Saint Lucia

Education for All 2015 National Review

EDUCATION FOR ALL (EFA)

National EFA 2015 Report

For

St. Lucia

<u>Final Report</u>

Report Prepared by EFA Coordinator:

Esther Chitolie-Joseph

Corporate Planning Unit

Ministry of Education, HRD and Labour

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List of Abbreviations and Acronyms

BEEP   Basic Education Enhancement Project

CAMDU   Curriculum and Materials Development Unit

CANTA   Caribbean Association of National Training Agencies

CARE   Centre for Adolescent Renewal and Education

CARICOM   Caribbean Community

CCSI   Caribbean Child Support Institute

CCSLC   Caribbean Certificate of Secondary Level Competence

CDB   Caribbean Development Bank

CEE   Common Entrance Examinations

CEO   Chief Education Officer

CPEA   Caribbean Primary Exit Assessment

CSEC   Caribbean Secondary Education Certificate

CSME   CARICOM Single Market and Economy

CVQ   Caribbean Vocational Qualification

CXC   Caribbean Examinations Certificate

DASGS   Division of Arts, Science and General Studies

DTEMS   Division of Technical Education and Management Studies

ECCE   Early Childhood Care and Education

EMIS   Education Management Information System

ERP   Economic Reconstruction Project

ESDP   Education Sector Development Plan

FLP   Family Learning Programme

GCE   General Certificate Examinations

GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
Grade K	Grade Kindergarten
HRM	Human Resource Management
ICDL	International Computer Driving License
ICT	Information and Communication Technology
LMNS	Labour Market Needs Assessment
LRC	Learning Resource Centre
MICS	Multiple Indicator Cluster Survey
MOE	Ministry of Education
MCSE	Microsoft Certified Systems Engineer
MST	Minimum Standards Test
NCF	National Community Foundation
NELP	National Enrichment and Learning Programme
NELU	National Enrichment and Learning Unit
NEMO	National Emergency Management Unit
NER	Net Enrolment Ratio
NGO	Non-Government Organisations
NRDF	National Research and Development Foundation
NSDC	National Skills Development Centre
NVQ	National Vocational Qualification
OECS	Organisation of Eastern Caribbean States
OEDP	OECS Education Development Project
OESS	OECS Education Sector Strategy

RCP   Roving Care-Givers Programme

SALCC   Sir Arthur Lewis Community College

SBA   School Based Assessment

SEDU   Small Enterprises Development Unit

TVET   Technical Vocational Education and Training

USE   Universal Secondary Education

UWI   University of the West Indies

Figure 1.1-1: Structure of the Education System in St. Lucia
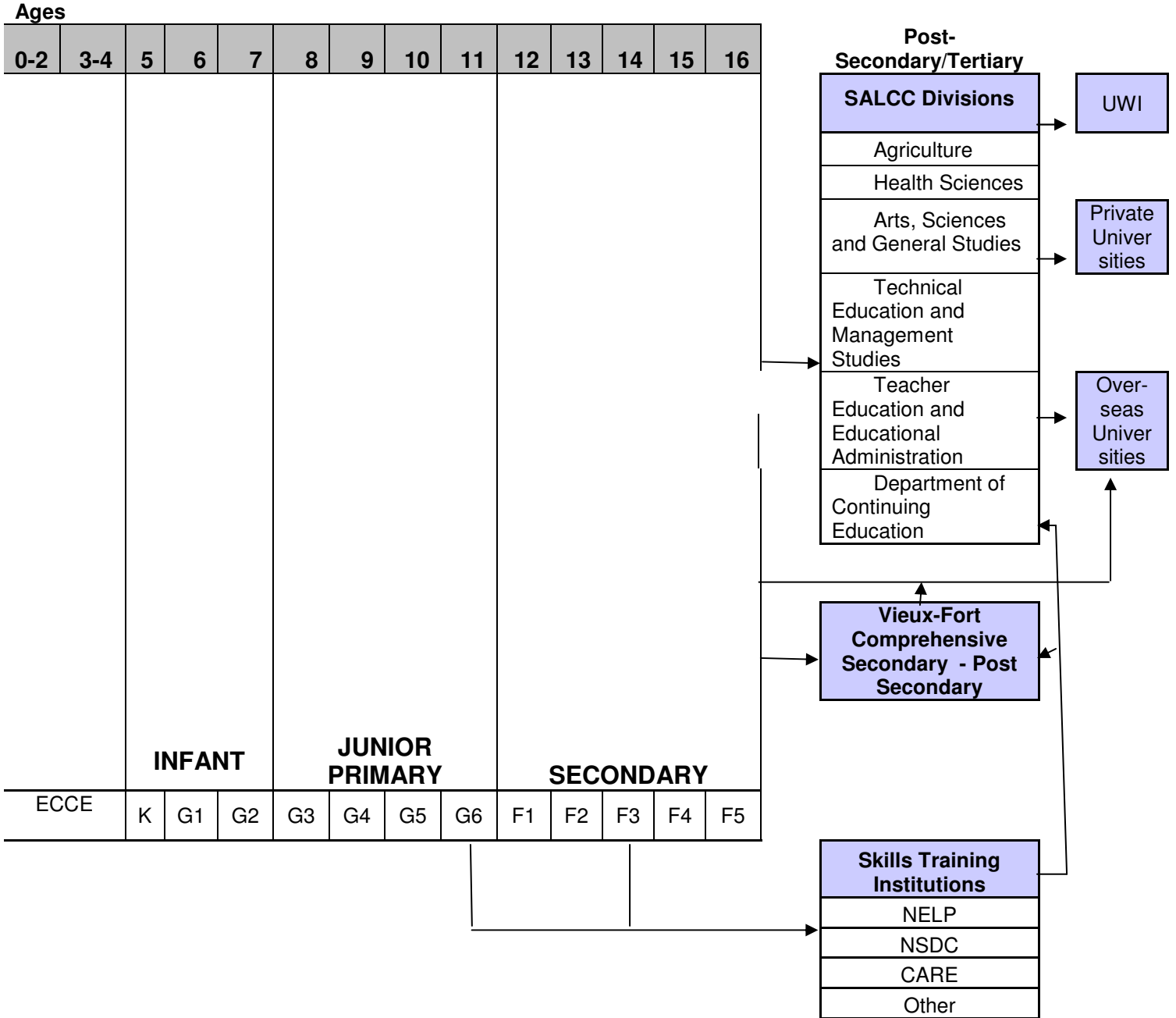
Ages

0-2	3-4	5	6	7	8	9	10	11	12	13	14	15	16

Post-Secondary/Tertiary

SALCC Divisions

Agriculture

Health Sciences

Arts, Sciences and General Studies

Technical Education and Management Studies

Teacher Education and Educational Administration

Department of Continuing Education

UWI

Private Universities

Overseas Universities

Vieux-Fort Comprehensive Secondary - Post Secondary

	INFANT			JUNIOR PRIMARY				SECONDARY				

ECCE	K	G1	G2	G3	G4	G5	G6	F1	F2	F3	F4	F5

Skills Training Institutions

NELP

NSDC

CARE

Other

SCHOOLS IN ST. LUCIA
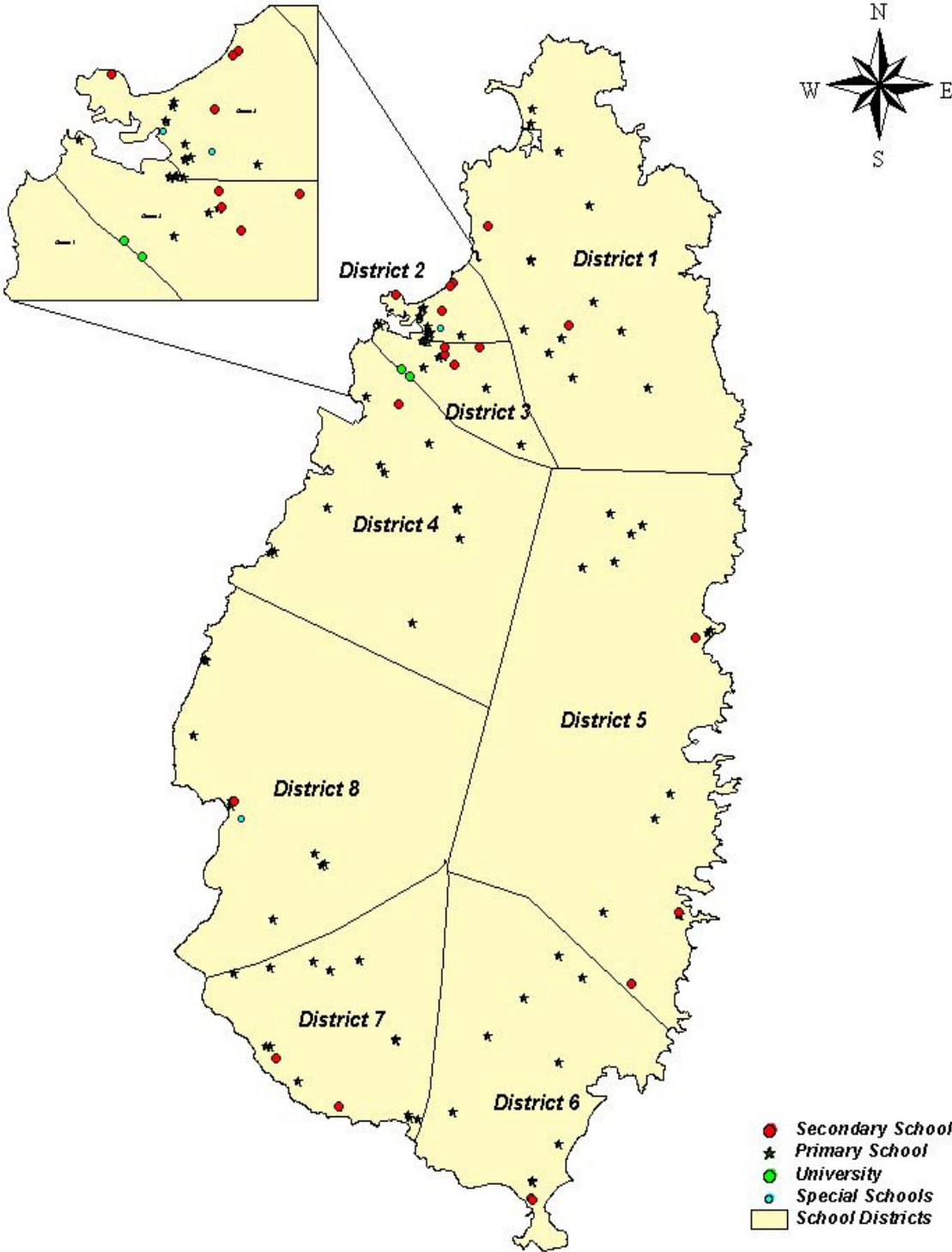
1.0   Introduction

The national 2015 Education For All (EFA) Review Report focuses on the progress made since 2000 towards achieving the EFA goals, the remaining challenges to be addressed and plans for post-2015. It does this by assessing the six EFA goals in relation to:

1. Early Childhood Care and Education
2. Primary and Basic Education including Secondary education
3. The learning needs of youth and adults
4. Adult literacy
5. Gender parity and equality and
6. Quality of education

1.1   St. Lucia's Context and Commitment to EFA

St. Lucia is one of the nine member countries forming the Organisation of Eastern Caribbean States (OECS). These islands although separate sovereign states are very similar in their social, political, economic, cultural and education systems. St. Lucia is among the world's small states and developing countries with a total resident population of 166, 526 people, 50.2% of whom are females. The Gross Domestic Product (GDP) in constant prices for 2011 was EC$M2, 537.04. St. Lucia, like many other small states have many developmental challenges and vulnerabilities which affect the education sector including; extreme dependence on the outside world; the absence of economies of scale; the significance of emigration; the small labour market; vulnerability to natural disasters (Atchoarena 1993, p. 37) and; limited manpower and institutional capacity (Louisy 2001, p. 429). Therefore, these countries face very stiff challenges of economic and social development and significant threats of greater marginalisation from the mainstream of global economic activity (Louisy 2001, p. 429).

St. Lucia has a very youthful population, with 33% at ages 15-35 years and 24% at ages 0-14years. In both cases, there is a 1:1 male to female ratio. This means that about 67% of the population are from 0 to 35 years of age and this is an important factor when developing education in the country.

St. Lucia's commitment to providing education for all is defined in the Education Act of 1999 (revised 2001), Section 14 on the Right to Education; "Subject to available resources, all persons are entitled to receive an educational programme appropriate to their needs..." Further, the Act outlines clearly the ages for compulsory school attendance which is from 5 years to 15. This marks the age range for basic education. Figure 1.1-1 provides a basic structure of the education system in St. Lucia. Early Childhood Care and Education (ECCE) ranges from ages 0-4 years, Primary Education from 5-11 years and secondary education from 12-16 years. Children would typically spend two years at the Pre-Primary level, seven years at the Primary level (three at the infant level and four at the junior level) and five years at the Secondary level (three at lower secondary forms and 2 at upper secondary forms). Upon graduating from secondary school,

students may wish to continue their studies at one of the Divisions at the Sir Arthur Lewis Community College (SALCC) or at the Post Secondary Department at the Vieux-Fort Comprehensive Secondary School or may wish to proceed directly to University. A second chance is provided for students who drop out of Primary or Secondary schools or for persons who wish to learn a skill at one of the Skills Training Institutions; Centre for Adolescent Renewal and Education (CARE), National Skills Development Centre (NSDC) or National Enrichment and Learning Programme (NELP). A further description of each level is provided in subsequent Sections.

Primary, Secondary and Special Needs Schools on the island, based on their geographic locations, have been divided into eight education districts and each managed by a District Education Officer. Figure 1.1-2 provides an overview of the location of these districts and their schools. St. Lucia has a total of 134 Early Childhood Education Centres, 5 Special Education Centres, 75 public and 6 private Infant/Primary Schools, 23 public and 3 private Secondary Schools, 2 Public Post-Secondary/Tertiary Institutions, 4 private Universities and 3 public Skills Training Institutions that also provide a second chance to basic education. Additionally, there are many Distance Education Providers.

1.2   National Strategies, Policies, Plans and Targets for Education

The national strategies, plans and targets for education are outlined in the Education Sector Development Plan (ESDP) 2009-2014. The priorities of this sector plan, builds on the previous one, 2000-2005 and beyond. The development of both plans involved wide sector and stakeholder participation as well as the incorporation of regional and international education commitments which had become part of the national agenda. Some of the initiatives and commitments taken into consideration in the development of the last two Plans are:

- CARICOM Single Market and Economy
- OECS Pillars for Partnership and Progress
- Vision 2020
- Vision of the ideal Caribbean Person adopted by the CARICOM heads of Government
- Education For All framework of Action
- Millennium Development Goals
- UN Convention on the Rights of the Child

Some of the major priorities of the 2000-2005 ESDP were:

1. Increasing access and quality of pre-school provision by working in partnership with the community and private sector
2. Increasing levels of literacy, numeracy and skills of information technology of all learners
3. Improving the quality of primary education and changing its culture
4. Increasing access to achieve universal secondary education of a high quality

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5. Enhancement and expansion of special education
6. Restructuring adult education to include continuing education skills training and personal enrichment
7. Developing national policies for youth and for sports

The development of the 2009-2014 ESDP involved an assessment of the 2000-2005 ESDP to identify the successes and remaining challenges. The mission of the MOE according to the new plan is to *"seek to optimize and sustain economic development and quality of life by creating a wholesome and functional individual who is accepting of civic responsibility and empowered to compete in a global environment"*. The major priorities of the 2009-2014 ESDP hinged on five major areas:

1. Quality Education for All
2. Institutional and Organizational Capacity Building
3. Economic and Social Development, Discipline, Spirituality, Health and Wellness
4. Science, Communication, Information Technologies, Research and Development

Some of the main priorities of the 2009-2014 ESDP are:

1. Revision of policies and structures for effective management
2. Enhance the quality of education at all levels so that students can master the essential foundation for lifelong learning
3. Improve the participation and performance of all learners with particular emphasis on the retention of boys in schools and implement programmes for girls at risk
4. Strengthen and expand welfare and support services for children with special needs
5. Upgrade the SALCC to a fully fledged University College
6. Expand the use of ICT in teaching and learning
7. Survey the level of illiteracy at the national level and implement programmes to eradicate illiteracy
8. Offer quality TVET, competency-based and skills training and accredit courses, programmes and institutions in response to changing needs of the labour market.

The progress made and the remaining challenges from the implementation of the various strategies are discussed in Section 3.

1.3   Institutions Responsible for Implementing EFA and Coordination Mechanism

The institution with the responsibility for implementing EFA is the Ministry of Education central office, but with support from many local, regional and international partners as seen in the diagram in Section 1.4. The MOE is headed by the Minister, followed by the Permanent Secretary and her Deputy, then the Chief Education Officer and his two Deputies, then Heads of Units and Education Officers. Although every unit within the MOE contributes towards EFA, the Corporate Planning Unit headed by the Deputy Chief Education for Planning, is mainly

responsible for monitoring the progress of the EFA goals. The indicators used to monitor the national education agenda are the same as those used to monitor the EFA goals. These indicators are measured and updated annually and form part of the Annual Education Statistical Digest.
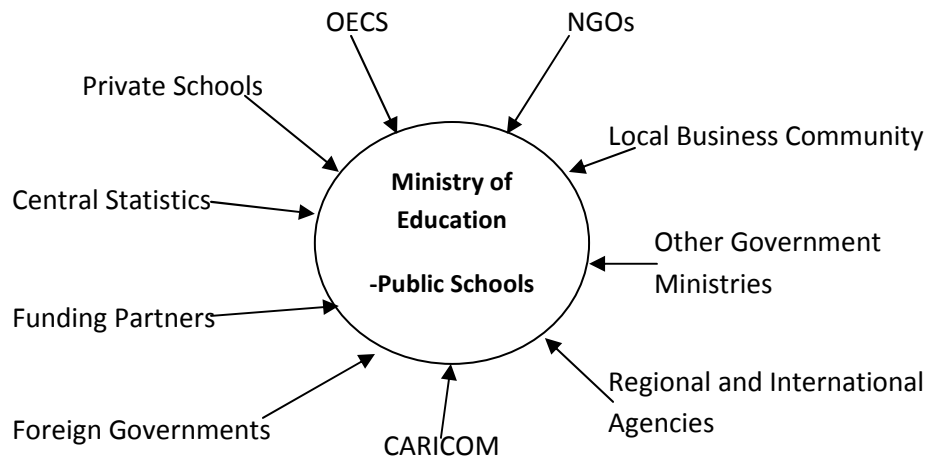
The preparation of this EFA report was compiled and coordinated by the EFA Coordinator, Esther Chitolie Joseph, Planning Officer of the Corporate Planning Unit with contributions from persons of the various Units and Departments.

- Policy and Administration
- Corporate Planning Unit
- Early Childhood Care and Education Unit
- School Supervision (Education Officers)
- National Enrichment and Learning Unit
- Sir Arthur Lewis Community College
- TVET and Accreditation Unit
- Curriculum and Materials Development Unit
- Testing and Measurement Unit
- Government Statistics Unit
- Student Support Services Unit

The report was finalized using information gathered from consultations with Unit Heads, Principals, Teachers, Students, Parents, representatives from the business sector, representatives from the Teacher's Union, Permanents Secretaries of the various Ministries, OECS secretariat Officials and Leader of the Opposition.

1.4   Partnerships with other Ministries, Agencies, Civil Society, Organisations and International Development Partners

The Ministry of Education has understood the importance of public-private partners in education and has taken advantage of this to facilitate service delivery and source funding for education to assist in achieving its goals and objectives. With its limited financial resources the Ministry of Education depends on donor and funding agencies as well as regional and international agencies such as the European Union, the Caribbean Development Bank, the World Bank and UNESCO to provide grants, low interest loans and technical expertise to push forward the EFA agenda; it works with the local business community to provide job training for the youth; it depends on much needed information and data on the population from the Central Statistics Department to help guide education decision making; it works with other Government Ministries to provide the needed support services to students and to provide a safe and secure environment for learning; it depends on foreign governments and others for assistance to bring relief and speedy recovery to the education sector during times of emergency, as was the case after Tropical Storm Tomas and the Christmas Eve trough; it also collaborates with regional bodies such as OECS and CARICOM of which St. Lucia is a member to seek solutions as a region.

OECS   NGOs

Private Schools

Ministry of
Education

-Public Schools

Local Business Community

Central Statistics

Other Government
Ministries

Funding Partners

Foreign Governments   Regional and International
Agencies

CARICOM

2.0   Main EFA Challenges in 2000 and Targets for 2015

2.1   Overall EFA Situation and Challenges in 2000

St. Lucia began the new millennium 2000 with many educational challenges, including insufficient school spaces for children of secondary school age, inequities in access to Early Childhood Care and Education, limited support services for disadvantaged students, Inadequate physical spaces for special education, unstructured Technical Vocational Education and Training (TVET), lack of alternate pathways and second chance education, lack of policies to guide decision making and limited access to Post-secondary/Tertiary education. Cognizant of the need to undergo a total reform of the education system and to ensure equity of access, increased opportunities and quality services, the Ministry of Education took a collaborative approach in developing the 2000-2005 ESDP with its fundamental aim, "**to raise the levels of achievement of all learners**".

After the five year implementation of the plan, considerable progress was made in resolving the above challenges as well as achieving the EFA goals. With the implementation of the second ESDP 2009-2014, St. Lucia has gotten even closer to achieving the six EFA goals. The overall EFA situation from 2000 to 2013 is a very positive one and is summarized under the various EFA goals below. Section 3 provides more details on the progress, achievements and remaining challenges.

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

The overall management of the ECCE sector has improved as both Day Care and Pre-school services are under the Ministry of Education and managed by the Education Officer for ECCE.

The sector has not expanded much in terms of the number of centres but the gross enrolment at Pre-Schools has increased from 60% to 75%. The NER for both Day Care and Pre-School combined has increased from 19% to 22% for 0-2 year olds and remained about 70% for 3-4 year olds. Considerable progress was made to ensure that disadvantaged children had access to ECCE through the Roving Care Givers Programme which serviced 3,588 families but that programme was discontinued in 2014 due to financial constraints. In addition, the Government owned Day Care Centres also reach out to disadvantaged families. The main challenge for this goal remains with the expansion of services.

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality

St. Lucia attained universal access to secondary education (USE) in 2006 after the construction and upgrading of five secondary schools since 2000. Having already attained universal access to primary education decades ago, the country now has universal access to basic education. As a result of USE the disparities in access for males and females were eliminated. In addition to the School Feeding and Book Bursaries Programme, support services to children in difficult circumstances have been expanded to include the textbook rental programme, transportation subsidy programme, one laptop per child programme and expanded guidance and counselling services. Additionally, every child who completes the Common Entrance Exams receives $500 to assist with school related expenses. However, there still exists a problem with the under-achievement of male students as compared to their female counter parts. A larger percentage of boys are repeating and dropping out of primary and secondary schools. Female attendance is also higher than males.

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

The main Post-secondary institution on the island remains the SALCC with about 42% of Form 5 students transiting into a Post-secondary institution. The number of locally based private universities has increased from 1 to 4 and the availability of distance education programmes have also increased. The establishment of the National Skills Development Centre has brought about increased training in technical vocational areas with a focus on life skills, especially to youth at risk. Since 2001 about 3725 young persons have graduated from various disciplines including construction, hospitality, information technology, electrical installation, auto mechanics and plumbing. Some of these students receive bursaries through the Department of Human Resource Development at the MOE to continue their studies at the SALCC. CARE continues to provide training to students who have dropped out of Primary and Secondary schools, in TVET, Life Skills and in the Adolescent Development Programme (ADP), which provides opportunities for growth spiritually, physically, intellectually, culturally, emotionally and socially.

In addition many strides have been made in the provision of competency-based certificates such as NVQs and CVQs. Two of the main remaining challenges are 1) the high cost of pursuing tertiary education and 2) females continue to dominate males in accessing post-secondary education and TVET programmes.

Goal 4: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

The National Enrichment and Learning Programme (NELP) which commenced in 2001 is coordinated by the National Enrichment and Learning Unit (NELU) of the MOE and is the only formal coordinating unit of adult literacy in St. Lucia with a large number of public and private partners. Since its commencement in 2001, there has been an influx in the number learners by almost 104%. Learners are not only offered Basic Literacy classes where they learn to read and write but in addition they can enrol in a certified skill programme. In addition, the more advanced learners or persons who never completed basic education can get a chance to be enrolled in either Mathematics or English Language classes at the Pre-CSEC or CSEC level. Between 2002 and 2013 about 5600 learners have graduated from the programme.

Although St. Lucia has not conducted a national literacy survey since 1990, it is believed that St. Lucia has achieved a 50% improvement in levels of adult literacy. Attainment levels were measured for the two census years 2001 and 2010 and the results showed that there was an increase of 38% in the percentage of the population with secondary education as the highest level. There was also an increase of 43% in the percentage of the population with Post-secondary/tertiary education as the highest level. The percentages when examined by major communities also showed increases of over 50%. A Multiple Indicator Cluster Survey funded by UNICEF was conducted in 2012 and revealed that the literacy levels for young females 15-24 years was 99.3% and that the literacy levels did not vary by geographic location, education, age, wealth index or ethnicity of household head.

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

There has been and is almost a 1:1 ratio of males to females in the population for every school age group. There is also a 1:1 ratio in male to female enrolment at the various levels of education. The problem in St. Lucia is not so much females not having access to basic education; the problem is the inequality in access at the Post-secondary and Tertiary levels. The highest enrolment at the post-secondary institutions is females. This is also the case with Adult literacy and continuing education, Private Universities, UWI Open Campus and NSDC. Most of the learners are females.

There is also a problem of girls outperforming boys generally. The problem is further highlighted when we consider dropouts and repeaters from basic education. The male dropout rates at both primary and secondary levels are higher than females (see Figures 3.34-8 and Figure 3.34-3). Additionally, the male repetition rate is higher at the Primary Level (see Figure 3.34-4). The

attendance rate for male students is also slightly lower than their female counterparts at both the primary and secondary levels as can be seen in the Table 3.6-3, although the difference is little. The problem of girls out performing boys in the country may have its roots from a very early age. According to the 2012 MICs Survey, it was found that 96% of girls 36-59 months were engaged in four or more activities with an adult household member compared to 89% for boys. The survey also revealed that more girls are exposed to books whilst more boys are exposed to play things at an earlier age (under 5yrs).

All Care Givers at the ECCE centres are females. Over 80% of all Primary school teachers are females and 60-70% of all secondary school teachers are females. The percentage of female trained teachers is also higher than males as well as the percentage of female graduate teachers.

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

St. Lucia has made improvements in all aspects of the quality of education. These improvements are highlighted below but details can be found in Section 3.6:

1. An increase in the percentage of GDP spent on education
2. Increasing partnerships with funding agencies for support towards education development
3. Development of a Building Maintenance Policy and Plan to establish a systematic programme of ongoing school maintenance
4. Increase in the number of computer labs in primary and secondary schools
5. Establishment of one laptop per child initiative beginning with all Form 4 students
6. Increase in the percentage of trained and graduate teachers at primary and secondary schools
7. Increased professional development for teachers
8. Increased professional leadership programmes for Principals and Education Officers
9. Increased opportunities for teachers to receive training in teacher development
10. Reduced pupil/teacher ratios at both primary and secondary schools thereby providing for more individualized attention
11. Implementation of remedial programmes in schools and remedial teachers
12. Revised curriculum at the Primary level and new curriculum at the Lower Secondary level
13. Increased support programmes for disadvantaged children
14. Improved student performance at the national competency based exams (MSTs) and CEE
15. Increased percentage of students attaining competency levels at the CCSLC

2.2   National Targets for 2015

The Ministry of Education has not set new targets for 2015 since it has begun the review of the 2009-2014 ESDP and to develop a new one. It is envisioned that a new ESDP will be in place within the next six months.

2.3   Challenges for Achieving Each EFA Goal and Strategy

The challenge/s for achieving each EFA goal is listed under each goal. However, one overarching challenge for all the goals is the lack of financial resources.

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

1. Lack of financial resources to continue the RCP and to establish new centres
2. All Pre-schools are privately owned
3. Implementation of the Cabinet approved ECCE policy has been slow due to financial resources and limited human resources capacity within the ECCE Unit.

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality

1. Lack of financial resources to provide more support programmes and to expand existing ones. However, the MOE has partnered with other public sector agencies and bilateral organisations to offer mentorship and after school programmes.

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

1. Lack of financial resources to expand skills training programmes

Goal 4: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

1. Lack of financial resources to conduct a national literacy survey

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

1. Need for higher percentage of male teachers in schools
2. Absence of local research on meeting the learning needs of male students

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

1. Lack of financial resources for continued professional development of teachers

3.0 Progress Towards the EFA Goals and Remaining Challenges

3.1 Introduction

In this section, the progress made towards the achievement of the six EFA goals will be discussed as well as the remaining challenges.

3.2 Expanding Early Childhood Care and Education (ECCE)

EFA Goal 1:   Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

3.21 Definition

Early Childhood Care and Education Development (ECCED) encompasses the stimulation, nurturing and cognitive programmes that children between the ages of birth to eight years are exposed to and which are suitable for the child's age and stage of development (St. Lucia ECCE Draft Final Policy, 2012). Although Early Childhood Education spans birth to eight according to the UN Declaration, in St. Lucia, birth to five is being addressed as the early childhood period as formal primary education commences at five years. Early Childhood Education in St. Lucia encompasses Day Care Services which span from 0-2 years of age and Pre-School Services from 3-4 years of age.

3.22 Structure and Management

ECCE in St. Lucia is currently provided at a Day Care centre or Pre-School which is specially designed for that purpose and is managed by the ECCE Unit of the Ministry of Education. Day Care Services which was once managed by the Ministry of Community Development is now being managed by the Ministry of Education since 2007. Day Care centres are both privately and publicly/government operated whilst Pre-schools are 100% privately operated.

The Management Structure of ECCE Sub-Sector, as indicated below, is headed by an Education Officer who supervises and manages the services offered.

Day Care Services

1. Assistant Director, Day Care Services
2. Day Care Field Supervisor
3. Day Care Centre Supervisor
4. Day Care Domestic Assistant
5. Day Care Attendant

Pre-School Services

1. Curriculum Officer Pre-School
2. Training Officer
3. Pre-School Office Assistant

3.23 Goals and Targets

During the current period under review, the development of the ECCE Sector was guided by the Education Act of 1999 and the Education Sector Development Plan 2009-2014. The main objectives for the Early Childhood Education Sector as outlined by the Education Sector Development Plan 2009-2014 are as follows:

1. Increase access to Early Childhood Education and Development (ECED);
2. Modernize the early childhood education curriculum and its mode of delivery;
3. Promote ICT in the management of ECED and in teaching and learning;
4. Develop a framework for inclusive education;
5. Develop and implement regulations and standards within the ECED;
6. Design and implement a marketing strategy and publicity campaign to promote the importance of ECED;
7. Provide professional development and training for staff and providers; and
8. Monitor and increase accountability in the ECED sector;

These goals represent the continued needs of the sector after the implementation of the 2000-2005 Education Sector Plan which focused on the enforcement of regulations, curriculum review, training and increase in access.

3.24 Achievements - Progress Towards Goals and Targets

In order to increase and improve comprehensive ECCE in St. Lucia, the Ministry of Education, from the year 2000 established a number of priorities including the increase in access to ECE, the establishment and enforcement of regulations, the revision of curriculum and the provision of training to practitioners. In a report on the review of the Education Sector Development Plan 2000-2005 the following achievements were noted:

a. ECCE centres grew from 138 in 2000 to 151 in 2005
b. Regulations to govern the operations of early childhood centres were established. A national policy on ECE was prepared and a handbook on the minimum standards for operating centres developed resulting in a 10% increase in adherence to these regulations.
c. Training in the new curricula, training to assist early childhood operators to understand the concept of Early Childhood Education, Care and Development and training in small business concepts were provided to early childhood practitioners and operators.

The Ministry of Education continued its thrust towards improving access and quality of the Early Childhood Sector by implementing the Roving Care Givers programme in November 2004. This programme provided home care for children from birth to three years in 33 small communities from eight major communities on the island. This programme also responded to the EFA Goal 1 as it catered to children from homes where the parents were financially disadvantaged. The RCP provided services to 3707 children and 3588 families. In addition, it provided employment to 85 Care Givers. Unfortunately, due to financial constraints, the programme was discontinued in 2014.

The Ministry of Education during the period 2009-2014 realised the following achievements:

a. Revised and finalised a National Early Childhood Policy which outlines the vision for universal access to quality early childhood services. See **Annex C**.

b. During the years 2011 to 2013 the Ministry of Education provided accredited training in Early Childhood as noted in Table 1 below, to at least one teacher from almost every Early Childhood Centre and every Infant Grade in St. Lucia. The objective of the training was to assist the MOE in early screening and diagnosis towards the detection of learning difficulties in Early Childhood Education (students from 3 to 8 years).

Table 3.24 -1: Number of Teachers Trained by Course and Year

Year	Course	Level	Total Trained
2011	Early Childhood Screening and Diagnosis of Learning Deficiencies	Infant	81
2012	Early Childhood Screening and Diagnosis of Learning Deficiencies	Infant	73
2013	Human Exceptionalities	Early Childhood Centre	80

c. In order to make provisions for increase in access to ECE and to continue to provide for quality services, the MOE partnered with UNICEF to provide training in Data Management to Early Childhood Administrators as well as the ECCE Unit in 2012 and 2013.

d. Training is currently ongoing to promote a play-based curriculum (High Scope Curriculum) within the sector.

The growth of enrolment and Early Childhood Centres is provided below.

Growth in Access to Day Care Services

Table 3.24 -2: Enrolment, Number of Centres, Care Givers and Averages, 1999/00 to 2012/13

Year	No. of Day Care Centres	Enrolment	No. Of Care Givers	Average Size	Child/Care Giver Ratio	Average Care Givers per Centre
1999/00	33	1325	107	40	12	3
2000/01	38	1417	130	37	11	3
2001/02	40	1306	131	33	10	3
2002/03	40	1332	145	33	9	4
2003/04	40	1284	127	32	10	3
2004/05	38	1253	129	33	10	3
2005/06	38	1249	136	33	9	4
2006/07	36	1400	153	39	9	4
2007/08	36	1452	154	40	9	4
2008/09	39	1527	164	39	9	4
2009/10	39	1426	155	37	9	4
2010/11	41	1493	162	36	9	4
2011/12	41	1504	163	37	9	4
2012/13	38	1454	148	38	10	4

Table 3.24 -2 shows that the number of Day Care centres have fluctuated over the period from 33 in 1999/00 to 38 in 2012/13. One of the main reasons is attributed to the fact that 49% of all Day Cares are privately owned and a few have closed down over the years whilst new ones have opened. Over the 14 year period the average size of Day Cares fluctuated between 32 and 40. The Child/Care Giver ratio slightly fluctuated between 9 and 10 and the average number of Care Givers per centre increased from 3 to 4.

Over the 14 year period, 1999/00 to 2012/13 there was no significant increase in Day Care enrolment (see Table 3.24 -2 and Figure 3.24 -1). The enrolment fluctuated between 1249 and 1527 with an average annual growth rate of 15 children as depicted by the trend line in Figure 3.1. The ratio of males to females at Day Cares has generally remained at 1:1 over the years (See Figure 3.24 -1).

Figure 3.24 -1: Growth of Enrolment Day Care – 1999/00 to 2012/13

Enrolment in Day Cares - 1999/00 to 2012/13

y = 15.248x + 1272.9

Legend: Total, Female, Male, Linear (Total)
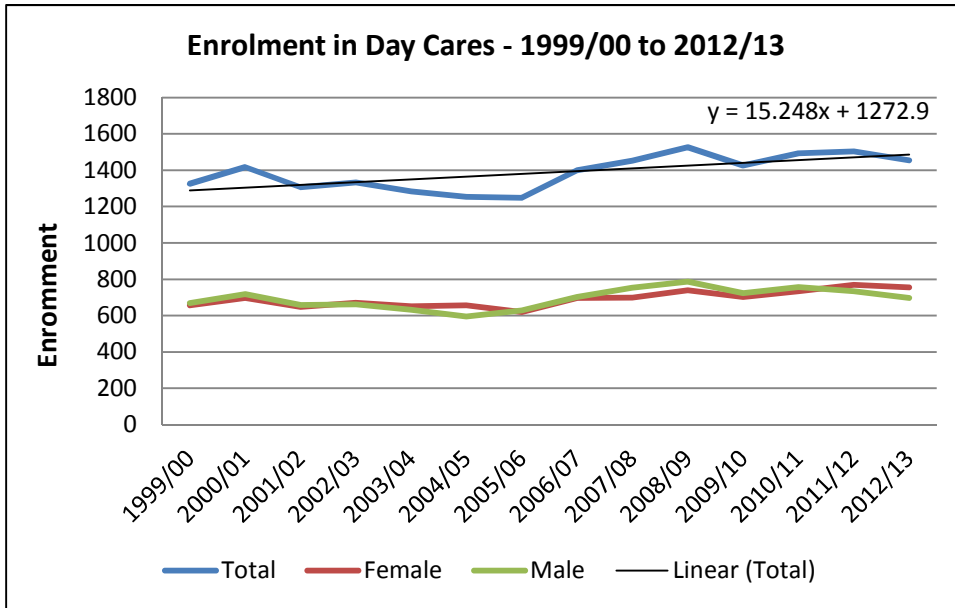
Figure 3.24 -2: Gross Enrolment Ratio in Day Care Services, 2003-2012

Gross Enrolment Ratio in Day Care Services, 2003-2012
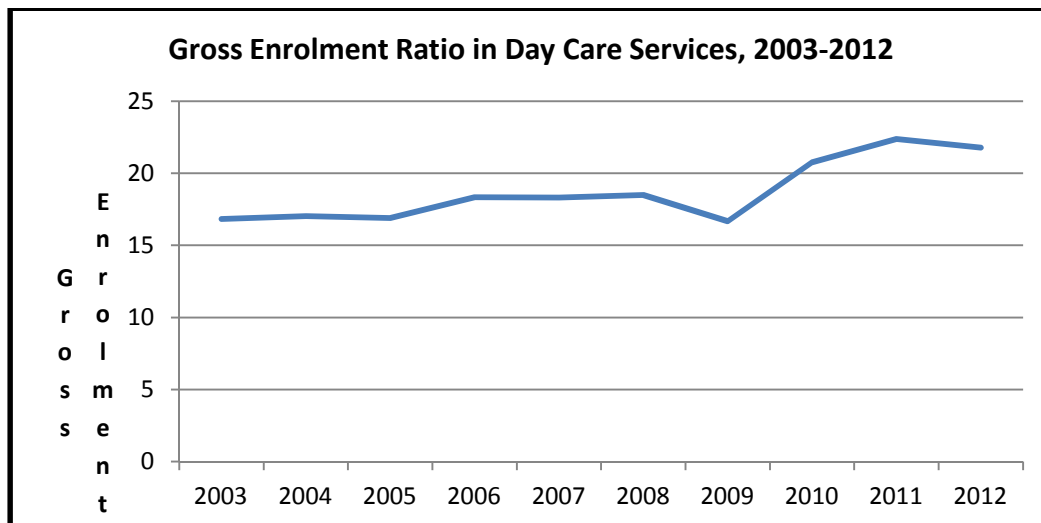
The gross enrolment ratio (GER) in Day Care services has increased from 17% in 2003 to 22% in 2012 (see Figure 3.24 -2 above). It should be noted that the population figures used from 2003 to 2009 were projections which may have been overestimated since these figures are much higher than the 2010 census figure. As a result the gross enrolment for 2003 to 2009 may be underestimated. Although Day Care enrolment has not increased significantly, Day Care age population has been declining; hence an increase in the GER.

Figure 3.24 -3: Percentage Government and Private Enrolment in Day Cares Services – 1999/00 to 2012/13

% Government and Private Enrolment in Day Care Services
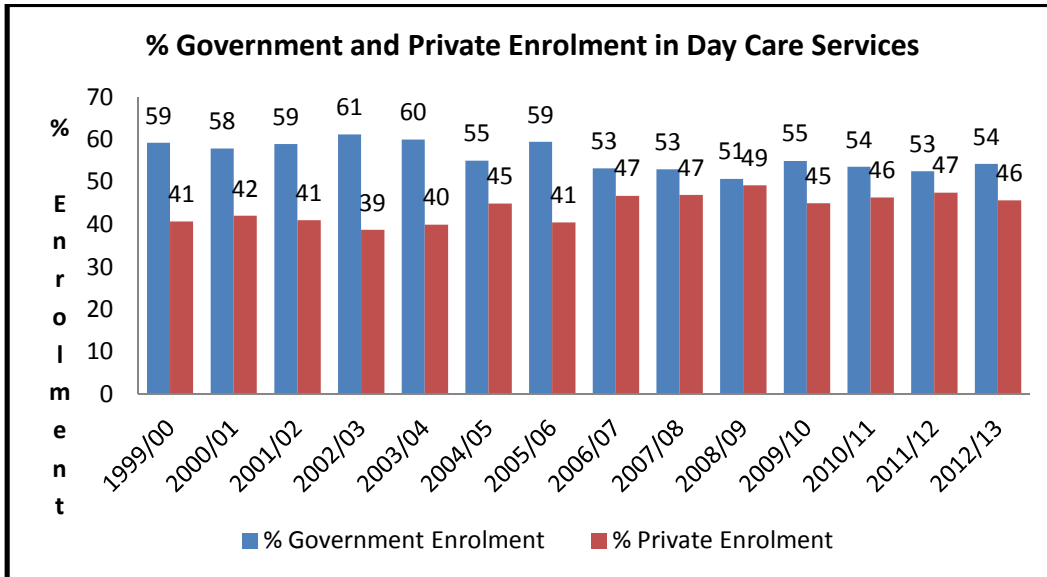
Government has maintained ownership of the majority of Day Care centres on the island. As depicted in Figure 3.24 -3, although a greater percentage of children has been enrolled in Government Day Cares, there has been a slight decrease in the percentage enrolled (59% to 54%) and a slight increase in the percentage enrolled at Private Day Cares (41% to 46%).

Figure 3.24 -4: Percentage Enrolment in Day Care Centres by Major Community – 2000-2013

Number of Day Care Centres, 2000-2013
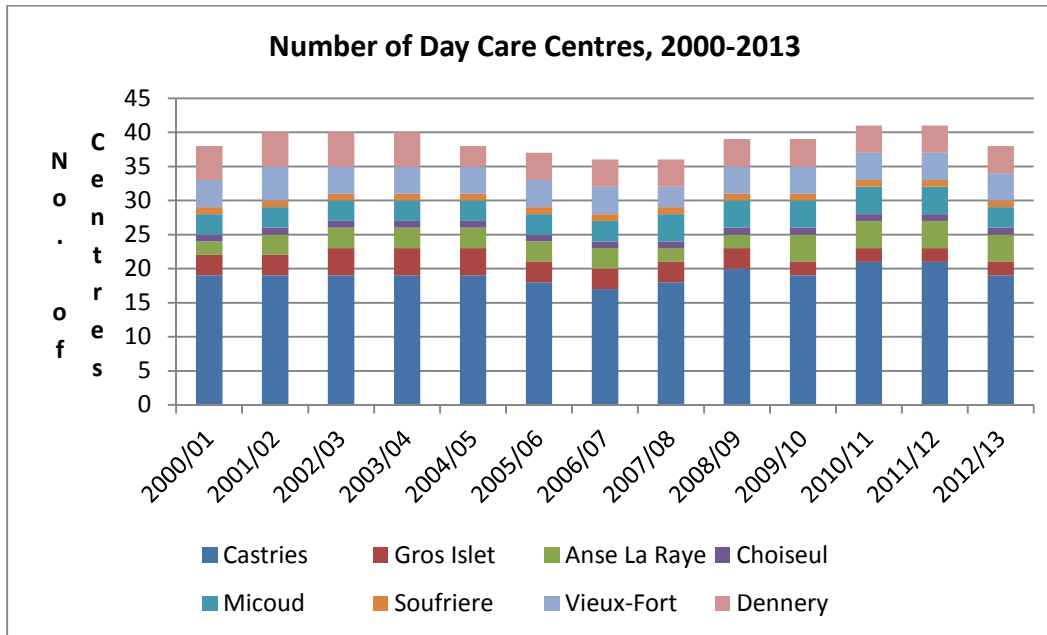
In 2012/13, there were 21 government and 17 privately owned Day Care centres located in eight major communities (towns and villages) on the island. The distribution of centres by community, presented in Figure 3.24 -4 shows that about 55% of all Day Care centres are situated in the north of island; Castries being the city and Gros Islet a major town. Communities such as Choiseul and Soufriere continue to have only one registered Day Care centre. With the exception of Anse-La-Raye, no other community showed any significant increase in the number of centres. During that period, the village of Canaries was the only major community without any registered Day Care centre.

Figure 3.24 -5: Percentage Enrolment in Day Care Centres by Major Community – 2000-2013
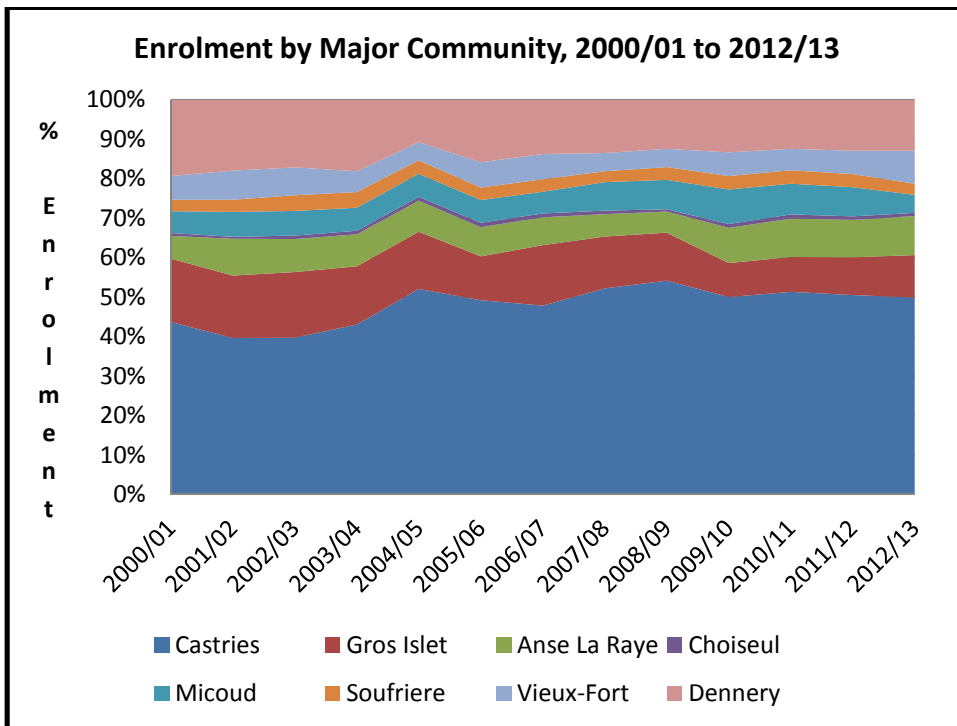
Figure 3.24 -5 depicts the percentage Day Care enrolment by major community. Over the 13 year period depicted, approximately 60% of Day Care enrolment was in the north of the island. The community of Choiseul continued to be the one with the smallest enrolment (1%). With the absence of population projections by major community, it is difficult to ascertain whether this enrolment is in proportion to the number of 0-2 year old population in these communities. However, based on the 2010 population census, about 55% of the total population reside in the north of the island (Castries and Gros Islet). In general, the communities of Castries, Anse La Raye, Vieux-Fort and Micoud had slight increases in enrolment over the years whilst the communities of Gros Islet and Dennery had slight decreases. The remaining communities of Choiseul and Soufriere had more or less stagnant enrolment growths. More needs to be done to increase access to Day Care Services in the various communities on the island.

Table 3.24 -3: Percentage Over-aged Children in Day Care Services, 2008/09 to 2012/13

Age in Years	2008/09	2009/10	2010/11	2011/12	2012/13
% 3 years and over	57	52	55	57	56

Although Day Care services range from 0-2 years, the subsector continues to be largely populated with over-aged children. Table 3.24 -3 shows an average of 55% over-aged children attending Day Care Services on an annual basis.

Growth in Access to Pre-School Services

Table 3.24 -4: Enrolment, Number of Pre-Schools, Practitioners and Averages, 1999/00 to 2012/13

Year	No. Of Pre-School Centres	Enrolment	No. Of Practitioners	Average size	Child/Teacher Ratio	Average No. Of Teachers per Centre
1999/00	105	4288	325	41	13	3
2000/01	106	4275	359	40	12	3
2001/02	113	4201	362	37	12	3
2002/03	112	3939	343	35	11	3
2003/04	111	3957	344	36	12	3
2004/05	113	4118	358	36	12	3
2005/06	110	3813	344	35	11	3
2006/07	105	3824	353	36	11	3
2007/08	104	3882	361	37	11	3
2008/09	98	3807	351	39	11	4
2009/10	95	3421	338	36	10	4
2010/11	92	3423	330	37	10	4
2011/12	94	3483	340	37	10	4
2012/13	96	3428	353	36	10	4

The number of Pre-schools on the island has declined from 105 in 1999/00 to 96 in 2012/13. This decline is reflected in Pre-school enrolment on the island, which shows an average annual decrease of 70 students (See also Figure 3.24 -6). The average size of a Pre-School has fluctuated slightly between 35 and 41 students. The number of Practitioners generally fluctuated during this period resulting in a general decrease in the Child/Teacher ratio from 13 in 1999/00 to 10 in 2012/13. In spite of the decrease in enrolment or child/teacher ratio, the number of Practitioners per pre-school increased slightly from 3 in 1999/00 to 4 in 2012/13. The decrease in the number of Pre-schools and enrolment is partly because this sub-sector is 100% privatized.

Figure 3.24 -6: Enrolment in Pre-Schools, 1999/00 to 2012/13

Enrolment in Pre-Schools, 1999/00 to 2012/13

$y = -70.257x + 4374$

Legend: Enrolment, Males, Females, Linear (Enrolment)
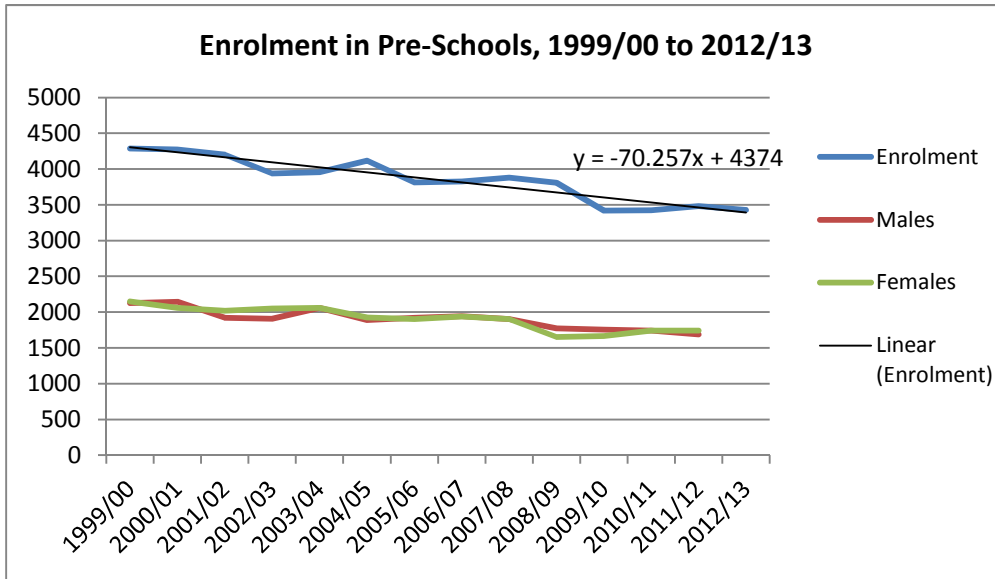
The Pre-School sub-sector has generally reflected equity in terms of gender, as the male to female ratio remains at 1:1 for the past 14 years (see Figure 3.24 -6). The 2010 population census also revealed a 1:1 male to female ratio of 3 and 4 year olds on the island.

Figure 3.24 -7: Gross Enrolment Ratio in Pre-Schools, 1999/00 to 2012/13

Gross Enrolment Ratio in Pre-Schools, 1999/00 to 2012/13

Percentage
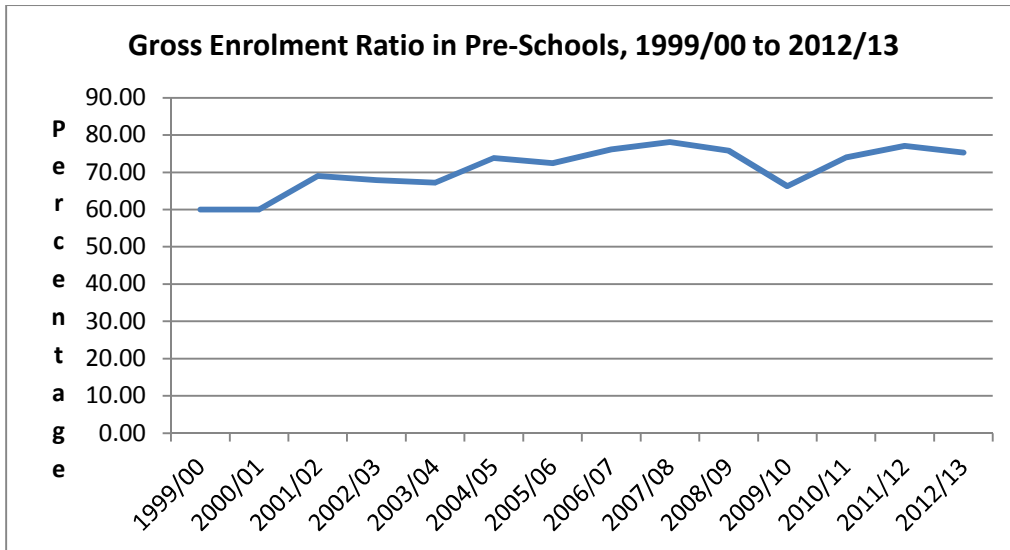
In spite of the decrease in Pre-School enrolment, the gross enrolment ratio over the 14 year period has increased from 60% in 1999/00 to 75% in 2012/13 (Figure 3.24 -7). This is mainly due to the rapid decrease in the population of 3 and 4 year olds on the island. According to the Central Statistics Department there has been a general decline in the country's birth rate.

The gross enrolment ratio includes children who are under-aged as well as over-aged. During the years 2008/09 to 2012/13, about 23%-25% of all 3 & 4 year olds were registered in Day Care centres. Similarly about 57% of all 0-2 year olds were registered in Pre-Schools. Hence to obtain a more realistic picture of the proportion of 0-2 and 3-4 year olds enrolled in Early Childhood Education the sub-sectors Day Care Services and Pre-Schools were combined and the net enrolment ratios (NER) were calculated (See Figure 3.24 -8).

Figure 3.24 -8: Net Enrolment Ratios of 0-2 and 3-4 Year Olds in Day Care and Pre-Schools Combined
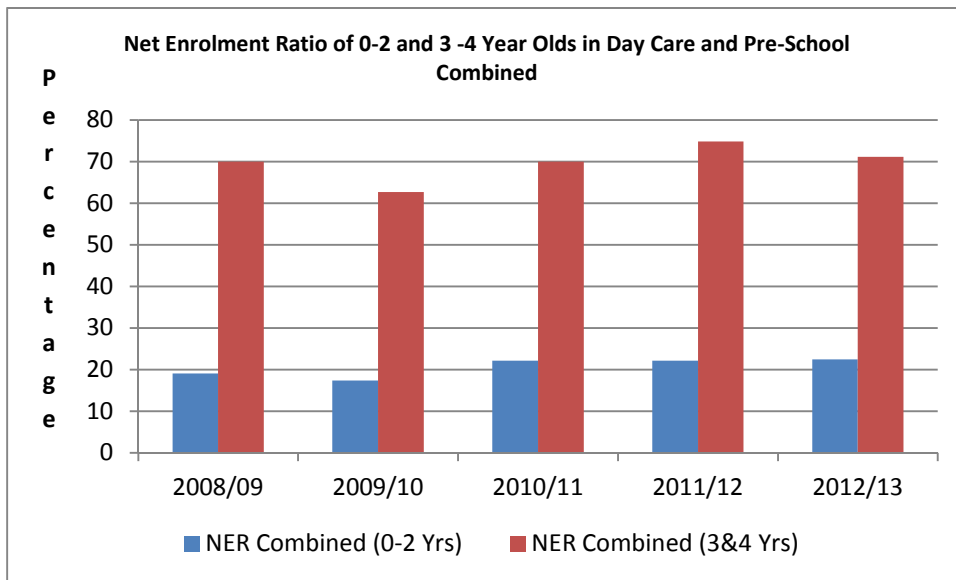
The net enrolment ratio for 0-2 year olds in the Early Childhood Education sub-sector increased from 19% in 2008/09 to 22% in 2012/13. During the same period the NER of 3 and 4 year olds fluctuated between 63% and 75%. In 2012/13 the NER was 71%.

The distribution of Pre-school services around the island, in the major communities is found in Figure 3.24 -9. Pre-school enrolment in most of the communities fluctuated over the years. The communities of Castries, Micoud, Soufriere, Babonneau and Laborie have showed slight decreases over the years whilst the other communities have been fluctuating. There was no steady increase in enrolment in any of the communities.

Figure 3.24 -9: Distribution of Pre-School Enrolment in Major Communities

Distribution of % Enrolment in Major Communities
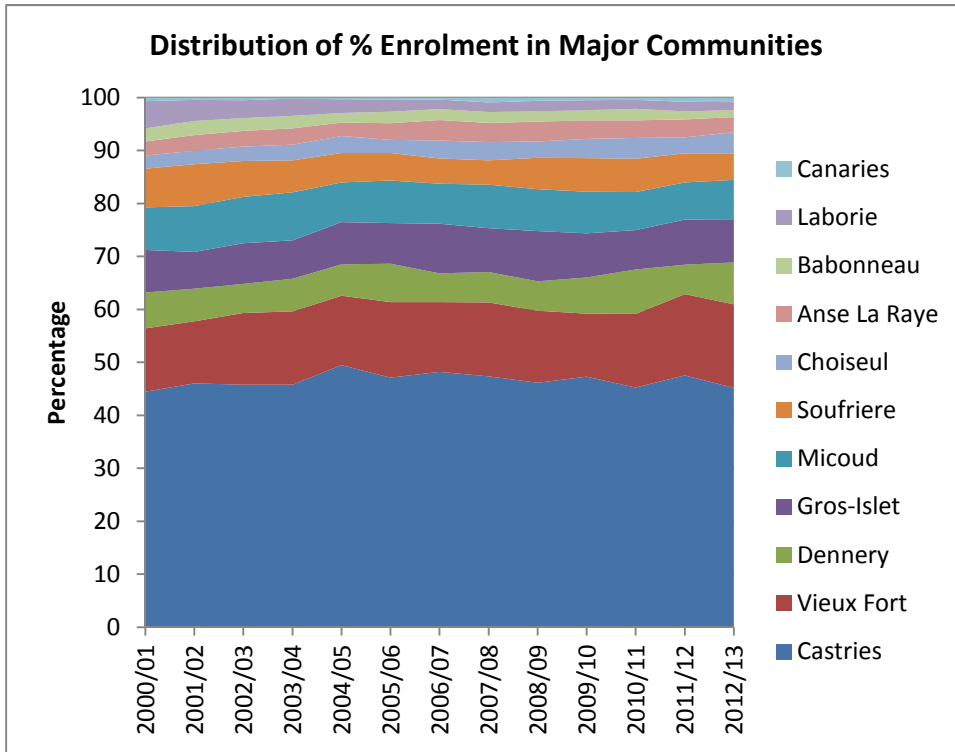
Over the three year period 2010/11 to 2012/13, an annual average of 82% of all Grade K students at the Infant and Primary schools attended Pre-school education. A larger proportion of female Kindergarten students (84%) attended Pre-school education on annual basis than their male counterparts (80%).

3.25   Financing Early Childhood Care and Education

Figure 3.25 -1 illustrates the expenditure on Early Childhood Care and Education for the period 2002/03 to 2012/13. The total expenditure increased steadily from 0.36$M in 2002/03 to 2.75$M in 2012/13, an increase of over 660%. This increase was also reflected in the percentage expended on ECCE out of the total education recurrent expenditure; from 0.32% to 1.64% during the same period. The percentage expenditure allocated to ECCE as a percentage of total Government Recurrent Expenditure also increased from .07% in 2002/03 to 0.29% in 2012/13. Similarly, ECCE expenditure as a percentage of GDP increased from 0.02% to 0.08%. The increase in expenditure in the ECCE sector reflects Government's commitment to increasing access to ECCE in the country.

Figure 3.25 -1: Total ECCE Expenditure as a % of Total Education Recurrent Expenditure, as a % of Government Recurrent Expenditure & as % of GDP

ECCE Expenditure

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
■ Million EC$	0.36	0.45	0.45	0.53	1.91	1.82	1.83	2.18	2.21	2.28	2.75
■ % of Total Ed. Exp.	0.32	0.41	0.39	0.45	1.54	1.44	1.34	1.45	1.39	1.38	1.64
■ % of GDP	0.02	0.02	0.02	0.02	0.07	0.06	0.06	0.07	0.07	0.07	0.08
■ % Gov Exp	0.07	0.09	0.08	0.09	0.27	0.26	0.25	0.27	0.26	0.25	0.29
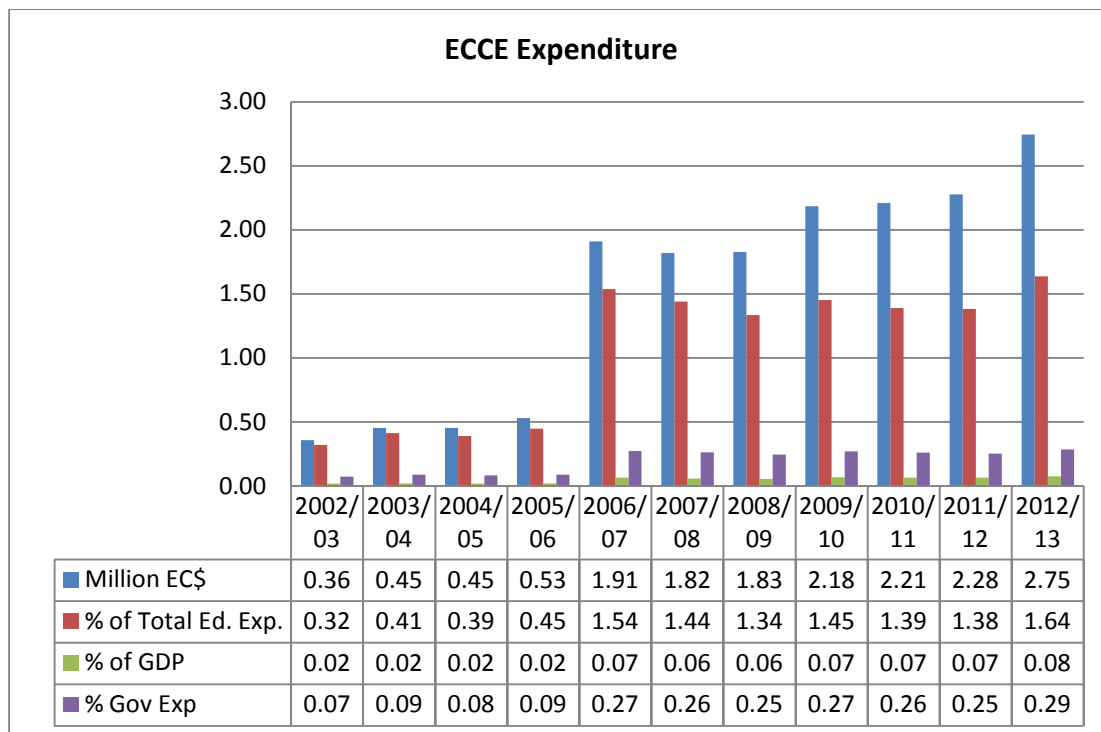
3.26   Current Strategies and Programmes

1. The RCP provided increase in the number of children accessing Early Childhood Care and Education

2. One day care centre at Ti Rocher (Castries) was extended and upgraded. As a result, the enrolment increased by 30 children.

3. The National Minimum Standards for operating ECCE centres has been reviewed by key stakeholders under the leadership of the Bureau of Standards and is now awaiting approval from the Attorney General's Office.

4. Ongoing professional development training for ECCE providers and practitioners has resulted in new training initiative for SALCC. TVET also has a programme initiative for the sector.

5. A National Quality Assessment survey was conducted in 2011 of all early childhood institutions using an internationally developed instrument (Harms & Clifford Environmental Rating Scale). Centres are visited by Officers of the ECCE Unit as part of the monitoring systems for quality assurance.

3.27   Challenges

1. Discussions on the use of extra space at the primary schools to be used for Pre-Kindergarten Programmes, thereby increasing access of services to Pre-school age children happened in a number of communities in 2010 but never materialized.
2. Need for financial resources to continue the RCP
3. Over and under aged children at Day Care and Pre-School Centres

3.28   Guidelines for Post-2015

The new vision for the ECCE in St. Lucia is that *"every child in St. Lucia shall have access to quality early childhood services, a sound start to life and the opportunity to develop to his/her full potential."*

Post-2015 POLICY OBJECTIVES

a) To ensure that all children in St. Lucia between the ages of birth to five (0-5) have the opportunity to access age-appropriate and developmentally-oriented early childhood services;
b) To ensure that the quality of early childhood service provision is adequate for the health and safety of the children and appropriate for their developmental needs;
c) Increase the percentage of certified and competent early childhood practitioners;
d) Increase the active participation of parents, community and private sector in the development of the nation's children.

Post-2015 STRATEGIES

The following post-2015 strategies are outlined in the 2012 Early Childhood Policy:

a) Integration of services provided to children to ensure a comprehensive and coordinated approach to children's needs in the early years.
b) Creating and expanding early childhood services throughout the country;
c) Specific targeting and provisioning for children at risk, including children with disabilities, children with other special needs, vulnerable children living in situations of poverty, abuse and neglect and children affected and infected by HIV/AIDS.
d) Enforcing stipulated minimum service standards and facilitating the implementation of best practices by the providers of early childhood services in day care, preschool and home visitation programmes
e) Supporting and facilitating the implementation of best practices by the providers of early childhood services at the centre level, in order to ensure that stipulated minimum levels of quality provision are achieved and maintained.
f) Supporting, facilitating and promoting the professional development of early childhood practitioners

g) Actively involving and supporting parents and guardians in early childhood services for their children.
h) Regulating, monitoring and evaluation of early childhood services;
i) Strengthening programming for transition between levels of early childhood development as well as transition to primary education i.e. infant, toddler, preschooler and kindergartener;

The ECCE Policy comprising specific actions for each strategy can be found in **Annex C**.

3.3   Universalization of Primary/Basic education

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.

3.31   Definition

Primary education marks the beginning of formal and compulsory education in St. Lucia. This level formally begins at age 5 years and ends at age 11 years. Although the entry age for formal education is specified by the Education Act, this law is adhered to more strictly in the north of island where the demand for entry into certain schools located within and near the city is always extremely high. In other communities on the island where school places are higher than the demand, children are enrolled in Primary education as early as 4 years old. Primary education along with lower secondary education (first 3 years of secondary education) encompasses Basic Education in St. Lucia. This ranges from ages 5 years to 14 years. According to the St. Lucia Education Act of 1999 compulsory education begins at 5 years and ends at 16 years which comprises the 7 years of primary education and 5 of secondary (both lower and upper secondary).

Primary education comprises two cycles as follows:

a. The Infant Cycle: Grades K to 2 for ages 5 to 7 years
b. Primary Cycle – (second cycle of primary): aged 8 to 11 years or Grades 3 to 6

Secondary Education, which comprises part of basic education, typically commences at age 12 years and ends at 16 years. Whilst entrance into this level was once determined by the limited secondary school places available and the results of a national examination called the Common Entrance Examination, this is no longer the case. St. Lucia attained universal access to secondary education in 2006 which has made entry into this level automatic unless a parent chooses to allow his/her child to repeat Grade 6. However, the distribution of students into the various secondary schools is done with respect to a combination of students' scores in the CEE, the number of spaces in the various schools and parents' choices of schools. Resources are allocated to the secondary schools as a whole and are not separated according to the lower and upper

secondary levels; therefore it is not possible to disaggregate neither teachers nor budgetary allocations according to lower and upper secondary.

3.32   Structure and Management

The School Supervision Unit of the Ministry of Education, under the management of the Chief Education Officer (CEO) is responsible for managing and supervising all primary and secondary schools on the island. The CEO is assisted by eight (8) District Education Officers and fourteen (14) Curriculum Officers. All public Primary and Secondary schools on the island are under the direct supervision and management of one of the eight District Education Officers who report to the Chief Education Officer. Education Districts were constituted according to geographic location which allowed for a more equitable distribution of schools among Education Officers both in terms of numbers and the distance covered. The Curriculum Officers are responsible for the supervision and monitoring of the instructional programmes in schools for their various subject domains. They in turn report to the Education Officer for Curriculum.

All Secondary Schools are managed by a Principal and Vice Principal with administrative support from a Secretary and Bursar. In addition, the heads of departments for the various subject disciplines assist with the supervision of the instructional programme. They are allotted a reduced teaching assignment to facilitate the performance of this role. The Primary schools are managed by a Principal and a Vice Principal in the case of schools with enrolments exceeding 500 pupils. Within the last two years, the Government has provided every Primary school with one administrative support staff. Some schools are also benefitting from one technical staff. Table 3.32-1 below shows the various Education Districts (ED) with their number of teachers and students as of the 2012/13 academic year.

Table 3.32-1: Number of Schools, Teachers and Students by Education District

	ED 1	ED 2	ED 3	ED 4	ED 5	ED 6	ED 7	ED 8
No. Primary Schools	11	7	8	10	11	10	11	7
No. Of Primary Students	2567	3254	2222	1705	2186	2464	1287	1079
No. Of Primary Teachers	150	152	125	105	140	141	100	74
No. Of Secondary Schools	3	4	4	3	4	3	2	1
No. Of Secondary Students	1661	2704	2502	1301	1941	1697	1247	653
No. Of Secondary Teachers	115	179	165	98	149	142	86	48

St. Lucia currently has 75 public primary schools which are predominantly managed by the Ministry of Education and to a lesser extent by the church through church boards. There are 6 private primary schools, 3 of which are church schools owned by the Seventh Day Adventist

Church. All private schools are owned and managed fully by private individuals or boards. There are 23 public secondary schools, two of which are government assisted. The government is responsible for all school maintenance and paying of staff salaries in all public schools. With government assisted schools, the government pays salaries but provides a subvention towards school maintenance. There are 3 private secondary schools, one of which is owned by the Seventh Day Academy Church whilst the two others by private individuals. In addition to the primary and secondary schools, St. Lucia has 5 Special Education Centres which cater for a wide variety of needs including hearing and visual impairment, learning disabilities, physically handicapped and mentally challenged. These schools cater to students of both primary and secondary school ages.

3.33   Goals and Targets

St. Lucia attained universal primary education many decades ago and has since been focusing on improving the quality of education at that level. The approach as outlined in the successive Sector Plans 2000-2005 and 2009-2014 has been to focus on the learning needs of students, teacher training, curriculum review and the provision of instructional materials and equipment.

Another primary focus of basic education has been the provision of support services to students who have been adversely affected by the economic downturns faced by the country at large. Many families who were heavily dependent on the export of bananas as their major source of income were negatively affected as a result of the new trade agreement which no longer gave preferential treatment to St. Lucia's bananas. Farmers had no alternative crops for export neither did they possess the skills to perform in other skilled areas. In addition, with the global economic crisis which affected many countries since 2001, many persons lost their jobs as many businesses closed down and remittances to the country declined. Hence many affected parents have not been able to finance the cost of primary and secondary education for their children; these costs include mainly cost of school uniforms, books and transportation. Additionally, the number of children coming to school without breakfast and lunch is increasing rapidly. According to the 2005/06 Country Poverty Assessment 51% of the poor were children of ages 0-19 years. This age range is basically children from Early Childhood to Secondary and Post-Secondary levels.

The Ministry of Education envisaged education as the way out of poverty and focused on increasing access at the secondary education level so that every child leaving Grade 6 at the primary school level would have the opportunity to attain a secondary education, hence increasing their chances of obtaining an entry level job as well as furthering their education at the tertiary level.

Some of the main priorities of the Ministry of Education as outlined by the Education Sector Development Plans 2000-2005 and beyond and 2009-2014 are as follows:

Main Priorities for Primary Education – 2000-2005 and beyond

- Provide screening to all students entering Primary Schools
- Diagnose and develop literacy and numeracy skills
- Provide learning support and remedial services to address special needs
- Review and develop curriculum together with procedures for continuous assessment
- Introduce multi-media technology and information technology at all primary schools
- Develop positive behaviour management
- Promote and strengthen school/community partnerships
- Rehabilitate and construct schools to address congestion and provide adequate recreational facilities
- Provide differentiated teaching resources
- Raise the achievement level of boys

Priorities for Primary Education 2009-2014 – This new sector plan sought to continue the work started with the previous sector plan and in addition to:

- Train teachers in the teaching of Reading and in new modalities of teaching, learning and assessment
- Strengthen instructional leadership, clinical supervision and management of schools

Main Priorities for Secondary Education 2000-2005 and beyond

- Build new secondary schools and extend others to create USE
- Develop and implement policy and strategy for TVET in secondary schools
- Review all curricula and assessment and testing procedures
- Introduce computer assisted learning
- Establish student councils in every secondary school
- Promote drug-free programmes and conflict resolution in schools

Priorities for Secondary Education 2009-2014 – Having achieved universal access to secondary education in 2006 this new sector plan sought to continue the other priorities of the last sector plan and in addition to:

- Implement broad-based curricula and school-based assessment and varied certification programmes such as CCSLC, NVQ and CVQ
- Develop framework for inclusive education
- Increase enrolment in Science and Technology
- Strengthen instructional leadership, clinical supervision and management of schools
- Promote participatory and student-centered learning

3.34   Achievements – Progress Towards Goals and Targets

Primary Level

Over the past decade the number of primary schools on the island has reduced from 82 in 2000 to 75 in 2012/13. This was largely due to two main factors; firstly due to the disestablishment of senior primary schools as a result of universal secondary education and the secondly, due to the amalgamation of primary and infant schools within close proximity to one another. The main reason for amalgamating the schools was due to declining enrolments as a result of the reduction in the country's population growth rate. In 2003, the Ministry of Education built one new primary school, the Dame Pearlette Louisy Primary School, in order to end the shift system at the Ave Maria Girls and St. Aloysius R.C. Boys Primary Schools.

Access at Primary Level

The Gross and Net Intake Rates at Primary Schools are shown in the Table below.

Table 3.34-1: Gross and Net Intake Rates at Public Primary Schools

Primary Rates	2008/09	2009/10	2010/11	2011/12
Gross Intake	101	102	95.4	102.9
Net Intake	69	68	62.7	77.2

The Gross Intake Rate of over 100% reflects over and under aged students that are registered in Grade K. It also reflects the repetition rates at that Grade. The Net Intake rate has increased from 69% in 2008/09 to 77% in 2011/12. Primary Schools are generally located in every major community around the island as seen in the map of schools in Section 1 and students generally attend the Primary schools that are closest to their place of residence.

Enrolment in Primary Schools has been on the decline for the past two decades due to the overall decline in the country's population growth rate. Male enrolment has been slightly higher than female enrolment as shown in Figure 3.34-1.

Figure 3.34-1: Enrolment by Gender in Public Primary Schools
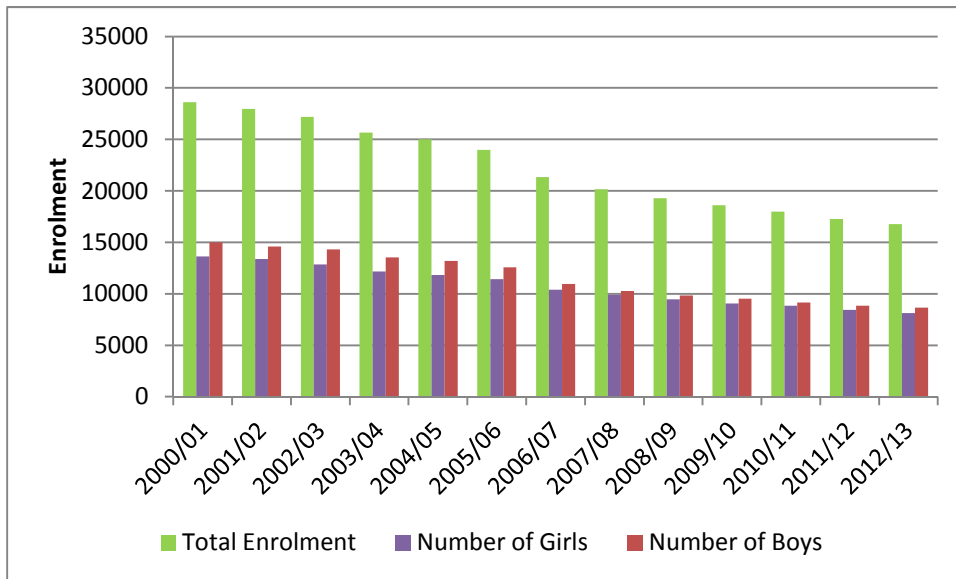
Private Primary School enrolment continues to form a small percentage of the total Primary School student enrolment on the island. However, this percentage has increased slightly from 2% in 2000/01 to 5% in 2012/13 as the public enrolment increases whilst private enrolment decreases. The six private primary schools on the island have recorded an increase in their total enrolments from 710 in 2000/01 to 967 in 2012/13.

Table 3.3.4-3: % Private Primary Enrolment of Total Primary Enrolment

Academic Year	Public Enrolment	Private Enrolment	Total Primary Enrolment	Private Enrolment as % of total Enrolment
2000/01	28618	710	29328	2
2001/02	27955	757	28712	3
2002/03	27175	770	27945	3
2003/04	25673	671	26344	3
2004/05	25009	808	25817	3
2005/06	23969	670	24639	3
2006/07	21329	699	22028	3
2007/08	20164	774	20938	4
2008/09	19287	878	20165	4
2009/10	18594	867	19461	4
2010/11	17982	891	18873	5
2011/12	17276	896	18172	5
2012/13	16764	967	17731	5

The Gross Enrolment ratio has declined from 109% in 2000/01 to 96% in 2000/01 (see Figure 3.34-2). As senior primary schools were disestablished, students of ages over 12 years were no longer enrolled in primary education but in secondary education, hence the drastic decline in the gross enrolment ratios. The Net Enrolment ratio also decreased from 99% in 2000/01 to 90% in 2012/13. The remaining 5 to 11 year olds are enrolled in Special Education Centres, Private Primary Schools or they may still be attending Early Childhood Education or at a Secondary school.

Figure 3.34-2: Gross and Net Enrolment Ratios at Public Primary Schools
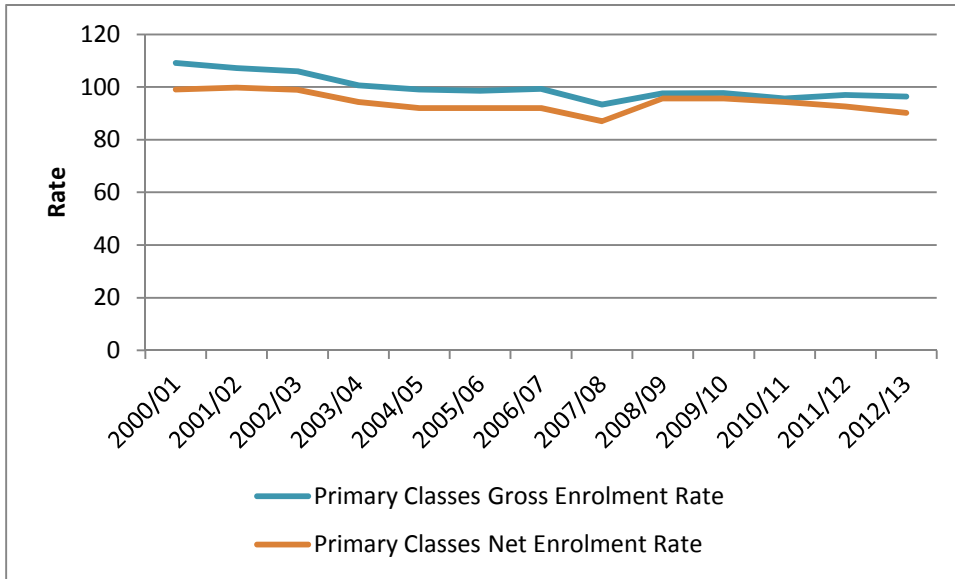
Dropout and Repeaters at Primary Level

Figure 3.34-3: Dropout Rate at Primary Schools by Gender
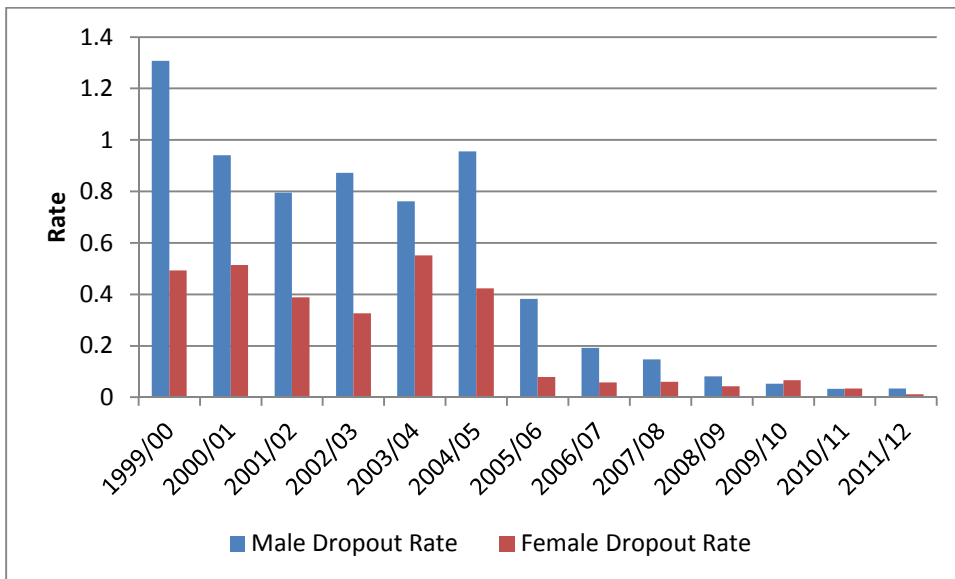
One of the noted achievements at the Primary Education Level during the last decade is the reduction in the dropout rate of students. According to **Annex B**, over 80% of students who dropped out at the Primary Schools were from the Senior Primary Grades. Since USE in 2006, the dropout rates at Primary Schools have drastically reduced from 0.9% in 1999/00 to 0.02% in 2011/12. Male dropout rate was almost doubled that of females during the years prior to USE. However, dropout rates have since drastically declined for both sexes.

Figure 3.34-4: Repetition Rate by Gender in Primary Schools
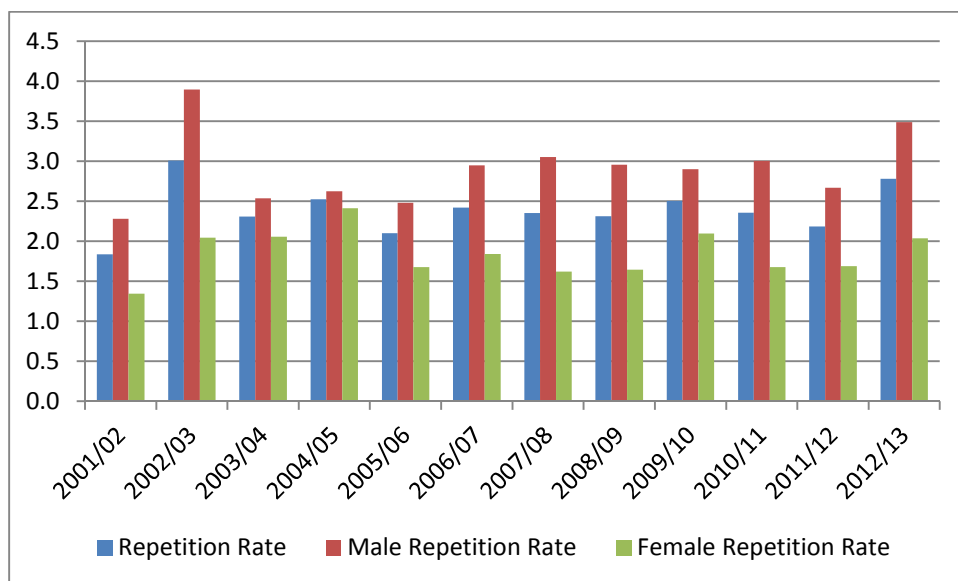
St. Lucia has a policy of automatic promotion in Primary and Secondary Schools. However, a child may repeat a grade based on academic performance if the parents so desire. The Repetition rate at Primary Schools has fluctuated between 1.5 and 3 % over the past decade (Figure 3.34-4). The male repetition rate has consistently been higher than the female repetition rate; in some cases almost doubled. About 45% of all repeaters are from Grade K which could be due to children entering that grade at age 4 years. About 25% of all repeaters are from Grade 6 which could be as a result of students not being ready for the secondary level.

Staffing at Primary Level

Table 3.34-2: Number of Teachers in Primary Schools

Academic Year	Number of Teachers	% of Female Teachers
2000/01	1052	83
2001/02	1062	84
2002/03	1057	85
2003/04	1039	85
2004/05	1024	85
2005/06	1007	85

2006/07	919	87
2007/08	922	87
2008/09	951	87
2009/10	981	86
2010/11	998	86
2011/12	989	86
2012/13	987	87

The number of teachers at Primary Schools decreased gradually from 1052 in 2000/01 to 919 in 2006/07 and then increased to 987 in 2012/13 (Table 3.34-2). Primary School teachers have predominantly been females over the years with less than 20% of teachers at that level being males. The teaching profession for many years has been less attractive to males.

The Pupil/Teacher ratio as seen in Figure 3.34-5 has reduced from 27 in 2000/01 to 17 in 2012/13. This ratio is contrary to the policy of the Ministry of Education of a 30:1 ratio in Primary Grades and 20:1 ratio in Infant Grades. This low pupil/teacher ratio reflects overstaffing at the primary schools in general. The reduction of the ratio over the years shows that enrolment is declining at a much faster rate than teacher attrition. It has been very difficult to increase the pupil/teacher ratio at primary schools since most teachers at that level are permanent and cannot be relieved of their duties. Therefore, these teachers are utilized in the expanded curricular and new programmes aimed at improving student achievement such as Information Technology, French, Special Needs Music and Physical Education.

Figure 3.34-5: Pupil Teacher Ratio and % of Trained Teachers by Gender in Primary Schools
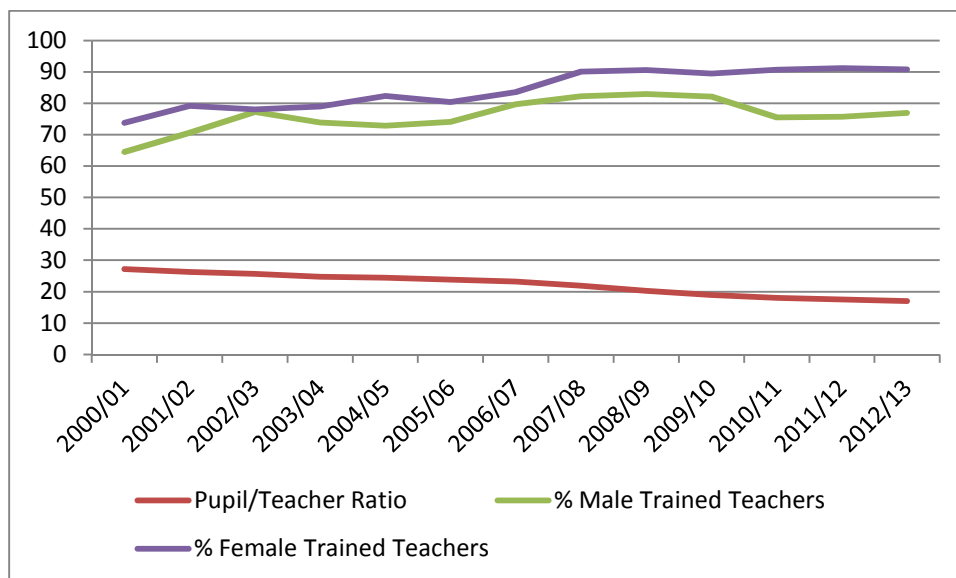
A teacher is considered a trained teacher if he/she successfully completes a recognised programme in teacher education. Most of the teachers on the island attend the Division of Teacher Education and Educational Administration at the Sir Arthur Lewis Community College where they can pursue a two year teacher education programme. The overall percentage of trained teachers increased from 72% in 2000/01 to 90% in 2012/13. Figure 3.34-5 shows that the percentage of female trained teachers has been higher than that of male trained teachers. The Ministry of Education needs to attract more male teachers into the profession and also to encourage them to pursue teacher training.

Secondary Level

In an effort to provide universal access to secondary education in St. Lucia, the Ministry of Education during the period 2000 to 2006 built four secondary schools (Ciceron Secondary, Marigot Secondary, Gros Islet Secondary and Vieux-Technical Secondary) and upgraded one senior primary school into a secondary school (Grand Riviere Secondary) thus created a total of approximately 2700 school spaces. This increased the number of public secondary schools on island from 18 in 2000/01 to 23 in 2012/13.

<u>**Access**</u>

As a result of USE the transition rate from Primary to Secondary increased from 69% in 2000/01 to 92% in 2012/13 (See Figure 3.34-6).

Enrolment at public Secondary Schools increased from 12,738 in 2000/01 to its highest of 15,753 in 2008/09 and then reduced to 13,576 in 2012/13 patterning a similar decrease as that of the population growth rate. Another major achievement at the secondary level has been the more equitable distribution of male and female enrolment at secondary schools. Figure 3.34-7 shows that a much larger number of females were enrolled at secondary schools prior to 2006/07. This is because females usually performed better at the common entrance examinations. However, as of 2006/07, with USE, the differences have become minimal as all students now have an opportunity to secondary education. The gross enrolment ratio at public secondary schools increased from 78% in 2000/01 to 93% in 2012/13. The net enrolment ratio also increased from 59% to 86% in that same period, both ratios depicting the thrust towards universal access to secondary education.

Figure 3.34-6: Transition Rate from Public Primary to Secondary, Gross and Net Enrolment Ratios
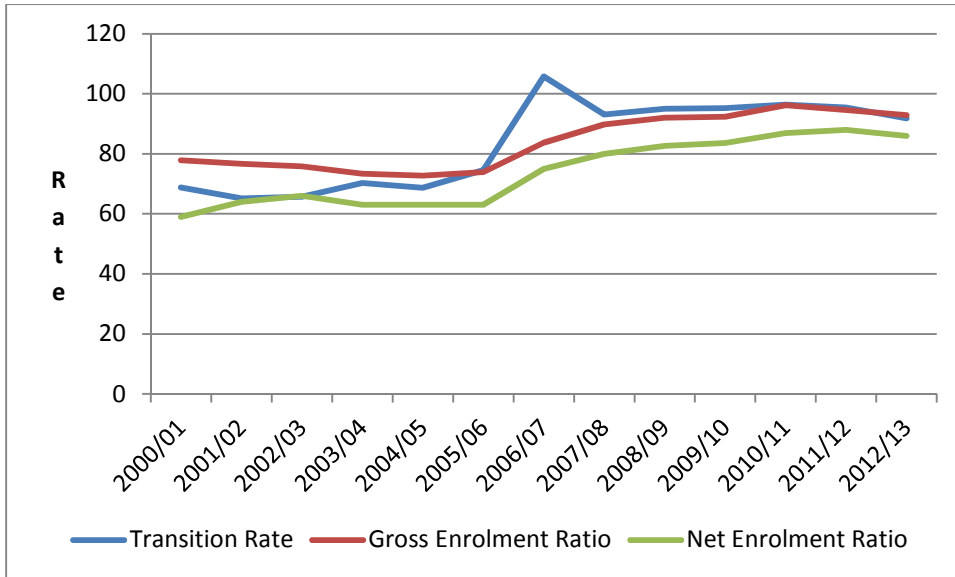
Figure 3.34-7: Enrolment by Gender in Public Secondary Schools
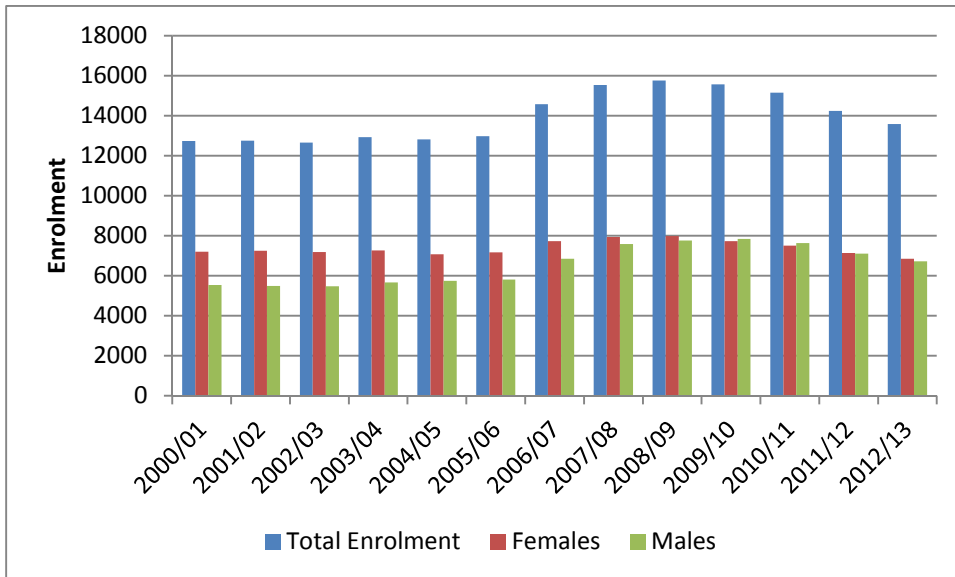
Private secondary enrolment in St. Lucia usually accounts for an average of 343 students on annual basis. Table 3.34-3 shows that, the total enrolment has fluctuated between 452 and 234 during the period 2000/01 to 2012/13. This enrolment was initially spread among three private secondary schools but during that period, two schools closed down and two new ones were opened.

Table 3.34-3: Enrolment at Private Secondary Schools

Year	Enrolment	No. of Females	% of Females
2000/01	452	314	69
2001/02	386	240	62
2002/03	307	188	61
2003/04	318	197	62
2004/05	234	125	53
2005/06	248	151	61
2006/07	317	173	55
2007/08	353	185	52
2008/09	378	182	48
2009/10	397	199	50
2010/11	349	164	47
2011/12	364	160	44
2012/13	366	162	44

Table 3.34-3 also shows that a much higher percentage of females were enrolled at private secondary schools. However, this trend gradually changed from 2008/09 as a higher percentage of males were enrolled.

Dropouts and Repeaters at Public Secondary

Whilst the Ministry of Education has achieved a drastic reduction in dropouts at the primary level and an increase in access at the secondary level, a noticeable increase in the dropout rate at the secondary level is seen from 2006/07 especially for male students (See Figure 3.34-8). Male dropout rate increased from 0.8% in 2000/01 to 2.6% in 2011/12 whilst female dropout rate increase from 1% to 1.1% in that same period. The Ministry of Education has put in place various support services to assist students such as counselling services, book bursaries, book rental, transportation subsidies and special needs programmes.

Figure 3.34-8: Dropout Rate by Gender at Public Secondary Schools
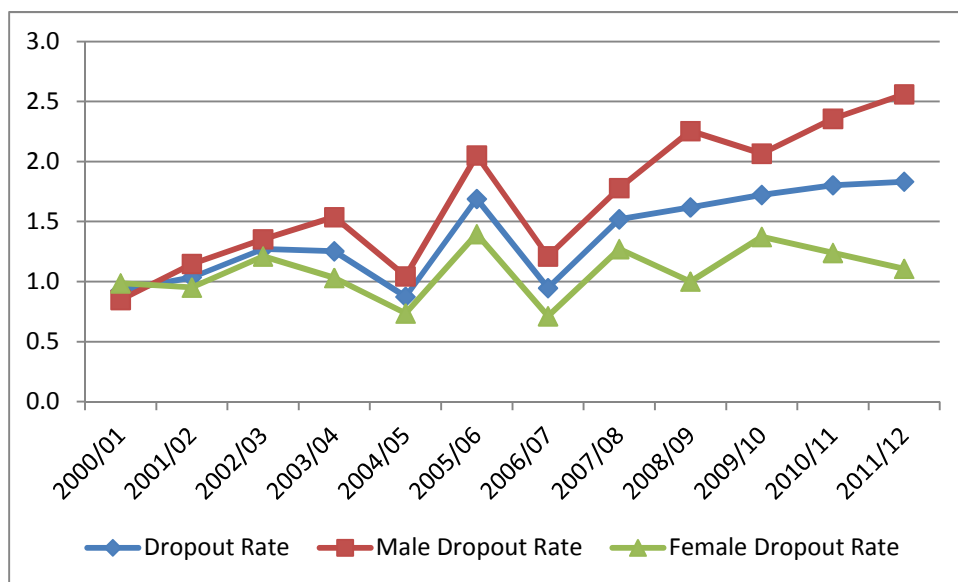
Similar to the primary level, St. Lucia has a policy of automatic promotion at the secondary school level. Repetition at the secondary level is negligible.

Staffing at Public Secondary

With the increase in secondary student enrolment as a result of USE, the number of teachers was also increased. Table 3.34-4 shows an increase from 678 teachers in 2000/01 to 982 teachers in 2012/13. Similar to the Primary level, majority of teachers are females and this percentage has increased over the period.

Table 3.34-4: Staffing at Public Secondary Schools

Year	Total Teachers	% Female Teachers	Pupil Teacher Ratio
2000/01	678	62	19
2001/02	710	64	18
2002/03	706	63	18
2003/04	730	65	18
2004/05	730	63	18
2005/06	738	64	18
2006/07	855	66	17
2007/08	924	67	17
2008/09	952	68	17
2009/10	962	69	16
2010/11	963	70	16
2011/12	968	70	15
2012/13	982	71	14

The pupil/teacher ratio has declined gradually over the years from 19:1 in 2000/01 to 14:1 in 2012/13, which is much lower than the stipulated 23:1 at the secondary level.

Figure 3.34-9: Percentage of Trained Teachers by Gender at Public Secondary Schools
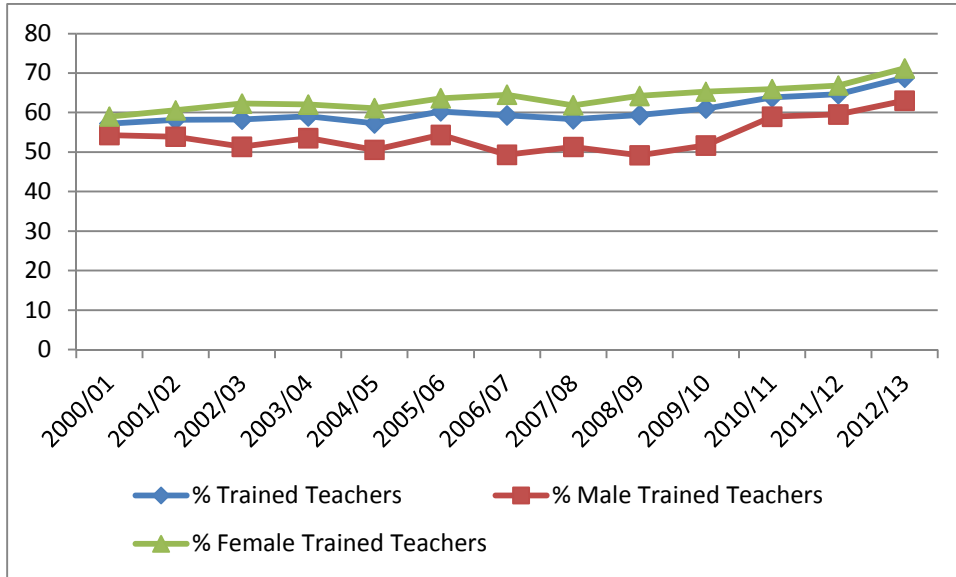
The percentage of trained teachers has increased gradually from 57% to 69% in secondary schools as the Ministry of Education provides avenues for secondary school teachers with content to receive training in pedagogy. Although the percentage of female trained teachers continues to be higher than that of male trained teachers as can be seen in Figure 3.34-9, both percentages have increased over the years.

Although the minimum level of qualification to teach at Form 5 in a secondary school is A' Level, the Ministry of Education encourages teachers to pursue higher level studies as well, so as to be more competent in the various disciplines. Figure 3.34-10 below provides a summary of the percentage of teachers by gender who are graduates (i.e. have obtained at least a Bachelors Degree).

During the period 2000/01 to 2012/13, the percentage of teachers with at least a Bachelors Degree increased from 54% to 64%. Female graduate teachers have increased by 11 percentage points and have been higher than male graduate teachers which have increased by a smaller amount of 4%.

Figure 3.34-10: Percentage of Graduate Teachers by Gender at Public Secondary Schools
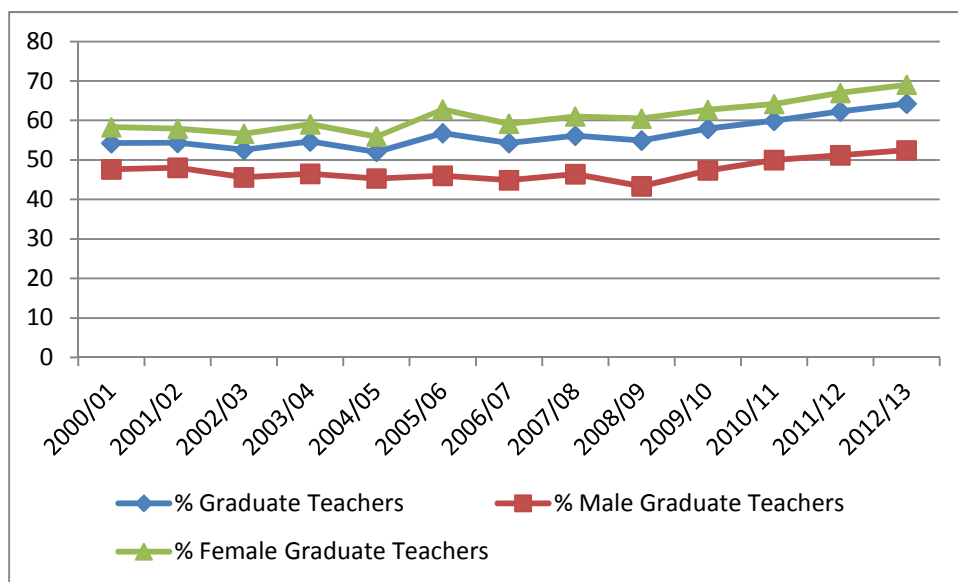
Special Education

The Ministry of Education has expressed its commitment to providing quality education to those with various impairments by providing much of the necessary human and physical resources. Some of these achievements are found in section 3.36 below.

Table 3.34-5 presents an overview of enrolment at the five Special Education Centres on the island.

Table 3.34-5: Enrolment by Type of Disability at Special Education Centres in St. Lucia

Year	Type of Disability					Total	No. of Teachers	Pupil/ Teacher Ratio
	Learning Disabilities/ Mentally Challenged and Autistic	Hearing Impaired	Visually Impaired	Multiple Handicaps	Physically Challenged			
2000/01	140	45	17	19	6	**227**	39	**6**
2001/02	153	36	34	17	7	**247**	41	**6**
2002/03	155	16	41	16	7	**235**	45	**5**
2003/04	146	20	27	33	12	**238**	44	**5**
2004/05	174	20	22	17	5	**238**	47	**5**
2005/06	160	18	23	49	3	**253**	45	**6**
2006/07	212	14	30	23	2	**281**	52	**5**
2007/08	201	14	20	30	1	**266**	54	**5**
2008/09	199	11	30	38	0	**278**	54	**5**

2009/10	231	12	30	38	0	**311**	58	**5**
2010/11	250	3	25	23	2	**303**	58	**5**
2011/12	249	6	75	31	0	**361**	63	**6**
2012/13	241	4	25	39	6	**315**	63	**5**

There are four Special Education Centres on the island, two in the north, one in the south and one on the north-west coast which also enrol students of Primary and Secondary school ages. Among these five schools are three schools which cater to general disabilities such as learning impairments whilst one school caters to persons who are visually impaired and the other to persons who have hearing impairments. The total enrolment at these five centres have increased slightly from 227 in 2000/01 to 361 in 2011/12 and then reduced to 315 in 2012/13. The pupil/teacher ratio is kept small at 5 or 6 in order to provided individual care to the students.

Among the differently able students over 50% on an annual basis are mentally challenged. The Ministry of Education also works with other organisations such as the Blind Welfare Association to assist the students. In 2012/13 about 21 students (15 males and 6 females) with visual impairments were enrolled in 10 regular Primary and Secondary Schools. These students are supported by Special Needs teachers from the Blind Welfare Association.

In an effort to remove the barriers that impact on these students' performance at National examinations, the Special Education Unit provides Exam Accommodations for students facilitated by teachers trained for that purpose.

3.35   Financing Primary and Secondary Education

Figures 3.35-1 to 3.35-3 below provides recurrent expenditure information on the three levels of education; primary, secondary and special, which caters to students belonging to basic education.

Over the years the largest share of Education's budget was allocated to Primary Education mainly because that level contained more teachers; almost twice as many as at the secondary level. Since about 76% of the total education budget went into paying salaries and wages, the largest percentage of the budget was therefore allocated to Primary Education. This trend continued until 2008/09 when, as a result of USE, an increased number of teachers were appointed to the secondary level, both as new teachers and as transfers from the primary level. As a result of this decline in teachers at the primary level and increase in teachers at the secondary level along with support programmes such as the book rental and transportation subsidy, the amount allocated to secondary education from the total education budget doubled; an increased from ECM$32.2 in 2002/03 to ECM$64.2 in 2012/13. This represented an increase from 28.9% to 40% of Education's budget. The amount allocated to secondary education as a

percentage of total Government expenditure remained more or less stable at about 6.7% whilst the percentage share of GDP increased from 1.6% to 1.8%.

Whilst the amount allocated to the Primary level also increased during that same period, the increase was not in proportion to the increase in the total Education budget. As a result the increase in recurrent expenditure from ECM$45.3 to ECM$58.6 only resulted in a decrease in the percentage of total education budget from 40.5% to 35%. The allocation also represented a decrease in the percentage of total Government expenditure from 9.2% to 6% and a decrease in the percentage of GDP from 2.3% to 1.7%.

Figure 3.35-1: Recurrent Expenditure at the Primary Education Level

Primary Education Recurrent Expenditure

	2002 /03	2003 /04	2004 /05	2005 /06	2006 /07	2007 /08	2008 /09	2009 /10	2010 /11	2011 /12	2012 /13
■ Million EC$	45.28	44.40	46.20	46.12	49.59	49.39	49.46	54.96	54.78	57.12	58.58
■ % of Total Ed. Exp.	40.48	40.57	39.99	38.92	39.95	39.09	36.18	36.54	34.48	34.72	34.93
■ % of GDP	2.26	2.04	1.95	1.82	1.74	1.60	1.55	1.73	1.62	1.63	1.65
■ % Gov Exp	9.19	8.66	8.49	7.63	7.12	7.14	6.65	6.81	6.49	6.38	6.08
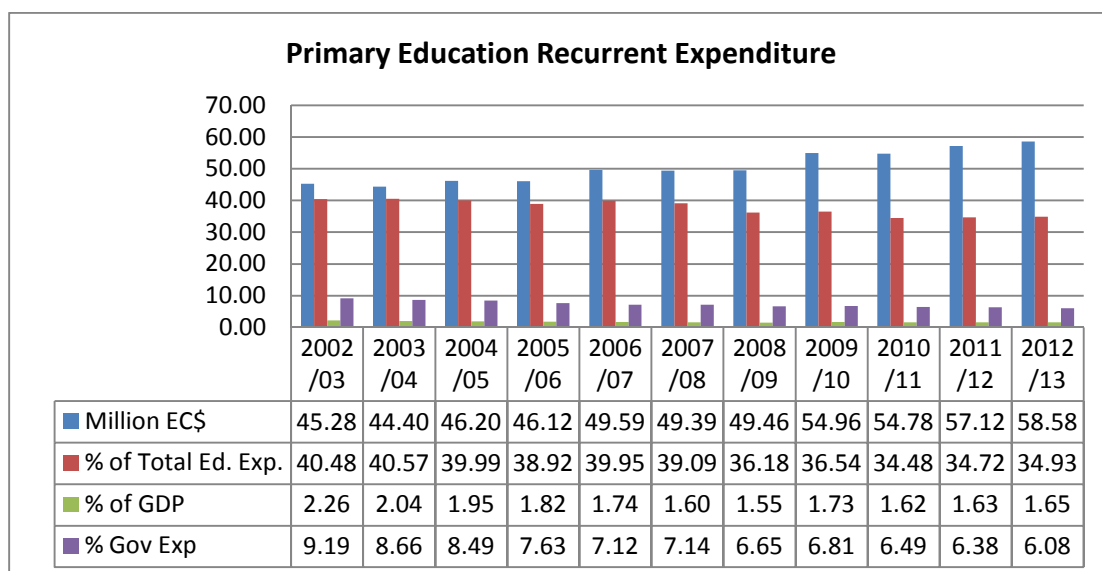
Figure 3.35-2: Recurrent Expenditure at the Secondary Education Level (Lower and Upper)

Secondary Education Recurrent Expenditure

	2002 /03	2003 /04	2004 /05	2005 /06	2006 /07	2007 /08	2008 /09	2009 /10	2010 /11	2011 /12	2012 /13
■ Million EC$	32.29	32.13	34.29	35.81	39.25	43.77	50.66	58.18	61.03	64.92	64.15
■ % of Total Ed. Exp.	28.86	29.36	29.67	30.22	31.62	34.64	37.06	38.68	38.42	39.47	38.25
■ % of GDP	1.61	1.48	1.45	1.42	1.38	1.42	1.58	1.83	1.80	1.86	1.80
■ % Gov Exp	6.55	6.27	6.30	5.92	5.64	6.33	6.82	7.21	7.23	7.25	6.66
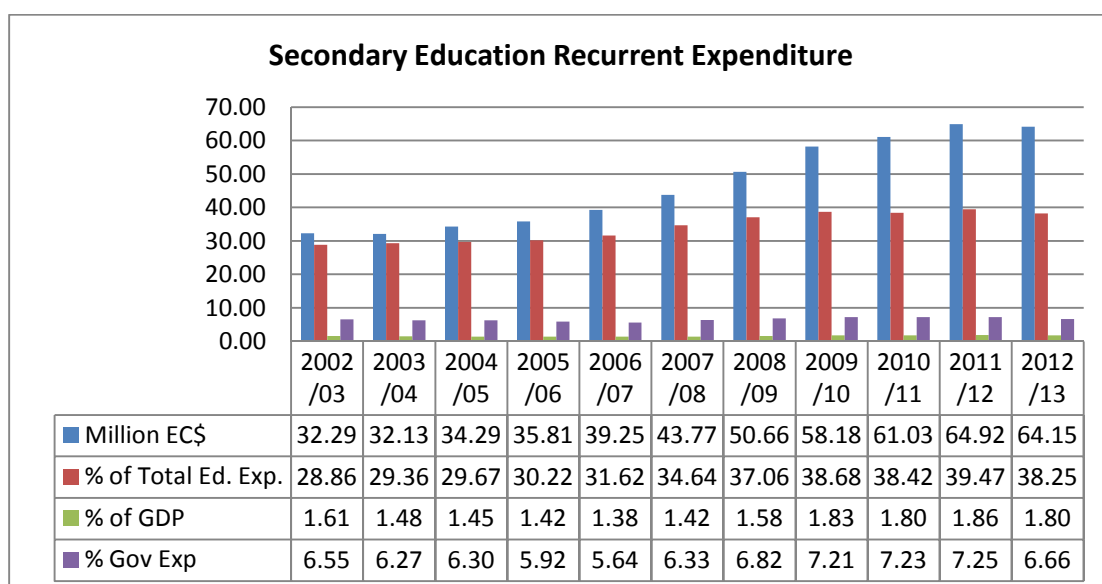
The amount allocated to the Special Education sub-sector almost doubled as well; from ECM$1.5 to ECM$ 3.2 during the period 2002/03 to 2012/13. However, because of the size of this amount, it only represented a small increase in the percentage of total education expenditure; from 1.2% to 1.93%. Similarly, it represented a small increase in the percentage of total Government expenditure from 0.3% to 0.34% and a small increase in the percentage of GDP from 0.07% to 0.09%.

Figure 3.35-3: Recurrent Expenditure at the Special Education Level

Special Education Recurrent Expenditure

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
■ Million EC$	1.49	1.52	1.65	1.64	1.79	1.83	2.26	2.45	2.93	3.40	3.23
■ % of Total Ed. Exp.	1.33	1.39	1.43	1.38	1.44	1.45	1.65	1.63	1.84	2.07	1.93
■ % of GDP	0.07	0.07	0.07	0.06	0.06	0.06	0.07	0.08	0.09	0.10	0.09
■ % Gov Exp	0.30	0.30	0.30	0.27	0.26	0.26	0.30	0.30	0.35	0.38	0.34
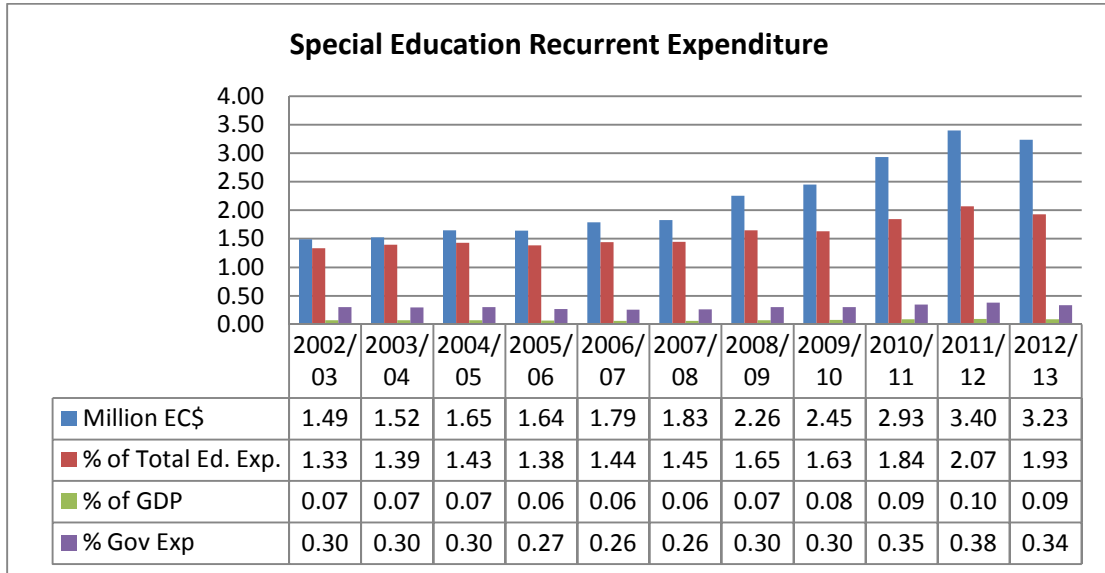
Figure 3.35-4: Recurrent Expenditure at Basic Education (Including Upper Secondary)

Recurrent Expenditure For Basic Education

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
■ Million EC$	79.1	78.1	82.1	83.6	90.6	95.0	102.4	115.6	118.7	125.4	126.0
■ % of Total Ed. Exp.	70.7	71.3	71.1	70.5	73.0	75.2	74.9	76.8	74.7	76.3	75.1
■ % of GDP	3.95	3.59	3.47	3.31	3.18	3.07	3.20	3.63	3.51	3.58	3.54
■ % Gov Exp	16.04	15.23	15.09	13.82	13.02	13.73	13.77	14.32	14.06	14.01	13.08

Figure 3.35-4 above provides a summary of the expenditure for Basic Education. Because the budgetary allocation is made for both lower and upper secondary as a whole, it was not possible to disaggregate that amount. According to the graph, the amount spend on Basic Education increased from ECM$79 to ECM$126 during the period 2002/03 to 2012/13. This amount represented almost three quarters of the total education budget. During that period this amount represented an increase from 71% to 75% of the total education budget. Whilst basic education seem to be a priority for the Ministry of Education, it does not appear the same for the Government as a whole since the percentage of total Government expenditure has reduced from 16% to 13% and as a percentage of GDP it has fluctuated during the period between 3.95% and 3.07%.

Whilst the Government provides free secondary education, parents still have to bear the cost of uniforms, books, registration fee and transportation for their children, which can be quite costly to some parents who are unemployed or financially disabled.
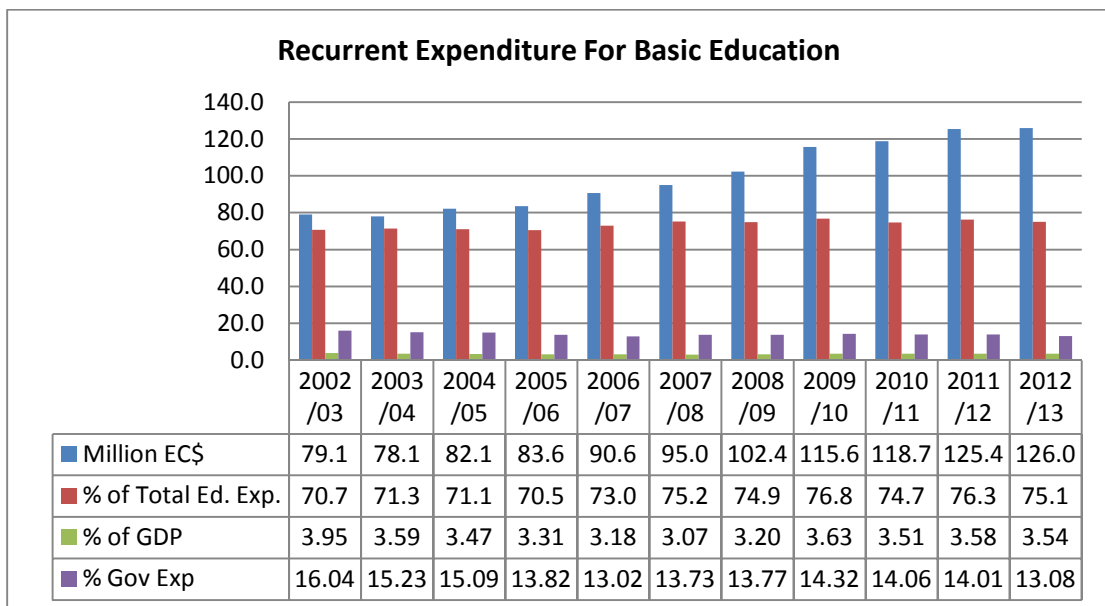
3.36   Current Strategies and Programmes

During the period 2000 to 2013 a number of strategies and programmes have been put in place to help achieve the EFA goal of Universal Basic Primary Education. These are highlighted under the specific sub-sectors.

Primary Level

1. Alleviate overcrowding - The opening of the Dame Pearlette Primary School in September 2003 resulted in the discontinuity of the double shift at the Ave Maria Girls' School and the St. Aloysius R.C. Boys' Primary Schools. The opening of the Dame Pearlette Primary School has also helped to alleviate the overcrowding in schools located in the Castries Basin.

2. Funding - The Ministry of Education during the period 2000 to 2013 has secured loans with various funding agencies such as World Bank, CDB and DFID to retrofit Primary Schools.

3. Curricula Review - New curricula for primary schools were developed in the areas of Language Arts, Mathematics, Health and Family Life and Science.

4. Literacy and Numeracy – Draft Literacy and Numeracy policies have been developed and all Primary schools have a Literacy and Numeracy Coordinator.

5. Remediation - Majority of the primary schools have remedial support programmes and teachers

6. Counselling Programme – A counselling programme was developed and one counsellor was provided per Education District who services the Primary Schools in the District and who also coordinates the counselling programmes at the Secondary Schools.

7. Approximately thirty-eight (38) students were fitted with eyeglasses after screening for vision impairment.

8. School Feeding - About 90% of all Primary Schools have School Feeding Programmes where needy students are provided with free lunch. About 42% of students benefit from the programme.

9. Book Bursaries – About 8% of students benefit from the bursaries programme where they receive free textbooks.

10. Leadership Training (2010-2013)– Training has been provided to all Principals in Instructional Leadership.

11. Teacher Training (2010-2013) - Training has been provided to at least 1 Infant teacher from every school in Early Childhood Screening and diagnosis of Learning Deficiencies. Training has been provided to all Primary schools in the use of Technology in Education, Literacy and Numeracy and Differentiated Instruction and Assessment. In addition training was provided in Multi-Grade Teaching to all teachers of multi-grade schools.

12. Holistic Education – St. Lucia is currently embarking on a Child Friendly School's Project which aims at developing the holistic child.

13. The introduction of foreign languages (French and Spanish) at the Primary Schools

Secondary Level

The Ministry of Education has not only expanded on school spaces at the secondary level to ensure that all children have access to basic education, but it has also put in place support programmes to allow those who are there to remain and those who are unable to attend as a result of financial difficulties to attend. The following Programmes and Support Services are in place:

1. Establishment of a Student Support Services Unit - A student support services unit was established to coordinate support services in all schools.
2. Book bursaries – A book bursaries programme was established many years ago which is still on-going to provide free textbooks to needy students. About 5% of students benefitted from book bursaries in 2012/03
3. Textbook Rental Programme – A textbook rental programme was established in 2005, which is still ongoing and provides text books to Forms 1, 2 and 3 at a minimal cost.
4. Counselling Programme – Counselling Programme was put in place and each secondary school was provided with a Guidance Counsellor.
5. An Attendance Officer was also appointed who is responsible for investigating truant behaviour and absenteeism and to encourage students to attend school.

6. Curricula Review - New and revised curricula in seven areas: Language Arts, Mathematics, Social Studies, Modern Languages, Business Studies, Design and Technology and Information Technology for the lower secondary school level was developed and implemented in all secondary schools in September, 2004.

7. Transportation Programme – A Transportation Subsidy Programme was established in 2007 and is ongoing. This programme provides transportation to needy students at a minimal cost. An average of 18% of students benefit annually.

8. Teacher Training – Training has been provided to all Principals in Instructional Leadership. Training was provided to all secondary schools in following areas – Use of Technology in Schools, Teaching of the Secondary Education subjects: Mathematics, English A & B, Chemistry, Physics, Music, Theatre Arts, Visual Arts and TVET.

9. Use of ICT - Provide laptop computers to all students beginning with Form 4 students in 2013.

10. Greater focus has been placed on the Arts (Theatre Arts, Music, and Visual Arts) in Secondary Schools than before.

Special Education Level

1. The appointment of an Education Officer for Special Education
2. A draft policy on the Rights of Persons with disabilities has been prepared which seeks to ensure equal opportunities for students with disabilities.

3. The learning environment in a few special education schools has been enhanced through the establishment of remedial centres and recreational facilities. All Special Education Centres are fully equipped with sporting equipment to implement the physical education and sports programmes.

4. Efforts have also been made to improve security at Special Education Schools. Most schools are now well fenced.

5. Learning Resources - Four resource labs have been established at the Lady Gordon Opportunity Centre and three Learning Centers have been established at the School for the Hearing Impaired in Language Arts, Mathematics and Science. Dunnottar School and the School for the Hearing Impaired have both had computer labs introduced by Saint Lucia Blind Welfare Association (SLBWA). Home Economics rooms have been established at the Vieux Fort Special Education Centre and at the School for the Hearing Impaired at Ciceron.

6. Training – Training have been provided to teachers in areas such as Speech Therapy, Audiology and Special Needs Assessment.

7. A Multi Development Team (MDT) has been established to help students with special needs.

3.37   Challenges

In spite of the strides made to ensure that all children of ages 5-16 years, regardless of gender or social background do have equal access to basic education, there are still some challenges that we face as developing a nation. Some of the major challenges are outlined below.

1. Financial – Basic education continues to take the largest allocation of Education's budget and about 76% of the amount allocated is spent in paying salaries and wages. This restricts the amount available to spend on instructional materials and programmes to enhance the quality of education at that level.
2. Poor parenting and exposure to societal deficiencies, drug abuse and delinquency continue to plague our schools and very often results in student dropouts and poor performance.
3. The absence of universal pre-school education puts many students entering Kindergarten at a disadvantage and very often those who did not attend pre-school are the poor performers.
4. The system of automatic promotion throughout the primary and secondary grades leads to students being promoted to higher grades without acquiring key skills and minimum standards especially in numeracy and literacy.
5. School Counsellors do not have the mandate for visiting students' homes. Help is required from Social Workers but they are not employed with the Ministry of Education.

3.38   Guidelines for Post – 2015

The Ministry of Education has sought the services of a consultant to conduct a review of its last Education Sector Development Plan 2009-2014 and to develop a new one for 2015-2020. This sector plan will provide the guidelines for Post-2015.

3.4   Meeting the Learning Needs of Youths and Adults

EFA Goal 3 – Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

To ensure that the learning needs of young people and adults are met it is imperative that there be a match between the training provided and the needs of the country as a whole. In addition, the focus should also be on life-skills so that individuals can function in a changing global environment. According to the 2009-14 Education Sector Development Plan, some of the

required skills and competencies outlined to ensure that learners can contribute to economic and social development of the country include:

a. Building Workforce Capacity - TVET, Standards, Skills and Competencies
b. Multiple Literacies, Critical Thinking, and Positive Attitudes
c. Citizenship and Values Education, Religious Education, Conflict Resolution
d. Spirituality, Character/Moral Education, Physical Education, Health and Wellness
e. Marketing and Valuing Education

In the absence of a Labour Market Needs Survey (LMNS), areas of training were usually obtained from quick surveys done every 3-5 years by the Chamber of Commerce, to determine the countries Training Needs. This list of subject areas to pursue studies in is usually referred to as the Priority List for national training. According to the last Priority List, the study areas for Post-Secondary training fell in 14 different sectors including Agriculture, Science & Technology, Financial & Business, Planning, Law, Education, Health, Tourism & Hospitality, Public, Trade/Industry/Port/Consumer, Sustainable Development, Creative Arts, Yachting and Professional. The full list can be found in **Annex C.**

In 2012 a Labour Market Needs survey was conducted which showed that there was a mismatch between the qualifications requirements of Job Openings and that of Job Seekers (see Figure 3.4-1). 44% of Job Openings required Tertiary Education but only 7% of Job Seekers had Tertiary Education training. 60% of Job Seekers had below secondary education but only 25% of Job Openings needed persons with that qualification.

Figure 3.4-1: Qualification Requirements for Job Openings and Job Seekers, 2012
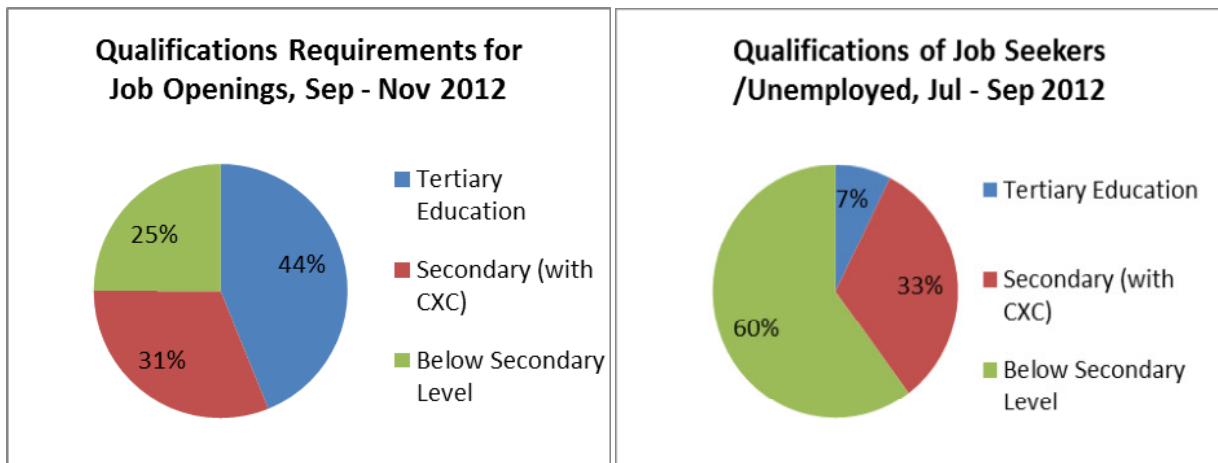
Additionally the LMNS showed that the Sector with the largest job turnover rate is the Services sector which includes health, private education, social, legal and other services. This rate is 7% compared to the second largest of 4% in the manufacturing sector. The job turnover rate of all

the other sectors is either negative of zero. This information serves the guide the country as to the type and level of training to provide so as to meet the learning needs of the citizens.

Figure 3.4-2 shows that in 2010, a larger percentage of emigrants had Secondary, Tertiary or University Education as their highest level than residents. This means that if the residents' qualifications cannot satisfy the job market, then emigrants will, especially in light of CSME with the free movement of graduates and skill workers within CARICOM.

Table 3.4-2: Percent of Resident versus Emigrant Population By Highest Level of Formal Education
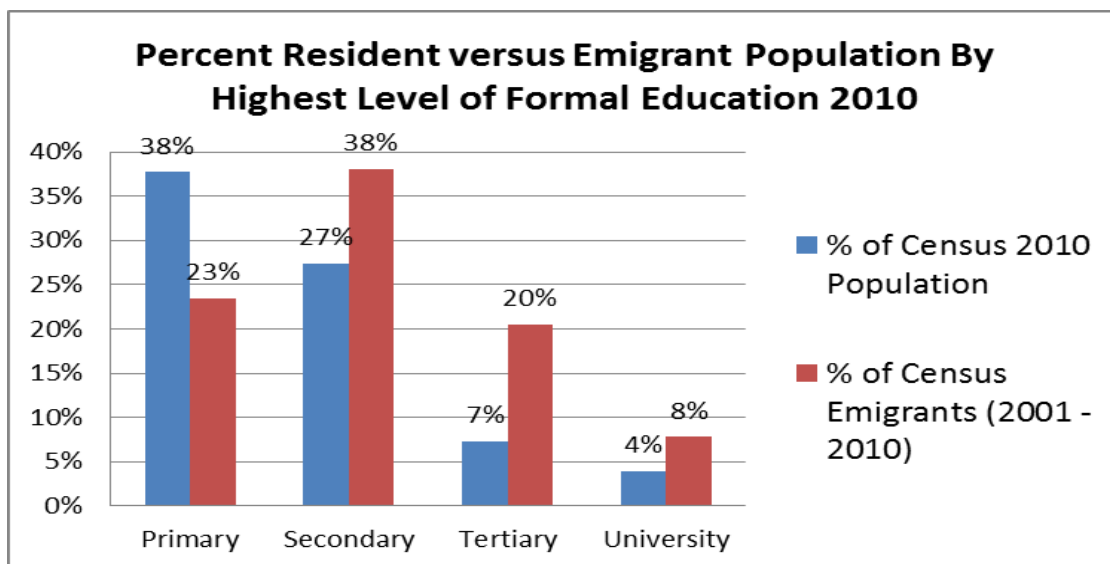
Youth in St. Lucia range from 15 to 35 years. A large percentage of the youth are enrolled in secondary education which was previously discussed. At the lower secondary level the students are exposed to a wide range of subjects to enable them to choose their areas of discipline later at the upper secondary level. The main subject disciplines are Arts, Sciences, Languages, Business and Technical Vocational. In addition, in order to prepare student for the world of work and the technological age, it compulsory that all students study Mathematics, English Language, Information Technology and at least one Science subject. Students are provided with career guidance counselling to assist them in making the best choices. On an annual basis, the majority of students select the Arts and Business disciplines as opposed to the others.

3.41 Public Post Secondary and Tertiary Education

Upon completion of secondary education, the youth may choose to enter the world of work or pursue further studies at the Post-Secondary level. Although the exact transition rate from secondary to Post-secondary education is unavailable, it is estimated (from the number enrolled in year one at Post Secondary institutions) that about 42% of all secondary school graduates transit into a Post secondary institution on the island. The main public post-secondary institution on the island is the Sir Arthur Lewis Community College (SALCC) which is located in

the north of the island with a campus in the south. At the SALCC students can pursue full time studies at the Certificate and Associate Degree level in different areas such as (1) Arts, Sciences and General Studies (or A' Levels), (2) Technical Vocational field, (3) Management, (3) Business studies, (4) Teacher Education, (5) Nursing and (6) Agriculture. The Vieux-Fort Comprehensive Secondary school, located in the south of the island also provides post-secondary education in some of the areas listed.

Since 2000, the overall management of the SALCC has received much attention. The college completed a Management audit and has implemented some of the recommendations. An HRM officer has been employed and most job descriptions have been revised. The college implemented a new Education Management Information Systems (EMIS), SONIS, resulting in the interconnectivity among staff and the computerization of various operations of the college. The college website provided invaluable access to students conducting research and information search. A new 50-unit staff/student computer lab has been built in support of Information Technology.

The expansion of the college into a university college was a high priority with the past government. A Planning Unit was established at the college and a consultant was hired to conduct research into upgrading the college. However, with the present economic situation facing the country this current government has not given much priority to the physical upgrade but instead to expand the programme offerings through online programmes.

Table 3.4-1 below provides a breakdown of the number of full-time students enrolled at the various Post-Secondary departments at the SALCC over the past 13 years.

Table 3.4-1: Full-Time Enrolment by Department at the SALCC

Year	Division/Department							Total
	Arts, Sci & Gen Studies	Tech Ed. & Management Studies	Teacher Ed.	UWI	Health Sci	Agriculture	Home Eco.	
2000/01	467	519	221	71	72	39	14	**1403**
2001/02	472	555	146	139	42	28	13	**1395**
2002/03	490	662	191	97	69	49	11	**1569**
2003/04	467	696	178	89	98	52	10	**1590**
2004/05	489	695	189	83	95	58	0	**1609**
2005/06	453	778	203	72	77	65	13	**1661**
2006/07	422	841	185	79	87	62	13	**1689**
2007/08	400	857	203	74	90	49	3	**1676**
2008/09	462	893	150	65	132	67	20	**1789**
2009/10	426	971	187	43	110	69	0	**1806**
2010/11	477	1106	151	43	144	81	0	**2002**
2011/12	442	930	210	55	127	80	0	**1844**
2012/13	381	935	186	53	131	68	0	**1754**

Table 3.4-1 shows that the largest number of students on an annual basis is enrolled in the Department of Technical Education and Management studies (DTEMS). In this Department students pursue studies in the Building area, Electrical, Mechanical, Business and Hospitality. Together these areas continue to be of highest demand at the SALCC. In 2000/01, 36% of the total full time enrolment were in that Department and this percentage increased to 53% in 2012/013 as the Government continues to promote TVET and expand the hospitality industry; the largest revenue earner for St. Lucia.

The second to largest Department at the SALCC is the Department of Arts, Science and General Studies. Due to limited finances to physically expand the College, this Department continues to enrol an average of 450 students annually. The Department of nursing has showed considerable increase over the years as the demand for trained nurses at our medical facilities keep increasing.

A larger percentage of female students are enrolled at post-secondary education on an annual basis. The largest percentage of males is often found in the Departments of Agriculture and Technical & Management Studies (see Table 3.4-2 below).

Table 3.4-2: Percentage of Males Enrolled at the SALCC by Department

Year	Arts, Sci & Gen Studies	Tech Ed. & Management Studies	Teacher Ed.	UWI	Health Sciences	Agriculture	Home Ec.	Total
2006/07	33	49	22	23	2	39	0	38
2007/08	31	50	19	19	3	43	0	38
2008/09	31	44	18	23	5	51	25	35
2009/10	32	43	20	23	2	51	na	36
2010/11	33	48	21	16	3	41	na	38
2011/12	33	52	19	18	5	49	na	40
2012/13	37	52	21	23	5	51	na	41

Annex B provides a breakdown of the number of full time students who graduated from SALCC from 2008 to 2013, by specific programme. Table 3.4-2b shows that the largest number of graduates is from DTEMS followed by DASGS. These two departments cater almost exclusively to secondary school graduates.

Table 3.4-2b: SALCC Graduates for Department of Technical Education and Management Studies

Department	2008	2009	2010	2011	2012	2013
Technical Education & Management Studies						
Building Studies	64	54	39	46	59	49
Electrical and Electronics Studies	44	43	31	30	31	36
Mechanical Engineering	37	32	13	17	22	29

Hospitality	52	59	65	48	40	56
Business and Secretarial	97	147	134	213	194	182
Sub-Total	**294**	**335**	**282**	**354**	**346**	**352**
Arts Science & General Studies (A' Level)	149	156	163	142	169	131
Teacher Education	107	119	91	80	80	128
Health Sciences	29	47	94	105	93	90
Agriculture	23	34	26	15	39	36
Department of Continuing Education	86	88	82	-	-	-
Total Graduates	**688**	**779**	**738**	**696**	**727**	**737**

In order to provide for equitable access to post-secondary education, the Vieux-Fort Comprehensive Secondary school in the south of the island also provides Certificate and Associate Degree level programmes in a few areas as identified in Table 3.4-3 below.

Table 3.4-3: Enrolment at Post-Secondary Department at Vieux-Fort Comprehensive Secondary

Year	Division/Department				Total
	A' Level	Business Studies	Secretarial Studies	Carpentary/Joinery	
2002/03	163	96	25	14	298
2003/04	166	100	33	14	313
2004/05	154	112	42	12	320
2005/06	134	113	37	17	301
2006/07	121	101	37	13	272
2007/08	103	112	40	13	268
2008/09	110	110	41	28	289
2009/10	91	117	43	30	281
2010/11	116	101	40	30	287
2011/12	140	100	46	35	321
2012/13	130	95	40	32	297

The A' Level Department continues to attract more students followed by the Business Department. Although the Carpentry/Joinery Department is the smallest, the number of students has been increasing the most over the years.

Table 3.4-4: Percentage Female Enrolment at Post-Secondary Department at VFort Comprehensive Secondary

Year	Division/Department				Total
	A' Level	Business Studies	Secretarial Studies	Carpentary/Joinery	
2002/03	72	65	100	7	69
2003/04	69	71	100	0	70
2004/05	73	73	100	0	74

2005/06	77	82	100	12	78
2006/07	71	83	97	8	76
2007/08	67	71	98	8	71
2008/09	71	78	95	11	71
2009/10	77	78	93	10	73
2010/11	78	82	93	7	74
2011/12	72	82	98	46	76
2012/13	78	75	100	19	73

The Sir Arthur Lewis Community College also provides full time Bachelors Degree programmes in Education and Business studies in collaboration with the University of the West Indies.

The department of Continuing Education at the Community College caters to young people and adults who are working and so they are able to pursue part-time studies. With the opening of private universities on the island and the availability of online programmes through the UWI Open Campus the enrolment at the continuing education department has drastically declined from 1746 in 2008/09 to 488 in 2012/13. In addition, many of the courses that were once offered by the Department of Continuing Education since 2011, is being offered by the Departments of Health Sciences and Technical Education and Management Studies.

3.42   UWI Open Campus

The UWI Open Campus began operations in St. Lucia in 2008 after being transformed from a Distance Education Centre. With the absence of a full-fledged public university on the island, it is very expensive to pursue Degree programmes overseas and usually only the more financially able could afford. The Government in partnership with the University of the West Indies, therefore, established the UWI Open Campus, where young people and adults can pursue a number of Degree programmes online. This is also caters to persons who have family and financial commitments and cannot travel to attend university overseas and also who have mortgages and loans to pay. Table 3.4-5 below provides a breakdown of persons who graduated from the Open Campus in 2011/12.

Table 3.4-5: Graduates of UWI Open Campus, 2011/12

Level	Programme	Total
Post Graduate Diploma	Instructional Design	1
Bachelors Degree	Educational Administration	3
	Management	34
	Literacy studies	25
	Banking and Finance	1
	Secondary Mathematics	3
	Primary Education (Language Arts)	8
Masters Degree	Literacy Instruction	5

In 2012/13 a total of 505 young persons and adults were enrolled at the UWI Open Campus in the various programmes and at the Certificate to Masters Degree level. These are shown in Table 3.4-6 below. Approximately 40% of these students were pursuing the Bachelors Degree in Management.

Table 3.4-6: Enrolment at UWI Open Campus in 2012/13

Level	Programme	Males	Females	Total
Certificate	Tourism & Hospitality	1	2	**3**
Diploma	Business Administration	0	1	**1**
	Social Services	1	2	**3**
	Youth Development	0	1	**1**
Post Graduate Diploma	Instructional Design	1	1	**2**
Associate Degree	Paralegal Studies	1	2	**3**
	Social Work	0	7	**7**
	Business	1	8	**9**
Bachelor Degree	Accounts	9	63	**72**
	Management	44	159	**203**
	Educational Leadership	0	1	**1**
	Literacy studies	0	52	**52**
	Banking and Finance	12	25	**37**
	Secondary English	1	11	**12**
	Secondary Mathematics	10	12	**22**
	Early Childhood Education	0	17	**17**
	Primary Education (Language Arts)	0	15	**15**
	Youth Development	1	11	**12**
Masters Degree	Literacy Instruction	0	24	**24**
	Adult and Continuing Education	0	1	**1**
	English Language	0	8	**8**

3.43   Private Universities

There are four private universities on the island; one general (Monroe College) and three medical universities all of which are US based. The Monroe College caters to local, regional and international students. Approximately three quarters of the students on an annual basis are from St. Lucia. In 2012/13, although students originated from 17 different countries, over 74% of them were St. Lucians and the remainder from thirteen other Caribbean countries, the USA, Africa and India. About 90% of students were between 16 years and 39 years. Monroe College provides both part-time and full-time programmes at the Bachelors and Masters Degree levels.

Table 3.4-7: Enrolment by Gender at Monroe College by Programme Level

Name of Programme	Fall 2012		Winter 2013		Spring 2013	
	Total	% Males	Total	% Males	Total	% Males
MBA/ GRADUATE PROGRAM	23	35	15	27	9	33
BBA. Business Management	90	16	87	21	80	23
BBA. Hospitality Management	37	19	37	19	37	19
BBA. Information Technology	48	73	49	65	49	67
BSc. Criminal Justice	20	35	25	36	20	20
BSc. Public Health	34	24	32	25	29	21
BBA. Accounting	32	28	28	32	29	21
BBA. Health Services Admin	2	0	3	0	3	0
Non-Matric	48	29	70	27	45	40
Total	**334**	**31**	**346**	**31**	**301**	**32**

According to Table 3.4-7, about 75-82% of students enrolled at the Monroe College pursue studies at the Bachelors level. The Bachelors in Business Management is also the most popular choice of study for students. Similar to other Post-Secondary Institutions, there are fewer males enrolled at the Monroe College. However, in the area of Information Technology, the percentage of male students far surpasses that of females.

The three Medical Universities attract students from seven Caribbean islands including St. Lucia and from five other regions in the world; USA/Canada, Africa, Asia, Europe and the Middle East. The increase of foreign students into the country serves to boost the economy and can also enrich the cultural experience of St. Lucians. However, most importantly it allows for more young people to pursue careers in a medicine. In the past, St. Lucian students received scholarships from the Government of Cuba to pursue studies in Medicine in Cuba. In more recent times the number of scholarships have been reduced which has made it very difficult for St. Lucians to pursue studies in Medicine overseas due to the high cost and no assistance from Government. According to Table 3.34-8, of the total number of students enrolled at the three Medical Universities, an increasing large number of students from St. Lucia are enrolled. (Note: Some students are pursuing studies in nursing but the breakdown is not provided.)

Table 3.34-8: Enrolment at Medical Universities

Year	Total	% Females	% St. Lucians
2007/08	248	54	5
2008/09	226	53	12
2009/10	240	58	13
2010/11	272	55	12
2011/12	356	59	23
2012/13	398	54	20

Over 60% of the students enrolled at these three Medical Universities are from the United States and India.

3.44   Alternate Pathways

One of the priorities of the Education Sector Development Plan for every level of education is to provide alternate pathways or second chance education to citizens. Alternate pathways or second chance education had not always been in existence. A second chance education was available through the Centre for Adolescent Renewal and Education (CARE) from 1993, to young people who drop out of primary or secondary school or to those who did not perform well enough at their CXC examinations.

 In February 2001 the Government established the National Skills Development Centre (NSDC) with one main centre in the north of the island and two sub-centres, one in the south and the other on the eastern side of the island. These centres serve to provide both soft skills and technical vocational training to youth at risk. The NSDC is a quasi non-profit statutory body which functions with a Board of Directors and provides insights into various sectors of the economy. The Centre emerged as a holistic solution to the unemployment situation in the country at the time and as a replacement to the previous Youth Skills Training Programme. Both CARE and NSDC provide a second chance to students to continue their education at the Post-Secondary level.

In more recent times we have seen an increase in the number of Distant Education and Online Programmes which now afford many persons a second chance to at least Basic Education.

CARE Life Centre

CARE aims to foster positive attitudes in adolescents towards themselves, others, work and work-related situations, thus empowering them for a more wholesome independent living (CARE website). It also seeks to train them to manage their own developing sexuality, both physically and emotionally and provide them with a marketable skill to aid their search for employment. The Programme is implemented in two phases; In Phase 1 the students participate in a one-year Adolescent Development Programme which provides opportunities for growth spiritually, physically, intellectually, culturally, emotionally and socially; In Phase 2 they are given the opportunity to spend at least one year of training in an income generating skill of their choice.

The total number students at CARE have decreased over the years from its highest of 325 in 2002/03 to 145 in 2012/13 (see Table 3.4-9). CARE began with a 6 centres around the island namely Anse La Raye, Canaries, Castries, Vigie, Gros Islet and Soufriere. In 2002/03 there was need to open a new Centre in the Mabouya Valley. However, mainly due to financial challenges in running those Centres, in 2006/07 the Castries and Vigie Centres were merged into one Centre at Odsan. Additionally, in 2012/13 the Mabouya Valley Centre did not open for operations.

Table 3.4-9: Enrolment by Gender and Number of CARE Centres

Year	Total Students	% Females	# of Centres
2001/02	261	31	6
2002/03	325	40	7
2003/04	309	28	6
2004/05	318	34	6
2005/06	281	32	6
2006/07	256	21	5
2007/08	220	25	5
2008/09	159	30	5
2009/10	128	19	5
2010/11	159	18	5
2011/12	156	12	5
2012/13	145	12	4

A larger percentage of males attend CARE and this percentage has been increasing over the twelve year period represented above. The students pursue technical vocational training in the following main areas; Catering and Hospitality, Dress Making and Garment Construction, Electrical, Auto mechanics, Carpentry, Office Skills and Computers.

National Skills Development Centre

According to the NSDC Outlook, their main focus is to instil the necessary attitudes, skills and knowledge in individuals for career success. This includes career counselling, training in soft skills, technical and vocational skills, job training and placement. The target group includes displaced banana farmers, school dropouts, teenage mothers and youth at risk. In order to achieve its mandate, the NSDC works closely with the private and public sectors which includes social partners and funding agencies (both internal and external) to provide the necessary training in order to create a skilled and marketable workforce.

Since its commencement in 2001, the NSDC have implemented about eight Training Projects funded by varies agencies. Table 3.4-10 provides a list of those projects, the funding partners and the number of youth who graduated.

Table 3.4-10: Skills Training Projects at NSDC, Funding Partners and Numbers who graduated

Year	Training Project	Funding Partner	Number Graduated
2001-2002	TVET Local Project	Government of St. Lucia	250
2002-2003	Basic Needs Trust Fund (BNTF)	Caribbean Development Bank	213

	Special Framework of Assistance (SFA) 1999	European Union	550
2003-2004	Special Framework of Assistance (SFA) 2000	European Union	512
2004-2006	Youth Apprenticeship Programme (YAP)	Government of St. Lucia	167
2006-2007	Hospitality and Construction Skills Training (HCP)	Government of St. Lucia	498
2007-2009	Construction Skills Training for Women	BNTF and CDB	112
	Special Framework of Assistance (SFA) 2002	European Union	329
2008-2009	POETA	Organisation of American States (OAS)	157
2008-2010	Special Framework of Assistance (SFA) 2004	European Union	548
2007-2013	OECS Skills for Inclusive Growth	World Bank	1119

Among the trainees graduating from each of these programmes, approximately 70% of them are females. Some of the soft skills provided to the trainees fall into the following categories; Job Search Skills, Customer Service, Social and Life Coping Skills. The skills provided from the above-listed Projects belong to the following categories; Hotel, Information Technology, Auto mechanics, Hair and Beauty, Office Administration, Culinary Arts, Electrical Installation, Construction, Plumbing, Early Childhood, Sales and Marketing. Trainees received NVQs and CVQs from the TVET Council.

The OECS Skills Project was also piloted in two secondary schools, at the Centre for Adolescent Renewal and Education (CARE), at the Bordelais Correctional Facility and at the Ministry of Agriculture.

3.45   Other Adult Learning Programmes

Adult learning and education is provided by both public and private institutions in St. Lucia. Apart from the formal learning institutions discussed above and in Section 3.5, there are other institutions which provide informal training as well as distant learning programmes. Additionally, it has become customary for many employers including the Government to hire training providers as consultants to provide training for their staff. For this purpose all government ministries may request a training budget for their staff on an annual basis. Due to the absence of one coordinating body, it is difficult to provide a breakdown of all the different types of training and the number of persons being trained.

Within the Government sector some of the training provided to employees include:
1.   Training for newly recruited policemen as well as professional development training is provided through the St. Lucia Police Training School.

2. The Ministry of Education provides ongoing training to teachers by hiring consulting firms. For example,
    a. In 2004-2006, under the OECS Development Project (OEDP) funded by the World Bank, about 40 teachers through the Lynchburg College in the United States were given training leading towards a Certificate in Special Education.
    b. In January 2006-January 2008, under the OEDP and funded by the World Bank, the Ministry of Education through the Lynchburg College from the United States, provided training in Educational Guidance and Counselling at the Masters level to 25 teachers.
    c. The Ministry of Education provided ICDL (International Computer Driving License) training to 62 secondary school teachers (mainly IT and EDPM teachers) from January to March of 2008. Forty eight (48) of these teachers completed and were certified.
    d. In 2011 to 2013 the Ministry provided training in pedagogy to approximately 1,500 teachers and principals from all levels of the education system.
3. The Ministry responsible for the Public Service identifies short term training needs of public servants using a training needs questionnaire. From the needs identified the Ministry provides short term local training to workers of all government ministries. The Public Service Unit also coordinates long term training on a national basis along with the Department of Human Resource Development which was once part of the Ministry of Education.
4. The Government of St. Lucia through the Department of HRD in the MOE also sources grants and scholarships from foreign governments and organisations annually to pursue long term training in various areas.
5. The Bordelais Correctional Facility (The prisons), was built in 2003 to provide more humane accommodation for the growing number of prisoners at the original prisons. In keeping with new trends in the criminal justice system in developed countries the shift to a correctional system had to be made from a penal one. Bordelais embraces this shift wholeheartedly with emphasis on the rehabilitation of inmates with the view to making them productive members of society. Hence rehabilitation programmes including the learning of skills are provided to the inmates. They are also given a second chance to basic education by providing classes to inmates in various subject areas at the CXC level such as Mathematics, English language and Agriculture. Many inmates have obtained CXCs as a result.

Some of the private informal institutions providing adult training include:
1. The St. Lucia School of Music – provides training in music to persons of all ages.

2. Small Enterprises Development Unit (SEDU) - SEDU provides certificate level training programmes to small business owners and workers or person wishing to open small businesses. SEDU's training programme is aimed at supporting the individual firms to strive to improve competitiveness in areas such as quality and standards, innovation in product and process, application of appropriate technology, improvement in productivity and marketing. The Ministry responsible for Consumer Affairs finances the unit and subsidizes the training programmes.

3.   The James Belgrave Micro Enterprise Development Fund Inc. (BELfund) – The BELfund was established by the Government of St. Lucia and commenced its operations on May 31st 2000. Its primary purpose was to promote sustainable development through self-help micro enterprise projects for individuals, families and groups among the less privileged sectors, through the provision of low cost loans, enterprise training, technical assistance and other support services. The training component has taken on a holistic approach to development which emphasizes the provision of micro-credit as an integrated approach. Therefore, training is provided to clients in Life Skills, Information Technology, Small Business Management Training and Business Plan Development.

4.   The National Research and Development Foundation (NRDF) - The NRDF which was established in 1983 "is a non-profit organisation that seek to identify, promote and implement development activities that enhances the socioeconomic condition of St. Lucians, particularly the marginalized." The foundation provides technical assistance and training to small and micro enterprises. NRDF in keeping with its mandate of Human Resource Development (HRD) offers a variety of workshops, training seminars and short courses facilitated by its Research, Development and Training unit. The Unit also has access to a variety of external agencies for sourcing technical expertise not available locally. The training methodology is designed to be participatory and experiential in that much use is made of participant's own day-to-day experience in the work place, through the use of case studies. Some of the programmes offered are as follows:

   a.   MBA Distant Learning with the University of Leicester – NRDF conducts this programme through Education for Advancement, the local coordinating agency.

   b.   Certified General Accountants - This program will equip students with the latest developments in accounting, auditing, finance and management information systems. The program offers the choice of focusing on one of four options while assuring proficiency in every aspect of the accounting profession.

   c.   Association of Business Executives (A.B.E.) – This programme is offered at the certificate, diploma and advanced diploma levels

   d.   Other Courses Include
      • Dress Making & Designs
      • Cake Decorating and Pastry Making
      • Hair Dressing
      • Interior Decorating
      • Basket Craft Training
      • Floral Arrangements
      • Basic Vehicle Maintenance
      • Electrical Fuel Injection
      • Cosmetology

5.   Computer training providers – There are many small private institutions offering training such as Creative Technology Solutions, Caribbean Computer Literacy Institute, Gamma Training Institute. Many of these institutions open and close after a few years due to

low profit margins or losses. A wide range of courses are usually provided including; training in Microsoft Excel, Access, Word, Powerpoint; Certification training such as ICDL, MCSE and CISCO.

Some of the distant education institutions include, University of the West Indies, University of Sheffield, Leicester, Cambridge and London. These overseas institutions use local firms/organizations such as the Teachers' Union, Education for Advancement and Chase Skeete and Boland Accounting Firm as their local coordinating bodies.

3.46   Technical Vocational Education and Training

The Education Act does not specifically outline entitlement to the rights of adults to TVET except when it refers to tertiary or Tec./Voc. Education provision. However, there is legislation governing the establishment of the SALCC and the NSDC which are both mandated with education provision for adults. The National Enrichment and Learning Unit (NELU), which is discussed later, does not have a written policy but its establishment was guided by a strategic Plan. In addition, the ESDP makes several references to training provision for Adult learners in academic, TVET and enrichment areas.

The introduction of short term training programmes such as what is offered by the NSDC has definitely assisted with the educational attainment of youth and adults. This has had some effect on the reform of the education system in terms of the teaching methodologies to include Competency Based Education and Training (CBET). To date the country has made considerable strides by establishing the following systems and structures:
1. A TVET and Accreditation Unit has been established at the Ministry of Education to coordinate all TVET activities within the education system
2. An Education Officer has been appointed in 2000 to oversee this Unit
3. A robust Management Information Systems (MIS) established at MOE as repository for all TVET information, services and activities;
4. Monitoring and Evaluation Specialist in place at NSDC;
5. Training Support Officer, Administrative Assistant and Quality Assurance Officer in place at MOE;
6. A local TVET Council with affiliation to the Caribbean Association of National Training Agencies (CANTA) already exists to provide oversight for the quality framework for training and assessment (a requirement of CARICOM – CVQ system);
7. Strategic plan for TVET Unit that will allow it to streamline its operations is being developed
8. A plan for sustainability of investments is being developed. The MOE has submitted revenue generating initiative as part of the Budget process to include revenue collection in: registration of Training Providers, Assessors, Verifiers, Assessments, Certification and Centre Approval
9. An Implementation Plan to support the development of the TVET Unit is being developed
10. A Labour Market Needs Assessment study which identifies skills gaps and future training needs was undertaken in 2012.
11. 101 occupational/competency based standards were acquired and validated by industry experts;

12. NVQs and CVQs are now being issued by the Saint Lucia Council for TVET (Saint Lucia has obtained CVQ status);
13. Quality Assurance Framework & Manual to guide the assessment and certification processes for the issuance of the NVQ and CVQ;
14. 122 training providers were pre-qualified for NVQ and CVQ training and can provide future training towards attainment of these qualifications;
15. Trained Assessors (67), Verifiers/ Auditors (40) in place;
16. Collaboration established with regional and international partners such as the Caribbean Association of National Training Agencies (CANTA), Caribbean Youth Empowerment Program (CYEP), AHLEI and Monroe College

TVET is mainly offered to young people and adults through the SALCC, CARE, NSDC and Secondary Schools mainly at the Upper level. Many persons had been expressing the need for certification of skills. Now with the introduction of NVQs and CVQs more persons will be able to obtain certification. In addition, some employees are expressing the need to be trained and certified "where they are" – on the job. This need was addressed by the introduction of the Assessment of Prior Learning (APL) process where the Occupational standards are applied in the assessments and possible literacy or skills gaps addressed through further training. The responses to these training methods have been very good. Young people seem highly motivated to take charge of their own learning.

The country's vision on promoting learning and training for all should be enshrined in Goal 6 – to improve every aspect of the quality and relevance of education and training and ensuring excellence so that recognized and measureable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

3.47   Financing Post-Secondary Education

Figure 3.47-1: Government Expenditure on Post Secondary Education
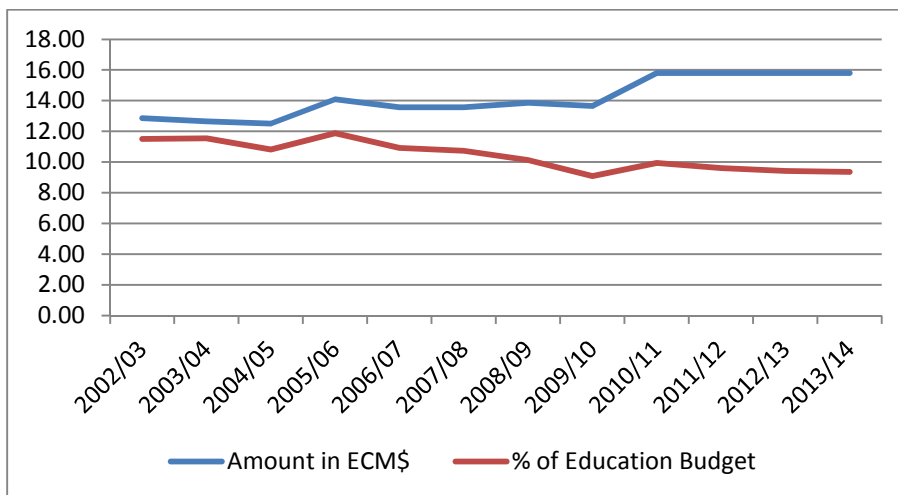
The Government of St. Lucia on an annual basis gives a subvention to the SALCC to assist in meeting its recurrent costs. The amount has increased from about 12ECM$ in 2002/03 to about

16MEC$ in 2010 and remained at that amount. Although the amount has increased, the percentage share of Education's budget has decreased from 11% to 9% during that same period (Figure 3.47-1).

Most of the Government's allocation to SALCC is spent on paying salaries. In 2012/13, 93% of the amount given was spent on paying salaries to teaching and non-teaching staff. The College has thus debated over increasing student fees to assist in meeting its other expenses. The fees paid by students' amount to about 15% of the total income of the College. The Government has mandated the College to review its fees and become more sustainable as it moves towards University College status in the near future.

3.48   Challenges

1. One of the major challenges to meeting the learning needs of youth and adults is the cost of pursing post secondary/tertiary education. Usually the cost is bore totally by the student unless he/she obtains a scholarship or grant. Post secondary, non tertiary education (i.e. most of the programmes at the SALCC) is less expensive than tertiary (university degree) education. Hence only a small percentage of graduates from the SALCC can afford to continue their education. In addition, females continue to dominate males in accessing Post Secondary and Tertiary education.

2. One of the challenges still facing TVET and the training of youth and adults is the absence of written policies. Although in the absence of such documents there exists guidelines governing adult education programmes, it is not sufficient in light of the changing learning needs of individuals. In responding to the changing learning needs there must be some consideration to the needs of industry, which requires some degree of Labour Market research. One typical example is the rapid change in the ICT landscape, thereby forcing the rapid response in the content and design of training programmes.

3. Another challenge is the effect of the downturn in the global economy especially in the construction sector. This has shrunk job openings and thus affected the job placement component of the various training earlier discussed, leading to increased unemployment.

4. The mismatch between qualifications for job requirements and qualifications for job seekers continues to be a challenge. It is hoped that the results of the 2012 Labour Market Needs Survey can be used by all involved to create a more balanced match.

5. Lack of soft skills by employees - One of the major complaints received constantly from employers is employees' lack of soft skills such as customer service. As part of the Labour Market Needs survey new employees from secondary schools, SALCC and NSDC were rated by employers to determine their level of satisfaction with the workers. According to the results, 80% of new employees from SALCC were rated as good or excellent compared to 64% from secondary schools and 39% from NSDC. Some of the deficiencies identified by employers were:

a. Poor work ethic (32%)
b. Lack of punctuality (26%)
c. Poor communication skills (25.2%)
d. Poor customer relations skills (18.6%)
e. Poor decision making ability (16.1%)

In addressing the learning needs of the youth and adults these skills must be taken into consideration by the learning institutions and providers.

3.5   Improving Adult Literacy Level

EFA Goal 4: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

The Ministry of Education, cognizant of the need to eradicate illiteracy on the island and to empower adults for greater participation and involvement in society, established a formal unit to coordinate adult and continuing education in St. Lucia in 1984. The unit established a number of adult learning centres across the island with a focus on teaching basic literacy and numeracy skills. In September 2000 there existed 19 such centres with a total enrolment of 729 adult learners and 80 facilitators.

3.51   Policy Environment for Adult Literacy and Continuing Basic Education

A number of limitations of that programme, including high dropout rates, no accredited certification and frustration with the methodology, coupled by the challenges of the new millennium facing St. Lucia, led to the rethinking and re-structuring of the adult education programme. The new programme which was established after CONFINTEA V in October 2001 was focused on learning as indicated by The UNESCO Commission on Education for the 21st Century. The Commission concluded that the challenge for education was to re-focus on learning and the main goals were:

• Learning to know
• Learning to do
• Learning to live together
• Learning to be

This meant a radical shift away from basic literacy and numeracy skills to an emphasis on self-directed learning. Consequently, technical, academic and enrichment courses were incorporated into the Adult Education Programme and was renamed, The National Enrichment and Learning Programme (NELP). The programme is coordinated by the National Enrichment and Learning Unit (NELU) and is the only formal coordinating unit of adult literacy in St. Lucia. This unit works collaboratively with the public and private sectors. For example, during the period 2011-2012 NELU collaborated with the Ministry of Social Transformation, Youth and Sports and The St. Lucia Social Development Fund (SSDF) to implement the SFA 2006 Project. The project entailed the provision of technical education to persons in sixteen of the poorest communities on the

island. Six hundred and eighty two persons (437 females and 243 males) from the communities of Anse La Raye, Canaries, Choiseul, Dennery, Ti Rocher, Micoud and Sourfriere successfully completed technical courses at the basic level.

Formal national policies for the delivery and articulation of adult education were expressed by way of pronouncements in Parliament. The policy framework guiding the NELP is a concept paper prepared in 1999 by the former Permanent Secretary in the Ministry of Education, Dr. Didacus Jules in collaboration with the then Adult Education Unit and presented in Parliament in 2001. According to the concept paper, "The adult education program should become the single focal point of public education and sensitization and – by the authority of the Cabinet of Ministers – all ministries and para-statal bodies seeking to undertake any kind of public education or sensitization program should be required to offer such programs under the auspices of the National program" (Ministry of Education, Human Resource Development, Youth and Sports, pg. 17-18). This however, does not refer to post secondary/tertiary level programmes offered by the SALCC.

3.52   National Enrichment and Learning Programme

The NELP began in 2001 with a reduction in the number of centres, from 19 to 8 in 2002, but with an increase in the number learners by almost 104% (see Table 3.52-1). This influx was partly due to the courses being offered for free. Although the pilot phase of the NELP ended in 2002/03 and a small fee was attached to all the courses except the basic literacy and numeracy, the number of centres increased; the numbers fluctuated in the initial years but have since doubled. These centres are located around the island but mainly in the rural communities of need.

Table 3.52-1: Enrolment by Gender and Number of NELP Centres

Year	Number of Centres	Number of Learners	% Females
2000/01	19	729	69
2001/02	8	1490	85
2002/03	11	1506	76
2003/04	16	1991	80
2004/05	15	1413	81
2005/06	15	1361	79
2006/07	13	1395	77
2007/08	13	1134	77
2008/09	11	989	74
2009/10	13	1598	77
2010/11	13	1250	78
2011/12	16	1616	73
2012/13	16	1425	72

As shown in Table 3.52-2, almost three quarters of those enrolled are usually females. One concern is the low male participation in both the academic and technical courses.

Table 3.52-2: Enrolment of Learners by Programme and Gender, 2012/13

Programme	Male	Female	Total	% Male
Basic Literacy Level 1	61	79	140	44
Basic Literacy Level 2	35	75	110	32
Basic Literacy Level 3	33	150	183	18
Basic Literacy Level 4	13	74	87	15
Pre CXC English	15	30	45	33
Pre CXC Mathematics	16	53	69	23
CXC Mathematics	127	221	348	36
CXC English	61	80	141	43
Cake Decorating (b)	3	34	37	8
Cake Decorating (int)	0	39	39	0
Information Technology (b)	3	18	21	14
Information Technology (int)	1	11	12	8
Garment Construction (b)	1	27	28	4
Garment Construction(adv)	0	9	9	0
Electrical Installation (b)	15	7	22	68
Pastry Making (b)	0	23	23	0
Tiling	9	6	15	60
Plumbing (b)	1	16	17	6
Art of Housekeeping	0	17	17	0
Elderly Care	1	29	30	3
Child Care	0	14	14	0
Flower Arranging (b)	0	13	13	0
Flower Arranging (int)	0	5	5	0
Total	**395**	**1030**	**1425**	**28**

Int-intermediate   b – basic   adv - advanced

Learners are not only offered Basic Literacy classes where they learn to read and write but in addition they can enrol in a certified skill programme. In addition, the more advanced learners or persons who never completed basic education can get a chance to be enrolled in either Mathematics or English Language classes at the Pre-CXC or CXC level. The programme is run in two phases. Table 3.52-3 displays the graduates by gender for Phase 1 September 2012 to January 2013.

Table 3.52-3 Graduates from Phase 1 by Gender From NELP

| Year	Total Graduates	Male Graduates	Female Graduates	% Female Graduates
2002/03	411	91	320	78
2003/04	785	188	597	76
2004/05	316	48	268	85
2005/06	286	40	246	86
2006/07	302	53	249	82
2007/08	264	97	167	63
2008/09	371	84	287	77
2009/10	674	102	572	85
2010/11	774	189	585	76
2011/12	924	269	655	71
2012/13	498	129	369	74

Note: The programme is run in two phases. The graduates only represent Phase 1

About 70-86% of graduates on an annual basis are females. The Unit needs to do more to attract male learners. Table 3.52-4 provides a breakdown of the programmes that learners graduated from in 2012/13. Males only dominated the Electrical Installation programme.

Table 3.52-4: Graduates in 2012/13 by Gender and Programme

Programme	Male	Female	Total	% Males
Cake Decorating (b)	0	23	23	0
Cake Decorating (Int)	0	12	12	0
Pastry Making	0	11	11	0
Information Technology (b)	1	10	11	9
Garment Construction (Basic)	0	14	14	0
Flower Arranging & Decorating (b)	0	10	10	0
Flower Arranging & Decorating (Int)	0	5	5	0
Elder Care	1	13	14	7
CXC English	31	35	66	47
CXC Maths	58	111	169	34
Pre CXC Maths	4	11	15	27
Pre CXC Eng	3	9	12	25
Basic Numeracy & Literacy	24	68	92	26
Plumbing	1	16	17	6
Electrical Installation (basic)	6	4	10	60
Art of Housekeeping	0	17	17	0
Total	**129**	**369**	**498**	**26**

Figure3.52-1: Number of Facilitators by Gender at NELP
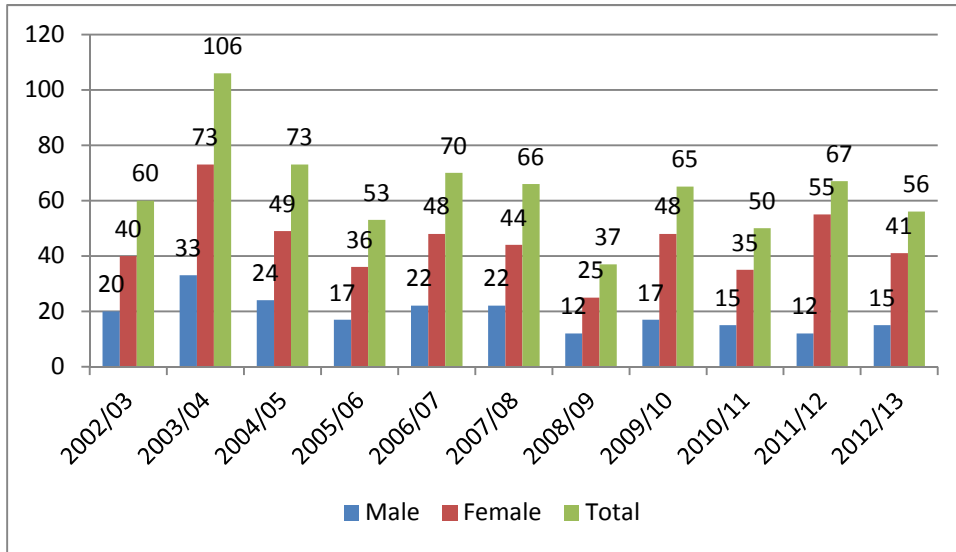
Most of the facilitators of the NELP, especially for the basic literacy and CXC courses, are teachers from the primary and secondary schools on the island. Facilitators of the skills courses are usually a mixture of teachers and other skilled personnel from the public and private sector. NELP classes are held during the evening to allow these facilitators to participate. A small stipend is paid to them. Over the past years, the number of facilitators has fluctuated with the largest number of 106 in 2003/04 and the smallest number of 37 in 2008/09. This is dependent on the NELP's budget which directly impacts on the number of courses which are offered for the year. Like at all other levels of education, there are more female facilitators than males. The number of female facilitators has always been more than twice the number of males.

3.53   Status of Adult Illiteracy in St. Lucia

It has been difficult to measure the impact of the literacy and enrichment programmes due to the absence of a literacy survey for over two decades. In its absence, another indicator can be used, that is, "highest level of formal education", as obtained from the National Population and Housing Census. From the results of the 2010 National Census only 9.2% of males and 8.6% of females indicated that they had no formal education (see Figure 3.53-1). In addition, 1.3% males and 1.2% females had their highest level of education as Day Care/Nursery and 8.2% males and 7.7% females had their highest level of education as Pre-School. Based on this data it is clear that a total of 18.7% males and 17.5% females with their highest level of formal education as below Infant/Primary. Therefore, on that basis, it is estimated that 81.3% of all males and 82.5% of all females in St. Lucia have attained at least a Primary school education. The highest level of education attained was not available age group, thus the adult proportion could not be determined.

Figure 3.53-1 shows that there is a higher percentage of males with their highest level of education as below lower secondary, whilst there are more females for lower secondary and above.

Figure 3.53-1: Percentage of Population by Highest Level of Education and Gender
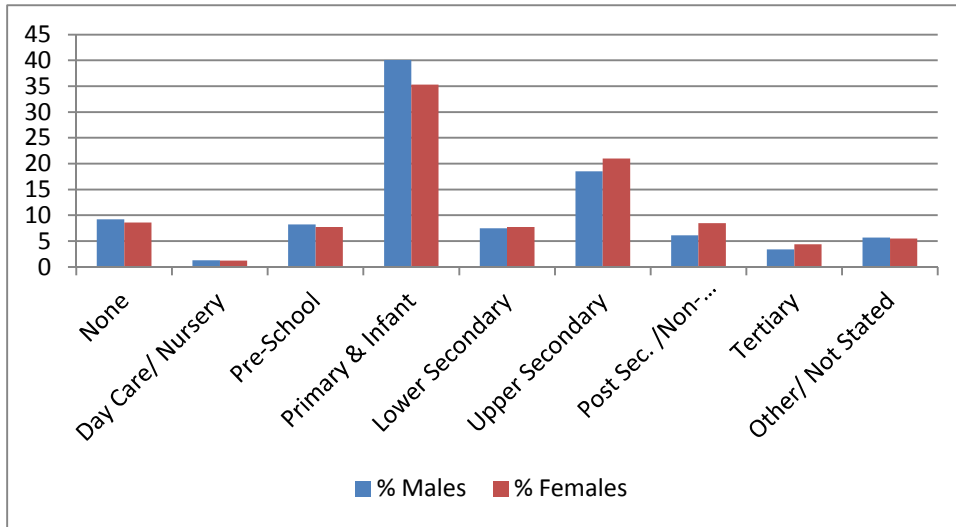
In comparing this indicator over the two census years 2001 and 2010 for the total population, we see that there has definitely been an improvement in the levels of attainment (Figure 5.53-2). The percentage of the population whose highest level of education is 'none' declined from 11.4% to 8.9%. The other level which declined was Infant/Primary. It should be noted that during both census years, St. Lucia had already attained Universal Primary Education. Therefore, one may attribute this decline to more persons attaining higher levels of education. This is reflected in the increase in the other levels; secondary, post-secondary/Non-Tertiary and Tertiary.

Figure 5.53-2: Percentage of Population by Highest level of Formal Education, 2001 and 2010
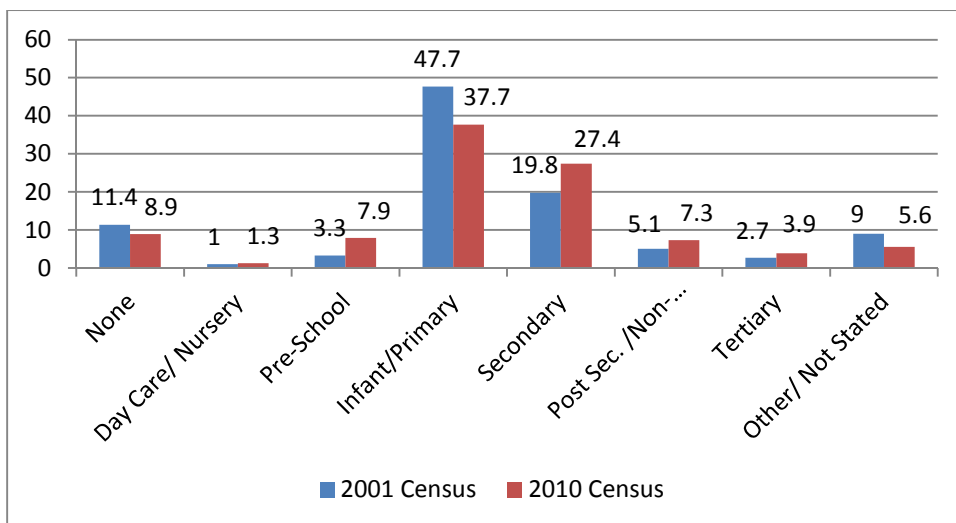
By comparing the highest level of certificate obtained by the population over the two census years, 2001 and 2010, we can say that there has been a marked improvement in educational attainment and literacy levels in every community since 2000 (see Table 3.53-5).

Table 3.53-5: Percentage of Population by Major Community and Highest Certificate

Highest Certificate	Census Year	Castries City	Castries sub-urban	Castries rural	Anse La Raye	Canaries	Soufriere	Choiseul	Laborie	Vieux-Fort	Micoud	Dennery	Gros Islet
School Leaving Certificate (Primary)	2001	11.7	10.1	10.6	6.5	4.8	13.6	8.7	12.5	14.7	10.8	7.5	10.5
School Leaving Certificate (Primary)	2010	3.7	2.4	1.6	1.2	0.6	2.2	0.8	2.2	2.6	1.1	2.5	2.2
None	2001	60.6	57.8	67.3	80.4	83	68.8	77	70.7	64.7	72.4	78.9	54
None	2010	49.3	53.5	57.9	73.3	77.7	67.6	72.3	69.7	64.6	67.5	70.2	49.1
GCE or CXC O'Levels (Secondary)	2001	11	11.2	7.8	5.3	4.4	7.2	6.1	6.8	8.9	8.3	4.7	11.2
GCE or CXC O'Levels (Secondary)	2010	17.7	18.7	15.9	10.9	10.1	14.2	14.3	13.9	14.5	14.6	13.2	16.6

The percentage of persons with no certificates, represent persons who either dropped out of school and did not continue any other educational programmes or those who never attended school. This percentage is higher in the rural communities of Canaries and Anse La Raye than in the city or major towns of Castries, Gros Islet and Vieux-Fort. Regardless, there has been a decrease over the two census years in the percentage of persons with certificates, with the largest decrease from the Castries City (11.3%), Castries rural (9.4%), Dennery (8.7%) and Anse La Raye (7.1%). The communities with the smallest decline were Vieux-Fort (0.1%), Laborie (1%) and Soufriere (1.2%).

With an increase in the number of secondary school spaces over the years, the percentage of the population which had Primary Education as their highest level, have reduced in every community since the 2001 census. Table 3.53-5 shows the largest decline is from the communities of Vieux-Fort (12.1%), Soufriere (11.45), Laborie (10.3%), Micoud (9.7%) and Castries rural (9%). The communities with the smallest decline are Canaries (4.2%), Dennery (5%) and Anse La Raye (5.3%).

In addition, there has been an increase in the percentage of the population with their highest level of certificate as GCE or CXC O' Levels in every community. The highest percentage increase is from Dennery (8.5%), Choiseul (8.25), Castries Rural (8.1%) and Castries sub-urban (7.5%) whilst the smallest increase is from Gros Islet (5.4%), Anse La Raye (5.6%), Vieux-Fort (5.6%) and Canaries (5.7%).These increases can be attributed to the increase in secondary enrolment due to the implementation of universal access to quality secondary education in 2006 as well as the

increase in alternate pathways to basic education and the addition of enrichment programmes to NELP.

Although we cannot measure whether we have achieved a 50% improvement in the levels of adult literacy, we can measure the improvement in levels of attainment. Using Figure 3.53-2 it can be seen that there has been an increase of 38% in the percentage of the population with secondary education as the highest formal level. There has also been an increase of 43% for Post-Secondary/Non-Tertiary and 44% for Tertiary. When this increase is compared against the percentage obtaining certificates by community we notice a vast difference. For example, the percentage increase in the population obtaining GCE/CXC O' Levels (Secondary level) is over 60% in all but one community where it is 48%. This larger percentage reflects the fact that many persons may not have attended formal secondary education but have written GCE/CXC O' Levels through the informal system or privately.

In 2012, a Multiple Indicator Cluster Survey was conducted and one of the indicators measured was the literacy level of young adults 15-24 years. This survey was done by assessing the ability of the respondent to read a short simple statement or based on school attendance. According to the results, the literacy level for women aged 15-24 years is 99%. That means almost all young women aged 15-24 years are literate. Further, the survey showed that literacy status does not vary significantly among the various levels of disaggregation as shown in Table 3.53-6.

Table 3.53-6: Literacy Rate for Female Adults 15-24 by Various Levels of Disaggregation

Levels of Disaggregation		Percentage
Area	Urban	99.1
	Rural	99.4
Education	Secondary	100
Age	15-19	99.1
	20-24	99.7
Wealth Index	Poorest 40%	98.7
	Richest 60%	99.7
Ethnicity of Household Head	African Descent	99.4
	Other Ethnicity	99
Total		**99.3**

Literacy levels for young female adults 15-24 years do not vary by geographic location, education, age, wealth index or ethnicity of household head.

3.54   Financing Adult Literacy and Continuing Education

Although one of the priorities of the 2009-2014 Education Sector Plan is to eradicate illiteracy and sustain functional levels of literacy, the recurrent budget for NELP does not reflect this. The budget for NELP has declined from ECM$0.86 in 2002/03 to ECM$0.62 in 2008/09 and then increased again to ECM$0.8 in 2013/14 (see Figure 5.54-1). The amount as a percentage of Education's recurrent expenditure has declined from 0.77% in 2002/03 to 0.47% in 2013/14.

Figure 5.54-1: Recurrent Expenditure for NELP
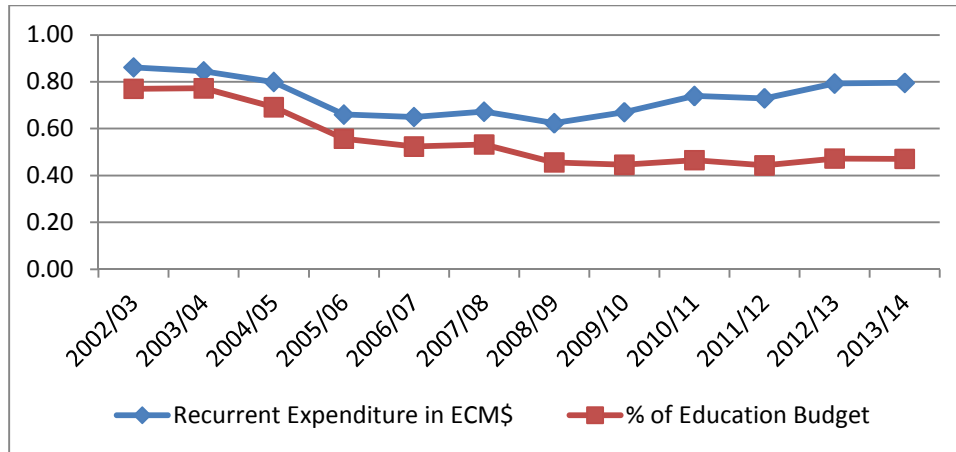
3.55   Family Learning Programme (FLP)

The idea of a Caribbean version of family literacy to extend the goals of the Roving Care-Givers Programme was suggested as the Caribbean Child Support Institute (CCSI) moved into the planning of the second phase of the RCP (2007-2011). It is believed that a Family Learning Programme would support the goals and objectives of CCSI and could be linked to matters of child rearing and family support in both home and community context. This phase of the project was expected to focus on promoting and stimulating interactive parenting styles in four Eastern Caribbean countries with the longer-term aim of helping young children reach their developmental potential.

In 2006, a feasibility assessment was undertaken with the view to identifying the potential, scope and capacity that exist in the four countries where the RCP is now in progress for the introduction of the FLP. Subsequent to this assessment, it was agreed that CCSI should support the start up and piloting of two stand-alone FLPs as well as family learning extensions, to RCP in the four pilot countries. Consequently, St. Lucia was chosen as one of the countries best suited for the implementation of FLP.

In selecting an area to pilot test the FLP, an area which did not host the RCP was deemed best suited as this would allow for a better assessment of the programme's impact on the

community. Thus the community of Babonneau was chosen and the programme was launched in January 2008 and funded by CCSI. The pilot involved 30 families with children 0-5 years taht was not attending ECCE. The FLP was an extension of the NELP which already focused on family literacy.

The overall goal of the programme was to enhance the literacy skills of both the children and the adults through a home and community based family programme. The pilot phase of the FLP came to an end in 2010 but the programme could not be continued by the Government due to lack to funds.

3.56   Challenges

Some of the main challenges faced in improving adult literacy are:

1. The absence of finances to conduct a national literacy survey to assess the levels of illiteracy in the island.
2. Lack of finances to implement more programmes to reach adults who are unable to physically attend NELP classes.
3. The absence of clear national guidelines and policies to address illiteracy.
4. Insufficient finances to introduce and sustain the courses that are demanded by the populace.

3.6   Gender Parity and Equality in Education

EFA Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Cognizant of the need to provide equality in education regardless of gender, race or socio-economic status, the Ministry of Education in 2000 made its mission clear in the 2000-2005 Education Sector Development Plan as: "*To ensure equity of access, increased opportunity and quality services in the areas of Education, Human Resource Development, Youth and Sports for the continuous development of the people of St. Lucia*"

One of the major accomplishments of this Sector Plan towards the provision of equal opportunities for all was the provision of universal access to secondary education. Prior to 2006, a larger percentage of girls gained entrance into secondary schools due their higher performances at the Common Entrance Examinations. As a result fewer boys were enrolled at Secondary schools. This is evident in Table 3.6-2 and Figures 3.6-3 and 3.6-4 below.

In spite of the change in Government in 2006, the Ministry of Education continued its thrust towards ensuring equal opportunities for all. One of the principle values guiding the implementation of the 2009-2014 Education Sector Plan was the provision of "*equal opportunity*

for all learners and access to education opportunity through early childhood, primary, secondary, tertiary, skill and technical centres and continuing education". Since physical spaces had already been provided, the Ministry of Education sought to increase the provision of support services to ensure that all students were able to make maximum use of the opportunities created for them. Support services such as the Transportation Subsidy Programme were implemented, as discussed earlier in the Secondary Section.

Additionally, the promotion of gender equality is also taken up by the department of Gender Relations in the Ministry of Health, Wellness, Human Services and Gender Relations. The mission of the Gender Relations Department is:

"To create an environment to redress gender imbalances through policies and programmes geared towards maximizing women participation in, and benefits from national socio-economic development initiatives and improve the relationship between women and men: the goal of which to enhance the quality of women's lives and to allow both women and men to achieve their full potential."

3.61   Female Student Enrolment

It is worth looking at the percentage of the population that are females by the various school age groups before considering the percentage of female students enrolled at the various levels of education. Table 3.6-1 shows that there has been and is almost a 1:1 ratio of males to females in the population for every school age group. Hence for education levels where there is full access, we hope to see a similar 1:1 enrolment ratio.

Table 3.6-1: Percentage of Female Population by School Going Age Group

	% Female Population by School Going Age Group			
Year	Day Cares (0 - 2)	Pre-school (3 - 4)	Primary (5 - 11)	Secondary (12 - 16)
2001/02		50	50	51
2002/03		50	50	50
2003/04	51	50	50	50
2004/05	51	50	50	50
2005/06	50	51	50	50
2006/07	49	51	50	50
2007/08	48	51	53	50
2008/09	48	50	51	50
2009/10	47	49	50	50
2010/11	49	50	50	49
2011/12	49	49	49	49
2012/13	50	50	49	49

Source: Government Statistics Department

Table 3.6-2 shows that generally there is a 1:1 ratio of male to female enrolment at the various levels of education. Although at the early childhood level, female enrolment seems slightly higher, it is the reverse at the Primary level. The percentage of males at the secondary level has increased since the advent of USE and from 2009 has become on par with the percentage of females.

Table 3.6-2: Percentage of Female School Enrolment by Education Level

Year	% Female School Enrolment			
	Day Cares	Pre-school	Primary	Secondary
2001/02	50	49	48	57
2002/03	50	51	47	57
2003/04	51	52	47	56
2004/05	52	53	47	55
2005/06	50	50	48	55
2006/07	50	50	49	53
2007/08	48	50	49	51
2008/09	48	50	49	51
2009/10	49	48	49	50
2010/11	49	49	49	50
2011/12	51	50	49	50
2012/13	52	51	48	50

Figures 3.6-1 shows that the GER is almost the same for both boys and girls at the Day Care Services. However for the more recent years it is slightly higher for females by 1-2 percentage points. Figure 3.6-2 shows that the GER for females attending pre-schools has generally been slightly lower than that of males by 1-3 percentage points.
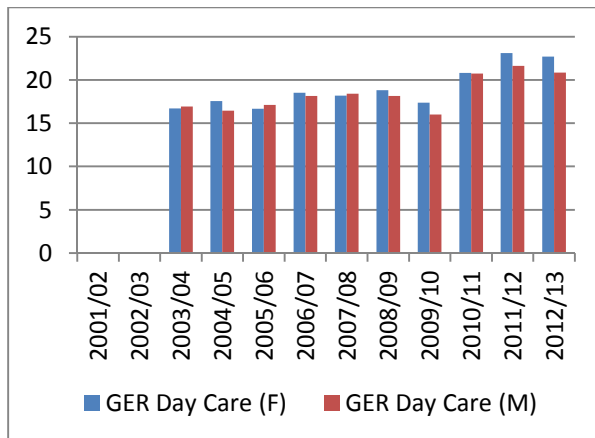
Figure 3.6-1: GER by Gender in Day Cares

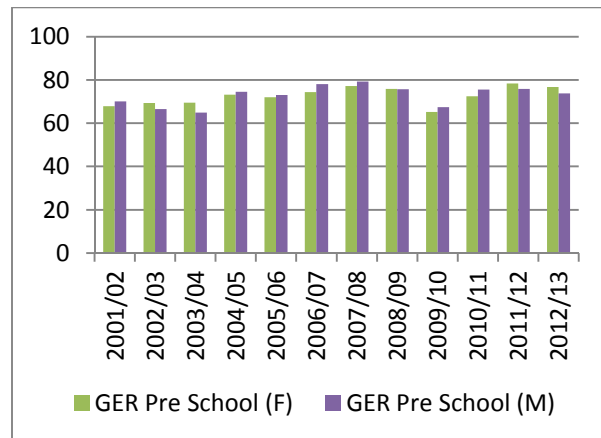Figure 3.6-2: GER by Gender in Pre Schools

Figure 3.6-3 shows that before USE there were more male students at the primary level since those who did not transit to the secondary level would continue the primary level but at the senior primary grades. Gradually with USE, all males and all females now have access to secondary education. Therefore, the GER for male and female became the same as shown in the graph. A similar scenario holds for the secondary level where the GER was higher for females; however, with USE the two became similar.
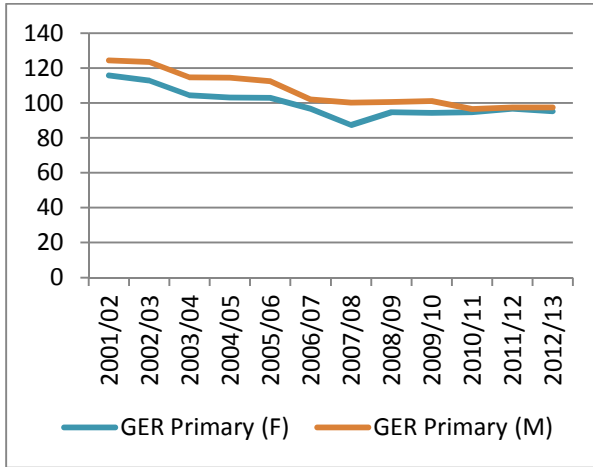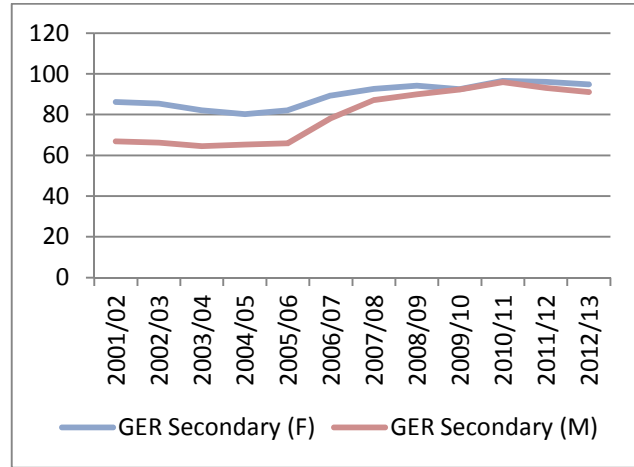
Figure 3.6-3: GER by Gender at Primary   Figure 3.6-4: GER by Gender at Secondary

For St. Lucia and maybe for other Caribbean islands, the problem is not so much females not having access to basic education; the problem is the under-performance of boys relative to the girls. This can be seen clearly from the section on "Meeting the Learning Needs of Youth and Adults". The highest enrolment at the post-secondary institutions is females. This is also the case with Adult literacy and continuing education, Private Universities, UWI Open Campus and NSDC. Most of the learners are females.

The problem is further highlighted when we consider dropouts and repeaters from basic education. The male dropout rates at both primary and secondary levels are higher than females (see Figures 3.34-8 and Figure 3.34-3). Additionally, the male repetition rate is higher at the Primary Level (see Figure 3.34-4). We need to do more to cater to the learning needs of male students in St. Lucia and also to get more male students to pursue post-secondary and continuing education.

The attendance rate for male students is also slightly lower than their female counterparts at both the primary and secondary levels as can be seen in the Table 3.6-3, although the difference is not much.

Table 3.6-3: Student Attendance Rate by Gender at Primary and Secondary Schools

	Primary		Secondary	
	Male	Female	Male	Female
2008/09	86	87	83	84
2009/10	86	87	83	85
2010/11	86	88	82	84

An estimated gross completion rate is calculated for the Primary level only taking into consideration dropouts (Tables 3.6-4 and 3.65). The over 100% rate could be as a result of transfers into the Primary schools from overseas.

Table 3.6-4: Estimated Male Completion Rate at Primary

Year	Infants (Males)			Primary (Males)				Completion Rate
	K	1	2	3	4	5	6	
1999/00	1967	1808	1904	1839	1715	1828	1787	
2000/01	1905	1894	1837	1879	1780	1778	1992	
2001/02	1707	1801	1891	1819	1846	1760	1919	
2002/03	1774	1631	1763	1869	1743	1827	1998	
2003/04	1643	1658	1584	1733	1848	1769	1947	
2004/05	1617	1532	1649	1569	1720	1788	1846	
2005/06	1519	1507	1522	1598	1514	1732	1834	93
2006/07	1539	1435	1457	1467	1575	1513	1961	103
2007/08	1444	1374	1377	1436	1448	1546	1630	95
2008/09	1378	1326	1326	1363	1405	1410	1625	92
2009/10	1430	1256	1333	1308	1329	1390	1483	90
2010/11	1277	1295	1199	1340	1261	1349	1427	88
2011/12	1289	1185	1262	1172	1316	1231	1377	91
2012/13	1276	1188	1167	1236	1134	1338	1301	85

Male completion rates have been lower than female completion rates, especially for the last four years.

Table 3.6-5: Estimated Female Completion Rate at Primary

Year	Infants (Females)			Primary (Females)				Completion Rate
	K	1	2	3	4	5	6	
1999/00	1816	1711	1747	1802	1800	1854	1769	
2000/01	1714	1757	1719	1728	1787	1829	1882	
2001/02	1692	1680	1707	1705	1716	1765	1946	
2002/03	1621	1643	1625	1707	1641	1687	1865	
2003/04	1492	1578	1597	1600	1672	1638	1824	
2004/05	1548	1415	1524	1600	1593	1652	1712	
2005/06	1516	1475	1408	1478	1517	1574	1754	**97**
2006/07	1419	1455	1442	1355	1487	1514	1710	**100**
2007/08	1272	1378	1432	1417	1353	1451	1606	**95**
2008/09	1251	1227	1331	1419	1401	1364	1461	**90**
2009/10	1220	1166	1205	1301	1397	1409	1367	**92**
2010/11	1232	1160	1179	1215	1282	1376	1390	**90**
2011/12	1161	1117	1133	1153	1205	1258	1417	**93**
2012/13	1153	1072	1101	1126	1147	1208	1317	**93**

The Division of Gender Relations promotes programmes to empower women but very little is done for the men. For example, empowerment programmes are held for women to encourage them to take advantage of the opportunities that exist and create their own opportunities to improve their circumstances. In addition, there is annual Jump Start Mentoring Programme which began in 2011 for girls of ages 13-18 years old. Partners such as the Division of Gender Relations need to implement programmes for young men as well. We do not want to promote the empowerment of women at the expense of the men.

Over the years the terminology used in the texts produced locally by the Curriculum and Materials Development Unit (CAMDU) for use within the schools has changed to reflect a greater degree of gender sensitivity. Roles of the characters in the texts have also been changed to minimize stereotyping. This is particularly useful at the primary school level as this provides an opportunity for the students to be introduced to roles that break gender stereotypes and combat discrimination against both sexes from an early age.

The Ministry of Education also took an initiative in 2011 to encourage boys at the primary school level to read more by purchasing reading books with characters and themes that attract them. Whilst girls will read everything, boys tend to read only those materials that interest them. The problem of girls out performing boys in country may have its roots from a very early age. According to the 2012 MICs Survey, it was found that 96% of girls 36-59 months were engaged in four or more activities with an adult household member compared to 89% for boys. The survey also revealed that more girls are exposed to books whilst more boys are exposed to play things at an earlier age (under 5yrs).

Whilst girls outperform boys, data from the CWIQ survey has shown that in the rural areas in St. Lucia, unemployment rates are higher for women than men. According to the 2005 survey, although 52% of both sexes are economically active, 25% of unemployment rate are women compared to 14% for men. Among the youth 15-29 years this rate jumps to 38% women and 26% for men.

3.62   Staffing by Gender

All Care Givers at the ECCE centres are females. As seen earlier in Section 3.2 and in Figure 3.6-6, over 80% of all Primary school teachers are females. We can ask the question: Are all female teachers catering to the learning needs of male students? This could possibly be one of many factors contributing to the female students performing better than male students.

Figure 3.6-5: % Trained Teachers at Primary   Figure 3.6-6: Staffing at Primary by Gender
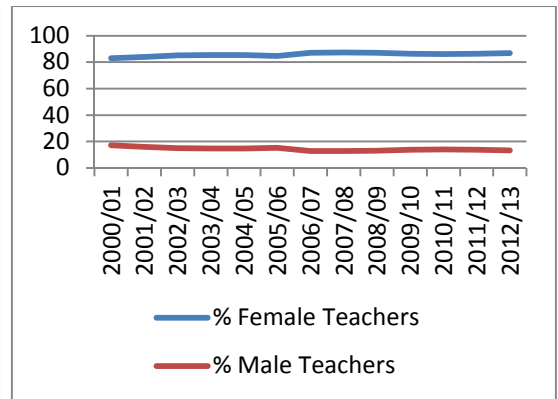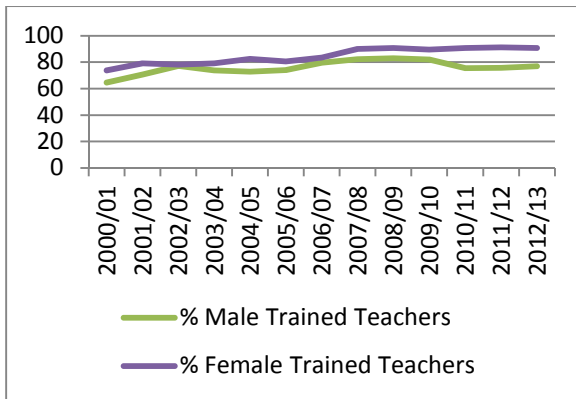
With so few male teachers, one would expect that they are all trained. However, there is also a higher percentage of female trained teachers than male trained (Figure 3.6-5). The teaching profession definitely needs to attract more male teachers. With such a large number of female teachers, students may from early, see teaching as a female profession.

A similar scenario exists at the secondary level, where 60-70% of all secondary school teachers are females (Figure 3.6-7). In addition when we look at the male trained versus female trained, the percentage of female trained is much larger (Figure 3.6-8). The same applies to graduate female teachers; the percentage is much larger than male graduate teachers (Figure 3.6-9). This illustrates the point earlier mentioned that more females are pursuing higher education than males.

Figure 3.6-7: Staffing by Gender at Secondary Level
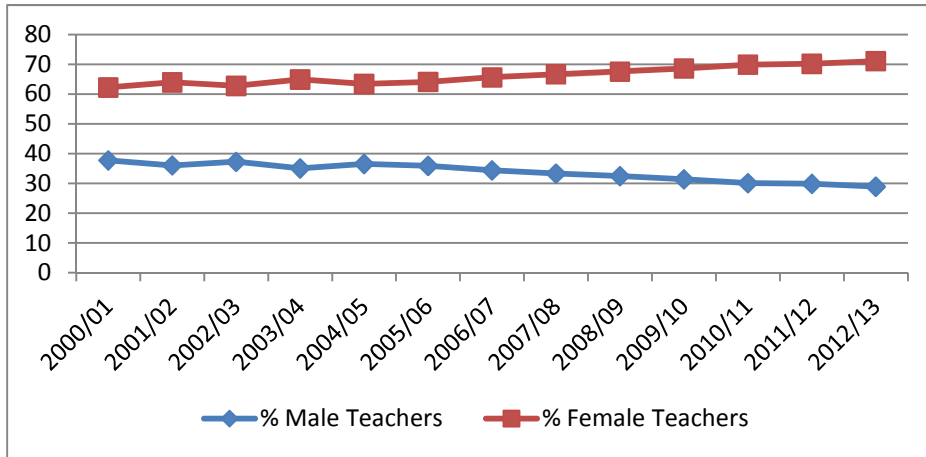
Figure 3.6-8: % Trained Teachers by Gender at Sec.
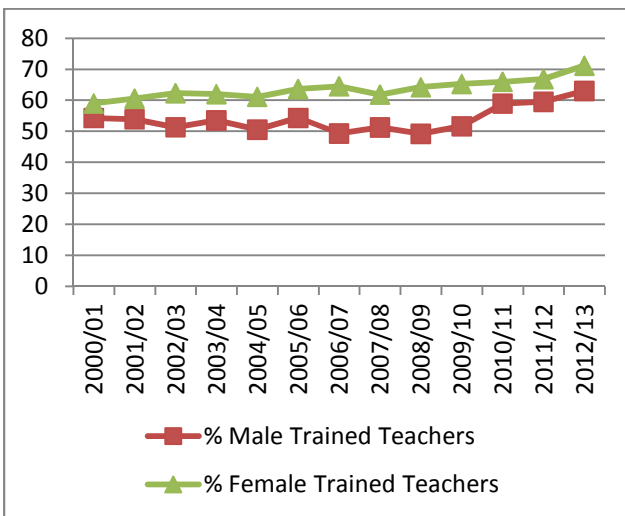
Figure 3.6-9: % Graduate Teachers by Gender
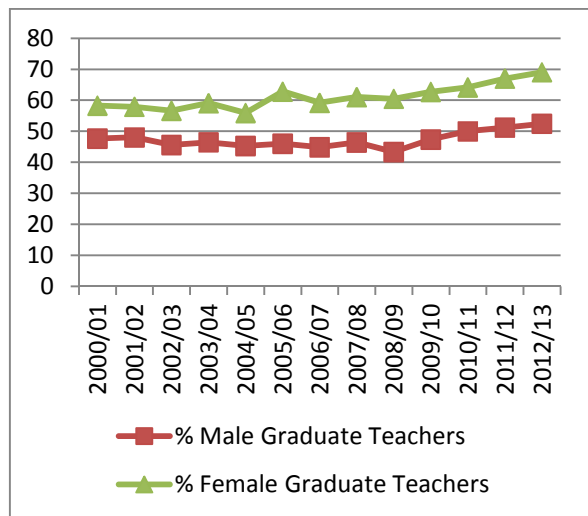
Teachers are not the only school staff dominated by females. The leadership of the schools are also dominated by females. Data from 2000 show that there has been more female Principals than males both the primary and secondary levels. Currently, in 2014, there are only 12 male Principals at public Primary schools and 63 females. At the secondary level there are 10 male Principals and 14 females. There are also more Female Education Officers; 5 females and 3 males. The management of the school system seems to be dominated by females. We can say though, that we have a male Chief Education Officer, although his last two predecessors were both females.

3.63   Challenges

Some of the remaining challenges regarding gender parity are:

1. Catering to the learning needs of male students
2. Getting our young males more involved in reading
3. Eliminating male and female dropout rates especially at the upper secondary level
4. Reducing deviant behaviour at school
5. Increasing student support programmes for children at risk
6. Attracting more male teachers in the school system
7. Encouraging more males to pursue higher education

3.7   Quality of Education

EFA Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The Education Act of 1999, which is the main legal document governing the education system in St. Lucia, outlines some of the goals and objectives of the education system as:

1. To encourage the development of basic knowledge and skills in all persons including:
    a. The skills of literacy, listening, speaking, reading, writing, numeracy, mathematics, analysis, problem solving, information processing and computing
    b. Critical and creative thinking skills for today's world
    c. An understanding of the role of science and technology in society together with scientific and technological skills.
2. To provide the opportunities to reach maximum potential
3. To develop an understanding of the principle of gender equality

Successive Education Sector Development Plans speak of providing quality education for all but none define what "quality" means. However, they speak of creating learners who are literate, numerate, computer literate and skilled in relevant disciplines to allow learners to function in the world of work and to access opportunities for life-long learning.

Therefore, quality education hinges not only on the performance of learners but also on the provision of resources (financial, physical, human, and instructional) as well as a relevant curriculum.

3.71   Financial Resources

The budget allocated to the Ministry of Education on an annual basis is never sufficient to implement all its programmes and projects. The percentage of Education's recurrent expenditure as a percentage of total Government recurrent expenditure has decreased over the years from 24% in 2000 to 17% in 2012 (see Table 3.71-1). The percentage of GDP has fluctuated

but on an average it is 4.7%. Approximately 76% of Education's recurrent budget is spent on paying salaries and wages. Therefore, the 24% remainder is not sufficient to implement the Ministry's programmes. One of the cost-saving measures that the MOE has implemented is the amalgamation of Primary schools in close proximity with dwindling school populations.

Table 3.71-1: Education Recurrent Expenditure as a Percentage of GDP and Government
            Expenditure

Year	Education Expenditure as % of GDP	Education Expenditure as % of Government Expenditure
2000/01	4.9	24
2001/02	5.5	22
2002/03	5.6	23
2003/04	5.0	21
2004/05	4.9	21
2005/06	4.7	20
2006/07	4.4	18
2007/08	4.2	19
2008/09	4.3	18
2009/10	4.7	18
2010/11	4.6	18
2011/12	4.6	18
2012/13	4.7	17

Due to the lack of financial resources, successive Governments usually seek financial aid from various donors and funding agencies for education development. During the period 2000-2014, four main projects were funded by donor funds namely, (1) The Economic Reconstruction Project (ERP), (2) The OECS Education Development Project (OEDP), (3) The Basic Education Enhancement Project (BEEP) and (4) The EU Information Technology Project.

The OEDP was financed from a combination of a loan from the World Bank and a grant from DFID. Under this project, two new schools were built and one other rehabilitated to create USE, textbooks were purchased to begin the textbook rental programme, curricula were reviewed, an Education Management Information System was implemented in all Secondary Schools, and instructional materials and equipment and furniture were purchased for schools.

The ERP was financed by a loan from the Caribbean Development Bank (CDB) and this project mainly involved the rehabilitation of schools and procurement of furniture, equipment and instructional materials.

The BEEP was financed by a loan from the CDB and this project involved the rehabilitation of schools, training to teachers and principals and procurement of instructional materials, equipment and furniture.

The Education Enhancement through Information and Communication Technology Project (EEICTP) was funded by a grant from the European Union and this project involved the development of a national IT policy, the provision of computer labs to rural primary schools and the development of ICT centres in deprived communities.

In addition to these funding agencies, grants are also given for specific projects from donor agencies such as UNESCO, the European Union and others as earlier mentioned.

Additionally, various regional and international governments provide financial assistance to help the country in recovery efforts after natural disasters. Since the education system contains a dense network of school buildings, the Ministry of Education is usually one of the worst affected Ministry's after any natural disaster such as hurricanes or troughs.

3.72   The Physical Plant

The maintenance of the school plant has always been one of the major challenges of the Ministry of Education due to the lack of financial resources. The Plant and Equipment Unit which once resided with the Ministry of Education was moved to the Ministry of Infrastructure in 2011. However, the mandate of the unit remained the same which is to uphold the integrity of the school plant thereby, ensuring the safety and security of its inhabitants. Thus, that Ministry is responsible for all repairs and renovations pertaining to the school plant. Almost all schools on the island are properly fenced and all schools have Watchmen/Securities and Caretakers. All schools have access to pipe borne water in the toilets, and other required rooms in the school. In addition, all schools were supplied with water tanks which can store sufficient water to last 2-3 days in cases of emergency. All schools have separate male and female toilets for students as well as separate toilets for staff.

One of the main priorities of the 2009-2014 ESDP was to develop a Building Maintenance Policy and Plan for all educational facilities so as to establish a systematic programme of ongoing maintenance in schools. In 2014, the Education Facilities Maintenance Policy and Plan was completed and handed over to the Ministry of Infrastructure for adoption. The document not only provides clear guiding policies to school maintenance but also comprises of manuals on Custodial Care and Repairs and Renovation.

3.73   Instructional Materials and Textbooks

One of the strategies of the Ministry of Education has been to move away from a teacher-centred classroom to a more student-centred one. In addition, the Ministry also seeks to develop computer literacy in all students. As a result, the instructional materials provided under the various projects and by government reflect those goals. In the past, only secondary schools

had computer labs, currently, not only do all secondary schools have computer labs, but about 81% of primary schools on the island have computer labs as well. In addition, all secondary schools were given learning resource rooms equipped with interactive boards. Primary schools were equipped with listening centres, science kits, and other equipment to assist in creating their own learning materials such as laminating machines, book binding machines and die-cut machines with a wide variety of dies.

In 2012, the government instituted a policy of one-laptop per child at the secondary level. Every fourth form student on the island was given one laptop to be used as a learning tool and for research both in school and at home. This project is to continue in successive years.

Although Primary and Secondary education is said to be free, parents still have to pay facilities fees and purchase uniforms and textbooks for their children. Textbooks are generally very expensive since they are not produced in the country. At the Primary grades, the literacy and numeracy textbooks and workbooks written by St. Lucian teachers are produced by an international publisher. In addition the number of books required at the Primary level is mainly for Language Arts and Mathematics. At the secondary level, most schools offer about 11-13 subjects in Forms 1 and 2 and so students have to purchase at least one textbook per subject. However, in most schools, students begin to specialize from Form 3 and so they are allowed to choose a minimum of 7 or 8 subjects, for which they are required to purchase at least one textbook per subject.

The procurement of textbooks has been one of the challenges for the Ministry. Under the OEDP, in 2005/06, textbooks were procured for Forms 1, 2 and 3 as part of a Textbook Rental Programme. However, with the recent revision of textbooks, many of the books have changed and the OEDP Project has ended, therefore, the Ministry of Education has to purchase new books for the Textbook Rental Programme. Similarly, the MOE would need to purchase new books for the bursaries programme. With the change in textbooks, a large volume of new books have to be purchased.

The percentage of the recurrent budget spent on supplies and materials to schools is shown in Figure 3.73-1. In addition to instructional materials, this includes supplies such as cleaning agents for schools. The breakdown for only instructional materials is not available. However, if an average of about 2% is spent for both supplies and instructional materials, then this means that an even smaller % is spent on instructional materials to schools.

Figure 3.73-1: Percentage of Recurrent Education Expenditure on School Supplies and Materials
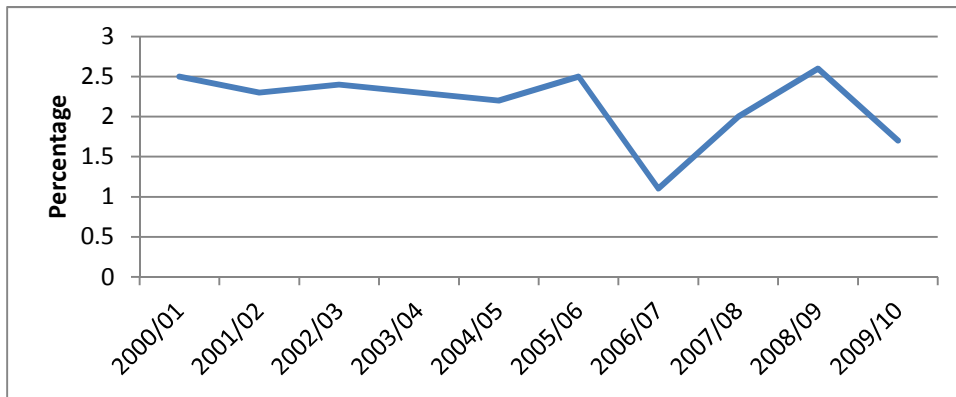
3.74   Human Resources

The Ministry of Education is cognizant of the fact that one of the ways to improve the quality of education in St. Lucia is to provide appropriate training to all teachers and principals.

Teacher Qualifications

For this purpose, the Ministry has minimum benchmark qualifications for teaching at the various levels of education. At the Early Childhood Education level, most of the care-givers do not have any formal training in Early Childhood Care. In 2012/13, 84% of care-givers had not received any substantial training. Hence one of the priorities for the ECCE policy is to establish minimum standards and regulations to address care-givers qualifications. To teach at the Infant/Primary level, a teacher required passes in at least five CSEC O' Levels including English Language and Mathematics. With the thrust of Science and Technology in the 2009-2014 ESDP, a teacher must have, in addition, a Science subject. This same is the minimum qualifications to teach at the Forms 1, 2 or 3 at the secondary level. However, to teach at the Forms 4 or 5 level, a teacher must have at least two A' Levels in the subjects which he/she will be teaching. In addition, to become a permanent teacher at a primary or secondary school, a teacher must have successfully completed a recognised course in teacher education and also maintain a performance score of at least 88% for two years in teaching. Usually, most teachers attend the Division of Teacher Education at the SALCC to pursue teacher training.

The percentage of trained teachers by gender and levels of education have been presented earlier. The high percentage of trained teachers at the primary level (91% Females and 77% Males) is evidence of the commitment of the Ministry of Education towards quality education. The SALCC in collaboration with the Ministry of Education has instituted a two year part time teacher training programme for secondary teachers. In addition they are now able to pursue training in education pedagogy via the UWI Open Campus. The percentage of graduate teachers at the secondary schools has also increased from 54% in 2000/01 to 64% in 2012/13. This

ensures that teachers have the content required to teach comfortably at the upper secondary grades.

Teacher Ongoing Professional Development

One of the priorities of the Ministry of Education is to provide ongoing professional development to Teachers and Principals. Due to the high cost of providing training, it is not always possible to provide training for all teachers. However, various areas of focus such as literacy, numeracy, guidance and counselling and information communications technology have received more focus in recent years. Table 3.74-1 provides a summary of some of the training provided by the Ministry of Education to teachers. During the period 2011-2013 the Ministry of Education provided a substantial amount of training to teachers through the BEEP where all primary and secondary schools on the island benefited. Every year, the Ministry also allocates two days in the first and second terms to allow schools to facilitate professional development activities for their staff.

Table 3.74-1: Teacher Ongoing Professional Development by MOE

Training Area	Year	No. Trained	School Level
Special Education	2004-2006	40	Primary/Secondary
Guidance & Counselling	2006-2008	25	Primary/Secondary
ICDL	2008	62	Secondary
Instructional Leadership (Principals & Teachers)	2011, 2012	210	Infant, Primary, Special Ed., Secondary
Teaching of Reading	2011, 2012, 2013	128	Infant/Primary/Special Ed.
Teaching Mathematics	2011, 2012, 2013	128	Infant/Primary/Special Ed.
Multi-Grade Teaching	2011- 2012	21	Infant/Primary
Differentiated Instruction and Assessment	2011, 2012, 2013	265	Infant, Primary, Secondary
ICT	2011, 2012	170	Infant, Primary, Special Ed., Secondary
Early Childhood Screening	2011, 2012	154	Infant
Human Exceptionalities	2013	80	Early Childhood Ed.
Secondary Mathematics	2011, 2012, 2013	69	Secondary
Secondary English	2011, 2012, 2013	60	Secondary
TVET	2011, 2012, 2013	56	Secondary
Physics	2011, 2012	23	Secondary
Chemistry	2011, 2012	31	Secondary
Science Methodology	2013	23	Secondary
Visual Arts (Painting)	2011, 2012	28	Secondary
Visual Arts (Craft)	2013	16	Secondary
Theatre Arts	2011, 2012, 2013	20	Secondary
Music	2011, 2012, 2013	17	Secondary

In addition to teachers, all Principals, Vice Principals and Senior Teachers received training in Instructional Leadership. Besides the Ministry of Education, the St. Lucia Teacher's Union provides ongoing professional development training to its members as well.

Pupil/Teacher Ratios

Child/Care Giver ratios have been very small (about 10) at the Early Childhood Education Level to allow for more individualized care and attention to the children. At the Special Education Level, the ratio is even smaller (5 or 6). The pupil enrolment at both primary and secondary levels has been on the decline over the years. Thus, the pupil/teacher ratio at both the primary and secondary levels have been reducing over the years, particularly in schools outside of the city, in spite of the Ministry's guiding policies of 1:25 at the Infant level, 1:30 at the Primary level and 1:20 at the Secondary level.

Table 3.74-2: Pupil/Teacher Ratios at Various Levels of Education

	Child Care Giver Ratio Day Cares)	Child Care Giver Ratio (Pre-Schools)	Pupil Teacher Ratio (Primary)	Special Education	Pupil Teacher Ratio (Secondary)
2000/01	na	12	27	6	19
2001/02	na	12	26	6	18
2002/03	9	11	26	5	18
2003/04	10	12	25	5	18
2004/05	10	12	24	5	18
2005/06	9	11	24	6	18
2006/07	9	11	23	5	17
2007/08	9	11	22	5	17
2008/09	9	11	20	5	17
2009/10	9	10	19	5	16
2010/11	9	10	18	5	16
2011/12	9	10	17	6	15
2012/13	10	10	17	5	14

Pupil/Class Ratio – Average Class Size

At the Primary level one teacher generally teaches all the subjects with the exception of subjects such as Physical Education, Music and French. Many Primary schools would also have Learning Resource or ICT teachers. The Pupil/Class ratio or average class size at the Primary level would be higher than the pupil/teacher ratio as is evident in Table 3.74-3.

Table 3.74-3: Average Class Size at Infant and Primary Grades by District, 2012/13

Education District	Average Class Size- Infants	Average Class Size - Primary
1	22	25
2	25	28
3	21	24
4	21	20
5	19	21
6	21	22
7	16	16
8	19	20

The average class sizes show that generally the classes at the Infant and Primary levels are not over crowded. The average class size is higher in District 2; that is where the city schools of high demand are based.

The average class size at the lower secondary forms would generally be about 30 students. This is because the entire class would be doing all subjects. At the upper secondary classes, because students would have selected their disciplines and subjects, the class sizes would differ according to subject. Although the Ministry of Education has an informal policy of no less than 15 students in a class, there are still some schools where about ten students may opt to do a subject. This happens very frequently with the Science subjects such as Physics and Chemistry. For compulsory subjects like Mathematics and English Language, the class size would range between 30 and 35 students.

Expenditure on Salaries

On an annual basis the Ministry of Education expends three quarters of its budget on salaries and wages. This includes salaries of the staff from the Central Office, the eight District Offices as well as schools.

Table 3.74-4: Percentage of Education Recurrent Expenditure on Salaries and Wages

Year	Salaries and Wages as a % of Education Recurrent Expenditure	Teachers Salaries as a % of Education Recurrent Expenditure
2000/01	75.6	56.0
2001/02	74.7	54.4
2002/03	74.2	55.0
2003/04	73.3	53.5
2004/05	72.9	54.2
2005/06	71.8	53.5
2006/07	73.6	54.7

2007/08	74.6	55.6
2008/09	74.5	53.6
2009/10	79.0	55.1
2010/11	76.4	54.7
2011/12	76.0	56.6
2012/13	na	53.9
2013/14	na	55.6

A little over 50% is spent annually on teachers' salaries.

3.75   Curriculum

The Primary school system in St. Lucia follows a national curriculum which was developed by the OECS for the island states. The curriculum comprises four core subjects namely, Mathematics, English Language, Social Studies and Science. Curriculum Guides are provided to all teachers. At the lower secondary level, schools follow a new curriculum developed by CAMDU and a committee of teachers, under the OEDP. At the upper secondary level, schools use the CSEC syllabi to guide their teaching.

The school curriculum is coordinated by the Curriculum and Materials Development Unit (CAMDU), which is headed by an Education Officer for Curriculum and supervised by the Chief Education Officer. There is one Curriculum Officer for every discipline, for example Information Technology, Mathematics, English, Modern Languages, Social Sciences, Natural Sciences, Health and Family Life Education, Physical Education, School Cooperatives and TVET. The Curriculum Officers, apart from revising the curriculum when necessary for the various subject disciplines, also provide support to the teachers in delivering the school's curriculum. The support provided is usually in varied forms; on the job training in a particular concept; monitoring of instruction at selected schools; using best practices from other schools in St. Lucia to help other teachers; assist teachers in creating instructional resources for their lessons; forming subject associations to allow subject teachers to support one another. In addition, the Curriculum Officers coordinate and organise national competitions, fairs and festivals in their various disciplines to showcase students' talents, creativity and competencies.

In 2011, the Ministry of Education under the BEEP provided training to all Curriculum Officers in Editing and Desktop Publishing. In addition, training was provided at the Masters Degree Level to one teacher in Design Interactive Media who is now based at CAMDU. The Production Section at CAMDU was also upgraded under BEEP with the provision of equipment such as a heavy duty printer, electronic die cut machines, interactive board, hydraulic paper cutter, industrial laminator, desktop computers and laptops to help them provide continued support to the schools' curriculum.

3.76   Support Programmes

The support programmes to assist needy students have been identified in Section 3.3. These programmes include, school feeding, book bursaries, textbook rental, transportation subsidy. Most of these programmes were established after 2000 with the exception of the school feeding. Needy students are usually identified by different means including (1) the parents of the needy students; (2) The school Principal, a Teacher or Counsellor or other school staff; (3) a community leader such as a Community Development Officer; (4) the Police; (5) the Juvenile Court.

Guidance and counselling services are also offered to all students. Special Needs teachers now form part of every Primary school to provide the necessary remediation in the areas of literacy and numeracy to students operating below grade level. Support is provided through pull-out programmes or Individual Education Plans.

The Ministry of Education continues to work with NGOs such as the National Community Foundation (NCF) and the St. Lucia Social Development Fund (SSDF) to provide financial assistance to needy students on an annual basis. On an annual basis the NCF provides an average of about 130 scholarships to Secondary School and SALCC students who are financially disadvantaged.

3.77   Student Performance

The schools and the Ministry of Education use a variety of modalities to assess students' performance.

School-based Exams

At the school level, teacher-made termly and yearly examinations are administered to students and vary from school to school although the same curriculum is followed. In addition, continuous assessment is also used where students class work are continuously graded. School based exams also include individual student projects as well as group projects. The main aims of those exams are to:

- Measure mastery of the curriculum
- Diagnose learning difficulties
- Identify students who require individual assistance

Although there is an informal policy of automatic promotion, end of year exams also serve to determine promotions to the next grade within a particular level of education.

National Examinations – Primary Level

At the Primary education level students sit two national examinations, namely the National Assessment (formally Minimum Standards Test (MST)) and the Common Entrance Examinations (CEE).

Grade 2 and 4 National Assessment

The MST which was first implemented in 1998 is still written at the key stages of Grade 2 and Grade 4 at the Primary level. Its main purpose remains, to test minimum competencies that all students at a particular grade level in the basic education cycle should possess. The findings from the results of these exams serve to provide remediation to those who need or to allow teachers to assess their own teaching, thus improving the quality of education on the island. The Grade 2 MST is offered in Mathematics and English Language whilst the Grade 4 MST is offered in Mathematics, English Language and General Paper. In 2010, a School Based Assessment (SBA) component was added to the MST because it would allow students to demonstrate performance in alternative forms of assessment. Thus the exam was renamed, the Grade 2 and Grade 4 National Assessment. The SBA component is done twice yearly, during the first and second terms, and involves projects and report writing. Students are expected to complete each given task before the end of the school term. The tasks are Language Arts and Mathematics based and these are done on a termly basis. Tasks are integrative, meaning that various other subjects are integrated into those tasks.

At the Grade 2 and 4 levels, the basic competencies tested for Mathematics and English include:

- Number concepts
- Computation
- Measurement
- Money and Graphs
- Rational Numbers

The areas tested for Language Arts include:

- Comprehension
- Expressive Writing
- Spelling
- Word Usage
- Punctuation
- Vocabulary
- Reading

A student is said to have attained the basic competencies if he/she scores at least 60% in the national assessment.

The results of the Grade 2 National Assessment showed that over the years an increasing percentage of students have attained the basic learning competencies in Mathematics and English Language (from just over 50% to just over 60%). Generally, at the Grade 2 level, more students seemed to have attained the basic competencies in English than Mathematics. Students are performing much better at the SBA component, with 80-90% attaining the basic learning competencies.

Table 3.77-1: Results of Grade 2 National Assessment by Subject

Subject	2002 (%)	2003 (%)	2004 (%)	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)
English Language	34.73	52.2	53.66	50.46	57.58	54.22	61.27	--	59.71	64.56	62.56	64.32
Mathematics	38.4	45.19	47.57	52.67	47.28	51.77	55.16	--	59.93	57.68	47.99	62.7
Language Arts (SBA)	--	--	--	--	--	--	--	--	81.63	82	87	90
Mathematics (SBA)	--	--	--	--	--	--	--	--	89.75	--	88	91

Note: In 2009 there were no examinations as a result of natural disaster.

The areas of weakness at the Grade 2 level are, reading comprehension, composition writing and mathematics.

Table 3.77-2 shows that within the past four years, 50-60% of students attained the basic learning competencies in Grade 4. The table also shows that the percentage of students mastering the basic competencies in Mathematics and English for their grade level has improved since the introduction of the school based assessment. This could very well be coincident but also this could be that the SBA component helps build the necessary skills and competencies required by students. The results also show that at the Grade 4 level more students have mastered the basic learning competencies in Mathematics than English Language.

Table 3.77-2: Results of Grade 4 National Assessment by Subject

Subject	2002 (%)	2003 (%)	2004 (%)	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)
English Language	45.12	46.72	47.25	50.55	48.65	48.1	48.86	--	52.3	55.67	54.38	57.20
Mathematics	36.32	43.22	50.34	47.85	44.61	47.1	56	--	53.37	57.74	56.55	61.51
General Paper	45.53	43.88	50.56	44.39	54.28	48.74	54.48	--	51.89	53.51	68.15	58.42
Language Arts (SBA)	--	--	--	--	--	--	--	--	78.68	75	77	71
Mathematics (SBA)	--	--	--	--	--	--	--	--	87.45	--	86	85

Note: In 2009 there were no examinations as a result of natural disaster.

The areas of weakness at the Grade 4 level are, reading comprehension, composition writing and mathematics.

Table 3.77-2a provides a breakdown of the mean score for English Language by gender over the years. The table shows that for every year since 2002 and at every key stage, the English Language mean for female students were higher than their male counterparts.

Table 3.77-2a: English Language Mean at the Grade 2, 4 and Form 3 MST, by Gender

Year	Grade 2 Mean		Grade 4 Mean		Form 3 Mean	
	M	F	M	F	M	F
2002	28.55	41.04	39.76	50.73	54.42	59.23
2003	44.93	59.72	40.72	52.82	54.18	59.64
2004	46.38	60.64	41.82	53.07	48.56	55.1
2005	43.61	57.59	44.7	56.69	50.27	54.75
2006	51.23	64.01	43.74	53.34	47.94	53.03
2007	47.94	60.34	42.6	54.02	44.77	51.61
2008	54.82	67.32	43.46	54.42	43.18	49.97
2010	54.39	65.37	47.17	57.2	38.62	47.15
2011	58.64	70.17	50.45	60.73	Form 3 Exams Discontinued	
2012	57.76	67.83	48.59	60.57		
2013	60.98	67.74	51.97	62.28		
2014	61.63	69.58	54.24	65.33		

Table 3.77-2b: Mathematics Mean at the Grade 2, 4 and Form 3 MST, by Gender

Year	Grade 2 Mean		Grade 4 Mean		Form 3 Mean	
	M	F	M	F	M	F
2002	35.03	41.84	33.58	39.18	31.73	32.9
2003	41.56	48.94	39.61	46.89	40.79	41.51
2004	43.61	51.35	46.65	54.3	39.96	41.31
2005	49.17	56.32	44.2	51.69	45.65	47.23
2006	44.16	50.45	41.6	47.49	39.42	40.14
2007	42.89	55.17	43.54	50.82	36.82	39.73
2008	52.61	57.55	51.82	60.31	36.31	39.61
2010	56.66	63.4	49.44	57.13	36.69	40.4
2011	53.95	61.2	54.58	60.81	Form 3 Exams Discontinued	
2012	45.95	50.23	53.64	59.66		
2013	60.54	64.92	58.26	64.66		
2014	66.51	70.62	58.92	66.35		

Table 3.77-2b provides a breakdown of the mean score for Mathematics by gender over the years. The table shows that for every year since 2002 and at every key stage, the Mathematics mean for female students were higher than their male counterparts.

Over the years the MST has been criticized largely by education stakeholders in that the results are not being used in the way it was originally intended. Instead of being used as a diagnostic test to inform teachers and parents of the students' weaknesses and to implement remediation programmes, it is being used to rank schools.

Common Entrance Examinations (CEE)

Now that St. Lucia has attained USE, the main purpose of the CEE is no longer to determine who goes to secondary schools but instead to determine, the distribution of students among the various secondary schools. The nature of the selection process continues to create inequity in terms of performance among the secondary schools, with about five top performing schools, a few low performing schools and the remainder average performing. This process is the same throughout most Caribbean islands and to break it may require a total restructuring of the education system, stringent policies and cultural adjustment.

The Caribbean Examinations Council (CXC) has introduced the the Caribbean Primary Exit Assessment (CPEA) which is an assessment of the literacies required by all pupils exiting the primary school system. The focus of this assessment is on a set of literacies which are common to all primary curricula across the region and are necessary for students to achieve at higher levels of education. These literacies include:

- Mathematical
- Language
- Civic
- Scientific

According to CXC, it is anticipated that the CPEA will provide the foundations for a seamless transition to secondary education and facilitate portability of qualifications across the Caribbean Region. Currently, three Caribbean countries are using the CPEA and St. Lucia intends to pilot it in the near future.

Table 3.77-3: National Mean per Subject Area at the Grade 6 CEE and Percentage of Students Obtaining at Least the Overall Mean Score

Subject	2002 (%)	2003 (%)	2004 (%)	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)
English Language Mean	49.7	47.2	51.3	49.1	45.1	43.3	52.6	53.3	58.0	58.2	55.5	62.9
Mathematics Mean	44.7	44.1	46.2	49.2	37.1	41.7	46.1	55.3	59.4	61.0	60.1	56.8
General Paper Mean	54.4	49.0	54.6	58.5	55.3	51.3	59.6	62.5	59.0	66.1	61.5	64.0
Overall Mean	**49.9**	**46.7**	**50.7**	**52.2**	**45.8**	**45.4**	**52.8**	**57.0**	**58.8**	**61.7**	**59.0**	**61.3**
% Scoring at or above Mean	49	48	49	51	47	47	53	54	53	54	53	54

Table 3.77-3 shows that the subject means have all improved over the years but particularly, after 2007 which marks the implementation of USE. The percentage of students obtaining at least the mean has also improved since the implementation of USE. Generally just over 50% of students obtain the overall mean score or more.

National Examinations – Secondary Level

At the secondary school level, the Form 3 MST was continued until 2010 and then discontinued from 2011 because of the introduction of the CCSLC examinations. The mean scores in neither the Mathematics nor the English Language seemed to be improving. The mean scores were both below 50% (see Table 3.77-4).

Table 3.77-4: Mean Scores at Form MST by Subject

Subject	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2010(%)
English Language	51.6	56.71	57.2	57.23	52.17	52.82	50.81	**48.46**	**46.86**	**42.87**
Mathematics	25.9	33.38	32.41	41.19	40.71	46.55	39.83	**38.4**	**38.1**	**38.53**

Note: MST was not held in 2009 due to natural disaster

Caribbean Certificate of Secondary Level Competence (CCSLC)

The CCSLC is a secondary level qualification developed by the Caribbean Examination Council (CXC) and offered in the Caribbean region since 2007 for both secondary students and adult learners. As a competency-based qualification, the CCSLC aims to establish a well-educated and trained labour force, able to compete in a global environment. Principally, it aims to better prepare students for the main school leaving qualification, the Caribbean Secondary Education Certificate (CSEC) and to ensure that more students leave secondary education with a formal qualification. The CCSLC represents a clear step in developing students' overall aptitude in terms of critical thinking, problem solving and communication required for progression to the CSEC. The CCSLC is designed to certify the knowledge, generic competencies, attitudes and values that all school leavers should have attained.

A candidate is awarded a certificate if over a period of five years he/she successfully completes a minimum of five subjects based on CXC's guidelines. CCSLC was piloted in St. Lucia in 2010 and replaced the Minimum Standards Test which was done in Form 3.

In the first year of its implementation learning competencies were assessed in six subject areas namely Mathematics, English, French, Spanish, Integrated Science and Social Studies. To sit the exam, students are required to pay a registration fee of EC$20 and EC$33.75 for each subject. All schools were required to participate in the first year of implementation. In the second year 19 schools participated and in the third year, 2013, fourteen participated. Table 3.77-5 shows the percentage of students at the various levels of competency.

Table 3.77-5: Results of CCSCL Examinations

2011 Exams	No. Sat	Master (M)	Competent (C)	Developing Competence (DC)
English	3060	34%	46%	20%
French	177	14%	59%	27%
Integrated Science	373	1%	46%	53%
Mathematics	3000	18%	51%	31%
Social Studies	855	17%	58%	26%
Spanish	212	25%	54%	22%
Overall 2011	**7677**	**23.8%**	**49.5%**	**26.7%**
2012 CCSLC Examinations				
English	1522	31%	54%	16%
French	382	7%	69%	24%
Integrated Science	956	34%	51%	16%
Mathematics	1585	27%	49%	24%
Social Studies	895	17%	58%	26%
Spanish	305	5%	61%	34%
Overall 2012	**5645**	**25%**	**54%**	**21%**
2013 CCSLC Examinations				
English	869	48%	44%	8%
French	117	17%	58%	25%
Integrated Science	370	46%	46%	8%
Mathematics	896	37%	51%	11%
Social Studies	415	33%	57%	10%
Spanish	247	16%	68%	16%
Overall 2013	**2914**	**38%**	**51%**	**11%**

In the pilot year 2010, about 75% of the students had attained the competency skills in all the six subjects except Integrated Science where about 50% had attained those skills. By 2011, that percentage had increased to 85% in Integrated Science. In 2013, about 90% of students had attained the competency based skills in both Mathematics and English Language. However, this information only pertains to the students from those 14 schools who wrote the exam. The schools which participated and those which did not participate are a combination of high, average and low performing schools in both cases.

Table 3.77-6: Performance at CCSLC by Gender, in Mathematics and English Language

Year	Gender	English					Mathematics				
		# sitting	M	C	DC	% DC	# sitting	M	C	DC	% DC
2013	M	365	97	214	54	15	385	94	221	70	18
	F	504	318	168	18	4	511	240	240	31	6
2012	M	716	104	432	180	25	746	122	362	262	35
	F	832	372	400	60	7	862	315	427	120	14
2011	M	1359	260	687	412	30	1318	138	632	548	42
	F	1701	790	708	203	12	1682	416	893	373	22

Table 3.77-6 shows the competency levels of both males and females improved over the three years. However, female students in each of the three years outperformed their male counterparts in both English Language and Mathematics. This is evident in the higher percentage of male students still at the Developing Competence level.

3.78   Challenges

1. Lack of financial resources to continue to purchase textbooks for rental and bursaries programme.
2. Lack of financial resources for the maintenance of the laptops provided to students.
3. Just over 50% of students attain basic competencies in Mathematics and English Language at the Primary Level – remediation programme need to be revised.
4. Most stakeholders believe that greater parental involvement is needed in order to improve the quality of education on the island. The education sector needs to find ways in facilitating greater parental and community support and involvement.
5. At the Primary School level, teachers teach all subjects and a large percentage of them are not skilled or certified in the subject areas. This is especially the case for Mathematics.
6. Using the MST as a true diagnostic test to inform policy at the school level in terms of students' weaknesses and to develop remediation strategies and programmes.

4.0   Implementation of EFA Strategies

The Education Sector Development Plan is the main policy document guiding the implementation of national education strategies. One of the main approaches used in the development of previous ESDPs is the use of regional and international initiatives and

commitments as guiding principles. Some of the initiatives and commitments taken into consideration in the development of the last two Plans are:

- CARICOM Single Market and Economy
- OECS Pillars for Partnership and Progress
- Vision 2020
- Vision of the ideal Caribbean Person adopted by the CARICOM heads of Government
- Education For All framework of Action
- Millennium Development Goals
- UN Convention on the Rights of the Child

The implementation of the Plans, therefore, would address those aforementioned commitments. This current Government as well as previous governments have expressed their strong commitments towards EFA and have effectively engaged strong partnerships in the provision of education for all. Some of these partnerships include:

1. Regional and international funding agencies such as the Caribbean Development Bank, The World Bank, Department For International Development, Inter-America Development Bank, USAID, OAS, and the European Union who have provided grants, loans and technical assistance in all areas of education.
2. Regional and International Governments who have provided technical, material and financial assistance to education after natural disasters.
3. Civil society such as the Teachers' Union and the National Youth Council who are involved in the formulation, implementation and monitoring of education strategies.
4. NGOs such as the Community Development Foundation and the Social Development Fund who provides assistance to financially disadvantaged students.
5. Business community who partner with the Ministry of Education in sponsoring school activities such as Sports, Field Trips, School Breakfast Programme and in providing job attachments to students.
6. All other Government Ministries and Agencies who assist in policy formulation and implementation of strategies

Notwithstanding the limited resources available, the Ministry have tried to adopt creative means in using those resources, such as the use of a mobile library, to ensure the development of well rounded students. The mobile library mostly serves schools in the rural communities.

The Ministry of Education has demonstrated its strong commitment to equal educational opportunities for all, by continuing to support disadvantaged students through varying means such as the school feeding programme and bursaries programme. It has also instituted new programmes such as the Counselling Programme and the Transportation Subsidy Programme. In addition, the Ministry of Education works with other NGOs such as the Community Development Foundation and the St. Lucia Social Development Fund to assist financially

disadvantaged students with school books, uniforms and examination fees. It has also partnered with the Windward and Leeward Brewery Limited in providing breakfast daily to 50 needy students from one Primary school. In its campaign to promote zero tolerance towards discrimination against persons affected with HIV/AIDS, the Ministry of Education has worked with the office of the National AIDS Programme (established in 2004) to provide one-day awareness workshops to its staff as well as to teachers and students. The HIV/AIDS temporary focal point person at the Ministry of Education is now the Health and Family Life Curriculum Officer who now works with the schools on a permanent basis.

Improvements in the overall performance of students both at the competency based exams as well as at exit examinations demonstrate the improvements in the quality of education. It also shows that the strategies used including the extensive provision of professional development training to teachers and the promotion of the use of new information communication technologies in the classroom are working.

Three of the major reforms in education that have been influenced by EFA are:

1. Universal access to secondary education – Secondary education is no longer for the brightest students of Grade 6 but now it is for all.
2. Equal access to secondary education for both males and females – The achievement of USE has also eliminated gender disparities regarding access at the secondary level. Female students no longer out number male students at the secondary level.
3. The increasing use of reliable and timely data by policy makers in decision making – Policy makers from consecutive governments are consistently making use of data and information to make decisions. Monitoring Frameworks, including monitoring indicators, now form a major part of the ESDPs. These indicators are measured annually and reported. In addition an annual Education Statistical Digest is produced which includes, trends and projections.

The implementation of USE was a challenging one for the education sector, in that, whilst spaces were being created to solve the problem of access, another problem was being created; that of quality. Some students with very low scores from the CEE such as below 20%, who were unable to read and write properly, were transiting from Grade 6 into secondary schools. Secondary education was compulsory and so parents sent their children regardless of performance. With the absence of clear policies from the MOE on repetition the problem continues to persist. The newly built schools have been receiving almost all of the low performing students, since parents have a tendency of choosing secondary schools based on their reputation at the CXC examinations and their child's performance. The MOE is trying to address this problem from the Primary school level by putting in remedial programmes and teachers in place.

4.1   Main Constraints and Solutions

Some of the main constraints encountered in implementing the EFA strategies are outlined below with their solutions.

1. Limited financial resources to implement programmes and projects – As a developing nation the lack of financial resources continue to be a major impediment to education development. Programmes and projects are usually prioritized according to need and greatest impact on the country for selection for government funding. Sometimes even priority projects are not funded by the government because they are too costly.

   One of the solutions often used is to approach funding agencies for grants or low interest rate loans. As discussed in earlier sections, this solution was used to build schools for USE, to provide training at NSDC and to provide training to teachers. Another solution has been to work together as an OECS region. This solution has worked well especially in the area of technical expertise and bulk procurement. The curriculum currently being used at the Primary education level was developed by expertise from the OECS countries.

2. High vulnerability to natural disasters – St. Lucia is located in a hurricane prone zone and since 2000 has experienced many weather systems including two major ones; Tropical Storm Tomas in October 2010 and a Christmas Eve trough in 2013. In both cases the country experienced massive flooding in many communities where school buildings were badly damaged, equipment and furniture were destroyed and Information Technology infrastructure were destroyed and damaged. These natural disasters can undo in one day what has taken years to achieve.

   Whilst there is no solution to this problem certain measures can be put in place to minimize their destruction and to create a faster recovery. One of these measures has been the establishment of the St. Lucia Disaster Relief Fund by the Government of St. Lucia, which is a facility to receive financial contributions from individuals and organisations desirous of assisting in the relief and recovery efforts. Another, measure has been to establish new building codes for schools. That includes, raising the foundation of all new schools to be built in flood prone areas. This measure is currently being implemented at the Clendon Mason Secondary School. A third measure is the relocation of all specialized rooms from the ground floors to upper floors as well as elevating all electrical outlets on ground floors in schools prone to flooding. The Ministry of Education also continues to work with NEMO to coordinate recovery efforts after the aftermath of a natural disaster.

3. Change in Governments – Since 2000, the Government has changed twice and this has created some instability as top administration personnel has changed also. Although the overall education vision has never changed, different governments often use different strategies to achieve them and this may cause delays.

4. The absence of legal frameworks to guide policy decisions – There are lots of draft policies but none are ratified by Cabinet. Some of these include the draft ICT policy and Curriculum policy.

5.0   Prospects for Post-2015

Although St. Lucia has made significant progress in educational development since 2000 in the areas of access, relevance, equity and quality there are still many remaining challenges in the areas of quality, access to Early Childhood Care and Education and opportunities to Tertiary education especially in light of the changing global environment. The world economic recession has affected many of the developed countries on whose economies our tourism and agricultural sectors depend largely on. This is creating a further reduction in our financial resources for education development. The economic downturn in St. Lucia has led to the loss of jobs in the private sectors and freezes on the creation of new jobs in the public sector. The unemployment rate has increased from 21.4% in 2012 to 23.3% in 2013 and worse affected has been the youth. Although unemployment is less among graduates, it is a phenomenon that was once unheard of in St. Lucia. The education sector therefore, has to make the difference; create learners who can compete and adapt globally. Small Caribbean countries like St. Lucia risk being further marginalized by globalization (Louisy, 2001), but they can take advantage of the new opportunities it has created for knowledge workers as well as the cheaper ones for learning. Any education system ought to take full advantage of these opportunities.

The OECS Education Development Management Unit in collaboration with its nine member states have developed an OECS Education Sector Strategy for the period 2012 to 2021, which is to serve as the overarching education strategy of the OECS and which is to be used by member states to align their national Strategies and Plans. Therefore, the prospects for education in St. Lucia post-2015 will take into consideration issues highlighted above as well as the OECS overarching strategies. The vision of the OESS is that "Every Learner Succeeds" and has seven strategic imperatives which are very relevant to St. Lucia:

1. Improve the quality and accountability of leadership and management
2. Improve teachers' professional development
3. Improve the quality of teaching and learning
4. Improve curriculum and strategies for assessment
5. Increase (and expand) access to quality early childhood development services
6. Provide opportunities for all learners in TVET
7. Increase provisions for tertiary and continuing education

The Ministry of Education in St. Lucia has hired a consultant with financial assistance from UNESCO to develop its new Education Sector Plan 2015-2020. It is hoped that the next ESDP will be in place within six months.

Annexes

A. **Major References**

1. St. Lucia Education Act No. 41 of 1999

2. St Lucia Education Sector Development Plan 2000-2005 and beyond

3. St. Lucia Education Sector Development Plan 2009-2014

4. Analyses of the St. Lucia Labour Market Needs Assessment Survey 2012

5. 2012 Multiple Indicator Cluster Survey Analysis Report

6. OECS Education Sector Strategy 2012 to 2021

7. Ministry of Education, St. Lucia, Education Statistical Digests 1999 to 2013

8. The Development of State of the Art of Adult Learning and Education – A National Report of St. Lucia, April 2008

9. St. Lucia 2010 Population and Housing Census – Preliminary Report Updated April 2011

10. Final Draft Early Childhood Policy, November 2012

11. The Government of St. Lucia Approved List of Areas for National Training 2013-2014

12. NSDC Website: www.nsdcslu.org

13. CARE Website: carecentres.org

14. CXC website: www.cxc.org

15. BELfund website: www.belfundstlucia.com

16. Government of Statistics Website: www.stats.gov.lc

17. St. Lucia's Report to the 11th Session of the Regional Conference on Women in Latin America and the Caribbean

18. Report on the Review of the Education Sector Development Plan 2000-2005 and Beyond, April 2005

19. Report on Issues and Challenges Facing Rural Women in St. Lucia – Submitted to UNDP August 2005

20. Country Poverty Assessment – St. Lucia 2005/06

21. Educational Strategies for Small Island States, 1993 – D. Atchoarena

22. Globalization and Comparative Education: A Caribbean Perspective, 2001 – P. Louisy

Allocation Pattern of Current Educational Expenditure by Levels of Education and Programs, 2002/03 to 2013/14

Levels of Education/ Programs	Amount in Millions EC ($)											
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Primary	45.28	44.40	46.20	46.12	49.59	49.39	49.46	54.96	54.78	57.12	58.58	58.09
Secondary	32.29	32.13	34.29	35.81	39.25	43.77	50.66	58.18	61.03	64.92	64.15	67.15
Tertiary	12.86	12.65	12.50	14.09	13.56	13.56	13.86	13.66	15.80	15.80	15.80	15.80
Education Services	5.59	6.18	6.31	6.74	8.74	7.77	8.95	9.22	10.25	10.22	11.86	9.85
Agency Administration	3.65	3.60	3.71	4.34	4.33	3.76	5.45	3.95	5.11	4.59	5.38	5.15
Human Resource Development	4.68	3.55	3.67	3.51							1.54	2.80
Youth and Sports	2.80	1.15	2.65	2.72								
Youth Services	0.66	1.44	1.82	0.70								
Special Education	1.49	1.52	1.65	1.64	1.79	1.83	2.26	2.45	2.93	3.40	3.23	2.98
Library Services	1.20	1.34	1.33	1.40	1.47	1.46	1.39	1.52	1.64	1.70	1.70	1.76
National Enrichment and Learning Programme (NELP)	0.86	0.85	0.80	0.66	0.65	0.67	0.62	0.67	0.74	0.73	0.79	0.80
Early Childhood Education	0.36	0.45	0.45	0.53	1.91	1.82	1.83	2.18	2.21	2.28	2.75	2.40
UNESCO	0.15	0.18	0.16	0.24	0.28	0.25	0.22	0.19	0.26	0.25	0.27	0.27
Labour Relations											1.64	1.76
Cultural Development					2.57	2.06	2.01	3.43	4.10	3.49		
Total	111.87	109.44	115.54	118.50	124.14	126.35	136.70	150.42	158.85	164.50	167.69	168.81

Source : Government *Annual Estimates*

Percentage Distribution of Current Educational Expenditure by Levels of Education and Programs, 2002/03 to 2013/14

Levels of Education/ Programs	% Distribution											
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Primary	40.48	40.57	39.99	38.92	39.95	39.09	36.18	36.54	34.48	34.72	34.93	34.41
Secondary	28.86	29.36	29.67	30.22	31.62	34.64	37.06	38.68	38.42	39.47	38.25	39.78
Tertiary	11.50	11.56	10.82	11.89	10.92	10.73	10.14	9.08	9.95	9.61	9.42	9.36
Education Services	4.99	5.65	5.46	5.69	7.04	6.15	6.55	6.13	6.45	6.21	7.08	5.83
Human Resource Development	4.18	3.24	3.17	2.96							0.92	1.66
Agency Administration	3.26	3.29	3.21	3.66	3.49	2.98	3.99	2.62	3.22	2.79	3.21	3.05
Special Education	1.33	1.39	1.43	1.38	1.44	1.45	1.65	1.63	1.84	2.07	1.93	1.76
Youth and Sports	2.50	1.05	2.29	2.30								
Library Services	1.08	1.22	1.15	1.18	1.18	1.15	1.01	1.01	1.03	1.04	1.02	1.04
NELP	0.77	0.77	0.69	0.56	0.52	0.53	0.46	0.45	0.47	0.44	0.47	0.47
Youth Services	0.59	1.32	1.58	0.59								
Early Childhood Education	0.32	0.41	0.39	0.45	1.54	1.44	1.34	1.45	1.39	1.38	1.64	1.42
UNESCO	0.14	0.16	0.14	0.20	0.23	0.20	0.16	0.13	0.16	0.15	0.16	0.16
Labour Relations											0.98	1.04
Cultural Development					2.07	1.63	1.47	2.28	2.58	2.12		
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Source : Table 204

Average Size, Pupil/Teacher Ratio, Number of Teachers per Primary School and Unit Expenditure per Pupil, 1996/97 to 2012/13

Academic Year	Number of Schools	Enrolment	Number of Teachers	Total Expenditure in Million EC$	Average School Size	Pupil/Teacher Ratio	Average Number of Teachers Per School	Expenditure Per Pupil in EC$
1996/97	84	31548	1175	37.3	376	27	14	1182
1997/98	84	31437	1168	38.2	374	27	14	1215
1998/99	82	29631	1151	38.4	361	26	14	1296
1999/00	82	28975	1081	39.7	353	27	13	1370
2000/01	82	28618	1052	43.7	349	27	13	1527
2001/02	82	27955	1062	46.0	341	26	13	1644
2002/03	81	27175	1057	45.3	335	26	13	1666
2003/04	78	25673	1039	44.9	329	25	13	1748
2004/05	78	25009	1024	46.5	321	24	13	1859
2005/06	78	23969	1007	46.1	307	24	13	1923
2006/07	75	21329	919	49.6	284	23	12	2325
2007/08	75	20164	922	49.4	269	22	12	2449
2008/09	75	19287	951	50.9	257	20	13	2637
2009/10	75	18594	981	55.0	248	19	13	2956
2010/11	75	17982	998	57.0	240	18	13	3171
2011/12	75	17276	989	57.3	230	17	13	3316
2012/13	75	16764	987	58.6	224	17	13	3495

Changes in Average Size, Student/Teacher Ratio, Number of Teachers per Secondary School and Unit Expenditure per Student, 1999/00 to 2012/13

Academic Year	Number of Schools	Enrolment	Number of Teachers	Total Expenditure in Million EC$	Average School Size	Student/Teacher Ratio	Average No. of Teachers Per School	Expenditure Per Pupil in EC$
1999/00	18	12817	645	27.6	712	20	36	2153
2000/01	18	12865	678	28.3	715	19	38	2200
2001/02	18	12887	710	30.4	716	18	39	2362
2002/03	18	12818	706	32.3	712	18	39	2519
2003/04	19	13097	730	32.7	689	18	38	2494
2004/05	19	12969	730	34.5	683	18	38	2658
2005/06	19	13099	738	35.8	689	18	39	2733
2006/07	23	14699	855	39.3	639	17	37	2674
2007/08	23	15630	924	43.8	680	17	40	2801
2008/09	23	15863	952	50.7	690	17	41	3194
2009/10	23	15655	962	58.2	681	16	42	3717
2010/11	23	15255	963	61.0	663	16	42	4001
2011/12	23	14381	968	64.9	625	15	42	4514
2012/13	23	13706	982	67.1	596	14	43	4899

Total Number of Dropouts at the Primary School Level by Grade,
1999/00 to 2011/12

| Year | Dropouts by Grade | | | | | | | | | | Total | Dropouts |
	k	G1	G2	G3	G4	G5	G6	G7	G8	G9	Dropouts	Rate
1999/00	1	0	3	1	0	0	8	17	159	76	265	0.91
2000/01	4	2	1	1	1	2	9	6	107	78	211	0.74
2001/02	2	2	1	0	2	2	6	10	90	53	168	0.60
2002/03	6	4	1	3	3	1	1	17	80	52	168	0.62
2003/04	4	1	2	0	3	2	13	30	107	32	194	0.76
2004/05	6	2	2	1	3	4	10	34	103	11	176	0.70
2005/06	3	0	1	1	0	2	9	11	23	7	57	0.24
2006/07	2	1	0	3	2	3	12	n.a.	n.a.	n.a.	23	0.11
2007/08	3	0	0	4	1	5	8	n.a.	n.a.	n.a.	21	0.10
2008/09	0	0	2	0	0	6	4	n.a.	n.a.	n.a.	12	0.06
2009/10	3	2	2	1	0	1	2	n.a.	n.a.	n.a.	11	0.06
2010/11	3	1	0	0	1	0	1	n.a.	n.a.	n.a.	6	0.03
2011/12	0	1	0	1	0	1	1	n.a.	n.a.	n.a.	4	0.02

Annex B Continued

SIR ARTHUR LEWIS COMMUNITY COLLEGE

GRADUATION STATISTICS 2008 - 2013

DIVISION/ DEPARTMENT	PROGRAMME	NUMBER OF GRADUATES					
		2008	2009	2010	2011	2012	2013
Division of Agriculture	General Agriculture - Associate Degree	10	13	12	7	22	22
	General Agriculture - Certificate	13	21	14	8	17	14
	SUB-TOTAL	**23**	**34**	**26**	**15**	**39**	**36**
Division of Arts, Science and General Studies	Advanced Level – Certificate	149	156	163	142	169	131
	SUB-TOTAL	**149**	**156**	**163**	**142**	**169**	**131**
Department of Health Sciences	General Nursing – Associate Degree	29	33	25	33	24	34
	Nurse Midwifery – Diploma	0	14	2	12	0	11
	Health Aide	-	-	67	44	45	34
	Criminal Justice- Associate Degree	-	-	-	1	6	0
	Social Work – Associate Degree	-	-	-	4	9	1
	Social Work – Certificate	-	-	-	11	9	10
	SUB-TOTAL	**29**	**47**	**94**	**105**	**93**	**90**
Division of Teacher Education and Educational Administration	Bachelor of Education (UWI)	1	20	-	25	-	25
	Teaching (Secondary Level)– Diploma	24	6	17	-	-	-
	Secondary Education - Diploma	-	-	-	-	-	36
	Secondary Education – Associate Degree	22	24	28	31	42	29
	Secondary Education – TVET - Associate Degree	-	-	5	4	4	9
	Secondary Education – Certificate	1	1	5	-	-	-

DIVISION/ DEPARTMENT	PROGRAMME	NUMBER OF GRADUATES					
		2008	2009	2010	2011	2012	2013
Division of Teacher Education and Educational Administration (cont'd)	Primary Education – Associate Degree	46	43	25	20	34	29
	Primary Education – Certificate	13	25	11	-	-	-
	SUB-TOTAL	**107**	**119**	**91**	**80**	**80**	**128**
Division of Technical Education and Management Studies	**Building Studies**						
	Architectural Technology – Associate Degree	9	12	3	9	15	14
	Construction Engineering – Associate Degree	8	5	9	7	9	6
	Quantity Surveying – Associate Degree	5	9	7	5	6	8
	Building Trades Foundation - Certificate	9	0	4	1	7	0
	Building Trades - Certificate	0	8	0	6	0	5
	Building Services Foundations – Certificate	10	0	5	0	8	1
	Building Services – Certificate	1	5	0	10	0	6
	Carpentry and Joinery Foundations – Certificate	5	9	7	5	11	1
	Carpentry and Joinery – Certificate	17	6	4	3	3	8
	Sub-Total Building Studies	*64*	*54*	*39*	*46*	*59*	*49*
	Business & Secretarial Studies						
	Applied Arts, Business Administration – Associate Degree	79	124	113	165	133	143
	Business Studies – Certificate	-	-	-	12	16	11
	Management Studies – Advanced Certificate	-	-	-	1	5	1
	Applied Arts, Office Administration – Associate Degree	18	23	21	31	25	19

DIVISION/ DEPARTMENT	PROGRAMME	NUMBER OF GRADUATES					
		2008	2009	2010	2011	2012	2013
	Paralegal Studies - Certificate	-	-	-	-	5	0
Division of Technical Education and Management Studies (cont'd)	Secretarial Studies – Diploma	-	-	-	3	2	5
	Secretarial Studies – Certificate	-	-	-	1	8	
	Information Studies – Certificate	-	-	-	0	0	3
	Sub-Total Business & Secretarial Studies	*97*	*147*	*134*	*213*	*194*	*182*
	Electrical & Electronics Studies						
	Computer Systems Engineering – Associate Degree	26	16	13	16	16	19
	Computer Maintenance and Systems Engineering – Associate Degree	0	0	1	1	0	0
	Electronics Engineering – Associate Degree	5	6	7	10	5	9
	Electrical Installation – Certificate	13	21	10	3	10	8
	Sub-Total Electrical & Electronics Studies	*44*	*43*	*31*	*30*	*31*	*36*
	Hospitality Studies						
	Accommodation Operations Management - Associate Degree	0	1	-	-	-	-
	Food and Beverage Operations – Associate Degree	14	20	21	16	18	18
	Hospitality Studies – Associate Degree	16	20	19	10	13	18
	Travel and Tourism – Associate Degree	22	18	25	22	9	20
	Sub-Total Hospitality Studies	*52*	*59*	*65*	*48*	*40*	*56*

DIVISION/ DEPARTMENT	PROGRAMME	NUMBER OF GRADUATES					
		2008	2009	2010	2011	2012	2013
Division of Technical Education and Management Studies (cont'd)	**Mechanical Engineering Studies**						
	Automotive Engineering – Associate Degree	2	2	0	5	2	7
	Mechanical Engineering – Associate Degree	2	3	4	3	9	7
	Air Conditioning Systems Foundations – Certificate	7	1	0	0	0	1
	Diesel Mechanics Foundations – Certificate	0	6	0	0	0	1
	Diesel Mechanics – Certificate	12	0	4	1	4	0
	Motor Vehicle Mechanics Foundations – Certificate	6	4	4	0	0	5
	Motor Vehicle Mechanics – Certificate	7	11	4	4	7	4
	Refrigeration & Air Conditioning Systems – Certificate	1	5	1	4	0	4
	Sub-Total Mechanical Engineering Studies	*37*	*32*	*13*	*17*	*22*	*29*
	SUB-TOTAL	**294**	**335**	**282**	**354**	**346**	**352**
Department of Continuing Education	Applied Arts, Business Administration – Associate Degree	22	25	29	-	-	-
	Applied Arts Office Administration – Associate Degree	5	4	6	-	-	-
	Business Studies - Certificate	7	10	14	-	-	-
	Computer & Information Technology - Certificate	2	0	0	-	-	-
	Computer & Information Technology – UWI Certificate	10	6	0	-	-	-
	Criminal Justice – Associate Degree	0	10	1	-	-	-
	Environmental Health - Certificate	0	2	1	-	-	-
	Information Studies - Certificate	1	1	0	-	-	-

DIVISION/ DEPARTMENT	PROGRAMME	NUMBER OF GRADUATES					
		2008	2009	2010	2011	2012	2013
	Management Studies – Advanced Certificate	3	2	5	-	-	-
Department of Continuing Education (cont'd)	Paralegal Studies- Certificate	7	0	7	-	-	-
	Secretarial Studies - Certificate	9	10	6	-	-	-
	Secretarial Studies - Diploma	13	8	2	-	-	-
	Social Work – Certificate	3	9	11	-	-	-
	Social Work – Associate Degree	4	1	0	-	-	-
	SUB-TOTAL	**86**	**88**	**82**	**-**	**-**	**-**
TOTAL		**688**	**779**	**738**	**696**	**727**	**737**

Note

1. In 2011, the programmes previously offered by the Department of Continuing Education were incorporated into the programme offerings of the Division of Technical Education and Management Studies and the Department of Health Sciences

2. The following programmes offered by the Division of Teacher Education and Educational Administration and certified by the Joint Board of Teacher Education were terminated in 2010

    a. Certificate in Primary Education
    b. Certificate in Secondary Education
    c. Diploma in Teaching (Secondary Level)

GOVERNMENT OF ST. LUCIA

EARLY CHILDHOOD POLICY

November 2012

TABLE OF CONTENTS

DEFINITIONS

Competency Based Certification means the assigning of professional qualifications to early childhood practitioners as a result of their on the job knowledge, skills and years of experience.

Comprehensive encompasses all levels and stages of early years development from birth to eight years, as well as, all the other functions and elements which may influence or affect childcare services.

Early Childhood Centre can be defined as a building or converted house which is specifically constructed or designed to provide a service, which caters to the developmental needs of young children from birth to five years. These centres usually operate from as early as 7:00 a.m. to 5:00 p.m. and should be staffed by specially trained personnel.

Early Childhood Education Development (ECD) encompasses the stimulation, nurturing and cognitive programmes that children between the ages of birth to eight years are exposed to and which are suitable for the child's age and stage of development. These can be provided either at an institution specially designed for that purpose or at home.

Home Day Care refers to a service rendered to parents/guardians by a care-giver, in the home or other setting identified by the care-giver, for children under the age of five years.

Home Visitation is an early childhood service delivery model where the caregiver visits the family and provides early stimulation to children as well as information, support and encouragement to parents.

In-Home Care is a flexible form of child care where an approved caregiver or the child's parents/ guardian provides care in the child's home.

School-Based Early Childhood Development Centre refers to an early childhood centre which utilizes available space in a school and is an integral part of the establishment.

Corporate Early Childhood Development Centre is used to describe a centre established by a business or company to provide early childhood services to the children of its employees or other persons in direct contact with the company.

Minimum Standards refers to a set of guidelines sanctioned by the Government of St. Lucia which state the essential requirements for providing early childhood services in Saint Lucia.

Quality refers to a system of childcare that exhibits good enough characteristics and practices, within the framework of prescribed standards of operation to impact favourably on the children and their parents/guardians who use the service.

PREAMBLE

As part of its education mandate the Government of Saint Lucia has chosen to focus on **universal access** to early childhood education for all St. Lucian children. Achieving this goal would necessitate the adoption of various new modalities in terms of service delivery. It is therefore proposed that the following options be implemented in light of the two basic models of ECE service delivery currently in existence on the island.

1. In the Public model which is government subsidized, the expansion of the RCP to underserved areas , the utilization of excess space in schools and the increased use of existing government centres are all presented as viable access options.
2. In the Private model where centres are wholly owned and operated by caregivers or administrators the use of home schooling, establishment of corporate centres and prospective private centres in underserved areas are all feasible options.

This Early Childhood Policy aims to provide a framework within which the Early Childhood Services in St. Lucia can be strengthened to facilitate the achievement of the goal of universal access by 2015. It seeks to address deficiencies identified in the current service provisions[1] and to orient the sector in a direction that will ensure that all children of St. Lucia receive the best possible start in life in achievement of the vision.

This is consistent with local, regional and international commitments on early childhood development that the Government of St. Lucia has signed on to, viz:

a. The philosophy, principles and values that underpin the Education Sector Development Plan 2009-2014, being implemented by the Ministry of Education, Human Resource Development and Labour, and especially its focus on quality, equity, access, relevance, teacher development and the need for balanced learning.
b. Education Act
c. The World Fit for Children Declaration of April 2002.
d. The Ibero-American Plan of Action for Children October 2001.
e. The Kingston Consensus of October 2000.
f. The Caribbean Plan of Action for Early Childhood Education Care and Development, endorsed by the CARICOM Heads of Government in July 1997.
g. M.D.G.-Millennium Development Goals
h. E.F.A – Education for All
i. The Regional Guidelines for Developing Policy, Regulations and Standards in Early Childhood Development Services, published by the CARICOM Secretariat.
j. The Regional Framework for Action for Children 2002-2015 approved by CARICOM in 2002, under which all member countries have committed to priority actions by 2011 including:
    • To develop and formally adopt **comprehensive ECD policies** with legislative and administrative reforms required for policy implementation ;

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[1] Refer to Sector Profile in Appendix 1

- To develop, establish and implement national **ECD regulatory frameworks with standards** for early childhood services in keeping with regional and international guidelines/goals:

Importance of Early Childhood Development

Early childhood refers to the period in a child's life between birth and eight years of age. It is one of the most important phases and the period of rapid brain development. During this stage, character is formed and the foundation is laid for many basic social, emotional, physical and cognitive skills that are used throughout life. A child's ability to adequately develop literacy, numeracy, and social skills are all influenced by the foundation that is laid in these early years. Even though Early Childhood Education spans birth to eight internationally, birth to five is being addressed as the early childhood period in this policy since formal primary education commences at five in Saint Lucia.

An adequate early childhood experience is dependent on the child being exposed to warm, caring environments that he/she trusts, with caregivers that provide opportunities for ongoing stimulation and holistic development. There is no preferred setting where such environments have to be created and they can be effectively developed in a variety of settings including the home, formal day care centres, preschools, libraries and community-based play groups. What is important is that the practitioners have the necessary dispositions, knowledge, skills and materials to engage the children in developmentally appropriate activities.

Research has indicated that a failure to adequately develop the basic skills in these early years could lead to grade repetition in school and eventual poor academic performance, with a high possibility of anti-social behaviour to follow. Research has also cited a direct link between positive early childhood development experiences for children and participation in later schooling, reduction in participation in crime, reduction in pregnancy in the teenage years, productivity in the workplace and stability in marriage. The earlier positive early childhood experiences begin, the greater the impact on intellectual development, sociability, concentration and independence. However, the quality of early childhood experiences is critical to the success of the outcomes.[2].

Cost-benefit analyses of the return from investment in early childhood development have consistently demonstrated a high return on the investment[3] - as high as 8:1 in some instances. This has led a panel of leading economists to conclude in 2007, that *investment in early childhood development should be the number one priority for addressing the greatest problems in Latin America and the Caribbean*[4].

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[2] See for example the World Bank Publication "From Early Child Development to Human Development" or the RAND Publication "Investing in Our Children".

[3] Perry Preschool Program; Chicago Child-Parent Centers; The Carolina Abecedarian Program; amongst other references in the Education For All Global Monitoring Report 2007: "Strong Foundations' www.efareport.unesco.org

[4] Copenhagen Consensus for Latin America and the Caribbean, San José, Costa Rica, 22-25 October 2007

1. **SCOPE**

    This policy will apply to all providers of an early childhood service, including owners, caregivers, teachers, and persons appointed by the Government or any other authorised agency to interact with the early childhood service providers.

2. **VISION**

    This Policy is guided by the vision that *"every child in St. Lucia shall have access to quality early childhood services, a sound start to life and the opportunity to develop to his/her full potential."*

3. **POLICY OBJECTIVES**

    e) To ensure that all children in St. Lucia between the ages of birth to five (0-5) have the opportunity to access age-appropriate and developmentally-oriented early childhood services;

    f) To ensure that the quality of early childhood service provision is adequate for the health and safety of the children and appropriate for their developmental needs;

    g) Increase the percentage of certified and competent early childhood practitioners;

    h) Increase the active participation of parents, community and private sector in the development of the nation's children.

4. **STRATEGIES**

    j) Integration of services provided to children to ensure a comprehensive and coordinated approach to children's needs in the early years.

    k) Creating and expanding early childhood services throughout the country;

    l) Specific targeting and provisioning for children at risk, including children with disabilities, children with other special needs, vulnerable children living in situations of poverty, abuse and neglect and children affected and infected by HIV/AIDS.

    m) Enforcing stipulated minimum service standards and facilitating the implementation of best practices by the providers of early childhood services in day care, preschool and home visitation programmes

    n) Supporting and facilitating the implementation of best practices by the providers of early childhood services at the centre level, in order to ensure that stipulated minimum levels of quality provision are achieved and maintained.

o) Supporting, facilitating and promoting the professional development of early childhood practitioners

p) Actively involving and supporting parents and guardians in early childhood services for their children.

q) Regulating, monitoring and evaluation of early childhood services;

r) Strengthening programming for transition between levels of early childhood development as well as transition to primary education i.e. infant, toddler, preschooler and kindergartener;

5.   SPECIFIC ACTIONS

The specific strategies and the actions that will be implemented in pursuit of these identified strategies include:

(a) Integration of Services

The Policy proposes to take two (2) approaches towards achieving the integration of services, viz:

- Promote inter-sectoral collaboration, between the different sectors which provide services to children in the early years – health, education, community services, private sector as well as any other relevant sectors; and

- Promote integrated management of services where appropriate e.g. in the provision of institutionalized services at the day care and pre-school level.

The specific actions that will be taken in this regard include:

- Establishment of the Council on Early Childhood Education provided for in Section 79 (1) of the Education Act No. 41 of 1999. This Council should have representation from all sectors working on children's issues to ensure that a comprehensive approach to children's development is taken.

- Inter-ministerial collaboration in the development and mainstreaming of child related policies in services for the child from birth to five years, either through or with the active participation the Council on Early Childhood Development.

- Integration of the management and administration of the day care and pre-school services under the jurisdiction of the Early Childhood Services Unit of the Ministry of Education, Human Resource Development and Labour.

- Encouragement and facilitation of partnerships between Agencies and NGOs responsible for children's welfare and the private sector, to promote Early Childhood Development as an integral part of nation building.

(b) Expansion of Services

The Policy envisages the expansion of early childhood services as being achieved through a variety of approaches, including:

- Strengthening the capacity of the parent in the home and other caregivers to provide the appropriate support, especially early stimulation and nutrition, for the birth to three age cohorts;

- Expanding the availability of institutionalized provision, especially for the age three to five cohorts.

The expansion will not be restricted to the establishment of centres and will also include the introduction of innovative services like home visiting programs, mobile toy and book libraries, community education activities and the like**.**

The role of the government will be to create the conditions that will facilitate Universal access to Early Childhood Development services, while ensuring that acceptable levels of service are provided.

The specific actions that will be taken in this regard include:

- Identification of geographical areas which are under-served by early childhood services.

- Development of a costing model for the provision of early childhood services to inform policy decisions related to expansion of services.

- Provision of incentives and supports for the provision of early childhood services in communities which are under-served, including access to duty-free concessions, tax deductibles and rebates; classification under the Micro and Small Scale Business Enterprises Act, No. 19 of 1998; access to support from the Small Enterprise Development Unit; and access to other relevant government programmes.

- Making excess capacity in public schools available for early childhood services.

- Provision of incentives and supports to business places and sporting facilities with early childhood services within their operations.

- Provision of duty free concession on educational materials coming from overseas to all licensed service providers.

- Development and adoption of standards and regulations to guide the quality of services provided.

(c) Targeting Children at Risk

There are at least three (4) categories of children in St. Lucia who can be considered to be "at-risk" and in need of special consideration concerning access to early childhood services. These are:

i. Children Living in Poverty
ii. Children Infected with/Affected by HIV/AIDS
iii. Children with Disabilities
iv. Children affected by Migration of Parents/Guardians

The Policy envisages targeting these at risk children as being achieved through a variety of approaches, including:

- Strengthening the capacity of parents/guardians and caregivers in the home to provide the appropriate support, especially early stimulation and nutrition, for the birth to three age cohorts;

- Expanding the availability of institutionalized provision, especially for children from birth to three cohorts.

The Policy also envisages that while government will provide the enabling environment that supports the achievement of access to early childhood services for all, service delivery options will be selected from either public or private modalities. . In areas where residents are so inclined, the services could be provided as a community-owned and operated service. The expansion will not be restricted to the establishment of centres; private, corporate or otherwise, but will also include the introduction of innovative services like home visiting programs, mobile toy and book libraries, community education activities and the like**.**

The policy recognizes that the provision of services to children with disabilities and special needs will require additional resources, above and beyond those required for the average child. Within this context, the role of the government will be to create the enabling conditions, and facilitate access to the additional resources that will be needed for the provision of such services, while ensuring that acceptable levels of service are maintained.

The specific actions that will be taken in this regard include:

- Identification of geographical areas in which children are living in situations of high risk.

- Designation of early childhood services targeted for "at-risk children" as an "eligible service" for support under the St. Lucia Social Development Fund (SSDF).

- Provision of incentives and support for the provision of early childhood services in communities where significant numbers of children have been identified as being at risk, including access to duty-free concessions and tax deductibles; classification of identified communities under the Special Areas Development Act, No. 2 of 1998; access to support from the Small Enterprise Development Unit; and access to other relevant government programmes.

- Provision of incentives and support for retro-fitting early childhood centres to accommodate children with disabilities, including access to duty-free concessions, tax deductibles and rebates; access to support from the Small Enterprise Development Unit; and access to other relevant government programs.

- Provision of subventions to programs which accommodate children with disabilities based on an agreed upon payment for each such child provided for by the program.

- Provision of subventions to programs which accommodate children identified as living in vulnerable situations including HIV/AIDS, poverty, abuse and neglect. Such children will be identified using a means test and the subventions will be based on an agreed upon payment for each such child that is provided for by the program.

- Development of Protocols for incorporating children infected with and affected by HIV/AIDS into early childhood programs.

- Education for parents and practitioners on HIV/AIDS, including modalities for addressing the stigma and discrimination related to HIV/AIDS.

- Inter-ministerial collaboration in the programs targeted at children at risk.

- Retrofitting of available capacity in primary schools to provide places.

(d) Improving Quality of Early Childhood Development

The Policy envisages improvement in quality service provision, whether in an institutionalized or home setting as being achieved through a variety of approaches including:

- Minimum standard regulations for the operation of the sector; and

- Facilitation of and support for improvements in early childhood learning environments, in keeping with scientific research findings and acknowledged best practices for early childhood development.

The specific actions that will be taken in this regard include:

- Early approval, dissemination and implementation of Minimum Standards and Operational Regulations for early childhood service providers as provided for in Section 80 of the Education Act, No. 14 of 1999. These Minimum Standards and Regulations should address, *inter alia*, health, fire, safety, staff/child ratio, furniture, management, teacher/caregiver qualifications, insurance and other programming and instructional areas.

- Revision of the National Curriculum in collaboration with the primary school curriculum officers, to ensure child centered principles and harmonisation between the different educational phases, with a focus on emergent literacy. The revised curriculum should specify the learning and development outcomes to be achieved at each level.

- Development of curriculum guides for use by early childhood service providers at each level.

- Review and formalization of the transition process from preschool to kindergarten and Grade one, in order to ensure compatibility in curriculum content and teaching strategies/approaches.

- Establishment and maintenance of one (1) model ECD centre/Centre of Excellence with an attached resource centre in each Education District.

- Provision of support and incentives for improvements in the physical learning environments, including upgrading of physical facilities and the purchase of appropriate resource materials for use in early childhood programming. These incentives could include the provision of duty concessions, tax deductibles, and access to development support through the Small Enterprise Development Unit.

- On-going research to gather accurate data on the impact of Early Childhood Education, Care and Development Services on children's development.

- Establishment of business plans and cost effective strategies which identify the priorities for action within each ECECD setting.

- Development and implementation of standard operational procedures for monitoring and supervision of standards in all early childhood settings in keeping with regional standards established by CARICOM.

Inclusion of all early childhood settings within the remit of the Educational Districts for the purposes of identifying centres and more effective supervision and monitoring .

(e) Professional Development of Practitioners

The policy will encourage the professional development of practitioners by:

- Supporting and facilitating their organisation into a representative body with which the policy-makers can interact. This will make it much easier to involve the practitioners in development initiatives than is possible at present with the only means of involving them being to target them at their respective centres.

- Mandating participation in relevant professional development activities and training.

- Supporting and facilitating a regime for professional certification of eligible practitioners.

The specific actions that will be taken in this regard include:

- Support for the establishment of an organized body to represent the interests of practitioners at community, educational district and national levels.

- Inclusion of authorized practitioner representatives in national policy making institutions including the Council on Early Childhood Education.

- Designation of Early Childhood as one of the eligible areas for receipt of scholarships for tertiary training.

- Inclusion of an Early Childhood option in the Teacher Training program of the Sir Arthur Lewis Community College

  - Organizing professional development activities specifically targeted at early childhood practitioners on an ongoing basis.

  - Inclusion of early childhood practitioners in teacher training programmes refocused to include the professional development of practitioners as early childhood educators.

  - Development of a system for the assessment and competency based certification of early childhood practitioners at Levels I (worker under supervision), Level II (semi autonomous worker) and Level III (supervisory position), consistent with the standards which have been adopted at the CARICOM level.

  - Harmonisation of pay and working conditions with other sub-sectors within the education system on the basis of comparability and equity.

(f) Parental Involvement

The Policy will support both the education of parents and their participation in the design and functioning of early childhood services.

The specific actions that will be taken in this regard include:

- Support for the formation and operation of Parent-Teacher Associations in all programs.

- Support for parent education programs utilizing a variety of media including workshops, home visits, mass media, social activities at centre level and community level activities.

- Promotion of the value of Early Childhood programmes in parent and community groups.

- Focused messages in a variety of fora – mass media, community level e.g. Billboards, workplace activities, churches - aimed at developing an understanding amongst parents/ guardians of their role as the first educators of their children.

- Provision of clear guidance to parents/guardians on anticipated impact of unhealthy or damaging influences, including those in the environment and the media.

- Identification of popular education methodologies to use in parenting education (and adapt for use with school aged children in pre-parenting education also).

- Development of modules and training for the providers of Home Day Care Services to ensure the provision of adequate and appropriate developmental programmes.

6. APPLICATION

This policy will apply to all providers of an early childhood service, including owners, caregivers, teachers and persons appointed by the Government or any authorized agency to interact with the early childhood service providers.

7. MANAGEMENT, MONITORING AND EVALUATION MECHANISMS

The responsibility for managing and monitoring the implementation of this Policy shall rest with the Ministry of Education, Human Resource Development, and Labour, through its authorized officers.

The day-to-day activities involved in managing the policy shall be delegated to the Early Childhood Education Services Unit, who shall report to the Chief Education Officer on the implementation of the Policy on a regular basis, as designated by the Chief Education Officer.

Ongoing monitoring shall be the responsibility of the Early Childhood Services Unit in collaboration with other relevant departments of the Ministry Education, Human Resource Development and Labour and the Early Childhood Council. The impact of the implementation of the policy shall be formally evaluated every three (3) years.

The specific actions that will be taken in this regard include:

- Establishment of an inspectorate under the aegis of the Early Childhood Services Unit to assess and report on the performance of all early childhood development settings on all indicators.

- Provision of timely feedback and follow-up for action by the management of the early childhood development centres.

- Development, implementation and evaluation of standard operational procedures for monitoring and supporting the achievement of standards in all early childhood settings.

- Development of standards and protocols for guiding services and interventions to meet the needs of all children including: vulnerable, special needs and exceptionally gifted children.

- Establishment of screening procedures for the early detection of vulnerable children;

- Assessment of the effectiveness of instructional materials and pedagogy used with all children including: vulnerable, special needs and exceptionally gifted children.

  Evaluation of the impact, coherence and effectiveness of Early Childhood programming and services using established Management Information Systems;

- Organization of professional development activities specifically targeted at assessing the competencies of early childhood practitioners on an ongoing basis.

- Implement standards and procedures for licensing and enforcement of regulations.

All processes and procedures to guide registration and licensing of early childhood centres including compliance measures and sanctions are detailed in the Minimum Standards and Regulations documents.

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Annex C Continued

THE GOVERNMENT OF SAINT LUCIA APPROVED LIST OF AREAS FOR NATIONAL TRAINING 2013-2014 (SCHOLARSHIPS, ECONOMIC COST AWARDS, STUDENT LOANS)

Postgraduate Level

1100 Agricultural Sector
1101 Extension and Rural Development
1103 Plant Protection (Pathology, Entomology, Nematology)
1104 Livestock Production and Management/Genetic Livestock
1105 Food Technology
1106 Marine Resource Management/Marine Biology
1112 Strategies for Regional Agricultural Development
1115 Aquaculture Management
1117 Veterinary Public Health
1118 Veterinary Medicine
1119 Agricultural Engineering
1200 Science and Technology
1201 Information Systems Management/Security
1202 Information and Communications Technology
1203 Computer Generated Imagery/Animation
1204 Electrical/Electronics & Computer Engineering
1206 Mechanical Engineering
1207 Civil Engineering
1208 Automotive Technology
1212 Spectrum Management & Monitoring
1213 Internet Governance
1300 Financial/Business Sector
1301 Information System Auditing
1302 Economics
1303 Finance
1304 Financial Management
1305 Forensic Accounting/ Forensic Auditing
1306 Banking and Finance
1307 Accounting
1310 Internal auditing
1311 Marketing and Public Relations (including Sales & Marketing)
1312 Actuarial Studies
1313 Entrepreneurial Studies/Entrepreneurial Management
1314 Small Business Management
1315 Business Counseling
1316 Corporate Governance
1400 Planning
1401 Cartography
1402 Land Surveying/Valuation Surveying

1403 Quantity Surveying

1404 Structural Engineering

1406 Land Administration/Sustainable Land Management

1412 Architecture /Restoration & Rehabilitation

1500 Law

1501 Development Planning Law

1502 Legislative Drafting

1503 Law (Family, Land, Maritime, Contract, Property, Public, Business, Competition, Taxation, Intellectual Property, Criminal Law, Public/Employment Law)

1600 Education Sector

1601 Education (specializing in Mathematics, Music, Art, Drama, Health & Family Life Education, Early Childhood Education, Literacy, Geography, History, Physical Education, Educational Psychology, Educational Counseling)

1603 Modern Languages (French, Spanish)

1604 Visual Arts/Performing Arts

1605 Science Education (Physics, Chemistry, Biology, Mathematics, Agriculture)

1606 TVET Education (including Architectural – Engineering/Building Technology, Family and Consumer Studies, Clothing and Textiles, Information Technology, Electrical Technology)

1607 Curriculum Development/Design

1608 Educational Leadership & Management, Educational Planning/Educational Policy & Management/Testing & Evaluation

1611 Quality Assurance / Accreditation

1612 Special Education (Occupational Therapy, Clinical Psychology, Speech Therapy)

1613 School Social Work

1614 Workforce Development & Training

1700 Health Sector

1701 Nursing (All aspects)

1702 Primary Health Care /Specialized Medical Services (Emergency Medicine/ Epidemiology/ Pediatrics/ Obstetrician / Gynecology / Nephrology / Pathology / Endocrinology /Neurology/ Pulmonology/ Orthopedics / Anesthesiology / Oncology/ Cardiology)

1703 Mental Health (including Occupational Therapy, Psychiatric Social Work, Mental Health Counseling / Clinical Psychotherapy / Psychology / Social Work / Counseling)

1704 Public Health

1705 Health Administration / Health Services/Hospital Administration

1706 Speech Pathology

1707 Hospital Engineering

1708 Bio Medical Engineering

1709 Counseling Psychology / Clinical Psychology / Forensic Psychology

1719 Toxicology

1720 Clinical Pharmacy

1721 Nutrition / Dietetics

1723 Biomedical Technician

1724 Human Resources for Health/Workforce Planning for Health

1725 Workforce Planning

1727 Environmental Health

1728 Entomology

1729 Child & Adolescent Psychiatry

1800 Tourism and Hospitality Sector

1801 Events Management
1802 Tourism and Hotel Operations Management
1803 Hospitality & Tourism Management
1806 Culinary Management / Food Service Management
1810 Culinary Arts
1814 Restaurant Management
1900 Public Sector
1901 Gerontology
1902 Geographical Information System (GIS)
1903 Project Management / Programme Management
1904 Public Sector Management / Public Administration
1905 Road Management and Engineering
1906 Social Work / Clinical Social Work
1907 Transport Planning
1908 Facilities Management
1909 Social Development/Development Management / Engineering
1910 Metrology
1911 Construction Management
1912 Records Management
1913 Food Safety Management System
1914 Measurement Traceability
1915 Forensic Sciences
1916 Quality Management System
1917 Telecommunications Regulation/Management
1918 Disaster Management / Emergency Management
1919 Youth Development
1925 International Relations
1926 Diplomacy
1927 Quality Management
1928 Sports Management/Sports Medicine/Sports Psychology
1929 Coaching
1930 Forensic Engineering
1931 Geo Technical Engineering
1932 Information Science/Librarianship/Content Management/Information Architecture
1934 Landscape Architecture
1935 Hazard Analysis Critical Control Point (HAACP)
1936 Strategic Planning
1937 Occupational Health & Safety
1942 Social Research Methods
1943 Development Economics
1949 Ballistics
1950 Labour Relations
1951 Change Management
1952 Policy Analysis & Development
1953 Human Resource Management/Human Resource Development
2000 Trade, Industry, Port and Consumer Sector
2001 Micro Enterprise Development
2002 Trade Policy/International Trade

2003 Marine Administration
2004 Fashion Design and Merchandising
2500 Sustainable Development (for the Environment)
2501 Energy Studies
2502 Coastal Zone Management
2503 Environmental and Natural Resource Management
2504 Climatology/Climate Change
2505 Environmental Engineering
2506 Water Resources Management
2507 Hydrology
2508 Hydro-Geology
2509 Watershed Management
2510 Hydrological Surface Data Collection & Analysis
2511 Agro-Forestry for Sustainable Development
2512 Bio-Fuels
2513 International Environmental Policy and Management
2514 Botany / Plant Taxonomy

UNDERGRADUATE DEGREE

1100 Agricultural Sector
1103 Plant Protection (Pathology, Entomology, Nematology)
1104 Livestock Production and Management (Genetic Livestock, Animal Nutrition, Animal Pathology)
1105 Food Technology
1106 Marine Management/Marine Biology
1107 Agri-business Management
1108 Agriculture
1109 Meat Technology
1115 Aquaculture Management
1117 Veterinary Public Health
1118 Veterinary Medicine
1119 Agricultural Engineering
1120 Agronomy, Soil Science and Weed Science
1121 Veterinary Epidemiology
1200 Science and Technology
1202 Information and Communications Technology / IT Management
1203 Computer Generated Imagery/Animation
1204 Electrical/Electronics & Computer Engineering
1205 Computer Maintenance and Repair
1206 Mechanical Engineering
1207 Civil Engineering
1208 Automotive Technology
1209 Cabinetmaking Technology
1212 Spectrum Management and Monitoring
1213 Computer Forensics
1300 Financial/Business Sector
1302 Economics
1303 Finance

1304 Financial Management

1305 Forensic Accounting/ Forensic Auditing

1307 Accounting

1308 Information Technology Auditing

1309 International Commerce and Global Development

1311 Marketing and Public Relations (including Sales & Marketing)

1313 Entrepreneurial Studies/Entrepreneurial Management

1314 Small Business Management

1400 Planning

1401 Cartography

1402 Land Surveying/Valuation Surveying

1403 Quantity Surveying

1407 Urban Planning

1409 Building Services Engineering

1410 Town and Country Planning

1412 Architecture

1413 Estate Management / Housing Estate Management

1500 Law

1503 Law (Family, Land, Maritime, Contract, Property, Public, Business, Competition, Taxation, Intellectual Property, Criminal Law, Public/Employment Law)

1600 Education Sector

1601 Education (specializing in Mathematics, Music, Art, Drama, Visual/Performing Arts, Early Childhood Education, English, Geography, History, Physical Education, Instructional Technology, Technology in Education, Educational Psychology, Social Studies, Educational Counseling)

1603 Modern Languages (French, Spanish)

1605 Science Education (Physics, Chemistry, Biology)

1606 TVET Education (including Architectural – Engineering/Building Technology, Family and Consumer Studies, Design & Technology, Garment Construction, Food Preparation, Visual Arts, IT & Electrical Studies)

1607 Workforce Development & Training

1612 Special Education,

1700 Health Sector

1701 Nursing (all aspects)

1702 Primary Health Care /Specialized Medical Services (Emergency Medicine/ Epidemiology/ Pediatrics/ Obstetrician / Gynecology / Nephrology / Pathology / Endocrinology /Neurology/ Pulmonology/ Orthopedics / Anesthesiology / Oncology/ Cardiology)

1703 Mental Health (including Occupational Therapy, Psychiatric Social Work, Mental Health Counseling / Rehabilitation Therapy Technology, Addiction Counseling, Psychiatry)

1704 Public Health

1705 Health Services/Hospital Administration

1709 Counseling Psychology / Psychology

1710 Neonatology

1711 Radiography

1712 Medical Laboratory Technology

1713 Environmental Health

1714 Podiatry

1715 Speech Therapy

1716 Emergency Medical Service

1718 Pharmacy

1721 Dietetics

1722 Dental Therapy

1723 Biomedical Technician

1724 Human Resources for Health / Workforce Planning for Health

1727 Environmental Health

1731 Physiotherapy

1728 Entomology

1732 Hearing Technician / Audiology

1800 Tourism and Hospitality Sector

1801 Events Management

1803 Hospitality Studies

1804 Tourism (Tourism Marketing/Tourism Management)

1805 Public Relations

1806 Culinary Management/Food Service Management

1807 Golf Course Management

1808 Civil Aviation/Aviation Administration

1810 Culinary Arts

1812 Spa Management

1813 Sports Tourism

1814 Restaurant Management

1900 Public Sector

1902 Geographical Information System (GIS)

1903 Project Management

1904 Public Sector Management/Public Administration

1906 Social Work

1908 Facilities Management (Asset Management & Maintenance)

1911 Construction Management

1912 Records Management

1915 Forensic Science

1918 Disaster Management / Emergency Management

1919 Youth Development

1920 Statistics/Statistical Analysis

1921 Communication Studies

1922 Meteorology

1927 Quality Management

1928 Sports Management/Sports Medicine/Sports Psychology

1929 Coaching

1933 Media and Journalism /Mass Communication

1934 Landscape Architecture

1936 Strategic Planning

1937 Occupational Health & Safety

1939 Criminal Justice

1953 Human Resource Management/Human Resource Development (Training)

2000 Trade, Industry, Port and Consumer Sector

2003 Marine Administration

2004 Fashion Design and Merchandising

2005 Maritime Engineering

2006 Port Management (Airport/Seaport Operations Management, Terminal Operations Management, Airport Planning and Management)
2007 Marine Technology/Marine Engineering
2008 Interior Design Technology
2009 International Commerce / Trade and Global Development
2013 Air Transport Management
2100 Creative Arts (Music/Stage/Film)
2101 Band Management
2102 Sound Engineering
2103 Acting
2104 Lighting Engineering
2105 Dance Choreography
2106 Editing
2107 Camera Engineering
2108 Sound/Lighting
2109 Screen Play Writing
2110 Production Management
2111 Design and Construction/Design and Fashion
2112 Music
2200 Yachting Services
2201 Diesel Engineering
2202 Marine Electronics
2203 Marine Refrigeration and Air Conditioning
2204 Navigation
2205 Marine Management
2500 Sustainable Development (For the Environment)
2504 Climate Change
2505 Environmental Engineering
2506 Water Resources Management
2507 Hydrology
2508 Hydro-Geology
2509 Watershed Management
2510 Hydrological Surface Data Collection & Analysis
2514 Botany / Plant Taxonomy

Undergraduate Diploma and Certificate

1100 Agricultural Sector
1105 Food Technology (Seafood Processing, Meat Technology, Agro-Processing)
1108 Agriculture
1112 Agricultural Extension
1113 Farm Mechanization / Farm Management/ Farm Management Systems
1114 Horticulture
1115 Aquaculture Management
1116 Landscaping
1117 Veterinary Public Health (Animal Health)
1122 Abattoir Management
1123 Pasture Development

1124 Artificial Insemination

1125 Butchering

1126 Tissue Culture Techniques

1200 Science and Technology

1202 Information and Communications Technology (ICT)/ IT Management

1204 Computer Maintenance and Repair

1205 Automotive Technology

1206 Mechanical Engineering Technology

1209 Cabinetmaking Technology

1210 Electrical Technology (including Metering, Power Systems Protection)

1211 Web Developer/Programming

1214 Records Management

1215 Public Sector Auditing & Accounting

1216 Electronics/Broadcasting Engineering

1217 Website Development

1217 Adobe Certified Expert

1218 Cisco/COMPTIA A+ Certification

1219 Television Directing, Lighting & Sound

1220 Process Analysis Reengineering

1221 Systems Analysis & Design

1223 Internet Security, Cyber Security, Network Security

1224 Database Development

1225 Mobile Application Development

1300 Financial/Business Sector

1306 Banking and Finance

1309 Certified Internal Auditing

1311 Marketing and Public Relations (including Sales & Marketing)

1313 Entrepreneurial Studies

1314 Small Business Management

1317 Certified Fraud Examiner

1400 Planning

1411 Cadd/3D Design and Rendering

1600 Education Sector

1601 Education (specializing in Music, Mathematics, Social Studies, Special Education)

1603 Modern Languages (French, Spanish)

1606 TVET Education (including Architectural – Engineering/Building Technology, Family and Consumer Studies, Design & Technology, Garment Construction, Food Preparation, Visual Arts, IT & Electrical Studies)

1607 Workforce Development & Training

1700 Health Sector

1701 Nursing (All aspects)

1702 Primary Health Care /Specialized Medical Services (Emergency Medicine/ Epidemiology/ Pediatrics/ Obstetrician / Gynecology / Nephrology / Pathology / Endocrinology /Neurology/ Pulmonology/ Orthopedics / Anesthesiology / Oncology/ Cardiology)

1703 Mental Health (including Occupational Therapy, Psychiatric Social Work, Mental Health Counseling / Mental Health First Aid / Pharmacology in Mental Health & substance Abuse / Concurrent Disorder)

1704 Public Health

1711 Radiography
1712 Medical Laboratory Technology
1716 Emergency Medical Services Technician
1717 Ultrasonography
1723 Biomedical Technician
1724 Human Resources for Health/Workforce Planning for Health
1726 Specialized Medical Services (Epidemiology, Pediatrics, Obstetrician/Gynecology, Nephrology, Pathology, Endocrinology, Neurology, Pulmonology, Orthopedics, Neonatology, Anesthesiology, Oncology, Cardiology)
1727 Environmental Health
1733 Body Therapy
1800 Tourism and Hospitality Sector
1801 Events Management
1803 Hospitality Studies
1808 Golf Course Management
1810 Culinary Arts/Chef
1811 Floral Arrangement
1812 Spa Management
1900 Public Sector
1902 Geographical Information System (GIS)
1906 Social Work
1912 Records Management/Cataloguing
1913 Food Safety
1918 Disaster Management/Emergency Management
1919 Youth Development
1922 Meteorology
1923 Inventory Management
1924 Public Sector Auditing and Accounting
1929 Coaching
1936 Strategic Planning
1937 Occupational Health & Safety
1938 Mediation
1940 Paralegal Studies
1941 Transcription (Legal)
1944 Hazardous Material Technician
1945 Fire Service Operations/Management
1946 Fire Engineering Science
1950 Certificate in Corrections
2000 Trade, Industry, Port and Consumer Sector
2004 Fashion Design and Merchandising
2007 Marine Technology
2008 Interior Design Technology
2010 Air Conditioning and Refrigeration Technology
2011 Plumbing Technology
2012 Airport Business Development
2014 Nautical Studies
2015 Aerodrome Incident
2100 Creative Arts (Music/Stage/Film)

2102 Sound Engineering
2103 Acting
2104 Lighting Engineering
2105 Dance Choreography
2106 Editing
2107 Camera Engineering
2108 Sound/Lighting
2109 Screen Play Writing
2110 Production Management
2112 Music
2200 Yachting Services
2206 Marine Engine Installation and Service
2207 Metal Fabrication
2208 Machining (lathes)
2209 Rigging/Mast Repair
2210 Marine Systems Installation and Maintenance (refrigeration, gas and heat fuels, plumbing, low voltage pumps, sanitation equipment, water production)
2211 Electrical Systems Installation and Maintenance (generators, wind and solar generation wiring)
2212 Electronics (radio, radar, corrosion control, batteries and alternators)
2213 Fiberglass Construction and Maintenance
2214 Marine Painting and Varnishing
2215 Shipwright
2216 Canvas and Sail Work
2217 Certified Captain License / Certified First Mate
2300 Professional
2301 Accounting (AAT, CAT, CIMA, CPA, ACCA, CGA)
2302 Air/Mixed Gas Commercial Diving
2500 Sustainable Development (for the Environment)
2504 Climate Change
2506 Water Resources Management
2507 Hydrology
2508 Hydro-Geology
2509 Watershed Management
2510 Hydrological Surface Data Collection & Analysis
2514 Botany / Plant Taxonomy

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The Government of Saint Lucia Priority List for National Training 2013-2014
(Scholarships, Economic Cost Awards, Student Loans)