



UNITED NATIONS



TRANSFORMING EDUCATION SUMMIT

NATIONAL CONSULTATIONS REPORT

FOR

SAINT LUCIA

Prepared by
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August 2022

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Abbreviations and Acronyms

ADHD	Attention Deficit Hyperactivity Disorder
CSEC	Caribbean Secondary Examination Certificate
ECE	Early Childhood Education
EQUIP	Education Quality Improvement Project
ESA	Education Sector Analysis
ESDP	Education Sector Development Plan
HOD	Head of Department
LAC	Latin America and the Caribbean
MOE	Ministry of Education
NSDC	National Skills Development Centre
OESS	OECS Education Sector Strategy
SALCC	Sir Arthur Lewis Community College
SDG	Sustainable Development Goals
TES	Transforming Education Summit
TVET	Technical, Vocational Educational and Training

EXECUTIVE SUMMARY – NATIONAL STATEMENT OF COMMITMENT

Decision-making in the education sector in St. Lucia is centralized yet consultative. While key decisions are made in the upper echelons of the Ministry of Education, stakeholder engagement is also a hallmark of the management process. The development of key policy documents such as the Education Sector Plan have always included consultations with key representatives of teachers, students, principals, parents and the business community to name a few. Hence convening national consultations on the focus areas of the Transforming Education Summit provided a further opportunity to engage stakeholders in reflective discussions on education issues.

The deleterious impact of the COVID-19 pandemic on the education sector was one area which most stakeholders identified. Concerns for loss of instructional time, fear of the school being a haven for mass transmission of the virus and general lack of preparedness of the education sector for the COVID-19 onslaught were persistently voiced during the national consultations. While the initial response to the pandemic seemed haphazard the Ministry of Education has now instituted clear learning recovery programmes and measures to ensure continuity of instruction in light of the persistence of the pandemic. Such measures include enhancing the physical and human capacities for online learning and working with parents to ensure sufficient time on task when students have to engage in online learning from home.

The key policies and initiatives for transforming education in St. Lucia are documented in the Education Sector Development Plan 2015 - 2020, Medium Term Development Strategy 2020 - 2023, the OESS 2012 - 2026 and to a lesser extent the CARICOM HRD 2030 Strategy. These documents highlight the key focus areas for the education sector in the medium and long terms. Focus areas include ICT in Education, TVET, Early Childhood Education, Special Education, school management and student achievement. Plans are afoot to develop a new Education Sector Plan that will encapsulate the priority issues facing the education sector with clear strategies and timelines for accomplishment of goals and targets.

Linked to the proposed formulation of the new Education Sector Plan is the review of national education targets and benchmarks to engender recommitment to local, regional and international education goals. In many areas St. Lucia was on track towards meeting the SDG targets by the 2030 deadline. While the COVID-19 pandemic has significantly retarded progress as much needed

resources were diverted to pressing national issues, the Ministry of Education remains resolute in its pursuit of the SDG targets as key pillars for physical, social and economic development of the island nation. The national consultations provided opportunities to share with stakeholders the many commitments of the education sector to the regional and international community. The Ministry has made it clear to stakeholders its commitment towards the local realization of the SDG targets.

Recognising the critical importance of finance to mitigate the effects of COVID-19 and other challenges in the education sector, the Ministry of Education is constantly seeking ways to harness more resources for the education sector. A cursory analysis of cost and financing of education will reveal the significant disparities in the distribution of the resources. Two thirds of the budget is allocated towards primary and secondary education leaving the remaining third to be shared among critical sectors such as Early Childhood Education, Tertiary Education and Special Education. At another level, the disaggregation of the education budget will reveal that approximately 85% of the education budget is allocated for remuneration of staff. The remaining 15% has to cover the costs associated with training of teachers and principals, procurement of instructional courseware, operational expenses and school repairs.

Improving efficiency in the use of resources is of paramount importance while the Ministry seeks to expand and deepen collaborations with other government agencies and non-governmental organisations. The national consultations provided a useful avenue for various agencies including government and non-government entities to reflect on their level of collaboration with the education sector and to pledge further and deeper collaboration to assist the education sector in achieving its targets.

Grant funding from the international community has been a welcomed supplement to the government allocations to the sector. St. Lucia has demonstrated an inalienable capacity to effectively utilise these additional resources when they are made available and to this end, the Ministry of Education expects that the Transforming Education Summit will catalyze the flow of support to needy states like St. Lucia to increase momentum towards national and international education targets. St. Lucia reaffirms its commitment to the attainment of the SDGs in particular SDG 4 which pertains to the education sector for the holistic development of the country's human resource base.

BASIC INFORMATION ON NATIONAL CONSULTATIONS

1. **Convener's Name:** Marcus Edward (Mr.)

2. **Number of consultations :** 4

3. **Basic information on all the consultation(s) convened**

a. **Dates:** July 4, 5, 6 and 7, 2022

b. **Title:** National Consultation on the Transforming Education Summit

c. **Types:** National Consultations

d. **Geographical Focus:** Island-wide

e. **Number of Participants for each consultation¹:** 49, 12, 7, 6

f. **Language used:** English, Kweyol

4. **What was/were the main area(s) of focus of the national consultations?**

- a) COVID-19 disruptions in education,
- b) Transforming education,
- c) Financing and Collaboration in education, and
- d) Review of national education targets and benchmarks.

5. **Total number of participants:** 74

6. **Age Range of Participants:**

0 - 17: 0

18 - 29: 2

30 -59: 72

60+

¹ List of participating agencies/organisations is presented in Appendix 1

7. Gender of Participants:

- Male: 12
- Female: 62
- Prefer not to say

8. Number of Participants from each Sector:

- Education (public) 49
- Education (private) 12
- Labour, Youth & Sports, Social Protection: 8
- Environment, Agriculture, Water, Sanitation and Hygiene: 3
- Finance : 2

9. Number of participants from each Stakeholder Group:

- Teachers, educators, facilitators, and professors: 60
- Youth and students (including children and adolescents): 2
- School leaders (e.g., from UNESCO ASPnet school network):2
- Public Servants (other Government Agencies): 7
- Local Non-Governmental Organizations: 3

1. THE IMPACT OF COVID-19 ON THE EDUCATION SYSTEM

The ongoing COVID-19 pandemic has significantly disrupted many aspects of life in St. Lucia including the instructional and learning processes. The Central Statistical Office of St. Lucia (2020) for example, noted that about 43% of adults became unemployed and nearly two-thirds of households nationwide experienced declines in income as a result of the pandemic². The education sector was not spared the impact of the pandemic. The various effects of COVID-19 on education were delineated during the national consultations for the Transforming Education Summit (TES) and are reported below.

1.1. Disruptions to School Access and Participation

The outbreak of the COVID-19 pandemic forced several school closures: schools were initially closed for face-to-face teaching for the period March 16 to April 13, 2020 and reopened on September 14, 2020. However, upon resumption of face-to-face teaching the Ministry of Education (MOE) in St. Lucia introduced a system of school shifts of either (i) alternating student attendance days for larger schools, (ii) operating a 4 or 6 day cycle at other schools with provision for one day during the week for teacher preparation and school sanitization. However, notwithstanding the various school scheduling systems, students of Grade 6 and Forms 4 and 5 were scheduled to attend school on every school day. Other COVID-19 related school closures were forced during the 2020 – 2021 school term with the MOE taking measures to prevent or reduce transmission of the COVID-19 virus. Principals and teachers who participated in the national consultations shared the following views on the impact of the pandemic:

- Older children having to perform childcare responsibilities since all daycare and preschool facilities were closed.
- High levels of student absenteeism and dropout.
- Generally students lacked intrinsic motivation.

² The Central Statistical Office of St. Lucia, (2020). The Socio-Economic Impact of the COVID-19 Pandemic in Saint Lucia: Findings from the Saint Lucia COVID-19 High Frequency Phone Survey (COVID-19 HFPS): Analysis of the 1st round of data collection (May 5 to 18, 2020).

- Drastic decline in earnings for private schools as school capacity was reduced by the implementation of the square footage requirements for school attendance.
- Teacher burnout and overload as available teachers had to cover classes of those absent.
- Transportation challenges negatively affected the attendance and punctuality of teachers and students.

Heads of Department (HODs) of the MOE described the impact of the COVID-19 pandemic as “a shock on the education system which not even the Division for Teacher Education had prepared teachers for”. HODs also reported the following effects of the pandemic:

- Closure of schools for extended periods of time forcing many students to be out of school.
- National standardised examinations were canceled and systems of continuous assessment were encouraged. In the TVET subjects it was not possible to assess practical skills which a key component of the competency-based assessment requirements for the TVET areas.
- Generally, students exhibited significant regression in terms of their behaviour, attitudes and achievement.
- ADHD become more rampant and pronounced with the increased ‘screen time’ the students are spending on their devices. Increasingly research is showing that too much screen time can lead to obesity, sleep problems, chronic neck and back problems, depression, anxiety and lower test scores in children.
- A plethora of challenges of distance learning including limitations of IT infrastructure, connectivity issues, lack of devices for both students and teachers, and limitations in teachers’ competence to manage virtual learning.

1.2. Managing the impact of COVID-19

The Ministry of Education recognizing the prevalence and persistence of COVID-19 instituted various measures to provide education during the pandemic. Throughout the pandemic the key initiatives undertaken have included:

- Agreement with a data service provider for the donation of cellular internet devices for students with no internet access at home.
- Exploring and training of teachers in the use of various online platforms for e-learning.
- Frequent discussions with the St. Lucia Teachers' Union and National Principals' Association on aspects of plans to respond to the COVID-19 pandemic.
- Provision of electronic devices for teachers and students.
- Psychosocial support for teachers and students.
- Provision of meals for less fortunate students and parents.
- OECS Academic Recovery Programme held during the summer to address learning loss for over 1000 students.
- Development of videos for Special Needs Students to explain the pandemic and its effects.
- Development of child friendly online content for the early childhood sub-sector.
- Form 5 students were given the option to defer their sitting of the CSEC examinations in response to their concerns for additional time.
- Development and enforcement of a School Continuity of Operations plan and school health protocols.

For periods when face-to-face classes were suspended, instruction of students was facilitated mainly using online learning platforms. To a limited extent TV programmes and printed work packages were utilised for instructional purposes. Arrangements were also made to allow students sitting CSEC to access school laboratories when necessary.

1.2.1. Learning-lost Recovery

In summing up the impact of COVID-19, the Central Statistical Office of St. Lucia (2020) posited that pandemic has negatively affected children's education, with 90 percent of households with children having to stop school activities due to the pandemic and approximately 10 percent of households with children whose schools closed were unable to continue learning activities remotely.

The MOE has recorded much progress in implementing programmes to (i) recover losses in instructional time and (ii) regression in learning among students. It was observed early that some students in the online classrooms were not mastering content and skills and so a priority during resumption of face-to-face was to reteach those areas where deficiencies in learning were noted.

At the Early Childhood Education (ECE) level, the centres remained open for instruction during the summer break and the caregivers were given additional training by UN Kaleidoscope adventure, SALCC and NSDC. The enforcement of health protocols became paramount and thus washing of hands, mask wearing and social distancing were enforced at all schools. In 2021, the Summer Academic Programme to help students recover from ‘learning loss’ was successfully completed with 1308 students participating. Further the Ministry promulgated the Model Safe School Policy and the Continuity of Learning Plan to provide guidance to all educators and stakeholders.

The MOE will, in the coming months, continue the distribution of devices to students and teachers and the training of teachers in effective pedagogy for Distributed Learning. The process of reviewing the curriculum at the primary school level has commenced and *inter alia* teachers are being trained to manage the curriculum review process. One of the expected outputs of the review process is the creation of a central online repository to provide content to students at all levels.

The HODs describes the pandemic as ‘Our New Normal’ and the ‘Element of Surprise’ in the education sector. The MOE is astutely aware that relying solely on the past as a reliable predictor of the future is risky as nothing in the past prepared the education system for the negative effects unleashed by the COVID-19 pandemic. Thus, the Ministry believes in accepting uncertainty and understanding those things which cannot be controlled is imperative.

1.3 Recommendations

Recommendations from stakeholders for dealing with the disruptions by the COVID-19 pandemic in the education sector are listed below:

- Ensure adequate psychosocial systems and support for teachers and students who are impacted by pandemic.
- Expand the school feeding programme to all students in primary and secondary schools to cater to the nutritional needs of children.
- Online modality should not be disbanded with the return of face-to-face instruction: MOE must continue to emphasise a mixed modality consisting of online and face to face instruction with the full integration of technology.
- Continue implementation of the Academic Recovery Programme.

- Build education resilience: the ability to prepare and plan for, absorb, recover from, and more successfully adapt to adverse events.
- Implement and ensure adherence to all policies such as the Continuity of Learning Guidelines and the Education Act. .
- Ensure an efficient monitoring and evaluation system with proper documentation of events/materials and processes

2. TRANSFORMING EDUCATION

This section discusses briefly the policy trajectory of the education sector and efforts by the MOE to deal with key challenges of the sector.

2.1. Education Policies and Priorities

In 2021, an Education Sector Assessment for St. Lucia identified five priority challenges for the education sector. They were identified as follows:

1. Declining enrolment and deficiencies in quality of preschool education.
2. Low learning achievement and gender disparities in the primary and secondary sectors.
3. Inadequate access to quality education for students with special needs.
4. Underdevelopment of the TVET sector.
5. Low participation and gender disparities in the tertiary education sector.

The social, cognitive, behavioural and health benefits of participation in high-quality ECE are well documented. St. Lucia has made significant progress in expanding ECE. The country's Gross Enrolment Ratio (GER) for ECE has declined in recent years. Pre-COVID-19 GER figures were 83% in 2018 and 78% in 2019. By 2020 the GER had further declined to 74.54%. If this enrolment trend, as revealed by the declining GER, persists, the country will be drawn further away from realizing its goal and that of CARICOM of universal early childhood education by 2030.

The quality of the ECE program has also been of great concern. It is a fact that the teachers at the ECE level are the least trained of the three basic education sectors. This lack of training impairs the ability of the teachers to effectively utilise instructional practices that are appropriate for the ECE level. Other issues impacting the quality of learning at the pre-primary level include (i) quality of the curriculum offered by some preschools, (ii) inadequate provisions for health and safety of children and staff, and (iii) lack of or inappropriate facilities, equipment and instructional resources.

St. Lucia boasts of having attained both universal primary and secondary education. Enrolment rates at these two levels in recent years exceed 90% for the primary level and 80% for the secondary level. Yet in spite of the significant gains made in improving access, the MOE has been concerned for some time about the overall low levels of learning achievement and gender

disparities in student performances at both the primary and secondary school levels. More than one third of the primary school students who write the Caribbean Primary Exit Assessment (and its forerunner the Common Entrance Examination) do not pass the examination. Coupled with the concern for overall low academic performances is the persistent phenomenon of boys' under-achievement. Overall, females have consistently performed better than males at all local and regional standardised assessments. The issue of gender disparities in educational attainment holds true for both primary and secondary school levels.

A third major area of concern is the inadequate access to quality education for students with special needs. St. Lucia has committed to the pursuit of regional and international imperatives which seek to ensure better educational provisions for persons with special needs. At the regional level, the CARICOM HRD 2030 Strategy calls upon member States of CARICOM to make adequate provisions for children with special needs including those who are gifted. Concomitantly, several targets of the SDGs request Governments to make adequate provisions for Persons With Disabilities (PWD). SDG Target 4.5 for example states that by 2030, countries are to “ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities”, and SDG Target 4.a mandates countries to “build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”.

The anecdotal information from stakeholders including the National Council of and for Persons With Disabilities point to inadequate attention to the quality and the availability of services for students with special education needs. Of note, are concerns about adaptive measures to make schools more accessible to students with physical impairments were voiced by stakeholders. Initiatives by the Ministry of Education in this regard include, (i) strengthening the existing Student Support Services Unit and (ii) remodeling of facilities to accommodate students with Special Needs. Through the EQUIP the Ministry proposes to construct two Special Education centres and refurbish TVET labs to meet Special Education requirements. Additionally, ensuring accessibility for the physically challenged is now a key requirement in the design and construction of all new school buildings.

The underdevelopment of the TVET sector was highlighted as a key shortcoming of the education system. This issue was further emphasized during the national consultations. In recent years, the

MOE has sought to give much prominence to TVET especially given the role it can play in the country's economic development and social stability. Two key initiatives of the Ministry of Education in relation to TVET development are:

1. Development and implementation of the Saint Lucia National TVET Policy and Strategy (2019–2023).
2. The inclusion of post-secondary TVET as a key aim in the Medium Term Development Strategy 2020–2023 for St. Lucia.

During the national consultations the calls for more resources into TVET and better alignment of school and work were reiterated. Calls were also made by consultation participants to:

- Increasing support for institutions offering skills training,
- Encouraging self-employment and entrepreneurship,
- Partnering effectively with the private sector, and
- Providing training based on the needs of the industry and economy.

A further key challenge of the education sector was the persistent low participation and gender disparities in the tertiary education sector. The available data show low and declining enrolments at the tertiary education level and a significant gender imbalance in enrolment. Data from the World Bank show a tertiary GER for St. Lucia of 15.4% in 2019, which was below world average of 38.8% and LAC average of 53%. In 2018-2019, St. Lucia had a Gender Parity Index of 2.47 at the tertiary level of education. Thus, there is now an urgent and clarion call to increase enrolment at the tertiary level of education and as such the policy pronouncement of the present Government to ensure a graduate in every household is a step in the right direction. Concomitant with increasing overall enrolment is the need to ensure more males are enrolled in tertiary education.

2.2. Recommendations

As part of the overall effort to re-imagine and transform education, stakeholders recommended the following:

- More effective monitoring of ECE centres by MOE curriculum officers.
- Eliminate/reduce disparities in the following:
 - Technological access: urban vs rural; socio-economic disparities,

- Resource allocation - Rural schools are not benefiting from all the resources in terms of specialised teaching e.g. physical education, music teachers due to their size, and
- Inequality in subject offerings between the rural and urban schools.
- Establish a standardised online platform which is readily accessible for teachers to access teaching strategies and related information.
- The Teacher Education programme at the Sir Arthur Lewis Community College needs to include online teaching modalities among the pedagogical approaches teachers are exposed to.
- The new curriculum being developed should include aspects of Social Emotional Learning.
- Greater support for Special needs students – make schools more accessible.
- Strengthen roles of District Education Officers, Students’ Councils, School Boards and Parents Teachers Associations.
- Establish a system of licensure for teachers.
- Continue the programme of creating alternative secondary schools.
- Promote action research in the education sector. .

3. REVIEW OF NATIONAL EDUCATION TARGETS AND BENCHMARKS

3.1 Benchmarks and Targets

National education targets and benchmarks for St. Lucia are dispersed over several policy and strategic documents. One such document is the Education Sector Development Plan (ESDP) 2015-2020 in which the MOE listed as priorities (i) Alignment of Purpose, (ii) Service Excellence and System Integration, (iii) Educational Leadership, Governance, Accountability and (iv) Resource Stewardship and Resource Management. While the ESDP 2015-2020 has expired and a thorough review of its implementation has yet to be undertaken, the MOE will soon be embarking on the development of a new sector plan. In the interim, the MOE is guided by the Medium Term Development Strategy 2020-2023³, captioned “Nou Tout Ansanm”. Within the Medium-Term Development Strategy, a key objective of the Government in the medium-term is to improve the quality of and access to education and to increase the enrolment of students into post-secondary and tertiary institutions. Specifically the Government wishes to have 2000 students enrolled in TVET courses and 7500 students enrolled in post-secondary/tertiary programmes by 2023 (p. 62). Also in the medium term the government will give priority to the following:

- Increasing participation and quality in early childhood education,
- Adapting the school curriculum to meet the changing demands of the global economy, and
- Elevating the quality of teaching and modes of delivery.

The Government proposes to achieve these targets through implementation of the following measures.

- Revision of the Education Act,
- Promulgation of policies on
 - Standardization of Learning outcomes for ECE, PE, Special Needs Education, SE,
 - school-based management and governance,
 - establishment and implementation of School Boards,
 - TVET,
 - Open Education Resources for schools,

³ <https://planipolis.iiep.unesco.org/en/2020/saint-lucia%E2%80%99s-medium-term-development-strategy-2020-2023-7124>

- Adult Education,
- Creation of Centres of Competence/ Excellence,
- Curriculum and Assessment, and
- Schools and Libraries Infrastructure (p.45)
- Formulation of a new Education Sector Plan

Important education targets and benchmarks for St. Lucia are also contained in the OECS Education Sector Strategy (OESS) 2012 - 2026 and the CARICOM HRD 2030 Strategy. The priority areas in the OESS which OECS states are committed to are:

1. Improving the quality and accountability of leadership and management,
2. Improving teachers' professional development,
3. Improving the quality of Teaching and Learning,
4. Improving curriculum and strategies for assessment,
5. Increasing access to quality ECE,
6. Providing TVET opportunities for all learners, and
7. Increasing access to and relevance of tertiary and continuing education

It has been noted from annual reports of the OECS that steady progress is in the implementation of activities in the following areas:

- improving leadership and management;
- improving teacher's professional development;
- improving the quality of teaching and learning;
- increasing access to quality Early Childhood Development Services; and
- providing increased opportunities for TVET for all learners.

The area receiving the least attention is the imperatives dealing with increasing access to tertiary education.

The CARICOM HRD 2030 Strategy consists of several Policy Strategies and Outcomes which Member States have committed to realizing by 2030. In this regard, a Regional Action Plan was developed and is being monitored by individual countries using a Situational Analysis Matrix consisting of 24 indicators. The indicators on which St. Lucia has shown significant progress are:

1. Net Enrolment Rates for primary and secondary levels
2. Primary and secondary Completion Rates
3. Primary and secondary Survival Rates
4. Percentage of trained teachers at primary and secondary levels, and
5. Proportion of secondary schools with career guidance programmes

Indicators which signal a need for greater effort by the education sector include:

1. Participation rate in Early Childhood Education
2. Proportion of children achieving mastery in literacy and numeracy at Grade 2 level and end of primary level, and
3. Percentage of TVET teachers/trainers trained in competency-based programmes.

3.2.Recommendations

Stakeholders recommended the following measures to recommit to targets and benchmarks:

- Creating greater public awareness among stakeholders of the education targets which the country is committed to achieving,
- Reducing gender and geographic disparities where necessary,
- Publishing periodic reports on status of progress towards targets,
- Ensuring political agreement on targets so that local targets don't get changed when the government changes, and
- Ensuring effective functioning of the Cabinet Sub Committee of Ministers (CSC) and the Sustainable Development Goals National Coordinating Committee (SDGNCC).

4. FINANCING OF AND COLLABORATION IN EDUCATION

4.1. Expenditure on Education

In recent years St. Lucia has spent approximately 4% of its GDP annually on education. However, this level of spending is lower than the average of 5.7% for Latin American and Caribbean countries. In 2020/21, 13.2% or EC\$224,583,500 of the government's budget was allocated to the Department of Education, Innovation and Gender Relations. As far as the distribution of the 2020-2021 budget goes, the secondary and primary education levels together received approximately 70% of the education budget, while special education, TVET and accreditation and early childhood education (ECE) combined received about 6%. Per student costs in 2020-2021 were as follows:

- Preprimary – EC\$719.37 (USD266.18)
- Primary – EC\$3,978.91 (USD1,472.28)
- Secondary – EC\$6,230.23 (USD2,305.32)⁴

There was general consensus during the national consultations that cost is a major barrier to accessing preschool services in St. Lucia as most pre-schools are privately owned. Also generally agreed, is that inadequate financing of the needs of educational institutions are seriously thwarting efforts to inculcate 21st Century Skills in students. The MOE averred that the education sector has traditionally received the second largest share of the national budget and that it may prove extremely difficult to commit a larger share of the budget to that sector. In this regard various cost sharing arrangements were proposed by stakeholders and included the following:

- Seeking grant funding to supplement government allocations,
- Utilizing skills and facilities such as workshops in schools to provide paid services to the public,
- Implementing an education levy as done in some countries (Jamaica for example) and
- Strengthening linkages with the local private sector, other government agencies and civil society organizations.

4.2. Recommendations

⁴ EC\$ 1 = USD0.37

To foster greater collaboration and to mobilize additional resources towards the education sector, stakeholders proffered the following recommendations:

- Government should continue to make investments in education a top national priority;
- Conduct research to examine the possibility of imposing an education tax to support the education sector,
- Forging strategic partnerships with the private sector to harness support for education,
- Mobilisation of external resources particularly grant funding to support education,
- Utilizing skill personnel and workshops in schools to provide paid services to the public as a means of generating revenue, and
- Ensuring more timely release of funds and other resources to schools.

5. CONCLUSION

The UN Transforming Education Summit has been scheduled for September 2022 to

Mobilize political ambition, action, solutions and solidarity to transform education: to take stock of efforts to recover pandemic-related learning losses; to reimagine education systems for the world of today and tomorrow; and to revitalize national and global efforts to achieve SDG-4.

The purpose of this report was to synthesize the views of participants in national consultations in four key areas identified by the TES Secretariat. The four areas comprise:

1. Ensuring full recovery from COVID-19 educational disruption;
2. Identifying the main strategic transformations and levers for reimagining education for the 21st Century and accelerating progress towards shared education goals;
3. Reviewing national education targets and benchmarks, and
4. Ensuring strengthened and more sustainable public financing of education

The education system of St. Lucia has had notable success in many areas in the recent past and generally the country was thought to be on track to achieving the targets for SDG 4 prior to the COVID-19 pandemic. Notwithstanding the negative impact of the pandemic on the education sector, stakeholders and the Ministry of Education agree that new opportunities to strengthen leadership and delivery of instruction have been presented and should be fully utilised. Increasing efficiencies in resource utilisation, eliminating regional and gender disparities in educational attainment are areas for priority attention.

It was the concerted view of stakeholders that present education targets are relevant and that the 2030 SDG4 targets are attainable. However, the availability of resources on a timely basis is key to overcoming the challenges in education and accelerating progress on the SDG targets. Stakeholders reiterated their support for the education sector and noted avenues for further collaboration with the Ministry of Education. Increasing the level of funding remains the most viable means of eliminating most of the challenges hindering progress on the SDGs. In this regard, the Ministry of Education is open to dialogue with the international community and development partners to mobilize the requisite assistance.

Appendix 1

List of Participants/Organizations

Consultation Dates	Modality	Organizations/Agencies Present	Total Participants
July 04, 2022	online	<ul style="list-style-type: none"> • Selected principals and senior teachers of primary and secondary schools • Representatives of early childhood and special education centres 	49
July 05, 2022	face to face	<ul style="list-style-type: none"> • Heads of Department and senior officers of the Ministry of Education 	12
July 06, 2022	face to face	Representatives of <ul style="list-style-type: none"> ○ Ministry of Agriculture ○ Ministry of Commerce ○ Ministry of Finance ○ Ministry of the Public Service ○ Ministry of Youth and Sports ○ Ministry of Tourism ○ Prime Minister's Office 	7
July 07, 2022	online	Representatives of <ul style="list-style-type: none"> ○ National Youth Council ○ St. Lucia TVET Council ○ National Council of and for Persons With Disabilities ○ GEF Small Grants Programme 	4

