

# 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. Human resource development, the main goal of the educational process, is a *sine qua non* of the country's prosperity and growth especially as the efficient and effective use of its physical capital requires competent and skilled personnel. Moreover, education goes beyond economic concerns. Every child has an inherent right to an education, which should enhance the development of maximum capability regardless of gender or ethnic, economic, social or religious background so that the achievement of personal goals and the fulfilment of all obligations to society may be realized.

Therefore, in the process of education, cultural, ethnic, class and gender needs are to be appropriately addressed taking into consideration the varying abilities of students so that they may develop different yet socially acceptable and useful talents.

Underpinning all of the above are the principles of humanization and democratization of the educational process, engendering the capacity to develop leadership, stimulate the quest for the basic values of goodwill, justice, equality, respect, honesty, truth and love. The following objectives, to be realized in student growth and development, are pursued:

- an appreciation and understanding of the historical, cultural, economic, political and social background of the nation and of other peoples;
- an appreciation of, and commitment to, the rights, privileges and responsibilities of citizens in a democratic society, with particular reference to respect for self and others;
- the ability to think creatively and rationally, expressed through the clear articulation of speech and writing;
- the pursuit of excellence in education and industry;
- basic literacy and numeracy skills and a desire for lifelong learning;
- an appreciation and utilization of the principles of science and technology;
- a profound appreciation of the environment—both natural and social;
- the ability to apply principles for sound physical, mental, emotional and spiritual health.



Concomitantly, the main goals of education are the following:

- promotion of justice and equity—as regards gender, geographic location, social class, age, ability—and of a harmonious, democratic, national, critical and creative approach to life;
- development in individuals of intellectual skills/excellence necessary for civic competence;
- enhancement of individual capacity for independent thought and critical analysis;
- expansion of knowledge through research and scholarship;
- development of the productive capacity of individuals to meet the manpower needs of the economy;
- development of appropriate values and behaviours that are consistent with the ethos of Grenada;
- development of an appreciation of the country's cultural heritage—national and Caribbean—and an awareness and understanding of the culture of other societies;
- ability to select and prepare for an occupation.

## Current educational priorities and concerns

With a per capita GDP (Gross Domestic Product) of US\$3,872 (2004), Grenada is ranked as a middle-income nation. Agriculture and tourism are two of the main sectors of Grenada's economy. However, by virtue of its small, open and dependent nature, the economy remains extremely vulnerable to external shocks. In recent times, the declining of trade in agricultural products, the potential loss of preferential market access for regional exports, the competition resulting from trade liberalization and declining aid have all prompted lower rates of economic growth, relatively high rates of unemployment and significant constriction in the provision of social services. During the latter half of the 1980s, Grenada's economy registered impressive growth rates averaging 6% to 8% but is now at an annual average of 3.1%. This shows that the economy is on a path of sustainable growth following the impact of a self-imposed Structural Adjustment Programme (SAP) implemented in the early 1990s to correct rising fiscal imbalances and an average growth rate of 1%.

In 1996, the unemployment rate in Grenada was at 17.5% down from 26.7% in 1995 with the highest incidence being among youth 19-25 years old, old women and rural residents. Typically, about 75% to 80% of the unemployed do not have formal education or training or have dropped out of school and do not pursue any subsequent educational opportunities. This has resulted in a noticeable shortage of skills in certain areas, based on the analysis of work permits issued during 1995/1996.



The government's capital expenditure in the social sector—education, health and housing, community development and sports—accounted for 16.1% of total capital expenditure in 1996, compared to 11.6% in 1995. Projects aimed at job creation, poverty alleviation, and assisting women and children were embarked upon to compensate for the relatively low level of investment in the social sector during the structural adjustment programme (1992-1994).

Grenada's population is estimated to be increasing at an average rate of 0.6% per year. The present estimated population is 98,000 and is relatively young with 48% under the age of 20, half of which are females. The school age population accounts for approximately 25% of the total population. There has been rapid change in public administration over the last decade and a half, following the demise of the socialist regime (1979-1983). However, as was the case then, the emphasis on education has been maintained, with human resource development being seen as the major focus of the development thrust.

The overall impact of these economic, social and political contacts on the education system is more discernible in the resources allocated to education and the policies adopted. The self-imposed structural adjustment programme and the general decline in economic growth resulted in reduced levels of funding when compared to the trends of previous decades. For example, the recurrent budget for education was reduced by over US\$1.17 million from 1991-1993 although the national recurrent expenditure was increased by 8.9% (US\$58.8 million to US\$64 million). The area most affected has been the non-salary component of the recurrent budget affecting the provision of teaching materials and school maintenance. Thus, no major schools were refurbished during the past decade as was required and the allocations for materials and supplies did not increase comparatively to increased demand for school places and rising costs. In fact, the data reveal that the population in secondary schools declined by 0.7% from 1993 to 1995, even though a major policy of the Government was the provision of additional secondary school places leading up to universal secondary education.

In addition, the government's ability to implement comprehensive teacher training programmes was affected by financial constraints, which impacted on the quality of education in the system. Assistance to needy students has also been adversely affected by insufficient capital flows, with welfare support to the socio-economically disadvantaged demonstrably below the expressed need.

The following aspects are a matter of concern:

- relatively high percentage of untrained staff in the education system, especially at the secondary level;
- persistent underachievement of secondary-level graduates, particularly in mathematics and English language;
- low level of professionally trained principals at both primary and secondary levels;
- insufficiency of secondary and tertiary education opportunities;



- influence of cultural penetration resulting in the erosion of traditional values and the concomitant increase in socially deviant behaviour of students;
- widening gender disparities in local and external examination performance.

Generally speaking, the main priorities are: access to and improved quality of basic education; increased internal efficiency of the education system; teacher and principal training; technical and vocational education training (TVET); computer education; and legislative reform.

During recent years, several initiatives have been implemented in response to analysis of the system and feedback from major stakeholders: automatic promotion of students through the primary grades to curb repetition rates and increase the internal efficiency index of the system; introduction of mathematics and English as compulsory subjects at the secondary level; increased teacher qualification in the core areas at the primary level to ensure familiarity with the curriculum content, thus mitigating the cycle of underachievement in science and mathematics in particular.

The current reform process in Grenada is driven by two major projects. The first is a sub-regional initiative, the Organization of Eastern Caribbean States (OECS) Eastern Caribbean Education Reform Project (ECERP), developed from an OECS Education Reform Strategy, which identified areas of critical need for ongoing education reform. The strategy is intended to provide the basis for educational and national development, the framework for sub-regional initiatives and a focal point for regional co-operation in education within the Caribbean. The ECERP is funded by the Canadian International Development Agency (CIDA) and its principal objectives are: improving access to and quality of basic education; enhancing the relevance of education for students and employers; improving gender equity in the education system.

The second vehicle for the reform process, as outlined in the Education Reform Strategy, is the Basic Education Reform Project (BERP) jointly financed by the World Bank and the Government of Grenada. The principal objectives of this project are: to strengthen the management of the sector as well as educational planning and central planning; to improve the quality of basic education; and to expand access to secondary education and rehabilitate existing primary and secondary school facilities. Within this framework, the following initiatives are being executed, among others:

- restructuring the management of the Ministry of Education and training of senior management staff;
- enhancing the quality of teachers and learning through upgrading basic teacher training and strengthening in-service training for teachers;
- providing a better supply of instructional materials;
- establishing an educational testing and measurement capacity to monitor students performance;



- instituting nationwide standardized tests in mathematics and English in primary and secondary education, (Grade IV and Form III);
- developing an educational materials production capacity in the Ministry of Education;
- providing additional places at the secondary level and upgrading the infrastructure in selected primary and secondary institutions.

Other activities undertaken by the Ministry of Education include: strengthening of foreign language teaching at the primary and secondary levels; review of the Education Act; in-service training for secondary school teachers; development of an Early Childhood Education and Development (ECED) policy; development of a training programme for principals; computerization of all secondary schools for computer education of both staff and students; review of primary school curricula to reflect emphasis on literacy and numeracy; reform of the local examinations to improve validity and reliability; establishment of a National Student Council and a National Parent-Teachers Association to facilitate the democratization of the education system.

## Laws and other basic regulations concerning education

The **1976 Education Act** is still in effect, although new regulations have been enacted. This Act is now under review using as a reference a Model Education Bill for the OECS States. This Act provides for a regulatory system for the delivery of educational services at all levels. In addition, it provides for the free admission of pupils to all public schools, and for compulsory education of all children aged 5-16. A student may remain in a public secondary institution up to the age of 20.

The review of the Education Act could result in the following changes, among others: increased provisions for physically and mentally challenged students; provision for female students who would have become pregnant before the end of the compulsory education period; changing the eligibility qualification for entry into the teaching service at the primary level from four GCE/CXC (General Certificate in Education/Caribbean Examinations Council) credits including English to five GCE/CXC credits including English; specifying the dimensions of the instrument to be used in the corporal punishment of children; rights and responsibilities of children, parents and teachers; regulation of Parent-Teachers Associations (PTAs).

## 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 Labour**.

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 main national body related to education is the **Education Advisory Council**, which is required to meet at least four times per year to consider matters relating to education and educational development. The Council is required to advise the Minister accordingly, but there is one *caveat*: the Minister is not obligated to accept the advice of the Council but may refer matters back to the Council for reconsideration.

**School Management Boards** (government and government-assisted schools and colleges) provide a range of functions that include, *inter alia*:

- 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.

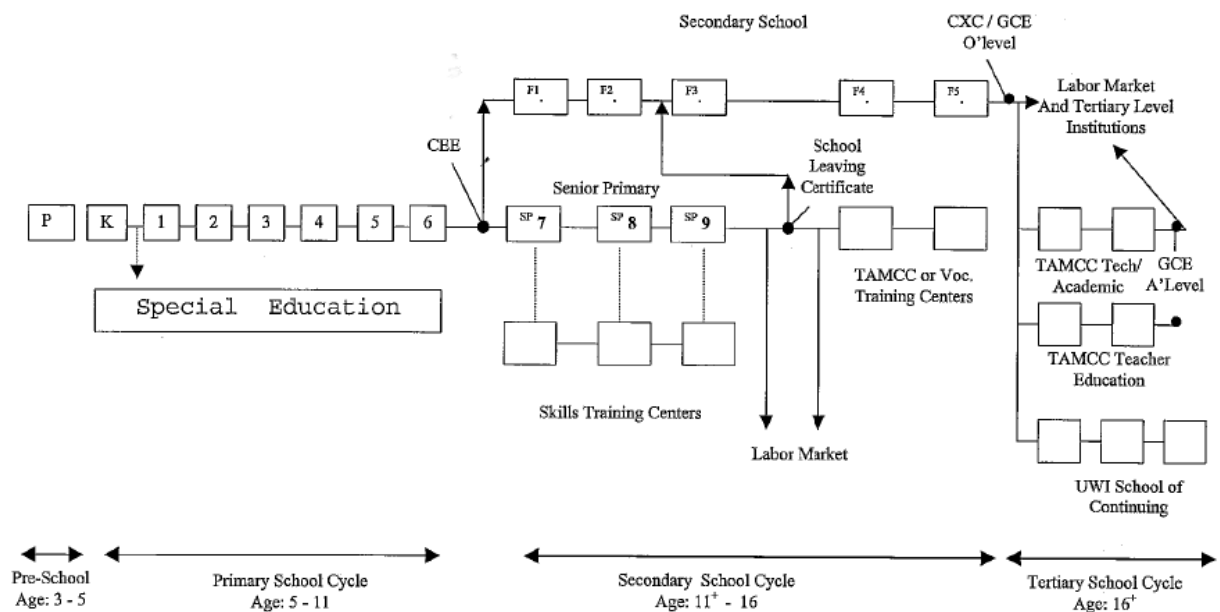
According to the Education Act, there shall be a **Student Council** in every school to give the students some experience in administration and to enable them to participate to some degree in promoting and maintaining the discipline, aims, objectives and standards of the school.

Other ministries provide general support to the programmes of the Ministry of Education. A typical example is that of the **Ministry of Communication and Works** which is responsible for the major part of the work to be done in the construction and rehabilitation of educational institutions. Additionally, broad educational policy is defined as supported by the Cabinet—particularly for initiatives that require its approval.

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, or the first cycle of basic education, is compulsory and lasts six years. The official entry age is 5 years. At the end of Grade VI, 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 I-III; and the two-year upper cycle (Forms IV and V). At the end of secondary education (general and technical), most students sit the Caribbean Examinations Council (CXC) examinations or the Cambridge General Certificate in Education, Ordinary Level examinations (GCE O-level). The



School Leaving Certificate Examination (SLCE) is administered to students aged 14+ unsuccessful at the CEE, 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 T.A. Marryshow Community College is the premiere tertiary-level educational institution in Grenada. Established in 1988, it provides learning opportunities in technical and vocational education in a wide range of disciplines, including first-year university courses, associate degrees and GCE A-level courses (two-year programmes). At the higher education level, opportunities exist through the University of the West Indies Distance Education Programme (UWIDITE) and/or local tutors providing: full-fledged certificates in education, public administration, business, education, etc.; and year one, part one, of the degree programme in law. A School of Continuing Studies Certificate Programme is designed to meet critical needs, e.g. the Certificate in Family Life Education and the Certificate in Community Examination.

The Education Act (1976) provides 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 shall begin on 1 September and end on 31 August of the following year.

## **The financing of education**

The educational finance system could be broken down simply into government financing and non-government financing. The government provides the bulk of the finance for services provided at the central level. It provides an annual budget for both recurrent and capital expenditure, financing wholly the recurrent budget while relying heavily on external aid for capital expenditure. Funds are allocated on a programme basis consistent with the budgeting system in place.

Government financing includes the following: teachers' salaries of all government-owned and government-assisted schools; maintenance of the physical plant of all government-owned and government-assisted schools; provision of grants-in-aid to secondary schools; provision of special grants to primary schools, e.g. grants in support of the School Feeding and Home Economics programmes; provision of special assistance to needy students (books and uniforms); the economic cost of nationals studying at overseas educational institutions; the study cost of persons obtaining Island Scholarships; the administrative costs associated with the provision of education in general.

The Government obtains financial assistance from various external and local agencies, institutions and organizations for the construction, equipping and maintenance of schools and other educational facilities, the training of nationals in overseas training institutions and the provision of support for needy children.

Grenada depends heavily on external financial support for the construction and maintenance of schools, the provision of equipment, the provision of higher-level training and of nutritional and other forms of support for needy students. Capital





investment in the education sector has been externally financed heavily over the period 1990–1995, principally by the World Food Programme (WFP), the Caribbean Development Bank (CDB), the Canadian International Development Agency (CIDA), the European Development Fund (EDF) and the British Development Division (BDD). Capital budget constitutes about 7% of the government's capital budget.

CIDA programmes of assistance in the 1990s concentrated on the financing of higher-level education and technical training. Prior to 1990, much assistance was given to infrastructural development. WFP provided assistance to human resource development focusing on the needs of the socio-economically disadvantaged. The CDB focused on job creation at the middle and upper managerial skills level, and the BDD assisted with construction of facilities.

Training awards are provided by the Commonwealth Fund for Technical Co-operation, the Organization of American States (OAS), the United States Agency for International Development (USAID), the Commonwealth Scholarship Fellowship Plan and the St. George's University School of Medicine, among others. International organizations such as UNESCO, OAS (Organization of American States) and UNICEF provide ongoing support for a wide range of educational activities, i.e. training, provision of equipment, curriculum development among others.

The contributions of the main international aid agencies and the value of assistance received in the period 1990-1995 were as follows:

Agency	US\$
UNICEF	71,006
WFP	1,736,250
UNESCO	50,000
CDB/OPEC/IDA (Joint funding)	1,050,559
USAID (1990-1992)	248,000
BDD	470,867
EDF	895,212
UNFDAC	110,110
OAS	446,395

The Grenada Development Bank, an indigenous bank, is the main agency involved in the provision of loan financing for education. The Bank has an established student loan scheme, which was initiated in 1972. In the processing of loan applications, the Bank gives priority to those fields of study/disciplines which the Government of Grenada sets out as national training priorities.

The local private sector is involved in the provision and financing of education services and facilities through: the provision of scholarships to needy students at the



secondary and tertiary levels; the operating of pre-primary and primary schools; the provision of support (donations, etc.) to government programmes such as the School Feeding Programme. Some private firms provide funding for overseas study through the awarding of scholarships. Other firms provide support for students of local secondary and tertiary institutions in the form of grants for books, uniforms and other expenses.

In 2004, government expenditure in education as a percentage of the gross domestic product was 6.4%.

## 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 pre-school 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;
- 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;
- to involve parents and the community in ECED, establishing the principle of partnership among providers, parents and the community.

The ECED curriculum comprises the following subject areas: mathematics, language arts, science, physical education, music and movement, social studies, and play corner.

### 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.

At present, there are 74 public pre-schools and approximately 25 private preschools. There are also pre-school departments housed in some of the primary schools. More than 15 public day care centres (under the Ministry of Social Development) are operating.

In 1995, the average number of children per class was 20 and the gross enrolment ratio was 48.2%. In 2004, there were 3,376 children enrolled in pre-primary education, with a gross enrolment ratio of 81%. There were 228 teachers, 32.4% of whom were trained. The pupil/teacher ratio was 15:1.

### Primary education

The main goals and objectives of primary education are the following:

- to equip pupils with the knowledge, skills, values and attitudes to enable them to be literate and able to count, equipped with the requisite competencies for successful secondary education;
- to foster the social, emotional, spiritual, cultural, physical and intellectual development of every pupil;
- to provide experiences which will enable pupils to function at their maximum potential;



- to foster pupils ability to think critically;
- to develop an appreciation for the democratic system of government;
- to help pupils to become responsible citizens and productive members of the society;
- to develop national pride;
- to teach pupils the skills of adaptation to cope with the demands of a changing world;
- to lay a foundation for further education and lifelong learning;
- to provide the minimum education/training required to enter the world of work.

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.

The following subjects are 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
<b>Total weekly hours</b>	<b>21h</b>	<b>21h</b>	<b>21h</b>	<b>21h</b>	<b>21h</b>	<b>21h</b>



In 1995, the average number of pupils per class was 35 and the average pupil-teacher ratio was 28.7:1. The gross enrolment ratio was 109.6%. In 2004, there were 15,819 students enrolled in primary school, with a gross enrolment ratio of 92%. There were 895 primary school teachers, 68% of whom were trained.

Continuous assessment is conducted in all classes with terminal examinations at the end of every school year to determine promotion of students to the next grade (automatic promotion was recently introduced). In addition, national tests are conducted through:

- The Common Entrance Examination (CEE): 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 having attained at least the level of grade 6.
- The School Leaving Certificate Examination (SLCE) 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; (c) a certification to be eligible for a profession.

A School Leaving Certificate is awarded to successful candidates who have secured at least four subjects including English language. The pass mark is 40%.

Both repetition and drop-out rates are relatively low according to cohort survival ratios. The repetition rate is, on average, 11.2%; the dropout rate is approximately 4.1%. The transition rate from primary to secondary school is approximately 37.5%. This index takes into account all students at the primary level who are eligible to enter secondary schools according to the Education Act, namely students between the ages of 11 and 14 years who can enter secondary school via the CEE.

## Secondary education

Secondary education aims at:

- providing students with knowledge, skills, attitude and values which will develop their employment skills thus preparing them for the world of work;
- preparing students to function as responsible citizens in a democratic society;
- inculcating in each student healthy work attitudes and a deep sense of national pride;
- providing the basis for further education and lifelong learning;

- providing the skills required to function in the world of science and technology.

Secondary education encompasses a lower and upper cycle, Forms I-III (or the second cycle of basic education) and Forms IV and V, respectively. At the lower cycle, students study a range of subjects but narrow 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 include:

- Humanities: geography, history, religious studies, social studies;
- Business Studies: office procedures, principles of business, principles of accounting, typewriting;
- Sciences: mathematics, agricultural science, biology, chemistry, physics, integrated science, information technology;
- Technical: woodwork, technical drawing, building technology, electronics;
- Home economics: food and nutrition, home management, clothing and textile.

Mathematics and English language are compulsory throughout the complete cycle and students must sit external examinations in both. All subjects in the curriculum are included as a result of national policy, although the initiative to commence programme delivery in some subjects (i.e. typewriting) is taken by school authorities based on available material resources, which they can access through partnerships with businesses, community groups and alumni.

**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
<b>Total weekly periods</b>	<b>35</b>	<b>35</b>	<b>35</b>

*Source:* Based on World Bank 1995.  
Each teaching period lasts 45 minutes.



In 1995, the average number of students per class was 35 and the average student-teacher ratio was 20.4:1. The gross enrolment ratio was about 64%. In 2004, 13,660 students were enrolled in secondary school, with a gross enrolment ratio of 101%. There were 740 secondary school teachers, 31% of whom were trained, and the pupil/teacher ratio was 20:1.

Continuous assessment is conducted throughout with terminal examination done through external Examination Bodies, namely the CXC and Cambridge GCE O-level. Pitman's examinations are taken in mathematics by a small proportion of students.

The repetition rate at the secondary level is on average 11%; the dropout rate is approximately 0.8% (1998 data). The transition rate from lower secondary education to upper general and/or technical secondary is 88.1%; from upper general and/or technical secondary to post-secondary, 35.9%.

### **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.

In general, the modalities employed are: continuous assessment; national tests (non-standardized); standardized tests (external examination bodies).

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.

Non-standardized assessment is conducted on a national basis only for terminal examinations of attainment at the primary level. These examinations serve as



a screening mechanism to determine which students are eligible for admission to the next level of education (where there are insufficient places for universal access) and entry into basic TVET programmes. The CEE focuses on the core areas (mathematics, language arts, social studies and science). Up to 1995, the CEE was an objective type (multiple-choice) test; it is now reconfigured to include a written component in mathematics and language arts. The other national test at the primary level is the SLCE designed for students aged 14+ who are in the primary school after unsuccessful attempts at gaining access to secondary school via the CEE.

At the end of the secondary cycle, most students sit the CXC examinations administered by the regional examination body. Students also attempt the GCE O-level examinations in subjects that are not yet offered in the CXC examinations.

Generally, students' scores on CEE show weaknesses in core subject areas—spelling, science and mathematics in particular. Additionally, the levels of competence of students who enter the secondary level indicate unsatisfactory mastery of certain subject matter attributed to the distortion of the primary curriculum by the pressure of competition for secondary school places. In general, on average 40% of students who sit the CEE are awarded secondary school places based on their availability. Girls usually outperform boys in all subject areas in the CEE and SLCE not only in terms of a higher percentage award/pass, but also in taking more of the top places in the examination. In 1994, for example, nine of the first ten places were taken by girls. In 1995, similar results were registered.

Percentage passes in CXC and GCE A-level at the secondary level borders on 50% overall and ranges from about 86% passes by the best performing schools to 35% in the lowest performing school. Disparity in gender performance is also very evident at this level with girls outperforming boys consistently in similar ways as happens in the CEE and SLCE. There are notably weak performances in English, mathematics and the basic science disciplines—biology, chemistry and physics.

Analysis of the assessments nationwide has resulted in the following policy interventions to improve the quality of education:

- increased emphasis on teacher training, especially at the secondary level;
- introduction of mathematics and English as compulsory subjects to be taken by all secondary students for external examinations;
- reform of CEE and SLCE with greater focus on literacy and numeracy competence in the former and on failed subjects in the latter;
- greater emphasis on curriculum reform and development—especially at the secondary level where, at present, there is no curriculum guide to facilitate instruction as at the primary level;
- emphasis on supervision of the institutional environment by principals, senior teachers and Ministry of Education staff.





## Higher education

The higher education system in Grenada comprises three main institutions: the T.A. Marrayshow Community College (TAMCC), the University of the West Indies (UWI) School of Continuing Studies, and the St. George's University, which has expanded its programme offering to include an Arts and Science Division in addition to the medical studies component.

The TAMCC was formally established in 1988 through the amalgamation of nine post-secondary educational institutions. These included: the Grenada Technical and Vocational Institute; the Institute for Further Education, offering GCE A-level programmes; the Grenada Teachers College; the School of Pharmacology; the School of Nursing; the Adult and Continuing Education (ACE) Programme; the Domestic Arts Institute; and the Mirabeau Farm School.

The College offers a variety of academic technical and vocational programmes as well as first-year university courses, associate degrees and GCE A-level courses. Persons in the 16+ age group who are not in full-time programmes of formal education can access post-secondary education through the Foundation Adult and Continuing Education Programme (FACE).

Demand for places at the institution is high, as the physical infrastructure to accommodate eligible students is somewhat inadequate. In 1996, for example, the College could only accommodate 46% of the demand for new admission into its various programmes. Notwithstanding, approximately 35.9% of secondary graduates enlist in the programme of the College.

The College, nonetheless, has expanded the range of programmes and the intake capacity to accommodate increased demand from secondary school graduates. Enrolment increase averages about 5% annually. This is expected to accelerate because of the Government's emphasis on human resource development as a major thrust for national development. Increased access to tertiary education is, therefore, a major priority.

An Academic Board comprising deans, heads of departments, the registrar, vice-principal and principal manages the College. The Board formulates policy and programme development, monitoring and evaluating overall institutional development. As it is a public, government-funded institution, the College is under the auspices of the Ministry of Education. However, a statutorization process has been put in effect for the College's autonomy and further development. A Resident Tutor manages the UWI School of Continuing Studies.

The GCE A-level examination is taken by students after two years of studies. There is, however, the imminent introduction of CXC's Caribbean Advanced Proficiency Examination (CAPE), which is now piloted at the tertiary institutions. This examination provides an alternative for the A-level examinations. One of the major differences between both examinations is that the CAPE examination is administered on a modular basis, while the A-level is taken at the end of the two-year programme.



Access to a comprehensive university education is possible through the government's policy of covering the economic cost of university education for students pursuing studies in priority areas. Student loans are accessible through the Grenada Development Bank at competitive interest rates and repayment schemes. Additionally, strategic partnerships have been developed by the Ministry of Education to subsidize university education costs.

In the case of TAMCC, students' performance on GCE A-level examinations averages a 42.3% pass rate. The UWI-administered examination in teacher education averages a 72.3% pass rate. Both the UWI School of Continuing Studies and St. George's University have their own self-regulating assessment mechanisms.

An accreditation/equivalency/quality assurance model is being proposed by the Association of Caribbean Tertiary Institutions (ACTI), which will assist in the determination of institutional performance. The proposed model seeks the establishment of a regional accreditation body working in concert with newly established national accreditation bodies.

### Teaching staff and students by institution (1995)

Institution	No. of teachers	No. of students
TAMCC	188	2,632
UWI School of Continuing Studies	14	68

Source: Ministry of Education, *School directory and basic educational statistics*.

## Special education

The provision of special education services is a joint exercise between the Government and non-governmental and voluntary organizations. Three institutions are involved in the delivery and development of special education. One is government-assisted and the other two are government-controlled. They are: 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.

In addition, two itinerant teachers visit schools to assist students who are visually impaired. They ensure that some of the basic needs of these pupils are satisfied. A resource centre is situated in one of the suburban schools to facilitate this initiative.

### Enrolment and staff in special education (1995)

Institution	Enrolment		Staff	
	MF	F	MF	F
School for Hearing Impaired	49	23	6	5
Special education schools	97	47	8	2

Source: Ministry of Education, *School directory and basic educational statistics*.

## Private education

The establishment and functioning of private education institutions are regulated by the Education Act. These institutions are within the direct purview of the Ministry of Education through the Chief Education Officer. There have been recent attempts to form an association of private education institutions to provide support to private education providers.

Private education institutions operate under current regulations in terms of the conditions of schooling in areas such as infrastructure, curriculum, age range of students, etc. The concentration is on primary education from kindergarten to Grade VI. The curriculum followed is primarily the one prescribed for primary education by the Ministry of Education although alternative curricula based on sectarian interests are used as instructional support materials. These institutions are constrained to prepare students for secondary education via the CEE. Private education is offered by education professionals—either those who have retired from the public education systems or others with interest in education, responding to the need for alternatives to the public education system where overcrowding and the general quality level of education may cause some concern. Religious organizations also provide private education, placing some emphasis on specialized curricula that are delivered concurrently with the public sector curricula.

Private education is financed exclusively from the tuition fees charged by the institution and by the support of the community. The Ministry does provide materials such as curriculum guides to ensure common curricula in public and private education. All private educational institutions are co-educational. There are nineteen private primary schools and one full-fledged secondary institution although students in three private schools are able to remain and pursue secondary education.

### Private education: number of institutions, enrolment and teaching staff (1995)

Level	N° of establishments	Enrolment	Teaching staff
Pre-primary	27	342	32
Primary	19	1,590	17
Secondary	1	88	15

Source: Ministry of Education, *School directory and basic educational statistics*.

## Means of instruction, equipment and infrastructure

In general, there is inadequate educational infrastructure at all levels of education, though concerted efforts are being made to increase supplies at the pre-primary level through strategic partnership with ECED interests in North America and Canada. The limited infrastructure is directly attributable to the low proportion of the recurrent budget allocated to non-salary/direct school support, which, at present, is approximately 7%.

The Ministry of Education provides some basic instructional materials, equipment and supplies for all levels. The cost of books is met by parents but is augmented by a Needy Students Assistance Programme providing textbooks (on a loan scheme basis) to over 1,500 students annually.

At the secondary level, schools are given a grant to assist in the procurement of basic supplies. The amount of the grant is currently being reviewed as the expenditure at the secondary level has increased significantly. The most recent study on the management of secondary education has recommended a complementary substantial increase in the grant. Basic materials for teaching mathematics, science and social studies are in inadequate supply compounded by the fact that teachers often have to purchase textbooks themselves. However, under the Basic Education Reform Project, school supplies and resource materials including textbooks and reference tests are being procured for all primary schools and up to Form III at the secondary level.

The quality of school furniture has been steadily improving with relatively substantial investment made by the Ministry in this regard over the past four years. However, the general increase in the government's capacity to provide materials and improve the overall educational infrastructure has been affected by recent fiscal stringency and rising costs.

There is no production of school textbooks at the primary level. However, an Educational Materials Production Unit (EMPU) has been established with a view to producing and distributing educational materials. Commercial textbooks are expensive, a problem compounded by inadequate supplies as the suppliers ensure that stocks are sold out to maximize profitability. The amount allocated yearly for the free distribution of textbooks and other materials at the primary level is US\$216,130 or approximately 2% of the recurrent budget.

In terms of standardization of texts, prescribed lists exist for both primary and secondary levels but arbitrary additions to the list at the school level are common,



invariably increasing the costs of education, as parents are required to purchase different texts for students entering a new grade/form. The Ministry of Education is currently reviewing the prescribed list to issue a standardized one. One text per subject per grade/form will be prescribed to meet the curricula demands as well as to minimize the costs to parents. Additional reference and/or resource texts will be recommended for teachers to procure and use to supplement students' texts.

The mode of instruction is still largely based on traditional "chalk and talk" practices although concerted efforts are made to utilize instructional technologies such as overhead projectors, especially at the secondary level. Overcrowded classrooms mitigate against the use of alternative and individualized modes of delivery.

The Government is in the process of equipping all secondary schools with computer laboratories linked island-wide via a Local Area Network (LAN). More than 470 computers have been procured for this project.

### **Estimated number of computers by level of education (public sector), 1995**

<b>Level of education</b>	<b>No. of computers</b>
Primary	12
Secondary	192
Tertiary	75

## **Adult and non-formal education**

The non-formal education sub-section is intended for priority pupils who did not complete primary and/or secondary education—the result of which puts such persons at a disadvantage in the society with regard to, among others, social and employable skills. This component of the education service is critical to the overall human resource development and thus national development. Existing programmes are intended to:

- improve the basic educational standard;
- develop social skills and desirable attitudes and behaviour;
- engender the acquisition of employable/marketable skills;
- provide opportunities for the pursuit of lifelong learning.

Both governmental and non-governmental organizations participate in the delivering of non-formal education. The main governmental agency that conducts a continuing education programme is the T.A. Marryshow Community College's Division of Foundation Adult and Continuing Education Programme (FACE). This programme has evolved from the Centre for Popular Education Programme (CPE) introduced during 1980-1983. Courses are offered in the following areas: (a) primary education up to the level of the locally administered school leaving certificate

examination; (b) secondary education with the sitting of GCE O-level and CXC subjects; (c) skills training in a range of technical and vocational disciplines (e.g. home economics, electronics, etc.); (d) courses leading to the GCE A-level. Other courses are taken for personal interest with a focus on improving literacy.

Other governmental departments deliver non-formal programmes relating to the development of personal skills for strategic social groups. The Department of Social Services, for example, has run programmes for young offenders to minimize the re-occurrence of criminal behaviour. The Department of Community Development conducts programmes in communities to facilitate the development of groups with special emphasis on women. The Ministry of Health actively works toward the reduction of unwanted pregnancies, especially among the adolescent population; other health care issues are targeted through the family life education programme.

Non-governmental organizations (NGOs) involved in non-formal education (some with support from the government) carry out similar programmes resulting in either recognized certification or personal development skills. Besides the academic programmes delivered, vocational and skills training programmes in areas such as sewing, home economics, typing, small business development, and health and family life education, among others, are presented.

The New Life Organization (NEWLO) focuses on vocational skills training for the youth, many of whom are school dropouts and desire to be skilled in a trade or craft. The Programme for Adolescent Mothers (PAM) is designed to provide further educational opportunities for females having left school (primary or secondary) on account of becoming pregnant. The programme is supported by the government and delivers courses leading to the SLCE, GCE O-level or CXC certificates. Ongoing counselling for the students is an integral part of the programme.

Other NGOs deliver programmes to a wide spectrum of community groups with particular emphasis on skills training, personal development and income-generating projects.

The illiteracy rate in Grenada was estimated at 4% in 1997 (12% in the case of women).

### **Enrolment in selected non-formal education programmes (1995)**

<b>Programme</b>	<b>Enrolment</b>
TAMCC–Foundation Adult and Continuing Education Programme FACE	1,523
Programme for Adolescent Mothers (PAM)	65
New Life Organization (NEWLO)	275
Grenada Community Development Organization (GRENCODA)	1,500

*Source:* Statistical Unit, Ministry of Education.

## Teaching staff

The categories of teachers at the different levels of education are shown in the table below:

### Categories of teachers at the different levels of education

Grade	Level
Temporary teacher	Pre-primary, primary
Student teacher	Pre-primary, primary
Probationary teacher	Pre-primary, primary, secondary
Certificated II teacher	Pre-primary, primary, secondary
Certificated I teacher	Pre-primary, primary, secondary
Qualified teacher	Pre-primary, primary, secondary
Graduate teacher	Secondary, tertiary
Principal II	Primary
Principal I	Secondary
Vice-Principal	Tertiary

Principal II: 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.

Principal I: 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.

Vice-Principal (tertiary): 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.

Graduate teacher: a teacher who has obtained a degree from a recognized college or university.

Qualified teacher: a teacher who has obtained the certificate of a trained teacher from a recognized college or university.

Probationary teacher: a teacher who has obtained at least three CXC/GCE O-level passes or more than three without English language, or an equivalent qualification.

Certificated I teacher: 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.

Certificated II teacher: a teacher who has obtained passes in four CXC/GCE O-level subjects or an equivalent qualification.

Student teacher: a teacher who has obtained at least two CXC/GCE O-level passes or an equivalent qualification.

Temporary teacher: a teacher who has obtained at least one CXC/GCE O-level pass or an equivalent qualification.

The categories of student teacher and temporary teacher are being phased out. As part of the reform of the education system 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. The Education Act is also being revised and would incorporate these changes.

Teacher training at the pre-primary level is conducted by the staff of the Early Childhood Unit (ECU). This training primarily takes place during regular instructional supervision of the pre-school and infant department. A recent policy of the Ministry of Education allows for the enrolment of pre-primary teachers into the two-year University of the West Indies (UWI) Teacher Education Certificate Programme at the Community College.

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.

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.

At the primary level, pre-service training is limited to a two-week induction course, held each year in August, for intending teachers. This Induction Course for Intending Teachers (ICIT) is intended for Grenadian nationals, aged 17 or more with a minimum of five CXC/GCE O-level classroom-related subjects including English. A minimum of forty hours is mandated. Certificates are awarded to participants who attend over 80% of contact hours. The course is intended to equip intending teachers with the basic understanding and skills essential for successful entry into the teaching service. The areas selected for the scope of study are:

- Educational psychology;
- Modes of instruction;





- Lesson planning;
- Teacher professionalism;
- Classroom management;
- Introduction to guidance and counselling.

In-college training is a two-year programme offered at the Department of Teacher Education, T.A. Marryshow Community College. A total of fifty primary school teachers are recruited each year for training on scholarship from the Ministry of Education and are replaced in the schools by young secondary school graduates who would have done the pre-service training programme. At the end of the two-year programme, graduates receive a UWI Teacher Training Certificate. Approximately 13.2% of the untrained staff members receive in-college training annually.

Young teaching recruits from primary schools automatically enrol in a two-year In-Service Training Programme organized by the Teacher Education Department of the T.A. Marryshow Community College. In this programme, lectures are held in three different centres at Hillsborough, Grenville and St. George's simultaneously every Friday. Approximately 85% of teachers at the primary level enrolled in the in-service training programme. This programme caters to approximately 130 teachers.

Apart from the two-week ICIT, secondary teachers benefited from training workshops organized by the Ministry in the core subject areas, i.e. language arts, mathematics, science and social studies. Emphasis is placed on pedagogy. With the collaborative efforts of OECS, UWI and the EDF, a secondary education teacher training project was piloted for untrained secondary school teachers. This project will soon be continued.

At present (1998) there is no institutionalized arrangement which allows graduates of the Teacher Education Department to go on to further training soon after graduation. However, a few of them are given awards funded by overseas organizations, which permit them to get first degrees at the University of the West Indies or extra-regional universities.

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. In addition to these areas of teacher training, the Ministry in conjunction with the Organization for Co-operation in Overseas Development (OCOD) runs a two-week summer vacation course annually in various subject areas for teachers from primary and secondary schools. The Grenada Union of Teachers and the Canadian Teachers Federation also jointly organize a three-week summer vacation course in various disciplines. The emphasis in these training programmes is on subjects taught in the schools, as well as on school administration, guidance and counselling, and other school-related areas as testing and measurement, educational research and classroom management.



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). However, these training opportunities are not readily available if financed through external scholarships and opportunities presented by the Government.

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.

There is no legislative provision for the teaching workloads at the different levels of education. The table below shows the estimated workload:

### Teachers' workload

Level of education	Average number of hours devoted to classroom teaching	Average number of hours devoted to other educational activities
Pre-primary	13.3	3
Primary	19.3	5
Secondary	20.0	4
Tertiary	Varies according to number of subjects taught by individual Varies according to number of subjects taught by individual	

In terms of salary scales, there are eight categories of teachers. The rates were introduced in 1995 with the government's restructuring of the public service. In many instances, there was a significant increase in the annual remuneration (see the table below):

Grade	Level	Range (US\$)	
		Min.	Max.
B	Temporary	2,977	5,580
C	Probationary, Student	3,535	6,696
E	Certificated II	5,209	8,928
F	Certificated I	5,767	9,861
G	Qualified Teacher	7,071	10,789
H	Principal II, Graduate Teacher	7,999	11,905
I	Principal I, Graduate Teacher I	9,673	14,137
J	Principal (Tertiary)	11,905	15,999

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.

Incentives include reduced interest on loans taken from the National Insurance Scheme (NIS) for home building, etc.; concessionary commercial and insurance transactions with business firms and insurance companies (medical insurance, etc.); 10% of crown lands apportioned to public officers including teachers for development purposes.

Promotion opportunities are limited, due in part to a low attrition rate of 3.1% 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. Remunerative incentives for such positions are at best negligible and this serves as a demotivating factor for the more ambitious individuals. 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.

In-service training is available to almost all pre-primary and primary teachers in either of the two modalities discussed earlier. At the secondary level, inadequate infrastructure (especially in training centres) and limited trained personnel preclude ongoing and comprehensive training. However, training opportunities as indicated above are being conducted under the BERP.

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, *inter alia*: 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.

## Educational research and information

There are seven units researching education in Grenada: the Central Statistical Unit, Ministry of Finance; the Ministry of Education's Planning and Development, Curriculum Development, and Schools Management Units; the Teacher Education Department, TAMCC; the St. George's University; and the UWI School of Continuing Studies. No data are available regarding the estimated amount of public and private funding for educational research.

The main fields of research include: performance in examinations; education and poverty alleviation; organization and management of secondary education; local examinations reform; factors contributing to educational wastage; teacher education; primary classroom environment. Results are mainly used to inform educational project design and broad policy formulation, to develop education reform intervention (e.g. examination reform) and to design action plans (poverty alleviation, non-formal education).

There is great need for extra-local information especially as the regional and international contexts do provide basis and relevance to issues in education. The sharing of country experience on specific educational phenomenon is useful in the articulation and development of education plans, programmes and projects. Co-operative data and/or information are not always available in a form that is easily accessible. In terms of information flows, the primary inhibitor has been the relatively inadequate institutional capacity at the Ministry of Education to access, analyze and disseminate information.

In addition, there is no central archival source for all major documents and research in education in Grenada although relevant documentation is accessible from the Education Resource Centre, University Centre and selected units of the Ministry of Education. Thus, a comprehensive database of catalogued information on educational research is a priority.

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