



TVET Saint Lucia

A Broader Perspective



**SAINT LUCIA NATIONAL TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING (TVET) POLICY & STRATEGY**

2019 - 2025



GOVERNMENT OF SAINT LUCIA

**MINISTRY OF EDUCATION, INNOVATION, GENDER RELATIONS
AND SUSTAINABLE DEVELOPMENT**

AND

**THE SAINT LUCIA COUNCIL FOR TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING**

**SAINT LUCIA NATIONAL TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING (TVET) POLICY & STRATEGY**

2019 - 2025

TVET SAINT LUCIA: A BROADER PERSPECTIVE

July 2019



© 2019 Government of Saint Lucia. All rights reserved.

Table of Contents

Minister's Message	iii
SLCTVET's Message	iii
List of Acronyms	v
Definition of Terms	vi
Executive Summary.....	1
1.0 Introduction	3
1.1 Definition of Strategic Planning.....	3
1.2 Steps in the Planning Process	4
1.3 Key Questions	4
1.4 Factors Influencing the Saint Lucia Council for TVET s Strategic Action Plan: ..	5
1.5 Important Factors	5
2.0 Overview of TVET in Saint Lucia.....	8
2.1 Introduction	8
2.2 Statutory Instruments & Related Documents	8
2.3 Background & Context.....	9
2.4 Socio-economic Context.....	9
2.5 Labour market trends and projections	12
2.6 Situational Analysis	12
2.7 Stakeholders' Analysis	13
2.8 Mainstreaming	14
3.0 The National TVET Policy	16
3.1 Philosophy	16
3.2 Vision.....	16
3.3 Mission.....	16
3.4 Strategic Goal.....	16
3.5 Policy Statements.....	17
3.6 Policy Objectives	18
3.7 Guiding Principles for TVET in Saint Lucia	18
3.8 Scope of TVET Policy.....	19
3.9 Target Audience	20
3.10 SLCTVET – The Policy Authority	21
4.0 Policy and Strategic Framework	23
4.1 Strengthened Governance & Management.....	23
4.2 Lifelong, Experiential & Applied Learning	25
4.3 Financial Resource Mobilisation.....	26
4.4 Human Resource Capacitation	29
4.5 Equitable & Flexible Access for All.....	31
4.6 Workforce Development.....	33
4.7 Quality Assurance	35
4.8 Advocacy, Promotion & Marketing	36
4.9 Knowledge-driven Decision-Making	39
4.10 Continuous Monitoring & Evaluation	40

5.0 The Strategic Plan: 2019 – 2025 Matrix	43
Annexes	59
Annex A: List of Training Providers in Saint Lucia.....	59
Annex B: Key Performance Indicators for TVET in Saint Lucia.....	60
Annex C: List of C/NVQs Currently offered in Saint Lucia.....	61

Minister's Message



Hon. Dr. Gale Rigobert, Minister of Education, Innovation, Gender Relations and Sustainable Development

Our people from all walks of life must be empowered with critical skills to function in the technology-driven, globally-competitive environment of today and the future. Technical and Vocational Education and Training (TVET) promotes the development of such skills for creating a versatile and marketable human resource pool within any society. With that in mind, the theme “TVET Saint Lucia – the new perspective” highlights the invaluable role of TVET in improving current social and economic conditions while promoting environmentally-friendly practices in our Small Island Developing State, Saint Lucia. Without a

doubt, TVET is paving the way forward for the sustainable social and economic development of this Eastern Caribbean nation.

The thinking that TVET can promote social, economic and environmentally-friendly development has in fact been endorsed at the global level by the 2030 Agenda for Sustainable Development. Given the influence of that Agenda on the development path taken by Saint Lucia, TVET is being increasingly valued for its contribution towards employment and entrepreneurship, at present and in the future.

It therefore gives me great pleasure to announce that a National TVET Policy is now in existence. This Policy is the accomplishment of the proactive Saint Lucia Council for Technical and Vocational Education and Training. It must be established that the Policy is guided by a re-conceptualisation of the role of TVET in sustainable national growth and development. More importantly, the National TVET Policy underscores the alignment of education, certification and training with national priorities to achieve sustainable development in Saint Lucia.

I commend all those who provided the impetus for making TVET recognisable in the education sector. I also commend those individuals who collaborated to produce this TVET Policy document on behalf of the Ministry. With much gratitude, I thank the United Nations Educational, Scientific and Cultural Organization (UNESCO) for having made available the financial resources to develop this National TVET Policy for Saint Lucia. Many thanks to all those public and private actors who continue to advocate for the rightful recognition of the contribution of TVET to our overall national development.

I assure the people of Saint Lucia that the Ministry of Education, Innovation, Gender Relations and Sustainable Development will do all in its authority to fulfil its respective obligations regarding successful implementation of the National TVET Policy.



SLCTVET's Message

Mrs Estellita René, Chair, Saint Lucia Council for Technical Vocational Education and Training (SLCTVET)

Sustainable growth, as well as human and social development, is always the result of sound education and training planning. It is against this backdrop that the Technical and Vocational Education and Training (TVET) Policy was conceptualised. The policy was developed following an extensive policy review and validation exercise. Consultations were conducted during the exercise, which provided pertinent information and insight that helped to distil and shape the policy statements presented in this document.

The guiding theme for the policy, 'TVET Saint Lucia: A broader perspective', reflects the new thrust of changing the old thinking on TVET and moving to new dimensions in the pursuit of advanced priorities. Rebranding TVET necessitates changing approaches and arriving at a new dispensation so that TVET becomes an integral component of quality general education, leading to sustainable personal, social, and economic development. The defragmentation of TVET provision is paramount for the effective governance and efficient use of resources for TVET in Saint Lucia.

This is endorsed by the UNESCO Sustainable Development Goals (SDGs) for 2030, which posit that obtaining a quality education is the foundation to improving people's lives and for sustainable development. UNESCO also states that education is the key to achieving all the SDGs. The policy underscores the important link between school and the workplace, and the urgent need for the creation of a trained and certified world-class workforce in Saint Lucia. Employers and industry must be sensitised to these linkages and appreciate the importance of their contribution in partnering with TVET. The demands of industry must be aligned to education and training provision.

The broad definition of TVET refers to a wide range of learning experiences that are related to the world of work. It is with these considerations that the policy makes recommendations to ensure that TVET provision takes place within a proposed sustainable framework. Sustainable financing strategies must be identified, as a matter of urgency, to ensure growth and development of TVET at the national level.

The TVET Policy affirms the need to align TVET to the national priority areas identified for sustainable development. This link will encourage participation and support of other sectors and major public and private sector stakeholders in the implementation of the policy and strategy.

SLCTVET wishes to express its gratitude to all who participated in this exercise, especially the final writing team which worked tirelessly through the many edits to arrive at the final document. Of course, none of this would have been possible without the technical and financial assistance provided by the consultants and UNESCO.

List of Acronyms

APL	Assessment of Prior Learning
CANTA	Caribbean Association of National Training Agencies
CAPE	Caribbean Advanced Proficiency Examination
CARE	Centre for Adolescent Renewal and Education
CARICOM	Caribbean Community
CBET	Competency-Based Education and Training
CDB	Caribbean Development Bank
CICan	Colleges and Institutes Canada
CIDA	Canadian International Development Agency
CQF	Caribbean Qualifications Framework
CSEC	Caribbean Secondary Education Certificate
CSME	CARICOM Single Market and the Economy
CVQ	Caribbean Vocational Qualification
DFATD	Department of Foreign Affairs, Trade and Development (Canada)
DFID	Department for International Development (United Kingdom)
EDMU	Education Development Management Unit
EMIS	Education Management Information System
ESDP	Education Sector Development Plan
EU	European Union
GDP	Gross Domestic Product
GNI	Gross National Income
HRD	Human Resource Development
ICT	Information and Communication Technology
ILO	International Labour Organisation
ISCED	International Standard Classification of Education
LFPR	Labour Force Participation Rate
LFS	Labour Force Survey
LMIS	Labour Market Information System
MIS	Management Information System
MoE	Ministry of Education
NELU	National Enrichment and Learning Unit
NGO	non-governmental organisation
NQF	National Qualifications Framework
NSDC	National Skills Development Centre
NVQ	National Vocational Qualification
OECS	Organisation of Eastern Caribbean States
SALCC	Sir Arthur Lewis Community College
SIDS	Small Island Developing States
SLCTVET	Saint Lucia Council for Technical and Vocational Education and Training
SLHTA	Saint Lucia Hotel and Tourism Association
SOP	Standard Operating Procedures
STEAM	Science, Technology, Engineering, Art, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
TVET	Technical and Vocational Education and Training
ULC	Unit Labour Cost
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UWI	University of the West Indies
WAP	Working Age Population
WB	World Bank

Definition of Terms

Articulation	A systematic coordination of programmes between an educational institution and other educational institutions and agencies, designed to ensure the efficient and effective movement of learners among those institutions and agencies, while guaranteeing the learners opportunities for continuous advancement in learning.
Assessor	A trained individual, authorised to evaluate or assess competencies of a candidate (person) applying for certification.
Centre Approval	The process by which an institution or organisation such as a college, university, training provider or employer meets quality requirements for training delivery and assessment leading to a qualification. SLCTVET is the body responsible for granting approval to centres.
Education	Based on UNESCO's International Standard Classification of Education (ISCED) 2011, education in Saint Lucia encompasses early childhood education (ISCED 0); primary education (ISCED 1); lower and upper secondary education (ISCED 2 and 3 respectively); post-secondary non-tertiary (ISCED 4); short-cycle tertiary (ISCED 5); bachelor's or equivalent (ISCED 6) and Master's or equivalent (ISCED 7). These classifications incorporate both general and vocational programmes.
Flexible & Blended Approach	An approach to providing TVET which employs appropriate technology in more flexible ways to remove barriers to skills training and increase access. It focuses on quality improvement, inclusivity, and use of open education resources.
Open Education Resources (OER)	Teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. (UNESCO Paris OER Declaration, 2012)
Quality Assurance	Systematic measurement involving comparison with a standard; monitoring of processes; and use of an associated feedback loop to facilitate error prevention. It adopts the principles of 'fit for purpose' and 'right first time'.
Registration	The process of approving an organisation or institution to offer TVET. In order to be registered, the training provider/centre must meet or exceed rigorous standards for quality and effectiveness as defined by SLCTVET and/or the Ministry of Education, Innovation, Gender Relations and Sustainable Development.
TVET Institution	An institution or organisation such as a college, university or other facility equipped with the materials, equipment, programmes, staff and other resources for training delivery and assessment leading to a qualification. The training centre is accountable to a recognised awarding body such as the SLCTVET.
TVET Provider	An organisation or individual that provides education and training services. This includes organisations specifically set up for this purpose and employers that provide training as a part of their business activities. ¹
Verifier	An individual who monitors the training process and products of a system to ensure that the appropriate training assessment criteria for the competency of skills are consistent throughout all assessment activities.

¹ Source: CEDEFOP: Terminology of European education and training policy: a selection of 100 key terms. Luxembourg, Office for Official Publications of the European Communities, 2008.

Executive Summary

Ten policy statements provide the framework for this policy. Each statement is accompanied by issues, considerations, and objectives which form the basis for strategies and actions.

SLCTVET needs to be strengthened through capacity building and financing to facilitate the response of TVET to labour market needs, social demands, environmental sustainability, and global competitiveness. In addition, there is need for greater collaboration and integration across all sectors, and more support for TVET from policy-makers and the public.

The provision and management of TVET in Saint Lucia is expensive, and requires extensive capital outlay to provide adequate materials, facilities, equipment, trained and certified facilitators, and other resources for the system. At present, a significant portion of these costs is borne by the government, and through donations or other sources that are not sustainable. Consequently, a systematic framework to facilitate the greater involvement of private-sector entities in the financing of TVET is imperative. Greater synergy is paramount between education and training at all levels and the labour market. Public and private sector organisations must play a more important role in providing information on issues relating to requirements, emerging issues, and current data on labour needs, skills mismatches, and technical advice on new initiatives to improve the quality of TVET. Industry must also promote the importance of TVET programmes and undertake research on issues relating to TVET.

TVET must become widely perceived as a powerful vehicle for sustainable development and as a means of developing crucial skills and behaviours such as critical thinking, problem solving, adaptability, team building, and citizenship. Thus, TVET in Saint Lucia must change its traditional approach and must include the use of different modalities that emphasise the application of knowledge, skills, values, and attitudes for employment, entrepreneurship, and innovation. This will allow TVET to contribute more meaningfully to the cultural, social, and economic



development of Saint Lucia, and allow citizens to develop their full potential and contribute to their own prosperity and productivity, whilst safeguarding the country's natural environment.

Therefore, emphasis must be placed on making TVET accessible to all. This will necessitate the implementation of programmes, initiatives, and interventions to meet various needs. This will also facilitate different pathways for learners to pursue continuing education and training, throughout their lives.

The development of this TVET Policy and Strategy is a significant milestone towards rebranding and repositioning TVET in Saint Lucia. This policy will also facilitate the realisation of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs). The objective of *SDG 4: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* – is significant to TVET Saint Lucia, as quality education is the foundation for improving people's lives and contributing to sustainable development. In addition, the policy and strategy support the achievement of *SDG 8: promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all*, in particular the need to increase employment opportunities for young people and to reduce informal employment.

1.0 Introduction

1.1 Definition of Strategic Planning

The Strategic Planning process encapsulates developing a long-term plan, which will guide an organisation towards its articulated mission, goals and objectives over the period. If the organisation is to achieve its mandate and satisfy its constituents, managers and leaders must be able to effectively comprehend the fundamentals and significance of the strategy. This is accomplished through a process of assessing where the organisation is presently, where it wants to be, the challenges and opportunities that impact the organisation's ability to achieve its objectives, and the best possible way to get to its destination.

The benefits of the Strategic planning process can be highlighted as follows:

- The establishment of a long-range, unified and broad direction (a “plan”) for the TVET;
- Give direction to the Council in the broad policy area of technical and vocational education and training;
- The facilitation of the TVET Council in being more responsive and accountable to the current and emerging needs of the country;
- The allocation of limited resources, through Saint Lucia's budgetary process in a more rational, and “results-producing” way;
- Better coordination of TVET policy vis-à-vis the fiscal decision-making process;
- The measurement of the progress of the Country's strategic efforts by all planning participants;
- Updating or revision of the activities as needed.



1.2 Steps in the Planning Process

A number of steps are critical to the development of a Strategic Action Plan; these steps can be summarised as follows:

- A **situational analysis**, which involves the examination of the organisation's resource base in order to identify its strengths and weaknesses. Also included was an assessment of the wider **societal environment** in order to ascertain the external threats and opportunities (typically called a "SWOT") that hinder the organisation's capabilities. The scan also includes a "**stakeholder analysis**" which is an analysis of persons, groups or organisations whose interests and concerns are of key importance to the overall strategic process;
- The formation of a **vision** for the future and an accompanying mission statement which defines the fundamental purpose of the organisation, its values, and its boundaries;
- The development of general **goals**, specific **targets** or **objectives**, and **performance measurements** to gauge organisational progress;
- A set of "**action**" **strategies** to indicate what will be done to accomplish the goals and objectives;
- The implementation of a detailed **operational or tactical plan** that provides for staff assignments and schedules; and finally,
- An **evaluation** component to monitor and revise the overall strategic approach as it unfolds.

1.3 Key Questions

During the Strategic Planning process, the following questions need to be answered as a matter of priority:

- Where does the Council want to be (i.e., organisational ends, outcomes, purposes, goals, holistic vision)?
- How will the Council know when it gets there (i.e., the customers' needs and wants as connected to a systematic feedback system)?
- Where is the Council presently (i.e., today's issues and difficulties)?
- How does the Council get there (i.e., close the gap from (a) through (c) [a "backwards process"] in a complete and holistic way)?
- What will change, in an ongoing sense, in the Council's environment?

Figure 1 below shows the relationship between the various factors influencing the development of the Strategic Plan.



Figure 1: Factors Influencing the Development of a Strategic Plan

1.4 Factors Influencing the Saint Lucia Council for TVET s Strategic Action Plan:

Seven national priorities have been articulated in the Country’s Education Sector Development Plan (ESDP), some of which are directly related to TVET.

1. Nutrition and food security;
2. Climate adaptability and environmental sustainability;
3. Wellness and combating lifestyle diseases;
4. Promulgation of ICTs;
5. Peace, happiness and security;
6. Employability and entrepreneurship and
7. 21st Century, quality, equitable and affordable education.

These priorities have been taken into consideration along with the Country’s Strategic Priorities in developing the Strategic Plan.

1.5 Important Factors

Considering the national priorities, the following key areas have identified as critical to the work of the Council over the next five years and they have been addressed in the Strategic Action Plan:

1.5.1 Governance and Management Structure

The governance structure of TVET lacks effective coordination, sharing of resources, and articulation within the overall system. The education and training system will require a deliberate framework for leadership, governance, and accountability. In terms of the operational structure and staffing of the Council, the plan addresses this as a major objective to be achieved within the next five years.

The existing regulatory framework should support good governance in the entire TVET system ensuring effective TVET involvement by the private sector. Through this means, the participation of Social Partners will be enhanced.

1.5.2 Rationalisation of TVET Provision: Efficiency and Relevance

Linked to the diverse governance and management structure is the sharing of supervisory responsibilities by a number of agencies. It has been well documented that the structure has resulted in duplication, inefficiencies, and segmentation of training provision. The Council will look at rationalising the provision of training providers and clearly demarcating the functions of the SLCTVET and the Ministry of Education while simultaneously, using labour market survey results to influence the priority list for training.

1.5.3 Access and Participation

Given the important role that TVET plays in supporting economic development and competitiveness, the Council will make a concerted effort to expand access and participation in TVET programmes. The number of students and trainees currently enrolled in TVET programmes is too low to achieve any recognizable impact on the economy and focus will be placed on increasing these numbers. In addition, consideration will be given to the level at which programmes are offered; and the range of specialist areas available in order to create more opportunities for TVET learning whether through formal or non-formal programmes.

1.5.4 Funding of TVET

The provision of TVET is an expensive venture. Against this backdrop, the Council will consider developing a sustainable strategy for the financing of TVET, information sharing and maximising resources through collaborative efforts with public and private partnerships.

1.5.5 Capacity Building and Professional Development of TVET Practitioners

The SLCTVET in partnership with the Ministry of Education will continue to provide opportunities for the initial and continuous professional development of TVET practitioners in the country. New occupational areas are emerging and the Council has the responsibility to respond to the need for training and re-training of instructors to meet the demand for qualified TVET professionals.

1.5.6 Improving Quality in the TVET System

The SLCTVET has a major role to play in ensuring that TVET programmes offered by various providers meet quality standards and other requirements and are within a framework that will facilitate a seamless education, training and certification system. Measures to improve quality TVET have been defined.

1.5.7 Public Information and Awareness

TVET has been declared as the “vehicle” for economic development. In that regard during periods of economic recession, it can play a major role in providing knowledge and skills to empower individuals to support economic growth. Though TVET has outgrown its original value position, the promotion of TVET does not mirror the evolution of TVET, particularly its value as a major driver of economic

development. The Council will, therefore, place greater emphasis and efforts on this important area with the intention of de-stigmatisation of TVET and promoting the benefits to all stakeholders including the public, learners, and parents. This will augur well for strengthening and accelerating the marketing and promotion of TVET.

1.5.8 Monitoring and Evaluation

The SLCTVET over the next five years will also focus on developing its capacity to monitor delivery and ensure quality TVET provision by various training providers as well as various aspects in the TVET system. Monitoring TVET provision is done to ensure that programmes offered meet agreed quality standards. One of the outcomes of the evaluation process would be the impact of TVET in the system. Such data are needed to continuously improve quality TVET in Saint Lucia.

2.0 Overview of TVET in Saint Lucia

2.1 Introduction

This Strategic Action Plan developed by the Saint Lucia Council for TVET (SLCTVET), is in keeping with the requirements of the Act of 1999 governing the establishment of the Council. It mandates the TVET Council to: “**prepare a strategy and plan for technical and vocational education**” and to “**update it each year**”. Further, the Strategic Plan “**shall identify outputs and priorities and recommend allocation of resources to implement the plan in the most cost effective manner**”.

2.2 Statutory Instruments & Related Documents

The Strategic Plan is developed in consultation with and reference to a number of documents including:

Legal Documents

- *Education Act of 1999 Saint Lucia*
- *Labour Act No. 37 of 2006, enacted in 2012*
- *National Information and Communication Technology (ICT) Policy and Strategy 2013–2018*

Related Documents

- *Saint Lucia Medium Term Development Strategic Plan, 2012–2016*
- *Labour Market Needs Assessment Final Report May 2013*
- *Ministry of Education Statistical Digest 2014*
- *Education Sector Development Plan 2015–2020*
- *TVET Policy Review: Saint Lucia 2017*



OECS and CARICOM Documents

- *OECS Education Sector Strategy (OESS), 2012–2021*
- *CARICOM Regional TVET Strategy for Workforce Development and Economic Competitiveness 2013*
- *The Montego Bay Declaration on TVET 2012*

2.3 Background & Context

Saint Lucia is a 616 sq. km volcanic small island developing state (SIDS) located in the Eastern Caribbean. It is an active member of the Organisation of Eastern Caribbean States (OECS), the Caribbean Community (CARICOM) and other intergovernmental organisations.

For several years, the country has been experiencing slow economic growth. Saint Lucia has been affected by the current global recession, and remains vulnerable to external shocks and natural disasters, notably hurricanes and tropical storms.

Now more than ever, greater attention is being given to technical and vocational education and training (TVET), which is viewed as a tool for enhancing skills and employability as well as for inclusive and sustainable economic development. TVET is expected to respond to labour market needs, social demands, environmental sustainability, and global competitiveness. However, progress is hampered by various challenges which call for integrated, inter-sectoral, and collaborative strategies. These strategies include strengthening the arrangements for improving the supervision of TVET provision and quality assurance, thereby enhancing the quality of processes leading to the development of knowledge, skills, and competencies together with the certification of skilled persons.

The mandate of the Saint Lucia Council for Technical and Vocational Education and Training (SLCTVET) is to coordinate and monitor TVET in the country. It is expected to play an increasingly significant role in developing the human and social capital that will contribute to the sustainable development of Saint Lucia.

2.4 Socio-economic Context

Saint Lucia has a population of 183,600 (2014) and with a per capita GNI of US\$7260, is classified as an Upper Middle Income developing country. The country has the largest economy and population in the OECS region but has the second lowest GDP per Capita (EC\$13,156 in 2013) of the countries that make up the Eastern Caribbean integration movement.

Saint Lucia's economy depends primarily on revenue from tourism and banana production, with some contribution from small-scale manufacturing (Table 1). Economic activities are supported by strategic infrastructure such as the ports in Castries and Vieux Fort, which have container trans-shipment terminal facilities catering for banana exports.

All sectors of the economy have benefited from infrastructure improvements in roads, communications, water supply, sewerage, and port facilities. These improvements, combined with a stable political environment and an educated work

force, have attracted foreign investors in several different sectors. The World Bank notes that although Saint Lucia enjoys a steady flow of investment in tourism, the single most significant foreign investment is the large petroleum storage and transshipment terminal at Cul-de- Sac, south of Castries.

Although banana revenues have helped fund the country's development since the 1960s, the industry is now in a terminal decline, due to competition from lower-cost Latin American banana producers and soon-to-be reduced European Union trade preferences. The Government has been encouraging farmers to plant crops such as cocoa, mangos, and avocados to diversify its agricultural production and provide jobs for displaced banana workers. There is some export production of flowers and foliage plants.

The Manufacturing Sector which has shown some growth (Table 1) spans a range of activities including paper products, food processing, beverage production, clothing, and assembly of electronic components. There is also a small offshore financial sector with much potential to attract good-quality business. Initiatives are also being directed at developments in informatics.

Table 1: Saint Lucia - Industry Contribution to the Economy (%)

Primary Economic Activities	2013	Avg. 2009-2013		1990
		2009-'13	2000-'13	
Agriculture	3.1	3.4	4.3	13.9
Manufacturing	4.8	5.1	5.2	7.8
Construction	8.8	9.8	10.7	6.1
Distributive Trade Services	7.7	8.0	8.3	15.8
Hotels and Restaurants	10.6	10.2	10.7	9.2
Transport	12.3	11.7	11.2	10.5
Telecommunication	5.7	6.4	7.0	5.6
Financial Intermediation	8.1	7.9	7.4	7.0
Real Estate, Renting and Business Activities	18.8	17.3	15.8	11.2
Public Administration & Compulsory Social Services	6.8	6.7	6.6	12.2

Source: Ministry of Finance

Tourism has continued to grow, making up more than 48% of St. Lucia's GDP. The hotel and restaurant industry continues to grow and stay-over arrivals increased by 6.5% in 2012. The United States remained the most important market, accounting for 35.4% of these arrivals. Yacht passengers rose by 21.9%. However, the redeployment of cruise ships, remedial berth construction, and high fuel costs have prevented higher growth rates. Several investors have planned new tourism projects for the island, including a large hotel and resort in the southern part of the island.

Notwithstanding the recovery in the global economy in 2013, economic activity in Saint Lucia remained sluggish. Preliminary estimates indicate that growth in the domestic economy contracted further in 2013 by 2.3 percent. Most of the productive sectors recorded declines in 2013 led by the construction and distributive trades.

During the period 2009 – 2013, there was a sharp decrease in construction activity, mainly reflecting significant declines in public investment and foreign direct investment related to hotel developments. Despite modest growth in residential construction, declines in commercial construction resulted in lower private sector construction. Similarly, the continued challenges faced by the manufacturing sector including declining demand for beverages, resulted in a notable contraction in the manufacturing sector in 2013.

By contrast, activity in the tourism sector expanded as total arrivals grew by 3.2 percent in 2013, owing to rebounds in both stay-over and cruise arrivals by 3.9 percent. These were occasioned by increases in airlift and cruise calls respectively. Visitor expenditure is estimated to have increased by 10.1 percent to \$1,763.7 million, led by the improved performance of the US market. Despite a marginal increase in banana production, value added in the agriculture sector remained broadly unchanged due to contractions in the livestock and fisheries sub-sectors.

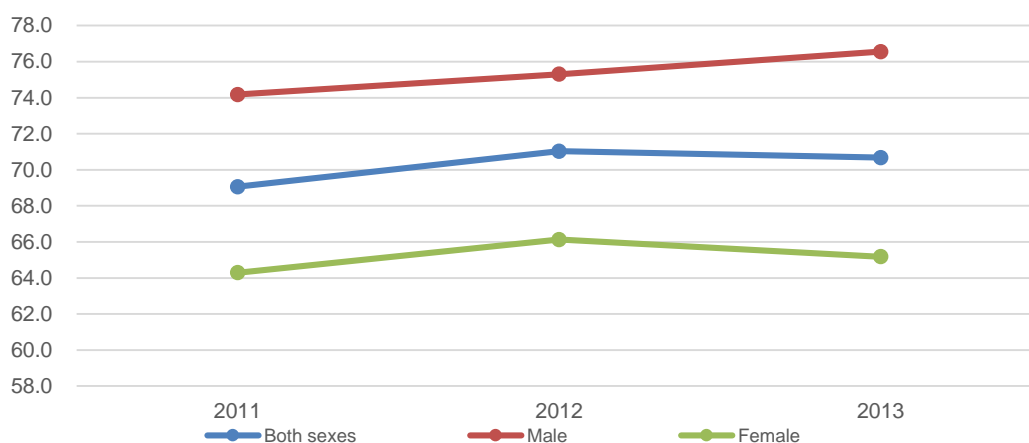


Figure 2: Gender Specific Labour Force Participation Rates in Saint Lucia (2011-2013)

The Government has been engaged in restructuring the economy to put the country on a path to growth and has developed a Medium-Term Development Plan for the period 2019-2022. This Plan identifies six key areas to achieve sustainable and inclusive growth by 2022.

The goals of the six key areas are as follows:

- **Healthcare** – Affordable access to quality healthcare
- **Education** – enrolment of 7,500 students in public post-secondary or tertiary education and TVET programmes
- **Citizen Safety** - 45% reduction in serious crimes
- **Tourism** - 40% increase in tourist arrivals
- **Agriculture** - increasing exports in bananas and cocoa
- **Infrastructure** - 99km roads, double air lift capacity, 40% increase in cruise capacity

2.5 Labour market trends and projections

The island is plagued with high unemployment largely because of slow economic growth. Projections for 2010–15 revealed that the working-age population (WAP) was expected to grow annually by 1,670 persons. However, at the same time, two critical age groups, 0–14 years and 15–24 years, are declining in numbers, and this trend has implications for the labour market, suggesting a future reduction in the labour force. Data from the Labour Force Survey (LFS, 2013) revealed a higher labour force participation rate (LFPR) for males than for females.

Unemployment over a five-year period depicts a fluctuating pattern with the slight decreases in 2015 to 2017, reversed by an upward tick in 2018.² Both male and female unemployment rates declined in the first half of 2018, with female unemployment exceeding that of male by over six percentage points at 12.4% and 18.8% respectively.³ In the employed labour force, 46,125 males and 40,144 were counted, while Labour force participation rates reflecting the 52,658 males and 49,423 females on record in 2019. Adolescent labour force participation comprises 27 percent for females and 37 percent for males.

The data from the Labour Force Survey also revealed that job creation in Saint Lucia has slowed down in the agriculture and manufacturing sectors. The export market from these sectors has also diminished significantly, and since 2008, the country has experienced some years of slow economic growth. The overall decline in productivity levels may have resulted from the weak performance of the economy, high cost of production, inadequate skills to meet the current market needs and a steady increase in unit labour costs (ULCs). The overall ULC for Saint Lucia increased by 4.4 per cent over the period 2000–12. One of the requirements to diversify the economy and enhance productivity is constant investment in human resource development (HRD).

It is imperative that these requirements are identified since TVET seeks to connect all forms of training provision with local, regional, and international labour demands. TVET must respond to demands from employers and individuals within the country and other relevant agencies, and to wider demands including migration. This policy reflects those demands by providing a framework for TVET opportunities that will benefit individual citizens as well as the sustainable development of the country.

The 2014 labour market survey shows the national unemployment rate to be 24.4% of which 41.8% represents youth (15 – 29 years) unemployment – it is evident that Saint Lucia’s unemployment situation is unacceptably high (Statistical Department 2014). In addition, the male: female labour force participation has not shown any significant change. The gender issue is an area that the Council may wish to consider as a priority agenda item in the planning session.

2.6 Situational Analysis

In developing the Strategic Plan, Council Members were asked to review the existing situation, the economic and labour market indicators with a view to

² Caribbean Development Bank (2019).

³ Government of Saint Lucia (2019).

determining how best the country can plan to align TVET, skills training and programme offerings to projections and current labour market needs.

Table 2: SWOT Analysis for TVET Sector in Saint Lucia

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Dedicated Council Members • Varying (diverse) background and Skill Sets • Authority to issue the CVQs and NVQs • Composition of the Council • Cohesive Group • Good at completing tasks • Capacity to Network • Legally established • Minister's support 	<ul style="list-style-type: none"> • Lack of office space • Insufficient Public Relations • Insufficient staff for the Secretariat • Infrequent Meetings • Insufficient sustainable funding • Absence of a plan • Access to Labour Market Information • Inadequate use of technology
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Demand for Training • Availability of funding • Become the "Centre of Excellence" for TVET Services in the Region • Target and offer training services to employers/firms • Expand access to TVET 	<ul style="list-style-type: none"> • Change of Government • Economic downturn • Emergence of Councils in the OECS with authority to offer the CVQ s • Certification offered by private training providers/institutions • Lack of buy-in from SALCC • Stigma attached to TVET

2.7 Stakeholders' Analysis

Tables 3 and 4 summarise the primary and secondary stakeholders in the TVET sector in Saint Lucia as well as the ranking of those stakeholders.

Table 3: Primary and Secondary Stakeholders in the TVET Sector in Saint Lucia

PRIMARY STAKEHOLDERS	SECONDARY STAKEHOLDERS
<ul style="list-style-type: none"> • Employers • Learners • Ministry of Education • Workforce • Employees • Public 	<ul style="list-style-type: none"> • Training Providers • Teachers/Instructors/Facilitators • Trainers/Verifiers, Assessors/TVET Personnel • NGOs • MOL • Regional Bodies (CANTA, CARICOM, ILO) • International Bodies (World Bank, UNESCO, ILO)

The government services which will be involved in implementing/coordinating the policy and strategy include: the Ministry of Education; Ministry of Labour; Department of Commerce; Small Business Development Unit; and the Department of Economic Development.

The TVET Council – a tripartite body (government, employers and unions) – is a direct beneficiary of the programme as well as a major implementer of the strategy. It has a key role in advising the Minister of Education on policy relating to TVET. Its capacity as stated in the TVET policy will need to be strengthened to improve coordination and management of formal and non-formal TVET.

Private sector representatives will be directly targeted and will assist with the implementation and should be the direct beneficiary of the programme. This will also include the ICT Association; The Coalition of Services Industries; The Allied Health Workers Council; and The Spa and Wellness Association. Training providers, including the National Skills Development Centre and Sir Arthur Lewis Community College will be actively involved in the implementation of the strategy.

Table 4: Ranking of Stakeholders in the TVET Sector in Saint Lucia

I N F L U E N C E	I M P O R T A N C E		
		HIGH	MEDIUM
HIGH	MoE Employers	-	Learners Workforce Employees Public
MEDIUM	Teachers Trainers Facilitators Verifiers MOL TVET Personnel	CANTA Regional Bodies	-
LOW	Training Providers	NGO	-

2.8 Mainstreaming

In Saint Lucia, as in other Caribbean countries, more females enrol at post-secondary institutions than male. Retention rates are also higher for female students. In subject areas, the choices of females align to occupations that are traditionally held to be female. For example, in 2013/2014, the enrolment records of Monroe College showed females gravitating to Business Management and Hospitality, while males concentrated on Information Technology. Fewer males than females were in the areas of Criminal Justice, Public Health, and Accounting. At the Sir Arthur Lewis Community College (SALCC), females were more numerous in the Arts and General Studies, Education and Health Sciences, while males held a slight majority in Agriculture.

Steps are needed in the formal education system to create balance in subject offerings such that no gender is disadvantaged. Part of the imperative to address gender inequality in TVET is to: a) reduce the tendency towards occupational stereotypes; and b) redress the wage disparities that result from streaming into traditional occupational sectors. A consequence of gender-linked occupations is the lower earnings in the fields pursued by females in areas such as childcare that are less valued in the labour market. This poses the risk of oversupply of the skills, and the possibility of lower wages due to oversupply. Inadequate earnings can ultimately increase poverty levels among women.

With the evolving and broadening discourse on gender, consideration is to be given to the LGBTQI community and actions must be taken to ensure their inclusion in training and employment. Teacher training must be designed to prepare teachers, and facilitators to be inclusive and responsive to all learners irrespective of gender.

This would also require a concomitant modification of both the school curriculum and the approach to selecting teaching staff in schools. With the increasing variety in modes of certification, mechanisms which allow for a combination of qualifications should be devised to facilitate the employment of a greater number of persons.

The approach should also target equitable TVET learning opportunities aimed at widening participation and thus address social exclusion, taking into account the population with special needs, who are vulnerable or at risk. Furthermore, the modernisation of skills curriculum, delivery and other initiatives, incorporating elements of climate change, climate resilience and gender sensitivity will be adapted. Furthermore, the approach should cater to sustainable livelihoods of vulnerable groups, particularly unemployed youth, and women. To tackle on-going problems such as Brain Drain, Socio-Economic Alienation and Weak Social Cohesion, individuals, particularly youth, will be targeted to develop Start-Ups or Small Family Businesses.

3.0 The National TVET Policy

3.1 Philosophy

TVET is an imperative for lifelong personal growth, inclusive and sustainable economic development, and the creation of a globally competitive labour force.

Rebranding TVET in Saint Lucia as '*TVET Saint Lucia*' necessitates changing perceptions of TVET so that it is seen as an integral component of education and lifelong learning, leading to sustainable personal, social, and economic development. In light of the rebranding of TVET, the theme for this policy is 'TVET Saint Lucia: a broader perspective.'

3.2 Vision

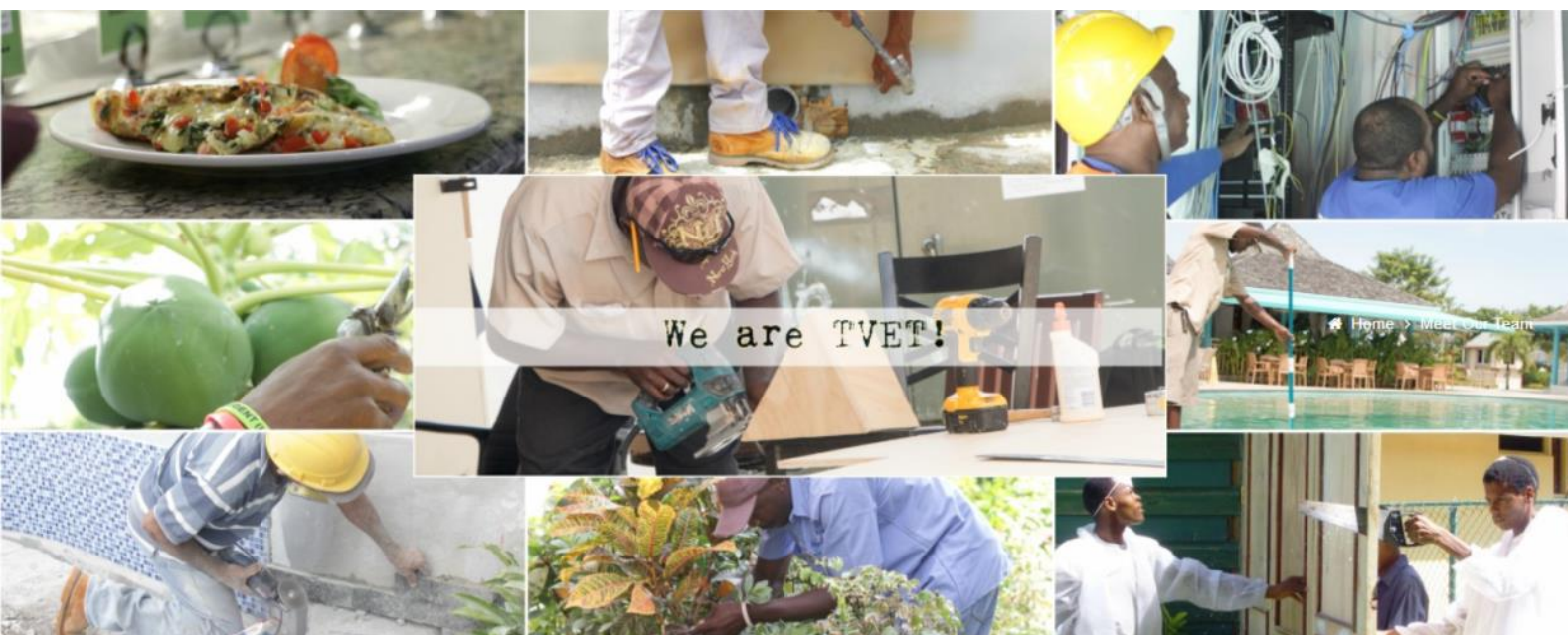
The vision of the policy and strategy is *to contribute to the development of competent, certified, and globally competitive citizens equipped with knowledge, skills, and attitudes for personal and national advancement.*

3.3 Mission

The mission of the policy and strategy is *to provide equitable, holistic, and integrated lifelong learning opportunities for citizens to realize their full potential and for the achievement of a capable, competent, and competitive labour force.*

3.4 Strategic Goal

The strategic goal of both the policy and strategy is *to develop a dynamic, globally competitive workforce.*



3.5 Policy Statements

Policy Statement 1: Strengthen governance arrangements and improve coordination and management of formal and non-formal TVET.

Policy Statement 2: Promote experiential learning throughout all levels of education and settings in order to integrate theoretical and applied learning.

Policy Statement 3: Mobilize adequate financial resources and facilities for the provision, coordination, and delivery of quality formal and non-formal TVET.

Policy Statement 4: Make available the requisite human resources for the management and delivery of quality TVET.

Policy Statement 5: Provide equitable and flexible TVET learning opportunities for widening participation and addressing social exclusion.

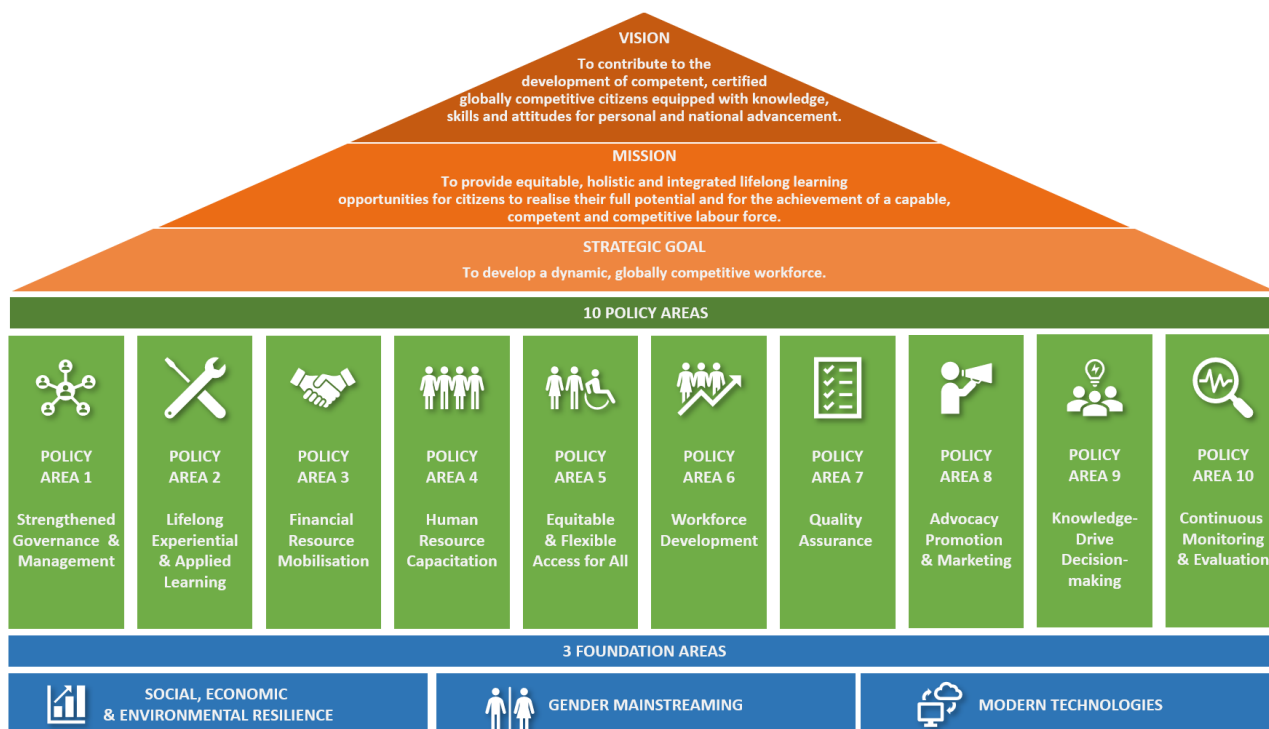
Policy Statement 6: Enhance the diversity and articulation of programmes for a more responsive and inclusive TVET.

Policy Statement 7: Develop a quality assurance system that ensures that TVET is delivered based on agreed standards and that established mechanisms for provision and delivery of TVET are effective and efficient in various settings as well as relevant to personal and national development.

Policy Statement 8: Advocate, promote, and market TVET to better inform policy-makers, other key players, and the public of the scope and value of TVET.

Policy Statement 9: Employ evidence-based decision-making informed by interdisciplinary knowledge and research.

Policy Statement 10: Establish systems for continuous monitoring and evaluation of progress and implementation for the transformation and improvement of TVET.



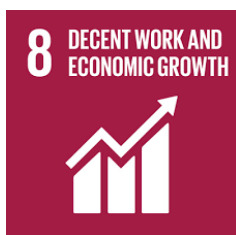
3.6 Policy Objectives

The main objective of the National TVET Policy is to provide a framework for the following:

1. developing and strengthening of TVET in Saint Lucia and aligning TVET with other policy areas including employment policy;
2. facilitating the integration of quality formal, non-formal and informal TVET into a holistic education and training system;
3. reconceptualising TVET in response to national priorities and as a rewarding option for sustainable social and economic development;
4. enabling all individuals to realize their full potential for benefits to themselves and their community based on agreed guiding principles;
5. supporting young people's personal growth, transition to the world of work in a changing local, regional and international labour market, and professional development;
6. facilitating greater cohesion and effective management and delivery of TVET with multi-sectoral and private sector support;
7. enhancing linkages with national, regional and international partners, policies and programmes;
8. integrating new thinking, methodologies, technologies and relevant innovations and evidence-based decision-making for the continued development and strengthening of TVET.



The National TVET Policy objectives are consistent with the objective of *SDG 4: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* – is significant to TVET Saint Lucia, as quality education is the foundation for improving people's lives and contributing to sustainable development.



In addition, the policy and strategy support the achievement of *SDG 8: promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all*, in particular the need to increase employment opportunities for young people and to reduce informal employment.

3.7 Guiding Principles for TVET in Saint Lucia

Quality: emphasis is placed on setting nationally and regionally agreed high standards for TVET programming and delivery.

Efficiency: there is optimal deployment and use of resources within and among institutions responsive to changing demands.

Relevance: TVET provision is aligned with national priorities supports personal and professional development, and meets societal and labour market demands.

Partnerships and Collaboration: there is shared responsibility for TVET across all sectors of development, including government ministries and agencies, partnerships with private sector organisations, and the involvement of public and private actors in education and the world of work.

Innovation, New Technologies and New Modalities: new technologies and modalities are applied in the organisation, management, and delivery of TVET, including open and distance learning.

Accessibility and Affordability: increased opportunities and support for the participation of all in TVET is ensured.

Equity and Inclusiveness: strategies are implemented to ensure gender equality in all areas of TVET, and that TVET is inclusive of the needs of all learners, including persons who are vulnerable or marginalised and persons with disabilities.

Flexibility and Agility: strategies are responsive to changing social and economic conditions, technology, expectations of learners and national priorities.

Portability: provisions facilitate the movement of skilled persons nationally, regionally and internationally through TVET certification including the National Vocational Qualification (NVQ) and Caribbean Vocational Qualification (CVQ).

Integration: there is seamless integration of TVET into general education and lifelong learning.

Sustainability: strategies are implemented to ensure the preservation of all aspects of the environment including natural, cultural, social, and economic aspects. Of critical concern is the continuity of renewable natural resources, minimised pollution, and reduced depletion rates of non-renewable resources.

Entrepreneurship and Employability: emphasis is given to workplace training, enterprise development, certification of skilled persons and preparation of young people for entrepreneurship and employment.

3.8 Scope of TVET Policy

TVET Saint Lucia covers all programmes, courses, modules, and schemes that contribute to the acquisition, by citizens, of the knowledge, skills, attitudes, and values required for work and lifelong learning. It transcends education and training systems provided by different ministries, government departments, colleges, and private institutions, by including training in workplaces, in communities, and through temporary employment programmes and informal learning.

The National TVET Policy provides widely agreed and approved policy statements and related strategies for the nation's education and training system to contribute to meeting the needs of citizens and national economic and social objectives. This policy presents a coherent set of broad policy orientations and their objectives, within which additional, more precise policies and policy measures can be proposed. The policy framework includes reference to the national context, and summarizes the challenges confronting TVET. It raises issues concerning the existing TVET system and sets broad objectives for what is to be achieved. Broad strategies meant to achieve these objectives constitute the core of this policy.

The policy proposes TVET as a means of developing human capabilities and lifelong learning that encourages self-fulfilment, entrepreneurship, and employment for all citizens. It is anticipated that the development of knowledge and evidence-based programmes and modules will be aptly linked with labour market information systems for informed decision-making about TVET.

Against this background, there is need for consideration of the allocation of adequate resources for the effective delivery of TVET. Additionally, adequate allocations must be made for advocacy targeted at the promotion of TVET in its various forms as a viable pathway for continuing education, employment, and lifelong learning.

3.9 Target Audience

This policy is intended for use by various persons, agencies, and institutions including those listed below.

Government Services	<ul style="list-style-type: none"> • Education and Curriculum Officers • Education Officials • Education and Training Institutions • Government Agencies • Government Ministries • Policy-Makers • Principals/Directors of Training Enterprises • Students/Learners • Teachers/Instructors/Trainers • Training Providers • TVET Administrators • TVET Standards Officers
Private Sector	<ul style="list-style-type: none"> • Business and Industry Personnel • Employers and Employees • Entrepreneurs
Non-Governmental Organisations	<ul style="list-style-type: none"> • Community Groups and Leaders • Organisations Representing Adults • Organisations Representing Young People • Organisations Representing Vulnerable Groups • Parent/Teacher Associations • Professional Bodies • Staff Associations • Trade Unions • Training Providers (Informal Education)
Regional and International Agencies and Development Partners	<ul style="list-style-type: none"> • Caribbean Association of National Training Authorities (CANTA) • Caribbean Community (CARICOM) • Caribbean Development Bank (CDB) • Collages and Institutes Canada (CICan) • Department of Foreign Affairs, Trade and Development – Canada (DFATD) • United Kingdom Department for International Development (DFID) • European Union (EU) • International Labour Organisation (ILO) • Organisation of Eastern Caribbean States/Education Development Management Unit (OECS/EDMU) • United Nations Educational, Scientific and Cultural Organisation (UNESCO)

3.10 SLCTVET – The Policy Authority

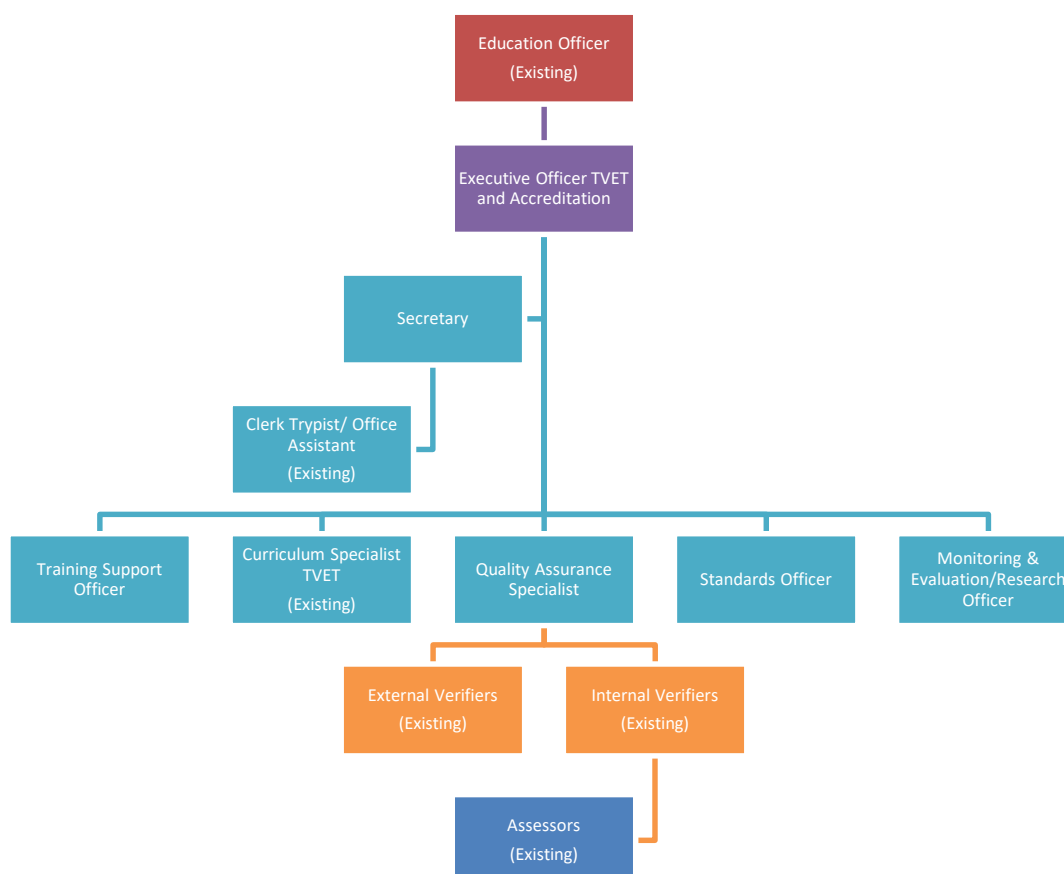
SLCTVET is tripartite in its composition (government, employers and unions) and was formally established by an Act of Parliament in November 2007. The Education Act (1999) made provision for the establishment of the National TVET Council which has, as its main function, to coordinate and monitor technical and vocational education and training.



3.10.1 Composition of SLCTVET

The composition of SLCTVET is as follows:

- the permanent secretary of the Ministry of Labour who shall be an ex-officio member
- the chief education officer who shall be an ex-officio member
- the principal of the Sir Arthur Lewis Community College or their nominee, and
- the following persons appointed by the Minister by instrument in writing:
 - two members appointed on the recommendations of the associations that represent employers
 - three members with expertise in TVET
 - two members appointed on recommendations of the trade unions.



3.10.2 Functions of SLCTVET

The functions of the Council are as follows:

- to advise the minister on policy relating to technical and vocational education and training;
- to prepare plans for technical and vocational education and training in accordance with national policies and economic needs;
- to ensure that agreed plans for technical and vocational education and training are implemented;
- to coordinate technical and vocational education and training at all levels of the educational system;
- to establish standards for technical and vocational education and training;
- to establish training priorities, qualifications and accreditation;
- to advise the minister on the scheme of examinations which may be adopted to test students;
- to determine the facilities and resources required to ensure satisfactory standards of technical and vocational education and training, and the welfare of students, trainees and staff of training institutions;
- to advise the minister on the allocation of resources for technical and vocational education and training;
- to make grants and loans for the support and provision of technical and vocational education and training;
- to carry out such other functions relating to technical and vocational education and training as the minister may require.

4.0 Policy and Strategic Framework

The policy and strategy framework for TVET in Saint Lucia is built on 10 interrelated policy areas. Each policy area includes an overview, identification of specific issues and considerations, a policy statement, strategic objective, and related activities. Section 5.0 provides a summary of all strategic actions.



POLICY AREA 1 STRENGTHENED GOVERNANCE & MANAGEMENT

4.1 Strengthened Governance & Management

Leadership and governance of TVET in Saint Lucia are multidimensional, involving collaboration between several partners such as government, private-sector bodies, the community, and the unions. At present, TVET provision is fragmented, leading to inefficiencies in the system. SLCTVET is the overarching body charged with the responsibility of coordinating TVET in Saint Lucia. However, as mentioned above, SLCTVET needs to be strengthened to enable it to carry out its mandate effectively and efficiently. Support for this capacity-building needs to come from the highest levels of policy-making for demonstrable recognition of the value of TVET.

4.1.1 Issues and Considerations

TVET in Saint Lucia is governed mainly within the legislative framework of the Government of Saint Lucia and by the Ministry of Education, Innovation, Gender Relations, and Sustainable Development (MoE). The latter includes the Department of Labour. The TVET Unit of the MoE operates as the ‘technical arm’ of SCLTVET and coordinates the provision of TVET within the school system.

The national vision for TVET is aligned with the regional vision for sustainable development as outlined in the CARICOM Regional TVET Strategy. The decisions taken by SLCTVET are in sync with sub-regional and regional governance and management of TVET. The functions of SLCTVET are outlined in the Education Act 1999.



Currently, the governance structure of TVET lacks effective coordination, sharing of resources and articulation within the overall system. Diverse TVET management structures and the sharing of supervisory responsibilities by agencies result in duplication and segmentation of training provision. Defragmentation of TVET provision is paramount for effective governance and efficient use of resources.

SLCTVET, as the formal governing body for the coordination and management of TVET, must be strengthened with adequate budgeting and staffing to function efficiently and effectively. Additionally, there must be congruence between the functions of SLCTVET and MoE.

The TVET system must make the necessary provisions to accommodate secondary school graduates who are not qualified to access higher education and entry-level work. Mechanisms must be put in place to train and certify out of school young people as well as adults.

4.1.2 Objectives

The main strategic objective under this policy area is to strengthen and improve governance arrangements, coordination, and management of formal and non-formal TVET. In addition, the component will address the following specific objectives:

- **Objective 1.01:** To strengthen the enabling environment for the delivery of Technical and Vocational Education and Training (TVET) in Saint Lucia
- **Objective 1.02:** To strengthen the human resource capacity of the Saint Lucia Council for TVET (SLCTVET) as the National Training Authority (NTA)
- **Objective 1.03:** To improve the articulation of the framework for TVET within a National Qualifications Framework
- **Objective 1.04:** To facilitate the development and alignment of TVET with regional, sub-regional, and international policies and programmes
- **Objective 1.05:** To facilitate the development and alignment of TVET with national priorities, labour market needs, employment and other policies

Achievement of these objectives will provide a framework and guidelines for the following areas:

- strengthening the Saint Lucia Council for TVET to enable it to carry out its functions more effectively and efficiently;
- sustained political support for TVET;
- sustained multi-sectoral dialogue on and support for TVET;
- inclusion and participation of TVET leaders;
- facilitating the development and alignment of TVET with national priorities and labour market needs, employment policy and other policies;
- facilitating the development and alignment of TVET with regional, sub-regional and international policies and programmes.

4.1.3 Activities

The following indicative activities will be undertaken throughout the life of the strategy:

- **Activity 1.01:** Ratify the National TVET Policy
- **Activity 1.02:** Establish, fund, and build capacity of the SLCTVET Secretariat
- **Activity 1.03:** Establish a National Qualifications Framework (NQF)
- **Activity 1.04:** Maintain membership of the Caribbean Association of National Training Authorities (CANTA)
- **Activity 1.05:** Establish and maintain strategic partnerships with key stakeholders *inter alia* government agencies, private sector and employers' organisations



4.2 Lifelong, Experiential & Applied Learning

TVET Saint Lucia must transform the current approach to education and training. This includes the use of different modalities that emphasise application of knowledge and skills; the use of a range of teaching and learning modalities including competency-based education and training (CBET); and emphasis on the acquisition of skills, attitudes, and values for decent work, employment, entrepreneurship, and innovation. The integration of TVET into education and lifelong learning necessitates capacity building and the requisite investment for improved outputs/outcomes in various areas such as curricula, leadership and management, teacher education and professional development.

4.2.1 Issues and considerations

Currently TVET is mainly located within the formal and non-formal education sectors as individual subject offerings and streams. TVET is highly stigmatised and it is also viewed as a social safety net for those who are marginalised, at risk socially or educationally, or having trouble in accessing paid work.

A concerted effort must be made to ensure the centrality of TVET in all endeavours for human development whether these take place in institutions, at workplaces or through programmes offered by various ministries and agencies or in communities. Since TVET is beneficial to all learners, at low, middle, and high levels of skills, learning pathways must be created for both young people and adults.

Students, learners, young people, and adults must be provided with more opportunities to be actively engaged in their own learning, where emphasis is placed on the acquisition of skills such as critical thinking, problem solving, communication, teamwork and other employability skills in preparation for the world of work, tertiary education and lifelong learning. This requires innovation and the rethinking of traditional modalities used for teaching and learning. Concerted efforts must also be made to improve areas such as curriculum development; education leadership and management; teacher/trainer education and professional development; and support systems for childcare and transportation subsidies.

4.2.2 Objectives

The main strategic objective under this policy area is to promote experiential learning throughout all levels of education and all settings in order to integrate theoretical and applied learning. In addition, the component will address the following specific objectives:

- **Objective 2.01:** To develop a framework and guidelines for the integration of theoretical and applied learning across the educational system
- **Objective 2.02:** To promote competency-based education and training (CBET) in formal and non-formal education and training programmes
- **Objective 2.03:** To integrate TVET with General Education for Life and Livelihood

Achievement of these objectives will provide a framework and guidelines for the integration of theoretical and applied learning across the education system by:

- developing strategies for infusing TVET into curricula throughout the education system;
- strengthening interrelations between formal, non-formal and informal TVET;
- promoting competency-based education and training in formal and non-formal education and training programmes;
- providing support systems for the integration of TVET into general education, with special emphasis on secondary education;
- orienting and training all teachers to recognize and use the centrality of TVET in general education in the teaching and learning of various disciplines.

4.2.3 Activities

The following indicative activities will be undertaken throughout the life of the strategy:

- **Activity 2.01:** Conduct training and formulation workshops for the establishment of the framework
- **Activity 2.02:** Train, certify, and register teachers/trainers in CBET
- **Activity 2.03:** Incorporate training towards labour-market relevant N/CVQs in upper-secondary curriculum



4.3 Financial Resource Mobilisation

Provision and management of TVET in Saint Lucia is an expensive venture which requires significant financial and other resources. A multi-sectoral approach to the funding and financing of TVET is paramount because the high costs of provision cannot be met by traditional sources. Partnership arrangements between government, line ministries, and key entities, including regional and international donor agencies and private-sector organisations, are critical to securing the

necessary finances and resources for training, supplying materials, equipping workshops, upgrading tools/equipment, and significantly increasing the use of technologies. SLCTVET will work on a mid-term expenditure framework to support TVET development and to mobilize both domestic and external funding. It is imperative that SLCTVET secures its own annual budget through various sustainable funding strategies. In addition, attempts must be made to maximize resources through collaboration between public and private agencies and organisations in the sharing of information, resource allocation, and budget preparation.

4.3.1 Issues and considerations

TVET spans various sectors, public and private, and it has on occasion been financed from different sources. However, the main source of funding is the Government of Saint Lucia, which cannot by itself continue to meet the high costs for TVET provision to meet a variety of needs. The financing of TVET has three major challenges: limited ability of the government, employers, and private households to increase resources allocated to TVET; lack of sustained financing from development partners; and inefficiency and inequity of resource allocation and use. Presently, the financing of formal and non-formal TVET consists primarily of government budgetary support, sustained financing from development partners such as Canada's DFATD, the European Union (EU), the World Bank (WB), the Caribbean Development Bank (CDB), and out-of-pocket payments by learners and parents. Based on the needs of individual organisations, some employers also pay for the training of their employees.

In the formal education system, financing for TVET is especially challenging. To implement CVQ programmes which are delivered through CBET, an audit of centres/facilities is necessary, and these are required to be consistent with industry standards. Currently, most schools do not have the necessary space, tools and equipment for CVQ programmes. Retrofitting schools with the requisite facilities is costly. One option to mitigate this cost is to encourage schools and training centre administrators to establish links with industry to provide trainees with exposure to practical experiences at the workplace.

Further, there appears to be a reluctance of lending institutions to fund TVET-related courses of study and the existing gender stereotyping of professions work together to limit women's access to finance for training. One of the critical gaps in the financing of TVET is that gender budgeting is rarely undertaken to track both the expenditure and the beneficiaries of funding. The absence of equitable gender budgeting practices contributes to the disparities in the allocation of funds which ultimately disadvantage women who tend to have fewer assets that can be leveraged for loans. Male and female owners of businesses should be encouraged to engage in proper record keeping of their finances to assess the progress of the business.

In light of the above, SLCTVET must play a decisive role in mapping out and implementing a strategy for the financing of TVET. Included in the financing for TVET is the need to provide SLCTVET with a separate budget to carry out its mandate effectively. SLCTVET cannot continue to rely on public financing. Therefore, it needs to source additional funds by establishing creative and

innovative mechanisms, such as through partnerships with private-sector organisations; and offering incentives for private-sector companies that provide more current tools and equipment for TVET. There are also opportunities in developing and strengthening capacity for identifying and negotiating financing for TVET from both traditional and non-traditional sources; and facilitating the establishment of centres of excellence to rationalize the provision of skills training.

With regard to provision in the formal education system, TVET is offered in lower and upper secondary schools. However, the facilities to support delivery are inadequate. The same obtains at the post-secondary/tertiary levels where higher-level skills are acquired. Sustainable funding issues must be adequately addressed if the projection to increase access to post-secondary TVET by another 20 per cent in the next five years is to be achieved, notwithstanding the projected decline in the post-secondary level population.

To institute mechanisms for sustainable financing of TVET, a thorough assessment is necessary to determine the full financing needs. Further investigation is required to explore alternative financing avenues such as:

- implementing a levy system where firms are required to contribute to a training fund;
- deducting a percentage of the Tourism Enhancement Fund which is currently being collected by the Saint Lucia Hotel and Tourism Association (SLHTA), to be used for funding TVET – the majority of TVET training in hospitality is industry-based;
- introducing a charge to members of various industry groups and associations such as taxi drivers and driving schools for skills training;
- collecting assessment and certification fees from students who are in training programmes at the higher levels;
- collecting fees for the assessment of prior learning (APL), with consideration given to rebates for vulnerable groups;
- generating funds from fees, for example for the professional registration of certified assessors, trainers, verifiers and auditors; registration of training providers and training centres; development, on request, of specific occupational standards and the related assessment of skills and certification.

4.3.2 Objectives

The main strategic objective under this policy area is to mobilise adequate financial resources and facilities to provide, coordinate, and deliver quality formal and non-formal TVET. In addition, the component will address the following specific objectives:

- **Specific Objective 3.01:** To develop creative and innovative strategies to secure financing for TVET
- **Specific Objective 3.02:** To establish public private partnerships to support TVET training

Achievement of these objectives will provide a framework and guidelines for the following areas:

- establishing target funding to be raised in order to implement the TVET policy and action programme;
- identifying and developing creative and innovative strategies to secure funding for TVET;
- exploring alternative financing avenues, building on the more efficient alternatives;
- allocation and use of resources across TVET;
- forging partnerships with public and private sector organisations for sharing responsibilities for TVET;
- making provision for financing to achieve equity and inclusiveness, with particular attention to gender equality and vulnerable groups;
- making provision for financing a well-established quality assurance system;
- promoting the use of appropriate technologies in support of a learner-centred environment and learning society;
- ensuring adherence to established standards of practice for TVET;
- establishing a system that will encourage and allow the use and sharing of equipment and facilities;
- equipping all TVET facilities to accommodate diverse learners and teachers/trainers, including those with special needs;
- maximising the use of resources by establishing centres of excellence to reduce unnecessary duplication and achieve economies of scale.

4.3.3 Activities

The following indicative activities will be undertaken throughout the life of the strategy:

- **Activity 3.01:** Identify sustainable financing options for TVET
- **Activity 3.02:** Establish Public private partnerships to support training



POLICY AREA 4
HUMAN
RESOURCE
CAPACITATION

8.4 Human Resource Capacitation

There is an increasing demand for new areas of TVET and a shortage of qualified instructors. In the formal system, general teacher training must incorporate CBET methodology. More specifically, SLCTVET in partnership with MoE, line ministries and institutions will need to provide opportunities for the initial and continuous professional development of teachers and trainers delivering TVET. Emphasis must be placed on training in the use of CBET, Kwéyòl as a language of instruction and Information, and ICT in teaching and learning, in non-formal TVET and other learning environments.

4.4.1 Issues and considerations

The demand is increasing for new areas of TVET not presently being offered in the formal education system at secondary school and post-secondary/tertiary levels. One such area is skills and careers in the yachting sector, which is expanding rapidly and presenting opportunities for training and employment. However, training providers have difficulty in finding qualified instructors for some of these areas, and in cases where the instructors are qualified; they are not competent in CBET methodology or are unable to communicate in the Kwéyòl language which serves as the language of instruction for some learners. Therefore, there is need for instructors to be competent in the use of Kwéyòl as well as in new and emerging TVET areas. In addition, appropriate training materials will be required.

Support from education officials, teachers, training providers, and education practitioners is required to bring about the changes necessary to rebrand TVET as an integral element of learning and a route to the world of work and worthwhile careers. The TVET teacher-training programme at the Sir Arthur Lewis Community College (SALCC) must be modified to incorporate CBET methodologies and other modern TVET-related issues in areas such as science, technology, engineering, arts, and mathematics (STEAM). Emphasis must also be placed on the upgrading of TVET teachers and trainers in both formal and non-formal settings.

4.4.2 Objectives

The main strategic objective under this policy area is to make available the requisite human resources to manage and deliver quality TVET.

In addition, the component will address the following specific objective:

- **Specific Objective 4.01:** To provide a mechanism to ensure adequate provision of human resources for managing and delivering quality TVET

Achievement of these objectives will provide a framework for ensuring the adequate provision of human resources for managing and delivering quality TVET by:

- making provision for continued professional development of TVET personnel including Kwéyòl competence;
- ensuring that teachers/trainers involved in TVET are competent in CBET and can respond to diverse learner needs;
- promoting professionalism through existing structures such as the TVET Teachers' Association and other professional bodies;
- providing training of teachers/trainers to utilize information and communication technology (ICT) in teaching and learning;
- developing public–private partnerships to source expertise for training.

4.4.3 Activities

The following indicative activities will be undertaken throughout the life of the strategy:

- **Activity 4.01:** Provide Career Guidance Services to members of the workforce

- **Activity 4.02:** Conduct standards-based Training for TVET Instructors and Assessors
- **Activity 4.03:** Certify instructors through the APL (PLAR) modality



4.5 Equitable & Flexible Access for All

TVET Saint Lucia must provide access (in terms of space, affordability, location, and modality) for all learners. At present, formal TVET is unaffordable for the majority of learners. Flexible and blended approaches to TVET will be utilised to increase equitable access and enable TVET to be more efficient and benefit from economies of scale. The strategic location of TVET centres and training facilities is critical in order to accommodate all learners, including those with special needs and those who are vulnerable and at risk. TVET Saint Lucia must employ innovative strategies for learners to access programmes and to meet the needs of learners, using various modalities including ICT. There is need to finalize and implement the NQF in order to facilitate an organised structure that provides multiple pathways and levels of certification for a flexible, well-articulated and seamless education and training system.

4.5.1 Issues and considerations

There is demand for skills training as well as portable recognised certification. The labour market demands for higher levels of skills training and certification are increasing. Also, many learners who completed training at a Level 1 CVQ /NVQ at the National Skills Development Centre (NSDC) are requesting higher-level training, at Levels 2 and 3, especially for occupations in the hospitality sector. Further, males are increasingly becoming attracted to traditional female-dominated occupations and vice versa. This trend needs to be encouraged and facilitated in order for all citizens to participate in opportunities available for education and training.

Although the current policies provide for training to be accessible to all genders, sociocultural norms inhibit participation in certain TVET areas. For example, apart from cultural beliefs that restrict the full participation of women in employment, women tend to shun working hours that may compromise their security and access to safe transportation, to and from work; and may limit women's ability to choose certain available jobs. For males, underachievement at the secondary school level limits their ability to access some TVET programmes. The promotion of projects designed to improve women's participation in employment may side-line males who are not receiving similar support; and in some cases may be left behind. Also, the inclusion of the LGBTQI community should recognize the inequalities that affect integration in the school system and career options. In practical terms, despite comparable competencies and qualifications, persons of either gender may not be allowed to participate in a particular occupation while homophobia may deter persons, particularly men, from entering professions in which women predominate.

With regard to TVET for persons with special needs, there is little formal provision in place largely because of limited training, equipment, supplies and facilities as well as specialised training instructors. However, institutions such as the Dunnottar School, Saint Lucia Blind Welfare Association, Lady Gordon Opportunity Centre and the Special Education Centre (Vieux Fort) cater to students with various disabilities. The overall capacity of education and training needs to be strengthened to cater to the needs of all learners with varying special needs.

At present, the greatest access challenge for most learners is being able to meet the costs of post-secondary and tertiary-level training. Access to non-formal training is also constrained by the inability of the providers to offer a range of programmes because of lack of adequate resources.

Although some non-formal providers have established centres across the island, access is still a major challenge for some citizens, and consequently there is a relatively higher level of participation in centres in and around the capital, Castries.

4.5.2 Objectives

The main strategic objective under this policy area is to provide equitable and flexible TVET learning opportunities to widen participation and address social exclusion. In addition, the component will address the following specific objectives:

- **Objective 5.01:** To ensure effective geographical distribution of TVET learning resources including personnel and facilities to improve programme accessibility
- **Objective 5.02:** To provide varied modalities of delivering TVET to cater to diverse needs (including flexible and blended approaches using Open Educational Resources (OER) and or appropriate modalities)
- **Objective 5.03:** To make provision for financing to achieve equity and inclusiveness, with particular attention to gender equality and access to vulnerable and disadvantaged groups

Achievement of these objectives will provide a framework and guidelines for ensuring the provision of equitable, flexible, and inclusive TVET learning opportunities by:

- ensuring effective geographical distribution of TVET learning resources including personnel and facilities to improve accessibility to programmes;
- providing varied modalities of delivering TVET to cater to diverse needs including flexible and blended approaches using OER and appropriate technology;
- allowing for multiple pathways and articulation through an established National Qualifications Framework (NQF) across educational sectors;
- promoting the assessment and recognition of prior learning;
- facilitating the early identification of learners who may be at risk of 'dropping out' of education and training programmes and providing appropriate support to ensure they succeed.

- adopting an open licencing framework for sharing TVET teaching and learning materials developed with public funding.

4.5.3 Activities

The following indicative activities will be undertaken throughout the life of the strategy:

- **Activity 5.01a:** Decentralise the provision of TVET programmes across the island
- **Activity 5.01b:** Introduce Prior Learning Assessment and Recognition APL (PLAR) within TVET sector
- **Activity 5.02:** Provide access to training through virtual and other modalities
- **Activity 5.03:** Prepare budgets that cater to gender and access to vulnerable and disadvantaged groups



4.6 Workforce Development

TVET programming must be relevant to national priorities, industry needs, and labour market demands. The need for collaboration with the private sector and industry is paramount to shape and initiate new programmes while providing on-the-job training opportunities. Industry must also participate in advisory committees and councils to ensure the provision of timely and relevant training programmes. The established NVQ/CVQ frameworks facilitate the recognition of certification that has currency and portability within and outside of Saint Lucia. It is necessary to ensure that TVET programmes are well coordinated to respond to societal and labour market needs, and to ensure articulation among programmes and institutions for improved and sustained quality, appeal, and participation. General education programmes need to be reviewed for the integration of critical areas such as entrepreneurship, employability and higher-order thinking skills.

4.6.1 Issues and considerations

TVET is offered through formal, non-formal, and informal modalities in Saint Lucia. An NQF will help in determining equivalence of training programmes and pathways for continuing and lifelong learning.

SALCC, the University of the West Indies (UWI) Open Campus and some offshore medical colleges offer a wide array of courses at the tertiary level. Qualifications obtained by students at the Caribbean Secondary Education Certificate (CSEC) and Caribbean Advanced Proficiency Examination (CAPE) levels are prerequisites for entry into these institutions. TVET qualifications, with the exception of the CVQ in some instances, are not used for matriculation to these post-secondary and tertiary programmes. Permission to certify and offer the CVQ was granted to Saint Lucia through SLCTVET in May 2013 by CARICOM. Presently, more than 500 CVQ certificates have been issued to various skilled workers in Saint Lucia under different projects and programmes.

The establishment of an NQF can contribute to the improvement of access to formal and non-formal education and training at all levels in Saint Lucia. At the

regional level, the main objective of the CARICOM Regional Qualifications Framework (RQF) is to serve as a translation device for the recognition and portability of qualifications to achieve a competitive regional workforce and facilitate free movement of certified skilled workers within the CARICOM region. The NQF must be in sync with the RQF to ensure portability of qualifications.

4.6.2 Objectives

The main strategic objective under this policy area is to enhance the diversity and articulation of programmes for a more responsive and inclusive TVET. In addition, the component will address the following specific objectives:

- **Specific Objective 6.01:** To provide a framework for the provision of TVET that is inclusive and more responsive to changes in the work force
- **Specific Objective 6.02:** To provide opportunities for apprenticeships and employment within industry
- **Specific Objective 6.03:** To provide opportunities for development of entrepreneurship

Achievement of these objectives will provide a framework for the provision of TVET that is inclusive and more responsive to changes by:

- establishing a NVQ/CVQ framework that facilitates the recognition of certification that will have currency and portability within and outside of Saint Lucia;
- forging partnerships with the private sector;
- developing internship and apprenticeship programmes;
- developing and implementing curricula for employability, life skills, career choices and entrepreneurship at all levels, and integrating approved occupational and other standards into employment programmes and work-based learning;
- establishing a system that responds to the current and changing needs of society and the labour market;
- transforming curricula for the acquisition of higher-order skills including critical thinking, creativity and problem-solving.

4.6.3 Activities

The following indicative activities will be undertaken throughout the life of the strategy:

- **Activity 6.01:** Develop gender focussed TVET programmes
- **Activity 6.02:** Partner with industry to provide apprentice and employment opportunities for trainees
- **Activity 6.03:** Support the development of innovation and entrepreneurship in TVET-related areas.



4.7 Quality Assurance

TVET Saint Lucia must ensure the maintenance of standards through the institutionalisation of quality assurance mechanisms. Support must be given to TVET providers, assessors, verifiers, and trainers/teachers to equip them with the necessary skills and resources to achieve and maintain quality TVET. SLCTVET must develop capacity to monitor delivery and ensure quality TVET provision by various training providers.

4.7.1 Issues and considerations

SIDS face several challenges in delivering a wide range of quality TVET programmes. Traditionally, quality systems in most schools were based on standardised assessments. More recently, other forms of assessment have been introduced at different levels to determine whether students at particular levels function against set standards. However, these assessments measure students' achievements mainly and not necessarily education and training processes. This results in an imbalance, with more emphasis being placed on quantity, in terms of throughput, rather than on quality education for holistic development within the education system.

The full-scale application of CBET requires a revised system of quality assurance to be applied especially in TVET. The quality assurance system must be supportive of the NVQ/CVQ framework that is being established. The design and implementation of the quality assurance system implemented in schools must be geared to ensuring that programmes are relevant to the needs of individuals for holistic development. In order to achieve agreed quality standards there is need for resources to monitor, maintain, and sustain a quality education to achieve expected outcomes. The TVET quality assurance system must include clear and measurable objectives and standards, guidelines for implementation, feedback mechanisms, and monitoring and evaluation results should be easily accessible for use by relevant stakeholders.

SLCTVET has a major role to play in ensuring that TVET programmes offered by various providers meet quality and other requirements and are within a framework that will facilitate a seamless education, training and certification system. Measures to improve quality TVET have been defined. SCLTVET needs to develop the capacity and access resources to assist institutions in meeting quality requirements and in monitoring TVET provision. This ensures that programmes offered meet agreed quality standards.

4.7.2 Objectives

The main strategic objective under this policy area is to establish a quality assurance system that ensures TVET is delivered based on agreed standards and that established mechanisms for provision and delivery of TVET are effective and efficient in various settings as well as relevant to personal and national development. In addition, the component will address the following specific objective:

- **Specific Objective 7.01:** To design and establish a quality assurance mechanism that is effective, efficient, and in line with national development

Achievement of these objectives will provide guidelines for ensuring that quality TVET provisions are effective, efficient, and relevant to personal and national development by:

- designing and establishing a quality assurance mechanism in line with the development of the actual needs for services in this area, that is financially feasible and technically sound;
- involving all TVET stakeholders in deliberations to achieve a shared understanding of and commitment to quality standards;
- offering support and incentives to TVET providers to enable them to meet the established standards for TVET;
- supporting teachers to achieve CVQ Instructor and Assessor qualifications.
- strengthening the capacity of SLCTVET for ensuring quality TVET;
- providing resources for the continued development and maintenance of quality assurance systems.

4.7.3 Activities

The following indicative activities will be undertaken throughout the life of the strategy:

- **Activity 7.01:** Conduct quality assurance training workshops
- **Activity 7.02:** Audit and approve centres or specific programmes
- **Activity 7.03:** Conduct monitoring visits to training providers
- **Activity 7.04:** Identify areas where standards are required
- **Activity 7.05:** Establish *Industry Advisory Committees (IAC)* for development, review and validation of standards and programme guides
- **Activity 7.06:** Establish *Industry Advisory Councils* for provision of advice on current industry trends, and priority needs



4.8 Advocacy, Promotion & Marketing

Current beliefs about the value and scope of TVET in Saint Lucia need to be transformed for a rethinking and refocusing of the roles of TVET in general. There needs to be a shared understanding among policy-makers and TVET personnel of the revised recommendation concerning TVET and its value in the national context (2015 Revised Recommendation concerning Technical and Vocational Education, UNESCO). This shared understanding will strengthen efforts for extensive awareness and marketing campaigns to inform all players, stakeholders, policy-makers, educators and the public, of the benefits of TVET. The promotional activities must also be geared towards increasing participation rates in TVET by focusing on the benefits for employment and job opportunities locally, regionally

and internationally. Promotional activities will also need to be focused on addressing gender imbalances in TVET participation and in some occupations.

4.8.1 Issues and considerations

TVET is essential for the development of low, middle, and high-level skills in a wide range of occupations. However, TVET is still viewed by some as an area to be pursued by underachievers. TVET subjects in secondary schools are highly stigmatised as they are usually perceived as subjects for low performers. This negative perception of TVET continues to be perpetuated by parents, education practitioners, students, employers, and members of the public. For many years certain secondary schools, especially those categorised as the 'top performing', offered very few TVET subjects.

While there is agreement that all learners can benefit from the knowledge, competencies and skills, including employability skills, associated with TVET, measures are not in place for the integration of TVET into education and lifelong learning as a whole. There is a need for public 'buy-in' to understand the value of TVET as an orienting principle in education. In an attempt to reverse the negative perception of TVET, some measures are necessary to effect the integration of TVET in education.

Rebranding of TVET would ensure that it is perceived as a professional option to be embraced for achieving gainful employment. This would encourage a more professional view of TVET Courses and students. A coordinated campaign consisting of, among other initiatives, teacher education, curriculum development, and public awareness is required to change the poor perception of TVET. There is also need for advocacy and support at the policy level to address deeply embedded traditional views and practices that result in the low status ascribed to TVET.

This TVET Policy addresses the issue of poor perception and ensures that TVET provision is recognised and accepted as an effective vehicle for self-fulfilment and sustainable development. In that regard, the expansion of TVET must also take into consideration training at all levels, including beyond post-secondary, to ensure workforce development and economic growth.

Employers have demonstrated their endorsement of the relevance of TVET programmes by committing to the provision of internships to trainees from institutions such as SALCC, NSDC, and the Centre for Adolescent Renewal and Education (CARE). Some employers have upgraded their work environments to CVQ standards in order to meet occupational requirements. More firms, government ministries, business places and other entities must be encouraged to do the same.

TVET needs to be viewed as a viable option for training and professional development in the wider society. Currently, TVET is considered mainly located within the education sector, and a concerted effort is required to ensure the centrality of TVET in all endeavours for human development, whether these take place in institutions, at workplaces or through programmes offered by various ministries and agencies.

4.8.2 Objectives

The main strategic objective under this policy area is to provide advocacy, promote, and market TVET to better inform policy-makers, other key players, and the public of the scope and value of TVET. In addition, the component will address the following specific objectives:

- **Specific Objective 8.01:** To provide a framework for improving the awareness of the value of TVET among policymakers and stakeholders
- **Specific Objective 8.02:** To change traditional perspectives on gender roles in TVET by developing strategic partnerships with community-based organisations
- **Specific Objective 8.03:** To improve the level of understanding of personnel at lending institutions with regards to gender stereotyping
- **Specific Objective 8.04:** To recognise the work of TVET practitioners

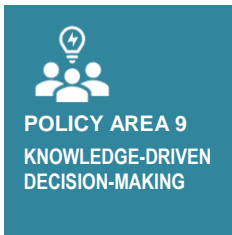
Achievement of these objectives will provide a framework for improving the awareness of the value of TVET among policy-makers and other stakeholders, including the public, by:

- developing and implementing strategies for structured career guidance and counselling across education and training;
- developing a public relations campaign aimed at destigmatising TVET in addition to promoting the benefits of TVET education to all learners;
- mobilising employers, youth organisations, community organisations and training providers to continue promoting the benefits of TVET at all levels;
- developing strategies for rethinking and repositioning TVET to encourage 'buy-in' and ownership;
- disseminating information regarding learning, employment and business opportunities within and outside Saint Lucia.

4.8.3 Activities

The following indicative activities will be undertaken throughout the life of the strategy:

- **Activity 8.01:** Develop a marketing strategy to promote TVET as an agent for workforce development and economic competitiveness
- **Activity 8.02:** Develop strategic partnerships with community-based organisations (schools, churches, media, NGOs) to change traditional perspectives on gender roles in TVET
- **Activity 8.03:** Conduct training aimed at changing the perception of key personnel at lending institutions with regards to gender stereotyping
- **Activity 8.04:** Develop a recognition programme for TVET practitioners



4.9 Knowledge-driven Decision-Making

All decisions taken in the development of TVET Saint Lucia must be informed by up-to-date, relevant, and accurate information and data. This requires capacity building and the implementation of strategies to promote a culture of research and the valuing of data gathering and analysis for the continued development and strengthening of TVET. Labour market intelligence is critical to identifying gaps and reducing the skills mismatch in the current employment environment, nationally and regionally. Information must be made widely available and accessible, so that providers, trainers, employers and the public at large are better able to make informed decisions. In that regard, the MIS must be populated and accessed by all government and non-governmental agencies.

4.9.1 Issues and considerations

The MoE produces an annual *Education Statistical Digest* which contains trends, projections, and monitoring indicators on the entire education system. Additionally, secondary schools possess an Education Management Information System (EMIS) to provide general school and student information such as enrolment, attendance, and students' grades. The schools' EMIS have the capability to track students' enrolment in TVET subjects.

The *National Enrichment and Learning Unit* (NELU) also collects TVET data on training offered to adult learners; and SALCC has a database for Technical Education and Management Studies and other programmes. NSDC conducts some tracer studies of its graduates in order to track their employment status. MoE is currently in the process of expanding the TVET and Accreditation Unit to include the housing of a TVET Management Information System (MIS) which will serve to improve the coordination of TVET provisions and provide data for evidence-based decision-making.

The data collected from most institutions are usually focused mainly on TVET participation patterns and less focused on TVET outcomes. TVET data from various formal and non-formal institutions/programmes must be consolidated and analysed to determine the total output of TVET provision. Data from the informal sector are relatively non-existent. Consequently, there is need for a structured mechanism to capture relevant data on this sector. Such a mechanism will provide information on the impact of informal TVET on the livelihood of citizens, particularly those living in rural areas and those of lower socio-economic status.

Data obtained through the TVET database to be established can be used to make informed decisions about programme offerings and training that are aligned to the demands of the labour market. Additional data can also be obtained from research findings. However, those findings are not usually readily accessible to policy-makers. Moreover, Saint Lucia in general does not have a research culture; hence, findings from research are not usually disseminated and adequately utilised in decision-making. SLCTVET must develop a structure for facilitating greater access and usage of research findings.

The capacity of SLCTVET, the TVET Unit, and TVET educators to conduct research in relevant areas must be enhanced. A TVET research agenda is required to identify priorities for research to be conducted by various personnel.

4.9.2 Objectives

The main strategic objective under this policy area is to ensure that evidence-based decision-making is informed by interdisciplinary knowledge and research. In addition, the component will address the following specific objectives:

- **Specific Objective 9.01:** To provide a framework for ensuring that decision-making is knowledge-driven and evidence-based

Achievement of these objectives will provide a framework for ensuring that decision-making is evidence-based by:

- developing and implementing strategies to obtain labour market intelligence and knowledge of the social and sustainability demands on TVET;
- obtaining insights from research and other knowledge sources to inform decisions at all levels;
- monitoring gaps in the system to determine current capacity and competence of teachers/trainers in relation to the requirements for TVET;
- requiring, obtaining and using data to inform decisions and activities in TVET in order to foster a culture for evidence-based decision-making;
- supporting innovation through grants, peer learning within the region and beyond, for example, in SIDS;
- forging partnerships for research and to share findings among institutions.

4.9.3 Activities

The following indicative activities will be undertaken throughout the life of the strategy:

- **Activity 9.01:** Establish and maintain a fully functional Knowledge Management System (KMS) to capture key indicators and disaggregated information essential to inform interventions within the TVET sector



4.10 Continuous Monitoring & Evaluation

SLCTVET must establish procedures for the systematic monitoring and evaluation of various aspects of the TVET system. This includes the implementation of the TVET Policy. Institutional strengthening is paramount for the maintenance of quality in the system and continued feedback on teacher/trainer performance, assessor/verifier competencies, facilities, curriculum, and occupational standards. It is imperative that monitoring and evaluation systems employed by TVET Saint Lucia are aligned with regional and international best practices in TVET.

4.10.1 Issues and considerations

SLCTVET is ultimately responsible for TVET research, monitoring, and evaluation. Therefore, there is a need for SLCTVET to coordinate collection, storage, and analysis of TVET information at the national level. A needs analysis is required to determine the type of information required for an effective and efficient TVET system. The findings should be used to guide the upgrading of the evidence base, including the TVET MIS. The MIS at NSDC provides specific information on TVET projects to assist in the monitoring and evaluation of these projects. However, some key monitoring and evaluation indicators are not captured owing to lack of resources and a fragmented TVET data system. These missing data include the movement of TVET graduates to higher education or the workforce; persons using the skills acquired from TVET programmes; and whether TVET programmes are meeting labour market needs. Dedicated staff is needed to manage and update the TVET MIS which exists within the MOE/TVET Unit. The MIS needs to be constantly updated to provide current and relevant data on TVET provision.

All types of TVET training must be embraced, and a rigorous process of registration and monitoring of TVET programmes in Saint Lucia must be undertaken to ensure quality and relevance. It is also necessary to monitor the impact of TVET training on the labour market by conducting surveys. There is need to establish systematic procedures for the collection, storing and analysis of data. For TVET providers to be able to adjust TVET programming in response to current and anticipated needs of the labour market, links with the national and regional LMIS must be established. The data gathered from the studies and the EMIS can be used to monitor operations in the education system, for project/programme monitoring and evaluation in response to the reporting requirements of domestic, regional, and international partners. Such data should also be used for informed decision-making to improve efficiency and effectiveness across the education system.

There is limited monitoring and evaluation of teachers' and trainers' performance after they are trained. There is no systematic structure for follow-up to determine teachers' ability to apply their training in the classroom. Consequently, little attention is given to the content, impact, and relevance of training programmes.

Quality TVET provision and access to reliable information need adequate monitoring and evaluation as well as the establishment and maintenance of key indicators.

4.10.2 Objectives

The main strategic objective under this policy area is to establish systems for continuous monitoring and evaluation of progress and implementation for the transformation and improvement of TVET. In addition, the component will address the following specific objectives:

- **Specific Objective 10.01:** To monitor and evaluate the level and quality of implementation of TVET initiatives
- **Specific Objective 10.02:** To track the efficacy and impact of TVET programmes/ initiatives implemented

Achievement of these objectives will provide a framework and guidelines for the transformation and improvement of TVET by:

- establishing a system for feedback from key players for continued strengthening of TVET;
- reviewing the implementation of the national TVET policy and related action plan and adopted tools on a periodic basis;
- establishing procedures to assist institutions and other providers to conduct self-assessment and action research, particularly tracer studies to monitor training outcomes;
- applying regional and international guidelines for monitoring and evaluating TVET at the national level.

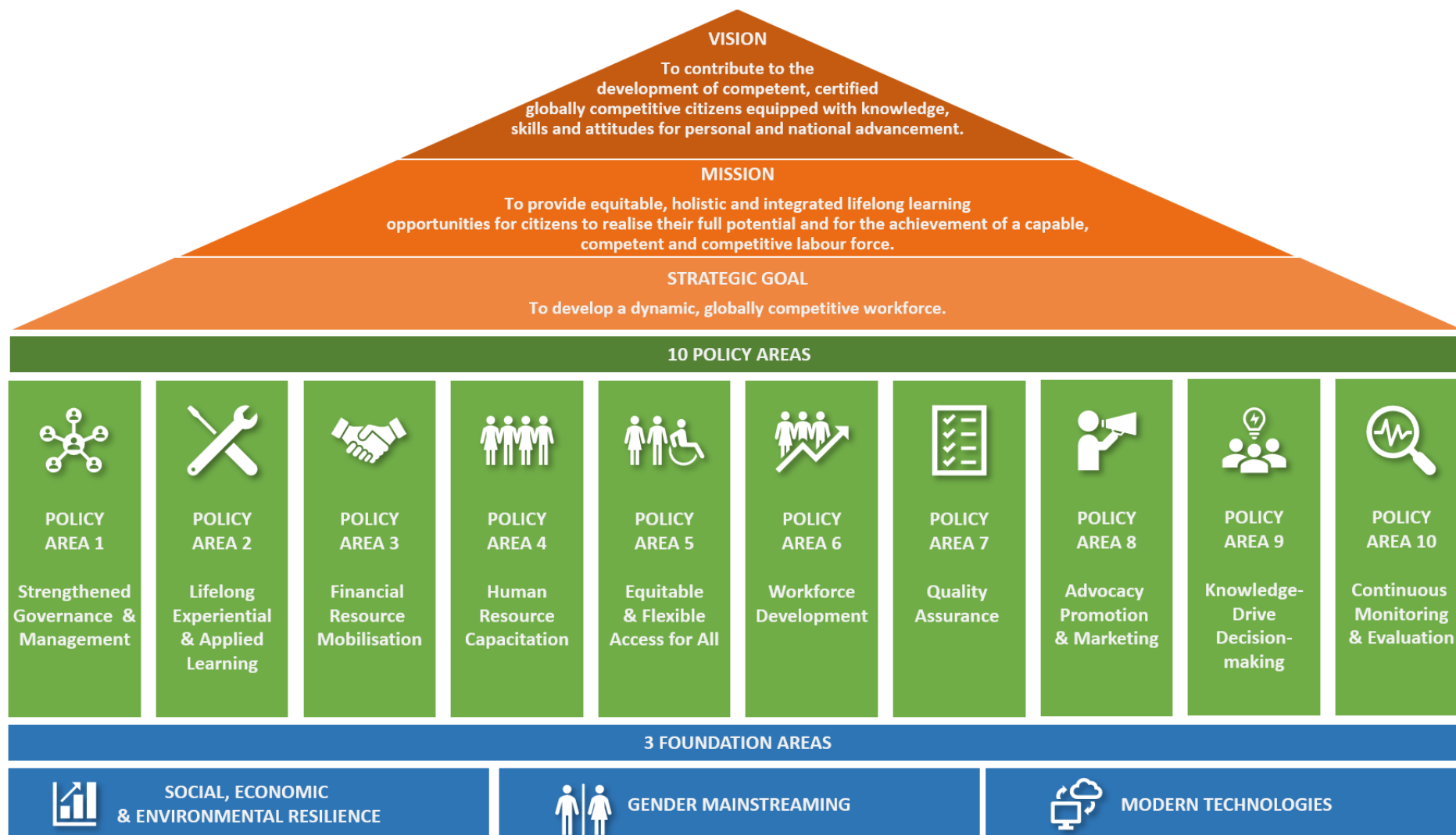
4.10.3 Activities

The following indicative activities will be undertaken throughout the life of the strategy:

- **Activity 10.01:** Develop a comprehensive *Monitoring and Evaluation Framework and Guidelines* for TVET in Saint Lucia
- **Activity 10.02:** Conduct regular *Tracer Studies* to inform the efficacy and impact of programmes implemented

5.0 The Strategic Plan: 2019 – 2025 Matrix

The section summaries the key actions to be undertaken within each policy area of the 10-year Strategic Plan (2019 – 2025).





Policy Area 1: Strengthened Governance & Management

Strategic Objective 1: To strengthen and improve the governance arrangements, coordination, and management of formal and non-formal TVET in Saint Lucia

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
Objective 1.01: To strengthen the enabling environment for the delivery of Technical and Vocational Education and Training (TVET) in Saint Lucia	Activity 1.01: Ratify the <i>National TVET Policy</i>	Indicator 1.01: Ratified National TVET Policy	No ratified National TVET Policy (2019)	Ratified TVET Policy	Jul 2019	<ul style="list-style-type: none"> • Cabinet Conclusion 	<ul style="list-style-type: none"> • Minister of MoE 	<ul style="list-style-type: none"> • AG Chambers • Cabinet • MoE 	*5,000
Objective 1.02: To strengthen the human resource capacity of the Saint Lucia Council for TVET (SLCTVET) as the National Training Authority (NTA)	Activity 1.02: Establish, fund, and build capacity of the <i>SLCTVET Secretariat</i>	Indicator 1.02: SLCTVET staffed as per staff structure	No provision for funding of secretariat (2019)	100% of SLCTVET staff funded	Sep 2020	<ul style="list-style-type: none"> • SLCTVET Organigram • SLCTVET payroll records 	<ul style="list-style-type: none"> • GOSL • SLCTVET 	<ul style="list-style-type: none"> • MoE • MoC • MoL • MoED 	425,500 <i>(staff structure to include KMSA)</i>
Objective 1.03: To improve the articulation of the framework for TVET within a National Qualifications Framework	Activity 1.03: Establish a <i>National Qualifications Framework (NQF)</i>	Indicator 1.03: National Qualifications Framework	No established NQF for Saint Lucia (2019)	Established NQF for Saint Lucia	Mar 2020	<ul style="list-style-type: none"> • <i>Saint Lucia National Qualifications Framework</i> 	<ul style="list-style-type: none"> • SLCTVET • MoE 	<ul style="list-style-type: none"> • Training providers • MoE 	*5,000
Objective 1.04: To facilitate the development and alignment of TVET with regional, sub-regional, and international policies and programmes	Activity 1.04: Maintain membership of the Caribbean Association of National Training Authorities (CANTA)	Indicator 1.04: Membership of CANTA	SLCTVET is a member of CANTA (2019)	Active participation of SLCTVET in CANTA activities	Dec 2025	<ul style="list-style-type: none"> • Membership receipt • SLCTVET Report 	<ul style="list-style-type: none"> • SLCTVET • MoE 	<ul style="list-style-type: none"> • CANTA • Regional NTAs • CXC 	6,000
Objective 1.05: To facilitate the	Activity 1.05: Establish and maintain	Indicator 1.05: Number of	Two (2) MOUs signed (2019)	10 MOUs signed	Dec 2025	<ul style="list-style-type: none"> • Minutes of meetings 	<ul style="list-style-type: none"> • SLCTVET 	<ul style="list-style-type: none"> • Private Sector • GoSL 	6,000

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
development and alignment of TVET with national priorities, labour market needs, employment and other policies	strategic partnerships with key stakeholders <i>inter alia</i> government agencies, private sector and employers' organisations	strategic memberships established				<ul style="list-style-type: none"> • MOUs • Registers 		<ul style="list-style-type: none"> • Government Agencies • Unions • Training Providers • NSDC • MoE • MoED 	

Policy Area 2: Lifelong Experiential & Applied Learning

Strategic Objective 2: To promote experiential learning throughout all levels and settings of education to integrate theoretical and applied learning

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
Objective 2.01: To develop a framework and guidelines for the integration of theoretical and applied learning across the educational system	Activity 2.01: Conduct training and formulation workshops for the establishment of the framework	Indicator 2.01: Framework and guidelines developed	No framework and guidelines (2019)	Framework and guidelines developed and implemented	Sep 2020	<ul style="list-style-type: none"> Final Framework and Guidelines 	<ul style="list-style-type: none"> MoE 	<ul style="list-style-type: none"> SLCTVET Training providers Training Institutions Industry 	*400,000
Objective 2.02: To promote competency-based education and training (CBET) in formal and non-formal education and training programmes	Activity 2.02: Train, certify, and register teachers/trainers in CBET	Indicator 2.02: Percentage of teachers/trainers certified in CBET	20% of teachers/trainers certified in CBET (2019)	40% of teachers/trainers certified in CBET	2025	<ul style="list-style-type: none"> SLCTVET MoE Reports 	<ul style="list-style-type: none"> SLCTVET MoE 	<ul style="list-style-type: none"> Training providers 	180,000
Objective 2.03: To integrate TVET with General Education for Life and Livelihood	Activity 2.03: Incorporate training towards labour-market relevant N/CVQs in upper-secondary curriculum	Indicator 2.03a: Number of schools offering training in occupational areas in the upper-secondary curriculum	25% of upper secondary schools offer N/CVQs	100% of Upper-secondary schools offer N/CVQs	2025	<ul style="list-style-type: none"> SLCTVET MoE Reports 	<ul style="list-style-type: none"> MoE 	<ul style="list-style-type: none"> SLCTVET 	100,000
		Indicator 2.03a: Percentage of students writing at least 1 TVET subject at the CSEC Level	95% of students writing at least 1 TVET subject at the CSEC Level	98% of students writing at least 1 TVET subject at the CSEC Level	2025	<ul style="list-style-type: none"> SLCTVET MoE Reports 	<ul style="list-style-type: none"> MoE 	<ul style="list-style-type: none"> SLCTVET 	
		Indicator 2.03a: Percentage of schools reporting	xx% of schools report partnerships and activities to	xx% of schools report partnerships and	2025	<ul style="list-style-type: none"> SLCTVET MoE Reports 	<ul style="list-style-type: none"> MoE 	<ul style="list-style-type: none"> SLCTVET 	

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
		partnerships and activities to support integration of TVET approaches	support TVET integration	activities to support TVET integration					



Policy Area 3: Financial Resource Mobilisation

Strategic Objective 3: To mobilise adequate financial resources and facilities to provide, coordinate, and deliver quality formal and non-formal TVET

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
Objective 3.01: To develop creative and innovative strategies to secure financing for TVET	Activity 3.01: Identify sustainable financing options for TVET	Indicator 3.01: Revenue streams established	1 revenue stream (2019)	Two revenue streams established (1 public and 1 private)	2020	<ul style="list-style-type: none"> MOU Approved National Budget 	<ul style="list-style-type: none"> MoE SLCTVET 	<ul style="list-style-type: none"> MoF Department of Economic Development 	400,000 see 1.02
Objective 3.02: To establish public private partnerships to support TVET training	Activity 3.02: Establish public private partnerships to support training	Indicator 3.02: Number of Public-Private Partnerships (PPPs) established	No PPPs established (2019)	3 PPPs established	2025	<ul style="list-style-type: none"> MOU 	<ul style="list-style-type: none"> MoE SLCTVET 	<ul style="list-style-type: none"> SLHTA Trade unions Employers' federation Coalition of Service Ministry of Commerce Department of Labour 	-



Policy Area 4: Human Resource Capacitation

Strategic Objective 4: To make available the requisite human resources to manage and deliver quality TVET

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /Institution	Annual Budget (XCD)
Objective 4.01: To provide a mechanism to ensure adequate provision of human resources for managing and delivering quality TVET	Activity 4.01: Provide <i>Career Guidance Services</i> to members of the workforce	Indicator 4.01: Number of career guidance events	2 career guidance events held annually (2019)	3 career guidance events held annually	2025	<ul style="list-style-type: none"> Event Registers Evaluation Reports 	<ul style="list-style-type: none"> SLCTVET MoE 	<ul style="list-style-type: none"> Training providers Business community 	50,000
	Activity 4.02: Conduct standards-based training and certification for TVET instructors and assessors	Indicator 4.02: Number of certified instructors and assessors	TBD (2019)	25% increase in certified instructors and assessors	2025	<ul style="list-style-type: none"> Registers Certificates awarded 	<ul style="list-style-type: none"> SLCTVET MoE 	<ul style="list-style-type: none"> Training providers 	
	Activity 4.03: Certify instructors through the APL (PLAR) modality	Indicator 4.03: Number of certified instructors	TBD (2019)	25% increase in certified instructors	2025	<ul style="list-style-type: none"> Registers Certificates awarded 	<ul style="list-style-type: none"> SLCTVET MoE 	<ul style="list-style-type: none"> Training providers 	



POLICY AREA 5
EQUITABLE
& FLEXIBLE
ACCESS FOR ALL

Policy Area 5: Equitable & Flexible Access for All

Strategic Objective 5: To provide equitable and flexible TVET learning opportunities to widen participation and address social exclusion

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
Objective 5.01: To ensure effective geographical distribution of TVET learning resources including personnel and facilities to improve programme accessibility	Activity 5.01a: Decentralise the provision of TVET programmes across the island	Indicator 5.01a: Geographical distribution of TVET centres	No Workforce Development Centres established (2019)	2 Workforce Development Centres established (1 in the north and 1 in the south)	2025	<ul style="list-style-type: none"> TVET centres 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> Training providers MoE Industry 	500,000
	Activity 5.01b: Introduce Prior Learning Assessment and Recognition APL (PLAR) within TVET sector	Indicator 5.01b: Develop programmes for APL (PLAR) in the workforce development centres	No Workforce Assessment Centres for APL PLAR (2019)	Workforce Assessment programmes for APL (PLAR)	2025	<ul style="list-style-type: none"> SLCTVET Report 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> MoE 	150,000
Objective 5.02: To provide varied modalities of delivering TVET to cater to diverse needs (including flexible and blended approaches using Open Educational Resources (OER) and or appropriate modalities)	Activity 5.02: Provide access to training through virtual and other modalities	Indicator 5.02a: Level of access to online training	1 Institution utilising OER (2019)	3 Institutions utilising OER	2022	<ul style="list-style-type: none"> Reports on use of online platforms 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> Training providers MoE 	100,000
		Indicator 5.02b: Number of online content developers	4 content developers (2019)	xx content developers	2022	<ul style="list-style-type: none"> Reports on use of online platforms 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> Training providers MoE 	
		Indicator 5.02c: Number of online courses offered	xx online course offered annually (2019)	xx online course offered annually	2022	<ul style="list-style-type: none"> Reports on use of online platforms 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> Training providers MoE 	
		Indicator 5.02d: Number of persons accessing online training	xx persons accessing online training annually (2019)	xx persons accessing online training annually	2022	<ul style="list-style-type: none"> Reports on use of online platforms 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> Training providers MoE 	

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
		Indicator 5.02e: Number of N/CVQs awarded	xx N/CVQs awarded annually (2019)	xx N/CVQs awarded annually	2022	<ul style="list-style-type: none"> • Reports on use of online platforms 	<ul style="list-style-type: none"> • SLCTVET 	<ul style="list-style-type: none"> • Training providers • MoE 	
Objective 5.03: To make provision for financing to achieve equity and inclusiveness, with particular attention to gender equality and access to vulnerable and disadvantaged groups	Activity 5.03: Prepare budgets that cater to gender and access to vulnerable and disadvantaged groups	Indicator 5.03: Percentage of formal budget assigned to gender and access to vulnerable and disadvantaged groups	Existing mechanism does not provide disaggregated data by gender or vulnerability (2019)	<p>Certification achieved by 66% male/female</p> <p>Certification achieved by 30% vulnerable or disadvantaged groups</p> <p>xx% of Males/ Females engaged in non-traditional skills training</p>	2021	<ul style="list-style-type: none"> • SLCTVET Reports 	<ul style="list-style-type: none"> • SLCTVET 	<ul style="list-style-type: none"> • MoE 	20,000



Policy Area 6: Workforce Development

Strategic Objective 6: To ensure that TVET responds to requirement of labour market intelligence for workforce development

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
Objective 6.01: To provide a framework for the provision of TVET that is inclusive and more responsive to changes in the work force	Activity 6.01: Develop gender focussed TVET programmes	Indicator 6.01: Gender is mainstreamed throughout all TVET programme	No gender in TVET programme (2019)	Strategy and action plan	2022	<ul style="list-style-type: none"> • Reports 	<ul style="list-style-type: none"> • Department of Gender Relations (MoE) • SLCTVET 	<ul style="list-style-type: none"> • Central Statistics Office • NIC • Department of Labour 	*125,000
Objective 6.02: To provide opportunities for apprenticeships and employment within industry	Activity 6.02: Partner with industry to provide apprentice and employment opportunities for trainees	Indicator 6.02a: Number of trainees granted access to apprenticeship programmes	No apprenticeship programme in operation (2019)	At least 100 trainees accessing apprenticeships annually	2025	<ul style="list-style-type: none"> • SLCTVET Report 	<ul style="list-style-type: none"> • SLCTVET 	<ul style="list-style-type: none"> • MoE • DoF • Training providers • Training institutions • Industry 	500,000
		Indicator 6.02b: Number of trainees gaining employment through this programme	No trainee retention programme in operation (2019)	40% of trainees gaining employment in industry annually	2025	<ul style="list-style-type: none"> • SLCTVET Report 	<ul style="list-style-type: none"> • SLCTVET 	<ul style="list-style-type: none"> • MoE • DoF • Training providers • Training institutions • Industry 	
Objective 6.03: To provide opportunities for development of entrepreneurship	Activity 6.03: Support the development of innovation and entrepreneurship in TVET-related areas	Indicator 6.03a: Number of trainees receiving in innovation and entrepreneurship training	Limited innovation and entrepreneurship training	100% of trainees receive innovation and entrepreneurship training	2025	<ul style="list-style-type: none"> • SLCTVET Report 	<ul style="list-style-type: none"> • SLCTVET 	<ul style="list-style-type: none"> • MoE • Training providers • Training institutions 	
		Indicator 6.03b: Number of trainees registering new businesses	TBD (2019)	5% of trainees register new businesses within 2-3 years of graduation	2025	<ul style="list-style-type: none"> • SLCTVET Report 	<ul style="list-style-type: none"> • SLCTVET 	<ul style="list-style-type: none"> • MoE • DoF • Corporate Registry 	



POLICY AREA 7
QUALITY
ASSURANCE

Policy Area 7: Quality Assurance

Strategic Objective 7: To establish a quality assurance system that ensures provision and delivery of TVET is based on agreed standards and established mechanisms, is effective and efficient in various settings, and is relevant to personal and national development

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
Objective 7.01: To design and establish a quality assurance mechanism that is effective, efficient, and in line with national development	Activity 7.01: Conduct quality assurance training workshops	Indicator 7.01: Quality assurance mechanism enhanced to reflect national priorities	Quality assurance system in place (2019)	Quality assurance processing timeframe reduced by 25%	2025	<ul style="list-style-type: none"> Registers 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> Training Providers 	165,000
	Activity 7.02: Audit and approve centres and specific programmes	Indicator 7.02a: Number of audits conducted	Two (2) audits conducted annually (2019)	Four (4) audits conducted annually	2025	<ul style="list-style-type: none"> Auditors SLCTVET Reports 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> Training Providers Training institutions 	
		Indicator 7.02b: Number of centres approved annually	xx centres approved annually (2019)	xx centres approved annually	2025				
		Indicator 7.02c: Number of programmes approved annually	xx programmes approved annually (2019)	xx programmes approved annually	2025				
	Activity 7.03: Conduct monitoring visits to training providers	Indicator 7.03: Number of visits conducted	Three (3) training providers visited annually (2019)	Six (6) training providers visited annually	2025	<ul style="list-style-type: none"> Registers 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> Training Providers 	
	Activity 7.04: Identify and develop standards where required	Indicator 7.04: Number of new Standards developed/ validated	Two (2) new standards developed/ validated annually (2019)	Four (4) new standards developed/ validated annually	2025	<ul style="list-style-type: none"> Standards 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> Training Providers 	
Activity 7.05: Establish <i>Industry Advisory Committees (IAC)</i> for development, review and validation of standards and programme guides	Indicator 7.05: Number of functioning industry advisory committees	Three (3) industry advisory committees (2019)	One IAC for every standard developed or validated	2019	<ul style="list-style-type: none"> SLCTVET Report 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> Industry 	20,000	

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
	Activity 7:06: Establish <i>Industry Advisory Councils</i> for provision of advice on current industry trends, and priority needs	Indicator 7:06: Number of Industry Advisory Councils established	One (1) Industry Advisory Council in place (2019)	At least three new Industry Advisory councils established	2025	<ul style="list-style-type: none"> • SLCTVET report 	<ul style="list-style-type: none"> • SLCTVET 	<ul style="list-style-type: none"> • Industry 	10,000



Policy Area 8: Advocacy, Promotion, & Marketing

Strategic Objective 8: To provide advocacy, promote, and market TVET to better inform policymakers, other key players, and the public of the scope and value of TVET

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
Objective 8.01: To provide a framework for improving the awareness of the value of TVET among policymakers and stakeholders	Activity 8.01: Develop a <i>Communication and Marketing Strategy</i> to promote TVET as an agent for workforce development and economic competitiveness	Indicator 8.01: Comprehensive and gender focussed TVET Communication and Marketing Strategy developed	No Comprehensive TVET Communication and Marketing Strategy (2019)	Comprehensive TVET Communication and Marketing Strategy launched	2021	<ul style="list-style-type: none"> Annual Report on implementation of TVET Communication and Marketing Strategy 	<ul style="list-style-type: none"> SLCTVET TVET Unit MoE 	<ul style="list-style-type: none"> Print and electronic media MoE MoL TVET Unit Employees organisations Trade Unions 	*50,000
Objective 8.02: To change traditional perspectives on gender roles in TVET by developing strategic partnerships with community-based organisations	Activity 8.02: Develop strategic partnerships with community-based organisations to change traditional perspectives on gender roles in TVET (schools, churches, media, NGOs)	Indicator 8.02: Number of strategic partnerships with community-based organisations	No strategic partnerships with community-based organisations (2019)	At least two (2) strategic partnerships with community-based organisations annually	2021	<ul style="list-style-type: none"> Annual Report on implementation of TVET Communication and Marketing Strategy 	<ul style="list-style-type: none"> SLCTVET TVET Unit MoE 	<ul style="list-style-type: none"> Community-based organisations 	10,000
Objective 8.03: To improve the level of understanding of personnel at lending institutions with regards to gender stereotyping	Activity 8.03: Conduct training aimed at changing the perception of key personnel at lending institutions with regards to gender stereotyping	Indicator 8.03: Number of persons in lending institutions trained	No person trained annually specifically in gender stereotyping (2019)	At least one lending institution trained annually	2021	<ul style="list-style-type: none"> Training reports Training register 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> Lending institutions 	5,000

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
Objective 8.04: To recognise the work of TVET practitioners	Activity 8.04: Develop a recognition programme for TVET practitioners	Indicator 8.04: Number of TVET practitioners recognised annually	No TVET practitioners recognised annually (2019)	All TVET practitioners recognised (for contribution to workforce development) annually	2021	<ul style="list-style-type: none"> Annual Report on implementation of TVET Communication and Marketing Strategy 	<ul style="list-style-type: none"> SLCTVET TVET Unit MoE 	<ul style="list-style-type: none"> MoE MoL TVET Unit Employees organisation Trade Unions 	20,000



POLICY AREA 9
KNOWLEDGE-DRIVEN
DECISION-MAKING

Policy Area 9: Knowledge-driven Decision-making

Strategic Objective 9: To ensure that evidence-based decision-making is informed by interdisciplinary knowledge and research

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
Objective 9.01: To provide a framework for ensuring that decision-making is knowledge-driven and evidence-based	Activity 9.01: Establish and maintain a fully functional Knowledge Management System (KMS) to capture key indicators and disaggregated information essential to inform interventions within the TVET sector	Indicator 9.01: Knowledge Management System established	1 LMIS (not functional, 2019) 1 TVET MIS (not operational, 2019)	Functional TVET KMS established	2022	<ul style="list-style-type: none"> • KMS system utilised to inform decision making 	<ul style="list-style-type: none"> • SLCTVET • MoL 	<ul style="list-style-type: none"> • Central Statistics Office • NIC • Department of Labour • Training providers • MoE 	*60,000 (KMS analyst cost included in 1.02)



Policy Area 10: Continuous Monitoring & Evaluation

Strategic Objective 10: To establish systems for continuous monitoring and evaluation of progress and implementation for the transformation and improvement of TVET

Specific Objective	Activity	Indicator	Baseline	Target	Time Frame	Sources and Means of Verification	Responsibility	Partner Stakeholder /institution	Annual Budget (XCD)
Objective 10.01: To monitor and evaluate the level and quality of implementation of TVET initiatives	Activity 10.01: Develop a comprehensive <i>Monitoring and Evaluation Framework and Guidelines</i> for TVET in Saint Lucia	Indicator 10.01: Framework and guidelines established	No framework and guidelines (2019)	At least 1 framework and the guidelines developed	2021	<ul style="list-style-type: none"> Monitoring and Evaluation Framework and Guidelines SLCTVET Reports 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> CSO Industry Trainees Training providers Training Institutions 	78,000
Objective 10.02: To track the efficacy and impact of TVET programmes/ initiatives implemented	Activity 10.02: Conduct regular <i>Tracer Studies</i> to inform the efficacy and impact of programmes implemented	Indicator 10.02: Number of Tracer Studies conducted	No tracer studies conducted (2019)	At least one annual tracer study conducted	2022	<ul style="list-style-type: none"> SLCTVET Reports 	<ul style="list-style-type: none"> SLCTVET 	<ul style="list-style-type: none"> CSO Industry Trainees Training providers Training Institutions 	

Annexes

Annex A: List of Training Providers in Saint Lucia

Organisation	Training Type	Certification	Target Group	Ages
Boys Training Centre (BTC)	<ul style="list-style-type: none"> Rehabilitation Services Life Skills 	<ul style="list-style-type: none"> National Certificate 	<ul style="list-style-type: none"> Children in conflict with law Truant individuals at homes or schools 	Below 16
Centre for Adolescent Renewal & Education (CARE)	<ul style="list-style-type: none"> Technical/Vocational Skills Training Life/Soft Skills Training 	<ul style="list-style-type: none"> National Certificate CXC – CSEC 	<ul style="list-style-type: none"> Unemployed Marginalised individuals Youth-at-risk 	17 - 25
National Skills Development Centre (NSDC)	<ul style="list-style-type: none"> Entrepreneurship Training Life/Soft Skills Training 	<ul style="list-style-type: none"> National Certificate N/CVQs 	<ul style="list-style-type: none"> Unemployed Marginalised individuals Youth-at-risk 	18 & Above
National Enrichment Learning Unit (NELU)	<ul style="list-style-type: none"> Numeracy & Literacy Skills Training Technical/Vocational Skills Training 	<ul style="list-style-type: none"> National Certificate CXC - CSEC 	<ul style="list-style-type: none"> School dropouts Unemployed Marginalised individuals 	16 & Above
Comprehensive/Secondary Schools	<ul style="list-style-type: none"> Formal Technical/Vocational Skills Training 	<ul style="list-style-type: none"> CXC - CSEC N/CVQs 	<ul style="list-style-type: none"> Secondary students 	Below 16
Sir Arthur Lewis Community College (SALCC)	<ul style="list-style-type: none"> Formal Technical/Vocational Skills Training 	<ul style="list-style-type: none"> CXC - CAPE N/CVQs 	<ul style="list-style-type: none"> Post-secondary and tertiary students 	16 & Above
University of the West Indies (UWI) Open Campus	<ul style="list-style-type: none"> Formal Technical/Vocational Skills Training 	<ul style="list-style-type: none"> Certificate Diploma 	<ul style="list-style-type: none"> Tertiary students 	16 & Above
Monroe College	<ul style="list-style-type: none"> Formal Technical/Vocational Skills Training 	<ul style="list-style-type: none"> Certificate Diploma 	<ul style="list-style-type: none"> Tertiary students 	16 & Above
Saint Lucia Crisis Centre	<ul style="list-style-type: none"> Counselling & Support Services Life Skills Training 	<ul style="list-style-type: none"> Certificate of Attendance 	<ul style="list-style-type: none"> Underprivileged Abused neglected Youth-at-risk 	All Age

Source: Saint Lucia Council for TVET

Annex B: Key Performance Indicators for TVET in Saint Lucia

Key Performance Indicator	2016/17 Estimate	2017/18 Revised	2018/19 Estimate	2019/20 Estimate	2020/21 Estimate
Percentage of students writing at least 1 TVET subject at the CSEC Level	90	90	95	95	98
Number of students registered for Caribbean Vocation Qualification (CVQ)	30	30	100	100	150
Number of trainees registered for Caribbean Vocation Qualification (CVQ)	311	311	311	311	312
Number of learners assessed (APL)	100	100	100	100	150
Number of occupational standards validated	15	15	15	15	20
Number of teachers trained in CBET	120	120	100	100	100
Number of teachers trained as Assessors	100	100	100	100	80
Number of students certified with CVQ	15	15	25	25	50
Number of trainees certified with CVQ	300	300	300	300	300
Number learners certified with CVQ	100	100	100	100	150
Number of individuals registered with NELP	1,700	1,700	1,800	1,800	2,000
Number of learners who register for NELP courses	1,700	1,700	1,800	1,800	2,000
Number of NELP courses conducted in collaboration with agencies	7	7	7	7	7
Number of NELP courses conducted at adult learning centres	20	20	20	20	20
Number of NELP classes at centres	65	65	65	65	65
Number of Co-ordinators employed with NELU	15	15	15	15	15
Number of Facilitators employed with NELU	60	60	60	60	60
Number of NELP centres established/opened	18	18	18	18	18
Number of learners who pursue academic, technical and enrichment courses at NELP	1,700	1,700	1,800	1,800	2,000
Percentage of NELP learners who register by gender (male)	35%	35%	35%	35%	35%
Percentage of NELP learners who register by gender (female)	65%	65%	65%	65%	65%
Number of NELP learners who successfully completed courses	1,500	1,500	1,500	1,500	1,500
Number of Special Schools introducing crop production as a technical-vocational subject	5	5	5	-	-

Source: Government of Saint Lucia (2018). Estimates of Revenue and Expenditure 2018-2019

Annex C: List of C/NVQs Currently offered in Saint Lucia

OCCUPATIONAL AREA	LEVEL	CVQ	NVQ
CONSTRUCTION & RELATED AREAS			
General Construction	1 & 2	●	-
Carpentry	1	●	-
Masonry	1	●	-
Electrical Installation	1	●	-
Property and Facilities Maintenance (Building Maintenance)	1	●	-
Plumbing	2	●	-
Wall & Floor Tiling	2	●	-
Painting & Decorating	1	●	-
Welding	1	●	-
Small Appliance Repair Small Engine Repair	1	●	-
Furniture Making	1 & 2	●	-
Furniture Furnishing	1	●	-
Upholstery	1	●	-
Power Line Construction & Maintenance (Distribution)	1	●	-
AGRICULTURE & RELATED AREAS			
Crop Production	1 & 2	●	-
Livestock Rearing	1	●	-
Agro Food Processing	1 & 2	●	-
Meat & Seafood Handling	1	●	-
Fish Handling & Processing	1 & 2	●	-
Ornamental Aquaculture	1	●	-
Inland Aquaculture Operations – Tilapia Production	1	●	-
Aquaculture Grow Out Operations	2 & 3	●	-
Sustainable Sea-moss Production	3	●	-
Boating Operations & Safety for Fishers Operating Vessels	3	●	-
Rabbit Rearing	2	●	-
Apiculture	2	●	-
Butchery	2	●	-
Dairy Farming Operations	1	●	-
HOSPITALITY & RELATED BUSINESS SERVICES			
Housekeeping – Laundry Attendant	1	●	-
Housekeeping – Room Attendant	1	-	●
Housekeeping – Houseman	1	●	-
Food & Beverage – Bartending	2	●	-
Food & Beverage – Bar Service (Pottering)	-	-	-
Food & Beverage – Restaurant Server	-	-	-
Commercial Food Preparation – Cookery	1	●	-
Commercial Food Preparation – Stewarding	1	●	-
Commercial Food Preparation – Commis Chef	2	-	●
Bread, Cakes & Pastry	1	-	●
Cake Baking & Decorating	2	●	-
Front Office – Uniform Service/Bellman	1	●	-
Community Tourism	1	●	-
Community Tour Guiding	1	●	-

OCCUPATIONAL AREA	LEVEL	CVQ	NVQ
Property Maintenance (Small Property)	1	●	-
Nail Technology	2	●	-
General Cosmetology	1 & 2	●	-
Barbering	2	●	-
Art and Craft Production – (Textile/Fibre)	1	●	-
General Office Administration	1	●	-
Customer Service	1 & 2	●	-
Screen Printing	2	●	-
Soft Furnishings	2	●	-
Drapery Making	1	●	-
Floral Arrangement	1	●	-
Massage Therapy	3 & 4	●	-
Papier Mache Craft	2	●	-
Fabric Design	1	●	-
Marketing	3	●	-
INFORMATION COMMUNICATION TECHNOLOGY (ICT) & RELATED AREAS			
Data Operations	1 & 2	●	-
Computer Graphics	1	●	-
Camera Operations	2	●	-
Photography	1	●	-
Technical Assistance in TV and Video Production	1	●	-
Audio & Visual Editing Operations	2	●	-
Recording Engineering	2	●	-
Live Sound Engineering	2	●	-
Using Information Communication Technology	1	●	-
ALLIED HEALTH			
Geriatric Caregiver	3	●	-
Health Care Assistance (Patient Care)	2	●	-
Care of the Older Adult	2	●	-
EDUCATION			
Early Childhood Development	1, 2 & 3	●	-
AUTOMOTIVE			
Motor Vehicle Repair-(Cars & Light Trucks)	1	●	-
PUBLIC SERVICES			
Security Operations	3	●	-
Providing Security Services	2	●	-
CREATIVE INDUSTRIES			
Steel Pan Manufacturing	1 & 2	●	-
Steel Pan Tuning	2 & 3	●	-
Musical Performance	1 & 2	●	-

● N/ CVQ offered; - N/ CVQ not offered

**MINISTRY OF EDUCATION, INNOVATION, GENDER RELATIONS
AND SUSTAINABLE DEVELOPMENT**

AND

**THE SAINT LUCIA COUNCIL FOR TECHNICAL
AND VOCATIONAL EDUCATION AND TRAINING**

