University of New Brunswick and ROYTEC,

A Partnership for Teacher Education

A Report Submitted to the Faculty of Education, UNB

and the Vice-President, Academic

by

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November 15, 2000

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Trinidad and Tobago:

Situated near the coast of South America, these Islands are the southern most in the Caribbean chain. The economy of Trinidad is vibrant, in part because of the oil, gas and petro-chemical industry. Relationships between Trinidad and Atlantic Canada have always been positive and in the past many Trinidadian families sent their children to universities in this area. The Nova Scotia Universities have been particularly popular with these families. Few Trinidadians have attended UNB in the past.

With a vibrant economy and a relatively young population (a growth rate of approximately 1.2-% per year in population of 1.3 million) a considerable burden had been placed on the schools. The Islands have experienced regular teacher shortages and lack of space for students to attend secondary schools. There is two Teacher Training Colleges on the Island and students come directly from their secondary schools to these colleges often after some teaching experience. The placement of unqualified, recent secondary school graduates, in schools, has become a practice of teacher recruitment, in a market where teachers are scarce.

Teaching is not the occupation of choice in T&T, due in part to the low salaries offered in the profession. There is also a discrepancy in the salaries paid to elementary and secondary teachers. Secondary teachers, of course

receive higher salaries. Elementary teachers have been paid a standard salary based on years of experience, with little or no increment or no reward for any further education. Governments have suggested amending this situation, but as yet nothing has been done to improve the lot of some 6000 elementary teachers, most of whom graduated from the Teacher Training Colleges. In 2001, with the government poised for an election, there is some speculation that salary increases and benefits for teachers may become an issue.

Reforms in education are currently underway through a considerable grant from the World Bank and Caribbean Development Bank. Opportunities for consultation and project work will abound in the Eastern Caribbean states in the next few years as reforms and consolidations take place. Efforts to standardize teacher education in these states are a prime goal of the reform process.

The University of the West Indies, situated in Port of Spain is a medium sized comprehensive university. It is a sister institution of the Association of Atlantic Universities. UWI has not had the resources necessary to tend to the education and re-education of the country's teachers. It has a small faculty of education, a Certificate in Education and a Bachelor of Education program. In the past it has concentrated its BEd efforts in the training of school administrators and the certificate in education has been available as a post teacher's college credential. Enrolment has always been limited.

UNB considered this position of competition with the national university,

but was encouraged to offer its program due to the limitations placed on the UWI Faculty. At no time did UNB perceive that it was in direct competition for students against the UWI. There was some criticism of the UNB program among supporters of the UWI. This was unfortunate and had no real logical base. After some intervention by UNB's partner, ROYTEC, this matter was resolved.

The Beginnings:

In the summer of 1996, executives from ROYTEC, the Royal Bank of Trinidad and Tobago, began a search, in Canada, for a University that would be interested in delivering a Bachelor of Education program to elementary school educators in Trinidad and Tobago. ROYTEC was no stranger to educational partnerships, as their documents reveal, and recently had completed a program with Sir Wilfred Laurier University in Ontario for the delivery of a Bachelor's Degree in Business Administration. On the initial visit to UNB, interest was expressed in both a BEd program and a BBA program.

ROYTEC is in the business of "innovative learning." Their mission is:

"To impact on the competitiveness of individuals and organizations
through the creation of innovative learning experiences which
Facilitate personal mastery, develops marketable skills and enhances

Organizational performance..."

Clearly ROYTEC's interest in teacher education was a new one. It had sponsored many programs for the development of youth, along with executive training and retraining; all of this designed to improve the status of the labour force on the islands of Trinidad and Tobago. Its interest in teacher education had grown from the reality, that in order to facilitate a truly dynamic and ready workforce; education at its earliest stages should be the best available.

Trinidad and Tobago's teachers are trained in Government sponsored Teachers Colleges and the need for excellent teachers at the elementary level was considered almost a crisis situation in 1996.

The Ministry of Education in T&T (Trinidad and Tobago) had recently received generous funding from the World Bank to allow a greater number of teachers to participate in a BEd program at the University of the West Indies. That institution had a department of education, which was not sufficiently funded to allow large enrolments of currently practicing teachers to participate in degree and certificate programs. ROYTEC's visit to UNB was to seek an institution that would be prepared to deliver an innovative program that would use the best in current distance education technology to permit as many teachers as possible to complete degrees while remaining at home and at their teaching jobs. Primary interests were expressed in the field of educational technology, that is, applying technology in teaching; mathematics, literacy, early childhood education, and special needs, the

gifted, administration and aesthetics. Training teachers to be proficient in the use of technology was important, due to the commitment of the Ministry of Education to equip schools in T&T with the very latest in computer technology and to use distance education as a mode of training and retraining on the Islands.

UNB had been selected as one of the visited institutions because of the reputation established by the former Premier McKenna and New Brunswick's
Highly successful distance learning networks established through the NBTelephone Company.

Teacher Needs:

Unlike Canada, T&T, was expecting phenomenal growth in schooling and a demand for well-qualified teachers who would not be available when required. In addition, working conditions and salaries often saw T&T teachers look for opportunities in other educational jurisdictions. It was clear that some effort; beyond the World Bank Project was required.

Early estimates showed approximately 6000 elementary teachers currently in practice, most without university degrees, having completed at least two years in a teacher's college program.

Many qualified teachers in T&T were educated in either Canada or the US

and Britain. ROYTEC believed that it was important to expand the opportunity for teacher education, first in T&T, and possibly to other sites in the Eastern Caribbean states.

The Private Sector Public Sector Partnership

In the early negotiations surrounding this project, UNB entered into discussions with ABE CONSULTANTS in Ottawa, a firm that had done considerable work with ROYTEC and School Net (called EduLink in Trinidad), in the Caribbean. It was the partnership with ROYTEC and Applied Courseware Technology (a firm in Fredericton NB interested in marketing software as a learning platform) that brought UNB into the venture with ABE. That joint venture eventually dissolved and the interest of ABE of Ottawa waned when it appeared that only a small number of Trinidad and Tobago teachers were able to pursue the degree program from UNB.

At a meeting in June of 1997 between Dean Henry Cowan, Vice President International Dr Frank Wilson and the Vice President Finance, James O'Sullivan it was agreed that UNB should pursue the opportunity in Trinidad and Tobago and do so as a cost recoverable program. It was also agreed that the joint venture between ROYTEC, ACT and ABE, was not part of the agreement that would be established between UNB and ROYTEC. ROYTEC was left to negotiate its way with its other partners. It was agreed that there is always risk in such a venture for which special funding was not

available from the usual agencies. UNB had rarely engaged in this kind of partnership, but the model being discussed was a likely one that would be found in many international programs in the future. Clearly the market had been opened in Trinidad and Tobago and many "off shore" universities were interested in pursuing distance education opportunities in this market. The real question was essentially, " what was to be gained by such a risky involvement? "

The Partnership Expands

In October of 1997 the Government of the Province of New Brunswick entered into a Memorandum of Understanding with the Government of Trinidad and Tobago for a number of educational and communications opportunities. In addition, UNB signed an MOU for the anticipated delivery of the Bachelor of Education in Elementary Education and the Bachelor of Business Administration Degrees. The BEd was to be delivered as a total distance education project. The Faculty of Education at UNB had never proposed such a project and it was also the first of its kind for ROYTEC. This was the first opportunity for the Faculty of Education to begin to develop its expertise in delivering a complete program in that format.

Marketing

With the assistance of ROYTEC, marketing for the program began in the autumn of 1997 and spring of 1998. Sessions were held around the Islands and were attended by nearly 400 teachers. The Dean of Education from

UNB, the Academic Dean at ROTEC and staff from ROYTEC were part of the marketing process. ROYTEC officials continued to market the program through newspaper articles and advertisements, radio and television. The Dean of Education was provided an opportunity to participate in a national morning TV, "call-in " show. In addition UNB prepared a pamphlet that was distributed to all schools in T&T.

Despite the intensive marketing, which took place for nearly 9 months prior to the first course, only 23 teachers were able to register for the program.

PROGRAM COSTS

In an effort to make the program as affordable as possible, UNB offered tuition slightly less than that normally charged for courses at the time of the negotiation. This was to help UNB remain competitive with the UWI, which charges considerable lower tuition rates. Since the cost of the technology to deliver the program would be borne by ROYTEC, as well as the costs of marketing and administration, ROYTEC was forced to "mark-up" the project. In so doing, the cost of tuition rose to the extent that the program was not as affordable to a large number of teachers. Those that argued in favour of the program, pointed out that teachers would have the unique opportunity of completing a degree, while working, not having to travel to follow courses and other benefits associated with distance learning. Certainly, the model for a public sector-private sector partnership often

results in the need to find means to negotiate "prices", and overhead. Experience with this project leads the writer to recommend very careful negotiation of "pricing" with future private sector partners.

ROYTEC made loans available to the teachers through the Royal Bank of Trinidad and Tobago and included, where required, a loan for the purchase of a computer, to permit teachers to complete their courses from their own homes. ROYTEC was persistent with the Ministry of Education in attempting to get some assistance for the teachers, to no avail. Some schools and school districts provided assistance to the teachers, as did the Permanent Secretary for Education in Tobago. Most teachers were faced with bearing the full cost of the program through their own financing. This of course, has placed considerable hardship on each student.

Distance Education Challenges:

Under the support of TeleEducation New Brunswick, UNB was encouraged to apply for special funding for the development phase of the content for the degree program. In the spring of 1998, the UNB Faculty of Education was pleased to learn that funding in the amount of $ 100,000 had been awarded for the purpose of content development. The award came from TeleEducation NB's Program Development Fund. In 2000, the Faculty was again successful in the award of approximately $ 70,000 for program development.

Through the Community Access Centre in the Faculty of Education, (C Space,) under the direction of Anne Higgins, the development and delivery of content became possible. It was quickly learned that the support services for such development and delivery on the UNB Campus was not readily available. It was only through C Space, its Director and Staff and the grants from TeleEducation NB, that UNB was able to meet its commitment to the Trinidad-Tobago Teacher Education Project. Clearly, UNB must clarify and review its support to faculties if distance education is to become a reality on this campus.

Professors in the Faculty of Education had not all had the opportunity to engage in the rather complex activity of preparing course content for distance delivery, particularly long distance delivery. In order to facilitate the successful delivery of the program a model, unique to UNB's Faculty of Education was proposed.

Not all students benefit from distance delivery and in fact many prefer the traditional mode of classroom delivery. When contemplating a model for delivery it was clear that one that allowed students an opportunity to feel a sense of community was important. For many populations and Trinidad and Tobago may be considered such a population, networking is a common sociological trait. Learning activities and courses that encouraged direct communication between students and between students and teachers, discussion groups and on site projects would be part of the model for delivery. Using the best of distance technology available, a mentor teacher arrangement and a university professor responsible for delivery and contact,

a cultural community would be established that would make the distance learning model as personal as possible.

From the outset it was clear that one of the goals of this program was to make teachers as proficient as possible with the latest technology in education. Trinidad and Tobago had made a commitment to introduce the latest in technology in its schools and the Ministry of Distance Learning had established learning centres in some locations on the Islands. It was important that a group of teachers not only complete degrees, but also do so with an emphasis on new technologies.

The challenge then for UNB was to design a program that would educate for these purposes and ensure that the distance education model would be exemplary and give these teachers the necessary skills to continue as mentors for other teachers, after completion of their program.

The Model:

The elements of a model that was used by UNB in the delivery of the Teacher Education Project included:

Appropriate Technology
Professorship
Mentorship
Academic Assistance
Technical Support
Administrative Support

Many distance education programs are just that! Often without any connection with the delivering institution and its staff, students are left to deal with the technology and content on their own, communicate by email or voice mail and receive short messages of explanation. If any frustration seems to exist it is often of this nature. Experience at UNB in the Faculty of Education verifies that, and led many of the professors who have delivered courses using such media to attempt to personalize the experience when possible. Merely identifying a face or a smile, having a picture of the student and the professor, or arranging course meetings in various locations have always proved useful. Long distance education, such as that experienced in this project caused the Faculty to think of options for delivery that would offer a rather vulnerable audience a more personalized educational experience and as well, offer this institution the opportunity to experiment with a model of delivery that had perhaps not been tried before. The method of delivery chosen had its risks, not in the personalization factor, but in the cost. This, of course, is one of the reasons many institutions do not deliver in the format chosen. We believed it was worth that risk.

Distance Education Delivery Mode (T&T Project)

UNB Professor (s)

UNB Academic Assistance

Technological Support and Developmental Support: C Space

Establishment of the electronic classroom environment

Discussion groups, email connections

Intensive Work Shops On Site in T&T:

UNB Professors responsible for each program module visited T&T for a minimum of 30-hrs instruction prior to the beginning of each program. This workshop not only provided an opportunity for students and professors to meet, but for questions and concerns to be addressed and an over view of content and requirements to be clarified. All students and professors agreed that this mode of delivery provided a success-oriented environment. An environment where most students would likely be retained and complete the degree program. In order to facilitate the attendance of working teachers, the workshops were held on weekends and evenings. In some cases, schools made time available for teachers to attend even though school was in session.

Professorship:

Inferred here is the academic integrity to the program. At all times the Faculty of Education insisted that all programs developed would contain academic content as rigorous as that offered to students who attend regular programs at UNB. In order to ensure that, the Faculty of Education professors designed the content with the assistance of the staff at C Space. In each program the faculty member conducted the intensive workshop on site and remained with the students throughout the course, as teacher and

advisor with the help of the mentors in T&T. This regular contact with Professors lent true academic integrity to the program and was a source of repeated compliment on the part of the students and the academic staff at ROYTEC. One of the dangers in the delivery of distance education is to often assign teaching responsibility to less qualified or inexperienced staff. In all cases UNB's professors were the best and most experienced. This kind of service has led to a high degree of respect for UNB and its programs and has resulted in some consulting and professional development opportunities for those professors who have been involved. This actually mirrors the responsibilities of professors in the home institution and proves that distance education can be delivered in a reputable academic mode.

Mentorship

In order to avoid the pitfalls of distance education, the Faculty of Education decided that a continual level of support might be considered helpful. In Trinidad and Tobago, school days are long and teachers often need to travel considerable distance to their schools. Working alone is often the major factor that leads students to abandon distance education programs. In order to provide that support, a Mentorship Program was established. The Program Coordinator in T&T selected 14 highly qualified, experienced teachers, all of them leaders in their schools to be trained in UNB's Mentorship Training Program. Rod Campbell, Executive Director of the Centre for Education Administration, developed and delivered the program in T&T in June of 1998, prior to the beginning of the first program. The Faculty of Education absorbed the cost of the Mentorship Training Program.

Mentors were trained and then selected by the T&T Program Coordinator to work with the teachers. In order to make sure mentors were conversant with the technology, they too, attended the first course in technology. With that skill, mentors could help alleviate some of the concerns that would develop. Mentors worked closely with groups of students and became messengers to UNB professors on some of the student concerns with content, assignments and technology. Mentors completed comprehensive reports on each student's progress throughout the program and made these available to the Program Coordinator in T&T as well as at UNB.

The mentors have proved invaluable to the program. For their work, UNB and ROYTEC agreed to share the cost of a small honorarium.

Technical Support

Technical support in the Faculty of Education is provided through C Space. In addition to leadership in working with professors in the development of content, C Space provided the platform for the programs that were delivered on the "World Wide Web." The staff in C Space was invaluable to the project. The electronic classroom environment, the email and interactive forums and the constant monitoring of the project was essential in making the program work so effectively. Those in institutions considering the delivery of distance education programs of this magnitude are assured that without the quality of service the Faculty of Education enjoyed, many problems of a frustrating nature might exist. To continue to develop mechanisms for delivery will require the maintenance of this kind of service.

C Space Course Delivery Environment

The course environment managed by C Space included:

The design of instructional materials, using content provided by faculty, identifying relevant communication forums, assessing the submission processes and managing the technical aspects of the website. The administration of the website included navigation, structure, 'look and feel' and the file and directory structure.

In its development activity, C Space considered templates, graphics, image conversions, HTML, instructions for students including assignment submission and support documentation for faculty.

As each course was implemented the staff in C Space created student accounts, distributed account information to students and faculty. They also worked with mentors in the program, identifying them and the students who were in their learning group.

Throughout the project and in the future, as new courses are developed, the assistance and expertise of this group becomes extremely important. As courses are developed, the need for regular maintenance of the site and operations are essential. Maintenance includes the student web server space on the UNB web server, the web conferencing environment, and operations

include support for the faculty, monitoring of course conferences and technical support for the students. All of this is required on an on-going basis, pointing out the necessity of this kind of service for the successful development and delivery of a distance education project of this magnitude.

Assistance

The workload involved in teaching through distance education is extensive and according to experiences of those participating, far exceeds the work involved in regular classroom teaching. It also carries with it a level of emotional involvement with the kind of audience experienced in this project. It is therefore terribly time and person demanding of the professors. In all cases the Faculty of Education attempted to make assistance available to the professors or gave workload assignment. Clearly, while teaching full time, professors require assistance in order to make sure delivery of these programs in consistently high in quality.

Administrative Support

The office of the Dean of Education monitored and participated actively in the development and delivery of this program. All of the costs associated with the development and delivery were absorbed in the regular faculty budget. The Dean of Education acted as the program coordinator with the assistance of the Administrative Secretary and each of the professors who were responsible for the delivery of the programs. Offering such programs requires a high level of administrative support and further on recommendations is made for consideration for the continuation of the project and the development of others.

The development and maintenance of partnership international projects such as the Teacher Education Project in T&T requires a level of support much more demanding than others. The developing country seeks a level of trust with the institution and the people associated with the institution. When that level of trust has been established it becomes possible to bring results. There is also a level of sustainability required. Regular contact and in person contact becomes extremely important. Communication, even with the most advanced technology, is not to be taken for granted in the developing country environment. Students, particularly those that are experienced, as the teachers in T&T are, are very appreciative of efforts on their behalf, but they are also very demanding in their expectations. This of course, requires the attention of a program administrator who is sensitive to

these needs and to the reactions that may take place. The time and effort levels surrounding this kind of project are immense.

The Costs:

The costs of such a private sector - public sector partnership, need to be explored. The budgeting process simply notes the revenue from tuition, the direct costs of delivery and other expense items for travel, accommodation and meals...etc. However, a measure of the time spent throughout the institution for all services required, as a result of this kind of project could be very revealing. This kind of project in its initial stage is not to be considered a "money-maker." It is however, in an institution that is committed to international work and extending its expertise beyond its borders, an investment. The world of distance education has emerged and throughout the world institutions, larger and smaller than UNB are committing large sums of money and effort toward "internationalization." Distance Education affords the opportunity for an institution to develop and "re use" its programs in formats that are adaptable and changeable. Any course that is developed for "on -line" use becomes an investment. Therefore, as the institution decries the use of resources and the person-power required developing and delivering and administering these projects, it sometimes forgets that the investment will reap rewards in the future. The problems that individual faculty's experience is those associated with institutional support of the process of "internationalisation." At a time when institutions have lost resources through retirement, funding reductions and lower domestic enrolment, it becomes very difficult to allocate existing

resources to these projects.

In the Faculty of Education's experience, in this project, the following costs need to be considered:

. Office administrative costs, including administrative secretary time, photo coping, fax, telephone, courier and other electronic connections.

. Administration of the project...part time or full time responsibilities for project coordination.

. Professor time and the time taken away from domestic students by engaging professors in full time international work.

. Support from the Registrar's Office, dealing with admission, transcripts, and other student related matters.

. Support from Financial Services, dealing with Invoicing and maintenance of accounts and monitoring budgets.

. Technical support from other institutional services is required, such as C Space, Computing Services, Technicians, Managers of Distance Education facilities, where these are used.

. Library support, particularly at long distance

Support from the office of Research and International Cooperation.

An analysis of this kind is overdue for projects that do not pay overhead, based on grants from funding agencies. Since these more conventional projects seem to be harder and harder to find, the model used for the T&T project becomes a more likely one for future consideration.

The Future:

The Faculty of Education was bold to enter into an agreement with ROYTEC to deliver a BEd through distance education. There were many risks involved, but the opportunity to begin to "internationalize" the faculty was an important one. The work in T&T has led to international recognition of the faculty, its professors and its programs. The effort also resulted in a considerable grant from TeleEducation NB for content development. The content developed for the BEd Elementary Education, is excellent and represents an important investment for future marketing of the BEd program. It is widely known that while teacher education programs of this sort have become less significant in the domestic market, developing countries have hundreds of thousands of teachers requiring credentials, without the resources to offer them. Technology has reached the most remote corners of the world and there are few jurisdictions that do not have access to the basic technology required to participate in distance education delivery. The competition among the institutions for distance delivery of degree programs is growing. The British Universities have been particularly aggressive in the market. Canadian Universities are in direct competition with each other for programs as well. The Caribbean is served presently by the Commonwealth of Leaning based in Vancouver. Some Caribbean states have negotiated contracts with Memorial University of Newfoundland and of course McGill and UBC. Contacts have been made with that group in the past and should be maintained in the future.

St Mary's University is very popular in the Eastern Caribbean as well and has

made it well known that it offers a BEd for international consumption. Although St Mary's was not one of the Nova Scotia Universities to be chosen as a site for teacher education, it retained its 4-year BEd as an international offering. St Mary's has also made contacts in China and in Africa, for delivery of their BEd and a MEd program. The institution seems to enjoy a level of support for such international activity.

UNB has several opportunities in the Eastern Caribbean, that could be pursued. Attached is a report on the "Eastern Caribbean Education Reform Project."

One of the authors, Ken Seepersad, has acted as the ROYTEC Coordinator for the UNB BEd in T&T. He has been very anxious to work on UNB's behalf in that region, should we be interested in pursuing any or all projects that are suggested in that document. It should be noted that initial invitations to participate were declined. It was felt that the faculty should make sure its T&T project was in place and working effectively before embarking on other opportunities. Also attached is a letter of interest from ROYTEC that outlines opportunities in St Lucia and Antigua. Both Islands are exploring distance education opportunities for their teachers. To pursue these projects will require personal visits from the Faculty of Education to establish relationships and begin the process of negotiation. Once again, the issues of resources and institutional support emerge. It is certain that UNB's Faculty of Education has become known in the Caribbean for its very high quality BEd program and it would become quite easy to market that program in the future. Once the curriculum is completely developed the Faculty of Education will have the only full program in Elementary Education available

to teachers in an "on-line" environment.

Future Research

In " Why the Information Highway? Lessons from Open and Distance Learning," (1995), editors Roberts and Keough, compile a number of interesting contributions about distance learning in Canada. Judith Tobin's contribution, " Evaluation and Research Frontiers: What Do We Need to Know?" is very encouraging about opportunities for research. She uses the term research in the broadest sense, pointing to " case studies, evaluations, adoption and usage studies and inventories as well as quantitative and qualitative academic research," as wide open for the academic community.

Calvert (1996) reviewed the status of distance education research and stated:

> "Those of us committed to the ideas and practices of distance Education must realize the importance of documenting, analyzing and evaluating every one of our cherished beliefs if our enterprise is to achieve its potential...On the educational side we are concerned with defining student populations and designing appropriate curricula with instructional design and academic quality, with the provision of student support services and with choices among communications technologies. On the administrative side, we must address the economics of distance education, the design of institutional structures and their staffing

> and the marketing of programs and the relationships among institutions..." (pp. 94-95)

It is obvious that Calvert identifies a research agenda that could become part of the Faculty of Education's research plan. In fact, if one looks at the current status of research in this field these are issues that continue to be discussed. Gradually distance learning as a field of study has emerged.

The environment in Trinidad and Tobago presents an excellent opportunity for research activity. The educational system is under scrutiny by the Ministry of Education and major educational changes are planned. Many of the initiatives in T&T will carry with them extensive funding from the World Bank and the Caribbean Development Bank. It will be important for the Faculty of Education to maintain contacts with those bodies and with out partner, ROYTEC, who have the pulse of development in that region. This kind of monitoring of a situation is possible without extensive investment of time and money, but does require a level of institutional support that has not been present.

The Trinidad Tobago delivery experience will provide opportunities for research in the following areas:

Studies on learning, learner needs and diverse learner groups...
Designing curriculum appropriate for teacher education....
Student support services....
Alternative technologies and delivery of programs....

Marketing of programs....

The Economics of delivery....

Training for distance delivery...

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Recommendations

Partnerships of this nature that provide no direct funding must become part of the regular administration of the faculty. The appropriate associate dean should become the program administrator, along with an administrative coordinator to manage student records and liase with the faculty delivering the courses. The program coordinator should be familiar with distance education technology and be able to assist both faculty and students with some simple technical difficulties. Familiarity with the institutional structures for distance delivery would be essential as well.

The associate dean must monitor the situation in the partnership country in order to be able to access the availability of further projects that often emerge in these developing economies. These projects often appear with considerable funding that could make delivery considerably more profitable for the faculty. An understanding and connection with the World Bank, CIDA and the Regional Development Banks is essential.

Research and development agendas emerge constantly throughout the course of these projects and must be monitored for opportunity. Interested faculty for all and any discipline may find both opportunity and funding to

undertake research and development activity. Currently, in many distance education projects, the emphasis is placed on delivery and often the delivering institution is merely "distant" to other important concerns and opportunities. This kind of "distance" to broader concerns is remarkable in the Eastern Caribbean at the moment. The opportunity for this institution is very good in that region.

The Associate Dean should explore the possibility for funding for students, particularly for teachers who are attempting to up grade their qualifications. Teachers in developing economies have little or no support for their efforts. Foundations or the Canadian Teacher's Federation may be approached for possible funding to be able to offer programs to more teachers.

The Faculty with support from the university should continue to explore all opportunities for international projects of this nature.

The model currently used for delivery should be analysed from the point of view of cost and efficiency. A detailed analysis would reveal the "true" cost of delivering a program in this way.

If further opportunities emerge, the faculty may want to consider partnering with the Department of Extension and Summer Session for the delivery of courses. This presumes that Extension and Summer Session will have the necessary resources to support the program and would not absorb all of the excess revenue, should that exist, to its own operation.

The institution must clarify the services normally available for students and faculty in this kind of delivery model. In each case, the cost for this delivery should be analysed and the responsibility for the service clearly stated. The availability of service from the Library is key to the success of these programs and for future development of graduate work. The responsibility for library service and the funding necessary to deliver needs to be clarified for the delivering faculty.

The institution should continue to offer a "flexible pricing" model for the delivery of these programs to developing economies. Post secondary institutions in many of these jurisdictions seem to offer lower tuition and have policies of no tuition increases for cohorts until graduation. Flexible pricing structures will allow more students to participate in programs. Teachers in developing nations are among the lowest paid and often have no access to loans or special funding arrangements.

UNB should establish a distance education fee for course delivery to help defray the costs associated. The students benefiting from distance delivery will usually not find such a fee a hindrance. The cost of moving to study far exceeds a fee that assists in administering a program.

UNB should continue its policy of waiving the foreign student differential fee for distance education projects.

Finally, UNB should, like other institutions, use its international activity as

an effective recruiting device. Experience in Trinidad and Tobago, illustrated the lack of knowledge of UNB and its programs. Families in T&T seek small to medium sized institutions in smaller cities throughout the US, in order to offer secure environments, for their children. UNB is strategically located to offer a great deal to students from the Caribbean who seeks education in North America. The work now completed in the BEd program and the BBA program has helped but a more concerted effort is required to win students away from very active competitors.

I sincerely hope that the T&T Teacher Education Project will continue to be successful and look forward to the graduation of the first 23 students in the near future. As of this date, new students are expressing interest in the program and very shortly the faculty will need to make decisions on the continuation of this project. I hope that the support from the institution will be present to allow this to happen.

Following is a list of the courses that have been developed or are being developed for future delivery.

Courses developed as part of the Teacher Education Project:

Block 1	ED 5990 Technology in Education	July 1998
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Block 2	ED 5300 Literacy in Elementary Education	August 1999

Block 3 ED 5950	Administration and Curriculum Leadership	Feb 2000
Block 4 ED 5940	Mathematics in Elementary Education	July2000
Block 5 ED 5920	Aesthetics in Education	Sept 2001
Block 6 ED	Special Education	Feb 2001
Block 7 ED	Early Childhood Educ	June 2001
ED 5011	Prior Learning Assessment	July 1998
ED 4000/5000	Teaching Practicum	Available as required
Mentorship Program		June 1998

The 4-year BEd program was used as the degree for distance education. The total requirements of 138 credit hours were set for this program. In keeping with the faculty's practice of offering credit for Teacher's College completion, the program offered in the Teacher Training Colleges of Trinidad and Tobago were reviewed and found to be sufficiently rigorous to be considered in the award of advance credit. All experienced teachers with College credentials were awarded 48 credit hours of advanced credit, leaving 90 credit hours of course work to be completed. Following completion of the entire Faculty of Education courses developed for this program, and the award of advanced credit, teachers should hold a minimum of 123 credit hours. In order to complete the necessary 15 credit hours, teachers will be offered the opportunity to complete UNB courses available on the WWW. Academic courses will be recommended. Teachers will also have the opportunity to follow courses at the University of the West Indies. The Faculty of Education at UNB must approve each course taken at UWI.

The Faculty of Education may consider applying for further program

development funds, to develop other courses of interest to the elementary teachers in this program.

Program length:

From the inception of this project, teachers in T&T were concerned about the completion date. At the time of negotiation, it was made clear that UNB would deliver the compulsory elements of the degree program as expeditiously as possible. The current timetable shows completion of these elements should be reached in December of 2001. Completion of the degree will then depend on the speed with which students choose to complete the requirements. Initially, graduation was estimated to take place in 2004.

Student reaction to the program:

For the most part, students have been very complimentary of the program and its professors. There are always difficulties with long distance delivery and with technology. Support from the partner, ROYTEC, and the Program Coordinator, hired and paid by ROYTEC, many of the potential difficulties have been eased. It will be important for the Faculty to develop an evaluation program to determine the degree of success of this mode of delivery and the efficacy of its content.

Finally, compliments must be extended to the professors who have worked so diligently with the content and with the students. They have done an

exemplary job and need full recognition in the Faculty and in the University. They have been excellent ambassadors for this institution. In the future, faculty will require considerably more support in order to become involved in such projects. Where possible workload credit should be considered and graduate assistants could be assignments. Discussions with the professors will indicate the tremendous amount of time each of them has spent in their work in this program.

Best wishes to all for the continuation of an exciting project.

Attached documents:

These documents are attached to inidcate the degree of interest that exists in the Eastern Carribean for future delivery of the BEd program and other initiatives that may be pursued by UNB's Faculty of Education.

The report from Mr Aanensen, was sent when a new Minster of Education was appointed. The purpose of the report was to inform the Minster and at the same time seek support for continued expansion of the program in Trinidad and Tobago.

Seepersad, K and Warren, Philip. Eastern Carribean Education Reform Project: Initiative #6 Governance of Teacher Education. April, 1999.

Letter to ROYTEC fomr the Ministry of Foreign Affairs, Tourism and Information, St Vincent and the Grenadines, West Indies, February 2000.

Letter to Mr John Williams, Project Manager, Education, Ministry of Education Culture and Technology, Antigua and Barbuda, West Indies, January 2000.

Letter to The Minister of Education, Trinidad and Tobago, with a report on the BED , from Mr Bruce Aanensen, President of ROYTEC, January 2000.