

DOMINICA NATIONAL REPORT

ON

HIGHER EDUCATION

**PRESENTED AT
3RD SUB-REGIONAL MEETING REGARDING HIGHER
EDUCATION IN THE CARIBBEAN**

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Section One

Historical development of higher education

The point of departure for this discussion of the development of higher education in Dominica is the social and political context from which the education system in general emerged. That this should be the case is made evident in the fact that the prevailing factors underpinning the evolution of this sector in Dominica are colonialism and religion, and national and regional advancement initiatives. This is congruent with what obtained in most of the English-speaking Caribbean. Thus although Dominica may have a comparatively shorter history of tertiary education, the phases are perceptibly parallel.

During the mid nineteenth century all education programs, including higher education, emanated from religious denominations through, and in collaboration with the colonial government. In Dominica, the Church, in order to achieve its objective of converting souls utilized state media such as schools to develop a human resource base, and as such trained “one man” annually at institutions such as Mico in Antigua and Corderington in Barbados. During that period, some degree of local manpower was also deemed as a requisite to efficacious colonial rule. For that reason, the British government also saw it fit to begin training one man in the fields of agriculture, medicine and education annually, and to increase this number, albeit very slowly, during the 1940s and into the 1950s. All scholarships were awarded on the basis of performance at Cambridge exams and were tenable at institutions such as Leeds and Oxford in the United Kingdom. One sees here the pooling of church and state resources in order to achieve higher education goals.

With the inception of the University College of the West Indies in 1948 came greater opportunities for participation in higher education by Dominica. According to Annual Education Reports, in 1957, almost ten years after its establishment, Professor W.

Harper from the UCWI conducted interviews with Dominican candidates for scholarships and entrance. Notwithstanding the fact that initial participation was limited to what was perceived by colonial rulers as necessary, new options became available. Further to the establishment of the UCWI, increasing pressure from non-campus contributing countries for access and wider participation led to the founding of University Centers or Extra Mural Departments in non-campus territories, with Dominica's center opening in 1968. During that period there were also reports for the first time of privately funded studies being pursued at institutions in the UK and Canada. Despite the fact that these developments were taking place prior to Dominica attaining its independence from Britain, the fact that some West Indian territories had already done so was perhaps regarded by Britain as indicative of a trend. As such, increasing diversity in subject matter marked State-sponsored higher education. Fields such as nursing, taxation and prison systems, rural and community development, and firefighting gained prominence, as opposed to the previous limited focus on law, agriculture and medicine. The need for a cadre of local resource persons was inevitable in the face of changing social climate.

That period also saw the introduction of locally initiated higher education initiatives. The Dominica Teachers' Institute was inaugurated in 1973, arising out the increasing demand for trained teachers in light of increasing enrolment and the need for a more efficient and cost-effective method of teacher training. The view that its focus on GCE O' Levels was redundant led to a change of agenda and name for the Dominica Teachers' Institute. It moved to concentrating, as the Dominica Teachers' Training College, on providing some content area knowledge, as well as a strong pedagogical base for classroom practice.

The Sixth Form College, an institution offering courses in both the academic and technical vocational streams emerged in the late 1970s, offering G.C.E Advanced Levels as a prerequisite to entering the University of the West Indies or other extra-regional

universities. In 1983, acting upon the 1974 recommendation of the Intergovernmental Committee on Caribbean University Education, these two institutions merged into the Clifton Dupigny Community College (CDCC), and continued to offer two separate routes to tertiary education. Even with the establishment of the CDCC, access to higher education both in Dominica and externally continued to be restricted for two reasons. In the first instance, limited space gave way to rigorous screening processes for admittance to the CDCC, and since no other institution offered a GCE A Level program, the prerequisite to university entrance, very few were able to go beyond secondary schooling. Secondly, the exorbitant cost of university education meant that even those who accessed the CDCC might not have been able to take advantage of the opportunity for advancement that their qualifications provided.

The prohibitive cost of university education, as well with the growing awareness of the importance of trained professionals to Dominica's attainment of national development goals, led to the quest for higher education options. This gave rise to initiatives such as the Dominica/Cuba Scholarship scheme. Such programs marked, significantly, a shift to higher education, especially at the university level, being accessible to all qualified Dominicans, as opposed to being to privilege of an elite few.

➤ *Recent Developments*

Recent developments in higher education in Dominica are reflective of the fact that local initiative cannot eschew regional and global trends if it is to be relevant and responsive. Most current developments center on new methods of higher education provision, new areas of study and new systems of qualification. Also evident are novel arrangements, as far as Dominica is concerned, for accessing opportunities in that sector. Of major significance for Dominica was the establishment in 2002 of the Dominica State College,

an institution merging the four publicly owned higher education facilities existing in Dominica at that time.

The evolution of higher education in Dominica can be summarized in the table below.

Table 1: Summary of higher education development in Dominica

Period	Phase/Stage	Features
1920s – 1950s	Colonial rule	Limited access to higher education; 1 or 2 awards increased gradually to about 9
1960s – 1970s	Pre-independence to Independence	Growing demand for and access to higher education; Establishment of local institutions
1980s	Increasing national demand for access	Establishment of new local institutions Non-traditional avenues to university access explored
1990s to present		New local institutions of both Foreign/external providers New modes of delivery Significant increase in government expenditure on higher education, especially during the mid '90s

Section Two ***Structure and functioning of higher education in Dominica***

Higher education institutions operating in Dominica at present may fall into one or more of these broad categories:

- **State sponsored/public:** institutions that are wholly or mainly maintained at the public expense (as defined in Dominica Education Act # 11 of 1997)
- **Private:** owned, managed and financed by a person, religious community or body – not government owned or subsidized¹
- **External:** locally based or distant higher education providers which are not of Dominican origin
- **Local:** institutions, which, whether private or public, are of Dominican origin

The above groupings allow one to identify six higher education institutions which have a local physical base. Of these, two are public and four are private. Of the four privately owned institutions, two are of Dominican origin, and two are offshore providers. *Other foreign institutions* functioning in Dominica offer a variety of programs through different modalities, either through local institutions or independently. These are distinguished from the first category by virtue of the fact that the parent institutions have no physical presence in Dominica. The institutions are grouped for convenience, and do not necessarily belong exclusively to one category

¹ Although no such higher education institution exists in Dominica at present, the Act also makes provision for Government Assisted institutions.

Institutions

➤ *Dominica State College*

The Dominica State College is a national publicly funded institution established in 2002 by virtue of the Dominica State College Act # 4 of 2000. This non-university institution offers programs leading to Associate Degrees, Certificates or GCE Advanced Levels, and operates with four faculties and a Continuing Studies Division. Although students in some programs may opt to take the GCE Advanced Level exams upon completion of their four semesters, successful students generally obtain an Associate Degree as final qualification.

Table 2: Programs offered by Dominica State College

Faculty	Programs /Courses offered
Faculty of Education	<ul style="list-style-type: none">• Associate Degree in Primary Education Core Components: Foundations of Language, Education, Social Studies, Mathematics, Use of Education, Literacy, Health and Family Life Options: French, Arts and craft, Music, Agriculture, Physical Education• Associate Degree in Secondary Education: Foundation Courses- Caribbean Issues, Technology for Instruction, English for Tertiary Level Students, Adolescent Psychology, Principles of Learning and Instruction, Philosophy, History and Sociology of Language, Principles of Learning and Instruction, Measurement and Evaluation Majors and Minors: Agricultural Education, Social Studies, English Language and Literature, French Language, Mathematics Education and Science Education
Faculty of Applied Arts and Technology	<ul style="list-style-type: none">• Electronic and Telecommunications Technology• Building and Civil Engineering• Agriculture• Architectural Technology• Certificate in Refrigeration & Air Conditioning

	<ul style="list-style-type: none"> • Mechanical Engineering • Electrical Engineering • Automobile Engineering <p>#In addition to courses in their major, students in this Faculty are required to take a. Mathematics and Language and Communication Studies as mandatory General Education courses, b. one foreign language (French or Spanish), and c. must choose between Psychology and Sociology, or History and Ethics as General Electives.</p>
Faculty of Arts and Sciences	<ul style="list-style-type: none"> • Accounts • Business Administration • *Biology • *Chemistry • *Physics • Computer Science • *Mathematics • Spanish • French • Literature • Economics • Sociology • Psychology • History • Geography • Tourism • Administrative Office Assistant <p>*Can be taken at GCE Advanced Level, and as courses offered in the Natural Science Associate Degree program. # Same as above</p>
Faculty of Health Sciences	<ul style="list-style-type: none"> • Pre- nursing • General Nursing • Midwifery • Certificate in Practical Nursing/Ward Assistant • Certificate in Mental Health
Continuing Studies Division	<ul style="list-style-type: none"> • Journalism • Tourism and Hospitality • Management Studies

➤ *University of the West Indies Distance Education Center/University of the West Indies School of Continuing Studies*

The University of the West Indies, through centers located in non-campus territories, affords clients the opportunity to enroll in some UWI degree programs. At the UWI

center in Dominica, participants are able to pursue studies through different routes. They may, in some instances, complete an entire degree at the UWISOCS, and in others individuals complete one year at home, and transfer to one of the main campuses in order to acquire their full degree. The center also offers certificate courses in areas such as Human Resource Management and Organizational Behavior. All programs are offered on a part-time basis and completion time for degrees ranges from 3 to 6 years. Among the programs offered are: B. Ed., CPA/CBA, B.Sc/ M. Sc. in Counseling, Certificate in Organizational Behavior and Certificate in Human Resource Development

➤ *Business Training Center and Cimpex Training and Technology Department/ISIS*

The Business Training Center (BTC) and Cimpex ISIS are two privately owned institutions established in 2000, and 2001 respectively, and are placed together because of the many similarities in programs that they offer. However, whereas as the BTC is a local institution, Cimpex ISIS is franchised with ISIS, St. Lucia. These institutions offer a wide range of programs in partnership with extra-regional institutions, inclusive of, but not limited to those at the higher education level leading to Associate Degree, diplomas and certificates. The overwhelming concentration of the programs is information technology and business studies. While in most instances space and logistical support are provided, in some cases, these institutions proffer tutorial support (See Appendix 1 for list of courses offered).

▪ *Ross University School of Medicine*

Ross University School of Medicine, a private US university was established in Dominica in 1978 and offers medical degrees predominantly to US citizens. Five Dominican nationals are also allowed to enroll at Ross during any academic year, but this quota has never been filled. Students spend four semesters in Dominica where they are exposed to introductory courses in clinical medicine. Practical pre-clinical experience is gained at the Princess Margaret Hospital in Dominica.

➤ *Institute for Tropical Marine Ecology (ITME)*

The ITME is a private offshore tertiary institution established in Dominica in 2005, offering academic programs in Marine Ecology, research and conservation. Since this is a relatively new institution, not much is known about it.

➤ *Open/Distant Programs*

Many international universities offer degree programs via the Internet and other distant modalities and do not require a local base. Among these are:

- University of London – LLB, Bachelors Degree in Project Management
- Leicester University – offers a variety of programs ranging from Masters in Educational Management and Business Administration to Bachelor of Arts and certificates.
- Commonwealth of Learning - Canada Caribbean Distance Education Scholarship – offered Bachelors of Arts in Education through University of Newfoundland and using UWIDEC network. Practicum was facilitated by Dominica Teachers' Training College (now Faculty of Education)
- University of Cambridge – Diploma in Business Administration offered through BTC and Cimpex ISIS
- Association of Chartered Accountants – offers program leading to professional qualification – Certificate of General Accounting
- Institute of Canadian Bankers – offers program leading to professional banking qualification

Post-graduate studies, features of supply, specialties

From the foregoing, it is evident that degree-granting institutions in Dominica are few. No local institution confers degrees upon its client. For the most part, Dominicans pursue degrees at UWI and other institutions in the UK, US and Canada, among others. Through special arrangements with the Governments of Cuba, Mexico and Venezuela, Dominicans have been able to obtain both 1st and postgraduate degrees in the fields of medicine, agronomy, telecommunications, civil and architectural engineering, and

business, among others. In the past, medicine and agronomy have produced the largest numbers of Cuban graduates. Of late, there has been more diversity. To date, this program has been the single largest contributor to the development of Dominica's medical resource base. Since its inception in 1979, over 300 persons have graduated from Cuban higher education institutions.

Ross University School of Medicine, whose students are for the most part United States citizens, offers medical degrees. Even in light of limited opportunities available to nationals wishing to pursue higher education at the degree level, the impact that Ross has had on local enrolment is very minimal. Other universities that offer degree programs do so via the distance mode. Bachelors and Masters Degrees in Business Studies and Administration, Law and Educational Management, Masters in Education and Human Resource Management are all qualifications that individuals have been able to obtain by enrolling directly at these institutions, that is, outside of arrangements with institutions such as BTC and ISIS.

Regulations and laws governing higher education in Dominica

Higher education in Dominica is regulated by provisions of the Commonwealth of Dominica Revised Laws of 1991, Chapter 28:03 and the Education Act # 11 of 1997 which repealed the Education Ordinance of 1926 (See Appendix 2). The Education Act of 1997 speaks directly to tertiary education, defining it as

Education suitable to the requirements of persons over compulsory school age who are not enrolled for secondary education in any school ... and college or university education and instruction normally available at institutions for teacher training, vocational training and technical training (Education Act 11/97, pg 154).

Schools, including higher education institutions, are categorized by the Act as public, private, or government assisted. The Minister of Education is charged with the responsibility of establishing and regulating public and government assisted schools through the appointment of various advisory committees and governing bodies. S/he has undisputed authority with regards to public institutions. However, the law gives the Minister no jurisdiction over private (higher) education institutions as far as curriculum, admissions, fees, appointment of staff, conduct of students and professional behavior of academic staff. Permits to operate private institutions are granted by the Minister upon inspection of such schools. In the first instance, permits are issued for a duration of three years, then for five years or indefinitely as the Minister sees fit. The Minister may also refuse or revoke permits should institutions breach regulations. Such institutions are managed by directors/owners with the assistance of administrative supervisors or site coordinators whom they appoint to take charge of daily operations and of management issues. These institutions see themselves as being accountability only to parent institutions whose programs they offer.

The Dominica State College Act # 4 of 2000 established the Dominica State College by ratifying the amalgamation of the four public institutions offering higher education in Dominica at the time. Much of the regulations governing public tertiary institutions in the Education Act of 1997 were rendered superfluous by State College. Responsibilities assigned to leading functionaries such as advisory boards were redefined by legislation and practice. Terminology such as 'President', 'Chair', 'Faculty' and 'Board of Governors' to describe new personnel has also had to be introduced. The Minister through the Board of Governors still exercises some authority over College, although in a limited capacity. It is the Board of Governors that is empowered by law to oversee the operations of the College.

Internationalization, Evaluation, and Accreditation

In many ways, higher education provision is new territory for Dominica. The fact that institutions in early stages of development are offering a variety of programs through non-traditional make the issues of quality and value for money of paramount importance, both to the institutions themselves and to the clientele that they serve. The claim to respectability that such institutions purport stems from different bases, and very often, the criteria by which they are judged are self-developed and non-standard. Institutions like the BTC and Cimpex/ISIS offer programs in conjunction with recognized universities that have their own systems of accreditation and for that reason assume that the programs they offer are accredited. However, while the United Kingdom may audit higher education programs offered by institutions within the UK, whether through traditional or distant modes, no such arrangement is in place for the programs offered through Caribbean institutions.

The Dominica State College currently offers Associate Degrees developed by the College and has articulation arrangements with the University of the West Indies and universities in the United States such as the New Mexico State University and the University of Plattsburg. The University of the West Indies matriculates DSC students into some Level Two courses. This is the case particularly with students graduating from the Associate Degree in Secondary Education program. Prior to September of 2005, the college has had a long-standing arrangement with the UWI, training primary school trainees via its Primary Certificate program. As such, students completing that program have been allowed into the UWI Bachelors in Education program. At the UWISCS, where the B.Ed. program is run for 4 years on a part time basis, students graduating from the DTTC (now Faculty of Education) are allowed to complete in 3 years. In the case of the some US universities, DSC Secondary Associate Degree graduates are enrolled at level three. In addition to seeking articulation with other higher education

institutions, the DSC is also concerned with maintaining high standards, and hopes that membership in association such as ACTI will guarantee some external mechanism for quality assurance is in place.

It is evident that different yardsticks are applied in determining what constitutes an acceptable program. The Ministry of Education, as the central educational authority in Dominica, has an important role in ensuring some collective standards can be applied. Accordingly, one of the systems of appraisal that the MOE has put in place is to check all degrees conferred by institutions for validity and currency by verifying the presence of the bestowing institution in the Log of Accredited universities.

Section Three

Access to higher education and its demographic coverage

The routes through which students gain access to higher education institutions in Dominica are generally the same. In order to enroll in institutions granting A' Levels or Associate Degrees, students must possess passes in four CXC General subjects at Grades 1, 2, or 3 or GCE O' Level Grades A, B, or C. However, institutions may require specific subjects so as to matriculate into certain programs. For instance, so as to qualify for entry into the Pre- Nursing program offered at the DSC, students must possess passes in Mathematics, English and Biology or Integrated Science and any other subject. The table below summarizes some of these more specific entry requirements.

Table 3: Entry Requirements by Institution and Program

INSTITUTION	GENERAL ADMISSION CRITERIA	PROGRAM SPECIFIC CRITERIA
Dominica State College	4 passes at CXC General Level or 4 GCE O' Level passes	<ul style="list-style-type: none"> - Faculty of Education Secondary Associate Degree Program: In some instances, A' Level experience in major - Faculty of Applied Arts and Technology: CXC passes in field to be pursued - Faculty of Health and Science: Biology or Integrated Science as part of the four CXC subjects; pre-nursing as a prerequisite for admission into the General Nursing program
BTC	Four CXC, GCSE passes	
UWISCS/UWIDEC	UWI entry requirements	
US/UK distant education programs	A' Levels, Associate Degree, SAT, GRE, 1 st degree for Masters	

The initial qualification of GCE Advanced Level or Associate Degree is normally prerequisite to entering universities in the region. North American universities normally

require that students take SAT, GMAT or GRE exams to qualify for entry into their system. These exams are administered locally by the Ministry of Education through the Local Registrar's office. Universal standards set for taking such exams apply.

Section Four

Higher education administration and management

While the Education Act # 4 of 1997) confers much authority on the Minister of Education as the seat of power in overall education management in Dominica, higher education institutions have various administrative structures.

➤ *Dominica State College*

The Board of Governors, under the direction of the Minister of Education is authorized by law to oversee the management of the Dominica State College. The Board comprises of fourteen members appointed by the Minister and includes: a Chairman, the President of the College, one public officer from the Ministries of Agriculture, Tourism, and Health respectively, the Chief Education Officer or a designate, one student, one member of the academic staff, one member of the senior administrative staff, a member of a bargaining agent for staff one individual from the private sector and one from an NGO. Members serve for a period of two years and may be reappointed. Functions of the Board include, *inter alia*, formation of policy with regard to the college, establishment of faculties, appointment of staff, fixing of fees, program content, and auditing of college finances.

➤ *BTC, Cimpex/ISIS*

These institutions have directors who appoint other members of staff to assist in the daily management of programs. Not being subsidized by government means that they are largely autonomous, and are regulated by the State only in so far as granting of permits for the establishment is concerned. Arrangements made in relation to selection and appointment of staff, budgetary allocation, admission, fees and curriculum are left to the discretion of directors and senior administrative staff. In the main, these institutions

are accountable only to the parent institutions whose programs they offer, and they honor that responsibility by presenting annual reports with regards to enrolment figures, pass rates etc. In the case of Cimpex/ISIS, a Site Coordinator who reports to ISIS, St, Lucia, is appointed to ensure efficient operations of the institution.

➤ *UWI School of Continuing Studies*

UWISOCS are managed by local Resident Tutors under the auspices of the Board for Non-Campus Countries and Distant Education.

Section Five

Principal actors in higher education

Student characteristics and evolution

Although there has been some change since 2000, students graduating from secondary schools in Dominica still have very limited possibilities as far as higher education is concerned. Should they desire to do so locally, those meeting entry requirements have the option of enrolling at the Dominica State College, the Business Training Center or Cimpex/ISIS to pursue tertiary education. Prior to 2000, among avenue for pursuing higher education in Dominica were the Clifton Dupigny Community College, the Princess Margaret School of Nursing and the Dominica Teachers' Training College.

The CDCC offered GCE Advanced Level in three streams: viz. i. the Academic Division which offered courses in French, Literature, Mathematics, West Indian and European History, Sociology, and Sciences; ii. the Secretarial Program provided training for administrative assistants, clerks and secretaries; and iii. the Technical Division which provided technical vocational training for students in Agriculture, Mechanical Engineering, Civil Engineering, Electrical Engineering, Automobile Engineering and Building Technology.

Teachers were trained at the Dominica Teachers Training College. Before 1997, only primary school trainees enrolled at that institution, to be trained via an in-service mode. That meant that since trainees were recruited only from among untrained teachers already in the public service, no pre-service teacher training was offered. Upon completion, trainees received a UWI endorsed Certificate in Primary Education. During

the 1990s, rapid increases in secondary school enrolment brought the number of untrained teachers in Dominica into sharp focus. The need for a sustainable means of training secondary school teachers led to the development in 1998 by the DTTC, in conjunction with the UWI, Mona of an Associate Degree in Secondary Education program.

The Princess Margaret School of Nursing trained individuals desirous of entering the nursing profession.

Prior to 2002 when this new institution emerged, limited resources coupled with inadequate accommodation facilities meant that not everyone attaining the requisite 4 CXC or GCE O' Level passes could enroll at the CDCC. The DTCC was constrained by government's inability to fund extensive teacher training, in view of the fact at that time financing had to be sourced both for teachers in training and for the substitutes who replaced them. The result has been a backlog of untrained teachers Dominica's education system.

The fact that students could only enroll on a fulltime basis was an additional constraint faced by those who were desirous of pursuing higher education while employed secularly.

In 2002, the DTTC, CDCC, and PMH School of Nursing became the Faculties of Education, Arts and Sciences, Applied Arts and Technology and Health Sciences respectively. One of the results of this amalgamation has been significant increases in student enrolment, particularly in the Faculties of Arts and Science and Applied Arts. The DSC has also presented students with option of registering as part-time or fulltime students, and although the GCE A' Level is being phased out, it is still presented to students as an alternative route to acquiring higher education qualification. In addition to the new Dominica State College, other institutions such as the BTC and Cimpex/ISIS

came on the scene, thus allowing greater access. The tables below represent are indicative of the changes in student participation by year and gender, from 1997 to 2004. According to the data collected, notwithstanding slight fluctuations, and with the exception of the years 1999-2000, the overall tendency is towards increased participation in higher education among both male and female for the years under review. The sharp rise in enrolment recorded from 2001-2003 was perhaps reflective of greater access resulting the establishment of the Dominica State College and other private higher education institutions. In 2002, enrolment stabilized among both male and female participants. A comparative analysis of male-female enrolment indicates that female participants outnumbered males for every year from 1997-2005 by almost 2:1. Traditional fields such as Agriculture and Technical Engineering continued to attract a preponderance of male participants, whereas Education, Health Sciences and Secretarial fields are dominated by females (See Appendix 3 for detailed enrolment data).

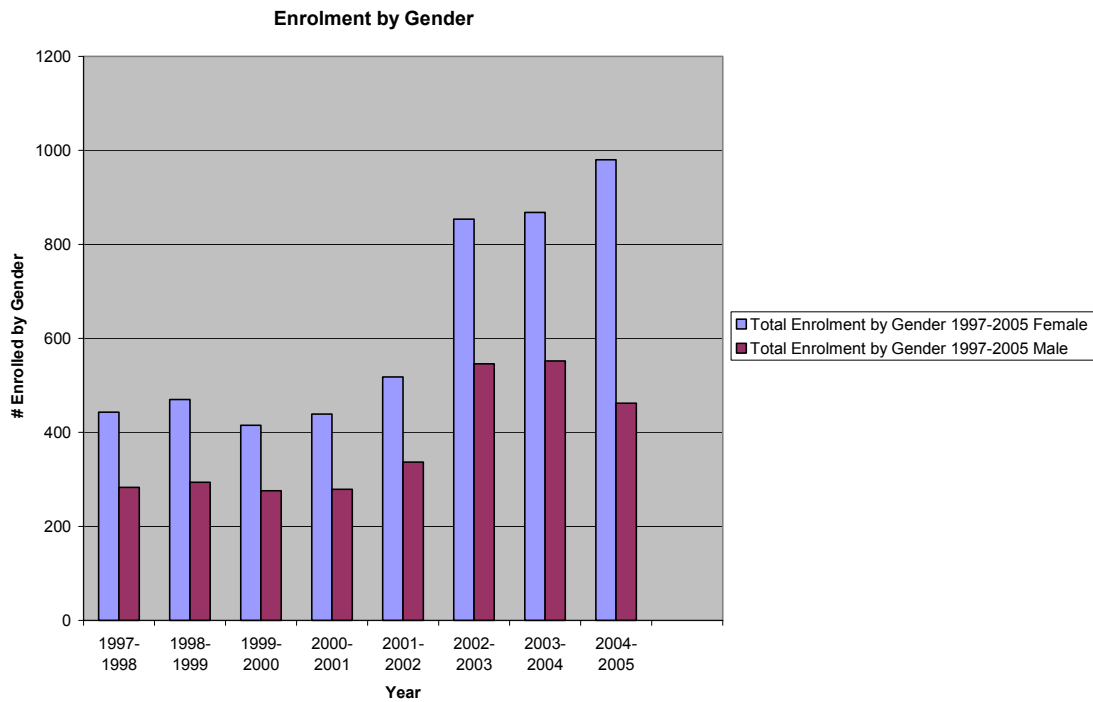
**Table 4: Total Male Female Enrolment
by Area of Specialization**

Area of specialization	Total female enrolment	Total male enrolment
Natural Sciences	506	212
Social Sciences	1194	362
Hospitality	65	5
Education	259	74
Agriculture	89	190
Technical Engineering	120	1186
Business Administration	946	419
Information Technology	110	151
Administrative Office Ass.	297	
Health Sciences	244	9
Humanities	1151	417
Total	4984	3030

Table 5: Total Enrolment by Gender 1997-2005

Year	Female	Male
1997-1998	443	283
1998-1999	470	294
1999-2000	415	276
2000-2001	439	279
2001-2002	518	337
2002-2003	854	546
2003-2004	868	552
2004-2005	980	462
Total	4984	3030

Figure 1: Enrolment by Gender



According to statistics obtained from the Central statistics Office in Dominica, the above figures represent approximately 13.6 % of the total population between the ages of 17 and 24. Females make up about 8.7% of that total and males represent 3.9%.

Student Aid Programs

Perhaps one of the biggest challenges facing individuals who want to take advantage of opportunities open to them in higher education is that of financing their studies. The 1991 Revised Laws of Dominica makes provision for students to receive higher education loans from the Agricultural Industrial Development Bank of Dominica at concessionary rates. Although the interest rates on these loans should by law be lower than that offered by other financial institutions that is not always the case. However, customers who have obtained loans from the AID Bank for funding education are given a delay period (for the duration of studies) before repayment begins, an allowance which other institutions do not make. It is important to note that in order to qualify for loans, applicants must, among other criteria, be enrolled in a field of study considered a national priority. Appendix 4 provides a list of areas for which funding has been approved from 1990. The 1991 Revised Laws also make provisions for granting of island scholarships. Conditions under which these 'government scholarships' are awarded are stipulated in the Law. However, given the fact that since their enactment so many changes have taken place with regard to higher education provision and options, these laws require some degree of revision. Another avenue available for funding higher education of the government's Financial Assistance Program. Monies which derive from external sources for that purpose are allocated on the basis of need, academic qualification and national priority. The sum available is not always consistent, since it depends largely on amounts donated by friendly governments or institutions. Funds are made available to students at both local and external tertiary level institutions, but in general are not awarded for the pursuit of Masters Degrees or PhDs. It is from this source that the Dominica State College is allocated funds for its Financial Assistance Program. Another avenue for funding that is available is full scholarships

offered by the Governments of Mexico, Venezuela or Cuban and administered by the Ministry of Education through its Human Resource Department.

Student representative bodies

To date, the only higher education institution with an organized student representative body is the Dominica State College. The Students Council is mandated by law as an organization to be initiated by the Board and controlled by students. It should be democratically elected and have a constitution approved by the Board.

Teaching and research or academic staff

Dominica State College

The academic staff of the DSC is appointed by the Board of Governors and consists currently of fifty-five (55) fulltime and eighteen (18) adjunct members. Approximately 95% of the current (fulltime) staff of the college was inherited from the Ministry of Education from the four public higher education institutions discussed earlier. Initially, the academic staff was seconded to the college for a period of two years, following which they could exercise the option of remaining with the college or returning to the public service. Most opted to remain.

New members of staff are appointed by the Board. Upon first appointment, a new member of staff is required to serve a probationary period of six months, following which s/he may be appointed permanently. Staff is recruited on the basis of need through the office of the Human Resource Manager. Staff interests are represented by a national bargaining agent, and by an academic staff representative on the Board.

Attracting and retaining highly qualified competent staff may be one of the biggest challenges that the DSC will face, given the increasing global opportunities available to individuals who are desirous of the highest rates of return for investment in their

education. Given the fact that the DSC is a relatively new institution, and that most members of staff have recently opted to work at the institution, collective agreements regarding remuneration, promotion, conditions of work and leave are still being negotiated by the Board of Governors and the bargaining agent authorized to represent staff. However, of importance to all members of staff are attractive incentives that will suffice when monetary compensation for services rendered may not necessarily be as competitive as that offered outside of Dominica.

The following table presents staff by gender, and area of specialization. Of the staff represented below, fifteen males and thirteen females possess 1st degrees, seven males and thirteen females hold masters degrees, and four males possess diplomas. No member of the academic staff currently holds a PhD.

**Table 6: DSC Staff by Area of
Specialization and Gender**

Area of Specialization	Male	Female
Mathematics	2	2
Statistics	2	1
Biology	2	
Chemistry	1	1
Physics	3*	
Economics	1	1
Sociology	1	1
Spanish		2
Psychology		2
Business		3
Accounts	1	1
Education	1	1
History	2	
English	1	3
French		4
Literature		1
Social Studies		1
Nursing	1	4
Law		1
Information Technology	3	
Computer Science		1
Ethics	1*	
Journalism		2
Technical Studies	1	
Biological Medicine	1	
Agriculture	3	
*	One lecturer teaches different subject areas - Not all members of staff are accounted for here.	

Section Six

Higher Education financing

Financing of higher education institutions in Dominica varies according to the type of institution under discussion. All private institutions in Dominica, whether of local or foreign origin, are self-financing. In the case of such institutions, funding is raised primarily from fees imposed for programs (See Appendix 1 for sample of fees charged).

Notwithstanding the above, the Government of Dominica constitutes the main source of financing for public higher education institutions. Two institutions benefit from this arrangement, at present - viz. the Dominica State College and the UWI. In addition to an annual subvention to the DSC, the government also contributes the UWI.

Limited funding from government means that the DSC must source additional revenue. To date minimal fees charged to students remain the second highest revenue generator for the College. The College sites the following as means of financing its ventures:

Dominica State College annual budget

	2004/2005	2005/2006
Government subvention:	3,190,600.00	2,794,600.00
Donations:	3,500.00	10,000.00
Fees:	868,500.00	958,200.00
Continuing Education:	20,000.00	20,000.00
Business Ventures:	32,500.00	43,500.00

For the Dominica State College, perhaps like every other higher education institution, an overwhelming proportion (over 81 %) of its revenue is allotted to personal emoluments.

It is interesting to note that training/human resource development and library services are among the smallest recipients. (See Appendix 5 for details of allocation of funds).

Overall, the amount spent by Dominica on higher education has fluctuated between 4.4 and 8.4% for the period 1997 to 2004. For the years 2000-2002, the fact that the country experienced a negative growth rate is more than likely the reason for the acute drop in expenditure on higher education. It is apparent then that the amount Dominica's higher education expenditure is severely restricted by limited budget. Dominica's Gross Domestic Product for the years 2004 and 2005 was ECC\$ 43,122,615.00, and 42,683,195.00, respectively. Higher Education Budget in relation to national education budget for the years 2004 and 2005 respectively is 7.4% and 6.55%. According to the Dominica Treasury, the percentage of higher education expenditure in relation to GDP is 0.77% and 0.65% for the years 2004 and 2005.

The table below represents expenditure on higher education from 1997 to 2004

Table 7: Current Expenditure on Higher Education

Year	Current Expenditure of Tertiary Education (in EC\$)	Total Expenditure on Education (in EC\$)	Current Expenditure on Tertiary Education as % of Expenditure on Education (in EC\$)
1997/1998	2,487,540.00	35,585,119.00	7.0%
1998/1999	2,724,836	38,096,913	7.2
1999/00	1,775,985	39,925,913	4.4
2000/01	1,934,991	43,152,900	4.5
2001/02	2,016,532	44,045,634	4.6
2002/03	3,141,214	44,949,954	7.0
2003/04	3,621,830	43,190,982	8.4

Source: Education Planning Unit, Dominica

Section Seven

Research in Higher Education

Currently, research on higher education arising out of local initiatives is almost non-existent. Most recently, government commissioned research centered around the establishment of the Dominica State College. Organizations such as UNESCO and the World Bank, of which parameters higher education in Dominica may have fallen within. However, according to the Ministry of Education, no national fund has been set aside for research in higher education, and it is hoped that the DSC will become the seat of research.

Section Eight

Place of information technology

Given changes in higher education provision, the progressive role of ICT in its effective functioning is inevitable. Unsatisfied demand for access to higher education has led to an increase in the use of ICT as a means of access. Currently, approximately 5 % of degree/higher education programs pursued locally is being done via distance mode. The UWI through its School of Continuing Studies delivers its programs via modes such as teleconferencing; the internet features prominently in the delivery of programs by Leicester, London and Cambridge. Students enrolled at Leicester complete their entire program online. University of Cambridge and University of London participants may, at the end of the online segment of their program, complete at these institutions or at regional institutions. Individuals enroll at these institutions through various routes. They enroll on their own initiative, and pursue their studies unaided or they enroll through institutions such as the BTC and ISIS, thus getting some degree of local support. The Government of Dominica has also facilitated training of a cohort of mid-level education professionals through Leicester. Those completing have received MBA in education. For the most part, no local support group has been set up, and individuals work in isolation with a supervisor for the duration of this program. In 1997/1998, 11 Dominicans were trained through the Canada Caribbean Distance Education Scholarship program by the Commonwealth of Learning using the UWIs network.

Section Nine

Recent innovations, reforms and development programs

Of greatest note with regards to innovations, reforms and developments in higher education in Dominica in recent times has been the establishment in 2002 of the Dominica State College. This has meant increased access for hundreds of individuals. It has also resulted in more options in relation to courses and programs of study available. For example, while in the past students could only take A Levels at the end of their enrolment, it is now possible to pursue an Associate Degree. The establishment of the DSC has also meant articulation arrangements with regional and international institutions, as such expanding avenues for students enrolled at that institution. The possible negative impact that such programs could have on international access cannot be ignored. Since A Levels which were previously offered as a terminal qualification were globally recognized, they merited little scrutiny. However, the novelty of the Associate Degrees programs means that they have not gained international repute, and in some instances students might either have to take additional entry exams, or not be admitted to some institutions.

The development of new, more relevant programs such as the Associate Degree in Secondary Education is another significant introduction to higher education in Dominica. This is important especially for the Faculty of Education, in view of the fact that Dominica has recently introduced Universal Secondary Education. This necessitates the use of germane strategies targeting specific local needs, something which becomes easier if aspects of the programs delivered are more contextualized as opposed to being imported wholesale from external sources.

Another important area of focus for Dominica has been the relevance of regulations governing higher education provision. Both the Education Act 4/2000 and the 1991 Revised Laws of Dominica have sought to give currency to policies concerning education. The Ministry of Education has also undertaken to produce an Accreditation Bill in conjunction with other OECS islands for the purpose of 'developing a basis of trust in the quality of education offered by the member states.' This has been undertaken in the context of the Caribbean Single Market and Economy, CSME, and the 'need for robust and reliable information about the quality of institutions and programs offered by OECS Member States' (Draft Accreditation Bill, 2005 p. i). The final draft of this bill is now under revision.

The emergence of local private institutions facilitating higher education access, and the means through which this is done is also noteworthy. These institutions have been able to offer the option of pursuing degrees or diplomas with international institutions via distance modalities, thus enabling individuals who might otherwise not have been able to enroll at higher education institutions to participate. This has also meant a broadening of inter-institutional collaboration in program delivery beyond the University of the West Indies. Thus in spite of its small size and recent development, the increasing diversity in higher education provision in Dominica is very noticeable.

Section Ten

Evolutionary trends and future prospects

The higher education sector in Dominica exists as a development tool/resource for providing training with both local and global relevance. Given that these institutions are mandated to prepare individuals to achieve national socio-economic goals, the programs offered need to be reviewed constantly for diversity and currency. In that regard, perhaps one of the most important trends in the current higher education situation in Dominica is not only growing access, but also increasing awareness of the need for expansion, continuity, sustainability and quality. This is reflected in the demands made by clients for high quality and the measures that institutions take to ensure such.

These areas are interrelated in that growing demands for access will necessitate continued expansion as far as physical space and programs being offered are concerned. Institutions need to think in terms of innovative means of funding physical plants and curriculum development since traditional donors are increasingly becoming reticent. The sustainability of programs being offered is also an important consideration. As enrolment figures begin to stabilize, institutions will have to make important decisions about which programs are viable in relation to cost effectiveness. Enrolment figures also raise the issue of quality. High enrolment is on the one hand beneficial to institutions since the most of their income is generated from fees. However, should quality be compromised for quantity, then fledging inter-institutional and articulation arrangements will be undermined. For that reason, one of the main areas of focus for the DSC at present is the implementation of both internal and external quality assurance mechanisms. Its membership in ACTI is one such means of ensuring maintenance of

standards. Thus while there are prospects for expansion, there needs to be a framework within which these can be approached.

Changing needs of the clientele also provides new prospects as far as program development and delivery is concerned. The DSC has the opportunity to grant full degrees. For that reason, staff development should be a priority. For the Dominica State College, this means providing opportunities for continued professional development – an area being addressed locally through the facilitation of short certificate courses on line or through local workshops. However, this needs to be expanded to the provision of opportunities for staff members to upgrade qualifications both as a self-development and as a means of expanding the programs provided by the college. The DSC is mentioned specifically because staff at other institutions is generally temporary, and provisions for training may not necessarily lie with the institution.

Another area of prospective development and focus is that of research. As has been noted earlier, research in higher education in Dominica is sparse. The Faculty of Education of the DSC has attempted to set up a research committee. However, more attention needs to be given to articulating policies which will ensure its efficient operation.

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Appendix 1

PROGRAMME	Business Training Centre		Computer knowledge Centre		Cimpex Training & Technology Department	
	Costs	Length	Costs	Length	Costs	Length
LCCIEB Executive Diploma in Business Accounting	2 500	9 mts	2000	9 mts		
LCCIEB Certificate in Internet Marketing	1 299	9 mts				
LCC Diploma in Secretarial Administration (level 1&2)	1 500 (L1) 1 800 (L2)	9 mts	1 500 1 800	9 mts		
LCC Private Secretary's Diploma (levels 2 & 3)	2 000 (L3)	9 mts	1800(L2)	9 mts		
Univ. of Cambridge Diploma in Management	2 650	9 mts	2 000	9 mts		
Diploma in Computing	2 650	9 mts		9 mts		
Univ. of Cambridge Advanced Diploma in Business	2 650	9 mts				
Univ. of London Bachelor's Degree Program:	12 999	3 -4 yrs				
BSc Business Cambridge International College (CIC)/Newport Univ. Bachelor's Degree programme: BBA Business Administration	12 999		12 000	3-4 yrs		
Cambridge International College Human Resource/Personnel Management International CIC Diploma Programme	2 650	9 mts	1 500	6-9 mts		
Microsoft Office Specialist (MOS) Microsoft Office Specialist: Proficiency	1 299	3mts	1 200	3-4 mts	1 000	3 mts
Microsoft Certified Systems Administrator/Engineer MCSA/MCSE	1 575 each course	3 mts each course				
Comptia A+ Hardware Technician (Computer Repairs)	1 575	3 mts	1 500	3 mts	650	3 mts
Comptia Network + Certified Maintenance	1 575	3 mts	1 500	3 mts		
Quickbooks Pro	400	4-6 wks	375	3 wks	675	4-5 wks
Auto Card 2D Part 1 & 2	400	4-6 wks	275	3 wks		
Auto Card 3D	400	4-6 wks	375	3 wks		

COMMONWEALTH OF DOMINICA

ARRANGEMENT OF SECTIONS

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10. Decisions of a committee are to be by a majority of votes, and where voting is equal, the Chairperson, in addition to his original vote, has a casting vote. Decisions.

11. A committee may co-opt persons to attend any of its meetings for the purpose of assisting or advising it with respect to any matter with which it is dealing, but a co-opted person is not entitled to vote and shall not be counted for the purpose of constituting a quorum. Co-opting.

12. A committee may establish a sub-committee to assist in the performance of its functions and may co-opt to serve on any such sub-committee, any person whose assistance and advice the committee considers necessary for the purpose for which the sub-committee is established. Establishment of sub-committees.

Passed in the House of Assembly this 10th day of October, 1997.

ALEX F. PHILLIP (MRS.)
Acting Clerk of the House of Assembly.

DOMINICA

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DIVISION D

MANAGEMENT OF TERTIARY INSTITUTIONS

73. (1) The Minister may establish and maintain, in accordance with this Act and Regulations, colleges, technical institutions, universities and any other institution of higher education at such places as he may determine.

Establishment and management of tertiary institutions.

(2) Any college, technical institution, or other tertiary institution in existence at the commencement of this Act shall be deemed to be established by this Act.

(3) For the purposes of subsection (1), the Minister may by Order provide for any matter respecting the establishment or management of any tertiary institution.

(4) Without prejudice to the generality of the foregoing, the Minister may provide in any Order made under subsection (3) for the establishment of a governing board for any tertiary institution, and may specify the number of members of the board and its powers, functions and procedures.

(5) Without affecting subsections (1) to (4), the Minister may appoint such number of advisory boards as he thinks fit to advise on, and assist with, the management of the tertiary institutions to which this Division applies.

(6) An advisory board may be appointed under subsection (5) to advise on, and assist with, the management of more than one tertiary institution.

(7) Every advisory board appointed under subsection (5) shall consist of a chairman and such other members as the Minister determines.

(8) Where a tertiary institution that is established and registered as a private school becomes an assisted private school under this Act, the Minister may by Order provide for any matter respecting –

Appendix 3

Male Enrolment by Area of Specialization

Area of specialization	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	Total
Natural Sciences	21	19	9	6	21	52	49	35	212
Social Sciences	44	21	23	19	36	97	73	54	362
Hospitality						5			5
Education	14	13	8	8	6	6	9	10	74
Agriculture	27	30	29	32	14	14	21	23	190
Technical Engineering	142	148	154	155	141	133	174	139	1186
Business Administration	10	21	15	18	31	144	96	69	419
Information Technology					27	10	56	58	151
Administrative Office Ass.									
Health Sciences		1				2	3	3	9
Humanities	25	44	39	41	61	83	56	71	417
Total	283	294	276	279	337	546	552	462	3030

Female Enrolment by Area of Specialization

Area of specialization	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	Total
Natural Sciences	49	40	39	47	51	61	51	168	506
Social Sciences	85	96	83	101	118	232	240	239	1194
Hospitality							18	47	65
Education	31	28	24	33	26	48	30	39	259
Agriculture	13	10	6	10	12	10	14	14	89
Technical Engineering	30	13	15	16	18	15	7	6	120
Business Administration	63	69	47	51	64	197	201	254	946
Information Technology					7	23	39	41	110
Administrative Office Ass.	26	54	34	33	41	34	36	39	297
Health Sciences	24	32	36	21	39	30	31	31	244
Humanities	122	128	131	127	142	204	195	102	1151
Total	443	470	415	439	518	854	868	980	4984

Appendix 4: AID Bank Student Loans Approved by Course of Study

Courses	1999	2000	2001	2002	2003
	No. Approved	No. Approved	No. Approved	No. Approved	No. Approved
Business Administration	20	29	29	51	70
Accounting/Finance	11	17	33	17	36
Agriculture	7	9	12	7	9
Mechanical Engineering	2	1	1	6	6
Civil Engineering	5	9	11	8	6
Computer Science	6	21	20	21	29
Education	12	16	6	7	26
Electronics	8	8	4	4	13
Law	5	6	4	6	12
Medicine	36	43	18	36	18
Tourism	4	9	1	2	1
Natural Sciences	6	10	3	10	10
Other	24	30	40	33	54
Total	147	208	182	208	290

	% of Total Budgeted Expenditure	<u>2005/2006</u>	% of Total Budgeted Expenditure	<u>2004/2005</u>
Personal Emoluments Admin	16.92%	914,525.82	15.72%	715,332.69
Personal Emoluments Academic	62.58%	3,383,266.43	66.82%	3,040,253.32
Student services	1.38%	74,700.00	0.92%	41,030.00
Occupancy Expenses	4.61%	249,152.00	5.03%	228,788.00
Equipment Rental	0.27%	14,400.00	0.29%	13,000.00
Interest Rates	0.22%	12,000.00	0.22%	10,000.00
Printing and Reproduction	0.65%	35,000.00	0.55%	25,000.00
Training	0.87%	46,800.00	1.27%	57,864.00
Stipends (students)	0.17%	9,000.00	0.33%	15,000.00
Library	0.42%	22,500.00	0.55%	25,000.00
Repairs and Maintenance	3.11%	168,200.00	1.85%	84,400.00
Computer Services	0.83%	45,000.00	0.95%	43,000.00
Stationary and supplies	1.11%	59,894.00	0.79%	36,082.00
Travel and Entertainment	1.41%	76,080.00	1.02%	46,392.00
Utilities	2.89%	156,000.00	2.15%	98,000.00
Other Operating Expenses	0.28%	15,000.00	0.35%	15,800.00
College Catalogue	0.37%	20,000.00	0.00%	0.00
Tools and equipment	1.93%	104,500.00	1.21%	55,000.00
TOTAL PROJECTED EXPENDITURE		5,406,018.25		4,549,942.01