

Education Sector Plan 2023-2030

GRENADA, CARRIACOU AND PETITE MARTINIQUE

Presented by:

Ministry of Education



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Introduction

The Education Sector Plan 2023–30 (ESP) presents a vision for the future of the education system in Grenada, Carriacou, and Petite Martinique and identifies the activities and resources needed for that vision to become reality.

The plan consists of five chapters that are closely linked to the typical steps in the strategic planning process.

It starts with an **analysis** of the recent evolution and the present state of the education system, highlighting the strengths to build on and the challenges that must be overcome for the future development of the education system. The Ministry of Education of Grenada undertook a detailed education sector analysis in 2021. Chapter 1 offers an updated summary of this analysis.

This analysis forms the background for the identification of the main **policy priorities** for the education system. Chapter 2 presents these priorities, as well as the planned outcomes, which are a more concrete translation of what needs to be achieved by 2030.

These policy priorities embody an ambitious agenda for transformation and progress. Chapter 3 of the ESP responds to a core question: how to achieve this vision? Doing so requires the design and implementation of several **priority programs** that integrate the relevant reforms and strategies. These programs are summarized in matrices in Chapter 3.

Chapter 4 explains the processes and indicators through which the implementation of the ESP will be **monitored and evaluated** and presents the key performance indicators (KPIs).

Finally, chapter 5 discusses **financial feasibility**, based on estimates of the available funding for education and the cost of the ESP.

The preparation of this plan formed part of a regional project, as part of which the three other Windward Islands—Dominica, Saint Lucia, and Saint Vincent and the Grenadines—also prepared a similar plan. The project was funded by the Global Partnership for Education through a grant managed by the World Bank.

The project, implemented between September 2022 and June 2023, combined several regional and national activities. Regular regional distance working sessions and two face-to-face workshops allowed the countries to work together and learn from each other. At national level, several workshops were held, mainly aimed at producing major elements of the ESP, as were three series of consultations: a first, with a broad range of stakeholders, discussed the choice of priorities and key strategies; a second brought together ministry departments and agencies that will be involved in the implementation of the ESP, to examine the priority programs; and a final set allowed stakeholders to comment on most of the draft of the plan.

Two teams led the plan preparation process: a steering committee offered policy guidance, and a technical team, supported by an international consultant, was responsible for the development of the plan.

CHAPTER 1

A brief overview of the state of Grenada's education system, with a focus on key challenges

Effective planning pays significant attention to the context of the education system. The focus and feasibility of the Education Sector Plan 2023–30 (ESP) depend very much on this context, both at present and in the future, in particular recent achievements, continuing challenges, and the capacity of the system to overcome these challenges. The Ministry of Education undertook in 2021 a detailed analysis of its education system. This chapter presents the highlights of this analysis, with some updates.

The chapter begins with a short summary of achievements, then quickly shifts its focus to challenges, as the ESP is intended to help overcome these. The content of the ESP was therefore guided by reflections on the key challenges and their causes, to ensure that the reforms and strategies constituted relevant responses. Two points are worth emphasizing. First, in some areas, the situation has changed, in particular because of the arrival of a new government in June 2022, which for instance has strengthened the emphasis on technical and vocational education and training (TVET) and created some mechanisms for accountability. Second, one systemic challenge relates to the lack of high-quality data. For instance, enrollment rates have been difficult to calculate because of problems with population data and enrollment figures. Population data use the results of a census that took place more than 10 years ago, and school data tend to be incomplete, as several schools, both public and private, do not always provide the requested data. This being said, the overall picture presented by the education sector analysis has not undergone any profound change.

1.1. Key achievements

Grenada has achieved universal access to primary and secondary education. Almost all students complete secondary education, though there is still some drop out towards the end of secondary school. This achievement is now taken for granted, but it is worth mentioning that it is the result of significant efforts over recent decades and is an achievement that not all comparable countries have achieved.

A majority of children ages three to five attend early childhood education, much of which is publicly financed and organized.

In terms of access and participation, gender parity exists throughout most of the system, with some minor differences between boys and girls but with no significant disadvantage to either group. As will be discussed below, the situation is different in regard to participation in specific streams in TVET and especially to learning outcomes.

The offer in post-secondary education has expanded and is fairly diversified. Several different programs are on offer at T.A. Marryshow Community College (TAMCC), the core institution in this sector. In addition, there are nongovernmental institutes, New Life Organisation (NEWLO) in particular, that focus more on technical and vocational skills, and for those who want to follow university programs while remaining in Grenada, there are opportunities at the University of the West Indies (UWI) through its Open Campus and at St. George's University (SGU).

There has been growing interest in technical and vocational subjects. TVET in Grenada is integrated in the general education pathway from the primary education level onwards. Primary

schools offer TVET one day per week for Grades 5 and 6 throughout the school year. Most secondary schools have been offering TVET subjects for several years, and the share of students graduating with at least one TVET subject averaged about 62 percent over the last five years. Recently, there has been increased interest in exit certificates referred to as the Caribbean Vocational Qualification (CVQ) and the National Vocational Qualification (NVQ).

There are some successful initiatives in second chance programs, and enrollment is trending upwards, though the offer remains limited and is mainly due to non-public efforts.

Pupil-teacher ratios are low. The 2020/21 statistical digest indicates a ratio of 11 to 1 for pre-primary (having decreased from 14 to 1 over the last few years), 16 to 1 in primary (a consistent level for several years), and 12 to 1 in secondary school (down from 14 to 1 three years earlier). It should be feasible to increase these ratios without damaging the quality of teaching and in agreement with teachers. This would open opportunities to shift resources toward inputs and interventions that could support teachers and learners and have an impact on quality and equity.

1.2. Key challenges

The main purpose of this chapter is to present key challenges, as one aim of the ESP is to define strategies to overcome these challenges. The education sector analysis selected challenges by focusing on priority issues that take into account the interests of stakeholders, that should be able to attract resources, and that should have the potential to advance the responsiveness of the sector to important societal needs if they are effectively addressed.

In order to select these challenges, the analysis took the following steps:

- Examine the issues, patterns, and trends generated by the available statistical data
- Review documents on the Grenada education system
- Undertake a Google search on education-related issues that were frequently mentioned in the national media over the two-year period ending May 2021
- Stage an online survey among stakeholders.

Grenada's National Sustainable Development Plan (NSDP) had also identified several challenges, and these were taken into account in the identification of what the ESP should focus on.

On this basis, nine challenges were identified. Two others, which appear in the NSDP, are implicit in these nine, namely "gender disparities" and "waning values." Gender is very much

a cross-cutting issue; for instance, addressing the disparities between boys and girls, particularly in terms of completion and achievement, is essential to act upon these challenges. The inculcation of values is a deep-seated issue as well as a longstanding objective that infuses various ESP programs.

The nine challenges are:

- Literacy and numeracy in primary and lower secondary school
- Teaching of information and communication technology (ICT) in schools
- Limited progress with TVET
- Proportion of trained teachers in schools
- Access to post-secondary education and training
- Availability of second chance education opportunities for secondary school dropouts
- Need for disaster risk management in the education sector
- Limited use of evidence-based decisions in the formulation of education policies
- Deficiencies in infrastructure for support of secondary education.

Subsequently, in-depth focus group discussions with key stakeholders and experts aimed to further clarify the challenge and, in particular, to identify root causes.

The following paragraphs present a short description of each challenge and an overview of key related challenges for each.

1.2.1. Literacy and numeracy in primary and lower secondary school

Although resources for quality improvement are increasingly available, limited achievement in literacy and numeracy remains a challenge throughout the system, from primary onwards. Boys are more affected than girls. This is evidenced by the results of various assessments and examinations, from the Minimum Competency Tests in primary to the end-of-secondary school exam administered by the Caribbean Examinations Council (CXC). This is not only a problem for the system, but also a harsh reality for children, who lose self-esteem and are at greater risk of dropping out.

Causes

While a majority of primary school teachers are trained, they are not all skilled in diagnosing literacy needs and in differentiated instructions. One important reason is that teacher recruitment, retention, and deployment practices bring inexperienced employees without knowledge of literacy teaching to the classrooms, coupled with a tendency to promote more skilled teachers to non-teaching positions. In-service training does not yet make up for this weakness.

The shortage of professional assessments for children with language difficulties further compounds this issue.

In principle, the use of ICTs can advance progress with literacy and numeracy. Their presence in classrooms has grown, because of COVID-19, but teachers' upskilling has been too slow for a genuine integration of ICT in teaching and learning.

Possible causes for the greater underperformance of boys have been debated for decades. Reference have been made to cultural norms, and to school practices, which may reflect and further confirm these norms.

Finally, the ministry's policy and schools' practices do not at present ensure that repeaters have a more successful learning experience the second time around, nor that automatic promotion, when applied, is accompanied by the necessary support to catch up.

1.2.2. Teaching of ICT in schools

There is broad recognition, within the Ministry of Education and among its partners, of a need to strengthen ICT teaching in school. This is part of the government's emphasis on digital literacy. In principle, schools, teachers, and parents are supportive: they appreciate the potential of ICT in advancing learning outcomes. Despite this positive context, serious shortcomings in learning outcomes result from the limited effectiveness of the ICT program in the lower secondary system and a general absence of actual teaching of ICT skills within most primary schools.

Causes

The global cause is the lack of an integrated approach to ICT teaching and learning. Evidence for this can be found in several weaknesses. A majority of primary teachers have not been trained in the teaching of ICT or its integration into the curriculum. Primary schools have not been provided with ICT curricula or other guidelines designed to achieve a standardized approach to learning outcomes. While ICT teaching of ICT in Forms 4 and 5 is guided by the curricula for the Caribbean Secondary Education Certificate (CSEC), there are no curricula for Forms 1 to 3, which leads to a lack of uniformity in content, objectives, and planned learning outcomes across schools. In the eyes of schools and teachers, the ministry's communication strategy needs to change: while teachers are the implementers of the ICT policy, they consider that they suffer from a dearth of vital information.

The ministry has undertaken several initiatives. Through significant efforts, almost all students now have access to tablets. In addition, IT support officers have been nominated at the primary level to troubleshoot technical issues and assist teachers. There is also a group of teachers known as the Senior e-Learning Champions who play a similar role. However, this staff is not yet fully deployed, and teachers have not been sufficiently trained

so that tablets are well used in teaching. The experience has illustrated the downside of providing devices without training.

1.2.3. Limited progress with TVET

This chapter previously mentioned efforts to make TVET a full-fledged offer throughout the education system. However, these efforts have not yet translated into TVET being an equal alternative to the more academic-oriented programs. More importantly, the link between education and the world of work remains fragile. The unemployment rate among youths is high, while some evidence points to a dearth of skills for available jobs, with some employers complaining about being forced to look overseas to fill vacant positions.

Causes

The focus groups identified a wide range of interrelated issues. Foremost was the absence of a well-articulated national policy and strategy. This policy deficit feeds the lack of effective collaboration among the key stakeholders and extends to the school system, where structural arrangements are weak for implementation of TVET. During the work on the ESP, the ministry and its stakeholders designed a strategy for the enhancement of TVET in Grenada, Carriacou, and Petite Martinique, with the subtitle: "Roadmap for TVET: A proposal for the training and certification of students, out of school youth and older adults through competency-based education and skills training." This strategy aims to address the policy deficit.

The causes go further. Several relate to the image of TVET in society and in schools. There remains a widespread view in society that TVET is an option only for students who are not academically gifted. Reports suggest that some teachers share this belief and that it impacts selection practices and the way teachers engage with students. This may also explain the slow adoption of NVQs and CVQs as alternative but legitimate qualifications for employment in both the public and private sectors.

Offering high-quality TVET requires resources that may go beyond the budgetary constraints of providers, public and private, thus affecting their ability to attract staff and deliver a curriculum that is more aligned to labor market needs.

When secondary schools are able to offer some TVET courses (for instance building trades and home economics), the quality may suffer from the limited capabilities of staff, constraints on the availability of physical resources, and shortcomings in timetable provisions. As always, much depends on the quality of the teaching staff. One criticism is that these programs focus on knowledge rather than employable skills. However, in cases where teachers and instructors have extensive industry experience, many are not adequately trained in competency-based learning and the use of ICT in pedagogy.

Tightening the relationship between the TVET offer and the needs of the labor market is constrained by the inadequate collaboration in planning and programming between the education system and its training providers on the one hand, and the employers on the other hand. Information systems on labor market demands are insufficiently helpful, leading to a dominance of supply-driven courses that are more reflective of the existing training capacities than the demand.

1.2.4. Proportion of trained teachers in schools

Grenada has not been able to secure a fully trained teaching staff for its school system, and in recent years some of the gains have been reversed. Shares of trained teachers are low, especially in secondary education. While quality improvement depends on a range of factors, well-trained teachers are an essential factor. Training is also instrumental to motivation and retention of teachers. The continued high turnover of teachers, again mainly in secondary education, threatens all attempts at quality improvement.

Causes

There are different reasons for the low proportion of trained teachers, in part because the situations of teachers are also different. One cause is insufficient recognition of the importance of teacher training. Recruitment policies do not reflect an appreciation for the value of trained teachers, and financial incentives reward academic qualifications more than teacher training.

Teachers who may be interested in training face various obstacles. Untrained teachers who are classified as temporary cannot access training without risking losing their position. Those who are not appointed need official approval. Without this approval, they can only undertake the training at their own cost and while they are not salaried. In addition, some (primary) teachers are not trained because they simply do not meet the matriculation requirements of the program.

Another cause, one that is more present among secondary than primary teachers, is that many of the recruited graduates are not interested in a teaching career. They teach for a few years, often as a stepping stone to further studies or to a different profession. With this perspective, they do not consider teacher training to be useful, and there are neither pressure nor incentives for them to seek training in a context where it remains difficult to find teachers.

In addition, some untrained teachers have attempted the teacher education program but failed the assessments, sometimes repeatedly. Because they are formally appointed and because appraisal practices are rarely used to demand success in training, they remain in the profession.

Finally, the limited capacity of the teacher training college was also acknowledged as a contributor to the low proportion of trained teachers in the system.

1.2.5. Access to post-secondary education and training

The universalization of secondary education has brought to the fore the need of expansion of tertiary education. Low participation in tertiary education impacts the quality of the labor force and the transformation of Grenada, Carriacou, and Petite Martinique. The main challenge for post-secondary education in Grenada is one of accessibility and availability. Few programs are available, and participation is further constrained by access issues.

Causes

Here again, several causes interact, related to both supply of and demand for tertiary education. First among them is the absence of a cohesive policy framework to promote and support post-secondary education and to facilitate transition from secondary to tertiary education. The ministry and schools have been effective in promoting the rationale, benefits, and procedures for the transition of children from pre-school to primary and from primary to secondary education, but not from secondary to tertiary. This is visible, for instance, in the inadequate information available to potential students. As a result, some secondary graduates complete school without appreciating the value of post-secondary training.

On the demand side, potential students cannot always satisfy the general matriculation requirements or the entry requirements for specific programs. Of those who meet these requirements, some are unable to meet the costs associated with tuition, transportation, learning materials, and personal needs. In addition, there are inadequate provisions for students who are hearing or visually impaired or otherwise physically challenged.

On the supply side, tertiary education offer resides mainly in one institution, TAMCC, with some possibilities through two universities: SGU and the UWI Open Campus. The total available places may be fewer than what is demanded or required by the labor market. Access to online and blended programs offered locally or by external providers may still need to be improved, with equity of access as a focus.

1.2.6. Availability of second chance education opportunities for secondary school dropouts

Second chance programs are needed to cater to two groups: adults who did not complete secondary (or, in some cases, even primary) education, and youth who dropped out of secondary or failed to obtain qualifications at the end of secondary. The fact that universal secondary education did not translate into universal completion has heightened the demand for organized second chance programs. Comprehensive data on supply and demand for these programs are unavailable, but there is a consensus that the present offer is insufficient to support the socioeconomic development of the nation.

Causes

A major cause is that, at present, the formal second chance programs are offered by only a few nongovernmental organizations. They are active, and their programs are highly appreciated, but their interventions do not make up a comprehensive offer. For instance, they cater more to women than men, and they do not have an offer for Carriacou and Petite Martinique. Program choices are limited in terms of both numbers and diversity. Arguably, there is too little emphasis on TVET despite growing employment and earning prospects. Further, these organizations depend, to some extent, on external financial support, which is unstable and unpredictable.

This situation reflects a core issue: the absence of a national policy for second chance education and lifelong learning, with a public offer or stronger public incentives to private actors. The scarcity of statistical data on needs and demand is an illustration of this lack but also makes it more difficult to promote and develop a public policy framework.

The development of such a policy requires collaboration and exchange between public authorities and private providers. Such systematic collaboration is lacking. Providers of second chance education programs are not adequately engaged by ministry representatives in relevant discussions. The programs tend to cater to people with traditional interests, for instance in rural development, the hospitality industry, and office management. This practice has resulted in a plethora of supply-driven courses as opposed to training activities that are aligned with labor market demands.

1.2.7. Need for disaster risk management in the education sector

It is well known that Grenada, Carriacou, and Petite Martinique are situated in a disaster-prone area. While numerous activities have enhanced the preparedness of the country and its public authorities, thanks in part to the work of the National Disaster Management

Agency (NaDMA), there are still deficits in disaster risk management by the Ministry of Education. For example, the available data suggest that less than half of schools have disaster management plans. A consistent focus on disaster management is needed.

Causes

The existing policy framework leaves the responsibility of the Ministry of Education in disaster risk management somewhat unclear. All government agencies and ministries are responsible for designing their own continuity of operations and emergency response plans, but recurrent expenditures for disaster and emergency situations are allocated only to NaDMA. This approach contributes to the view across ministries that disaster risk management is the responsibility of NaDMA and may explain why disaster risk management has been treated as a low priority by ministries that are otherwise consumed with the daily challenges of what they consider their prime responsibilities.

Within the Ministry of Education, there is ineffective coordination of planning for preparedness. While some schools have prepared disaster or risk management plans, the ministry has not provided guidance on their preparation or monitored implementation. One reason may be the absence of staff with full-time responsibility for this theme and with expertise and experience in this area. The ministry does not have a standard framework for risk assessment of buildings and sites that provides hazard data and vulnerability information.

Finally, and more broadly, the public sector has been slow in adopting climate change adaptation and mitigation measures along with requisite legislation. Areas such as land use planning that support balanced development and proper zoning are still to be completed. The result is that within the Ministry of Education and other public sector entities, there is a shortage of practices that reflect the systematic integration of climate change adaptation into development policies, plans, programs, projects, and budgets.

1.2.8. Limited use of evidence-based decisions in the formulation of education policies

The public service in Grenada, Carriacou, and Petite Martinique, and the Ministry of Education, as part of that service, recognize the importance of evidence-based decision-making and its linkage with developing a culture of results-based management and accountability. While it is difficult to assess how many decisions are based on evidence, there is a conviction within the ministry, within schools, and among stakeholders that there is no systematic approach to using evidence for defining policies and strategies, and for monitoring and evaluating their impact. The facts that data management is weak, that the Education Management Information System (EMIS) has not been functional for several

years, that there is little internal or external evaluation of the ministry's functioning, and that the ministry neither promotes nor undertakes much research add arguments to this conviction.

Causes

Evidence-based decision-making requires evidence. In the education system, this consists of data and research. There are several issues with the current data management practices: data collection is incomplete; analysis is more descriptive than analytical; and the existing data are not of high quality and are not always relevant to the policy issues. One main reason is that few actors are convinced of the usefulness of the data collection, at least in part because too little of the information is subsequently shared with them. This is true certainly for school leaders and teachers, but also for functionaries of the ministry. As a result and unfortunately, when information is made available, it is frequently outdated and of limited value, which creates a vicious cycle: the limited usefulness of data leads to an unwillingness to undertake data collection, which further weakens the relevance of the data.

Other causes are the insufficient number of skilled and competent staff and the absence of protocols that promote a culture of evidence-based decision-making. Both the planning and the research departments in the ministry are small and arguably understaffed.

Such protocols are also lacking for monitoring and evaluation, for which no institutionalized practice exists. There is no systematic monitoring of the ministry's strategic framework and policy implementation. Instead, monitoring and evaluation are, for the most part, undertaken as ad hoc activities, often to satisfy an external interest. There is no forum for stakeholders to discuss and reach agreement on issues that warrant investigation before policy decisions are made.

In principle, new initiatives offer an opportunity for learning from experimentation, but no structures are in place to do so, and

these initiatives are not always staffed with persons who have the requisite competences and experience for data selection, analysis, and reporting.

The deeper-seated reasons for this situation may well be a lack of interest among policy makers in using evidence for decision-making and, possibly, a fear of the accountability that transparent monitoring and evaluation may create.

1.2.9. Deficiencies in infrastructure for support of secondary education

The universalization of secondary education puts pressure on the existing facilities. Their present state does not allow for the achievement of other important objectives: bridging the urban-rural divide in curriculum offerings, offering not only traditional academic subjects but also quality TVET programs, ensuring health and safety when natural disaster strikes, and providing sports and physical education facilities.

Causes

The immediate causes are aging school plants and absence of standards for new ones. In addition, different requirements create competing interests; for instance, accommodation improvements for staff and expansion of specialist rooms have come at the expense of external recreational facilities.

These factors are, to some extent, an illustration of the limits to the national budget. Unavoidably, the Ministry of Infrastructure is the lead on all public service-supported projects, while most spending on school construction and rehabilitation forms part of internationally funded projects. In such a scenario, it is particularly important that there be a competent unit within the education sector that can translate policy objectives into specific projects. This is not the case at present.

CHAPTER 2

Policy Priorities

2.1. Introduction

This chapter presents the policy priorities of the Education Sector Plan 2023–30 (ESP). Together, these priorities present the vision for the future education system of Grenada, Carriacou, and Petite Martinique. As the ESP is sector-wide, the priorities cover the whole sector, from early childhood to tertiary education, in both formal and non-formal education. Each policy priority is translated into outcomes. These are the major achievements that the government of Grenada, Carriacou, and Petite Martinique will work towards until 2030. The realization of these outcomes will demand several reforms, the most important of which are listed at the end of the chapter.

Different sources of inspiration have guided the identification of these priorities. Some are national, others sub-regional or regional, and others international.

At **national level**, the following are of particular importance. First, the National Sustainable Development Plan (NSDP) provides the framework for all social and economic plans and programs. It has three broad goals, the first of which is “High Human and Social Development: Putting People at the Center of Sustainable Development and Transformation.” This goal is translated into two outcomes, related respectively to health and education. The education goal reads as follows: “Educated, Productive, Highly-Skilled, Trained, and Conscious Citizens.” The NSDP proposes several strategic actions. After a careful review, most have been integrated into the ESP.

The ESP design also took into account the agenda of the government of Grenada, Carriacou, and Petite Martinique, which has

identified the transformation of Grenada’s society and economic system as one of its priorities. A third important source was the most recent education sector plan, namely SPEED II, which came to an end in 2015. Several of that plan’s priorities and strategies remain relevant for the education system. The final evaluation of SPEED II indeed indicated that some of the objectives of SPEED II had not been attained and deserved continued attention.

At **regional and sub-regional level**, the ESP takes into account in particular the Organisation of Eastern Caribbean States (OECS) Education Sector Strategy 2012 to 2026 (OESS). The OESS has seven strategic imperatives:

1. Improve the quality and accountability of leadership and management
2. Improve teachers’ professional development
3. Improve the quality of teaching and learning
4. Improve curriculum and strategies for assessment
5. Increase access to quality early childhood development services
6. Provide opportunities for technical and vocational education and training (TVET) for all learners
7. Increase access to and relevance of tertiary and continuing education.

Some of these imperatives are reflected in the policy priorities, while others are an integral part of the priority programs in chapter 3. Other noteworthy regional documents that have been useful in the definition of ESP priorities are:

- The OECS Declaration on Education. Drafted in 2022, it builds upon the OESS but emphasizes some

cross-cutting areas, in particular in view of the COVID-19 pandemic. These include “enhancing resilience,” “digital transformation,” and “intersectoral support for the most vulnerable.”

- The CARICOM Human Resources Development (HRD) Strategy 2030, which has four strategic imperatives and major outcomes, as follows:
 - Outcome 1: Broadened and deepened **access and participation** in all HRD sectors
 - Outcome 2: Strengthened **equity** in the access to and provision of HRD in all HRD sectors
 - Outcome 3: Improved **quality** in delivery in all HRD sectors
 - Outcome 4: Assured **relevance** to learners’ and Member States’ development needs in all HRD sectors.
- The Gender Implementation Guidelines for the Design and Implementation of Education Sector Development Plans, developed by the Caribbean Development Bank. These guidelines have been useful in ensuring that the ESP is gender-responsive, where relevant.

At **international level**, the ESP has also been guided by the Sustainable Development Goals, in particular Sustainable Development Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Discussions on the choice of policy priorities also examined the core challenges presented in the first chapter, to ensure that the implementation of the priorities will help overcome these challenges. The challenges were therefore grouped into thematic areas. Two relate in particular to *quality of teaching and learning*: literacy and numeracy in primary and lower secondary school, and proportion of trained teachers in schools. Four others relate to the need to bridge the *gap between education outcomes and the world of work*. These include the limited offer of post-secondary education and TVET, as well as concern with teaching of information and communications technology (ICT) in schools, and the lack of second-chance education opportunities for secondary school dropouts. One issue, deficiencies in infrastructure for secondary education, is relevant to quality of and *universal participation in secondary education*. Finally, two challenges are related to the *governance of the system*: the limited use of evidence-based decisions in the formulation of education policies, and the need for disaster risk management in education.

2.2. The five policy priorities

Using these different sources of inspiration, and through a series of consultations and strategic discussions, five policy priorities have been defined for the ESP. Under each priority are listed key strategies or interventions that the education system will focus on through 2030 to realize the policy priority. These strategies have been developed into “priority programs,” which are presented in chapter 3.

Equitable participation: To ensure free and universal participation in education, from early childhood education (ECE) to secondary, with attention to at-risk and excluded children, and to provide free access to T.A. Marryshow Community College (TAMCC), within the context of gender parity.

Strategies

The **policy framework** needs to be further strengthened with an emphasis on equity. This is to be accompanied by an **expansion of the offer**, in ECE and TAMCC and for at-risk students, and an **improvement of facilities**, especially for learners with special needs. Two sets of interventions aim at **providing consistent support to at-risk students** and at **raising awareness among stakeholders, including teachers**.

Quality and learning: To improve the quality of teaching and learning, including but not limited to literacy, oral expression, numeracy, problem solving, soft skills, and digital literacy skills.

Strategies

The improvement of quality and of learning depends on a wide range of interventions. Five strategies are essential in a quality-improvement strategy. The first is work on the **curriculum and assessment system**, the transformation of which will be guided by the desire to offer a balance of knowledge and skills that are relevant to Grenada in the 21st century. A second essential element is to strengthen **teacher professional development** and training (other aspects of teacher management are included in the priority on “management”). The greater **use of technology** and other interventions to make the school environment more attractive and conducive to learning form a third group of interventions. Fourth are interventions to reform **school supervision and monitoring** so that they contribute to quality improvement. Finally, specific attention is given to **ECE** (which is addressed under other priorities, such as equitable participation), as the impact of high-quality ECE on students’ learning throughout their school career is well known. Some strategies mentioned under the “management” priority, in particular those related to school management and leadership, will also contribute to improvement of quality and learning.

Education and the world of work: To provide youth and adults with a relevant and diversified skill set, including creativity and innovation, to become productive citizens.

Strategies

The strategic interventions aim at reforms and improvements in three areas and in three sub-sectors.

The three areas are 1) the **definition of policies** that promote the development of an education and training system that is guided by and responds to the needs of Grenada's economic and social development; 2) the **expansion of the education and training offer**, in particular in areas that have received insufficient attention and have employment potential; and 3) the development of a **curriculum** that strengthens the link between education and the present and future world of work. Action in this third area will be closely connected to work on the curriculum for the primary and secondary school system.

The three sub-sectors, for which, where possible, an integrated approach will be used, are **TVET, youth and adult non-formal education, and tertiary education**.

Management and governance: To improve the delivery of education services through a better managed, better resourced, and resilient education system.

Strategies

Improving the management of the education system is a precondition to ensuring better service delivery.

Such improvement demands strategic action in four key areas. First, **policies** and their translation into more specific **frameworks** may need to be reviewed and their implementation, including in schools, more effectively monitored and supported. Second, the **management of human resources** (ministry staff, principals, and teachers) can be improved, including through developing stronger capacities in human resources management and through revising existing management processes. Third, efforts will be made to **promote the use of information for policy making**, including through setting up or reviving relevant information systems. Fourth, the ministry will collaborate in a more systematic manner with its **national and international partners**.

Values: To transmit values that contribute to the development of the attributes of the ideal Grenadian citizen.

Strategies

Strategic interventions to achieve this policy priority and these outcomes start with the **definition of values** that the education system intends to transmit. Subsequently, a distinction is made between those **interventions that take place in the education sector**, for instance in the curriculum or through formal teaching, and those **that go beyond the sector**, include other stakeholders, and are aimed at, among other things, raising broader awareness of these values.

2.3. ESP outcomes and indicators

These five policy priorities are translated into a set of 23 quantitative and qualitative outcomes. While the policy priorities are broad in essence and will remain relevant after 2030, the outcomes propose in more detail what should be achieved at the end of the ESP, by 2030. The attainment of these outcomes will be assessed or measured through indicators.

In the design of the ESP, a set of 26 indicators is proposed. For some of these, data are already collected. For others, new data collection methods will need to be devised during the early years of the ESP's implementation. In function of that work, the list of indicators may be revised (chapter 4 on monitoring and evaluation provides more information). Where possible, targets for indicators have been included; these need to be achieved by 2030. **All indicators will be disaggregated by sex, where relevant.**

2.3.1. Equitable participation

Outcomes:

1. All eligible children are enrolled in quality ECE.
2. All eligible children complete quality primary and secondary school.
3. Access to TAMCC is provided free of charge to students with relevant profile.
4. All students with special educational needs participate in education through an inclusive education policy.
5. Gender parity is achieved at all levels in terms of participation and completion.
6. No child will be unable to access school (from ECE to secondary) for financial reasons.

Indicators

% of children ages three to five enrolled in ECE institutions: 100 percent

- % of children dropping out of secondary school: 0 percent
- % of secondary students transferring to tertiary: 100 percent
- % of schools implementing the SE policy: 100 percent
- % of students with SE needs accessing schooling: 100 percent

2.3.2. Quality and learning

Outcomes:

1. All learners attain required levels of literacy, numeracy, and technological skills.

2. All learners are equipped to use relevant competencies at school, at college, at home, and in future work.
3. All learners demonstrate a minimum level of mastery in a curriculum that reflects a balance of knowledge, skills, and attitudes needed for the future.
4. Teachers provide all learners with a motivating and enriching learning experience, including through the use of technology.
5. Teachers demonstrate competence in instructional delivery and assessment procedures.

Indicators

- Repetition rates: 1 percent in primary for both boys and girls; 3 percent in secondary for both boys and girls
- Dropout rates: 0 percent in primary and secondary
- % of students scoring at least 50 percent in both English and Mathematics in the Grade 4 Minimum Competency Test: 80 percent for both boys and girls
- % of students achieving passes in five Caribbean Examinations Council (Caribbean Secondary Education Certificate) (CXC, CSEC) examinations including Math, English, and one TVET subject: 70 percent for both boys and girls
- % of qualified teaching staff (all levels combined): 60 percent
- % of graduates among teaching staff (all levels combined): 25 percent
- % of teachers at all levels that demonstrate the use of learner-centered lessons: 90 percent
- % of schools that actively embrace the principles of child-friendly schools: 100 percent

2.3.3. Education and The World of Work

Outcomes:

1. Participation in technical and vocational education is increased, in particular in subjects that lead to high-level employment and in information technology.
2. Participation in tertiary education, in particular in subjects of relevance to the development of Grenada's economy, is increased, including through scholarships and partnerships.
3. Youth and adults, in particular those who were unable to complete formal education, increasingly participate in lifelong learning and obtain qualifications linked to the Caribbean Vocational Qualification/National Vocational Qualification (CVQ/NVQ) framework.

Indicators

- % of all secondary/tertiary students enrolled in TVET-related programs/courses: 45 percent
- # of youth and adult learners participating in second chance or lifelong learning: TBD
- % of 18-year-olds with economy-relevant NVQs/CVQs: 45 percent

- % of 18-year-olds achieving success in CAPE Examinations (Caribbean Advanced Proficiency Examination): TBD
- Employment levels in relevant sectors of graduates of tertiary/non-formal education one year after graduation: TBD

2.3.4. Management and Governance

Outcomes:

1. The Ministry of Education (including its district offices) functions effectively to the benefit of the education system.
2. The ministry and the schools are prepared for crisis situations.
3. There is effective leadership across the education system, in the administration and in schools.
4. The performance of the education staff is improved.
5. Evidence (data, information, and research) is used more systematically to guide policy and practice.
6. Effective partnerships with national, regional, and international stakeholders provide relevant support.

Indicators

- % of posts occupied by staff with the relevant profile: above 90 percent
- % of staff receiving professional development and training: 100 percent
- Expenditure rate of recurrent and capital budget, by department: above 90 percent
- % of tasks in the annual work plan that are executed: above 90 percent
- % of schools with active parent-teacher associations (PTAs): above 90 percent

2.3.5. Values

Outcomes:

Education stakeholders are inspired, in their actions, by these values.

- Education staff, teachers, and students demonstrate positive social and emotional attitudes.
- Education stakeholders demonstrate awareness of Grenada's culture and history.

Indicators

- % of students who satisfactorily complete the life skills program: above 90 percent
- % of students participating in extracurricular activities related to Grenada's history and culture: above 80 percent
- # of learner/teacher disciplinary incidents reported to ministry: TBD

2.4. Reforms

The following table presents the coverage of the education sector by the end of the ESP. It is expected that at the end of the ESP, all children from 3 to 17 years of age will participate in education from early childhood to the first year of tertiary. The largest part of the education offered will be in public schools.

19 T3	20% academic public—fee-based		
18 T2	50% academic and technical subjects public—subsidized	10% Centers for Excellence public—free	
17 T1		35% skills training—free	5% scholarships
16 S5	95% public—5% fully private		
15 S4	No dropout		
14 S3	Minor repetition (3%)		
13 S2	100% transition to Tertiary 1		
12 S1			
11 P6	95% public—5% fully private		
10 P5	No dropout		
9 P4	Very minor repetition (1%)		
8 P3	100% transition to Form 1		
7 P2			
6 P1			
5 KG	95% public—5% fully private		
4 ECE	no dropout—100% transition to Grade 1		
3 ECE	80% public		
	20% fully private (including home schooling)		

In order for this scenario to become reality and for the different priorities to be achieved, many initiatives will be undertaken. The next chapter offers a detailed overview of these initiatives, organized under various priority programs. Hereunder are listed some of the major reforms that will need to be implemented.

- All three-to-four-year-old children will participate in quality ECE, and 80 percent of them will attend public ECE centers.
- All students will complete Form 5 and continue for one year of tertiary education, with their tuition fees covered by the government.
- Half of these students will access two- or three-year programs in the academic or technical field, leading to associate degrees; the other half will attend one- or two-year programs leading to NVQs/CVQs.
- All students with special educational needs will participate in education through an inclusive education policy.
- No child will be unable to access school (from ECE to secondary) for financial reasons.
- There will be a greater emphasis on technical and vocational skills throughout the education system.
- There will be a focus on creating an enabling digital environment.
- There will be a greater emphasis on and more funding for adult and youth education.
- Teachers' profile, in terms of qualifications, will improve. For the teaching force as a whole, all levels combined, 60 percent will be qualified (have pre-service teacher training) and 25 percent will be graduates.
- Every teacher will receive a minimum of 24 hours of training every year.
- The ministry will publish an annual report on the performance of the education system, for public discussion

CHAPTER 3

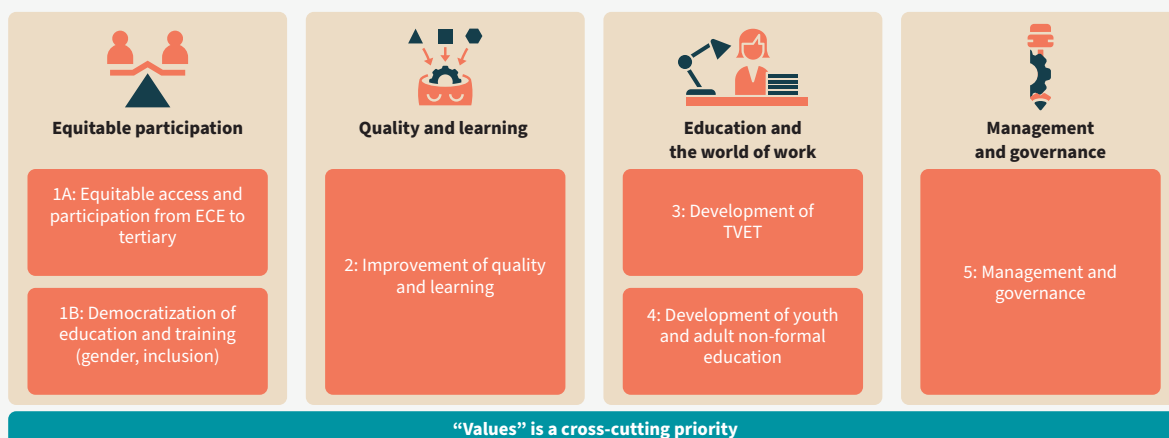
Priority Programmes

3.1. Introduction

The previous chapter presented the five policy priorities for the education system and the many outcomes that the actors and stakeholders wish to achieve by 2030. This chapter presents the strategies and activities that will be undertaken in order to achieve these priorities. These are organized into different “priority programs.”

The policy priorities cover the education system and are sector wide. As such, their achievement is the responsibility of the education administration as a whole. The priority programs are different: usually, they are under the ownership of one or several departments or agencies within the educational administration, and their implementation is the responsibility

of those departments or agencies. As a result, the programs are not a direct reflection of the priorities, though they are very much inspired by one or several of these priorities. The figure below shows the relationship between the policy priority themes and the priority programs. Two comments are worth making. First, the “Values” priority is a cross-cutting one: there are elements in all programs (for example on the curriculum or on staff management) that are guided by it. Second, while each priority program is closely linked to one policy priority, some components of each program contribute to the achievement of other policy priorities. For instance, there are components under programs 3 and 4 that relate to quality of teaching and learning, and there are components under program 2 that aim to strengthen the relationship between education and the world of work.



Each priority program is structured in a similar manner:

- A set of *outcomes* are identified for each program. These are similar to the outcomes presented in chapter 2, as they refer to expected high-level achievements by the end of the ESP. They are not exactly the same for two reasons: as seen above, the priority on “education and the world of work” will be implemented through two priority programs, each of which has outcomes; and the priority on “values” is cross-cutting.
- *Indicators* are proposed to allow assessment of these outcomes. Where possible, these are made more concrete through *targets*.
- Each program consists of several *components*. A component is understood to be a set of *strategies* that aim at the same result, are inspired by the same theory and action, and strengthen each other. For instance, the component “Strengthen teacher professional development” includes the following three strategies:
 - Enhance the professional practice of teachers
 - Promote teacher professional development in schools, using the Organisation of Eastern Caribbean States (OECS) model
 - Engage educators in action research and the development of open educational resources.

- Each component has a number of *key results*, reflected in some indicators. The ESP does not yet propose detailed targets for most of these indicators, for three reasons: the necessary data are not always available; such detailed targets are difficult to predict in the long term; and the targets should ideally be defined by the departments that will implement the relevant activities. The design of the operational plan will include the definition of these targets.
- Logically, the successful implementation of the different strategies will allow these key results to be achieved, and the successful implementation of all components will allow the outcomes of the priority program to be achieved.

After the validation of the ESP, these priority programs will subsequently guide the development of the operational plans, which cover a shorter period, identify the specific activities to be undertaken under each strategy, and link these specific activities to the responsible actors—usually education departments of the ministry, but possibly other departments, ministries, and agencies, such as the National Training Agency (NTA) or the Department of Youth. There will also be a link between the operational plan and the budget.

The following sections present the detailed matrices for each priority program, preceded by an overview of the major strategies within each program.

3.2. Priority program: Equitable access and participation in education

To ensure free and universal participation in education, from early childhood education (ECE) to secondary, with attention to at-risk and excluded children, and to provide free access to tertiary education, within the context of gender parity.

The priority program on equitable access consists of two sub-programs. The first adopts a broad perspective; the second concentrates on two sources of disparities, namely gender and special education needs.

Sub-program 1A is mainly concerned with ensuring completion of secondary education, which remains the major challenge for equitable participation. Its aim is to overcome some of the main causes of irregular attendance and dropouts: financial barriers, the need for psychosocial support, and the need for support at moments of transition from one level to another. It includes components to facilitate reintegration of teenage parents and institutionalized students.

Sub-program 1B has three components with a common aim: to ensure greater gender equality through removal of gender stereotypes, provision of gender-responsive student support, and recruitment of more men in the teaching profession. The fourth component works towards increased provision for students with special education needs.

PP1 A Equitable access and participation in education from ECE to tertiary	
Component 1: Reduction of financial barriers to facilitate access to education at all levels	Component 2: Psychosocial support for students who have dropped out or at risk of dropping out
Component 3A: Reintegration of teenage parents into regular school systems	Component 3B: Support/reintegration of institutionalized students (Correctional facility, hospital, home bound) into the regular school systems
Component 4: Effective Transitioning for all students from ECE to tertiary	

PP1B Democratization of education and training: promote gender equality and ensure adequate provision for children with special education needs (including gifted and with learning challenges)	
Component 1: Reduction of financial barriers to facilitate access to education at all levels	Component 2: Psychosocial support for students who have dropped out or at risk of dropping out
Component 3A: Reintegration of teenage parents into regular school systems	Component 3B: Support/reintegration of institutionalized students (Correctional facility, hospital, home bound) into the regular school systems
Component 4: Effective Transitioning for all students from ECE to tertiary	

PRIORITY PROGRAM: EQUITABLE ACCESS AND PARTICIPATION IN EDUCATION
To ensure free and universal participation in education, from ECE to secondary, with attention to at-risk and excluded children, and to provide free access to tertiary education, within the context of gender parity.

OUTCOMES

1. All eligible children are enrolled in quality ECE
2. All eligible children complete quality primary and secondary school
3. Access to TAMCC is provided free of charge to students with relevant profile
4. All students with special educational needs participate in education through an inclusive education policy
5. Gender parity is achieved at all levels in terms of participation and completion
6. No child will be unable to access school (from ECE to secondary) for financial reasons

INDICATORS—TARGETS (disaggregated by gender)

- 100% of children ages three to five enrolled in ECE institutions
- % of children passing the Caribbean Primary Exit Assessment (CPEA) in primary
- 0% of children dropping out of secondary school
- 100% of secondary students transferring to tertiary
- 100% of schools implementing the special education policy
- 100% of students with special educational needs accessing schooling
- 100% of necessitous children participating in the education system
- Level of financial support per necessitous student
- # of children dropping out for financial reasons

PROGRAM 1A: Equitable access and participation in education from ECE to tertiary

Component 1: Reduction of financial barriers to facilitate access to education at all levels

Strategy 1.1 Reduction in private and personal cost attached to education for low-income households, through targeted financial support programs

Strategy 1.2 Abolition of school fees in all public schools

Key results

- Increased enrollment of boys and girls at all levels (ECE to tertiary)
- Increased percentage of students completing primary and secondary
- Greater punctuality and more regular attendance of boys and girls from early childhood to secondary

Indicators

- Enrollment rate of boys and girls at each level (ECE to secondary)
- Dropout rate for boys and girls at each level
- % of students accessing student support services
- Completion rate for boys and girls

Component 2: Psychosocial support for students who have dropped out or at risk of dropping out

Strategy 2.1 Provide greater support by social workers, school attendance officers, and school counselors to teachers, parents, and students to combat dropout

Strategy 2.2 Reintegrate students who have dropped out

Strategy 2.3 Develop/improve alternative programs or pathways for students who have dropped out

Key results

- Decrease in dropout rate, through early interventions
- Increased number of students reintegrated into schools
- Improved academic performance of at-risk students
- Existence of cadres of personnel that support schools, teachers, parents, and students
- Existence of alternative career/education pathways that are relevant to students who have dropped out

Indicators

- Dropout rate
- Student attendance
- Ratio of support staff (counselors, social workers, etc.) to students
- # of early intervention programs
- Percentage of students reintegrated

PRIORITY PROGRAM: EQUITABLE ACCESS AND PARTICIPATION IN EDUCATION
To ensure free and universal participation in education, from ECE to secondary, with attention to at-risk and excluded children, and to provide free access to tertiary education, within the context of gender parity.

Component 3A: Reintegration of teenage parents into regular school systems

Strategy 3A.1 Develop and implement policy/legislation for the reintroduction of teenage parents into mainstream schools

Strategy 3A.2 Develop support systems/structures, including psychosocial support, for teenage parents

Key results

- Policy/legislation for reintroduction of teenage parents
- Application of policy in all schools
- Increased support systems/structures

Indicators

- Reintegration rate of teenage parents disaggregated by sex
- # of teenage parents receiving support including psychosocial support
- Academic performance of teenage parents

Component 3B: Support for students who are institutionalized (correctional facilities, hospitals, homebound) and reintegration into regular school systems

Strategy 3B.1 Develop and implement policy/legislation for the reintegration of institutionalized students into the mainstream schools

Strategy 3A.2 Develop support systems/structures, including psychosocial support, for institutionalized students

Key results

- Policy/legislation for reintegration of institutionalized students
- Application of policy in all schools
- Increased support systems/structures

Indicators

- Reintegration rate of institutionalized students disaggregated by sex
- # of institutionalized students receiving support including psychosocial support
- Academic performance of institutionalized students

Component 4: Effective transitioning for all students from ECE to tertiary

Strategy 4.1 Develop and implement a transition policy/legislation for the smooth transition of students from ECE to tertiary

Strategy 4.2 Design and implement an orientation program on exit and entry at each level for teachers, parents, and students

Key results

- Policy to guide students' movement from one educational level to the next
- Active participation by students in an induction and exit program
- Elimination of barriers for transitioning from one educational level to another
- Cadre of trained transition officers

Indicators

- Repetition rates in first year of cycle
- # of student discipline cases linked to transition
- % of schools with activity plans on transition

PROGRAM 1B: Democratization of education and training: promote gender equality and ensure adequate provision for children with special education needs (including gifted and with learning challenges)

Component 1: Removal of gender stereotypes from the teaching and learning process

Strategy 1.1 Enhance competency of teachers in the use of gender-responsive pedagogies

Strategy 1.2 Increase gender-responsiveness in the curriculum and textbooks

Key results

- Decrease in gender gap in performance
- Increased awareness and advocacy regarding gender equality among teachers, students, and the community
- Textbooks and curriculum are more gender-sensitive
- More teachers trained and utilizing gender-responsive strategies in their planning and teaching

Indicators

Completion rate by gender at all levels

- % of textbooks utilizing gender-sensitive language
- % of interventions designed specifically for boys or girls to improve their performance
- % of trainings on gender-responsive pedagogy
- % of teachers utilizing gender-responsive pedagogies in their lesson plans
- % of awareness and advocacy programs for the general community

Component 2: Equitable participation and performance of boys and girls in all subjects

Strategy 2.1 Increase utilization of targeted and gender-responsive interventions to improve male and female performance

Strategy 2.2 Reduce and eventually eliminate gender stereotypes in the teaching and learning process

Key results

- Decrease in gender gap in performance
- Increase in number of male and female students participating in different subjects and fields of study
- Greater school and community awareness on gender equality
- Yearly report on the status of gender equality in education

Indicators

- Achievement rate: student performance in Minimum Competency and Exit examinations disaggregated by gender
- Completion rate by gender at all levels
- Enrollment in various subject areas disaggregated by gender, especially areas that are traditionally male or female dominated, such as STEAM, technical and vocational education and training (TVET)
- Number of interventions designed specifically for boys and/or girls to improve their performance

Component 3: Inclusion of more male teachers in all levels of education

Strategy 3.1 Provide better incentives to encourage more males to enter the teaching profession

Key results

- More equitable distribution of male and female teachers by levels of education
- Sensitization program

Indicators

- % of male teachers at all levels
- % of schools with an acceptable share of male teachers

PROGRAM 1B: Democratization of education and training: promote gender equality and ensure adequate provision for children with special education needs (including gifted and with learning challenges)

Component 4: Increased provision for students with special education needs

Strategy 4.1 Offer equitable provision to cater for students with special education needs by gender, through early identification and appropriate facilities, resources, and pedagogy

Strategy 4.2 Provide professional development in inclusion principles and practices

Key results

- All special needs and at-risk children regardless of gender adequately provided for
- Increased percentage of students with special education needs completing primary and secondary levels by gender
- Increased acceptance of students with special education needs
- Elimination of bullying of students with special education needs
- Suitable facilities and resources for students with special education needs
- Development of assessment tools and intervention programs for students with special needs
- Development of inclusive policies, practices, and cultures in schools
- Improved performance and learning outcomes for students with special education needs

Indicators

- Enrollment rate in all levels (ECE to tertiary) for students with special education needs
- Dropout rate for boys and girls with special education needs
- Completion rate for boys and girls with special education needs
- # of schools with special education needs facilities
- Ratio of students with special education needs to teachers trained in special education needs
- % of teachers trained in special education needs

3.3. Priority program: Improvement of quality and learning

To improve the quality of teaching and learning, including but not limited to literacy, oral expression, numeracy, problem solving, soft skills, and digital literacy skills.

Quality improvement always demands interventions in various areas. It is precisely the combination of different strategies that will lead to sustainable improvement in the quality of teaching and learning. What is most important is to select, among the many different interventions, those that in the context of Grenada address the most important need and/or have the greatest potential impact.

This priority program gives attention to four elements that are essential to quality improvement. Two of these fit within the overarching government policy to promote technical skills: the curriculum and assessment, two closely intertwined instruments, will include deeper coverage of such skills; and greater use will be made of technology and relevant resources provided. Two others relate to school improvement and teacher professionalism, on the one hand through concerted efforts to strengthen professional skills of teachers, many of whom are not pedagogically trained, and on the other hand through a more effective supervision system that balances control with support to school development plans.

The fifth component recognizes the very beneficial role that ECE can play for the positive future development of all children and their learning throughout their school years.

PP 2 Improvement of quality and learning	
Component 1: Enhancement of curriculum and strengthening of assessment to reflect a balance of knowledge, skills, and attitudes needed for the future	Component 2: Strengthened teacher professional development (pre- and in-service training and school-based professional development)
Component 3: Upgraded facilities and resources and maximization of the use of technology	Component 4: Strengthening of a balanced supervision and support system, including through the use of school development plans
Component 5: Enhanced quality of ECE through the implementation of newly developed standards and parental engagement plans	

PRIORITY PROGRAM: IMPROVEMENT OF QUALITY AND LEARNING To improve the quality of teaching and learning, including but not limited to literacy, oral expression, numeracy, problem solving, soft skills, and digital literacy skills.	
<p>OUTCOMES</p> <ol style="list-style-type: none"> 1. All learners attain required levels of literacy, numeracy, and technological skills 2. All learners are equipped to use relevant competencies at school, at college, at home, and for future work 3. All learners demonstrate a minimum level of mastery in a curriculum that reflects a balance of knowledge, skills, and attitudes needed for the future 4. Teachers provide all learners with motivating and enriching learning experiences using technology and other resources 5. Teachers demonstrate competence in instructional delivery and assessment procedures 	<p>INDICATORS—TARGETS</p> <ul style="list-style-type: none"> • 80% of students scoring at least 50% in English and Mathematics on Grade 4 Minimum Competency Test • 70% of students with passes in five CXC (CSEC) exams including Math, English, and a TVET subject • 80% of students participating in extracurricular activities related to Grenada's history and culture • 60% qualified teaching staff (all levels combined) • 25% of graduates among teaching staff (all levels combined) • 90% of teachers at all levels demonstrating the use of learner-centered lessons • 100% of schools actively embracing the principles of child-friendly schools • % of teachers trained in the integration of technology • % of teachers attaining at least 80% in the performance appraisal annually • % of teachers accessing teacher training before joining the teaching fraternity

PRIORITY PROGRAM: IMPROVEMENT OF QUALITY AND LEARNING
To improve the quality of teaching and learning, including but not limited to literacy, oral expression, numeracy, problem solving, soft skills, and digital literacy skills.

Component 1: Enhanced curriculum and strengthened assessment for all learners

- Strategy 1.1** Review the existing curriculum and assessment practices to offer content and skills, relevant to the 21st century, and to transmit values of the ideal Grenadian citizen
- Strategy 1.2** Develop and enhance curricula to be used at the primary and lower secondary level in the areas not covered by the OECS harmonized curriculum
- Strategy 1.3** Ensure that assessment contributes to improved teaching and learning
- Strategy 1.4** Systematize modification and accommodation (special needs) of curriculum and assessment

Key results

- Curriculum adequately reflects the diversity of learners
- All students demonstrate competence in a curriculum that is well balanced and reflective of the 21st-century learner
- Teachers demonstrate competence in alternative assessment methodologies that cater for the diverse needs of learners
- Teachers model the principles of values-based education in the delivery of the curricula
- Students apply values-based learning in their daily lives
- The national assessment policy is developed and utilized
- All assessment procedures are aligned to the national assessment policy
- All schools exude a culture that embraces inclusion, diversity, and equity

Indicators

- % of students attaining competencies across the curricula
- % of teachers attaining at least 80% competence in the performance appraisal annually
- % of teachers trained in alternative assessment and methodologies
- % of schools implementing the values-based curriculum
- % of schools adopting and using the national assessment policy
- % of incidence reports received from schools
- % of teachers trained in content development
- % of teachers assessing content resources

Component 2: Strengthened teacher professional development

- Strategy 2.1** Enhance the professional practice of teachers through teacher guidance, the use of technology, and the introduction of an associate degree in teacher education
- Strategy 2.2** Promote teacher professional development in schools, using the OECS model, and introduce a system of teacher licensure and certification
- Strategy 2.3** Engage educators in action research and the development of open educational resources, including on crisis and resilience

Key results

- A cadre of well-trained teachers who are equipped to provide quality teaching
- Well-structured teacher professional development plans in schools
- Maximum use of instructional time in schools
- Teachers obtain and maintain certification and licensure
- Learning communities developed to encourage networking and best practices among educators
- Greater appreciation for local research that provides insights into the education system

Indicators

- % of trained teachers
- % of schools with well-structured teacher professional development plans
- % of licensed teachers in year 1 of implementation and over a period of five years
- # of active professional learning communities
- # of individuals with appropriate qualifications who are recruited into the profession
- # of people enrolled in the associate degree in teacher education
- % of teachers who have accessed a minimum of 36 hours of continued professional development annually

PRIORITY PROGRAM: IMPROVEMENT OF QUALITY AND LEARNING
To improve the quality of teaching and learning, including but not limited to literacy, oral expression, numeracy, problem solving, soft skills, and digital literacy skills.

Component 3: Upgraded facilities and resources and maximization of the use of technology

- Strategy 3.1** Ensure compliance with and implementation of proper building standards/codes in the construction, maintenance, and repair of schools
- Strategy 3.2** Provide schools with adequate and relevant resources, including digital devices, to maximize the teaching and learning experience
- Strategy 3.3** Establish a technology institute and an institutional framework to support the transition to a knowledge-based digital economy and society and to build its human capital

Key results

- All new schools and refurbishments reflect adherence to the national building codes and standards
- All students have access to textbooks in core areas as well as other relevant supplementary materials/resources
- Integration of Universal Design for Learning and Human Computer Interaction strategies in classrooms across all levels
- All schools upgrade and/or replace existing systems to reflect technological advances in education

Indicators

- # of schools built according to national building codes and standards
- % of teachers incorporating technology in instruction
- % of teachers using the blended learning approach to instruction
- % of teachers facilitating the continuity of learning through various learning modalities
- % of teachers assessing and using digital devices and technological resources
- % of teachers integrating Universal Design for Learning and Human Computer Interaction

Component 4: Strengthened school and teacher supervision and support

- Strategy 4.1** Establish a school and teacher monitoring and accountability system that offers a balance between supervision, evaluation, and support and that is exercised by district supervisory teams
- Strategy 4.2** Promote the design of school development plans and monitor their use
- Strategy 4.3** Promote initiative-taking by schools, and offer incentives to schools, to develop programs that are relevant to the needs of the school population

Key results

- Increased monitoring and supervision by heads of departments, principals, and education officials
- Functioning district supervisory teams
- Standardized templates for all reports
- Classroom observation tools relevant to the Grenadian context
- Increased teacher morale and interest in the teaching profession
- Improvement in the quality and number of lesson plans
- Schools intrinsically motivated to improve teaching and learning
- Development of effective and relevant school development plans
- Increased accountability among school staff (principals, department heads, teachers)

Indicators

- % of schools that exemplify the standards of an ideal school
- % of fully functioning district supervisory teams
- % of schools with well-developed school development plans
- % of schools that successfully implement their development plan
- # of teachers recognized for their achievements
- % of school leaders trained in instructional support

PRIORITY PROGRAM: IMPROVEMENT OF QUALITY AND LEARNING
To improve the quality of teaching and learning, including but not limited to literacy, oral expression, numeracy, problem solving, soft skills, and digital literacy skills.

Component 5: Enhanced quality of ECE

Strategy 5.1 Implement the newly developed standards in ECE by promoting parental engagement plans and supervising respect of standards

Strategy 5.2 Create a repository of culturally relevant resources for students, through networking with partners and supporting teachers

Key results

- Increase in number and quality of supervision in ECE schools
- Culturally relevant content used in schools and disseminated by local and regional media
- Positive attitude among teachers towards the use of local content
- Improved teacher quality and lesson delivery

Indicators

- # of schools utilizing or adopting the early childhood standards
- # of schools adopting the parental engagement plan
- % of students experiencing improved outcomes from the adoption of the transition policy
- # of schools accessing the repository of resources and materials
- # of early childhood educators accessing training in communication and technology

3.4. Priority program: Development of TVET

To provide youth and adults with a relevant and diversified skill set, including creativity and innovation, to become productive citizens.

The development of TVET is essential to achieve a major cross-cutting objective of the ESP—namely, to intensify the link between education and the world of work, and to ensure that the education system contributes to socioeconomic development. This priority program is in line with the TVET strategy, which was formulated during the same period as the preparation of the ESP.

The first three components of the program cover three major areas for any program: access, quality, and management. In terms of access, the strategy is to offer more technical and vocational subjects throughout primary and especially secondary school, as well as to expand the post-secondary offer. Improving quality and relevance requires strategies in various areas: professional development of teaching staff, design and use of occupational standards, and more effective monitoring and evaluation. Strengthening TVET management will demand, among other things, systematic consultations with stakeholders, coordinated by the NTA.

The program also puts the emphasis on the digital transformation of TVET, which entails training as well as relevant resources. Finally, funding for TVET will be sought among employers and development partners.

PP 3 Development of TVET	
Component 1: Expanded access to TVET for all age groups through subject choices in curricula across all levels and vocational pathways	Component 2: Ensuring of quality and relevance, through occupational standards, professional development, and program monitoring and evaluation, in collaboration with stakeholders
Component 3: Strengthened TVET management, through regular consultations with public and private actors, with NTA as coordinating agency	Component 4: Enabling of the digital transformation of the TVET system through the provision of competencies and resources
Component 5: Sustainable financing of TVET through increased funding by employers and development partners	

PRIORITY PROGRAM: DEVELOPMENT OF TVET To provide youth and adults with a relevant and diversified skill set, including creativity and innovation, to become productive citizens.	
OUTCOMES: 1. Participation in TVET is increased at all levels, across priority sectors 2. Participation in post-secondary and tertiary education, in particular in subjects of relevance to the development of the national economy, is increased, including through scholarships and partnerships	INDICATORS—TARGETS <ul style="list-style-type: none"> • % increase of new TVET students • % increase in tertiary learners enrolled in relevant subjects • 45% of all secondary/tertiary students enrolled in TVET-related programs/courses • % of students accessing scholarships in relevant subject areas • 45% of 18-year-olds with economy-relevant NVQs/CVQs • % of 18-year-olds successful in CAPE Examinations • % of students with TVET qualifications being employed in relevant sectors
Component 1: Expanded access for all age groups	
Strategy 1.1	Create vocational pathways and subjects from the primary levels in alignment with and in preparation for TVET at higher levels
Strategy 1.2	Expand TVET program and subject choices in curricula across all levels
Key results	
<ul style="list-style-type: none"> • Pursuit/selection of wider range of occupational areas/TVET subjects by learners • Entrepreneurship included in curricula at all levels • Pre-employment training opportunities • Strategies for infusing TVET into curricula throughout the education system • Strengthened interrelations between formal, non-formal, and informal TVET • Support systems for the integration of TVET into general education 	

PRIORITY PROGRAM: DEVELOPMENT OF TVET

To provide youth and adults with a relevant and diversified skill set, including creativity and innovation, to become productive citizens.

Indicators

- # of schools that offer a minimum set of TVET subjects
- Existence of a framework to guide the integration of TVET and general education
- Share of learners opting for occupational areas/TVET subjects
- % increase in certification of learners in TVET programs
- % of students with minimum competency in entrepreneurship
- % of graduates pursuing further education

Component 2: Ensuring of quality and relevance

Strategy 2.1 Engage in ongoing collaboration with relevant stakeholders, through annual consultations and sector advisory committees, to identify training and develop occupational standards

Strategy 2.2 Develop capacity, including through professional development programs for teachers/instructors and monitoring and evaluation of schools and TVET institutions

Key results

- Seamless transition from school to work
- Greater involvement of industry in the delivery of education
- Higher number of mentorships/internships/traineeships
- Improved quality of instructors/teachers
- Improved facilities for delivering training
- Better qualified graduates/trainees

Indicators

- # of businesses participating in the partnership
- # of mentorships/internships/traineeships
- % of instructors/teachers trained and certified
- % of instructors/teachers with relevant qualifications
- % of facilities that have the required equipment and resources

Component 3: Strengthened management of TVET

Strategy 3.1 Ensure TVET policies and programs are aligned to stakeholder needs for sustainable development, using institutional arrangements between education and training institutes and the private sector

Strategy 3.2 Enhance the coordinating role of the NTA to enable harmonization and centralization of all TVET

Key results

- Reduced fragmentation in the delivery of TVET through formal and non-formal programs
- Optimal use of resources for TVET
- A comprehensive human resources development (HRD) strategy
- Adoption of a national qualifications framework
- Revision of Act 9 of 2009
- Accreditation of programs and certification of participants

Indicators

- Level of satisfaction by stakeholders on the relevance of the TVET sector to their needs
- Revised Grenada Council for Technical and Vocational Education and Training Act
- Existence of HRD strategy
- Number of MoUs between educational institutions and industry

PRIORITY PROGRAM: DEVELOPMENT OF TVET

To provide youth and adults with a relevant and diversified skill set, including creativity and innovation, to become productive citizens.

Component 4: Digitizing TVET

Strategy 4.1 Enable and guide the digital transformation of the TVET system

Strategy 4.2 Create an enabling digital environment for TVET learners and instructors to innovate, create, and collaborate

Key results

- Existence of a strategy for digital transformation
- Widened access to digital learning opportunities
- Availability of a vast array of digital learning resources
- Professional development programs on digital skills for all relevant staff
- Improved digital teaching and learning and increased modalities
- An inclusive and integrated curriculum that includes digital technology and the development of critical thinking and creative skills
- Regular use of exchange platforms

Indicators

- # of learners participating in digital learning opportunities
- Students-digital resources ratio
- % of teachers/trainers participating in professional development programs
- Level of satisfaction among TVET providers and employers with platforms

Component 5: Sustainable financing of TVET

Strategy 5.1 Secure funding from employers for training programs through partnerships, micro-finance options for individuals, and tax incentives

Strategy 5.2 Enhance source/grant funding opportunities for training from various development partners

Key results

- Funding for training obtained from employers
- Micro-finance options for individuals who want to pursue TVET
- Funding for training obtained from development partners and other sources
- A percentage of funding for national projects allocated for training

Indicators

- Share of funding for TVET provided by employers
- # of individuals who benefit from micro-financing
- Level of funding for TVET obtained from development partners
- Total funding for TVET

3.5. Priority program: Development of youth and adult non-formal education

To provide youth and adults with a relevant and diversified skill set, including creativity and innovation, to become productive citizens, inspired by the values of the ideal Grenadian citizen.

The education sector analysis, summarized in the first chapter of this ESP, has demonstrated that young people and adults have few opportunities for further learning, especially those who did not complete a formal cycle of education. The need for such opportunities has become more significant and better recognized because of the imperative to ensure that all citizens can contribute to the economic and social development of Grenada, Carriacou, and Petite Martinique.

The scarcity of opportunities is in part the result of a policy gap. The first component of this program therefore focuses on the design of the adult education and training policy, characterized by inclusion and equity. The promotion of adult education and training passes through systemic efforts towards the recognition of prior learning, effective quality assurance and accreditation mechanisms, and stronger partnerships with existing and potential providers.

The second component consists of a range of education and training programs for youth and adults. Some are workplace based and others are community based. A number aim at addressing literacy and numeracy skill gaps. Throughout this sub-sector, the development and use of digital programs and resources will be intensified to widen the range of programs and to include individuals for whom traditional educational pathways are irrelevant or impractical.

PP 4 Development of youth and adult non-formal education	
<p>Component 1: Adult education and training policy: improved lifelong learning opportunities, recognition of prior learning, and strengthened quality assurance and accreditation</p>	<p>Component 2: Adult education and training offer: workplace and community-based training using digital programs and resources</p>

PRIORITY PROGRAM: DEVELOPMENT OF YOUTH AND ADULT NON-FORMAL EDUCATION To provide youth and adults with a relevant and diversified skill set, including creativity and innovation, to become productive citizens, inspired by the values of the ideal Grenadian citizen.	
<p>OUTCOMES</p> <ol style="list-style-type: none"> 1. Increased participation of youth and adults in lifelong learning, particularly those who were unable to complete formal education, and qualifications linked to the CVQ/NVQ framework and including green skills 2. Increased employability and earning potential through the acquisition of new skills and knowledge for participation in an environmentally sustainable economy 3. Career advancement opportunities through the acquisition of new skills and knowledge 4. Entrepreneurship opportunities through the acquisition of new and green skills and knowledge, leading to professional independence and financial stability 5. Professional networking opportunities through participation in non-formal education programs, leading to new job opportunities and career connections 	<p>INDICATORS</p> <ul style="list-style-type: none"> • # of youth and adult learners participating in second chance or life-long learning • % of enrolled students obtaining NVQs/CVQs, at different levels • Employment levels of graduates of non-formal education in relevant sectors one year after graduation • Unemployment rate among youth and adults

PRIORITY PROGRAM: DEVELOPMENT OF YOUTH AND ADULT NON-FORMAL EDUCATION
To provide youth and adults with a relevant and diversified skill set, including creativity and innovation, to become productive citizens, inspired by the values of the ideal Grenadian citizen.

Component 1: Adult education and training policy

- Strategy 1.1** Strengthening of lifelong learning opportunities: expand and diversify adult education and training opportunities to cater to the learning needs and preferences of adults at different stages of their lives
- Strategy 1.2** Promotion of inclusion and equity: promote inclusion and equity in adult education and training by addressing the barriers that prevent some individuals from accessing and benefiting from these opportunities
- Strategy 1.3** Recognition of prior learning: recognize the skills and knowledge that adults have gained through informal and non-formal learning experiences, such as work experience, volunteer work, and community activities
- Strategy 1.4** Strengthening of quality assurance and accreditation: ensure that adult education and training programs are of high quality and meet the needs of learners and employers
- Strategy 1.5** Fostering of partnerships and collaboration: promote partnerships and collaboration between education and training providers, employers, and other stakeholders to ensure that adult education and training programs are relevant and responsive to the needs of learners and the labor market

Key results

- Improved educational opportunities for youth and adults
- Increased access to educational and skills-based opportunities by marginalized groups
- Increased access to and engagement in technology
- Improved quality and relevance of adult education and training programs
- Improved monitoring and evaluation systems for adult education and training programs
- Increased participation of marginalized groups in decision-making processes related to education and training
- Higher levels of recognition for prior learning and work experience
- Improved mobility and portability of skills and qualifications across industries and sectors
- Increased collaboration and partnerships between education and training providers and employers
- Increased investment in adult education and training programs by government and private sectors
- Increased integration of sustainable development principles in education and training programs

Indicators

- # of youth and adult learners participating in second chance or lifelong learning
- Higher enrollment and completion rates in adult education and training programs
- Level of satisfaction of learners with quality and relevance of programs
- # of programs developed through partnerships
- % of education budget spent on youth and adult non-formal education

Component 2: Adult education and training offer

- Strategy 2.1** Workplace training and development: support employers to provide training and development opportunities for their employees, in particular in industries that support environmentally sustainable practices
- Strategy 2.2** Community-based education: provide education and training programs in community settings, such as community centers, libraries, and churches
- Strategy 2.3** Addressing literacy and numeracy skills gaps: address the significant gaps in basic literacy and numeracy skills among adults
- Strategy 2.4** Intensified development and use of digital programs and resources: use digitalization as a means to widen the range of programs and to reach out to individuals who did not have access to traditional educational pathways

Key results

- Increased participation in lifelong learning opportunities for individuals at different stages of their lives and careers
- Improved access to education and training opportunities for underrepresented groups in the community
- Enhanced community-based education and training initiatives that provide opportunities to underrepresented groups in the community
- Increased availability and access to literacy and numeracy programs for adults
- Improved workplace training and development opportunities
- Improved access to childcare services for women/mothers who wish to participate in educational programs, promoting gender equality

PRIORITY PROGRAM: DEVELOPMENT OF YOUTH AND ADULT NON-FORMAL EDUCATION
To provide youth and adults with a relevant and diversified skill set, including creativity and innovation, to become productive citizens, inspired by the values of the ideal Grenadian citizen.

- Enhanced digital literacy and acquisition of relevant skills such as coding, film, and multimedia, leading to increased employability in the digital economy
- Increased use of digital resources and devices as pedagogical resources within non-formal education and training opportunities

Indicators

- Share of underrepresented groups among participants in non-formal education
- # of adult participants in literacy and numeracy programs
- Level of satisfaction of employees about workplace training and development opportunities
- # and coverage of community-based education initiatives

3.6. Priority program: Governance and management

To enhance management, leadership, and governance in order to ensure an agile and responsive sector that reflects greater accountability, strategic planning, implementation, monitoring, and evaluation and efficient use of resources.

The successful implementation of the preceding priority programs necessitates a well-governed and well-managed system and effective administration. This starts with the definition of evidence-based policies, several of which exist already, and their implementation, which has been more problematic (component 1). The quality of governance and management depends heavily on the effectiveness of the administration, including regular collaboration and coordination between its different units, such as ministry departments, district offices, and agencies (component 2).

The administration consists of individuals, and the way in which they are managed (recruited, supported, trained, evaluated, and so on) has a direct relationship with their performance (component 3A). The management of financial and material resources is a core function of the administration and has a significant impact on the overall effectiveness of the education system (component 3B). An important resource for any education system is the information it collects from schools and others. That information, when well collected and analyzed, becomes a vital source of knowledge for the guidance, monitoring, and evaluation of the education system and its actors. The improvement of data management will rely in part on the establishment of an Education Management information System (EMIS), which, where relevant, will employ new technologies to facilitate data collection as well as analysis (component 3C).

Finally, partnerships with national and international partners will provide support to policy design and to policy implementation at the school level (component 4).

PP 5: GOVERNANCE AND MANAGEMENT	
Component 1: Evidence-based policy definition, and improved policy ratification and implementation, through systemic monitoring	Component 2: Improved effectiveness of the administration through a more appropriate structure, systematic collaboration, and stronger accountability
Component 3A: Provision of motivating HRD through effective allocation, professional development, and appraisal	Component 3B: Improved use of financial/material resources through better budget preparation and forecasting
Component 3C: Improved data management process, from collection to analysis to dissemination	Component 4: Deepening and broadening of partnerships on policy and on delivery

PRIORITY PROGRAM: GOVERNANCE AND MANAGEMENT To enhance management, leadership, and governance in order to ensure an agile and responsive sector that reflects greater accountability, strategic planning, implementation, monitoring and evaluation and efficient use of resources.	
OUTCOMES <ol style="list-style-type: none"> 6. The Ministry of Education (including its district offices) functions effectively to the benefit of the education system 7. The ministry and the schools are prepared for crisis situations 8. There is effective leadership across the education system, in the administration and in schools 9. The performance of education staff is improved 10. Evidence (data, information, and research) is used more systematically to guide policy and practice 11. Effective partnerships with national, regional, and international stakeholders provide relevant support 	INDICATORS—TARGETS <ul style="list-style-type: none"> • 90% of posts occupied by staff with the relevant profile • 100% of staff receiving professional development and training • Expenditure rate of recurrent and capital budget, by department, above 90% • % of spending on education provided by partners • 90% of tasks in the annual work plan are executed • 90% of schools have active PTAs • # of learner/teacher disciplinary incidents reported to ministry • Level of satisfaction by school principals and teachers on responsiveness of the administration

PRIORITY PROGRAM: GOVERNANCE AND MANAGEMENT

To enhance management, leadership, and governance in order to ensure an agile and responsive sector that reflects greater accountability, strategic planning, implementation, monitoring and evaluation and efficient use of resources.

Component 1: Policy definition, ratification, and implementation

Strategy 1.1 Formulate evidence-based policies through use of data and stakeholder consultations

Strategy 1.2 Provide stronger support to and monitoring of policy implementation

Key results

- More regular stakeholder consultations on policy and programs
- Evidence of the use of data in policy formulation
- Greater adherence to organizational policy, standards, and protocols
- Clear identification of responsibilities for policy definition, ratification, and implementation
- Policies translated into guidelines and protocols
- A robust public relations strategy

Indicators

- # of stakeholder consultations within review cycle
- Existence of public relations strategy
- Existence of ratified policies in domain A, B, C...
- Evidence of use of policy implementation monitoring systems
- % of stakeholders/partners who are knowledgeable about policy A, B, C...

Component 2: Effectiveness of the administration

Strategy 2.1 Create a more effective administrative structure

Strategy 2.2 Improve internal functioning of the administration through use of information technology, promotion of information exchange, digitization and automation of processes, and development of procedures and operational guidelines

Strategy 2.3 Create stronger accountability within the administration: design a performance management system with performance indicators for ministry units, and a yearly report on the performance of the education system, discussed at an annual education forum

Key results

- Greater strategic alignment of the capacity and structure of the Ministry of Education with the ESP
- Existence of updated norms on organization and staffing of ministry and district offices
- Clarity on ministry-school relationships among all actors
- Proper functioning of gender focal point
- More effective use of technology for better functioning
- Effective collaboration between departments and units, including through communities of practice
- More systematic communication and knowledge sharing
- Existence of protocol and standards for accountability
- Existence and ministry-wide knowledge of performance management system
- Regularly updated performance indicators for ministry units
- Yearly report on performance of the education system
- Annual education forum

Indicators

- Level of satisfaction among managers and administrators on the alignment
- Equivalence between norms on ministry and district staffing and existing staffing numbers
- Level of knowledge and satisfaction about ministry-school relationships among all actors
- # of written procedures and operational guidelines developed
- % of staff members who regularly participate in a community of practice
- # of internal processes mapped
- % of staff members that express satisfaction with collaboration and coordination within the administration
- Evolution in the speed with which certain routine tasks are performed
- Level of satisfaction of stakeholders with yearly report on the performance of the educational administration
- % of departments/units that have submitted an annual report

PRIORITY PROGRAM: GOVERNANCE AND MANAGEMENT To enhance management, leadership, and governance in order to ensure an agile and responsive sector that reflects greater accountability, strategic planning, implementation, monitoring and evaluation and efficient use of resources.	
	<ul style="list-style-type: none"> • Evolution of performance indicators for ministry units • # of participants in annual forum • Level of satisfaction of participants in annual forum
Component 3: Management and use of resources	
Component 3A: Human resources development	
Strategy 3A.1	Strengthen human resources management capacity: coordinate of staff management functions among agencies, train relevant staff, and use modern technology
Strategy 3A.2	Improve staff allocation using an updated database and implement a gender-responsive management succession plan
Strategy 3A.3	Systematize professional development: develop and implement a professional development strategy, and design and implement an orientation system for staff
Strategy 3A.4	Implement accountability, appraisal, and reward systems: improve the system and the practice of performance appraisals for staff and institutions; establish an award, incentive, and recognition system; develop systems for career pathways and succession planning
Key results	
<ul style="list-style-type: none"> • Effective human resources management by Ministry of Education • Clarity of responsibilities in human resources management • Existence of useful database on staff in educational administration • Existence of gender-responsive professional development strategy and yearly staff development plans • Existence of staff orientation system • Existence of system for career pathways 	
Indicators	
<ul style="list-style-type: none"> • % of posts occupied by staff with the relevant profile • % of staff with human resources management functions having been trained in performance management • % of staff expressing satisfaction with performance appraisals • % of staff receiving professional development and training • Level of satisfaction with professional development strategy • % of staff members who have been through an orientation system 	
Component 3B: Use of financial/material resources	
Strategy 3B.1	Improve use of financial/material resources through better budget preparation and systematic forecasting, monitoring, and reporting on finances during the financial year, to improve responsiveness in case of crisis
Key results	
<ul style="list-style-type: none"> • Timely and accurate allocation of resources • Budgets aligned to ESP • Regular reporting on expenditures 	
Indicators	
<ul style="list-style-type: none"> • Decrease in the number of variances in expenditure • % of allocation spent • % satisfaction among department managers with budgetary allocations • % increase in funding support from external funding agencies and private sector • Expenditure rate 	

PRIORITY PROGRAM: GOVERNANCE AND MANAGEMENT

To enhance management, leadership, and governance in order to ensure an agile and responsive sector that reflects greater accountability, strategic planning, implementation, monitoring and evaluation and efficient use of resources.

Component 3C: Use of data

Strategy 3C.1 Facilitate the collection and storage of data and develop an online and searchable repository of local content and research

Strategy 3C.2 Improve data analysis and reporting

Strategy 3C.3 Strengthen the management, dissemination, and use of data: revitalize the EMIS; establish a learning management system; ensure effective communication and integration between all data sets and databases

Key results

- Online and searchable repository of local content and research
- Existence of research department/unit
- Annual and timely publication of a comprehensive statistical yearbook
- Increased use of evidence-based decision-making and practice within the sector
- Well-functioning EMIS
- Existence of learning management system and teacher management information system

Indicators

- Regularity of publication of a comprehensive statistical yearbook
- % of student records uploaded into the EMIS
- # of ministry personnel trained in data collection, analysis, and reporting
- # of ministry personnel accessing data, reports, and other information from ministry repository and relevant databases
- # of people accessing ministry website database, by location

Component 4: Partnerships

Strategy 4.1 Partnerships on policy: ensure the effective functioning of a group or committee that represents national and international stakeholders, and host an annual national convention/forum that will deliberate on and produce position papers on relevant sector-wide issues

Strategy 4.2 Partnerships on delivery, including by schools: implement various mechanisms to maximize parental involvement (PTAs), reintroduce community access points and expand them to be full community resource centers; establish partnerships with community centers for the delivery of various educational, professional, skills-based, and lifelong learning programs based on needs of the community

Key results

- Better collaboration and improved synergy between the ministry and its partners/stakeholders
- Effective education partners' group/committee
- Active student and youth councils
- Greater engagement by parents and communities in supporting schools and education initiatives
- More effective PTAs and community access points

Indicators

- # of participants in national forums
- Level of satisfaction by partners/stakeholders with the partnership with the ministry
- % of schools with active PTAs
- # and size (in terms of people served) of programs implemented by community resource centers

CHAPTER 4

Monitoring, Evaluation, and Learning

Essential to the successful implementation of any plan is the existence of a monitoring and evaluation system. Its existence does not guarantee successful implementation, but it can and should be used for two main purposes: to accompany, guide, and facilitate implementation, which is the role of monitoring; and to ensure that lessons can be learned from the plan's implementation to inform future plans, which is the purpose of evaluation. All monitoring and evaluation activities include collection of quantitative as well as qualitative data. When well analyzed, these data can bring important insights, not only into the implementation of the plan as such, but more globally into the functioning of the education system. To ensure that monitoring and evaluation activities lead into learning, specific processes must be put in place.

The first section of this chapter describes the processes for monitoring, evaluation, and learning that will be used during the implementation of the Education Sector Plan 2023–30 (ESP), and the actors that will be responsible for these processes. The second section presents the key performance indicators (KPIs). This is a fairly small set of indicators that offer an overview of progress on the ESP, while concentrating on the most important changes.

4.1. Processes and actors

This section presents the system (namely the mechanisms and actors) that will be used during the period of the ESP to monitor the plan's implementation and to evaluate its achievement.

The design of the monitoring and evaluation system of the ESP is based on several principles:

- It is built, as much as possible, on existing processes, which have been used for several years and are to a large extent routine.
- Where necessary and possible, it will transform the coverage and focus of these processes, so that their findings contribute to learning about the challenges and about system improvement.
- There is a balance between the importance of regular monitoring and evaluation and the need for the departments and officers to dedicate time to other activities.

This section is therefore organized under three headings. First, it presents the monitoring mechanisms, which mainly take the form of various reports. Next, it offers an overview of the evaluation mechanisms. Finally, it describes how the information gained through monitoring and evaluation will feed into meetings and discussions, which will cover broad strategic questions and aim at learning lessons from the reports to lead to improved performance of the education system. At the same time, emphasis will be put on strengthening accountability through more systematic internal monitoring and evaluation processes and yearly public consultations.

4.1.1. Monitoring mechanisms

Monitoring of the implementation and progress of the ESP will rely on the following reporting mechanisms:

1. **Reporting on school activities.** District officers prepare monthly reports, based on school reports. These are summarized by the Deputy Chief Education Officer — School Administration and Management Unit (DCEO – SAMU), who prepares monthly and quarterly reports, addressed to the Chief Education Officer (CEO).

2. **Reporting by ministry departments.** Each department head prepares a quarterly report, addressed to the CEO or the Permanent Secretary (PS), according to the organization of the ministry.

These two sets of reports use a similar template, which includes an overview of activities as well as analytical sections that aim at ensuring the reports lead to learning. The sections include:

- Main activities undertaken, achievements, and statistical information on coverage
 - Activities not undertaken, reasons why, and what is being planned as a response
 - Upcoming activities, content, and dates
 - Update on KPIs, where relevant
 - Lessons learned and challenges
 - Success stories.
3. **Annual statistical digest.** The digest will be accompanied by a brief summary report containing an analysis of major trends, using the KPIs of the ESP. The Planning Department is responsible for the preparation of the digest.
 4. **Annual report on examinations.** The report will include an analysis of the evolution of examination results over recent years and some reflections on the causes for the evolution. The Examinations Department is responsible for the preparation of this report.
 5. **Reports on the implementation of projects.** Where specific project monitoring or evaluation reports are available, they can further inform the ESP monitoring work.

Efforts will be made to facilitate the collection and analysis of data, in particular statistical data, through the use of new technologies. The effective functioning of the Education Management Information System (EMIS), which is one result that the governance program will work towards (see component 3C), should contribute to this.

On the basis of these five major sources, a yearly report on ESP implementation and progress will be prepared. The report will have four major sections:

- I. **Overview of major activities and their achievements.** The purpose is not to provide a detailed description of all activities, but rather to present highlights, in particular on innovative programs.
- II. **Evolution of KPIs.**
- III. **Analysis of the performance of the education system in one specific area.** The purpose is to assess how well the ministry, its various agencies, departments, and offices, and the schools are progressing towards the achievement

of a particular objective, priority, or innovation of the ESP. This area will be chosen during the yearly retreat of the ministry's leadership.

IV. **Major recommendations for ESP implementation.**

It is expected that this yearly report will contain the relevant information that is needed to complete the annual report on the implementation of the Organisation of Eastern Caribbean States (OECS) Education Sector Strategy (OESS). The Planning Department is responsible for coordinating the preparation of the yearly report. However, some sections, in particular section III, may need to be drafted by a different department.

4.1.2. Evaluation mechanisms

Evaluation will be done on a yearly basis. After four years, in 2027, there will be a mid-term evaluation, and a final evaluation will take place at the completion of the ESP.

The yearly evaluation will be brief. It will consist of a short note on one topic of particular relevance at that time that the ministry leadership considers to be noteworthy and useful in terms of lessons that can be learned from it. The responsibility for its preparation will depend on its theme: it will be assigned to the department or agency most closely related to the theme. Other ministry staff will provide insights, through interviews, while coordination will reside with the Department for Public Administration.

The mid-term evaluation and final evaluation reports follow a similar approach to the yearly evaluation but are more structured and have a wider coverage. They will use a combination of qualitative and quantitative research, through interviews, focus group discussions, and analysis of reports and statistical data. The evaluation will be undertaken by an external team of experts/consultants, who will work in close collaboration with a ministry committee, on which main departments are represented.

The mid-term evaluation may consist of the following sections:

- An appreciation of the achievements on each of the policy priorities of the ESP
- An examination of the major causes for successful and unsatisfactory performance
- Advice on possible amendments to the ESP, in terms of ranking of priorities, choice of strategies, and distribution of budget
- Recommendations on specific actions to be undertaken to address major challenges.

The final evaluation will have a similar structure, consisting of:

- A summary of ESP implementation and impact, with specific attention to an analysis of the KPIs
- An acknowledgement of the achievements on each of the policy priorities of the ESP
- An examination of the major causes for successful and unsatisfactory performance
- Advice on the content of the future ESP, in terms of choice of policy priorities and selection and content of priority programs.

4.1.3. Translating monitoring and evaluation into learning

One area in which the education system can improve on its present functioning is in the use of monitoring and evaluation reports for strategic reflections and decisions. At present, several meetings are organized, including weekly meetings of the management team and ad hoc working sessions on specific projects or programs. However, too few of these meetings offer an opportunity to discuss the broad strategic directions for the education system, in part because of the need to deal with specific incidents, which are rarely of strategic importance but which receive much attention in the media and among specific groups that are affected by them.

In such a context, it is useful to protect time for strategic discussions. In this regard, the following meetings are proposed:

The management team of the ministry will organize, four times a year, a half-day strategic discussion, based on the quarterly reports (sources 1 and 2 in the monitoring section). These may be preceded by similar sessions in each of the departments.

Once a year, a public consultation will bring together the major stakeholders in the education system, such as the senior staff of the Ministry of Education, staff from other education agencies, representatives from other ministries, principals, the teachers' union, parents' associations, employers' associations (chamber of commerce), religious groups, private school representatives, and international partners. The consultation will be informed by a public document based on the yearly monitoring report and the yearly brief evaluation note (or the mid-term evaluation and final evaluation in the relevant years). The public document will provide a short and easy-to-read narrative on the evolution of the education system, then focus on a few essential issues of relevance to the public. The responsibility for the organization of the public consultation resides with the Ministry of Education's communications team; the content will be defined by the ministry leadership; and the public report will be prepared jointly by the communications team and the Planning Department. The consultation has several purposes: to inform the education

stakeholders, to collect their points of view on education challenges and how to overcome them, and to identify ways forward in terms of strategies, reforms, or innovations on which there is agreement and that may help achieve the ESP priorities. Involving the broad range of stakeholders in strategic discussions is also intended to create accountability, in particular within the public service, for the evolution of the education system.

Following the public consultation, the leadership of the Ministry of Education will come together for a two-day retreat to reflect on the results of the public consultation and the implications for the ministry's priorities and strategies, and on how to improve on its performance. The retreat may focus on special themes, and, in function of the chosen theme, experts may be invited to participate in some discussions.

4.2. Key performance indicators

The KPIs are a core instrument in the monitoring and evaluation of the ESP. They are intended to provide a quick and comprehensive overview of progress on the ESP. The selection of these indicators takes into account several criteria.

The indicators give a comprehensive picture of the performance of the education system. The set therefore includes indicators that refer to priorities, identified in chapter 2.

These indicators relate to the outcomes of the ESP. They do not refer to the results of program components, which are at a lower level, nor to specific projects.

Where relevant, the indicators provide information not only about national averages, but also about gender disparities. Some indicators provide information relevant to disadvantaged groups, such as children with special needs.

Because the indicators should help provide a quick overview of the achievement of the plan, the set is relatively small. Seventeen indicators have been selected, with several disaggregated by gender. It is worth repeating that more indicators will be collected throughout the ESP implementation, for instance as part of the preparation of the yearly statistical digest.

As the KPIs are meant to inform decision-makers and the general public, it is important that they be easily understandable by these users, who are not experts in educational statistics. The interpretation of each indicator should be straightforward.

Ideally, comprehensive information on the evolution of the KPIs will be available every year. As data collection processes

are now already in place for most of the KPIs, that should be feasible. However, for some KPIs, no data are collected at the moment. This is because some refer to new priorities or programs, while a few others are considered more insightful than existing indicators. Further work will be needed on the design of the processes and instruments for the collection and analysis of the data used to calculate these new indicators, in particular the qualitative ones. This process should not be too expensive or time-consuming. One possibility is to rely on sample surveys for some indicators that are complex to collect, for instance “% of teachers that demonstrate the use of learner-centered lessons.”

Keeping these different elements in mind, the following table presents the 17 indicators and provides information on two issues:

- Level of disaggregation: Will indicators be disaggregated by gender, by level, or by other factors?
- Availability: Is information on the indicator available at present? Does a source exist? (For some, the source exists but is not used.) If no source exists, a suggestion is made as to what potential source could be used or what unit could be responsible.

The following table presents, for those indicators for which data are available, the baseline and targets for 2030. A few targets will need to be decided at a later stage, as they depend in part on the baseline. For some other indicators, even if no baseline is available, there is a target that reflects the ESP priorities. Once relevant data are collected a first time or existing data are properly analyzed, the table can be updated with the baseline.

The fact that baseline data are missing for many indicators is a reflection of the state of the indicator system in Grenada, and of the insufficient attention given to education statistics over the years. Some indicators are noted as “not available” although data are collected—for instance the national enrolment rate in early childhood education (ECE)—because of the poor quality of the data, in this case population data.

It may seem surprising that some classical indicators, such as enrollment rates for primary and secondary, repetition rates, or pupil-teacher ratios, are not included in the list of KPIs. The reasons are that some of these indicators (enrollment rates, for instance) refer to issues that are no longer a policy priority in Grenada, while others (repetition rates, pupil-teacher ratios) provide information on aspects that are not a cause for concern.

	Disaggregated by	KPI is available	Existing source	Potential source
Equitable participation				
<i>% of children ages three to five enrolled in ECE institutions</i>	Gender	Yes	Digest	
<i>% of children dropping out of secondary school</i>	Gender	Yes	Digest	
<i>% of secondary students transferring to post-secondary/tertiary education</i>	Gender	Yes	Digest	
<i>% of schools implementing the special education policy and embracing the principles of child-friendly schools</i>		Yes	Digest	
Quality and learning				
<i>% of students scoring at least 50% in both English and Mathematics on the Grade 4 Minimum Competency Test</i>	Gender	Yes	Exams	
<i>% of students achieving passes in five CXC (CSEC) examinations including Math, English, and one TVET subject</i>	Gender	Yes	Exams	
<i>% of qualified teaching staff in schools</i>	Level	Yes	Digest	
<i>% of teachers who demonstrate the use of learner-centered lessons</i>	Level	No		Supervision reports

	Disaggregated by	KPI is available	Existing source	Potential source
Education and the world of work				
<i>% of 18-year-olds with economy-relevant NVQs/CVQs</i>	Gender	No		Population data/exams
<i>% of 18-year-olds with success at CAPE Examinations</i>	Gender	No		Population data/exams
<i># of youth and adult learners participating in second chance or lifelong learning</i>	Gender	No		Public/private providers
<i>Employment levels in relevant sectors of graduates of post-secondary/tertiary/non-formal education one year after graduation</i>	By type of course	No		Labor market surveys
Management and governance				
<i>% of posts occupied by staff with the relevant profile</i>		No		Ministry of Education (MoE) Human Resources
<i>% of tasks in the annual work plan that are executed</i>		No		MoE Planning
<i>% of schools with active PTAs</i>		Yes	Digest	
Values				
<i>% of students participating in extracurricular activities related to Grenada's history and culture</i>		No		School census
<i># of learner/teacher disciplinary incidents reported to ministry</i>		No		MoE SAMU

	Baseline	Target
Equitable participation		
<i>% of children ages three to five enrolled in ECE institutions</i>	NA	100%
<i>Boys</i>	NA	100%
<i>Girls</i>	NA	100%
<i>% of students dropping out of secondary school</i>	1%	0%
<i>Boys</i>	1.2%	0%
<i>Girls</i>	0.7%	0%
<i>% of secondary students transferring to post-secondary/tertiary</i>	NA	100%

	Baseline	Target
Boys	NA	100%
Girls	NA	100%
<i>% of schools implementing the special education policy and the principles of child-friendly schools</i>	10%	100%
Quality and learning		
<i>% of students scoring at least 50% in both English and Mathematics on the Grade 4 Minimum Competency Test</i>	65.2%	80%
Boys	59.6%	80%
Girls	70.6%	80%
<i>% of students achieving passes in five CXC (CSEC) examinations including Math, English, and one TVET subject</i>	NA	70%
Boys	NA	70%
Girls	NA	70%
<i>% of qualified teaching staff in schools</i>	48%	60%
ECE	NA	60%
Primary	68.5%	60%
Secondary	43.1%	60%
<i>% of teachers who demonstrate the use of learner-centered lessons</i>	NA	90%
ECE	NA	90%
Primary	NA	90%
Secondary	NA	90%
Education and the world of work		
<i>% of 18-year-olds with economy-relevant NVQs/CVQs</i>	NA	45%
Boys	NA	45%
Girls	NA	45%
<i>% of 18-year-olds with success at CAPE Examinations</i>	NA	TBD

	Baseline	Target
<i>Boys</i>	NA	TBD
<i>Girls</i>	NA	TBD
<i># of youth and adult learners participating in second chance or lifelong learning</i>	NA	TBD
<i>Men</i>	NA	TBD
<i>Women</i>	NA	TBD
<i>Employment levels in relevant sectors of graduates of post-secondary/tertiary/non-formal education one year after graduation</i>	NA	TBD
Management and governance		
<i>% of posts occupied by staff with the relevant profile</i>	NA	Above 90%
<i>% of tasks in the annual work plan that are executed</i>	NA	Above 90%
<i>% of schools with active PTAs</i>	NA	Above 90%
Values		
<i>% of students participating in extracurricular activities related to Grenada's history and culture</i>	NA	Above 80%
<i># of learner/teacher disciplinary incidents reported to ministry</i>	NA	TBD

CHAPTER 5

Cost and financing of the Education Sector Plan 2023–2030

This chapter examines first the estimated cost of the Education Sector Plan 2023–30 (ESP), then the available funding and the financing gap. The final section discusses possible resource mobilization strategies.

The estimates are based on a simulation model that uses a range of data on the various cost factors. This was a difficult exercise for various reasons, in particular:

- The latest year for which a set of complete and approved data (education and finance) was available is 2021. Since then, there have been important changes, including the election of a new government. Some elements, such as the recent increase in the education budget, have been taken into account. However, other elements, for instance unit costs, could not be recalculated because of the absence of a complete data set.
- The COVID-19 crisis has evidently had an impact on recent trends, in terms of both government income and spending. This makes the production of estimates for the future based on recent trends more difficult.
- There are some inconsistencies in several data points in the budget. In addition, some education data are incomplete, and population data are old.

This being said, the simulation model allows for useful estimates to be made of both the expected cost of the ESP and the expected available funding. They remain broad estimates that present equally broad trends and therefore should be interpreted with some caution. Their purpose is not to present accurate estimates of future budgets, but rather to determine to what extent the necessary funding will be available to achieve the priorities of the ESP.

5.1. Cost of the ESP

The cost of the ESP depends on a range of factors, all of which have a financial impact, in particular:

- The population growth rate and evolution of the school-age population
- The main policy objectives, including targets, for example, for admission and internal efficiency
- Norms and standards about the quality and use of resources (such as pupil-teacher ratios, qualifications of teachers)
- Assumptions about the cost of specific items and their evolution over the plan period (such as salaries).

The following paragraphs present the main factors, while the appendix contains a complete and detailed list of assumptions.

Population: As the latest population census for which results are available took place in 2011, more than 10 years ago, population estimates are uncertain. However, it is clear that Grenada's population growth rate is low, and the school-age population is not expected to increase and may even decrease. In principle, this allows for more spending on other objectives than access, especially as universal access to primary and secondary education have been achieved.

Policy objectives for access and participation by 2030: These objectives are presented at the end of chapter 2 and summarized in the table there. The most important ones are recalled here.

- Pre-school: 100 percent enrollment, with 80 percent public and 20 percent in private

- Primary, from kindergarten to Grade 6, and secondary: 100 percent enrollment, no dropout, with 95 percent of students public and 5 percent private, and little repetition
- After secondary, all students will continue for one year of education or training, with the tuition fees paid for by the government. In all, 50 percent will transfer to T.A. Marryshow Community College (TAMCC), 10 percent to a Centre for Excellence, and 35 percent to skills training centers. (A further 5 percent may not continue their education in Grenada.). Those at TAMCC and the Centers for Excellence will continue for a second year, and a smaller group for a third year.
- Spending on adult and youth education will significantly increase to ensure the expansion of the offer and quality improvement.
- Spending on education for children with special needs will increase. At the beginning of the ESP, this may be used mainly to fund the operations of the special schools. Gradually, with the implementation of a policy of inclusion, resources will shift to allow for the implementation of this policy.

Norms for school staffing

- Pupil-teacher ratios: 12 in early childhood education (ECE); 20 in primary; 18 in secondary
- Distribution of teachers by qualification. No distinction is made between levels. The whole group of teachers (ECE, primary, and secondary) is considered as one, because teachers may move from one level to another. This includes principals.
 - Graduate I 5 percent
 - Graduate II 20 percent
 - Qualified 60 percent
 - Certificate I 10 percent
 - Certificate II 5 percent
 - Other 0 percent
- Estimates for teacher salaries take into account a recent agreement consisting of an increase by 4 percent in 2023 and 2024 and 5 percent in 2025. For the subsequent years, teacher salaries are projected to increase in line with gross domestic product (GDP) per capita. Growth of GDP per capita is projected to be on average 2.6 percent.
- Numbers of administrative staff will remain the same.

It is useful to point out here that the simulation model does not reflect in detail the priority programs, but rather looks at the overall cost of the functioning of the education system during the ESP. There are two reasons for this. First, there is a risk of double counting. For instance, the components related to the inclusion of children with special needs in the priority programs

contain activities that will be funded through the resources made available to this sub-sector. The same holds true for the program on adult and youth education. Second, it is difficult to decide at this moment how a specific component and strategy will be implemented during the ESP period—for instance, how the move to digitalization will translate in terms of needs for textbooks and other devices, and how the cost of these items will change. It is therefore preferable to assign a lump sum to such spending that includes the present cost of textbook schemes and other central-level resources provided to schools. In this model, these costs are covered in two ways: a unit cost per pupil for each level and a lump sum for recurrent spending by the ministry.

Based on these various factors, estimates of the cost of the ESP are presented in Table 5.1.¹

The cost increases fairly quickly in the first three years of the ESP, with slower progress towards the end. There are two explanations for this. The major reason relates to the increase in teacher salaries. This is significant at the start, because of the already mentioned salary agreement. Towards the end, the salary increase is less significant, and, at the same time, the combination of slight increases in pupil-teacher ratios and decreases in student numbers, because of the evolution of the population, leads to a stabilization of the overall cost of salaries. A second explanation lies in the fact that several major reforms, for instance the expansion of post-secondary education, are launched at the same time. However, as can be seen in Table 5.1, the increase in non-salary recurrent spending is more regular than that of teacher salaries during the whole ESP period, because these reforms need time to be fully implemented. Figure 5.1 shows the share of spending in three categories: salary, recurrent non-salary, and capital. There is little change: the share of salaries decreases after the first few years, by some 2 percent.

Table 5.2 shows the evolution of spending on each sub-sector over the plan period. There are significant increases in pre-primary and post-secondary, special education, and adult and literacy. This is in line with government priorities for the sector. Total spending on primary education decreases after a few years, mainly because of a combination of a decrease in pupils, due to the demographic evolution, and a slight increase in pupil-teacher ratios.

Figure 5.2, which shows the share of each sub-sector in the ESP cost, confirms this scenario more clearly: the share of primary education decreases, and that of secondary education remains fairly stable, reflecting an increase in the shares of pre-primary and post-secondary, as well as special education and adult education. Although spending on adult education quadruples, its share remains small, at just about 1 percent.

1 The 2023/24 academic year is equivalent to the 2024 financial year.

Table 5.1 Estimates of the overall cost of the ESP (million XCD, 2021 prices)

	2024	2025	2026	2027	2028	2029	2030	2031
Recurrent								
Salaries	111.5	114.7	117.6	119.1	119.1	117.7	118.2	117.7
Non-salaries	27.2	28.0	28.9	29.6	30.3	31.1	31.8	32.6
Sub-total (A)	138.7	142.7	146.5	148.7	149.4	148.8	149.9	150.3
Capital								
Sub-total (B)	28.4	29.0	29.7	30.3	30.9	31.5	32.1	32.0
Total (A+B)	167.1	171.7	176.2	178.9	180.3	180.3	182.0	182.3

Table 5.2: Total spending (recurrent and capital) by sub-sector (million XCD)

	2024	2025	2026	2027	2028	2029	2030	2031
Sector-wide	25.8	26.0	26.4	26.8	27.1	27.3	27.5	27.8
Pre-primary	13.3	14.3	15.4	16.3	17.1	18.0	18.0	18.1
Primary	59.3	60.9	60.6	58.8	56.7	54.6	54.5	54.7
Secondary	44.0	44.2	45.8	47.7	48.7	48.0	48.0	46.7
Skills training center	2.1	2.5	2.7	3.0	3.3	3.7	4.1	4.2
Centre for Excellence	1.8	1.9	2.1	2.3	2.4	2.6	2.7	2.4
TAMCC	17.6	18.0	18.3	18.4	18.5	18.8	19.0	19.3
Special education	2.8	3.2	3.9	4.5	5.1	5.7	6.4	7.1
Adult and literacy	0.5	0.7	0.9	1.1	1.4	1.6	1.8	2.0

It would be useful to compare this with the situation in recent years. However, this is difficult because the data are not fully comparable: the available data do not make the same sub-sectoral distinction. The education sector analysis does provide some information on the share of ECE, primary, and secondary between 2015/16 and 2019/20. Over that period, the share of primary moved from about 30 to 34 percent. Under the ESP, it

will decline to about 30 percent. The share of secondary remained fairly stable at about 25 to 26 percent, and this will continue under the ESP. There is more change in the share of ECE: it increased from 5.6 to 6.5 percent between 2015/16 and 2019/20 and will undergo a more significant increase to about 10 percent during the ESP period. Unfortunately, the same comparison cannot be made for the other sub-sectors.

Figure 5.1: Share of categories of spending in ESP cost

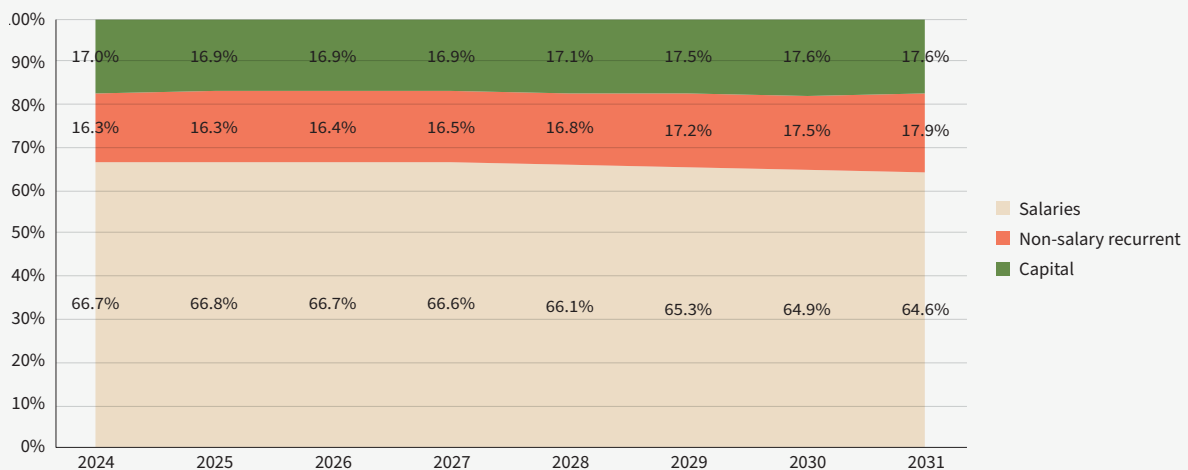
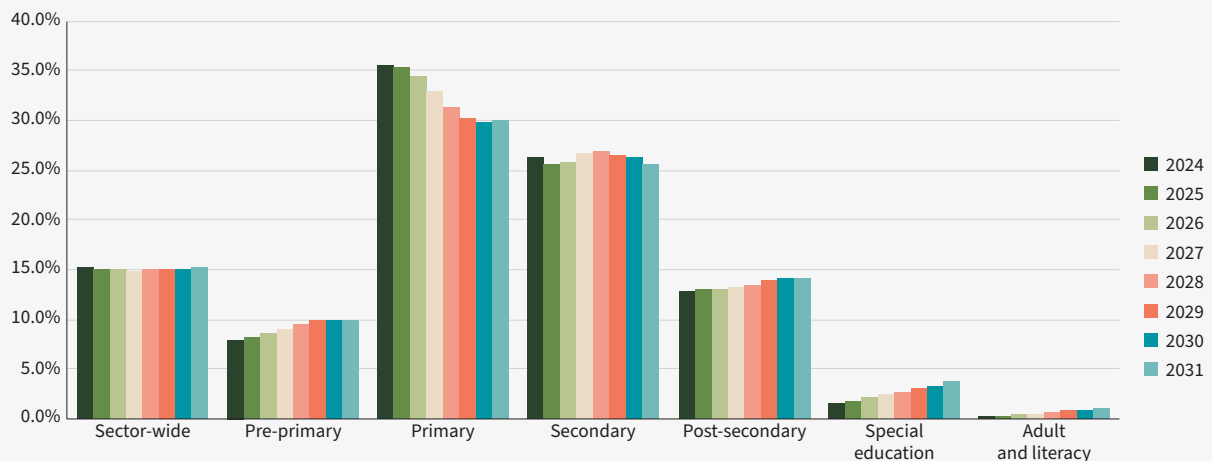


Figure 5.2 Share of sub-sectors in total ESP cost



5.2. The estimated budget during the ESP period and the funding gap

Estimating the funding that will be available to education during the ESP implementation is technically simple. The reasoning is as follows:

- The education budget is a share of the government budget.
- The government budget is a share of GDP.
- The evolution of the GDP depends on its growth rate.

At this stage, non-public spending, for instance by households or development partners, is not considered. Some spending by households is taken into account, in two ways: there is a provision for a small share of enrollment in private education, which is not subsidized by government; and some costs (for example, some materials and transport), in particular in post-secondary education, are not covered by the government. However, this is not calculated as a contribution to the education budget; rather, its cost is not included in the overall cost of the ESP. Funding by development partners tends to be unpredictable, as will be discussed later, when examining the funding gap. The concern here is with government funding.

The estimate of government funding is based on three sets of assumptions.

The first concerns GDP growth, for which values are based on the International Monetary Fund estimates through 2027. The 2027 estimate is then kept constant for the subsequent years. GDP growth is expected to be as follows for the eight years between 2024 and 2031.

Table 5.3: Estimated annual GDP growth during ESP

Year	2024	2025	2026	2027	2028	2029	2030	2031
GDP growth	3.9%	3.5%	3.2%	2.8%	2.8%	2.8%	2.8%	2.8%

The second assumption relates to the size of the government budget as a share of GDP. Based on the figures for recent years, this is estimated, for the whole period, at 33.1 percent (22.0 percent current and 11.1 percent capital).

The third assumption concerns the education budget, more specifically its share of total government spending (excluding grants). This is usually based on the recent trend or on existing mid-term expenditure frameworks. However, this is more difficult for this ESP, for two reasons. First, COVID-19 has evidently had an impact on the evolution of the inter-sectoral distribution of the budget, with sectors other than education (health in particular) being prioritized. Second, recent data on the share of the education budget in Grenada are not consistent. The statistical digest includes a table on the share of education in the national budget. This moves up and down significantly between 2017 and 2020, with a high of 18.8 percent in 2019 and a low of 7.6 percent in 2020. The main reason seems to be the very large part that went to the category “other.”²

The data for the three most recent years, in Table 5.4, are more consistent. Two points are noteworthy. First, the share of education is significantly higher in 2023 than in the two preceding years. This is not unexpected, for two reasons: the end of the special measures related to COVID-19, and the fact that education is an explicit government priority. As such, 2023 is not an outlier, but rather a year in which the education sector regains its rightful place. Second, the share of education in the capital budget is fairly high in those three years compared to previous years (as far as data can be analyzed), when it was closer to 7 percent.

Based on the different data and these two points, the following estimates for the share of education in the government budget were used for the whole ESP period:

² The following table summarizes these data:

Year	Share of education	Share of “other”
2017	14.9	33.6
2018	18.8	0
2019	7.6	62.8
2020	11.6	42.4

Table 5.4: Share of education in government budget

	2021	2022	2023
Recurrent education budget/recurrent government budget	11.2%	10.6%	15.4%
Capital education budget/capital government budget	8.9%	8.1%	10.8%
Total education budget/total government budget	10.7%	10.0%	14.4%

The arguments for this choice are as follows:

	ESP period
Recurrent education budget/recurrent government budget	16.5%
Capital education budget/capital government budget	7.5%
Total education budget/total government budget	13.5%

The education sector remains a priority. The share of education in the total budget (13.5%) is higher than for most of the preceding 10 years and higher than the long-term average (taking into account the limits of the data set). While several sectors are recognized as priority areas, including health and agriculture, education will be the sector that receives the most government funding in future years.

The needs for recurrent spending are higher than for capital spending. The increases in teacher salaries and the growth of the post-secondary education system (which includes teacher training as well as technical and vocational courses), with the government paying tuition fees for a significant part of the students, feed into recurrent spending. New constructions, which would require much capital spending, are rare because of the demographic evolution. At the same time, as will be covered when discussing the funding gap, a conscious choice has been made not to include much capital spending in the ESP. The main reason is that decisions about the exact implementation of the policy to strengthen technical and vocational education and training (TVET) throughout the education and training system have not yet been made, and these decisions have impacts on capital spending.

Table 5.5 presents the total estimated budget for each year of the ESP, as well as the financing gap.

Figures 5.3 and 5.4 further illustrate the evolution of the funding gap. The total funding gap starts just above 10 percent, remains

above 8 percent until 2027, and then decreases quite quickly. By 2030 (the 2029/30 school year), it is less than 2 percent. Table 5.5 and Figure 3 show clearly that the funding gap is much more significant for recurrent than for capital spending. For recurrent spending, the gap is 10 percent or more for the first four years and is still about 3 percent by 2030. For capital spending, the situation is very different: a surplus is estimated from 2026 onwards and grows in the following years. As mentioned earlier, this surplus can be interpreted as a reserve: its size can guide decision-making about

the specific direction of some policy priorities if that has not yet been fully settled, including, for instance, the emphasis on TVET.

The size of the funding gap for recurrent spending is significant, especially during the first years, but is not excessive. As explained earlier, the high cost of the ESP at its start is the result of a combination of different factors, in particular the increase in teacher salaries, the launch of a new TVET strategy, the expansion of post-secondary education, and the greater emphasis on adult education and special needs education.

Table 5.5: Estimated cost and funding for ESP (million XCD, 2021 prices)

	2024	2025	2026	2027	2028	2029	2030	2031
Recurrent								
Recurrent cost	138.7	142.7	146.5	148.7	149.4	148.8	149.9	150.3
Available recurrent budget	121.8	126.1	130.1	133.8	137.6	141.5	145.5	149.7
Capital								
Capital cost	28.4	29.0	29.7	30.3	30.9	31.5	32.1	32.0
Available capital budget	27.9	28.9	29.8	30.7	31.5	32.4	33.4	34.3
Total cost	167.1	171.7	176.2	178.9	180.3	180.3	182.0	182.3
Total budget	149.8	155.0	159.9	164.5	169.1	174.0	178.9	184.0
Financing gap								
Recurrent (A)	16.9	16.6	16.4	14.9	11.8	7.3	4.4	0.6
<i>in percentage (%)</i>	12.2	11.6	11.2	10.0	7.9	4.9	2.9	0.4
Capital (B)	0.5	0.1	-0.2	-0.4	-0.7	-0.9	-1.3	-2.3
<i>in percentage (%)</i>	1.7	0.5	-0.6	-1.3	-2.1	-3.0	-3.9	-7.3
Total (A+B)	17.4	16.7	16.3	14.5	11.1	6.3	3.1	-1.7
<i>in percentage (%)</i>	10.4	9.7	9.2	8.1	6.2	3.5	1.7	-0.9

Figure 5.3: Comparison between estimated cost and estimated funding of ESP for recurrent and capital expenses

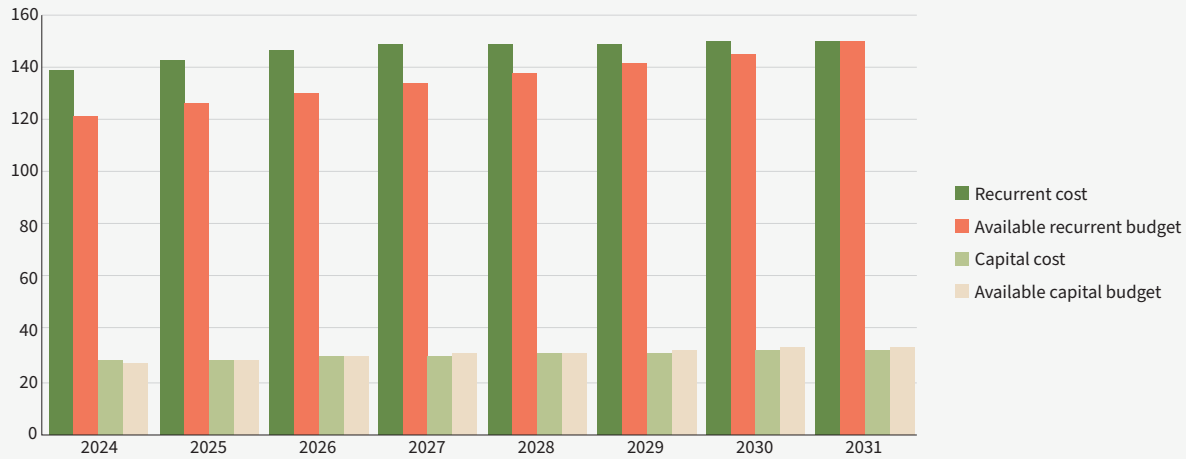
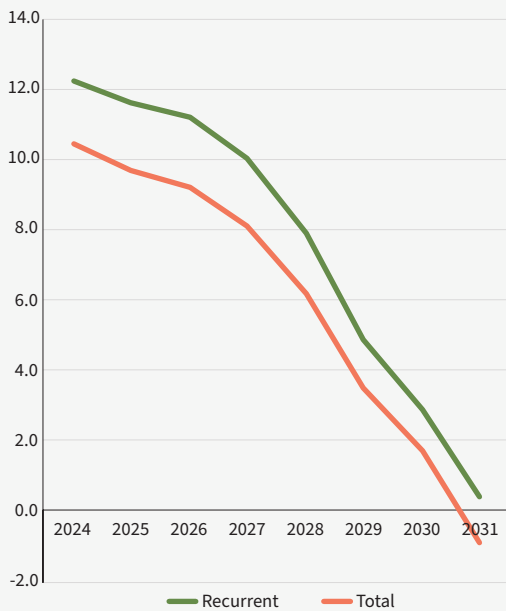


Figure 5.4: Evolution of the funding gap for recurrent and total spending, in percentage



5.3. Resource mobilization strategies

The existence of the funding gap invites a reflection on how resources can be mobilized to fill this gap and achieve the ESP outcomes.

Several resource mobilization strategies are identified.

First, the Ministry of Education will present a well-argued plea for the education sector to receive a greater share of the national budget. One main argument is that the reforms in the ESP are intended to ensure that the education sector contributes more effectively to socioeconomic development and to economic growth. The emphasis on the relationship between education and the world of work is the most evident illustration of this intention. Spending on education can therefore be seen as a long-term investment in the development of Grenada, Carriacou, and Petite Martinique.

Second, the ministry will reach out to private employers to examine together how they can contribute to training in technical and vocational skills through initiatives that are beneficial to the employer and the trainee, supported and regulated by the ministry and the National Training Agency (NTA).

Third, the estimates of available funding for the ESP include only the education budget. However, the Ministry of Education is also the ministry responsible for youth. One priority of the ESP is precisely to ensure that young people, including those who did not complete formal schooling, have the opportunity to be

educated and/or trained, through various alternatives to the formal education system. This is reflected in the fourth priority program, on the development of youth and adult non-formal education. The ministry will organize an internal discussion to examine what share of the ESP cost can be covered through the budget assigned to the Department of Youth. In line with this, the ministry will also examine the possibility of collaboration with and co-funding by other ministries, for program components that are relevant to these ministries. This may be particularly relevant to the Ministry of Infrastructure and Physical Development, the Ministry of Social & Community Development, Housing and Gender Affairs, and the Ministry of Carriacou & Petite Martinique Affairs and Local Government.

Fourth, the ESP will be used as a financial resource mobilization instrument in discussions with development partners. Grenada has in recent years received support from various partners, in the form of loans as well as grants. The ESP is a credible, coherent, and sector-wide plan that is in line both with the national development vision and with regional and international frameworks. It can be a useful guide to development partners to direct their support to specific priorities and strategies, and it helps to ensure that the programs and projects that partners fund fit within the government's vision for the development of education and training. If all development partners are guided by the ESP, this also facilitates harmonization between their interventions and avoids overlap.

One way of reaching out to development partners will be to work with and through the Organisation of Eastern Caribbean States (OECS) Commission. The four countries that have collaborated on the preparation of sector plans (in addition to Grenada, Dominica, Saint Lucia, and Saint Vincent and the Grenadines) all belong to the OECS. A common approach, based on comparable elements in each ESP, may be appropriate for some development partners.

In this context, it is worth mentioning that the Global Partnership for Education, which has funded the preparation of the ESP, can provide financial support for the implementation of a policy or strategy that has been identified by the government as a priority to help transform the education system.

Finally, throughout the ESP implementation, the ministry will work on systematically and creatively identifying options for more efficient and effective spending. The move towards digitalization will undoubtedly have an impact on the cost of different inputs and the outreach of various programs and may translate into more cost-effective interventions.

The mid-term evaluation of the ESP will be an appropriate moment to revisit the cost and funding estimates for the remaining years of the ESP and the impact of these resource mobilization strategies.

APPENDIX:

Assumptions for the development of the simulation model

Below is a detailed list of the various assumptions that have fed into the simulation model to estimate the cost of the Education Sector Plan 2023–30 (ESP) and the available funding. The targets are for 2030 except where indicated otherwise.

Access and participation

- Pre-school:** 100 percent enrollment, with 80 percent public and 20 percent in private
- Primary, from KG to Grade 6:** 100 percent enrollment, no dropout, with 95 percent of students public and 5 percent private; 1 percent repetition rate to Grade 5; 2 percent repetition rate in Grade 6
- Secondary, from Form 1 to 5:** 100 percent enrollment, no dropout, with 95 percent of students public and 5 percent private; 3 percent repetition rate
- At end of secondary:** For girls: 90 percent transition to national post-secondary in 2023–24; 95 percent transition from 2024–25 onwards. For boys: 85 percent transition in 2023–24; 90 percent transition in 2024–25; 95 percent transition from 2026–27 onwards
By 2029–30: 50 percent transition to community college (TAMCC), 10 percent to Centres for Excellence, and 35 percent to skills training centers
- Tertiary:** Skills training centers offer one year of training. Centres for Excellence offer two years of training. TAMCC offer two years of training and a third year to 40 percent of year 2 students.

Staffing

- Pre-school:** 12 students per class; 12 students per teacher
3 non-teaching staff per school by 2028
- Primary, from KG to grade 6:** 22 students per class; 20 students per teacher
5 non-teaching staff per school by 2028
- Secondary, from Form 1 to 5:** 25 students per class; 18 students per teacher
7 non-teaching staff per school by 2028

Average school size

- Pre-school:** 50 students per school/center
- Primary, from KG to grade 6:** 200 students per school
- Secondary, from Form 1 to 5:** 500 students per school

Teacher qualifications and salaries

The constitution of the teaching force (including principals) will be as follows:

Level of qualification	Pre-school/primary/secondary
Graduate I	5.0%
Graduate II	20.0%
Qualified	60.0%
Certificate I	10.0%
Certificate II	5.0%
Other	0.0%

Teacher remuneration is expressed as a multiple of GDP per capita. The averages are calculated on the basis of the recent agreement and apply from 2023 onwards. Teacher salaries increase by 4 percent in 2024 and 5 percent in 2025. Subsequently, they are projected to increase in line with GDP per capita. Growth of GDP per capita is projected to be on average 2.6 percent. Average remuneration of non-teaching staff is 1.60 x GDP per capita.

Remuneration	Pre-school/primary/secondary
Graduate I	1.90 x GDP per capita
Graduate II	1.90 x GDP per capita
Qualified	1.70 x GDP per capita
Certificate I	1.55 x GDP per capita
Certificate II	1.40 x GDP per capita
Other	1.0 x GDP per capita

Teacher professional development

Over the ESP period, every teacher is to be trained once every year (24 hours, including 6 organized by the ministry), costing XCD 100 per teacher trained.

Funding of tertiary

- TAMCC:** Yearly subvention increases by 1 percent + XCD 900 per student (XCD 900 per graduate) with a yearly increase in line with GDP per capita
- Centre for Excellence:** XCD 900 per student (XCD 1,800 per graduate) with a yearly increase in line with GDP per capita
- Skills training center:** XCD 1,350 per graduate, with a yearly increase in line with GDP per capita

Adult and literacy

Increase in recurrent expenditure to XCD 2 million per year from 2024 onwards; held constant in currency

Administration

- Stability in overall staff numbers, with possibility for movement between departments
- Average salaries at 1/75 times GDP per capita, from 2023 onwards
- 100 percent of them to be trained every year, costing XCD 100 per staff member trained, from 2023 onwards

Other cost elements, including capital spending**Preschool (ages three to four)**

1. Other recurrent expenses held constant at XCD 200 per student
2. Capital expenditure held constant at XCD 1 million during the ESP period

Primary (kindergarten to Grade 6)

1. The existing textbook scheme will not be changed. The costs are included in the spending by the ministry.
2. Other recurrent expenses held constant at XCD 200 per student
3. Capital expenditure held constant at XCD 4 million during the ESP period

Secondary (Forms 1–5)

1. The existing textbook scheme will not be changed. The costs are included in the spending by the ministry.
2. Other recurrent expenses held constant at XCD 200 per student
3. Capital expenditure held constant at XCD 3 million during the ESP period

TAMCC

1. No direct capital expenditure. Should be covered through subvention

Skills training centers

1. Capital spending from 1XCD .5 million in 2024 to XCD 3 million in 2030

Centres for Excellence

1. Capital spending from XCD 1.5 million in 2024 to XCD 2 million in 2030

Special education (ages 5–16)

1. 2 percent of total enrolment reserve
2. 80 students max. per school; 10 students per teacher; 10 non-teaching staff per school
3. Average salaries at 2 times GDP per capita for both teachers and non-teaching staff
4. Other recurrent expenses held constant at XCD 400 per student, from 2024 onwards
5. Capital spending from XCD 0.8 million in 2024 to XCD 1 million in 2030

Sector-wide/unspecific

1. Other recurrent expenses held constant at XCD 25,000 per staff member, to cover textbook schemes
2. Capital spending from XCD 16 million in 2024 to XCD 18 million in 2030

