

SAINT LUCIA NATIONAL REPORT ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

**A contribution to the regional discussion on reforming TVET institutions and
accreditation systems for improved skills and enhanced employability in
Caribbean labour markets**

1. Introduction

1.1 Socio/Economic History

Saint Lucia is part of a group of islands which form the Organization of Eastern Caribbean States (OECS). The island is volcanic in nature and measures 616 square kilometers. It is a democratic State and a member of the British Commonwealth.

Prior to colonization by successive English and French regimes, Amerindians, Caribs and Arawaks inhabited the island. The island was finally ceded to the British in 1814. Saint Lucia gained full independence from Britain on 22nd February, 1979. According to the 2001 census, Saint Lucia has an estimated population of 157,775 persons, 50.9% of whom are female. There was a reduction in the population growth rate (1.46) from the previous 1991 census period, due to a declining birth rate of 17.3. The school age (5 to 15 years) population was estimated at 36,597 individuals. The language situation plays an important role in the development of Saint Lucia. This may be described along a continuum that extends from French Creole (Kweyol) to Standard English.

Current demographic trends indicate an increase in the share of dependent adults and increased hardship on the younger members of the economically-active population in efforts towards achieving economic growth and national development.

This will no doubt require a highly skilled and efficient workforce. Requirements for improved performance at primary and secondary education levels are necessary, especially in preparation for further education and skills training to satisfy the projected demands of the economically and socially-active sectors.

Saint Lucia has been trying successfully to diversify from a mono-crop economy based on bananas, to one where tourism and services (especially financial services) now play prominent roles, with Information and Communication Technology (ICT) emerging as a new sector. The annual growth rate is above 5% and the per capita income exceeds US \$3,800.00.

In recent years, the Gross Domestic Product (GDP) performance in Saint Lucia has been uneven due mainly to the uncertainties in agriculture and tourism. Between 1977 and 2002, banana exports declined by approximately 53% to 34,000 tonnes.

According to Saint Lucia's economic review (Jan. to June 2004) there was a deterioration in external performance which was due mainly to "a large reduction in imputed assets which led to a near 16% reduction in the island's share of imputed reserves at the Central Bank to \$298.9 million. This reflects higher imports as a result of the combined effect of increasing oil prices and higher aggregate demand."

The review also goes on to state that the rate of inflation for the period under review, increased to 3.8% from 0.2% in the corresponding period in 2004. (A full copy of the Economic review can be accessed on www.stlucia.gov.lc)

2. The Current State of the TVET System in Saint Lucia

At present, there is no formal institutional structure for technical and vocational education and training (TVET) in Saint Lucia. TVET is provided through the formal education (school) system, the Sir Arthur Lewis Community College (SALCC), the National Skills Development Centre (NSDC), the National Enrichment and Learning Unit (NELU), the Centre for Adolescent Renewal and Education (CARE) and numerous private training providers.

TVET in Saint Lucia is co-ordinated by a small unit, housed within the Ministry of Education, Human Resource Development, Youth and Sports. The Unit serves as the Apex Body for TVET in Saint Lucia.

The Sir Arthur Lewis Community College is the only government-owned tertiary level training institution on the island. The following is a brief profile of the college and other TVET providers in Saint Lucia.

2.1 Profile of Sir Arthur Lewis Community College (SALCC)

The total enrolment at SALCC, Castries, decreased from 3,298 in 2003/04 to 2,702 in 2004/05. 31% of this enrolment was males and 69% females. This enrolment includes 1,093 students in the Department of Continuing Education. The Department of Continuing Education recorded 40% of the total enrolment at SALCC followed by the Division of Technical Education and Management Studies (26%) and then the Department of Arts and General Studies (18%). The dropout rate decreased from 1.8% in 2001/02 to 0.4% in 2003/04. The teacher/student ratio increased from 1:13 in 2003/04 to 1:14 in 2004/05.

2.2 Profile of the National Skills Development Centre

The National Skills Development Centre (NSDC) provides both soft skills and technical/vocational courses. The main skills training centre is located at Bisee in Castries and there are three other satellite centres. The NSDC offers training under various project heads based on financial contributions to the centre. The number of persons trained at NSDC increased from 521 persons in 2003/04 to 739 in 2004/05. In 2004/05, 71% of the trainees enrolled were females. The total number of persons enrolled in 2004 was 595.

Phase 3 (January – May 2004)

TEC VOC	Trainees Enrolled	Drop Outs	Current No. of Trainees	Failures	Eligible Trainees	Attachment	Placements
F/D Data Entry	55	4	51	2	49	36	4
Computer Repairs	40	6	34	1	33	7	1
Sewing	42	2	40	2	38	3	0
Childcare	20	3	17	0	17	9	2
Cosmetology	54	4	50	0	50	31	6
Culinary Skills	72	5	67	6	61	27	14
Electrical Installation	45	11	34	0	34	16	1
Bartending	44	4	40	3	37	14	1
Housekeeping	74	11	63	2	61	32	1
Bamboo Craft ***	10	5	5	*	*	*	*
Website Design	13	1	12	1	11	1	0
Graphic Design	16	4	12	0	12	0	0
Outboard Engine Repair**	17	0	17	*	*	5	0
Small Business Management	14	6	6	0	8	0	0
Fish Processing	16	0	16	0	16	0	0
Electronic Repairs	17	11	6	0	6	3	1
Cake Decorating	23	3	20	0	20	0	0
Floral Arrangement	8	1	7	0	7	0	0
Fabric Design	15	0	15	1	14	0	0
Total	595	81	512	18	474	184	31

**This tutor has not submitted his grades therefore this class was excluded in calculating the pass and fail rate. Efforts to contact the tutor have been unsuccessful.

*** This class is still ongoing

STATISTICS

Failure Rate: 3.52%

Dropout Rate: 14%

Pass Rate: 96.48%

Job Attachment Rate: 35.94%

Placement Rate: 5.47%

Phase One – (August – December) 2003

TEC VOC	Trainees Enrolled	Drop Outs	Current No. of Trainees	Failures	Eligible Trainees	Attachment	Placements
F/V Data Entry (B)	19	3	16	0	16	15	4
Computer Repairs (B)	20	3	17	0	17	7	1
Sewing (C)	11	0	11	*	*	0	0
Childcare (B)	7	1	6	0	6	4	0
Cosmetology (B)	26	1	25	0	25	17	4
Culinary Skills (B)	20	1	19	5	14	14	9
Electronic Repair (E)	17	11	6	0	6	3	1
Bartending (C)	10	1	9	0	9	6	1
Housekeeping (C)	14	2	12	1	11	7	0
Housekeeping (B)	18	4	14	0	14	12	1
Cake Decorating (E)	9	2	7	0	7	0	0
Total	171	29	142	6	125	85	21

* The final grades for this sewing class have not been received by my office therefore this class has been left out in the calculation of failure and pass rate below.

STATISTICS:

Failure Rate: 5%

Dropout Rate: 17%

Pass Rate: 95%

Job Attachment Rate: 60%

Placement Rate: 15%

Phase Two (November – March) 2003-2004

TEC VOC	Trainees Enrolled	Drop Outs	Current No. of Trainees	Failures	Eligible Trainees	Attachment	Placements
Electrical Installation	16	6	10	0	10	9	1
Culinary Skills	12	1	11	1	10	2	0
Cake Decorating	14	1	13	0	13	0	0
Total	42	8	34	1	33	11	1

STATISTICS:

Failure Rate: 2.94%

Dropout Rate: 19%

Pass Rate: 97%

Job Attachment Rate: 32%

Placement: 2.94%

TRAINEES TRAINED AT THE NATIONAL SKILLS DEVELOPMENT CENTRE BY PROJECT AND TRAINING AREA, NOVEMBER 2004 TO MAY 2005

PROJECT	Training Area	Male	Female	Total
YOUTH APPRENTICESHIP PROGRAM (YAP)	Productivity Enhancement Training			
	The changing World of Work			
	Self Management Competencies			
	Work Ethics	140	364	504
	Communication Skills			
	Teamwork			
	Job Seeking Skills			
	Cosmetology In-house Training	0	24	24
	Computer Maintenance and Networking In-house training	7	2	9
	ON-THE –JOB TRAINING			
	Telemarketing	1	19	20
	Culinary Skills	5	7	12
	Medical Lab Assistant	0	1	1
	Housekeeping	0	7	7
	Sales Assistant	0	1	1
	Carpentry	3	0	3
	Accounts	1	0	1

	Photography	2	4	6
	Installation Assistant	1	0	1
	Production Assistant	3	0	3
	Auto Body Repair	1	0	1
	Furniture Manufacturing	2	0	2
	Waiting	1	7	8
	Bartending	2	0	2
	Office Assistant	2	6	8
	Cosmetology	0	8	8
	Cashier	0	2	2
	Statistics Clerk	0	1	1
	Mechanical Engineering	2	0	2
	Masonry	2	0	2
	Roof Technician	1	0	1
	Bellhop	1	0	1
	Graphic Design	1	2	3
	Custodian	0	1	1
	Pre-school teacher	3	0	3
	Stock handling	2	0	2
	Receptionist	0	4	4
	Maintenance	4	0	4
	On Air Technician	3	0	3
	Total	43	70	113

2.3 Profile of the National Enrichment and Learning Programme

The National Enrichment and Learning Programme (NELP) has been in existence from 2001/02. Courses are offered in two phases, Phase One from September to March and Phase Two from April to July. The total number of centres decreased slightly from 16 in 2003/04 to 15 in 2004/05 and consequently the enrolment decreased from 1991 to 1413 over these two academic years. A total of 795 learners were enrolled in Phase One of the programme, 83% of which were females. A total of 618 learners were enrolled in Phase Two of the programme, 80% of which were females. There were a total of 73 facilitators, 67% of which were females in Phase One and 58 facilitators, 71% of which were females in Phase Two. The facilitator/learner ratio was 1:11 for both phases. In 2004/05, 752 leavers graduated from NELP centres. There were 73 dropouts from Phase One in this academic year, a decrease of 56 from the 129 dropouts recorded in 2003/04.

The number of persons enrolled in 2004 at NELP was 1695; the number of graduates was 1571.

Period	Cycle	No. of Learners Enrolled		No. of Learners Graduated
		A	T & E	T & E
2001-2002	1	372	609	575
2002	2	181	432	430
2002-2003	3	348	546	510
2003	4	139	413	345
2003-2004	5	598	773	756
2004	6	133	477	401
2004-2005	7	350	445	414

A – Academic

T & E – Technical & Enrichment

Information Sheet

The National Enrichment & Learning Unit (NELU) is responsible for making available to every adult in St. Lucia opportunities for enhancing their lifestyles through education.

NELP – The National Enrichment & Learning Programme is the programme through which this is done.

Courses – The courses are modular in nature and are offered at schools in the various communities where **NELP** has its centres. The courses are:

Academics		
English/Mathematics/Kwéyòl\$45.00 including a Kwéyòl book		
Pre-CXC English	\$80.00	If both subjects are done,
Pre-CXC Mathematics	\$80.00	\$150.00 per semester
CXC English	\$150.00}	If both subjects are done, \$250.00
CXC Mathematics	\$150.00}	per semester: Sept. – Jan. and Feb. – May
Technical/Enrichment Courses	Basic Level	Intermediate Level
Auto Mechanic	\$200.00	
Cake Making & Decorating	\$120.00	\$160.00
Carpentry	\$150.00	\$175.00
Craft	\$100.00	
Electrical Installation	\$150.00	\$175.00
Fish Handling & Processing	\$60.00}	
Small Engine Repair	\$60.00}	Fisheries Management
Navigation & Safety	\$60.00}	
Flower Arranging	\$120.00	\$160.00
Garment Construction	\$120.00	\$160.00
Technical/Enrichment Courses	Basic Level	Intermediate Level
Human Relations	\$50.00	\$60.00
Information Technology	\$120.00	\$160.00
Kwéyòl	\$ 60.00	
Music	\$100.00	\$140.00
Plumbing	\$150.00	
Pastry Making	\$120.00	

Location – Classes are held in centres in Babonneau, Canaries, Castries, Choiseul, Dennery, Gros Islet, Micoud, Soufriere, Vieux-Fort.

New centres to be established: Anse La Raye, Fond St. Jacques, Jacmel, Laborie, La Croix Maingot, La Guerre.

Duration of courses – The technical courses are 100-hour courses and are divided into two levels – Basic and Intermediate, each of 50 hours duration. The English /Mathematics/ Kwéyòl course consists of three levels. Each level is a 50-hour courses. All classes in this category are three days per week.

Registration – Payment slips can be obtained from NELU at Jeremie Street Upstairs Planned Parenthood or at the various centres.

Payment - Payments are made at the Bank of Saint Lucia and Credit Unions

Minimum requirements for technical courses – Basic Literacy Level 3.

Evaluation – Final Assessment will be administered at the end of every level.

2.4 Profile of the Centre for Adolescent, Rehabilitation and Education (CARE)

The Centre for Adolescent, Rehabilitation and Education (CARE) also provides training in a number of skills areas including technical/vocational courses as well as academic courses. Programmes are of two years duration. There are six centres on the island with a total enrolment of 318 students, 34% of which were females. The number of teachers also remains at 318, giving a teacher/student ratio of 1:11.

2.5 Institutional reform

Most reform initiatives can only be concentrated on government-run institutions.

2.6 TVET demand analysis and planning of delivery

Plans are in train for a fully articulated framework as well as the establishment of an Accreditation Council as legislation is being finalized.

2.7 Current funding arrangements

There is no funding for TVET such as levies, etc. Funding for institutions such as NSDC, SALCC, NELU and CARE is by Government subvention. The other source of funding is mainly from tuition fees charged to students.

3. Quality assurance strategies

There is no system of National Vocational Qualifications in Saint Lucia. However, there are plans for the introduction of the Caribbean Vocational Qualification (CVQ) and it is expected that quality assurance functions will be conducted within existing structures (e.g. Examinations Unit) of the Ministry of Education (MOE).

There is no official National Training Agency in Saint Lucia. The TVET Office within the MOE serves as the focal point for all TVET activities. However, the Education Act (1999) proposes the establishment of a national TVET Council. The Act outlines duties and functions of such a Council. This Council is soon to be established following approval by the Minister. However, TVET is co-ordinated within the MOE.

Some of the issues to be addressed in reforming the TVET system include:

1. Issues of quality assurance will need to be prominent in such a system. However, since all functions will need to be undertaken within the MOE, it is imperative that ways and means be sought for such functions to be undertaken within the structure of the MOE.
2. Training of TVET teachers and other trainers in competency-based methods.
3. Training of assessors in agreed methods.
4. Training of teachers to mentally make the “shift in thinking”.

With regards to the harmonization of national quality assurance practices at the CARICOM level, there is a proposal to work closely with the Caribbean Association of National Training Agencies (CANTA) and CARICOM and to use existing occupational standards and not reinvent the wheel. However, standards will need to be validated locally. Presently, Committees are being established.

4. TVET reform in Saint Lucia.

The CARICOM Single Market and Economy (CSME), workplace demands and global trends are driving the need for change in the TVET system in Saint Lucia.

The Education Act (1999) has proposed the establishment of a TVET Council. In addition, the Ministry of Education (MOE) is presently implementing a World Bank programme which encompasses the reform of secondary education. The emphasis is now on the introduction of Universal Secondary Education (USE) by September, 2006.

5 Impact evaluation and sustainability of the TVET system

Plans are for the MOE and the NSDC to jointly conduct a national skills needs survey. Quotations have been received for technical assistance from the National Training Agency of Trinidad and Tobago. Funding is being sought for the project.

Annex 1: Statistical Annex

**Table 1: Mid year population of Saint Lucia by age and sex in 2000,
(5 or 10 year age group)**

AGE GROUP	2000		
	MALE	FEMALE	TOTAL
0-4	9443	8617	18,060
5-9	7,999	7,796	15,795
10-14	7,994	8,168	16,162
15-19	8,228	8,229	16,457
20-24	7,810	7,839	15,649
25-29	6,867	7,107	13,974
30-34	6291	6441	12,732
35-39	5140	5599	10,739
40-44	4007	4441	8,448
45-49	3090	3415	6,505
50-54	2551	2661	5,212
55-59	1939	2166	4,105
60-64	1444	1818	3,262
65-69	1130	1516	2,646
70-74	983	1342	2325
75-79	774	1,125	1,899
80 & Over	804	1,222	2,026

For further statistical information, please visit the website of the Saint Lucia Government at:
www.stlucia.gov.lc / www.stats.gov.lc .