

**CARIBBEAN AND LATIN AMERICAN SOURCES  
ON DISTANCE EDUCATION  
AN ANNOTATED BIBLIOGRAPHY, 1982-1996**

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Represents over 80 citations published within the past two decades on the study of distance education in the Caribbean and Latin America. It also highlights a wide divergence of views and dilemmas on the subject expressed at international meetings, conferences and workshops. The experiences of local practitioners working in the field are also well reflected. Aim is to promote a greater awareness of distance education as a powerful medium for expanding educational horizons, and encouraging further study and research in this region.

Distance Education experiments first started at The University of the West Indies (UWI) as early as 1978, but it was not until 1983, with the assistance of USAID, that the first teleconference was held. Presently, the UWIDITE system links all three campuses at Cave Hill, Mona and St. Augustine. It also serves the non-campus territories through interactive communications network links between the School of Continuing Studies (formerly Extra-Mural) centres in Antigua, Dominica and St. Lucia.

What UWIDITE accomplished was an awareness within the university of the vast potential of such a method of teaching, the development of a body of experienced teachers in the field and, by extension, the creation of techniques for producing teaching materials and writing courses.

A conference was convened in Jamaica in 1990 with the expressed view of expanding and updating the UWIDITE system which had been in operation for nearly eight years. (The Commonwealth of Learning, 1990, July). In 1992 COL commissioned an evaluation of distance education at UWI. One of the major recommendations emanating from the report was that the university should adopt the dual mode approach. When the Chancellor's Commission on Governance of the

university reported in 1994, it followed this recommendation. proposed, in this new university structure, to create a centre entire responsible for distance education with particular emphasis on non campus countries (Renwick, p. 35.).

### Documentation

The documentation relating to distance education may be divided in two types: educational materials necessary for the successful delivery of courses taught, and research data. The adequacy of data in these areas within the emerging field of distance education is frequently overlooked by planners, and workshop and seminar coordinators. There is probably more consciousness of the need for the development of educational materials. To this end, the university has taken a policy decision that the distance education programmes will be faculty driven, so that the members of faculties will have to be trained in writing, editing and producing quality course materials for distance teaching (The University of the West Indies, 1996). The other important area relating to distance education, which has only just begun to attract attention in the Caribbean, is library services to distant learners. This is a major concern particularly to librarians. It should be noted that the mission statement on distance education in most third world countries omits the provision of library services (Watson, p. 4).

Another serious problem, which is probably not well recognized, relates to the scarcity of data on distance education librarianship in developing countries. It is estimated that less than seven percent of the entries recorded in Latham, Slade, and Budnick (1991) originate from over half the world's population. What is now required is the development of a computerized database on distance education as part of a larger bibliographical project in the Caribbean (Jarvis & Stephenson, 1994, p. 48). Such an undertaking would be of great value for effective planning and the advancement of research in the current university distance education initiative within the Caribbean. An indispensable source for Caribbean citations on distance education is The International Centre for Distance Learning (ICDL) data base which is produced by the Open University in Britain. The CD-ROM version of the data base was made possible through a grant from the

Overseas Development Administration on behalf of the Commonwealth of Learning.

The bibliography which follows is an attempt to identify a body of published sources within, or relating to research in, the Caribbean and Latin America on distance education. It includes journal articles, conference/ workshop reports, theses, research papers, and directories. The list is arranged alphabetically by author and initial keyword if there is no author given, and the citation is a title reference. If two or more entries appear by the same author in a given section, they follow a chronological sequence in the established alphabetical order.

### References

- The Commonwealth of Learning. (1990, July). *Experiences in distance education. Report of a conference sponsored jointly by the Commonwealth of Learning and the University of the West Indies, Kingston, Jamaica.* [London]: Overseas Development Agency.
- Jarvis, K., & Stephenson, Y. (1994). Educational information networks in the Caribbean: The implications for small states. *Caribbean Curriculum*, 4 (1), 33-52.
- Renwick, W., Shale, D., & Rao, C. (1992). *Appraisal of distance education at the University of the West Indies: Report.* Vancouver: Commonwealth of Learning.
- The University of the West Indies. Faculty of Education (1996, June). *Distance education update.* St. Augustine: The Faculty.
- Watson, E. F. (1993, October). *Library services to distance learners in third world countries: Barriers to service.* Paper presented to the 6th Off-Campus Library Services Conference, Kansas City, Missouri.

### BIBLIOGRAPHIES

- Latham, S., Slade, A. L., & Budnick, C. (1991). *Library services for off-campus and distance education: An annotated bibliography.* Ottawa: Canadian Library Association.

Bibliography contains over 500 annotated entries summarizing publications, theses and other documents relating to library support for students and lecturers involved with distance education.

## HANDBOOKS

- King, W. K., and others. (1992). *OCOD-CTTP integrated science: School based assessment marker/tutor handbook*. Castries, St. Lucia: Organization for Cooperation in Overseas Development (OCOD).

Informs tutors/evaluators and students about the Caribbean Examinations Council (CXC) School Based Assessment (SBA) of integrated science skills. Includes directions for teacher/evaluators, and a student activity package. SBA is undertaken in agricultural science, biology, chemistry, integrated science, and social studies. It is designed to assist teachers in the assessment of their students, and to widen the range of abilities assessed.

## DIRECTORIES

- Carty, J. (1991). *Latin America and the Caribbean: A survey of distance education 1991*. Milton Keynes: International Council for Distance Learning. (New Papers on Higher Education: Studies and Research, 5).

Survey includes 22 Caribbean and over 17 Latin American countries. For each country the area, population and per capita income are listed. Details on institutions include: Aims and objectives, addresses, contact personnel, number of staff, budget, and courses.

- The Commonwealth of Learning. (1991). *The Commonwealth of Learning: A compendium of activities*. Vancouver: Commonwealth of Learning.

Describes the functions, objectives and activities of the Vancouver based Commonwealth of Learning (COL). It is divided into five major sections. Activities noted are: Accreditation, women in development, scholarships,

information services, training for distant educators, listing of conferences and meetings, and reports. Geographical areas covered are Africa, Asia, South Pacific and the Caribbean.

The Commonwealth of Learning. (1991). *Directory of courses available by distance, Volume I*. Vancouver: Commonwealth of Learning.

Lists courses available through distance education to ensure that educational institutions and planners in the Commonwealth have access to current and relevant information.

Doerfert, F., Schuemer, R., & Tomaschewski, C. (Eds.). (1989). *Short descriptions of selected distance education institutions*. Fern Universitat, Hagen (West Germany): Zentrales Inst. fuer Fernstudienforschung Arbeitsbereich.

Contains descriptions of over 200 distance education institutions in the world. Information includes: courses offered, educational levels, enrollment numbers, assessment, types of assignments, and students' success rate. Several Latin American, European and Commonwealth countries are represented, including Jamaica.

Soudack, A., & Andrew, M. (1991). *Profile of eight major distance education institutions*. Toronto: Planning & Development Research. (TV Ontario Report No. 08016).

Profiles provide information on major distance education institutions world-wide. Locations represent diverse geographical regions at varying phases of development and employ different models. Countries listed are: Australia, Germany, Fiji, Japan, the Netherlands, Thailand, the United Kingdom and the Caribbean region.

## STUDIES

- Bates, A. W. (1987). *Satellites for Commonwealth education: Some policy issues. Case studies*. Walton, Buckinghamshire: Institute of Educational Technology.

Presents case studies on the use of satellite technology for five Commonwealth countries. The University of the West Indies study included: Earlier projects undertaken, target groups and educational objectives, programming, patterns of communication, duration and an evaluation.

- Buckley, H. (1992). *The CTTT: An innovative and successful Caribbean project using distance learning*. Castries: Organization for Co-operation in Overseas Development.

The Comprehensive Teacher Training Project (CTTP) is a distance learning Caribbean experiment. Its objectives are: to produce four Caribbean Examination Council (CXC) O'level courses in English, mathematics, social studies and integrated science; to develop a delivery and distribution system; to promote the development of distance education in the region and abroad.

- Buckley, H. (1993). *Course completion survey on the delivery process and the course content of the OCOD-CTTP Distance Education Project: Learner survey*. Castries, St. Lucia: Organization for Co-operation in Overseas Development.

Presents data from a survey designed to examine the delivery process and course content of the Comprehensive Teacher Training Programme (CTTP), a distance education programme of study for untrained Caribbean primary school teachers. The programme offers four courses in core subjects and prepares students to pass Caribbean Examination Council (CXC) examinations for entry into teacher training colleges.

Buckley, H., & Walters, G. (1994). *A report prepared for the Commonwealth of Learning for consideration in a handbook for developing gender sensitive educational materials*. Castries: Organization for Co-operation in Overseas Development.

Presents sample of the Comprehensive Teacher Training Programme (CTTP), a distance education programme offering four academic upgrading courses to Caribbean women who are untrained primary school teachers. The opening section contains descriptions of the programme's general goals, its design for easy access, flexibility, teaching and learning processes, gender focus, delivery and support systems.

Campbell, E. F. (1990). *Library services to tertiary level distance learners in the Caribbean: A proposal*. London: Institute of Education.

Paper examines the library and information service requirements of tertiary level distance learners in the Eastern Caribbean, and makes proposals on how these needs can be addressed. The terms 'distance learner,' 'distance student' and 'off campus student' are used interchangeably. Paper also presents some background to Caribbean tertiary level education structure.

Caribbean Development Bank. (1992). *Appraisal report on continuing studies and distance education improvement/expansion, UWI-Regional*. Bridgetown: CDB.

Appraises a project on the proposed expansion of The University of the West Indies to increase, diversify, improve, improve and deliver outreach programmes and services. Project is designed to meet the needs of students in non-campus countries and those residing in remote areas in campus countries. Features of the project include increasing and upgrading the communication technology and facilities at 27 sites in 16 countries, and constructing, furnishing and equipping 63,000 square feet

of floor space. Project provides for an in-depth needs assessment study, additional staff and training.

Deodat, R. (1992). *Radio as an educational medium in the Commonwealth Caribbean*. Vancouver: Commonwealth of Learning.

Reports on the use of the radio in education in all the CARICOM states, except the Bahamas and Trinidad & Tobago. Information in the document is provided under three sub-headings: Countries, Interviews, and Recommendations.

*Development Communications Report. Nos. 56-59 1987.* (1987). Washington, D.C.: Agency for International Development.

Publication consists of four newsletters concerned with the use of communications technologies in developing countries. No. 57 (1987-2) reports on pilot projects of the Agency for International Development-supported Rural Satellite Programme in the Caribbean. Describes communication strategies and lessons learned from HIV and AIDS education programmes in the United States and in developing countries.

*Development Communications Report. Nos. 64-67 1989.* (1989). Washington, D.C.: Agency for International Development.

Focuses essentially on the use of communications technology for educational purposes in developing countries.

*Distance education in Guyana. Report of a project identification consultancy.* (1989). Vancouver: Commonwealth of Learning. (Consultant Report, No. 3).

Notes that both the infrastructure and economic conditions limit the development of distance education in Guyana. Suggests that distance education is the main



vehicle for improving educational opportunities in that country. Identifies three areas of work which should be conducted: Course development, student support, and effective administration.

- Garforth, C., & War, D. (1988). Distance teaching for agriculture. In J. Jenkins (Ed.), *Co-operation in open learning: Background papers* (pp. 391-409). London: Commonwealth Secretariat.

Discusses three experiments in teaching agriculture within the Commonwealth by distance education: INADES (Africa), UWIDITE (Caribbean) and Wye College, University of London. Analyzes the possibilities for teaching agriculture by distance, and highlights four major problems areas to be addressed.

- Greig, J. W. (1989). *Distance education and educational reform in Jamaica: The clock is ticking*. Vancouver: Commonwealth of Learning.

Underlines specific training needs which would strengthen and expedite the teacher retraining programme implemented by the Ministry of Education in Jamaica during 1987.

- Grell, G. A. C. (1992). *Prospects 1990 to the year 2000: A summary view*. Cave Hill: Office of University Services.

Identifies 10 areas of priority for short-term and future attention within the non-campus countries, by The University of the West Indies. Proposes that the Office of University Services (OUS) be the coordinating centre for all the University's activities related to fulfilling those needs. It is proposed that OUS Office be re-organized into three units: Education and training; Research and information; Health and professional services.

Grell, G. A. C. (1993). *The University of the West Indies and the Eastern Caribbean islands*. Cave Hill: The University of the West Indies.

Discusses some of the ways in which the educational needs of the Eastern Caribbean can be met by greater involvement of the University. Focuses on development issues and the logistics of distance education. Recommends the establishment of a unit for distance education at the Cave Hill campus, to serve the entire Eastern Caribbean. Projected initiatives in health and medicine for the Eastern Caribbean also receive attention in the report.

Haag, S. B. P., & O'Rourke, J. (1991). *Teacher training by distance education*. Vancouver: Commonwealth of Learning.

Report was undertaken by the Commonwealth of Learning (COL) in Jamaica. The purpose was to meet with course tutors, and Ministry of Education officials prior to establishing a commencement date for the post certificate teachers programme by distance for administrators.

Jennings, Z. D. (1990). *Innovation in tertiary education in the Caribbean: Distance teaching in the Faculty of Education at the University of the West Indies*. The Hague: Centre for the Study of Education in Developing Countries. (Verhandelingen No. 44).

Describes the UWIDITE System in use at The University of the West Indies. Notes that a priority in distance teaching has been teacher training, which started in 1983 with the certificate in education. Suggests that the same lecturers who teach the conventional course should teach the UWIDITE courses and develop the materials. Points out that the programme has not attracted as many students as expected, students do not perform as well as those in conventional programmes, and that feedback to

students, hardware, maintenance, and materials development all need to be improved.

- Lalor, G. C. (1982). *Caribbean Regional Communications Service Study Report*. Washington, D.C.: Agency for International Development.

This study is a follow-up to a previous experiment undertaken by The University of the West Indies in 1978 on the use of satellites in education. It explores the feasibility of providing several service points. Describes the general types of telecommunications available, with particular reference to applications of communications techniques in education, expenditures and demographic trends.

- Lalor, G. C. (1983). *The University of the West Indies Distance Teaching Project. Report to the Advisory Council*. Mona: UWI. (ACEP 7). (Sponsored by the Agency for International Development, Washington, D.C.)

Contains three papers: (1) Summarizes the UWIDITE project and discusses the preliminary studies leading to the recommendations for a pilot system to be used for in-service teacher training, agricultural extension, funding, technical assistance, and evaluation; (2) reports on the development of study guides, services, and guidelines for preparation of student materials; and (3) outlines the strategies for effective use of interactive audio and encouraging discussion.

- Lalor, G. C. (1988). Distance education in the Caribbean. In J. Jenkins (Ed.), *Commonwealth co-operation in open learning: Background papers* (pp.117-147). London: Commonwealth Secretariat.

Describes the organizational framework of UWIDITE and the programmes offered through the system. Outlines the objectives of the system.

- Lalor, G. C., & Marrett, C. (1986). *The University of the West Indies Distance Teaching Experiment (UWIDITE)*. Mona: UWI.

Describes the University's distance teaching experiment which began in 1983, linking its three campuses in Barbados, Jamaica, and Trinidad & Tobago with three OECS countries, Antigua, Dominica and St. Lucia, through extra mural centres. Programmes offered are: administration, training of science technicians, agriculture, health, law, education, outreach. The last included a series on Caribbean art forms.

- Peters, B. F. (1992). *[The] University of the West Indies outreach and distance education strategies and the role of the Office of University Services*. Cave Hill: OUS.

Reports on an investigation into the University's outreach and distance education programmes conducted in the first half of 1992. Objectives of the investigation were: to obtain the views of Deans, on all three campuses of the University, on ways of strengthening the role of faculties in teaching and learning processes at the tertiary level in the non-campus countries; to identify planning and related institutional issues in relation to the proposed expansion of the distance teaching programmes; to explore avenues in which the OUS could further enhance its capability to facilitate the non-campus countries in particular.

Renwick, W., Shale, D., & Rao, C. (1992). *Appraisal of distance education at the University of the West Indies; Report*. Vancouver: Commonwealth of Learning.

Study discloses that the current number of distance education students is expected to increase by the year 2000, placing additional burden on the existing resources. Suggests that an increase in the number of faculty members is needed as well as upgrading of the technical equipment. Recommends that the university should undertake a broad-based range of programmes in four categories, one of which is distance education programmes for students pursuing sixth form or preliminary courses.

Roberts, J. (1992). *Development of a distance education network in the OECS - Feasibility study: Filling a gap in a way that makes sense. Report of a consultancy to the Commonwealth of Learning*. Vancouver: The Commonwealth of Learning.

Discloses that there is strong support for distance education among tertiary institutions in the Eastern Caribbean. Study also notes that information sharing needs are acute; that the recommendations made in a workshop mounted in St. Lucia, to which representatives of government and institutions of higher learning were invited, be implemented; that surveys be made of the requirements for materials, technical feasibility and development of a distance education information clearinghouse in the Eastern Caribbean.

Shorey, L. L. (1991). *OCOD-CTTP Test Evaluation Report*. Castries: Organization for Co-operation in Overseas Development

Tests in social studies and integrated science administered in St. Vincent and the Grenadines, St. Lucia, Grenada and Dominica were analyzed for discrimination, difficulty, and reliability by the

OCOD-CTTP. Results showed the tests had good qualities, but also some weaknesses.

Villarroel, A. (1991). *CREAD: An Inter-American programme in the field of distance education*. Pennsylvania: Laptop Publishing.

Highlights the results and recommendations of a study undertaken to define the role of The Consortium Distance Education Network (CREAD) in developing an Inter-American distance education structure, and establishing operational priorities. CREAD was established in 1990 by the Inter-American Organization for Higher Education (IOHE).

#### CONFERENCE/WORKSHOP/SEMINAR PAPERS

Borden, G. A. (1983, April). *Some social implications of distance education*. Paper presented at the 24th Annual Meeting of the International Studies Association, Mexico City, Mexico.

Considers the social implications of distance education at the tertiary level in Costa Rica. Model is based on Britain's Open University concept. The programme was influenced by the need for long-term planning, new educational modes of teaching, community and individual development, facilitating easier access to education, and the use of modern communication technology to convey information.

Buckley, H. (1991, September). *Contextual dilemmas of a foreign distance education course developer: Racism, classism, and sexism issues in project design*. Paper presented at an International Conference by Regional Academic Services, British Open University in co-operation with Empire State College, State University of New York, Cambridge, England.

Addresses the factors of race, class and gender for the design of a distance education programme for teachers

in the smaller Eastern Caribbean states.

Burge, E. J. (1992, June). *Course designs for interactive audio conferencing*. Report of a Workshop conducted for the Commonwealth of Learning, Port of Spain, Trinidad and Tobago. Vancouver: Commonwealth of Learning.

Essentially the report offers suggestions for course designs.

Chadwick, C. B. (1986, April). *Instructional technology research in Latin America*. Paper presented at the 67th Annual Meeting of the American Educational Research Association, San Francisco. Rpt. in *Educational Communication and Technology*, 34 (4), 237-254.

Describes research activities in instructional technology in Latin America including distance education. Other aspects discussed are: Microcomputers, educational radio, study habits, learning strategies, instructional development models and textbook design. Some areas of concern relate to cognitive styles, and students' role.

Clarcken, R. H., and others. (1987, June). *Pedagogical considerations for the Eastern Caribbean Centre Teleconferencing Project*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

Since 1986, the ECCTP network itself has utilized a system comprising both audio and computer-linked nodes, connected by telephone, to deliver instructions to remote sites on an experimental basis. Discusses its effective use for simultaneous broadcasts to classrooms between the St. Croix and St. Thomas campuses of the University of the Virgin Islands. An assessment of the experiment is included.

The Commonwealth of Learning. (1990, July). *Experiences in distance education. Report of a Conference Sponsored Jointly by the Commonwealth of Learning and The University of the West Indies, Mona, Jamaica*. [London]: Overseas Development Agency.

Conference assembled a cross-section of teaching practitioners who were likely to be instrumental in an expanded distance education programme in the region. Countries represented were Canada, New Zealand, South Pacific, Britain and the Caribbean. The aims of the conference were to share experiences that could enhance the quality of distance education, and to familiarize teachers with various aspects of programme planning and design.

The Commonwealth of Learning, & International Centre for Development. (1990). *Needs assessment for marine resources management training in the Caribbean, Indian Ocean, and South Pacific Region*. Vancouver: Commonwealth of Learning.

Discusses the need for marine resource management training in the Southern Indian Ocean, South Pacific and Caribbean area. Suggests that distance education strategies could be applied in addressing the problems of training. Some priorities are also identified.

Crasner, T. (1993, July). Innovations and the mobilization of support. In R. Bourne (Ed.), *Partners for development: Spanning the distance* (pp. 45-54). Paper presented at a Conference on International Co-operation for Distance Education Practitioners and Policy-Makers in Europe and the Commonwealth, held at the University of Surrey, Guildford.

Under Lomé IV, the 7th European Development Fund committed 10.8 billion ECUs to various types of development projects. These included distance education in 69 African, Caribbean and Pacific (ACP) countries between 1990-1995. Paper discusses the



viability and sustainability criteria which projects were required to satisfy.

Frederick, N. O. (1993, July). A case study of distance education in St. Lucia with special emphasis on tertiary education. In R. Bourne (Ed.), *Partners for development: Spanning the distance*. Paper presented at a Conference on International Cooperation for Distance Education Practitioners and Policy-makers in Europe and the Commonwealth, University of Surrey, Guildford.

Indicates the relatively high proportion of students who have achieved certification via distance education modes. Notes the comparative costs compared with traditional methods of delivery. Underlines the potential of distance education for enhancing educational provision and national development in St. Lucia.

Freeman, R. (1991, November). *Flexible technical teachers development: Case study in technical and vocational education and training by distance*. Report of an International Conference convened by the Commonwealth of Learning, City Polytechnic, Hong Kong. Vancouver: Commonwealth of Learning.

Paper describes the factors influencing the development of more technical programmes for preparation of teachers. The existing constraints are identified in two widely separated environments: The British Columbia Institute of Technology and the Industrial Training Centre in the Bahamas.

Greenidge, E. (1994, August). *Distance education/ library support [in] Americas Caribbean region*. Paper presented at a Commonwealth Library Association Workshop of Library Services to Distant Learners, Kingston, Jamaica.

Paper defines the geographical area which forms the Americas Caribbean region of the Commonwealth Library Association. Discusses distance education and

library support in the region. Notes the characteristics of programmes surveyed in Trinidad and Tobago, and the kind of library support available at The University of the West Indies.

- Irvine, D. (1990, July). Issues and problems identified in the presentations. In *Experiences in distance education. Report of a Conference Sponsored Jointly by the Commonwealth of Learning and the University of the West Indies, Kingston, Jamaica.* (pp. 120-124). [London]: Overseas Development Agency.

Raises twelve questions in summarizing papers. Conference was an important focus as the starting point for the University, in deciding which distance education model should be adopted to upgrade the system. Concludes that no single model exists in which distance education could be incorporated, managed and used in an institution.

- Irvine, D. (1996). The Commonwealth of Learning and teacher education. In L. Steward, & E. Thomas (Eds.), *Teacher education in the Commonwealth: Caribbean issues and developments* (pp. 104-115). London: Commonwealth Secretariat.

Explores the application of distance education to teacher training. Discusses ways of achieving quality in distance education such as centrally produced distance education materials, exposing teachers to skills associated with educational media and technology, providing the student with more opportunity to focus on content instruction and to organize and manage learning.

- Jefferson, A. (1986). Distance learning as a means of continuing education in the English-speaking Caribbean. In M. F. Bernabe & C. Pierre-Jacques (Eds.), *ACURIL XVII* (pp. 105-111). Pointe-à-Pitre: Université des Antilles et de la Guyane /Montreal: Université de Montreal.

Paper discusses the communication systems used such as radio, audio cassettes, video cassettes, UWIDITE, and the cost effectiveness. Questions whether the teaching advantages afforded by high technology media are enough to warrant the expenditure on them, as against the radio and more conventional forms which will perform an efficient and cost effective job.

Jefferson, A. (1990, August). Mobilization of library resources for literacy, knowledge, and development in the English-speaking Caribbean. In *The International Federation of Library Associations (IFLA) General Conference, 1990. Regional Activities: Africa, Asia, Oceania, Latin America and the Caribbean. Booklet 8*. Papers presented at the IFLA 56th General Conference, Stockholm, Sweden. The Hague: IFLA.

Collection contains twelve papers, one of which is in Spanish. Seven of them are appended to the booklet.

Knapper, C. (1990, July). *Audio teleconferencing in distance education: The Waterloo experience*. Notes for a presentation at the Commonwealth of Learning Conference on the future of distance education, Kingston, Jamaica.

Paper describes the distance education course offerings at University of Waterloo in Canada. Discusses problems of withdrawal rates, course quality, student motivation, and faculty attitudes. Outlines a pilot project in St. Vincent (West Indies) which is conducted through volunteers; it has awarded two BA degrees by correspondence and a computer course using e-mail.

Kinyanjui, P., & Morton, A. (1992, November). *The role of teleconferencing in support of distance education: The case for developing countries*. Paper presented at the 16th Annual Meeting of the International Conference on Distance Education, Bangkok, Thailand.

Discusses the issues involved in establishing and supporting distance education in developing countries. Highlights the role of teleconferencing in support of distance education students. Pays particular attention to the quality of the support services provided. Identifies effective teleconferencing use in Guyana.

Kuboni, O. (1993, May). *Audio teleconferencing in higher education: Some preliminary views*. Paper presented to the Second Distance Education International Workshop, University of Havana, Cuba.

Paper raises some preliminary questions regarding the use of audioconferencing as the primary mode of delivery in distance education. It addresses the issue of the interactive capability of the technology and questions whether this single medium can accommodate all the tasks that need to be performed in the interaction between a teacher and a learner. Concludes by recommending a multi-media approach to instructional delivery in distance education.

Kuboni, O. (1995, August). The learner in control: Another perspective of this elusive ideal. In A. Tait (Ed.), *Putting the student first: Learner-centred approaches in open and distant learning* (pp. 101-111). Sixth Cambridge International Conference on Open and Distance Learning, Open University, United Kingdom.

Survey was conducted in Trinidad and Tobago among secondary school teachers pursuing the in-service diploma in education at the St. Augustine Campus of The University of the West Indies. Issues addressed were learner attitude and behaviour. Suggests that the development of distance education will inevitably require a diversion from current practices in further and higher education.

Lalor, G. C. (1990, July). The University of the West Indies Distant Teaching Experiment UWIDITE. In *Experiences in distance education. Report of a Conference Sponsored Jointly by the Commonwealth of Learning and The University of the West Indies, Kingston, Jamaica* (pp. 18-15). [London]: Overseas Development Agency.

Describes the beginnings of the UWIDITE Experiment and its future development.

Leslie, A. N. (1992, October). *The application of distance teaching to training in labour administration: The Caribbean experience*. Paper presented at a Seminar, Lyon, France.

Describes the outcomes of a collaborative effort in distance education between UWI and the Caribbean Labour Administration Centre (CLAC). Paper provides background information on 21 countries served by CLAC. Addresses the need for the training of labour administrators.

London, H. (1994, August). *Library services to distant learners in Guyana*. Paper presented at a Commonwealth Library Association Workshop of Library Services to Distant Learners, Kingston, Jamaica.

Paper looks at the role of the university library in terms of its support for distance students, learning centres, and the need for trained library staff.

McClenan, V. (1992, August). UWIDITE successes and challenges. In J. Reay & J. George (Eds.), *Education in science and technology for development: Perspectives for the 21st century* (pp. 89-96). Proceedings of the ASETT/ICASE Conference 1991, The University of the West Indies, St. Augustine.

The University of the West Indies Distance Teaching Experiment (UWIDITE) is one of the first of its kind in the developing world. It serves to link the region by

teleconferencing and by providing opportunities in tertiary and continuing education, including medical consultations. The production of educational material of various kinds is one of its priorities.

Marrett, C. (1994, August). *Distance education: The Caribbean experience*. Paper delivered at a Commonwealth Library Association Workshop of Library Services to Distant Learners, Kingston, Jamaica.

Looks at the Caribbean as users and providers of distance education, and influences on distance education. Highlights several initiatives in the region undertaken by the Commonwealth of Learning. Concludes by considering some of the issues involved.

Mwakilasa, A. (1992, November). *Distance education for health personnel: New strategies*. Geneva: World Health Organization.

Workshop was conducted at the University of Khartoum, Sudan, in November 1991. Participants used actual problems and case studies to develop realistic strategies. Paper includes model for planning and administering distance education programme, mechanisms for inter-country collaboration, and guidelines for evaluation and assessment of the model. Guyana participated in this workshop.

Pacheco, J. R., & Mella, M. A. (1985, August). *The collaboration of the developed countries in favour of the distant education organizations of the Third World countries*. Paper presented at the International Council for Distance Education 13th World Conference: Flexible Designs for Learning, Melbourne, Australia.

Paper consists of three sections: (1) Characteristics of Third World countries and reasons which contributed to their state of underdevelopment, (2) Methods of co-

operation between developed and Third World countries in relation to distance education, and (3) Distance education in the Dominican Republic.

Perraton, H. (1995, June). Quality in distance education. In D. Stewart (Ed.), *One world many voices: Quality in open and distance learning, Vol. 2* (pp.180-182). Selected papers from the 7th World Conference of the International Council for Distance Education, Birmingham, England.

Discusses the term 'quality,' then looks at three types of assessment: (i) Qualitative data on success rates and costs; (ii) Qualitative data which addresses the process of education; (iii) Sociological data about the audience being reached. Concludes by focussing on the issue of quality relating to the programmes developed by The University of the West Indies.

Perraton, H. (1996). Principles of distance education. In L. Steward & E. Thomas (Eds.), *Teacher education in the Commonwealth: Caribbean issues and developments* (pp. 95-100). London: Commonwealth Secretariat.

Discusses, in some detail, the effectiveness of distance education for teacher training in terms of the audience reached, the effects on learning and on classroom performance. Also examines costs and conditions for success.

Persico, A. (1996). Distance teaching at the University of Guyana. In L. Steward & E. Thomas (Eds.), *Teacher education in the Commonwealth: Caribbean issues and developments* (pp. 101-103). London: Commonwealth Secretariat.

Gives a background summary of distance education in Guyana. Paper also describes several current initiatives undertaken at the University of Guyana which have fulfilled expressed needs in remote areas of the country.

Discusses the delivery system of courses and the evaluative process.

Renwick, W. (1992, August). Distance education in dual mode universities. In *Perspectives on education: Distance education in single and dual mode universities* (pp. 141-152). Papers presented at a Symposium on Reforms in Higher education, New Delhi, India. Vancouver: Commonwealth of Learning.

Paper reflects on the experiences of the Commonwealth of Learning in pursuing two of its functions and objectives: assisting in the creation and development of institutional capacity in distance education within member countries, and understanding and supporting evaluation in member countries according to its memoranda of understanding. Institutions discussed in the paper are the University of the South Pacific and The University of the West Indies.

Sangster, A. (1991, June). Challenges to the development of tertiary level education in the Caribbean: Some directions being taken. In D. Hornblow & K. Stevens (Eds.), *The learner: Proceedings of the 7th Annual Conference of the Distant Education Association of New Zealand* (pp. 422-431). Wellington, New Zealand: The Association.

Discusses measures, such as open learning and educational technology, being taken to meet the challenges facing tertiary education in the Caribbean.

Sangster, A. (1990, November). Developments in technical and vocational education and training in the Caribbean: Future trends and needs. In *Report of an International Conference convened by the Commonwealth of Learning, The Polytechnic, Hong Kong* (pp.21-39). Vancouver: Commonwealth of Learning.

Paper discusses the historical struggle of technical and vocational education for recognition and status in the Caribbean. Describes the institutions, qualifications



and programmes that have arisen as a result.

Shaw, W. D. (1987, August). *Education via satellite: A trinational perspective*. Paper presented at the 3rd Annual Conference on Teaching at a Distance: Evaluation of Teaching/Learning, Madison, Wisconsin.

The rural satellite programme of the US Agency for International Development spent six years, 1981-87, exploring potential uses of two-way telecommunications facilities. Three audioconferencing networks were created in Indonesia, The West Indies and Peru. The Peru experiment provided in-service training to agricultural extension and health care workers. Both the Indonesia and University of the West Indies programmes offered undergraduate and graduate courses.

Steele, B. A. (1994, August). *Library services in distance education: The client's view*. Paper presented at a Commonwealth Library Workshop of Library Services to Distant Learners, Kingston, Jamaica.

Focuses on the views expressed by distance education students currently involved in The University of the West Indies undergraduate courses. Notes that the services available are limited to the standard library service.

Villarroel, A. (1983, April). *Changing role of adult education programs in Latin America*. Paper presented at the 24th Annual Convention of the International Studies Association, Mexico City, Mexico.

Paper suggests that any distance education programme developed must both be relevant to the needs of the target audience and have the potential to affect the status quo of women in Latin America. Notes that presently there are often great differences in the adult

education programmes offered to women and to men.

Watson, E. F. (1993). *Library services to distant learners; A report*. Vancouver: Commonwealth of Learning.

Examines library and information services available to tertiary level distance learners in selected institutions in three Commonwealth countries: Canada, India and England. Purpose of the study was to gather information which would be used to inform the development of a set of proposed guidelines for libraries providing those services in developing countries in general, and for the Caribbean particularly.

Watson, E. F. (1993, October). *Library services to distant learners in Third World countries: Barriers to service*. Paper presented to the 6th Off-Campus Library Services Conference, Kansas City, Missouri.

Suggests a need to develop an institutional philosophy that supports the entrenchment of library provision for distance education. Believes the inclusion of library to distance learner should also be reflected in the mission statement. Notes the importance attached to the availability of an adequate financial structure without which the other essential elements of staff facilities and resources will be compromised.

Watson, E. F. (1995, March). *Distance librarianship in the Third World: Issues and challenges*. Paper presented at the 21st Annual Third World Conference, Chicago, Illinois.

Examines some of the constraints in providing library service to distance learners: The nature of the clientele using this service to achieve their educational objectives, the dearth of literature on distance education in the third world, satisfying the library and information needs of distance learners, and the absence

of training courses for library personnel operating in a distance education environment.

Watson, E. F. (1996, May). *Distance librarianship: New partnerships and changing relationships*. Paper presented at ACURIL 26, St. Maarten.

Focuses on the historical development of distance education and the consequent evolution of distance librarianship. Discusses the Open University concept in Britain in 1969 and the subsequent research undertaken in the organization, planning, and delivery of distance education internationally. Notes some of the areas which have benefitted from research: the pedagogy, student services. Sees the library and information services as crucial to the student support service.

#### THESES

Palma, K. (1995). *Distance education in small states with special reference to Belize*. Unpublished master's thesis, Institute of Education, University of London.

Discusses models suitable for small states like Belize, by using case studies. Regards the role of Caribbean universities as crucial in the delivery of distance education to small states.

Skyers, R. (1994). *A case study of distance education and development in Jamaica: A study of three distance education organizations and their contribution to development*. Unpublished doctoral dissertation, Open University, Milton Keynes.

Discusses the role of three educational institutions in Jamaica involved with distance education: Ministry of Education, UWIDITE, and the Jamaican Movement for the Advancement of Literacy (JAMAL). Notes their importance to the development of Jamaica, conditions

facilitating development, and political problems which impinge on such development.

#### JOURNAL ARTICLES

- Brophy, M., & Dalgety, F. (1980). Training science teachers in Guyana. *Teaching at a Distance*, 17, 45-51.

Paper recognizes the problem of inadequate supply of trained science teachers in developing countries. Suggests the use of small projects similar to the emergency science programme in Guyana delivered through distance teaching as a possible solution.

- Canning, C. M. (1989). Training child care personnel in rural areas. *Early Child Development and Care*, 44, 5-11.

Suggests the need for child care personnel in rural communities. Discusses the methods employed in Nova Scotia and the Caribbean to implement pre-service and in-service education programmes for personnel in rural areas.

- Coldevin, G., & Naidu, S. (1989). In-service teacher education at a distance: Trends in third world development. *Open Learning*, 4 (1), 9-15.

Outlines seven strategies which developing countries have adopted to reverse the shortage of professionally trained or academically qualified teachers. Notes that The University of the West Indies uses satellite teleconferencing to offer courses to the 14 English-speaking Caribbean territories.

- Ernest, P. (1987). Training mathematics teachers at a distance. *Open Learning*, 2 (2), 32-35.

Discusses the development of a distance education course for secondary school teachers in the Caribbean

with emphasis on teaching methods. Records the success and challenges experienced.

Garcia, G., & Jose, L. (1991). Overview of Spanish and Latin American distance higher education. *American Journal of Distance Higher Education*, 5 (2), 64-68.

Offers a short overview of Spanish and Latin American distance education programmes for higher education. Describes three of the most important institutions: Universidad Nacional de Educacion a Distancia (Spain); Universidad Estatal a Distancia (Costa Rica); and Universidad Nacional Abierta (Venezuela).

Hall, W. M., & Marrett, C. (1996). Quality teacher education via distance mode: A Caribbean experience. *Journal of Education for Teaching*, 22 (1), 85-94.

Paper describes the UWIDITE network. Considerations are made within the framework of fostering quality teacher education and the relevance of distance education to developing countries. Questionnaires were given to 169 teachers who were either graduates of, or pursuing, a 15 month certificate in education programme on the UWIDITE. Responses provided most of the data discussed. Recommendations suggested include comprehensive feedback on assignments, and inter-active counseling sessions on the network.

Halliwell, J. (1987). Is distance education by radio outdated? A consideration of the outcome of an experiment in continuing medical education with rural health care workers in Jamaica. *British Journal of Educational Technology*, 18 (1), 5-15.

Highlights the importance of radio in distance education. Discusses its value to Jamaica in the 1982 radio education research project for rural primary health care. Analyzes the future educational role of radio in developing countries.

Hamilton, M. A. (1988). The University of the West Indies Distance Teaching Experiment (UWIDITE). *Torch*, 30, 40-43.

A very informative background review of the UWIDITE. Describes the implementation of the programmes delivered through the system, the problems encountered, and the attitudes and expectations of those delegated to teach the courses. Touches on the high cost of sustaining the programme, the support received from the international agencies, and the University's commitment to persist with it.

Mena, M. (1987). Contributions to the construction of a didactic model for new strategies on long distance education. *The Major Project in the Field of Education in Latin America and the Caribbean*, 14, 7-15.

Suggests that designing new strategies on long distance education implies the elaboration of a previous minimal conceptual framework. This takes into account not only a communicative model, but also a didactic model that clarifies countless doubts of making these strategies viable. Outlines the general characteristics of the didactic model traditionally employed for long distance education, and describes new contributions.

Morris, P. (1991). Distance education for Caribbean social studies teachers. *Social Education*, 55 (4), 235-237.

Describes a distance education certificate in education programme for teachers in the Commonwealth Caribbean, administered jointly by the University of the West Indies and the University of London. Examines student evaluation and discusses problems that arise from teleconferencing.

Nwaeronu, N. G., & Thompson, G. (1987). The use of educational radio in developing countries: Lessons from the past. *Journal of Distance Education*, 2 (2), 43-54.

Describes ways in which the radio has been utilized as a medium for education in developing countries. Offers some suggestions for further development in distance education through radio.

Palacio, J. (1993). The case of Latin America and the Caribbean. *International Review of Education*, 39 (1-2), 108-113.

An historical review of population education programmes in Latin America and the Caribbean between 1970 and 1992. Notes the changes in fertility, mortality and migration patterns during that period. Discusses such issues as teacher education, staff shortages and distance education.

Rumbie, G. (1985). Distance education in Latin America: Models for the 80s. *Distance Education*, 6 (2), 248-255.

Paper reviews the literature on distance education systems in Latin America. Discusses other models currently used in Latin America: Distance education within conventional universities and the consortium model.

Sankar, H. C. (1985). Satellite teleconferencing in the Caribbean: The University of the West Indies Teaching Experiment. *La Educacion*, 98, 84-101. Rpt. in *Media Management Journal*, 1, 13-15.

Examines the need, development, use and direction of The University of the West Indies Distance Teaching Experiment which employs telephone and communications satellite technology teleconferencing to broaden educational opportunities to the Caribbean population.

- Steele, B. (1993). The University's unique constituency: The non-campus countries. *Bulletin of Eastern Caribbean Affairs*, 18 (4), 32-50.

Examines the services offered to the non-campus countries by the University of the West Indies. Suggests that these programmes need to be upgraded to form a comprehensive range of distance education programmes. Recommends non-campus territories have access to programmes similar to those of campus countries.

- Tight, M. (1987). London University external developments. *Open Learning*, 2 (2), 49-51.

Gives an historical development of the external degree programme of London University; sees this as a background for new ways of streamlining and improving its services. Implications for networking among institutions not only in Britain, but also in the Caribbean, are real.

- Unesco. (1995). Open and distance learning. *The Major Project of Education in Latin America and the Caribbean*, 37, 77-83.

Reviews the opportunities and the challenges distance education present. Summarizes the present international patterns of development in the field, difficulties which exist, and identifies a framework for global cooperation.

- Villarroel, A. (1983). Distance education for Latin Americans. *Journal of Continuing Higher Education*, 31 (2), 22-25.

Suggests that Penn State University should give special attention to the development of distance education programmes for Latin America.



Watson, E. F. (1991). After the degree: Continuing education for Commonwealth Caribbean librarians. *COMLA Newsletter*, 73, 3-5, 32-34.

Paper identifies methods in distance education which can be employed to deliver continuing education courses to librarians in the Commonwealth Caribbean.