

**A REPORT ON HIGHER EDUCATION  
IN  
ST. KITTS AND NEVIS**

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# SECTION ONE

## SUMMARY

### *Key Issues*

- There appears to be a problem of access to higher education in St. Kitts and Nevis.
- Higher education has made fair progress over the years, but further progress in its development requires flexibility and a plan for the future.
- The increase in offshore universities over the last ten years suggests a move towards the development of St. Kitts and Nevis as a “college town”.
- Distance education could emerge as the fastest growing sector of higher education.
- There is limited marketing of higher education programmes in St. Kitts and Nevis.

Based on the research, access to higher education in St. Kitts and Nevis is a critical issue. The research shows that the number of students graduating from high school far exceeds that entering the National Higher education institution (Clarence Fitzroy Bryant College) or even pursuing higher education outside of the Federation. The research suggests that the current system may not be adequately providing for access to higher education. It raises a few questions: how should the education system be structured to ensure that all students have the opportunity to access higher education? Is the current system adequate? Efforts to bridge the gap between secondary school and university may have to focus on the structure of primary and secondary education. The Ministry of Education

has begun to move towards a change in this area starting with the new draft education bill which is now making its way through parliament. The move away from junior high schools to full secondary schools and the existing test of standards and school leaving exams leading to a secondary school certificate should address some of the issues.

Further, the revision of the programmes of the Advanced Vocational Education Centre (AVEC) should be designed not only to provide students with the necessary skills to function in particular industries but as a stepping stone to the Clarence Fitzroy Bryant College. The thrust of the Ministry of Education to take the College to the rural communities through its Adult and Continuing Education Programme can play a role in upgrading the competencies of the entire population thus giving them the opportunity to pursue higher studies. The move towards forging partnerships with international institutions and the improved access to distance education via the internet should open another avenue for persons wishing to pursue higher education in a range of subject areas.

In the absence of a written plan for higher education, it has been difficult to clearly identify the goals of higher education in St. Kitts and Nevis. However, in a project such as this, one must ask a broad question: Is higher education in the Federation achieving its short- term and long term goals? This question can only be answered through (1) the identification of those goals and (2) conducting a scientific study to determine the extent to which they are being met. One of the goals that emerged while putting together the information gathered in the research is meeting the country's human resource needs. A

scientific study as identified above is crucial for the continued development of effective higher education programmes designed to meet the specific objectives.

Higher education has made fair progress over the years, but further progress in its development requires flexibility and a plan for the future. Flexibility here refers to the ability of the College to take decisions which will advance its programming and adjust its structure to meet the changing environment. This would be best achieved by making the College more autonomous. The Government has recognized this and has appointed a transition team whose mandate is to propose the way forward for the College to be autonomous. Part of that team's mandate is to design a legal framework for the operation of the College.

The consolidation of the various institutions into a single entity, the Clarence Fitzroy Bryant College provided a basic framework for the development of higher education. However, beyond this there does not appear to be a clear plan for higher education development, at least on paper. The formation of the Accreditation Board separate from a blue print for higher education could pose a problem as well as it could form the basic structure from which higher education could develop in a more systematic way. The Accreditation Act lists those key factors which must be considered in the development of a single higher education institution and as such can be used as a framework for the development of a national higher education institution.

The programmes offered at the University of the West Indies School of Continuing Studies have contributed to the development of higher education to some extent.

However, the data prior to 2000 was difficult to analyse as the enrollment was recorded per course with no consolidated totals. Based on the data for the period thereafter, it is obvious that although the numbers are small relative to the population, the School of Continuing Studies has an impact on higher education in St. Kitts and Nevis.

The number of offshore institutions is expected to increase thus making the Federation a “college/university town”. The monitoring of these institutions is paramount for the protection of students, faculty and the reputation of the Federation. At present, the Accreditation Board does not actively monitor the institutions with regards to requiring them to submit requisite information at identified intervals. Rather, they are requested to provide certain information when submitting their application for accreditation and re-accreditation. The Accreditation Board should monitor these institutions more closely to ensure that they are operating within stipulated guidelines and that the rights and safety of staff and students are protected.

Distance education plays a major role in the delivery of programmes by the University of the West Indies. With the infrastructure already in place, it could perhaps be used to facilitate full-time programmes both at the School of Continuing Studies and at the Clarence Fitzroy Bryant College. This could be done by the creation of a partnership with the Clarence Fitzroy Bryant College which could reduce the cost of education for the College. The use of the internet for exams for the Level 1 Programme could be further developed to include the delivery of courses thus increasing the opportunity of

access to a wider variety of programmes offered by the University of the West Indies without the hiring of additional teaching staff.

### **Conclusion**

Higher Education in St. Kitts and Nevis has made progress. However, the variety of programmes offered is limited. Further, the number of persons accessing higher education programmes has not increased significantly suggesting that there are not enough spaces or that the majority of students graduating from high school do not have the necessary qualifications to access this level of education or that there is not enough marketing of higher education in the Federation. The on-going development of the structure of the education system will be critical in improving access. The conduct of tracer and other types of studies to help shape the education plan is very important for the development of higher education.

The contribution of the UWI School of Continuing Studies is commendable. It should continue to offer programmes to fill the gaps left by the National Institution. However, continued development of the relationship between that institution, the UWI and the Government should contribute to a more effective higher education system.

### ***Proposals***

1. Higher Education in St. Kitts and Nevis should be the responsibility of a single entity/body with a full-time staff which could be separate from the Ministry of Education. The existing Accreditation Board could form the nucleus for this

proposed entity. Its functions would include regulating, monitoring and licensing of higher education institutions. In its initial phase, it should be required to propose a national higher education plan for the Government's consideration. This plan would be prepared based on the findings of the research proposed in No. 2 below.

2. The Government should embark on a comprehensive study of primary, secondary and tertiary education along with a human resource needs assessment with a view towards developing a higher education plan that dovetails into the existing education plan. This study should also address the question of access to higher education.
3. The Government should continue to pursue its plans to make the Clarence Fitzroy Bryant College autonomous. However, to ensure that the College continues to meet the human resource needs of the Federation, a mechanism must be put in place whereby the College can identify the current and future needs in order to structure its programming to effectively meet these needs. Such a mechanism could be via the College's management structure in which the business community and the public service commission is represented on the Board. Another option is to institute a simple feedback mechanism for the constituents which the College serves.
4. There is a need for an education/marketing campaign for higher education in the Federation. This campaign should clearly point out the benefits of each level of higher education and what level is required for relevant careers in the Federation

and the wider Caribbean. It is a campaign that should be driven by both the private and public sector as partners.

## **I. HISTORICAL DEVELOPMENT OF HIGHER EDUCATION**

### **1.1 Origins of public and private higher education**

#### **Public**

Higher education in St. Kitts and Nevis had its genesis in the vision of a Minister of Education in 1966. This Minister, Clarence Fitzroy Bryant saw the training of teachers as critical in the development of education in the country. His vision developed into the establishment of a local College of Further Education, the single public college in the Federation. It is now named after him (The Clarence Fitzroy Bryant College). The college started with programmes in Advanced Level (post-secondary school), Nursing Education, Primary Teacher Education, Secondary Teacher Education, Technical and Vocational Education, Adult and Continuing Education . The Level One<sup>1</sup> programme of the University of the West Indies bachelors degree was later added.

Education in St. Kitts and Nevis is grounded in the Education Act of 1975 (see Appendix 1). The Act is still enforced but education is also guided by a host of cabinet decisions, ministerial directives and policy documents. The Education Act does not speak to higher education specifically and in fact does not refer to the Clarence Fitzroy Bryant College (formerly the College of Further Education) which was founded in 1988. It is the only national higher education institution. The Government has also adopted portions of the model Education Bill for the

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<sup>1</sup> The first year of the undergraduate programme at the University of the West Indies

Organisation of Eastern Caribbean States<sup>2</sup> (OECS) which was prepared in 1998. In fact, a new education act has been drafted for passage through parliament. This act is modeled on the OECS model Education Bill. This draft bill does not specifically address the structure and functioning of higher education institutions. What it does say is that the Minister of Education may by order provide for higher education as well as specifies those areas for which he would be responsible.

### **Quasi-public**

The University of the West Indies also played a pivotal role in higher education development, offering certificate and diploma programmes in Business and Public Administration for students studying part-time. This was in addition to its role in the development of the culture and the development of the fledgling nation in general.

The University of the West Indies which started out as the University College of London in 1948 developed its Extra-Mural Department<sup>3</sup> at the same time. An Extra Mural Resident Tutor for the Leeward Islands was appointed in the 1960s. This tutor was resident in St. Kitts; thus, the programme in St. Kitts was born. Clarence Fitzroy Bryant was instrumental in bringing the Extra-Mural programme to St. Kitts and the Leeward Islands.

The University also collaborates with the Clarence Fitzroy Bryant College where it was always involved in the teacher education programme. More recently the

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<sup>2</sup> Economic union of the islands of Antigua and Barbuda, Grenada, Montserrat, St. Kitts and Nevis, Grenada, St. Lucia and St. Vincent and the Grenadines. Anguilla is an associate member.

<sup>3</sup> Department of the UWI created to assist small Caribbean countries in building capacity in nation building and the development and propagation of their culture.

University's Level 1 programmes in selected subject areas are offered at the Clarence Fitzroy Bryant College for full-time students.

Today, in addition to the Clarence Fitzroy Bryant College and the University of the West Indies, there are seven offshore Universities offering programmes in veterinary medicine, medicine, and business. These institutions provide higher education in the respective disciplines to international students. In addition to the above a school of nursing is expected to begin operations by the fall of 2005.

## **1.2 Phases of Evolution**

### ***Stage 1***

The first stage was characterized by separate institutions for specific areas of study aimed at specific professions namely, nursing and teaching. The programmes were targeted at training personnel already working in the professions but who had not been trained. They also focused on providing industry with basic technical and vocational skills.

The establishment of the School of Nursing in 1966 marked the first phase of tertiary education in St Kitts and Nevis. The School of Nursing was the responsibility of the Ministry of Health and its programme was directed by that ministry. Programmes included general nursing and midwifery.

The Teachers college was established in 1967 and targeted teachers who were already teaching in the system. In 1971, the Technical College and the Sixth Form<sup>4</sup> were established. This included the establishment of a sixth form at the Charlestown Secondary School in Nevis. The Technical College was a separate institution which provided technical vocational education at the craft and tradesman level. It attracted school leavers who had an interest in the non-academic subjects and who wanted to “learn a trade” and start a career quickly.

The sixth form existed as a part of the secondary school system in St. Kitts and Nevis up until 1988 when the college was formed. There were sixth forms at the Basseterre High School in St. Kitts and the Charlestown Secondary School in Nevis. Today there is also a sixth form programme at the Gingerland Secondary School in Nevis.

### ***Stage 2***

The second phase of development in higher education started in 1988 with the amalgamation of the above-mentioned institutions into the College of Further Education now the Clarence Fitzroy Bryant College. The Teachers College formed the Division of Teacher Education, the Technical College, the Division of Technical and Vocational Education and Management Studies and the School of Nursing the Division of Health Sciences. The Sixth Form is now the Division of Arts Sciences and General Studies while the Division of Adult and Continuing Studies formed the fifth division.

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<sup>4</sup> Equivalent to the introductory year in a college/university programme

The College provided students the option of obtaining a certificate or diploma in certain disciplines as well as the offering courses which could be used for transfer to regional and International Universities. This gave Kittians and Nevisians the opportunity to pursue higher education without leaving the Federation on one hand and the opportunity to pursue a part of a higher education programme at home. The development of the institution also contributed to the development of the Federation by supplying much needed trained individuals in certain disciplines.

### **1.3 1990 to Present**

This period saw the rapid development of higher education in the Federation. In 1996 all of the divisions of the College were finally housed at the College's present location, Burdon Street, Basseterre, St. Kitts. The Clarence Fitzroy Bryant College expanded its offerings and in 1998 offered the University of the West Indies Level 1 programme in the arts and sciences. The University of the West Indies School of Continuing Studies also continued to increase its programme offerings during this period. This was the period when residents of the Federation truly had the opportunity to complete a degree at home.

This period was also marked by the development of offshore medical schools. The Ross University School of Veterinary Medicine opened its doors in the late 1980's but it was during this period that there was a significant increase in its enrollment. During this time, St. Kitts also opened its doors to a number of other higher education

institutions including three medical schools (one on Nevis) and one business school. There are a total of seven registered off-shore higher education institutions in the Federation with one set to begin operation by mid 2005.

During the latter part of the period, the Clarence Fitzroy Bryant College upgraded its programmes. In addition to its certificate and diploma programmes, it now offers an Associate Degree in a number of disciplines. The University of the West Indies School of Continuing Studies also upgraded the majority of its programmes. It phased out the “Challenge Programme”<sup>5</sup> and introduced certificate, diploma and degree programmes in various disciplines including business studies and education. Degree programmes are both at the associate and undergraduate degree levels. It was also during this period that the institution began to offer programmes in Nevis.

As in the world over, there was rapid development in technology; the education system in St. Kitts and Nevis was not left behind. Where there was the introduction of the use of computers in primary and secondary schools it was taken a step further in tertiary education. The populace in the Federation was now able to access a wider range of programmes via distance learning at the University of the West Indies as well as via the internet and other external tertiary institutions around the world. The Clarence Fitzroy Bryant College also introduced an information technology programme.

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<sup>5</sup> This was a programme giving students the opportunity to pursue studies with a view to writing exams set by the UWI which if successful would allow them entry into the University.

Starting in 2000 and through to 2004 , the Ministry of Education placed a significant amount of emphasis on the development of certain aspects of higher education.

These included:

- instituting measures at the College to ensure that an adequate number of persons are trained in areas that contribute to National Development
- expansion of the undergraduate degree programme at the College
- greater collaboration between the private sector and the College to initiate cost recovery measures
- Improved monitoring of off-shore tertiary institutions
- Establishing a legal framework for the governance of the college

The Government also introduced a new piece of legislation, “the Saint Christopher and Nevis Accreditation of Institutions Act 1999”. This Act established a Board known as the Saint Christopher and Nevis Accreditation Board to which any tertiary institution wishing to operate in the Federation had to register and fill the requirements for accreditation by the Board.

## **2. STRUCTURE AND FUNCTIONING OF HIGHER EDUCATION**

### **2.1 Types of Higher Education Institutions**

The higher education institutions existing in St. Kitts include a college (the Clarence Fitzroy Bryant College) offering a two-year programme in various disciplines, continuing education with part time course offerings, the University of the West Indies School of Continuing Studies and seven offshore universities.

### **2.2 Non-University**

The college is characterized mainly by the students it serves. The vast majority of the college population comprises school leavers who are either pursuing studies with the aim of obtaining a university degree or school leavers who want to equip themselves for a career within a two-year period in specific technical areas including business, architecture, building trades, hotel and restaurant/tourism management. The teaching staff is local for the most part and management is through the Ministry of Education.

The University of the West Indies School of Continuing studies is also characterized by the type of students it serves. Individuals who enroll in programmes offered by the institution are generally working adults who want to improve their skills in certain areas or those who want to obtain a degree but are unable to engage in full time study for various reasons. The students are mainly nationals of the Federation while the teaching staff include both nationals of the Federation and nationals of other countries who reside in the Federation.

The University of the West Indies School of Continuing Studies is managed locally by a Resident Tutor and ancillary staff. Some programmes are directed by the various faculties of the University of the West Indies while the School of Continuing Studies administers others.

### **2.3 University**

The offshore Universities are characterized by the relatively small size although they have grown over time. The student population is mainly from North America and comprise mainly young adults. However, the Universities are open to students of the Federation. The institutions provide the traditional university services to their students.

### **2.4 Summary of regulations and laws governing structure function**

The management of the College is guided by a series of cabinet decisions and directives by the Ministry of Education. There is no legislation governing the structure and functioning of the institution. The Clarence Fitzroy Bryant College was established through a cabinet decision. See Appendix 1a for the details of the Aims and Objectives and the Structure and Functioning of the College of Further Education. Higher Education is also guided by the Saint Christopher and Nevis Accreditation of Institutions Act, 1999. See Appendix 1b for the Act. This Act established an Accreditation Board which is responsible for:

- Considering applications submitted to the Board by institutions capable of offering or intending to offer tertiary education;

- Making recommendations to the Minister of Education on applications considered by the Board;
- Reviewing the charters of institutions subject to the provisions of the Act;
- Subject to the provisions of the Act, investigating any event that occurs at any institution which is likely to impact negatively on the reputation of the Federation of Saint Christopher and Nevis.

### **2.5 Higher Education coordinating entity**

The single coordinating entity of higher education in the Federation is the Ministry of Education.

### **2.6 Postgraduate studies, features of supply and specialties**

Postgraduate degrees are offered by the University of the West Indies (UWI) through the University of the West Indies School of Continuing Studies. The offerings are in Masters Degrees, Education, Agriculture and Counseling. These programmes have a maximum of six students enrolled in each programme with no students in the counseling programme

### **2.7 Systems of evaluation and accreditation of higher education**

The Saint Christopher and Nevis Accreditation Board receives applications from institutions wishing to operate in the Federation and after review of the required documentation recommends to the Minister of Education any of the following:

- a. full accreditation to be reviewed after every five years;

- b. provisional accreditation for two years subject to fulfillment of certain conditions;
- c. refusal of accreditation.

An institution wishing to operate in the Federation must submit to the Board a range of information on the institution including but not limited to the following:

- a. The degree title and areas of study available;
- b. The type and level of previous education required for admission to the programme;
- c. Academic credit policy for prior learning or with experience;
- d. Academic Credit policy regarding standardized achievement tests;
- e. The number of semesters, terms or quarter hours required to receive a degree;
- f. The minimum on-campus time for study in order to complete the programme;
- g. Type of instructions for off-campus learning
- h. Support services provided
- i. The grading system used to evaluate students' work while enrolled in the programme;
- j. Projected enrollment;
- k. The institution's policy on admission of local, regional and international students.

Applications are reviewed by a review committee appointed by the Board. The Committee must submit a report to the Board within a stipulated time frame. In reviewing the report the Board takes into consideration the following:

- a. the mission of the institution and any specialized programme the institution intends to offer or offers;
- b. clearly defined and educationally appropriate goals and objectives of the institution or programme;
- c. conditions under which the goals and objective are to be achieved;
- d. expected standards and how such standards are to be maintained;
- e. list of programmes or courses to be offered and policies regarding course credits;
- f. links with other accredited institutions;
- g. a student registry, and the admissions policy which shall be in conformity with the objectives set out in the paragraphs of this section;
- h. maintenance of student records;
- i. student counseling services and the procedure for monitoring student performance;
- j. in case of recruitment of students into a faculty,
  - i. the recruitment procedures,
  - ii. curriculum vitae for the staff.
  - iii. The general productivity measures relating to staff performance;

- l. examinations regulations and procedures with particular emphasis on,
  - i. how written exams are set, marked, and how student appeals are dealt with,
  - ii. how oral exams such as research proposals are conducted,
  - iii. the grading systems as a basis of evaluating students' performance;
  
- m. procedure for selecting approved external examiners and how such examiners function;
  
- n. library and research facilities with particular emphasis on,
  - i. the adequacy of such facilities, and
  - ii. their linkages with other libraries in Universities and other tertiary institutions in the Caribbean and outside the Caribbean;
  
- o. the proposed local physical location of the campus with particular emphasis on,
  - i. projections regarding student enrollment and staff size,
  - ii. provisions for classrooms, laboratories (types, equipment) offices, student residency;
  
- p. proposals relating to the financing and management of the institution with particular emphasis on,
  - i. the charter of the institution,
  - ii. the governing body of the institution, and
  - iii. costs and efficiency of the institution;
  
- q. benefits which are to accrue to the local economy.

### **3. ACCESS TO HIGHER EDUCATION AND ITS DEMOGRAPHIC COVERAGE**

#### **3.1 Requisites and practices of access to higher education**

##### ***Local Institutions***

##### ***The Clarence Fitzroy Bryant College***

Entrance to most programmes at the College is based on attainment of passes in a set number of subjects usually five (5) at the CXC (Caribbean Examinations Council) general proficiency level or equivalent. In most cases, passes in English and Mathematics are required. For some programmes, entrance is via a combination of passes in certain subjects and interviews. The exception is the University of the West Indies Level 1 programme in which the entrance requirement is passes in specific subjects at the General Certificate of Education (GCE) Advanced Level or the CXC's Caribbean Advanced Proficiency Examinations (CAPE)<sup>6</sup> programme or a combination of passes in five (5) CXC general proficiency examinations or any equivalent qualification and passes in two (2) two-unit subjects in the CAPE programme or a CAPE diploma or; one (1) pass at GCE advanced level and a University of the West Indies (UWI) Teachers' Certificate. The College also has a mature student entry requirement.

##### **University of the West Indies School of Continuing Studies**

The University of the West Indies School of Continuing Studies administers access to its programmes. Since the majority of its programmes are designed for adults, prospective students can access the programmes as mature students with years of experience, a personal interview, and at least two letters of reference. Access to some programmes is

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<sup>6</sup> Equivalent to the University of Cambridge GCE Advanced Level programme

possible for entrants who have successfully completed certificate programmes in some disciplines. For the school leaver, entrance to the institution's programmes requires attainment of passes in specified subjects at the CXC and GCE ordinary examination level.

### **Off Shore Institutions**

Admission is done by admissions committees in most cases. These committees consider various criteria including, overall GPA, GPA in specific subjects, and graduate level GPA where applicable.

### ***3.2 Demographic Coverage***

The most recent data on schooling rates dates back to the 2001 census conducted in the Federation. The total number of individuals aged 17 to 24 captured in the census was 5,066. The highest education level attained was as follows: below primary grades 1 to 3 years, seven (7) persons; primary grades 4 to 7 years one hundred and two (102) persons; secondary education, 3,536; Post Secondary/pre-university, 989; University, 180; other 130. Of the numbers above two (2) persons (female) had higher degrees, that is, Master's or Doctoral; three (3) persons (females) had Post Graduate diplomas; one hundred and four (104) (44 males and 60 females) had Bachelors Degrees; one hundred and eight (108) had professional certificates; a total of 89 had diplomas undergraduate and other; 244 had GCE A'levels; and 1667 had GCE O'levels. These numbers show that approximately 2 per cent of the population 17 to 24 have at least an Associate Degree or other diploma and approximately 2 per cent have undergraduate degrees. This suggests

that access is limited by various factors given that approximately 33 per cent have GCE O'levels.

### ***3.3 Average Study time***

The average study time for most programmes offered by the Clarence Fitzroy Bryant College is two years. The Nursing Education programme is a three-year programme. The study time for students enrolled in programmes at the UWI School of Continuing Studies varies. In Undergraduate programmes students have a maximum of twelve years to complete the part-time course and a minimum of three years. The average completion time for Certificate programmes is 4 years and 6 years for degree programmes.

## **4. HIGHER EDUCATION ADMINISTRATION AND MANAGEMENT**

### ***4.1. Types of Administration of higher education institutions***

The Ministry of Education of the Government of St. Kitts has overall responsibility for higher education. Offshore Higher Education Institutions are monitored by the Accreditation Board. Actual administration is done through their individual management structures which function like typical private higher education institutions in North America, that is collegiate/university.

The Clarence Fitzroy Bryant College has a Principal as Administrative Head. The principal is responsible to the Ministry of Education for its internal organization and administration. The College has a management committee comprising the Principal, Vice-principal, Registrar, Librarian, Heads of Division, three elected faculty, two representative from the Students' Council and one representative from the support and general staff. The Ministry of Education sanctions the programmes offered by the College and is responsible for the overall provision of tertiary education in the Federation. In fact, the Ministry listed the following as some of its key responsibilities in various annual budget estimates:

- Provide training in specialist Post-Secondary Education (teacher training) and Vocational and Technical Education and Information and Communication Technology.

- Establish a legal framework for the governance of the Clarence Fitzroy Bryant College.
- Institute measures at the College to ensure that an adequate number of persons are trained in areas that contribute to National Development.
- Maintain links with regional and international Tertiary Institutions

#### **4.1.1 Collegiate or non-collegiate administration**

As noted above, administration of the Clarence Fitzroy Bryant College is by the Government with all appointments by the Government through the Civil/Public service. The University of the West Indies School of Continuing Studies is a Department of the University of the West Indies. Hence its administration is done under the University's administration system.

#### **4.1.2. The Autonomy of the Higher Education Institutions**

The Clarence Fitzroy Bryant College is autonomous in terms of its day-to-day administration and management. However, recruitment of staff and the College's budget must be approved by the Ministry of Education. The Principal of the College reports to the Permanent Secretary in the Ministry of Education. It is that Ministry that directs the development of the programmes offered by the College.

The University of the West Indies is completely autonomous in relation to the Government of St. Kitts and Nevis. However, the University has a relationship with the State, in that, from inception the Schools of Continuing studies formerly the Extra Mural

Department (of the University) was established to address the developmental needs of then fledgling nations. The University provided consultancy support to the governments and young politicians in developing nationhood. Today the University of the West Indies School of Continuing Studies continues to collaborate with the Government in meeting some of the needs identified by the government.

#### **4.1.3 Procedures and practices of the Higher Education Institution's accountability to the State**

Of the higher education institutions in the Federation of St. Kitts and Nevis only one is accountable to the State for its programmes and administration, that is the Clarence Fitzroy Bryant College. The College falls under the Ministry of Education with the Principal reporting to the Permanent Secretary in that Ministry. The Principal of the College submits an annual report on the administration and activities of the institution. Further, all fulltime staff of the College are recruited as civil servants. Part-time staff can be recommended by the Principal but their employment must be approved by the Ministry of Education. Any policy decisions, for example, change in programme or structure must be channeled through the Ministry of Education which will make a submission to the cabinet which makes the final decision.

With regards to funding, the College is funded by the government and has a vote in the Government's Budget. The College must account for the monies it spends just as any other office of the government. Acquisitions are done by requisition to the relevant office in the government.

**4.1.6. Participation of other actors in the administration of higher education institutions or in the decisions regards policies for the institutional and national development of higher education:**

Generally, other parties are not involved in the administration or decision-making regarding policies for institutional or national development of higher education.

However, the government of St. Kitts has a practice in place in which it consults with the public on major issues which will affect the populace. Further, the Ministry of Education responds to the needs of the country in the development of higher education. Hence, there must be some form of consultation, official or unofficial which has enabled the government to make the timely decisions it has made in the development of higher education.

The business community and individuals make a contribution to the Clarence Fitzroy Bryant College in the form of scholarships and awards. This suggests an interest and a relationship between these parties and the administrators.

## **5. THE PRINCIPAL ACTORS IN HIGHER EDUCATION**

### **5.1 Student Characteristics and Evolution**

The majority of the students attending the Clarence Fitzroy Bryant College are typically school leavers wishing to pursue higher studies or those who feel that they are not yet ready for the world of work. They enroll in the Division of Arts and Sciences or the Technical Vocational and Management Studies Division. On the other hand, students enrolled in the other divisions are mature students who would have already entered the workforce and have decided on pursuing teaching or nursing as a profession.

As mentioned in an earlier section, students enrolled in programmes at the School of Continuing Studies are mainly adults pursuing studies but do not have the where with all to access programmes outside of the Federation.

#### **5.1.1 Student population classified by gender, specialty or study course, study level and type of institution**

Information presented in this section will be mainly from the Clarence Fitzroy Bryant College and the University of the West Indies School of Continuing Studies.

The student population at the college is made up mainly of females. Over the period, 2002 to 2004 females made up approximately 62 per cent of the student population at the Clarence Fitzroy Bryant College and males accounted for approximately 38 per cent (see

Appendix 1). When the student population is broken down by course of study, it is found that females hold the majority of places in the academics including Teacher Education and nursing programmes while males hold the majority of places in the technical vocational programme.

The student population at the School of Continuing Studies is also predominantly female. The programmes with the most students are the BSc in Management Studies and the Administrative Professional Secretaries Programme. Prior to the discontinuation of the Certificate in Business Administration, that programme had the highest enrollment.

### **5.1.2 Evolution of the Student Population**

Statistics on student population at the Clarence Fitzroy Bryant College was only available from the early 1990's. Prior to 1996 the divisions were housed at multiple locations. At the Clarence Fitzroy Bryant College, in 1992 and 1995 males outnumbered females making up 52 per cent and 51 per cent of the population respectively. In both years, the number of males in the technical programme was just over one hundred (100). Further, between 1992 and 1995 the males in the technical programme fell below 100 only in 1992. As the years progressed, the increase in the number of female students over male students in higher education became more and more significant. In fact, the number of males enrolled fluctuated between 193 and 368 while the number of females enrolled showed a steady increase with a high of 860 until 2002. Overall, the student population has fluctuated from 1992 to 2004.

Traditionally, the full-time programme with the most students has been the Advanced Level/CAPE programme followed closely by the Technical Programme. However, the Adult and Continuing Education programme has the most students. Over the years, there has been no significant change in the number of student enrolled in the respective programmes except for the Adult and Continuing Education Programme.

The University of the West Indies School of Continuing Studies' programmes have changed over the years with the discontinuation of the Certificates in Business and Public Administration respectively. The institution introduced additional programmes in the late 1990s and the enrollment increased significantly. The school registered fifty-two (52) students in 1995 and by 2000 enrollment increased to one hundred and twenty-eight (128). This was the highest enrollment for the period 2000 to 2004. Over the years the enrollment in the secretarial and administrative professional programmes and the business programmes showed the highest increases.

### **5.1.3. Student Representative Organisations**

The Clarence Fitzroy Bryant College has a Student Council. However, in an interview with the principal, it was noted that there was no elected council in place for the 2004-2005 academic year because students did not offer themselves for election. The other organizations are discipline specific and include: the Literary and Debating Society, the Nursing Students Association, the Geography Club, the History Heritage Society, CFBC Dance Ensemble, CFBC Choral Ensemble and the Student Development Society.

The Student Council comprises a president, a vice-president, a secretary, a treasurer and a representative from each Division. It initiates committees for sports, extra-curricular and cultural activities as well as publications. The executive is responsible for activities in the students' common room.

#### **5.1.4. Student Aid Programmes**

There are a number of student aid programmes available to the students of the Clarence Fitzroy Bryant College. These include, full and part scholarships and academic awards. Financially disadvantaged students benefit from the Student Education and Learning Fund which is disbursed in the form of textbooks and examination fees. Other scholarships and awards are sponsored by the business community, individuals and one diplomatic mission.

Students who pursue programmes offered by the University of the West Indies School of Continuing Studies generally fund their own education. However, some employers offer re-imbusement to staff enrolled in such programmes.

#### **5.2 Teaching and research staff or academic staff**

There is no research staff at either the Clarence Fitzroy Bryant College or at the University of the West Indies School of Continuing Studies. Again, in this section the focus will be mainly on the Clarence Fitzroy Bryant College.

### **5.2.1 Teaching staff classified by gender, average age, specialty or degree course and type of institution**

The data in this section is from the Clarence Fitzroy Bryant College which was the only institution that was able to provide data. Data on teaching staff was available for the period 1995 to 2004 because consolidated data was not kept from the different divisions which at the time were not housed in one location. In 2004 there was one hundred teaching staff of which fifty-five (55) were male and forty-five (45) were female. At this time the Adult and Continuing Education division had the most faculty, thirty-six (36) and has always had the most. This is expected considering that that programme has at least twice the number of students of any other programme (See Appendix 3 for Faculty Data). The Technical and Vocational Education Division has twenty-five (25) staff, seventeen (17) male and eight (8) female followed by the Division of Arts and General Studies with twenty-three (23). It is interesting to note that in all divisions except Teacher Education and the Health Sciences (nursing) male faculty out number females whereas the opposite is true for the student population.

The data shows that the proportions of male and female teaching staff did not change significantly over the review period.

Teaching staff at the University of the West Indies School of Continuing Studies are part-time lectures who have other full-time jobs. They represent both business and academia. The Lecturers must have the same qualifications as those of lecturers hired by the University of the West Indies to teach its courses on campus at the various levels. Over the years, the number of lecturers has increased with the increase in programme

offerings. In addition to face-to-face lectures and tutors, courses in the institutions distance programme are delivered via video or teleconference by on campus lecturers at one of the University's three campuses.

### **5.2.2. Evolution of the Teaching Staff**

The quota of full-time teaching staff at the college has not grown since centralization in 1996. However, a significant amount of adjunct staff have been recruited thus the increase in the number of staff. The data on teaching staff shows that males have outnumbered females consistently over the period 1995 to 2004 in every discipline. It also shows that teaching staff grew steadily over the period except for 1999 and 2000. Data on the average age of staff was not available.

### **5.2.3 Organisations representing teaching and research staff**

There is no organization which represents the general teaching staff of the Clarence Fitzroy Bryant College or the University of the West Indies School of Continuing Studies. However, there are some members of the teaching staff who would have been members of the St.Kitts and Nevis Teachers' Union prior to employment at the College and have remained members. This is however a small number.

#### **5.2.4 Recruitment and Selection Mechanisms and Norms for Teaching Staff, Competition for posts, mechanisms and requisites for promotion in the teaching career**

Recruitment of full-time teachers at the Clarence Fitzroy Bryant College is through the Government public service. Candidates complete application forms and submit them along with their qualifications to the Establishment Division which processes the applications. All applicants for the post of lecturer in the divisions of Arts and General Studies, Teacher Education and the Health Sciences must have at least a first degree in the relevant discipline and the requisite years of experience. Adjunct or part-time lecturers must have the same qualifications. They are recommended by the Principal of the college and their recruitment approved by the Ministry of Education. Because full-time teaching staff are public servants, promotions are recommended by the College and approved by the Ministry of Education.

#### **5.2.5 Upgrading and development programmes for teaching staff**

Staff development programmes are done through various regional bodies. Professional development of lecturers in the Division of Arts and General Studies of the College is generally done through programmes offered by the Caribbean Examination Council whose exams students in the CAPE programme sit. Staff development in the Nursing programme is through the Caribbean Nursing Organisation while the University of the West Indies provides some support for the lectures in the University of the West Indies Level 1 programmes. The above mentioned are more of a course or programme related nature. There are some in-house programmes which are more general. Staff also have

the option of applying for various scholarships made available by or through the government to pursue further study overseas. Staff members have availed themselves of this and some have obtained graduate degrees and post graduate diplomas through these avenues. As public servants, some staff would be eligible for study leave whereby they are paid part or in some cases full salaries while studying depending on the length of the course of study.

### **5.3 Support staff**

#### **5.3.1 Support staff classified by gender, average age, specialty or degree course**

Support staff at the Clarence Fitzroy Bryant College include, secretarial support, a librarian, assistant librarians, janitorial staff, laboratory technicians and assistants, office assistants, security officers and grounds maintenance. The support staff has grown since all divisions of the College were centralized in 1996. The support staff serve all divisions of the college.

Support staff at the University of the West Indies include secretarial and other administrative staff (3) and a librarian. The staff complement has not changed significantly over time. The staff have been traditionally female.

### **5.3.2 Organisations representing support staff at an institutional and national level**

Staff of the College who are public/civil servants (mainly secretarial, library, registrar) they are represented by the Public Service Commission. Other staff are not supported by any organizations at the institutional or national level.

### **5.3.3 Upgrading and development programmes for support staff**

There are no structured upgrading or development programmes for support staff. Those who are in the public service have the same options as other public servants in the form of scholarships for further study.

## **6. SUPPORT SYSTEMS FOR THE PROCESSES IN HIGHER EDUCATION INSTITUTIONS, AT AN INSTITUTIONAL AND NATIONAL LEVEL**

### **6.1 Libraries**

Both of the higher education institutions serving the Federation have small inadequate libraries. Students, both at the College and at the School of Continuing Studies have limited access to campus libraries via intercampus loans. The process for obtaining material from this source is lengthy. The offshore Universities have their own libraries.

The library at the College is staffed by a librarian and two assistants while that at the School of Continuing Studies is staffed by a librarian and an assistant.

### **6.2 Documentation Centres**

Except for normal office copying machines and computers for student use at both institutions there is no established documentation center.

### **6.4 University publishing departments**

There is no publishing department in the Federation. However, the School of Continuing Studies has access to on campus publishing facilities. The College does not have similar access.

## **6.5 Online information and communication networks**

Online information is in the form of the Internet at the College. Students in the University of the West Indies Level 1 programme can access course material from the University of the West Indies website for specific courses. Any other online information would be what is obtained from open sites on the Internet. Students in the UWI Level 1 programme also sit one of their examinations online.

The School of Continuing Studies has a link to the University of the West Indies Distance Education Centre through which most communication is done both for courses and otherwise.

## **6.6 The higher education institutions' level of connectivity with the Internet**

Both higher education institutions serving nationals of the Federation are connected to the Internet. The University of the West Indies has a limited number of terminals while the College has a number of terminals.

Both of the Internet services providers on St. Kitts provide the College with free Internet service. The College has four (4) computer labs with approximately sixty terminals which have internet access. The administration office has two terminals and the Library has one. With a full-time enrollment of approximately five hundred students in a given year, access to the Internet for each student would be limited with approximately eight students to a terminal.

## **7. HIGHER EDUCATION FINANCING**

### **7.1 The higher education institutions' sources of financing**

The Clarence Fitzroy Bryant College is funded solely by the Government of St. Kitts. The Advanced Level programme on the island of Nevis is funded by the Nevis Island Administration Ministry of Education as part of the school system. The funding forms part of the expenditure of the two island governments. Hence, they are classified under specific expenditure heads in the Islands' budgets. The School of Continuing Studies is funded by the University of the West Indies.

### **7.2 The State's procedures for allocation of resources to public and private higher education**

The Government of St. Kitts funds only the public higher education institution, that is, the Clarence Fitzroy Bryant College. Funds are allocated to the College under the budget of the Ministry of Education and is done according to the Ministry's thrust for a particular year or number of years. A similar practice is followed in Nevis with regards to the funding of the Advanced Level programme.

The College is assigned a single "vote" in the Government of St. Kitts budget estimates. This vote includes personal emoluments, and other administration related expenses. However, Nursing Education is under a separate vote. In Nevis, the Advanced Level programme is also under the Ministry of Education.

### **7.3 Management Strategies and use of financial resources at an institutional and national level.**

The College's administration prepares an annual budget which is guided by the format of the national government's budget. This budget is submitted to the Ministry of Education which includes it in the Ministry's budget. The main strategy used in managing financial resources is that of no unbudgeted expenditure. This is coupled with the requirement for a requisition for each expense to be incurred. Allocations are monthly for each "Expenditure Head" eg salaries, office supplies. The College can only spend what is allocated for a particular month. In exceptional circumstances permission for an unbudgeted expense can be sought from the Ministry which would allocate funds from another area in the Ministry's budget or would make a submission to Cabinet if it approves of the expenditure. Of note is the fact that any income from fees etc received by the College goes to the Government's consolidated fund.

### **7.5 Average cost of registration in public and private higher education institutions**

Kittian and Nevisian students are not required to pay tuition. Tuition fees for non-citizens range from XCD2025<sup>7</sup> to XCD5,474 annually depending on the programme of study. All students must however, pay examination fees, a caution fee, technology access fees, and a materials fee for specified courses. These fees are annual and range from XCD675 for level one students (exams) to XCD50 for caution, materials and technology access.

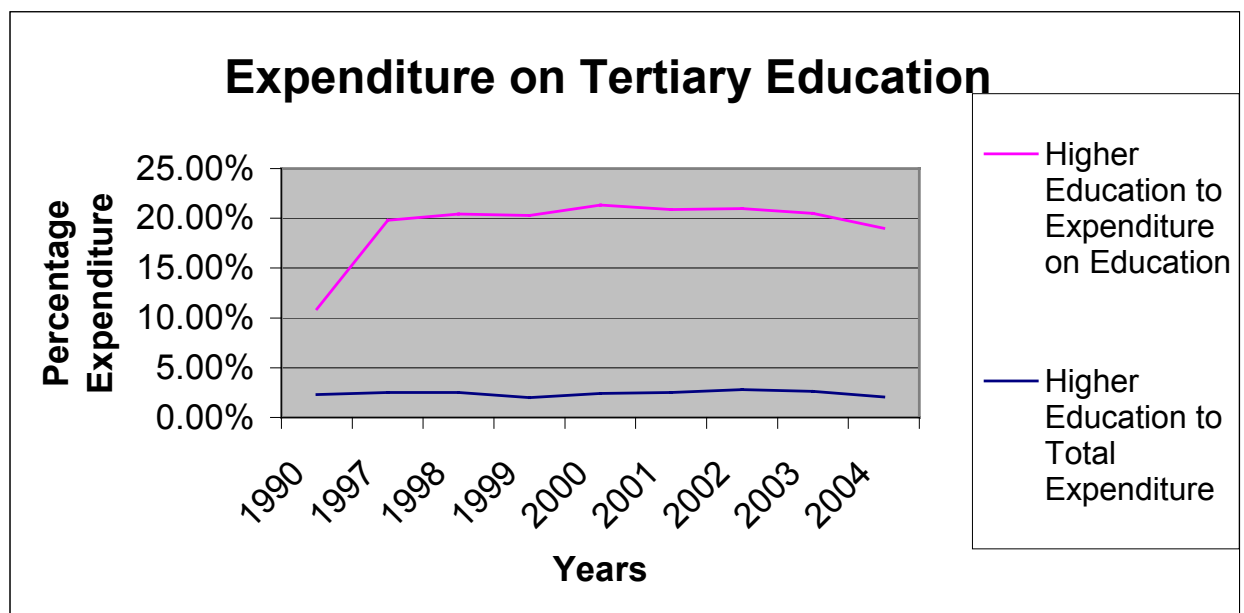
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<sup>7</sup> Eastern Caribbean Dollars - one US dollar is equivalent to XCD2.70

## 7.6 Higher education budget according to the object of spending and its evolution since 1990

Expenditure on higher education as a percentage of expenditure on total education increased sharply from 8.58 per cent in 1990 to 17.28 per cent in 1997 and leveled off thereafter. This is reflective of the increase in programme offering and the amalgamation of the separate institutions under a single administration in 1996. Expenditure on higher education increased steadily by approximately one per cent each year from 1997 to 2000 and declined thereafter.

CHART 1



## 7.8 Higher Education budget in relation to the Gross Domestic Product and its evolution since 1990

As represented in Chart 1 above, expenditure on higher education as a percentage of the national budget has been steady over the period 1990 to 2004 at approximately 2 to 2.5

per cent. There have been marginal increases over the period with a fall off in 1999 to 1.99 percent and again in 2003. The expenditure does not appear to be correlated with anything related to enrollment or programme offering except for the period 2002 to 2003 when the Hospitality wing was under construction. The Government's higher education agenda has been fairly consistent over the years and could explain the insignificant changes in expenditure on higher education as a percentage of the overall education budget.

## **8. THE HIGHER EDUCATION INSTITUTIONS AND HIGHER EDUCATION SUPPLY AND DEMAND**

### **8.1 Higher education institutions' strategies and competitiveness in the education supply and demand market**

The Clarence Fitzroy Bryant College does very limited marketing of its programmes to the public. Staff of the College visit the secondary schools in the Federation annually to promote its programmes. It promotes its adult and continuing education programme in the print and other communication media. The University of the West Indies School of Continuing Studies also does very limited marketing of its programmes. It advertises for applicants to various programmes via the print media.

Between 300 to 600 students graduate from the Islands' high schools annually with about 250 entering the Clarence Fitzroy Bryant college annually.

### **8.2 Differentiation of the higher education institutions and its relation with their competitiveness in the education market.**

The higher education institutions are differentiated by a single factor, whether students can afford to attend school either full-time or part-time. The College attracts school leavers who in most cases live with a family who can support them whilst the University of the West Indies School of Continuing Studies attracts working adults who did not have the opportunity to advance their studies on graduation from secondary school. However, it should be noted that students of the School of Continuing Studies might attend full-

time if they do not have full-time jobs. Given the foregoing, both institutions have remained relatively competitive in relation to each other. Their competition is from international universities where a small percentage of high school graduates enroll.

### **8.3 New national and international educational supplies**

There are currently no new national educational supplies. However, an offshore school of nursing is set to open in St. Kitts by the middle of 2005.

## **9. RESEARCH IN HIGHER EDUCATION**

### **9.1 Research on higher education: existence of research centers and institutes**

There are no research centres or institutes connected to the higher education institutions in the Federation nor is there significant research being done on higher education.

However, there is a research centre called the Behavioural Science Foundation that does medical research on the green vervet monkey native to St. Kitts. There is no known strategy for the financing of higher education research except for this project. However, the University of the West Indies through its Tertiary Level Institutions Unit has done limited research on some aspects of higher education in St. Kitts as part of a wider project.

## **10. PLACE AND ROLE OF THE NEW INFORMATION AND COMMUNICATION TECHNOLOGIES IN HIGHER EDUCATION**

### **10.1 Volume of virtual distance education programmes in higher education and their relation with traditional teaching; types of programmes and volume of students**

Distance education plays a significant role in the delivery of programmes by the University of the West Indies School of Continuing Studies. It facilitates degree programmes offered by the University of the West Indies via its Distance Teaching Education Centre. The distance programmes are supported by printed material and local

tutorials. The School of Continuing Studies offers distance programmes both at the undergraduate and graduate level. These include an undergraduate degree in Management Studies, Educational Administration and Masters Degrees in Education, Counseling, Agriculture as well as Post Graduate Diplomas in Gender studies. These programmes generally have enrollments of 6 to 10 students each. Programmes can either be done full-time or part-time. Most of the programmes are supported by face- to-face tutoring.

### **10.2 Methodologies and resources used for virtual education**

At the School of Continuing Studies students learn via teleconference tutorials. They also have access to material online. The UWI distance programme started out as a teaching experiment which developed into a full distance programme using a communications network managed by the University at its Distance Education Centre. Students sit in a classroom where they can interact with the course lecturer, listening and asking questions.

### **10.3 Relation between attended and distance education**

The number of students involved in attended education far exceeds the amount involved in distance education according to available data. There is however a small percentage of the student population which engage in distance studies not related to the Clarence Fitzroy Bryant College or the University of the West Indies. These individuals are generally working adults pursuing graduate degrees in the United Kingdom and North America.

## **11. HIGHER EDUCATION'S RELATION TO SOCIETY**

There are no formal links between higher education and society. However, the Government has recognized the need for programmes in certain disciplines in the rural areas. Although they are administered by the College they are not higher education programmes. They are geared towards passing on specific skills which can assist members of rural communities being integrated into the productive sector. The University of the West Indies School of Continuing Studies occasionally sponsors lectures and panel discussions on issues relevant to a particular period or topical issues affecting the lives of the populace.

### **11.1 Relation with the rest of the education system**

The sector of higher education that has the strongest link with the rest of the education system is the Teacher Education Division of the Clarence Fitzroy Bryant College. This Division is dedicated to training teachers for working in the primary and secondary school system on graduation from the College. It forms a critical component of the in-service teacher-training programme of the Ministry of Education.

The research done by students enrolled in the Teacher Education Division is usually on some aspect of the school system and thus has the potential to contribute to the development of the school system.

### **11.2 Relation with the economic system**

There is no formalized relationship between higher education and the economic system. However, the Ministry of Education is striving to forge those links and bridge the gap between higher education and business. There is however a programme whereby students of the Division of Technical Vocational Education and Management Studies spend 6 to 8 weeks on internships at various businesses as a part of their programme of study. Some of these companies eventually employ the interns. Some also offer scholarships and awards to students in particular disciplines.

### **11.3 Relation with the social and cultural system**

The Clarence Fitzroy Bryant College plays a vital role in social and community development through its Adult and Continuing Education Programme which offers courses in a number of disciplines. Over the last three years, the College has embarked on a rural programme by which it conducts classes teaching various skills in the rural communities. These include computer related skills, dressmaking, cooking and other life skills. The programme is promoted by the Ministry of education and has been highlighted in its Key Results for 2002 and 2003. The primary and secondary schools serve as adult education training centres where CFBC courses are offered during the evenings and the vacation periods.

## **12. GLOBALISATION, INTERNATIONALIZATION AND INTER- INSTITUTIONAL COOPERATION, AT A NATIONAL, REGIONAL AND INTERNATIONAL LEVEL**

### **12.1 Presence of national institutions in other countries, through training and research programmes**

There are no known national institutions with a presence in other countries as it relates to higher education.

### **12.2 Presence of foreign institutions and their education supply at a national level**

As noted in an earlier section, there are three international institutions of higher education on St. Kitts and one on Nevis. Three are medical universities and one a school of veterinary medicine. These institutions cater for international students. However, it is possible for a native of the Federation to enroll in one of these institutions having had the necessary qualifications. There has been at least two Kittians who have graduated from these institutions.

### **12.3 The internationalization of higher education and legislation in the field of accreditation and recognition of degree, diplomas and study certificates.**

The Saint Christopher and Nevis Accreditation of Institutions Act, 1999 is the only legislation in the field of accreditation. The Act is captured in Section 15.

#### **12.4 Students' and teaching staff international mobility**

Students enrolled in the higher education institutions do not generally engage in student exchanges abroad. However, on graduation from the Clarence Fitzroy Bryant College and the University of the West Indies, students can enroll in programmes regionally and internationally with minimal problems.

Teaching staff at the College do not engage in staff exchanges. There are no known staff exchange agreements and scholarships that favor mobility.

#### **12.5 Level of development of units and structures to promote and facilitate inter-institutional cooperation at an institutional and national level.**

On a regional level, the University of the West Indies School of Continuing Studies facilitates the building of relationships between national institutions and the University of the West Indies. Evidence of the level of development of this particular relationship is the success of the UWI Level 1 programme being offered at the College as well as the UWI Teaching Certificate.

The administration of Clarence Fitzroy Bryant College has developed relationships with a few regional and international institutions and have negotiated for advanced placement of its graduates. The obvious one is the relationship with the University of the West Indies. Others include agreements with at least two American and one Canadian institution.

The Ministry of Education is also building relationships with other institutions whereby it can negotiate scholarships for the country's citizens to pursue studies overseas. It is also focused on improving the relationship between itself and the University of the West Indies to ensure that the University expands its programme offerings at the Clarence Fitzroy Bryant College.

Another initiative of the Ministry of Education is that it is a part of the Caribbean Knowledge Learning Network which is a major distance education project in which Cariforum countries are involved. This project is aimed at giving residents of these countries access to programmes by distance. At this point legislation is being channelled through the Cabinet to establish a company through which this would be achieved as this is the methodology being used for access by member countries.

## **13. RECENT INNOVATIONS, REFORMS AND DEVELOPMENT PROGRAMMES**

### **13.1 Innovations, their objectives, significance and scope**

The most recent innovations in higher education have been the introduction of associate degrees in Teacher Education, Nursing Education, Hospitality Studies and Management Studies at the Clarence Fitzroy Bryant College. Offerings began as early as 2000. The objective of offering the Associate Degree is to not only improve the profile of the College but to provide the Federation's citizens with a professional certificate while at the same time giving them the opportunity to integrate smoothly into another institution's programme. In addition to the Associate Degree all programme offerings have been upgraded to include computer literacy.

The most recent has been the improvement in the hospitality programme which is linked to the Caribbean Tourism Organisation's Learning System programme in the Caribbean in which hospitality programmes across the Caribbean are involved. The improvements in the hospitality programme parallels the development of the tourism sector in the Federation. Tourism has become the largest foreign income earner in the Federation and in developing its product the Government is also focusing on building its human resource capacity in the industry.

### **13.2 Aspects of higher education where innovations, reforms and programmes have been implemented**

#### ***Teacher Education***

The Clarence Fitzroy Bryant College in collaboration with the UWI Faculty of Education introduced the Associate Degree in Education (ADE) in September 2003. This degree like the Teaching Certificate may be used for entry into the UWI in general for advanced placement in Second Year courses of the bachelor of Education Degree. The degree is a two-year programme and is based on a credit weighting system of a total of seventy (70) credits to complete the programme. Entry to the programme is a minimum of five (5) CXC general Proficiency with Grades 1, 2, 3 or the equivalent General Certificate of Education Ordinary Level standard. English must be included.

#### ***Nursing Education***

The General Nursing Education Programme is a three year programme leading to an Associate Degree in Nursing Education. On completing a three-year programme of training candidates write an exam for obtaining the status of Associate Degree approved by the University of the West Indies. Students go on to write the Caribbean Nursing Council Exams which if successful they are licensed to work in the CARICOM region.

#### **14. EVOLUTIONARY TRENDS, FUTURE DEVELOPMENT PROSPECTS AND PLANS**

Higher education in St. Kitts and Nevis can be described as two pronged in the sense that the national higher education institutions are being developed on one hand whilst the presence of offshore institutions is being facilitated by the Government. In observing the latter, it is noted that the number of offshore universities is increasing steadily. Likewise, the programmes being offered by the Clarence Fitzroy Bryant College are being expanded to meet the human resource needs of the Federation. This suggests that higher education in the Federation continues to evolve.

Higher education in St. Kitts and Nevis still has some way to go before the vision created as far back as 1967 is achieved. The country reached a significant milestone in having a national college that caters to several needs while achieving the goal of giving nationals the opportunity to complete a degree at home. There are a number of areas that are being worked on which gives an indication of the future trend of higher education in the Federation.

The Federation's involvement in the Caribbean Knowledge and Learning Network (CKLN); the addition of programmes via the UWI Distance Education Centre; and the trend towards the enrollment in graduate distance programmes outside the region by nationals points to a significant step forward in Distance Education. Distance Education is on course to be the fastest growing area of higher education in the Federation as

enrollment in the UWI distance programmes increase and the CKLN comes on stream. It is expected that there will be increased access to higher education via such programmes.

This being the case, the overall cost of higher education should decrease both for the Government and student. The Government may not need to increase its capital outlay in the form of buildings and investment in human resource needed to carry a full higher education programme. Students will have the opportunity to work at home while pursuing studies thus helping to reduce the financial burden of travel and financing an overseas education while being unable to work because of immigration laws in various countries.

The presence of offshore universities is increasing. This has brought significant economic benefit to the Federation and as such it is expected that the Government may continue to facilitate the establishment of these institutions. They have helped citizens to recognize the need for continuing education and have encouraged them to pursue higher education. These institutions would also help to improve the access to higher education for nationals of the Federation and even the wider Caribbean. The Government should continue to negotiate scholarships for its citizens to attend these institutions.

#### **14.2 Development plans at an institutional level**

The Clarence Fitzroy Bryant College has begun to develop partnerships with higher education institutions outside of the Federation. In discussion with both the Principal of the College and the Permanent Secretary in the Ministry of Education, it seems that there is significant interest in forging links with more institutions. The relationship between

the University of the West Indies is expected to be further enhanced with plans for bringing the University of the West Indies Level 2 Programme to the Clarence Fitzroy Bryant College. However, given the low numbers enrolled in the Level 1 programme, more marketing would have to be done to improve the enrollment in Level 1 for Level 2 to be viable.

The College recently added a building which houses the Hospitality wing to its infrastructure. As part of the Caribbean Tourism Organisation Quality Assurance programme, and the thrust towards the improvement in the Tourism product in the Federation, this area of the College's programme is poised for further development. As the numbers increase, it is expected that graduates from this programme would move on to the University of the West Indies to complete the bachelors degree in Hospitality Management and various other areas of this industry. The programme at the College could be enhanced with further participation of the hotels and guest houses in the development of the programme.

As indicated in an earlier section, there is a Transition Team in place which has the mandate to develop legislation to make the Clarence Fitzroy Bryant College autonomous. It is anticipated that the College in its new form would be run by a Board. The full autonomy of the College opens the door for changes in its programme either through addition or expansion of various programmes as well as consolidation where necessary. This also opens the way for more effective programmes.

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## SECTION TWO

### 15.1 Higher education regulation and laws

#### **Excerpts from the Laws of Saint Christopher Nevis and Anguilla:**

Saint Christopher, Nevis and Anguilla, No. 18 of 1975 (The Education Act, 1975)

#### PART 1

#### General

“.....4 . (1) The Minister shall be responsible for securing the purposes set out in section 3 and for the due administration of the provisions of this Act, and, in the exercise of the powers conferred on him by this Act, the Minister may do all things necessary or convenient for the purpose of carrying out his responsibilities under this Act.”

“.....(2) (C) conducting education for adults and youths, and undertaking or participating in the discharge of the responsibilities of the Government with respect to university education;”

“..5 (c) make provision for the professional training of teachers for the entire system of public education, and lay down standards which are applicable to the recruitment of teachers, their training and conditions of service.”

“6. (1) The system of public education shall be organized in three stages, that is to say –

- (a) primary education which shall consist of full-time education suitable to the requirements of junior pupils;
- (b) secondary education which shall consist of full-time education suitable to the requirements of senior pupils;
- (c) further education, which shall consist of
  - (i) full-time education beyond secondary education or in addition thereto;
  - (ii) part-time education;.....”

## Part II

### PUBLIC SCHOOLS

“...14. (1) For the purposes of this Act the school system shall be organized in two categories to be known as public schools and private schools.

(2) Subject to the provisions of this section a public school is a school maintained at public expense to which the general public has access without any condition, other than those required or authorized by this Act and the regulations,...

“...15. (1) The public school system shall be comprised of such schools as may from time to time be found necessary for the efficient carrying out of the responsibilities of the Minister and may include –

- (a) primary schools .....

- (b) secondary schools.....
- (c) vocational or technical schools....
- (d) teachers’ colleges or institutions for professional training of teachers for service in the schools of the State;
- (e) special schools for the education and training of children who are handicapped in such a way as to require special educational facilities for their best development;
- (f) any other schools or departments of schools for the education of adults and youths along suitable courses...”

“PART IV – SPECIAL SCHOOLS AND COLLEGES

34. (1) The Minister may –

..... (c) make provision for special educational facilities to be provided for instruction by correspondence.....

36. For the purpose of ensuring the better education and training of teachers, the Minister may cause to be established teachers’ colleges and classes at such places he may from time to time determine, and having due regard to the maintenance of the standard of that education and training, after such consultation as he considers desirable, may disestablish any such teachers’ college or class.

37. The Minister may on behalf of the Government enter into agreements with the University of the West Indies –

(a) for the use of such facilities provided by the University for continuation or extension courses for teachers;

- (b) for associating and co-ordinating the facilities and programme of any teachers' college with those of the University;
- (c) for establishing standards for certification and recognition of qualifications of teachers;
- (d) for the promotion of community development, education, adult education and nursing education.”

## REGULATIONS

“50. (4) The Minister may, from time to time, make regulations for the following purposes –

- (a) defining the branches of further education, and the subjects to be taught in classes in further education, and the course and number of hours of instruction therein, and providing for examinations therein;
- (b) to give full effect to the intention of the provisions of this Act relating to further education.

(6) The Minister may from time to time make regulations for all or any of the following purposes –

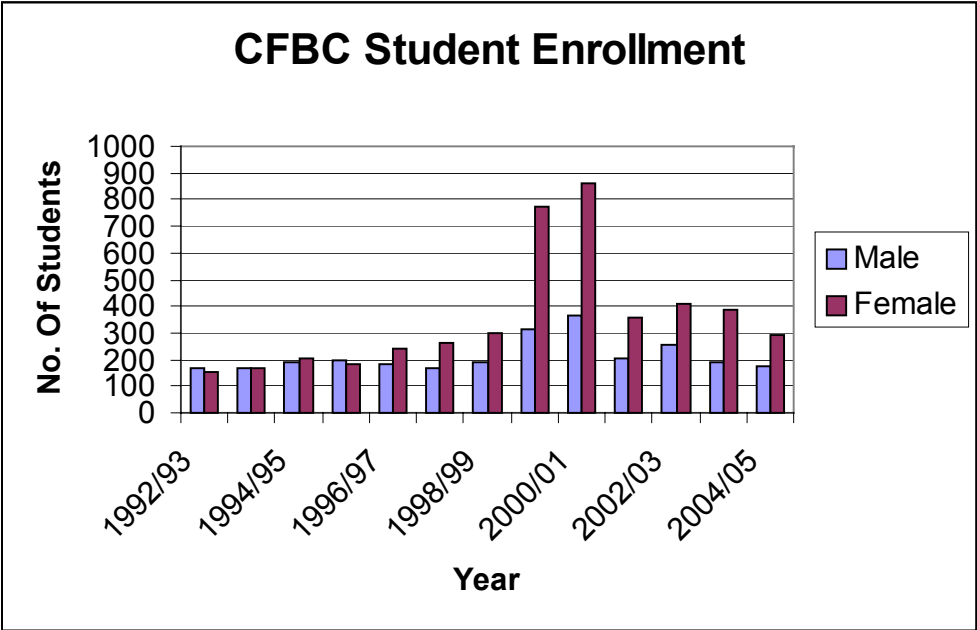
- (a) providing for the control, organization, management and conduct of teachers' colleges;
- (b) prescribing the divisions into which students of teachers' colleges are to be classified, and the conditions for the selection of students for those divisions, and for their admission to or contribution in and removal from teachers' colleges in those divisions;

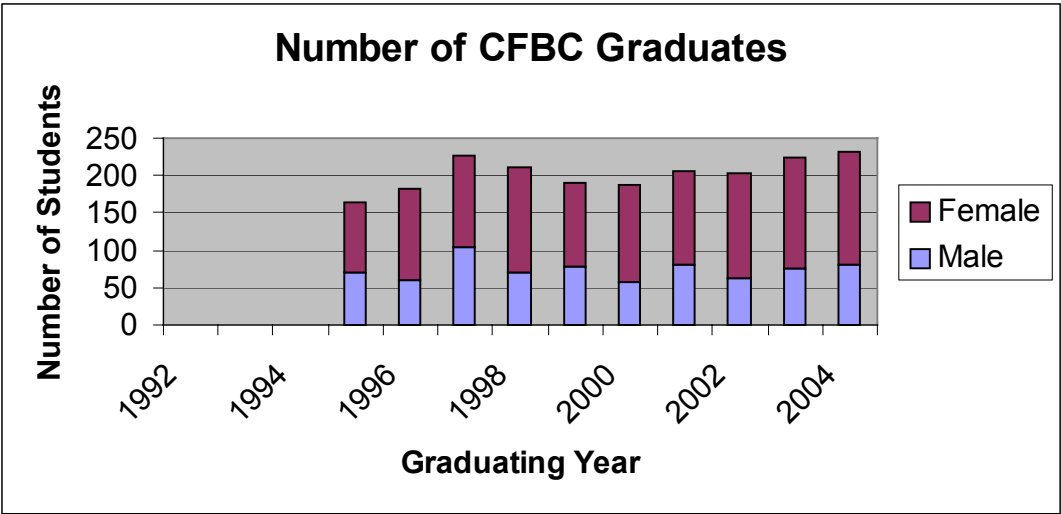
- (c) prescribing the courses and curricula for students of the various divisions in teachers' colleges;
- (d) providing for the certification of teachers completing courses of training.”

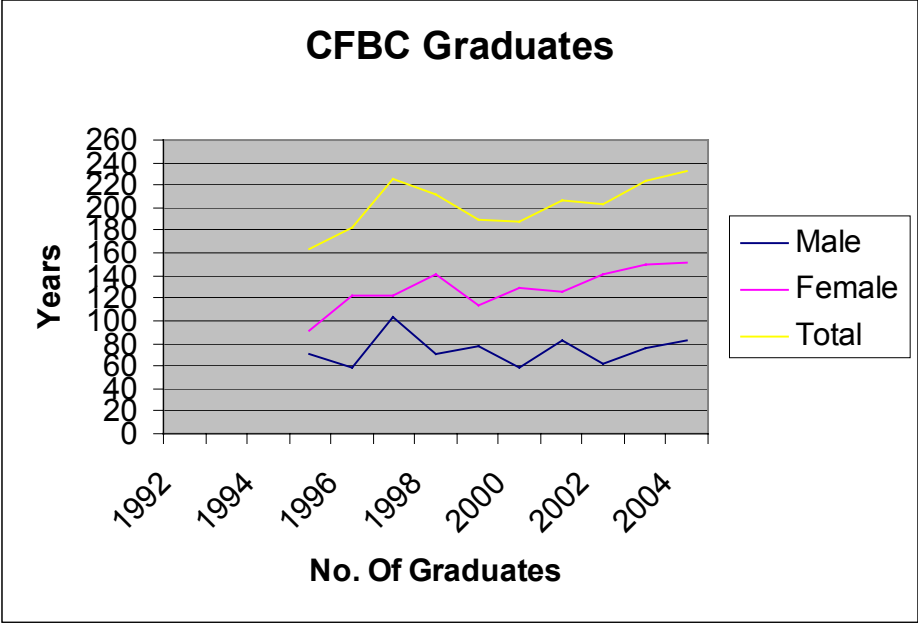
# SECTION THREE

## 15.2 Statistics

### Appendix 2







**CFBC ENROLLMENT BY DIVISION 1992 - 2004**

YEAR	Data	Total
1992-93	Sum of A'LEVEL	61
	Sum of SECRETARIAL	0
	Sum of TECHNICAL	94
	Sum of HOSPITALITY	1
	Sum of LEVEL 1	
	Sum of ADULT ED	
	Sum of NURSING ED	
	Sum of TEACHER EDUCATION	10
1993-94	Sum of A'LEVEL	58
	Sum of SECRETARIAL	0
	Sum of TECHNICAL	100
	Sum of HOSPITALITY	1
	Sum of LEVEL 1	
	Sum of ADULT ED	
	Sum of NURSING ED	
	Sum of TEACHER EDUCATION	8
1994-95	Sum of A'LEVEL	71
	Sum of SECRETARIAL	0
	Sum of TECHNICAL	108
	Sum of HOSPITALITY	1
	Sum of LEVEL 1	
	Sum of ADULT ED	
	Sum of NURSING ED	
	Sum of TEACHER EDUCATION	9
1995-1996	Sum of A'LEVEL	68
	Sum of SECRETARIAL	0
	Sum of TECHNICAL	105
	Sum of HOSPITALITY	4
	Sum of LEVEL 1	
	Sum of ADULT ED	
	Sum of NURSING ED	
	Sum of TEACHER EDUCATION	20
1996-97	Sum of A'LEVEL	55
	Sum of SECRETARIAL	
	Sum of TECHNICAL	100
	Sum of HOSPITALITY	
	Sum of LEVEL 1	
	Sum of ADULT ED	0
	Sum of NURSING ED	0
	Sum of TEACHER EDUCATION	24
1997-98	Sum of A'LEVEL	60
	Sum of SECRETARIAL	
	Sum of TECHNICAL	87
	Sum of HOSPITALITY	
	Sum of LEVEL 1	
	Sum of ADULT ED	
	Sum of NURSING ED	0
	Sum of TEACHER EDUCATION	20

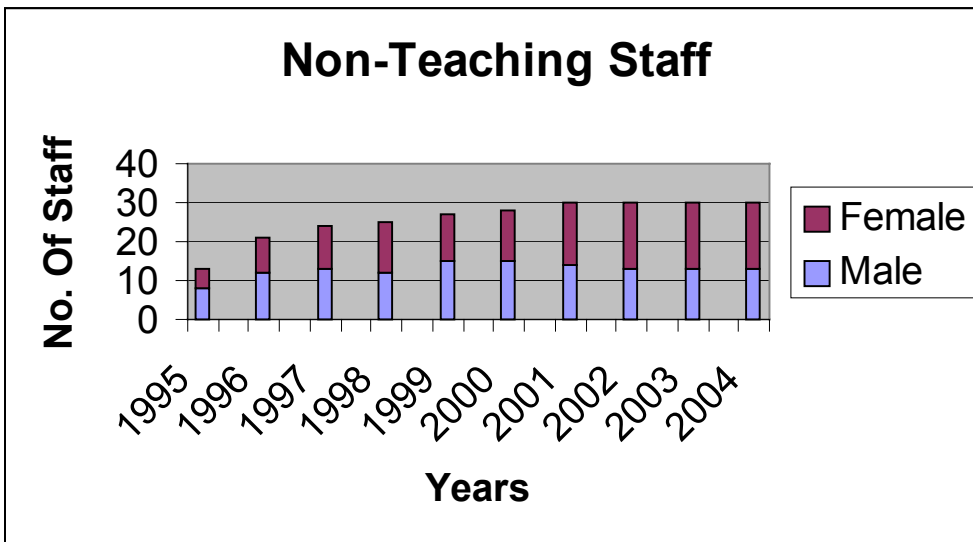
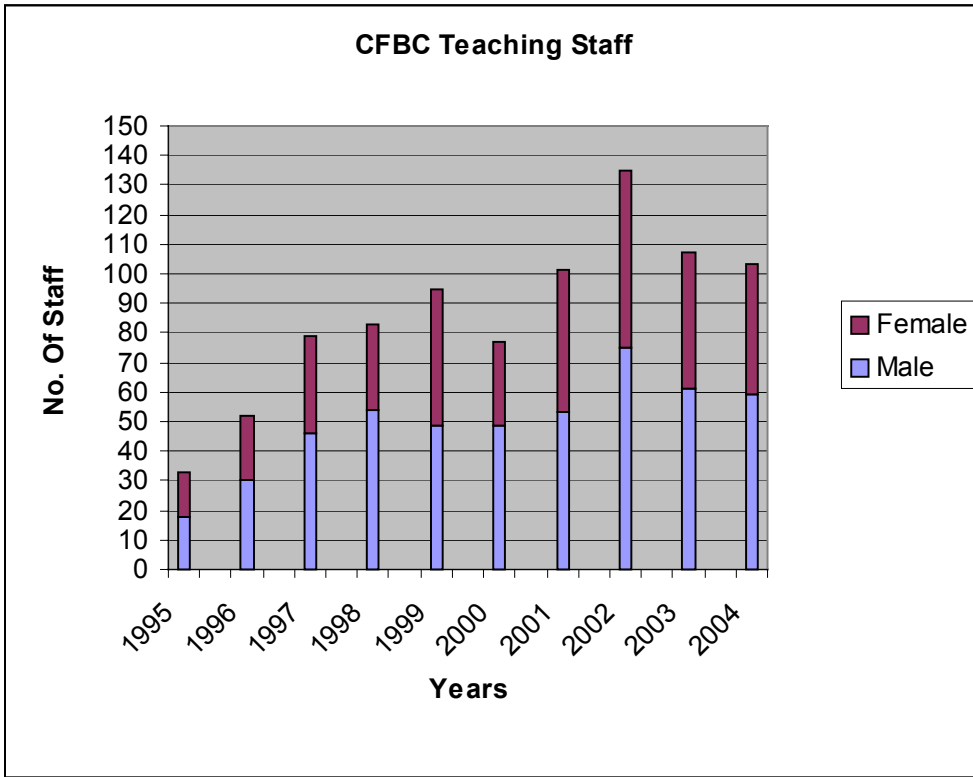
1998-99	Sum of A'LEVEL	86
	Sum of SECRETARIAL	
	Sum of TECHNICAL	84
	Sum of HOSPITALITY	
	Sum of LEVEL 1	9
	Sum of ADULT ED	0
	Sum of NURSING ED	14
1999-00	Sum of A'LEVEL	77
	Sum of SECRETARIAL	
	Sum of TECHNICAL	78
	Sum of HOSPITALITY	
	Sum of LEVEL 1	3
	Sum of ADULT ED	148
	Sum of NURSING ED	1
Sum of TEACHER EDUCATION	8	
2000-01	Sum of A'LEVEL	64
	Sum of SECRETARIAL	
	Sum of TECHNICAL	114
	Sum of HOSPITALITY	
	Sum of LEVEL 1	2
	Sum of ADULT ED	175
	Sum of NURSING ED	1
Sum of TEACHER EDUCATION	12	

2001-02	Sum of A'LEVEL	71
	Sum of SECRETARIAL	
	Sum of TECHNICAL	114
	Sum of HOSPITALITY	
	Sum of LEVEL 1	3
	Sum of ADULT ED	0
	Sum of NURSING ED	2
	Sum of TEACHER EDUCATION	11
2002-03	Sum of A'LEVEL	82
	Sum of SECRETARIAL	
	Sum of TECHNICAL	141
	Sum of HOSPITALITY	
	Sum of LEVEL 1	4
	Sum of ADULT ED	
	Sum of NURSING ED	1
	Sum of TEACHER EDUCATION	24
2003-04	Sum of A'LEVEL	74
	Sum of SECRETARIAL	
	Sum of TECHNICAL	102
	Sum of HOSPITALITY	
	Sum of LEVEL 1	5
	Sum of ADULT ED	
	Sum of NURSING ED	1
	Sum of TEACHER EDUCATION	9
2004-05	Sum of A'LEVEL	89
	Sum of SECRETARIAL	
	Sum of TECHNICAL	74
	Sum of HOSPITALITY	1
	Sum of LEVEL 1	2
	Sum of ADULT ED	
	Sum of NURSING ED	0
	Sum of TEACHER EDUCATION	10

**A'level Enrollment & 5<sup>th</sup> Form Graduates  
NEVIS**

	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>A'level</b>	28	32	28
<b>No. of 5<sup>th</sup> Form Graduates</b>	141	170	168

### Appendix 3



Appendix 4

ENROLLMENT: UWI SCHOOL OF CONTINUING STUDIES

2000 to 2002

Programme	2000/01			2001/2002		
	Male	Female	Total	Male	Female	Total
External Programme in Agriculture	1	0	1	1	0	1
BA	2	1	3	0	0	0
BSc Accounting	0	2	2	0	2	2
BSc Management Studies Level 1	5	16	21	1	10	11
BSc Management Studies Level 11	2	3	5	1	6	7
BSc Management Studies Level 111	2	7	9	2	7	9
Certificate in Education	0	1	1	0	0	0
Diploma in Security Administration – Cohort 1	7	4	11	1	3	4
Diploma in Security Administration – Cohort 11	8	1	9	8	1	9
Administrative Professional Secretaries Certificate Year 1	0	16	16	0	3	3
Administrative Professional Secretaries Certificate Year 11	0	13	13	0	13	13
Computer Studies – Basic	3	11	14	0	0	0
Computer Studies - Intermediate	4	9	13	0	0	0
Computer Studies – Advanced	4	6	10	0	0	0
Certificate in Business Administration				0	22	22
Certificate in Public Administration				0	1	1
<b>TOTAL</b>	<b>38</b>	<b>90</b>	<b>128</b>	<b>14</b>	<b>68</b>	<b>82</b>

## ENROLLMENT: UWI SCHOOL OF CONTINUING STUDIES

2002-03

Programme	Local/Regional	Delivery Mode	Semester I			Semester II			Summer Semester		
			M	F	T	M	F	T	M	F	T
Certificate in Business Administration	Regional	Distance	2	33	35	2	33	35	1	8	9
Certificate in Public Administration	Regional	Distance	1	0	1	0	0	0	0	0	0
EC08A Remedial Mathematics**	Regional	Face to Face	0	2	2	0	0	0	0	0	0
<b>TOTALS</b>			<b>2</b>	<b>37</b>	<b>38</b>	<b>2</b>	<b>33</b>	<b>35</b>	<b>1</b>	<b>8</b>	<b>9</b>

\*\* Students not registered in CPA/CBA

Programme	Local/Regional	Delivery Mode	Semester I			Semester II			Summer Semester		
			M	F	T	M	F	T	M	F	T
BSc Accounting	Regional	Distance	0	0	0	0	0	0	0	0	0
Bsc Management Studies Level 1	Regional	Distance	2	16	18	2	16	18	0	0	0
BSc Management Studies Level 2	Regional	Distance	1	11	12	1	11	12	0	1	1
BSc Management Studies Level 3	Regional	Distance	5	11	16	2	9	11	1	6	7
BA French/ED	Regional	Distance	1	0	1	1	0	1	1	0	1
B Ed Educational Administration	Regional	Distance	0	5	5	0	5	5	0	5	5
Advanced Dip. Construction Eng.	Regional	Distance	0	1	1	0	1	1	0	0	0
Diploma in Security Administration	Regional	Distance	0	0	0	0	0	0	7	2	9
Cert Ed	Regional	Distance	0	1	1	0	0	0	0	0	0
<b>TOTALS</b>			<b>9</b>	<b>45</b>	<b>54</b>	<b>6</b>	<b>42</b>	<b>48</b>	<b>9</b>	<b>14</b>	<b>23</b>

## ENROLLMENT: UWI SCHOOL OF CONTINUING STUDIES

2003-04

### Enrolment by Programme/Level & Status (Nevis)

Programme	Certifying Body	Student Status						Grand Totals
		New			Continuing			
		M	F	T	M	F	T	
B Sc Level 1 Accounting		0	3	3	0	1	1	4
B Sc Level 1 Economics		0	2	2	0	0	0	2
B Sc Management Studies Level I		1	1	2	1	0	1	3
B Sc Management Studies Level II		0	1	1	1	1	2	3
B Sc Management Studies Level III		0	0	0	0	0	0	0
B Ed. Educational Administration		0	0	0	0	1	1	1
Certificate in Business Administration		2	1	3	1	10	11	14
Advanced Diploma in Construction		0	0	0	0	1	1	1

### Enrolment by Programme & Status (St Kitts)

Programme	Certifying Body	Student Status						Grand Totals
		New			Continuing			
		M	F	T	M	F	T	
B Sc Level 1 Accounting		0	1	1	0	0	1	1
B Sc Level 1 Economics		0	0	0	0	0	0	0
B Sc Management Studies		0	8	8	3	18	21	29
B Ed. Educational Administration		2	2	4	0	4	0	8
Certificate in Business Administration		1	1	2	1	11	12	14
Certificate in Public Administration		0	0	0	0	1	1	1
Advanced Diploma in Construction		0	0	0	0	0	0	0
Specially Admitted		4	3	7	1	0	1	8
SCS - EC08A only		0	1	1	0	0	0	1