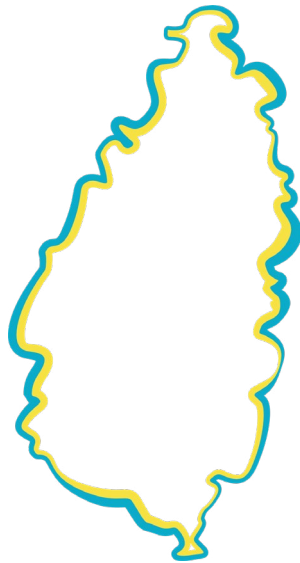




FOCUS ON SAINT LUCIA



2021–25



COL's work in Saint Lucia is primarily in the areas of higher education through the Virtual University for Small States of the Commonwealth (VUSSC) network and Skills for Work. Learners from Saint Lucia are also participating in COL's free online courses and benefitting from other openly available resources.

HIGHLIGHTS

- National Skills Development Centre developed an open and distance learning (ODL) strategy and action plan.
- Over 1,000 learners from Saint Lucia enrolled in 5,242 courses with 1,805 certificates issued through the Skills Online Certificate Scholarship Programme (2021-24).
- Sir Arthur Lewis Community College developed a strategic plan to integrate technology-enabled learning into its technical and vocational education and training.

Helping Commonwealth Member States and institutions use distance learning and technologies for expanding access to education and training.

The Commonwealth of Learning (COL)

is focused on adding value to member countries' efforts to reach the Sustainable Development Goals, particularly SDG4. We support the governments and institutions in the use of appropriate, affordable technologies to improve and expand learning for sustainable development. During its current plan (2021–27), COL will:

- i) build on its expertise in ODL, OER and TEL to play a more influential role in national policy development and implementation;
- ii) invest in innovations and research;
- iii) support the digital transformation of institutions and organisations;
- iv) promote gender equality; and
- v) implement a rigorous monitoring and evaluation plan.

COL's work is currently organised into two sectors — Education and Skills — with Gender Equality and Technology-Enabled Learning (TEL) as cross-cutting initiatives.

The Education sector supports formal education from secondary to tertiary levels across the Commonwealth and has four initiatives: Open Schooling; Teacher Education; Higher Education and the Virtual University for Small States of the Commonwealth (VUSSC).

The Skills sector supports formal, non-formal and informal education and training to equip learners for livelihoods and has three initiatives: Skills for Work; Lifelong Learning for Farmers (L3F) and GIRLS Inspire.

The work in these sectors complements the three pathways of change COL is focusing on in achieving impact for each member country. These are:

1. Building National Resilience
2. Strengthening Institutions
3. Improving Lives and Livelihoods

KEY CONTACTS

FOCAL POINT

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PARTNERS

COL's partners in Saint Lucia include:

- Ministry of Education, Sustainable Development, Innovation, Science, Technology and Vocational Training
- National Skills Development Centre
- Organisation of Eastern Caribbean States
- Sir Arthur Lewis Community College

BUILDING NATIONAL RESILIENCE

COL is working with governments to use gender responsive ODL policies and strategies for increasing equitable access to quality learning.

Saint Lucia has focused on enhancing teacher professional development, particularly in mathematics and assistive technologies, through its partnership with COL. National efforts include integrating blended learning and micro-credentials into education frameworks to promote greater flexibility, accessibility, and inclusivity within the country's education system. There has also been a strong emphasis on strengthening Technical and Vocational Education and Training (TVET) to better align regional skills development with global economic demands and climate action priorities. Additionally, Saint Lucia has leveraged open educational resources (OER) and innovative digital platforms to foster lifelong learning opportunities and greater workforce mobility across the Commonwealth Caribbean.

Supporting ODL and teacher professional development

COL and the Organisation of Eastern Caribbean States (OECS) Commission signed a landmark Memorandum of Understanding (MOU) in October 2025 to strengthen collaboration in advancing digital learning, open education, and teacher development across the region. The MOU establishes a framework for joint action to expand access to quality education through technology, build resilient, flexible education systems, promote lifelong learning, and enhance equity and inclusion.

Through this partnership, the OECS and COL will jointly pursue initiatives that include developing knowledge infrastructure, creating and sharing Open Educational Resources (OER), supporting digital pedagogy training for educators, and providing technical and advisory support for education transformation.

COL's partnership with the OECS improved the capacity of 49 educators to evaluate, select, and use assistive technologies as instructional support for students with special needs. To mark the successful completion of the training, a graduation ceremony for these educators was held in June 2023, where participants from six Caribbean nations and territories (British Virgin Islands, Dominica, Grenada, St Kitts and Nevis, Saint Lucia and St Vincent and the Grenadines) gathered with leaders and senior members of their Ministries for this virtual ceremony.

Advancing Caribbean teachers in mathematics education

The Advancing Caribbean Teachers (ACT) in Mathematics Education project, in partnership with the Ministries of Education in St Kitts and Nevis, Saint Lucia, and St Vincent and the Grenadines, has concluded with positive developments. More than 80 educators (25 from Saint Lucia), including in-service primary teachers, curriculum officers, mathematics coaches, and student teachers, comprised the diverse cohort, who received professional

development certificates of achievement in June 2025. Their participation reflected the project's goal to improve Caribbean Secondary Education Certificate (CSEC) results in mathematics, which begins with foundational reform, strengthens teachers' knowledge, improves classroom practice, and rethinks how young learners experience and engage with mathematics from the earliest years of schooling to the secondary level.

The ACT project was built around a blended professional development model that included in-person workshops, self-paced engagement with OER on a dedicated, contextually designed learning management platform, and online sessions within communities of practice across the three countries. The online sessions for cohort 1 were spaced a month apart to allow teachers the flexibility to apply new concepts in their classrooms, reflect on the experience, and return ready to share emerging insights. This reflexive approach became a key driver of participants' confidence. It enabled continuous refinement of their instructional techniques, a layered, inclusive intervention rooted in the local context and designed to support sustainable peer-led training.

As a continuation to cohort 1, a series of webinars have been planned to extend the first cohort's professional learning community beyond the borders of the project and provide continued spaces for collaboration and growth for teachers of mathematics. A total of 358 participated in the webinar on From Blocks to Brilliance: Building Number Sense with Base-10 Tools held in September 2025. One-hundred and thirty-three participated in the webinar on Bar Models in Action: Transforming How Students See Math, held in October 2025.

Towards a Micro-credential Framework for the Commonwealth

The University of the West Indies, Mona, in Kingston, Jamaica, co-hosted in March 2025 the Caribbean and the Americas regional consultation on Developing a Commonwealth Credit Transfer Framework: Micro-credentials in a Digital Age. Forty-eight senior education and vocational leaders from the Bahamas, Barbados, Canada, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Vincent and the Grenadines and Trinidad and Tobago were brought together to develop a unified strategy to mainstream micro-credentials within national frameworks. The meeting laid the foundation for a regional community of practice to strengthen capacity

and collaboration in advancing flexible, equitable education across the Caribbean.

Supporting skills development and employability

The Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE), in partnership with the University of Trinidad and Tobago, held its 19th annual meeting in October 2023, attended by approximately 200 quality assurance professionals in the region from academia, training agencies, and government ministries. COL's Vice President delivered a plenary on the impact of recent AI developments and senior academics from COL's VUSSC partner universities presented on post-pandemic QA recovery. The Honourable Nigel de Freitas, Acting President of Trinidad and Tobago and Senate President, stressed the urgency of workforce development for regional economic growth, highlighting the role of innovation.

Climate change and education

COL initiated several high-level panels on Climate Change and Education to support Member Countries in advancing climate action through policy, capacity, resources and research. This resulted in the "Transforming Education for Climate Action: Report to Commonwealth Ministers of Education", published in August 2022.

Strengthening TVET systems in the Caribbean

COL supported the Caribbean Association of National Training Agencies (CANTA) in establishing a Learning Management System (LMS) Working Group in 2025, functioning as a professional learning community, to lead the integration of technology in TVET across Commonwealth Caribbean states. Key initiatives include transferring Moodle LMS hosting from COL to CANTA, implementing virtual labs, and integrating artificial intelligence into skills training.

The regional workshop, convened by COL, CANTA, and Trinidad and Tobago's National Training Agency, resulted in the validation of blended learning courseware with regional occupational standards. Held in Trinidad and Tobago in December 2024, the workshop brought together over 20 practitioners from Barbados, Belize, Grenada, Guyana, Jamaica, Saint Lucia, St Vincent and the Grenadines, and the host country to advance TVET innovation in the region. The workshop focused on integrating blended learning approaches into the Guidelines and Criteria for CVQ,

updating occupational standards to meet contemporary workplace demands, and on blended learning. These efforts will strengthen regional workforce competitiveness and will enable greater mobility of certified skilled workers within the CARICOM single market and economy.

COL also joined members of the Executive Committee of CANTA in a meeting held in Grenada in November 2023, exploring strategies for developing, piloting and scaling courseware for use in CANTA member countries, based on the two occupational standards for the blue economy sector. Mr Elvis Morain, Permanent Secretary for Education, Grenada, emphasised the importance of recognising the currency of TVET and highlighted the need to upskill Grenada's workforce to align with the nation's requirements. These efforts aim to transform the education system, diversify qualifications, and upskill the workforce from primary to tertiary levels, aligning with global trends and technological advancements. COL supported the participation of experts from the 12 Caribbean Commonwealth Member Countries within this initiative.

In partnership with CANTA, COL supported the review of guidelines for awarding the Caribbean Vocational Qualification (CVQ) to adapt the TVET system to lifelong learning and evolving global demands. Held in Barbados in February 2023, this review was attended by representatives from 12 Caribbean Commonwealth countries. The Honourable Ms Kay McConney, Minister of Education, Technological and Vocational Training,

Barbados, noted that the revised guidelines would expand education and training opportunities, ensuring adaptability in a fast-changing world.

COL hosted a regional training session in Barbados in late 2022 to equip TVET leaders from Barbados, Belize, Dominica, Saint Lucia, St Kitts and Nevis and Suriname with the skills to integrate ODL into their institutions. In collaboration with UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) and CANTA, participants developed and validated strategies for ODL implementation. Mr Henderson Eastmond, Chair of the Barbados TVET Council and CANTA, emphasised the initiative's importance in digitising content for the Caribbean TVET subsector.

STRENGTHENING INSTITUTIONS

COL is supporting partner institutions to strengthen its ODL systems and capacities for providing quality education and training.

Enhancing ODL policy and institutional capacity

During 2021–22, COL, in partnership with UNESCO-UNEVOC, supported CANTA in building practitioners' capacity to develop strategies for inclusive TVET delivery using open and distance learning approaches and technologies. The National Skills Development Centre participated in the project and developed its institutional ODL strategy and action plan. Following its partnership with COL, the OESC began managing its own open-source learning management system in July 2023 and has been offering teacher professional development courses independently.

In August 2022, Sir Arthur Lewis Community College developed a strategic plan to integrate technology-enabled Learning into its technical and vocational education and training.

IMPROVING LIVES AND LIVELIHOODS

COL continues to provide learners, especially from disadvantaged groups, access to learning and resources for improved livelihoods.

Strengthening skills and lifelong learning

Over three years (2021–2024), the Skills Online Certificate Scholarship Programme, delivered in partnership with Coursera, Udemy, and Grow with Google strengthened pathways for lifelong learning and skills for employment and entrepreneurship. A total of 1,075 learners in Saint Lucia completed 1,805 courses through this programme. In August 2025, a comprehensive report was published analysing participants' profiles and experiences, providing insights into learner outcomes and workforce development.

SPECIAL EVENTS AND ACTIVITIES

COL's **Pan-Commonwealth Forum on Open Learning** is held triennially and is co-hosted with local partners in different regions of the Commonwealth. In September 2025, COL co-hosted with the Ministry of Higher Education of Botswana and Botswana Open University PCF11 in Gaborone, Botswana. With over 400 in-person participants from 44 Commonwealth Member Countries (20 participants from Barbados, Belize, Grenada, Guyana, Jamaica, St Kitts and Nevis and Trinidad and Tobago), the three-day Forum, held under the theme "Innovative Open Education: Fostering Resilient Societies for Sustainable Economic Development", explored how ODL can expand access to education, bridge the digital divide, and promote social and economic development. At its conclusion, education ministers and policymakers in attendance agreed to seven collective actions as a roadmap to advance open learning across the Commonwealth. The Gaborone Statement aligns with the CHOGM 2024 Samoa Communiqué and builds on the previous work laid out at PCF10 in Calgary, Canada.

Three delegates from Saint Lucia attended PCF10, the first-ever hybrid Forum held in Calgary, Canada from 14–16 September 2022. They included: Germain Anthony, OECS Commission; Pauline Antoine-Prospere, Ministry of Education and Royston Emmanuel, Sir Arthur Lewis Community College.

COL's **VUSSC Voices webinar series** provides a platform for dialogue, collaboration and innovation in responding to the shared challenges and aspirations among the Commonwealth's Small States. In March 2025, Strengthening Mathematics Education: Lessons from the Eastern Caribbean was presented by Dr Lois George of The University of the West Indies. She focussed on the ACT in Mathematics and the foundational work being done with the Ministries of Education in S. Kitts and Nevis, Saint Lucia, and St Vincent and the Grenadines.

COL's Regional **Focal Points meeting** for the Caribbean was held in Kingston, Jamaica from 30–31 January 2023. Focal Points from ten countries participated (Antigua and Barbuda, The Bahamas, Barbados, Grenada, Guyana, Jamaica, Saint Lucia, St Kitts and Nevis, and St Vincent and the Grenadines participated in-person while Trinidad and Tobago participated virtually). The Minister of Education, Youth and Information, Jamaica, the Honourable Ms Fayval Williams, delivered the inaugural address in which she stated that the future of education is uncertain, and countries must be open and ready to embrace change. She noted that COL has been the one reliable agency that is helping countries to be ready for this uncertain future by making use of ODL, OER and their appropriate technologies for education. Common areas of concern in the region identified by the participants include food security and training related to climate-smart agriculture, male disengagement with education and the need for pedagogies tailored to meet their needs; access to OER aligned with the national curriculum, the need to strengthen special needs and inclusive education; increase demand for TVET, and capacity building and technical support for institutions in ODL and digital pedagogies.

PUBLICATIONS OF RELEVANCE

Advancing Caribbean Teachers (ACT) in Mathematics Education: A Case of Three Eastern Caribbean Countries – St Kitts & Nevis, St Vincent and the Grenadines and Saint Lucia (2025)

<https://hdl.handle.net/11599/5732>

Focal Points Meeting – Caribbean (2023)

<http://hdl.handle.net/11599/5288>

Gender Profile 2023: Saint Lucia

<http://hdl.handle.net/11599/5557>

Micro-Credentials as Catalysts for Supporting Strategic Development Goals in Education in the Commonwealth Caribbean (2024)

<http://hdl.handle.net/11599/5632>

Open, Inclusive, High-Quality Schooling for All: A Proposition for the Caribbean (2025)

<https://hdl.handle.net/11599/6060>

Review of ODL for Higher Education in the Commonwealth (2025)

<https://hdl.handle.net/11599/5745>

Skills Online Certificate Scholarship Programme (2021–24): Understanding the Profiles and Experiences of the Learners (2025)

<https://hdl.handle.net/11599/5743>

Towards a Micro-credential Framework for the Commonwealth (2025)

<https://hdl.handle.net/11599/5742>

Transforming Education for Climate Action: Report to Commonwealth Ministers of Education (2022)

<http://hdl.handle.net/11599/4068>



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