



ENHANCING EDUCATION AND TRAINING IN ST. VINCENT & THE GRENADINES AND GRENADA

CASE STUDY



The issue

Grenada and Saint Vincent and the Grenadines (SVG) share a strong commitment to fostering economic growth, social inclusion, and environmental protection in the region. These nations collaborate closely to address mutual challenges and pursue shared developmental goals, such as increasing competitiveness, enhancing productivity, reducing poverty, and addressing disparities in health, education, and social outcomes.

Grenada is the second smallest independent country in the Western Hemisphere. Its small size, openness, dependence on tourism, and vulnerability to climate change make it susceptible to external shocks. In terms of education, the Grenadian government faces challenges including inadequate school infrastructure, the need to improve the quality of the teaching-learning process, inefficient school maintenance, insufficient support for learners with special needs, underachieving students, and persons with disabilities, and inadequate curriculum offerings.

SVG is a small, open, middle-income economy with limited economic diversification. The economy is predominantly service-oriented with mainly small-scale private sector employers. The government of SVG has prioritized transformative, quality education and continues to address disparities in equitable access to resources across the sector. A primary challenge in delivering quality education is meeting the growing demands for physical learning spaces

SVG is a small open middle-income economy, with limited diversification of its economic structure. The economy is highly service-oriented with predominantly small-scale private sector employers. GOSVG has prioritized the provision of transformative quality education for the population and continues its efforts to redress disparities in equitable access to resources across the sector. One of the primary obstacles to the

delivery of quality education entails meeting the growing demands placed on the physical learning space

The SDF-Backed Projects

Aligned with its Education and Training Policy and Strategy (ETPS), the **Caribbean Development Bank (CDB)** has continuously supported the education sectors of Grenada and SVG through the **Special Development Fund (SDF)**. Under the 8 & 9 cycles of SDF, the focus in Grenada was on supporting primary and secondary education through infrastructure and equipment upgrades and strengthening the capabilities of teaching and administrative staff. In SVG, the projects aimed to provide a high-quality, relevant, and gender-responsive Technical and Vocational Education and Training (TVET) system, along with enhanced infrastructure. The main education projects under SDF 8 & 9 included:

“... The transformation of infrastructure at Barrouallie Government School has been nothing short of life-changing for its community. Thanks to the support of CDB, improvements have been made, including paving the school's courtyard, installing a fence around the premises, and installing an elevator. Paving the yard has had an impact on the well-being of both students and teachers, during the dry season when respiratory issues were exacerbated by dust and during rainy season when children used to have difficult access to school due to the mud. Moreover, the lack of suitable space for physical activities and sports had previously forced students and teachers to walk long distances to appropriate spaces for leisure and sports. However, with the paved court, students now have easy access and ample space to engage in various activities and events right within the school premises.”

**Transformative
Infrastructure Improvements at
Barrouallie Government School**

- Grenada Education Enhancement Project - Phase I (**GEEP 1**)
- Grenada Education Enhancement Project - Phase II (**GEEP 2**)
- Technical And Vocational Education Training (**TVET**) Development in SVG
- Schools Improvement Project in SVF – Phase I (**SIP I**)

In Grenada, the government was facing two development challenges regarding education: restoring and upgrading physical infrastructure, as well as institutional strengthening and capacity building. SDF 8 and 9 therefore financed two subsequent projects: **GEEP 1 and GEEP 2. GEEP 1 focused on the restoration of school infrastructures, whereas GEEP 2 focused on improving training and teaching, and upgrading infrastructure quality.**

In SVG, the projects addressed access, quality, relevance, and institutional capacity challenges in the education sector, particularly in TVET. The interventions aimed to strengthen infrastructure, curriculum, training, and coordination systems to address the underlying gaps and meet educational and economic goals.

These projects in Grenada and SVG are strategically aligned with the respective countries' education priorities and development plans, addressing key challenges in the education sector and focusing on enhancing technical and vocational skills, improving infrastructure, and promoting inclusive and sustainable growth.

Implementation of the projects in Grenada and SVG experienced significant delays, with activities expected to be completed in 2024. Factors contributing to these delays include institutional challenges, operational setbacks, procurement issues, emergencies, and disruptions caused by the COVID-19 pandemic.

The impacts

In Grenada, of the six schools targeted for expansion and rehabilitation in the GEEP 1 project, **construction has been completed in three schools, and designs have been drafted for the remaining three as of March 2024.** Equipment has been purchased for the new constructions. The project has partially achieved its institutional strengthening and capacity-building targets. The design of the school projects that will be built with GEEP II have been delivered.

In terms of changes occurred at the beneficiary level, over the years, Grenada has made **significant progress in reaching several measurable targets** in educational coverage for basic education, achieving universal access to basic and secondary education. CBD with the GEEP projects (especially GEEP I as GEEP II is only starting) have contributed to the enhancement of the education system. SDF 8 and 9 support a total of 10 schools, which represents 10% of the primary and secondary schools of Grenada.

In SVG, the **TVET project** has achieved a high disbursement rate, with outputs including progress in policy formulation, National Vocational Qualifications frameworks and establishment of Sector Advisory Committees (SACs), partial completion of civil works at technical institutes and. Similarly, under the **School Improvement Project (SIP) Phase 1**, outputs have been realized in upgrading school infrastructure across various schools. Civil works, including the installation of partitions, walkways, and drainage systems, have been partially completed, reflecting efforts to enhance educational facilities and environments.

“Technical and Vocational Education and Training (TVET) in St. Vincent and the Grenadines plays a critical role in transforming lives by providing people with valuable economic opportunities. These programmes are highly relevant as they equip students with practical skills and knowledge directly applicable to the workforce. Many of the students are employed at the end of their internship phase of a few weeks in the enterprises.”

How TVET empowers lives in St. Vincent and the Grenadines



In SVG, the **TVET project** has achieved a high disbursement rate, with outcomes including progress in policy formulation, establishment of National Vocational Qualifications frameworks, and the formation of Sector Advisory Committees (SACs). Partial completion of civil works at technical institutes has been achieved.

It was highlighted how, **thanks to CDB support, vocational technical education has been significantly strengthened in the country.** CDB was the first to invest in this area and its support was fundamental in shaping the TVET ecosystem, leveraging resources from other donors and consolidating efforts to make it possible for the country to be an example in the region in this area.

Similarly, **the SIP I project has significantly enhanced school facilities in SVG, including the installation of partitions, walkways, and drainage systems.** A notable example is the transformation at Barrouallie Government School, which has had a profound impact on the community. With support from the Caribbean Development Bank (CDB), the school has seen several improvements. These include paving the courtyard, erecting a fence around the property, and installing an elevator. These upgrades have greatly enriched the educational experience at Barrouallie Government School.

The benefits from these education projects in Grenada and SVG is likely to extend beyond the end of the interventions, thanks to the enduring nature of the activities and strong national support.

“ ...
Also, because there is a high demand for qualified personnel on the island and in the region, they are in high demand.
Moreover, the programmes promote entrepreneurship, TVET empowers students to take charge of their future and create their own economic pathways.
This is evident in the success stories of graduates, such as that of a former student of the Barrouallie Technical Institute's Food and Beverage programme, who established a successful catering service, and another former student who founded a company producing sauces that are now distributed in local supermarkets.”

How TVET empowers lives in St. Vincent and the Grenadines

