

VOICE FROM THE VILLAGE

An Ethnographic Study of the Lived Experiences of Unqualified Assistant Teachers
as They Matriculated Through a Distance Education Program for Professional
Certification in St. Vincent and the Grenadines

by

Lyngrid Smith Rawlings

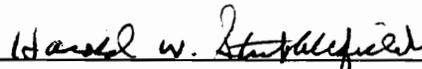
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Volume 1

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Committee Chairperson, Harold W. Stubblefield

Adult and Continuing Education

(ABSTRACT)

The Comprehensive Teacher Training Project (CTTP) is a distance education program developed and field tested between July 1990 and June 1992 in St. Lucia, Dominica, and St. Vincent and the Grenadines. It combined instructional modules, telephone tutorials, and periodic group instruction to help unqualified assistant teachers (UATs) pass the Caribbean Examination Council (CXC) exams in English Language, Mathematics, Integrated Science, and Social Science. To offset the high rate of attrition associated with distance education programs, student support interventions were devised to help UATs develop coping strategies and study techniques. To counteract the community's perception that qualified teachers are insensitive subject specialists, workshops on nation building and empowerment were designed.

This ethnographic study, which was conducted in St. Vincent and the Grenadines during the field testing period, sought to understand the lived experiences and perceptions of seven UATs as they matriculated through this distance education

program. The study collected data through interviews, observations, and assessments of UATs, their significant others, marker/tutors (M/Ts), and country coordinator. These data were collected from UATs' communities in 1991 and during the workshops in the summers of 1990 and 1991.

The study found that UATs experienced success in courses which were well written, taught what the syllabus prescribed, and what the exam tested. Those who were task-oriented, studied consistently, and community oriented, usually experienced success. M/T-initiated periodic face-to-face instructional workshops and regular telephone counseling which provided UATs with academic reinforcement and a sense of belonging. Those UATs whose significant others were supportive of their participation in the CTP were more likely to succeed.

The study also found that successful UATs adopted creative teaching techniques and active listening skills from M/Ts. Many of the lessons learned from the program were transferred to other aspects of their lives.

The study concluded that Integrated Science was the most successful course and should be used as a model for the English course. UATs who felt comfortable with themselves, knew how to study, and used their time wisely usually experienced success, saw themselves as nation builders, and were perceived by the community as effective leaders.

DEDICATION

This study is dedicated to the memory of Herbert C. Edwards, Executive Director of the Organization for Cooperation for Overseas Development (OCOD) and the Comprehensive Teacher Training Project (CTTP). His commitment to teacher education in the Caribbean has significantly improved the quality of education for people living in the Organization for Eastern Caribbean States (OECS) and Guyana.

It is also dedicated to the Caribbean educators, who continue to work very hard with so very little to improve the quality of life for Caribbean people.

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I am deeply indebted to the staffs of Organization for Cooperation in Overseas Development (OCOD) and of the Comprehensive Teacher Training Project (CTTP) for providing opportunities for me to work with them and conduct this study. A deep felt thanks goes to the unqualified assistant teachers, marker/tutors, and country coordinators in St. Lucia, Dominica, and St. Vincent and the Grenadines for their generosity, openness and concern. I am especially indebted to the seven co-researchers, their families, and the communities as they opened their hearts and homes letting me into their world to see life from their perspectives.

A very special thanks I give to my family for their continuous support in all my endeavors. To my father who taught me how to work, my mother who showed me how to care, and my Uncle Otis who demonstrated how to achieve with grace. To my five siblings who are always there for me no matter what avenue I pursue, especially my sister, Cheryl, whose patience and love has made this project doable. To my five children, each of whom gave me unquestioned love which to make me

strong, and numerous challenges to keep me humble.

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ACRONYMS

For the purpose of this study, the following frequently used acronyms provided the standard of meaning.

CC	- country coordinator
CEE	- Common Entrance Exam
CIDA	- Canadian International Development Agency
CTTP	- Comprehensive Teacher Training Project
CXC	- Caribbean Examination Council
EMTs	- end-of-module tests
GCE	- General Certificate of Education
MAPPA	- Multi-Attribute Program Planning and Assessments
M/T	- marker/tutor
OCOD	- Organization for Cooperation in Overseas Development
OECS	- Organization of Eastern Caribbean States
PC	- Project Coordinator
SBAs	- school-based assessments
SSC	- Student Support Consultant
UAT	- unqualified assistant teacher

CHAPTER 1

INTRODUCTION

The goal of the United Nations' Fourth Development Decade for Education for All by the Year 2000 encourages member nations to provide 80% of all children up to 14 years of age with primary education. Many developed nations have already attained this goal, but most developing nations are faced with such severe socioeconomic constraints that this goal remains elusive. Over burdened by high birth rates, limited resources, low productivity, and high emigration rates of educated people, governments in developing countries consume a disproportionately large percentage of available capital providing basic social services for their people. Unable to attract a sufficient number of qualified people to meet the rigorous academic qualifications, many governments in developing countries in the Caribbean employ unqualified underpaid school leavers to teach in primary schools. By trying to meet the United Nation's mandate for primary schools for all, little money was leftover for teacher training, or long-term economic developments which could eventually result in self-sufficiency.

Unqualified Caribbean teachers need a way of improving their academic skills and passing the required number of Caribbean Examination Council (CXC) and General Certificate of Education (GCE) exams while continuing with their regular jobs. If teachers could remain in their classroom teaching while studying independently, then more teachers could pass the CXC exams and become eligible for teachers college.

This study explored the lived experiences of seven unqualified assistant teachers (UATs), who used a distance education approach to learning English Language, Integrated Science, or Math, to enable them to pass the CXC exam for the respective course. By transporting instructional programs to teachers in remote communities, the Comprehensive Teacher Training Project (CTTP) minimized traditional barriers which have limited the professional growth of unqualified teachers. This study sought to understand the experiences and perceptions of those unqualified teachers, their significant others, and the community as they matriculated through this distance education program.

Background of the Problem

From its inception, education in the English-speaking Caribbean was established to meet the needs of the colonial administration for a limited number of locally educated, obedient males to work in clerical and security positions. According to Rodney, the function of colonial education was "education for subordination, exploitation, the creation of mental confusion, and the development for underdevelopment" (Rodney, 1982, p. 264). Colonial administrations allocated adequate resources to establish and support schools to educate eligible students in urban areas.

When the governments of the Windward Islands obtained their independence (Grenada 1974, Dominica 1978, St. Lucia 1979, and St. Vincent and the Grenadines 1979), they adopted the United Nations' mandate of universal primary education and

endorsed a policy of equal access to secondary education. These decisions made education more accessible to school-aged children, but placed tremendous economic burdens on weak agriculturally-based one-crop economies. Limited economic resources made it impossible for Caribbean governments to build and equip additional schools and pay the higher salaries required for qualified teachers. These economic limitations were exacerbated by the rapid growth rate of the school-aged population. In many Caribbean countries, over 44% of the population was under fifteen. A large number of educated West Indians migrated to the United States, Canada, and Great Britain to increase their employment opportunities. This mass emigration from the Caribbean further depleted the pool of prospective teachers. The governments' solution was to continue the pre independence practice of hiring unqualified persons to teach in primary schools.

The legacy of European colonization resulted in a dual educational system, one for the urban population the other for rural areas. Sufficient resources were allocated to provide qualified teachers with adequate books and equipment to educate the children of the middle and upper classes in the urban areas. To be hired as a qualified primary school teacher in urban areas, persons had to complete secondary school and pass at least three CXC or GCE exams, including the English Language. Persons who completed two years of teachers college and earned a bachelors degree were hired as trained teachers.

In order to make primary education available to all school-aged children, Caribbean Departments of Education lowered the academic requirements for teachers,

allocated minimal resources, and transferred academically-oriented curriculum to the rural areas. These under-funded All-Age Schools educated children between the ages of five to fourteen years. School attendance fluctuated in the rural areas based on the seasonal demands of the crops. Children of farmers and fishermen attended school when their services were not needed in the home and if their families could afford shoes, clothes, and school supplies.

Persons who successfully completed All-Age Schools earned a primary school completion certificate. Individuals hired as pupil-teachers for All-Age Schools had to have earned the primary school completion certificate and pass the pupil-teacher entry examination. Pupil-teachers could be upgraded to student-teachers over a period of three years by attending twice monthly day-long Department of Education in-service training sessions, passing an annual examination, and obtaining a letter of recommendation from their head teacher. No structured system existed for student-teachers to study and pass three GCE or CXC exams to qualify as UATs while living in rural areas.

Although governments were able to claim they provided universal primary education for all, the quality of education available for children in rural areas was so inferior that most rural students were unable to pass either Common Entrance Exam (CEE) or the School Leavers Exam. Consequently, they were denied entry into secondary school, teachers college, and adequate employment. For the few rural students who were able to pass the CEE or the School Leavers Exam, the government provided scholarships which enabled them to attend secondary schools in urban areas.

But most rural families lacked the cash to pay for lodging, food, and uniforms, all of which were necessary for secondary school attendance.

Most Departments of Education provided in-service training after school and on Saturdays. They encouraged UATs to take classes at evening school in order to pass four CXC or GCE exams, including English Language. These in-service training programs were reasonably successful in urban areas, but they failed to significantly increase the number of exams passed by UATs in remote areas. Most of the UATs who taught in the rural areas were female whose cultural values had socialized them to assume a supportive nurturing role with their families. This subordinate role required them to use their non-work hours performing tasks for their families like marketing on Saturday, cooking three meals each day, and caring for an extended family of parents, siblings, spouse, and children are part of nuclear family. The lack of reliable electricity and indoor plumbing increased the amount of time women spent providing for their families' needs. The lack of cash necessitated that women augment the families' food supply by subsistence farming. These survival issues decreased the amount of time women had to attend scheduled classes.

Those women who were able to attend regularly scheduled in-service training or evening school often could not depend on or afford to pay the high cost of privately owned transportation to their village after the evening rush hour. Walking back to their villages at night was both time-consuming and dangerous. Traditionally, teacher training programs which required teachers from remote areas to travel to the capital city after work or on Saturdays failed due to irregular attendance.

In the Windward Islands, teachers were rarely sent outside of their villages to teach because they were viewed as an integral part of the community. Rural teachers' inability to get adequate education for entry into teacher training college, coupled with the cultural value of teaching in the home village, bound many rural teachers to a lifetime of temporary work without tenure or other benefits commensurate with qualified teachers. Although some teachers in rural areas passed additional CXC/GCE examinations through independent study, the number of successful persons was not sufficient to eliminate the need for UATs in remote areas.

Statement of the Problem

Caribbean governments have traditionally hired unqualified persons to teach in primary schools in remote areas. These persons lacked the academic knowledge required to pass four GCE/CXC exams, including English Language, which would have enabled them to be accepted into teachers college. Many of these unqualified teachers' academic backgrounds were very weak. They lacked the knowledge essential to teach their students enough information to pass four GCE/CXC exams. Consequently, most school-aged students of UATs were not able to become qualified for employment in the government, banks, or utility companies, nor for acceptance into teachers college, nursing school, technical school, or sixth form (equivalent to first year of college). The inability to hire a trained teaching staff for primary and secondary schools hindered Caribbean governments' ability to provide universal primary or secondary education for all.

Many Departments of Education provided in-service training programs and evening classes which had significantly increased the number of unqualified teachers to qualify for entry into teachers college in urban areas. But in rural areas, these programs are unavailable or inaccessible because of the lack of resources and undeveloped infrastructure.

For fifteen years the Organization for Cooperation in Overseas Development (OCOD), a Manitoba-based Canadian development organization, in cooperation with Caribbean governments of the Organization for Eastern Caribbean States (OECS) and Guyana had provided two weeks of summer pre-service and in-service training workshops for Caribbean teachers. Cognizant of the difficulties faced by UATs, OCOD sought to develop a strategy to overcome these barriers. By developing a separate distance education program which addressed the academic deficiencies of unqualified teachers in the rural areas, OCOD attempted to decrease the number of UATs and improve the quality of education in the Caribbean.

The CTPP was developed by OCOD to assist UATs living in remote areas of the Caribbean to pass CXC exams, thereby enabling them to enter into teachers college. It was piloted in St. Lucia, Dominica, and St. Vincent and the Grenadines. Module-based correspondence type courses were developed in English Language, Math, Integrated Science, and Social Studies. They were based on the course descriptions delineated in the respective CXC examination syllabi. These modules were delivered to UATs in remote areas using distance education methodology.

This study sought to understand the UATs lived experience and their

perception of that experience, the perceptions of the UATs' significant others, and the perceptions of the community of St. Vincent and the Grenadines, as the UATs matriculated through the CTPP. St. Vincent and the Grenadine Islands was chosen as the site of this study for three reasons: the disproportionately large number of UATs in relation to the number of qualified teachers, the ethnic diversity of the population, and the numerous obstacles which needed to be overcome. This study was conducted from July 1990 to December 1991. Data were collected, analyzed, and interpreted for the period between July 1990 and September 1992 to respond to the research issues.

Research Issues

1. How and in what ways did the UATs experience the CTPP from June 1990 (when they were selected into the program) to December 1991 (when they registered for the CXC exam in English Language, Integrated Science, or Math)?

(A) How and in what ways did the instructional program facilitate UATs learning?

(1) instructional materials, that is, modules, textbooks, school-based assessments (SBAs), and end-of-module tests (EMTs)

(2) marker/tutors (M/Ts), that is, instructional markings, telephone tutorials, correspondence, and face-to-face instructional sessions, and

(3) pacing (rate of module completion), amount of time allotted to complete lessons, and EMTs?

(B) How and in what ways did the student support interventions impact the

UATs as they matriculated through the CTTTP?

(1) understanding selves as people, that is, esteem building, problem solving, stress, and time management

(2) assessing selves as learners, that is, self-directness, distance education, study techniques, and learning styles, and

(3) envisioning selves as role models, that is, nation building, self-reliance, life planning, and career management?

(C) How and in what ways did management procedures impact on UATs studies?

(1) entering academic background of UATs

(2) selecting commencement date compatible with the academic calendar

(3) scheduling of face-to-face sessions, and

(4) transporting of modules and EMTs between UATs and M/Ts?

(D) How and in what ways did UATs interpersonal relations and communications with others impact on UATs' participation in the CTTTP?

(1) UAT and UAT

(2) UAT and M/T

(3) UAT and country coordinator (CC)

(4) UAT and student support consultant (SSC)/researcher, and

(5) UAT and community?

2. How and in what ways were the UATs' family and job affected by the UATs' involvement in the CTTTP?

(A) How did the program affect the families' feelings about UATs' participation?

(B) What impact did the UATs' involvement in the CTTP have on the UATs' supervisor, colleagues, and performance as a teacher?

3. How and in what ways did the community perceive the UATs' involvement in the CTTP?

(A) How did the community view the UATs' role in the community?

(B) Did participants receive any reaction from their friends and acquaintances in the community regarding their involvement?

(C) How did community members feel about the impact of such programs?

(D) What was the cultural context within which the CTTP operated?

(E) What impact did the CTTP have on the nation's development?

Highlights of Significant Findings

The CTTP provided UATs living in remote areas an opportunity to prepare for the CXC exam in Integrated Science, Math, or English Language. The presentation of the study's findings are targeted to CXC's Examination Board, CTTP program managers, and UATs.

Three of the findings pertain to Caribbean Examination Board. First, the English Language and Math syllabi and exams are not correlated. This lack of correlation resulted in a high failure rate among UATs on these exams. Second, the heavy emphasis placed on passing the English Language exam by CXC Board of

Examiners caused UATs to focus on passing the CXC exam and not on learning standard English. This pressure was not experienced by UATs enrolled in Integrated Science or Math. Third, UATs performed better in courses where the curriculum was relevant to their everyday lives.

The second group of findings were directed to program managers. First, UATs enrolled in Integrated Science had the best chances of passing the CXC exam because the CXC syllabus and exam were correlated, the modules were well written and related to everyday experiences, the face-to-face sessions were task-oriented, and UATs studied and conducted their experiments in three person learning groups. Neither the Math nor English courses incorporated as many effective elements. Second, M/Ts play an essential role in the effectiveness of the CTP. They are subject specialists, counselors, mentors, and role models for UAT. Third, monthly face-to-face workshops afforded UATs an opportunity to meet regularly with their M/Ts and other UATs. The monthly workshops met UATs need for direct instruction, pacing, oversight, counseling and support, and camaraderie. Fourth, telephones were a relatively recent innovation in remote communities and disproportionately expensive. Telephones were effective for making logistical arrangements and counseling. Most UATs did not request telephone tutorials, but for those who did they felt they were very helpful. Fifth, the M/T-UAT ratio of twelve-to-one provided M/Ts adequate time to work with UATs and return EMTs in less than two weeks. Sixth, when different ethnic groups work together to achieve a common goal, ethnic differences diminish in importance. Seventh, gender differences found in the society determined the level of

family support. The families of male UATs made allowances for them to devote time and energy to their studies. The families of female UATS made no allowances although encouraging them to study following completion of their household obligations.

The third set of findings were criteria associated with successful of UATs. UATs who were successful had strong academic backgrounds, studied consistently, used the modules to increase their knowledge and to help others learn, and studied with other members of their academic study group. They felt confident about themselves, positive about their relations with their significant others, and in control of their lives. They were respected in the community as leaders and committed to the development of their country.

Six unintended findings emerged from the study. The continuous dialogue between the CXC examination board and secondary school staff in their roles as CTPP employees facilitated open communication between these two groups where none had existed before. UATs incorporated effective teaching and counseling techniques of the M/Ts into their teaching style. UATs used their modules to help other adults in the community learn. UATs developed individual pacing plans reflective of their lifestyle and incorporated the principles of time management into their lifestyles. As a result of matriculating in the CTPP, UATs felt empowered. This increased sense of power created problems for females. The presence of the CTPP in remote areas awakened in people their thirst for knowledge.

Significance of the Study

This study sought to ascertain the lived experiences of unqualified teachers' participation from remote areas in an in-service teacher training program which used a distance education methodology. It revealed the UATs' understandings and perceptions on how distance education programs impacted on the UATs, the UATs' significant others, and the community.

By understanding the CTPP through the lived experiences and the perceptions of those experiences of the UATs, assessments of the CTPP could be made of the relationship of the UATs' experiences and perceptions of those experiences in relation to the program developers' intentions and the project managers' expectations. The UATs' assessment formed the bases of recommendations in three target areas: Caribbean education policy, CTPP program managers, and UATs. The Caribbean educational policy makers were comprised of CXC Board of Directors, University of the West Indies' Department of Education, and English-speaking countries Departments of Education. Findings useful in education policy addressed the issues of role of education, correlation between syllabus and examination, certification of learning, relevance of academic education in remote areas, funding, and communication. CTPP program managers were the executive director, the regional coordinator, the CCs, and the M/Ts. Findings addressed to CTPP program managers were course content, instructional materials, instructional methodology, program staff, delivery system, management issues, and student supports. Findings which focused on UATs analyzed the cognitive domain (UATs as learners, UATs as educators), the

affective domain (UATs as individuals and in relationships with significant others), and the societal domain (change agents and nation builders).

This study extends the knowledge of using qualitative strategies for conducting educational research and evaluation in developing countries where the goal is to use distance education as the delivery system to enhance unqualified teachers' academic attainment and professional certification. The field of educational research in developing countries was informed by the importance of cultural context on educational innovations in developing countries. The field of distance education was informed by UATs' understandings and perceptions of the instructional program, delivery system, and support services. There is a need to tailor distance education programs to the cultural context of different societies. The fields of teacher training (academic enhancement) and professional certification were informed by the experience of employees during in-service skills enhancement training. The fields of qualitative research and evaluation were informed by research conducted by one with multiple perspectives which included those of program conceptualizer, advisory board member, trainer, support consultant, and one who established validity with the UATs as a program innovator and UATs advocate.

This study employed a qualitative methodology, which focused on the learners perspective--a potentially valuable source of data in assessing a distance education model of teacher certification in developing countries. The research design could be adapted to other studies of training programs in remote areas of the world where there is a shortage of funds and an absence of infrastructure. Consideration should be given

concerning the level of technology which is appropriated in countries where electricity and telephones are both unreliable and expensive to the majority of the population.

This method could serve as a bases for future educational research in developing countries where qualitative strategies could provide valuable insight into the educational process. It could also be modified to use in programs which use a distance education approach to enhancing academic skills and teacher certification in geographically challenging, culturally diverse areas of the world.

Participants in this study were purposely chosen to include representative characteristics of the entire population. Generalizations could therefore be made to other educational programs in developing countries or professional certification activities where there is a need to understand the experiences and the perceptions of those experiences in culturally diverse groups. Suggestions for improvements could be made about the instructional programs, student support interventions, program management, and content of UAT and M/T training.

Limitations of the Study

The findings of this study cannot be generalized to all distance education programs. The case studies were not randomly selected. Data collected were subject to distortions due to time lapses affecting memory and subsequent intervening experiences. Once data collection was completed in August 1991 the researcher was not able to return to the study site due to the untimely death of the Executive Director and funding restrictions to secure concurrence from the UATs on the content of the

taped transcripts. The absence of reliable postal service in the remote areas of St. Vincent and Bequia made mailing of the transcripts unreliable and costly. Data analysis were further impacted by a strong desirability response set. Researchers have found that subjects tend to give the socially desired response to investigators (Stephens, cited in Vulliamy, 1990). In this study this tendency was heightened by cultural values which dictated acquiescence to the point of view favored by funding agents and national governments. Agreement was further ensured by the temporary employment status of UATs.

The researcher was an African American female who taught and administered adult literacy, life skills, GED, and job training programs in the DC Public Schools for more than fifteen years. She was known for her ability to develop programmatic responses to learners' complaints. She developed the External High School Diploma (EHSDP) as a response to adult learners' complaints about the GED. She field tested this life skills and career experience assessment program in adult and community learning centers, churches, prisons, and hospitals.

For three years she lived and worked in the Caribbean. Most of that time, she worked in St. Kitts and Nevis in the Women's Bureau and the Education Department. She conducted participatory training workshops for women from rural areas in community empowerment, personal development, and income generating projects. She also trained school counselors, adult literacy volunteers, and school leavers. Her association with OCOD began when she worked in St. Kitts. For twenty-one months, she trained and supervised seventy-six French-speaking local employees of the

American Embassy in N'Djamena, Chad in the areas of building maintenance and repair of government-owned and leased offices and residences; automotive repair and motor pool management; expendable and non-expendable property accountability; shipping of U.S. Government and USG employee owned goods; and janitorial and gardening services. Since October 1995 she has been supervising local employees of the General Services section at the American Embassy in Abidjan, Cote d'Ivoire.

She brought an objectivity not possessed by a native islander, a familiarity garnered from her extended residence and work experience on the Caribbean Island of St. Kitts and the central African country of Chad, and a comparative base derived from her research and professional experiences in developing countries in Africa, Asia, and the Caribbean. Her findings represent the social reality of the learners, through the analysis of her own experiences in their world (Van Maanen, 1990).

Organization of the Study

This study is presented in two volumes. Volume 1 has seven chapters. Chapter 1 introduces the study. It includes background information on the problem, statement of the problem, research issues, highlights of significant findings, significance of the study, and an overview of the organization of the study. Chapter 2 presents a socio-historical account of Caribbean people and reviews the literature on teacher training in the Caribbean and distance education. Chapter 3 describes the research design and methodology. Chapter 4 describes the CTTP and discusses assumptions upon which programmatic decisions were made. Chapter 5 provides a synopsis of each case study.

Chapter 6 presents the findings of the study. Chapter 7 summarizes the research and the principal findings, offers conclusions, and makes recommendations for possible policy changes, program modifications, and learner adaptations. It also suggests directions for future research. Volume 2 contains the seven case studies of the UATs.

CHAPTER 2

REVIEW OF THE LITERATURE

This literature review provides a frame of reference within which to understand the lived experience of unqualified teachers in a rural Third World country as they matriculate through an in-service distance education program designed to upgrade their academic skills. The three areas addressed in the literature review are socio-historical account of Caribbean people, teacher training in the Caribbean and distance education.

Socio-Historical Account of Caribbean People

Historical Background

The present day culture of the Caribbean region was created out of a desire of the 15th and 16th century Europeans to increase their wealth, extend their political power, and create a distant homeland for their undesirables. Caribbean history is the story of European countries competing for control of a region where the near decimation of Amerindians, exploitation of Africans, and economic manipulation of East Indians have combined to create Third World societies whose economies are controlled in Europe and whose people seek social equity and upward mobility in a near stagnant society.

Following the 'discovery' of the New World by Christopher Columbus in 1492, Spain established sole proprietorship over what is now Latin America and the Caribbean. The vast holdings required an inexhaustible, easily identifiable source of cheap labor to work the rich mines and farmland. Spain sought to satisfy this demand

with the acquisition of African slaves. In the early 17th century, England and France, unwilling to accept the Spanish claim to exclusive rights over the New World, waged war with Spain. Once Spain was defeated, England and France began the colonization of Grenada, St. Lucia, St. Kitts, Antigua, and Montserrat for economic gain and political power. The Amerindians, who inhabited these islands, fought back fiercely; but eventually, the Europeans' superiority in firepower resulted in the Amerindians being massacred, jumping into the sea, or retreating to Dominica or St. Vincent. From these fortified strongholds, the Caribs (the only surviving Amerindian group in the Caribbean) raided European settlements for the rest of the 17th century.

Initially, the British and the French viewed the Caribbean as a place to rid themselves of undesirable elements within their own population while obtaining a cheap source of labor. However, these European convicts, paupers, and religious and political dissidents proved to be an unreliable labor force and the colonizers resumed the Spanish practice of importing African slaves. By 1700, Africans greatly outnumbered Europeans in most Caribbean colonies and the planters lived in constant fear of slave insurrections. Unwilling to be subjected to the harsh conditions of the colonizers, the Africans engaged in continuous struggle with the Europeans despite beatings, torture, mutilation, and death (Williams, 1970).

John Stuart Mills, an English philosopher, noted in 1868 that "Our West Indies colonies, for example, cannot be regarded as countries with a productive capital of their own...The West Indies are the places England finds it convenient to carry on the production of sugar, coffee, tobacco and a few other tropical commodities...." (cited

in Craig, 1981, p. 320). For over a century, Britain maximized its profit in the colonies through the system of mercantilism. This system created a monopoly between Britain and the colonies whereby the British established exclusive rights to the raw materials from the colonies. In exchange, the colonies were forced to buy only British goods. Britain increased their profits through use of the system of triangular trade. British ships sailed from Britain loaded with guns and ammunition and manufactured goods to Africa where a portion of the cargo was exchanged for slaves. These ships continued their voyage to North America and the Caribbean where the slaves and manufactured goods were unloaded. The ships then returned to Britain bearing sugar, cotton, and tobacco. There, the raw materials were refined and exported to other countries for considerable profit (Sunshine, 1988).

The 19th century, however, ushered in a number of changes which were to spell the demise of the mercantile system. Britain expanded its market into new territories where it could acquire raw materials at a cheaper price. This broke the Caribbean monopoly as the sole provider of sugar. In 1807, Britain abolished the slave trade which decreased the profitability of the journey to Africa. Encouraged by the French Revolution in 1789 and the successful revolt of Touissant L'Overture in Haiti, the oppressed African slaves and mulattoes increased their agitation for freedom. On August 1, 1835, the British emancipated the slaves.

To avoid a free market where workers could bargain for better wages and conditions the European planters brought in indentured servants from Asia and Portugal. Between 1838 and 1924 East Indians were the largest group to re-settle.

Between 1838 and 1917 approximately a half million East Indians were brought to the Caribbean. Promised land in return for passage and five years of labor, the indentured servants worked hard to restore the West Indian sugar industry to its former prominence. The heavy influx of East Indians, who were paid for their labor in land, undercut blacks' demands for land and paid employment. This created a legacy of intense animosity between Afro-Caribbeans and East Indians--the remnants of which still exists in the Caribbean Islands (Williams, 1970).

Ethnicity, Class, and Gender

Ethnicity is one of the essential factors affecting Caribbean societies. The convergence of diverse peoples, coming from widely different parts of the world, possessing distinct cultural traditions, and holding competing economic interests, has created a complex social structure. A casual observation of Caribbean society today would delineate "three broad class/color groups: (a) a peasantry and manual proletariat who are predominately black; (b) a petit bourgeois or 'brown' middle class who staff the professional, managerial, and bureaucratic occupations; and (c) a dominant white plantocracy whose descendants have moved into commerce and business" (Cohen, 1981, p. 188). Until the 1950s, the Windward territories were semifeudal economies in which the merchants, the landowners, either personal or corporate, and the middle-class civil servants ruled the poorly educated, inarticulate peasants and workers with an iron fist.

Because of this legacy, race and ethnicity permeate all aspects of Caribbean society. A person's physical appearance immediately makes a tacit statement about

one's socioeconomic class. In general, white and fair-skinned persons are usually wealthy and powerful, brown skinned persons are usually the educated middle class, and dark unmixed persons of African stock are usually members of the lower class. A person's socioeconomic class suggests one's cultural values as they relate to religious affiliation, speech patterns, educational level, and employment options. A brief description of the three major ethnic groups is presented below. The ethnic composition of St. Vincent and the Grenadines is Afro-Caribbeans, 65.5%; Mixed, 19%; East Indians, 5.5%; Caribs and others, 6.5%; White, 3.5% (Kurian, 1982).

Afro-Caribbeans are the largest racial group in St. Vincent and the Grenadines, comprising roughly 66% of the population. Emancipation freed the slaves from physical bondage to the land and a master, but it did not compensate ex-slaves in any way for services rendered. Former slaves found a piece of land, established squatter rights, and lived on subsistence farming and fishing. Determined to punish blacks for their persistent and often violent agitation for emancipation, the planters passed laws which made it extremely difficult for blacks to purchase land. Their inability to own land coupled with the cruelty suffered during slavery resulted in most blacks developing negative feelings about agricultural work. This disdain has endured until the present. Members of the lower socioeconomic class are characterized by the use of non-standard English, membership in expressive, cathartic religious rituals as in the Pentecostal Church, and participation in culturally expressive festivals like carnival. Religious rituals at funerals, weddings, and births, coupled with carnival festivals featuring steel bands, reggae, limbo, and masquerades all figure importantly in the life

of the poor Afro-Caribbean. In order to cope with the intense oppression, brutality, and deprivation, many blacks found satisfaction in the emotional release provided by the Pentecostal faith or the annual carnival. Untrained teachers in the rural areas are drawn from this group.

East Indians have established themselves as part of the middle class due to their status as landowners. Unwilling or unable to pay for the indentured servants return to Asia, Caribbean landlords compensated them for their labor by granting them land. In St. Vincent and the Grenadines, most East Indians are concentrated in the Mesopotamia Valley, a very fertile region. Initially unwelcomed in the macro-culture because of their language, cultural and religious differences, and lacking access to political power, East Indians focused their energies on securing a strong economic base. They worked hard on their land, combining their incomes to purchase in bulk, and intermarrying within their racial and cultural group. Thus, the East Indians were able to succeed in building strong, economically viable farms, and businesses. Over the years, the East Indians have gradually severed their cultural and religious ties to their homeland. They have adopted Western religions with the greatest number joining the Seventh Day Adventist Church. They have entered into the fierce competition for admission into secondary schools, because education is viewed as another path to economic security.

Carib Indians, the original inhabitants of the Caribbean, live in an isolated mountainous region next to the active Soufriere Volcano in the northern part of St. Vincent. Cut off from the mainstream of Vincentian life by the unpredictable

Raubacca Dry River, the Caribs live on subsistence farming and fishing. Some Caribs still produce arrowroot in the traditional labor intensive method. Unable to secure stable employment, most Caribs are classified as part of the lower socioeconomic class. Having limited access to land ownership, education, and employment, the Caribs live in their close knit communities, enjoying each other and raising their children. Their lack of telephones, electricity and indoor plumbing gives evidence to their political insignificance to the government. Three of the five villages in the Carib lands have a school, a police station, and a health center. Employees in these three government operations represent the majority of the salaried persons in these villages. Along with some small business people, a few other salaried employees, teachers, police, and nurses constitute the minuscule middle class among the Caribs. The Carib people have survived natural disasters, forced expulsion from their homelands, and intermarriage with Africans. Many Caribs are committed to developing their Carib culture in communities "Above the Dry River". Practicing traditional religions and speaking a local dialect mixed with English, the Caribs work co-operatively to enhance their way of life. Teachers are held in high esteem among the Caribs and are expected to be community leaders. Among the Caribs there is no significant distinction between untrained and trained teachers (Lewis, 1983; Sunshine, 1988).

Class distinction is the second essential factor affecting Caribbean societies. A broader-based middle class began to emerge after the repeal of the Sugar Equalization Act of 1846. Many planters left the Caribbean, and their land was acquired by London banks and business firms. As London lost its keen economic interest in the

production of West Indian sugar, the islands were permitted an increased level of autonomy. Although many Afro-Caribbeans remained in the lower class, "...a substantial number of blacks moved up through education, with the most successful leaving the colonies to study abroad. They rose socially through the professions becoming doctors, lawyers, teachers, journalists, and clergy. The more affluent individuals...began to stand for election to the local assemblies, where they challenged the entrenched positions of the planter class" (Sunshine, 1988, p. 35). Once educated, the middle class Afro-Caribbean shedded the vestiges of their former lifestyle. They accepted standard English as their language and they adopted more Eurocentric religions such as Methodism and Anglicanism. They married individuals of comparable status, moved to the urban area, and purchased homes (Craig, 1982).

Gender is the third essential factor affecting Caribbean society. In the Caribbean, men and men's work are valued much higher than women and women's work. Gender issues within the three ethnic groups are quite striking. In both East Indian and Afro-Caribbean middle class families, females are expected to be full time homemakers. Any income they earn is considered to be supplemental and not valued as much as their husbands income. Lower class women are usually employed as domestics or factory workers, or are unemployed and do subsistence farming. In 1981, the government lured investment companies to St. Vincent by advertising the attractive low wages of \$5.00 for men and \$3.85 for women for an eight hour day (Barry, 1984).

In contrast while all sources of income are equally valued in the rural areas,

survival is the key issue. However, tasks remain divided along gender lines. After working their salaried day positions, the women perform their household chores, care for the children, and tend to the vegetables, while the men work the land or a second job. Of the three ethnic groups, Afro-Caribbean women in both the middle and lower social classes are the most outspoken and independent (Clarke, 1979; Ellis, 1986).

Urban-Rural Disparity

Another characteristic of Caribbean societies is the urban-rural disparity of resources. During the colonial period, a central location for European-dominated activity was established on each Caribbean island. These locations served as the hub of administrative, legislative, judicial, and commercial activities. In time, these areas evolved into the capital cities. They became the intellectual, social, and cultural meccas of the island. Government offices, primary, secondary and evening schools, institutions of higher education, boutiques, supermarkets, and open-air markets are all located in the capital cities. Telephones, indoor plumbing, electricity, transportation and, paved roads are the norm.

The resources in the rural areas stand in stark contrast. A single police station often doubles as the hub of governmental services. The health center is usually staffed by one nurse. The one school offers only primary education. These schools are small, understaffed, and poorly equipped. Few homes have indoor plumbing; electricity, if existent, is intermittent, and the telephone service is disproportionately expensive. Transportation is limited to irregular privately owned mini-buses on poor roads.

Life in the rural areas revolves around the planting/harvesting cycles of either

the spice or banana crops. Most families augment their meager cash income with subsistence farming. Families rise early in the morning to attend to their many chores, that is, till their small plots, bathe, collect their daily ration of water at the public standpipe, eat breakfast before going to tend and harvest the cash crop, provide auxiliary services, or teach school. In the rural areas, the individual's socioeconomic standing is determined by the presence of a salary or a reliable income. Teachers, bus and truck drivers, shopkeepers, police, and nurses are numbered among the middle class. Farmers, fishermen, the intermittently employed, and the unemployed comprise the lower class.

Education in Caribbean Society

In most Caribbean countries, education is perceived as a panacea: an avenue for economic mobility, an agent for cultural integration, and an instrument of social justice. Many employers use educational attainment as a screening device for employment. Individuals who have completed secondary schools or have attended the university are usually able to get better jobs and are promoted quicker than individuals with limited schooling. In many cases, the education has no bearing on the job requirements. Parents, who are economically able, usually ensure that their children secure, at least, secondary education as an insurance that their offspring will become economically self-sufficient.

Education is further valued for the opportunities it affords the individual to become acquainted with the various ethnic groups within the society. Secondary schools generally attract students from all ethnic groups. Students are exposed to

peoples with differing customs and values. Acquiring such knowledge during these formative years increases the individual's respect for the ethnically diverse and decreases ethnocentrism.

Education is also viewed as an instrument of social justice. The history of slavery, colonialism, and class/color privilege has resulted in a system of preferential treatment of the affluent. Educational opportunities for the traditionally disadvantaged and excluded groups provide a legitimate means by which past discrepancies and injustices can be escaped (Miller, 1990; Peattie, 1981; Todaro, 1985). Improved education and communications have caused significant social and political changes since the 1950s. Prior to the fifties, social class was ascribed based on color, association, occupation, wealth, descent, marriage, and legitimacy. More recently, academic achievement and career accomplishments determine one's acquired social status. People whose skills are needed demand and obtain better jobs (Steele, 1974).

The education system is highly competitive. Primary education is available to all students, but passage of the Common Entrance Examination (CEE) is essential for the limited number of spaces in secondary schools--most of which are located in the urban areas. In order for students to attend secondary school parents must provide books, uniforms, transportation, and lodging, if parents don't live close to the school. Caribbean governments provide scholarships for the brightest students. Persons completing secondary schools compete for the Island Scholarship which pays tuition and fees for four years at a university in London or at one of the three campuses at University of the West Indies (UWI) (Lewis, 1968; Miller, 1990). University

graduates return to their native countries and secure professional jobs which ensure middle class status. Very few students in the rural areas are able to pass the CEE; consequently, many are bound to the land and poverty for life (Steele, 1974).

As in other aspects of Caribbean life, the urban-rural disparity promotes inferior education in rural areas. Government allocations to schools in rural areas are significantly less than in urban areas. Many rural people believe that education is a good idea, if it does not interfere with the farming and other household responsibilities of their children. Some development experts have described rural education as both inferior and irrelevant. It is deemed inferior due to the poor structure of the building, the deplorable condition of the books and supplies, and limited educational attainment of rural teachers, who often have only completed the eight years of school in contrast to urban teachers who have finished twelve years of schooling. Education is thought to be irrelevant because it fails to address the rural reality of subsistence farming and fishing. Patterned after education for urban children, rural education focuses students' attention on secondary school completion instead of primary health care, agricultural productivity, family planning, community development, and skills training (Coombs, 1974; Todaro, 1985).

Summary and Implications for Research

The Caribbean culture is an amalgamation of the indigenous Carib culture, a synthesized West African and East Indian culture, and a mixture of French and British culture. An economic allegiance to Europe has created a mentality which is dependent upon centralized authority. Tradition has instilled a sense of fatalism in the people.

This passive orientation to life complicates development because of an inbred resistance to change. Existing with few material comforts and limited government support, the Caribbean society is an "intimate" society where people maintain close family and kinship networks as a social and economic safety net. People invest time in fostering communal relationships which often result in less time for study and work. People take time visiting their family and friends on the weekends, holidays, christenings, marriages, and funerals. They embrace, laugh, dance, and cry together as a celebration of their closeness. They talk face-to-face instead of over the telephone. Caribbean societies have a strong oral tradition which values memorizing and recounting family, historical, cultural, and festive events in song or narrative instead of reading about different cultures and emerging technologies. They value the past and present more than they plan for the future.

This is in stark contrast with the "anonymous" North American society which values individualism and autonomy. North Americans take pride in their acquisition and use of advanced technology in their everyday communication. Telephones, answering machines, recorders, satellites, faxes, E-mails, interactive computer programs, modems, and numerous other technologies that limit or minimize face-to-face physically close communication seems to be valued. Transmitting messages through machines seems to be more important than getting to know and interact with the sender of the message.

Many Third World educators view learner independence as an over-rated American value which dehumanizes the learning process and fosters competition

instead of cooperation (Mani, 1990; Miller, 1991).

Teacher Training in the Caribbean

The belief that education is the exclusive right of selected individuals reflects the colonial legacy which long dominated the educational system in the Caribbean. Having completed primary education in the colonies, the elite then traveled abroad to England to receive a traditional British education. As the former colonies evolved into independent nations, education became more widely available. Educational attainment was valued not only as a means to secure a prestigious, high paying job but also as a ticket to enter exclusive social circles (Miller, 1990; Panalver, 1990). The democratization of education created numerous problems which governments in developing countries sought to resolve. These problems which had a direct bearing on teacher training in the Caribbean, grew out of philosophical and socioeconomic issues.

Philosophical Issues

The four philosophical issues which developing countries attempted to address in teacher training were (a) the content of teacher training, (b) selection criteria for teachers, (c) teacher effectiveness, and (d) curriculum content. The first issue centers around the content of teacher education/training. How much focus should be placed on academic knowledge versus pedagogic skills? Should teachers be thoroughly grounded in course content or in teaching methods and techniques? The second issue revolves around selection criteria for teachers. Should more emphasis be placed on intellectual ability or community development? Is it more critical that teachers be chosen on the

basis of ability to teach or are demonstrated leadership abilities and commitment to community development more significant? The third issue relates to teacher effectiveness. What value should be placed on teachers' ability to think critically, manage a classroom, transfer existing skills to negotiate new situations, and motivate students? The fourth issue addresses curriculum content. What should be the focus of the curriculum: international, national, or local issues? What relative weight should be given to academic, vocational, and agricultural education in countries where over 80% of the population lives in rural areas? The resolution of these issues are important in determining the feasibility and availability of teacher training programs in the Caribbean. Understanding why a country wants to educate its people and how the knowledge and skills of the educated will be used are essential to developing a viable system. Increasing numbers of educators in developing countries hold the view that "the academic and theoretical aspects of teacher training should grow out of and be closely related to direct experience of the classroom" instead of isolated in the hallowed walls of academia (Ntirukigwa, 1983).

Socioeconomic Issues

The very high birth rate in developing countries coupled with the heightened expectation that all school-aged children will be provided with free public education until their sixteenth birthday has created a major dilemma for governments in developing countries. Most developing nations lack both the economic and human resources to provide educational opportunities for all school-aged children. To expand educational opportunities to all citizens, developing nations must channel a significant

percentage (often 15-25%) of their limited economic resources into education. Primary education consumes the largest portion of the education budget with the greatest part spent on teacher salaries. After other essential costs, such as buildings and supplies, are factored in, little remains to be directed toward long term investment in teacher training.

Further, these countries do not have adequate numbers of teachers to provide universal primary education much less, universal secondary education (Coldevin, 1990; Kinyanjui, 1974). Currently, teacher training colleges cannot train adequate numbers of teachers to fulfill the need. Many students complete secondary school and are unable to pass four General Certificate of Education (GCE) or Caribbean Examination Council (CXC) exams, including English Language. Thus, they lack the qualifications to enter teacher training college and they are hired as unqualified assistant teachers (UATs).

Teacher Training in the Organization of Eastern Caribbean States

At present, teacher training in the Organization of Eastern Caribbean States (OECS) is inadequate to meet the rapidly increasing student population. The three types of teacher training now available to qualified persons are (a) teacher training college, (b) in-service training under the auspices of either the teacher training college or the Organization for Cooperation in Overseas Development (OCOD), and (c) adult/continuing education programs offered by either the local Ministry of Education or the UWI.

Teacher training colleges are open to persons who have passed four CXC or

GCE examinations, including English Language. Many of the unqualified teachers have passed only two or three exams and are not eligible to enter teacher training college. Teacher training colleges are available in six of the eight OECS. Montserrat and the British Virgin Islands send their unqualified teachers to the teacher training colleges in one of the other OECS countries. Formal tertiary education does not exist in the OECS countries. Teacher training institutions represent the highest level of education on many islands; consequently, some of those persons who attend teachers college have no intention of teaching. Teacher training colleges' enrollment capacity ranges from 80 to 120 spaces. According to The Faculty of Education of the UWI in Cave Hill, Barbados which exercises quality control oversight of teachers' colleges in the OECS and Barbados, graduates of teacher training colleges in the OECS perform as well or better than students elsewhere. Persons who graduate from teacher training colleges and pass the UWI examinations are classified as trained teachers (OECS, 1991).

In-service training is provided by the Department of Education or the teacher training college during the school year, and OCOD during the summer. Although both of these in-service programs offer valuable training which enhances the academic knowledge and pedagogical skills of the teacher, neither program provides instruction which could help unqualified teachers pass additional CXC or GCE exams. Many of the in-service training programs which are held during the school year are after-school or on Saturday. Saturday is also unacceptable for members of some religious groups. OCOD has provided non-formal pre-service and in-service teacher training programs

for both qualified and unqualified teachers in the OECS for over twenty years. These two to three week in-service training courses are held mainly during the summer and are planned jointly by Ministries of Education and OCOD. In addition to pre-service courses which train potential teachers, OCOD has provided in-service courses in areas as diverse as English-as-a-Second Language, Math, Art, Counseling, Music, Computer Use, Supervision, and Management.

The third type of training available to teachers is classified as adult/continuing education. These courses are offered either by the local Ministry of Education or the UWI through their Extra-Mural Department's University Center. Most of these courses are geared toward preparation for CXC or GCE examinations or are freshman level university courses. These academic courses help teachers enhance their knowledge and improve their qualifications to enter teacher training college or the UWI with advanced standing (Binda, 1986; Miller, 1990; OECS, 1991; World Bank, 1986).

Teacher Training for Rural Teachers

The traditional teacher training programs described previously are designed for teachers in the urban areas. Since achieving political independence from Great Britain in the 1960s, parents demanded more educational opportunities for their children. Consequently, more primary schools were established in rural areas. The increased number of rural schools exerted pressure on the governments to develop methods of training teachers which can effectively overcome time and space constraints, infrastructural barriers, and cultural resistance found in rural areas (Miller, 1987). In

addition, there are only a very limited number of teachers qualified to conduct the in-service training. Most of the qualified trainers are employed full-time at the teacher training college or at one of the secondary schools which are located in one of the urban areas. Most of the unqualified teachers, however, live and work in rural areas. Few teachers own automobiles and privately owned mini busses are unreliable after the end of the morning and afternoon rush hour. Many of these areas have no paved roads or reliable electricity. After teaching a full day, the transporting of either a minimal number of teacher trainers to the rural areas or the hundreds of teachers to the urban areas is clearly unworkable (Ntirukigwa, 1983; Said, 1990).

Summary

Teacher training in the Third World has traditionally catered to the urban elite. There is a documented need to develop innovative teacher training programs which increase the teachers' subject specific knowledge and enhances the teachers' teaching methods and techniques to serve the large numbers of unqualified teachers living and working in the rural areas who cannot be released from their teaching duties in the day or their family responsibilities at night to upgrade themselves.

Distance Education

Distance education is an educational process in which teaching and learning are separated by time and space. In the early sixties, interest developed in expanding educational opportunities to people who had previously been unable to participate in traditional educational programs. This heightened concern with democratizing

education coupled with technological improvements in communication, such as the telephone, radio, television, audio/video cassettes, and computers, enabled educators to transport knowledge to people in their homes and on their jobs.

In 1990, Keegan identified four elements of distance education: (a) the separation of teacher and learner except for occasional face-to-face group or individual instructional or counseling sessions; (b) the close association with an educational organization in both the planning and the preparation of learning materials and in the delivery of student support services; (c) the use of appropriate media; and (d) two-way communication between the teacher and learner either by telephone or in writing (Keegan, 1990).

In the development of the Comprehensive Teacher Training Project (CTTP), strategies were developed to overcome problems which could arise from the physical separation of teacher and learner. These strategies included the informal relationship between teacher and learner, the conversational style of the course material, the detailed feedback to learners on work submitted, and the support services provided to the learners. The teacher established an informal and personal relationship with each learner by modeling self-disclosure and eliciting it in turn. Teacher comments about the student's work were given in a supportive manner. At times, the teacher fulfilled the role of counselor, providing guidance around personal issues which could impede the student's progress. Course materials were written in a user-friendly style. New knowledge was so carefully interwoven with existing knowledge that the learner was not consciously aware that unfamiliar concepts were being introduced. Using such a

format made learning appear to be a natural, logical progression of ideas. Oral or written evaluations of student work were supplied (Grugeon, 1973; Keegan, 1990; Perraton, 1984).

Contrast in Distance Education in Industrialized and Third World Countries

Distance education is viewed quite differently in the technologically advanced, resource-rich, anonymous, industrialized north, and the infrastructurally underdeveloped, intimate Third World societies in the south. In industrialized countries, distance education provides numerous opportunities for adults to change careers; to enhance their skills and qualifications; to keep abreast of ever-changing technologies; to develop their creative avocational talents; to improve their social position and status; and to broaden their cultural and political interests while retaining their jobs, raising their children, and maintaining their homes. These enhanced opportunities make distance education an important contributor to individual satisfaction and social mobility in the industrialized world (Chung, 1990).

However, in Third World countries where there is a scarcity of trained persons, distance education is a bread and butter issue. It is not merely a method for self-enhancement; it is, more vitally, a tool for survival. Development planners have determined that distance education is an appropriate method of assisting people, especially in the rural areas, in the enhancement of academic knowledge, and the acquisition of job skills. Further, they have found that distance education can be quite useful in disseminating new knowledge in areas as diverse as primary health care; child care and nutrition; family planning; improved methods in agriculture, animal

husbandry and reforestation; the use of bank facilities; and the development of income-generating enterprises (Kinyanjui, 1974; Nyerere, 1974).

Given the limited human and economic resources available in many Third World countries, distance education is a valuable instrument for democratizing education by providing opportunities to a broader cross-section of society. In many places, people are denied access to education because of age, gender, ethnic origin, geographic location, language, cultural mores, political affiliation, and poverty. For example, China has a population of one billion people and covers about 9.6 million square kilometers of varying landscape. About 80% of its territory is mountains or desert. Satellite communications programs at Beijing University have been very useful in helping the Chinese educate themselves (Gao and Li, 1990). In India, distance education has opened up a traditionally closed educational system to provide opportunities for out-of-school learners, school drop-outs, working adults, housewives, and learners of lower socioeconomic background. In 1979, the first open school was established in Delhi. Women, ex-servicemen, and the handicapped were exempted from paying tuition (Gupta, 1990). In Africa, population rates double every twenty-four years; over 70% of the population live in rural areas. Limited economic resources, poor infrastructure, and family responsibility, coupled with people who have a thirst for knowledge have created a need for distance education. In the African Commonwealth countries of Malawi, Nigeria, Kenya, Uganda, Botswana, Tanzania, Mauritius, Swaziland, Lesotho, and Zimbabwe, distance education has been used for training teachers since the 60's (Coldevin, 1990). The UWI offers approximately one

year of college credit for instructional programs carried over UWIDTE (instructions via satellite) to the non-campus Commonwealth Caribbean countries (Miller, 1987).

The Problem of Attrition in Distance Education

Attrition is a major problem in distance education. According to Rekkedal (1982), between 75-84% of the people who enroll in distance education courses fail to complete the program. Rekkedal's studies on attrition indicate that the timing of the course, age of learners, level of previous education, and length of course affected learners' rate of completion. Although learners listed a variety of reasons for dropping out of programs, that is, lack of time, pressing job demands, career change, course change, lack of money, illness, and unsatisfactory living or study condition, upon closer examination of these responses more program specific concerns were revealed. Concerns were, in fact, related more to the distance education method, subject course structure, planning/organizing study, dissatisfaction with study materials, quality of tutors' work, and turn-around time of assignments. Rekkedal's study offered several ways to reduce the rate of withdrawal and drop-outs: (a) courses in study techniques with follow-up letters needed to be initiated; (b) turn-around time on assignments reduced to one week or less; and (c) pre-produced comment on students' assignments sent to learners on a regular basis. Rekkedal recommended that personalizing the instruction by integrating teaching and administrative measures would have a positive effect on completion rates.

In attempting to understand the distance learner as a whole person, Marton and Svensson (1979) identified four critical variables which influence how students learn:

(a) students' orientation to study; (b) students' development as learners; (c) students' approach to studying and the relationship to learning outcomes; and (d) the demands of the learning materials. Their study revealed that learners who are most successful enjoyed learning for its intrinsic value. They sought to increase their knowledge in many different areas to enable them to become qualified in a broad spectrum of disciplines. The most successful were deep-level learners who were stimulated by project-based learning which required the integration of knowledge from a broad spectrum instead of simple stimulus-response type of inquiries (Morgan, 1991).

Studies conducted at the Indira Gandhi National Open University (India), Athabasca University (Canada), British Open University (England), and Norsk Korrespondanseskole (Norway) identified several administrative and academic problems which often cause learners to discontinue their courses. Administrative problems identified were postal delays, inconvenient scheduling of content seminars, lack of study centers, and expense of program matriculation. Academic problems identified were a need for counseling, lack of interpersonal interaction, inadequate tutor comments, quality of materials, and undeveloped support systems (Mani, 1990; Woodley, 1987).

Summary

Distance education has been used successfully in many developing countries as a method of providing in-service training to teachers, especially in rural areas. It has enabled governments with limited resources to maximize those resources by extending the valuable knowledge of their trained professionals through instructional modules,

taped presentations, telephone tutorials, an occasional face-to-face tutorial, and counseling sessions. Although there are many obstacles to be overcome in implementing distance education programs for in-service teacher training in the Third World, eight advantages have been enumerated. The most significant advantage is that unqualified teachers can increase their academic knowledge and pedagogical skills without leaving home, interrupting their earnings, or discontinuing their community activism. The second advantage is related to the first--by remaining on the job, the unqualified teachers can immediately apply the didactic instruction to the classroom setting. The third advantage is that distance education is a cost effective option. Teachers trained in situ can be trained at 25 to 50% less than teachers in conventional, full-time programs. The fourth advantage is that teachers who participate in in-service training are less likely to change professions once they become qualified. The fifth advantage is that the more education a teacher receives while teaching in the rural area, the more vested that teacher becomes in the community, the greater the chances are that the teacher will return to the rural community once qualified. The sixth advantage is that unqualified teachers frequently share their learning experiences with their colleagues, which multiplies the impact. The seventh advantage is that the course material often enriches the classroom curricula and provides additional instructional resources. The final advantage is that teachers involved in academic upgrading programs increase the amount of their classroom preparation time (Coldevin, 1990; Kinyanjui, 1974; Nashif, 1982; Ntirukigwa, 1983).

Conclusion

Distance education programs have experienced success in many developing countries because they maximize the limited economic, human, and social service resources available. It takes learning to the rural areas where the majority of the people live and work. Although traditionally these programs have experienced a high attrition rate, considerable research has been conducted which informs the field on how previous deficiencies can be corrected. The issue which remains is: How can distance education provide in-service training for UATs in rural areas in the Caribbean which increases their ability to pass the required number of CXC exams without decreasing their concern about teaching the whole person?

CHAPTER 3

METHOD

This chapter describes methods used to understand the Comprehensive Teacher Training Project (CTTP) through the lived experiences and the perceptions of the lived experiences of seven unqualified assistant teachers (UATs), their significant others, and the community of St. Vincent and the Grenadines during the field testing phase of the CTTP between July 1990 and December 1991. The UATs played a vital role in the understanding of the process of educational change in the Caribbean.

Qualitative research techniques were used because they are especially useful during the early stages of the implementation of an innovative program where the foci are on how it operates, how it is influenced, how it is influenced by various situations, where it is applied, how people directly associated with it assess its advantages and disadvantages, and how students' intellectual tasks and academic experiences are affected. Qualitative research attempts to discover and document what it is like to be a learner in the program (Vulliamy, 1990).

An ethnographic case study approach was selected because it seeks to understand experiences as the participants felt and lived them. Participants act in the social world, and yet are able to reflect upon themselves and their actions as objects in that world. By becoming immersed in the participants' world, the researcher strives to explore, capture, analyze, and interpret participants' perceptions and reflections of their experiences (Hammersley and Atkinson, 1989). Not a native Vincentian, the researcher was viewed as an outsider--a stranger to the people and culture of rural St.

Vincent. "Being forced to come to understand the culture of the host society in this way, the stranger acquires a certain objectivity, not available to culture members. The latter live inside the culture, quite unable to see it, as anything but a reflection of how the world is! They are not conscious of the fundamental assumptions, many of which are distinctive to that culture, that shape their vision" (Hammersley and Atkinson, 1989).

Ethnography is an interactive process in which participants teach the researcher about their lives, and the researcher comprehends the person's experiences from the individual's world view (Ely, 1991). It provides outsiders with an understanding of how other people think, how they see, and interpret their experiences. It also reveals the cultural meanings of their activities. It is a valuable tool in that it provides teachers a way to learning through the eyes of students, and counselors an opportunity to see the world from their client's point of view (Spradley, 1980).

Research Design

Case studies of seven UATs, their significant others, and their communities' perception and reflection of the CTTP were used to ascertain the lived experiences of the participants who had to overcome multiple barriers to personal, academic, cultural, and geographic obstacles in order to matriculate in the field testing of the innovative distance education program (See Appendix A). Observations, taped interviews, questionnaires, essays, group sessions, learner feedback, marker/tutors' (M/Ts) assessments, staff reports, and consultant's evaluations provided insights into program

requirements and individual sacrifices necessary for UATs to actively prepare for the Caribbean Examination Council (CXC) exam while teaching full time and fulfilling other adult responsibilities.

Each case study explored topics generic to all seven individuals. These topics were categorized in the general areas of instructional program, student support interventions, management procedures, and interpersonal relations/communications (See Appendix B). It also examined nuances unique to specific learners. By probing both the macrocosm and the microcosm simultaneously, a rich mosaic of UATs' experiences and perceptions of those experiences provided insights into the UATs' world as they sought to increase their academic knowledge in a society which believed education was for children.

The units of analysis in this study were the seven case studies. The understandings and perceptions of the experiences of the seven UATs as learners, their significant others, the community, M/Ts, and CC provided both contextual and descriptive findings about the thirty-seven learners and the CTPP, and inferential findings about seven UATs.

Selection of Program Site and Cases

Of the three Windward Island countries of St. Lucia, Dominica, and St. Vincent and the Grenadines which were involved in the field test, St. Vincent and the Grenadines (population approximately 112,320) was selected as the site of this study. St. Vincent is an extremely fertile island where bananas, coconuts, and arrowroot are

cultivated. The Grenadines, comprised of thirty-two islands, are south of St. Vincent. Bequia, Mustique, Canouan, and Union Island are the largest of the Grenadine Islands. St. Vincent and the Grenadines is located in the Eastern Caribbean, one hundred miles west of Barbados. St. Vincent is approximately eighteen miles long, north to south, and eleven miles wide; an area of 133 square miles.

Of the three countries in the field testing St. Vincent and the Grenadines was selected because of the large number of UATs (918) in relation to the total teaching population (1,791), the diverse ethnic population (Afro-Caribbeans, East Indians, Carib Indians, and various mixtures of these and other groups), the high percentage of school-aged children to the total population, the geo-political compositions of the multi-island nation, the reliance on local dialect instead of standard English to communicate, and the undeveloped infrastructure of the country.

Scarce economic opportunities and the high rate of unemployment have encouraged many ambitious adults to migrate to other more developed Caribbean Islands, the United States, Great Britain, or Canada. Persons who immigrated to other countries to improve their economic situation often leave their young children in St. Vincent with their impoverished aging parents or other relatives.

Overburdened with providing social welfare programs for the poor, education for the young, and health care for the aged, the government in St. Vincent and the Grenadines struggles with extremely limited revenue from their banana-based one-crop economy. Barely able to provide minimal services to its citizens and cognizant that it employs the largest number of unqualified primary and secondary teachers of any of

the Caribbean Islands, the government of St. Vincent and the Grenadines accepted the Organization for Cooperation in Overseas Development (OCOD) offer to participate in the field testing of CTPP.

The CTPP was viewed as a cost effective way to improve the quality of education in the Caribbean by increasing the academic qualifications of UATs to enable them to enter teacher training college. The willingness of the UATs to participate voluntarily in the CTPP coupled with their responsiveness in finding innovative ways to solve the logistical problems of transportation and communication made St. Vincent and the Grenadines a suitable site for this study.

The selection pool of UATs consisted of thirty-six participants in the CTPP who lived in St. Vincent and one UAT who lived in Bequia, one of the Grenadine Islands. Of the thirty-seven UATs, twenty-three were Afro-Caribbeans, eight were Carib Indians, and six were East Indians. Twenty-five learners were female and twelve were male. There were twelve learners in Integrated Science, twelve learners in English Language, and thirteen learners in Math (See Appendix C). Fifteen of the learners were affiliated with other people in the project by birth, marriage, or cohabitation. Ten lived "Above the Dry River", four lived "Behind God's Back", and one lived on Bequia. Twenty-nine attended school for eleven or more years, and eight attended school for less than eleven years. Fourteen had taught for eleven or more years and twenty-three have taught for less than ten years. The average age of the CTPP learner in St. Vincent and the Grenadines was twenty-eight years.

A number of factors were taken into consideration in determining the selection

criteria for the seven case studies. All persons selected had already passed three exams and had only one more exam to pass to become eligible for admission to teachers college. Persons selected for this study were people who experienced difficulty committing to completing organized instructional programs. By selecting people with many obstacles to overcome, survival skills could be identified for successful matriculation in this distance education program. The seven persons selected experienced at least two of the following problems: individuals who lived in geographically remote areas, persons with limited access to transportation and communication, persons with limited economic resources, and persons with weak academic backgrounds.

More specifically, all persons selected for the seven case studies lived in remote areas. At least two learners were selected from each of the three courses. Consideration was given to subject/gender issues as they related to the number of persons by gender who enrolled in each course, that is, the number of males enrolled in English and the number of females enrolled in Math. Initially three persons from each course were selected (See Appendix D). The ethnic make-up of St. Vincent and the Grenadines is 65.5% Afro-Caribbean, 19% mixed, 5.5% East Indian, 3.5% Caucasian, 2% Carib Indian, and 4.5% were classified as others. Consequently, the majority of the UATs were to have been Afro-Caribbean because they represent the largest racial group. At least two learners were to have been Carib Indians because Carib Indians were still subject to the most discrimination and had the worst opportunity to attend evening classes or teachers college. One learner was to have

been East Indian. Some of the learners selected were experiencing academic difficulty while others were experiencing academic success. Participants were sought with problems caused by lack of telephones or electricity, persons with young children, persons with limited access to transportation, and persons without secondary education.

The final selection was based on availability of UATs, the UATs' status in the program since July 1990, and the feasibility of conducting the case study in the UAT's community. If neither time nor transportation were serious constraints within each subject area, an in-depth case study was to have been conducted with the first person identified and a less extensive analysis made of the other two persons.

Based on the above criteria seven UATs were selected. Of the seven selected, three were Afro-Caribbeans, three were Carib Indians, and one was East Indian. Three females and four males were selected. Six of the seven learners were from the rural areas of St. Vincent and one lived on Bequia. Four of the UATs had academically strong backgrounds, while three had academically weak backgrounds. In addition to these general criteria, learners were chosen who faced challenging circumstances. Two of those selected learners had no telephone. Six of the seven learners had children. Four of the seven learners never attended secondary school.

Cultural Context of the Study

Data collection and data analysis were informed by Caribbean people's acceptance of the affirmative view of life and their distinctions between "insiders" and

"outsiders." It is acceptable to disagree with "insiders" but not "outsiders." When discussing local issues among themselves UATs were often quite argumentative. The affirmative view posits that, when dealing with "outsiders" or visitors, it is more respectful to agree with their position, to minimize points of disagreement, and to harmonize possible conflicting perspectives. People who lived in remote areas and have limited contact with "outsiders" often answer "yes" to questions they don't understand because it is what they believe the "outsider" wants to hear or what they think the Government expects them to say (Stephens, cited in Vulliamy, 1990).

All the UATs in the CTPP lived in remote areas. All were untenured school teachers who are rehired annually at the Government's discretion. Many earned less than four hundred Eastern Caribbean dollars per month (approximately \$135 US), and their salaries often supported extended families. The inclination to agree with the researcher was increased because the UATs and M/Ts were employed by the Government which had a vested interest in the CTPP succeeding. Therefore, it was critical for the researcher to listen to what the participants said and how they said it. It was imperative to observe their actions, to search behind the polite words and pleasant gestures, and to ascertain the undisguised meaning and feelings of the respondents. It was crucial to gain their respect as a competent educator, their trust as a concerned counselor, and their confidence as an effective change agent.

Other cultural differences which exist in rural areas in the Caribbean are that the young often defer to the old, the poor often defer to the rich, dark skinned people often defer to "clear" (light skinned Afro-Caribbean) and white people except if the

"clear" people are Carib Indians, and women usually defer to men. It was the norm to have clearly defined "separate spheres" for men and women. Men earned the money and decided how much their wives needed to manage the household. Most women in rural areas had no paid employment so they went to the lands and cultivated food crops for the family to eat. They shared or bartered among those they considered family. Women were responsible for providing all the food, cooking, cleaning, finding fire wood and making charcoal, caring for the children, and taking care of both their own family and their husbands' extended families.

Collection of Data

Data collection for this study focused on the understandings, perceptions and reflections of the UATs, the UATs' significant others, and their community. The ethnographic data for this study were collected at five different points between July 1990 and September 1992, as the UATs experienced the instructional programs, student support interventions, and management procedures. The first collection period was between July 23-27, 1990. During the orientation and the training sessions where observations of UATs were made, informal interviews were recorded with twenty-four UATs (eight from Dominica, eight from St. Lucia, and eight from St. Vincent and the Grenadines) and UATs' assignments were collected. From these data the researcher hypothesized that learners had a greater chance of completing the program who felt confident about their ability to learn, content about themselves, convinced about the integrity of the instructional program and comfortable with their interpersonal relations

with peers, M/T, and country coordinator (CC).

The second collection took place between July 14-31, 1991, while the researcher lived with or near each of the seven subjects of the case studies. Being totally immersed in the UATs' environment provided the researcher with an in-depth understanding of the dynamics of the UATs' lives. The brevity of the observation limited the level of intrusion into their privacy, but afforded the researcher a submersion into the UAT's world. During this period the researcher lived within the UATs' community and interacted with their families, peers, coworkers, supervisors, and community residents. Unstructured interviews were taped when possible and observations were noted.

The third data collection took place from August 12-16, 1991, during the second face-to-face summer workshop entitled "Academic and Study Skills Reinforcement". During these training sessions M/Ts provided thirty hours of face-to-face instruction in the subject and the researcher, in her capacity as Student Support Consultant (SSC), conducted ten hours of participatory workshops on coping skills, decision-making, time/stress management, study skills, and academic pacing.

The fourth data collection point occurred between August 26-31, 1991. The SSC findings were recorded in "Reflections of the SSC on the Lived Experiences of Learners in the CTP" (See Appendix E). M/Ts, CC and, Project Coordinator (PC) insights on the program UATs' progress were also recorded on cassette tapes.

The final data were collected between December 1991 (registration date for the CXC exams) and September 1992 (the date examination results were released).

Various types of data were collected from multiple sources. These included (a) taped interviews with UATs, UATs' significant others, M/Ts, CC, PC, SSC, and community members; (b) conversations with and observations of the seven UATs in their homes, schools, community, and training sessions; (c) written responses to assignments of SSC; (d) conversations and written reports from CC and PC; (e) written monthly program performance and learner academic progress reports by M/Ts; (f) participant observations and field notes by SSC; (g) CXC exam results, and (h) formative and summative evaluations.

Analysis of Data

Data were separated and analyzed into two categories. Data which addressed the CTTP, and the thirty-seven UATs were classified together. Data which focused on the lived experiences and the perceptions of those experiences of the seven UATs were classified together and four iterations emerged.

Program Analysis - Outsiders' View - Iteration Four

Iteration four emerged from data which addressed the CTTP and the thirty-seven UATs. These findings pertained to aspects of Caribbean culture, program management, learners, learners' significant others, and their communities. These were called contextual and descriptive findings. These data emerged after the case studies had undergone three iterations and data from sources identified above were combined. These data are addressed first because they describe the context within which to understand the data from the seven case studies.

Individual Case Studies

Raw data from each collection period were sorted according to the individual case study to which it pertained. Taped interviews with UATs, UATs' significant others, community persons, M/Ts, and the CC were transcribed and sorted by UAT. Once the data on individual cases were available, descriptive case studies of each UAT were developed (See Chapter 5).

The format of the case studies consist of five parts. The first section contained background information on the UAT, the UAT's family, and the UAT as a participant in the CTPP. The second section focused on the UATs' lived experience as learners in the CTPP from July 1990 to December 1991. This eighteen month period was subdivided into five program periods: Orientation and Training (July 23-27, 1990), Program Hiatus (August 1990-March/April 1991), Matriculation 1 (April/May 1991-July 1991), Academic and Study Skills Reinforcement (August 12-19, 1991), and Matriculation 2 (September-December 1991). In each of these periods, data on the instructional program, student support interventions, management procedures, and interpersonal relations/communications were described. The third section focused on the perceptions of significant others as the UAT matriculated through the CTPP. The fourth section examined the communities' perception of the CTPP as it related to the UAT and the community-at-large. The final section contained reflections of the SSC/Researcher. (Individual Case Studies, Volume 2.)

Cross-Case Analysis

By systematically comparing and contrasting these data, findings emerged as to

the nature of the CTPP as experienced by the UATs as individual group, as learners, and as participants in the course in which they were enrolled.

Iteration one divided these data from each of the seven case studies into four broad categories Instruction, Student Supports, Management/Logistics and Interpersonal Skills. Each of these broad categories were further subdivided into nine topics which were placed on the horizontal axis. Course designations and UATs were identified on the vertical axis. Annotated data from each of the case studies were placed in the appropriate column.

Iteration two renamed the broad categories and regrouped data subdivisions within the broad categories. The categories were Instructional Programs, Student Support Interventions, Management Procedures, Interpersonal Skills, and a fifth category was added entitled Interaction/Impact. Data from iteration one were relocated in the appropriate cells in iteration two. The major change between iteration one and two was an assessment of which sub-categories belonged with which broad topics. The data within the cells were transferred without altering or analyzing the internal structure of the data.

Program Analysis - Insiders' View - Iteration Three

Iteration three examined how each learner experienced and perceived they experienced the instructional program, student support interventions, management procedures, and interpersonal relations using a purposeful in-depth analysis process of comparison and contrast. By comparing and contrasting alternately traits of achievers and non-achievers in specific areas, definitive data emerged.

Methodological Issues

Several techniques were used to ensure the validity and dependability of these case studies and the analysis which emerged. These techniques included using multiple sources of information and a variety of data collection methods. Data were collected from taped interviews with UATs, M/Ts, CC, PC, significant others, and the community; participant observations; written notes, and document analysis. Data collected from a variety of sources were triangulated to ensure its validity and reliability. A chain of evidence which makes specific links between the questions asked, data collected, and conclusions drawn were developed through field notes of researcher, transcripts of interviews with learners, family, friends, M/Ts, CC and regional PC, progress reports of M/Ts and CC, periodic assessments of consultants, and the log of the researcher. A retrievable data base was established and can be made available.

Once all data were collected it underwent four iterations. Each iteration led the researcher deeper into the data. Continuous rereadings were made of the research questions, the literature review, and findings from previous iterations. The first three iterations were derived from the case studies of the seven UATs. The fourth iteration combined data from the case studies and other data to understand the context in which to understand the findings from the case studies. The contextual and descriptive findings created the background within which to interpret the inferential findings.

Multiple Roles of the Researcher

The researcher's association with OCOD and CTTP was active between 1984-1992. She served in multiple roles; each provided her with a different perspective on the subjects. These multiple roles were helpful in establishing an entre into the learners' professional and private worlds. The researcher was a program conceptualizer; advisory board member; the SSC; trainer for course writers, CCs, and M/Ts; and Social Studies course development manager.

These multiple roles with the CTTP and UATs enabled the researcher to collect vast amounts of both public and private information. To many UATs the researcher was an effective change agent so informing her of their problems with the CTTP meant that problems would be resolved. UATs also felt it was safe to open up to her about their personal problems because she was not connected with their families, the community, or the government nor was she an integral part of their community. As UATs developed a deeper understanding of who they were and how they learned, the researcher was gaining a deeper appreciation of what impact different aspects of the program had on them and their lives.

Summary

The research design, data collection, data analysis, and methodological issues identified in this chapter provided the framework to perceive, understand, and reflect on the CTTP experience as UATs sought to enhance their academic knowledge in order to pass required certifying examinations and gain entry into teachers college.

Chapter 4 provides a description of the program in the process of developing, and the assumptions upon which programmatic decisions were made. Chapter 5 presents a synopsis of each case study. Chapter 6 presents the findings of the study and discusses the implications of the findings. Chapter 7 summarizes the research and draws conclusions; offering recommendations for policy changes and program improvements. It also suggests areas for future research.

CHAPTER 4

PROGRAM DESCRIPTION AND ASSUMPTIONS

This chapter describes the Comprehensive Teacher Training Project (CTTP) as it was planned and as it evolved during the field testing phase. It also delineates certain operational assumptions upon which on-going program decisions were made. These operational assumptions provide insight into the thought processes of the project planners as the project evolved.

Program Description

The CTTP is an in-service distance education program designed to assist unqualified assistant teachers (UATs), living in rural areas, gain entry into teachers college by helping them pass the Caribbean Examination Council's (CXC) examinations in English Language, Math, Integrated Science, and Social Studies. It operates under the auspices of the Organization for Cooperation in Overseas Development (OCOD), a voluntary non-profit Winnipeg, Manitoba-based organization, which recruits and sends Canadian teachers to Guyana, the Leeward, and the Windward Islands for two to three weeks of summer workshops. Upon request from the Caribbean education departments, OCOD organizes programs to upgrade the knowledge and skills of their Caribbean counterparts. Since its inception in 1972, OCOD has conducted pre-service and in-service training summer workshops in instructional methodology, academic enrichment, and vocational skills enhancement for teachers in the English speaking Caribbean countries where the University of the

West Indies has no campus. By 1986, OCOD had conducted an average of eighty-six courses annually which enrolled approximately two thousand two hundred fifty West Indian unqualified and untrained teachers and two hundred thirteen university trained volunteer tutors in nine Caribbean countries.

In 1986, OCOD commissioned P.K. Binda to study teacher education in the Caribbean. Findings from this report and the 1984 Eddy Report were discussed at the OCOD Think Tank in Jamaica in 1986. During the meeting, OCOD reviewed its existing role and discussed its projected contribution to educational development in the Caribbean. A combination of rising birth rates, economic cutbacks, enhanced regional associations, and strictly enforced entrance requirements to local teachers colleges and the University of the West Indies all pointed to the need for intense academic upgrading.

Results from various evaluations conducted by OCOD and Canadian International Development Agency (CIDA) suggested that, while the two to three week workshops on pedagogical skills, academic enrichment, and vocational skills enhancement were appreciated by beginning and seasoned teachers, these workshops did not assist the UATs in becoming either qualified or trained teachers. The workshops could not elevate the teachers' status, increase their salary, or establish pension benefits within the government personnel system. Only persons who successfully completed teachers college and were hired as permanent teachers could receive employment benefits. Entry criteria at teachers college required passage of four General Certificate of Education (GCE) or CXC examinations, including English

Language.

While the objectives of the OCOD Summer Workshops were broader than the entry requirements to teachers college, the number of untrained teachers in the Caribbean was so great that a separate project was needed to address the academic deficiencies of this target group. Therefore, based on the findings of the Eddy Report (1984), the Miller Study (1987), the Salasan Report (1988), and an OCOD organized meeting of Ministers of Education in Organization of Eastern Caribbean States (OECS), the CTTTP was created in 1989. Its mandate was to enhance the academic qualifications of UATs by increasing their knowledge, skills, and abilities in specific subjects to enable them to pass another CXC exam and to enter teachers college.

Thus, the ad hoc subcommittee of OCOD, which began in 1987 to establish the conceptual, professional, and administrative parameters of this new project, was officially requested to serve as the CTTTP's Advisory Committee. This four person committee consisted of: the Executive Director of OCOD, whose expertise was administration, fund raising, and Caribbean culture; the OCOD Summer Workshop Coordinator, whose expertise was business administration, educational assessment, and program evaluation; an OCOD tutor/consultant whose expertise was life skills development, adult education and training programs, and international development; and an OCOD Team Leader, whose expertise was teacher training, curriculum development, and distance education programs.

With strong support of the respective Caribbean governments, teachers unions, CXC, and University of the West Indies (UWI), the Executive Director acquired

funding from CIDA to pilot phase 1, of the project--the Curriculum Development and Field Testing. One hundred twenty untrained teachers, who needed only one course for entry into teachers training college, were selected. Forty-eight were selected from St. Lucia, thirty-six were selected from Dominica, and thirty-six were selected from St. Vincent and the Grenadines. Based upon the recommendations of the Miller Study and with the concurrence of the Advisory Committee, the four core courses of the elementary school curricula (English Language, Mathematics, Social Studies, and Science) were developed into distance education courses (Buckley, 1992; Edwards, 1987).

The Advisory Committee described the components of the CTPP as a distance education program with

- (1) a pre-packaged print based modular instructional program with
- (2) a marker/tutor (M/T) led, learner centered delivery system, and
- (3) a student support intervention component which encouraged participants to become pro-active learners (Edwards, 1989).

This program grew out of certain assumptions about how adults in the Caribbean, who choose to become qualified teachers, approach second chance learning. These assumptions were gleaned from the collective knowledge of OCOD's fifteen years of teacher training experience in the Caribbean. Cognizant of the educational deficiencies and the cultural context of the English speaking Caribbean, the Advisory Committee sought to create a program which would maximize the available resources, secure approval of Caribbean educators and governments, and

earn the respect of the target population. It sought to develop a comprehensive education program which addressed the special circumstances of UATs in the rural areas; that is, the necessity for UATs to work and study simultaneously in their villages, to pass the four required GCE/CXC exams and, once trained, to return to their village to teach. Based on the collective experiences of members of the Advisory Committee, the following assumptions guided the development of the CTTP which asserted that adults were more likely to remain in educational programs and learn consistently when certain conditions prevail. These conditions included:

- (1) a positive perception of self (self-esteem and coping skills);
- (2) knowledge of how they learn most effectively (self-direction and study skills);
- (3) a belief that their course of study was educationally sound (instructional modules and content specific M/Ts);
- (4) regular access to a viable study group which provided both personal support and academic reinforcement (content-based study group with peers and M/Ts as members);
- (5) assurance that the educational program was well-managed and logistically feasible (program organization and management); and
- (6) training which led to socially acceptable career development (entry into teachers training college which would enable UATs to become qualified teachers and enhanced community members/leaders) (Buckley, 1990; Rawlings, 1989).

Instructional Program

The instructional program's target population was UATs living in rural areas in St. Vincent or one of the Grenadine Islands. Its goal was to help UATs pass the CXC examination in English Language, Integrated Science, Math, or Social Studies, thus qualifying them to enter teachers college. The CTTTP relied primarily on print based instructional modules to provide the tutorials for learners. Knowledge within each of the four content areas was divided into modules. Each module contained between two and seven lessons. Each lesson was designed to be completed in one hour of study. Lessons were written in a reader friendly style. Each course was designed to move learners from approximately the eighth to twelfth grade level in the U.S. educational system. Each lesson became increasingly more complex as the course progressed, which required higher levels of reading and thinking skills. To ensure that the modules prepared learners to pass the exam, the CXC exam syllabi served as the curriculum guide upon which each course was designed.

Each lesson within the modules contained ten parts: a brief introduction; statement of prerequisite knowledge and skills; performance objectives; highlighted sections or concepts for concentrated study; instructional content; specific exercises, activities, and assignments; checkpoints; answers for exercises, activities and assignments; summary; and a section for M/T comments. Once UATs had completed all the lessons, experiments and checkpoint exercises, they requested the end-of-module test (EMT) from the M/T. At the end of each module, an EMT assessed the content taught in lessons within the module. M/Ts assessed, provided specific

instructional comments, and returned the EMTs to the UATs. Persons who scored below 65% were required to study the module again and retake the EMT. In addition to providing instructional modules, the CTTTP also purchased the CXC recommended textbooks for all UATs in each course.

The CXC Integrated Science syllabus developed in 1984 stated that the Integrated Science course was designed to help people understand and make informed decisions about situations which arise in their daily lives at home, at work, and in the world. These themes frame the unifying points of the course which represent the common areas of human activity--The Home, The Work Place, Recreation, and Transportation. The first section, Section A, The Home, provides people with knowledge and understanding which should help them care for their family and their pets, control or exterminate pests, use appliances and chemicals safely and correctly, and conserve the natural resources of water, fuel, and energy. Topics taught in the modules include: reproduction and growth, food and nutrition, respiration, life processes, water, electricity, fossil fuel, solar energy, and safety. Section B, Work Place Environments, addressed issues concerning indoor and outdoor work environments. It focused on the soil and the sea as natural resources and as ecosystems which constantly interact between living and non-living components. Topics include lighting, sanitation, hazards, ventilation, temperature and humidity, soils, and the aquatic environment. Section C, Recreation, provided instruction on the effects of physical and mental well-being of the individual. Topics included in this section were sports and body functions, sports and water, sports and air, and sports and materials.

Section D, Transportation, involved moving matter or transferring energy from one location to another. Topics included transport within living things, machines, water, land and transport, earth and air movements, interconversion and conservation of mass energy, and methods of transferring energy.

The CXC syllabus advised against dividing these themes into separate science courses. It was designed to help people to learn how to think, how to question, and how to explore instead of teaching them a specific body of knowledge.

The CXC Integrated Science curriculum was designed to introduce essential scientific concepts and scientific inquiry necessary for a well rounded education. Prior to the inception of this Integrated Science course, only persons interested in science took the traditional courses of Biology, Chemistry, or Physics where the acquisition of knowledge not the process of scientific inquiry was the focus. The thirty-eight module CTPP Integrated Science course sought to make scientific inquiry available to all persons. This project-based course directed students' learning of specific topics rather than isolated science subjects. Home-based and school-based experiments assessed the students' practical application of the material which was presented.

The three areas where the CXC exam assessed student performance were Knowledge and Comprehension--44 points, Inquiry Skills--40 points, and Practical Skills--16 points (CXC Integrated Science Syllabus was developed in 1984, and CTPP Integrated Science instructional program was developed in 1989).

The CXC Mathematics syllabus stated that the Mathematics course focused on the practical uses of Math as well as the fundamental concepts which unify it as a

body of knowledge. The objectives of this integrated approach were inclusive.

(1) To help the student acquire a range of mathematical techniques and skills and to foster and maintain the awareness of the importance of accuracy.

(2) To make Mathematics relevant to the interest and experience of the student, helping the student to recognize Mathematics in the environment.

(3) To cultivate the ability to apply mathematical knowledge to the solution of problems which are meaningful to the student as a citizen.

(4) To cultivate the ability to think logically and critically.

(5) To develop positive attitudes such as open-mindedness, self-reliance, persistence, and a spirit of inquiry.

(6) To prepare students for the use of Mathematics in further studies.

(7) To develop appreciation of the wide application of Mathematics and its influence in the advancement of modernization/development.

(8) To cultivate a growing awareness of the unifying structures of Mathematics.

Although the syllabus advised learners to use an integrated approach to learning math, which did not separate math into discrete subjects, a review of the marking schema suggested that the CXC exam tested persons in discrete areas. Consequently, the CTTP course writers developed the CTTP course in accordance with the way the CXC exam was designed. The CTTP course taught mathematics concepts as discrete topics (See Marking Schema Table A).

The thirty module CTTP Mathematics course was designed sequentially with

TABLE A

Marking Schema for CXC Exams

<u>Topics</u>	<u>Objective Paper</u>	<u>Problem Solving</u>	<u>Total</u>
Sets	3	0	3
Relations, Functions & Graphs	6	15	21
Computations	6	10	16
Number Theory	6	0	6
Measurement	6	10	16
Consumer Math	9	20	29
Statistics	6	15	21
Algebra	9	15	24
Geometry	9	15	24
Total Points Given on the CXC Exam	60	100	160

little opportunity for group work or project-based learning (CXC Mathematics Syllabus, was developed in 1987 and CTPP Mathematics instructional program was developed in 1989).

The CTPP English Language course contained twenty-one sequentially organized modules. Little opportunity for group work or project-based learning was incorporated into the course design. According to the CXC examiners, language, and literature were not to be taught as discrete topics; they were to be treated as an inseparable whole. Consequently, the teaching assumed an integrated approach to the teaching language and literary skills. Three fundamental assumptions guided the teaching of English in the Anglophone Caribbean.

(1) Language should be regarded as an activity not a subject at the primary and secondary levels.

(2) Acceptable language is determined by the purpose and context.

(3) Language is an integral part of personal growth and development.

The English curriculum was divided into Understanding and Expression.

(1) Understanding was defined as the ability to:

a. understand meanings conveyed through vocabulary, syntactic structure, sentence patterns, the use of punctuation, and paragraph structure--15%

b. obtain information accurately, that is, recognize explicitly stated facts; discern implied meanings; identify implied or stated time sequence; perceive cause and effect relationships; distinguish between main and supporting ideas; identify and follow sequencing of events; draw valid conclusions and inferences from

information presented; and interpret pictorial communications, for example, maps, charts, diagrams, cartoons, etc.--20%

c. grasp insights from reading literature, that is, deduce reasons and motives from spoken and written communication; appreciate the appropriateness of different uses of tone and style in speeches and technical and literary works, based on authors' intention; discern connotations in use of words and presentation of ideas; recognize use of literary devices; recognize implicit themes in literary works; and respond to good literature, making critical appraisal of value judgments and concepts expressed as they relate to everyday life--13%

d. recognize and evaluate opinion expressed in various forms, that is, distinguish between fact and opinion, recognize, evaluate, and use persuasive techniques--12%

(2) Expression was defined as the ability to:

a. use vocabulary items, structures, sentence patterns, and punctuation to convey meaning clearly and with facility and spontaneity--7%

b. communicate factual information clearly, concisely, and adequately--13%

c. give aesthetic satisfaction to others in personal, creative, and imaginative language--11%

d. communicate personal opinions clearly and cogently in language which persuades or dissuades effectively--9% (CXC English Language Syllabus 1985).

Emphasis on the correct grammatical usage did not appear in the original

syllabus in 1977. In revisions up to and including the 1985 revision grammatical syntax was not mentioned specifically.

Topics of modules in the CTTTP English Language course were: factual, creative and persuasive writing, reading comprehension and interpretation (reading between the lines), distinguishing between fact and opinion, and writing styles (CXC English Language Syllabus was developed in 1985 and CTTTP Module Plan for English Language was developed in 1989). As advised by the CXC syllabus, grammar was not taught in the CTTTP modules as discrete topic, but the M/T taught grammar during the face-to-face tutorials. In June 1992 grammar was tested as discrete topics on the CXC exam.

Distance Education - The Delivery System

The program planners, cognizant that the instructional program needed to be transported to UATs in remote areas, chose distance education was identified as the most appropriate delivery system to overcome the physical isolation from the academically oriented urban centers.

The country coordinators (CCs) linked the CTTTP Regional Office with the local program. They served as the on-site supervisors of the CTTTP. CCs submitted monthly financial and academic status reports to the Regional Office. CCs supervised the M/Ts' work, served as resource persons for modules and EMTs distribution, and made the logistical arrangements for the monthly face-to-face sessions. They recruited, interviewed, and selected UATs based on established criteria. They maintained close relationships with UATs providing encouragement, guidance, and counseling when

learners experienced academic or personal problems.

M/Ts were the human link between the UATs and the CTTTP. Once UATs were accepted into the program, the M/Ts were responsible for providing individual and group instruction; distributing textbooks, modules and EMTs; organizing face-to-face sessions; providing telephone tutorials; assessing and returning EMTs; maintaining written or telephone contact with UATs; providing student support interventions; referring problem situations to the CC; registering UATs for CXC exams; and submitting periodic reports to the CC.

Program pacing was an added responsibility of the M/Ts due to the late arrival of the modules. Pacing was mandated by the project coordinator (PC) as a way of ensuring that the UATs' rate of study would compensate for the months lost during the seven to eight month program hiatus. At the August 1991 workshop learners were required to commit themselves to a minimum of ten hours of study per week. According to the PC, that would enable the learners to complete their entire course prior to taking the CXC exam in June 1992. In order to ascertain the number of hours necessary to complete a course, each activity was allotted a prescribed amount of time. Using this data, the PC estimated the number of hours each course should require. The English Language course had twenty-one modules which contained one hundred seven lessons. The estimated completion time for finishing the modules was one hundred thirty hours. The estimated time for module review was sixty-five hours and for completing twenty-one EMTs under examination conditions would be twenty-five hours. The minimum time needed to complete the English course was two

hundred twenty hours. Based on studying the recommended ten hours per week, it would take twenty-two weeks plus turn-around-time to complete the English Language course.

The Math course had thirty modules containing one hundred fifty-six lessons. The estimated completion time for the course was three hundred twenty hours. This included one hundred eighty-six study hours, one hundred hours of review, plus thirty-four hours to complete the EMTs. If one studied ten hours per week, one would need a minimum of thirty-two weeks plus turn-around-time to complete the Math course.

The Integrated Science course had two components--the modules and the laboratory experiments which were called school-based assessments (SBAs). Completion of both were required prior to taking the CXC Integrated Science exam. The Integrated Science course had thirty-seven modules for instruction and one module of SBA experiments. Many experiments were conducted throughout the course at home and in face-to-face sessions in a lab. Of those experiments conducted in the lab, specific ones were graded and submitted periodically to the CXC examination board. The thirty-seven modules contained one hundred fifty-eight lessons. The estimated completion time for completing the modules was one hundred eighty-four study hours, ninety-two hours for review and thirty-seven hours for completion of the EMTs. This translated into a minimum of three hundred thirteen hours, a minimum of thirty-two weeks for course completion, not including the home-based or school-based laboratory experiments required for the course, or the turn-around-time for the EMTs

to be corrected and returned.

These time allocations do not take into consideration time spent in five other activities: reviewing the EMTs after the M/T had graded them, contacting the M/T when questions or problems arose, participating in face-to-face group sessions, studying with others, or rewriting EMTs when the mark was below 65%.

Student Support Interventions

Recognition of the need to provide continuous support for learners in the CTPP was first addressed in the Miller Study (1987) and was identified as an essential element of the Advisory Committee's plan from the project's inception. The Miller study found that the quality of instruction, the effectiveness of the staff, the establishment of peer study groups, the provisions for confidence boosting exercises, and counseling sessions to help learners deal with their problems would be most helpful in augmenting UATs' success. He further recommended that both M/Ts and UATs receive orientation in adult and distance education approaches to learning, that UATs be given techniques for effective study, and that confidence boosting strategies be incorporated into the program. The latter recommendations grew out of the recognition that, frequently, female UATs living in rural areas have been discouraged from achieving. He further encouraged "face-to-face contact between the M/T and UAT...given the fact that Caribbean society requires personal relationships as a basis for meaningful exchanges" (Miller 1987).

The Advisory Committee developed the student support interventions around knowledge gained during OCOD's fifteen years of experience in the Caribbean, the

Miller Study, and the combined knowledge and experiences of its four members. The student support interventions were designed to help UATs understand themselves better as people, assess themselves as learners, and see themselves as role models. It sought to help UATs determine which aspects of their lives they could change and which they could choose to accept. It was felt that realistic self-appraisal could help UATs make the changes they deemed necessary to achieve goals which they had set for themselves.

The student support interventions used lectures, active listening exercises, interactive group sessions, competitive activities, role playing, simulation games, discussions, individual assignments, handouts, and individual counseling sessions as methods of delivering information and encouraging self-assessment. Training was provided by the Student Support Consultant (SSC) to the CCs, the M/Ts, and the UATs. The CCs and M/Ts were trained, so that they could provide on-going support when needed by the UATs. UATs received forty hours of training and group interactions during the week of July 23-27, 1990, so that they could better manage their lives. Sessions were conducted in esteem-building, values clarification, locus of control, stress and time management, and decision-making. Study skills sessions were offered to assist UATs in designing effective study methods geared to their individual learning style. A third area, role model development, was designed to elevate UATs' view of themselves as nation builders and encourage them to remain in their village after they became trained teachers. Topics covered included sessions on career planning and management, self-reliance, and participatory governance nation building.

It was envisioned that these topics would sensitize UATs and M/Ts to the needs and values of people in rural and remote areas.

When problems arose during the course of the project, the CCs and M/Ts used these techniques and procedures to be supportive of UATs efforts to resolve their problems while they studied. UATs were also encouraged to study with other persons in their academic study group and develop mutually supportive peer relationships. Based upon the recommendations of the CCs and M/Ts, topics which were selected for the follow-up training the second summer were those areas where UATs displayed the greatest need for reinforcement: esteem building, decision-making, stress and time management, and study techniques. Instructional pacing was added in the second summer to offset the reduced amount of time for study. As a result of the training, each participant completed an individualized study plan based on individual learning style, the demand of life situations, and the required ten hours per week.

Management Procedures

Between June 1990 and December 1991, several logistical/management issues arose which probably had an impact on some UATs' performance. Seven of these issues are discussed below. How specific issues related to particular UATs were examined in individual case studies and are addressed in the Findings (Chapter 6).

The first issue, entry criteria for UATs, referred to the suitability of each UAT for the CTP. If the entry criteria or the selection process admitted unsuitable UATs, then it would have been necessary to review the entry criteria.

The second issue was the timing of the beginning of CTP in relation to the

UATs' family responsibilities and job demands. During the July 1990 training, UATs were informed that the modules would be delivered in October 1990. If the modules had been ready, when promised, the UATs would have had twenty-one months to complete the course. But the English Language and Integrated Science modules arrived in March 1991, and the Math modules arrived a month later in April 1991. Instead of twenty-one months, UATs had between fourteen to fifteen months to complete the program. Coupled with an abbreviated time for program completion was the problem that the modules arrived during the fourth quarter of the school year which was a very busy time for the teachers. Some UATs taught school-age children preparing for end-of-term exams, while other UATs taught primary students preparing for either the Common Entrance Examinations (CEEs) or the School Leavers Exams. These last two examinations determined the readiness of primary school students for secondary education. Failure on these exams limited the quality and the amount of education available for students. They are major determinants of one's future.

The third issue was the scheduling of the face-to-face sessions. The question arose of how useful were the monthly face-to-face sessions in relation to the level of personal obligations and professional responsibilities for UATs.

The fourth issue was the level of availability and the degree of regularity in which the modules and EMTs were transported between the UATs and M/Ts. Since much of the transporting of modules and EMTs happened in sort of a serendipitous way, it is important to determine the impact this "ad hoc" transportation system had on UATs' level of involvement.

The fifth issue was the cost of purchasing required materials (notebooks, pencils, pens etc.). Were these costs reasonable, understandable, and manageable for the UATs to pay in comparison with the overall costs of the program development and management to the funding agency?

The sixth issue was the length of the turn-around-time for EMTs to be sent to the UATs by the M/Ts, for the UATs to complete the EMTs and send the EMTs to the M/T for correction, and for the M/T to send the corrected EMTs back to the UAT.

The last issue was the relative value of the cost and time spent in transporting people to and from the face-to-face sessions in relation to the value of the face-to-face session in enhancing the learning process for UATs, who lived in the most remote areas of St. Vincent or on one of the Grenadine Islands. For many UATs, attending the face-to-face sessions required major changes in their schedules. The question which had to be determined was whether the face-to-face sessions were cost effective and time efficient? The second part of the question referred to the relative value of the face-to-face sessions. If UATs had to bear the cost of transportation would the CTTTP or the government be willing and able to pay the cost of M/T salaries once the field testing phase ended?

Interpersonal Relations and Communications

The CTTTP was situated in the "intimate" Caribbean society of St. Vincent and the Grenadines which values interpersonal relations and face-to-face communication. How people communicate with one another was of paramount importance to the

operation of the program. The relations which were significant for the purpose of this study were among and between UATs, their family, friends, and community, M/Ts, CC, and the SSC/researcher.

Implementation Process

This study covers four planned phases of the CTTP and another phase which emerged when the modules did not arrive in October as planned.

Phase I, called Orientation and Training-Intervention 1, occurred during the week of July 23-27, 1990. The first intervention provided the UATs with information on the CTTP, distance education, study skills, subject specific knowledge (English Language, Math, or Integrated Science), coping skills (esteem building, decision-making, stress and time management life planning and career management). Several sessions were also conducted on empowerment and nation building. Learners were separated into subject specific groups where they engaged in group problem-solving and team building activities.

Phase II, the unplanned phase, was named Program Hiatus. This phase, which occurred between August 1990 to March 1991, consisted of an eight month lull between the end of week-long summer training and the delivery of the first five modules to the UATs. This unexpectedly long period created doubt and anxiety in the UATs which necessitated creative responses from the CC and the M/Ts. It was during this period that the face-to-face sessions were instituted as a monthly event.

Phase III, Program Matriculation I occurred between April to July 1991. During this period, UATs worked on their modules and submitted their EMTs to their

M/T.

Phase IV, Academic and Study Skills Reinforcement Intervention 2, occurred August 12-16, 1991. This week-long training contained thirty hours of individual and group instruction by the M/T and ten hours of esteem building, time and stress management, life planning and career management, program pacing, and personalized study plans. (Sessions on program pacing mandated that UATs commit themselves to study ten hours each week.) During this week UATs in Integrated Science completed the second set of required SBA under the supervision of their M/T.

Phase V, Program Matriculation II, occurred between September and December 1991. During this time UATs paced themselves to complete the first half of the course modules. In December 1991, CTPP paid the registration fees for all UATs who completed the first half of the course.

Between January and September 1992 reports prepared about the performance of UATs, including June 1992 exam results, were sent to the SSC/researcher. Data from these reports were included in this study.

Operational Assumptions

Just as programmatic aspects of the CTPP were based on certain perceptions and assumptions of the Advisory Committee, so were the operational functions based on limitations constrained by certain perceptions and assumptions of the same committee. As sometimes happens in the field testing of programs in the process of developing, gradual modifications were made to the original program plans, as the

realities of day-to-day operations occur. These modifications are often informed by the program assumptions; by reflecting on those modifications, one can determine what impact those assumptions and modifications had on the program as originally conceived.

The first assumption of the Advisory Committee was that all instructional modules would have been developed and distributed prior to the beginning of the field testing phase. In the original plan, the field testing phase was to have occurred after all the instructional modules were developed, proof-read, corrected, and printed; consequently, the request for administrative and clerical staff would have been minimal. However, CIDA agreed with the Salasan Report which recommended that the Curricula Development and Field Testing phases be conducted simultaneously. Since the number of staff positions was based on OCOD's original request, no additional positions were allocated when CIDA decided that the two phases would operate concurrently. Consequently, the CTTP Regional Office was understaffed from its inception. The small dedicated untrained local staff was overburdened because it had committed itself to meeting the exacting deadlines set by CIDA for the simultaneous instead of sequential implementation of the two phases.

The second operational assumption was that the CTTP should employ Caribbean trained personnel as course writers, M/Ts, CCs, content editors, and office staff. As a consequence of this assumption, numerous hours of training were required to produce a distance education program which used state-of-the-art instructional methodology and production procedures. Clerical employees were trained to operate

computers and use desktop publishing programs. Subject area specialists (English, Math, Science, Social Studies) hired as course writers were trained in writing reader-friendly distance education modules. Other subject area specialists hired as M/Ts were trained in distance education approaches to learning, which included instructional marking and record keeping, adult learning methodology, and telephone tutorials. M/Ts and CCs were trained in active listening techniques and support interventions for adult learners (coping techniques, time management strategies, and study skills). The Regional Office staff was employed full time. All other employees worked part-time and had to complete the requirements of their substantive posts, prior to commencing their assignments for the CTTTP. Course writers, editors, and M/Ts were all university trained graduate teachers specializing in specific academic disciplines. All were full-time secondary school teachers who were employed part-time with the CTTTP.

The third operational assumption was that North American styled timelines for management activities which assured delivery of goods and services, and the adherence to predetermined task completion schedules would be honored in the Caribbean. A combination of different management philosophies, undeveloped infrastructure (irregularity of postal, airline, and shipping services), and a highly developed socially interactive society (which valued interpersonal relations more than economic productivity) often resulted in established deadlines not being met.

The fourth operational assumption was related to the UAT selection process. It was assumed that, if UATs had successfully passed two GCE/CXC exams, and had taught school for three years, that after two years of concentrated study using the

instructional modules, they would successfully pass the CXC exam. Little attention was paid to specific requirements of certain courses. For example, the Math course focused on abstract/theoretical concepts. Persons who had not attended secondary school or had not developed higher level thinking skills would have difficulty experiencing success in math.

The fifth factor was more of a limitation than an assumption. Major program activities of the CTTP had to be scheduled within the time constraints of the Caribbean school calendar, the CXC-mandated registration and exam dates, and the availability of Winnipeg and Washington-based consultants. Since only the CTTP Regional Office staff was full-time, events could not be scheduled at times which would jeopardize part-time employees' full-time jobs. Consequently, most activities were scheduled on Saturdays (which was problematic for Seventh Day Adventists), during the three week Christmas break, the two week Easter break, or the two month summer break (July and August). Activities which involved M/Ts in the summer could only be scheduled in August, after the M/Ts had completed the centralized CXC exam markings in the respective subject areas in one of the University of the West Indies campus locations: Barbados, Trinidad, Jamaica, or Guyana.

CHAPTER 5

SYNOPSIS OF THE SEVEN CASE STUDIES

This chapter presents synopsis of the seven case studies of the unqualified assistant teachers (UATs) who were participants in the Comprehensive Teacher Training Program (CTTP). The full case studies can be found in Volume 2 of this dissertation. The format of the case studies is located in Appendix A. The case studies were purposefully selected to include representative characteristics of participants in the CTTP. The seven UATs included four males and three females. Three Carib Indians, three Afro-Caribbeans, and one East Indian. The study analyzes the experience of one UAT who has the academic ability but lacks the capacity to achieve but fails to apply himself; one who has the ability and commitment but is over committed to the community; one was learning challenged but has the commitment to learn and improve his community; one who has the ability but also has family responsibilities; one with a poor academic background and a great commitment to his family, church and community; one who has the determination and commitment, and who works hard; and one without the ability, whose personal problems makes it impossible for her to concentrate.

Synopsis of Case Study of KB

English Language Learner

KB was a thirty-five year old Carib Indian, who lived "Above the Dry River" in the village of Sandy Bay. Although he had been teaching in the same school since

he was fifteen years old, he had not been promoted above the level of an UAT because he had not passed the English Language exam. KB had achieved early in life and appeared to be coasting on his early accomplishments. As a young adult he had saved his money and built a house. After he established himself financially, he married CB, an assertive Afro-Caribbean, from Below the Dry River. Having achieved more than most Caribs, KB could have felt good about his accomplishments. But his inability to pass the English Language exam was a constant source of frustration. He often said that he felt like less than a man because of his inability to sustain his momentum to pass the test. He saw other people whom he felt superior to achieve while he lagged behind.

According to his wife, his head teacher, and his marker/tutor (M/T), KB has the academic ability but lacks the capacity to learn English, but he usually spoke dialect. He argued that he should not have to study the language he spoke everyday. Initially KB claimed that the English Language course was not difficult and he did not need to follow his pacing schedule. By the time he admitted to the country coordinator (CC) that the course was harder than he thought, his second child was due, and he was unable to cram enough to pass the test.

KB participated actively in both week-long summer workshops and he was present at most of the monthly face-to-face sessions. When physical appearance, verbal expression, or leadership skills were required, KB was available for helpful, insightful contributions. However, when he was required to prepare written assignments or work without constant attention, KB performed poorly or not at all.

His need for acceptance caused him to over promise and under deliver. As a result, he was considered unreliable.

Although KB recognized his areas of weakness, he seemed unable to change his behavior. His intentions and his actions were at times contradictory. He said he wanted to be a role model for other Caribs to emulate and to remember with pride, but he was unable or unwilling to prepare lesson plans, study ten hours a week, or consistently teach his students well. He said he loved his wife and children, but he stayed out drinking all night. He often went to work with a hangover which was an embarrassment of his wife and the other teachers. He said the modules were not difficult to understand and yet he was unable to use his newly acquired knowledge to improve his teaching or pass the end-of-module (EMTs) tests. He said he liked to study with his wife, but would not do so consistently, nor would he study with the other UAT in the English course in his village.

KB is an example of persons who have the academic ability but lack the capacity to achieve but do not apply themselves to accomplish that to which they aspire.

Synopsis of Case Study of DC

Integrated Science Learner

DC was a twenty-three year old Carib Indian who lived in the village of Owia, Above the Dry River. After completing secondary school, he passed the Math, Geography, and History exams. Prior to enrolling in the CTP, he passed the English

Language exam. DC had taught at Owia Government School for six years and served as acting head teacher in the absence of the head teacher.

DC was a recognized leader in his parents' home, his community, and on the Committee for Indigenous People. He learned his leadership skills from his mother when he was quite young and served as the on-site patriarch while his father worked in the tourist industry on Mustique, one of the Grenadine islands. He used his organizational and leadership skills in his successful fight with the government of St. Vincent to create a park in Owia. This area known as the Salt Pond, is now a national attraction for Vincentians and tourists. His work to revitalize the Carib culture and develop a written language for all Caribs earned him respect as a visionary and a scholar. When the need for creative expression arose, DC played his guitar. When the need for complete solitude and tranquility arose, he painted.

DC's strength of character and courage of his convictions were evidenced in his handling of his personal affairs. When SB, his fiancée became pregnant and was ordered out of her parents' home, DC' family incorporated her into their family structure as a sibling. DC's and SB's child was taken care of by all members of the family which allowed both of them to work, study, and continue their community development work. DC wanted the same opportunities for SB that he wanted for himself. Their child is the third generation of Caribs in one household. This is viewed as a positive event for the Caribs who are close to extinction.

When the modules arrived seven months late, DC was preparing his students for the Common Entrance Exam (CEE) and was not able to focus as he had planned

on the CTTP. But once his students had taken the CEE, he paced his studies to enable him to complete his modules, tutor two other UATs (KN and IL) in Integrated Science, and conduct both his home-based experiments and school-based assessments (SBAs) in a timely manner.

DC did not believe the Carib Indians should integrate in the Vincentian society as inferior people. He was concerned about the number of Caribs who left school unable to pass the CEE. He was also concerned about the absence of education, training, and job opportunities Above the Dry River and the number of Caribs who went to Kingstown looking for work and finding trouble. He was pleased that the CTTP was available and commented that it was long overdue. After the pilot phase was finished, DC expressed the desire that the modules be available for everyone. SB's desire to establish a pre-school and KN's desire to work in adult education combined with DC's work provides hope for the development of Owia.

Two other facets of DC's belief system are worthy of note. The first was his belief that the family was the backbone of society and it had a responsibility to teach its children how to work. The ability to complete a task in an organized systematic manner was of paramount importance to children learning academic subjects. The second was his belief in the discovery method of teaching. Children must be encouraged to explore, challenge, experiment, fail, and try again. Telling people the "right answers" without letting them discover truths for themselves robs them of important learning experiences.

DC's academic background, inquiring mind, dedication to family, and

commitment to the community earned him the respect of those who knew him.

DC's case study explores how talented individuals who have the ability and commitment to advance but who are also deeply committed to community development may have difficulty managing their time to upgrade themselves.

Synopsis of Case Study of YO

Math Learner

YO was a twenty-five year old Carib Indian who was raised on Bequia, one of the Grenadine Islands, by a childless couple of European farmers. As one of eleven children from a family in Sandy Bay, her parents permitted her to live with and work for a family in Bequia so she would have the opportunity to attend secondary school. Although her guardians permitted her to attend secondary school, neither her parents nor her guardians purchased her books. Consequently most of the knowledge she acquired, she learned from teacher's lectures, her note taking, and borrowed books which she used during lunch and shortly after school. Once she arrived home from school and completed her chores, it was usually dark and studying at night was impossible because her room had no electricity. Upon completion of secondary school, she passed the English Language, and Human and Social Biology exams. She attempted but failed both the Caribbean Examination Council (CXC) and General Certificate of Education (GCE) Math exam.

YO married into a wealthy family of French seamen. After her marriage, she moved into her husband's family compound, where each of her husband's twelve

siblings had a house. Except for one sister-in-law who lived in one of the other houses, most of the males were at sea from all but a few days a month; all other family homes were rented to tourists. YO's husband, nine years her senior, viewed women in the traditional roles of wife, homemaker, mother, and family caregiver. YO's husband was not opposed to her participation in the CTTP as long as it did not interfere with her primary responsibilities and did not require any sacrifice on his part.

During the 1990 summer workshop, YO was seven months pregnant. The daily boat ride from Bequia to St. Vincent proved too taxing and YO spent the night in St. Vincent after the first two days of commuting. Although her discomfort was apparent, she participated in all activities and submitted all assignments on time. Their son was born in September.

After YO became pregnant, her husband decided that his seventy-five year old mother should live with him and his wife in their home. The stress of raising thirteen children alone after the death of her husband, left YO's mother-in-law unable to tolerate the sound of a crying baby. Her intolerance coupled with the regular crying of an infant made it difficult for YO to study the required two hours every night.

Throughout the seven month hiatus, she attended the periodic face-to-face workshops. When the textbooks arrived in December, she completed and submitted each assignment. In April 1991 when the Math modules arrived, she completed the first two modules and EMTs without difficulty. Module three "Problem Solving" was difficult for all learners. YO failed to get a passing score on the EMT and was given additional tutoring and rewrote the EMT. During the 1991 summer workshops, she

was an active participant. When the workshop on pacing the learning process was presented, she openly aired her views on the difficulties she envisioned on committing herself to study two hours per night. Nevertheless, she did agree that she would study the required ten hours per week.

YO was one of the UATs who successfully negotiated the system, created support systems, and exercised her options. When faced with obstacles to overcome in the attainment of her goal, YO found solutions. When faced with the problem of transporting her EMTs, she befriended a boat captain who transported her EMTs. When faced with the problem of day care while she attended the workshops, she became reacquainted with her birth family who provided child care. When faced with the problem of isolation from her study group, she organized and pressured the Regional Office for monthly face-to-face sessions. When faced with the problem of lack of support from significant others, she developed personal and professional relationships with her M/T and CC. When faced with the problem of needing additional tutoring between the monthly face-to-face sessions, she obtained telephone tutorials from her M/T.

YO emerged as a self-sufficient adult who used the available resources to get what she needed. She is an example of persons who are geographically isolated but who creates effective communication, transportation, and interpersonal systems to overcome the obstacles in their lives.

Synopsis of Case Study of DB

English Language Learner

DB was a twenty-seven year old East Indian who lived in one of the traditional East Indian enclaves of Richland Park in the fertile Mesopotamia Valley. All of DB's seven siblings had built houses on the family compound and emigrated to Kingstown, other Caribbean Islands, or the United States. Consequently, DB and his wife EB were responsible for managing the family's banana crops, caring for his aging relatives, and the offspring of several of his siblings. DB's history of drug and alcohol abuse and poor attendance at school accounted for his weak academic background. Having been saved by "Yahweh" and EB from a life of destruction, DB was determined to prove to his family and community that he was a changed man.

DB experienced several problems learning English. His poor academic background, his heavy reliance on dialect, and his constant fatigue limited his ability to grasp many of the abstract concepts taught in the English Language course. According to DB, the modules did not explain concepts thoroughly; there was little cross-referencing between modules and textbooks, questions were not posed clearly, and the vocabulary was difficult to understand.

DB felt that the monthly face-to-face sessions were very helpful because they encouraged people to continue trying and to pace themselves, while providing the M/T an opportunity to explain complex concepts individually and to a group until everyone understood. He was one of the learners who relied heavily on the telephone for tutorials and encouragement from his M/T. He was also one of the learners who used

the telephone to confirm logistics for the face-to-face session with his M/T and meetings with SS, another UAT in the English course who often taught concepts he did not understand.

Aware of the deficiencies in his academic background and his life management skills, DB internalized the concepts taught on coping skills, study skills, and nation building. He recounted how he was now able to plan his future using a step-by-step approach to problem solving. He focused especially on time and stress management and motivation. DB's status was derived from his family's wealth, his hard work, his changed life style, and his devotion to his family.

Reflecting on his past, DB expressed a deep concern about the lack of employment and the growing problem of alcohol and drug abuse among the young.

In order to experience success in learning English, DB must prioritize how he allocates time to his family, church, crops, and community. He must decide if passing the English Language exam is important enough to him for him to increase the amount of time he studies. He must let go of the guilt of his past, so he can build his future.

DB is an example of persons who are so tied to traditional values and cultural mores of caring for extended family members, they are unable to grow and advance themselves. This is also an example of how persons with perceived obligations to compensate for past transgressions can limit their own economic security and intellectual development by continually trying to exculpate their guilt instead of creating a new future.

Synopsis of Case Study of MM

Integrated Science Learner

MM was a thirty-one year old Afro-Caribbean who lived in the remote village of Park Hill. Even though she was the youngest of her mother's eleven children, she was viewed as the family nurturer. In appreciation for the care MM had given their mother during her long illness, MM's siblings augmented her meager income as a UAT. MM lived in the family home with her thirteen year old son, her two brothers and their children.

After completing twelve years of formal schooling, MM passed the GCE exams for English, History, and Human and Social Biology. She had been teaching at Park Hill Government school for eight years and had endeared herself to the students by encouraging them to learn and challenging them to do their best. By focusing on the positive, she increased the students' self-esteem so they could learn without fear of failure. MM was the faculty sponsor for the school cooperative and served in the capacity of the nurse during medical emergencies.

MM entered the Integrated Science course in July 1990. She attended all the sessions, completed all her assignments, and often served as a leader in role playing activities or group discussions. Throughout the year MM paced herself. She consistently produced high quality work. Leaving nothing to chance, MM enrolled in three other courses to ensure acceptance into teachers college. These three other courses were Math and Social Studies at the evening school in Georgetown and a Business Management correspondence course from a university in England.

MM wanted to upgrade herself as a teacher by successfully completing teachers college and becoming tenured. She felt this would be beneficial to herself, school, and the nation.

MM was an enthusiastic learner. She felt that studying together with the same people regularly reinforced the learning for everyone. Of her academic study group she stated that they all learned from the M/T and from each other. The group work fostered a spirit of cooperation which motivated each member to work harder.

Not only did MM work in a group during the monthly face-to-face session, but she and AT, another UAT in Integrated Science and a coworker of MM's at Park Hill school, studied together at night and on week-ends. AT and MM shared similar traits which enabled them to study together effectively. Both were task-oriented, goal-focused UATs who were determined to pass the CXC Integrated Science exam, matriculate through teachers college, return to their community, and teach. Both had established themselves in their respective communities. Both wanted the field testing phase to be successful so the CTPP would be available to all adults.

MM is an example of persons who are determined to succeed and do whatever is necessary to be accomplish their goal. She develops plans and several alternate plans to ensure success. Her case provides the opportunity to analyze the impact of study partners, group problem solving, and project-based training. It provides insight into how females who choose to upgrade themselves must work to change traditional gender based roles to more flexible and functional arrangements which respect the needs of each person. Further, it illustrates how individuals who are internally

motivated can set high goals and work day-by-day to transform dreams into realities.

Synopsis of Case Study of RS

English Language Learner

RS was a twenty-three year old Afro-Caribbean who lived in the remote village of Rose Hall. This village was so isolated that it was said to be "Behind God's Back." The neighborhood where he lived was called "Let Me Lone."

RS had been raised by his aging, impoverished grandparents after his mother and sisters immigrated to the United States to improve the family's economic situation. His grandparents were so poor that they were more concerned with RS planting and harvesting food so they could all eat, than his attending school and studying to build a better future. Permitted to make his own decisions at an early age, RS determined for himself that education was his only hope of avoiding the economic deprivation of his family. The unintended consequence of RS being responsible for the economic survival of his grandparents was that he used the time he should have been learning English raising food.

The leader of the Integrated Rural Development Project, Ms. AR was RS's surrogate mother. As the program evolved she provided volunteer opportunities for RS which developed his skills and improved the community. He served as a adult education teacher and the manager of the farmers' co-operative. These activities developed him in many ways. But in the subject he needed most to learn, he has serious difficulties learning.

By the time RS enrolled in the CTP, he was aware that his upward mobility was blocked until he passed the English Language test. Interviews with RS, DB, KB, and RF all confirmed that grammar was not taught in either primary or secondary schools. All were introduced to grammar by their M/T. The two areas which all four UATs experienced great difficulty were verbs and pronouns. RS's sentiments were the same as other UATs--grammar was more complicated than they had thought. Many people who had passed the exam previously still did not understand grammar.

Throughout the field test, RS attended the face-to-face workshops, studied his modules, received telephone tutorials, studied with a coworker from his school, studied ten hours per week and used his notes and telephone tutorials to better explain grammar to his own students: but, he was still not able to pass the exam at a level one or two. He scored at the level four.

RA was interested, committed, motivated, and serious but language are learned through repetition, exposure, and necessity. RA did not need to speak, understand, or write English to survive everyday, he just needed to pass an exam. In the day-to-day struggle for survival in a subsistence economy, nouns, pronouns, verbs, and adverbs appear irrelevant. They do not pay the bills or make carrots grow, but they do keep you from becoming a qualified, trained teacher eligible for tenure, and from studying abroad.

RA is an example of persons who have a strong commitment to the development of the community, are self-directed, motivated, and generous; but have a very difficult time learning some subjects because their academic foundation is weak.

This problem is exacerbated when the subject does not appear to have any relevance to their life. Through RA we will be able to analyze problems inherent in the structure and content of the English Language course and also explore other uses of the CTTP Distance Education Program in the Caribbean educational system and the community-at-large.

Synopsis of Case Study of VY

Math Learner

Verbena was a thirty-three year old Afro-Caribbean who lived in Georgetown, the second largest town in St. Vincent. The eldest of five children, VY's education ended after primary school because she was considered too "slow" and her family needed her to work to augment the household income. Determined to rid herself of the label of being a slow learner, she attended evening school and eventually passed three GCE exams including English Language. Once VY met the qualifications, she was hired as a UAT and assigned to teach at the Sandy Bay Anglican School. Once she was appointed to a school eight miles from home, she was unable to continue studying in evening classes. She enrolled in the CTTP as a way of continuing her education.

VY and her two children lived in the family home with their parents, siblings, and their offspring. She had several stress-related health problems which occupied her thoughts. She had recurring migraine headaches, severe abdominal pain, and eye strain. Her unwillingness to bring closure on a failed romance with the father of her eight year old daughter, an East Indian playboy, exacerbated her health problems and

made it extremely difficult for her to study. Instead of concentrating on the areas of her life which she could control, VY spent numerous hours at the home of her daughter's paternal grandparents berating her daughter's father. Everyday she would have lunch at their house, and stop by again after work. Often something would come up which would give her a headache. She would go home to dwell on the situation and develop a migraine. By the time she was ready to study, the headache was so intense she had to close her books and rest.

VY's verbal skills were strong but her computation skills were very weak. She was familiar with whole numbers, fractions, decimals, and percents, all which were contained in the first two modules. She was unable to attend the second summer session because she had to go to Barbados for medical treatment.

Once the textbooks and modules arrived, the M/T and the CC became aware of the severity of VY's math deficiency. It was obvious that she needed to return to evening school and take a structured course in basic math. But she had been so helpful transporting modules, EMTs, and messages to UATs Above the Dry River that the M/T or CC did not want to exclude her from the program.

It is significant that during three and a half days of concentrated time the researcher spent with VY in her community, she never indicated any concern about the eight month delay between when the modules were scheduled to arrive and when they actually were available.

VY is an example of persons whose basic math background is so weak they have no frame of reference to learn complicated mathematical concepts like abstract

reasoning or logical thinking. VY is representative of six other females in the math course who had access to evening schools but were too involved in their personal or family problems to attend structured classes or to study. Their weak academic backgrounds, coupled with their lack of discipline, limited their ability to concentrate long enough to absorb the subject they were studying. Instead of concentrating on the Math modules, VY attacked insignificant issues like the cost of notebooks or her inability to study her lessons at work. The severity of VY's problem caused the management of the CTP to reassess their entry criteria for the math program and to hire another part-time tutor for the math study group.

CHAPTER 6

FINDINGS

This chapter presents the findings in two categories. The first category contains contextual and descriptive findings about Caribbean culture, program management, learners, learners' significant others, and their communities. The second comprises inferential findings from the case studies of seven unqualified assistant teachers (UATs).

Contextual and Descriptive Findings

Contextual and descriptive findings pertain to aspects of Caribbean culture, program management, learners, learners' significant others, and their communities derived from data collected from thirty-seven UATs, their marker/tutors (M/Ts), the country coordinator (CC), and the regional program coordinator. The Comprehensive Teacher Training Project (CTTP) schema illustrates the structure and relationships among different components of the program. It shows that responsibility for decisions, modifications, and program revision are the responsibility of the Regional Office. These decisions impact on other components of the programs. The CTTP provides an academic program through the instructional modules, face-to-face sessions, and telephone, tutorials, and student supports intervention. The outcome of this program are how it impacts on different communities (See Appendix F).

Aspects of Caribbean Culture

The study analyzed aspects of Caribbean society which the literature suggested

would impact upon UATs' learning. Traditionally, the Caribbean has been a highly stratified, class-conscious, ethnically diverse society where status was ascribed based on color, gender, ancestry, and marriage. Within this class structure, the Caribbean can best be described as an intimate, family-oriented, community-centered society. The culture is currently in a period of transition. Today status, is to an increasing degree, based on one's acquired level of education, annual salary, type of employment, and value of purchased property. As a result, education has become important in determining social status.

Great interest was generated in the community by the CTPP. Other people in the community wanted the opportunity to upgrade their academic education and to increase their knowledge in community development, health education, job training, and income generating activities. The CTPP heightened peoples' expectations for their betterment. Community residents believed that education improves one's employment potential, and the community's economic security.

Even though the Caribbean is composed of different ethnic groups, these groups do not necessarily work together harmoniously. In this study groups of learners were formed based on proximity and convenience. Given that discrimination based on ethnicity permeates the Caribbean, the study found that when diverse groups study together, their mistrust of other ethnic groups decreases.

A second defining characteristic which leads to differential treatment within Caribbean society is gender. Although no preferential treatment was accorded males in the CTPP, distinctions were made in the community. Given that the Caribbean culture

values men based on their level of education, salary, employment, and material possessions; and values women based on the number of children they bear, the quality of care they give to their families, and the status of their husbands; the study found that males were encouraged by their families to upgrade their qualifications, but females' families permitted them to study only after they finished all their traditional female responsibilities.

As shown in the literature, teachers occupy an important position in many Caribbean societies. Many of the UATs were actively involved in different aspects of the development of their community. They are the individuals that the community looks to for leadership. The study found that UATs used their modules in several ways in their communities. Some UATs used the modules to expand existing adult education programs or to establish literacy programs.

Given that the Caribbean is a credential based society which values educational certificates from external credentialing authorities, the study found that UATs were more concerned about passing the Caribbean Examination Council (CXC) English Language exam than learning standard English. Both Math and Integrated Science were viewed as prestigious courses, UATs were committed to mastering course content. The differential attitude towards the various courses appeared due to the overwhelming importance within Caribbean society to passing the English Language Exam. Without it, one was barred from teachers college and job advancement.

Given that life in remote areas of the Caribbean forces people to focus on concrete survival issues such as food, clothing, shelter, employment, and the

environment; the study found that UATs excelled in courses where the instruction was relevant to their daily life. The Integrated Science course provided fact-based explanations to everyday phenomena like why boats float and rocks sink, why certain animals and trees inhabit certain geographical regions and why some crops grow better in certain regions. Nine out of twelve UATs passed Integrated Science. The Math course helped UATs solve speed and distance problems, compare cost of different methods of home construction, and abstract reasoning inquiries. UATs' interest was high, however their weak fundamental math skills resulted in a high failure rate (only one out of the eight who took the exam passed while five potential candidates did not register for the test). In contrast, the English Language course contained little which was relevant to the everyday lives of the people nor did it teach the grammar necessary to pass the standard English exam. Only two of the twelve UATs passed the English exam despite the fact that they all had taken English throughout their years of formal education and had intensely studied during the fifteen months of the program.

Given that the Caribbean has a traditional, hierarchical education system where policy is developed in the absence of input from secondary school teachers, the study found that the communication between the CXC Examination Board and CTTP course writers and M/Ts was helpful in relaying feedback to policy makers from practitioners.

The study confirmed that the CTTP had a positive impact on different populations. The community was supportive of education as a way of improving individuals' employment potential and the communities' economic security.

Program Management

The four aspects of program management were instructional programs, distance education--delivery system, role of M/T, and CTP operational procedures.

Instructional Program

The instructional program was the most dynamic aspect of the CTP. It was composed of three courses: Integrated Science, Mathematics, and English Language. Five of the findings in this area were generic to all three courses. The first finding was that UATs experienced success in courses which respected their intelligence, assumed they would study hard, and encouraged them to learn by using "reader friendly" approaches to learning, such as defining new concepts in context. Courses which focused on motivating UATs to learn and which placed value on UATs' learning from the materials also helped UATs experience success. UATs felt encouraged to learn when they were able to discuss their assessment of the course with their M/Ts. The second finding was that for the most of the modules were educationally sound; some modules needed to be rewritten because they were unclear, inaccurate, ambiguous, disorganized, and had significant omissions. The third finding was that when UATs confronted course-specific problems, they consulted peers, other CTP learners, their textbooks, or the M/T for assistance. Textbooks were provided as supplemental material for each learner. When learners did not understand concepts completely, they often used their textbooks to gain a deeper understanding. The fourth finding was that more cross-referencing was needed between modules and textbooks to give UATs a more comprehensive understanding of the subject. The fifth finding was

that modules which required more than one hour to complete were viewed as too long.

Other findings were course-specific. The findings from the Integrated Science course are presented first, followed by findings from the Math course, and finally the findings from English Language course (See Appendix G).

Integrated science. Integrated Science was the most successful of the three courses. It was organized around discovering scientific explanations for everyday phenomena. Persons who matriculated through the Integrated Science course had the best chance of passing the CXC exam because the CXC syllabus, the CTPP Integrated Science course, the face-to-face instructions, and the CXC exam were all compatible. The exam tested what the syllabus said would be tested, and the CTPP course and face-to-face tutorials taught what the CXC exam tested. The course was well written and encouraged UATs to use deep level thinking skills. It assumed UATs were intelligent enough to discover scientific truths through observation and experimentation. Furthermore, the Integrated Science course encouraged cooperative learning among peers and scientific inquiry. Many of the school-based assessments (SBAs) were conducted in three-person teams where understanding the rationale for a phenomenon was more important than memorizing rules. It invited UATs to probe, to search, and to explore deeper understandings of science.

The two aspects of language addressed were vocabulary and clarity of explanations. UATs accepted that vocabulary building and concept development were essential for understanding science. The learners expected the course to be challenging, the M/T demanding, and their time to be limited. Ten of the twelve

UATs modified their lives and nine successfully met the challenge.

UATs in Integrated Science used their textbooks regularly. They were willing to work hard to complete the modules, home-based and SBAs, and pass the exam because Integrated Science was rarely available once students completed secondary school due to the expense of arranging and monitoring the SBAs. Science was viewed as a challenging course for "smart people". Seventy-five percent or nine of the twelve UATs passed the CXC Integrated Science in June 1992.

Math. The Math course was the most academically rigorous. UATs had fifteen months to complete thirty modules. According to the CXC Mathematics syllabus, an integrated approach was to be used in the teaching of Math. But what the CXC syllabus encouraged and what the CXC exam tested were not identical. Consequently, the course writers developed topic specific modules in consumer math, algebra, geometry, trigonometry, and statistics. The exam tested what the Math modules taught. UATs who did not attend secondary school encountered difficulty after the fifth module. The wide range of mathematical abilities within the thirteen learners necessitated an assistant to the M/T be hired to provide individual instruction to UATs with deficient mathematical backgrounds. Prerequisite knowledge for some modules assumed learners had more skills and knowledge than they demonstrated.

UATs stated that specific time should have been allocated for vocabulary development. The specialized vocabulary used to discuss mathematical concepts forced learners to pay careful attention to the mathematical connotation of words. As mathematical concepts became more abstract and complex, the explanations were less

clear and more difficult for UATs to understand.

The Math course experienced numerous delays in production of the modules. Prior to the arrival of the modules, the textbooks were used as a primary source of instruction. But once the modules arrived, many learners abandoned the books because explanations in the textbooks were more complicated than those provided in the modules and the modules contained numerous math problems. It would have been very time consuming for UATs to use both books and modules. Major production problems impacted negatively on advanced learners; consequently, some learners had to wait for the production team to complete modules before they could proceed. The last math module was not received by learners until late in June 1992; CXC exam had already been given.

Students in the Caribbean have very limited exposure to secondary school math. For several UATs this was their first time encountering advanced math. There is a great disparity in the level of math required for matriculation through Caribbean schools and the amount of knowledge necessary to pass the Math exam. The Math course was designed as a two-year course because of the volume and depth of the material to be mastered prior to the exam. The course was intense, comprehensive, and challenging. Most of the UATs had not completed half of the modules at the time the exam was given.

As a result of learners' weak mathematical backgrounds, the slow production of the modules, and the advanced level of math required for passage of the exam, five of the thirteen learners in the Math course did not even attempt the exam. Of the eight

who registered, only one person passed the exam in June 1992. Even though only one person passed the Math exam, the Math course was much stronger than the English course as evidenced by the number of UATs who made passing grades on the end-of-module tests EMTs despite the fact that this course was their introduction to secondary school math.

English language. Of the three courses piloted in St. Vincent and the Grenadines, the English Language course was the most problem ridden. According to the CXC syllabus, English Language and literature were to be taught in an integrated manner. Grammar was not to be taught as a discrete topic. It was to be taught in the context of how it was used. The course writers developed the modules as prescribed by the CXC syllabus. The CXC English exam however tested grammar as a discrete topic which is at variance with what was prescribed in the CXC syllabus. The modules placed emphasis on expository writing instead of parts of speech and sentence structure. Cognizant that the exam tested grammar as a discrete topic, the M/T taught grammar during the face-to-face session. For many UATs this was their first exposure to systematic instruction in grammar. At the time of the exam, UATs had completed about seventy-five percent of the course and expressed confidence in their master of the course content. All twelve UATs took the English exam in June 1992, but, only two passed. The high failure rate was due in part to the poor fit between the course and the exam. The modules did not provide didactic instruction in English grammar. The amount of direct instruction during the monthly tutorials was not sufficient to enable most UATs to pass the exam. The high failure rate was extremely problematic

because passage of the English Language exam is a prerequisite for entry into teachers college and stable employment opportunities. To understand the seriousness of this issue, one needs to look at the larger picture. For the 1990 school year, of the 16,756 persons between the age of 12 and 17 years, in St. Vincent and the Grenadines, only 6,928 (41%) were enrolled in secondary school. Roughly one fourth (1,732) of those persons were eligible to take the exam. Approximately 577 (30%) of the eligible people who took the exam passed.

Two aspects of language which were addressed were vocabulary and clarity. Lessons in the modules expanded the learners' vocabulary, enhanced their understanding of literary passages, and broadened their perspectives on life. The CTPP enriched UATs and their view of life, it helped fill the gaps in a country where reading was complicated by the lack of printed matter, and where accessibility of books was outside of the readers' everyday experience. Several UATs came to realize that the English Language course was more complicated than they had expected.

The use of dialect was a special problem experienced in the English Language course. The spoken dialect in St. Vincent and the Grenadines is a combination of English, French, Carib, East Indian, and African languages. In urban areas standard English was recognized as the language of education, employment, and status; in the remote areas dialect was the language of communication, commerce, and survival. Many people who experienced difficulty in the English course lived in remote areas, some never attended secondary school, and few had access to printed materials. Those few who had electricity or batteries could listen to standard English spoken over the

radio and television. The lack of opportunity to hear, speak, and read standard English decreased UATs' ability to learn it.

Males living in remote areas seemed to have more greater difficulty learning standard English than females. But their limited knowledge of standard English did not affect their status in the community or limit their ability to communicate, grow crops, fish, and generally to function in society. UATs who aspired to study abroad or live in urban areas acknowledged that they needed to know how to communicate in standard English.

English Language was the least successful course for six reasons. First, the CXC English exam did not test what the CXC syllabus prescribed. Second, English grammar was not taught as a discrete topic in the modules or textbooks. Third, the use of dialect in remote areas coupled with the lack of exposure to standard English, complicated the learning of standard English. Fourth, the scarcity of printed materials meant that people did not enjoy the opportunity to read standard English on a routine basis. Fifth, English was taught as a traditional teacher-led, memorization-oriented, and objectively-tested subject. Neither project-based work nor group work were encouraged. Sixth, some UATs felt that they already knew English and could not accept the need to formally study a language which they thought they spoke.

Distance Education-Delivery System

The delivery system was the second most critical area of the CTPP. This section is subdivided into instructional materials and instructional methodology (See Appendix H) .

1. Instructional materials. The instructional materials used in the CTPP were modules, EMTs, and CXC prescribed textbooks. The course writers developed the modules and EMTs based on descriptions in the CXC syllabi. According to the UATs, most of the modules and EMTs were easy to understand and interesting. Textbooks served as reference materials for the modules where detailed explanations of concepts could be obtained if necessary. Many modules and textbooks lacked sufficient cross-referencing which hampered their effectiveness. However, the study found that UATs who used their textbooks to augment the modules were more successful.

Based on UATs' comments regarding the modules, all three were well written, --they effectively presented the material they purported to teach. Difficulties arose when insufficient time existed to complete all modules (Math) and when the modules did not present the necessary material to pass the exam (English).

2. Instructional methodology. This section presents the four methods used to deliver instruction to UATs; face-to-face group workshops, instructional markings, telephone contacts, and face-to-face individual sessions.

1. Face-to-face group workshops. Next to the instructional materials, the face-to-face group workshops were most effective and the most valued method of delivering instruction to UATs. They were culturally sensitive in that they encouraged interpersonal exchanges. They were used for academic tutorials, personal counseling and encouragement, program pacing, and UAT-to-UAT support. They also helped UATs overcome feelings of isolation. Originally these sessions were scheduled to occur periodically, but during the seven month hiatus between the summer workshops

and the arrival of the first five modules, the workshops became monthly events.

2. Instructional markings. The corrections and comments M/Ts made on EMTs were the second most effective method of delivering instruction to UATs. The M/Ts' individualized analysis of the learners' progress assessed how well UATs understood what was taught, provided targeted tutorials to clarify areas of limited comprehension, served as a window into the UATs' thought processes and problem-solving methodology, and provided M/Ts with a mechanism to tailor individual counseling sessions.

3. Telephone contacts. Telephone contacts were the third most effective method used by M/Ts. They served three basic functions. They were most widely used to transmit brief messages about logistics of face-to-face group workshops and for delivering or retrieving EMTs. Their second function was to help pace and monitor learners-at-risk due to academic weakness or personal problems. Their third use was for telephone tutorials. Many UATs were reluctant to use the telephone for tutorials for both economic and cultural reasons. Telephoning was very expensive in relation to peoples' salaries. People were charged for the length of their calls. When conversations were more than five minutes, people preferred face-to-face contacts. Telephone tutorials were successful for those learners who lived in very isolated areas and who decided that the value of these tutorials outweighed the economic and cultural factors which were deterrents to most learners.

4. Face-to-face individual sessions. The least used method of delivering the CTP was individual face-to-face sessions due to time, cost, and logistical

considerations. Lengthy travel time, unreliable transportation, low M/Ts salaries, and the lack of availability of classroom space after school; all combined to make individual tutorial sessions not feasible. However, individual face-to-face sessions were very effective when they were scheduled either the hour before or after the regularly scheduled face-to-face group tutorials.

Role of Marker/Tutor

M/Ts were crucial to the success of the CTP. They were subject specialists trained by the CTP to provide counseling and motivational support to UATs. In order to ensure that M/Ts served as part of the UATs support system during the program, the Student Support Consultant (SSC) provided training to sensitize them to understanding the program from the UATs' point of view. This training designed to assist M/Ts in helping UATs cope with the pressures of their lives while studying.

Initially, the M/Ts questioned the reasons they were being instructed on such topics as adult learning, human development, decision-making, time/stress management, and life/career planning. By August 1991, during a debriefing session for M/Ts, M/Ts repeatedly voiced their difficulty working with the multiple problems UATs experienced. M/Ts stated that they were not adequately prepared to cope with counseling needs of learners. They expressed their desire to solve the UATs' problems instead of helping the UAT find solutions to their own problems.

The feeling of inadequacy experienced by M/Ts was exacerbated by the paucity of resources available in the Caribbean. M/Ts spent a great deal of time visiting hospitals, attending funerals, and providing supportive services for learners and their

families. The dedication M/Ts felt for the UATs was noted by the UATs. Several UATs adopted the M/Ts' sense of concern for UATs as learners in their relationship with their students and the community-at-large. They served as the UATs' teachers, mentors, counselors, and friends. As teachers, they provided in-depth individual (both in person and over the telephone) and group tutorials and in-depth individualized instruction on the EMTs. As mentors, they served as role models for innovative teaching techniques, and active listening skills. For example, the M/T for Integrated Science encouraged UATs to use the discovery method of teaching in their classrooms which allowed students to question what was taught. This was problematic for UATs because, while they knew the right answers, they were unable to explain why certain phenomena existed. Five UATs experimented with the discovery method in their schools. As counselors, they provided non-judgmental support for personal and family problems. As friends, they provided personal support which helped learners distinguish between wants and needs. M/Ts were a vital link of the UATs' support system (See Appendix I).

CTTP Operational Procedures

Four operational procedures arose from the findings. These issues were program commencement, program testing, program pacing, and number of UATs served.

1. Commencement of course. The CTTP started in mid-spring which competed with the UATs' preparation of their students for the end-of-year examinations. Many UATs complained of the timing of the inception for this reason.

2. Program testing. Most UATs enrolled in the Math course had weak math backgrounds. Persons without secondary school math where abstract reasoning and logical thinking skills were taught experienced difficulty. They did not learn the concepts thoroughly from the instructional modules.

3. Program pacing. UATs voiced resentment of the pacing program imposed by the region to offset the late arrival of the modules. However, UATs in Integrated Science recognized the need to set bench marks for module and SBA completion. They adhered to a pacing schedule they developed which was much more rigorous than the one the regional office imposed.

4. Number of UATs served. The study found that the ratio of twelve UATs to one M/T was effective. It enabled the M/Ts to work closely with the UATs and correct and return the EMTs in less than two weeks.

Learners, Learners' Significant Others, and Their Community

Learners

1. Academic background and performance. As a result of the performance of all thirty-seven learners during the period of this research, the data showed in relation to academic background and the subsequent performance of the UATs that:

1) Learners with stronger literacy skills studied more effectively and were more independent learners.

2) Persons with more years of formal education usually had a better understanding of how they learned.

3) Persons who had passed more exams in the past had greater confidence in

their ability to pass other exams. The exams passed were often in areas where they felt confident.

4) Persons who had taken the course in school or had studied the same course independently that they were taking through the CTTTP seemed to have less academic difficulty.

5) Persons who had completed other correspondence courses seemed to have more confidence in their ability to be successful.

6) Persons who had little difficulty learning the subject they were taking passed the exam at a higher rate than persons who had difficulty learning the subject.

2. Characteristics associated with success of UATs. To categorize and analyze the characteristics associated with UAT's success, a multi-attribute program planning and assessment (MAPPA) instrument was developed. This qualitative instrument was developed based on research on multi-attribute utility instruments (Posavac and Carey, 1989). The MAPPA was created to disaggregate decisions--to separate the elements of complex decision-making and evaluate each element separately in order to determine the strength of alternate ways of meeting different needs. By focussing on each element of decision-making separately and then as those decisions impact on each other, it is possible to assess each part and the impact of that part on the whole.

The MAPPA identified different indicators of success for UATs in the cognitive, affective, or social domains. Although passing the CXC exam was the primary way of achieving success in the CTTTP, in each category there were other indications of success. In the cognitive domain, there are criteria for UAT as learner

and as educator. In the affective domain, there are criteria in reference to UAT as a person and in relationship with significant others. In the social domain there are criteria for UAT as change agent and nation builders (See Table B).

Cognitive domain.

1. UAT as learner. Academic performance. UATs' level of academic performance was affected by learners' (a) educational background, (b) number of years of formal schooling, (c) number of General Certificate of Education (GCE) and CXC exams passed, (d) prior knowledge of subject, (e) previous experience with correspondence courses, and (f) ease of learning.

Effective learning. Persons learned effectively when they (a) were goal oriented, (b) sought to understand concepts and apply their knowledge, (c) worked with others on integrated projects to solve problems, (d) studied consistently with the same study partner from their academic study groups, (e) completed and submitted assignments regularly, (f) studied hard and avoided excessive errors, (g) studied daily at a designated time and place, (h) studied at their optimum hours of concentration and retention in a disciplined pattern of study, and (i) studied in ways compatible with their learning style using different methods of learning different topics.

UATs who studied at the same time and same place every day experienced success. The study found that UATs who determined the time they learned best and studied consistently tended to be more successful.

2. UAT as educator. Use of modules. UATs who used their modules as the basis for enhancing the depth of their understanding of the subject and

TABLE B

**Multi-Attribute Program Planning and Assessment
Characteristics Associated with Success of UAT**

1. Cognitive Domain

A. UAT as Learner

- Gained entry into teachers college
- Passed CXC exam
- Increased knowledge of subject matter
- Recognized personal learning style
- Employed effective modality of study
- Identified short and long term goals
- Received academic support from persons in supervisory positions and members of academic study group
- Studied consistently with study partner

B. UAT as Educator

- Modeled M/T's innovative teaching techniques
- Modified explanations and examples from workshops and modules to improve quality and content of instruction for primary schools and community adult education classes
- Studied with coworkers to augment quality of their instruction
- Shared modules with others who wanted to prepare for CXC and GCE exams
- Gave academic support to those who were learners

2. Affective Domain

A. UAT as Person

- Evolved into self-validating individual
- Applied decision-making and problem-solving skills to personal and professional endeavors
- Planned time and managed stress effectively
- Distinguished between personal and professional wants and needs
- Became centered
- Validated as CTPP participant in community

B. UAT's Relationship with Significant Others

- Obtained personal support from family and friends
- Obtained academic support from persons in supervisory position
- Distinguished between personal and academic support systems
- Validated concerns of significant others
- Involved significant others in important life decisions
- Received personal support from significant others

table continues

TABLE B

**Multi-Attribute Program Planning and Assessment
Characteristics Associated with Success of UAT****3. Social Domain****A. UAT as Change Agent**

- Advocated CTPP to be available for all adults
- Lobbied to expand CTPP to other unqualified teachers
- Pressured CTPP to institute face-to-face workshops monthly
- Modified modules to teach adults and out-of-school youth in community

B. UAT as Nation Builder

- Mentored potential leaders
- Remained actively involved with community while participating in CTPP
- Delegated responsibility of leadership during participation in CTPP
- Recognized as community activist
- Respected for problem solving and leadership skills

incorporated this increased knowledge in their instruction acquired the respect bestowed on "dedicated teachers" by their students and their supervisor. UATs who used their modules to teach other adults, coworkers, friends and family acquired the label of "special friend" or "dedicated educator."

This study found that UATs who used the modules and their increased knowledge to help others learn increased their understanding of the concepts and increased their value to the community.

Affective domain.

1. UATs' view of self.

A. Intrinsic value. Goal attainment. UATs who accepted responsibility for themselves, who were able to overcome numerous obstacles, who set and met their goals, and who made the CTTTP the priority of their life increased their chance of achieving their goals.

Motivation to succeed. UATs who were focused and motivated to succeed (a) had a positive sense of self, (b) felt their participation in the CTTTP helped them in areas most important to them, (c) felt internally validated, and (d) had clearly defined reasons for wanting to pass the CXC exam.

Ability to cope with multiplicity of problems. UATs who were able to cope with a multiplicity of problems more often experienced success. The study found that persons experienced success who (a) committed themselves to passing the CXC exam as their primary goal, (b) managed their time effectively and studied when they were rested, (c) managed their stress effectively, (d) communicated their needs to the

appropriate persons, and (e) articulated their immediate and long term plans with academic achievement as an integral part of those plans.

B. Extrinsic value. Attributed value. The study found that UATs felt better about themselves because they were accorded increased status by their families, coworkers, head teachers, and community due to their association with national and international educators.

As a result of being selected and matriculating through the field testing phase of the CTP, UATs' sense of self and knowledge of the subject matter were greatly enhanced.

Forces impacting UATs. Those aspects of UATs' lives which they could not or did not control often made it difficult for them to study ten hours per week.

The study found that successful UATs managed themselves and their environment enough to study ten hours per week.

Learners' Significant Others

2. UATs relationship with significant others.

A. Personal support. The study found that UATs who received personal support from family, spouses, friends, and coworkers experienced greater success than learners who received personal support from only M/Ts or members of their academic study group. Regardless of source, learners who were encouraged to resolve their personal problems experienced greater success than persons who received no encouragement or sympathy.

UATs who shared information about the CTP with their significant others

strengthened these relationships. UATs who excluded their significant others from this process weakened or marginalized these relationships. Determined UATs were successful because of or in spite of their significant others.

B. Academic support. UATs in the same academic learning group who studied consistently with the same person experienced success because studying together consistently helped them overcome the gaps in their learning. Persons who received academic reinforcement from persons in authority positions such as head teachers, M/Ts, and CCs experienced greater success than those who did not feel supported by persons in authority positions. If persons did not perceive that people in authority supported them, they sought intellectual support from members of their academic study group, or coworkers. Regardless of the source, persons who received academic reinforcement experienced greater success than persons who received no academic support from anyone.

C. Personal and academic support. UATs who received both personal (nurturing) support and academic (intellectual) support did better than persons who received only one kind of support or no support at all. Regardless of the source or type of support, persons who perceived that their progress was important to someone they valued were more successful than persons who felt no one cared about them or their progress.

The study found that UATs who received personal support from their family, spouse, friends, and coworkers and who received academic reinforcement from their M/Ts, CC, supervisor, or other teachers were more likely to experience success. If it

was not possible to receive both personal encouragement and academic reinforcement, it was better to receive either kind of support from either group rather than receive no support at all from either group. Some UATs received both personal and academic support from their M/Ts. UATs who received both kinds of support from the same person seemed to develop a dependency relationship with that person. At times, this caused role confusion.

D. Study partners. Members of academic study groups served as support persons for other members of the same study group. The interaction between members of the study group heightened the sense of cooperation and motivated individual learners to work harder.

UATs who were study partners seemed to have either a co-learner or a tutor-tutored relationship. The co-learner relationship existed when both learners had about the same level of knowledge in the subject. Working together was meaningful because both studied independently before they studied together. The tutor-tutored relationship existed when one member of the study group had considerably more knowledge than other members of the study group in the subject area and served as a type of substitute instructor. The study found that UATs who studied with their spouses or close personal friends did not experience the same level of success as persons who studied with people from their academic groups.

The study found that UATs who studied with other members of their academic study group provided each other with both academic and personal support. These groups of study partners experienced more success than individuals who studied alone

or with their significant other.

E. Female UATs. Problems often arose in the families when women were the UATs. Several husbands said they were willing for their wives to be involved in the CTPP, if they were expected to do "women's work" like help with the housework or children. If they perceived they were going to be expected to do work assigned to women, they became critical of the females and accused them of neglecting their families. Men often became supportive of their female significant others when assured that they would not be asked to do "women's work". According to Miller (1992) some aspects of the student support interventions workshops aggravated already tense family situations.

F. Attributed status. The study found UATs who shared their CTPP experience with their coworkers, spouses, family, and community enhanced their social value to these individuals because of their inclusion in important decisions in UATs' lives.

These data confirmed what research by Marton & Svensson (1979) indicated that persons who behaved in certain ways were more likely to experience success. Persons who were goal oriented, applied attained knowledge, worked with other learners on integrated projects, and studied with the same study partners in the same academic group were often successful. When those same persons were disciplined, studied hard, avoided excessive errors, studied every day at a designated time and place, and studied during their optimum hours of concentration so their level of retention remained high, they increased their chances of being successful. When these

same persons studied in ways which were compatible with their learning style and used different methods of learning for different topics, they maximized their chance of experiencing success (See Table C).

Learners' Communities

1. Social domain.

A. UAT as change agent. Learners who were community focused, who spent their time working to improve the community but were not dependent on whether the community valued their input were more successful than those who focused on their personal problems and needed approval or validation from the community.

B. UAT as nation builder. The study found that UATs who focused on meeting community needs were more effective learners and leaders.

2. Community's view of education. In general, the community was supportive of education as a way of improving one's employment potential and economic security. Adults spoke of their need to pass additional exams to get promoted at work. Parents spoke of the need for their children to get a secondary education and pass prescribed CXC exams. Community leaders believed that education was a way of creating jobs and improving economic development of the community.

3. Community's impact on UATs. The community was very supportive of UATs upgrading their skills as long as they continued to live and work in rural communities. Parents wanted their children to be able to speak standard English so their children could secure employment and/or attend a university. The community

TABLE C

Characteristics of Unsuccessful and Successful Learners

<u>Unqualified Assistant Teacher</u>	<u>Unsuccessful Learner</u>	<u>Successful Learner</u>
PERSON		
•Self-Concept	Low - Negative	High - Positive
•Motivation	Externally Affirmed	Internally Validated
•Responsibility	Blamed others	Accepted Responsibility
•Coping Skills		
-Decision-making	Restates problem	Created solutions
-Time Management	Unable to Complete Tasks	Allocates Time for Priorities
-Stress Management	Overwhelmed by Life	Balances Work, Rest, Study, and Recreation
-Ability to Communicate Needs	Rarely	Often
-Life/Career Plan	Benefit self and family	Benefit community and nation
SIGNIFICANT OTHERS		
•Personal	Marginal Support	Very Supportive
-Family/Spouse	Either Personal or Professional	Both Personal and Professional
-Friends		
-Coworkers		
•Professional		
-Head Teacher		
-Country Coordinator		
-Marker/Tutor		
•Academic Study Group	Studied Alone	Studied with Partners
LEARNER		
•Academic Background	Weak Academic Skills	Strong Academic Skills
•Study Skills		
-Method of Study	Inconsistent	Consistent
-Completion of EMTs	Irregular Submission	Regular Submission
-Scores on EMTs	Low Scores/Rewrites	High Scores
-Designated Time and Place of Study	Varied	Specific Time and Place

table continues

TABLE C

Characteristics of Unsuccessful and Successful Learners

<u>Unqualified Assistant Teacher</u>	<u>Unsuccessful Learner</u>	<u>Successful Learner</u>
•Quality of Time Spent Studying	Inadequate	Adequate
•Learning Modality		
-Level of Learning	Surface Level	Deep Level
- Type of Learning	Rote Learning	Project-Based
- Structure of Inquiry	Recall details for immediate use	Concept--Understood overall meaning--
	Short responses for immediate objectives activities	Relates to problem solving
*APPROACH TO STUDY		
•Personal Orientation	Compensation for Areas of Academic Shortcoming	Broadening of one's concepts of various knowledge areas
•Vocational/Career Mobility	Training for specific job	Qualification for broad range of occupations
•Academic Enhancement	Extrinsic Motivated to enhance self in opinion of others	Intrinsic Desire for deeper knowledge of life
*LEARNING OUTCOME		
•Personal	Satisfaction	Growth
•Job	Security	Mobility
•Intellect	Complacent	Stimulated

Compiled from Data:

*Marton & Svensson (1979)

*Researcher

was like an extended family for UATs who lived in the same community where they worked.

4. UATs' impact on community. In many rural communities, UATs were recognized community leaders. Three of the seven subjects of the case studies were active in leadership positions in their communities. One worked with the town management committee, supervised the agricultural co-op, and taught classes in the adult education program. Another one successfully petitioned the Government to establish a national recreational park in the Carib area, and another organized activities for youth and managed the school's co-operative. Others functioned in less visible leadership roles in the community. Many saw their role as teachers and community leaders compatible with their role as nation builders. When crises arose, the community expected teachers to provide the leadership to find solutions.

The CTPP impacted on and was impacted upon by numerous groups in the Caribbean (See Appendix J).

Unintended Outcomes

In addition to those areas which the study sought to collect data, there were three areas where considerable data were collected: modeling of good teaching and counseling techniques, pacing of learning and managing time, and decreasing use of UATs.

Modeling of Teaching and Counseling Techniques

The first unintended outcome related to UATs modeling effective teaching

techniques of their M/Ts. M/Ts were chosen because they were recognized as effective teachers who used innovative teaching techniques. Several UATs incorporated some of these techniques into their instructional program. Four UATs in the science course incorporated the scientific inquiry method to stimulate intellectual questioning and project-based learning into their classroom. Three UATs in the math course used math games to stimulate team spirit and competition. Two UATs in the English Language course introduced poetry reading and creative writing to foster in-depth interpretation and free expression. Three UATs adopted active listening skills displayed by M/Ts when listening to their student's problems.

Pacing of Learning and Managing Time

The second unintended outcome evolved as a consequence of the pacing plans. Even though academic pacing was adamantly resisted by some UATs in the English Language and Math courses, its very presence taught UATs the value of resource planning and time management. Persons who were unwilling to follow the prescribed pacing program were encouraged to develop individualized study plans which met their specific needs. Some UATs applied this type of detailed time management to revise their five year life/career action plans.

Decreasing Use of UATs

The third unintended outcome concerned the decreasing use of UATs by the department of education. Between 1987 and 1992, the number of UATs was significantly reduced. In 1987, there were 718 UATs and 204 qualified teachers. By 1992, the situation had been reversed, there were 554 qualified assistant teachers and

363 UATs. Most of the teachers had upgraded themselves through attendance at evening classes or private instruction.

In September 1991, the Government of St. Vincent and the Grenadines hired only two new teachers with less than four required exam passes. This suggests that secondary schools are producing significantly more educated youth able to pass four GCE or CXC Exams. In addition, more adults are accepting personal responsibility to acquire the knowledge necessary to pass CXC and GCE exams.

Inferential Findings

These inferential findings were drawn from data which emerged from the case studies of seven UATs as they matriculated through this distance education program designed to enable them to pass the CXC exam in English Language, Integrated Science, and Math.

These findings addressed three research questions: (a) How and in what ways did the UATs experience the CTTP? (b) How and in what ways were the UATs' families and job affected by their involvement in the CTTP?, and (c) How and in what ways did the community perceive the UATs' involvement in the CTTP?

Case Studies

Data were collected for the seven case studies in July 1990 and between July and August 1991. In July 1990 data were collected during the week-long orientation and training of the thirty-seven UATs. Initial interviews were conducted with thirteen UATs. These interviews were reviewed and annotated. In 1991, the researcher

requested arrangements be made in the communities of these UATs. Seven of the original thirteen were selected because it was possible to arrange accommodations for the researcher in their respective communities (See Case Studies in Volume 2).

Each case study reflected the UATs' experiences and their perceptions of their experiences in the CTP. What emerged from the data were that certain traits, approaches and activities appeared consistently for UATs who were experiencing success and another set of traits, approaches, and activities appeared consistently for UATs who were not experiencing success.

These case studies were composed of seven UATs: four males and three females. Three were Afro-Caribbean, three were Carib Indians, and one was East Indian. Three were enrolled in English Language, two were enrolled in math and two were enrolled in Integrated Science. Five worked consistently throughout the program and two were less diligent. Six of the seven enrolled and took the exam in June 1992. One did not return for the second summer of training. Two of the six who took the exam passed; both were enrolled in Integrated Science. Learners' levels of participation were documented and analyzed (See Table D).

Cross-Case Analysis - Iteration One

Iteration one presented data categorized on four matrices. An analysis of the data resulted in descriptive annotated statements which characterized the learners' behaviors or beliefs about aspects of the program. These data were categorized and placed on one of four matrices: Instruction, Student Supports, Management/Logistics, and Interpersonal Skills/Communications.

TABLE D

Levels of Learner Participation in the CTPP 7/90 - 6/92

	Attended Orientation Training Session 7/90	Submitted Assignment 9/90	Attended Monthly Sessions 10/90 - 3/91	Date Received First Modules	Number of Modules Completed 7/91
MM	Yes	Yes	All	3/91	Eight
DC	Yes	Yes	All	3/91	Four
YO	Yes	Yes	All	4/91	Three
VY	Yes	Yes	All	4/91	One
KB	Yes	No	Some	3/91	Six Three rewrites
DB	Yes	Yes	All	3/91	Six Three rewrites
RS	Yes	Yes	All but one	3/91	Five

table continues

TABLE D

Levels of Learner Participation in the CTPP 7/90 - 6/92

	<u>Background in Subject</u>	<u>Attended Academic and Student Support Session 8/91</u>	<u>Studied with Others</u>	<u>Number of Modules Completed 12/91</u>
MM	None	Yes	Regular partner AT	Completed 19 out of 38 plus all SBAs
DC	Secondary School	Yes	Taught KN and IL	Completed 16 out of 38 plus all SBAs
YO	Secondary School	Yes	Some telephone tutorials from M/T	Completed 11 out of 30 modules
VY	None	No	No	Completed 2 out of 30 modules
KB	All-Age School	Yes	Asked CB, his wife, specific questions	Completed 10 out of 21 modules
DB	Secondary School	Yes	Studied with EB, his wife	Completed 12 out of 21; six rewrites
RS	Secondary School	Yes	Telephone tutorials with M/Ts. Studied with other teachers in community.	Completed 13 out of 21 modules

table continues

TABLE D

Levels of Learner Participation in the CTPP 7/90 - 6/92

	<u>Registered for CXC Exam 12/91</u>	<u>Fee Paid by Learner or CTPP</u>	<u>Number of Modules Completed May 1992</u>	<u>CXC Exam Results June 1992*</u>
MM	Yes	CTTP	30	Passed, Level 2
DC	Yes	CTTP	23	Passed, Level 1
YO	Yes	CTTP	14	Failed, Level 3
VY	No	N/A	2	Did not take exam
KB	Yes	Learner	10	Failed, Level 4
DB	Yes	CTTP	14	Failed, Level 4
RS	Yes	CTTP	15	Failed, Level 4

*Passing scores--Levels 1 and 2

Failing scores--Levels 3, 4, 5

Instruction

The Analytical Framework for Instruction summarized each of the UATs' comments in nine areas about the instructional program. These areas were: modules, study partners, textbooks, telephone tutorials, instructional markings, approach to study, learning outcome, level of learning, and type of learning.

There were similarities in the responses of MM and DC, both of whom were successful learners in the Integrated Science course. Both used their modules to help teach their students. While MM also used her modules to help her coworkers prepare their lessons, DC used his modules to tutor two other learners in the CTPP. Both studied with other learners in their academic study group, both used their textbooks to help understand concepts, both accepted the corrections on the EMTs, and wanted to learn more. MM used the telephone for tutorials when necessary, but DC did not have access to a telephone. Both were learners in Integrated Science which challenged UATs to use deep level thinking skills and project-based learning. Both approached learning in a way where they sought knowledge to broaden their understanding of the world, and both desired knowledge for its intrinsic value.

Both YO and VY were UATs in Mathematics. YO used her modules to help explain math concepts to her students, VY did not understand the explanations in the modules and felt the modules were too difficult for her students. YO studied alone at school on her lunch break, VY studied alone at night in her bedroom. YO used her textbooks to help give her a deeper understanding of the subject; while VY only used the modules. YO used the telephone for tutorials when she did not understand certain

concepts. VY received personal counseling and encouragement over the telephone. When YO did not do well on her EMT, she felt challenged to work harder. Low grades on the EMTs caused VY to become frustrated and upset. YO loved mathematics and sought to understand it better. VY wanted to pass math to show other people she wasn't slow. YO studied math so she could better understand it. VY wanted to get the answers right and pass so she could prove to other people that she could get accepted into teachers college.

KB, DB, and RS were all UATs in English Language. Both KB and DB felt that the modules were too difficult for them to understand and were too complicated for them to use in the classroom. RS used the modules to augment teaching both his day and evening students. KB and DB had their wives help them study; RS studied with other teachers in his village and used the module to supplement his teaching. Both DB and RS used their textbooks to supplement their modules, but DB commented that there should be more cross-referencing between the modules and the textbooks. KB did not use the textbooks at all. KB did not have access to a telephone, DB used the telephone to receive personal counseling, and RS sought regular tutorials over the telephone. When KB and DB received low scores on the EMTs, they felt discouraged and disheartened; RS felt challenged to work harder. KB wanted to pass the exam to prove to other people he was smart enough to be accepted into college; DB wanted to attend teachers college and become tenured in his job and RS wanted to improve his communication skills so he could study abroad. DB and KB learned concepts well enough for immediate recall objective; RS sought to gain a deeper

understanding of the language (See Table E).

Student Supports

The Analytical Framework for Student Supports annotated each of the UATs' comments in nine areas related to student support interventions. These areas were: self-concept, decision-making, time management, life/career plans, stress management, learning styles, study skills, personal counseling, and appropriateness of course selection.

There were numerous similarities between MM and DC in this area. Both had positive outlooks on life, both managed their time well, and made decisions which supported their long and short-term goals. Both were focused and were working to accomplish the goals they set for themselves and to avoid negative stress. Both had good study skills and have developed study plans which were compatible with their learning style. Both had strong academic backgrounds in general and DC was also strong in science. Both managed their personal lives well and had little need for counseling.

The differences which appeared between the two math UATs in instructional programs continued in several areas in student supports. YO had a positive outlook on life and had an outgoing personality; she had good study skills and developed a study plan which was compatible with her learning style. She had a strong background in math. VY had a pessimistic outlook on life, and was self-conscious. She had poor study skills and a limited background in math; she appeared to need a structured classroom environment to learn. There were several areas where the two were similar.

TABLE E

Iteration One

Analytical Framework for Instruction:
Modules and Studied with Others

<u>Course</u>	<u>Learner-Gender/ Ethnic Group</u>	<u>Modules</u>	<u>Studied With Others</u>
Integrated Science	MM - Female Afro-Caribbean	Used modules to help teach students and help other teachers learn	Studied regularly with AT
Integrated Science	DC - Male Carib Indian	Used modules to help teach science to his students	Tutored KN and IL
Math	YO - Female Carib Indian	Used explanations in modules to help explain math to her students	Studied alone during lunch break at school
Math	VY - Female Afro-Caribbean	Did not understand the modules, felt they were too difficult	Studied alone at home
English	KB - Male Carib Indian	Felt the modules were too difficult to use in teaching	Asked wife's opinion on difficult questions
English	DB - Male East Indian	Modules too difficult to understand	Had wife work with him when he studied
English	RS - Male Carib Indian	Used modules to teach his day and evening students	Studied with other teachers in village and used modules as teaching text

table continues

TABLE E

Iteration One

Analytical Framework for Instruction:
Textbooks, Telephone Tutorials, and Instructional Markings

<u>Learner</u>	<u>Textbooks</u>	<u>Telephone Tutorials</u>	<u>Instructional Markings</u>
MM	Used textbooks to help understand concepts	Used when neither she nor her study partner could figure out problems	Felt challenged by her mistakes
DC	Used textbooks to help understand concepts	Did not have access to a telephone	Sought to learn more
YO	Used textbooks to get a deeper understanding of subject	Used for instructional tutorial when feasible	Felt encouraged to work harder
VY	Studied only from the modules, did not use textbooks	Used for personal counseling not instructional tutorial	Became frustrated with her poor performance
KB	Studied only from the modules, did not use textbooks	Did not have access to a telephone	Became discouraged by his low scores
DB	Used textbooks but felt there was not enough cross-referencing	Used as source of counseling not instructional tutorials	Became discouraged by his low scores
RS	Used textbooks to get a better understanding of topics	Sought telephone tutorials regularly	Felt challenged to work harder

table continues

TABLE E

Iteration One

Analytical Framework for Instruction:
Approach to Study, Learning Outcome, and Level of Learning

<u>Learner</u>	<u>Approach to Study</u>	<u>Learning Outcome</u>	<u>Level of Learning</u>
MM	Sought knowledge to broaden understanding of world	Desired knowledge for its intrinsic value	Deep level learning
DC	Sought knowledge to better understand the world	Desired knowledge for its intrinsic value	Deep level learning
YO	Had general love for mathematics; sought to understand it better	Desired knowledge for its intrinsic value	Deep level learning
VY	To show others that she wasn't slow	Wanted to prove that she could get into teachers college	Immediate Recall
KB	Sought to prove he could pass the examination	Wanted to enhance his standing in his village	Immediate Recall
DB	Wanted to pass the test to keep his job	Wanted to become eligible for teachers college	Immediate Recall
RS	Sought knowledge to broaden communication skills	Desired knowledge for its intrinsic value	Deep level learning

table continues

TABLE E

Iteration One

Analytical Framework for Instruction:
Type of Learning

<u>Learner</u>	<u>Type of Learning</u>
MM	Project-based learning
DC	Project-based learning
YO	Project-based learning
VY	Stimulus-- response inquiries, true-false and fill in blanks
KB	Stimulus-- response inquiries, true-false and fill in blanks
DB	Stimulus-- response inquiries, true-false and fill in blanks
RS	Stimulus-- response inquiries, true-false and fill in blanks

Neither YO nor VY were able to manage their time or stress, make difficult decisions about their lives, or develop realistic life/career plans. They both needed counseling to help them deal with their situations.

The variances which existed in the section on instruction continued in the section on student support for UATs enrolled in the English Language course. Both KB and DB were self-conscious and had negative outlooks on life. Neither managed their time or stress effectively. KB drank excessively and DB over-extended himself in his home, church, and community. Neither had realistic career plans, neither studied effectively, and both needed counseling. Neither were willing or able to do what was necessary for them to learn English. These traits were not applicable to RS. RS had a positive outlook on life and an outgoing personality. He established a life/career plan and made appropriate decisions about managing his time and stress to ensure he accomplished his goals. English was an appropriate course for him. He had study plans which were compatible to his learning style. RS did not need personal counseling, he managed his personal problems satisfactorily (See Table F).

Management/Logistics

The Analytical Framework for Management and Logistics recorded each UATs' impressions in nine areas. These areas were: module distribution, EMT distribution, communication, transporting people, turn-around time, pacing of course, timing of course, distance education approach, and academic background for course.

There was less accord between the two Integrated Science UATs in areas related to management and logistics. They agreed that the module distribution was

TABLE F

Iteration One

Analytical Framework for Student Supports:
Self-Concept, Decision-Making Skills, and Time Management

<u>Learner</u>	<u>Self-Concept</u>	<u>Decision-Making Skills</u>	<u>Time Management</u>
MM	Positive outlook Outgoing personality	Made decisions which supported goals	Managed time to accomplish goals
DC	Positive outlook Outgoing personality	Made decisions which supported goals	Managed time to accomplish goals
YO	Positive outlook Outgoing personality	Unable to determine more effective way of dealing with mother-in-law, new baby, and husband's long periods of absence	Managed time around sleeping pattern of son
VY	Negative outlook Self-conscious	Unable to let go of past pain and plan for future	Poor use of time
KB	Negative outlook Self-conscious about not having been promoted	Needed to reduce the amount of time socializing and study more	Poor use of time
DB	Negative outlook Self-conscious Needed to prove he had repented	Needed to learn how to say "no" to family, church and community requests	Poor use of time
RS	Positive outlook Outgoing personality	Made decisions which supported his goals	Managed time to accomplish his goals

table continues

TABLE F

Iteration One

Analytical Framework for Student Supports:
Life/Career Plan and Stress Management

<u>Learner</u>	<u>Life/Career Plan</u>	<u>Stress Management</u>
MM	Identified short and long term goals. Set about accomplishing them	Focused on what was most important and dismissed unimportant things
DC	Identified long and short term goals and established plan to accomplish goals	Multiple interests and talents were outlets for abundant energy and creativity
YO	Desire to be good mother and wife complicated professional growth	Needed to deal more directly with mother-in-law's feelings about noise and needed to discipline her son so she can study
VY	Needed to develop more realistic approach to life	Unable to manage stress, complained of severe migraine headaches
KB	Described self as a family man. Very proud to be a husband and father, but did not act responsibly	Drank alcohol when he could not handle stress or did not want to study
DB	Needed to make decisions about his life and career	Could not say "no" to family, church and community, and "yes" to upward mobility
RS	Identified long and short career goals and established plan to accomplish goals	Had developed constructive outlets to deal with his abundant energy-- sports and community involvement

table continues

TABLE F

Iteration One

Analytical Framework for Student Supports:
Learning Styles, Study Skills, and Personal Counseling

<u>Learner</u>	<u>Learning Styles</u>	<u>Study Skills</u>	<u>Personal Counseling</u>
MM	Study plan compatible with learning style	Very good	Not needed-Managed personal problems effectively
DC	Study plan compatible with learning style	Very good	Not needed-Managed personal problems effectively
YO	Study plan compatible with learning style	Very good	Needed help to cope with cantankerous mother-in-law, absentee husband and controlling son
VY	Needed a structured classroom setting	Undeveloped, Became ill when stressed which occurred when she studied	Needed continuous personal counseling for reassurance of self-worth
KB	Needed to work co-operatively with someone he viewed as equal	Undeveloped and inadequate	Needed continuous counseling and praise in order to perform
DB	Needed to develop more effective ways of learning	Undeveloped and inadequate	Needed continuous personal counseling for focus on importance of studying
RS	Study plan compatible with learning style	Adequate	Not needed-- Managed personal problems effectively

table continues

TABLE F

Iteration One

Analytical Framework for Student Supports:
Appropriateness of Course Selection

<u>Learner</u>	<u>Appropriateness of Course Selection</u>
MM	Appropriate. Willing to study hard to learn and work with peers.
DC	Appropriate. Good background in science.
YO	Appropriate. Good background in math.
VY	Inappropriate background. Needed classroom instruction in math.
KB	Inappropriate. Needed to learn English but unwilling to study.
DB	Inappropriate. Needed classroom instruction in English Language.
RS	Appropriate. Willing to study hard to learn.

adequate and that neither the pacing of the course nor the distance education approach was problematic. Moreover, they each had an adequate academic background for the course. There was lack of accord on the remaining five issues. MM stated that the EMT distribution and turn-around time and communications were adequate; DC found these program aspects problematic. MM indicated that there should be regional study centers to reduce the amount of time UATs spent traveling; DC said the transporting of people was time consuming but not problematic. MM said the timing of the course was not problematic because she was enrolled in three other courses; DC said it was problematic because he was preparing his students for the CXC.

There were four areas of accord between the two UATs in the Math course. These areas were module and EMT distribution, communication, and transporting people. Both said that these areas were either adequate or not problematic. YO said the turn-around time was too great and the pacing of the course was problematic because she was unable to regulate her time since the birth of her first child, and her mother-in-law is responsive. YO said the distance education approach was not problematic but she had taken math in secondary school and had previously taken the Math exam. Just before the second summer session, VY's participation decreased and she did not return after her medical treatments in Barbados. The distance education approach was not appropriate for VY; she required regular classroom instruction in basic arithmetic.

There was more accord among the English Language learners in management/logistics than in other sections. KB, DB, and RS agreed that the module

distribution was adequate, that transporting people was no problem, that the turn-around time for the EMTs was adequate, and that the course pacing was not problematic. Both DB and RS indicated that the EMT distribution was adequate, communication was very good, and that the timing for the course commencement was not problematic. KB said that EMT distribution and communication were problematic and that the delayed start of the course decreased his interests. KB felt that the absence of a teacher for traditional classroom instruction was not problematic and his academic background was adequate for success in the course. DB said he had difficulty allotting enough time to study in the absence of a teacher. His academic background was insufficient. RS affirmed that distance education approach was appropriate for him. His academic background for English was fair (See Table G).

Interpersonal Skills

The Analytical Framework for Interpersonal Skills categorized data into nine areas. These areas were: head teacher, M/T, study group, CC, coworkers, coworkers, spouse/family, community, level of interaction with others, and ability to communicate needs.

There was considerable accord between the two UATs in Integrated Science. MM and DC were in accord on all areas addressed; both were respected by their head teachers, M/T, CC, the coworkers, and their community. Both worked well with study groups, interacted well with others, communicated their needs to others, and were supported by their families.

The differences between the UATs in math were evidenced in their

TABLE G

Iteration One

Analytical Framework for Management/Logistics:
Module Distribution, EMT Distribution, Communication, and Transporting People

<u>Learner</u>	<u>Module Distribution</u>	<u>End-of-Module Test (EMT) Distribution</u>	<u>Communication</u>	<u>Transporting People</u>
MM	Adequate	Adequate	Very good	Voiced desire for regional study centers
DC	Adequate	Problematic	Problematic	No problem, but very time consuming
YO	Adequate	Adequate	Very good	No problem, but very time consuming
VY	Adequate	Adequate	Adequate	No problem
KB	Adequate	Problematic	Problematic	No problem, but very time consuming
DB	Adequate	Adequate	Very good	No problem
RS	Adequate	Adequate	Very good	No problem, but very time consuming

table continues

TABLE G

Iteration One

Analytical Framework for Management/Logistics:
Turn-Around Time, and Pacing of Course

<u>Learner</u>	<u>Turn-Around Time</u>	<u>Pacing of Course</u>
MM	Adequate	Not problematic; studied until she learned
DC	Too slow; Lived in Owia	Not problematic; studied until he learned
YO	Difficult getting EMTs corrected and returned to Bequia	Problematic; responsibility of child care and home management; as a new mother had not learned to manage motherhood, studying, and working
VY	Discontinued; not problematic	Not problematic; she did not continue after missing second summer workshop
KB	Adequate	Not problematic; he ignored totally pacing schedule, felt it was not relevant to him
DB	Adequate	Not problematic; he studied when he could
RS	Adequate	Not problematic; he studied until he understood concepts

table continues

TABLE G

Iteration One

Analytical Framework for Management/Logistics:
Timing of Course, Distance Education Approach,
and Academic Background for Course

<u>Learner</u>	<u>Timing of Course</u>	<u>Distance Education Approach</u>	<u>Academic Background for Course</u>
MM	Not problematic Enrolled in correspondence and evening courses	Not problematic; appropriate for learner	Adequate
DC	Problematic because of Common Entrance Exam preparation for his students	Not problematic; most appropriate for learner	Adequate
YO	Problematic because of birth of first child and demands of her job	Not problematic; appropriate for learner	Very good
VY	Slow start decreased her interest	Needed regular class instruction because she lacked a rudimentary knowledge of math	Insufficient
KB	Problematic delayed start decreased his interest	Needed physical presence of a teacher giving homework and reinforcement	Adequate
DB	Not problematic; when the modules came he did what he could	Difficulty allotting time to study with a teacher	Insufficient
RS	Not problematic	Not problematic; appropriate for learner	Fair

interpersonal skills. YO was respected by her head teacher, M/T, CC, coworkers, and community. She interacted well with others but was unable to communicate to her husband or mother-in-law her need for help while she studied. YO was respected as a serious learner by members of her study group, but she lived on Bequia consequently it was very difficult for her to study with anyone. She reunited with her birth family in Sandy Bay and they took care of her son while she attended the workshops. VY, on the other hand, was admonished by her head teacher for preparing her lesson plans and studying at work. Her M/T and CC eventually recognized she had severe deficits in math. She focused so much on her failed romance that members of her study group were tired of listening to her problems. Neither her coworkers nor members of her community considered her to be a serious student. She spent most of her time dwelling on the past. She was unable to admit to herself or to others that the father of her daughter no longer cared for her. She isolated herself and alienated others. Both her birth family and the family of her daughter's father were disgusted that she complained so much and dwelled on the past.

Differences which appeared earlier between the UATs in English were evidenced in this area also. Both KB and DB were admonished by their head teachers because they were unable to keep order in their classroom and they did not submit lesson plans. The M/T and CC for KB felt he had the ability but did not apply himself and the M/T and CC for DB felt that he had too many responsibilities to concentrate. Neither mixed well with their study groups. Coworkers for both KB and DB were concerned about them. KB's coworkers were concerned that he was unable to control

his class, did not apply himself, and he was not a positive role model. DB's coworkers felt he was too tired and too pre-occupied to socialize at work. KB's wife was supportive of his studying but not his drinking. DB's family felt he was a good husband and a devoted reformed son. The community felt KB was helpful, but he drank too much for a teacher. DB's community recognized that he was a hard worker who was willing to help members of his family, church, and other East Indians. KB felt empowered when he related to authority figures. DB supervised banana workers and taught Sunday School. His associations were based around those tasks he had to perform. Neither KB nor DB were able to communicate their needs to others. KB used alcohol to hide his true feelings, and DB was too tired to sort out his problems. In contrast RS was respected by his head teacher, M/T, CC and community as a hard working dedicated community activist. He was respected by his coworkers and his academic study group as a hard worker committed to studying with other UATs, and teaching out-of-school youth and adults in the community. His family was supportive of his efforts to upgrade himself and raise his two nephews. RS interacted well with a broad cross-section of people. He was able to communicate to others when he wanted to study he needed to be left alone (See Table H).

The types of responses given on the four matrices in iteration one suggested that the tables needed to be reclassified and refinements needed to be made among and within the matrices to better capture the nature of the data collected. The reconfigurations of data to the different matrices became the task of iteration two.

TABLE H

Iteration One

Analytical Framework for Interpersonal Skills:
Head Teacher, Marker/Tutor, and Study Group

<u>Learner</u>	<u>Head Teacher</u>	<u>Marker/Tutor</u>	<u>Study Group</u>
MM	Depended on her leadership and organizational skills	Liked and admired by M/T	Worked well with members of group
DC	Served as acting head teacher when head teacher was absent	Respected and liked by M/T	Respected by members of study group
YO	Respected as a good teacher	Respected and liked by M/T as a hard worker	Studied alone; got along well with members of course study group
VY	Admonished for studying and doing lesson plans at work	Recognized her severe learning deficits in math	Made numerous excuses, so people stopped expecting anything
KB	Admonished for not submitting reports or lesson plans	Recognized that he had the ability but not the will to achieve	Mingled sometimes with his study group but wanted to be the leader
DB	Experienced difficulty keeping order in his class	Felt he had too many responsibilities to study	Often appeared preoccupied and exhausted
RS	Respected as dedicated teacher and community worker	Seen as a pleasant hard working person	Respected by his peers as one willing to help others

table continues

TABLE H

Iteration One

Analytical Framework for Interpersonal Skills:
Country Coordinator, Coworkers, and Spouse/Family

<u>Learner</u>	<u>Country Coordinator</u>	<u>Coworkers</u>	<u>Spouse/Family</u>
MM	Liked and respected by CC	Respected and liked by coworkers	Unmarried. Extended family shared family home
DC	Liked and respected by M/T	Respected as a leader by his coworkers	Spouse very supportive
YO	Admired by a CC who felt she was a courageous person	Liked by her coworkers	Husband supported as long as it did not interfere with her family responsibilities
VY	CC felt she was a helpful person who lacked basic skills	Coworkers did not view as serious learner	Unmarried. Lived with two children in her parents' home
KB	Recognized his tendency to over promise and under deliver	Coworkers were concerned that he did not apply himself consistently	Spouse supportive of his studying but not his drinking
DB	Felt he had too many responsibilities to study	Socialized very little at work	Felt he was a hard working, good husband, and devoted son
RS	Respected him as active in the Rose Hall Project	Respected by his coworkers. Shared modules with his coworkers	Family encouraged him. Unmarried. Father figure to two nephews who lived with him

table continues

TABLE H

Iteration One

Analytical Framework for Interpersonal Skills:
Community and Level of Interaction with Others

<u>Learner</u>	<u>Community</u>	<u>Level of Interaction with Others</u>
MM	Respected as a community worker	Interacted very well with a cross-section of population
DC	Respected as community leader	Interacted from a position of a respected leader
YO	Respected as a wealthy seaman's wife	Worked well with others, was liked by most
VY	Her continued hanging on to the father of one of her children, a known womanizer, now married, caused people to question her judgment	Cordial but distant relationships. She spent too much time feeling sorry for herself instead of studying
KB	Felt he was nice but drank too much for a teacher	Liked to relate to others from a position of authority
DB	Seen as a hard working banana worker and transporter, community handyman, and active member of church	Supervised banana workers in his village, taught Sunday school
RS	Respected as community worker	Interacted well with a broad cross section of people

table continues

TABLE H

Iteration One

Analytical Framework for Interpersonal Skills:
Ability to Communicate Needs

<u>Learner</u>	<u>Ability to Communicate Needs</u>
MM	Learned to communicate needs to others
DC	Had no difficulty telling family and friends when he needed time alone
YO	Unable to tell husband or mother-in-law that they needed to help more
VY	Unable to admit problems to self or communicate them to others
KB	Used alcohol to deal with his frustrations about lack of status at work or in the community
DB	Committed to wife, family, and church. Unable to tell people that he doesn't have time to help
RS	Tells people to go away when he wants to study

Iteration Two

Iteration two moved data from individual characteristics of specific learners to generalized concepts of different types of learners. The data were realigned within five areas--Instructional Programs, Student Support Interventions, Management Procedures, Interpersonal Skills, and Interaction/Impacts. Further, it clustered perceptions, attitudes, behaviors, and traits which distinguished successful/independent learners from unsuccessful/dependent learners. It also indicated which decisions and actions facilitated program effectiveness and which decisions and actions hampered program effectiveness.

In iteration two the subtopics which were classified under instructional programs were modules (content and language usage), M/T, distance education (face-to-face group tutorials, telephone tutorials, instructional markings and approach) and enhancements (textbooks, studied with others/alone) and learning styles (approach to study, learning outcome, level of learning, and types of learning) (See Appendix K). Student support interventions section was composed of the following topics and subtopics: self-concept, coping skills (decision-making, time management, stress management, ability to communicate needs, and life/career plans), study skills (completion of assignment, designated time and place for study, method of study, and compatibility of learning style and study method), and motivation (internal/intrinsic validation and external/extrinsic academic or personal counseling) (See Appendix L). Management procedures was subdivided into distribution of modules and EMTs, logistics of distance education (communication, transporting people, and turn-around

time) timing (scheduling and pacing), selection criteria (academic background for courses, and appropriateness of course selection), and suggested program improvements (costs, audio-tapes, decentralization of face-to-face, clearer writing, community availability, monthly face-to-face, cross-referencing of modules and textbooks, second course options, adult education, study partners, error-free modules, and study and resource center) (See Appendix M). The fourth matrix was called Interpersonal Skills which classified these data within the following categories: head teacher, CC, coworkers, academic study group, family/spouse, and friends (See Appendix N). The final matrix called Interaction/Impact was subdivided into community's impact on learners, learners' impact on school-aged children and CTTTP's impact on community (See Appendix O).

Data from iteration one were shifted into these five categories for further analysis. As the analysis continued the differences between UATs who were successful and unsuccessful became clarified. Data from the total population of the thirty-seven UATs confirmed similar traits as the seven subjects that were selected for the case studies. These differences are revealed in the chart entitled Unsuccessful and Successful Subjects of Case Studies (See Table I) which sought to capture the CTTTP from the lived experiences and the perceptions of the experiences of the UATs. The seven UATs were placed on a continuum from dependent/unsuccessful to independent/successful. Criteria for determining placement on continuum were based on the research of the literature and the data in the case studies.

Five of the seven subjects of the larger study were analyzed before the data

TABLE I

Unsuccessful and Successful Subjects of Case Studies

<u>Dependent</u> DB	KB	<u>Independent</u> RS
<ul style="list-style-type: none"> •Undeveloped Academic Skills •Commitments to Family and Church •Possible cultural resistance to learning standard English •Need for family acceptance much greater than for academic advancement 	<ul style="list-style-type: none"> •Strong academic background •Commitments to Friends •Unfocused •Attitude problems-- wanted to do things his way. •Possible cultural resistance to studying standard English when dialect was an effective way of communicating 	<ul style="list-style-type: none"> •Undeveloped Academic Skills •Strongly Committed to Development Project •Not enough quality time spent on studying •Highly motivated to achieve •Strong academic background

ENGLISH LANGUAGE

- Curriculum contains no instruction in grammar, spelling, parts of speech, or sentence structuring. Sequential learning.
- Regionally there was a high rate of failure of the English Language exam. In SY 1990 only 32.84% of the secondary school population eligible to take the exam passed in St. Vincent and the Grenadines, in St. Lucia 36.95% and Dominica 38.90%.
- English Language course did not prepare learners for CXC English Language Exam.
- Standard English used in capital city and to pass exams for employment and promotion; but not the language of commerce and communication in remote areas.

table continues

TABLE I

Unsuccessful and Successful Subjects of Case StudiesDependentIndependent

VY

YO

- No academic background in math
- Poor study skills in numeracy
- Low self-esteem

- High academic skills in math which was favorite subject in school
- Pacing schedule problematic because of family responsibilities
- Husband nor mother-in-law were not available or willing to help with housework or child care which were both considered women's work
- Conflict with mother-in-law about child-rearing practices

MATHEMATICS

- Sequential Learning
- Completed Module one: computation after intensive tutoring
- Completed module two: rewrite because of both tutoring and were required
- Did not attend second summer session
- Did not return to CTPP after summer school

- Sequential Learning
- Module 1 - Computation-Simple
- Module 2 - Computation-Simple
- Module 3 - Problem Solving-Complicated
- Module 4 - Number Theory-Simple
- Module 5 - Consumer Math-Simple
- Module 6 - 30 - Secondary School Math

table continues

TABLE I

Unsuccessful and Successful Subjects of Case StudiesIndependent Learners

DC	MM
<ul style="list-style-type: none"> •High academic skills •Scientific background •Commitment to community of Carib Indians •High Self-Esteem •Task oriented •Focused •Had study partner tutor-tutored 	<ul style="list-style-type: none"> •High academic skills •Committed to passing CXC Exams and attending teachers college •High Self-Esteem •Task oriented •Focused •Had study partner co-learner

INTEGRATED SCIENCE

-
- Project-Based Learning
 - School-Based Assessments
 - Group Work
 - Scientific Discovery Method

became saturated and yielded no new information. The selection process was one of comparison and contrast. It sought to understand both the generic and unique experiences of the UATs. The selection of UATs for this in depth directed analysis was purposeful. By comparing and contrasting high achievers and low achievers in similar areas, definitive data emerged. By identifying specific traits to document in all UATs, the two UATs who were not selected for this directed scrutiny exhibited traits evident in the behaviors of the analyzed group. The analyzed group consisted of three males and two females. The ethnic breakdown of the analyzed group was two Carib Indians, two Afro-Caribbeans, and one East Indian. Three of the UATs selected were learners in the English Language course, one was in Math, and the other was in Integrated Science.

KB, subject of the first targeted analysis, was a Carib Indian who insisted that he had to complete the program because he was a "family man who was getting old and had not made his mark". In spite of having a supportive wife, a comfortable home, and two infants, KB spent many evenings and week ends "socializing with his buddies" instead of studying. KB felt he should not have to study the language he spoke everyday. Initially, KB claimed he could catch up by studying in concentrated spurts rather than studying consistently; but eventually, he admitted that the modules were much harder than he had expected. Both he and his wife taught Sandy Bay School and both were learners in the CTTTP. In December 1991, KB paid his own registration fees for the CXC English exam because he had not met the criteria for the CTTTP to pay. KB did not receive a passing score on the English Language exam June

1992.

MM, Afro-Caribbean female, was the subject of the second targeted analysis. MM was a self-directed, community-oriented young woman, who had achieved in spite of numerous setbacks. She possessed positive, constructive traits which were opposite to KB. Although she was the youngest offspring in her family, she was the mother figure to her numerous siblings. Her teen-aged son was reasonably self-sufficient and her two brothers and their children became self-sufficient as MM redirected her personal and professional interests to completing the four courses she was taking: the CTTP Integrated Science course, a correspondence course in Business Management, Math, and Social Studies at evening school close to her home. She and AT were study partners. Both MM and AT were consistent, productive learners. Both passed the Integrated Science exam June 1992.

DB, an English UAT, and the subject of the third targeted analysis, was devoted to his traditional East Indian values which stressed family cohesiveness and intermarriage among East Indians. He planted and harvested the banana crops which were allocated to his father and to him. He was also the village handyman and an active member in the Seventh Day Adventist's Church. After several years as the "black sheep" of his family, DB was "saved by the love of his betrothed and Yahweh". DB's weak academic background, coupled with his need to prove to everyone that he had been saved, created serious academic, and time management problems. His accumulated fatigue was so great that he often fell to sleep in the middle of conversations. DB admitted that the English Language course was very hard

and at times he did not know what was expected of him. DB appeared overwhelmed by the demands of his life. He was unwilling or unable to tell people "no". DB did not pass the English Language exam June 1992.

RS, subject of the fourth targeted analysis, was an Afro-Caribbean male who lived in a community called Behind God's Back in a neighborhood called "Leave Me 'Lone". Abandoned at birth by his father and at a young age by his mother, RS's childhood was characterized by "survival farming" for his grandparents and intermittent school attendance. RS's basic academic background was weak, but his determination to rise above poverty and ignorance of his youth was strong. He was active in the Rose Hall Community Development Project which had organized and managed a bakery, day care center, an agricultural co-op, an adult education program, and several youth programs. After using his modules to learn English, RS shared his modules with his coworkers to help explain certain concepts. He often used his modules in his adult education classes. RS studied intensely and consistently. He was self-directed, goal-centered, and community-oriented. RS did not pass the English Language exam in June 1992.

YO, subject of the last targeted analysis, was a Carib Indian born Above the Dry River in St. Vincent, who had been raised on a farm on Bequia, one of the Grenadine Islands by a childless couple of European descent. The quality and level of her education were high. YO was a self-directed, academically strong learner. She married into an economically stable family of French decent and lived in one of the houses on her husband's family compound with her embittered mother-in-law and her

precocious infant son. Her husband, a seaman, was gone to sea most of the time. YO's responsibilities included managing the house, raising her son, and teaching her students. Her mother-in-law, a seaman's widow who had raised thirteen children alone after the death of her husband, was totally drained from the experience. YO's study time was dictated by the sleeping habits and crying patterns of her son, coupled with the screeching of her mother-in-law in response to YO's son's crying. YO missed passing the Math exam in June 1992 by only a few points.

CHAPTER 7

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the study and the findings, draws conclusions based on the findings, and makes recommendations for Caribbean Examination Council (CXC) Board of Examination, Comprehensive Teacher Training Project (CTTP) program managers, and unqualified assistant teachers (UATs).

Summary

This study was undertaken to understand the CTTP through the lived experiences and the perceptions of the experiences of UATs, their significant others, and their community as the UATs matriculated through a distance education program to prepare them to pass the CXC examination in English Language, Mathematics, or Integrated Science. Upon successful completion of teacher training college, UATs would be classified as trained, qualified teachers eligible for such benefits as leave, tenure, and retirement. By understanding the lived experiences and the perceptions of these experiences recommendations could be made to the CXC Examination Board and CTTP program managers for modifications which could be made to the CTTP to enable persons with multiple barriers to passage of CXC exams to be successful. Recommendations could also be made to UATs on how they can become successful learners.

Distance education has experienced success in many developing countries because it maximizes the limited economic, human, and social resources available.

Traditionally, distance education programs have experienced high rates of attrition. This study was designed to understand how UATs experienced and how they perceived the CTPP. The challenge was first, to collect data about UATs and the CTPP; second, to meld these data into a framework within which to understand the lived experiences and the perceptions of these lived experiences of UATs; third, to interpret the significance of the lived experience and the perceptions of those lived experiences to the UATs; and finally, to draw conclusions and recommend modifications for CXC Examination Board, CTPP program managers and UATs which could increase the number of UATs who pass CXC exams in Integrated Science, Math, and English.

Most of the research conducted on distance education for in-service teacher training programs in remote areas have been based on a 'top-down', outsiders' view as reflected in academic progress monitoring, administrative record review, or evaluators' summative reports. An ethnographic case study approach was used to understand the lived experiences and the perceptions of those experiences from a 'bottom-up', insiders' view of unqualified teachers using a distance education approach in remote areas to learn in an academic enhanced in-service training program for persons from a close intimate culture. St. Vincent and the Grenadines, with its single industry economy, was selected as the location of the study because of its ethnic diversity, undeveloped infrastructure, restrictive economy, and gender differences.

In order to develop the recommendations, case studies were conducted of seven UATs in St. Vincent and the Grenadines, administrative reports were reviewed,

observations were made, and interactions were recorded. The data were analyzed and two sets of findings emerged. The first set of findings which were contextual and descriptive which looked at the CTTP and UATs. The second set of findings which were inferential emerged from the seven case studies of UATs.

Contextual and Descriptive Findings

Contextual and descriptive findings addressed and described the culture and environment within the CTTP and within which the CTTP operated. Data emerged concerning aspects of Caribbean culture, program management, learners, learners' significant others, and their communities.

Aspects of Caribbean Culture

The determinates of social status are now in flux. Status which once was ascribed based on color, gender, ancestry, and marriage, now is determined by one's accomplishments such as type of employment, level of education, annual earnings, and value of purchased property. The CTTP generated considerable excitement in the community, many wanted to participate. To fill thirty-six slots five hundred fourteen UATs applied. Interest in education was also evidence by the number of non-participants who questioned participants about how they could become involved.

The data found that when people of different ethnic groups work together to achieve a common goal, their mistrust based on cultural differences and historical relations decrease. The data also found that even though no preferential treatment was given to males in the CTTP, distinctions were made in UATs' homes and

communities. Females were expected to take care of their homes and families before they studied but males could arrange for someone else to handle their responsibilities.

Because UATs are often the best educated, most reliable people in remote communities, the study found that many teachers are viewed as role models and community activists who are student-focused and community-centered. Due to the fact that the value placed on the passage of the English Language as a benchmark of required skill, UATs were more concerned with passing the CXC exam than learning standard English. They did not view Math and Integrated Science in the same light. The study also found that UATs performed better in courses where the instruction was relevant to their daily life. When UATs did not feel a course was valuable or relevant, they did not strive as hard to master it.

Because the hierarchial structure of Caribbean society, the study found that the open communication which was established between CTTP course writers and marker/tutors (M/Ts) with the CXC Examination Board was invaluable in relaying feedback to policy makers from practitioners. The enhanced value which the CTTP gave to practitioners enabled CTTP staff to establish and maintain open communication with the CXC Board which prior to their involvement with the CTTP did not exist.

Program Management

Four aspects of program management were instructional programs, distance education-the delivery system, role of M/T, and management issues.

Instructional Programs

Instructional programs data were reviewed about the three courses. Four findings were generic to all three courses. First, UATs experienced success in courses which respected their intelligence, assumed they could study hard, and encouraged them to learn by using "reader friendly" approaches to learning. Second, UATs found that most of the modules were clear and taught what was prescribed; some modules had errors and were unclear, inaccurate, ambiguous, disorganized, or contained significant omissions. Third, most modules were not cross-referenced with textbooks. Fourth, modules which took more than one hour to complete were seen as too long. Other findings in this area were course-specific.

The Integrated Science course was the most successful because the syllabus and exam were compatible, it encouraged UATs to use the discovery method to search for scientific explanations to everyday phenomena, and it facilitated cooperative learning among peers through encouraging a team approach to completing home and school-based assessments (SBAs). Learners expected the course to be challenging, the M/T to be demanding, and their time limited. They accepted they would have to study hard to acquire new concepts and vocabulary essential for understanding science. Learners used their modules and textbooks to learn, completed the home-based and school-based modules in the time limit set by the CXC Examination Board, and agreed upon in their academic study group. There was a seventy-five percent pass rate on the CXC exam.

The Math course was the most academically rigorous in that it required

learners to demonstrate competence in basic arithmetic skills and in higher mathematics such as algebra, geometry, trigonometry, calculus, and statistics. The inconsistency between the syllabus and the exam resulted in the course writers developing modules which were compatible with the topic-based examination. The module taught what the exam tested. Many learners lacked the pre-requisite knowledge necessary to understanding the material presented in the modules, consequently a M/T assistant was hired to augment the M/T in providing individual and small group tutorials. The specialized vocabulary necessitated that learners allocate specific time to learn new math concepts and vocabulary. The math course also required learners to engage in logical thinking and abstract reasoning; this was very difficult for learners who had not taken secondary math courses. Production problems in the math course resulted in learners using their math books at the outset, but once the modules were available, using both textbooks and modules proved too time consuming. UATs decided to use the modules as their primary learning tool while textbooks served as reference materials. The limited prior exposure most learners had to the higher level math skills required for exam passage deterred five of the thirteen participants from even registering for the exam. Of the eight who took the exam, only one passed.

English Language was the least successful course for six reasons. First, the CXC English exam did not test what the CXC syllabus prescribed. Second, English grammar was not taught as a discrete topic in the modules or textbooks. Third, the use of dialect in remote areas coupled with the lack of exposure to standard English,

complicated the learning of standard English. Fourth, the scarcity of printed materials meant that people were not accustomed to reading standard English or interpreting literary works. Fifth, English was taught as a traditional teacher-led, memory-based, and objectively-tested subject. Group work was not encouraged. Sixth, some UATs felt that they already knew English and could not accept the need to study their native language, they spoke everyday.

Distance Education-The Delivery System

The two aspects of the delivery system--distance education--where findings emerged were instructional materials and instructional methodology. The three types of instructional materials used for the CTTP were the modules, end-of-modules (EMTs) tests, and the textbooks. The study found that the modules and EMTs for Integrated Science were most effective, the Math was the second most effective, and English Language was least effective as evidenced by UATs' performance on the CXC exam in relation to the amount of previous instruction in these courses and the statements of UATs.

Instructional methodology was the second aspect of the delivery system. Of the four methods used to deliver the CTTP to learners, the face-to-face group workshops were the most effective. These sessions were used for academic tutorials, personal counseling and encouragement, program pacing, UAT-to-UAT support, module distribution, and program management. Although originally scheduled to be held periodically, during the seven month hiatus they were held monthly to provide instruction and maintain UATs' interest in the program to prevent UATs from feeling

abandoned. These sessions were culturally sensitive and encouraged interpersonal exchanges.

The second most effective method of program delivery was instructional markings. This method provided M/Ts with a method of assessing UATs' understanding of the material, their thinking about the material, and their problem solving strategies. It was also a way of providing individual tutorials and counseling.

The third most effective method of program delivery was the telephone. It served four functions: (a) to transmit brief messages about the logistics of face-to-face group sessions, (b) delivery or retrieving of EMTs, (c) to help pace learners, especially those at-risk due to academics, weaknesses or personal problems, and (d) to provide tutorials to UATs living in very remote regions.

The least effective method for delivering the CTTP was individual face-to-face sessions. They were expensive, time-consuming, and logistically difficult. However, when these sessions were scheduled either before or after the monthly face-to-face group sessions, they were very effective.

Role of Marker/Tutor

M/Ts provided direct services to UATs. They were subject specialists trained by the CTTP to provide counseling and motivational support to UATs. They served as UATs' teachers, mentors, counselors, and friends. Their counseling training was not culturally sensitive to the role of Caribbean women, nor did it stress the importance of teaching UATs how to solve their own problems.

Management Issues

Four findings pertinent to operational procedures arose from the data: program commencement, program testing, program pacing, and number of UATs served.

The CTTTP did not start at a time convenient for teachers' schedule. This was due in part to delays in module production. Persons were not assessed prior to entry in order to determine their skill level and ability to learn, in a distance education model. This created undue hardship for them, resulted in program modification (staff hired), and contributed to high failure rate in at least one course. Program pacing provided a schedule for UATs to study which would enable them to finish before the CXC exam. This generated some resentment because the pacing was externally imposed and very rigorous due to the module delay. The ratio of M/Ts to UATs was satisfactory; it enabled the M/T to provide the needed services to UATs.

Learners, Learners' Significant Others, and Their Community

Attributes associated with successful completion of the program were identified in the cognitive, affective, and social domains. In the cognitive domain, the study found that UATs with strong academic backgrounds which included more than ten years of schooling, two or three exam passes, prior knowledge of the subject, and aptitude for the subject were more likely to pass the exam. UATs who had successfully completed a prior correspondence course also had a better chance of passing the CXC exam.

UATs were more likely to be successful who were goal oriented, found ways to apply their knowledge, worked with others on integrated projects to solve

problems, studied consistently with the same study partner from the academic study group, completed and submitted assignments regularly, studied hard and avoided excessive errors, studied daily at a designated place and at their optimum hours of concentration and retention, studied in ways compatible with learning style, and used different methods of learning different topics. Using their modules for instruction in their own classrooms, thereby integrating the knowledge gained during the instructional workshops, and adopting the teaching techniques of their M/Ts in their classrooms also increased chances of being successful.

In the affective domain, the study found that UATs experienced success when they prioritized passing the CXC exam, focused their energies on that goal and had clearly defined reasons for wanting to pass. The study also found that maintaining their study plan while they coped with personal, family, and professional problems increased UATs' confidence in their ability to manage their lives.

The data revealed that persons who managed their time well, acknowledged and managed their stress effectively, communicated their needs to appropriate persons, and articulated their immediate and long term plans of which academic achievement was an integral part experienced success.

The study found that UATs who failed to resolve personal problems, who failed to study sufficiently, or who were afraid to limit their obligations to their family or community in order to study were unable to achieve. Their unwillingness to actively address problems in their personal lives limited their success.

The study further found that the most effective and most valued types of

support were personal support from peers and loved ones; academic support from head teachers, country coordinators (CCs), and M/Ts; and both personal and academic support from study partners or other learners in the same academic study group.

The study also found that relationships are strengthened when UATs discussed the CTPP with their significant others and included their significant others' concerns in their decision-making process.

Lastly, in the social domain, the study found that successful UATs were community-focused and spent their time working to improve the community. They were role models who used the classroom to teach honesty, integrity, and civic responsibility. They demonstrated their humanity in the quality of concern they showed to their students and the community-at-large. They educated the whole person to accept their responsibilities as members of society. They were viewed as the backbone of the school and community. They focused on meeting the needs of the community without being concerned about the community's approbation. Their total dedication to a cause outside of self appeared to carry over and assist them in achieving their individual goals. Most of the UATs who were successful were also effective leaders.

Because the CTPP was perceived as a prestigious program, UATs who were selected to participate elevated their status in the eyes of the community. It was widely believed that UATs who successfully completed the CTPP were on a career path to economic security.

These data confirmed and extended the research by Marton and Svensson

(1979) and are summarized on the chart entitled Characteristics of Unsuccessful and Successful Learners.

Conclusions

These conclusions are drawn from the findings to respond to the three research questions. How and in what ways did the UATs experience the CTTTP? How and in what ways were the UATs' families and jobs affected by the UATs' involvement in the CTTTP?, and How and in what ways did the community perceive the UATs' involvement in the CTTTP? The researcher sought to ascertain these data to determine how distance education can be used to provide appropriate in-service training in remote areas of the Caribbean to enable unqualified teachers to not only pass sufficient numbers of exams to qualify for entry into teachers training college but also to remain sensitive to the community's concern that teachers remain student-centered. These conclusions combined the findings from both the contextual and descriptive findings and the inferential findings.

Five conclusions were drawn from the findings on aspects of Caribbean culture.

Historically social status was ascribed. Today it is earned based on income, acquisition, position, and power. Education enables one to increase their status. Consequently, the value of education continues to increase.

When diverse ethnic groups work together to achieve common goals, differences based on customs and historical relations decrease. Consequently, working

together to achieve common goals--passing the CXC exam--enables diverse groups to work harmoniously.

The Caribbean is a male-dominated society where females are expected to be supportive of males' roles. Consequently, females who plan to continue their education must maximize all their resources in order to achieve their goals. UATs usually were more successful in courses which were perceived as prestigious and related to their lives.

The CTTTP established a structured mechanism for secondary school teachers to dialogue with the CXC Examination Board about the various syllabi as they related to specific CXC exams. This open dialogue between the experts and the practitioners significantly expanded the educational power structure in the Caribbean.

The instructional program was the most important part of the CTTTP. It was comprised of modules, EMTs, and textbooks. In general the modules and EMTs were well developed and taught the subject, but some modules and EMTs in each course must be revised to correct inaccuracies in spelling, content, and focus. More cross-referencing between textbooks and modules must be provided to enable UATs to study independently. After the seven-month hiatus, an adequate although informal distribution system was developed so that modules and EMTs were readily available for UATs. Persons experienced more success when courses were well written, intellectually challenging, relevant, promoted group work, and correlated with the CXC exam. Persons interest remain high when they worked together on group projects.

English Language learners experienced problems because grammar was not taught as a discrete topic, the CXC syllabus and exam were not correlated, and that English was not taught as a second language. Dialect is an informal way of communicating.

Resentment about program pacing needs to be resolved, and a required turn-around time for EMTs needs to be established.

The most effective way of delivering the CTPP is through monthly face-to-face group sessions, followed by instructional markings, telephone counseling, and tutorials. The least cost effective were individual face-to-face instructional sessions.

Based on numerous request for repetition sessions on the coping skills of decision-making, stress and time management, and locus of control; study skills of study techniques, learning styles, and individual study plans; and sessions on life/career planning and nation-building one can consider that these sessions were beneficial. Despite being well received by UATs, some sessions may have created problems for females in their homes and communities by elevating female UATs' self-concepts to a level that they were unwilling to accept the traditional perceptions and expectations of others. These sessions may not have been culturally sensitive to life and this issue bears addressing.

M/Ts had a profound impact on the success of UATs. The academic reinforcement and personal support which they provided enabled UATs to matriculate through the CTPP. UATs were able to develop intellectually because they created and maintained a positive learning environment. UATs put forth maximum effort because

the M/Ts challenged them to do their best at all times. The M/Ts were effective mentors, caring counselors, disciplined instructors, and supportive friends. UATs were unanimous in their praise of M/Ts. The present UAT-M/T ratio of twelve-to-one permitted M/Ts adequate time to establish close relationships with UATs and correct and return the EMTs in less than two weeks.

Although the overall management of the program was effective, there were several problems which need to be addressed. Because M/Ts are part-time employees the amount of time they can work with UATs is limited; consequently, the twelve-to-one UAT/MT ratio, permits the M/T adequate time to provide instruction, and counseling to UATs and keep the turn-around time for modules less than two weeks.

The delayed production of the modules and EMTs created several problems. It decreased the amount of time UATs had to prepare for the CXC exam: It necessitated the creation of the pacing program which UATs resented. It caused the CTTP to start in March and April, the worst time of year for teachers. These events strained the credibility of the CTTP staff to the UATs and M/Ts. Future programs should not be initiated until all materials are in place.

UATs and M/T developed informal systems to transport the instructional materials which were adequate because the number of UATs was small; however, more dependable procedures must be developed before the number of UATs increases.

In the development of the entry qualifications, it was determined that UATs would have to pass three CXC or General Certificate of Education (GCE) exams before being accepted into the program. But considering problems which arose in the

Mathematics course, there is a need to develop an entry placement test for the Math course. This test could determine if potential learners have basic computational skills to be accepted immediately into the CTPP or referred first to adult education classes. It could also suggest to the M/T which UATs need to complete all the modules and which UATs could test out of the modules where they had demonstrated competence. Selecting persons with the prerequisite knowledge and with demonstrated track records could increase the program's rate of successful completers.

There are two other issues which needs to be addressed. First, program management needs to ascertain how the increased number of qualified teachers impacts on the need for a special program to upgrade UATs. If the number of UATs has decreased to a level that a special program is no longer needed, other uses of the CTPP will need to be explored. Second, sessions which help sensitize teachers to the needs of the less fortunate of society should continue. The community perceives qualified teachers as profoundly different from UATs. In the process of becoming qualified, UATs appear to lose their concern for teaching the whole person and focus their efforts on teaching their area specialty to those bright enough to learn. Sensitization sessions can assist in UATs remaining in touch.

In order to achieve success, an adequate support system must be available to UATs. Both personal and academic support are critical to success.

The recipients of the CTPP were the thirty-seven UATs who were studying to pass the CXC exam in Integrated Science, Math, and English. Conclusions about the characteristics of the UATs associated with successful completion of the program can

be drawn. When UATs set priorities, encourage autonomy among and within their significant others, limit their commitment to family and community, adhere to their study plan, ask for and receive help from others, and give help to others when needed then they enhance the probability of being successful. When they know how to study in ways which are compatible with their learning style, recognized that they must adjust their ways of studying to learn different topics their chance of success increases. When they incorporate teaching techniques used by their M/T, and knowledge gleaned from their modules, textbooks, and face-to-face workshops into their classrooms they become more effective teachers. When UATs used the modules to educate themselves and other people, they seemed to retain more of it by using the same material to teach and reinforce the lessons. Using time management and academic pacing concepts manage ones life empowered UATs. When UATs focused on goals external to themselves and worked with diverse groups of people they broadened their view of community and of nationhood. When UATs studied consistently with the same member of the academic study group using these newly acquired knowledge to help others develop their potential, UATs sense of self was elevated. When UATs included the concerns of their significant other into their decision-making process then their relations with their significant others helped them achieve. Even though some of the workshops may not have been culturally sensitive, they were useful in helping UATs understand that they are responsible for themselves, their lives, and their nation.

Even though all UATs became more knowledgeable about the course they pursued, about themselves and their relationships with other people, and about how

they studied and managed time and stress, some did not acquire the requisite knowledge to pass the CXC exam. When UATs have adequate time to learn content, complete modules and EMTs without feeling to sacrifice their relations with their family, dedication to their jobs, and their commitment to their community, then they will be more effective life-long learners (See Appendix P).

Recommendations

This section makes recommendations regarding program modification and further research.

Recommendations for Program Modification

Several modifications in the program are recommended for action by the CXC Examination Board, and CTTTP program managers. The first cluster of modifications is directed to the CXC Examination Board. First, to ensure that UATs are adequately prepared for CXC exams, the CXC syllabi and CXC exams need to be correlated. Specifically, this study recommends that the CXC Examination Boards for English rewrite the English Language syllabus and specify that grammar should be taught as a discrete topic. The exam should continue to test grammar. Integrated curricula are effective for some courses like science, and should be continued, but they are not effective for Math or English Language and should be changed.

Second, the open communication which was established between the CXC boards and the CTTTP program staff should continue. Communication between these two groups will enhance the effectiveness of each group and the quality of education

in the Caribbean.

Third, education in the Caribbean needs to be available to a broader segment of the population. The current attitude of educational exclusivity limits the growth of many people in the community and the development of the nation.

The second cluster of recommendations for modifications is directed toward program managers. First, it is recommended that the Integrated Science course be used as a model for other courses. The English Language course should be rewritten using the Integrated Science course as the model where group work and project-based learning are integral parts of the curriculum. An English as a second language approach should be used to develop the modules.

Second, the M/Ts who were very effective should be used as trainers for other M/Ts if the CTPP expands. Since they have first-hand knowledge of the Caribbean culture and the training which M/Ts, UATs, and CC received, they could revise the training to make it more culturally responsive to the challenges Caribbeans face in upgrading themselves. The same criteria used to recruit and train the current M/Ts should be used when other M/Ts are identified.

Third, of the four instructional methods the face-to-face group tutorials were the most effective and should be instituted monthly for the duration of the program. The guidelines M/Ts used to correct the EMTs were learner specific tutorials. They were effective and should be continued. The use of telephones to make logistical arrangements for meetings and EMT exchange, to provide counseling for UATs to monitor their progress and telephone tutorials was invaluable. Telephone tutorials were

effective for those who lived in extremely isolated areas. The project should continue to pay for the calls too. The individual face-to-face tutorial and counseling sessions should be scheduled for the hour before or the hour after monthly group sessions. These sessions should only be used if there is a critical need.

Fourth, the twelve-to-one ratio of UATs and M/Ts should be institutionalized. It was cost-effective and enabled M/Ts to keep the turn-around time for EMTs to two weeks.

Fifth, whenever groups of UATs are formed, they should be mixed across ethnic and gender lines. Ethnic and gender differences are diminished by the group cohesiveness which develops as individuals struggle to reach a common goal.

Sixth, program managers were successful when they facilitated learners' development of their concept of selves as people, as learners, and as role models. This aspect of the program was effective and should continue.

Seventh, persons accepted in the CTP should have the academic background commensurate with entry level/requirements. Persons who are academically weak and who lacks good study habits should be referred to traditional classroom instructional programs.

Eighth, to ensure that UATs are able to experience success, management should implement some operational procedures in the areas of entry level testing criteria, EMTs' distribution and return, course scheduling, and pacing.

Ninth, to enable UATs to become independent learners, textbooks should be cross-referenced with the modules.

Tenth, since UATs perform best when they receive both academic and personal support, M/Ts and CC should encourage learners to develop support systems with their significant other for personal support, and provide academic support to UATs. When UATs are unable to receive personal support from significant others, M/T should provide personal support also.

Eleventh, M/Ts and CC should continue to serve as role models, encouraging learners to model effective teaching, and empathic counseling techniques. Believing in the potential of learners enables them to see themselves as winners.

Twelfth, M/Ts should encourage UATs to be sensitive to the needs of those less fortunate and inspire them to help others for altruistic reasons. Persons who work for the betterment of their community or nation appear to be more focused than persons who focus on themselves and their needs.

Recommendations for Further Research

The study raises several issues for future research. The two most pressing areas of inquiry relate to the high rate of failure of UATs taking the English Language course and the perception of the community that qualified teachers do not teach the whole child.

Questions which need to be explored to address issues about the English Language program are: Why do so many persons living in remote areas repeatedly fail the English Language test? What impact does geographical isolation, limited communication between urban and rural communities, lack of books, journals and magazines in rural areas, and government ownership of radio and television stations

have on rural persons' ability to master standard English? Why do males in the Caribbean fail the English Language exam at a higher rate than females? Does learning standard English suggest an affirmation of Eurocentric dominance and negation of African and Carib cultures?

Issues which need to be addressed concerning the community's perception that qualified teachers do not teach the whole child include: How can the Caribbean educational system produce qualified trained teachers dedicated to teaching course content to the whole child? How valid is the community's perception that qualified teachers teach their subject content to those secondary school students who want to learn instead of developing strategies to attract and inspire a broader cross-section of students? How can the Caribbean provide adequate incentives in remote areas to encourage teachers once qualified and trained to continue teaching and living in remote areas?

This study which combined the insiders' view of the learners' lived experiences and their perceptions of those experiences with the outsiders' view gleaned from case studies and administrative program reports can serve as a way of studying other innovative programs which seek to use a holistic approach to program development, assessment, and modification. This approach emerged over time and was subject to numerous obstacles created by restricted time, challenging logistics, and economic constraints. The richness of these data, the researcher's heavy involvement with the development and implementation of the CTPP, and the dedication of M/Ts and participants created a situation which may be difficult to duplicate. Nevertheless, it is

hoped that the findings will be useful to other researchers in adult education, distance learning, in-service teacher training, and program implementation.

REFERENCES

1. Personal Communications and Select Interviews

These personal communications and interviews were conducted between July 1990 and August 1991 in St. Vincent and the Grenadines. The communications were held over two years. There were two sets of interviews held with the unqualified assistant teachers (UATs), one set was conducted for one week in July 1990, the other set was conducted over a four-week period in July and August 1991. Interviews which were held in 1991 were conducted in the homes and communities of the UATs. All interviews with significant others took place in the UATs' communities between July and August 1991.

Case Study of KB - UAT, Sandy Bay Anglican School; subject of case study; learner in English Language course; Carib Indian male, lived in Sandy Bay.

AC, Mrs. - Agricultural Extension Worker and shopkeeper in Sandy Bay; former UAT; community activist; Carib Indian female; mother of seven children.

BC - UAT, Sandy Bay Anglican School; coworker of subject; learner in the Math course; Carib Indian male, lived in Owia.

CB - UAT, Sandy Bay Anglican School; learner in Math course; wife of KB (subject of case study); Afro-Caribbean female, lived in Sandy Bay.

CS - UAT Sandy Bay Anglican School; coworker of subject; learner in English Language course; Carib Indian female, lived in Sandy Bay.

PB, Mr. - PTA President, Sandy Bay Anglican School; Carib Indian; businessman in Sandy Bay, father of six children.

RW, Mrs. - Acting Head Teacher, Sandy Bay Anglican School; Afro-Caribbean female; lived with husband and son in house close to school. Husband was a UAT at Sandy Bay Anglican School.

SJ, Mrs. - Marker/tutor in the English Language course; lived and worked close to Kingstown, St. Vincent; Afro-Caribbean female.

WK, Ms. - Country coordinator of St. Vincent and the Grenadines for the Comprehensive Teacher Training Project, administered the project, supervised the marker/tutors and provided student support for learners. Lived and worked just outside of Kingstown, St. Vincent; Afro-Caribbean female with some East Indian blood.

Case Study of DC - UAT, Owia Government School; subject of case study; learner in Integrated Science course; Carib Indian male, lived in Owia.

DB, Mrs. - Marker/tutor, Integrated Science course; lived and worked close to Kingstown, St. Vincent; East Indian female.

IL - UAT, Owia Government School; coworker of subject; study partner with subject; learner in Integrated Science; Afro-Caribbean female, lived in Owia with husband and baby.

JP, Mr. - Headmaster, Owia Government School; Afro-Caribbean male; lived in Georgetown and commuted to Owia; member of the Management Board of the Arrowroot and Fisheries Industry.

KN - UAT, Owia Government School; coworker of subject; study partner with subject; learner in Integrated Science; sister of SB; Carib Indian female, lived in Owia with parents.

SB - UAT, Owia Government School; learner in Math course; wife of DC (subject of this case study); Carib Indian female, lived in Owia.

WK, Mrs. - Country coordinator of St. Vincent and the Grenadines for the Comprehensive Teacher Training Project, administered the project, supervised the marker/tutors and provided student support for learners. Lived and worked close to Kingstown, St. Vincent; Afro-Caribbean female with some East Indian blood.

Case Study of YO - UAT, Friendship Government School; subject of case study; learner in the Math course; Carib Indian female; raised in Bequia by family of European descent.

JW, Mrs. - Marker/tutor, Math course; live close to Kingstown, St. Vincent; Afro-American female.

O. Sr., Mrs. - Mother-in-law of YO; French decent.

WK, Mrs. - Country coordinator of St. Vincent and the Grenadines for the Comprehensive Teacher Training Project. Lived and worked near Kingstown, St. Vincent, Afro-Caribbean female with some East Indian blood.

Case Study of DB - UAT, Greiggs Government School; subject of case study; learner in English Language course; East Indian male, married to EB; resident of Richland Park.

EB - Wife of DB, full-time homemaker; East Indian female, lived with husband in Richland Park.

SG - UAT, Union Methodist School; learner in Integrated Science course; East Indian male, lived in Diamond Village with wife and their children.

SJ, Mrs. - Marker/tutor, English Language.

SS - UAT, Marriaquia Primary School; learner in English Language course; East Indian female, lived in Richland Park.

WK, Mrs. - Country coordinator, Comprehensive Teacher Training Project.

Case Study of MM - UAT, Park Hill Government School; subject of case study; learner in Integrated Science course; Afro-Caribbean female, lived in Park Hall.

AT - UAT, Park Hill Government School; study partner of MM, Integrated Science course; Afro-Caribbean female; lived with CM, husband, in Colonnaire.

CM - Husband of AT; Afro-Caribbean male, lived with wife and two children in Colonnaire. Foreman at Cable and Wireless Company.

DB, Mrs. - Marker/tutor, Integrated Science.

DS - UAT Sandy Bay Anglican School; coworker of subject; learner in Integrated Science course; Afro-Caribbean female; lived in Sandy Bay during the week, returned to Stubbs on the weekend.

IW - UAT, Georgetown Government School; learner in Integrated Science course; studied with MM; Afro-Caribbean male, lived near Park Hall.

WK, Mrs. - Country coordinator, Comprehensive Teacher Training Project.

Case Study of RS - UAT, Troumaca Government School; learner in English Language course; subject of case study; Afro-Caribbean male, lived in Rose Hall.

AR, Ms. - Community developer, former Head Teacher; active in Integrated Rural Development Project; mother figure for RS; Afro-Caribbean female, owned shop and lived in Rose Hall.

CJ - UAT, Troumaca Government School; learner in Math course; coworker of RS; Afro-Caribbean male, lived in Rose Hall.

CS, Mrs. - Former homemaker who evolved as community leader through the Integrated Rural Development Project; mother figure for RS; Afro-Caribbean female; managed community bakery, lived in Rose Hall.

RF - UAT, Rose Hall Government School; learner in English Language course; Afro-Caribbean male, lived in Rose Hall.

SJ, Mrs. - Marker/tutor, English Language.

VA - Niece of Ms. AR; school leaver without any exam passes; Afro-Caribbean female, lived in Rose Hall.

WK, Mrs. - Country coordinator, Comprehensive Teacher Training Project.

Case Study of VY - UAT, Byera Hill Government School; learner in Math course; subject of case study; Afro-Caribbean female, lived in Georgetown.

A. Mr. and Mrs. - VY's daughter's paternal grandparents, retired East Indian building contractor and wife, lived in Georgetown.

JS - UAT, Georgetown Government School; learner in Integrated Science course; sister of VY; Afro-Caribbean female, lived in Georgetown.

JW, Mrs. - Marker/tutor, Math course.

MT - UAT, Byera Hill Government School; learner in Math course; coworker of VY, Afro-Caribbean female, lived in Byera Hill.

PB - UAT, Georgetown Government School; learner in Math course; Afro-Caribbean female; neighbor of VY, lived in Georgetown.

WK, Mrs. - Country coordinator, Comprehensive Teacher Training Project.

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APPENDIX A

Case Study Format

<u>Categories</u>	<u>Time Periods</u>	<u>Source of Data</u>
I. <u>Background</u> Learner and family Learner in CTTP	7/90 - 9/92	Taped interviews, background questionnaires, literary self-portraits, learning contracts, observation, field notes, discussion
II. <u>Learners Lived Experience</u> Instructional program Student support Logistical/management Interpersonal relations/communications	<u>Time Periods</u> Orientation and Training (7/23-27/90) Program Hiatus (9/90 - 3/91) Matriculation 1 (3-7/91) Academic Academic and Study Skills (8/12-16/91) Matriculation 2 (9/91 - 5/92)	Taped interview, learner, questionnaires, learning contracts, literacy self-portraits, individual study plans, study skills assessments, Essay "Yesterday, Today, Tomorrow", observations, field notes, discussion
III. <u>Perceptions of Head Teacher, Marker/Tutor and CC</u>	7/90 - 9/92	Taped interviews, monthly reports, academic progress reports, results from EMTs, training sessions, meetings, discussions, field notes, debriefings
IV. <u>Perceptions of Significant Others</u>	7/90 - 8/91	Taped interviews, discussions, observations, field notes
V. <u>Community Perceptions of CTTP</u>	7/90 - 8/91	Taped interviews, discussions, observations, field notes
VI. <u>Reflections of Student Supports Consultant/Researcher</u>	7/90 - 9/92	Observations, discussions, analysis of data, field notes, training sessions

APPENDIX B

Overview of Study of Learner's Lived Experience

A. Instructional Program

Planned

- Modules and EMT
- CXC recommended textbooks
- Face-to-face instruction (individual and group) (periodic)
- Telephone instruction

Unplanned

- Lateness of modules
- CTTP mandated pacing--too fast for some
- Module production--too slow for conscientious learners
- Number of errors in modules

B. Student Support Services

Planned

- Coping skills, esteem building, problem solving, managing stress and time
- Study skills/study plan, techniques and patterns of study
- Nation building, helping those less fortunate

Unplanned

- Disappointment due to lateness of modules being ready
- Demands, concerns and problems of personal life--managing stress and time
- Managing time to study consistently and effectively

C. Logistical/Management

Planned

- Delivery of instructional and support services to appropriate people--adequate goods and services
- Learner selection--recruitment, orientation, guidance and supervision
- Each learner required to complete all lessons were not able to test out of any part

Unplanned

- Module distribution, erratic
- EMT turn-around time, lengthy
- Entry level qualifications, clarified

D. Interpersonal Relations/Communications

Planned



Unplanned



APPENDIX C

Characteristics of UATs in St. Vincent and the Grenadines
by Course, Gender, Ethnic Heritage,
Subjects of Case Studies and Exam Passes

	<u>Carib Indians</u>		<u>Afro-Caribbeans</u>	
	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>
Integrated Science Enrolled 12 Passed June 1992 9	<u>DC (P)</u>	KN (P)	HA (P) IW (P)(TC)	<u>MM (P)</u> AT (P) JS DS (P) CJ IL
English Language Enrolled 12 Passed June 1992 2	<u>KB</u>	CS	<u>RS</u> OK RF TT	DB FG
Math Enrolled 13 Passed June 1992 1	BC	SB <u>YQ</u> GB (P)	CJ	CB <u>VY</u> EM CD PO AS MT PB (TC)
<u>Totals</u>				
Gender	3	5	7	16
Race		8		23

Underlined - Subjects of Case Study
(P) - Passed Test 6/92
(TC) - Entered Teachers College 9/91

table continues

APPENDIX C

**Characteristics of UATs in St. Vincent and the Grenadines
by Course, Gender, Ethnic Heritage,
Subjects of Case Studies and Exam Passes**

	<u>East Indians</u>		<u>Totals</u>	
	<u>Males</u>	<u>Females</u>	<u>M</u>	<u>F</u>
Integrated Science	SG (P)	EA (P)		
Enrolled			4	8
12				
Passed				
June 1992			(4)	(5)
9				
English Language	<u>DB</u>	SS (P) GA (P) DN	6	6
Enrolled				
12				
Passed				
June 1992			(0)	(2)
2				
Math				
Enrolled			2	11
13				
Passed				
June 1992			(0)	(1)
1				
<u>Totals</u>				
Gender	2	4	12	25
Race		6		37
Passed Test 6/92			4	8
			12	
<u>Underlined</u>	- Subjects of Case Study			
(P)	- Passed Test 6/92			

APPENDIX D

Prioritized List of Possible Subjects
for Case Studies

Integrated Sciences (1 male, 2 females)

- | | |
|--|--|
| <p>1. DC--Owia--Carib Indian
5 years teaching experience
13 years of schooling
1 child
Community leader</p> | <p>Male 23 years
English Dialect--first language
Interviewed 1990 and 1991</p> |
| <p>2. MM--Park Hill--Afro-Caribbean
7 years teaching experience
12 years of schooling
1 child
Identified Study Partners,
uses materials in classroom</p> | <p>Female 31 years
English Dialect--first language
Interviewed 1990 and 1991</p> |
| <p>3. EA--Layou--East Indian
12 years teaching experience
12 years of schooling
No children
Independent learner</p> | <p>Female 33 years
English Dialect--first language
Interviewed 1990 and 1991</p> |

Math (3 females)

- | | |
|--|--|
| <p>1. YO--Bequia (Island)--Carib Indian
6 years teaching experience
13 years of schooling
1 child
Isolated learner</p> | <p>Female 25 years
English--first language
Interviewed 1990 and 1991</p> |
| <p>2. VY--Georgetown--Afro-Caribbean
4 years teaching experience
10 years of schooling
2 children
Weak math background</p> | <p>Female 33 years
English Dialect--first language
Not interviewed 1990--
Interviewed 1991</p> |

appendix continues

APPENDIX D

Prioritized List of Possible Subjects
for Case Studies

- | | |
|---|--|
| <p>3. GB--Owia--Carib Indian
14 years teaching experience
10 years of schooling
No children
Self directed learner</p> | <p>Female 31 years
English Dialect--first language
Not interviewed 1990--
Interviewed 1991</p> |
|---|--|

English Language (3 males)

- | | |
|---|--|
| <p>1. RS--Rose Hall--Afro-Caribbean
3 years teaching experience
13 years of schooling
No children
Community activist</p> | <p>Male 23 years
English Dialect--first language
Interviewed 1990 and 1991</p> |
| <p>2. DB--Richland Park--East Indian
6 years teaching experience
10 years of schooling
1 child
Traditional East Indian values
Traditional wife</p> | <p>Male 23 years
English Dialect--first language
Not interviewed 1990
Interviewed 1991</p> |
| <p>3. KB--Sandy Bay Village--Carib Indian
18 years teaching experience
9 years of schooling
1 child
Traditional Indian values
Non-traditional Afro-Caribbean wife</p> | <p>Male 35 years
English Dialect--first language
Interviewed 1990 and 1991</p> |

APPENDIX E

Reflections of the Student Support Consultant
on the Lived Experiences of Learners in the CTTTP
July 14 - August 31, 1991

The Student Support Consultant/Researcher collected data in St. Vincent and the Grenadines, St. Lucia and Dominica between July 14 to August 31, 1991. After residing in six remote villages in St. Vincent and one village on Bequia, she conducted workshops in each of the three field testing locations on esteem building, decision-making, time/stress management and study skills; and observed the unqualified assistant teachers (UATs) in instructional settings. She also participated in the combined de-briefing session of all eleven marker/tutors (M/T), three country coordinators (CC), and management which was held in St. Vincent at the end of the summer training. These reflections are based on the accumulated knowledge acquired during the life of the project and were documented at the 1991 Comprehensive Teachers Training Project (CTTP) Summer Workshops in the Windward Islands.

1. Learners who were most successful exhibited some combinations of these behaviors:

- had decided that this program could help them achieve their long-term goals;
- had prioritized their commitment to ensure that they studied ten hours per week and produced a pre-determined amount of work;
- had come to realize that they had enough control over their lives to find time to study regardless of their other commitments;

appendix continues

APPENDIX E

Reflections of the Student Support Consultant
on the Lived Experiences of Learners in the CTP
July 14 - August 31, 1991

- had experienced that continuous study increases the amount of information they learned in a set time;

- had ceased feeling that low marks on an end-of-module test (EMT) indicated that they were failures, that is, that failing an EMT was not tantamount to a validation of their unworthiness;

- had successfully experimented with different learning strategies, that is, telephone tutoring, study partners, teaching concepts learned in modules to their students, studying with their coworkers or mate, applying knowledge learned to broader aspects of their lives, participating in discussions during face-to-face sessions, and or studying alongside their children;

- had conquered geographical, intellectual and emotional hurdles;

- had developed trust relationships with their M/T and CC;

- had shared the importance of this program to their development with the important people in their lives;

- had broadened their view of life as reflected in their willingness to have new experiences in a broad cross-section of their lives;

- had become willing to accept the responsibility for the consequences of their decisions;

appendix continues

APPENDIX E

Reflections of the Student Support Consultant
on the Lived Experiences of Learners in the CTPP
July 14 - August 31, 1991

- had become able to separate their identity from their loved ones by recognizing that their need to develop is an affirmation of themselves and not a negation of others; and

- had encouraged other members of their family to be supportive of their effort to develop their potential to become a trained teacher.

2. Learners who received support from their families, friends or coworkers experienced success with less trauma.

3. Learners who were able to view their lives as multi-dimensional and accept that rarely does one experience success in all of their different roles simultaneously were able to use the success experienced in completing modules to offset disappointments in other aspects of their lives.

4. Learners who liked and accepted themselves as worthy human beings learned with less difficulty.

5. Learners who loved themselves were better able to recognize that they were the person controlling their behavior.

6. Learners who experienced success were willing to:

- let go of pain

- accept criticism

appendix continues

APPENDIX E

Reflections of the Student Support Consultant
on the Lived Experiences of Learners in the CTTTP
July 14 - August 31, 1991

- acknowledge and take responsibility for their mistakes
- reassess their perceptions
- take responsibility for themselves
- manage their time
- negotiate stressful situations
- face challenging experiences, and
- expand their horizons.

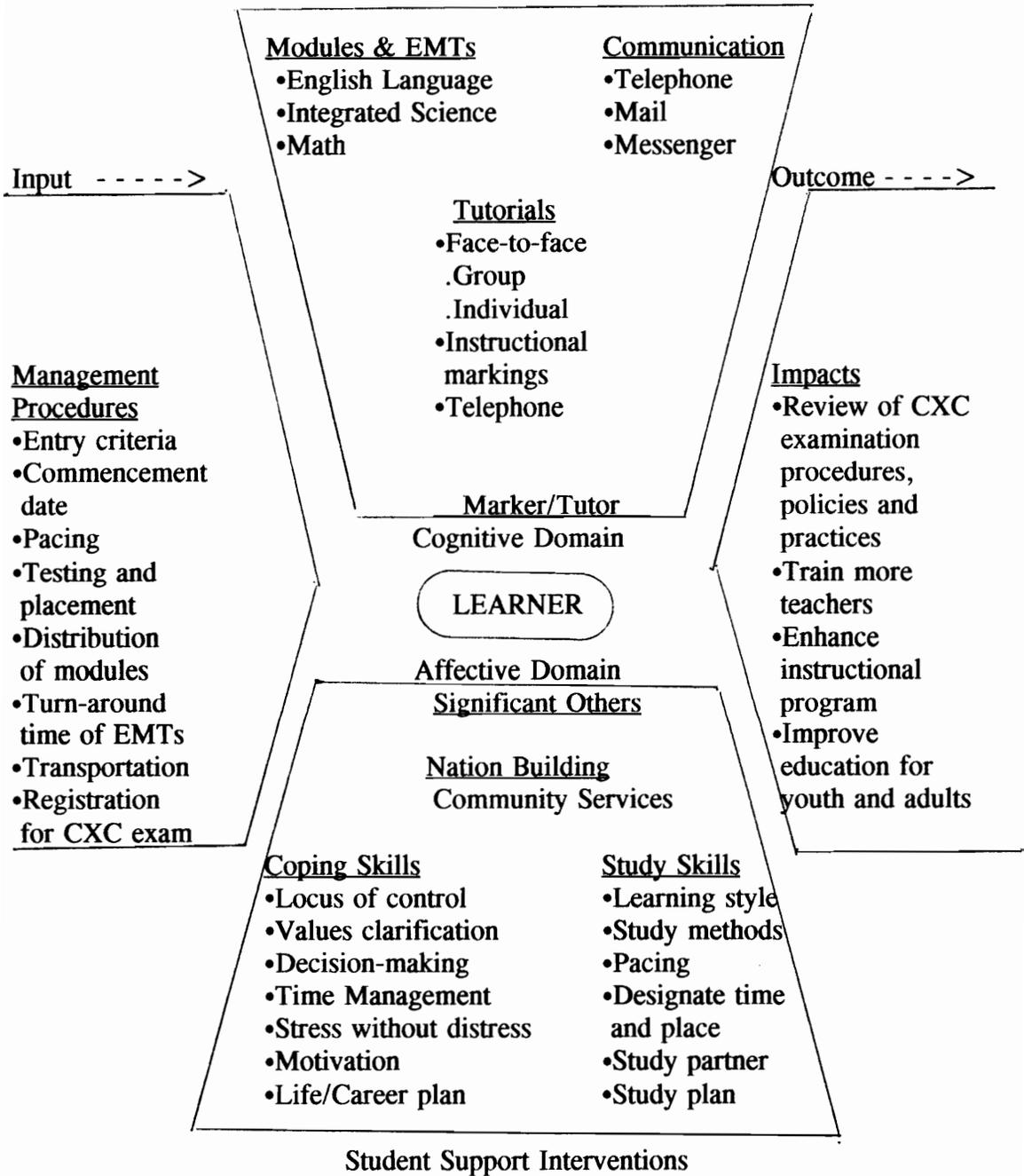
7. The most disheartening aspect of the project that after the field test in 1993; the cost of this program could be so prohibitive, that the target population would not be able to afford it. Consequently, it is essential that the project serve those persons who live in areas where adult education classes are least accessible.

8. It would be ironic if the administration of the CTTTP does not devise a more cost-effective method of program delivery. The CTTTP would then have elevated the aspirations of the "have nots" to attend teachers training college, but would have increased the number of people eligible to attend teacher training college; thereby increasing the entry requirements to a level that teachers training college will again become inaccessible to the learners in the target population.

APPENDIX F

Comprehensive Teacher Training Project Schema

Instructional Program



APPENDIX G

Instructional Program

<u>Curricula</u>	<u>Learner-Marker/Tutor Interaction</u>	<u>Learner-to-Learner Interaction</u>
A. Course Content 1. English Language 2. Math 3. Integrated Science	A. Face-to-Face 1. Group instruction 2. Individual tutorial	A. Academic Study Group 1. English Language 2. Math 3. Integrated Science
B. Course Structure 1. Modules 2. EMTs	B. Telephone Contact 1. Tutorials 2. Academic encouragement (confidence building)	B. Study Partner 1. Co-learner team 2. Sought from help others 3. Gave help to others 4. Studied with spouse 5. Studied alone
C. Language 1. Vocabulary 2. Clarity of explanation 3. Dialect	C. Instructional Markings	
D. Books 1. Integrated with modules 2. Supplementary to modules		

Recommended Program Modifications

- Eliminate typographical errors
- Cross-reference modules with textbooks
- Edit modules for clarity and conciseness
- Expand CTP to include community-at-large
- Ensure correctness and accuracy of content of modules
- Make modules available for adult education program (Rose Hall)

APPENDIX H

**Student Support Interventions
Unqualified Assistant Teacher**

Person - Affective Domain

- A. Self-Concept
 - 1. Self-worth
 - 2. Values
- B. Motivation
 - 1. Intrinsic value
 - 2. Extrinsic affirmation
(Support counseling)
- C. Coping Skills
 - 1. Decision-making
 - 2. Time management
 - 3. Stress management
 - 4. Ability to communicate needs
 - 5. Life/Career action plans
- D. Significant Others
 - 1. Personal
 - Family/spouse
 - Friends
 - Coworkers
 - 2. Professional
 - Marker/Tutor
 - Head Teacher
 - Country Coordinator
 - 3. Academic study group

Learner - Cognitive Domain

- A. Academic Background
 - 1. Primary education
 - 2. Secondary education
 - 3. Pre-exposure to subject
 - 4. Name and number of exam passes
 - 5. Natural ability in subject area
- B. Learning Style
 - 1. Approach to study
 - 2. Learning outcome
 - 3. Level of learning
 - 4. Type of learning
- C. Study Skills
 - 1. Method of study
 - 2. Completion of assignments
 - 3. Correctness of assignments
 - 4. Designated time and place for study
- D. Compatibility of learning styles and study skills

Recommended Program Modifications

- Stress importance of study partner
- Establish study/resource center for learners

APPENDIX I

Management Procedures

Selection Criteria

A. Academic Background

B. Appropriateness of Course Assignments

C. Appropriateness of Distance Education Approach

Type of Learners

A. Independent Learner

1. Strong academic background
2. High self-esteem
3. Focused on goals
4. Support from significant others
5. Internal locus of control (Intrinsic)
6. Innovative instructional approach

B. Dependent Learner

1. Weak academic background
2. Low self-esteem
3. Unclear goals
4. Marginal support from significant others
5. External locus of control (Extrinsic)
6. Traditional classroom instruction

Delivery System

A. Modules and EMTs

1. Turn-around time
2. Program commencement
3. Pacing

B. Communication of Ideas

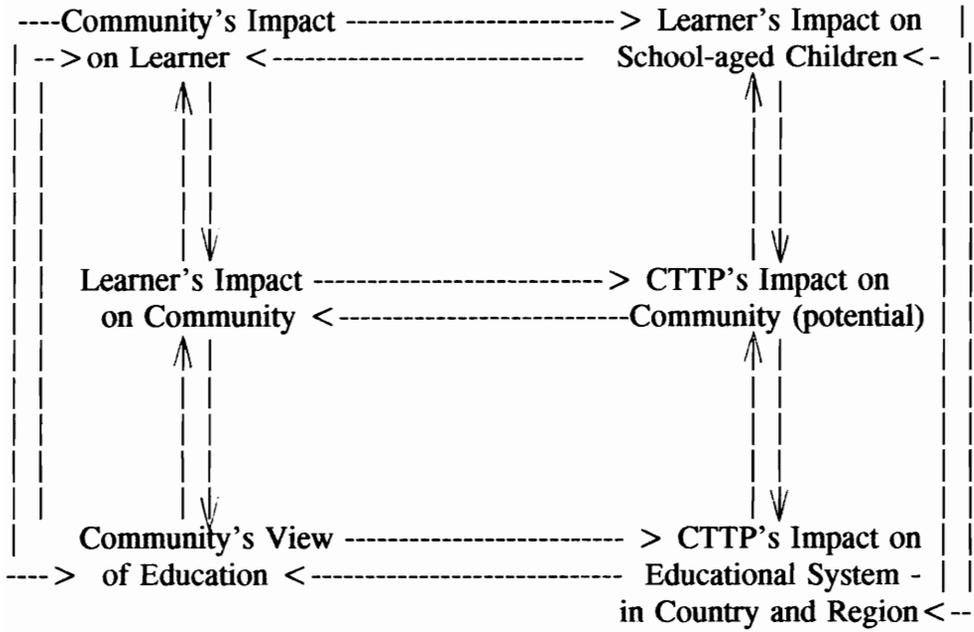
C. Transportation of people

Recommended Program Modifications

- Establish entry criteria
- Determine cost to learners
- Review second course option
- Strengthen review delivery system
- Decentralize face-to-face group sessions
- Develop audio tapes for difficult concepts
- Institutionalize monthly face-to-face sessions

APPENDIX J

Impacts



APPENDIX K

Analytical Framework for Instructional Programs:
Modules, Marker/Tutor, and Distance Education

Iteration Two

<u>Modules</u>		<u>Marker Tutor</u>	<u>Distance Education</u>	
<u>Content</u>	<u>Language Usage</u>		<u>Face-to-Face Group Tutorial</u>	<u>Telephone Tutorial</u>

Integrated
Science

MM

DC

English

DB

KB

RS

Math

VY

YO

appendix continues

APPENDIX K

Analytical Framework for Instructional Programs:
Distance Education and Enhancements

Iteration Two

	<u>Distance Education</u>	<u>Enhancements</u>
	<u>Instructional Markings</u>	<u>Approach</u>
		<u>Textbooks</u>
		<u>Studied with Other/Alone</u>
<u>Integrated Science</u>		
MM		
DC		
<u>English</u>		
DB		
KB		
RS		
<u>Math</u>		
VY		
YO		

appendix continues

APPENDIX K

Analytical Framework for Instructional Programs:
Learning Styles

Iteration Two

Learning Styles

	<u>Approach to Study</u>	<u>Learning Outcome</u>	<u>Level of Learning</u>	<u>Type of Learning</u>
<u>Integrated Science</u>				
MM				
DC				
<u>English</u>				
DB				
KB				
RS				
<u>Math</u>				
VY				
YO				

APPENDIX L

Analytical Framework for Student Support Interventions:
Self-Concept and Coping Skills

Iteration Two

<u>Self-Concept</u>	<u>Coping Skills</u>			<u>Ability to</u>
	<u>Decision</u>	<u>Time</u>	<u>Stress</u>	<u>Communicate</u>
	<u>Making</u>	<u>Management</u>	<u>Management</u>	<u>Needs</u>

Integrated
Science

MM

DC

English

DB

KB

RS

Math

VY

YO

appendix continues

APPENDIX L

Analytical Framework for Student Support Interventions:
Coping Skills and Study Skills

Iteration Two

Coping SkillsStudy Skills

<u>Life/Career Plan</u>	<u>Completion of Assignment</u>	<u>Designated Time and Place to Study</u>	<u>Method of Study</u>
-----------------------------	---	---	----------------------------

Integrated
Science

MM

DC

English

DB

KB

RS

Math

VY

YO

appendix continues

APPENDIX L

Analytical Framework for Student Support Interventions:
Study Skills and Motivation

Iteration Two

<u>Study Skills</u>	<u>Motivation</u>	
<u>Compatibility of Learning Style and Study Method</u>	<u>Internal Intrinsic Validation</u>	<u>External Counseling Academic Personal</u>

Integrated
Science

MM

DC

English

DB

KB

RS

Math

VY

YO

APPENDIX M

Analytical Framework for Management Procedures:
Distribution of Modules and EMTs and Logistics of Distance Education

Iteration Two

	<u>Distribution of Modules and EMTs</u>	<u>Logistics of Distance Education</u>	
		<u>Communication</u>	<u>Transporting People</u> <u>Turn-Around Time</u>
<u>Integrated Science</u>			
MM			
DC			
<u>English</u>			
DB			
KB			
RS			
<u>Math</u>			
VY			
YO			

appendix continues

APPENDIX M

Analytical Framework for Management Procedures:
Timing and Selection Criteria

Iteration Two

Timing		Selection Criteria	
<u>Scheduling</u>	<u>Pacing</u>	<u>Academic Background for Courses</u>	<u>Appropriateness of Course Selection</u>

Integrated
Science

MM

DC

English

DB

KB

RS

Math

VY

YO

appendix continues

APPENDIX M

Analytical Framework for Management Procedures:
Suggested Program Improvements

Iteration Two

Suggested Program Improvements

<u>Costs</u>	<u>Audio Tapes</u>	<u>Decentralized</u> <u>Face-to-Face</u>	<u>Clearer</u> <u>Writing</u>	<u>Community</u> <u>Availability</u>
--------------	--------------------	---	----------------------------------	---

Integrated
Science

MM

DC

English

DB

KB

RS

Math

VY

YO

appendix continues

APPENDIX M

Analytical Framework for Management Procedures:
Suggested Program Improvements

Iteration Two

Suggested Program Improvements

<u>Monthly</u>	<u>Cross-Referencing</u>	<u>Second</u>	<u>Adult</u>	<u>Study</u>	<u>Error-Free</u>	<u>Study</u>
<u>Face-to-Face</u>	<u>Modules and</u>	<u>Course</u>	<u>Education</u>	<u>Partner</u>	<u>Modules</u>	<u>and</u>
	<u>Textbooks</u>	<u>Option</u>				<u>Resource</u>
						<u>Center</u>

Integrated Science

MM

DC

English

DB

KB

RS

Math

VY

YO

APPENDIX N

Analytical Framework for Interpersonal Skills:
 Head Teacher, Country Coordinator, and Significant Others

Iteration Two

Head Teacher, Country Coordinator, and Significant Others

<u>Head Teacher</u>	<u>Country Coordinator</u>	<u>Coworkers</u>	<u>Academic Study Group</u>	<u>Family/ Spouse</u>	<u>Friends</u>
<u>Integrated Science</u>					
MM					
DC					
<u>English</u>					
DB					
KB					
RS					
<u>Math</u>					
VY					
YO					

APPENDIX O

Analytical Framework for Interaction/Impact:
Community

Iteration Two

Community

<u>Community's</u> <u>Impact on</u> <u>Learners</u>	<u>Learners' Impact</u> <u>on Community</u>	<u>Interaction</u> <u>with Others</u>	<u>Learners'</u> <u>Impact on</u> <u>School-Aged</u> <u>Children</u>	<u>CTTP's</u> <u>Impact on</u> <u>Community</u>
<u>Integrated</u> <u>Science</u>				
MM				
DC				
<u>English</u>				
DB				
KB				
RS				
<u>Math</u>				
VY				
YO				

APPENDIX P

Pointers to Further Enhance Effective Learning

In order to achieve success, learners are encouraged to recognize their assets and deficiencies. Once they are aware of how they learn, they can develop strategies based on their assets to overcome these deficiencies.

Learners who enroll in intense academic programs need to decide that the program is their top priority and allocate the resources necessary to succeed.

Learners should determine their most effective learning style and develop a study plan which is compatible with their learning style. This study plan should be followed daily. Consistency over time increases the likelihood of success.

Learners should be encouraged to use the academic knowledge and teaching techniques observed to enhance teaching in their classroom and the community. Learners who practice newly acquired skills reinforce their learning.

Learners who share their decision to upgrade themselves with their significant others are more likely to gain the support of their significant others. Learners who received academic and personal support from their significant others are more likely to succeed. Therefore, learners are encouraged to share their decisions to upgrade themselves with their significant others. If support is not forthcoming, learners need to decide if they are willing to pursue an academic program without support. This is particularly true of female learners who are often expected to care for their families and homes in addition to upgrading their professional skills.

Learners who adopt the active listening skills of marker/tutors will be better

able to understand their students needs. This could minimize the amount of stress their students experience and enable their students to be more effective learners.

Learners should be encouraged to generalize the knowledge gleaned in developing academic pacing plans and life/career plans to other aspects of their lives.

VITA

Lyngrid Smith Rawlings was born May 22, 1944, in Memphis, Tennessee. After graduating from Howard University in Washington, DC, she taught vocationally oriented basic education to adults at Opportunities Industrialization Center (OIC) in Washington, DC from 1965 to 1969. From 1970 to 1974, she worked as supervisor of basic and vocational education at a residential Job Corps Center and as a Community Education Trainer at the Response to Educational Needs Project.

Between 1976 and 1992 she was employed as an administrator of various adult academic and vocational education programs and community schools in D.C. Public Schools. During her tenure with D.C. Public Schools, she developed and gained Board of Education approval of the External High School Diploma Program, a life skills and career experience documentation program for adults twenty-five years and older. During her tenure as director of this program, twenty-three adults received their high school diplomas.

Between 1984 and 1986, she worked as an Education Officer for the Department of Education and as a Program Administrator for the Ministry of Women's Affairs in the Caribbean nation of St. Kitts and Nevis. As Education Officer she developed and implemented training programs for adult literacy volunteers, unemployed adults, secondary school completers, and career counselors. As Program Administrator for the Ministry of Women's Affairs she developed, secured funding, and implemented Project GROW (Generating the Resources of Women): a project which empowered women to take leadership roles in establishing and maintaining

community development and income generating projects. She also established several crafts, sewing and baking projects, and facilitated the establishment of several community centers and a luncheonette.

During her years in the Caribbean, she participated in several program development sessions with the staff of Organization for Cooperation in Overseas Development (OCOD), a Canadian funded teacher training program based in Winnipeg, Canada. Working in conjunction with two other OCOD consultants and the Executive Director, she was instrumental in the development and implementation of the Comprehensive Teacher Training Program (CTTP).

In 1992 she changed careers from educator to Foreign Service Officer with the U.S. Department of State. Her first overseas tour (1993-95) was to N'Djamena, Chad where she served as a General Services Officer. For her second tour (1995-97) she was appointed as Senior General Services Officer in Abidjan, Cote d'Ivoire.

Her academic inquiry, career pursuits, and professional presentations have allowed her to travel to cities in USSR, Peoples Republic of China, Canada, and throughout the United States. Her part-time consultancies and full-time employment have afforded her opportunities to live in and travel extensively to parts of Africa and the Caribbean.

She is the proud mother of five self-sufficient adults.

Lynne Smith Rawlings

VOICE FROM THE VILLAGE

**Case Studies and the Lived Experiences of Seven Unqualified Assistant Teachers as
They Participated in the Field Testing of a Distance Education Program to Upgrade
Their Academic Skills in St. Vincent and the Grenadines**

VOLUME 2

by

Lyngrid Smith Rawlings

Adult and Continuing Education

Introduction

The seven case studies were compiled using data collected between June 1990 and December 1991. Most of the data were collected between July and August 1991 when the researcher lived with or in close proximity to each of the seven learners who were the subjects of these case studies. The researcher gained entry into the learners' lives through her work for five years with the Organization for Cooperation in Overseas Development, two of which were as Student Support Consultant for the Comprehensive Teacher Training Project (CTTP). Living arrangements were made by the country coordinator for St. Vincent and the Grenadines, Mrs. WK.

Where it was deemed relevant additional data were added based on reports submitted to the CTTP up to September 1992. The analysis of these case studies and other reports were the data base for the dissertation entitled "Voice From The Village: An Ethnographic Study of the Lived Experiences of Seven Unqualified Assistant Teachers as They Matriculated Through a Distance Education Program for Teacher Certification in St. Vincent and the Grenadines".

"One cannot separate thought from feeling and action, they are inextricably linked" (Stoller 1989).

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Case Study of KB

Background

KB and Family

KB, a thirty-five year old Carib Indian, was a learner in the English Language course. He lived and worked in the rural community of Sandy Bay, St. Vincent, one of the five remote Carib villages north of the Rabbacca (Dry) River. These villages lacked electricity, indoor plumbing, and telephones. When he was five years old, his father died. KB and his ten siblings were raised by their mother. KB completed required nine years of schooling, passed the School Leavers Exam, and began teaching at the age of fifteen. KB experienced success at a young age, but failed to continue growing intellectually and professionally. Studying independently, he had passed the General Certificate of Education (GCE) History and Human and Social Biology exams; and the Caribbean Examination Council (CXC) Principles of Business and Social Studies exams. The Comprehensive Teacher Training Project (CTTP) English course was the first structured instructional program he had been involved with in twenty years. KB had been teaching in the primary grades for nineteen years at the Sandy Bay Anglican School. Although he said he would like to attend teachers' college, he can not be admitted until he passes the English Language exam.

Many people in the rural areas have difficulty passing the English Language exam. Dialect is generally spoken in the villages. Standard English is a second language acquired in school and used in the capital city. KB has stated that since he speaks English everyday he doesn't think he should have to study the language.

Consequently, he has repeatedly failed the English Language exam.

At the time of the interview KB had been married for six years to CB, a twenty-six year old Afro-Caribbean, from "Below the Dry River." CB, also an unqualified assistant teacher (UAT) at the Sandy Bay Anglican School, became a learner in the CTTTP Math course in July 1991. She and KB had two children under two years old. The four of them lived in a comfortable one story house which KB built before they married. They were respected in their neighborhood as evidenced by the requests for assistance in filling out government forms, giving advice, and serving on the Emergency Preparedness Committee.

KB as a CTTTP Learner

KB was selected as a learner in July 1990. Originally, he signed up for both the English Language and Math courses, but decided to focus on English Language since it was required for college entry. The week-long orientation workshop in 1990 occurred during the hurricane season. As a member of the Emergency Preparedness Committee, KB was often on call. To arrive at the workshops by 8:30 a.m., he had to leave Sandy Bay at 4:00 a.m. each morning. KB was present and prompt each of the five days. KB actively participated in the discussions, role playing, and assumed several leadership roles. During the week of face-to-face sessions, he submitted all three required assignments. The two assignments due in September were never submitted.

Between October 1990 and March 1991, KB was actively involved in the CTTTP as evidenced by his attendance and his active involvement in the monthly face-

to-face sessions, and the submission of his prescribed assignments. Between March and July 1991, KB completed two modules and submitted the respective end-of-module tests (EMTs).

KB also participated in the week of face-to-face academic and study skills reinforcement workshops held August 12-16, 1991. He was present everyday. On the three exams administered by the marker/tutor (M/T), KB's average was 48.3%. By the end of the week of face-to-face instruction, KB had completed modules three through five and submitted the EMTs for each module. Although he also attended the study skills portion of the training, he did not turn in the three assignments.

Throughout September and October, KB was very productive. According to the M/T's monthly report, KB submitted EMTs for modules six through nine. In November and December KB submitted the EMT for module ten. The criteria for the CTTTP paying the registration fee for the CXC exam was that learners would have completed half of the modules by December 1991. Since KB had not completed half of the modules, he paid his own registration fee for the CXC exam.

KB's Lived Experience

The purpose of this section was to understand how KB experienced the CTTTP instructional program, student support interventions, logistical/management procedures, and interpersonal relations/communications with other UATs, the M/T, the country coordinator (CC), significant others, and the community. These activities, which occurred between July 1990 and December 1991, were divided into five

periods: Orientation and Training (July 23-27, 1990), Program Hiatus (August 1990 to March 1991), Matriculation 1 (March to July 1991), Academic and Student Support Reinforcement (August 12-16, 1991), and Matriculation 2 (September to December 1991).

Instructional Program

KB was informed in July 1990 that he had been accepted into the CTPP. When asked how he had learned about the CTPP, he responded,

At school the head teacher was passing around some forms stating that those teachers who wanted to go to college might want to fill out one. Then the last week, I got a note stating that I must call a special number...So I called Ms. WK, (CC) who told me all about this program and asked me if I was interesting. I told she that I'm interesting more than anybody else because age is catching up with me. I believe that I can do something to work a miracle...Well, people say it is a miracle, but what it is, is something natural about me.

When asked why he wanted to be a part of this program, KB answered, "Well, I believe that this program would be beneficial to me. By this it will help me to sit down and do school study, and by this I would be able to pass the final exam."

During the Orientation and Training session learners were provided with a brief overview of the instructional program. The orientation provided general information on learning at a distance, completing modules, submitting EMTs, and communicating with the M/Ts. A sample Math module provided learners with hands-

on experience. Unfortunately, no English modules were available and the M/T for English was in Barbados correcting CXC English exams.

KB was asked how he felt during Program Hiatus, the seven month period before the module arrived. He replied, "I was just waiting and as usual continuing my work." When asked if he lost faith in the program, he replied "Not really."

In responding to queries about the period from March 1991 to July 1991 (Matriculation 1), KB responded, "I thought I was to read all the modules before sending for the EMTs." According to KB, he studied all the first five modules and was surprised when he learned that each module had a separate EMT. When asked about how the instruction was organized, he responded, "It was set up in a way that was helpful to my learning." Specifically, he said, it helped him with his vocabulary building and essay writing.

When asked what he found most difficult about his study, he replied "Sometimes, I just feel lazy to get up in the night. But once I get up, I study because I am learning from the lessons too, and it is applicable to everyday life."

When asked about his rate of studying, he stated, "Well, I find that I am lapsing behind time. I think that I should need some speed up action. Now for the last three days, I find myself going around the clock with my school work and homework."

KB said he could catch up before September. He said it took him only two days to complete one module. The English Language course had twenty-one modules.

KB responded to queries about ways of making the program easier. "I think

sometimes if you had a teacher to listen to, it can make the learning easier. In just this way, it can cut down on some of the reading of so much material. But again it can also be a disadvantage because you must read to improve your skills." This is an example of KB's insight into how he learned most effectively. He recognized that he needed to work consistently to master English Language, but he lacked the tenacity to follow his schedule of studying ten hours per week.

Student Support Interventions

Student support interventions were composed of three parts: coping skills, study skills, and nation building. The first part of coping skills focused on self-esteem, problem solving, stress, and time management. In July 1990, KB described himself: "...as a teacher, father, husband, and community worker, I like to be a model from which others should imitate. Hence, I strive to perform my duties to the best of my ability. I am not perfect and can make mistakes...I, therefore, appreciate the cooperation from others especially, if I'm doing something in the community which will be beneficial to them. But, I detest people who criticize my efforts and try to discard it. This, I feel damage the inner make-up of the human being, and I am no exception."

When asked (1990) how he felt about himself, he responded he felt good about himself. " When asked why he felt good, he responded "I am living in a society where the family life is low and the academic achievements of the people are few. Hence, as a teacher, I consider myself as good, knowing also people say 'Sir' whenever I am around."

KB reflected on his reactions the week of orientation and training in 1990. When asked what he learned, he said, "I need to change myself from adhering to unimportant activities." In reacting to the session on stress, he commented, "I need to be able to deal with stress in a professional way." After playing the stress management game, Tenacity, KB commented, "I learned that I can identify problems and find solutions in many ways."

To become self-directed, KB said "I should recognize my errors in life and discard that thought completely. I then strive for perfection." When asked what changes he had to make in order to pass the CXC exam in English Language in June 1992, KB said, "I must cut down on the time I spend with community activities and down on time I idle with my friends and be more committed to my studies." According to KB, since his marriage he has decreased his time out with the boys to two hours per week.

KB admits that it was only after he got married six years ago that he became ambitious. This ambition led to his interest in attending teacher training college. In 1990, he described his feelings about his family,

I have a great love and devotion for my family. It is made up of three, my loving wife and my dearest little three months son along with me as the head...Nothing else makes me feel so happy and important than them. I believe education starts in the home.

KB's wife became pregnant and gave birth to their second child during the course of this study.

In July 1991, KB was interviewed at the Sandy Bay Anglican School. When asked what he remembered from the 1990 training session, he replied,

Well, you have to look at yourself and set your priorities, what you want in life. I think that looking at it, it tells me to tell myself that I will achieve what I want in life. It is not impossible.

When asked if any of the sessions were a waste of time, he replied, "No, I don't think anything whatsoever, because now and again I glance back at my notes, and, when I think everything is dark, studying my notes gives me some spirit to keep trying."

When asked about the relationship between hard work and success, KB replied, Well, I don't think I want not to work hard because I'm getting age now, age is catching up on me...I realize that I have to stick with cause I am a family man. I would like to get through college, and maybe looking for another avenue, like a university, if it is possible.

Study skills focused on how people study. When KB was asked who helped him when he experienced difficulty with his work, he responded,

Well, my wife usually. What I do is I read it first, then I might have a problem with it, I tell she, you read it. You read what this is saying. Don't tell me your findings as yet until after we discuss it. That's how I get help.

When encouraged to aspire to attend teachers' college, KB replied, "I'm thinking that teachers' college is not the problem. The problem is to get behind my studies, study hard, and to be successful.

KB's five-year goal was to graduate from teachers' college and become a qualified teacher.

Nation building focused on people working together to help those less fortunate than themselves. When asked about his impressions of the session entitled "Nation Building - Racism, Sexism, Classism," he responded, "You need committed people to build a nation. You must first develop yourself. Then you must reach back and help someone else."

KB described how he viewed the CTPP.

I see the program as being in the pioneer stage, and I have a serious part to play. I can see myself after the exams, if they have anymore UATs who want to participate in this program, I will use my position to help them...This is why I have to be serious and true that my marks be at a maximum. I want to be a success.

Explaining his desire to be successful, KB continued,

One of the things that I realize is that in this remote area, you might have many UATs get into the same trap that I got into. I feel that the program would be successful if you extend that helping hand to them. Then, they would reach the same peak that we reach out there. So that is why I believe I should be serious, because I think those who are behind it are serious about it.

I see I'm given a challenge and I don't like to back down on a challenge. I also like competition and I am going to do my best, ...cause I want my name recorded in the book of records.

Three assignments were to be submitted after the study skills workshop in August 1991, KB did not submit any of the three.

Logistics and Management Procedures

Logistics focused on transporting modules and EMTs and communicating relevant information to appropriate persons. Management dealt with issues which affected the program operations. In responding to queries about getting in touch with his M/T, KB replied,

Well, that's a hard one to answer. Because I don't have a telephone and the only time I get in touch is when someone who is at the school carries my EMTs or brings a letter to me or something like that.

The M/T developed a way of having a student take materials from Sandy Bay to the M/Ts schools. "But when school goes on recess, you don't have anyone you can't get in touch. There's no way down." KB was unable to think of any alternate ways of communicating with his M/T. KB was the only UAT living "Above the Dry River," who voiced this concern. All other UATs, including his wife, resolved this problem by visiting their M/T and CC or sending EMTs by a driver or a neighbor who was traveling to Kingstown.

Interpersonal Relations/Communications

Interpersonal relations and communications focused on how UATs related to one another, their M/T, the CC, their significant others, and the community-at-large. Although in Sandy Bay another UAT was also enrolled in the English Language course, KB was reticent about them studying together. KB had been teaching at Sandy

Bay School for nineteen years; it was very likely he had taught the other UAT when she was a student in primary school. KB expressed a sense of frustration being an unqualified teacher for almost twenty years without a promotion. His inability to pass the English Language exam denied him entry into teachers' training college.

When asked if any other UATs in the village were studying the same course, he responded that CS, his neighbor and coworker, was taking the English Language course also. When asked why he did not study with her, he said he preferred to study with his wife. Although KB said he was willing to help CS if she needed help, he was unwilling to offer his help to her or ask for help for himself.

When asked what the people in his village thought about his studying, he replied, "Well, nobody in the village knows. I've never discussed that with anyone, cause, I believe, that it is my personal thing. I want to give everyone a surprise."

Perceptions of Head Teacher, Marker/Tutor, and Country Coordinator

Interviews were conducted with Mrs. RW, Acting Head Teacher Sandy Bay Anglican School; Mrs. SJ, English M/T; and Mrs. WK, CC, to determine how KB's perceptions and understandings of his CTPP experience were perceived by persons who assessed his performance.

Mrs. RW, Acting Head Teacher of Sandy Bay Anglican School, became aware of the CTPP in March when she received a request from the CC to permit those UATs involved in the CTPP to be excused from school to attend workshops in Kingstown. Prior to that time, Mrs. RW was unaware that four teachers in Sandy Bay

Anglican School were involved in the CTTP. In discussions, Mrs. RW said that most of her teachers worked very hard with students. In responding to queries about the UATs in the CTTP, Mrs. RW complemented the group of participants in the CTTP. Commenting on KB, Mrs. RW said: "He is an experienced teacher, but sometimes he does not take instruction well. He does not make any lesson plans and things like that." According to Mrs. RW, KB has the ability to do well, but he often does not follow through on his plans. She says KB makes very admirable plans, but has little patience with the amount of hard work necessary to achieve those goals. Mrs. RW commented that KB seems to believe he should be accepted based on the worth of his intention not the value of his follow through. When his shortcomings were pointed out, KB would become agitated.

Mrs. SJ, the M/T for English Language, used a variety of techniques to motivate and stimulate the learners during the training in August 1991. KB maintained a high profile in exercises which required students to recite passages or discuss issues. However, when exercises required careful thought or written expression, KB often avoided or did not complete those exercises. In assessing his ability, his M/T said that KB had the ability to successfully pass the English Language exam but...

he must apply himself. He must study every page of every module to ensure that he has absorbed all the content. KB can do well when he wants to do well. He functions well with continuous positive encouragement but pouts when he doesn't perform well or when he is corrected.

The M/T also commented that, once KB learned that CS, a 24 year old female

coworker, received a higher score on two EMTs, the quality and quantity of his performance diminished.

Mrs. WK, CC, also reiterated that KB had the ability to do the work if he studied consistently. "He promises to do better but he's broken his word before, so I can't be sure about KB's progress." KB admitted to Mrs. WK that the English Language course was much harder than he expected.

Perceptions of Significant Others

To determine how KB's understandings and perceptions of his experiences in the CTTP were perceived by his significant others, three of KB's coworkers and co-learners in the CTTP were interviewed. They were CB, KB's wife and learner in the Math course; BC, learner in the Math course; and CS, learner in English Language course.

When CB was asked what kind of effect KB's being in the CTTP had on the family, she responded, "Well, it isn't really affecting me that much cause most of the time he works at nights when I'm sleep. So it don't have any affect on me." When asked if she thought the program could help him in his own personal development, CB replied, "Yes, a lot. Because he could improve his language and his grammar, cause he has a lot of problems with grammar. So I feel that it helps him a lot." When asked why she thought so many rural people had difficulty passing the English Language exam, she stated: "That in most rural areas dialect was spoken. The same way how the children them talk, they write back the same language."

The inquiry shifted to CB's feelings about KB going to teachers' college, she responded, "Well, that would be great, because he would not only make more money, but for his own educational development it would help him a lot."

In July 1991 CB was invited to enroll in the Math course. Her secondary school education and her interest in Math made her a possible replacement for potential dropouts in the Math course. CB and KB studied together. CB helped KB with his English Language. KB helped CB with her Math.

During the 1991 summer workshop, CB blurted out in a moment of despair, "KB's problem is he drinks too much rum and spends the weekends in town with the boys." During the training session in August 1991, KB spent several nights in Kingstown. The following mornings he would come to the training hung over. CB's statement about KB's excessive drinking and socializing coupled with his observed behavior contradicted KB's assertion about limiting his time with his friends to once a week since his marriage. The couple's second child was born November 1991. Both worked together caring for their two children and their home.

According to BC, KB's coworker, KB had the ability to accomplish whatever he chooses, but he just does not apply himself. BC respected KB's intellectual ability and his material acquisitions, but BC felt that KB often did not conduct himself as a teacher in the school or community.

In comparing BC and KB, several similarities and differences became apparent. Both KB and BC agreed that the modules were well written and facilitated learning. Both agreed that their M/T was helpful and supportive of their learning. They also

concluded that some of the more difficult concepts could be taught more effectively if they were discussed on cassette tapes and explained in modules. Both spoke of the difficulties which resulted from the lack of telephones KB described the absence of a telephone as a problem; BC characterized it as a challenge. In response to the issue of transporting EMTs, BC suggested that a group could send the EMTs to the M/Ts by one of the bus drivers; KB felt that it was an insurmountable obstacle.

In the individual discussions, KB focused his attention on how other people viewed him; while BC described how and where he studied. KB said he did not see how the modules could help him teach more effectively; BC modified the explanations in the modules and gave examples based on the grade level he taught. KB spoke of difficulties staying awake or problems getting up to study; BC spoke of the techniques he used to increase his concentration. KB used his leisure time to drink with the boys; BC played cricket and coached a youth team.

When CS, a learner in the English Language course, experienced difficulty with her English course she sought help from her brother and Mrs. Grant. Although she knew KB was also taking the English course, she was unwilling to ask him for help or for them to study together. There appeared to have been a mutual unwillingness on the part of either KB or CS to study together.

There were several similarities and differences between CS's and KB's approaches to the CTP. The similarities were that both felt the English Language course was organized in a manner which helped them learn and each felt their M/T was very helpful and supportive. Both worried about the program during the hiatus,

but each felt that the program would start eventually. During the hiatus both used their textbooks to study. Some of the differences in these two learners in the English Language course were that KB was concerned about disciplining himself to study because he was getting old and wanted to make his mark, while CS focused more on managing the stress she was experiencing in her personal life. She redirected her energies and increased her concentration on her studies as a way of combatting her disappointment and embarrassment. KB used alcohol to deal with his frustration.

Community Perceptions of the CTTT

In order to ascertain the community's perception of the CTTT, several community leaders from Above the Dry River were asked how they viewed the CTTT. The responses related to all the communities Above the Dry River.

Community perceptions of the CTTT were obtained from interviews with CB, wife of KB and UAT; BC, UAT Math learner; Mrs. RW, Acting Head Teacher at Sandy Bay School and leader in Sandy Bay community; Mrs. AC, Agricultural Extension Worker and community activist; and Mr. PB, PTA president and local businessman.

When CB was interviewed initially, she was not a learner in the CTTT. But her desire to pass the Math exam and the CTTT's need to identify persons to replace potential drop-outs in Math, coupled with her familiarity of CTTT through KB indicated that she could be included in the training session in August 1991 with a minimum orientation. In speaking with CB about the impact more education would have on the community of Sandy Bay, she responded that it would help the village

develop. "We would be able to help those who are not so fortunate." When asked if people in the village would attend evening classes, if they were available, CB responded, "Yes, they would be glad, but the opportunity is not here. If we need to get any subject, we have to go to Langley Park evening classes at night and it is very inconvenient." The closest evening classes are eight miles from Sandy Bay on the other side of the Dry River and often they would have to walk back in the dark. According to CB, the CTPP was "assisting teachers by improving their standard of living, which makes them better able to fit into society."

BC was transferred from the school in Owia to the school in Sandy Bay in January 1991. Shortly after that time, he was recruited by the CC as a learner in the Math course. When asked how the community perceived the CTPP, he replied,

Well, I think people in this program should do their best...to make the program successful. People in the community like to be a part of successful things...A lot of people know that teachers have to study to upgrade themselves...People are looking forward to you coming out successful.

When asked how people in his school and community felt about the program, he responded, "Well, lots wish they could get into the program. They see that it is interesting. It helps them in their studies and helps them further their education."

When Mrs. RW, Acting Head Teacher, was asked about the value of CTPP to the community and country, she responded,

I think it (CTPP) will help because...we need to have more trained teachers in this area. For quite a long time, we have not been producing enough trained

teachers. If these teachers could help to develop themselves educationally, they would be able to become trained teachers to help out in this situation in Sandy Bay...I want to see the program continue in St. Vincent, especially in Sandy Bay. In the future, I would like to see more teachers involved in this program.

Mrs. AC, a former UAT of Carib decent, was an Agricultural Extension Worker in Sandy Bay and a community activist Above the Dry River. She and her husband had been living in Sandy Bay for nineteen years. They had seven children, all who were attending or had attended Sandy Bay Anglican School. When asked of what value the CTPP could be to people Above the Dry River, she responded,

This area where we live is so far and transportation from Georgetown is a problem. I know it (the CTPP) would be beneficial...There are many teachers in this area who I know would like to educate themselves more, but the closest evening classes are eight miles away in Georgetown. These classes run up until eight o'clock in the night. After that the teachers will have to walk eight miles in the dark to come home except if they are lucky to pick up a ride from somebody. So, especially in our area, the program will work. If they lived in Owia, they would have to walk twelve miles. If they live in Fancy, they would have to walk sixteen miles.

When asked about teachers taking time away from their families and community activities to study, Mrs. AC said, "The value of qualified teachers to the community made it worth the sacrifice required for them to study and attend teacher

training college." When asked if she felt it important for teachers to try to improve themselves, Mrs. AC responded, "Oh, yes, it is important for them to improve themselves, then the school will improve, and the community will also improve."

When asked what the value of getting more trained teachers Above the Dry River would be, Mrs. AC responded,

It would be good if, after we have the teachers trained, then we have our own secondary school. We would have our trained teachers, our secondary school and then it would be less problems. We would have more parents sending their children to secondary school. There are many parents who would like to send their children to a secondary school. But financially they can't make it, because you have to take the school bus, you have to give your child money for lunch. But, once you have the trained people and the school with the people, then it would be easier and more children would get secondary education.

Mr. PB, President of the Sandy Bay P.T.A. and local businessman, was married and the father of six children. His oldest daughter was a UAT at the Sandy Bay School. Two of his children attended secondary school in Georgetown, another worked in a government carpenter's shop, and the youngest was involved in an income generating sewing project, which was housed in the basement of Mr. PB's home.

When asked if his daughter and others in the community would participate in the CTP if they were given the opportunity, he replied enthusiastically,

Sure, I am sure and she is not alone. I am sure I can speak for others. They

would be very interested in a training program of that nature (CTTP)...I know of many young people turned out of school. They have nothing to do...At present, I know of school leavers, not just teachers, who would like to further their education...To me it would seem that this should be some kind of adult education.

When asked if Sandy Bay produced enough teachers to meet the need for teachers in the Sandy Bay, Mr. PB replied, "Yes, I'm sure. Sandy Bay supplies most of the other schools in the area with teachers like Owia, Fancy, and Overland." When asked if more qualified teachers would affect the quality of education of the community, he replied. "We presently have teachers from outside...but if we have enough qualified teachers in Sandy Bay, then after school they (the teachers) themselves can be involved in a system of helping the young people." When asked about the need for additional tutoring for young people, Mr. PB replied, "In the past school year, only eleven out of thirty students passed the Common Entrance Exam. Extra after school tutoring could have improved that number."

The conversation shifted to the topic of getting a secondary school Above the Dry River. The need to have adequate numbers of trained teachers and the need to secure land and a building were discussed. Mr. PB became very intense as he said, "Oh yes, of course we want a secondary school. The government owns the lands now, so the land is there. This is something that people have been thinking about for a long time. You have a situation where you have from Sandy Bay, the school buses and two other buses to take children to and from

Georgetown. As you know sometimes the river may be running or the buses might break down from Owia. The children travel with a van, but sometimes I find that if that breaks down, then the children have to walk from Owia. You know that is really difficult. But if we had more qualified teachers here, then they would be given work in the secondary school which could be built Above the Dry River. Once we get enough qualified teachers, we could get a secondary school, but it is no use bringing a secondary school, if we don't have the teachers.

When asked about other jobs Above the Dry River which required examination passes, Mr. PB replied,

To enter nursing you need passes in English and Biology and one other subject. Policeman must have two passes, one in English Language. If you wanted to work in a bank, you would need a certificate of business. So you see we need qualified people, not just teachers.

Next, PB was queried about people remaining Above the dry River once they got their education. His response was, "Well, once they are in something here to keep them here, they will stay."

As the interview drew to a close, Mr. PB was asked if there was anything he would like to say, he replied,

I think this is a very good project and it is very much needed in the area in which we live. This area is called the Carib community, here is where the descendants of the Caribs live. I think you have come a very long way and it is

good when others can come to assist us...I would like to encourage you not to give up, but to do everything possible to ensure that the project does not breakdown.

Reflections of the Student Support Consultant/Researcher

KB was a pleasant, personable individual who viewed himself as a person destined to accomplish great things. However, he lacked the tenacity to transform his dreams into reality. Although he knew what he needed to do to achieve his goals, he was unable or unwilling to sustain his performance to be fulfilled. His inability to attain his goals threatened his concept of his masculinity.

KB derived his status in the community as an intelligent fourteen year old who passed the pupil-teacher exam. He maintained his status from his position as a teacher, a home owner, a family man, and a member of the Emergency Awareness Committee. His status was being diminished because of his excessive drinking, his inconsistent performance as a teacher, and his unreliable work in the community. Although KB needed to be prodded to study, he only accepted this prodding from his M/T, CC, or Student Support Consultant (SSC). When either his wife or head teacher encouraged him to excel, he became resentful. At times, KB's unwillingness to concentrate caused him to forget or misunderstand directions.

KB's low self-esteem was manifested by his continual need for approval from people he felt were important like his M/T, CC, and SSC. At times their approval appeared to be more important than his passing the CXC exam and going to teachers'

college. This need for approval coupled with his fear of getting old without accomplishing something worthy of recognition created a high level of stress for KB. He coped with his stress by drinking excessively "with the boys" and trying to convince important people he was a serious student intent on learning standard English and passing the CXC exam.

The researcher gained access to the Sandy Bay community as a house guest of Mrs. RW, Head Teacher of Sandy Bay Anglican School.

Case Study of DC

Background

DC and Family

DC, a twenty-three old Carib Indian, lived and worked in the isolated village of Owia six miles north of Sandy Bay. Bus transportation was limited to morning and afternoon "rush hour" only. DC completed thirteen years of school and had been teaching for six years as a unqualified assistant teachers (UAT) at the Owia Government School. Prior to entering the Comprehensive Teacher Training Project (CTTP), he passed the Math, Geography, and History exams. Shortly before he enrolled in the Integrated Science course, he passed the English exam.

DC' father worked in the tourist industry on Mustique, one of the Grenadine Islands. He was absent most of the year. He visited his family on holidays. DC and his mother made the day-to-day decisions in the family. Living in his family home were DC, SB (his fiancée), their two year old daughter, DC' mother, three brothers, and a sister (currently away at teachers' college).

In Owia, DC was recognized as an active community leader, a dedicated teacher, and a demanding cricket coach. He was very proud of his Carib ancestry, as evidenced by his involvement with the Committee for Indigenous People. This organization, composed of Carib Indians from Dominica, Belize, and St. Vincent, had been working cooperatively to revitalize traditional Carib culture and language. They had also lobbied to improve living conditions of the Caribs in their respective countries. DC successfully organized the Carib community to pressure the

Government of St. Vincent and the Grenadines to build a multi-purpose park in Owia. This seaside park, called Salt Pond, is now a national attraction for both Vincentians and tourists. The park contains a sports field, landscaped gardens, and a lagoon, which is used for swimming, observing marine life, and spear fishing. The park is the center for recreation and relaxation in Owia.

In his quiet moments DC developed his creative talents. Sometimes he practiced his guitar with a loosely formed group of musicians. But when he needed complete solitude, he went to a quiet spot near the Salt Pond and painted. Some of his paintings depicted unspoiled Vincentian landscape. Other paintings were political statements about Caribs' fight for cultural survival. Many Caribs wanted to use their common heritage to fashion an economically secure future.

SB, his fiancée, also a Carib, taught at the same school as DC. When SB became pregnant, her family ordered her to leave their family home. DC' family accepted her into their home as a family member. Until DC and SB complete teachers' college, build their own home, and get married, they continue to live in DC' family home as siblings. Like the other family members, SB worked and contributed to the household. DC' and SB's child was cared for cooperatively by all members of DC' family. Their child was the third generation in the home, an accomplishment the family viewed with pride.

Like DC, SB attended secondary school in Kingstown. She passed three Caribbean Examination Council (CXC) exams, including English Language. She expressed a strong desire to participate in the CTP Math course. She was permitted

to enter the Math course to replace one of the inactive Math learners. DC said he was pleased that SB was accepted into the CTPP. His family agreed to be supportive of both of them while they studied.

KN, SB's sister, was also a learner in the Integrated Science course. Whenever KN had difficulty with her science, DC tutored her. DC's strong science background was an asset to both KN and IL the other UAT in Integrated Science in Owia.

DC as a CTPP Learner

DC was selected as a learner in the Integrated Science course in July 1990. He chose the Integrated Science course which required a structured science laboratory for the school-based assessments (SBAs) because science courses were rarely available once persons left secondary school.

After completing primary school in Owia, DC went to secondary school in Kingstown. He completed secondary school, passing three General Certificate of Education (GCE)/CXC exams. At the completion of secondary school he also took the Physics, Chemistry, and English Language exams; he did not get a passing score. But his strong academic background in the sciences was an asset for the Integrated Science course. Even though dialect was spoken in DC's home, his long association with qualified teachers at secondary school in Kingstown increased his proficiency in standard English. DC's agile mind moved facily past the wants of individuals to the needs of Carib people.

During the 1990 orientation and training sessions, DC actively participated in the group sessions and submitted all three written assignments. In September 1990, he

submitted the other two assignments. Between October and March, DC occupied his time with other activities. When the modules arrived in March, he began studying them. Between March and July 1991, DC completed the end-of-module tests (EMTs) for the first four modules and the required SBAs. During the week-long workshop in August 1991, he completed the second set of SBAs with a total score of twenty-one out of twenty-four marks. He also completed the fifth EMT. Between September and December, he completed up to module sixteen. According to the marker/tutor's (M/T's), monthly progress and financial reports, the CTTTP paid DC' CXC examination registration fee because the M/T felt DC had completed half of the course and had a good chance of passing the Integrated Science exam.

DC' Lived Experience

The purpose of this section was to understand how DC experienced the CTTTP instructional program, student support intervention, logistical/management activities, and interpersonal relations/communications with other UATs, M/T, country coordinator (CC), significant others, and the community. These activities which occurred between July 1990 and December 1991 were divided into five periods: Orientation and Training (July 23-27, 1990), Program Hiatus (August 1990 to March 1991), Matriculation 1 (March to July 1991), Academic and Student Support Reinforcement (August 12-16, 1991), and Matriculation 2 (September to December 1991).

Instructional Program

DC applied to be a learner in CTTTP through a circular that the CC sent to his school. When asked how he felt about being selected, he replied,

Well I'm glad that I was accepted for the program, I was thinking about going back to science. Seeing that I did biology, physics, and chemistry. I was looking for a way to do some sort of science...English you can study at home, but for science you need a lab for the experiments.

During the Orientation and Training session learners were given a brief overview of the instructional program. The orientation provided general information on learning at a distance, completing/submitting EMTs, and communicating with M/Ts. A sample Math module provided learners with some hands-on experience with modules. Unfortunately, no Integrated Science modules were available. The M/T for Integrated Science was in Trinidad correcting CXC Biology Exams.

When DC was asked how he spent the time during the Program Hiatus (October 1990 to March 1991), he replied that he just did other things like coach the cricket team, work with his community projects, paint pictures, plant vegetables, and play his guitar. In December when the textbooks arrived, the M/T gave instructions and provided supplemental assignments. DC completed and submitted the assignments as requested. But by the time the modules came in March, DC was very busy preparing his class for the Common Entrance Exam (CEE). Consequently, he did not have much time to work with the modules. When asked about his rate of module completion from March to June 1991 he said, "I can speed it up in the summer. I'm

gonna speed it up because I want to finish as much modules before I start the next session in the CEE."

In response to the query of how often do you talk to your M/T, DC responded that, since he was not having difficulty with the modules, there was not much to discuss with his M/T. When he saw her in Kingstown, she encouraged him to stop by her school whenever he needed help.

When asked if there was anything else his M/T could do to help in his studies, he said,

I think she is doing enough. She spends a lot of time explaining things when we have doubts...Even though you do well in a topic but there might be a particular question in an area, she tell me to read...When I give an answer, sometimes she tells me to try to find out more on the topic in my own way. She makes you want to find out in your own way...Rather than telling you a lot of information...she sends us out to discover things on our own.

When asked if he felt that putting some of the more complicated concepts on tape would be helpful, he replied,

Yeah, I think it would be better in the end if you can sit down and listen. They can explain it on tape rather than write everything. Sometimes it is easier if you hear some things instead of reading them.

Student Support Interventions

The three parts of student support interventions were coping skills, study skills, and nation building. The first part of coping skills focused on self-esteem, problem

solving, stress, and time management.

Describing himself in July 1990 DC wrote,

From a very early age, my mother allowed me to make a lot of decisions, advising me on how I should view certain situations. I think it was this kind of training that helped make me the kind of person I am today. I am a very serious person in the classroom. Many people in my community look up to me because I am one of the few persons to obtain subjects on leaving secondary school. Many older members in the community would ask for my advice on certain matters. When I am walking in the street, people call out to greet a person, they would greet me by calling my surname. In school, although I am not a qualify teacher, the head teacher would ask for my opinion on making certain decisions and would left me in charge when he is absent because we do not have any qualify teachers on staff.

When responding to a queries in July 1990 about how he was going to manage studying Integrated Science, DC replied, "Spend less time in community work and socializing. Get up an hour early. Pay a laborer to work on my lands to weed and dig. Spend less time playing music with the band (guitar)."

When asked in August 1991, what he remembered from the previous year's training, he replied,

...being able to arrange me time...if you can manage your time you can get a lot of things done...you must have your priorities straight...Look at what's important and what's going to affect you in the future and just do that.

When asked did he find any part of the training a waste of time, DC responded,

No, I don't think so...People want to go forward, it's to get their minds into condition that they have to work towards their goals. You can work for what you want to achieve and achieve it a step at a time...One of the things the training helped people to realize (is) that you have to take things one step at a time and if something happens...let it make you a better person, don't let it bring you down.

Study skills focused on how learners studied. When asked to describe how he studied, DC replied,

I usually study, I sit down and do some work for an hour or more, even though the modules does call for say fifteen or thirty-five minutes, and I do sometimes two modules. Okay, then when I finish with the modules, I'll try to get a test.

When asked if he ever studied in the morning, DC said that one time he studied on Saturday morning with KN when she was having difficulty understanding hard and soft water. Even though he had studied at other times of the day, he usually studied in the afternoon for several hours before it got dark.

In considering more effective ways of learning, study groups and learning tapes were discussed. DC agreed that tapes would be helpful. In responding to queries about studying with other UATs enrolled in Integrated Science, DC responded, "I want to talk to the other students about getting together sometimes in the evening where we can sit down and do some studying, because I know they usually have problems. IL

usually has problems with her practicals." DC recognized his strength in Integrated Science and willingly helped both KN and IL with the difficult concepts and the experiments.

Three assignments were given after the study skills workshop in August 1991. DC submitted all three. His essay entitled "Yesterday, Today, Tomorrow" suggested a more self-directed, mature person authored that essay as compared to his literary self-portrait written the previous year.

Nation building, the third facet of student support interventions, focused on people working together to help those less fortunate than themselves. When asked if he saw any relationship between the session on "Education for Nation Building," and his work as a UAT, he replied,

If you're going to have a good nation, it starts way back down in the family where people have to establish a good family background, then you gonna have a good people in a community...and then they can contribute on a whole to the nation...You have to start in the home. Where people have a good family background, and although that person might have the natural ability in terms of academics, going forward and so on, that person might suffer in terms of being able to communicate with other people.

Comments on the value of children being given tasks at home, he said:

Children who are given little tasks to do like fetching water, cleaning the yard, washing dishes, or like tasks give few problems in school. But children whose parents don't teach them responsibility, they don't know how to go 'bout doing

something...learning to do things step-by-step, helps them do well in English, Math, Science, and other courses. People need to be taught how to work.

When asked for an overall comment about the CTP, DC said,

I think it is a good program, but it should have started earlier...there are a lot of guys out there studying and fighting...trying to move forward. I think if this program is successful, that it should be extended and expanded a lot in the rural areas. 'Cause sometimes you have kids who go to secondary school for two subjects or one and then can't get a job and then trying to do some studying on their own and nobody to push them to keep trying...Its getting harder to get a job without four exam passes...One problem is that once people get their qualifications, they leave. The people who stay have to try to build it up.

In discussing the future of Owia, DC explained,

The people of Owia are surviving in terms of food and so on...but in terms of education, most are satisfied getting into school, then getting out, that is that. Most of them are sort of cut off from the world outside...There are people who I know presently afraid to go to the city because they say that they won't be able to find their way around...Most of the younger generation are going out. A lot of people is going away more, even to Kingstown to school and coming back. They talking to other kids who are behind...What I'm afraid of is that some of them are influenced by the changes, but they are not looking at these changes as they affect them. The changes don't tell them what they must

do to get a job. There is a gap in what they want and what they must do to get what they want.

Logistics and Management Procedures

Logistics and management focused on the transporting of modules and EMTs to appropriate people, the communicating of relevant information to appropriate persons, and managing issues which affected the program's operations. When asked what management or logistical problems he encountered while in the program, DC responded that the only problem he perceived was getting EMTs from and to the M/T in a timely manner.

Because if I go to Kingstown and miss the M/T, I would not get the thing until the end of next month and that is a long time to wait. It just takes too long to get the EMTs back.

Interpersonal Relations/Communications

Interpersonal relations and communications focused on how UATs related to one another, their M/T, the CC, their significant others, and the community-at-large.

When DC was asked how he felt about the face-to-face study session, DC responded, "They were great." In discussing the impact Mrs. DB, M/T, had on the group, DC explained, "She wanted to know what we needed to learn and she helped us learn it. She always encouraged us to do better." As a result of the group's closeness, they planned a social event at the Salt Pond in Owia.

When DC was asked how his family felt about his studying, he answered:

My studying doesn't really affect them...because I usually do my studies in the

evening when everybody has finished doing their work...So usually I would be out of the (living) room...Instead of taking all the time now for cricket or practice, I'll take some time from it and study...So it doesn't affect them. I think they realize, I want to move forward...and getting a higher education is usually how. So I do get encouragement from them.

In response to the query of how do the other UATs at your school feel about you being in the program, DC replied,

Well they don't know much. I don't do a lot of modules in school. I haven't talked to any other teachers about the program or anything like that, except for the other teachers who are involved in the program themselves. But I think the other teachers are interested in it, especially how we are getting the work, and we are getting somebody like you who visits to see that you are doing your work. Teaching and studying is a lot of work especially in primary school. So I feel that if they have a chance they would be in the program because they need to pass the subjects being offered.

Finally, DC was asked how do the people in the community feel about his studying which takes time from them. He explained, "Well, I think by now the guys them especially from my community, they realize that I'm a guy that when I say something I mean it."

Perceptions of Head Teacher, Marker/Tutor, and Country Coordinator

Interviews were conducted with: Mr. JP, Head Teacher; Mrs. DB, Integrated

Science M/T, and Mrs. WK, CC. Data from these interviews illustrate how DC was viewed by those who supervised his work or his academic study.

Mr. JP, an Afro-Caribbean outsider, was Headmaster of Owia Government School. When asked how he viewed the UATs in the CTP, he responded,

I think as teachers they're showing a lot of interest in their work. The program they are presently involved in, they seem to be quite dedicated in it. After all, it is for their own personal upliftment. You know what that means. The progress they make is what determines the finances they will achieve in later years.

When asked about the level of dedication of program participants, Mr. JP replied, "They are very dynamic members of staff, very interested in their work." The researcher visited Owia School on the day prior to closing, and was invited to attend the end-of-term staff meeting. The purpose of the meeting was to hear each teachers' analysis of the previous school year, to make suggestions of ways to deal with identified problems during the next year, and to make decisions on staff assignment and student promotions. Several times during the staff meeting Mr. JP asked DC's assessment of reports given by other UATs. Two other indications of Mr. JP's feelings of esteem for DC were that DC was the head teacher-in-charge in Mr. JP's absence and he was responsible for managing the school's non-appropriated funds. None of his coworkers questioned his authority in Mr. JP's absence. When the school was presented with a gift of \$300.00 (US) to help support educational programs of their choice, Mr. JP entrusted the gift to DC for him to manage.

Mrs. DB, the M/T for Integrated Science, said DC "started a bit slow and he still needs to improve his pace." After he was informed that all persons who had not completed the first five modules were going to get special counseling to identify their specific learning deficits, he completed his fifth module and submitted it promptly.

Mrs. DB was surprised to learn that DC had attended secondary school and had a strong background in science. She said, "DC has a very inquiring mind. Even after he knows the answers he wants to know even more." Mrs. DB also commented that she was sure that DC' delay in submitting his EMTs was related to his level of responsibility in his school and his community. "Being responsible for preparing students for the CEE is quite a heavy responsibility", according to Mrs. DB.

DC is a very serious person. He is not only active in his community, but also a serious artist and musician. I hope he has learned to manage his time so that he can complete his science course and pass the CXC exam in June 1992.

He has so much potential.

She added, "I hope he is not trying to do too much."

Mrs. WK, CC, was also very much aware of DC' commitments to his education and his people. Mrs. WK said that "DC has a very strong background in science and can help others in his area...DC is a no-nonsense person...He is a committed teacher, determined to make a difference in his students' lives." In discussing DC' attributes, Mrs. WK said,

DC is thirsting for knowledge. He wants to help develop the Carib lands.

He is determined that the politicians will not use the Caribs as a political

toy...Much of DC' time is spent working for improvements for the Caribs...DC is a new breed of Carib who is not interested in integrating into St. Vincent as an underdog. He wants to improve the area "Above the Dry River", so that Caribs will remain with their own.

Mrs. WK expressed a concern that DC would be denied entry into teachers' training college for speaking out for his people.

Perceptions of Significant Others

To ascertain how DC' understandings and perceptions of his experiences in the CTPP were perceived by his significant others interviews were conducted with: SB, his fiancée; KN, his "sister-in-law" and co-learner in Integrated Science; and IL, coworker and co-learner in Integrated Science.

SB, his fiancée, was asked how she felt about DC spending less time with the family, since he became involved with the CTPP. She replied,

Before he started the program, he explained to me that he needed a lot of time to do the work. He has to do his modules, so it doesn't really bother me when he stays away to do his work. I give him time also, so when he starts I usually go away by my sister or by my mother and visit.

When asked how she felt about him being a part of the program, she responded, "I feel good because I know that he wanted to do science for a long time, so when he was chosen for the program, he was very happy and I was for him also." In response to the query about if she had seen any changes in DC since he began the program, she

explained, "Yeah, he can do his science--more, and he also helps the other teachers at school with what he learns...He's sharing his knowledge also." When asked if other teachers depend on him, SB continued. "Yes, because my sister who's KN, she is also in the program, so she usually comes up by him too, when she has a problem. The two of them work it out together." When asked where he goes when he has a problem, she replied, "Nowhere, he just sits and studies."

When asked where DC studies most, SB answered, "At Salt Pond, its very quiet, and no one is usually there to interrupt his studies." She continued, "He likes the Salt Pond a lot because he's also an artist, so then he likes to paint. So when he wants to paint, he also goes to Salt Pond."

When asked how he felt between September and March--before the modules came, she explained,

He was a bit disappointed, because he was always sending to ask when they would be coming. So I would say that he was a bit disappointed that he didn't get them early cause he really wanted to start the program.

When asked if she would be interested in being a learner in the Math course, SB said she would be very interested. When asked if she thought that both she and DC could be participants in the CTPP and continue to fulfill their other responsibilities, she replied,

Yeah, yeah, I don't think it would take too much time away...If we had a house of our own then I wouldn't have tried to do it. But I'm living with my mother (in-law) and therefore I don't have much to do, so I have the time. She

is very helpful. It would be okay (for me to study). I also have a sister in college, but she would be coming out. So when she comes, she can also help us and we go on.

KN, SB's sister, was enrolled in the Integrated Science course. KN's academic background in science was not as strong as DC. When KN was asked what did she do when she needed help, she responded, "One of the other learners who lives in this area has had some science courses, so when I have any problems I go to DC and we'll thrash it out. So I look to him for help." When asked if he minded helping, she responded, "No, he helps me a lot you know."

IL, another learner in Owia, was also taking the Integrated Science course. In February 1991, IL's studies were interrupted when her daughter was born. She was unable to visit her M/T or attend the week-long sessions because she was nursing her baby. When asked where she went when she needed help, IL replied,

Well, the only person was DC, he was in the science course also. He knows a lot about science, and I can get some help from him or from the other teacher, KN, she also does the science course...DC, he did science before.

When asked if he is patient, IL responded, "Yes, he's alright."

Community Perceptions of the CTPP

In Owia, community perceptions of the CTPP were drawn from interviews with Mr. JP, SB, and KN.

Mr. JP, Head Teacher said, "Owia needs to look at its resources, so it can

develop itself." He spoke of the untapped potential of the Salt Pond area, the arrowroot industry and fishing. He also spoke of the need to develop more sports programs for the youth.

Persons involved in the Organization for Cooperation in Overseas Development (OCOD) CTTTP are developing themselves personally, but it is also having a positive impact on the school, the community, St. Vincent, and the world. It is a step in the right direction...This program is very meaningful in terms of development for education. I applaud it.

He depended on DC' leadership skills to get things done.

There was a deep sense of community which existed in Owia as evidenced in the interviews of two of its residents. A feeling that they must be self-reliant and self-sufficient. This feeling existed in isolated communities both Above the Dry River, and "Behind God's Back" in Rose Hall.

Prior to being accepted into the CTTTP, SB was asked how she felt about the CTTTP. Her response was, "I think it is very helpful, especially for us in this area where we do not have any classes or such, so therefore, we do not have anybody to help us to study. It is very beneficial to us." When asked if this program would have a good impact in this area, she replied,

Yes, I think it would...because it will help the teachers more, instead of just having to study on their own. They get the work from somewhere else. It will help them in the college area. If they follow the program and they do what they are told. Then they will pass this subject. It will also help them to get

another one, move them forward. Then they can think about going into college and get their degree.

Reflecting on the need for qualified teachers, SB indicated what she would contribute.

I'll start a pre-school for the people of my community, so that more people can work. I'll try also to help the illiterate people of the community to get an education. On the whole, I want to be of service, not only to my community, but also my country.

I want to become a recognized teacher to help counsel the young boys and girls about drugs. I want to make them aware of the effects that drugs have on their body. I would help to organize activities so that they would have something to do.

KN, a learner in the Integrated Science course, was asked about the importance of education in the village. She responded,

Well the people in the village do not have much interest in education. Most of them go to school, then after school just go home and do what your mommy says do and you come out. Parents come up to school if their kids don't get good grades on exams, but other than that they have no use for school.

When asked if the scarcity of job opportunities could be a reason why people don't seem to value school, she responded, "Yes, so if there was something to help motivate them,...Well, they need something. There are a lot of them out there, not doing anything, they could end up on drugs." She continued, "I find that teenage

pregnancies are up also--young girls fourteen years." Pursuing the issue of teenage pregnancies, the question was asked how do most young girls see themselves. KN responded,

Well, only a few will set their mind on getting something, but the others just go along with the tide. Not really thinking about life...But one thing I notice is that once a child has the ability to go to secondary school, they give them the chance. It don't matter how poor the parent is. Sometimes the children start secondary school, but often the parents don't have the money to keep it up. Some don't like to start, cause they have to drop. Money is short...Most of the parent depend on going up in the mountain and farming with the other little people.

The conversation shifted toward potential uses of the CTTP after the pilot phase as a way of helping people who were not qualified teachers enhance their education. KN spoke of attempts by the National Association for Mass Education (NAME) to initiate adult learning programs in Owia. But there was resistance from the administration to use the school at night, reluctance of teachers to volunteer to teach adults in the evenings, limited funds to purchase educational materials, and a lack of tenacity on the part of NAME to resolve the multiple problems of managing a literacy program in remote areas.

Reflections of the Student Support Consultant/Researcher

DC was an intense, intelligent, task-oriented Carib Indian who dedicated

himself to the betterment of his family, his community, and the unification of Carib Indians in Dominica, Belize, and St. Vincent and the Grenadines. He was a well-rounded, focused person who prioritized how he spent his time. His innate leadership skills were honed by his mother as she taught him to be the on-site patriarch of his family.

DC was an asset to whatever he dedicated himself. In the Integrated Science group his inquisitive mind intensified the search for scientific truths. In staff meetings in Owia Government School, his insightful analysis of students' academic progress and teachers' instructional methods were often accepted without question. In his negotiations with the government of St. Vincent and the Grenadines for the establishment of Salt Pond National Park, he was persistent until the park was built. In his relations with Caribs for the development of their indigenous culture and care of the Salt Pond, he was insistent.

DC earned the respect of those with whom he worked because he was a serious scholar, competent acting head teacher, a demanding cricket coach, and a dedicated community leader.

DC was the researcher's sponsor in the Owia community. The researcher was received in her capacity as an official of the CTP. In this capacity she toured the school, interviewed the Headmaster and UATs, and participated in staff meetings. When the researcher wanted to tour the Salt Pond and journey into Carib culture to explore values, art, and music, DC was the guide. When the Student Supports Consultant (SSC) wanted to recruit a learner from Fancy, the most remote village in

Carib territory, DC and MM accompanied the SSC on the four miles of mountainous road from Owia to Fancy at 4:30 a.m. It was also DC who facilitated a meeting between the researcher and a Carib spiritual leader. This meeting provided the researcher with valuable insights on deciphering "truth" within complex frames of reference.

The researcher was able to gain entry into the inner workings of DC' family because of the respect she accorded each member of the community.

Case Study of YO

Background

YO and Family

YO, a twenty-five year old Carib Indian, was a learner in the Math course. She was raised on Bequia, one of the Grenadine Islands, by a childless couple of European descent. The married couple needed help on their farm and YO's parents wanted, at least, one of their eleven children to have the opportunity to attend a secondary school. Unlike St. Vincent which relied on the year-round banana crop, Bequia's growing season was short and intense. Most of the time Bequia catered to tourists' interests in fishing, sailing, swimming, snorkeling, and scuba diving.

YO had lived on Bequia since the 1971 evacuation of St. Vincent when the Soufriere Volcano erupted. Although YO was permitted to attend secondary school, she had no books and only a limited amount of time for study. YO was assigned so many household chores that by the time she finished, it was dark and her room had no electricity. Upon completion of secondary school, she passed only the English Language and Human and Social Biology exams. She took both the Caribbean Examination Council (CXC) and General Certificate of Education (GCE) Math exam but did not pass either one. Most of the knowledge YO acquired, she learned from listening to instructors' lectures, taking notes, and borrowing other students' books during lunch and after school.

Two years earlier YO married a seaman of French descent. They lived in a comfortable house on his family's compound on the outskirts of Friendship, a town in

Bequia. The family compound covered a large expanse where each of her husband's twelve siblings had a house. Most of the males in the family were seamen and were absent most of the time. YO's husband was nine years her senior and viewed women in their traditional roles of wife, mother, homemaker, and caregiver for their extended family. The shipping company he worked for was stationed in Miami, so YO's husband was seldom home for more than two days a month. Except for a sister-in-law who lived in one of the other houses, all of the other family houses were rented to tourists.

YO's husband decided that his aging mother would live in his home with YO and their infant son. YO's mother-in-law, a seventy-five year old widow, raised her thirteen children alone, after the death of her husband at sea. In her mind, she had done her part and was unwilling to help raise any other children or do any work around the house. Although she was quite congenial with guests, she became highly agitated by YO's child-rearing practices. YO's mother-in-law said that YO's baby was too active and should be confined to the playpen. YO believed that children need to explore their environment. YO encouraged her son's natural curiosity as he walked rapidly, climbed relentlessly, and explored continuously. By the time he was one-year old he had learned to unlock and open the front door. The infant's crying was the major source of contention between YO and her mother-in-law. When the infant cried, his grandmother screeched until YO picked him up. The baby soon learned how to control the adults in the house.

Although her husband was not opposed to YO's participation in the

Comprehensive Teacher Training Project (CTTP), he expected that she would study after her other responsibilities were completed. She could improve herself if it did not take time from her primary responsibilities. While YO taught school, a neighbor took care of her son. But, once school was over, she was expected to pick up her son immediately so her neighbor could tend to her own vegetable garden. As with most Caribbean families without regular employment, her neighbor raised a large part of her families' food.

YO's marriage had made her economically secure. She was cognizant of the fact that she was much better off than most Carib Indians ever expected to be. Her relocation to Bequia as a child, and her subsequent marriage into a wealthy French family guaranteed her a level of economic security she enjoyed. Although she felt isolated from her Carib family in Sandy Bay and distant from the family which raised her, she knew that her children would be economically secure and not suffer from discrimination like most Carib Indians. Though YO enjoyed the advantage of her chosen life style, she expressed feelings of loneliness and isolation. To deal with these feelings she had developed a few friends who enjoyed the company of both her and her son. She was self-directed and rarely felt pressured to join in activities where her son was not welcomed. It also appeared that since the birth of her child, she had become closer to her birth family in Sandy Bay. When she attended face-to-face sessions in St. Vincent, her family in Sandy Bay watched the baby.

YO as a CTTP Learner

YO was selected as a learner in the Math course in July 1990. Although math

was her favorite subject in secondary school, she was unable to pass either the CXC or GCE exam. During the training in July 1990, YO was seven months pregnant. In order to attend the training she had to get up at 5 a.m., catch a boat by 6:30 a.m. for the hour and a half boat ride to St. Vincent, and then take a van to the training site. Her return trip began at 4:40 p.m. and she did not arrive home until 6:30 p.m. By the end of the week the roughness of the Atlantic Ocean, coupled with the hurricane conditions persuaded YO to stay overnight in St. Vincent with her family. In spite of her pregnancy, she actively participated in all activities; the discussions, role playing, group activities, and individual assignments. Although her discomfort was apparent, YO was an integral part of the training and sought no concessions.

During the orientation and training sessions, YO submitted all three written assignments on time. The two assignments due in September were also submitted on time.

Throughout the seven-month hiatus, YO attended all the monthly face-to-face sessions. When the textbooks arrived in December, she completed all assignments which were given. The math modules arrived in April 1991. Between April and July 1991, YO completed the first three modules. Module Three--"Problem Solving" was very difficult for all the math learners and YO failed to get a passing score. Once she reviewed modules and reworked the spot checks, she passed the end-of-module test (EMT).

YO was present and actively participated in the week of face-to-face academic and study skills reinforcement August 12-16, 1991. During the week of activities she

completed the EMTs for modules four and five. Between September and December, she submitted the EMTs for modules six to eleven. The CTPP paid the CXC exam registration fee for YO since she had completed all the modules developed.

YO's Lived Experience

The purpose of the section was to understand how YO understood and experienced the CTPP instructional program, student support intervention, logistical/management procedures, and interpersonal relations/communications with other unqualified assistant teachers (UATs), marker/tutors (M/Ts), country coordinator (CC), significant others, and the community. These activities, which occurred between July 1990 and December 1991, were divided into five periods: Orientation and Training (July 23-27, 1990), Program Hiatus (August 1990 to March 1991), Matriculation 1 (March to July 1991), Academic and Student Support Reinforcement (August 12-16, 1991), and Matriculation 2 (September to December 1991).

Instructional Program

YO entered the CTPP in July 1990. When asked why she wanted to participate, she responded "...to be a better classroom teacher and improve my educational standard." When asked why she believed she would pass the exam after this program, she responded, "I would have developed strategies for studying on my own and I would have more reading materials."

During the 1990 Orientation and Training sessions learners were given a brief overview of the instructional program. The orientation provided general information

on learning at a distance, completing modules, submitting EMTs, and communicating with M/Ts. A sample math module provided learners with hands-on experience.

When YO was asked how she felt about the time prior to the arrival of the modules (Program Hiatus), she replied, "Well before we got the modules in April...it was a long time and I say maybe it wasn't going to come off or something like that." In early January 1991, the textbooks were distributed and assignments were given during the monthly face-to-face sessions. These monthly face-to-face sessions and the assignments given in the textbooks made it easy for YO to score well on the first two modules.

In commenting on the impact the late arrival of the modules had on her rate of study, YO said,

...we had to do a lot of pushing with the work, hurrying and so on. But for my part you know, I could not go faster because I have my child, and as you can see he is very active. I have to put in extra effort. Then I don't have a baby sitter, I have the housework, and I have my job. I don't have any help. Everything is on me. So that's why I am not further along.

When asked in July 1991 how she found the math course she replied,

Well module one and two were very easy for me. But now I am on module three... 'Problem Solving.' It was really a problem to get some of the ways that you sorted out your answers. The M/T was looking for a different way. Then you work it out and you see something different and get marks subtracted. They said guess and check; if you did not show your work they

took marks off.

When asked if she had ever had any experience with these types of problems before, she replied, "Yeah! I've always had problems with problem-solving, always." When asked if her M/T's comments were helpful, YO replied, "Yes, very much."

When asked if she used the modules at school in the regular instructional program, she eagerly responded, "Yes, sometimes I use some of the same things. I just put them in a simpler way to get across something to the children." YO said she felt encouraged by the support given to her by her M/T.

Student Support Interventions

Student Support Interventions was divided into coping skills, study skills and nation building. Coping skills focused on self-esteem, problem solving, stress, and time management.

After the week of orientation and training in July 1990, YO was asked what she learned. When asked about managing her time, she responded, "I learned what I should do to complete specified tasks in an allotted amount of time." In responding to queries about setting goals, she replied, "I will maintain good health, pass external exams, and complete a set study program" to achieve these goals. She further indicated that she would "be persistent in working towards achieving the goals I set out to achieve." In summarizing how she was planning to pass the CXC exam in math, she said,

Since I am determined to pass the CXC exam in math in 1992, I am willing to set aside a specific time for study, maintain good health, work with a positive

approach, complete my assignments, cope with stress provoking situations, and work to the best of my ability.

In reviewing her time management plan which she developed in September 1990, the same month her first child was born, YO set aside only thirty minutes each day "caring for her baby." Almost one year later, YO's life has become consumed in taking care of her son.

When asked in July 1991 what she remembered about the training in 1990, YO responded that she remembered and used the information on time management. Although she did not remember the topics of any other sessions, she did not feel that any of them were a waste of time.

When asked what problems did being in this program create, she responded, "You really have to put out extra effort. Sometimes, you have to leave back you house (work) for the modules and so on." Her husband's work as a seaman did not provide her with any assistance, she said, "Sometimes he just passes for the evening or the morning and he goes back, he's hardly home."

Study skills focused on how learners studied. YO's study plan indicated that she studied one hour each day during her lunch break and one hour each evening between 9:00 and 10:00 p.m. In responding to the question how do you study, she replied,

I just read through the questions, then, I read through the whole paper. Then I get a scrap piece of paper before I start to actually write on the answer sheet. I sort out the problems, get to know the answer to the problem...write, figure it

out, write it on a piece of scrap paper. When I get through, I just copy it onto the answer sheet.

When asked what do you do when you get the EMT, her response was, "When I get the EMT I don't go back through the module, I just do the test." When asked if she used the textbooks when she studies the modules, her reply was, "Most of the time I just use it going through the problems in the modules 'cause they have a lot of exercises." When asked do you take notes, her response was,

Yes, I have a notebook that I put some of the answers in the modules. When I finish working them out, I check the answers to see and sometimes I just make notes about it. The answer may be different or something like...a typing error, for instance, they have subtraction when it should actually be division.

When this happened she made a note to tell the M/T. When asked where did she study, YO said,

Normally in school during the lunch hour, I will take out a part of the module and I will work on some of them. At nights when the baby is already gone to bed, I will sit in the dining room and put in as much as I could.

When asked if she felt that she would be able to get more completed during the school vacation she explained,

Its just about the same...Now is the planting time, the crop time, so you notice all down there, they're planting. The baby sitter has to be in the garden. When my mother (-in-law) gets help in her garden, she is (still) no help in the house. Nobody has time; so the baby is left with me.

When asked what was the most difficult thing about studying, YO responded that "often the electricity goes off, the baby won't go to sleep; or by the time the infant finally goes to sleep, she is too tired."

YO was asked if there was anyone on Bequia with whom she could study. She replied, "No, there were two other ladies in the program, but they dropped out...So I don't have anybody to study with. I study all by myself." In response to the query if it would be helpful to work together with another learner, she responded, "I think it would have been better if I would have somebody to work with and sometimes when you are lapsing, you would have someone to push you...but when you are by yourself, it is more difficult."

Nation building focused on people working together to help those less fortunate than themselves. Since the arrival of her son, YO's primary focus was on managing her time. When asked if she thought the CTTTP could be helpful to other people, she said. "I think it (CTTP) is very good and if you could get as much people as possible interested."

Logistics and Management Procedures

Logistics and management procedures focused on transporting modules and EMTs to the appropriate people, communicating relevant information to appropriate persons, and the management of issues which affected the program's operations. When asked how often she was in touch with her M/T, YO replied, "At least, once per week." When asked what they talked about, she said, "Mainly how to transport the modules and EMTs to and from St. Vincent and Bequia. Finally through trial and

error, they developed a workable system of having a specific boat captain transport them.

When asked what could make the CTTTP easier, YO answered, "Being allowed time off to get some work done. Maybe a week or once a month for a day or something. A time when you can just sit down and concentrate on your work, doing exercises. It might help." When asked if this time could be around Christmas or Easter, she responded, "Maybe on some Saturdays,...we just sit down and do some work. All the time would be allotted to just doing modules...everybody would just meet and work." She also indicated that Christmas could work, but Easter was too close to exam time.

When asked if she had any ideas of how to make the CTTTP better, YO replied, "The CTTTP should have completed module preparation before students were admitted. The modules should have been proof-read more thoroughly to eliminate some of the errors that were found in the modules."

Interpersonal Relations/Communications

Interpersonal relations and communications focused on how UATs related to one another, the M/T, the CC, their significant others, and the community-at-large.

When YO was asked what people in her family thought about her being in the program, she answered, "My husband thinks it is a good program. Sometimes he looks through the questions and he will tell me that this is easy. He encourages me and says I hope you get all right." When asked what the people in her school think about the program, YO related that most of her coworkers said they did not get the

information circular about the program from the Head Teacher.

They think it is a very good program. At least, some people didn't know about it, until after one day I told some teachers. They come round in the lunch hours and they seen me working. They will ask what is that I am doing. So, I show the people and say it's a program we're doing and in 1992 we're actually going to write the exam. We have to cover so much modules and so on. I say I am behind so I have to put in as much time during the lunch hour to make up. So they was asking how much people in the program. If is just I alone from the school and how is just only one person and so on. If there can't be more and how much people could be allowed and if its too late for the people to enter and so on. So...other people are as interested.

YO was very enthusiastic about her M/T. When asked about her relationship with her M/T, she responded,

She is quite understanding. When I call her or she calls me, she ask me how the program is going or how far have you reached, or when will I be ready for my next module. She always keeps in touch with me by telephone...She encourages me to keep working hard. She says I score very well on my EMTs.

When asked what do people in her community think about the program, she said, "Most people in Bequia don't know anything about the program so they have no opinion about it." In response to the query of what do people in your community think about education, she explained,

Well some people take it seriously. Some people just don't care, they feel so long as they can get money, you know they work and get money is all they want. Some people think seriously that they have to get an education to get a good job, what they want instead of just going to the land and going with the fishing boats and so on. Fishing is the main industry of Bequia.

When asked if there are many jobs for people who become qualified, YO responded about what might happen in the future.

Well, I think that now that the airport is being constructed, I think there should be a lot more jobs available. Some people...will be working towards achieving a goal or two like working at the airport or the new bank.

When asked what kind of education would be required to work at an airport or bank, she replied, "They would need mathematics to work at the airport and principles of business, commerce, and math to work at the bank."

When asked what kind of future does she see for Bequia, YO spoke of the advantage and disadvantages of tourism.

Although the increase in tourism would bring more jobs and money. It will also devalue education in that to get the money they will work in areas which require little skills like being a conductor on tourist vans, being a waiter or bellboy, or patronizing the tourists who walk the streets with just their swimsuits on.

When asked if she thought that both the airport and additional banks would encourage more people to study harder to pass the exams to get those jobs, she

replied, "Yes I believe so, because they will know that they have the opportunity. So rather than have to go to St. Vincent, they know the job is right here. They will work towards staying here, getting a job." When asked if she felt that people would leave St. Vincent to work in Bequia, she said that, "she didn't think so because the rents they charge were tourist rates and that's too much for locals to pay." She reiterated, "Bequia always has a lot of yachts in the harbor and most of the time the guest houses are filled."

Perceptions of Marker/Tutor and Country Coordinator

Interviews were conducted with: Mrs. JW, M/T for math and Mrs. WK, CC, to determine how YO's perceptions and understandings of her CTPP experience were perceived by her M/T and CC.

Mrs. JW, M/T for math attested to YO's ability to comprehend the concepts which were being taught and to complete her assignments. YO's secondary school background included several years of mathematics and her disciplined nature were definite assets. Mrs. JW acknowledged that, on several occasions when she telephoned YO, the baby was crying and her mother-in-law was yelling for her to get off the telephone and look after her baby.

Mrs. WK was favorably impressed with YO. During the Orientation and Training Program in August 1990, YO was seven months pregnant. According to Mrs. WK, the first two evenings YO returned to Bequia by boat, but during the latter part of the week the waters had become quite choppy. On Thursday, a hurricane

passed by Bequia which caused the water to be very rough. YO stayed in St. Vincent with some friends. Even though her health deteriorated with each day, she still waddled to the training and participated in the activities.

Mrs. WK said that YO was one of the learners who aggressively pushed for the monthly face-to-face session as a means of having time to study without being interrupted by either her mother-in-law or her son.

Mrs. WK explained that YO and her child stayed with her birth family in Sandy Bay during the Academic and Student Support Reinforcement sessions (August 12-16, 1992). Her birth family took care of her son while she attended the week-long face-to-face. Mrs. WK was convinced that YO was determined to pass the math course and attend teachers college.

Perceptions of Significant Others

There were no significant others to interview, YO's husband was at sea and her mother-in-law was in the house but not interested in YO's academic development. YO's husband expressed conditional support. He thought it was a good way for people who had not passed to study for CXC exams. But YO could study only after she finished her housework, cared for the baby, and her husband's mother.

Her mother-in-law was more interested in YO keeping the baby quiet and inactive than how the CTPP could help YO's development. Evidently the strain of having raised thirteen children alone had depleted all her tolerance, patience, and understanding. When the baby was sleeping, she would engage company in a cordial

conversation. But, when the baby climbed on the furniture, unlocked the front door, or cried, she lost control of herself. During these times, she screamed and shrieked until YO picked up her son. In response to her mother-in-law's behavior, YO had developed tolerant resignation to her comfortable yet isolated existence.

Community Perceptions of the CTPP

No official interviews were conducted with residents of Bequia. Informal discussions were held with van drivers, hotel employees, and a hotel owner. All expressed positive views about the value of enhancing the educational levels for teachers as a way of improving the quality of education in Bequia.

Bequia was a tourist resort for wealthy North Americans and Europeans. It was known to cater to persons interested in yachting, scuba diving, swimming, and snorkeling.

An international airport was being built on Bequia which rivaled the small Caribbean styled airport on St. Vincent. This addition of the airport suggested that the employment picture for Bequia would improve. The prime minister's family owned a considerable amount of property on Bequia and some of the nearby islands. Change was coming to Bequia.

Reflections of the Student Support Consultant/Researcher

YO was an intelligent, positive, cheerful Carib Indian who had been raised by European farmers and married into a family of French seamen. She lived on Bequia,

one of the Grenadine Islands, which catered to wealthy tourists. Before the birth of her son, she was outgoing, determined and self-directed. She knew what she wanted and had planned how she was going to get it. As often happens to women, YO's ability to control certain aspects of her life diminished after the birth of her son and the subsequent responsibilities of motherhood, homemaker, and additional responsibility of caring for her aged mother-in-law. She had to make numerous adjustments; many of them had a negative impact on her studies.

Shortly after the birth of her son, YO's husband decided that his seventy-five year old mother should stay in his house. This gesture may have been to provide care for his mother or to have companionship for his attractive wife who was nine years his junior.

When the researcher visited Bequia in July 1991, YO was still struggling to manage her multiple responsibilities. She was torn between how she wanted to raise her son and how to keep peace in the house. Her original plan was to study for two hours a night after she put her son to bed. But often he awoke before her two hours were over. Instead of letting him remain in bed and amuse himself until he cried himself to sleep, YO was forced to pick him up shortly after he started crying in order to stop her mother-in-law's screaming. Until YO resolved the problem of her son's crying and her mother-in-law's screeching her ability to achieve would be limited.

Determined to attend the monthly and week-long face-to-face workshops, YO became reacquainted with her birth family in Sandy Bay. Whenever she had to attend any workshops, her birth family took care of her baby. On several occasions during

the week-long sessions she spent the night in Sandy Bay instead of returning to Bequia by boat. This type of creative problem solving is often necessary when people decide they want to surmount obstacles which arise in their lives.

YO's status in the community was derived from the European family which raised her and the well-to-do French family into which she married. In the Caribbean, women derive their status from their husband.

The researcher stayed in a comfortable hotel which was owned and managed by one of YO's former suitors. This provided the researcher with the opportunity to talk to the owner, employees, and persons who worked in the tourist industry. Since Bequia was a tourist resort, local people were accustomed to seeing outsiders roaming through the town. On those occasions when YO and her infant son travelled with the researcher, local people's respect and admiration for YO was evident.

Case Study of DB

Background

DB and Family

DB, a twenty-nine year old East Indian, lived in one of the traditional East Indian enclaves of Richland Park located in the fertile Mesopotamia Valley in St. Vincent. Like his seven siblings (four brothers and three sisters), DB built his home on the family compound. Most of his siblings, including his twin brother, had emigrated from the family compound to Kingstown, other Caribbean Islands, or the United States. Consequently, DB and his wife were responsible for managing the family's banana crops, caring for his aging relatives, and several of his siblings' offspring. In St. Vincent, most East Indians married within their ethnic group which reinforced adherence to traditional values.

DB completed ten years of schooling and had passed three General Certificate of Education (GCE) exams: History, Commerce, and Human and Social Biology. He had been teaching for seven years. Unlike most unqualified assistant teachers (UATs), DB did not teach in Richland Park, the community where he lived; he taught in Greiggs which was forty-five minutes away by car. At Greiggs Government School, competition for passing scores the Common Entrance Exam (CEE) was so keen that parents created tremendous pressure on teachers to prepare their students to excel.

DB attributed his weak academic background to his excessive use of alcohol and drugs in his youth. He believed that he was saved by marrying EB and becoming a repentant Seventh Day Adventists. He said, since he committed himself to

"Yahweh" (God) and EB, his life had significantly improved. DB attributed his difficulty with standard English to his family's and community's use of dialect. It should be noted that DB was an atypical East Indian in the Comprehensive Teacher Training Project (CTTP), all the others were academically oriented and highly competitive.

DB met and married EB in 1986. Before the birth of their daughter, EB worked in a bank in Kingstown. But persistent health problems coupled with her responsibility for DB's extended family convinced EB to be a full-time homemaker. EB's command of English Language, her level of academic attainment, her previous position at a bank, and her mannerisms suggested that her family was more affluent than DB's family. EB was a traditional East Indian wife. DB, their daughter, his family, and their home were the focal points of her conversation.

A normal day for DB started at sunrise when he went to the fields to cut bananas. At 7:30 a.m. he returned home, showered, and left for work. He taught from 9 a.m. to 3 p.m., returned home, and cut bananas until dusk. On the days when the banana boats were in the harbor, he loaded numerous boxes of bananas on his truck and transported them to the banana boats. Bananas received late or bruised were discarded. DB's cash flow was often so limited that he could not fill his gas tank. He rationalized by saying "you don't need much gas to coast down the mountain."

DB as a CTTP Learner

DB was selected as a learner in the English Language course in July 1990. Throughout the training sessions in 1990 DB was an active participant. He worked

hard and submitted his assignments on time. It appeared that he preferred to observe people's activities before he interacted with them. The tremendous amount of economic responsibility DB had for his family weighed heavily on his mind. He rarely relaxed when he was not with his family. He completed his tasks quickly and moved on to the next assignment. Sometimes, he was so tired that he fell asleep during the face-to-face sessions. In his church, he taught classes and played several instruments at the Sabbath School. In his community, he repaired small appliances and renovated buildings to supplement his income.

In 1990, the week-long workshops focused on coping skills, study skills, and nation building. DB submitted all individual and group assignments due in August and September 1990. When the modules had not arrived in December, the marker/tutors (M/Ts) distributed textbooks, taught a lesson, and gave assignments from the textbooks. The UATs did not receive the English modules until March 1991. DB participated in all monthly face-to-face sessions and submitted all assignments.

Between March and July 1991, DB completed the end-of-module tests (EMTs) for modules one through six. The scores on EMTs three and six were below the passing score and he had to study and re-take the two exams. During the August 1991 face-to-face instruction and training, DB was late each day because of his family responsibilities. Between July and August, he submitted EMTs for modules seven and eight. His score was below standard for module seven and he had to re-take the EMT. According to the M/T's monthly report, DB completed EMTs for modules nine to twelve by December 1991. Of the twelve modules he completed, he had to rewrite

five EMTs. This suggested that he was not concentrating or he did not understand, or a combination of both. Since DB had completed half of the modules in December 1991, the CTTTP paid the registered for DB to take the Caribbean Examination Council (CXC) exam.

DB's Lived Experience

The purpose of this section was to understand how DB experienced the CTTTP instructional program, student support interventions, logistical/management procedures, and interpersonal relations/communications with other UATs, M/T, country coordinator (CC), significant others, and the community. These activities which occurred between July 1990 and December 1991 were divided into five periods: Orientation and Training (July 23-27, 1990), Program Hiatus (August 1990 to March 1991), Matriculation 1 (March to July 1991), Academic and Student Support Reinforcement (August 12-16, 1991), and Matriculation 2 (September to December 1991).

Instructional Program

DB entered the CTTTP in July 1990. He learned about the program from his school circular. When asked how he felt about being in the program, he replied, "It's pretty ok. It is very interesting. It keeps me occupied all the time. Instead of wasting time, I'm doing something all the time."

During the Orientation and Training sessions learners were given a brief overview of the instructional program. The orientation provided general information

on learning at a distance, completing/submitting EMTs, and communicating with M/Ts. A sample Math module provided learners with some hands-on experience with modules and EMTs. Unfortunately, English modules were not available.

When asked what he thought when the modules were not available until March, DB said, "I was expecting the modules around October, so then I went asking. Oh well, they probably forgot about the whole thing." When asked how he used the time before the modules came, he replied that he "read the book and did some extra work."

In July 1991, DB was asked about his feelings about the English Language course. He responded,

Well its interesting yes, but there is some difficulties in thinking, in terms of getting the facts, you know what I mean...It's not linked with the text, its just based on the module alone and to get all the facts you have to go out and scour out from different books.

When asked if the modules referenced some of the books where the information was available, he responded, "Yes, I think there is a need for that (cross-referencing from module to textbook)." Then he made a distinction. "Some of the topics they explain them completely. So plain and you understand everything, but you have a few out there that are kind of complicated."

When asked what the Organization for Cooperation in Overseas Development (OCOD) could do to make the program easier, he replied,

I think that with the program some of the questions are not plainly

stated...because you end up giving a different answer completely different from the question. In other words, you're not sure...There is a need..to put the question more simpler. Things can be explained to a simpler, a lower degree to get the right answer.

When asked what were the most difficult things about studying, DB responded, "I'm telling you the vocabulary work is giving me some problems and I think its because I'm not reading enough either." It was then suggested that he read the textbook more.

DB was asked if he thought that, since dialect was spoken in most rural homes instead of standard English, that could be the reason why so many people who lived in the rural areas had difficulty with English. His response seemed to grow as he thought about the explanation,

If that is the reason why it is difficult, I believe so, you know. I believe that is the reason why it's so difficult for me, because if you practice it, I don't see where you can't develop proper the same.

When asked if he noticed that some kids in his school were having similar problems, he replied, "Yes, a lot of children as a matter of fact in the community speak dialect, in fact the majority." When asked to talk about the dialect, he said,

Dialect is spelled differently from how it sounds, even though I can speak dialect, I can't write it...I guess that is the problem for me...I was brought up in a home where dialect is mostly used. It kind of put me into a spot where...when I want to use the standard English sometimes it gets

hard...Speaking dialect kinda give me a problem I think.

After discussing all the different places dialect was used--in the home, in the community, working the lands, and in most informal gatherings; some of the implications of speaking dialect were revealed. DB was asked about the type of English spoken at school, he said, "In school...I speak as much as possible in my best standard English." When asked about what he spoke around his daughter and among his nieces and nephews, he explained, "We use dialect, well we mix it up some standard English, and some dialect." When asked why dialect was used, he replied, "You get to communicate."

An examination of DB's use of English grammar throughout this case study illustrates the significant discrepancies between his standard English usage and verbs, pronouns, spelling, capitalization, vocabulary, and punctuation.

Student Support Interventions

The three parts of student support interventions were coping skills, study skills, and nation building. The first part coping skills focused on self-esteem, problem solving, stress, and time management.

When I look back on the past, I can see myself as a rolling stone: single, irresponsible, ignorant of not knowing. Yesterday I was single, unsettled, never care for what happen, and what I become. I was just doing things at random. Life seem to be as live one day at a time, and not thinking of tomorrow and what preparation to make for the next day. Life was not meaningful.

But as time goes by, I began to get to manage a little more money, getting more opportunities and privileges, life then start getting brighter, a way in development, a time of careful consideration, stop joking, and stop wasting time.

I then got married and settle, build a house, and working hard in lands. Yes life was juicy. Everything is going smooth, yet I realized money is not all of it; I am not satisfied. Something is missing out of my life, I realized I need some education which make life more comfortable and happy, a sense of recognition.

He contrasted that view with how he sees himself today. "At the moment, I see my job as something very serious and the life of many youth depend on it. What I want to be in the future will depend on my life now."

After the orientation in July 1990, DB was asked what he learned. He replied, "The sessions on planning the work for a day, you know, time management...finding what keeps you motivated...what time of the day is best suited for you individually to study." When asked what sessions were least helpful or a waste of time, he responded, "Well, I think I really couldn't recall anything, I don't think I can recall anything at all about that. As a matter of fact on the whole, I think the whole OCOD program was interesting, the whole thing."

In commenting on how time management had helped him, DB said, "Presently I am in a better position to face life in the future. I am more equipped of what life really is. I have a plan for the future and am aiming at

it, and I am going to hit it with force. Because of my life managing plan.

The section on study skills focused on how learners studied. When DB was asked to describe how he studied, he responded,

On nights when I don't work so hard, EB and I sit down to study. I read through the whole lesson to see if there is difficulty. Then I go back and attack it. If there is any problem in the morning early, as early as I can wake up I give SS a call. Then we discuss it. I'll go over there and discuss it to understand it better.

When asked if it is difficult to find time to study while harvesting bananas, DB exclaimed,

Yeah! Very much difficult, because you know sometimes part way through the module, I usually drop asleep. During the test of module, I drop asleep over the table sometimes. Seeing that I am the only bread winner...I find it kind of difficult, but I try as much as possible because I really do want to pass the English exam.

When DB was asked what did he do when he had difficulty, he replied,

If you have any problems you should meet, you know, with the other students like SS and FG are doing the same course, discuss first and, if you can't get through it, then give her (M/T) a call.

When asked about his M/T, DB responded, "Oh she is a nice lady. She's okay. She really encourages me. Even sometimes I fall below the average. She really encourages me all the time." Next he was asked if his M/T was easy to talk to about

the difficult parts of the lesson, DB replied,

Yes, very much, we can discuss anything with her any day, any problem with her. She takes time with an idea that you really don't understand at all. She sort of take time to explain to you in ways that will help you learn them.

When asked if the M/T ever became impatient or short with him, DB explained,

No, no, no she always takes her time, especially when we attend the face-to-face seminars in Kingstown,...as long as you have a problem or you are facing difficulty using the modules, let she know as soon as possible, so that she can help.

When asked if he had any thoughts he would like to share about the program, he explained, "I think that we can have meetings once a month, it would be good."

When asked if he thought the monthly meetings would help a lot, he replied. "Yeah, it would encourage...each person individually...to prepare and...to show this amount of work...that would encourage you to do something."

Nation building, the third area of student support intervention, focused on people working together to build a better future. When asked what he felt about the future of his community, he said, "Well this community really need to try and encourage economy. We're...trying our best educationally. I think its first class. Parents are very interested in education for their children." When asked about the future of St. Vincent, he replied,

Oh, well, I don't know where we are heading...We have the leader who are

dealing with drugs. Young people, especially at the age of 15 and 16, they start using drugs. That's the time when children begin to launch. They are using drugs and getting involved with drugs. They're not heading for anything at all.

Logistics and Management Procedures

Logistics and management procedures focused on transporting of modules and EMTs to the appropriate people, communicating relevant information to appropriate persons, and management issues which effected the program's operations. DB had a truck; whenever he needed modules or EMTs, he drove to the appropriate pick-up and delivery places. He also had a telephone so he could communicate with his M/T, CC, and other learners.

Interpersonal Relations/Communications

Interpersonal relations and communications focused on how UATs related to one another, their M/T, the CC, their significant others, and the community-at-large. When asked about how the people in his family felt about him studying in the program, he replied, "Actually my wife is satisfied about my work. She normally help me. She sit up with me at night, help me read them through and sometime read the test, you know. Sometimes we share our ideas together." When asked how EB felt about him putting in less time in the house or helping her with other things, DB reiterated,

Well, I really don't do much helping at home. I go to work and then from work, I go to the lands, and sometime I drive up to get bananas. Then around

6 o'clock or half past 6, I'll be ready to come home. Around an hour later after I finish taking a bath. I would now sit down and take the module and we discuss whatever.

When asked who he works the lands for, he replied emphatically, "The land there is for myself."

When asked how the people in his school felt about him taking the course, DB explained,

I'm not teaching in this community. I teach in Greiggs. I told one boy about the program last year. I also had another friend, he is so interested he kept asking me to bring him a module to look at. So I lent him two because he was so interested.

When asked if other people in his school were interested, he replied, "Yeah they're interested in it." When asked if people in his community knew that he was taking this course, he responded, "Yeah, the people in the community know a couple of people asked me how do I get into this. What strategy or method did I use. I told them to call Mrs. WK."

When asked if he thought most unqualified teachers wanted to go to teachers college, he replied, "Yeah, a lot of teachers want to go to college, but because of the same problem English, a lot of us here just can't pass English. It's not easy. A lot of the problem is with English Language."

Perceptions of Marker/Tutor, Country Coordinator, and Student Support Consultant

Interviews were conducted with Mrs. SJ, M/T for English Language, and Mrs. WK, CC, to determine how DB's perceptions and understandings of his CTPP experience were perceived by his M/T, CC, and the Student Support Consultant (SSC).

Mrs. SJ, M/T for the English Language course, acknowledged that DB had family problems which kept him from focusing fully on his studies. She also recognized that his English Language skills were weak and he required individual help.

Mrs. WK, CC, empathized with DB's problems. She encouraged the SSC to provide individual counseling to DB to assure him that he could be successful. Mrs. WK singled out eight troubled learners for the SSC to contact for follow up telephone calls. DB was one of the eight learners out of a total population of thirty-seven who needed individual attention.

The SSC met with DB to discuss his feelings about the CTPP and his responsibility to his family and his church. DB said that he felt obligated to support and care for his wife, his parents, and the offspring of his siblings by harvesting and transporting the bananas from his village to the port. In addition to his family responsibilities, his church members expected him to teach Sabbath School and play for the choir. Many of his neighbors also expected him to repair their electrical appliances and fix up community buildings. It appeared that DB had some serious decisions to make. He seemed weighted down with the woes of the world. When told

that he would have to prioritize the demands on his time, he appeared helpless and indecisive.

Perceptions of Significant Others

The significant others who interview for this case study were EB, SS, a learner in English Language course and neighbor, and DB's extended family.

EB felt good about DB being in the program. When asked if his participation in the program took a lot of time from what he did around the house EB replied.

"Yeah, very much time...(but) its no problem to me, you know, I'm glad that he can make himself more higher, you know and get a proper education." When asked if she had noticed any differences in how he spent his time since he started the course, she replied, "Yes, he's more concerned with the time, trying to hurry with what he's doing, so that he will get some time and effort that he can put it in his book."

EB said that she usually studied with DB, but sometimes when she tried to "run away from it...he will call me and tell me to sit with him and help him,...so I will help him out." EB was asked when DB usually studied. She said,

On Thursday and on Sunday and even Saturday nights. Like tonight, this is working hours right, so you would not get him to do any studying, at all like tonight. But on Thursday, he will be, you know, more free and Saturday night and Sunday in the evening.

When asked if the program disrupted their social life, she replied, "No, I wouldn't say that. It helps me with my vocabulary." When asked if she had read any

of the modules, EB responded, "Yes, I find them interesting. The composition, you know, I love to read them and then answer the questions." When discussing how she could use the modules to help DB improve himself, she added,

Those (modules) that I help him with I notice that he get a higher grade than if I don't. When we studied together we exchange ideas and that's good, because I do English Literature in school.

EB continued, "Yes, and then when you go out, you know how to meet with people. You can hold a healthy conversation with them."

When asked where DB went when he needed help, she replied.

He studies on his own. They send the books to him and he do it on him own, all the time. The only time, I think is sometime when Mrs. SJ called on the phone and sent him back one of the lessons and tell him that he have to do it back...She will tell him not to be discouraged. She will write it into a letter and tell him, well DB don't get discourage. Try it...They sometimes talk on the phone, they have a little chat. But I don't think he ever go to the school in town where she is. No, they communicate on the phone.

DB and EB were each asked separately, who DB studied with when he had difficulty. Each responded that he got help from SS, their neighbor. When SS, learner in English Language, was asked if she ever studied with anyone, her reply was "the lack of group studying and regular monthly face-to-face sessions with other learners was one of the program's shortcomings." SS said "regular group sessions would be a good way of the learners socializing with one another and would encourage the

learners to make regular progress." She never acknowledged the help she provided DB as studying with anyone. When she needed help, she called her M/T.

DB's parents and brother were quite pleased that DB was trying to improve himself. They all referred to their dependence on DB and EB for a wide range of services. These services included managing the family banana crops, tending to the family business, caring for his siblings' children, and cooking for most of the people on the family compound. It appeared that they all expected DB and EB to take care of them.

Community Perceptions of the CTPP

In order to ascertain the East Indian community's view of the CTPP, several East Indians were queried about their perceptions of the program. These persons were SS, UAT who passed English Language exam as a result of the CTPP, and SG, UAT who passed the Integrated Science exam as a result of the CTPP. Like DB, they lived in East Indian enclaves and were Seventh Day Adventists.

SS, who taught in Marriaqua Primary School in Richland Park, said, "The community is very interested in the education of its children. Most of the teachers at the Marriaqua Primary School are qualified teachers. There is a lot of competition among the students." When the Keenan Government School and the Marriaqua Primary School were forced to use the same building on a shift basis because of plumbing problems in the Keenan School, parents of the Marriaqua School protested. To appease their anger, the Government of St. Vincent and the Grenadines sent a

Parliamentary Representative to the community. It was only after he promised the community that a new school would be built, that the community was satisfied.

In speaking of the importance of the CTTP for the country, SS said, "As (unqualified) teachers we were just there for so many years. Nobody showed us a way to get out. This is a way for unqualified teachers (to improve themselves)." She also said, "The CTTP is a very good program not just for UATs but for anybody who wants to improve themselves."

SG, a UAT in the Integrated Science course who taught in the Union Methodist School, said, "Education is very important to parents and children." In Diamond Village there was a lot of parental support for education. He said in his school other UATs have asked him how they could become involved. The interest was very high among UATs and the community-at-large. He also said he felt that "The CTTP should be available to all people who want to continue their studies." He expressed a "concern for the lack of qualified people in Math and Science in St. Vincent." He questioned "how his country could develop an effective agricultural program without more scientist, and how computers could help develop the country unless more people knew math and science."

Reflection of the Student Support Consultant/Researcher

DB was a quiet, gentle, understanding East Indian who was anxious to please. He was a hard worker who felt very repentant about the type of life he had lived when he brought shame to his family by his abuse of alcohol and drugs. He was the

only one in his family who had not achieved and now he was changing his life style. His weak academic background was probably a combination of his absence from school and the loss of memory caused by the after-effects of alcohol and drug abuse.

DB continually praised Yahweh, and EB for saving him from destruction. His almost obsessive need to stay busy with constructive activities seemed to be his way of making amends for his past transgressions and to prove to everyone including himself that he was a changed man. His path back to sobriety was planned by his family who gave him strict parameters within which to operate. The first task was to construct his own house on the family land and manage his portion of the banana crop. The manner in which he spoke of these two chores suggested that these were the first accomplishments which signaled to his family that he was worthy of their renewed trust. The solid construction of his very comfortable house suggests that maybe he should be a contractor instead of a teacher. The confines of his schedule do not provide him with the opportunity to associate with elements which could cause him to stray. DB's life is very comfortable on the family's isolated compound. His extended family lives in a very close knit community.

While the researcher was in Richland Park, she was a guest in DB's and EB's house. She freely roamed the compound, visiting different family members and helping EB when DB was not at home. One day EB and the researcher left the family compound and walked through the community to visit SS, another East Indian UAT, who lived about a half mile away. As the two of them walked past certain places where unemployed Afro-Caribbean males congregated, the strain which existed

between wealthy East Indians and unemployed Afro-Caribbeans became evident. After meeting with SS for about two hours, SS accompanied EB and the researcher past the places which had created problems earlier. SS's standing in the community as a good teacher and a friendly person served to defuse the tension caused when two privileged females, one East Indian female and one Afro-American, walked unescorted through the community.

DB's status in the community was derived from the wealth and power of his extended family.

Case Study of MM

Background

MM and Family

MM, a thirty-one year old Afro-Caribbean, lived in Park Hill, St. Vincent. Although the youngest of her mother's eleven children, MM was viewed as the most responsible adult in her generation. She was the one who remained home to care for her mother during her mother's long illness. In return for caring for her mother, her siblings augmented her meager income as an unqualified assistant teacher (UAT). Her many years of caring for her mother elevated her statue among her siblings who regularly sought her assistance and counsel.

MM had a thirteen year old son, two brothers and their children who lived with her in the family home. MM was the "mother" to them all.

MM and her two brothers were known and respected in the community. One was a policeman and the other one was a self-employed bus driver. When she walked through her village, people of all ages spoke to her with respect. They sought her advice on a variety of matters. Affectionately, she was addressed by her peers as "M-G" and by the youth as "Miss M." MM completed twelve years of formal schooling and had passed three General Certificate of Education (GCE) exams: English Language, History, and Human and Social Biology. She had been teaching at the Park Hill Government School for eight years. At school she was often called "Nurse" because of the attention and care she gave during medical emergencies. MM was the faculty sponsor for the school cooperative, which helped students save money. She

further endeared herself to the students because she encouraged them to do their best. By emphasizing the positive, she increased their self-esteem and enabled them to learn without fear of failure. Her philosophy of teaching was quite different from the philosophy of many Caribbean educators, who believe that children should be given "licks" for bad behavior or poor grades. By "mothering" the students in her school, MM earned the respect and admiration of the students, peers, and head teacher.

MM as a CTPP Learner

MM was selected as a learner in the Integrated Science course in July 1990. During the one-week of orientation and training in July 1990, she was present and prompt each day. The first two days of training MM was quiet and aloof, but the last three days she actively participated in the role playing activities and group discussions. On several occasions she served in leadership roles. In July, she submitted three assignments, and in September, she submitted the other two. Between October 1990 and March 1991, MM attended all the monthly face-to-face sessions. In addition, she continued her correspondence course in business management at the University of Jersey in England, and courses in math and social studies at the evening school in Georgetown. MM was determined to pass a sufficient number of exams to ensure her acceptance into teachers' college.

In December 1990, the marker/tutor (M/T) distributed the textbooks and assigned homework; MM completed all assignments. The modules arrived in March 1991, by July, she had completed the first eight modules.

By August 1991, MM completed all of the required school-based assessments

(SBAs) earning an average of eighty percent on all her experiments. Between September and December, she completed all the required SBAs and submitted end-of-module tests (EMTs) for nineteen modules. In December 1991, she registered for the Caribbean Examination Council (CXC) exam in Integrated Science. Since she had finished half the course, the Organization for Cooperation in Overseas Development (OCOD) paid her registration fee for the CXC exam.

MM's Lived Experience

The purpose of this section was to understand how MM experienced the CTTTP's instructional program, student support interventions, logistical/management activities, and interpersonal relations/communications with other UATs, M/T, country coordinator (CC), significant others, and the community. These activities, which occurred between July 1990 and December 1991, were divided into five periods: Orientation and Training (July 23-27, 1990), Program Hiatus (August 1990 to March 1991), Matriculation 1 (March to July 1991), Academic and Student Support Reinforcement (August 12-16, 1991), and Matriculation 2 (September to December 1991).

Instructional Program

MM was accepted into the CTTTP in July 1990. When asked why she wanted to participate in the CTTTP, she replied, "To upgrade my level of education so that I may be able to perform better as a teacher." When asked if she believed she would pass the exam after this program, she answered, "I will study hard and make sure I write what

is asked for."

During the Orientation and Training session, learners were provided with a brief overview of the instructional program. The orientation provided general information on learning at a distance, completing modules, submitting EMTs, and communicating with the M/Ts. A sample Math module provided learners with hands-on experience. Unfortunately, no Integrated Science modules were available and the M/T for Integrated Science was in Trinidad correcting CXC Biology exams.

MM was asked how she felt during the seven month Program Hiatus, she replied, "I was anxious to get them (modules) because I wanted to start this program, seeing it was something new." When asked how she used the time, she replied,

Well, at the time, I was waiting for the book and the modules, I used up that time doing a course in business management at the University in Jersey and I have a diploma now and credit in Business Management Administration.

When asked if she thought that the CTPP was not going to start, she answered, "At times, I was thinking that, then I kept in touch with Dr. F. (course writer) and he said they were having some problems in St. Lucia, so I thought that was why the modules were late."

Once the modules arrived in March 1991, MM began working on the modules. By July 1991, she had submitted EMTs for eight modules. When asked to identify the hardest part of the program, she responded,

Well, I don't find much difficulty, only in one of the modules. I think, it was the module on safety. There was an instruction with the book. At first, I didn't

understand that you were to read the instructions before using the appliances and the warnings for chemicals. The writing could have been a bit clearer, but so far no (other) problems.

MM was asked to compare studying using the distance education method in comparison to evening school. MM responded that the distance education method was convenient and she would use it again. When asked if she would rather have attended evening classes, MM replied, "Yes, I am also going to evening classes and I'm doing Math and Social Studies at evening classes." When asked how she was able to attend evening school and keep with the other things she had to do, MM responded, "This also encourages me to handle my time properly."

MM attended all the sessions during the Academic and Student Support Reinforcement (August 12-16, 1991). After the week of face-to-face instruction, she was asked how she rated Mrs. DB as a M/T. MM replied,

She is okay. She gives good advice...I had to do over one test on water...She told me what to do and I came and wrote it over. Then she explained what was wrong. I find that she is very helpful.

When asked how the CTPP could be improved, MM said, "Just encourage the participants to do their work. To be consistent."

MM was very enthusiastic about the week of face-to-face group sessions. She said, "The group sessions were great. We learned from each other and we learned from Mrs. DB...The group sessions motivated me even more. There was a spirit of cooperation."

Student Support Interventions

The three parts of student support interventions were coping skills, study skills, and nation building. Coping skills focused on self-esteem, problem solving, stress, and time management.

In July 1990, MM described herself.

I am MM, a mother, I live with my son, two brothers, and their children.

My older brothers look at me as their mother and expect me to act like her.

Usually I am very quiet, but will open up and be outspoken to the ones I know well. When tempted and nagged, I may become angry and may act without thinking of the consequences.

In distinguishing between her wants and needs, she said,

My needs are to get a house to live in and clothes to protect me from the weather. Some of the things that I want are some electrical appliances. But I will learn to be satisfied with what I have because I know that needs are more important now. The most important things in life are love, money, and knowledge...But the most important is knowledge...I will be able to value and analyze things.

Acknowledging the effect her family and friends have had on her life, MM said,

At times family and friends do affect my life. They tried to have me doing things their way...When they are not allowed to take control, they retaliate and cause confusion. Mothers see their sons and daughters as children regardless of

one's age.

In speaking of her beliefs, MM said,

Some of my most cherished beliefs are that a woman must not have a relationship with a guy who is married, also she must not have more than one romantic relationship at a time. I get some of these beliefs from the Bible and also from my mother. She was treated unjustly by my father because he was having affairs with other women.

In speaking of her hopes for the future, MM said, "I would like to have a sound education, a house, and enough money to maintain a happy family. I will try my best to forget about the stress and problems that are likely to keep me down."

Between July 1990 and August 1991, MM became more self-confident. Some of the passages from her essay in August 1991, revealed this growth. Whenever I had a problem I seem to think that all the world had fallen apart...Time has changed and so have I. I am no longer afraid of making decisions. I see them as the most important area in my life...I do not find myself trying to cover up anymore. I have set my priorities right...I am sufficiently competent with time management and so I am getting maximum benefit from this...If I am to have a more successful life, I must be able to control my time. And one of the most important things that could be done to utilize this is to upgrade my educational activities...Passing my course in Integrated Science at CXC in 1992 will be an asset. This would help me to enter college and upgrade myself as a teacher. With this accomplishment I can see myself, my child, and family, and the nation as a whole receiving many great and important benefits.

When asked how she felt about herself, she replied, "Good. I get along with the people of my community."

In speaking of the ways to improve herself, MM said, "I should do things which are important to me." In order to do that, she said, "I need to be controlled internally which will come once I identify my values." In response to playing a stress management game, MM said that she realized that she could "overcome the obstacles that may seem to be in my way."

She identified her goals as "going to university and buying a house, to achieve these goals I will work in a smooth systematic way." When asked if the program created any problems for her, MM replied, "No, not really. I find that it is helping me to occupy my time. Instead of just wasting my time with friends...I'm at the same time achieving something which will be beneficial to me in the end."

In July 1991, MM was asked what she remembered from the 1990 training session, MM replied, "We must set our goals and work to achieve them. We must manage our time, solve our problems, and let go of feelings that are not important."

The second part of student support interventions focused on study skills. When MM was asked why she thought she did not pass more exams or achieve a higher level, she replied, "I did not acquire much information about the subject and may have misinterpreted the questions."

When asked to explain how she studied, MM replied, "When I get the module I look at the first page. I look at the materials before I start to study. Most of the time I will study early morning or after everybody else has gone to bed." When asked

where she studied, MM responded, "In my bedroom...most of the time." When asked if she studied alone or with someone else, she responded,

I study alone and sometimes I talk with AT and discuss certain areas...the two of us are in the same school...if I understand certain things and she understands other things, we then sit and see what we can do.

When asked if what she learned helped with her studying, she replied, "Yes, very much." When asked if the information was useful, she replied,

Yeah, they were very good, and I also recommended them to other people, even though they are not doing the program. When I talk to them and tell them, well (they) listen cause such and such thing is behind that and they follow.

MM and AT were encouraged by the week long group tutorial and they studied together regularly. MM explained, "I have more free time than AT, so in the evenings I will go by AT and we will study together. If we work too late I will just sleep over." They also decided to study at school each day to complete the program in time to register in December for the CXC exam.

Nation building focused on people working together to help those less fortunate than themselves. When asked what impact the CTPP would have on the nation, MM explained, "It would be good because there are a lot of people out there who are unqualified...They could use this opportunity to get themselves qualified while they are working." MM expanded on the concept of nation building. "We need to educate the people...You can't do everything for the young ones coming up. You have to

challenge them to study more so they can go to college."

MM was asked how many students in her school passed the Common Entrance Exam (CEE). MM explained that approximately one thousand people live in Park Hill. There are about four hundred primary school pupils. The school has nineteen teachers, three of which are qualified. On an average the people usually pass the CEE; but in 1991, no one made a high enough score on both Math and English Language to pass.

When asked to identify the best and worst things about her village, MM said, "The best things were that more people are studying and going into sports. The worst thing is that many of the male are idle and they fight a lot...They need this program."

MM submitted the three required assignments after the study skills workshop in August 1991. Her individual study plan indicated that she had identified ten hours a week to study. MM's essay entitled "Yesterday, Today, Tomorrow" reflected a self-sufficient young woman who learned how to make decisions appropriate to fulfilling her long range plans. It also showed that MM was a person who was willing to work to make her dreams a reality. During the closing ceremony in August 1991, MM represented her study group by giving remarks from the Integrated Science group; she said that this was one of the first times she had spoken before so many important people.

Logistics and Management Procedures

Logistics and management focused on transporting modules and EMTs to appropriate people, communicating relevant information to appropriate persons, and

management issues which affected the program's operations. When MM was asked how often she contacted her M/T, she responded,

At the end of every module if I have a problem I will get in touch with her. First, I will ask AT because we're teaching in the same school. So, if we have any problems, we will discuss (them) and if we can't (understand them) then, we will get in touch with the M/T...We had a lot of problems with diffusion and osmosis in plants. Mrs. DB planned to go over that a bit with us. She said she finds that most people had problems in that area.

When asked if she had any problems getting modules or EMTs to and from her M/T, MM explained,

No, no problem because Mrs. DB was teaching at the Grammar School and there are children from my area going to that school. So I usually give them the things to take to Mrs. DB and she will send them back by them.

Interpersonal Relations and Communications

Interpersonal relations and communications focused on UATs relationship with one another, their M/T, the CC, their significant others, and the community-at-large.

When asked how her family felt about her studying, MM responded, "They feel okay. I tell them when I have work to do. If you ask me to do something else (you must understand) that I can't make it. I have my work to do." When asked if her family accepts her explanation, she said, "Yeah, they accept (it)." When asked whether her studying meant that other people in the house had much more to do for themselves, she replied, "Yeah, they have to do a lot more than they would have to

do if I were not studying."

When asked how people in her school felt about her participation in the program, she responded, "Okay, because if I need any help I will go and ask AT and if they (other teachers) need help, I will help them." When asked how the people in the community felt about her participation in the CTTP, she replied, "I don't think much people in the community really know about the program." When asked if she was active in the community before she started the CTTP, she replied in the negative. She said she was active in fund-raising activities in the school, but after she started with the CTTP she became less active. Her coworkers were resistant to her limiting her assistance. They complained "you are not like the MM like before." She replied, "Well I have my work to do and I have to practice now, not to miss out some of the things."

Perceptions of Marker/Tutor and Country Coordinator

Interviews were conducted with Mrs. DB, Integrated Science M/T and Mrs. WK, CC, to determine how MM's perceptions and understandings of her CTTP experiences were perceived by persons who assessed her academic performance.

Mrs. DB, Integrated Science M/T, said,

MM is fine. No problem. She works very hard. She does good work. She knows what she wants and she is out to get it. She is very eager to achieve.

Since she started the program, she has only had two rewrites on the EMTs.

Mrs. DB also commented on AT, MM's study partner, and their studying together.

"AT is good like MM. They work very well together. They are really going to make it."

Mrs. WK was asked why so few learners studied together. Mrs. WK responded that many people studied at night and others like to study alone. But when she was asked if any people who had studied together were successful, she replied immediately. "MM and AT work well together. They study during their breaks and after school...Studying together often helps people manage the gaps in their learning."

Perceptions of Significant Others

The significant others in MM's academic life were AT, and IW, also a UAT in Integrated Science. Both lived close to MM.

AT worked at Park Hill Government School with MM. Prior to the CTPP the two of them were casual acquaintances. But since the Orientation and Training sessions in July 1990, their casual acquaintance had grown into a close friendship. It started as they discussed their feelings about the delayed arrival of the modules. By the time the modules finally came, a basic relationship had been formed. They discussed their modules at school during breaks. Each found that, by working together, she understood more of the concepts and remembered the material better than when they studied alone. After AT and MM had been studying at school for two months, AT invited MM to her home so they could do their experiments together. As they worked together, they found they were compatible. Both had family responsibilities; each had to work with her family members to enable them to become

self-reliant. Both were determined to enhance their academic knowledge and increase their number of exam passes so they could attend teachers college.

When asked what was the hardest thing about being in the CTP, AT's answer was similar to MM's. "Well, I don't really feel so much pressure...Once we make the time and the sacrifices...we can make it." When asked about how she felt studying in a group, she replied, "...when we have bigger groups...people might have better backgrounds in the subject and we can help one another." The similarities in MM's and AT's personal attributes and academic pursuits made it easy for them to study together.

After the week of face-to-face academic and student support reinforcements, AT commented, "Mrs. DB is great...She encourages us to learn...She makes us think."

IW, UAT in Integrated Science, taught at Georgetown Government School. IW was a member of the St. Vincent Cricket Team and worked odd jobs in home buildings and repair to augment his income. Cricket and his other outside employment limited the amount of time IW studied and made regular group studying extremely difficult. Like MM, he spoke of the very small salary earned by UATs and the need to have other ways to augment his wages. Like MM, he entered teaching because it was available. But once he had been teaching for a while, he found it had become enjoyable. Prior to July 1991, IW and AT had studied and worked on the experiments together. Since IW had a science background, AT had the space and materials for the experiments, and MM had the organization skills, their relationship was mutually

beneficial.

As a result, when MM, AT, and IW attended the face-to-face instructional sessions in Science in August 1991, the three of them resolved to study together regularly. There were several areas of agreement about the CTTP. All three regretted that the CTTP was only open to a limited number of teachers. All were concerned that so few people in the community knew about the CTTP and its potential use in the Caribbean. Each expressed the need for more face-to-face instruction to be conducted in the different locations. All three agreed that they wanted to increase their number of exam passes so they can go to teachers college, become tenured, and earn more money. Each of the UATs felt that their M/T was very good in helping people learn. Another similarity which made this a functional working group was that each person studied independently, before they studied together. Each believed that the key to completing the CTTP was consistent hard work and effective time management.

Community Perceptions of the CTTP

In order to ascertain the community's perception of the CTTP, AT's husband, CM was interviewed.

CM lived in Colonnaire with AT. He was an acting foreman with the Cable and Wireless Company assigned to oversee the installation of telephone service "Above the Dry River." When speaking of education for the nation, CM said, "If more teachers become qualified it will be better for the nation...More qualified teachers would mean more secondary schools." CM further stated that he believed the

CTTP should expand to other people in the community. "Individuals must decide they want to improve themselves. They must take whatever opportunity they can to get ahead. Once people start passing exams, everyone will want to join. As the nation develops, more qualified people will be needed."

CM agreed to transport modules and EMTs to UATs who lived Above the Dry River, a service which was extremely helpful for the smooth operation of the CTTP.

Reflections of the Student Support Consultant/Researcher

MM was a mature, intelligent, articulate Afro-Caribbean who lived in the remote village of Park Hill. Although she was the youngest in her family, she was the "mother figure" to her ten siblings, the students in her school, and the youth in her community. She had a quiet resolve which emerged after years of hard work. Although much was expected of her, MM gave to others what she sensed they needed.

Between summer 1990 and summer 1991, MM's perception of herself and the world changed dramatically. She was no longer concerned about what other people thought of her. She was focused on what she needed to do to achieve her goal. During that year she was enrolled in four courses simultaneously. In addition to the CTTP's Integrated Science course, she also matriculated through math and social science courses at evening school, and a correspondence course in business management from a university in England.

MM derived her status in her community from her position as a respected teacher and school nurse, as the caretaker of her ailing mother (now deceased), and as

a compassionate neighbor and confidant.

What was so striking about MM was her love for humanity. One could sense her genuine concern in everything she did. She was gracious and caring.

The researcher visited Park Hill; she stayed in MM's family home for four days. It was relatively small for the number of people who lived in it. MM's family appeared and disappeared to permit the researcher the privacy of to observe, discuss, eat, sleep, study, and relax without the slightest bit of discomfort.

As MM and the researcher meandered through the community, stopping at the health center to get some medication for a friend dropped some food off for an elderly neighbor, the researcher was able to listen and observe how MM interacted with her community. Respect and love existed in the hearts of her neighbors. When she passed a group of teenagers who were beginning to get unruly, MM spoke to them gently, yet firmly, about modifying their behavior. They obeyed apologetically.

Case Study of RS

Background

RS and Family

RS, a twenty-three year old Afro-Caribbean, was a learner in the English Language course. He lived and worked in a remote area, high in the mountains of Rose Hall, St. Vincent, known as "Behind God's Back." Rose Hall, the highest village above sea level in St. Vincent, was hot and dry during the day but cold and windy at night. It took about one and a half hours to travel by mini van from Kingstown to Rose Hall. The steep, narrow, and curvaceous roads, were riddled with huge pot holes. Often after heavy rains, large boulders which had fallen from the overhanging mountains blocked the roads. It was so hazardous that the gasoline delivery trucks stopped delivering gasoline. Rose Hall is a isolated community in the mountainous northern region of St. Vincent.

RS, the oldest of three children, was raised by his grandparents after his mother and sisters immigrated to the United States. His father abandoned his mother prior to RS's birth. His grandparents, who were quite poor, were more interested in RS planting and harvesting food than attending school. Their preoccupation with having food to eat overshadowed their concern for RS's need for education. The more time RS spent raising the garden provisions and vegetables, the better he and his grandparents ate. Consequently, his primary school education was erratic. His lack of consistent instruction during his formative years accounted for his spoken and written deficits in English.

RS was very active in the Rose Hall community development project which empowered women to become agents of social change. The research project, known as the "Integrated Rural Development Project," was spearheaded by the Women and Development (WAND) staff of the University of the West Indies. The model of women using the participatory process of community empowerment earned WAND and Rose Hall international recognition during the U.N. Decade of Women. Prior to the project's inception, Rose Hall was a remote rural village isolated from the rest of St. Vincent by the neglected infrastructure. The people of Rose Hall were dissatisfied with the government's continual neglect of their area. Using participatory approaches to community empowerment, the women of Rose Hall organized themselves and worked together to obtain money in order to establish and maintain a bakery, a child care center, a farmer's cooperative, and an adult education program. As a result of the adult education program (literacy to secondary school completion), many adults and out-of-school youth were able to pass the General Certificate of Education (GCE) and Caribbean Examination Council (CXC) exams. As the Rose Hall community became mobilized, the leaders, Ms. AR and Mrs. CS, pressured the government for improvements to the Rose Hall community. Their efforts were recognized throughout the Caribbean as an example of effective participatory rural community development.

RS, affectionately known as "F." by Ms. AR and Mrs. CS, was a very active member of the Rose Hall Development Community. In that capacity, he taught in the adult education program, sold seeds for the farmer's cooperative, and served on the Emergency Preparedness Committee. He, also, played cricket on St. Vincent's

national team.

His enthusiastic and consistent involvement earned RS the respect of his community. Cognizant that he was "a diamond in the rough", Ms. AR and Mrs. CS treated RS like one of their sons. RS was the guardian of two nephews, one attended secondary school in Georgetown and the other was a student at the same school where RS taught. He referred to them as his children.

RS attended school for thirteen years. He had passed six GCE and CXC exams, but he repeatedly failed the English Language exam.

RS as a CTPP Learner

RS was selected as a learner in the English Language course in July 1990. He was determined to study hard to pass the English exam so he could attend teachers college. RS was aware that his English skills were very weak because of his high absenteeism in primary school and the degree to which dialect was spoken in the isolated region of Rose Hall.

In July 1990, orientation and training took place during the hurricane season. Like KB, RS was a member of the Emergency Preparedness Committee which meant he was "on call." To arrive in Kingstown for the workshops by 8:30 a.m., RS had to leave Rose Hall at 3:00 a.m. each day. Throughout the 1990 week-long training sessions, RS was an active participant in the role playing and group discussions. On numerous occasions he assumed leadership roles. He submitted all three assignments given during the week and the two assignments due in September.

Throughout the seven month hiatus, RS attended the monthly face-to-face

sessions. When the textbooks arrived in December, he completed all assignments which were given. The first five English Language modules arrived in March 1991. By July 1991 RS had completed all five modules and submitted the five end-of-module tests (EMTs) to his marker/tutor (M/T).

RS attended the week of face-to-face academic and study skills reinforcement workshops (August 12-16, 1991). He was present each day and participated in all activities. By the end of training in August 1991, he submitted EMTs for modules six and seven. Modules eight to thirteen were submitted by December 1991. Since RS completed over half the modules for the English Language course, the CTPP paid his registration fee for the CXC exam.

RS's Lived Experience

The purpose of this section was to understand how RS understood and experienced the CTPP instructional program, student support interventions, logistical/management procedures, and interpersonal relations/communications with other unqualified assistant teachers (UATs), M/T, country coordinator (CC), significant others, and the community. These activities which occurred between July 1990, and December 1991 were divided into five periods: Orientation and Training (July 23-27, 1990), Program Hiatus (August 1990 to March 1991), Matriculation 1 (March to July 1991), Academic and Student Support Reinforcement (August 12-16, 1991), and Matriculation 2 (September to December 1991).

Instructional Program

RS entered the CTPP in July 1990. When asked why he wanted to participate in the CTPP, RS said, "Because I want to better my English so as to pass it and enter the teachers college." When asked how he could have passed the Economics, History, Geography, Human and Social Biology, and Principles of Business and not have passed English Language, RS responded,

Because my English was not at its best. In our community...to get to the top there are certain qualifications that one must accomplish. English is basic for everybody. Everybody should get English. Now I want to get to the top. English is my problem. Eight subjects doing advance, still I don't have English. The modules is my best chance. English is the key...My friend he has English and he could go to England...So you want to go to England. You want to sit down and start to study.

RS explained that the reason so many people in St. Vincent had such difficulty learning English,

The teachers in my school who don't have English and some of them who have English don't really know the English rules. Even people who have English (have passed the English exam) can't speak English. They can't write English or nothing they just pass English exam. A graduate from the college told me, she have English but she don't know how to teach English. Usually she come and take my file (module) and read over it. Sometimes I leave my file (module) in the school, cause they could help a next teacher when they use it.

Sometimes even those who have English, they ask me certain questions.

In explaining why all people need English, RS said,

Even in my language class, someone said that for us English is not really for me to speak, but for me to write. But I could see myself yesterday, when I went to Bequia helping a lady from England to understand what someone had said. The person had spoken in his broken language. I had to take this broken language and put it into proper English, so that the lady could understand. So I feel, I see it beneficial both ways.

During the 1990 Orientation and Training session learners received a brief overview of the instructional program. The orientation provided general information on learning at a distance, completing modules, submitting EMTs, and communicating with M/Ts. A sample Math module and EMT provided hands-on experience for learners. Unfortunately, no English Language modules were completed in July 1990 and the M/T was in Barbados correcting CXC English exams.

When RS was asked if he lost faith in the program, when the modules did not arrive when promised (Program Hiatus), he replied,

No, something told me that I should wait. Now some of the learners say that they were fed up...but I was waiting. When it come...something concerning learning, I got a lot of faith. That is really why I choose teaching cause I met students who do not understand this or that...So I sit with the person and teach them something for them to see. So, I was waiting...I didn't give up hope.

In December 1990 when the modules still had not arrived, the English M/T

scheduled a face-to-face session to deliver textbooks and give some initial instruction in English; RS was ill and did not attend the session. One day when RS was better, he was in Kingstown playing in a cricket match. Mrs. SJ, English M/T, met RS at the cricket field, delivered his books, provided instruction, and gave him his assignment. RS's reaction to his M/Ts concern was one of deep appreciation. He said,

She came to where we were playing cricket, she gave me my text books, and a short tutorial. We spoke about the face-to-face sessions. We had a couple of phone calls. I tell you the truth, I like me M/T, I like her. She is courteous, yeah. If I don't understand, she will sit there and explain to you. Maybe you go down a little further and down within the same topic. If you don't understand a little thing once you put it together...We sit down again and explain it to you. I think she is a fine lady.

When asked if he found the learning difficult, RS replied,

Well, let say okay, at this present time...there are some things that you don't really understand how to apply it...So in that sense you can say its difficult. In the next sense...after learning a certain skill you could go out in the community and correct people who are doing it wrong.

When asked if the English course helped him learn, he replied,

I never learn these things in school...I never learned when to use the past tense, when to use the present tense, how to form the conditional tense. Not any of them. Now I could do them. I could use the past perfect tense and the present perfect tense. I see the program is one of the best...In truth I take a

couple courses already, but this one is the best. Cause I got to do English at an ordinary stage.

RS was asked what areas were still creating problems for him, he replied, "The verbs is my real problem and I spent, at least, three weeks under constant pressure studying these things. I study it again and again." RS was asked from whom he received help when he had problems with the modules. He replied, "Well I call my M/T when I have problems. When she is out of the country I asked a lady named Ms. S." RS was then queried about the type of help he received from his M/T. He responded,

She encourages me a lot. I don't know bout the others, but to me the way she speaks to me seem as though she takes me for her son. She encourages every time that she sees me come in. 'How did you do it?' She gives a whole heap of encouragement. 'Hope you did well, keep it up and do better.' Then you get good, better, best. She says this good, do better, when I do better she say I want you to do the best. Give a hundred percent.

When RS was asked if he used the modules to help him teach English in his regular job, he responded, "When they (other UATs) are teaching or studying, we invite them to use some of the same work from the book and modules to teach. They said it is very helpful."

Student Support Interventions

The three parts of student support interventions were coping skills, study skills, and nation building. The first part, coping skills, focused on self-esteem, problem

solving, stress, and time management.

In speaking about how people must learn to be responsible for themselves, RS spoke of his early childhood.

I think education and the type of parent you have play a part in who you are.

A person's mind could also have a big role. The person himself play an important role 'cause, I was not with my mother or father when I was going to school. I had to say to myself. 'Do you want to be somebody or leave school without nothing?' I remember many days I cried because I didn't have lunch.

Sometimes, I went to school, I didn't have breakfast...A lot of them just think about today and nobody think about tomorrow. So now me twenty-three.

Next RS was asked how he was able to achieve so much if he was raised without his parents and his grandparents were more concerned with survival issues than of his education. He described how he learned to be responsible for himself.

I am an ambitious person. I like to see myself being part of this society.

Although I was neglected by this society when I was at the age when I was going to school like from three and so forth. But I know how it is already and my children them right now is part of this society. I'm glad, I'm proud. I am gaining a lot of popularity. Right now, we (Rose Hall community) have a problem the youngsters who never went to secondary school, I'm trying to help them in the best possible way. I am also proud that several of my students had a hundred percent passing the CXC and I'm proud. I get one or two distinctions. I am a proud part of the society and I'm hoping to help society as

long as possible.

When asked one year later what he remembered about the orientation and training program, RS replied, "One thing I kept in mind is that hard work brings success. You don't expect to live and win everything." When asked if any of the topics were a waste of time, he explained, "None of the topics were a waste of time. I knew something about many of the topics but now I understand them on a deeper scale."

When the issue of dropouts emerged in the CTP, RS exclaimed, "For me...there are two conditions that could allow me to drop: one, death; two, severe sickness where you just lay in your bed everyday. As long as me have strength to continue (I will continue)." In describing how he came to value education, RS said, "It was not until I decided I wanted to be something, (that) I started to do some very hard work. My hard work brought me success. My success made me the person that I am."

Study skills focused on how learners studied. On several occasions RS said, "I am a ambitious person...English is a subject you must get...I must study to get it." When asked to describe what he did when he got a new module, he said,

I first spend a couple of minutes on the instructions. The part that ask and tell you before you start you should know such and such. So I say to myself, I know this, I know that. Then I read after you finish the module you should know...After reading that for a couple of minutes, I make sure I grasp everything, then I go right through and start with the module. I do lesson one,

then two and three...Until I finish a lesson, nobody can disturb me not even if my best friend come around...I will tell look I am doing something now, come back in the next forty-five minutes...When I finish one module I relax and think about it.

When asked where he studied, RS replied,

I don't like to read or study at home. 'Cause anytime I'm at home, they have the T.V., the radio, or video on...I might get in the chair and drop asleep. So I like to go somewhere where...it's not comfortable...I study well.

When asked if he preferred to study alone or with someone, he answered,

I study best when I have people around me who are willing to study...I tell them you study good and I study good. When we finish we mark the question. We take the same module and go over (to) the board. My friend, (the) one study with me, I go back and explain things to them, so...I understand things better.

Before RS studied with a group he studied by himself. When asked about how he studied individually, he replied,

When things are difficult to me, like verbs, I study it. I go back over it again cause I don't really like to study a module and put it down. Cause when you study it, I go back over it again and I keep in contact with it.

When asked if he studied for ten hours per week, RS replied,

It's not that I don't sit (a)bout...eight or nine o'clock and say I'm going to study. If (I have a) morning with nothing to do, I just do devote my time to

English for more than an hour. (Maybe) for four hours straight and do English. Tomorrow I do a next three hours or sometimes four. Everyday I do English with the exception of say Saturday and Sunday (when) I play cricket. I play in the national competition, that is the people for the whole island team. I play in that competition but otherwise everyday I do my English. So its just...a question of motivation...If you (are) looking for higher goals...(if you) want to be higher to move from stage-to-stage upward steady.

Nation building, the third facet of student support, focused on people working together to help those less fortunate than themselves. The Integrated Rural Development Project in Rose Hall in which RS was involved addressed the key component of nation building--community empowerment.

When RS was asked to talk about his village, he started with describing his neighborhood. RS description reflects the spirit of the residents.

Well, I am living in a place called 'Let Me Lone,' a remote area in Rose Hall. This village is very different from most villages in the Caribbean. Once the village have self-reliance...it learned the people to do whatsoever Rose Hall have to do...Some of the roads suppose to drain, so we somewhat independent or dependent on ourselves...for what we have to do...from my look at the village it's the best village in these parts.

When asked how Rose Hall evolved into its present state, RS explained, Rose Hall is the main agricultural area in the island. In fact, Rose Hall produce twenty percent of this country's carrot. This country produces the most carrot

from the Caribbean...Way back in the nineteen sixties, it came across that knowledge started to increase. I could see that people were developing somewhere around that time...In the sixties there was only one party. When there was opposition, supporters of the party which opposed Labor (Party) was bombarded with stones and bottles. It was so bad the local people called it 'Vietnam.' It remained that way until someone opposed that. The younger fold came and they changed part of the tradition...I think it is a lot of things why Rose Hall is like this today. One (reason could be) agriculture with the bartering...another (reason could be) education, which is important...another (reason could be) Ms. AR and Mrs. CS with the community group meeting staff.

RS was asked how people in the area felt about education, he responded, Let(s) look back to five years ago or ten years ago, where people were more aware, people were people...They really wanted to be educated. Now in my village...education is one of the top priority of almost half of the individuals...The people who should be looking for this education, they not. For example, you may find that twenty people from Rose Hall go to the Troumaca School next term. Now five out of the twenty can survive 'til they finish school. The mother and father have nothing so they can survive. The other fifteen before they finish school, they on the road. They start working the road and gone work in somebody field...The main reason for the fifteen dropouts is illegal drugs. Drugs is more rampant in our section than before.

The girls they see a quicker twenty dollars from say the person who selling drugs...The twenty dollars motivate them to leave school.

RS was then asked the fate of the girls who leave school, he replied, When they leave school most of them leave school with children. Cause right now there are about five...cause a couple of them were in school with children three or four months old. I think the moral standard of this society is falling...People don't expect me to stoop to certain standards.

RS then related that girls generally begin to have babies around fourteen or fifteen.

When asked how do they support themselves, he said.

Well that's a double question. When they have the first baby things rough. They can't mind themselves much and the baby. So they make the guy down the road now give them a next twenty dollar. Them want a twenty dollars to help, and them have to give themselves up to get it. So the next month again that girl pregnant again for a next person and same problem come about again, same as soon as one end. Cause I know people right now twenty and they maybe have five children.

RS was asked how they support the five children. He replied, "They have to go get six now to support the five...I think education take a part in that thing too...education and the type of parent you have also play a part."

RS spoke with pride of his involvement in the adult education program in Rose Hall. He said, "I come here three days a week and make sure everything is in order. I teach different subject areas. I is the person who keep up the program." RS said he

plans to attend teachers college or go abroad to study economics. When the idea of taping lessons was introduced as a way of training other person to handle the diverse levels and different topics presented in adult education classes, he became very animated. He said,

If something come up during the day and I can't teach my class, I could use my cassette and when I'm here I could teach more people together...I think that's a good idea...taping is a good thing for my business and health science classes.

Logistics and Management Procedures

Logistics and management procedures focused on the transporting of modules and EMTs to appropriate persons, the communicating of relevant information to the appropriate people, and administering the program. RS expressed no difficulty with any aspect of the distance education program which included the modules, the books, the EMTs, or the turn-around time for the EMTs. He experienced no difficulty communicating with his M/T or getting to town for monthly face-to-face sessions. The scheduling of the course was not problematic; but he did not agree with the need for pacing and ignored it.

Other UATs repeatedly asked RS how he was selected for the program and others were not. Instead of trying to explain why he was selected, he described his feelings about the program. "I think this is one of the best things that happened to me...I never learn in school...these things I now learning...I am very thankful for my selection." Their questioning of him suggested that many of his coworkers were

interested in the program and would enroll if given the chance.

The possibility of taping the most difficult concepts in English Language course and distributing them to UATs was introduced. RS responded, "I think taping them (the most complicated concepts) on cassettes...would be a good idea. It would help me a lot."

RS said he would like to take several other courses once he passed the English Language course. He posed the question of being able to take another course once they pass one course. He was informed that at this time no decision had been made on that issue.

Interpersonal Relations/Communications

Interpersonal relations and communications focused on how UATs related to one another, their M/T, the CC, their significant others, and their community. When asked how the people in his family felt about him being in this project, he responded:

Well just my mother, my sisters, and myself...learning is always a concern...My mother is...happy to hear that I am in some studies...I think everyone would be glad. The whole family would be glad to know that I am in a course especially English...Cause English is a subject that you must get.

When asked how his friends felt, he explained,

Well...some of the girls that I usually see...say, well you are taking most of your time studying, you don't have no time...to spend with me. But...my friends who are guys some of them usually come and study with me.

When asked how the head teacher at his school felt about him being in the

program, he said,

Well my headmistress is a family of mine. She is very courteous, so I never burden. I never go into she and tell she 'well, I'm in the program', but I could see she know I am in the program.

Perceptions of Marker/Tutor and Country Coordinator

Interviews were conducted with Mrs. SJ, English Language M/T, and Mrs. WK, CC.

Mrs. SJ knew RS quite well. According to Mrs. SJ, "RS is a very enthusiastic learner. He has a boyish spirit. He uses his modules to help his students...He is also very community minded." On several occasions Mrs. SJ visited RS on the cricket field and provided tutorials when he was not up to bat.

RS is one of my regulars. I've had several telephone tutorials with him.

One time I gave him a twenty-minute tutorial over the telephone. He listened and asked so many questions that I had to get several other reference books to answer his questions. He got one of the highest marks on that EMT.

RS told his M/T, "I read it and I read it 'til I really get it."

Mrs. SJ worked very closely with RS not only because he was so eager to learn, but also because she was aware of his learning deficits with pronouns and verbs. When trying to explain to the English Language learners the importance of her intensive teaching methods, Mrs. SJ informed students "I'm teaching you for life." Once when RS was very persistent in wanting to understand a very specific point and

Mrs. SJ wanted to move on to the next point. RS echoed her statement to her, "You said, Mrs. SJ, you are teaching us for life."

Mrs. WK knew RS fairly well, When asked about his work, she replied, "He likes what he does...He is working well, but a bit slow. He spends a lot of time on that literacy project in Rose Hall. He's very active in the community."

Perceptions of Significant Others

To ascertain how RS's understandings and perceptions of his experiences in the CTPP were perceived by his significant others; interviews were conducted with: RF, UAT in English Language course and resident of Rose Hall, and Ms. AR, shop owner, Board of Directors of Rose Hall Community Development Project, and former school administrator.

RF lived and worked in the Rose Hall community. Both he and RS taught primary school and both used their modules to improve their instruction. Recently, leaders in the Rose Hall community development project asked RF to teach in the adult education program. Similarities between RF and RS were quite striking. Like RS, RF stated "English is hard, there are many things in it I never saw before." He spoke about how the course helped him teach. RF said, "The course explains things very well. It helps me teach better. I took a passage from the module the other day. It was good." RF also echoed RS's feelings about the helpfulness of his M/T. He said, "Mrs. SJ is very helpful, she encourages me to study hard." When their scores were below passing, both corrected their EMTs and returned them to their M/T.

Both were asked if the CTPP interfered with their social life, each seemed amused at the idea of a female hampering their studies. Their attitude was "I do as I like, if she don't like it, too bad." Both of these single men had made the CTPP their priority. To them it was a way for them to achieve their long-term goals. RF wanted to study electrical work and RS wanted to study economics. English was the key to their upward mobility.

Ms. AR, shopkeeper, was the former Head Teacher of the secondary school in the Rose Hall community. She was one of the originators of the Rose Hall Community Development Project and she remained active. RS was involved in several programs of the project. These programs included: the adult literacy and secondary school completion classes, cooperative seed purchase program, and the Rose Hall Youth Club. Ms. AR was RS's mentor, role model, and "surrogate mother." According to her, "RS works very hard for the Rose Hall Community Project. He teaches adult classes three times a week. Since there is no money to pay teachers, he volunteers his time." Ms. AR's fondness for RS was demonstrated by his presence in her home for meals and meetings. Often when she was out of the village or country, RS managed her shop. She inquired regularly on his studies. Ms. AR described RS as a very hard worker.

Community Perceptions of the CTPP

In Rose Hall, community perceptions of the CTPP were drawn from interviews with RF, CJ, UAT Math learner and teacher at RS's school, Ms. AR, Mrs. CS of the

Rose Hall Community Development Project, and VA, unemployed niece of Ms. AR and school leaver with no exam passes.

When queried about the effectiveness of the CTPP, RF responded, "The program is very good. It couldn't be better than that." When asked about CTPP's role in the development of Rose Hall in particular and St. Vincent in general, he replied, "If there is a better standard of education in schools, it is better for the community. Better education brings a better standard of living for people in the whole community. Many people in the community want to make themselves better."

In speaking about the future of his community, RF said drastic changes were needed in the community. He said,

After the youth leave school, they don't have anything to do. Girls start having babies at around fifteen years old. Neither the boys who father the children nor the girls who have the babies have jobs, so the parents of the girls usually supports the girls' first child. When the girls gets pregnant the second time, usually the parents tell her that the baby's father must support her and her first child. Youth of Rose Hall need job training and then some jobs to keep them busy in order to decrease the number of babies females bear.

According to RF, the government had changed the definition of child abuse to include impregnating a female under sixteen years and failing to support ones' offspring.

These two offenses were now punishable by fines or imprisonment. It was his hope that more females would continue with their education as a way of improving their

lives. Since the government had passed legislation which viewed females as more than bearers of children, RF reasoned that the society stop pressuring females to have children as a means of proving their womanhood. With improved health care facilities more of the children born would reach adulthood and be better able to care for their aging parents.

CJ, UAT in Math course and resident of Rose Hall, said "The CTPP helps teachers get qualified. As more teachers get qualified, the education level will improve." When asked what impact the program had on his education, he said. "If the program did not come up, I would not have taken up math again." He continued, "Next year, I hope the same program will serve more teachers." One concern CJ expressed was the trend that, once teachers become certified and meet the requirements of their bond, many leave teaching to take other jobs or emigrate to a place that pays better wages. To many Caribbean employers, the schools were a good source for testing the academic competencies and management skills of young people. Once they proved to be a good teacher, other employers lured them to more lucrative positions. Those that did stay in teaching wanted to relax and not work hard anymore or they were promoted out of the classroom. He echoed the feeling of many people in St. Vincent that the UATs do all the work and are the foundation of the educational system.

Ms. AR and Mrs. CS have both worked with the Rose Hall Community Development Project since its inception in 1980. At that time Ms. AR was a community activist and head teacher at the secondary school. When she took a stand

to readmit a young girl in school who had been beaten to the point of miscarriage by her parents, she was punished for letting pregnant female reenter school. She was reassigned from the secondary school in her community to the primary school in Owia, the most distant school from her home in Rose Hall.

Her unwillingness to abandon her community to travel four hours each way caused her to resign from the Department of Education. After her resignation, she opened a small shop in Rose Hall, continued working with the community development project, and travelled throughout the Caribbean as a consultant.

When the Rose Hall Community Development Project began in 1980, Mrs. CS was a full-time homemaker and mother. Over the years her children grew up, she became a recognized community leader, and her husband left. In the beginning, many people were eager to help develop the community. It was soon discovered that many of the people with innate leadership skills lacked the basic literacy skills to take notes, petition the government, or write a proposal. A literacy program was developed to address these needs. Once persons learned to read, there was no material available in rural areas to move them from literacy to passing the CXC or GCE exams. The members of the Rose Hall Community Development Project were convinced that the four CTTTP courses could provide the needed educational material and instructional component to upgrade their adult literacy program to the equivalent of an adult high school completion program. They petitioned the CTTTP for permission to train potential M/Ts. The CTTTP indicated that they were pleased with the idea, but suggested it should be put on hold until the pilot phase was over.

VA, an unemployed niece and resident in the home of Ms. AR, was a school leaver who did not pass any GCE or CXC examinations. VA worked in Ms. AR's shop in exchange for food and lodging. VA represented many young people in rural areas who had remained in school until the mandatory age for school completion, but failed all exams which made them unemployable. VA was fortunate that her aunt was willing to let her live in her house, work in her shop, and take care of Ms. AR's aged mother. VA's academic skills were too strong for her to attend literacy classes so she read any book she could find. She expressed a strong desire to become involved in the CTTP, once it became available to the general community. She said "it seemed unfair that people who already had good jobs and had already passed some exams were being given more. But people that had no examination passes were not able to get any help at all."

Reflections of the Student Support Consultant/Researcher

RS was an outgoing, idealistic, dedicated Afro-Caribbean, who was deeply concerned about developing himself and his community. He was committed to mentoring other people less fortunate than he was in the same manner that Ms. AR and Mrs. CS had nurtured him.

RS was involved in too many things, all of which he felt were high priority items. He was deeply committed to the Rose Hall Community Development Project where he was a volunteer adult education instructor and manager of the seed co-op. He was a dedicated guardian of two nephews. He was on the national cricket team, he

was a learner in the CTTTP, and he was a full-time teacher.

According to RS, his M/T, and the CC reports, RS completed all the requirements to pass the English Language test. He studied his module; he received telephone tutorials, he studied English with a coworkers, he attended the monthly and summer face-to-face sessions; he was highly motivated, and he studied ten hours a week in the same time and place. Despite his diligence he still failed with a score of 4 when the passing score was 2. RS's heavy use of dialect and his limited exposure to standard English made it difficult for him to pass the English exam.

The English course did not treat grammar as a discrete subject because it was not to be tested as a discrete topic. From all indications, the M/T's teaching of grammar during the monthly face-to-face instructional workshops was the first exposure the UATs had with grammar. Grammar was not taught in primary or secondary school, nor was it presented in the textbooks or in the CTTTP modules. Evidently the lack of formal instruction rendered successful completion of the CXC exam a virtual impossibility. Further, since there was no rigid mark for passing and only a certain number were permitted to pass, it is possible that the level of performance throughout the Caribbean has increased so that now individuals had to know considerably more to pass the tests. It is essential that the inconsistency between the CXC syllabus and the CXC English Language exam tests be rectified.

RS was highly respected in his community. He derived his status from being a community development worker, an adult educator, a teacher, and a member of the national cricket team.

Case Study of VY

Background

VY and Family

VY, a thirty-three old Afro-Caribbean, lived in Georgetown, the stronghold of the former Prime Minister of St. Vincent. It was a self-sufficient town with several employment-generating industries. But the current administration appeared to be more concerned about the development of the island of Bequia (the birthplace and power base of the current Prime Minister) than the economic viability of Georgetown. So Georgetown, the second largest town, was dying from neglect.

VY, a learner in the Math course, was the oldest of six children. Her parents, siblings, and their offspring all lived together in the family home in the community of Mount Bentick in the town of Georgetown. VY's mother, one sister, and one brother were all employed as unqualified teachers. VY completed ten years of school. Her education was interrupted so she could work to augment her parents' income. Her son was born in 1977 when VY was 19. Her daughter was born in 1981.

Living in her family home afforded VY the opportunity to attend evening classes, confident that her children would be cared for by her family. In the early 80's, evening adult education classes started in Georgetown. Through adult classes she passed the Human and Social Biology exam in 1987. Upon passing these three exams, she was hired to teach at Sandy Bay Anglican School in 1987. She discontinued her adult education classes because the trip from Georgetown to Sandy Bay was very time consuming. In 1991, she was transferred from Sandy Bay School to the Byera Hill

Government School which was closer to her home.

Although VY stated that she was very interested in completing the Math course, she said she suffered with intense migraine headaches and non-specific fatigue which made it difficult for her to study. When she experienced this intense pain, she said she was unable to function. VY spent an extraordinary amount of time explaining her relationship with her daughter's father, a wealthy East Indian. According to VY, they used to be in love, but he continued to date other women. Even though he married a wealthy woman in 1989, VY believed that it was she that he really wanted to marry. On several occasions, VY used her credibility as a teacher to vouch for his character after he was arrested for "interfering (having sexual relations) with school girls." It was alleged that he impregnated one school girl but his family bought the girl's family's silence. Another diversion from VY's studies was her ambition to be a singer and song writer. She spent many hours each week writing love songs and recording them on cassette tapes. She thought that, if she became famous, she could get her daughter's father to leave his wife and marry her. According to her daughter's paternal grandparents, this was highly unlikely. VY ignored all the indications that her daughter's father did not care for her and she and her daughter continued to eat lunch every day at her daughter's paternal grandparents' home. VY's constant presence created tension for her daughter's grandparents. On several occasions when her daughter's father and wife visited, he and VY had violent arguments.

VY as a CTPP Learner

VY was selected as a learner in the Math course in July 1990. During the

week of Orientation and Training session VY actively participated in the group discussions, role playing, written assignments, and other individual and group activities. She submitted three assignments in July and two assignments in September. VY remained actively involved with the monthly face-to-face sessions and submitted all assignments requested. The first five modules, which were promised in October, arrived in April 1991. To offset the lateness of the modules, the marker/tutors (M/Ts) distributed the textbooks, provided instructions, and gave written assignments.

The Math modules were delivered in April. In May, VY submitted the end-of-module test (EMT) for the first module. Her score was barely above the passing score of sixty-eight. Her low score, coupled with the amount of time it took to teach her the concepts and for her to complete the EMT, alerted the M/T, and country coordinator (CC) that VY's basic knowledge and skills in Math were extremely weak. She discussed her difficulties in math with her M/T. To help VY understand the basic arithmetic concepts presented in the second module, her M/T gave her individual tutoring on fractions and decimals in June. She did not submit the EMT until September. Her grade on the rewrite of the EMT for modules two was sixty eight percent.

VY did not attend the week-long Academic and Student Support Reinforcement Workshop in August because she had scheduled several medical procedures in Barbados. She said that was the only time she could get treated for her migraine headaches and intestinal disorders.

The third module was difficult for all learners. It appeared that it may have

been so difficult that VY realized that her basic math skills were too weak to continue. This module required a high level of abstract reasoning in math which VY lacked.

Monthly reports from the M/T and CC for the balance of the year indicated that VY did not attend any of the monthly face-to-face sessions or submit any additional EMTs. Numerous telephone calls were made by both the M/T and the CC, but no additional EMTs were submitted. The records indicated that VY did not register to take the Caribbean Examination Council (CXC) Math exam in December 1991.

VY's Lived Experience

The purpose of this section was to understand how VY experienced the CTTTP instructional program, student supports intervention, logistical/management procedures, and interpersonal relations/communications with other unqualified assistant teachers (UATs), M/Ts, CC, significant others, and the community. These activities which occurred between July 1990 and December 1991 were divided into five periods: Orientation and Training (July 23-27, 1990), Program Hiatus (August 1990 to March 1991), Matriculation 1 (March to July 1991), Academic and Student Support Reinforcement (August 12-16, 1991), and Matriculation 2 (September to December 1991).

Instructional Program

VY was informed in July 1990 that she had been accepted into the CTTTP. During the Orientation and Training session learners were given a brief overview of

the instructional program and a sample math module was provided for hands-on experience.

In July 1990, VY was asked why she wanted to participate in the CTTP pilot project, she wrote, "I have a poor knowledge of maths, even at primary school level. I never had a secondary school education either. I want very much to learn maths so I would be able to teach maths also." When asked how she felt about herself and why, she replied "Good. I am learning to broaden my knowledge and skills educationally."

When asked how she felt about the math course, VY responded, "Well, it's very challenging. It's trying and sometimes I really don't get along well with it." When asked what she did when she "didn't get along well with it" she described her actions as follows:

I close up the book and get out of the bedroom, because when that happens I'm trying to understand the problem and I can't, I get a headache. I usually get migraines and sometimes the least of anything will trigger it off and I really try to lie down, close up the books, close the windows, shut the lights out and try to lie down, or leave the room to take a walk.

When asked if she knew of anyone who could help her in math, she mentioned her brother who lived in Sandy Bay and another person but neither would provide a long-term solution. When asked if anyone who lived close by might be able to help, she responded in the negative.

When asked what was the easiest and the hardest part of the program, she answered: "The easiest thing is to get started on a module, to read through the

introduction and see what you should do. You get your materials together and then you begin. VY was then asked to identify the hardest part of the program. She replied,

The hardest thing is to understand what the M/T wants you to do or the way to put over the Maths. Because sometimes, I don't understand how I should put it over. Some of the terms, I still don't understand. I have to try hard, you know, to think what it (is) really about.

When asked if she thought it was getting any better, she replied.

I think it's getting better because after understanding the ratio after having the session with Mrs. JW, I understand it better. I also get a 64 which is a C, so I feel good about it. It was very encouraging. It's only that the migraines keep me back...She says I am way behind most of the others or maybe all of the others.

When asked how often she talked to her M/T, VY replied:

Not very often, but I do talk to her. I talked to her when I was on the first module and I spoke to her twice since I'm on the mathematics. About two Saturdays ago, I spent the Saturday with her up at the grammar school and we worked out the ratio because I couldn't understand the workings of the ratio, in module two, lessons three and four.

When asked if she was finished module two, she replied, "No, I'm not finished. I still have that module to finish up and to do the EMT for module two."

After September 1991, VY's participation in the program decreased. In

December 1991, she had submitted only two EMTs.

Student Support Interventions

The student support interventions focused on coping skills, study skills, and nation building. VY concentrated most of her energies explaining why she was not progressing in the CTP. This topic can be categorized under coping skills and study skills. However, because VY perceived that her own problems were so overwhelming, it seemed pointless to try to elicit responses on nation building.

Coping skills were concerned with self-esteem, problem solving, stress, and time management. In July 1990, VY described herself in these words.

My personal characteristics are honesty, sincerity, being kind and friendly, courageous, and tidy. I like meeting people, so I travel. I read a lot, I love to talk with people, but I know where to draw the line. I can hide my sorrows when I'm with company so as not to rub off my black moods of despair on them. However, when my problems are solved, I tell the story to share my experience which I know could be of help to someone else. I am a slow worker from birth not through idleness. This is what taught me to be patient. I get frustrated at times because I have to hustle to keep up with time, but its very rewarding...I write poems and sentimental songs which flow right out of my feelings. I have several songs of my own composition--words and tune on cassette...love, power, money, respect, honor, pride, and possessions are all worthwhile having, but to me, knowledge is most important to help you understand and deal with the aforementioned gifts.

Because I move slower than people, I was sometimes ridiculed for it. I used to feel worthless, because I could not have gotten a secondary school education. But I was determined to move on, and when I did I was successful--that gave me a feeling of self-worth. I am now somebody in society.

You get out of life just what you put into it. Your devotion and the sacrifices, so the rewards will be achieving the goals you set out to achieve, learning from new experiences daily, and being able to pass on the knowledge and skill you gained. This is my hope.

VY passed her first GCE exam in English Language in 1984; she was ecstatic.

She described her feelings,

After finishing school at Senior 3 in 1973, I never studied until this time and there were teachers who took the exam, some not for the first time and fail. I knew from then on, that there was nothing to stop me. So many people were proud of me, my friends, family, and past teachers of my youth. I felt proud too and still is determined to keep on moving onward and upward.

After the week of orientation and training in July 1990, VY was asked which sessions were most helpful to her. She replied, "There are many ways to deal with stress...I can and will overcome my stress. There is always a solution." When queried about managing her time, she said, "Time is the most important resource to me." VY said she recognized during the training that she had to "practice learning and working independently, not leaning so much on others." In summarizing the training, VY said, "Since I am determined to pass the math exam in 1992, I must develop a positive

learning attitude towards maths and be self-confident that I will pass maths." She also said she had to sacrifice some of her sources of enjoyment like her song writing, telephone calls, and crocheting.

VY was asked in July 1991 about attending the academic and student supports reinforcement sessions in August 1991, she replied, "I'm afraid not. I have to travel to Barbados. I'm suppose to seek further medical attention in Barbados." When asked how she felt now, she said she had a migraine headache, inflammation in her eyes, and pain in her abdomen.

When asked if she felt that her health problems would be corrected this summer, she responded,

Yes, I think so...But the migraines, I understand, that there's really no cure for them...There are things that will trigger them up...If I could...pinpoint those things...like worry, I could avoid some of those problems...But most of the time the stress comes on, then I have the migraine, then I can't do anything enjoyable.

When asked if she found teaching satisfactory, she responded,

In some ways, financially, not at all...We have to put in a lot of work. When you are a teacher, the work goes home with you. Because you have to prepare work at home to take back to school the next day. Think about how to do your lesson plans, mostly at home, because head teachers would tell you. At school you are to pay all attention to the children and the classroom. So you couldn't be doing that sort of work which means you have to take it home. That cuts

out some of the communication you could have had or should have with your family.

VY complained about the small salary, not being able to do her lesson plans at school, and not being able to study at school.

Study skills was the second area of student supports. VY replied she studied in her bedroom at nights after supper, except on Sundays when she studied in the afternoon after lunch. When asked what her children did when she studied. She says they usually watch television or do their homework. "At their ages" she continued, "they understand, so they let me have some peace to do it."

When asked what she remembered from the training program last summer, she replied, "From that training last summer, I remembered that you have to be willing to sacrifice, use time wisely, know how to deal with stress, and develop good study habits."

Logistics and Management Procedures

Logistics and management focused on transporting modules and EMTs to appropriate people, communicating relevant information to appropriate persons, and other management issues which effected the programs' operations. VY experienced no problems communicating with her M/T because she had a telephone, nor were the transportation of modules or EMTs problematic.

When asked how she felt about the program, VY said, "The program is not for everyone. It is sort of expensive to me. Buying one book of papers to do the exams, buying a book just for the practice, and buying a book to make a journal." Although

VY conceded that the CTTTP paid for the telephone tutorials, transportation, food, textbooks, modules, marking, and tutoring, she still felt that the cost of the notebook paper and other supplies were high.

Interpersonal Relations/Communications

Interpersonal relations and communications focused on how UATs related to one another, their M/Ts, the CC, their significant others, and the community.

When asked how did other members in her family feel about her studying, she explained,

They feel good. JS, my sister, is supportive because she is a teacher as well. She is in this program, only she is doing Integrated Science. I do not get much help from her because she is always busy with her science projects.

VY commented on the ways her family and friends influenced her, she said, Family and friends affect my life both ways, good and bad. They sometimes serve as mentors, being very supportive; critical, at times, and too many times they get too attached to me becoming burdens, but they are a part of my life.

When asked how other people in her school felt about her taking this course, she said,

Well, I tell several other teachers about it and they think its a good program.

Some of them would like to be in it. I think it would be good if other teachers could join in. If we have a bigger group,...we could have a study group...I

know several people who would take part if the CTTTP could find a way.

Seeking to determine the level of her community involvement, VY was asked if she

was active in the community. She explained, "Not very, I go to church and that is also not too often, because when I get the migraine, I stay home away from light and noise.

When asked what impact the CTTP had on the school, community, and nation, she replied, "It could have a good impact if its open to other people besides just the teachers already involved. There would be people who are not even teachers, but yet they're interested in doing maths."

Perceptions of Marker/Tutor and Country Coordinator

Consultations were held with Mrs. JW, M/T for Math, and Mrs. WK, CC. Both the M/T and the CC expressed grave concerns about VY's lack of basic skills and her inability to focus on her math. The recommendation that VY attend adult education classes in basic arithmetic was explored. VY's poor math skills and the CTTP's late detection of the severity of her math deficit caused the entry criteria to the CTTP in general, in different courses, to be reviewed. Requiring that the teacher have three exam passes was not a satisfactory entry criteria.

Mrs. JW spoke about VY's very poor background in math. Much of the math in modules one and two was new to her. VY had a fairly comprehensive understanding of addition and subtraction of whole numbers, a limited understanding of multiplication and division of whole numbers, fractions, and decimals. Her application of these processes in problem solving was unsatisfactory. Any instruction above decimals would need to be taught as new information. An additional tutor was

requested for the Math course because the math skills of many of the learners were very poor. It appeared that VY's skills were the weakest of the thirteen UATs. The M/T stated that VY needed classroom instruction.

Mrs. WK spoke in-depth about VY's poor math skills. She praised VY's academic accomplishments given her limited formal academic background. Attending evening classes in order to pass three CXC/GCE exams and her appointment as a teacher were accomplishments worthy of respect. Mrs. WK spoke very highly of VY's helpfulness. Last year, when she taught at the Sandy Bay Anglican School, she served as the "unofficial CTTTP contact person". She transported messages, modules, and EMTs between the M/T and learners. Mrs. WK agreed that VY needed to enroll in basic math at the evening school close to her home. Her academic background was probably too limited for her to master the Math course through distance education.

Perceptions of Significant Others

The significant others from which data were collected for VY's case study were JS, VY's sister; MT and PB, both UATs in Math; and Mr. and Mrs. A, her daughter's paternal grandparents. There was a striking absence in these discussions and interviews about VY being viewed by others as a serious learner. It is interesting to note that VY did not speak of herself as a learner as much as she discussed the physical and psychological obstacles to her academic progress.

JS said that she was quite pleased that she and VY were getting the opportunity to be learners in the CTTTP. Like VY, JS felt that the CTTTP was an interesting and

useful program and she hoped it would continue. JS commented that Integrated Science had more face-to-face sessions than the other courses. She suggested that since "most people are having problems in the Math program, they need regular face-to-face, also." Of all the other learners in the CTTP, JS was the only one to echo VY's concern about the expenses of the CTTP to the learners. She said "it is expensive to buy the notebook paper and the examination books and so." Although both acknowledged that they knew the CTTP was paying for the module development and production, fees for the exams, transportation, telephone calls, and M/T salaries. JS said that Integrated Science learners also had to purchase many items for the experiments.

VY's mother was also quite pleased that two of her daughters were selected for the CTTP.

MT, UAT in the Math course, worked at the same school as VY. When MT made a low score on module three "Problem Solving," she became discouraged. Even though she lived with her aunt who had passed the Math exam and agreed to tutor her, MT had not asked for help. When asked what could make the program better, she responded, "there should be more face-to-face sessions, so learners could study together and share their problems with one another." She also said people needed to study together. But not once did she say or elude to the idea of studying with VY, her coworker and neighbor. It was as if someone else needed to organize people to study together. It did not appear to some learners that they could decide on their own. These comments were made in the presence of VY. Neither person said "Let's study

together."

PB, UAT in the Math course, was a coworker of VY's sister JS. She lived within a ten minute walk of VY. She, like JS and MT, expressed frustration about the long hiatus between the end of the training in July 1990 and the arrival of the modules in April 1991. PB had the potential to do the math. She shared a house with a sister who had already passed the Math exam, but did not use her sister to help her in Math. At times PB discussed her frustration with Math with JS, but never considered studying with VY. Forming a study group in Math never seemed to be a viable option for VY, PB, or MT, even though all lived in the Georgetown area; and all experienced difficulty in math.

Mr. and Mrs. A., her daughter's paternal grandparents, were very supportive of VY's participation in the math course. They were pleased that she was trying to improve her income options by attending teachers college. They said that VY's inability to accept their son's marriage to another woman created stress within their family. They were torn by their love for their son, his wife, their granddaughter and VY. It appeared that VY's inability to let go of the past was limiting the outlook for her future.

Community Perceptions of the CTPP

In informal conversations with shopkeepers, nurses, and unemployed people in Georgetown, the general feeling of the people was that any program which improved the qualifications of teachers would be good for the school, community, and nation.

Better education was seen as a way of securing more jobs. Higher rates of employment would increase the economic base in Georgetown and the possibility of the return of prosperity. Several people spoke as if Georgetown's economic woes were the result of the level of education not political decisions of the current administration.

Reflections of the Student Support Consultant/Researcher

VY was an unrealistic romantic female who spent most of her time bemoaning the past instead of aggressively maximizing the opportunities at hand. Instead of returning to evening school, studying her modules, or working with one of the other two UATs in the Math course who lived within walking distance of her house; she continued to pursue her daughter's father and a career as a singer. Instead of becoming a good teacher, by developing dynamic lessons and controlling her classroom, she wasted her time at her daughter's paternal grandparents house in the hope of shaming her daughter's father to support his daughter. Instead of building her future, she dwelled on the past and failed to maximize the opportunities of the present.

She and her sister JS were the only two UATs out of one hundred twenty one (121) of the field test who complained about the cost of the CTP. They both complained about their low salary although both lived in their parents' house with their children. In addition to complaints about her financial woes, VY also complained about her migraine headaches, eye strain, and abdominal pain. Although she said she could not afford glasses, she was able to have her sister accompany her to Barbados

for medical treatment.

Throughout many hours of conversation, VY rarely spoke about the CTP. She never mentioned anything about the seven to eight month wait for the modules, her plans to return to night school or, her desire to attend teachers college. She rarely mentioned the school where she taught, the students she taught, or her concern about her community or her country. She focused most of her attention on personal issues such as her daughter's father, her health, her lack of money, and her future as a song writer and singer.

VY was not respected in her community at the same level other teachers were respected. Her relentless pursuit of her daughter's father even after he married another woman, and her continuous defense of him even though he had been arrested repeatedly for molesting school girls, probably eroded the communities respect for her.

When the researcher visited VY in Georgetown, she stayed at the home of her daughter's paternal grandparents. Her daughter's paternal grandparents were uncomfortable about VY's behavior. They wanted to keep in touch with their granddaughter but they did not want to witness the bitter interchange between their son and VY. They hoped VY would study, go to teachers college, and make a new life for herself. Until VY lets go of the pain of her past, she will not be free to try to build a future for herself or her two children.

