The Development and State of the Art of Adult Learning and Education (ALE)

National Report of Saint Lucia

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Contents

Abbreviations

NAPS	**National AIDS Programme Secretariat**
OECS	**Organisation of Eastern Caribbean States**
CKLN	**Caribbean and Learning Knowledge Network**
CARICOM	**Caribbean Community**
CSME	**CARICOM Single Market and Economy**
SALCC	**Sir Arthur Lewis Community College**
NELU	**National Enrichment and Learning Unit**
NELP	**National Enrichment and Learning Programme**
NSDC	**National Skills Development Center**
UWI	**University of the West Indies**
GDP	**Gross Domestic Product**
HRD	**Human Resource Development**
EU	**European Union**
SFA	**Special Framework of Assistance**
POETA	**Partnership in Opportunities for Employment Through Technology in the Americas**
OEDP	**OECS Education Development Project**
USE	**Universal Secondary Education**
CXC	**Caribbean Certificate Examinations**
BNTF	**Basic Needs Trust Fund**
ICDL	**International Computer Drivers License**
RCP	**Roving Care Givers Programme**
FLP	**Family Life Programme**
SFIG	**Skills For Inclusive Growth**
TVET	**Technical Vocational Education and Training**
NEC	**National Economic Council**
ALL	**Adult Literacy and Life Skills**
LAMP	**Literacy Assessment and Monitoring Programme**

Introduction

Adult education is commonly referred to as the practice of teaching and educating adults. There still exists a common notion that adult learning is education for the illiterate. However, adult learning is beyond this. It encompasses the training required to function productively and the skills for lifelong learning. This learning may not necessarily take place in a formal classroom but at the workplace, in the community, at home, in cyberspace, in the media, etc. Educating adults differs from educating children in several ways. One of the most important differences is that adults have accumulated knowledge and experiences that can add or hinder the learning experience. Adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge recently gained will help them further their goals.

An adult in St. Lucia is defined as a person who is 18 years of age or older. Adults who are between the ages of 18 and 35 years are also categorized as "youth" in St. Lucia. This report reviews adult education and learning in St. Lucia from 1997 to the present and was prepared through several consultations with Ministry of Education officials, officials from line ministries, adult education providers and coordinators, educators and employers. These consultations were of various types including, meetings, face-to-face and telephone interviews.

The development and provision of adult learning in St. Lucia is partnered by government ministries, trade unions, tertiary institutions, private providers, employers and distant education providers. Chapters One and Two of this report provide a detailed list of some of the adult learning and education providers in St. Lucia.

Since CONFINTEA V in 1997, St. Lucia has made great strides in fulfilling the commitments towards the development of adult learning as highlighted under the ten thematic headings agreed upon at Hamburg. These achievements are summarized below.

Theme 1: Adult learning and democracy: the challenges of the twenty-first century
Both past and current governments have recognized the need to actively involve the citizenry in its decision making process to encourage democracy, full participation and ownership. With this in mind the Ministry of Education conducted wide sector participation in the development of the 2000-2005 Education Sector Development Plan and the draft 2008-2013 Education Sector Development Plan. Participants included education staff, public and private schools, employers, private sector agencies, trade unions, NGOs, etc. This same type of consultation and participation was used in the development/reviewing of the National Enrichment and Learning Programme, the National Skills Development Center, the Family Life Programme, the upgrading of the Sir Arthur Lewis Community College[2] and other adult programmes. Private sector involvement has also been encouraged by developing partnerships with adult learning institutions in providing job attachments and job training opportunities.

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[2] Transformation of the College into a full fledge University

The Gender Relations Division of the Ministry of Health, through the St. Lucia Crisis Center (which opened in 1988) continues to provide counseling services and shelter to battered women/men in an effort to promote peace.

The NELP in its new thrust offers a more diversified programme as opposed to just a focus on literacy and numeracy so as to attract persons of diverse needs, socio-economic background and has the capacity for self development and income generation.

Theme 2: Improving the conditions and quality of adult learning
Since CONFINTEA V, the Ministry of Education, reviewed and restructured its 1984 adult literacy programme to the National Enrichment and Learning Programme which commenced in 2001. The quality of the programme has since improved and the unit responsible for its coordination works with other adult learning providers such as the Sir Arthur Lewis Community College and the National Skills Development Center to maintain its quality. Training in the general principles of Adult Learning is among some of the topics covered in the orientation sessions for Facilitators. Further details are provided in subsequent chapters.

Theme 3: Ensuring the universal right to literacy and basic education
The Ministry of Education, cognizant of the need to eradicate illiteracy on the island and the need to empower adults for greater participation and involvement in society, reviewed and restructured the 1984 adult literacy programme to the National Enrichment and Learning Programme which commenced in 2001. Further details are provided in subsequent chapters. The Ministry of Education has also universalized secondary education by providing a secondary school place for every child at the secondary level up to the last Grade. This encompasses basic education and two years of post-basic education. To ensure that all students master the skills required to become and remain literate, the Ministry has developed literacy and numeracy policies and plans for all schools. Chapter 4 provides more detail on the literacy policy and plan.

Theme 4: Adult learning, gender equality and equity, and the empowerment of women
Women in St. Lucia at almost all education levels and programmes have taken greater advantage of educational opportunities than their male counterparts. This is further highlighted in Chapter 2. To help eliminate this inequality in participation, the Ministry of Education in its draft 2008-2013 Strategic Outlook has included as a priority, the need to raise the levels of male student performance. In 2003, the St. Lucia National Commission for UNESCO in commemoration of the United Nations Literacy Decade (2003-2012) conducted a number of sensitization sessions around the island which culminated in a two-day national symposium. The main aims of the sessions and symposium were to obtain information on the status of literacy and gender in St. Lucia; to share information on the topic; and to engage persons to better identify and formulate innovative ways of making someone literate. Further details of this research are provided in Chapter 3.

The Ministry of Health, Gender Relations Division through the St. Lucia Crisis Center provides counseling services and shelter to battered women/men. Under the same ministry, the Drug Rehabilitation Center (Turning Point) focuses on rehabilitating adults from the scourges caused by overuse/abuse of drugs.

Theme 5: Adult learning and the changing world of work
With the advent of new technologies, ongoing wars, man's destruction of the environment and of course globalization, new challenges are being created every day for countries. These challenges materialize in various forms such as the need for a different type of labor force, the increase in commodity prices, the export of employment and the destruction of industries, to name a few. Developing countries like St. Lucia, usually feel the brunt of these challenges in creating employment for its workforce. Some of these challenges are highlighted in Chapter 1 Section 1.1.5. To target the unemployed workforce the Government of St. Lucia established the National Skills Development Center which began its operations in 1999 and provides a wide variety of training in technical/vocational and soft skills areas.

Theme 6: Adult learning in relation to environment, health and population
Adult learning to support environment sustainability and healthly lifestyles especially towards the campaign to control the spread of HIV/AIDS is being promoted in St. Lucia. Early intervention programmes on HIV/AIDS focused primarily on prevention, but in spite of these efforts the number of infected persons continued to increase. A major concern is the impact of HIV/AIDS on young females. Cultural practices such as multiple partnering among men, age mixing and low levels of condom use, women's poor sex negotiation skills, their limited access to information on sex and HIV/AIDS, and their high levels of economic dependency and poverty make women more vulnerable to the disease. Of the known reported cases 47% are female, with the highest prevalence in the 25 - 34 age group. The fatality case ratio is high, 8.6 % between 1995 to 1999. Although more men have died over the period 1985 – 2001, the trend in the last ten years has been towards a higher mortality among women than among men.

The situation required a stronger infrastructure and systems to manage, monitor and keep the epidemic in check. As a result a National HIV/AIDS Strategic Plan was developed to guide the country's response to HIV and AIDS over a five-year period (2005-2009). The government of Saint Lucia received assistance from the World Bank to develop and implement the Plan. A National AIDS Coordinating Council (NACC) was also established to coordinate the national HIV/AIDS response. A fully operational National AIDS Programme Secretariat (NAPS) was also established to administer the programme. (Report by Division of Gender Relations). Examples of HIV/AIDS mitigation programmes are highlighted in Chapter 2, Section 2.1.

Non-Government Organizations such as the AIDS Action Foundation (AAF), established in September 2000 to help mitigate the spread and impact of the HIV/AIDS in Saint Lucia, also play an important role in the national response to the disease.

In 2005, a drug awareness programme designed specifically for the workplace was pitched to employers and employees in both the public and private sectors. The Programme dubbed "Wide Awake in the Workplace" was the brainchild of the Substance Abuse Secretariat alongside the Turning Point Rehabilitation Centre.

Theme 7: Adult learning, culture, media and new information technologies
In the recent past, St. Lucia has upgraded its telecomunications capabilities allowing St. Lucians increasing opportunities to participate in distant education programmes. The use of the internet has greatly facilitated adult learning both as a learning medium and as a depository of information. Chapters 2 and 3 provide further details on some of these distant education programmes.

The Ministry of Education has plans to strengthen the public libraries on the island to enhance the quality of services provided to the school system and the general public. Some of these include providing internet access in all libraries and expanding outreach programmes. Learning Resource Centers are currently being established in all secondary schools for use by the secondary school students.

The promotion and preservation of the cultural heritage of St. Lucia is undertaken in large measure by the Folk Research Centre (FRC, *Plas Wíchès Foklò*) founded in 1973. The center has studied and promoted local music of Saint Lucia since its foundation. It also publishes a journal called *Lucian Kaiso*. The FRC has sought to promote the role of folk arts as a vehicle for change and to illustrate the development potential of cultural heritage particularly in the field of education and in economic development. They undertake Community Traditions Research (Conducts research in various communities for local traditions that are in danger of becoming lost in today's changing world) and encourage school visits to the Center.

Theme 8: Adult learning for all: the rights and aspirations of different groups
Although a greater percentage of the adult population now has access to adult learning, some groups are still marginalized such as the persons with disabilities. There are five special education centers around the island which cater to the needs of students mainly of primary and secondary school age. Although the Dunnottar Special School, caters for some adults, the provision is still inadequate due to limited physical space. The Ministry of Education is assisting in the process of constructing a new school to replace the present dilapidated structure of the Dunnottar School and to cater for increased access and upgrading of facilities.

The Bordelais Correctional Facility (The prisons), was built in 2003 to provide more humane accommodate 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.

Theme 9: The economies of adult learning

Although financing of adult learning is insufficient in St. Lucia, there has been overwhelming support in the last few years by the Government of St. Lucia, Foreign Governments, Foreign Bilateral Donors and Private/Corporate Sectors in St. Lucia. Chapter 1 Section 1.2 provides more detail on the type and amount of financing given.

Theme 10: Enhancing international co-operation and solidarity

The National Skills Development Center is funded mainly by funds from the European Union (EU). The main goal of this project is to improve the standards of living of individuals towards the overall goal of improving human development. A study is currently being undertaken to assess the impact of this programme. Developing countries like St. Lucia need increasing international co-operations as these so as to fulfill much of its mandates including the Education For All goals.

The Caribbean Knowledge and Learning Network (CKLN) launched by the Caribbean Community (CARICOM) and the Organization of Eastern Caribbean States (OECS) in 2004, is a multilateral project, supported by the OAS, the World Bank, the European Union and the Canadian International Development Agency (CIDA). The project is designed to enhance the competitiveness of Caribbean countries using information and communication technologies to connect the Caribbean to the global pool of knowledge, developing human resources and facilitating greater regional integration.

General Overview of Adults in St. Lucia

St. Lucia is a small Caribbean country with a population of approximately 165,000 people (2005 population projection figures) of which 51% are females. Total adult population is approximately 107,492 people or about 65% of the total national population. Of the total adult population, females comprise 55,487 people or 51.6%.

St. Lucia's rural to urban population is apportioned in the ratio 64% to 36%. Rural areas comprise the villages and the rural communities of the city whilst urban areas comprise the towns and the city's urban and sub-urban communities. Information on the rural to urban adult population is currently not available.

Figure 1: Distribution of Population 15 years and over According to Highest Educational Attainment, 2004

Legend:
- None
- Incomplete Primary
- Incomplete Secondary
- University
- Complete Primary
- Complete Secondary
- Tertiary (Post Secondary, Non University)
- Other and Not stated
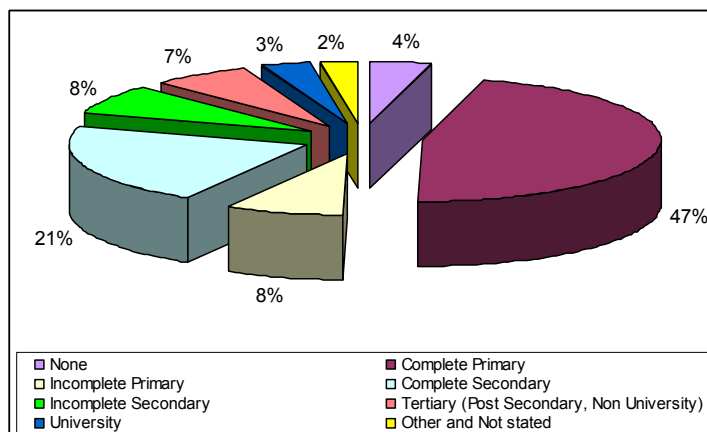
According to the 2004 statistical report from the Central Statistics Office, about 4% of St. Lucians 15 years and over had not attained any level of education, 55% had only incomplete to complete primary education, 29% had incomplete to complete

secondary education whilst only 10% had post secondary education. This is further illustrated in Figure 1.

**Table 0.1: Highest Educational Attainment by Gender**

Highest Educational Attainment	% Females	% Males
None	42.9	57.1
Complete Primary	47.6	52.4
Incomplete Primary	43.3	56.7
Complete Secondary	58.5	41.5
Incomplete Secondary	57.5	42.5
Tertiary (Post Secondary, Non University)	63.9	36.1
University	57.3	42.7
Other and Not stated	52.6	47.4

Table 0.1 shows that among the population 15 years and over, a higher percentage of females attended and completed secondary and post secondary education than males. Over the years, this has been reflected in the primary, secondary and post secondary institutions on the island by the higher % of female students gaining entrance to secondary schools via the Common Entrance Examinations, the higher enrolment of female students at the Sir Arthur Lewis Community College, the higher % of male students repeating primary school grades and the higher percentage of male dropouts at both the primary and secondary schools.

Although a person is considered to be an adult at the age of 18 years, he/she is allowed to work at the age of 15 years or over. This is in keeping with the end of the compulsory school age which is 15 years. Hence the population of employed is calculated by the Central Statistics Office from 15 years and over. In 2004, 57% of the population 15 years and over were employed. Figure 2 reveals that majority of the employed belonged to the age groups 35 – 44 yrs and 45 – 54 yrs. Although retirement age ranges from 50 years to 60 years, the age group 65 and over recorded 32% employment. Most of them would be self employed or employed with the private sector or in family businesses.

Figure 2: Percentage of Population 15 Years and Over, Employed by Gender, 2004
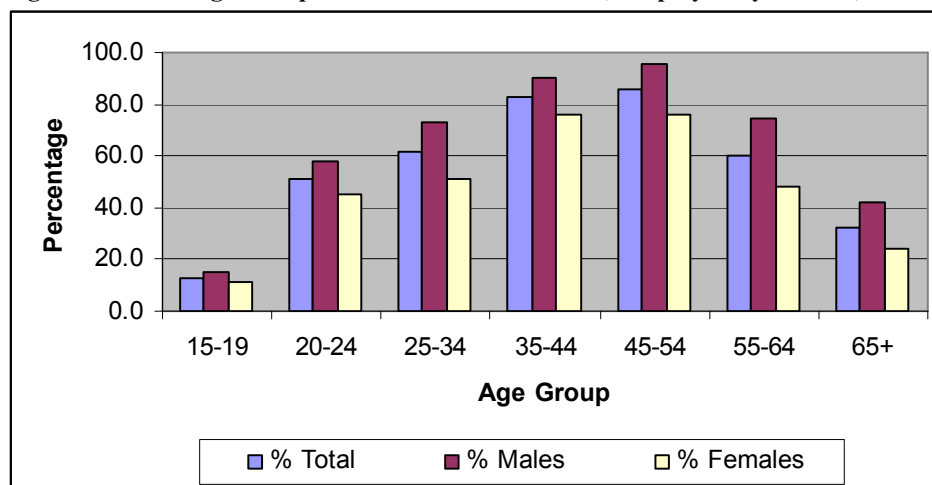
Source: Central Statistics Office

Figure 2 reveals that for every age group, a larger percentage of males were employed than females, although Table 1 showed that a larger percentage of females were attending and completing the higher levels of education than the males. This may mean that males are being employed in lower end jobs requiring lower levels of education.

There are two main industries in St. Lucia namely the Tourism and Agricultural Industries. Of the total number of persons employed in 2004, the majority of persons were employed in five main industries as follows: Hotels and Restaurants (14.93%), Agricultural, Hunting and Forestry (14.89%), Wholesale and Retail (14.73%), Public Administration and Social Security (12.85%) and Construction (8.57%). Further details can be found in the Annex. An estimated total of 4740 persons or 7.2% of the total employed were self employed.

English is the formal language in St. Lucia and is spoken by an estimated 99% of the population. However the majority of St. Lucians speak Creole, a dialect which was developed as a result of the island being colonized by the French and the British interchangeably and this has been largely responsible for shaping the island's culture. In times past, a greater percentage of the adult population spoke only Creole as compared to current times.

From the 2001 population and housing census, there were three main races in St. Lucia namely: African decent which formed 82.5% of the population; East Indians which formed 2.5% and a mixed race which formed 11.9%. The remaining 3.1% were a combination of Indigenous people, Chinese, Syrians, Whites, and persons who did not state their race.

1

Policy, Legislation and Financing

1.1   Legislative and Policy Frameworks of ALE

St. Lucia currently has three public institutions providing Adult learning and education, namely the National Enrichment and Learning Unit (NELU), the National Skills Development Center (NSDC), and the Sir Arthur Lewis Community College (SALCC) which provides post secondary/tertiary education. The NELU and the NSDC are both managed by the Ministry of Education (MOE), whilst the SALCC is managed by a Board of Management of which the Permanent Secretary of the MOE is a member. Each of these institutions was established to provide learning opportunities for different segments of the St. Lucian population.

1.1.1   Policy Environment of ALE

A formal unit to coordinate adult and continuing education in St. Lucia was established by the Ministry of Education in 1984. The unit established a number of adult learning centers across the island with a focus on teaching basic literacy and numeracy skills. In September, 2000 there existed a total of 19 such centers with a total enrolment of 729 adult learners and 80 facilitators. A number of limitations of that programme, including high drop out 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. The new programme was thus renamed, The National Enrichment and Learning Programme (NELP) and currently comprises academic, technical and personal enrichment courses.

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." This however, does not refer to post secondary/tertiary level programmes offered by the Sir Arthur Lewis Community College (SALCC) or other private tertiary programme providers.

The SALCC was established under Act No. 8 of 1985 and provides post secondary and tertiary level training for adults and youth. The Division of Continuing Education at the SALCC is mainly geared towards adult learning and education. However, other divisions such as the Division of Health Sciences (DHS), UWI and the Division of Teacher Education and Educational Administration (DTEEA) also provide programmes for adults.

The National Skills Development Center (NSDC) is a Government owned company, established under the Companies Act 1996 and registered on August 18th 1999 to facilitate the provision of training opportunities as a means of addressing the unemployment situation in St. Lucia. According to the Schedule, the membership of the Company shall include, namely: The Permanent Secretary, Ministry of Planning, Development, the Environment and Housing; The Permanent Secretary, Youth and Sports; The Permanent Secretary, Education, Human Resource Development; The Permanent Secretary, Labour Relations; The President, Chamber of Commerce, Industry and Agriculture; The President, St. Lucia Hotel and Tourism Association; The Chairman, National Development Corporation; The President, St. Lucia National Youth Council; The President of the Employers' Federation; The General Manager of the NSDC; The Managing Director Bank of St. Lucia; A Representative of the Poverty Reduction Fund; A Representative of the James Belgrave Fund; A Representative of the Basic Needs Trust Fund.

In addition to this policy, the Education Sector Development Plan 2000-2005 and Beyond supported the development of ALE. Two of its priorities were:
- Increasing levels of literacy, numeracy, and skills of information technology of all learners
- Re-structuring adult education to include continuing education skills training and personal enrichment.

The current draft Strategic Outlook of the Ministry of Education also supports ALE through one of its strategic priorities:
- Lifelong Quality Education and Training For All
  - Early Childhood, Primary, Universal Secondary, Post Secondary Education, Adult, Skills Development and Enrichment Programmes

1.1.2 Priority Goals of ALE

The overall mission of the NELU from its conception was to provide a holistic and well-rounded programme that would redound to the general development of the individual and the society. Thus, the priority goals of ALE include:

1. Provide training for job opportunities, which will be geared at developing good work ethics, discipline and commitment in workers with emphasis placed on cottage industries, linkage industries/self sufficiency
2. Offer multifaceted/multi-dimensional programmes to cater for varied talents and interests
3. Provide avenues for greater participation and involvement – expression, knowledge, ideas and skills
4. Help reduce the level of illiteracy on the island

In order to achieve the above goals the NELU has included in their draft five year strategic plan (2008-2013) a number of priorities including:

1. Developing a National Policy and Plan for literacy, enrichment and skills development
2. Establishing workable mechanisms of collaboration with the private and public sectors
3. Diversifying certification offerings (CCSLC, NVQ, CVQ)
4. Assessing the social and financial impact of NELP and make recommendations for the way forward
5. Developing and implementing new modes of delivery of instruction for example Family Learning Programme and Home Health Aide.

The principal objectives of the NSDC are:

1. To work closely with the private and public sector agencies towards creating a skilled and marketable labour force.
2. To offer a range of services and programmes which will help clients become self-reliant and realize their career potential
3. To provide access to local, regional and international labour market information.

The NSDC has been identified as the agency responsible for the administration and management of a number of projects including the OECS Skills for Inclusive Growth (SFIG) and Women in Construction.

1.1.3 Organization of ALE Within Government

Adult learning and education are offered by both public and private institutions in St. Lucia. Over the past ten years, St. Lucians have experienced an increasing number of public and private full-time and distant education programme offers. There are three main public institutions offering ALE namely the SALCC, NELU and NSDC, all of which fall under the auspices of the Ministry of Education and Culture. In addition the St. Lucia Police Training School provides training to policemen and falls under the Ministry of

National Security. The St. Lucia School of Music is a government assisted institution through the Ministry of Education.

Some of the Private Institutions include, Monroe College, three offshore medical universities, Caribbean Computer Literacy Institute (CCLI) and Creative Technology Solutions Ltd. (CTSL) training center. Some of the distant education institutions include, 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. Due to the absence of a central coordinating body for private institutions, it is difficult to determine the exact number of institutions offering ALE programmes.

In addition to this, other government ministries also provide short term training for their workers. For this purpose all ministries may request a training budget for their staff on an annual basis.

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. The Human Resource Development Department is responsible for determining the priority areas for training for the country.

The coordination of ALE as designed during the revision of the adult education programme, NELP, is indicated in Figure 3. The NELU would be the central coordinating body with a large number of public and private collaborating bodies. This network of collaboration does not exist in its entirety but certain links do exist and are in operation. It is hoped that this network will be strengthened with the development of a policy and plan for ALE in St. Lucia.

Figure 3: Network of Collaboration For The Adult & Continuing Education Program

Department/ Institute of Culture

Department of Local Government

Government Information Service

CAMDU

Town & Village Council

Educational Evaluation & Testing

Ministry of Community Development,

Police

Fire Service

Ministry of Education, HRD, Youth

Community & Primary

Adult & Continuing Education Unit

Libraries System

UNESCO

Ministry of Health, Human

Sanitation

Fisheries Dept.

Health Extension (incl

Gender & Family Affairs

Cultural Groups

FRC

Consumer Affairs

NGOs

Ministry of Agriculture, Fisheries,

Agricultural Extension Services

NRDF

Buy Local

NYC

Ministry of Commerce, Industry & Consumer

Statutory Bodies: NIS SALCC

Forestry & Environ- mental Protection

Agricultural Diversific a-tion

Ministry of Tourism, Civil Aviation & Inter. Financial Services

Tourism Education

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1.1.4   Linkages with Other Policies, Plans and Strategies
There has been some form of integration of Adult Learning and Education in social plans such as the poverty reduction strategies for the country. The Interim Poverty Reduction and Action Plan for St. Lucia of February 2003 used the eight Millennium Development Goals below as its basis for the formulation of its targets.

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV and AIDS, malaria and other diseases
- Ensure environmental sustainability
- Develop a global partnership for development

In the Strategy document there is one strategy specifically targeting Adult Learning and Education; Strategic Goal #3 targets sustaining and developing livelihoods and production capacity. That goal thus supports "on-going education and skills training programmes, and strengthening of institutions involved in such programmes such as the NSDC".

1.1.5   Development Challenges and ALE
As has been identified by human capital theory, the most important economic resource in the world today, is the acquired abilities of people; their education, experience, skills and health. Education and skill are directly related to the economic growth of a nation. This is particular important in the case of small developing countries such as St Lucia. The country has a small developing but diversifying economy which is dependent on two main industries, tourism and agriculture and a number of minor activities including, trade, construction and manufacturing. The economy has recently shifted from an agricultural based to a more service based structure. Therefore, the country needs to have sufficiently trained manpower to satisfy the needs of these industries. In addition, that shift resulted in a number of farmers becoming jobless and not able to use their farming skills in the Service sector. The need to retrain those persons in other skill areas became urgent.

According to the Inaugural Report of the National Economic Council (NEC) Saint Lucia – April 2005 the economic challenges confronting Saint Lucia can be summarized into three main categories:

1. Rigidities in the structure of the economy that affect business growth and international competitiveness
2. Weakness and/or inadequacies in the national institutional framework, including in the areas of economic management, strategic planning competencies and information management.

3. Generally unproductive social attitudes, poor work ethics and general moral values

One of the main development challenges faced by St. Lucia is posed largely because of its smallness and openness. St. Lucia's economy is highly susceptible to both external economic shocks and natural disasters. Most small states, like St. Lucia, have very open economies which are often dependent on other states for economic trade and for the supply of goods. In addition, St. Lucia generally has very limited influence on any related foreign policies. According to the Commonwealth Economic Review (2005, page 28), small states are highly dependent on external economic relations for their survival. These external factors have largely affected the island's Banana industry and can have a similar effect on the Tourism industry. The performance of the tourism sector has contributed considerably to the gradual transformation to a more service-oriented economy. These external factors have been the main contributor to the island's shift from Agriculture (mainly bananas) to Tourism and has resulted in major challenges in terms of providing the necessary types of training to meet the needs of this growing service industry. Agriculture accounts for approximately 7.9% of GDP, industry 19.6% and services 72.5%.

In addition, in light of the country's small population and narrow production base the cost of production of most goods and services is relatively high. These structural issues are reflected in the high tendency to import goods and especially the need to import energy. For St. Lucia, its human resources and the land are the most important resources/assets since the economy depends greatly on the service and agricultural sectors. Therefore, it has become imperative for St. Lucia to develop its human resource capacities.

Over the past few years, economic activity in the service industries and to a lesser extent the manufacturing sector have increased, thereby offering increased opportunities for employment and establishment of linkage industries. Despite the efforts by the Government of St. Lucia to provide educational and training opportunities for unemployed youth from rural communities, joblessness continues to result in socio-economic problems and an unwillingness to express creative and productive talents. Moreover, young people have become disenchanted with the perceived absence of appropriate training opportunities which will enable them to take advantage of employment opportunities. This was one of the main reasons for the establishment of the NSDC.

Another development challenge is connected to the contributions of the private sector. Small developing states, like St. Lucia, usually have small private sectors. A very common feature of the small states in the Caribbean is the limited contribution of the private sector to technical and vocational training, including the difficulty to get them to serve as trainers in apprenticeship or job attachment programmes. This puts much pressure on the government to provide ALE with its already limited resources, thus compromising the quality of programmes.

According to the NEC inadequate systems for information management and weak national institutions (both in terms of resource and competency bases) and lack of collaboration among them on development concerns are all developmental challenges facing St. Lucia.

For many years, the small islands of the Caribbean have been well known for being migration societies. Workers migrate from one country to the next in search of jobs and in many cases better paying jobs. St. Lucia is no exception in this regard. One very popular area in the past had been the migration of teachers and nurses from one country to another. Hence, many countries including St. Lucia are still fearful of the "brain drain" in light of the already low skills ratio among the population.

Now with the establishment of the regional integration movement, the Caribbean Single Market and Economy (CSME), migration from one country to the next has been made easier and will increase. Therefore the education provided in one country will not necessarily serve only the labour market of that country but other countries of the region. The CARICOM Trade and Investment report (2005, page 3) highlighted that "the development of the CSME has implications for improving the quality of human resources available to meet current and future demands of the labour market". This will pose yet another challenge for ALE in St. Lucia.

The NEC report also highlighted low levels of productivity in primary economic areas, poor work ethics and unacceptable levels of crime.

The country must therefore seek to address those in a balanced and comprehensive manner. Therefore these various development challenges highlighted calls for a diversified ALE programme as well as sound policies and framework to guide the process. The goals of the SALCC, NSDC and NELP are all tailored to assist in providing the type of adult education and learning geared towards these new developments in the labour market as well as towards personal development and lifelong learning. The SALCC currently offers a number of programmes geared towards the Tourism and Agricultural sector. The NSDC targets unemployed adults who wish to acquire the skills to make them more employable whilst the NELU provides a diversified ALE programme to cater for both employed and unemployed. However, some more work needs to be done to develop a comprehensive ALE policy and plan for the country, to include both the public and private sector so that duplication of programme offerings are minimized and greater diversity in programme offerings is achieved. In St. Lucia, growth and development in the private sector are driven as much as by Government's action as by private sector response to commercial opportunities that Government policy serves to create.

1.2   Financing of Adult Learning and Education

1.2.1   Public Investment in Adult Learning and Education

The Ministry of Education on an annual basis has allocated approximately 14% of its total budget to ALE through the SALCC, NELP and Human Resource Development (HRD) Programme. Following the change in Government in 2006, the HRD Unit was merged with the Ministry of Social Transformation. The Ministry of Education also provides an annual grant to the St. Lucia School of Music and NSDC which forms 0.3% and 0.9% respectively of the total education recurrent budget.

Figure 4: Percentage of Education Budget Allocated to ALE
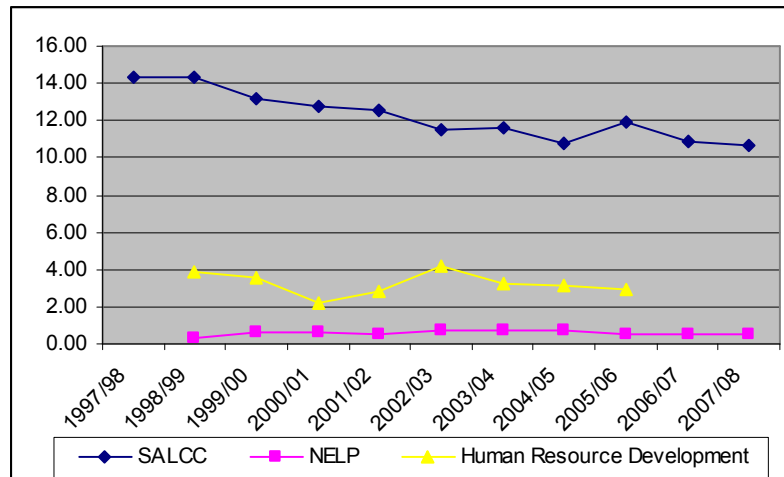
Apart from these areas, in 1999-2002 the Ministry of Education provided training in key areas including Information Management Systems, Finance and Resource Management, Education Law and Ethics to a total of 220 principals/senior teachers, Education Officers and Programme Managers of the Ministry of Education. The training was given to provide a certain level of empowerment for decentralized decision-making as well as to boost morale and expertise. The cost of that initiative to the Ministry of Education was over EC$2M. On an annual basis the Ministry also continues to spend over EC$0.3M training teachers at both the Certificate and Bachelors of Education levels. This is done by way of giving study leave with pay to these teachers to pursue their programmes at the SALCC.

1.   National Enrichment and Learning Programme
The percentage of Education's budget allocated to NELP as shown in Figure 3, increased from 0.3% in 1998/99 to 0.77% in 2003/04 and decreased to 0.55% in 2007/08. This initial increase in finance was due to the purchase of equipment and resource materials towards the revised programme. In 2006/07 the Ministry of Education contributed to approximately 82% of the NELU's finances. The remaining 18% is self generated by the programme through learner fees. Over 50% of the NELU's finances are used to pay the staff and the facilitators of the programme. The programme is run at the various primary and secondary schools on the island to save cost by utilizing the schools' resources and to forge partnerships. The courses are taught on evenings mainly by school teachers.

2.   Sir Arthur Lewis Community College
The Ministry of Education on an annual basis gives an allocation of about thirteen million (13M) EC$ to the SALCC. This allocation as a percentage of Education's budget has decreased from 14.3% in 1997/98 to 10.7% in 2007/08 as seen from Figure 4. This government subvention to SALCC forms about 80% of their total budget. The remaining 20% is generated through student fees and other revenue generating activities. Table 1.1 shows a breakdown of the revenues and their sources for the academic year 2004/05. Fees generated from the Continuing Education Department (targets adult learners) formed about 6% of the total budget of the SALCC in 2004/05.

Table 1.1: Revenue Information for SALCC, 2004/05

Revenue	Amount ($EC)
Student Fees	$1,517,460.00
Morne Campus (Department of Continuing Education)	$633,422.00
Southern Extension Centre (Department of Continuing Education)	$310,950.00
Farm Sales	$254,837.00
Reprographic Centre	$121,193.00
Graduation Fees	$41,878.00
Other	$251,002.00
Total College Generated Revenue	**$3,130,742.00**
Government Subvention	**$12,500,000.00**
Grand Total	**$15,630,742.00**

Source: SALCC Digest

3.   National Skills Development Center
The Ministry of Education on an annual basis provides a grant to the NSDC of approximately EC$1.1M. The NSDC receives other funds from foreign donor agencies and these are highlighted under Section 1.2.2.

4.   The St. Lucia School of Music
The Ministry of Education on annual basis provides a grant to the St. Lucia School of Music of approximately EC$0.43M. The School of Music receives other funds from learner fees.

5.   Human Resource Development Department
The Human Resource Development Department was part of the Ministry of Education from 1998-2006. Some of the responsibilities of this department included sourcing scholarships and other financial aide for education programmes outside of St. Lucia, developing and disseminating the priority training areas for the country in collaboration with other stakeholders, conduct research on accreditation of institutions and programmes

overseas. Figure 1.2.1 shows a general decrease in the percentage of Education's budget allocated to HRD from 3.9% in 1998/99 to 3% in 2005/06; a decrease from EC$3.9M to EC$3.5M.

6.   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. The budget allocated to SEDU for the past four years were as follows: 2004/05 – EC$361 189, 2005/06 – EC$307 674, 2006/07 – EC$441 848 and 2007/08 – EC$449 663. Besides government financing, trainees pay a learner fee of EC$400 per programme with the exception of the Project Management programme where trainees pay EC$2000. The programmes are of three months duration.

7.   St. Lucia Police Training School
The Ministry of Home Affairs and National Security provides professional development training as well as training for newly recruited policemen through the St. Lucia Police Training School. The Ministry allocates an annual budget to the school to deliver its programmes. The following budget was allocated to the Training School for the past three years; 2005/06 – EC$1.2M, 2006/07 – EC$1.8M and 2007/08 – EC$0.65M.

8.   Other Sectors and Economic Cost Awards
All government ministries are given a training budget based on request for in-service training of their staff. In addition, on an annual basis the Government of St. Lucia continues to give over 20 students Economic Cost awards to pursue studies at the Bachelors and Masters levels at the University of the West Indies. The Ministry responsible for Public Service affairs usually gets that vote. The total government training budget for 2006/07 and 2007/08 formed 1.27% (EC$8.9M) and 0.91% (EC$6.3M) respectively of total government budget. The Ministries comprising the Human Resource Development and Public Service usually get the highest training budget.

9.   Loan Guarantees by the Government
In 2006, the Government of St. Lucia partnered with the Grambling State University in the United States and the Bank of St. Lucia, to enable students to pursue studies by guaranteeing student loans for a total of 166 students. The loans are to be paid by the students upon completion of their studies.

1.2.2   Foreign Bilateral Donor Investment in ALE

1.   National Skills Development Center

The NSDC's training porgrammes are project driven. The unit provides training based on funds received from various projects. Thus far the European Union's Special Framework of Assistance (SFA) has been one of the main sources of their funding. Others include POETA (Partnership in Opportunities for Employment Through Technology in the Americas), The World Bank and the Caribbean Development Bank (CDB). Unlike other ALE providers the NSDC do not collect learner fees because of its mandate; on the contrary it provides a stipend of EC$200-EC$400 to all its learners. Details of the programmes, objectives and funds are given below.

The NSDC was allocated a budget of EC$ 1,000,000 for a period of eighteen (18) months from the European Union's Special Framework of Assistance (SFA) 1999 to implement the operation entitled: "Skills Training Programme" focusing on augmenting its operations to deliver the following results:
- A fully functional Learning Resource Section established to provide local, regional and international job market information.
- The delivery of technical and vocational skills training to persons, particularly the rural unemployed, pursuing self-employment or seeking opportunities for employment on the job market.
- The establishment of a Database to serve as a register/skills bank of the rural unemployed accessing services of the NSDC.
- The establishment of a Job Attachment Programme
- Entrepreneurial skills training workshops conducted and credit for graduates facilitated.

From SFA 2000[3], the NSDC was allocated a budget of EC $1,125,576 for a period of twelve (12) months to implement the operation entitled: "Skills Training Programme" focusing on augmenting its operations to deliver the following results:
- Research activities to include a Training Needs Assessment (TNA) among private/public sector employers and rural displaced workers and an inventory of public, private, and NGO training providers.
- Training and Consultancy.
- Public Sensitization & mobilization
- Career Counselling Programme
- Apprenticeship Scheme (ongoing)
- Refurbishment of the Patience Skills Centre

From SFA 2002 a social recovery programme for the development of capacities within rural communities to generate, sustain and access alternative economic opportunities was funded. As of December 2007 the programme began its implementation by the Ministry of Social Transformation in collaboration with the Poverty Reduction Fund through community infrastructure and the NSDC through skills training. This initiative will be funded for a duration of two years.

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[3] Please note that SFA 1999 and 2000 consisted of other programmes besides support to the NSDC

Under SFA 2004, a total of EU3.14 M Euros was received to provide support to banana commercialisation, agricultural and economic diversification and social recovery through Human Resource Development and Training. The main objective of this programme is to develop skills and attitudes of at least 1200 individuals for self and wage employment. This programme is to commence in 2008.

The Ministry of the Economic Affairs is currently responsible for sourcing and disbursing the SFA funds. A review of the performance of the NSDC-Skills Training Programme financed by the European Union through SFA 99 and 2000 is currently being undertaken to assess the impact of the programme on the beneficiaries and environs.

The POETA is a partnership with Microsoft in assisting countries with technology and job training. A total of US$30,000 was agreed to be provided for strengthening of the current NSDC and preparing the unemployed for the technology age and job readiness. A total of US$880 has been disbursed thus far.

The World Bank through the International Development Association (IDA) provided US$3.5 million interest free-loan for the *OECS Skills for Inclusive Growth Project*. The NSDC has been identified by the World Bank as the agency responsible for administration and management of the programme. The project will commence in 2008 and will be of four years duration. It will include Career and Behavioural Counseling, Life Skills, Technical Skills and Job Matching to potential employers. The programme will begin in the first year with the Hospitality Sector and then continue with the other three sectors namely, Construction, Agriculture and ICT.

The CDB through The Basic Needs Trust Fund (BNTF) funded a project in the sum of EC$380,000 in collaboration with the NSDC to provide Construction Skills Training for 120 women on the West Coast of the island in January 2008. The communities targeted were Anse La Raye, Canaries, Choiseul and Soufriere.

2   Related programmes and other donor activities
Other similar types of skills training programmes have been implemented in St. Lucia with assistance from other donor agencies. The Caribbean Development Bank through the Basic Needs Trust Fund implemented a skills training programme in the South of the island which involved the placing of trainees in selected business houses for a period of three months as apprentices. The apprentices were assessed on a monthly basis and if their performance were satisfactory, the company had the option of retaining the services of the trainee on a permanent basis.

The World Bank through the Poverty Reduction Fund was also engaged in a skills training programme in communities where interventions were implemented. Additionally, other skills training programme have been implemented by the Small Enterprise Development Unit (SEDU) and the Belfund. However, this was geared towards persons involved in micro enterprise activities.

3   Scholarships and Grants from other Governments

On an annual basis the government of St. Lucia receives scholarships and grants from foreign universities for undergraduate, graduate and post graduate studies. Table 1.2 indicates the general areas of study for the academic years 2004 and 2005.

Table 1.2: General Areas of Study, 2004 and 2005

Area of Study	
Administration (Maritime)	International Relations
Architecture	International Trade Policy
Communication Science	Linguistics
Computer Science M.Sc.	Management
Curriculum Studies (M.Ed.	Mathematics Education
Dentistry	Music
Dermatology	Pediatrics
Economics	Physical Education and Sports
Education (Phd.)	Planning & Management of National Mapping and Surveying
Educational Psychology M.A.	Psychology
Engineering (Chemical, Electrical, Computer, Environmental etc)	Social Protection Strategies Phd.
Environmental Science	Special Education
Foreign Trade	Statistical Science
French	Tourism Management
Human Medicine	

Tables 1.3 and 1.4 below highlight the scholarships and the number of recipients for 2004 and 2005. The government of Cuba has provided a substantial number of scholarships to St. Lucians to pursue studies in Medicine. Until recently, for the first time in 2006, the Cuban government provided a total of 200 scholarships to St. Lucians to pursue studies in nursing at the certificate level in Cuba. The duration of the programme is three years.

Table 1.3: Type of Scholarship and Number of Recipients, 2004

Type of Scholarship	No. of New Recipients			No. of Continuing Recipients		
	Total	Male	Female	Total	Male	Female
New Zealand	1	0	1	4	2	2
US Military	0	0	0	4	2	2
Canadian Commonwealth	2	0	2	2	0	2
Cuban-St. Lucia Bilateral	6	3	3	176	84	92
Organisation of American States (OAS)	11	4	7	8	3	5
Canadian Francophonie	0	0	0	1	0	1
United Kingdom Commonwealth	1	0	1	0	0	0
UNESCO	1	1	0	0	0	0
Malaysian Commonwealth	1	0	1	0	0	0
Zaragoza Chamber of Commerce	2	0	2	0	0	0
UN Nippon Fellowship	1	0	1	0	0	0
Venezuelan Government	1	1	0	1	1	0

Type of Scholarship	No. of New Recipients			No. of Continuing Recipients		
	Total	Male	Female	Total	Male	Female
French Government	3	0	3	5	0	5
Total	**30**	**9**	**21**	**201**	**92**	**109**

In 2005 the St. Lucian government received 16 new scholarships from the government of Mexico. Table 1.4 shows a 45% increase in 2005 over 2004 in the number of scholarships received from foreign government.

Table 1.4: Type of Scholarship and Number of Recipients, 2005

Type of Scholarship	No. of New Recipients			No. of Continuing Recipients		
	Total	Male	Female	Total	Male	Female
New Zealand	4	2	2	1	1	0
Island Scholarships	2	0	2	7	1	6
US Military	0	0	0	4	2	2
Canadian Commonwealth	1	1	0	0	0	0
Cuban-St. Lucia Bilateral	19	11	8	0	0	0
Organisation of American States (OAS)	5	1	4	2	1	1
Canadian Francophonie	1	1	0	0	0	0
United Kingdom Commonwealth	1	0	1	0	0	0
Malaysian Commonwealth	0	0	0	1	0	1
Venezuelan Government	3	3	0	2	1	1
Mexico	16	3	13	0	0	0
Japan	1	1	0	0	0	0
China	1	0	1	1	0	1
French Government	4	1	3	0	0	0
Total	**58**	**24**	**34**	**18**	**6**	**12**

4.   Training of Teachers in Special Education under OECS Development   Project (OEDP)

In 2004-2006, under the OECS Development Project 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. The training took place during the summer for a period of two years. Participants had to contribute towards 25% of the cost of training and the Ministry of Education through the OEDP covered the balance of the cost. The content of the programme included Survey of Special Education, Curriculum & Methods, Assessment Strategies, Characteristics of persons with Developemental Disabilities, Behaviour Management, Reading and Language and Language Development.

5.   Training of Guidance Counselors under OECS Development Project

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. The

training was done in St. Lucia. With the implementation of Universal Secondary Education (USE) in September 2006, more students would require support services and the type of support needed would be more diverse. Therefore the main purpose of the training was to provide the required support to students at the secondary level after USE.

1.2.3   Support to ALE from Private/Corporate Sector

A number of private organisations continue to support ALE through the National Enrichment and Learning Programme by way of sponsoring learners into the programme. The Bank of St. Lucia has sponsored a total of 90 learners, Free Trade Association a total of 30 and Digicel a total of 71 learners into the programme. Some other private enterprises such as Cable and Wireless, St. Lucia Water and Sewerage Authority and St. Lucia Electricity Services facilitate the participation of their workers into the programme by facilitating the training on their premises. Others such as Peter and Company, A.F Valmont and Company, Caribbean Metals and some Hotels pay learner fees for their workers to participate in the programme.

Private Sector Enterprises also provide ALE training for their workers. Other private organisations such as Chase Skeete and Boland Accounting Firm and Education for Advancement act as local coordinators for distant education programmes.

1.2.4   Civil Society Support for ALE

The St. Lucia Teachers Union coordinates the distant education Masters and Doctoral programmes offered by the University of Sheffield to teachers and other educators. The Masters programme started in 1999 whilst the doctoral programme started in 2004. Learner fees are paid by the participants, however, since the programmes are done locally the overall cost is more afordable to St. Lucians.

1.2.5   Learner Fees

Whilst public ALE programmes are highly subsidized by the government, private programmes are mainly funded through learner fees. Learner fees for programmes offered by public institutions are usually lower as compared to that offered by private instititions. Table 1.5 shows a comparison of learner/student fees for programmes offered by some ALE providers

Table 1.5: Learner/Student Fees of ALE programmes in St. Lucia

ALE Provider	Programme/Course	Level	Learner Fee (EC$)
NELP (Public)	Basic Literacy	Certificate of Achievement	$45
	Pre-CXC and CXC	Certificate	$80 - $100
	Technical/Vocational	Certificate of Achievement	$120 - $160
SALCC (Public)	A' Level	Associate Degree	$450
	Technical Vocational		$500 - $700
	Teachers' Education	Associate Degree	$525
	Education Administration	Bachelors	$2780
	Continuing Ed. Programme	Diploma, Associate Degree	$270 - $430 per course
	UWI programme	Bachelors	$2780
University of the West Indies (Distant)		Certificate, Bachelors, Masters	$468 per course
CTSL (Private)	Information Technology	ICDL, MCSE, CISCO	$850
CCLI (Private)	Information Technology	Certificate	$450, $550, $750
NSDC (Public)	Technical Vocational	Certificate	Free

1.2.6   Financial Incentives to Support ALE

In support of ALE, the Government continues to offer Study Leave with and without pay to persons pursuing studies overseas and who meet the requirements. Study leave with pay is generally offered to government workers who have at least five years working experience, hold a permanent position, who are not bonded to the government and whose programme of study is on the government's priority list. Study leave without pay is generally offered to persons who do not meet the above criteria but whose programme of study is on the government's priority list.

1.2.7   Benchmarks (targets) for the Financing of ALE

There are no established benchmarks for the financing of ALE.

2

Quality of Adult Learning and Education: Provision, Participation and Achievement

2.1 Provision of ALE and Institutional Frameworks

2.1.1 Institutions Responsible for Managing and Co-ordinating ALE

The management and coordination of ALE is not done by any one ministry or body at the national level. The Ministry of Education manages and coordinates the NELP and the NSDC. The SALCC is managed and coordinated by a Board of Management of which the Permanent Secretary of the Ministry of Education is a member. The Ministry responsible for National Security manages and coordinates the training of Policemen. The Ministry responsible for the Public Service is the other main Ministry responsible for managing ALE. The coordination is done via the Human Resource Development department and Training Division.

Management and Coordination of private ALE providers are done individually by each institution/provider.

2.1.2 ALE Programmes in St. Lucia

Table 2.1 below provides a summary of ALE programmes, their providers, cost and funding sources.

Table 2.1: Description of ALE Programmes in St. Lucia, 2008

Programme	Provider	Area of Learning	Target Groups	Programme Cost (EC$)	Funding Source
National Enrichment and Learning – Courses are 50 hours duration and held in the evening. Courses are offered in Basic literacy and numeracy, Pre-CXC and CXC and in Technical and Enrichment areas	Public/State	General Competencies, Technical Skills	Adults (employed and unemployed	$45 - $180 depending on course	Ministry of Education, Learner Fees
SALCC: Full-time programmes – Arts Science and General Studies, Technical Education and Management Studies, Health Studies,	Public/State – Institution of higher learning	Knowledge generation, innovation, Technical Skills	Graduates of Secondary schools 17+	$450 - $2780 depending on programme	Ministry of Education, Student Fees, Other revenue generating activities

Programme	Provider	Area of Learning	Target Groups	Programme Cost (EC$)	Funding Source
Agriculture, Teacher Education, Part-time – Continuing Education studies			Employed adults	$4500 - $8000 depending on programme	
St. Lucia School of Music: Offers part-time courses in music, theory and practical, to chidren, youth and adults	Private	Technical Skills, Knowledge generation, innovation	All ages and groups	Theory: $165 annually Practical: $960 annually per instrument	Ministry of Education, Student Fees
Monroe College – Private university offering full-time bachelors degree programmes	Private – Institution of higher learning	Knowledge generation, innovation	Graduates of Secondary schools 17+	$6750 per semester (EC$ 61000 - 3 years)	Student Fees,
University of Sheffield – Offers Masters and Doctoral level programmes in Education via distant education. Students have local tutors who provide guidance. The university provides study school for a two-week duration twice annually in St. Lucia	Private – Institution of higher learning	Knowledge generation, innovation	Teachers and other Educators	na	Student Fees
University of Leicester – Offers Masters level programmes in Education via distant education. Students have local tutors who provide guidance.	Private – Institution of higher learning	Knowledge generation, innovation	Teachers and other Educators	na	Student Fees
University of the West Indies (UWI) and *other Foreign universities* – UWI	Public – Institution of higher learning	Knowledge generation, innovation	Youth and Adults	na	Government of St. Lucia, Student Fees

Programme	Provider	Area of Learning	Target Groups	Programme Cost (EC$)	Funding Source
campuses are located in Barbados, Trinidad and Jamaica and provides Bachelors, Masters and Doctoral level programmes. Students travel to foreign univerisites to pursue their studies Distant Learning Programmes				$4680 - $11000 depending on programme	
CTSL – Provides short term training in various aspects of Information Technology e.g. Microsoft applications	Private	General Competencies, Technical Skills	Youth and Adults	$850 (ICDL package), $150 (single course)	Student Fees
CCLI – Provides short term training in various aspects of Information Technology	Private	General Competencies, Technical Skills	Youth and Adults	$450 (basic group package), $750 (basic individual package), $550 (intermediate)	Student Fees
NSDC	Public/State	General Competencies, Technical Skills	Unemployed	Programme is Free	EU (SFA), POETA, World Bank, CDB
NRDF	Private	Knowledge generation, innovation, General Competencies, Technical Skills	Small and micro enterprises	na	Learner fees
Small Business Enterprise Unit (SEDU)	Public	General Competencies, Technical Skills	Small business owners/workers	$400, $2000 depending on Programme	Ministry of Commerce, Investment and Consumer

Programme	Provider	Area of Learning	Target Groups	Programme Cost (EC$)	Funding Source
					Affairs, Learner Fees
National Aids Programme Secretariat (NAPS)	Public	General Competencies, Technical Skills	All	Programme is Free	World Bank

GC – General Competencies, TS – Technical Skills, KG – Knowledge generation, innovation

2.1.3   Linkages Between Formal and Non-formal Approaches
Linkages exist between the formal education system and the non-formal programme offered by the NELU. The NELP is coordinated and facilitated primarily by principals and teachers of the formal school system. Additionally, resources at the schools are utilized by the NELP and vice versa. These include Home Economics, Industrial Arts and Sewing equipment.

2.1.4   ALE Certification
Most ALE programmes lead to certification. Table 1.5 above highlights some of the certificates awarded upon completion of the programmes. All certificates are recognized locally and most regionally and internationally. Island scholarships are usually awarded to the top students of the Division of Arts, Science and General Studies and the Division of Teacher Education, at the SALCC to pursue further studies at universities overseas.

The TVET unit of the MOE in collaboration with its stakeholders is currently developing a national system for certification and assessment for technical/vocational courses.

2.2   Participation in ALE
Most private and non-formal ALE providers do not keep past records of the number of persons who have received training with them. Hence records for 2007 are mainly presented in the next section.

2.2.1   Statistical Data on Participation

1.   National Enrichment and Learning Programme
Participation in the NELP has increased drastically over the past ten years. Enrolment has increased from 766 in 1998/99 to 1413 in 2006/07, representing an 84% increase in enrolment. Female learners have dominated the programme with an average male to female ratio of 1:3 as can be seen from Figure 5. The breakdown by educational background and age groups is not available.

Figure 5: Enrolment by Gender at NELP, 1998/99 to 2006/07
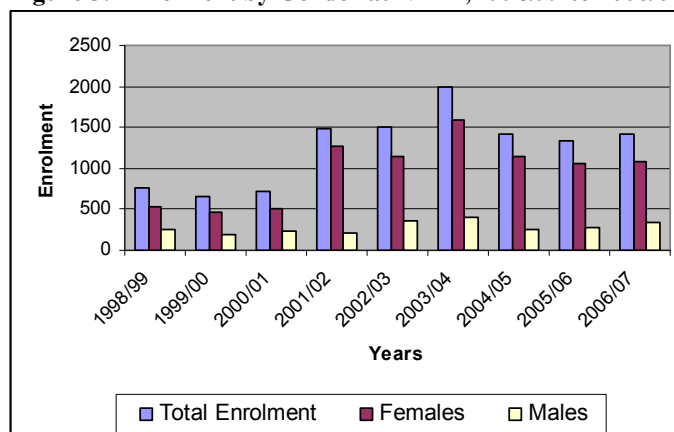
A breakdown by of the enrolment by programmes is provided in Table 2.2. Mainly three types of courses are offered, Literacy, Academics and Technical/Vocational. From Table 2.2, about 47% of learners selected technical/vocational courses, 35% selected academic courses whilst 18% selected Basic Literacy. However, of all the courses, the most popular ones were Basic Literacy followed by CXC Mathematics, then Information Technology, Garment Construction and then CXC English.

Table 2.2: Participation in Various Courses at NELP, 2006/07

Courses	Total		Courses	Total
Garment Construction	157		Basic Literacy Level	249
Music	12		Pre CXC English	48
Carpentry	19		Pre CXC Mathematics	68
Human Relations	6		CXC Mathematics	240
Electrical Installation	44		CXC English	138
Kweyol	8		Cake Decorating	94
Pastry Making	75		Flower Arranging	18
Plumbing	25		Information Technology	174
Tiling	20			

2.   Sir Arthur Lewis Community College
SALCC is made up of seven main divisions, Division of Arts, Science and General Studies (DASGS), Division of Technical Education and Management Studies (DTEMS), Division of Agriculture (DAGRI), Division of Health Sciences (DHS), Division of Teacher Education and Education Administration (DTEEA), University of the West Indies (UWI) Programmes and the Division of Continuing Education. The first three divisions are mainly geared towards graduates of secondary schools or the youth with the majority of students of ages 16-18 years. The other divisions target a combination of youth and adults as seen in Table 2.3 below.

Table 2.3: **Disaggregation of Full –Time Enrolment by Division/Department and Age of Students (2004/2005)**

Age	DASGS	DTEMS	DAGRI	DHS	DTEEA	UWI	Total
Below 16	5	6	0	0	0	0	**11**
16	142	111	9	0	0	3	**265**
17	252	274	18	1	0	9	**554**
18	66	154	11	14	0	6	**251**
19	8	52	7	10	8	7	**92**
20	2	37	4	17	19	10	**89**
21	2	10	2	10	26	13	**63**
22	0	9	0	9	22	6	**46**
23	3	4	2	10	11	5	**35**
24	0	3	0	7	13	5	**28**
25	0	1	1	1	8	2	**13**
26	0	2	1	2	11	3	**19**
27	0	2	0	1	8	1	**12**
28	0	0	0	0	10	3	**13**
29	0	0	0	3	5	2	**10**
30 & Over	0	1	0	29	47	8	**85**
Total	**480**	**666**	**55**	**114**	**188**	**83**	**1586**

Source: SALCC Digest   Note: Age break down is not available for the Division of Continuing Education

Table 2.4: Participation by Gender in ALE at SALCC

Year	Teacher Education, Health Sciences, Home Economics, UWI			Continuing Education		
	Male	Female	Total	Male	Female	Total
1996/97	86	340	426	--	--	3277
1997/98	73	338	411	--	--	3154
1998/99	70	338	408	--	--	2227
1999/00	81	333	414	--	--	2422
2000/01	73	300	378	--	--	2371
2001/02	86	254	340	--	--	1291
2002/03	85	283	368	110	498	608
2003/04	71	304	375	350	1368	1708
2004/05	63	304	367	223	870	1093
2005/06	55	310	365	281	675	956

Table 2.4 reveals the dominant participation of females at post-secondary programmes. Of SALCC's total enrolment, over 75% of females participate annually in their programmes.

3.   National Skills Training Center

Table 2.5: Participation at NSDC by Gender

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Male	na	235	121	190	na	149
Female	na	652	400	460	na	374
Total	1058	887	521	650	930	523

Participation at the NSDC in terms of enrolment has fluctuated over the years. Female participation has been much greater than male participation as seen from Table 2.5.

In 2001/02 and 2002/03, the programmes offered were of four categories, namely job search skills, customer service skills, social and life coping skills, information technology and technical/vocational. In 2003/04 only technical/vocational programmes were offered. In 2004/05 and 2005/06 the areas offered were productivity enhancement training and technical/vocational on-the-job and in-house training. In 2006/07 only technical/vocational programmes were offered. The training areas for 2006/07 are shown in Table 2.6 below.

Table 2.6: Participation at NSDC by Training Area, 2006

Training Area	Male	Female	Total
Cosmetology	2	91	93
Bartending	18	35	53
Culinary	13	62	75
Office Administration	3	31	34
Electrical Installation	33	6	39
Early Childhood Development	0	42	42
Housekeeping	0	36	36
Tour Guide	5	26	31
Sewing	0	12	12
Electronics	15	0	15
Desk - Top Publishing	9	7	16
Sales and Marketing	0	21	21
Plumbing	14	0	14
AC/Refrigeration Repair	17	4	21
Building Construction	20	1	21
TOTAL	**149**	**374**	**523**

Source: Statistical Digest, Ministry of Education and Culture

In addition to these, from 2007 a number of learners received training in various areas under different projects at the NSDC. Details are provided below.

Under the BNTF, Construction for Women project, a total of 120 women are currently undergoing training. To date the women have almost completed the theory part and are being prepared for their on-the-job training.

From the POETA funds, two (2) officers from the NSDC are currently undergoing Information Technology training for certification in CISCO Network Assistant.

Under the Skills For Inclusive Growth Project (SFIG) a total of 1850 persons will be trained over the four year period, 2008-2012.

From SFA 2002 a total of 63 persons completed their training in 2007 out of the 500 to be trained under the project. Some of these trainees are already participating in interviews for job placements. The courses for this first cycle were: Electrical Installation, Bartending, Hair Dressing and Beauty Therapy.

From SFA 2004 a total of 1200 persons are to be trained beginning from 2008.

In keeping with the vision of the NSDC, to create a marketable labour force the job attachement programme is designed to expose participants to and ease their transition into the world of work. These attachments usually result in placements. The NSDC also provides a separate placement component to assist its clients in attaining gainful employment. The following Table outlines job placements according to various projects:

Table 2.7: Percentage Job Placements by Project

Project Name	Percentage Placement	Year
TVET	62%	2001-2002
BNTF(CDB funded)	63%	2002-2003
SFA 1999	62%	2002-2003
SFA 2000	51%	2003-2004
Youth Apprenticeship Programme	67%	2004-2006
Hospitality and Construction Skills	69%	2007-2008

5   Distant Education

On an annual basis a number of adults pursue distant education programmes with the University of the West Indies and other universities overseas. Due to the absent of a coordinating body it is difficult to determine which universities provide distant learning and the number of learners. The main providers are:

UWI Center – Offers distant education programmes in collaboration with the University of the West Indies on an annual basis. In 2007/08 total of 380 persons were pursuing programmes at various levels. Table 2.8 shows the level of participation in these various programmes. The programmes with the highest enrolments were the Bachelors Degree in Management Studies (58%) followed by the Bachelors Degree in Educational Administration (26%). Once again, we observe that female participation, in the form of enrolment, outweighs male participation.

Table 2.8: Participation in Distant Education Programmes with
UWI Center, 2007/08

Area of Study	Total	Females
BSc Accounts	19	14
BSc Economics	7	2
BEd in Educational Admin	100	86
BSc Management Studies	219	174
BEd Literacy (online)	20	19
MSc Counselling	6	6
Certificate in Public Administration	1	0
Certificate in Business Administration	4	3
Certificate in Gender Studies	4	1
Total	**380**	**305**

University of Sheffield – Since its commencement in 1999 about 100 teachers have been trained at the Masters of Education level via distant education.

University of Leicester – The University of Leicester provides Degree programmes in Education via distant learning to teachers and other educators. It also provides programmes in accounting via the local coordinating body, Education for Advancement. Information on participation is not currently available.

Other universities such as the University of Cambridge and London also provide distant education programmes.

6 National Research and Development Foundation (NRDF)
The NRDF which was established in 1983 "is a non-profit organisation that will seek to identify, promote and implement development activities that enhances the socio-economic 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:

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

2. 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.

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

4. 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

7 Monroe College

The Monroe College in St. Lucia has its main campus in New York. The college moved to St. Lucia in 2007 and offers Bachelors Degree programmes in Business Management, Criminal Justice and Hospitality Management. The total student enrolment is not available.

8 Medical Universities

There are three medical offshore universities in St. Lucia, namely Spartan Health Sciences Univerisity, International American University College of Medicine and AIM-U Medversity School of Medicine. Spartan Health Sciences University has a current total enrolment of 116 students, 58% of whom are females. Since its establishment in January 1980, over 1000 medical students have graduated. The student body is multi-national comprising of students from 19 different countries with 50% of the students coming from the USA, 11% from Nigeria, 8% from India, 6% from St. Lucia and the remaining students from the other 15 countries. Enrolment information is not available for the other universities.

9 Creative Technology Solutions Ltd (CTSL)

CTSL offers daytime and evening courses in ICT and is also served as a testing center for ICDL (International Computer Drivers License) courses. The ICDL package includes training in basic information and communications technology, introductory training in IT and Microsoft Excel, Access, Word and Powerpoint. Individual courses are also offered. Some of the certifications offered are ICDL, MCSE and CISCO. The center also provides training in using accounting software packages and CXC training in Information Technology. Government Ministries use the center very often to provide training to their staff. Participation information is not available.

10   Caribbean Computer Literacy Institute

The Caribbean Computer Literacy Institute has been in operation for the past 10 years. The institute offers a range of ICT courses at the basic and intermediate levels. Courses include Microsoft Word, Excel, Access, Powerpoint, Computer Maintenance, Quickbooks and other accounting software. Other Government Ministries including Ministry of Finance, External Affairs, Communications and Works and Legal Affairs have provided training to their staff at the institute. However, information on the number of participants is not available.

11   National Aids Programme (NAPS)

The National Aids Programme which was established in 2004, conducts one-day awareness programmes to various work places, schools and other groups. Groups are normally 20 in size so as to facilitate full participation in terms of questions and answers and activities. At these workshops the topics discussed include: HIV Aids and STDs, what it is, transmission, current statistics, discrimination etc; Male and female condom demonstration. From December 2007 a number of sessions had been held including sessions with St. Lucia Air and Sea Port Authority (SLASPA), NSDC and SALCC.

The National Aids Programme Secretariat conducts and coordinates workshops in various communities around the island for specific groups. The training workshops and seminars were all funded by the World Bank. Some of the workshops coordinated in 2007 were as follows:

1. Workshop for Babonneau community Mothers and Fathers Group – A total of 20 mothers and fathers were trained as peer educators to deal with issues of sex, sexuality and HIV with their children. The training workshop was from July 2007-August 2007.
2. A six month training course was conducted in collaboration with CAFRA (Caribbean Association for Feminist Research and Action) for sex workers and Brothel owners. Consultations were held on modes of HIV transmission, the impact on women, prevention strategies, treatment and services, negotiation and decision making skills and effective condom use.
3. In February 2007 a workshop with persons living with HIV and AIDS and their families/supporters was held. The workshop focused on home-based care, skills in food preparation, nutrition, personal care and hygeine, universal safety precautions, managing signs and symptoms of the disease.
4. A two-month workshop was held for Seventh-Day Adventist pastors to provide training so as to council persons taking the HIV test.
5. An educational Seminar was held for MSM (Men having sex with men). The training included effective condom use, sex and sexual responsibilities, STIs and HIV transmission, public health system, and peer education.
6. A training project was conducted in the community of Anse La Raye for persons experiencing mental stress or those who were mentally vulerable especially those with children. The project was of three components. The first component lasted for three months and comprised providing basic counselling skills and life skills

development. The second component targeted Community Development Officers (CDOs), policemen and other persons in the community. They were given one-week training in the basic skills needed so as to support persons with HIV and make referrals when necessary. The third component was a two-day training workshop for a cadre of persons in the community to deal with persons with mental health.

The number of persons trained in the various workshops could not be obtained from the NAPS.

12   Small Enterprises Development Uunit (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 programmes are of three months duration. Training is currently offered in a variety of areas including: Small business management, Marketing management, Financial management, Peach tree accounting and Professional Project Management.

In 2002, over 500 small business entrepreneurs had been trained in small business management, computer aided small business management, financial management, product development and market techniques.

13   Government Ministries
All Government Ministries provide informal training to their staff in the form of professional development workshops and seminars. However some Ministries also provide certificate level training to their staff geared towards the upgrading of their skills.

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.

In 2004-2006 the Ministry of Education provided training leading towards a Certificate in Special Education to about 40 teachers through the Lynchburg College in the United States. The training took place during the summer for a period of two years. The content of the programme included Survey of Special Education, Curriculum & Methods, Assessment Strategies, Characteristics of persons with Developemental Disabilities, Behaviour Management, Reading and Language and Language Development. In January 2006 to January 2008, the Ministry of Education through the Lynchburg College also provided training in Educational Guidance and Counselling to 25 teachers at the Masters Level. The training was done in St. Lucia.

On an annual basis the Ministry responsible for National Security, provides training for persons selected to join the Police Force as well as professional development training to policemen and other law enforcement officers. In 2007, 65 new recruits were trained to

join the Police Force and 30 were trained to join the prisons. This training lasted for a period of seven (7) months. About 35 were trained for Port Authority and 15 for the city council as City Constabularies. This training lasted for 3 months. In 2007, other short term training (usually 1-2 weeks) for professional development were provided in various areas including domestic violence, community policing, fraud investigation, traffic and basic CID investigation.

14.   School of Music
The St. Lucia School of Music was established in 1987 and became a government-assisted school in 1988. The school started out with 55 students and presently enrolls approximately 400 students between the two centers, Castries and Vieux-Fort. About two thirds of student registrations are school children (primary and secondary), and one third adults. The School teaches students from the age of three years and upwards, offering a wide range of courses including voice training and practical tuition in piano, keyboard, church organ, singing, orchestral strings, guitar, flute, clarinet, saxophone, trumpet, trombone, steel pan and percussion. It also prepares students for CXC Music and external theory and practical exams up to diploma level with Trinity Guilhall and the Associated Board of the Royal Schools of Music (ABRSM) both from Great Britain.

2.2.2   Surveys/Studies on Non-Participation and Learner Motivation
During the restructuring of the previous Adult Education Programme, a survey was conducted in 2000 to determine the needs of various communities for the new programme. Other surveys or studies have not been conducted in relation to identifying persons difficult to reach or to analyse learner motivation. In order to increase participation in ALE, NELU offered technical/vocational programmes and offered more diversified courses. The programme is offered twice a year to allow for more learners to participate. A feasibility study was conducted to determine the possibility of implementing a Family Life Programme in St. Lucia. This study highlighted the non-participation of many adults including those who a) cannot afford the learner fee and b) cannot attend due to unaccessibility of the Center. Chapter 3 provides further details on this study.

2.2.4   Mobilzation of Learners
The NELU has undertaken a number of measures in order to mobilize learners. Some of these include:

- Linakage with church and other recognized groups within the community
- Formation of committee groups with representatives from each community
- Use of PTAs and school assemblies of primary and secondary schools to mobilize parents and the general community
- Collaborating with Community Development Officers
- Meetings with the community
- Distribution of flyers
- Use of the media

- Exhibition of learners work

The CCLI offers membership and benefits to its learners so as to increase participation. Some of the benefits include free internet access on Fridays, free use of all equipment of Fridays and job placements for high acheivers.

2.2.5 ALE Target Groups
The specific groups targeted by the ALE providers are indicated by Table 1.5 above. There are no benchmarks in terms of ALE participation in St. Lucia.

2.3   Monitoring and Evaluating Programmes and Assessing Learning Outcomes

2.3.1 Assessing Learning Outcomes and Learner Achievement
Learning outcomes involve applying the knowledge, skills and attitudes in the learners work environment and daily lives after pursuing the programme. Although all ALE programmes are designed for an intended purpose which is identified through the programmes priorities/goals, the programmes do not have specific learning outcomes. Hence, learning outcomes of ALE programmes are not usually assessed in St. Lucia. However, the NSDC in 2004/05 carried out an impact assessment survey to determine the impact of the programme on learners' lives. The findings of that study served as a measure of assessing learner outcomes as well as measuring the impact of the programme. The key questions included:

1. How well did trainees function in their jobs?
2. Were trainees still working since their job placements?
3. Were trainees working in the areas that they were trained?
4. What was the income status of trainees before and after placement in a job?
5. How did the quality of life of trainees changed?

Some of the findings included:

1. Some trainees did very well on the job but others needed attitudinal skills. The NSDC used this finding, to justify providing training in soft skills under the Skills for Inclusive Growth project.
2. About 62% of trainees were still working but less than 50% were working in the area in which they were trained
3. Majority of trainees received higher income than before they received training; Before the training some did a little farming and odd jobs to make ends meet.
4. The quality of life of most trainees improved tremendously. Some were able to share rent with others, some were able to contribute towards providing the basic needs to their families whilst others were able to stop illegal acts for monies.

Instead of measuring learner outcomes most providers measure learner achievements and evaluate their programmes based on the programme goals/objectives. Learner

achievements are measured using a variety of methods but mainly through written and practical examinations. The NELP and School of Music uses both written examinations as well as practical examinations in the areas of technical/vocational. The NSDC uses a combination of written examinations, practical examinations and job training performances. The SALCC also uses a combination of written examinations, practical examinations and job training performances. Distant Education programmes use a combination of written examinations and project writing. Private ALE providers measure learner achievement based on the course of study. Some private providers of ICT use international examinations such as ICDL and MCSE whilst others use internal examinations.

2.3.2 Evaluation and Monitoring of Programmes

The Ministry of Education in collaboration with the Ministry of Economic affairs is in the process of undertaking an evaluation exercise for the NSDC. Among others the evaluation is intended to:

1. Assess the socio-economic impact of the skills training on the lives of the participants and the families and communities in which the participants live.

2. Ascertain whether the part-time or full-time employment status of graduates is as a result of or related to the Career counselling, Productivity Enhancement Training, Technical Vocational Training and/or Job Attachment training received under the project.

3. Identify the business houses, communities and occupations in which graduates have been able to gain part-time, full-time or self employment.

Monitoring and evaluation of the NELP is done through frequent observations from the Coordinators and Facilitators of the programme. Officers from the NELU and Supervisors of the centers carry out periodic visits to evaluate, assess and to ensure that the programme is meeting its objectives. The unit has also designed a monitoring tool to assist in evaluating the programme and is presently being piloted. With this tool learners are given an opportunity to evaluate the programme and make suggestions for improvement.

2.3.3 Use of Results for Legislation, Policy Formulation and Programme Development

The evaluation of the NELP is always used to improve programme delivery since the suggestions are used in the improvement of module development. The NSDC evaluation report will be sent to the National Authorizing Officer and the European Union delegation in Barbados. It is hoped that this evaluation will provide the government of St. Lucia and the European Union Delegation with sufficient information, as to the outcomes of the programme and provide lessons learned for future project design.

2.3.4 Benchmarks in Relation to ALE Outcomes

All ALE programmes lead to one form of certification or another. The certificates provided by NSDC are endorsed by SALCC and the Ministry of Education. NELU provides academic courses from CXC (the regional examining body) upon which

successful participants get a CXC O' Level certificate. The literacy and technical/vocational courses are both certified by the Ministry of Education. The TVET unit of the Ministry of Education in collaboration with other stakeholders is currently preparing the national system of accreditation for technical/vocational programmes.

2.4 Adult Educators/Facilitators' Status and Training

2.4.1 Qualifications/Training Required by ALE Facilitators

All adult educators/facilitators are required to be qualified in the areas which they provide training in. Facilitators of the NELP are mostly qualified teachers from the primary and secondary schools, who are already trained in pedagogy and in the area they will be providing training. However, these facilitators are given initial training in dealing with adult learners. This training includes general guiding principles and characteristics of adult learners. From the concept document for the NELP, it was proposed that the SALCC Division of Continuing Education would assume responsibility under a special arrangement to be worked out with the Ministry of Education, for the training of facilitators in adult teaching methodologies. This however, has not materialized and the NELU is still responsible for providing that training.

The NELU also uses resource persons who are from NGOs and Self employed to provide training in specialized areas.

The Divisions at SALCC providing ALE are staffed with qualified personnel with the academic background to teach the area of specilization, rather than training in pedagogy to teach adults. The requirements to teach any Diploma or Associate Degree programme at the post-secondary level requires at least a Bachelors Degree. To teach a Bachelors degree programme tutors/facilitators must possess at least a Masters Degree.

Similarly the tutors/facilitators of the NSDC programme are trained professionals in their training area. Most facilitators are outsorced and are usually already employed. Facilitation skills are required to teach at the center but persons lacking those skills are required to attend an orientation seminar on how to deal with adult learners and how to teach soft skills. The seminar usually lasts for 1-2 days.

2.4.2 ALE as Specific Profession

Adult education is understood to be a specific profession by many but it is not treated as one since there are no formal means of providing training in adult methodologies to faciltators and tutors of ALE programmes. The SALCC is an institution of higher learning which can provide this training through its Division of Continuing Education. The tutors from the Division of Teacher Education and Educational Administration (DTEEA) can be used to facilitate this training. Currently the tutors of DTEEA provide training to teachers in primary and secondary education methodologies. The Ministry of Education needs to make arrangements with the college to facilitate this training as soon as possible.

2.4.3   Proportion of ALE Tutors/Facilitators

Table 2.9 shows the total number of tutors/facilitators of ALE as compared to tutors/teachers of other programmes in 2006/07. There were 144 tutors/facilitators of ALE programmes as compared to 2058 from other programmes.

Table 2.9: Total number of Tutors/Facilitators of ALE Programmes

NSDC	NELP	SALCC (Continuing Ed, Teacher Ed, Health)	SALCC (Other)	Primary (public & private	Secondary (public and private)	Special Ed
24	70	50	112	987	907	52

Note: Data for 2005/06 was used for SALCC

Most of the facilitators of NELP are also teachers at the primary and secondary schools on the island.

2.4.4   Terms of Employment and Remuneration of ALE

Facilitators of the NELP are required to complete a commitment form upon recruitment. They are paid a stipend for classes taught at the end of each month. The payment rate is EC$50.00 for every 2 hours (or per evening).

At the NSDC, all facilitators are hired on contract for the duration of the course. They are paid monthly based on their qualifications. Their monthly salaries are slightly higher than that of government workers with the same qualifications.

3

<u>Research, Innovation and Good Practice</u>

3.1 Research Studies in the Field of Adult Learning (Last 5 Years)

3.1.1- 3.1.4 Adult Education Related Studies, Questions and Major Findings

1. Impact Study of the Roving Care Givers Programme (RCP)
The Roving Care Givers Programme is a programme which started in St. Lucia in 2004 after the study, "Regional Framework on Parenting Education" was conducted by Dr. Didacus Jules in 2002. The study concluded that the RCP was the most desired model to enhance, strengthen and change parenting in the island. The main objective of the RCP was the introduction of appropriate child rearing practices in order to support the healthy development of young children from birth to 3 years. Trained para-professionals, called Rovers, visit the homes of vulnerable families to demonstrate and assist parents in providing the necessary education and early stimulation to their children and also provide parental support and guidance. The RCP is currently implemented in five Caribbean islands including St. Lucia and is financed by the Bernard van Leer Foundation of Holland.

An Impact study which began in 2006 is currently being undertaken in 15 communities on the island to assess the impact of the RCP programme. Seven of these communities are RCP communities whilst eight are Control communuties. The study aims to bridge the gap in knowledge about the effectiveness of home interventions for child development. The key questions to be answered are:
1. Does the programme make a difference in the parenting of children from birth to 3 years?
2. Have parents acquired the skills to make them better educators and nuturers to their children?
3. What is the impact of the progrmme on the children in the RCP as compared to their peers?
4. What are the changes in children's developmental status over time?

Parents are given a questionnaire to answer and will participate in structured interviews. There will also be focus group discussions to target fathers especially. The longitudinal impact evaluation of RCP will yield better insights into the impact of the programme on parents and their children. This will point out strengths and weaknesses of the programme which will help to improve the programme design. In addition, the evaluation will provide evidence on the potential of home-based approaches aimed at very young children and their families. The study is still ongoing and is expected to complete in 2009. The findings of the study will be used to inform policy and practice. The evaluation can provide guidance for future policy decisions on investments in home-based programmes versus day-care centers.

The first outcomes of the study which measured Parenting Knowledge and Practices between the control group and treatment group are as follows:

- Regarding discussing childrearing issues with others, the differences between the control group and the treatment group were not statistically significant regarding the persons whom they discussed with. However the frequency of discussions on parenting was statistically higher among the control group.
- In both cases (treatment and control) the caregiver's partner is the most important person with whom to discuss childrearing topics.
- Issues relating to Parental stress and joy were found to be statistically insignificant between the two groups. These issues include, time to relax, coping with disobedient children, influence on how their children will turn out, whether they feel in control of their own life and feeling of being unlucky.
- Disciplining methods are very similar in both groups as well
- Caregivers living in control communities are more likely to mention stimulating interactions such as singing songs or playing games than caregivers in treatment communities.

2.   Family Learning Programme Feasibiltiy Study

In 2006, a feasibility assessment was undertaken with a view to identifying the potential, scope and capacity that exists in the RCP for the introduction of a Family Learning Programme (FLP) in the four Caribbean Islands of St. Lucia, St. Vincent and the Grenadines, Dominica and Grenada. The main question raised was whether there could be scope for a Caribbean version of family literacy as exists in the United States, the United Kingdom and Canada and whether it would fit the goals and objectives of the Caribbean Child Support Initiative (CSI)[4]. Some of the key questions asked were:

1. Could a FLP be developed that will foster interaction between generaions in home and community situations on different types of literate activities?
2. Could activities be designed in such a way that they would enable young children to contribute as co-instructors who help to shape and implement the programme?
3. What is the profile of the communities and families in terms of relevant resources and competencies?
4. Are there currently literacy-related projects or activities underway on which a designated FLP could build, or, if deemed appropriate, to which it could be linked?
5. How could due consideration be given to literacy development for parents and children?

The main findings include:

1. There is definitely potential for developing a Family Literacy Programme: however each country is in a different stage of readiness for considering the development of a family literacy intervention.

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[4] The Caribbean Support Initiative is a five year regional programme with a thematic focus on Parenting Initiatives in Early Childhood Education Development supported by the Bernard van Leer Foundation in the Netherlands and CARICAD in Barbados.

2. The home-based visits to families have been highly successful. Buy-in by parents and community members is high and most families welcomed the Rover into their homes
3. Most parents participate in varying degreees in the visits and seemed to feel that the home visits are a positive experience
4. The stigma of illiteracy was high and prevented many adults in need of services from attending a literacy class in the community, thus a home-based intervention appeared to be an ideal solution to get more adults engaged in a learning programme.

The results of the findings were presented to policy makers who agreed to pilot the programme in one community, Babonneau, in St. Lucia. The pilot will begin in 2008. Some of the main objectives of the FLP are to:

1. Deliver a multi-dimentional, integrated programme of child stimulation, early language development and parent education through family learning home visits to targeted families
2. Equip parents with the knowledge and skills to support the emergent literacy development of their children
3. Increase the quality and quantity of time parents spend reading, writing, talking, playing and listening to their children
4. Increase use of literacy skills by parents to meet daily life needs

The pilot FLP will target a total of 30 families. Twice weekly, small groupings of families (ideally 4-6 adults and their children ages 0-5) will meet in a community setting for 1.5 hours. For one hour the group will split into two groups: adults will meet with the adult educator for literacy and numeracy instruction as well as parenting education. At the same time, the children will be engaged in structured play with two early educators, one focusing on the babies and the young toddlers and the other on the preschool age children. After an hour, the entire group will come together for an interactive learning activity for 30 minutes. The goal of these sessions will be to help parents learn how to introduce early literacy, language and numeracy concepts to their children through play.

3.   Family Learning Programme Needs Assessment
In October 2007, a needs assessment was carried out to assist in implementing the pilot FLP. The main objectives of the assessment were to obtain:

1. contextual background information on the targeted community, Babonneau
2. specific information on population, educational attainment, employment and poverty status of residents of the sub-communities of Fond Assau, Ping Pong, Talvern and Chassin (sub-communites of Babonneau)
3. specific information on families of children within the age group birth to five years in Fond Assau, Ping Pong, Talvern and Chassin

Some of the main education related findings were as follows:

1. Approximately 40% of children in the 0-5 years age group do not attend any preschool or day care
2. Financial constraints were the main reason given for the low enrolment at the only two preschool centers available in the community
3. The highest level of educational attainment of the majority of residents is primary school education. Many of these persons are unskilled and therefore not capable of taking up the better paid jobs that are available. The majority of employed persons have low-paying jobs
4. Besides the regular formal educational programme for children 5-16 years old, there are no other educational programmes in the community. Neither adults nor children in the community are enrolled in any other educational programme
5. Currently the NELP is not in operation in the community due to low participant registration
6. Two main factors responsible for the low registration at NELP are (a) financial contraints and (b) the inaccessibility of the center to residents of the sub-communities since classes are only held on evenings and buses from these areas especially those from Fond Assau and environs do not ply this route.

The results of this assessment were made available to policy and decision makers and the recommendations were incorporated in the pilot FLP.

4.   Study on Transforming SALCC into a University College
In 2007 a study was undertaken into the possible Transformation of the SALCC into a university and college. The main areas examined were:

1. Name Change, Mission Statement, Appointment of a Director of Institutional Research, Appointment of the St. Lucia Accreditation Commission, Establishment of the approval function in the Ministry of Education, Scholarships and establishing partnerships with other univerisities
2. Baccalaureate Degree Programs
3. Divisions offering Baccalaureate Degrees
4. Division of Continuing Education and Outreach
5. Relationships with other Universities
6. Facility and Capital Investments
7. Admissions Policy and Issues
8. Office of Technical and Computer Services
9. Office of Student and Alumni Affairs
10. Human Resources: Recruitment, Retention and Development

A number of reccomendations were made under each category for policy considerations and implementation. Consultations have been held with various stakeholders to discuss the reccomendations.

5.   OECS Skills for Inclusive Growth Project

Eastern Caribbean governments asked the World Bank to provide analysis and concrete policy suggestions, tailored to the OECS, to improve the employability and competitiveness of their work force. Recent World Bank data estimates that bringing youth unemployment down to the levels of the whole workforce would increase GDP by 1.3 percent. It would also help to reduce youth crime and violence which is negatively impacting economic growth. The main findings of the World Bank report were:

1. The economic transformation of the Eastern Caribbean increases the demand for skills, which creates both great opportunities and risks.
2. The education system in the region is not adequately preparing young people for the new skilled jobs.

From the findings two main recommendations were made to countries:

1. The education system should provide cutting edge knowledge, teaching, and research to assist the economy to specialize in globally competitive niches.
2. Formal Education should be more relevant to the needs of the Eastern Caribbean economy.

Out of these findings and recommendations was the creation of the OECS Skills for Inclusive Growth Project (SFIG) in St. Lucia.

6.   Literacy and Gender in St. Lucia

To commemorate the worldwide Literacy Decade (2003-2012) the St. Lucia National Commission for UNESCO undertook eight public sensitization sessions in various communities on the island which culminated in a two-day national symposium. The rationale behind the sensitization sessions were:
1. To reach wide cross-sections of the country
2. To afford all persons an opportunity to share their values
3. To reach persons in the various communities who normally would not be asked to attend the symposium due to constraints of numbers, and to allow them to express themselves whether it be in English or Kweyol.
4. To receive suggestions on ways and means of alleviating illiteracy.

The findings/recommendations from the discussions were extensive and so only the findings relating to the factors affecting male students at home, school and in the society will be stated here. The factors affecting male students are as follows:

Home Factors
1. Absence of positive male role models
2. Nurturing differences and invalid concepts of masculinity
3. Absence of parents at critical times to provide direction, emotional support and guidance
4. Inefficient monitoring of performance activities
5. Perceived role of males

School Factors
1. Lack of male influence (too many female teachers)
2. Teacher perceptions and norms
3. Teachers feel their authority is more challenged by males
4. Peer pressure

Societal Factors
1. Traditional norms and values have not been re-examined in light of the changing world
2. Males caught in a social bind. They are asked to express their feminine side yet are expected to be macho
3. Males threatened by changing roles
4. The willingness of females to support males
5. Female aggression and Male chauvinism
6. Males feel challenged/threatened by female counterparts (salary decides who rules)

7.   Caribbean Knowledge and Learning Network

As part of its mission to upgrade and diversify the region's skills and knowledge base, the Caribbean Knowledge and Learning Network (CKLN) conducted a workforce development study in 2005 that interviewed and surveyed education employers and workforce stakeholders. Among other goals, one of the goals was to gain a clearer understanding of the recruitment and skill gap issues in the Caribbean region. The companies surveyed employed a total of 5,111 workers. The study provided important insights into the workforce development challenges facing stakeholders as well as challenges in collecting current Labour Market Information (LMI), relevant to workforce and curriculum development needs.

According to the findings of the survey,
1. One of the most difficult challenges facing employers was the ability to attract and retain a skilled, adaptable and flexible workforce that can keep up with competitive pressures and rapid changes in technology.
2. Many employers and other workforce development stakeholders believe that a significant percentage of the workforce does not have the necessary qualifications to succeed on the job.
3. there is a "disconnect" between the colleges and universities and employers regarding the requirements of today's labour market
4. A brain drain in the Caribbean region exists and that a number of job areas are needed in the region as well as training areas.
5. The main job areas identified are, Supervisors & Managers, IT professionals and Skilled Trade and Technical workers. Besides these job areas, the survey also reveals that softer skills such as dependability, communications skills etc, are also very important and should be provided to perform the job successfully.
6. The survey also points out that to better prepare students for work they would need to participate in internships or apprenticeships at workplaces as part of their educational experience.

3.2   Innovations and Examples of Good Practice

The NELP and NSDC programmes have made significant differences in the lives of individuals. The NSDC programmes through its job placement component have provided jobs to hundreds of persons who would have been unemployed otherwise. The programme has also succeeded in improving the standards of living of a number of persons and their families. Although the NSDC programme may not be an innovative initiative (since it existed many years ago in another format), it is certainly an example of good practice.

The new adult education programme, NELP, can be considered as an innovation to St. Lucia. This new programme since its creation, has served to afford adults who were not literate in St. Lucia a second chance in obtaining basic literary skills as well as technical/vocational or enrichment skills. These are adults who otherwise would not be able to pursue any studies via any of the existing ALE providers. From Chapter 2 we realise that a high percentage of learners are enrolled in CXC classes as well as information technology and other technical areas.

4

<u>Adult Literacy</u>

4.1   Definition of Literacy

In 1990 St. Lucia conducted its first Literacy Survey. The definition of a literate person adopted by the survey at that time was an individual who is able "to read a sentence, write a message and effectively use the number system." This definition was similar to that of UNESCO at the time which was, a literate person "is one who can with understanding read and write a short simple statement on his every day life." The 1990 survey classified someone as literate if he/she had a combination of the following skills: copy, read one- and two-syllable words and add numerals. It also defined someone as functionally literate if he/she contained a combination of the following skills: dictation, read three-syllable words, read simple sentences, write simple words and ideas, add and subtract numerals.

In 2005, The Ministry of Education, developed a Literacy Policy and Plan with the following definition of Literacy:

"Literacy involves a complex set of abilities to use and understand all aspects of communication in the modern world". Literacy abilities are not static and will vary according to the needs of our changing societies. Literacy development requires the integration of speaking, listening reading, writing, viewing and problem solving. It includes a range of skills required to cope in a dynamic and complex world. The process of acquiring literacy begins before school with the child's acquisition of his/her first language and the institutions developed about the way communication works in natural settings. The development of literacy abilities continues beyond school in the lifelong learning opportunities/potential activated for personal and community development."

The Ministry of Education and Culture in collaboration with the Central Statistics Office in St. Lucia is currently conducting a literacy survey. The survey will be piloted in May and the main survey will be conducted in June 2008. The Ministry has hired a consulting firm from Canada, DataAngel, to provide technical assistance in conducting the survey. The survey will take the format of the LAMP (Literacy Assessment and Monitoring Programme) used by UNESCO and the ALL (Adult Literacy and Life Skills) Assessment Framework and Adult Skills Framework will be used. According to this new methodology literacy and numeracy will assume different definitions from those used in 1990. For the 2008 survey, literacy unlike numeracy will be measured as prose literacy or document literacy. Both prose and document literacy are broken down into five levels as defined below:

Literacy Levels:

Prose Level 1: Most of the tasks at this level require the reader to locate one piece of information in the text that is identical or synonymous to the information in the directive.

Document Level 1: Tasks in this level tend to require the respondent either to locate a piece of information based on a literal match or to enter information from personal knowledge onto a document

Prose Level 2: Tasks at this level require the reader to locate one or more pieces of information in the text, but several distractors may be present or low-level inference may be required. Tasks at this level also begin to ask readers to integrate two or more pieces of information or to compare or contrast information.

Document Level 2: Tasks in this level are more varied than those in Level 1. Some require the respondents to match a single piece of information; however several distracters may be present.

Prose Level 3: Tasks in this level tend to require respondents to make literal or synonymous matches between the text and information given in the task or to make matches that require low-level inferences.

Document Level 3: Some tasks in this level require the respondents to integrate multiple pieces of information from one or more documents.

Prose Level 4: These tasks require respondents to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully.

Document Level 4: Tasks in this level, like those at the previous levels, ask respondents to perform multiple feature matches, cycle through documents, and integrate information; however, they require a greater degree of inference.

Prose Level 5: Some tasks in this level require the respondent to search for information in dense text which contains a number of plausible distracters. Others ask respondents to make high-level inferences

Document Level 5: Tasks in this level require the respondent to search through complex displays that contain multiple distracters, to make high-level text based inferences, and to use specialized knowledge.

Respondents will be classified according to those levels of literacy depending on their performance in the various test items.

4.2   Literacy Policy

A National Literacy Policy and Plan and a National Numeracy Policy and Plan were developed in 2005 for all schools on the island. These policies are currently awaiting ratification by the Cabinet of Ministers. Currently a Literacy Programme in line with the policy and plan is being developed.

4.3   Literacy Programmes

The NELP has a Literacy component where classes are offered in Basic Literacy Levels 1, 2 and 3. In 2006/07, 18% of learners were enrolled in the Basic Literacy classes.

From the literacy and numeracy policies developed, action plans were developed and implementation has started. One of the recommendations made was to put in place literacy and numeracy coordinators at the primary and secondary schools. These coordinators have been identified, trained and appointed in the schools. The roles of the literacy coordinators are mainly to drive the literacy thrust and monitor and evaluate literacy at the school level.

4.4   Literacy, Gender and Other Target Groups

Among other objectives, the Literacy Plan targets in particular, boys, parents and Creole speakers.

In St. Lucia unlike many other parts of the world, female students at all levels seem to outperform male students. Participation in various education programmes is also higher for females than males. Cognizant of this problem, one of the objectives in the Literacy Plan targets male students as follows:

"Raise literacy achievement levels of male students"

Some of the strategies identified to accomplish this objective include:
1. Compile and distribute research based practices which have positive effects on boys
2. Purchase literacy materials suitable for boys
3. Training workshops focusing on teaching strategies to address the needs of male students
4. Documentation of best practices used by local teachers to motivate boys

This problem with males is also recognized in most if not all ALE programmes. From the NELP Basic Literacy Programme in 2006/07, 73% of the participants were women and 77% of total learners of the NELP were women. From the NSDC programmes in 2006/07, 72% of learners were females. Table 4.1 illustrates female participation at SALCC in 2005/06 to 2006/07.

Table 4.1: Percentage Female Participation in ALE Programmes at SALCC

	Teacher Education	UWI	Health Sciences	Continuing Education
2005/06	81%	79%	97%	71%
2006/07	78%	77%	98%	na

The Literacy Plan also places emphasis on improving the literacy levels of parents and caregivers and recognizes the need to involve parents and community volunteers to support literacy. The objectives for parental involvement are as follows:

"Develop a pool of parents/community volunteers to support literacy"

"Develop a programme of information that allows parents and caregivers to participate in the literacy thrust"

Over 65% of children ages 3-4 years attend pre-schools before enrolling in kindergarten (formal education). A substantial number of students still do not attend preschools and consequently cannot communicate in English upon entering kindergarten. Many speak the mother tongue, Kweyol, as their first language. The Plan therefore speaks of using French Creole to develop early literacy skills and develop research projects in the mother tongue literacy teaching. Some of the strategies identified to achieve this are; (a) encourage schools to use French Creole in a variety of ways, (b) use French Creole to attend to literacy needs of students, (c) train teachers to be fluent in French Creole to transfer skills to students and (d) encourage the SALCC Division of Teacher Education to carry out research in this area.

4.5 Building Literate Environments

The Literacy Policy and Plan is aimed at building literate environments since it provides a holistic approach to enhancing literacy on the island. The priorities were generated directly and indirectly from a number of stakeholders involving the public and private sectors and NGOs through consultations and a national Symposium. The priorities identified were:

- Sensitizing the nation
- Promoting early literacy
- Involving the private sector/media
- Providing resources to support literacy
- Training teachers
- Addressing the under-achievement of boys
- Creating the relevant linkages among all sectors
- Utilizing French Creole
- Learning a foreign language

When the literacy programme is developed it will be incorporated in the schools curriculum for implementation. Tackling literacy at the school level is one way of ensuring that future adults will be literate, whilst at the same time the NELU tackles illiteracy of current adults through its Basic Literacy programmes and FLP. The results and findings of the literacy survey will be used to review and revise the present literacy programmes.

5

Expectations of CONFINTEA VI

5.1 Expected Outcomes from CONFINTEA VI

St. Lucia expects the following outcomes from CONFINTEA VI:

- share experiences with other countries regarding best practices in ALE to include co-ordination of ALE, provision for special groups and providing opportunities for adults to re-enter the education system

- strengthen existing links (regional and international) and develop new ones regarding financial and other support for ALE

- revitalize or create regional support groups for ALE

- strategies to build local capacity for the support, further development, monitoring and evaluation of ALE

- strategies to improve literacy of all persons where English is the language of instruction, but everyday discourse, particularly outside the capital city, happens in kwéyòl, the national language

- the effects and coping strategies of increasing food prices around the world especially for developing countries discussed and the way forward agreed: its effects on families, ALE and the literacy decade

5.2 Issues and Future Perspectives for the Development of Policies and Practices in ALE

1. Need for Policy on Adult Education and Learning
The Ministry of Education needs to develop a national policy and plan for adult learning and education in St. Lucia. There is also a need for one coordinating body and at the same time partnerships with private the public providers.

2. Efforts to Increase Male Participation
Whilst other countries in the world suffer from low female performance and participation in education, St. Lucia and other Caribbean islands experience the opposite. All efforts should be made to increase the participation of men in ALE. This should include research to investigate the reasons for poor male participation, their perceptions of the NELP and other ALE programmes and measures that will increase their participation. To avoid

future problems with males, efforts should be made to carry out similar research for boys at the primary and secondary school levels. Thus far, these initiatives are included in both the Education Sector Development Plan and the National Literacy Policy and Plan.

3. Ensure Certification and Accreditation of Programmes
The transfer of services from one country to another as supported by CSME and globalization requires a standard and valid certificate which can be accepted at least in the region. In response to this the following outcomes must be realized:

    a. A national TVET qualifications framework in line with CARICOM must be developed.
    b. A national system for certification and assessment should also be developed and established in collaboration with regional and international agencies such as CXC and NCTVET.
    c. Programmes, Institutions and Instructors must be assessed based on established criteria
    d. A National system for accreditation (programmes, institutions, instructors) should be developed and established
    e. National qualifications register should be developed and established

The TVET unit of the Ministry of Education in collaboration with ALE providers, employers and other stakeholders has started work regarding this need.

4. Sustainability of ALE Programmes and Increase Participation
Faced with its many challenges as discussed in Chapter 1 Section 1.1.5, St. Lucia still depends largely on bilateral donor agencies to assist with many of its ALE programmes as identified in Section 1.2. Although participation in such programmes like the NSDC is free, there is a minimum requirement of at least three CXC O' Levels which many adults do not possess. In addition, although the government subsidizes the NELP, learner fees are still required in order to participate in the programme. Many adults from poor families are certainly not able to participate in this programme. Although sponsorships are received from the private sector, it is just not sufficient to allow all adults in this position to participate. This calls for new and innovative ways and measures to increase the participation of the poor and to sustain the ALE programmes.

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Annexes

Table 1: Projected Population Age-Groups, 2005

AGE GROUP	MALE	FEMALE	TOTAL
0 - 4	7,054	7,169	14,223
5 - 9	7,551	7,607	15,158
10 - 14	8,797	8,632	17,429
15 - 19	8,648	8,835	17,483
20 - 24	7,787	8,113	15,900
25 - 29	6,585	6,883	13,468
30 - 34	6,037	6,519	12,556
35 - 39	5,687	6,068	11,755
40 - 44	5,340	5,710	11,050
45 - 49	4,314	4,410	8,724
50 - 54	3,258	3,128	6,446
55 - 59	2,431	2,610	5,041
60 - 64	1,883	2,194	4,077
65 - 69	1,693	1,913	3,606
70 - 74	1,423	1,620	3,043
75 - 79	914	1,040	1,954
80 & OVER	1,193	1,685	2,878
TOTAL	80,595	84,196	164,791

SOURCE: GOVERNMENT STATISTICS DEPT.

Table 2: Populations by Area

AREA	2005
All Castries	67,340
Castries City	1,894
Castries Sub-Urban	12,251
Castries Rural	53,195
Anse-La-Raye	6,382
Canaries	1,862
Soufriere	7,935
Choiseul	6,323
Laborie	7,623
Vieux-Fort	15,750
Micoud	16,620
Dennery	13,296
Gros-Islet	21,660
TOTAL	164,791

Table 3: Population 15 years and over by Educational Attainment, 2004

EDUCATIONAL ATTAINMENT	Jan - Mar	Apr - Jun	Jul – Sept	Oct - Dec
TOTAL Both SEXes	116,390	115,660	119,120	117,560
None	5,050	7,690	7,850	4,780
Complete Primary	52,580	53,200	53,200	54,190
Incomplete Primary	8,410	8,020	8,710	9,750
Complete Secondary	21,920	23,710	24,880	25,040
Incomplete Secondary	6,740	7,870	9,900	8,990
Tertiary	6,660	8,230	7,360	7,890
University	3,590	2,880	3,510	4,030
Other	2,050	2,240	2,020	1,630
Not Stated	9,390	1,820	1,690	1,260
TOTAL Males	57,320	56,240	58,630	56,770
None	2,650	3,390	3,720	2,730
Complete Primary	26,590	27,370	26,940	28,370
Incomplete Primary	4,900	4,750	5,270	5,530
Complete Secondary	10,090	10,070	11,240	10,380
Incomplete Secondary	3,080	3,830	5,550	3,820
Tertiary	2,630	2,860	2,750	2,850
University	1,980	1,810	1,590	1,720
Other	1,030	1,310	880	860
Not Stated	4,370	850	690	510
TOTAL Females	59,070	59,420	60,490	60,790
None	2,400	4,300	4,130	2,050
Complete Primary	25,990	25,830	26,260	25,820
Incomplete Primary	3,510	3,270	3,440	4,220
Complete Secondary	11,830	13,640	13,640	14,660
Incomplete Secondary	3,660	4,040	4,350	5,170
Tertiary	4,030	5,370	4,610	5,040
University	1,610	1,070	1,920	2,310
Other	1,020	930	1,140	770
Not Stated	5,020	970	1,000	750

Table 4: Employment by Age Group, 2004

AGE GROUP	Jan - Mar	Apr - Jun	Jul - Sept	Oct - Dec
Total	55,880	63,880	63,400	65,900
15-19 Years	1,840	2,560	2,470	2,250
20-24 "	6,330	7,380	7,860	7,830
25-34 "	14,480	16,380	15,490	15,800
35-44 "	15,880	17,370	18,720	18,600
45-54 "	9,020	11,390	10,270	12,350
55-64 "	3,780	5,720	5,220	5,340
Over 65 Years	4,550	3,080	3,370	3,730
Males	32,210	35,020	35,490	36,630
15-19 Years	1,330	1,560	1,660	1,270
20-24 "	3,510	4,370	5,070	4,320
25-34 "	8,420	8,140	7,930	9,040
35-44 "	8,160	8,620	9,990	9,800
45-54 "	5,570	6,980	6,200	6,880
55-64 "	2,660	3,070	2,600	3,090
Over 65 Years	2,560	2,280	2,040	2,230
Females	23,670	28,860	27,910	29,270
15-19 Years	510	1,000	810	980
20-24 "	2,820	3,010	2,790	3,510
25-34 "	6,060	8,240	7,560	6,760
35-44 "	7,720	8,750	8,730	8,800
45-54 "	3,450	4,410	4,070	5,470
55-64 "	1,120	2,650	2,620	2,250
Over 65 Years	1,990	800	1,330	1,500

Table 5: Revised Estimated Mid-Year Population by Sex and Five Year Age Groups

	2005			2004			2003		
AGE GROUP	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
0 - 4	7,054	7,169	14,223	6,628	6,886	13,514	6,667	6,835	13,502
5 - 9	7,551	7,607	15,158	8,000	7,939	15,939	8,289	8,177	16,466
10 - 14	8,797	8,632	17,429	8,783	8,667	17,450	8,800	8,729	17,529
15 - 19	8,648	8,835	17,483	8,598	8,873	17,471	8,451	8,771	17,222
20 - 24	7,787	8,113	15,900	7,475	7,733	15,208	7,244	7,489	14,733
25 - 29	6,585	6,883	13,468	6,493	6,875	13,368	6,358	6,754	13,112
30 - 34	6,037	6,519	12,556	5,919	6,353	12,272	5,864	6,292	12,156
35 - 39	5,687	6,068	11,755	5,693	6,090	11,783	5,845	6,035	11,680
40 - 44	5,340	5,710	11,050	5,176	5,506	10,682	5,017	5,306	10,323
45 - 49	4,314	4,410	8,724	4,098	4,110	8,208	3,899	3,850	7,749
50 - 54	3,258	3,128	6,446	3,117	3,064	6,181	2,963	2,945	5,908
55 - 59	2,431	2,610	5,041	2,305	2,538	4,843	2,215	2,474	4,689
60 - 64	1,883	2,194	4,077	1,865	2,144	4,009	1,865	2,101	3,966
65 - 69	1,693	1,913	3,606	1,708	1,914	3,622	1,733	1,900	3,633
70 - 74	1,423	1,620	3,043	1,399	1,561	2,960	1,391	1,517	2,908
75 - 79	914	1,040	1,954	915	1,025	1,940	939	999	1,938
80 & OVER	1,193	1,685	2,878	1,235	1,749	2,984	1,289	1,817	3,106
TOTAL	80,595	84,196	164,791	79,407	83,027	162,434	78,629	81,991	160,620
SOURCE: GOVERNMENT STATISTICS DEPT.									

Table 6: Employed by Occupation Group and Gender

Employed by OCCUPATION GROUP	2004			
	Jan - Mar	Apr - Jun	Jul - Sept	Oct - Dec
TOTAL BY SEX	**55,880**	**63,880**	**63,400**	**65,900**
Legislators, Senior Officials, Managers	3,880	3,670	3,160	4,870
Professionals	5,230	6,170	4,820	5,400
Technicians and Associate Professionals	3,050	2,620	1,890	2,770
Clerks	4,310	3,580	5,340	4,290
Service Workers and Shop and Market Sales Workers	6,590	8,110	7,040	10,180
Skilled Agricultural and Fishery Workers	6,770	8,500	9,170	9,360
Craft and Related Trades Workers	7,940	6,950	7,230	7,890
Plant and Machine Operators and Assemblers	2,590	3,550	3,310	2,720
Elementary Occupations	7,320	8,220	9,610	8,390
Other	8,200	12,510	11,830	10,030
Male	**32,210**	**35,020**	**35,490**	**36,630**
Legislators, Senior Officials, Managers	2,330	1,880	1,250	1,970
Professionals	2,300	2,240	1,770	1,920
Technicians and Associate Professionals	2,060	1,350	1,150	1,240
Clerks	480	780	1,070	980
Service Workers and Shop and Market Sales Workers	2,920	3,950	4,290	4,890
Skilled Agricultural and Fishery Workers	5,140	5,990	5,510	6,880
Craft and Related Trades Workers	6,970	5,570	6,420	6,820
Plant and Machine Operators and Assemblers	1,860	2,620	2,690	2,050

Elementary Occupations	3,550	3,810	4,520	3,900
Other	4,600	6,830	4,820	5,980
Females	**23,670**	**28,860**	**27,910**	**29,270**
Legislators, Senior Officials, Managers	1,550	1,790	1,910	2,900
Professionals	2,930	3,930	3,050	3,480
Technicians and Associate Professionals	990	1,270	740	1,530
Clerks	3,830	2,800	4,270	3,310
Service Workers and Shop and Market Sales Workers	3,670	4,160	2,750	5,290
Skilled Agricultural and Fishery Workers	1,630	2,510	3,660	2,480
Craft and Related Trades Workers	970	1,380	810	1,070
Plant and Machine Operators and Assemblers	730	930	620	670
Elementary Occupations	3,770	4,410	5,090	4,490
Other	3,600	5,680	5,010	4,050

Table 7: Employed by Industry and Gender

	2004			
INDUSTRY GROUP	Jan - Mar	Apr - Jun	Jul - Sept	Oct - Dec
TOTAL BY SEX	**55 880**	**63 880**	**63 400**	**65 900**
Agriculture, Hunting and Forestry	6 910	7 490	9 750	9 810
Fishing	600	880	840	690
Manufacturing	4 140	5 420	4 520	4 590
Electricity, Gas & Water Supply	470	440	390	410
Construction	4 110	4 690	5 260	5 650
Wholesale & Retail Trade etc.	8 750	9 720	10 930	9 710
Hotels & Restaurants	5 350	6 460	5 390	9 840
Transport, Storage & Communications	2 750	3 690	3 420	3 440
Financial Intermediation	1 150	1 010	690	1 760

Real Estate, Renting and Business Activities	1 850	3 210	2 130	2 950
Public Administration & Social Security	6 270	8 150	9 830	8 470
Education	2 330	640	530	730
Health & Social Work	340	390	540	270
Other Community, Social and Personal Service Activities	1 800	2 120	2 490	1 400
Private Households with Employed Persons	1 300	1 710	2 240	2 150
Other	100	150	270	200
Not Reported	7 660	7 710	4 180	3 830
Male	**32 210**	**35 020**	**35 490**	**36 630**
Agriculture, Hunting and Forestry	5 160	5 000	6 330	7 060
Fishing	520	650	780	690
Manufacturing	1 980	2 300	2 310	2 560
Electricity, Gas & Water Supply	360	440	330	340
Construction	3 990	4 550	4 990	5 500
Wholesale & Retail Trade etc.	4 210	4 380	4 670	4 240
Hotels & Restaurants	3 040	2 640	2 540	3 870
Transport, Storage & Communications	1 960	2 470	3 070	2 450
Financial Intermediation	490	580	60	590
Real Estate, Renting and Business Activities	1 160	1 580	1 260	1 880
Public Administration & Social Security	2 800	3 600	4 900	3 560
Education	550	70	130	70
Health & Social Work	50	150	0	0
Other Community, Social and Personal Service Activities	920	1 050	1 210	1 070
Private Households with Employed Persons	180	70	200	330
Other	50	150	60	200
Not Reported	4 790	5 340	2 650	2 220

Females	23 670	28 860	27 910	29 270
Agriculture, Hunting and Forestry	1 750	2 490	3 420	2 750
Fishing	80	230	60	0
Manufacturing	2 160	3 120	2 210	2 030
Electricity, Gas & Water Supply	110	0	60	70
Construction	120	140	270	150
Wholesale & Retail Trade etc.	4 540	5 340	6 260	5 470
Hotels & Restaurants	2 310	3 820	2 850	5 970
Transport, Storage & Communications	790	1 220	350	990
Financial Intermediation	660	430	630	1 170
Real Estate, Renting and Business Activities	690	1 630	870	1 070
Public Administration & Social Security	3 470	4 550	4 930	4 910
Education	1 780	570	400	660
Health & Social Work	290	240	540	270
Other Community, Social and Personal Service Activities	880	1 070	1 280	330
Private Households with Employed Persons	1 120	1 640	2 040	1 820
Other	50	0	210	0
Not Reported	2 870	2 370	1 530	1 610