

**Proceedings of the
University of West Indies
Small States Conference 2000**

PART 1
General Conference
Information

Overview

Background

The countries of the Caribbean share many of the challenges faced by small states around the world. At the UNESCO/CARICOM consultation on higher education in the Caribbean, held June 29 to July 1, 1998, the Governor General of St. Lucia, Dr. Pearlette Louisy, highlighted the issues of scale, isolation and dependence as being associated with the many challenges that face educational development in small states (Louisy, 1998, 170). She went on to identify one of the five main strategies that the Caribbean has devised in response to these challenges as they relate to higher education: the use of multiple delivery modes, encompassing the use of distance education in particular.

As a strategy for cooperation and collaboration, distance education in the region is assisting in the development of a new concept of mobility, perceived in terms of programme and credit flows, rather than in terms of student flows, thereby contributing to the internationalization of higher education (Louisy, 1998, 171).

The consultation concluded that the region should seek “to increase tertiary involvement from its 1997 level of 7.5% to 15% by the year 2005” (IESALC/UNESCO, 1998, 179) and that access should be improved through inter-institutional collaboration and through the use of multiple modalities and pathways, and through the establishment of various articulation agreements (IESALC/UNESCO, 1998, 179).

However, even as a strategic response to some of the challenges that face education in small states, the development of distance education within the region itself encounters problems. Some of these include unequal infrastructure development among the countries of the region, as well as within any one country, and limited human resources, especially in remote areas. Cost efficiency of distance education has traditionally been predicated on large audiences, while in the Caribbean the numbers are relatively small.

Following on a conference organized by the Institute of Continuing and Distance Education, University of Guyana, held in September 1999 on Pragmatism, Quality, Collaboration and Partnerships, it was proposed that a second conference be organized to specifically examine issues relating to distance education in small states.

It was also proposed at the Guyana conference that a Caribbean distance education association be established and a working group was formed.

In developing the plans for the conference on distance education in small states, it was decided that the conference should not be limited to the Caribbean experience but should seek to include all countries that can be described as small states.

The Conference

The University of the West Indies (UWI) Distance Education Centre (UWIDEC) began in mid December 1999 to organize for the conference on Distance Education in Small States. Its implementation in July 2000 was made possible through the tremendous organizational and financial support given to UWIDEC by international, regional, and local organizations and the interest of individuals who responded to the

call for papers and workshop proposals. In all, over the two days there were two keynote speeches, thirty-eight papers covering ten topics relating to the theme of distance education in small states: case studies, online distance education, pedagogy issues, health, teacher education, heterogeneity in distance education, librarianship/information, quality issues, collaboration, videoconferencing and VSAT technology. There were four workshops on developing self-learning courseware in print, incorporating technology – a systems approach, development and production of low cost videos, and information resources for learning and teaching in primary care: a prototype for distance education. There were also six exhibitions mounted. Some 164 registered participants (not including specially invited guests to the opening ceremony) registered for the conference.

Summary of the Opening Ceremony

The opening ceremony, which was chaired by outgoing Pro Vice Chancellor for Non-Campus Countries and Distance Education (NCCs & DE), Professor Woodville Marshall, featured addresses from government ministers and representatives of local, regional and international organizations.

In his opening remarks, Professor Marshall highlighted the importance of the conference in bringing together distance education professionals in the region. He noted the potential of distance education to increase the reach of the university and emphasized the increased educational opportunities for persons in the non-campus countries in particular.

Building on the themes highlighted by Professor Marshall, UWI Vice Chancellor Professor Rex Nettleford placed the conference deliberations in the context of widening access to education. He made a call for increased education in information technology in particular and pointed out that the

UWI intended to establish a training centre in information technology. This, he said, was part of a regional strategy to raise information technology skills of the wider region to “acceptable standards”.

Placing the issues of the conference in a global context, UNESCO regional representative Dr. Claudia Harvey described the conference as central to the mission of “education for all”. She pointed out that the conference could contribute to this international mission by exploring the use of distance technologies for gender equality in education and greater reach across various education levels and age ranges. Reiterating the Vice Chancellor’s call for information technology education, Dr. Harvey stated that UNESCO had established a task force to look at “ways of intensifying its collaboration with member states in the use of information technology in education”.

Speaking on behalf of the president of the Commonwealth of Learning (COL), Dr. Dennis Irvine, regional adviser to the president, described distance educators and supporters of distance education in the region as “important assets and of great value to the Commonwealth and to COL”. Supporting the potential of distance education in the pursuit of education for all, Dr. Irvine pointed out the possibilities for the use of distance education in assisting the “marginalized, isolated and underprivileged”.

Representatives of regional organizations who spoke at the opening ceremony also pointed out the potential of distance education to increase access to education in the region. Dr. Carole Maison-Bishop, programme manager, CARICOM, highlighted some of the advantages of distance education. Emphasizing the flexibility afforded the distance student in particular, Dr. Maison-Bishop described the prospect of studying at home “in pyjamas and bunny slippers”, as exciting.

Opening Ceremony and Launch of JADOL

Thursday, July 27, 2000

9:00-10:30 a.m.

National Anthem		Ocho Rios Primary School choir
Opening Remarks	Chairman	Professor Woodville Marshall <i>Pro Vice Chancellor, Non-Campus Countries and Distance Education</i>
Invocation		Rev. Michael Friday <i>Jamaica Baptist Union St. Ann's Bay Baptist Church</i>
Welcome		Professor the Hon. Rex Nettieford <i>Vice Chancellor The University of the West Indies</i>
Greetings		Dr. Claudia Harvey <i>UNESCO Representative to the Northern Caribbean & Education Advisor</i>
Greetings		Dr. Dennis Irvine <i>Regional Advisor to the President of COL (Caribbean) Commonwealth of Learning</i>
Greetings		Dr. Carole Maison Bishop <i>Programme Manager Human Resource Development CARICOM</i>
Greetings		Dr. Auley Espeut <i>Chief, Post Implementation & Evaluation Unit Caribbean Development Bank</i>
Cultural item		Master Lorenzo Daley, Ocho Rios Primary School
Brief background to the Jamaican Association of Distance and Open Learning (JADOL)		Mr. Wesley Barnett <i>Chief Education Officer Ministry of Education and Culture Jamaica</i>
Remarks		Dr. the Hon. Rupert Griffith <i>Minister of Training & Distance Education Trinidad and Tobago</i>
Cultural item		Ocho Rios Primary School choir
Introduction of the guest speaker		Ms. Vilma McClean <i>Academic Programmes Coordinator UWI Distance Education Centre, Mona</i>
Opening address and launch of JADOL	Guest Speaker	Hon. Burchell Whiteman <i>Minister of Education and Culture Jamaica</i>
Vote of Thanks		Professor Badri Kaul <i>Director, UWI Distance Education Centre</i>
Coffee		

Speaking on the role of distance education in the region, Dr. Audley Espeut, chief, Post Implementation and Evaluation Unit, Caribbean Development Bank (CDB) heralded distance education for making “significant contributions to national goals by increasing access to education. Thus helping bring about greater equality of educational opportunities.” Dr. Espeut described distance education as one of the most practical modes of teaching today.

In addition to the representatives of regional and international organizations, also addressing the opening session of the conference were government ministers Dr. Rupert Griffith of Trinidad and Tobago, and the Honourable Burchell Whiteman of Jamaica.

Dr. Rupert Griffith, Minister of Training and Distance Learning, outlined his government’s work in promoting distance education at the community, school and tertiary levels. Minister Griffith spoke of Trinidad and Tobago’s establishment of a Distance Learning Secretariat to coordinate and manage the delivery of programmes and highlighted the initiatives taken by the Secretariat so far.

Guest speaker at the opening ceremony was Jamaica’s Minister of Education and Culture, the Honourable Burchell Whiteman. Minister Whiteman identified a number of challenges facing distance educators and highlighted the need to find innovative strategies to address these challenges. Minister Whiteman also officially launched the Jamaican Association for Open and Distance Learning (JADOL), which was one of the highlights of the opening ceremony.

In providing a background to JADOL, Wesley Barrett, chief education officer, Jamaica said the launch marked the culmination of hard work by representatives of the Ministry of Education of

Jamaica and a multidisciplinary group which included representatives of the UWIDEC.

Summary of Discussions*

From the discussions that followed the paper presentations and in plenary sessions, the following issues in distance education in small states emerged.

Contextual Issues

Distance education was considered in the context of globalization of knowledge and of educational products and services. In that context, it was seen that small states could be both providers and consumers. However, given the history of colonization, economic openness, high unit costs and the greater production and marketing capacity of bigger countries, the risk was that small states would be consumers more often than they would be producers of distance education products and services. Consequently, the risk of distance education not being culturally relevant was a threat. It was postulated therefore that small states had to be aware of these threats and organize themselves to make best use of the opportunities available, without succumbing to the threats.

The other issue of context that was seen as critically important was that of the institutional contexts. In many institutions in small states, the face to face approach was seen as the superior mode of offering education. Moreover, educational transactions tended to be closed ones and distance education threatened to make them far more open. This could lead to educators feeling threatened and, consequently, lead to their resisting distance education.

A third cultural/contextual issue that surfaced frequently in the conference was the comfort

* This section was prepared by Claudia Harvey

target groups experienced with known ways of educational delivery which had led to a certain dependence on teacher/lecturer-led delivery. This would need to be overcome, if full benefits were to be derived from distance education, which required more independent student action.

The need to keep up with the most recent modes; pressure from governments to get more value for money and to provide education at all levels to make small states more economically competitive were seen as critical contextual issues driving distance education initiatives.

Policy Issues

In the contexts outlined above, the conference felt that several issues had to be tackled at the level of national and institutional policy. For example, issues related to the high costs of telecommunications in small Caribbean states related directly to providers' negotiated contracts with governments. Moreover, issues related to licenses hampered the interconnectivity among states. To facilitate the exchange necessary for distance education, there would need to be changes of policy at a governmental level. Examples of facilitating policy in some states was the reduction or removal of taxes on computers and soft loans on the same items to encourage greater use of electronic technology.

The critical nature of political will in the distance education initiative was illustrated in the case study on Trinidad and Tobago. The minister, in his address at the opening ceremony, indicated that a Ministry of Training and Distance Learning was established to push forward the distance education initiative at the community, school and tertiary levels of that country.

The need for policy on the use of distance modalities at the secondary level and in national educational policies for children and youth

was discussed. This was seen as particularly important in some states where youth were often turned off the "old fashioned" methods in classrooms and more attuned to the new technologies.

At the institutional level, the conference pointed on several occasions to a "policy lag". There were cases where the worth of distance approaches was articulated, programmes may actually have been put in place, but policies with reference to staff rewards, student enrolments, requirements for practical course components, etc. had not been revised. This militated against the effective implementation of distance education programmes. In these cases, it was felt that distance education was intellectually accepted, but not emotionally embraced.

Support, even in the form of accelerated rewards, for distance education innovators, champions and early adopters was advocated as one possible policy initiative that would push the cause of distance education. Greater management responsiveness in the early stages of implementation was also advocated.

Target Groups

The target groups discussed at the conference varied widely. Groups included teacher trainees, physicians doing professional upgrading, masters students, distance educators in training, learners at the community level receiving various programmes from primary health care to second language training.

The attitudes of learners and the "culture of learning" were raised as important factors here. These include negative attitudes of older learners to technology and the dependence on teachers raised earlier. The possibilities of using the technology to reach the unreached or at risk, for example out-of-school male youth in the

Caribbean or rural populations in mainland small states, was explored. A CARICOM/UWI/UNDP initiative to establish a technology centre for the training of university staff was indicated as one direction in the upgrading of staff to work with distance education.

Curriculum

Much of the discussion in this area focused on the suitability of distance delivery for different kinds of contents. By and large, the conference indicated that any subject matter could be presented using distance modes if there was thoughtful design and a careful matching of content, target group and appropriate technology. Perhaps the most ticklish issues resided in the delivery of the practical components of courses. Generally, the mix of media and the occasional use of on-site tutors were seen as a way of overcoming these difficulties.

Technology

As can be expected in a conference on distance education, several sessions and much discussion focused on technology usage. Issues of the digital divide as it affected small countries; access to the poor and remote; the need to be purpose- rather than technology-driven in order to use the right mix of appropriate, cost effective technologies; and the technical quality of materials in any media, occupied the attention of the conference.

As an indication of the growing maturity of the field, far less time seemed to be spent in arguments over the strengths and weaknesses of high- and low-tech approaches as happened in previous similar conferences, and more attention was paid to appropriateness of technology to purpose and context.

Resources, Including Finance

Perhaps the greatest problem seen for distance education in small states was the higher unit costs, because there could not be, within each state, the advantages of economies of scale. The resulting high costs could reduce access to the educational offerings to those most in need.

For example, the importance of remote access to libraries was stressed. However, the fact that small states with small population bases would tend to have higher per capita costs and therefore small collections militated against the effective use of such libraries, even though the academic needs would be the same. This would potentially put distance education students in small states at a disadvantage.

The financial constraints on acquiring, maintaining and updating relevant technologies were underscored. The difficulties of accepting “gifts” in such situations were also outlined, since these gifts frequently could be of the outdated, unwanted technologies that would prove to be more costly in the long term.

The need to maximize the use of resources by way of removing inefficiencies to release capacity was noted. Staff development in teaching and research on distance education to reveal best practice were all seen as ways to maximize the use of existing capacity.

The use of the available technologies, team teaching, the sharing of different kinds of expertise and student exchanges were all seen as collaborative measures that would enhance capacity.

Collaboration

It is in the context of costs and the striving for excellence that the value of collaboration across small states and between small and larger states

was stressed. Collaboration could be among different stakeholders within the same institution; across institutions, clusters of institutions, or systems.

It was felt that collaboration would make it possible to share expertise across jurisdictions and enhance the product to be delivered to students. It could result in the sharing of information, materials, and facilities. For example, in the case of libraries, online access to different libraries can help overcome the problems of potentially small holdings in small states.

One major risk of collaboration, that of different agendas of different parties being inimical to partnership, was identified. The importance of treating with such issues early in negotiations was highlighted.

Quality

The importance of monitoring quality in all aspects of the distance education enterprise was underscored. The role of proactive strong leadership, external monitoring, including compulsory reviews, and the usual need to be always vigilant were underscored.

Some Possible Dilemmas

Some possible dilemmas were raised:

- How to have the required speed and adroitness to overcome the digital divide, while at the same time taking the time to do distance education right?
- How to stay in the mainstream of international educational services, but at the same time maintain the cultural relevance of these services to small states and avoid being culturally swamped?
- How to collaborate widely to expand one's resource base, but maintain the integrity of one's institutional mission?

- How to reconcile the virtues of one to one human contact with the virtues of the virtual?

In conclusion, it was felt that the greatest gains would be had if the focus was not on distance education as a mode in and of itself, but as a mechanism for improving teaching and learning and transforming educational systems.

The Way Forward

Likely follow up arising from the conference include the following:

The formation of a Caribbean association for distance education and the establishment and maintenance of linkages with similar associations in other small states. This association would be charged with lobbying governments for policies supportive of distance education, e.g. lower telecommunication rates. The Commonwealth of Learning had committed to assist in the formation of the association.

A follow-up conference to take place in Trinidad and Tobago at which time the Caribbean association could be launched.

The use of distance means to prepare literacy facilitators with the objective of achieving 100 percent functional literacy in all Caribbean states.

Facilitation/promotion of the production of materials other than print. The Commonwealth of Learning and UNESCO's International Institute for Higher Education in Latin America and the Caribbean were identified as two organizations that could assist in this area.

Promotion of parent education courses by distance.

Exploration of the use of distance to expand

the reach of education at levels below tertiary and for out-of-school youth, especially males.

Extension of collaboration in distance education between the University of the South Pacific and the University of the West Indies, the world's only two regional universities serving states widely separated by water.

Intensification of collaboration in distance education with UNESCO's International Institute for Higher Education in Latin America and the Caribbean.

In addition to the action proposed, the papers contained in the proceedings will undoubtedly add to the body of knowledge on distance education in general and the specific circumstances of small states in particular.

Evaluation

Evaluation forms for each of the keynote speakers, paper and workshop presenters as well as for the overall conference were distributed to all the participants in their conference packages. (See Appendix B.) A total of 575 completed evaluation forms were received, providing valuable feedback on various aspects of the conference. The keynote speeches, workshop and paper presentations were well received, and indicators clearly

showed that respondents were engaged in the sessions that they evaluated. Overall, responses offered an extremely positive evaluation of the conference.

Post Conference

Subsequent to the conference, the Commonwealth Secretariat held an expert group meeting to focus on education and human development in small states. A draft of this conference overview was circulated to delegates at that meeting and the issues highlighted were discussed and will form part of a draft declaration to be presented at the Commonwealth Ministers of Education Conference, scheduled for Halifax, Canada in November 2000.

Bibliography

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Bios

Keynote Speakers

Rajesh Chandra was born in rural Fiji and educated at the University of the South Pacific (USP) and the University of British Columbia, Canada. A geographer by training, Professor Chandra has been involved in senior management and leadership positions at the USP since 1987. He is currently deputy vice chancellor and chairman of the Distance Education Committee of USP, and is closely involved in the strategic planning policies and processes at USP. Professor Chandra has held visiting appointments at the University of Canterbury, New Zealand; Australian National University, Australia; and the East-West Centre, Hawaii.

Anna Stahmer joined the World Bank two and one half years ago as lead specialist for distance learning and manager of the Distance Learning Unit in the World Bank Institute. Over the last year she has concentrated on the development of the Global Distance Learning Network. Ms. Stahmer has many years of experience related to technology and learning - as manager and implementer and as evaluator, and has helped to create new initiatives and businesses, including the *Training Technology Monitor*, of which she was co-owner and copublisher, and the US Telecommunications Training Institute.

Paper Authors

Marshall Allen is the director of the Institute for Telecommunications at Oklahoma State University where he has also served as the director of Educational Television Services for 30 years. During that time he has been responsible for a wide range of educational telecommunications services, from providing Advanced Placement

Science, Math, and Foreign Languages to small secondary schools in rural areas nationwide to designing and implementing a satellite-based, two-way video and audio network for the U.S. Department of Defense. He is the president-elect of the U.S. Distance Learning Association.

Lynette Anderson works at the Institute of Distance and Continuing Education at the University of Guyana, and has eleven years of experience in distance education. She holds a BA (UG), DipEd (UG), MEd (Wales) and an MA (London).

Derrick Armstrong is a senior lecturer in the Department of Educational Studies, University of Sheffield, UK and the programme director for the university's programmes in the Caribbean. He is also the director for Research Strategy and Support and the chair of the Overseas Distance Education Committee.

Ian Austin is head of the University Centre of the University of the West Indies in the British Virgin Islands.

Mark Austin is managing director of Chandler Reed LLC, based in New York, where he maintains close ties with "Silicon Alley" and the Internet development activities there. Previously, he was the manager of the Global Technology Group at the United Nations Development Programme (UNDP). He also works with UNESCO.

Mik Bancroft is presently education officer (Distance Education) in the Ministry of Education and Youth, Bahamas, where he has worked for 28 years. He is a member of the Bahamas National Commission for UNESCO.

Felicity Binns is the deputy director of the International Extension College (IEC), where she has worked for the last 12 years, specializing in project management, finance and administration, and project development. Her current projects include those in Guyana, Sudan and Namibia. Her doctorate is in biochemistry, but qualifications in accountancy and experience in finance and administration led to part time work in IEC. Part time work led to a full time commitment to open and distance learning and its application to improving access to education.

Aggrey Brown is professor and director of the Caribbean Institute of Media and Communication at the UWI Mona campus. He has worked in all media on and off for over 30 years and is interested in creating learning societies throughout the Caricom region.

Silvia Carvalho has taught English for Special Purposes at the Environmental Campus of the Trier University of Applied Sciences, Germany, since 1996. Her main research interests focus on the employment of new technologies for language teaching, and she has been involved in designing and implementing language laboratories at the newly founded Environment Campus. Since 1999 she has also been testing the possibilities of using video-conferencing for distance learning, as part of a project for the World Exhibition EXPO2000. Ms. Carvalho completed a PhD programme at the University of Saarbrücken in 1999 with a publication on the relationship between contemporary American poetry and the visual arts.

Claire Craig is presently employed by the University of the West Indies as user support manager in the Campus Information Technology Services Department. She holds a BBM, Ryerson Polytechnical Institute, Toronto, and a Post Graduate Diploma in Information Engineering, NIHERST, Port of Spain. Ms. Craig has extensive experience in developing technology support

policies, and has been introduced to the support issues associated with asynchronous learning during the last year.

Avrill Crawford has been the executive director of the Jamaica Computer Society Education Foundation (JCSEF) since April 1996. Mrs. Crawford has amassed considerable understanding of the use of the technology to facilitate distance education and, in particular, the infrastructure and support systems that are necessary to ensure efficient and effective delivery. She is a graduate of the University of the West Indies, with a BSc in Physics and Mathematics, and also has a postgraduate diploma in Computing Science from the University of Glasgow. Her career spans over 20 years in the information technology sector.

Florine Dalgety has over 24 years of experience in distance education, and is currently affiliated with the Guyana In-Service Distance Education Project. She holds a BSc (UWI), DipEd (UG) and an MSc (UEA).

Patrick Dallas is the coordinator for research in the Faculty of Engineering and Computing at the University of Technology, Jamaica. He is also chairman of the Jamaica Software Developers Association and managing director of InfoTech & Controls Ltd., as well as chairman of its training subsidiary, Training & Evaluation Solutions (TES). He has an active interest in the application of technology in education and training, and has been responsible for the development of a number of products in this arena. He regularly makes presentations to educators and education administrators, sensitizing them to the new developments and their applicability to education and training.

Gail Delicio is an associate professor in the School of Education at Clemson University. She earned

her PhD in Educational Psychology at Florida State University, and prior to joining the Clemson faculty, served on the graduate faculty at Temple University and in the Florida public schools as a teacher of K-1 and 2 Art and Middle School Science. She presently teaches Internet-supported courses in Educational Research, Educational Tests and Measurement, and Educational Psychology in the master's and doctoral programmes in Curriculum and Instruction. Her research interests include learning in the Internet environment and cognition in the visual arts.

Kala Dowlath is employed by the Commonwealth Secretariat as a senior programme officer. She is attached to the Commonwealth Youth Programme (CYP) Caribbean Centre and has responsibility for implementing the Secretariat's youth-focused Human Resource Development strategy in the Caribbean.

Celia Graebner first became interested in the potential of computer-mediated communications for bringing together tutors and students in adult and community education in the late 1980s. After taking a master's in information and communication technologies (ICTs) and learning, she has worked as an advisor on the development of ICT-based teaching and learning in universities in the UK and Australia and, more recently, as a distance education tutor in the graduate professional development programmes of the University of Sheffield and a freelance educational researcher.

Sharida Hosein is a librarian in the University Libraries, the University of the West Indies St. Augustine campus. She holds a BSc Agriculture, MSc Plant Sciences, MSc Information Sciences, and is a member of the committee at the University Libraries, St. Augustine charged with developing the policy for library services to distant students. Her main interests are user education and

developing information literacy among the user population.

Badri N. Koul is the director of the University of the West Indies Distance Education Centre and holds a UNESCO Chair in Educational Technology. Earlier he was a pro vice chancellor at the Indira Gandhi National Open University (IGNOU), India, and the founder executive director of STRIDE (IGNOU). His over 35 years of work in tertiary education include 25 years of experience with various aspects of tertiary level distance education. He has three MA degrees (English, Hindi and Applied Linguistics), a postgraduate Diploma in the Teaching of English and a PhD in Curriculum Development. He is the author of five books and over 100 articles of various types.

Eva Kupidura, MA (Poznan), MLS (Toronto), is the information and communications coordinator with the International Council for Adult Education (ICAE) in Toronto. She is also the DECADE project coordinator. Her international experience includes library and information work, project planning, development and management, research, consultancy, and teaching. She writes on, and her areas of expertise include, information and documentation in adult learning, new communications technology for development, and international NGO cooperation and movement. She has been actively involved in the development of the Adult Learning Documentation and Information Network, the global network coordinated by the UNESCO Institute for Education in Hamburg, and is a member of its Steering Committee.

Karen Lequay is presently employed by the University of the West Indies as systems manager in the University Libraries. She holds a BSc (Hons.), the University of the West Indies, St. Augustine, an MSc in Oceanography, University of Southampton and an MSc in Information Studies, Loughborough

University of Technology. Ms. Lequay also has a wealth of experience in teaching/training and is currently a local tutor for the University of Sheffield Master's in Educational Studies (by distance learning), where she facilitates tutorial sessions and locally supervises student dissertations for the IT in Education module.

Marilyn Lewis works in the Medical Sciences Library of the University of the West Indies St. Augustine campus. She holds a BA degree, a Diploma in Library Studies, a Diploma in Public Administration and an MLS degree. She has collaborated in the design of a local web page to be used for a postgraduate course offered by distance.

Bob Lippert works with the Department of Crop and Soil Environmental Science, Clemson University, Clemson, South Carolina, USA. His previous experiences include his participation in a distance taught graduate course and his initiative in developing four Web-based agricultural modules for training extension agents in six southeastern states. His future projects include developing a basic soils module for use by Master Gardeners, seventh graders and university education majors. He is also leading a regional project to create interactive Web-based self-instruction modules covering topics such as farm safety, pesticide use safety, emergency preparedness, and soil fertility issues.

Kim Mallalieu is leader of the Communications Systems Group in the Department of Electrical and Computer Engineering at the University of the West Indies St. Augustine campus. She holds a BSc in Electrical Engineering, an MS in Optics and a PhD in Electrical Engineering. She has been involved in the development of electronic courseware material for Web support of campus taught courses and for distance mode teaching.

Stewart Marshall is a professor and foundation dean of the Faculty of Informatics and Communication at Central Queensland University in Australia. Previously he was the foundation professor of Communication Studies in the Faculty of Arts at Monash University. He has worked in the higher education sector for 26 years in England, Papua New Guinea, Australia and Southern Africa. His experience in distance education goes back to 1974 when he tutored for the Open University in the UK. More recently, during 1996 to 1998, he was seconded from Monash to the newly formed Institute of Distance Education in Swaziland, Southern Africa where he was the foundation coordinator of Academic Studies. His research interests are in the roles of communication and distance education in developing countries.

Evadne McLean is a librarian at the Mona campus of the University of the West Indies. Since 1997 she has been developing and coordinating library services for distance learners attached to that campus. In 1999, as a Cable and Wireless Fellow, she visited university libraries in the UK where she observed library support for distance learners.

Errol Miller is director of the Institute of Education, Mona and professor of Teacher Education and former principal of Mico Teachers College. He is past president of the Jamaica Teachers Association, a former permanent secretary of the Ministry of Education and former independent senator in the Jamaican Parliament. He is a newspaper columnist and the author of ten books and a number of chapters of books and papers in academic journals. Professor Miller is the recipient of a number of awards and honours for public service and contribution to education in the Caribbean. He is Caribbean representative and Alternate Chairman of the Steering Committee of the Education for All Forum.

Carlton Mills is deputy principal, TCI Community College and resident tutor, the University of the West Indies Centre, Turks and Caicos Islands. He holds a Teachers Certificate, Certificate in Social Work (UWI), Certificate in Public Administration (UWI), BA (UWI), Diploma in Education (London), MEd (Bristol) and is currently pursuing a doctorate in Education at the University of Sheffield, UK.

Paula Morgan has been involved in distance education writing, curriculum design, programme design and mounting of distance courses. She has worked as curriculum development consultant on the Caribbean University Level (CULP) Programme and is currently deputy dean, Distance and Outreach, in the Faculty of Humanities and Education, the University of the West Indies St. Augustine campus. Dr. Morgan developed and wrote material for the course Language Proficiency for Tertiary Level that is being used throughout the region and she is in the process of producing two self-instructional courses: Introduction to Prose Fiction and Writing about Literature.

Halden A. Morris is lecturer in technical and vocational education in the Institute of Education, the University of the West Indies Mona campus. He is currently a member of the National Council on Technical and Vocational Education and Training in Jamaica, with special responsibility for certification. He is a senior member of the Institute of Electrical and Electronics Engineers (IEEE) and is the current chair of the Jamaica Section of IEEE. His research includes technology education at the primary and secondary levels in the Caribbean.

Ann Cheryl Namsoo was, until 1998, the local director of the University of Sheffield's MEd course in Trinidad and Tobago. She is currently a full-time doctoral student at the University of Sheffield, where she is researching distance education and teacher education programmes in the Caribbean.

Ermina Osoba is the resident tutor of the University of the West Indies School of Continuing Studies in Antigua and Barbuda. She holds a BSc (Honours) degree in Economics (with a major in Sociology) from the University of the West Indies and a PhD in Anthropology from Brandeis University in the USA. She has co-authored with Beverley Steele (fellow sociologist and resident tutor in Grenada) the Study Guide for the Sociology of the Caribbean Course for distance learners. She has also done instructional design work for a core course in the Commonwealth Youth Programme Diploma in Youth and Development Work, offered at UWI through the distance education mode.

Tomlin Paul is lecturer in the Department of Community Health and Psychiatry at the University of the West Indies, Mona campus. He is a physician (MB BS - UWI) with specialty training in Public Health (MPH - UWI), and has a strong interest in medical education. He is currently pursuing a PhD in Epidemiology at the Johns Hopkins University, Baltimore, Maryland (USA), where he recently taught on the MPH distance education course.

Jason Pennells has worked in distance education since 1987 and for International Extension College (IEC) since 1991. His current work involves training and consultancy in distance education, with the focus on assisting institutions and projects to develop appropriate and effective materials and systems. He has worked in various countries, including Uganda, Sudan, Kenya, Namibia, Nigeria, Belize, Guyana, Barbados, Jamaica, Maldives, the Solomon Islands and Vietnam. He tutors (and formerly studied) at a distance on a Master's in Distance Education, and also runs training courses in the UK, both with students from around the world.

Glade Presnal is the senior projects manager of the Institute for Telecommunications at Oklahoma

State University. During the seven years he has held that position he has prepared several proposals that funded a wide variety of distance learning projects. He has conducted survey research ranging from a telecommunications survey of a small Oklahoma community to a national survey of higher education institutions. He was also responsible for coordinating an effort to fund and develop electronic community centres for small, isolated Oklahoma towns.

Ruth Reviere has been directly involved, since 1997, in developing distance education materials at the Distance Education Centre of the University of the West Indies (UWIDEC). Before joining the UWIDEC, Dr. Reviere was the senior Physics teacher at a leading secondary school in St. Vincent and the Grenadines. Dr. Reviere has also filled various consulting roles (and continues to do so) with regional institutions, including the Caribbean Examinations Council. Her career in education spans some 20 years and includes both secondary and tertiary education in the Caribbean, and tertiary education in Canada.

Lystra Sampson-Ovid is the director of the Distance Learning Secretariat, Ministry of Training and Distance Learning, Trinidad and Tobago. Prior to her appointment at the Secretariat, she served as assistant director at the Agriculture Teacher Education Centre in Trinidad. She holds a Teacher's Certificate, Diploma in Agriculture, BSc and MEd degrees from the University of California, Davis and is currently enrolled as a postgraduate student at the University of the West Indies, St. Augustine. Her research area is distance education for sustainable rural development. Ms. Sampson-Ovid has been an educator, teaching at all levels in the education system. She has designed and taught programmes aimed at integrating educational media in instructional delivery. As the former chairperson of the Distance Education Sub-Committee of the College of Science Technology

and Applied Arts of Trinidad and Tobago, she was instrumental in conducting needs assessments and developing implementation plans for distance education in the emerging community college system of her country.

Barbara J. Speziale is the water quality coordinator for Clemson University Cooperative Extension and an extension associate professor in the Department of Biological Sciences. She has a PhD in Zoology from Clemson University, a Master's in Botany from the University of Minnesota, and a BA in Biology from SUNY Binghamton. She is an aquatic ecology researcher and is involved in the development of science education programmes and curricula.

Deborah Thomas works with the Guyana In-Service Distance Education Project. She holds a BSc degree from the University of Guyana.

Dianne Thurab-Nkhosi is an editor at the University of the West Indies Distance Education Centre, St Augustine. She has over ten years experience in information, education and communication, having worked in various health related organisations in the public and private sectors. She is currently pursuing an MPhil in education. The area of her research is the design of suitable training programmes for health educators in Trinidad and Tobago.

Edna Walters is a consultant in Health and Community Development, with special emphasis on strategy design and working with youth. She holds an MPH, BScN and Diploma in Community Health/Health Education (UWI). She has designed programmes in family planning, substance abuse, environment education and health education in general. She was health education and community development consultant project manager for the UNDP/PAHO/CARICOM/UWI Training in Health and Environment Health Project, delivered by

distance. She is a member of the Caribbean Public Health Association.

Elizabeth F. Watson, librarian of the Learning Resource Centre at the Cave Hill campus of the University of the West Indies, has been writing extensively on distance librarianship since 1992. She is the author of *Library Services to Distance Learners: A Report* and the lead editor of *Library Services in the Commonwealth: A Reader*, both published by the Commonwealth of Learning. She is currently president of the Commonwealth Library Association and vice president of the Association of Caribbean University, Research and Institutional Libraries, and chair of the Memory of the World Sub-Committee of Barbados' National Commission for UNESCO. She is presently writing a series of books on Barbadian calypsonians.

Shelly Weinstein is president and chief executive officer of the National Education Tele's Organization and EDSAT Institute, a non-profit non-governmental organization. Previously, Ms. Weinstein served in the Carter White House, as director of the Kettering Foundation's Washington Office, vice president of the College Satellite network and other private sector efforts. Ms. Weinstein has dedicated her 30 year career to the public's role in democratic institutions, focusing on equal educational opportunity for all, energy and environmental policies. She has spent the last 15 years in the field of distance education, representing the "education users", *i.e.* higher education, schools and other distance education centre and public services.

Peter Whiteley taught Physics in high schools in Jamaica and Grand Cayman before taking a post as lecturer in Science Education on the Mona campus of the University of the West Indies. In 1996 he joined the newly formed Office of the Board for Undergraduate Studies. In this office his main responsibility is the development and

implementation of a full system of Quality Assurance and Quality Audit throughout the university.

Pauline Williams-Green, MD, DM (Family Medicine) works in the Department of Community Health and Psychiatry, the University of the West Indies, Mona campus. She is campus programme coordinator for the new Family Medicine programme by distance and a practising family physician.

Wilma N. Wright is head of the Extramural Department of Belize Teachers' College. She holds a BSc in Psychology and Women's Studies and an MEd with a concentration in planning and evaluation.

Summary Presenter

Claudia Harvey is the UNESCO representative (Northern Caribbean) and education advisor for the Caribbean. A citizen of Trinidad and Tobago, she has over 20 years experience functioning effectively at middle and senior executive management levels, including being a former director of the University of the West Indies Distance Education Centre, and a former permanent secretary in her native country. She has conducted social and educational policy research and provided consultancy support in management and change in the social sectors (education, health, community development and gender and development). She has 30 years involvement in teaching and curriculum development and evaluation in primary, secondary, tertiary and non-formal education. Her doctorate in Higher Education is from OISE, University of Toronto.

Workshop Presenters

Ernesta Greenidge is head of the Medical Sciences Library at the University of the West Indies St. Augustine campus. She holds a Master's degree in Library Science and is a senior member of the Academy of Health Information Professionals (AHIP). She has been interested in distance education since 1992.

Krishmapillai Murugan, curriculum development specialist at the University of the West Indies Distance Education Centre, brings to the workshop 15 years of experience in open/distance education. He has conducted more than 100 orientation programmes in India, Mauritius and the Caribbean. He has to his credit about 50 articles published and presented in conferences. His doctorate is on the evaluation of distance education training. He has a postgraduate Diploma and MLitt in TSL (Teaching English as a Second Language), and a Master's degree in English Literature.

Bruce Paddington is lecturer in Educational Technology at the School of Education, University of the West Indies, St. Augustine, Trinidad and Tobago. He also teaches Film and Communications at the Creative Arts Centre. Prior to joining the staff of the UWI, he was an assistant professor at York University, Toronto and a visiting professor at Bowling Green State University, Ohio. He is a founder of Banyan Productions and has produced a number of award winning programmes, including the "Caribbean Eye" series and the documentary "And The Dish Ran Away With The Spoon".

Martha Preddie is cataloguing librarian at the Medical Sciences Library, the University of the West Indies St. Augustine campus. She holds a postgraduate Diploma in Library Studies and a Master's degree in Business Administration. Her

interest in distance education is in the context of improving the information literacy skills of distant students.

Carmeta Tate-Blake is curriculum development specialist at the University of the West Indies Distance Education Centre at Mona. She has sought to introduce new course writers to the concept of using the Internet as a viable support element of distance teaching, by demonstrating some of the advantages of online facilitation/support. She has been an avid supporter of distance education for the last ten years and her PhD dissertation is on instructional delivery methods in distance education.

Conference Documentation

Joanne Blake is an editor with over ten years of experience in editing academic books and journals. She was the first editor to be appointed at the University of the West Indies Distance Education Centre in 1996 and was instrumental in creating style guidelines for the production of UWIDEC course guides and manuals.

Christine Marrett has been involved with the evolution of distance education at the University of the West Indies (UWI) since 1982, when she managed the experimental project (UWIDITE) utilising interactive audio teleconferencing for the delivery of distance education programmes in the three campus, multi-country setting of the UWI. She is now campus coordinator and senior projects officer of the UWI Distance Education Centre (UWIDEC) on the Mona campus, Jamaica. Her qualifications include a Masters in Public Sector Management from the UWI and a Diploma in the Practice of Higher Education, which she completed as a distance education student of the University of Surrey.

Michael Thomas is the research and evaluation officer at the University of the West Indies Distance Education Centre, Cave Hill campus, Barbados. A former teacher for 26 years, he was appointed by

the cabinet of Trinidad & Tobago as the research and development officer in the Ministry of Information Communication Training and Distance Learning before moving on to UWI.

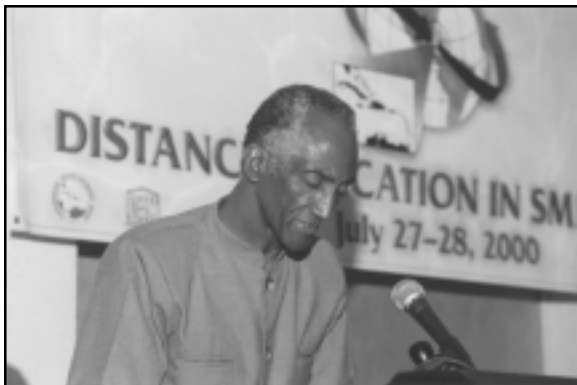
Conference Images



*Professor Badri N. Koul
UWIDEC Director*



*Dr Dennis Irvine
Commonwealth of Learning*



*Dr Audley Espout
Caribbean Development Bank*



*Dr Carole Maison-Bishop
CARICOM*



*Dr Claudia Harvey
UNESCO*



*Keynote speakers: Professor Rajesh Chandra (front/left)
and Ms Anna Stahmer (front/second left)*



Dr Rupert Griffith, Minister of Training and Distance Education, Trinidad and Tobago (left) and Senator Burchell Whiteman, Minister of Education and Culture, Jamaica



(Left to right) Minister Whiteman; Professor Rex Nettleford, UWI Vice Chancellor; Mr Radcliffe Walters, Custos of St Ann; Minister Griffith and Dr Irvine



(Left to right) Minister Whiteman; Christine Marrett, Conference Manager and Mr Wesley Barrett, Chief Education Officer, Ministry of Education and Culture, Jamaica



Minister Whiteman and students of the Ocho Rios Primary School



The Ocho Rios Primary School Choir



A section of the audience at the opening ceremony