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NATIONAL WORKSHOP ON WOMEN IN DEVELOPMENT PLANNING
REVIEW OF THE IMPACT OF BUDGET ALLOCATIONS
ON THE SITUATION OF WOMEN IN SAINT LUCIA

(23 August 1984, Saint Lucia)



UNITED NATIONS

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NATIONAL WORKSHOP ON WOMEN IN DEVELOPMENT PLANNING
REVIEW OF THE IMPACT OF BUDGET ALLOCATIONS
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23 August 1984, Saint Lucia

1. The ECLAC/CDCC Secretariat in collaboration with the Government of Saint Lucia convened a National Workshop on Women in Development Planning in Saint Lucia, 23 August 1984.
2. The workshop was held at the National Research and Development Foundation (NRDF), Castries, Saint Lucia.
3. Participating at the Workshop were representatives of the Ministries of Health, Education, Agriculture, Community Development and Planning; government agencies, Non-Governmental Organizations involved in community development and social services and workers and employers organizations.
4. The objective of the workshop was to promote community participation in development planning with special reference to the assessment of living conditions as they affect the community and women in particular. This workshop would serve as a complement to the selective social analysis entitled "Women as Recipients of Services from Resources Allocated in the National Budget of Saint Lucia", carried out in Saint Lucia, July-August 1984.
5. The workshop was conducted by Mrs. Sonia M. Cuales, ECLAC/CDCC Social Affairs Officer, while Mrs. Martine Mathurin, Officer in the Ministry of Youth, Community Development, Social Affairs and Sports (Saint Lucia) and Mrs. Joaquin St. Cyr (ECLAC/CDCC Consultant) served as resource persons in sectoral group work.
6. The workshop was opened by Mrs. Aldith Isaac, Permanent Secretary, Ministry of Youth, Community Development, Social Affairs and Sports of Saint Lucia.
7. Mrs. Cuales introduced the research study "Women as Recipients of Services from Resources Allocated in the National Budget of Trinidad and

Tobago" contained in ECLA/CARIB 83/9. This was followed by an overview of the research study "Women as Recipients of Services from Resources Allocated in the National Budget of Saint Lucia", carried out in Saint Lucia.

8. After discussing the subject of services for women, the workshop concluded that while resources for services were allocated for the population as a whole, there were few sectors in which an analysis of services for women could be made. The workshop decided to analyse three sectors corresponding to some of the services analysed in the Consultant's research study.

9. The workshop was then divided into three sectoral groups to discuss services in the areas of Health, Education, Water and Sanitation. Each sectoral group identified a) existing services, b) access and c) priority status for women.

10. The data contained in the Consultant's research study were supported by the workshop findings particularly in the areas of Education (pre-school education), Health (teenage pregnancy) and Water (safe water supply in rural areas).

11. The results of the workshop exercise are included in this Report as Annexes I, II and III.

12. The workshop made the following recommendations:

Education

(a) Technical departments and enterprises should be encouraged to recruit women who completed technical school. This would lead to

- (i) increased enrolment of women in technical education,
- (ii) increased access for women to areas of study on the Government priority list.

(b) The school system should discourage division of tasks according to sex, since this results in high psychological pressure on girls in their education process. (Concrete examples were given with regard to entry examinations and drop-out rates).

Health

Services in Public Health should be encouraged to eliminate sex stereotyped recruitment procedures for Environmental Health Aids and Community Health Aids. It was reported that Environmental Health Aids received higher salaries than Community Health Aids, the majority of the former being male and of the latter being female. It was reported in the workshop that in practice, female Community Health Aids perform the same tasks as male Environmental Health Aids when necessary.

Water

Self-help water projects should be designed to ease the burden of rural women, caused by limited access to services of water supply and sanitation.

EDUCATION

SERVICES	Access/Enrolment of Women		Attendance/Use by Women		REMARKS	Important/Priority Status for Women	REMARKS Related to Women
	Yes	No	Yes	No			
1. Pre-School (3-5 years)	X		X		<ol style="list-style-type: none"> 1. Not free of costs; costs differ. 2. Inadequately trained staff 3. Inadequate/poor facilities in school. 4. No formal control or regulations. 5. Language barrier (patois-english) 	Foremost importance	<ol style="list-style-type: none"> 1. Employment possible both for <u>mothers</u> and <u>teachers</u> 2. Enrolment in Education possible, both for <u>mothers</u> and <u>teachers</u> 3. Education/training on the specific needs of pre-schoolers necessary for both <u>mothers</u> and <u>teachers</u>
2. Primary School (6-11 years)	X		X		<ol style="list-style-type: none"> 1. Insufficient accommodation/facilities. 2. Inappropriate child-staff ratio. 3. Costs of clothing, books, etc. 4. Distance in rural areas; transportation. 5. Inadequately trained staff. 6. Shift-system, introduced to cope with insufficient places in schools, causes absenteeism, especially when children are scheduled for late shifts. 7. Deficient performance due to low level of nourishment. 	Very important	Girls drop out for child-care responsibilities while mothers have to go out to work.
3. Post-Primary (11-15 Years)	X		X		Psychological pressure for entry exams, as all have to compete for small number of places available.	Important	<ol style="list-style-type: none"> 1. Higher psychological pressure on girls, as girls have less time to prepare for entry exams because of domestic responsibilities. 2. Resulting self-downgrading.

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4. Junior-Secondary (11-15 years)	X		X		<ol style="list-style-type: none"> 1. Better facilities than those of Post-Primary 2. Better trained staff than at Post-Primary. 3. This system is proposed to be converted 	-	Idem Post-Primary
5. Senior Secondary	X		X		<ol style="list-style-type: none"> 1. Limited places. 2. Insufficient accommodation/facilities. 3. Inappropriate child-staff ratio. 4. Costs of clothing, books, etc. 5. Inadequately trained staff. 	Prestigious Regulations are needed to prevent girls from complete drop out as a consequence of pregnancy.	<ol style="list-style-type: none"> 1. Higher drop out rates of girls, often because of pregnancies; suspension of female teachers because of pregnancies. 2. No law regulations in Education that provide for facilities for teenage pregnancies. 3. Each school sets its own regulations, which often do not benefit teenagers who get pregnant. 4. Social/cultural barriers to use family planning facilities.
6. Technical School	X		X		<ol style="list-style-type: none"> 1. Staff shortage due to (a) higher salaries in the private sector; (b) locally trained staff is scarce and of limited level. 2. Costs of schooling too high, if parents consider Secondary School more important. 3. Poor accommodation. 4. Limited job market. 5. Need for computerization and use of more modern equipment 	Not considered important by parents who rather favour Secondary Education.	<ol style="list-style-type: none"> 1. Women stay away from certain technical fields, such as carpentry, etc., due to societal pressures. 2. Women suffer discrimination on the job market after completing technical school. 3. Market is over flooded in certain fields such as typing, secretarial, etc., and yet parents continue to

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							encourage girls to go into these courses.
7. A-Level College	X		X		<ol style="list-style-type: none"> 1. Teachers have no special training; no incentives (low salaries). 2. Inadequate facilities, especially science labs; language labs, etc. 3. No diversification from traditional academic subjects. 	-	Larger percentage of enrolment of women.
8. University	X		X		<ol style="list-style-type: none"> 1. Expensive; limited government grants or subsidies available. 2. Limited variety of courses; limited number of subjects within government's training priorities. 3. Most scholarships available are for post-graduate studies as these are foreign-funded. 	-	Females stand to benefit less than males in the government priority list of areas for study, because of the character of these areas of study.
9. Special Education	X		X		<ol style="list-style-type: none"> 1. Generally located in urban centres; no boarding facilities for children from rural areas; no transportation facilities. 2. Reluctance of parents to send their child to a "Special" school. 3. Need for local teachers to be trained to identify children in need of special education. 	-	-
10. Night Schools	X		X		<ol style="list-style-type: none"> 1. Overcrowded; need for more night schools and more teachers 	-	The late hour is a problem for enrolment of girls.

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11. Skills Training	X		X		Becoming more popular, attempts are made to pro- vide more courses in this field		Girls show keener interest than boys.
Courses (short-term: 3,6,9 months)							
On-the-job training					Briefly discussed but not completed in session		
Adult Education/Literacy Programmes					Adult Education/Literacy Programmes: This issue provoked a wide range of views focusing on the co-existence of Patois and English.		

WATER AND SANITATION

SERVICES	Access	Remarks/Comments	Importance/Priority needs for women	Comments
<u>Water Supply:</u>				
(a) Pipe-borne water (treated)	Castries and Soufriere: approx. 25% stand-pipe Vieux Fort : approx. 75% in homes Others: Standpipe Villages : approx. 25% in homes Others: Standpipe Rural areas: approx. 50% standpipe	1. Spring water is used to supplement home catchment when the rivers are flooded and in the dry season 2. Domestic catchment alone is used for some parts of rural areas. 3. Fetching of water from streams and standpipes is a chore/responsibility of women and children. 4. Large numbers of women in the rural areas and villages opt to wash at the streams even when there is water in the standpipes. (One of the few opportunities to "socialize"; social outlet). Others usually wash in the rivers because quite frequently there is no water in the standpipes.	1. Extension of pipes to a larger area and a larger number of homes. 2. More regular supplies where standpipes already exist.	Self-help water projects should be formulated and implemented.
(b) Other sources i.e. streams, springs, domestic catchment.	approx. 90%			

Sanitation:

(a) Sewer system	Castries only:			
(b) Septic tanks	1/3			
(c) Treatment plants	1/3			
(d) Pit latrines	1/3			
(e) Night soil	-			
(f) None	-			
	Other areas:	No sewer system 50% access to septic tanks 50% to other services		

NOT COMPILED IN SESSION