



SAINT LUCIA'S EXPERIENCE

TITLE: Organization of Eastern Caribbean States (OECS) Skills for Inclusive Growth Project Saint Lucia Pilot



Country: Saint Lucia

Institution: Ministry of Education & Culture (MOEC) is responsible for implementation of the OECS Skills for Inclusive Growth Project through the Technical and Vocational Education and Training (TVET) Unit of the MOEC Financing by the World Bank (International Development Association)

Type of Institution: Public

Other institutions involved: National Skills Development Centre (NSDC) and the Project Coordination Unit (PCU) of the Ministry of Economic Affairs, Economic Planning, Investments and National Development

Date: Start Date: Effectiveness: 19th December, 2007, Approved: 8th May, 2007, Signed: 21st June, 2007. Completion Date: Effective: 15th September, 2013

Context

The Government of Saint Lucia (GOSL) is improving the employability and career mobility of youth and other marginalized sections of the population through training/retraining and enterprise development initiatives. These skills enable youth to participate in the opportunities presented by a globalizing and growing economy and reducing vulnerabilities by targeting skills development to unemployed youth.

In addition to reducing unemployment and increasing career mobility, the project in St Lucia aims to increase the market value of skills training by introducing competency based standards approved by the Caribbean Association of National Training Agencies (CANTA), and issuing regionally recognized certification to successful trainees at the end of the training program for occupations within the sectors of Hospitality, Construction, Agriculture and Information Communication and Technology.

Objectives

The objective of the first operation of the project is to assist the Government of St. Lucia to increase the employability of youth through private-sector driven training. The key indicator for this project outcome is: The Percent of enrolled youth employed fifteen months after the start of the training program (target value 70 percent for the average of the project and 75 percent for year 4 of the project).

This objective has three intermediate outcomes with associated lines of action:

- (i) to increase levels of training among unemployed youth through the establishment of a

- (ii) competitive training scheme that finances private sector-driven training, to develop an improved policy framework for delivering training by enhancing OECS collaboration in training and introducing occupational standards to increase quality and value of training, and
- (iii) to strengthen institutional capacity to better implement, monitor and plan training.

The main intermediate outcome/output indicators of success for each of these lines of action are:

- Number of trainees enrolling and successfully completing the training program and traineeship.
- Number of Caribbean Vocational Qualification (CVQ) certificates awarded.

Percentage of indicators reported on a yearly basis (yearly target value 100 percent).

Relevance

The economy, driven by tourism and related foreign direct investment in hotel plant, has undergone a dynamic shift over the last decade marking a transition from mono-crop based agriculture to a service oriented economy. Nonetheless, Saint Lucia continues to face obstacles to competitiveness. Despite being an upper middle income country approximately a quarter of the population is poor with the youth being particularly affected (youth unemployment is estimated at 33 percent).

To reduce poverty, and create employment opportunities for young people. Saint Lucia has embarked on undertaking crucial reforms to improve competitiveness, including improving provision of skills to the economy. According to the World Bank report, OECS New Agenda for Growth, the OECS including Saint Lucia must address three crucial elements to maintain high economic growth in the medium run: (i) formulation of a long-term vision that positions the OECS Economic Union in the global economy; (ii) reorientation of the basic development model toward greater openness, competition and a more level playing field in the sub-regional economy; and (iii) *the creation of new capacity in the labor force and the private sector to take advantage of emerging opportunities in the global market place*. It is in this context that the OECS Skill for inclusive Growth Project was formulated.

Project components

The OECS Skills for inclusive growth project comprises two major interlinked components.

Component 1 – Skills training for unemployed youth – US\$3.56 million
(67 percent of project cost)

Component 2 – Improving the policy framework for training – US\$0.84 million
(16 percent of project cost)

Implementation

The project is currently undergoing **Cycle 3** of training.

Cycle 1 began July 2010 and culminated in June 2011.

Cycle 2 began July 2011 and culminated in March, 2013.

Cycle 3 began on July 1st, 2012 and will culminate on September 14th, 2013.

A total of One Hundred and thirty seven (137) trainees were enrolled in seven (7) classes for five (5) skill areas Cycle 1.

Three Hundred and Nine (309) trainees were enrolled under Cycle 2, which comprised fifteen (15) classes in ten (10) different skill areas. Three (3) of the fifteen (15) classes which have completed Cycle 2 did so during this reporting period. Trainees who completed training under Cycle 2 graduated on March

18th, 2013.

Training Cycle 3 has enrolled Five Hundred and Fifty Nine (559) trainees in twenty six (26) classes for thirteen (13) skill areas.

A total of One Thousand and Five (1005) participants have been enrolled in the OECS Skills For Inclusive Growth training programme. Total Enrollment per cycle was as follows:

Cycle 1 - 137
Cycle 2 - 309
Cycle 3 - 559

All trainees who completed Cycles 1 & 2 have graduated. Three hundred and twenty five (325) trainees have graduated. Total Graduates per cycle are:

Cycle 1 – 94 (69% of Enrollment)
Cycle 2 – 231 (75% of Enrollment)
Cycle 3 – Ongoing

Distribution of tasks

Project components

The OECS Skills for inclusive growth project comprises three major interlinked components.

Component 1 – Skills training for unemployed youth – Implemented by National Skills Development Centre.

Component 2 – Improving the policy framework for training – The Ministry of Education through its TVET Unit is responsible for implementation of this component.

Achievements and results

Project Development Objectives	Project Outcome Indicators (POI)	Outcome
To increase the employability of youth through private sector driven training	1) Percentage of enrolled youth employed fifteen months after the start of the training.	42%
	2) Number of Youth Certified at Level 1 or Above. Target 407	341
Intermediate Outcomes	Intermediate Outcome /Output Indicators	Outcome
Component 1: Skills training for unemployed youth		
Sub-component 1.1: Training Scheme To increase levels of training among unemployed youth through the establishment of a competitive training scheme that finances private sector-driven training and traineeships	1) Number of unemployed youth enrolled in training. Target 945 2) Percentage of enrolled youth that become certified one year after the start of the training. Target 65%	1005 45% (152/341) 32% (325)

	Percentage of Enrolled youth Certified 3) Percentage of trainees in other sectors than tourism. Target 38%	42% (426)
Employer Support for Traineeships	1) Number of Employers enrolled in providing support for the training.	126
Component 2: Improving the policy framework for training		
Sub-component 2.1: To develop an improved policy framework for delivering training by enhancing OECS collaboration in training and introducing occupational standards to increase quality and value of training:	1) Number of NVQ, CVQ or International certifications awarded. Target 407	133 NVQ's 43 Internat'al
Quality assurance for the certification system	2) Number of Prequalified training providers	117
Operationalization of a certification system	3) National Qualifications register in operation	NO
Sub-component 2.2: To improve policy framework for delivering training by development of Policy Action Plans	1) Labour Market Needs Assessment 2) Action plan to improve the relevance and sustainability of training	DONE NIL
Percentage of Indicators reported Annually		100%
Human, operational and institutional capacities		
<p>Given the small size of the island the management of the project and institutional strengthening of the implementing agencies was support by hiring consultants.</p> <p>In terms of Accreditation and Quality Assurance of training and certification trainer of Trainers workshop was held from March 12-13, 2013. At the end of the workshop the Training Providers should have gained upgraded skills in:</p> <ul style="list-style-type: none"> • Andragogy • Lesson Planning • Variety of teaching methods • Competency Based Education and Training (CBET) and the use of competency standards • Exhibiting the right attitudes as facilitators of adult learning • Appropriate methods of assessment and evaluation <p>These skills would be transferable to other countries.</p>		

Capacity to replicate and potential for exchange of this experience

The experience of public and private sectors working to improve the quality of the labor force can be replicated in other countries. This is an OECS wide project for which St. Lucia is a pilot country.

Modalities to replicate the exchange

Training workshops. Site Visits.

Good practices and concrete lessons

The Project was designed with the following in mind

- Training programs must be driven by labor market demand.
- The best way to ensure that courses are effectively demand driven is by sharing some of the costs with the private sector.
- In countries where a national training institution (NTI) exists, it is important to pay attention to the political economy of such institutions and avoid operating around them. Working with the private sector requires flexibility and quick responses from the suppliers of training.
- Training cannot substitute for schooling.
- Life skills training is essential to succeed in the workplace- and in life in general.
- Keep project design simple.

During the implementation of the project the following lessons were learnt:

- The number of trainees was reduced to better align to market absorption capacity; i.e. the project was impacted by the economic downturn following “Great Recession”.
- The eligibility criteria for trainees was widened of the by expanding the age range and number of Caribbean Examination Council passes. This will allow the project to continue targeting disadvantaged youth but also improve the pool of applicants and increase the relevance to the current labor market situation;
- There was need for the elimination of the monetary contribution of employers to the training scheme in order to offset the economic downturn and encourage their participation;
- There was also need to shift in resources from training to building and sustaining the policy framework for competency-based training and quality assurance.

Experiences and subjects to learn from other RIAC members

The actual implementation of objectives of their competitiveness councils; sources of financing for key activities

Key persons involved in the design, implementation, and evaluation

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Picture 1 Student Graduation from the Program

