma in Environmental Education for in-service educators</td>
<td>To provide Knowledge and Skills in EE</td>
<td>ODL has enabled training reach the educators in their classrooms. Challenges of reaching out to the individual within the mass. Need to reach out to large numbers, while ensuring the quality of the programme. Adaptation of the programme to various regions of the country. • From ‘mass-training’ to ‘individual empowerment’ • Not losing the rigour, be recipients, remain active</td>
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Day 2
Based on the expertise and experiences of the participants, the larger group was divided into three working groups on the themes of Climate Change, Community Education and Formal Education presented below are highlights of these discussions:

1. Climate Change

Group Members: Ms Elvin Narocho Nyukuri, Prof. Sibilike K. Makhanu, Ms. Njeri Kahiu, Mr. John van Mossel, Ms. Sheri Lim, Dr. Krishna Alluri, Prof. Pardeep Sahni, Dr. T.V. Ramachandra

The group discussed on various implications of ODL and TechMODE on enabling Climate Change adaptation and mitigation at community. The group worked an action plan on working with communities including incorporation of TechMODE for Climate Change adaptation.

Key recommendation from this group include:
1. Building on existing programmes for reaching out to various stakeholders is critical TechMODE can add value to this effort.
2. Institutions should play the role of facilitators to the local communities and target groups
3. TechMODE should aim to facilitate two way and vertical and horizontal exchange of information and knowledge (through communities, policy-makers, decision-makers, etc.)
**Group Commitment**

The group members are committed to work together in developing a two year programme on climate change adaptation and water resources management to enhance communities' abilities and capacities in dealing with climate change and ensuring sustainability of livelihoods. The new initiative is designed to explore the use of ICT and TechMODE. To begin with, this would be a Kenya level initiative with collaboration between JKUAT, MMUST and COL.

Diagram presented by the group of the institutions working together on Climate Change Project
2. Community Learning and Education

Group Members: Dr. Balasubramanian, Prof. Rabia Gul, Mr. Kuntal De, Mr. Nilantha Vishwanath, Mr. Kunal Patel

The focus of the working group was ‘learning’, learning communities and learning institutions. Group members shared their experiences in Community Education and the impact of their experiences on the communities. Johari’s window was used to explain the learning relationship between communities and institutions.

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<td>Institutions</td>
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<tr>
<td>Do not Know</td>
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Learning for Sustainable Development should cover all the four components. At present many institutions focus only on “know by self- unknown by communities” component with emphasis on teaching. TechMODE can provide the framework for covering all the four dimensions, promoting participatory and interactive learning processes.

Each of the group members shared their experiences based on the work in their country. Key recommendations that emerged out of these discussions are:

- SD requires lifelong learning (L3)
- L3 requires facilitation of self-directed personal strategic learning
- TechMODE can facilitate in enhancing the canvas of self-directed personal strategic learning.
- Equal emphasis should be given for horizontal transfer of knowledge (between communities, within communities) and vertical transfer of knowledge (between facilitating institutions and communities).
- TechMODE can facilitate the horizontal and vertical transfer of knowledge at a larger scale.
- Education and learning for SD should not be perceived in isolation, it is effective only when it is contextualized.
- TechMODE should be seen as an adding mechanism value to a broader programme development process and should not drive the process.
- Should be placed in the context of a well-developed Cognitive Social Capital.
• Should help to define the livelihood strategies with environmental viability, economic feasibility, social equity and moral and ethical responsibility.
• Learning and education for community should have multi-stakeholder perspective covering communities, facilitators, backward linkage institutions, forward linkage institutions etc.
• The capacity building, ODL and knowledge institutions should act as facilitators and link the communities with all other stakeholders for continuous Lifelong Learning. This would require a strong participative, partnership approach.
• Within the TechMODE, most suitable technologies should be identified for defining the roadmap.

**Group Commitments**

• Alama Iqbal Open University, Pakistan would evolve TechMODE based L3 approach to reach communities in large number in collaboration with NGOs like Aga Khan Foundation. This would need Capacity Building within the university.
• CEE, Sri Lanka could support L3 Farmers project of COL in Sri Lanka by integrating the environment component.
• CEE, India could support L3 project of COL in India by integrating environment component.

The group work under progress
3. School Education

Group Members: Prof. Ram Takwale, Prof. Mohan Menon, Prof. M.N. Deshmukh, Prof. B. Phalachandra, Prof. M.C. Pant, Ms. Meghana Gaonkar and Ms. Shivani Jain

The group discussed about the formal Education set up, and the need for considering teacher as a learner, and also the need for learning process being a one way uni-directional process but an interactive cycling process. They strongly felt that this should be a two way process. Some key discussion that emerged are:

- Institutions with different strengths need to come together
- TechMODE can facilitate knowledge sharing as well as new knowledge generation. While common platform of Open Education Resources can provide the technology, it will be required for institutions with different strength to come together and form a Network. Open Education Resource should be developed based on local and global experience and expertise.

Constructivist approach to curriculum design

- Networking among Institutions requires creating a common platform of Open Educational Resources
- Most institutions possess a lot of content and data based on their specialization, TechMODE can facilitate the sharing of such expertise across the various boundaries in the globe. Consortium approach for sharing of expertise have been lately coming up, while there have been various concerns of sustaining such consortiums, as most universities and institutions share their content by working out various modalities of sharing work and expertise.
• Organized/purposeful learning of all stakeholders
Learners and Stakeholders require motivation to take up meaningful learning. Identification of strengths of such learning experiences and building upon these is required to strengthen organized and meaningful learning. ESD and training requires interaction of multiple stakeholders from policy makers to implementers. Motivation of all stakeholders is required, based on expertise of each organization, building on each others strengthen, to create a win-win situation.

Education and Training

• Technology Platform for Sharing of Resources
Technology platform be created for collaboration and sharing of experiences among various universities and institutions for sharing of knowledge. With appropriate use of TechMODE and reach ability ODL increases the cost-effectiveness of such collaborations. Groups also emphasized the challenges of making a network and consortia work.

School Development group discussion in progress
Group Commitments

It was proposed that a web-enabled networking opportunity ‘Learning for SD’ be created. Towards this, the following agencies made commitments:

- NIOS: Will provide learning material on Open Basic Education and Technical Vocational resources. The institution also possesses Study Centers across the country and posses a wide reach.
- MKCL / I-CONSENT, as a part of their digital platform have created evaluation tools like quiz, Olympiads, and Credit bank and this will be made available on the proposed ‘Learning for SD’ platform.
- Maharashtra Knowledge Cooperation Limited (MKCL): possess a digital platform which will be made available.
- CEE: will provide SD related knowledge and content expertise.

The school education discussing during the sessions
Key Recommendations from the Workshops

Open and Distance Learning (ODL) from and for Communities
1. Community based knowledge can be generated and managed better with the use of ODL and TechMODE.
2. ODL works better in cases of “Self-directional” learning.
3. ESD requires multidirectional learning and ODL is an effective tool for the same.
4. Education and Learning for Sustainable Development should be in accord with each other.
5. Technology should be assessed and most suitable options should be identified before defining the roadmap.
6. ODL should facilitate multi-stakeholder approach in enhancing the knowledge generation process.

ODL for Strengthening ESD in School Education
1. Web-based Open Education Resources (OER) can make Networking for ESD more effective by providing a platform (web-based) for sharing expertise, educational resources and experiences in ESD among the various institutions.
2. A concern in the use of ODL for School education is “Quality Assurance”
3. ODL and TechMODE can reach out to the unreached, out-of-school children.
4. In most countries there is a need to first “ESDize” the curriculum. Only then ODL and TechMODE can make the transaction of ESD in schools more effective.
5. ODL and TechMODE can be best applied to fulfil the need of Education and training for SD.

ODL in addressing Preparedness for Climate Change
1. ODL can enable Institutions to play the role of facilitator; and help the communities in knowledge generation.
2. ODL should be used only as the means and not as the ‘target’. Thus Climate change and community’s needs should drive the effort and not ODL.
3. TechMODE needs to be all inclusive from Radio to web-based. Appropriate technology should be used for ESD based on the need and the context.
4. ODL can help in making communities empowered and capacity built to face climate change better and ensure livelihoods sustainability.
## Participants List

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<th>Sr. No.</th>
<th>Name</th>
<th>Institution/ Address</th>
<th>Contact Number and Email</th>
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<tbody>
<tr>
<td>1.</td>
<td>Prof. Ram Takwale</td>
<td>Chairman, I-CONSENT and Director MKCL. Maharashtra Knowledge Corporation Limited Maharashtra State Inst of Hotel Management &amp; Catering Technology Bldg 412-C, Shivajinagar Pune 400 016 INDIA</td>
<td>Tel: +91 80 312 4045</td>
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<td></td>
<td>Fax: +91 80 312 4047</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Email: <a href="mailto:ram_takwale@eth.net">ram_takwale@eth.net</a></td>
</tr>
<tr>
<td>2.</td>
<td>Dr. Kodhandaraman Balasubramanian</td>
<td>Development Consultant &amp; Catalyst Flat No.6, Vibava Niwas 31-32 Venkataraman Street, T Nagar Chennai 600 017 India</td>
<td>Tel: +91 944 437 6280</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Email: <a href="mailto:kobala2004@yahoo.co.uk">kobala2004@yahoo.co.uk</a></td>
</tr>
<tr>
<td>3.</td>
<td>Prof. M.N. Deshmukh</td>
<td>I-CONSENT Member-Secretary Maharashtra Knowledge Corporation Limited Maharashtra State Inst of Hotel Management &amp; Catering Technology Bldg 412-C, Shivajinagar Pune 400 016 INDIA</td>
<td>Email: <a href="mailto:mndeshmukh11@hotmail.com">mndeshmukh11@hotmail.com</a></td>
</tr>
<tr>
<td>4.</td>
<td>Prof. B. Phalachandra</td>
<td>Professor and Head Department of Education Regional Institute of Education (NCERT) Mysore 570006 INDIA</td>
<td>Email: <a href="mailto:bphalachandra@yahoo.co.in">bphalachandra@yahoo.co.in</a></td>
</tr>
<tr>
<td>5.</td>
<td>Prof. Pardeep Sahni</td>
<td>Chairman, Public Administration Faculty (running a Certificate Programme in Disaster Management through open Mobile No: 91 98100 39877 Tel: 91 (11) 686 5923-32</td>
<td>Mobile No: 91 98100 39877 Tel: 91 (11) 686 5923-32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Email: <a href="mailto:pardeepsahni@gmail.com">pardeepsahni@gmail.com</a></td>
</tr>
<tr>
<td></td>
<td>Name</td>
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<tr>
<td></td>
<td>Indira Gandhi National Open University</td>
<td><a href="mailto:psahni@ignou.ac.in">psahni@ignou.ac.in</a></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Dr. T.V. Ramachandra</td>
<td>Co-ordinator, Energy &amp; Wetlands Research Group Centre for Ecological Sciences [CES R 215] Indian Institute of Science (IIS) Bengaluru, Karnataka 560 012 India</td>
<td>Tel: +91 802 229 33099  Fax: +91 802 236 01428  Email: <a href="mailto:ram@ces.iisc.ernet.in">ram@ces.iisc.ernet.in</a></td>
</tr>
<tr>
<td>7.</td>
<td>Mr. M.C. Pant</td>
<td>Chairman National Institute of Open Schooling (NIOS) B-35, Kailash Colony New Delhi 110 048 India</td>
<td>Fax: +91 11 262 11453  Email: <a href="mailto:cm@nos.org">cm@nos.org</a></td>
</tr>
<tr>
<td>8.</td>
<td>Mr. Kuntal De</td>
<td>Consultant,1351/1 Sector 7D, Behind Avkaar Complex, Ghandhinagar-382007</td>
<td>Email: <a href="mailto:kuntal.de@gmail.com">kuntal.de@gmail.com</a></td>
</tr>
<tr>
<td>9.</td>
<td>Dr Abdurrahman Umar,</td>
<td>NTI, Nigeria Director, Academic Services National Teachers' Institute KM 5 Kaduna - Zaria Express Road Rigachikun P.M.B. 2191, Kaduna Nigeria</td>
<td>Email: <a href="mailto:arahman_aumar@yahoo.com">arahman_aumar@yahoo.com</a></td>
</tr>
<tr>
<td>10.</td>
<td>Prof. Rabia Gul</td>
<td>Department of Agricultural Sciences Allama Iqbal Open University Islamabad PAKISTAN</td>
<td>Email: <a href="mailto:rabi_aly@yahoo.com">rabi_aly@yahoo.com</a></td>
</tr>
<tr>
<td>11.</td>
<td>Ms Elvin Narocho Nyukuri</td>
<td>Senior Research Assistant The African Centre for Technology Studies</td>
<td>Tel. 254 20 7224711  Fax 254 20 7224701</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Affiliation</td>
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<tr>
<td>12.</td>
<td>Prof. Dr. Sibilike K. Makhanu</td>
<td>Masinde Muliro University of Science and Technology (MMUST), Kenya.</td>
<td>Email: <a href="mailto:ksmakhanu@yahoo.com">ksmakhanu@yahoo.com</a></td>
</tr>
<tr>
<td>13.</td>
<td>Ms. Njeri Kahiu</td>
<td>Jomo Kenyatta University for Agricultural Technology (JKUAT)</td>
<td>Tel: +254 (0)67 52251 Email: <a href="mailto:energy@wananchi.com">energy@wananchi.com</a></td>
</tr>
<tr>
<td>14.</td>
<td>Mr. John van Mossel,</td>
<td>Environment and Development Consultant, 135 Third Ave, Ottawa, Canada</td>
<td>Email: <a href="mailto:jvmossel@magma.ca">jvmossel@magma.ca</a></td>
</tr>
<tr>
<td>15.</td>
<td>Ms. Sheri Lim</td>
<td>Environmental Consultant 135 Third Avenue Ottawa, Ontario K1S 2J9</td>
<td>Tel: +44 1823 355 378 (office) Cell: +44 7949 307 982 Email: <a href="mailto:limsher@yahoo.ca">limsher@yahoo.ca</a></td>
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