

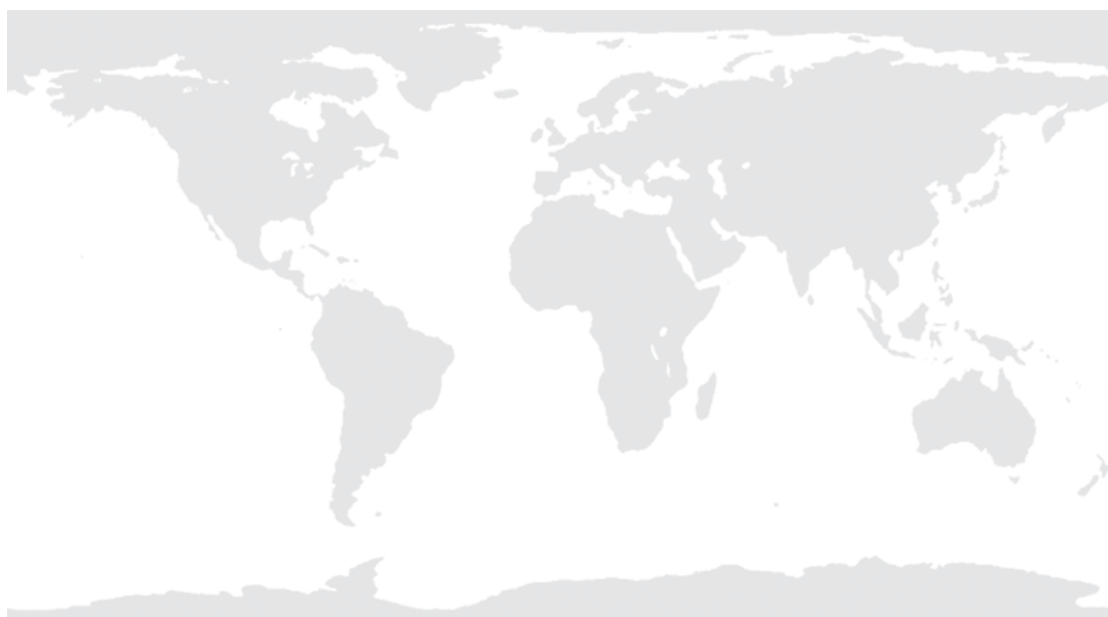


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Grenada

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Principles and general objectives of education

Education in Grenada, Carriacou and Petite Martinique is founded on the belief that it is a basic human need and right, a means of meeting other basic needs and an activity that retrains and accelerates personal, economic and social development.

The goal of education is the development of the whole person leading to the production of good citizens through harnessing the physical, mental, spiritual and social power of humankind within a nation that is 'ever conscious of God'. The basic premise on which education policy is based is that every individual has the right to access to education for lifelong learning. Although the knowledge, skills, attitudes and values to be gained through a well-rounded education are themselves reason enough for the pursuit of learning, this philosophy celebrates education as a process necessary to affirm the ideal of human dignity. However, education should also promote respect for human rights.

Education is the key to progress. It follows that education is a principal contributor to the development of human resources for national economic and social improvement. Education must be an avenue for the empowerment of those on the periphery of the social and economic theatres of operation. It should be structured to enable the full participation of and provide benefit to all citizens, especially those who find themselves in debilitating circumstances or with disabilities. All persons should be equipped with the requisite perspectives, knowledge, skills and attitudes for productive engagement in national economic development. In other words, equity, quality, relevance and efficiency are important principles that the education system must address.

In addition to personal and economic wellbeing, the process of education should foster a culture of peace and learning so that people can live together and demonstrate tolerance and respect for diversity and difference. Central to the philosophy of education is its role within Grenadian society in promoting awareness of God and in reinforcing spiritual values in the nation.

Education promotes the inclusion of the individual as a valued and productive member of the regional and global society by providing the knowledge and developing the skills and attitudes needed for meaningful participation in a world that is increasingly and inexorably globalized. The relevance and scope of the education provided must facilitate the meaningful participation of Grenadians in the Caribbean Single Market and Economy (CSME). (Ministry of Education, 2006).

Laws and other basic regulations concerning education

The Education Act 1976 has been the main legislative framework for the delivery of educational services at all levels until recent years. The **Education Act 2004** provides



the new legal basis for the development of education in Grenada. In practice, the formal education system is organized into four cycles: pre-school, primary, secondary and tertiary. Public and private institutions exist at all levels and churches play a prominent part in the delivery of education.

Education is compulsory of all children aged 5-16.

Administration and management of the education system

The overall administration of education is centralized in terms of personnel, resources and decision-making with limited discretionary authority assigned at the school level. Educational services at all levels are under the control of the **Ministry of Education and Human Resource Development** (formerly the Ministry of Education and Labour). A large number of schools are denominational and as such are jointly managed by the Ministry of Education and the denomination to which it belongs.

Under the Minister, the administrative head of the Ministry is the Permanent Secretary. The administration section is responsible for all financial management (budgetary and accounting) and for personnel administration. The education section is managed by the Chief Education Officer (CEO) who is assisted by a technical team including Senior Education Officers (SEOs) responsible for the principal areas of planning and development, school administration and management, and curriculum development.

The **Curriculum Development Department** is headed by a Senior Education Officer and comprises the following three sub-units: Curriculum Development Officers, Materials Production and Guidance and Counselling. The Curriculum Development Officers are in charge of curriculum development for primary and secondary schools, and for monitoring the implementation of the same curriculum (including through school visits). More specifically, the main functions are as follows: to research relevant materials and to produce curricular for grades 1 to 9; to convene meetings of subject panels and to supervise and give guidance to the members of writing teams; to visit schools in order to give professional assistance to teachers in the matters of content, methodology, techniques of and approaches to the teaching of their respective subject areas; to provide and make resource teaching materials available to teachers; to train teachers in the application of new curricular and materials; to assist in the preparation and marking of tests and examination; and to monitor and evaluate programmes in school for the purpose of effective revision. The **Material Production Unit** is responsible for working together with the Curriculum Development Officers in the production of relevant teaching-learning materials. The **Guidance and Counselling Unit** has the following responsibilities: to provide counseling and guidance services to students in primary and secondary schools; to train teachers in basic guidance and counselling skills; and to conduct parenting education.

The **Educational Testing and Examinations Unit** exists to serve the education system by monitoring and providing high quality assessments of students' performance. The unit is committed to creating and maintaining an orderly, confidential and supportive assessment environment. The Unit is responsible for the



development, administration scoring and reporting of five local examinations/tests: Minimum Competency Testing (grade 2); Minimum Competency Testing (grade 4); Minimum Competency Testing (grade 9 or Form 3); Common Entrance (grade 6); School Leaving Examination (grade 8).

The main national body related to education is the **Education Advisory Board**, which meets to consider matters relating to education and educational development. The Board is required to advise the Minister accordingly, although the Minister is not obligated to accept the advice of the Board.

School Management Boards (government and government-assisted schools and colleges) provide a range of functions that include, among other: assisting the principal in the overall management of the school; assisting in the identification and formulation of specific educational projects to be undertaken by the school, as well as identifying sources of funds and technical assistance for various educational programmes and projects; proposing to the Ministry of Education a short list of candidates for the post of principal in the respective denominational/parochial schools; advising the principal on general school organization, reform and development; providing control and management of all matters relating to the establishment and maintenance of a new school, and the maintenance, rebuilding and extension of any school.

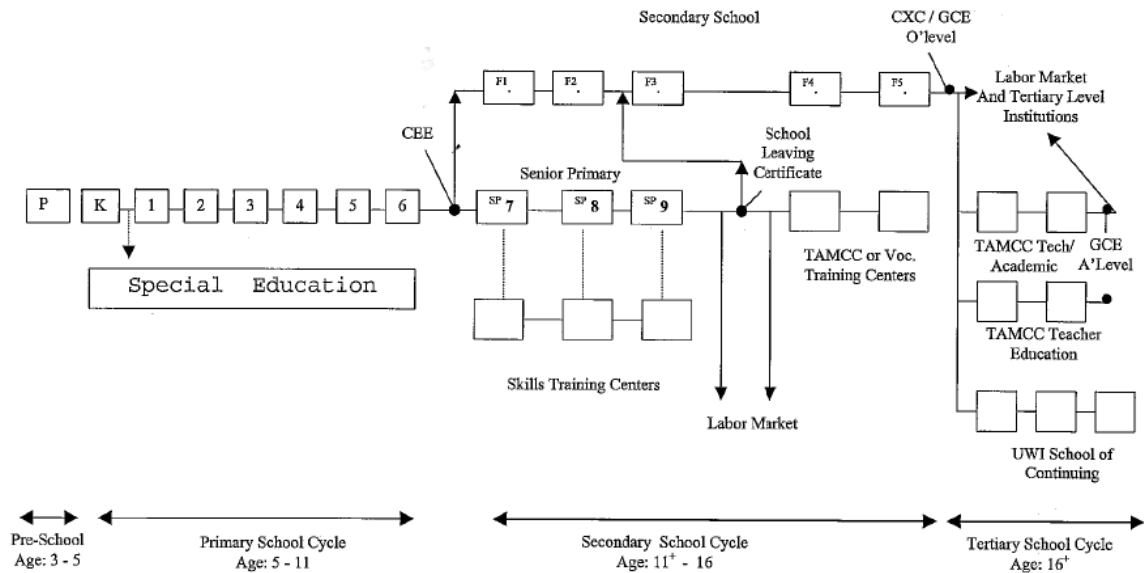
Principals, in their administrative role, generally function as the main initiators, executors and analysts of educational policy at the macro level. In this context, the principal is also responsible for the proper organization, conduct, activities and administration of his/her school.

According to the Education Act, there shall be a **Student Council** in every school to give the students some experience in administration and to enable them to participate to some degree in promoting and maintaining the discipline, aims, objectives and standards of the school.

Other ministries provide general support to the programmes of the Ministry of Education. The **Ministry of Social Development** is responsible for the day-care services catering to children 0–2 years of age. Non-governmental organizations (NGOs) and the private sector participate in the formulation of educational policy via the consultative approach employed from time to time for the purposes of educational planning. They meet the demand for educational opportunity in areas of deficiency by the improvement of educational infrastructure and delivery of education as occurs in adult and continuing education programmes, other non-formal education programmes and private education institutions at all levels. They also provide practical support to the instructional programme in schools, such as on-the-job training.

Structure and organization of the education system

Grenada: structure of the education system



Pre-school education

Pre-school education (early childhood education and development—ECED) is not compulsory and caters to children aged 3-5.

Primary education

Primary education is compulsory and includes kindergarten and grades 1-6. The official entry age is 5 years. At the end of grade 6, pupils sit the Common Entrance Examination (CEE) to gain access to secondary school.

Secondary education

Secondary education consists of two cycles: the three-year lower cycle, or the second cycle of basic education, covering Forms 1-3 (or grades 7-9); and the two-year upper cycle (Forms 4 and 5). At the end of secondary education (general and technical), students sit Caribbean Secondary Education Certificate (CSEC) examinations administered by the Caribbean Examinations Council (CXC) or the Cambridge General Certificate in Education (GCE), Ordinary-level examinations (O-level). The School Leaving Certificate Examination (SLCE) is administered to students aged 14+ unsuccessful at the CEE for grades 10 and 11, in order to give them an opportunity to access technical and vocational education training centres (two-year programmes) or to provide them with a certification for a profession. The SLCE is opened to all candidates who have pursued the primary school course or its equivalent, and have reached a standard equivalent to grade 8 in an all-age primary school.



Higher education

The T.A. Marryshow Community College is the premiere post-secondary, tertiary-level educational institution in Grenada. Established in 1988, it provides learning opportunities in a wide range of disciplines, including first-year university courses, associate degrees (two-year programmes; three-year programmes in the case of nursing and pharmacy) and GCE A-level courses. At the post-secondary level, CSEC and GCE Ordinary-level holders can enrol in programmes leading to the GCE Advanced-level (two-year programmes) or CXC/Caribbean Advanced Proficiency Examinations (CAPE); programmes leading to the award of a certificate take one year to complete, while diplomas are awarded after successful completion of a two-year programme. At the tertiary level, the St. George's University offer programmes through its schools of medicine, veterinary medicine, and arts and sciences; programmes leading to a bachelor's degree normally last four years. Opportunities also exist through the University of the West Indies Distance Education Centre and/or local tutors providing: full-fledged certificates in education, public administration, business, education, etc. Programmes leading to a teacher training certificate last two years; a diploma in early childhood education takes three years to complete.

The Education Act 1976 provided that the total number of sessions in each school in any year shall not be less than 380 (190 days or thirty-eight working weeks). The school year 2009/10 included a total of thirty-nine weeks divided into three terms from September to July.

The educational process

Pre-primary education

Pre-school education was introduced in 1962 as a private venture, assisted by the government. In 1976, the government amended the Education Act to take over the responsibility for early childhood care and education programmes. In the 1980s, the government included preschool education in the national primary education system. Standards, policy and regulatory framework for early childhood were established and endorsed through a consultative process at every level in the society in the period 1998–2002.

The Ministry of Social Development is responsible for the day-care services catering to children 0–2 years of age (that had first been introduced in 1958). The Ministry of Education (MOE) is responsible for the pre-school institutions. Curricula are developed by the Early Childhood Unit of the MOE, which follows a thematic approach. Programmes are monitored by the Day Care Coordinator and Early Childhood Officers.

The mission of pre-school education is to promote the all-round development of 3–4-year-olds. The main goals of pre-primary education (early childhood education and development, ECED) are as follows: to provide the environment that will stimulate the social, emotional, intellectual, spiritual and creative development of children aged 3–4 years; to educate parents and the community in general as to the developmental needs of the young and the importance of proper training during the



formative years; and to involve parents and the community in ECED, establishing the principle of partnership among providers, parents and the community. The children of the ECED programmes, delivered in both public and private institutions, are to develop: a sense of moral and social responsibility; a sense of fairness and respect for self and others; self-confidence and security; creativity and imagination; physical and motor skills; critical thinking, problem-solving skills; awareness, appreciation and care of the environment; ability to interact with peers and adults; and literacy and numeracy skills. (Ministry of Education, 2006).

At the end of the 1990s the ECED curriculum comprised the following subject areas: mathematics, language arts, science, physical education, music and movement, social studies, and play corner. The typical weekly timetable is shown below:

Early childhood education and development: learning areas and allocated time

Subject areas	Average time allocated weekly hours
Mathematics	1h 30m
Language arts	1h 15m
Science	55m
Social studies	55m
Social studies (storytelling, singing, etc.)	1h 40m
Play corner	2h 10m
Play corner	1h 15m

Assessment sheets are used to evaluate children's performance in a variety of developmental areas. These include: fine and gross motor skills; social development skills; mental development; language skills; pre-writing skills (e.g. demonstrate hand-eye co-ordination); mathematical skills (e.g. be able to classify shapes or same or different colours).

These assessments provide information to monitor the children's development. They also provide feedback for remedial and corrective measures, curriculum design, teacher guidance and training, and general school supervision.

In 2004, there were 3,376 children enrolled at the pre-primary level, representing a gross enrolment rate of 81%. There were 228 teachers, 32.4% of whom were trained. The pupil/teacher ratio was 15:1. According to the UNESCO Institute for Statistics, in 2007 the total enrolment was about 3,400 children, representing a gross enrolment rate of 80% and a net enrolment rate of 74%. There were about 250 teachers, 42% of whom were trained.

Primary education

The main goals and objectives of primary education are as follows: to develop proficiency in literacy, numeracy and communication skills; to develop the individuals self-confidence and ability to solve problems; to foster the development of a positive self-image and self-worth; to nurture moral and spiritual development and responsible action; to develop independent critical thinking and creativity; to develop good interpersonal skills and in interaction with family, community and others; to develop a culture and practice of conflict resolution; o develop the ability to source information through use of library and electronic devices; o nurture respect for the rights and dignity of others; to develop perspectives, knowledge, skills and attitude needed to function as citizens of Grenada, the Caribbean and wider world community; to develop a sense of appreciation, care and protection for the environment; to develop health and physical fitness; to foster a sense of Caribbean cultural identity; to nurture sensitivity to cultural diversity; and to develop a basic functional capacity in one foreign language. (Ministry of Education, 2006).

The scope of the curriculum is narrower than at the secondary level; emphasis is placed on literacy and numeracy with some exposure to the social and natural sciences and technical and vocational education and training (TVET) primarily for students who remain in the system after unsuccessfully attempting the CEE to gain access to secondary school. TVET is provided in the areas of woodwork, needlework and home economics.

At the end of the 1990s, the following subjects were compulsory: health science, health and family life education (HFLE), mathematics, language arts, general science, agriculture, social studies, arts and crafts, religious education, singing and physical education. The language arts programme includes reading, comprehension, spelling, grammar and vocabulary. The weekly lesson timetable is shown in the table below:

Primary education (lower cycle of basic education): weekly lesson timetable

Subject	Number of weekly hours in each grade					
	I	II	III	IV	V	VI
Language arts	6h	6h	6h	6h	6h	6h
Mathematics	6h	6h	6h	6h	6h	6h
Social studies	1h30m	1h30m	1h30m	1h30m	1h30m	1h30m
General science	1h	1h	1h	1h	1h	1h
Health science	1h	1h	1h	1h	1h	1h
Health and family life ed.	30m	30m	30m	30m	30m	30m
Religious education	30m	30m	30m	30m	30m	30m
Arts and crafts	1h30m	1h30m	1h30m	1h30m	1h30m	1h30m
Agriculture	1h	1h	1h	1h	1h	1h
Physical education	1h	1h	1h	1h	1h	1h
Singing	1h	1h	1h	1h	1h	1h
Total weekly hours	21h	21h	21h	21h	21h	21h



Continuous assessment is conducted in all classes and in principle promotion is automatic. In addition, there are the following assessments/examinations: Minimum Competency Testing (grade 2); Minimum Competency Testing (grade 4); Common Entrance (grade 6); the School Leaving Examination (grade 8); and the Common Entrance Examination (CEE). The CEE is a selection examination to gain access to secondary school. This is a norm-referenced examination for eligible students more than 11 years old and less than 14 years old, and that have reached a standard equivalent to grade 8 in an all-age primary school. Examinees are assessed in the following subject areas: English language and mathematics (compulsory subjects); West Indian history, geography, health and family life education, agricultural science, general science, social studies, business education, art, clothing and textiles, woodwork, home economics and Spanish (optional subjects). The art paper is sent out two weeks in advance. To obtain a certificate, students should obtain a pass mark in the compulsory subjects and also obtain passes in any three optional subjects. The pass mark in mathematics is 45%; English and all optional subjects have a pass mark of 40%. The School Leaving Certificate Examination (SLCE) is administered to students aged 14+ who desire: a) an opportunity to access secondary education after having being unsuccessful at the CEE; b) an opportunity to access TVET centres and the Community College; and c) a certification to be eligible for a profession.

According to the UNESCO Institute for Statistics, in 2007 the total enrolment at the primary level was about 14,000 pupils, representing a gross enrolment rate of 81% and a net enrolment rate of 76%. There were about 870 teachers, 69% of whom were trained.

The provision of special education services is a joint exercise between the government and non-governmental and voluntary organizations. A few institutions are involved in the delivery and development of special education. One is government-assisted and two are government-controlled (a school for the hearing impaired, and two schools for the mentally challenged). Wherever possible, attempts are made to incorporate students with special needs into the mainstream system with minor adjustments made to curricular and testing procedures to accommodate them. For example, visually handicapped students are provided alternative adaptive strategies to allow them to sit the CEE. The curriculum is focused on mastery of basic skills in addition to pre-vocational training and self-help skills. The school for the hearing impaired caters to children aged 3-18 years. Besides the subjects taught at the general primary level, exposure to auditing training, communication skills and pre-vocational training is provided. The others—in particular the mentally challenged and especially those with speech impediments—provide learning experience for children aged 5-16. Pre-vocational, language, vocational and self-help skills are taught.

Secondary education

The main goals and objectives of secondary education are premised on the attainment of those of primary education and, in many respects, seek to build on the foundation of the student's experience at the primary level. Secondary education provides a foundation for access to and successful completion of tertiary education. Completion of secondary education is seen as the minimum standard for basic preparation or the world of work.



At the end of secondary education, students should be able to: demonstrate advanced literacy skills as they relate to both oral and written expression and comprehension; demonstrate communicative competence in Standard English; utilize advanced numeracy knowledge and skills; think logically and make informed judgments; demonstrate functional capacity and knowledge in at least one foreign language; possess an appreciation for literatures in English in the various forms – poetry, drama, short story and novel; demonstrate the basic competence in the elements of scientific discovery; have respect for law and authority; demonstrate respect for others and the environment, able to interact with others and promote cultural diversity; demonstrate the capacity for critical self-evaluation; exhibit a strengthened sense of spiritual development and moral responsibility; exhibit citizenship responsibility; demonstrate understanding and appreciation of national cultural and historical heritage; and demonstrate appreciation of cultural diversity and a sense of being a Caribbean and global citizen. (Ministry of Education, 2006).

Secondary education encompasses a lower and upper cycle, Forms 1-3 (or the second cycle of basic education) and Forms 4 and 5, respectively. At the end of the 1990s, in the lower cycle students studied a range of subjects but narrowed their focus at the upper cycle to specialize in specific areas of interest, whether business education, natural sciences, arts and general studies, etc. The options provided at the secondary level included: a) humanities: geography, history, religious studies, social studies; b) business studies: office procedures, principles of business, principles of accounting, typewriting; c) sciences: mathematics, agricultural science, biology, chemistry, physics, integrated science, information technology; d) technical: woodwork, technical drawing, building technology, electronics; and e) home economics: food and nutrition, home management, clothing and textile.

Mathematics and English language were compulsory throughout the complete cycle and students must sit external examinations in both. All subjects in the curriculum were included as a result of national policy, although the initiative to commence programme delivery in some subjects was taken by school authorities based on available material resources, which they can access through partnerships with businesses, community groups and alumni. At the end of the 1990s, the typical weekly lesson timetable was as follows:

Lower secondary education (second cycle of basic education): weekly lesson timetable

Subject	Number of weekly periods in each form		
	Form I	Form II	Form III
English language	5	5	5
English literature	2	2	2
Mathematics	6	6	6
Social studies (history and geography)	5	5	5
Integrated sciences	5	5	5
Physical education	3	2	2
Family life	1	1	1
Music	2	2	2
Home economics	2	2	2
French/Spanish language	2	3	3
Industrial arts	2	2	2
Total weekly periods	35	35	35

Source: Based on World Bank 1995.

Each teaching period lasts 45 minutes.

At the end of secondary education (general and technical), most students sit Caribbean Secondary Education Certificate (CSEC) examinations administered by the Caribbean Examinations Council (CXC) or the Cambridge General Certificate in Education (GCE), Ordinary-level examinations (O-level). At the post-secondary level, CSEC and GCE Ordinary-level holders can enrol in programmes leading to the GCE Advanced-level (two-year programmes) or CXC/Caribbean Advanced Proficiency Examinations (CAPE); programmes leading to the award of a certificate take one year to complete, while diplomas are awarded after successful completion of a two-year programme.

According to the UNESCO Institute for Statistics, in 2007 the total enrolment at the secondary level (all programmes) was about 13,000 students, representing a gross enrolment rate of 99% and an estimated net enrolment rate of 79%.

Assessing learning achievement nationwide

At the national level, the assessment and monitoring of the learning achievement of pupils and students is based on the same premises though operationalized differently at the various tiers of the education system. The general goals for student assessment are: to provide diagnosis of students learning to inform ongoing curriculum design and delivery, remedial programmes and areas of critical need; to determine which students have developed mastery of the basic curriculum to qualify for promotion to another grade/form; to provide certification for eligibility into the world of work and further education; to provide the rationale for broad educational reform especially in curriculum reform and the development materials and policy formulation for actual teaching/learning situations, school supervision and testing itself.

As mentioned, the Educational Testing and Examinations Unit of the Ministry of Education is responsible for the development, administration scoring and reporting



of five local examinations/tests: Minimum Competency Testing (grade 2); Minimum Competency Testing (grade 4); Minimum Competency Testing (grade 9 or Form 3); Common Entrance Examination (grade 6); School Leaving Examination (grade 8).

Continuous assessment was introduced in the late 1980s; and is done throughout all levels of education to provide, in particular, diagnostic evaluation of students' mastery of subject matter. It is designed and administered by the teacher or lecturer and substitutes for end-of-term examinations, which were usually held at the end of the first two terms. The Community College has its own associate degree programme—the certificate of which is determined by its own internal assessment mechanisms.

Up to 1995, the CEE was an objective type (multiple-choice) test; it has been reconfigured to include a written component in mathematics and language arts.

According to data made available by the Ministry of Education, in 2004 performance of pupils at the grade 4 Minimum Competency Testing was disappointing, with only 16.5% of pupils scoring 50% or more in mathematics and English. Concerning the CSEC exams, in 2004 about 49% of students passed English language, 26.8% passed mathematics, and only 10% passed both subjects.

Teaching staff

The minimum entry requirement into the teaching service is set at four CXC/GCE O-level passes including English language, mathematics, and a science or social studies subject.

A Certificated II teacher is a teacher who has obtained passes in four CXC/GCE O-level subjects or an equivalent qualification. A Certificated I teacher is a teacher who has obtained passes in four CXC/GCE O-level subjects including English language plus the Teachers Certificate Parts I and II or an equivalent qualification or one who has obtained passes in at least two GCE A-level subjects. A qualified teacher is a teacher who has obtained the certificate of a trained teacher from a recognized college or university. A graduate teacher (secondary and tertiary levels) is a teacher who has obtained a degree from a recognized college or university. A Principal II (primary level) is a teacher who has served for not less than five years as a teacher and who has obtained a certificate of trained teacher or a degree from a recognized university and is appointed as the principal of a public educational institution. A Principal I (secondary level) needs at least five years of experience as principal of a primary school plus one year of university training or a degree from a recognized University plus one year of professional training or a second degree. A Vice-Principal (tertiary): is a teacher who has served for not less than three years as a teacher and who has obtained a certificate of trained teacher or a degree from a recognized university and is appointed as the vice-principal of a public educational institution.

A two-year University of the West Indies (UWI) Teacher Education Certificate programme at the T.A. Marrayshow Community College is offered to train pre-primary and primary education teachers. Additionally, teachers are provided with specialized early childhood education training at the SERVOL in Trinidad and



Tobago. One year is spent at the institution; the second year is an internship programme supervised by the ECU staff and other supervisors from the SERVOL. A certificate accredited by Oxford University is issued at the successful completion of the programme. The programme is jointly funded by the government and SERVOL.

Workshops of one to two weeks' duration are usually conducted two or three times a year. Teachers are selected and invited to attend these workshops, which are normally held at the Teacher Training Centre. Topics are chosen based on needs which arise during instructional supervision and the courses are taught by the ECU staff.

Generally, the workshops/seminars organized by the Ministry of Education are conducted on an ongoing basis for varying categories of teachers with different interests. These usually run for periods of one day to one week. Occasionally, a few teachers attend regional or extra-regional seminars/workshops. Recently, the training is in keeping with a thrust by the Ministry to refocus the schools' curriculum to accommodate a more holistic development of students. Refocusing involves giving equal emphasis not just to academic subjects such as mathematics and English, but also to studies in areas such as arts, culture, sports and tourism. The Ministry, which has committed itself to the establishment of a more inclusive schools' curriculum, is also organizing a six-week training programme for educators involved in teaching children with special needs at the pre-primary and primary levels. The programme is expected to enhance the trainees' knowledge, skills and understanding of inclusive and special education. On completion of the training, teachers will receive a professional development certificate.

Training for principals, educational advisors and other educational staff are provided through the following avenues: periodic short-term workshops/seminars conducted locally or through sub-regional initiatives; medium- to long-term training ranging from three months to three years in external educational institutions (universities).

Teachers are recruited through a process consisting of: advertisement of vacancies; interviewing; and recommendation to the Ministry by the principal, and/or the School Management Boards (in the case of parochial schools).

The Ministry can assign teachers to fill vacancies in schools where there is a critical need. The recruit would normally have worked in the teaching service on a temporary basis and job appraisal reports would be used to determine suitability, aptitude, commitment, etc. Principals, too, may have prospective teachers on staff pending the approval of the Ministry in specific instances when service bottlenecks are to be addressed.

The following major benefits are afforded to teachers: maternity leave; study leave with six months full pay (for teachers completing at least three years of consecutive service); maternity leave to be claimed by male spouse on behalf of wives; sabbatical leave for teachers with at least ten years post-qualification service; pension and gratuities; travelling allowance and 50% duty-free concession on the purchase of a vehicle; hardship allowance for teachers transferred from one part of the country to another. Teachers can elect to retire after twenty years of service.



Promotion opportunities are limited, due in part to a low attrition rate across primary and secondary levels. Another contributing factor is the tendency for the senior staff to remain within the system, especially at the primary level, serving in senior administrative roles (Heads of Department, etc.) for long periods. Since promotion is linked to training, the training levels and opportunities in the system also mitigate against promotion. However, the average principal and vice principal (two of the major promotion areas in the system) serve for extended periods usually until retirement.

The Grenada Union of Teachers (GUT), the sole trade union representing teachers nationally, provides the main avenue of professional support for teachers. The GUT conducts its own professional development seminars and provides ongoing professional support by representing teachers' interests and concerns before the Ministry of Education and other related agencies.

A predominance of female teachers exists at the pre-primary and primary levels. The feminization of the teaching profession can be attributed to a number of factors which include, among other: the relatively unattractive salary scales perceived as inadequate by males in their traditional role of "breadwinners" of the family; the monitoring component of the delivery system at those levels with pre-schoolers and children very much in the formative years of their development—a task still perceived as a largely feminine role.

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Web resources

Ministry of Education and Human Resource Development:
<http://www.grenadaedu.com/> [In English. Last checked: June 2010.]

For updated links, consult the Web page of the International Bureau of Education of UNESCO: <http://www.ibe.unesco.org/links.htm>