

---

# **FINAL REPORT**

## **SECONDARY SCHOOL STUDENTS IN GRENADA: IMPROVING THE ASSISTANCE PROGRAMMES**

*Submitted to:*

**The Ministry of Education  
Grenada**

*Submitted by:*

**Kairi Consultants Ltd.  
Trinidad**

**June, 2003**

---

---

# TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>V</b>
<b>1.0 INTRODUCTION.....</b>	<b>1</b>
<b>2.0 ECONOMIC BACKDROP.....</b>	<b>2</b>
<b>3.0 RESEARCH PROCESS.....</b>	<b>4</b>
3.1 SECONDARY DATA.....	5
3.2 KEY INFORMANTS.....	8
<b>4.0 FINDINGS FROM SURVEY .....</b>	<b>13</b>
4.1 AGE OF STUDENTS .....	13
4.2 FAMILY ORGANISATION.....	16
4.3 POVERTY ISSUES.....	19
<b>5.0 IDENTIFYING AND SATISFYING NEED .....</b>	<b>30</b>
5.1 ASSESSMENT CRITERIA AND INSTRUMENT.....	32
<b>6.0 ELEMENTS OF STRATEGY.....</b>	<b>34</b>
6.1 MEANS TESTING .....	35
6.2 BOOK RENTAL PROGRAMME .....	35
6.3 UNIFORM GRANT AND TRANSPORTATION ALLOWANCES.....	36
6.4 SCHOOL FEEDING.....	36
6.5 INSTITUTIONAL SUPPORT .....	36
6.6 CORPORATE, NGO AND OTHER INITIATIVES .....	38
6.7 SUMMARY.....	39
<b>APPENDIX 1: GRENADA SECONDARY SCHOOL QUESTIONNAIRE.....</b>	<b>41</b>
<b>APPENDIX 2: LIST OF INTERVIEWEES .....</b>	<b>46</b>

---

---

## LIST OF TABLES

Table 3.1: Poverty Estimates by Parish .....	6
Table 4.1: Distribution of Households by Size.....	17
Table 4.2: Distribution of Number of Children for Fathers and Mothers.....	18
Table 4.3: Distribution of Household Facilities.....	19
Table 4.4: Distribution of Students by Mode of Transport to School .....	22
Table 4.5: Textbook Availability .....	23
Table 5.1: Modular Weights .....	33

---

---

## LIST OF FIGURES

Figure 4.1: Year of Birth of Form 2 Students .....	14
Figure 4.2: Year of Birth of Form 2 Students by Sex.....	15
Figure 4.3: Year of Birth of Form 4 Students.....	15
Figure 4.4: Year of Birth of Form 4 Students by Sex.....	16
Figure 4.5: Family Member Living With .....	17
Figure 4.6: Odd Jobs done by Boys During the Week, and by Type of Residence.....	21
Figure 4.7: Odd Jobs done by Girls During the Week.....	21
Figure 4.8: Reasons for Non-availability of Books by Gender .....	23
Figure 4.9: Problems of Boys in Completing High School, and by Type of Residence .....	24
Figure 4.10: Problems of Girls in Completing High School, and by Type of Residence.....	25
Figure 4.11: Major Needs for Completing High School by Gender.....	25

---

---

## EXECUTIVE SUMMARY

The Terms of Reference of this study on *Youth at Risk/Poverty Assistance Programme* require the Consultant to:

- Develop criteria, in collaboration with the Government, to determine the ‘needy’ students at the secondary level;
- Conduct an analysis of the economic background of students at the secondary level in order to quantify the level of access to secondary schools by the poor, including an analysis of the students who benefit from assistance, and a review of the targeting mechanisms used to provide assistance;
- Using the existing poverty analysis that has been done, identify the constraining factors that inhibit the underprivileged from accessing educational opportunities or from benefiting from opportunities;
- Assess the adequacy of the existing provisions for supporting needy students;
- Recommend new programmes or modifications to existing programmes to support underprivileged students at secondary schools.

This project has to be seen in the context of the attempt by the Government of Grenada to achieve universal secondary education in the shortest possible time. With the expansion of secondary education, the number of poorer children who are absorbed in secondary education is bound to increase. The mere provision of a place at secondary level is not enough to ensure their attendance, given the high direct costs of other elements of secondary education.

The country is embarked on the goal of universal secondary education when a substantial part of its work-force lacks the resources to support the private costs of attendance at public secondary schools. The economy is still un-diversified, and the work-force is characterised by low level of skills and training which, in the present conjuncture, leaves its people at the lower level in the international division of labour. This has had implications for its households and in particular for its female headed households who have been particularly hard-done by economic changes that have not created employment commensurate with their need to find employment.

Economic diversification has centered around Tourism, Light Manufacturing, Information Processing and Off-shore Financial Services. Of all of these, it is only in Tourism that there has been some success, but recent international events – September 11 2001 Terrorist Attack and the more recent build-up to, and conduct of the US-Iraqi War - have slowed the growth process.

The country has few options but to promote the development of its human resources which ultimately determines its competitiveness in a global economy where it is the knowledge of the

---

---

work-force that is key factor in production. In that regard, a good secondary education is the foundation stone for international competitiveness.

The research for this exercise has been based on:

- Interviews with key informants in the educational and social services of the country;
- Documentary information and secondary data in official and other reports;
- Primary information collected from a questionnaire administered to students in second and fourth forms in selected secondary schools in Grenada and Carriacou;
- Direct interviews of a small number of students who were identified by the Principals of secondary schools as beneficiaries of particular programmes.

In the event, a sample of 743 students was secured from eleven of the twenty secondary schools in Grenada and Carriacou. While it was not possible to identify the number of poor students on the basis of a clearly established poverty line, the use of certain social indicators still permitted a reasonable approximation of the scale of the problem of students in poverty. It was found that at least 5 percent of students could be living in extreme poverty and about 25 percent or more of students face grave conditions. About the same percentage of students alluded to finance as a major problem in their school career.

There are a few programmes run by the Government, the Private Sector and NGOs, all of which have improved the lot for a significant number of students. However, the quantum and the reach of these programmes pale into insignificance when set against the level of need among students.

Other important findings were the high age of students for their class, the large number of single parent mothers with many children to send the school on very low incomes: 27.6 percent lived with their mothers, and 14.3 percent lived with their mother and step-father. Over one third of students lived in nuclear families of mother and father. Just under half of the students lived in households in excess of five persons. Most students had siblings living elsewhere in Grenada and Carriacou. The 'average' father had parental responsibilities in more than one household. A large number of students have mothers who have children by other men than by their fathers.

The vast majority of parents and guardians in the work-force had low level of skills. The implication is, prima facie, a high possibility that attendance at secondary school by teenagers posed a major challenge for a significant number of households. The direct costs of education are relatively high compared to statutory minimum wages, and there is a high probability that many parents have to subsist on incomes in the region of the minimum wage.

---

---

One of the concerns raised by Social Workers is the fact that there are girls who look to boyfriends to secure support for their education, and in a few cases, are in living-in arrangements with their boyfriends. The sample data do hint at liaisons in a small number of cases. In respect of perceptions of mobility, the vast majority of students felt that they would achieve a higher level of education than that of their parents – at least 88 percent.

On the basis of the criteria used for identifying the poorest students, it has proved possible to develop an instrument that can differentiate among the poor and sets the basis for rationing scarce resources among them. These criteria include:

1. Number of dependents in the household
2. Type of dwelling in which student lives
3. Number of persons per bedroom
4. Number of other students in the household
5. Occupation of breadwinner(s)
6. Income of household, relative to the cost of sending all students to school
7. Other characteristics of household, for example, grand-parents as guardians, distance from school.

Poverty is not uniform and there can be wide differences among the poor. It is necessary for assistance programmes to ensure equitable treatment: this means that those in similar circumstances are treated alike and those in different circumstances are treated in ways commensurate with the level of need. Given the economic prospects for the households of most students, the following seem necessary at the present time, by way of interventions:

- Means Testing, Monitoring and Review
- Book rental;
- Uniform Grant for selected students;
- Transportation Allowance;
- School Feeding at Secondary Level linked to agricultural sector - with meals developed with an eye to local supply;
- Libraries converted to Information Centres and available as home work-centres.
- Other Institutional Support: Counselling
- Corporate Initiatives

---

---

The Government, NGOs, and corporate citizens have developed and institutionalized a number of measures that bring relief to students. However, there is need for more rigorous means testing at the level of Government. There is need for tighter cooperation between the Ministry of Education and the Department of Social Services in particular in fine-tuning of means testing and in the evaluation and review of the eligibility of students.

While there is need to increase the quantum of assistance and expand the reach, there is also need to reorient some programmes, for example, book grants possibly to be substituted by a book rental programme. A major initiative in school feeding linked to domestic agriculture can provide employment and income flows for some of the very parents who lack the money to support their children in secondary school.

Home work centers can provide a learning environment outside the home and allow for the attainment of the major educational objectives. Counseling properly institutionalized in the schools will help students to acquire the appropriate attitude to their educational opportunity. A well managed media campaign can instill new attitudes to parenting and entice more parents and especially fathers, to invest financially and psychologically in and demonstrate greater commitment to, the education of their children. Indeed, there are some wider transformational goals that have to be addressed and which are system-wide and extend beyond the remit of the educational system to the preparation of the society to compete and to adjusting its domestic mores to reduce dysfunctionality at the household level, which has been exacerbated by rapid rural-urban migration.

Meanwhile, failure to address the current needs of students can vitiate the considerable financial investment that the Government has made in expanding secondary education. In putting the youth at risk, the country is putting itself at risk of losing a generation of potential which is needed for transforming for the knowledge economy of the 21<sup>st</sup> century.

---

---

## 1.0 INTRODUCTION

The Government of Grenada has developed a number of programmes to alleviate and reduce poverty in recent years. One important component of its initiative against poverty has been its programme to assist students in primary and secondary schools. There are some considerable number of parents who lack the wherewithal to maintain their children in the educational process. It is well accepted among the educational authorities in Grenada that there is need to achieve greater equity in the distribution of educational resources and, in particular, to ensure that the less privileged students receive the necessary support to permit them fully to avail themselves of the opportunity to participate in secondary education.

Students of poorer homes now have such possibilities as a scholarship programme, welfare assistance and textbook and uniform schemes funded by the Government, as well as programmes provided by a number of corporate citizens and NGOs. There is also the view that the worst performing students at the terminal examinations at the secondary level are those that come from impoverished backgrounds.

The Terms of Reference of this study on *Youth at Risk/Poverty Assistance Programme* require the Consultant to:

- Develop criteria, in collaboration with the Government, to determine the ‘needy’ students at the secondary level;
- Conduct an analysis of the economic background of students at the secondary level in order to quantify the level of access to secondary schools by the poor, including an analysis of the students who benefit from assistance, and a review of the targeting mechanisms used to provide assistance;
- Using the existing poverty analysis that has been done, identify the constraining factors that inhibit the underprivileged from accessing educational opportunities or from benefiting from opportunities;
- Assess the adequacy of the existing provisions for supporting needy students;
- Recommend new programmes or modifications to existing programmes to support underprivileged students at secondary schools.

This project is timely, having regard to the attempt by the Government of Grenada to achieve universal secondary education in the shortest possible time. With the expansion of secondary education, the number of poorer children who are absorbed in secondary education is bound to increase, and thus it is imperative to ensure that their specific needs receive attention and support. Indeed, there will be some number of them, for whom the mere provision of a place at secondary level is not enough to ensure their attendance, given the high opportunity costs of school attendance both to themselves and their parents.

---

---

## 2.0 ECONOMIC BACKDROP

The Project has to be set against the context of the economic transformation that is taking place in Grenada. The country is the throes of economic reorganization. Its traditional foreign exchange earning sectors have been in secular decline in more recent years: the banana industry collapsed long before the European Union was forced to open up its market to bananas from Central and South America in the late 1990s. Grenada was the least competitive among the Windward Island banana producers. Its attempts at agricultural diversification has had limited success to date, with the result that there has been a flight of the population from the rural areas and from agricultural pursuits.

Economic diversification has centered around Tourism, Light Manufacturing, Information Processing and Off-shore Financial Services. Of all of these, it is only in Tourism that there has been some success, but recent international events – September 11 2001 Terrorist Attack and the more recent build-up to, and conduct of, the US-Iraqi War - have had a fall-out effect on the sector.

The other economic sectors have faced considerable competition. Light Manufacturing, in particular, experienced a decline in the 1990s in the face of the rise of cheaper locations in the circum-Caribbean. Given the limited depth of skills, the country has not been able to rise out of the lower levels of information processing, and is uncompetitive with other locations with a lower wage structure and work-force with English language competence.

Thus, it has been the expansion of the physical infrastructure through the Government, by way of loan and grant financing that has helped maintain some level of momentum in the economy. In addition, through its macro-economic and industrial policies, the Government has sought to encourage foreign private investment, and to upgrade domestic industry to face the rigours of a much more competitive and globalised environment.

At the end of the day, the Grenadian economy remains relatively undiversified, offering limited opportunity for the graduates exiting annually from the secondary school system. It has not been able as yet to transform its existing work-force through skills and educational upgrading to engage in the more rewarding areas of the international division of labour.

At the same time, in terms of factor endowment, basic education and literacy have become limited in and of themselves, in a world where knowledge and technological sophistication are the factors that differentiate countries that are competitive from those which are uncompetitive, or which are consigned to competition with countries with hordes of workers with similar preparation like India, China and Pakistan in the context of freer trade of goods and services.

---

---

Grenada has remained dependent on just a few sectors, most performing weakly, for the earning of foreign exchange earnings. Export competitiveness is vital to the survival of very small economies that have to depend heavily on imports for their basic functioning in the modern world. However, because of their size, and their lack of diversification, they remain highly vulnerable to the vagaries of trade.

This does not absolve the country from focusing aggressively on the development of its human resources which ultimately determines its competitiveness in a global economy where it is the knowledge of the work-force that is key factor in production. In that regard, a good secondary education is the foundation stone of competitiveness, therefore.

In the face of all of the trade pressures and trade adjustment effects, Grenada has suffered major reverses from hurricanes and sea surges that have hit its infrastructure and required massive expenditure by way of restitution of essential services at a time when it has to be concerned about *expansion* of the physical and social infrastructure.

The impact of sea-rise and of the greater frequency in hurricanes is a cost that small island states in the Caribbean have had to face as part of their emerging reality. Such handicaps are only now receiving the reluctant recognition on the part of the international community in the designation of Caribbean countries as worthy of *special and differential* treatment in the negotiation of the architecture of international trade in the early 21<sup>st</sup> century.

---

---

### 3.0 RESEARCH PROCESS

There were four main sources of data and information in the conduct of the research exercise for this project:

- Interviews with key informants in the educational and social services of the country;
- Documentary information and secondary data in official and other reports;
- Primary information collected from a questionnaire administered to students in second and fourth forms in selected secondary schools in Grenada and Carriacou;<sup>1</sup>
- Direct interviews of a small number of students who were identified by the Principals of secondary schools as beneficiaries of particular programmes.

The Project was initiated with the conduct of interviews among a number of stakeholders in the educational system. In addition to discussions with certain key personnel in the Ministry of Education itself, personnel in the Ministries responsible for health, social services, and community development were also interviewed. Representatives of organizations known to be important contributors to welfare of secondary schools students were also interviewed.

A questionnaire was developed and administered to students in the second and fourth forms of eleven of the twenty secondary students. The second form was selected since it was likely that students would have settled into their secondary school career by then. Fourth Form, on the other hand, is the penultimate year of their programme, and students would have been able to establish what were the underlying patterns that informed secondary school life, and where major challenge existed.

It is estimated from returns submitted to the Ministry of Education by the schools themselves, that there were just under 9900 students enrolled in secondary schools in 2001 (Statistical Digest). There was a total of 4066 students in second and fourth forms. It was agreed that a target of 800 students distributed over these two forms and over a number of schools in Grenada and Carriacou should be adequate to establish key parameters profiling secondary students in the country.

The process was essentially random with schools selected from different parts of the country. The two secondary schools in Carriacou were included with the result that Carriacou had 9.5 percent of the students in the sample: according to population data, about 7 percent of households in the country are in Carriacou. However, time did not allow for the conduct of interviews with Form 2 students at the Hillsborough Secondary School in Carriacou.

---

<sup>1</sup> The assistance of Ms. Rhonda Oliverre of the Ministry of Education is acknowledged.

---

---

Also, it was not possible to secure the cooperation of the authorities of the St. Joseph Convent in St. Georges, in spite of the best efforts of the Ministry of Education. In the event, a total of 743 students responded to most of the items on the questionnaire.

Attached at Appendix I is a copy of the questionnaire, which was administered directly to the students in their classes. It was recognized at the very beginning that the most efficacious method of securing good data required a question-by-question explanation to the students. Thus, a full class period was allocated to the administering of the questionnaire to each class of students. In spite of that, there were areas where the responses left a lot to be desired. Students invariably did not know much about the income of their parents, and in a few cases, were unclear about the occupations at which they worked.

It has been possible to develop some sense of the socio-economic background of students from the nature of their accommodation, the number of bedrooms in the house in which they lived, and the number of persons in the house. While it was not possible to identify the number of poor students on the basis of a clearly established poverty line, one can identify with some degree of assurance, those students who were having, or were likely to have had some challenge in the course of their secondary school career.

### **3.1 SECONDARY DATA**

Grenada has been the subject of a number of studies in recent years, two of direct relevance to this project. Firstly, there has been the *Poverty Assessment Report* that was financed by the Caribbean Development Bank. Some of the main findings of the report can be adduced here. The poverty level was estimated at 32.1 percent of the population in 1998: the details by Parish can be seen in Table 3.1. The youthfulness of the poor was another feature identified, with over 56 percent of the poor being less than 25 years of age. The poor were more likely to live in wooden dwellings than the non-poor, and to have pit-latrines rather than flush toilets. It was estimated that 12.9 percent of the population was indigent: they lacked the level of income or could not attain the level of expenditure to guarantee a diet consistent with healthy living.

Very apropos the present exercise, as much as 64 percent of the population had no form of educational certification. The country as a whole was found to have a limited human capital stock, based on the level of education attained by the mass of the population. It is a moot point whether the census would have established any significant change in that picture in 2001.

*Table 3.1: Poverty Estimates by Parish*

<i>Parish</i>	<i>Percent of Parish Poor</i>	<i>Parish as Percent of Poor</i>
St. George's	34.4	31.7
St. John's	23.9	10.0
St. Mark's	33.5	4.8
St. Patrick's	35.4	14.0
St. Andrew's	32.9	26.6
St. David's	31.3	9.8
Carriacou	26.8	3.1
Total	32.1	100.0

Source: Poverty Assessment Report, prepared for Caribbean Development Bank by Kairi Consultants and National Assessment Team, 1999

Another relevant study has been the report entitled *Analysis of Public Expenditure and Pro-Poor Budgeting in Grenada*. This study focused on the disadvantaged in Grenada, based on re-estimates of poverty from the earlier study, and based on a *per adult equivalent* method. It sought to identify the absolute poor, the extreme poor and the vulnerable. It corroborated the finding on the youthfulness of the poor – 30 percent of those aged 14 years or less were poor. There was significant urban poverty in St. George's: 25.6 percent of female heads were poor compared to 20.9 percent of male heads.

The study reviewed expenditure on basic social services over the period 1990 to 2000 and found that total expenditure on basic social services fluctuated between a high of 14 percent and 10.3 percent, and on average constituted about 5 percent of GDP over the period. Interestingly, expenditure on Basic Education took up the largest proportion of total expenditure, ranging from a low of 65 percent in 1994, to a high of 88.4 percent in 1996, relative to total Basic Services. In 2000, expenditure on Basic Education constituted 76.9 percent of expenditure on Basic Services.<sup>2</sup> While Basic Education excludes Secondary Education, it should be noted that the sector has been receiving in excess of 20 percent of the Educational Budget for all but one of the years since 1994/95.

In the more recent past, the entire Education Sector has received between 16-18 percent of the national recurrent budget. Unit expenditure at the secondary level in current dollars has increased from EC\$903 in 1992/93 to \$1102 in 2000/01. Given that Grenada, like most OECS countries, has not been subject to high inflation, this increase represents a real upward movement in expenditure. Grenada has been making a considerable effort at education provision, including in the provision of secondary educational facilities, and it is projected that by the end of the present

<sup>2</sup> Basic Social Services were defined to consist of Basic Health (primary health care and family planning services), Basic Education (pre-primary and primary education), low cost Rural Water and Sanitation and Nutrition.

---

---

decade, the country would have arrived at the automatic transition of primary school students to secondary level.

The Ministry of Education has developed a fully functioning Statistical Department, which now provides updated information on many other aspects of the educational system, including on the Secondary Sector. The most recent publication documents the performance of the Secondary School system over the period 1992/93 to 2000/01. The following draws from the *Educational Statistical Digest* of 2002.

There has been considerable expansion over the nine-year period. Enrolment has grown by 37 percent and the number of teachers by 24 percent. This expansion has taken place mainly by the expansion and upgrading of existing plant since the number of schools has increased by only one unit. Yet the expansion has allowed the transition rate from primary to secondary to increase from 41 percent to 46 percent between 1995/96 and 2000/01, net of repeaters at the Common Entrance Examination, and from 51 percent to 76 percent of Grade 6 students. Another significant factor is that the expansion has taken place across all the parishes of the country, suggesting that students in the most remote parts of the country might have experienced improved accessibility of places.

An important parameter on performance is the average age of students by class. The available data on age for class suggest that there is a high percentage of students who are not in the class relative to their age. Unfortunately, the published data show the percentage of students who are either *Under or Over the Age* for the Class, and do not differentiate those who are over the age for the class. However, there is a general consensus that there is a greater likelihood of students being over the age for the class rather than being under the age. The reported statistics show that in 2000/01, between 61 percent and 74 percent of students were either over or under the age for their class over the five forms of the secondary school system.

With a large presence of over age students in a class and in a school, it may be anticipated that drop-out would be a significant issue, especially among male students, for whom there may be a higher opportunity cost in staying in school. Not only have drop-out rates been low – 0.7 percent to 1.1 percent - but there seems to have been little difference between male and female students. It may well be that in an employment constrained economy, the opportunity costs of remaining in school are low to most students.

The data on enrolment by school show that the average size per school has increased by 30 percent. Also, student teacher ratios have increased slightly from 20 to 23. However, there has been some disparity in student/teacher ratios across the system between 19 in Westerhall Secondary, to 28 in Anglican High. The low rate in the former may be explained by the fact that it is a relatively new school. However, there are long established schools like the St. Joseph's

---

---

Convent in St. George's with a ratio of 20 students per teacher.<sup>3</sup> The lowest rates in the country are in Carriacou, which is understandable given the smaller population base of that island.

There are difficulties faced in the system. There has been a feminization of the teaching staff with female teachers increasing in percentage terms from 53 percent to 62 percent between 1995 and 2001. The percentage of trained teachers fell from 38 percent in 1997 to 31 percent in 2001. Indeed, the fall in trained teachers was particularly significant among female teachers – from 42 percent to 30 percent. Graduate teachers fell in percentage terms from 26 percent to 22 percent over the period 1997 to 2001, and while the percentage of males who were graduates remained constant, the percentage of females fell from 29 percent to 22 percent.

In respect of performance at the CXC, and the achievement of four or more passes, there are some limited data for two years 2000 and 2001. There was some improvement between the two years with 50 percent of students gaining four or more passes in 2001 compared to 47 percent in 2000. However, there is still a lot to be desired. In 2000, 83 percent of the schools received less than 66 percent of students gaining four or more subjects. Sixteen percent of the schools failed to get more than 33 percent of passes. In 2001, 72 percent of schools got less than 66 percent of students gaining four or more subjects, and 44 percent had less than 50 percent of students gaining four or more. There is considerable room for improvement in quality.

### **3.2 KEY INFORMANTS**

Open-ended discussions were conducted with a number of officials in the Ministry of Education on the matter of the support provided to secondary school students.

***Text-book Distribution:*** The Ministry of Education has a programme in place for the distribution of text-books to students at the secondary level on an annual basis - the Needy Students Assistance Programme. There are designated centres, at the level of the parish at which students in need can secure their texts in the parishes. The total number of beneficiaries between 1998 and 2002 was 11,857 with 2,762 students benefiting in 2002. It is not clear however, in what way the level of need is established at the distribution centres. It may well be that students merely go to the distribution centers to secure books on the day on which the centers are advertised for a community.

In other words, there seems to be some suggestion that books are available merely for the asking on the part of those who go to the distributions. The only real limitation would then be the availability, relative to the number seeking books. With a grant from the Republic of China on

---

<sup>3</sup> To the extent that the Government provides assistance to this school, it may have succeeded in ensuring favoured treatment in respect of access to resources.

---

---

Taiwan, the Ministry has been able to allocate EC\$500,000 per annum to the provision of School Books and Uniforms.

***School Feeding:*** There has been a long tradition of school-feeding at the primary level dating back to the 1950s. In the more recent past, the Government of Grenada benefited from assistance from the World Food Programme in the reorganization of the programme at the primary level. Kitchens and other facilities have been installed to ensure hygienic preparation and distribution of hot-meals on the premises.

In more recent times, it has been recognized that there is considerable justification for the extension of such programmes to the secondary level as well. However, the Secondary Schools have not had the facilities of equivalent quality to mount such programmes. There have instead been facilities conveniently located on the premises of the school, and operated with an eye for full cost recovery or even with a commercial orientation: these ‘tuck-shop’ facilities provide snacks and even meals to students.

Teachers or the Principal of schools may provide to needy students funds to allow them to purchase meals from the shop. The Principals in some schools have established a fund from which they provide money on request to students in hardship. By and large, though, secondary schools do not have the same type of facilities available at most primary schools engaged in school feeding.

The administrators of the School Feeding Programme and Principals are of the view that conditions have become extremely difficult for a considerable number of secondary students: sporadic employment or lack of full-time employment has hurt households and this has impacted on some students in secondary schools. Nutritional levels have been affected also by emerging behaviour patterns among students. Thus, there is a stigma associated with bringing a lunch-bag to school. Instead, students have a strong preference for purchasing snack food and anything supplied by tuck-shop, which may be less nutritious than meals brought from home, and which cost much more.

To some extent, Principals and School Administrators are prompted to profit from the tendency since there is some profit to be made on the mark-up on snack foods without the hassle of engaging personnel to supply meals on site. This is in spite of the recognition that snack foods are invariably less nutritious than meals that parents may prepare at home.

The complement to this is the fact that students’ sense of standing among their peers is partly conditioned by the ability to purchase items from the cafeteria. Thus, even where nutritious meals are provided by special arrangements for poorer students and in facilities distinct from the tuck-shop, there is a serious aversion on the part of poorer students to avail themselves of such

---

---

services. The Principal of one school adverted to the case of an extremely poor student who routinely sought funds from the Principal to purchase from the tuck-shop, while never taking meals from the facility providing hot meals to poorer students.

The need of Schools to secure funds supplementary to what is supplied by the Ministry of Education has created a proclivity to the promotion and the sale of snack foods that are less nutritious, than the cooked meals. At the same time, there is peer pressure that discourages the bringing of meals from home.

The difficult home conditions of a number of students have prompted a few secondary schools to approach the administrators of the School Feeding Programme with a view to the involvement of their schools. At the present time, only five schools have been involved:

- Happy Hill
- Wesley College
- Grenada Boys Secondary School
- St. Joseph Convent in St. Andrew
- Hillsborough Secondary in Carriacou

The Government provides a grant of \$500 per month per school. The Tuck-shop is usually involved in the initiative, with a cook being deployed from the latter to prepare meals in a separate kitchen, while the other assistant tends the regular tuck-shop operation. A number of schools have been prioritized for assistance, including St. Andrew Anglican and St. Mark's Secondary, possibly in response to measured poverty.

In order not to stigmatise the programme of assistance, some schools attempt to subsidise the students who need lunch by having them secure funds from the Principal's Office, with which they can purchase their lunch from the tuckshop. At Happy Hill, with an enrolment of almost 700 students, at least 35 students have been catered for, i.e., 5 percent of students. In the case of one school – the St. Mark's Secondary – collections made on the occasion of meetings of the Parent Teacher Association provide a fund from which students may be receive an occasional meal subsidy. There are other schools that have been seeking the assistance of the authorities, but the lack of finance poses a problem in universalizing the programme at this stage.

**Health Care:** Health personnel do pay occasional visits to secondary schools. While there is a Health and Family Life Education Programme in the Ministry of Education, there has not been the level of coordination with the Ministry of Health, to the detriment of the programme.

By and large, teenagers are not much involved in preventative care programmes and only go to health clinics when they are ill. An Adolescent Health Survey was conducted recently and provides information useful for the planning of health care among young people. While pregnancies do occur among female students, Principals felt that the incidence had been on the decline in most schools.

---

---

***Social Services:*** The Social Services Department provides assistance to children whose parents cannot send them to school, with resources provided under the Necessitous Fund. The sums may be made available by the Department through the Secretary of a School and may amount to as much as \$100 per month per child, to provide for bus fare and lunch.

In some cases, the money is given to the family rather than the school. In a few cases, sums of up to \$200 per month have been approved for students: students in foster care on the death of both parents as a result of HIV/AIDS have been the main beneficiaries. One student attested to importance of this support: the funding from the Department represented the only reliable flow of money to her single parent mother, whose acute asthmatic condition prevented her from seeking work.

The Department attempts to maintain a strict programme of evaluation and review of beneficiaries. Parents and guardians are required to establish claims for eligibility on an annual basis. The Department lacks the quantum of personnel to supervise though, and there is the view that it may be having only limited success in ensuring that the system is not abused by persons who are not really in need.

The Community Development Department of the Ministry of Youth, Sport and Community Development, may identify children in need of support in the course of its work in communities, and will bring this to the attention of the Social Services Department.

***NGOs and Corporate Sector:*** There are a number of organizations that provide assistance to secondary students. GREDOCA is a well-established NGO and instituted its own Student Assistance Programme in 1987, in response to what it saw as a major need in the society. It will routinely receive in excess of 100 new applications per annum. In addition to monetary assistance for the purchase of books and uniforms, it provides counseling sessions for students and parents.

Indeed, access to assistance is contingent on attendance at the two seminars, one of which is held in February of every year, to motivate students to prepare for their annual examinations. The involvement of parents in some of the counseling sessions is designed to improve the quality of parenting in the face of situation of very young parents who would have had children in their early teens and encounter problems in instilling discipline in their charges.

GRENCODA is sensitive to the decline in the social control that would have been exerted in earlier times by the extended family and by the community. As a result of the denudation of the family structure, and with many households consisting of single mothers, there is need to develop interventions that provide some level of support to the family in an increasing challenging social environment: the pressures include:

- Massive migration that results in children being left with elderly grand-parents;
- Severe unemployment among some groups in the society;

- 
- 
- High poverty levels as the economy adjusts to the fall-out effects of trade adjustment;
  - The increase in the use and trade in narcotics, especially among the youth.

Cable and Wireless has perhaps the most well established and best known programme among the corporate sector contributors and has developed a model that others appear to want to emulate. The company selects twelve students per annum for full scholarships, which entitles students to receive books, uniforms and transportation allowances for the five-year period of their programme, subject to their maintaining certain levels of performance in their class.

Students are selected on the basis of their performance in the Common Entrance Examination and on the recommendation of the Principal of the Primary School that they attended. Students and parents are interviewed in the selection process. Another feature of the programme is that students and their parents are required to participate in counseling sessions that the Company runs. An attempt is made to provide work orientation through holiday employment in the latter stage of the secondary programme.

There are other agencies that have followed Cable and Wireless in the award of scholarships. The National Insurance Board has provided 8 -9 scholarships annually since 1995. The Ministry of Education coordinates requests for funding, and supplies a list of students who have performed well on the Common Entrance Examination. The Board conducts interviews of parents and students and selects the most needy among them.

One feature of the programme is the annual retreat, which students and parents are expected to attend, and at which high level counselors seek to address a range of issues relevant to secondary school students. Another feature of the programme is the requirement that students maintain a grade of at least 60 percent as a condition for the continuation of their scholarship from one year to another.

The Board attempts to distribute the scholarships across the parishes of the country. It avoids direct solicitation from parents by having the Ministry of Education manage the coordination of requests or applications. As much as \$2,000 per annum may be spent on a student. The present expenditure is running at \$43,000 on the forty students who are currently sponsored. As at May 2003, there were some 40 students currently on scholarship.

The Teachers Union did run a scholarship programme up to 1999, which was supported by a Scholarship Fund. This has been phased out and has been replaced by a grant system. Any student whose parent is a teacher and member of the Union, automatically qualifies on passing the Common Entrance for a grant of \$200. This is therefore more by way of a benefit of union membership, rather than a scholarship as such. The Union spends about \$14,000 per annum on the programme with seventy students benefiting. This programme is specific to the teaching fraternity, and so is not really geared to poverty alleviation.

---

---

## 4.0 FINDINGS FROM SURVEY

Data were collected from 743 students at the Form Two and Form Four Levels in eleven schools - two are in Carriacou, four in St. George's or its immediate environs, two in Grenville and the other three in other areas of the country-side. The schools involved were:

- Westerhall Secondary
- Grenville Secondary
- St. Andrew's Anglican Secondary
- Grenada Boys Secondary
- Anglican Secondary School
- Happy Hill Secondary
- Wesley College
- St. John's Christian
- St. Mark's Secondary
- Hillsborough Secondary
- Bishop's High School

Many students attending the schools in St. George's come from rural areas of the country. Two schools – the Grenada Boys' Secondary and St. Andrew's Anglican Secondary - are single sex schools, one male and the other female. Girls constituted 55.5 percent of the sample, and Form 2 students comprised 54.5 percent of the students selected.

### 4.1 AGE OF STUDENTS

One of important features of the data collected relates to the age of students. Students are expected to be at about age 13 in Second Form, and age 15 in Form 4. From the national data collated by the Ministry of Education for the year 2000/01, it was estimated that for the entire system, only about 31 percent of students were in the appropriate form for their age.

In the present study, as much as 36 percent of students in Form Two, were born before 1988, and thus are already 16 years of age. In other words, they are in the latter teen years, and close to being full adults while still in the lower forms of the secondary school system, and will be full adults long before they would have reached the end of their secondary school careers. In respect of Form Four, 28.6 percent of students were born before 1986, and thus were already over 17 years of age.

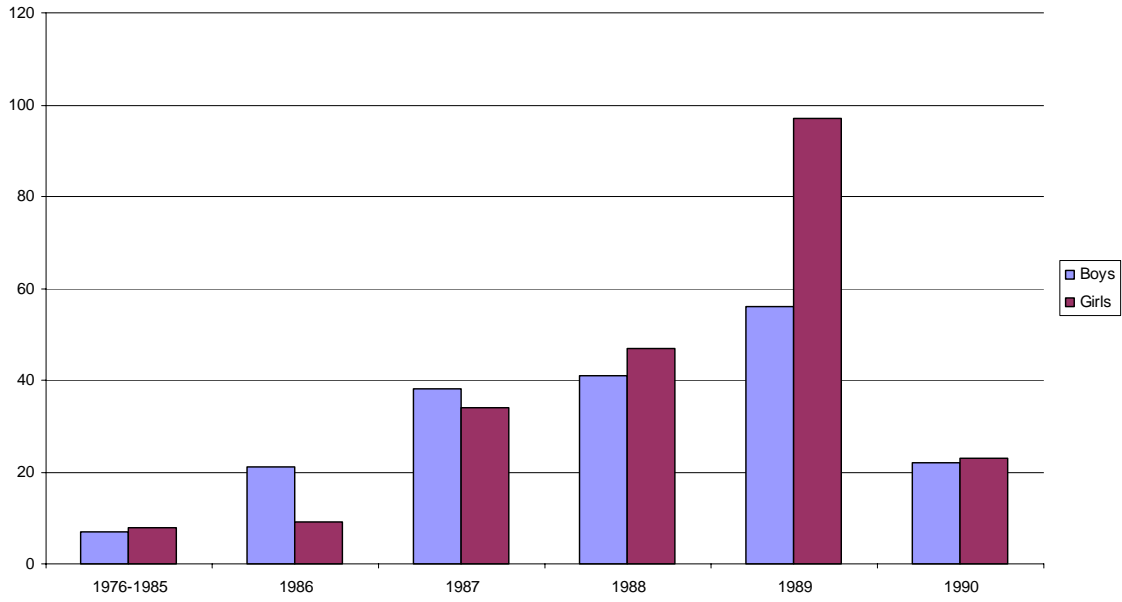
---

Figures 4.1 to 4.4 illustrate the situation by form and by gender. Girls are more likely to be in the class for their age than boys. Interestingly, from neither the national data nor from discussions with the Principals does it appear that there is a high drop-out rate among male students. The opportunity cost of remaining in school does not seem to be high for male students in spite of their age: this may be indicative of the difficulty of the employment market, which if it improves may create a challenge, as older boys may be enticed to seek full-time employment rather than remain in school.

The age of students does pose a challenge for the educational process, especially since many of the teachers at the secondary level are quite young themselves and have turned to teaching as one of the limited opportunities available in an economy that is not very diversified and thus offers a limited number of openings.



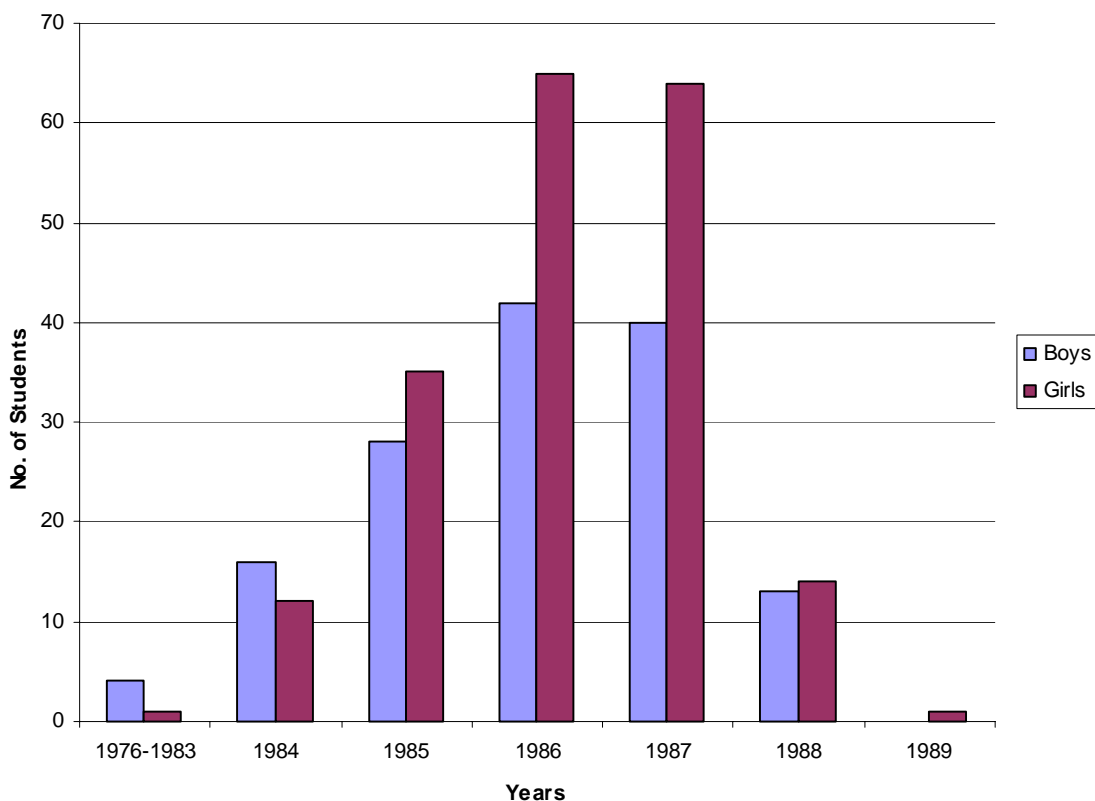
**Figure 4.1: Year of Birth of Form 2 Students**



**Figure 4.2: Year of Birth of Form 2 Students by Sex**



**Figure 4.3: Year of Birth of Form 4 Students**



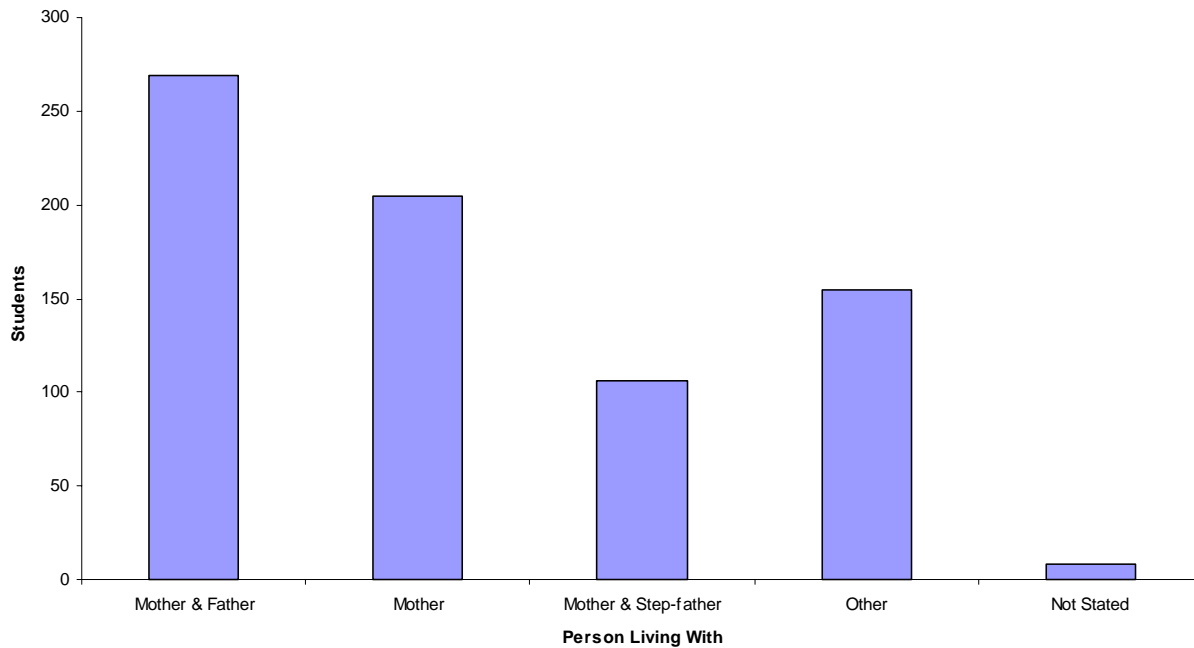
*Figure 4.4: Year of Birth of Form 4 Students by Sex*

## 4.2 FAMILY ORGANISATION

The structure of the home has considerable impact on the educational process. It is well established in the Caribbean Sociological Literature, that many children grow up with single parents, or in households headed by someone who is not their parent. In the present study, 27.6 percent lived with their mothers, and 14.3 percent lived with their mother and step-father. Over one third of students lived in nuclear families of mother and father (36.2 percent): indeed, this was the largest single category. Given high levels of external migration, many students have parents resident abroad: 14.3 percent of students live with a grand-mother, grand-father or a guardian, standing in for an absent parent. Figure 5 illustrates the situation with regard to the parent with whom student lived.

In respect of size of household, just under half of the students lived in households in excess of five persons. However, it should be noted that many of the households headed by persons other than their parents would have been comprised of a range of other relatives than siblings, for example, cousins. Table 4.1 gives a distribution of households by size. Many students alluded to

difficult circumstances at home, which created distraction or disruption in their working at home: it appears that overcrowding was one of the factors here.<sup>4</sup>



*Figure 4.5: Family Member Living With*

*Table 4.1: Distribution of Households by Size*

<i>Size of Household</i>	<i>Percentage</i>
Three and under	11.5
4	18.5
5	21.2
6	14.6
7	13.0
8	8.9
9	5.3
10 or more	7.0
Total	100.0 (731)*

\* Valid number of cases

<sup>4</sup> A frequent comment was about noise at home.

Another important finding is that most students had siblings living elsewhere in Grenada and Carriacou. Only about 25.5 percent of students of the students reporting on the relevant question did not have siblings living elsewhere. If the ‘average’ father were to take his paternal responsibilities seriously, he would have to contribute to children in more than one household. This has to be set against the context that 50.7 percent of fathers have five or more children.

On the other hand, since some 48.2 percent of mothers had five or more children, in a situation in which just 36.2 percent of students lived with father and mother, there is a clear indication that a large number of students have mothers who have children by other men than by their fathers. Table 4.2 provides a distribution of the percentage of fathers and mothers by number of children they had.

**Table 4.2: Distribution of Number of Children for Fathers and Mothers**

<i>Number of Children</i>	<i>Fathers</i>	<i>Mothers</i>
1	3.9	6.1
2	11.1	11.8
3	16.5	17.3
4	17.8	16.7
5	17.6	15.5
6	12.1	10.0
7	7.8	7.3
8 or more	13.1	15.4
Total	100.0 (692)*	100.0 (689)*

\* Figures in parentheses refer to the actual number of valid cases or students answering question.

In respect of the occupation of father, 33.5 percent of fathers reported for were in trades and occupations in construction, and 13.6 percent in elementary occupations. Some 13.6 percent reported for were in professional type occupations. In the case of the occupation of the mother, 44.4 percent of the mothers reported for were in cleaning and domestic work, and 21.4 percent in Elementary Occupations.

The data all tend to suggest that the vast majority of parents and guardians in the work-force had low level of skills. The implication is that low levels of income prevail for breadwinners and their households. Given the considerable complementary costs of secondary education in terms of books, uniforms for teenagers, transportation, and meals, there is, prima facie, a high possibility that attendance at secondary school by teenagers posed a major challenge for a significant number of households, because of the relatively low incomes. Given the large number of single parent mothers, a substantial number of women, have to operate in a labour market that

consigns them to low-level segments, and find themselves having to maintain on their low wages, young adults at high school.

### 4.3 POVERTY ISSUES

**Poverty Level:** As noted above, the lack of direct information on parents' and household income prevented any attempt to develop a poverty line and to assess poverty, on the basis of income or expenditure criteria. In the circumstances, type of dwelling and other household indicators were used to profile poorer students from the data that they provided.

Table 4.3 provides information on the comparative quality of life among students. Seventy-eight percent of those who had no flush toilets lived in wooden buildings as compared to almost 17 percent who lived in homes of brick or concrete. 60.5 percent of those living in wooden dwellings did not have flush toilets, as compared to 10.3 percent of those in concrete or brick homes. Five percent of all students lived in wooden dwellings without flush toilets and in which there were more than three persons per bedroom.

Of those without flush toilets and with more than three per bedroom, 80.4 percent were in wooden dwellings, and some 12.1 percent of those in wooden dwellings did not have flush toilets and had three or more sharing a bedroom. However, most students responding did have electricity – 96 percent – and only 2 percent of students lived in wooden dwellings without electricity.

*Table 4.3: Distribution of Household Facilities*

<i>Type of Material of House</i>	<i>Percentage Distribution</i>	<i>Pipe Borne Water</i>	<i>No Flush Toilet</i>	<i>No Flush Toilet and Three or more Persons per Bedroom</i>
Wood	41.2 (306)	66.4 (85)	78.0 (185)	80.4 (37)
Concrete	52.4 (389)	25.0 (32)	16.9 (40)	4.3 (2)
Other	6.5 (48)	8.5 (11)	5.1 (12)	15.2 (7)
	100.0 (743)	100.0 (128)	100.0 (237)	100.0 (46)

If residence in a wooden dwelling were used as a criterion of possible hardship, then some 41.2 percent of students lived in wooden accommodation. However, if not having flush toilets is used as an index of probable poverty, as much as 25 percent of students lived in wooden houses that did not have flush toilets, and 6.2 percent of students lived in concrete houses that did not have flush toilets. If living in a wooden dwelling without flush toilet with more than three persons per

---

---

bedroom is used as a criterion of *extreme poverty*, then about 5 percent of students could have been in that category.<sup>5</sup>

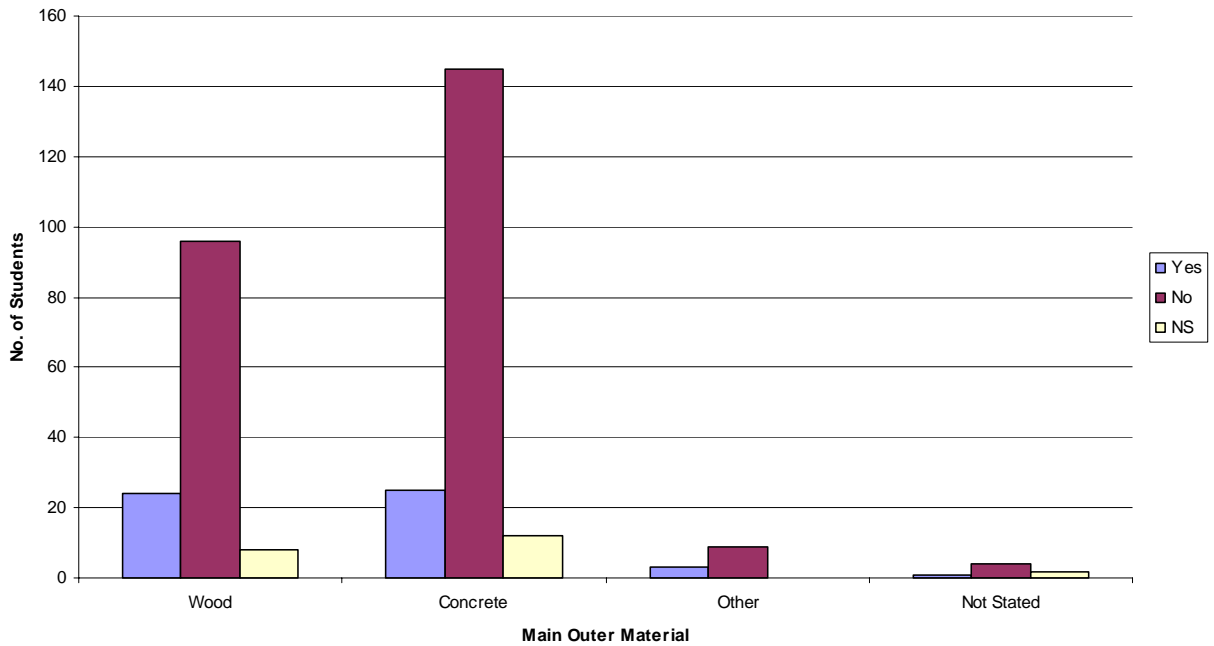
In sum, then, at least 5 percent of students were extremely poor and between 25 percent and 32 percent were living in poverty or in difficult economic and social circumstances.

**Part-time Employment:** Poverty is a factor that may drive students to seek work during the week or more so on week-ends to make ends meet. On the other hand, there may well exist a culture of doing part-time work to earn discretionary income for other needs that students have – eg money for entertainment or for special clothing. Only eleven percent of students did odd jobs during the week. Interestingly, students living in wooden dwellings represented exactly 41 percent of those working at odd jobs which is the same percentage as they were in the population, and forty percent of those working on weekends also lived in wooden dwellings.

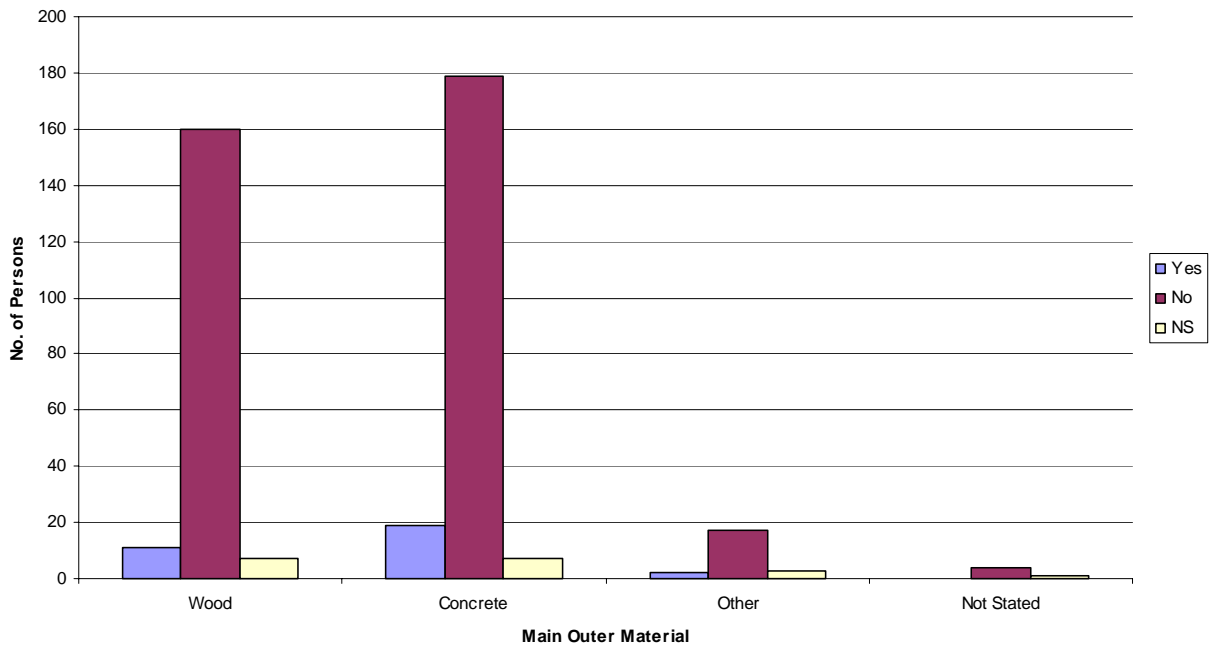
There was a greater tendency for students to work on weekends. More boys worked on weekends and during the week than did girls. This suggests that should labour market conditions improve, given that boys are likely to be older than girls, there is a higher probability that they would drop out before completing secondary school. Figures 4.6 and 4.7 give some indication of the situation regarding part-time employment during the week for boys and girls, with students distributed according to the nature of their dwelling. There may well be general conditions prompting poorer boys to seek to supplement the support they receive from their parents, while at school. It may also be better accepted in the society that boys could work while girls are not expected to do so.

---

<sup>5</sup> This is less than the estimated level of indigence in 1998 or 12.9 percent.



*Figure 4.6: Odd Jobs done by Boys During the Week, and by Type of Residence*



*Figure 4.7: Odd Jobs done by Girls During the Week*

---

---

**Transportation:** With the building, and conversion of schools, there is now some reasonable distribution of secondary school places across the country. However, attendance has involved commuting for more than 75 percent of all students. Transport by bus was by far the dominant form of transport to school. Only 2.0 percent of students cycled to school, and 16.4 percent walked or were within walking distance.

*Table 4.4: Distribution of Students by Mode of Transport to School*

<i>Mode of Transport</i>	<i>Percentage of Students</i>
Private Car	10.0
Bicycle	2.0
Bus	68.8
Walk	16.4
Other	2.8

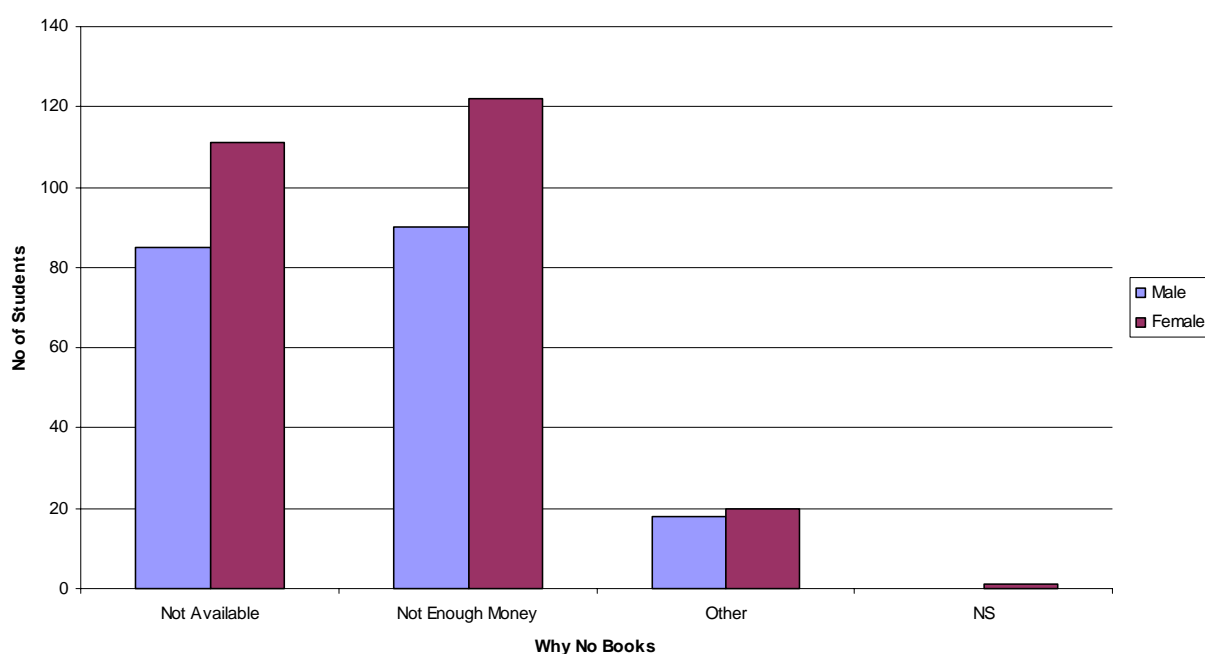
It should be noted that there seems to be a culture of commuting: in other words, there are students who could walk but opted to commute: bus stands as well as buses themselves are locations for congregation of students and minister to their need for affiliation. 77.9 percent of students paid \$2.00 or more per day on transport. Commuting to and from school by bus may well be one area of peer pressure that would dissuade students from walking even if they lived within walking distance of the school.

**Textbooks:** Based on prices that obtained in May 2003, the provision of all the textbooks for Form 2 required an expenditure of some \$380. Not all textbooks have to be changed every year. Thus, it can be assumed that at the lower level, students will have to spend at least 75 percent of this or about \$285, and at the higher level, the figure could mount to some \$400 depending on the choice of subjects.

In the survey, it was found that there were as much as 57.8 percent of all students who did not have all of their text-books for a number of reasons. Of these, 47 percent lived in wooden dwellings: this means that they were the one group *most likely not to have* all their books. Indeed, 56.4 percent of the students living in wooden dwellings who did not have all their books cited lack of money as the main reason, while 33.2 percent of students living in concrete dwellings cited it as the reason for not having all their books. Table 4.5 and Figure 4.8 give a profile of the situation.

**Table 4.5: Textbook Availability**

<i>Type of Dwelling</i>	<i>Percentage</i>	<i>Percentage without All Books</i>	<i>Finance as Constraint in Access to Books</i>
Wood	41.2	47.0 (202)	57.9 (114)
Concrete	52.4	46.3 (199)	33.5 (66)
Other	6.5	6.7 (29)	8.6 (17)
Total	100.0	100.0 (430)	100.0 (197)



**Figure 4.8: Reasons for Non-availability of Books by Gender**

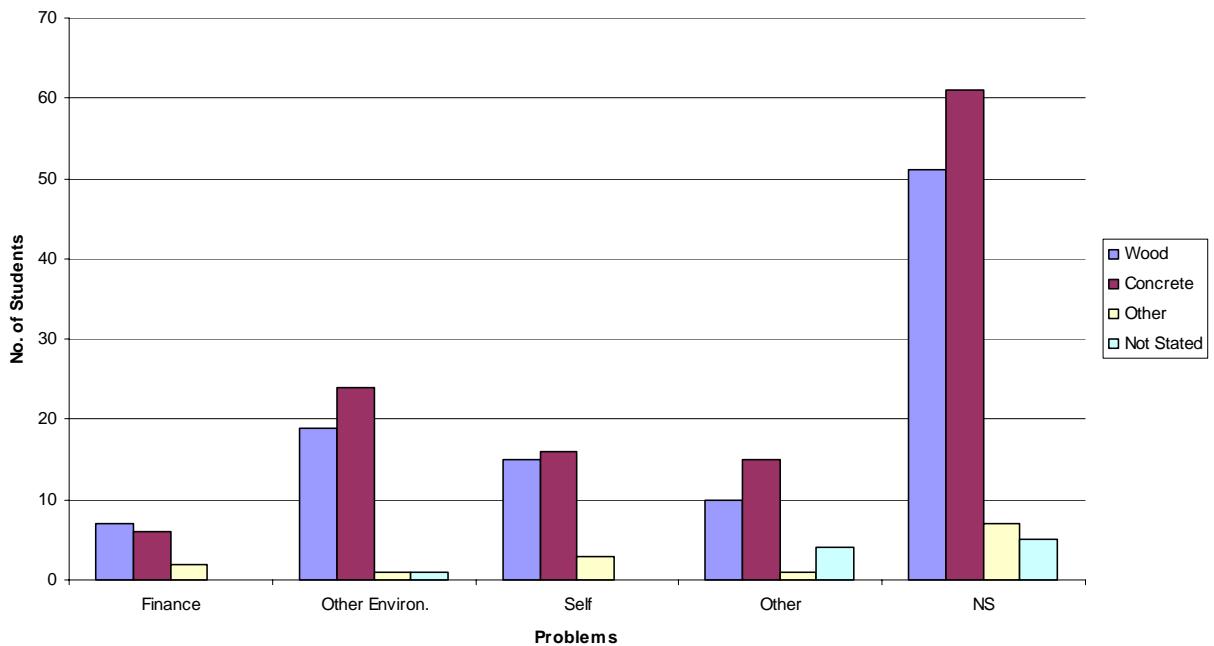
**Support:** The survey did establish that there were students whose parents received help from different sources: 16 percent of students responding so indicated. Some 8.4 percent of students had parents receiving support and lived in homes without flush toilets and seven percent of students had parents receiving support and lived in wooden homes without flush toilets.

As much as 26.6 percent of students had parents not receiving support, and lived in homes without flush toilets and 18.7 percent were without support and lived in wooden homes without flush toilets. In respect of the source of funding, of those identifying the provenience of support,

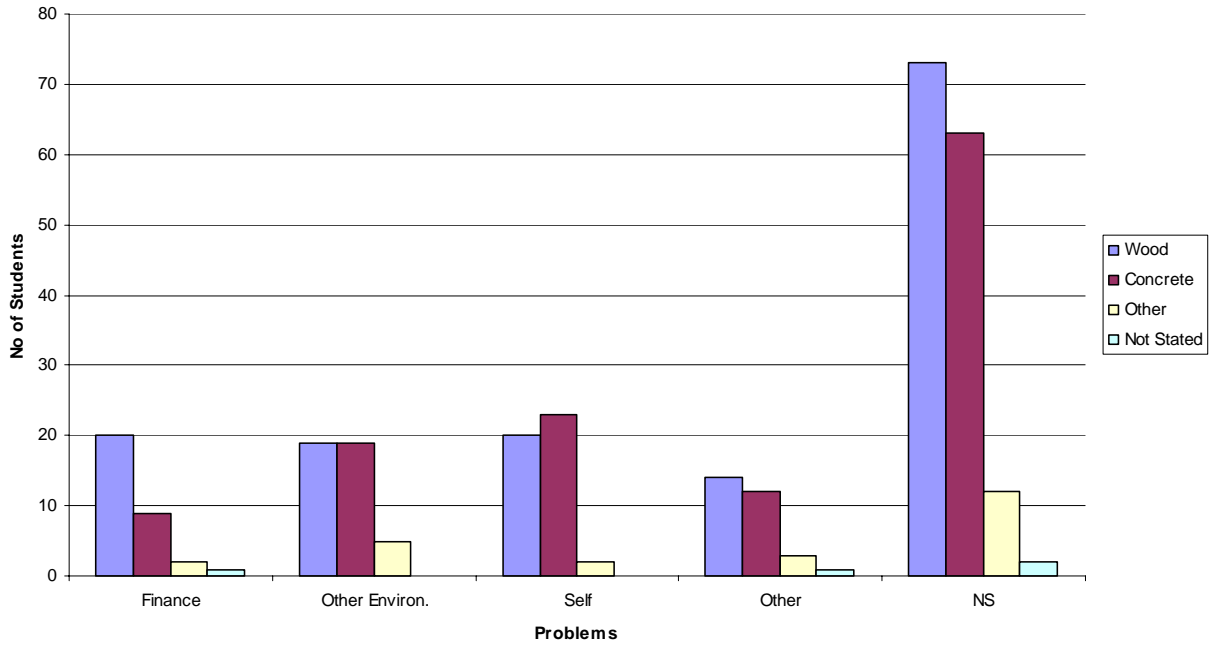
57 percent indicated that the Government was the source while NGOs and other agencies provided for other students.

If only students living in wooden dwellings without flush toilets were regarded as poor and eligible to receive funding from any source, then only 27.3 percent of those eligible was in receipt of some form of assistance. If the absence of flush toilets were used as the criterion, irrespective of the outer walls of the dwelling, then 24 percent of students eligible would have been provided with assistance.

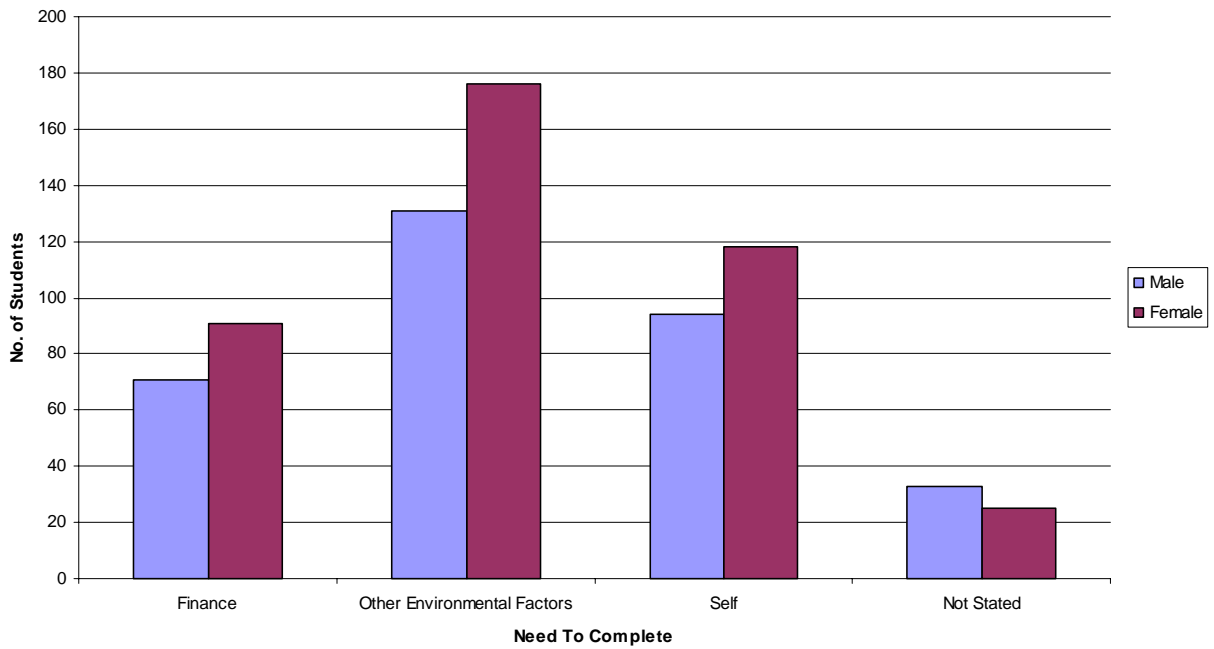
The implication here is that there may well be a substantial level of need to be satisfied among poorer students at secondary schools. If students living in dwellings other than of wood are deemed to be non-poor, then 4.5 percent of students were in receipt of assistance even though, at first blush, they might not have needed it as compared to others. Figures 4.9 and 4.10 give a summary indication of the source of problems for male and female students in different types of dwellings. Figure 4.11 shows that while the home and school environment are significant to students completing their educational career, many have anxieties over finance.



**Figure 4.9: Problems of Boys in Completing High School, and by Type of Residence**



*Figure 4.10: Problems of Girls in Completing High School, and by Type of Residence*



*Figure 4.11: Major Needs for Completing High School by Gender*

---

---

One of the concerns raised by Social Workers is the fact that there are girls who look to boyfriends to secure support for their education, and in a few cases, are in living-in arrangements with their boyfriends. In the sample data, there were cases even at Form Two Level, of female students identifying their boyfriends as a primary source for their daily allowance.

There were girls who indicated that their school shoes and uniforms were supplied by boy friends or men friends. At the level of Form Four, there were also students who indicated living-in arrangements with boyfriends. So far though, Principals have not raised any concerns about any notable increase in pregnancies among students in recent years. Given limited resources in some households, with single mothers with many children, it is possible that some percentage of girls could succumb to dependence on boyfriends for the fulfillment of some of their material requirements while at school.

**Intergenerational Mobility:** One factor that may generate high student commitment is the self-perception of students as to their capacity to secure economic and social mobility. Given limited access to secondary education in the past, many students were likely to be sensitive to the fact that they had opportunities that did not exist for their parents.

In respect of perceptions of mobility, the vast majority of students felt that they would achieve a higher level of education than that of their parents – at least 88 percent. Only 13.6 percent of students did not feel that they would secure better employment than their father. In other words, there is a widespread view, that irrespective of circumstances, most students had superior life chances available to them by reason of the better access to secondary educational opportunities.

**In-depth Interviews:** More in-depth interviews were conducted with 21 students who were known by the authorities in the schools to be in receipt of assistance from some source. In one school, a brother and sister were interviewed together because of the rather unique situation. Altogether, there were twelve girls and nine boys.

Four of the eight girls whose parents were alive, lived with their mother. Four girls had lost their parents. Four of the boys lived with their mothers, while one whose mother was deceased, lived with his grand-mother. One of the students was orphaned and lived in Petit Martinique and had to commute by boat to Carriacou and then by bus to the school everyday. Daily expenditure on transport averaged \$15.00 per day.

Most of the students in receipt of assistance were deserving cases. In none of the cases, did students have parents or guardians in middle-level or higher occupations. However, there were at least four that claimed to live in houses with all the essential amenities. Domestic, unskilled construction workers, care-takers, itinerant vendors and attendants in tuck-shops etc were some

---

---

of the occupations given. Most of the students looked forward to careers in the professions or in semi-professional occupations like nursing, or technical like electrician.

Those supported by Cable and Wireless had all their textbooks, except for the cases where the textbooks were not available. Grencoda, the National Insurance Board, the fund provided by the wife of the Governor-General, and the Ministry of Education were other sources of support identified. In spite of support, there were students who had anxieties.

A girl had recently been bereaved on the death of her mother and was unaware of the whereabouts of her father who was rumored to be a victim of substance abuse. Another area of anxiety derived from living with relatives whose loyalty was suspect. One student felt totally disliked by the aunt who had become the responsible guardian. While the counseling sessions mounted by some of the support agencies were cited, it is unlikely that this was adequate for the needs of students who faced particularly trying circumstances in their secondary school career. Nor was there evidence of much counseling within the school system to address their problems.

---

---

## CASE STUDY ONE

### *Interview with a Mother and Daughter*

- Denise (not her real name) is a girl of 14, and is in Form 1, at a school in St. George's. She lives with her mother, Clara (in her late thirties) who has two other children living at home, both boys and younger than she. They all have different fathers. They live in a one bedroom wooden house that Clara has been able to build on land leased in a location just outside St. George's. Their home lacks amenities although they do have electricity, a television set, and a telephone.
- Clara completed primary school only, has no special skills, and is the sole bread-winner since the all the fathers have gone their separate ways. Relationships with men have brought offspring but not much happiness. In any event, none of the fathers seem to have been engaged in any substantial economic activity to support their children, and Clara does not feel that she should anticipate too much from any of them. She has not had help from the Social Welfare Department.
- Denise receives educational support of one of the key corporate sponsors in Grenada, and is working hard to ensure that she is retained on their list for the receipt of books, uniforms and transportation. Indeed, Denise had not been earmarked initially for sponsorship but someone suggested to Clara that she should approach one of the corporate sponsors, given her impecunious circumstances. She was fortunate to secure help from the organization that recognised that this was a deserving case.
- Clara would not have been able to send her to school without this assistance, which, as generous as it is, requires that she find resources for food and transportation from time to time. She engages in revolving credit from friends and neighbours to deal with her cash needs at times. She has had to pawn all the jewelry that she has had. There are occasions when she has had to keep the other children at home to send Denise to school. She hopes that should Denise do well, she will in turn be able to help her younger siblings to complete their education. Clara apologises to the boys for this, but has had to make tough decisions in the face of their poverty.
- Clara has been working for the last five months and is hoping to become 'permanent' on staff at a hotel. The income is low but it is better than nothing given her situation. She is also toying with the idea of doing something else on the side to try to make ends meet but is not sure what that might be. Meanwhile, she prays to God to be made permanent since, should she lose her job, she has no idea how they will survive.
- Denise has performed well so far and seems highly motivated. She hopes to be able to engage in athletics since she thinks that she has capacity in that area, but does not have the shoes and other necessary equipment. Her career goal is to work in a bank in Grenada.
- Clara is hoping that her son, who sat the exam in May 2003, will be equally successful in securing assistance from the same sponsors. To that end, she has already approached the Principal of the Primary School in the hope that he would put in a good word for her son.
- Meanwhile, Clara has some anxieties in managing a teenage daughter, given the locality in which they live and their difficult social and economic circumstances. She warns Denise never to take free rides from bus drivers, however difficult things may be. She already senses that there are young men in the area who have their eyes on Denise and prays that she would learn from her own (Clara's) mistakes, and avoid getting trapped in dependency on any man. She reminds Denise daily that her education is what will take her out of poverty and that must be her goal.

---

---

## CASE STUDY TWO

### *Daphne and David*

Daphne and David, (not their real names) two siblings attending the same school, have the same mother but different fathers. Daphne is the elder and was born in 1984. She is about to sit CXC. David was born in 1985 and is in Form Four. These two young people live by themselves in a brick house but there is no electricity, no flush toilet and they do not have such amenities like television, telephone and radio.

Their mother left them in the house and went off somewhere else in the country. They have not heard from her since, and have no idea about her whereabouts. She surely does not provide for them, neither does the father of either. They are aware that their respective fathers have other children, and that their mother has had two children who are elder than they and one who is younger. In the words of both young people, 'we take care of one another'. They get assistance from the Social Welfare Department in the sum of \$100.00 per month for the two of them.

Daphne had much difficulty securing money for her examination fee but finally got enough to sit four subjects from donations from various sources. Daphne tries to get cash income by plaiting hair, while David does odd jobs like cleaning and cutlassing in the district.

David intimated that his last purchase of uniforms was done when he received income for a task: he went and bought trousers and a couple of shirts at the same time, which was a major outlay.

Not unexpectedly, they do not have all of their books. They are both sensitive to the idea of getting lunch under the arrangement in place for poorer students. They much prefer having money to purchase directly from the tuck-shop. The Principal of the school is aware of their plight and tries to assist by providing money for lunch sometimes. He credits the young people with special resolve, given that their attendance has been regular and they seem undaunted by their lack of finance, in wanting to learn and make good with their lives.

Daphne would like to be a Nurse, but if she is unable to achieve that goal, would settle for hairdressing. David, on the other hand, would like to be an Electrician. He is convinced that there is good money to be made in this area. For the moment, they continue to be preoccupied with making ends meet, and in continuing to the end of their educational career.

---

---

## 5.0 IDENTIFYING AND SATISFYING NEED

The identification of needy students has become an imperative in the provision of secondary education in Grenada. While economic conditions have remained relatively promising, the underlying structural reorganization that the economy has to undergo with the consequential restructuring of employment is bound to have an impact on many households. Moreover, social norms relating to family life and support are not propitious to the protection of poorer students. Thus, there is need for considerable support for agencies outside the household in treating with the social fall-out effects of the family structure.

One indication of the need is the level of wages at the lowest levels. As noted above, the majority of parents and guardians were in lower level occupations. Given the findings from the Poverty Assessment which showed that the poor tended to be in larger families, to have fewer earners, and thus to display higher levels of intra family dependence, there is every likelihood that many students had parents and guardians who were at best, member of the working poor. Their circumstances would not have allowed them to provide adequately for their charges. The following existing Minimum Wage have been prescribed:

- Shop Assistant – St. Mark’s: \$350 per month
- Shop Assistant – St. David’s: \$375 per month
- Domestic Workers – All Parishes: \$400 per month

In the course of this exercise, there were people encountered who claimed to be working for as little as \$300 per month. The authorities in the Ministry of Labour recognise that they lack the machinery effectively to monitor compliance by employers on the provision of the Minimum Wage. Thus, many of the lowest levels of workers may have been in receipt of incomes closer to \$300 per month than to the stipulated minima.

The survey conducted for this exercise has established that at least 5 percent of students were extremely poor. Between 25 and 32 percent of students could be in need of some form of support, the exact nature of which could only be established from rigorous assessment.

If one were to assume an enrolment of 10,000 students at the secondary level, and as much as 25 percent may be in need of support for the purchase of text-books, then there are some 2500 students that may require some level of support.

At least 1250 students could be in absolute need of support for the purchase of textbooks and for other requirements of secondary school. If the present allocation of EC\$500,000 were made available to these students alone, the per capita grant would have been EC\$400 per annum.

---

---

This allocation has to be set against all the costs involved in school attendance, which consist of the following items for which cost estimates have been developed:

- Books and Other Educational Supplies: \$300
- Uniforms and Shoes: \$150
- Transportation: \$540
- Meals: \$540

It is assumed that the majority of students commute to school and purchase meals at school. An allocation of \$2.00 is made for transport and similarly for meals at school. It is assumed also that only some part of the school uniform is replaced annually, so that in the year in which shoes are bought, not much else is acquired. It is assumed too that the school year consists of 270 effective days of school attendance.

On these assumptions, a total of some \$1530 or more would be required for the typical student. This means that the annual costs of maintaining a child at secondary level equates to some 36 percent of the wage of a worker receiving the statutory minimum wage. A single mother as parent on minimum wage would be hard-pressed to send the student to school, let alone if there were other siblings to be maintained at school. The situation is far worse for workers who fail to achieve even the statutory minimum.

On the assumption that at least 5 percent of students are extremely poor and that enrolment is just about 10,000, then 500 students would need a total of \$765,000 if they had to be provided with all of the supports listed above. This sum is more than fifty percent above the allocation of \$500,000, which is currently allocated to help needy students through the Ministry of Education.

At the present time, the Ministry of Education is the main agency involved in identifying students in need. The Principal of the Primary School makes recommendations to the Ministry in respect of students to receive scholarships from Cable and Wireless and from the National Insurance Board, and for the receipt of books from the Ministry, in the case of those who do not receive scholarships. In August of the respective year, the Ministry distributes books through distribution centers.

While there is a prescribed form that is used which seeks information on size of family and income, there is no arrangement in place for the Ministry of Education to establish the authenticity of the claims. While students may be recommended by the Ministry of Education to agencies like the National Insurance Board and Cable and Wireless, the latter conduct an extensive interview process before providing assistance. Grencoda also conducts its own needs assessment in providing assistance. It seeks to relate its contribution to the need of students and the resources it has available to it.

---

---

Clearly, the Ministry of Education has a major role to perform in identifying students in need of support. It seems however, that there is need for its work to be buttressed by the support of the Department of Social Services in particular, whose operations in the community allow it a better sense of the level of need experienced by students. In other words, there is need for case work and documentation thereon on the part of the Department of Social Services. The Ministry of Education is not equipped to discharge this function. Moreover, since conditions change over time and during the school career of a student, proper monitoring is surely required to ensure that only the most deserving are in receipt of assistance at any point in time and that the quantum of support is tailored to the nature of need, given the limited resources available to the Government in this regard. Again, while there is some limited review conducted every year by the Ministry of Education, there is little likelihood that its procedures are discriminating enough to establish when students can graduate out of the assistance.

## **5.1 ASSESSMENT CRITERIA AND INSTRUMENT**

The objective in the development of criteria for assessing student needs is, in the final analysis, to target students who need support most and to ensure that benefits are denied to any who can be provided for by their parents and guardians. In establishing the needy in 2003, the following seem to be the immediate pointers:

1. Number of dependents in the household
2. Type of dwelling in which student lives
3. Number of persons per bedroom
4. Number of other students in the household
5. Occupation of breadwinner(s)
6. Income of household, relative to the cost of sending all student to school
7. Other characteristics of household, for example, grandparents as guardians, distance from school.

These criteria can be encapsulated in an instrument that allows for the equitable treatment of students in the allocation of assistance and for the rationing of resources given that Government is already making a considerable allocation to education. The following model allows for the systematic assessment of cases by applying a weighting system. Clearly, value judgment is inevitable, but systematic application of certain criteria can ensure some degree of rationality and permit of transparency and accountability over time and space.

The differences in scores can be the basis for providing different allocations to students based on the level of need. Thus, there will be students who will qualify for the maximum grants that the Government is prepared to allocate, while those with less acute needs can still access some assistance. In other words, it becomes possible to differentiate among the poor since the level of

poverty varies among the poor. Moreover, there is a rational basis for rationing scarce funds. The higher the score of a household of a student, the greater the need for resources. There will be need to establish as well, where because of the number of students, a household is already the beneficiary of assistance from the State or other sources. This can only be established through case-work on the potential beneficiaries.

**Table 5.1: Modular Weights**

<i>Assessment Item</i>	<i>Weight or Score</i>
No. Students in Household as ratio of No. Earners in Full-time Employment	
No. Dependents in Household as ratio of No. Earners	
Three times annual costs of all Secondary Students in Household over Total Income of Household <sup>1</sup>	
Occupation of Head of Household <sup>2</sup>	
No. Persons per Bedroom	
Type of Dwelling <sup>3</sup>	
Household Structure <sup>4</sup>	
Total	

<sup>1</sup>Let x be student costs and y income, then x more than y = 3, x approximately equal to y = 2, and x less than y = 1

**<sup>2</sup>Occupation of Head Of Household:**

- 1 – Professional, Technical and Administrative
- 2 – Other workers
- 3 – Workers in elementary and unskilled categories

**<sup>3</sup>Type of Dwelling:**

- 1 – Brick House with Flush Toilet and Electricity
- 2 – Brick House with Electricity but without Flush Toilet
- 3 – Wooden House with Electricity and Flush Toilet
- 4 – Wooden House with Electricity but without Flush Toilet
- 5 – Wooden House without Electricity and without Flush Toilet

**<sup>4</sup>Household Structure:**

- 1 – Father and Mother living together
- 2 – Mother and Step-Father living together
- 3 – Living with Mother
- 4 – Living with Other Relatives

Given the nature of the criteria to be applied, while Schools will have a role in identifying students for possible assistance, the Department of Social Services will have the prime responsibility for the **case work** relating to each student with potential need. The Ministry of Education and the Department of Social Services will have to work together in fine-tuning the modalities of the intervention to be supported by resources of the State. Moreover, their work should prove useful in providing advice to corporate and NGO agencies that are amenable to the provision of assistance to students. They will be required to share a data base and information on their clients, but with the Department of Social Services being responsible for the collation of the case work information collected from visits to homes, from interviews, and from other sources.

---

---

## 6.0 ELEMENTS OF STRATEGY

The quantum allocated as support students in secondary education seems inadequate at first blush both in terms of the quantum allocated per student in need, and in terms of the number of students that are likely to be in need. There is need for some coherence in strategy. Students who perform well, should be rewarded by the scholarship programme funded by such institutions like Cable and Wireless. This ensures that the appropriate signal is sent relating to the rewards of academic excellence.

On the other hand, the fact of need should be treated directly through a system of means testing that establishes requirements of students subject to such stipulations as regularity of attendance, punctuality and observance of school rules. Students should not be denied access to some funding because they are not brilliant. Given the economic prospects for the households of many students, funding may be a sine qua non of attendance. In the circumstances, the following seem necessary at the present time:

- Means Testing and Review;
- Book rental;
- Uniform Grant for selected students;
- Transportation Allowance;
- School Feeding at Secondary Level linked to agricultural sector - with meals developed with an eye to local supply;
- Libraries converted to Information Centres and available as home work-centres;
- Other Institutional Support: Counselling; and
- Corporate, and NGO Initiatives.

Social and economic support for students transcends the education system and requires an intervention that extends outside of the school. As noted before, a clear collaboration has to be institutionalised between the Department of Social Services and the Ministry of Education, in this regard. The former is already very sensitive to its responsibilities in administering the Necessitous Fund. There may be need for the Ministry of Health to be included as well in this collaboration. The necessary protocols will have to be established. It is anticipated that there will be at least quarterly meetings among these agencies and that the Department of Social Services and the Ministry of Education will develop the hardware and software interface to permit of the free flow of information on the case-work deriving from the Secondary Education System. The collaboration between these two institutions, and among maybe others, seems the most appropriate way forward. Instead of the creation of a new institution, there is need to

---

---

institutionalise a new arrangement among them. There may be need however, to expand the staff, especially of the Department of Social Services, which will have additional responsibilities vis-à-vis case work relating to the educational system.

## **6.1 MEANS TESTING**

The discussion above has already adverted to the need for more careful means testing and for regular reevaluation of students to establish their eligibility. This requires an approach comparable to zero-based budgeting. While most students may have to be supported throughout their school careers, there is need for their eligibility to be subject to review. For example, the Principal and Teachers of schools may identify students who may need help. The information is passed to the appropriate authority in the Ministry of Education for forwarding to the Department of Social Services and for follow-up and discussion between them and possibly, where necessary with the Ministry of Health. In any event, it will be necessary to avoid creating an entitlement programme, simply because it was necessary for a student to receive support at some stage of his/her educational career.

Once a student has been identified for assistance, it may be useful to enjoin both students and their parents to observe certain requirements in the continued receipt of assistance. It is possible that when students and parents have to commit themselves to clear guidelines, the receipt of assistance will be treated with greater seriousness.

## **6.2 BOOK RENTAL PROGRAMME**

The distribution system operated by the Ministry should be overhauled and substituted by a book rental programme. Firstly, it is possible that there are students who turn up for the book distribution at distribution centers who are not necessarily the most needy of students. In other words, some of the expenditure that may be allocated on books to those who are not the most needy, might have been better applied to students who need other types of assistance in addition to books like transportation, uniforms and meals. Thus, there is an element of entitlement that now applies beyond what the Government would have desired.

A book rental programme can create some level of discipline in the system. Students who can afford will continue to purchase their own books. Poorer parents who have to spend on books in any case, can now rent at a fraction at the cost, and part of what might have been their annual outlay now becomes caution money against poor usage or loss of text. Protection of caution money becomes critical to the student and the parent, for books to be secured in subsequent years of the programme. Under the book rental programme, there is greater likelihood that most students would have access to the required textbooks at any point in time. It will be possible to exempt the poorest of the poor, based on the information collected by way of case-work records.

---

---

### **6.3 UNIFORM GRANT AND TRANSPORTATION ALLOWANCES**

Clearly, there is a substantial percentage of the student body in schools for whom the provision of uniforms and transport pose a major challenge. Finance was a problem for some 27 percent of students. The Department of Social Services provides support to some students by way of transport and for meals. It should be allowed to extend coverage to students in need of uniforms. It can be expected that at least half of the uniforms will be in need of replacement annually.

Moreover, there should be greater flexibility in respect of the administering of the programme. It is not clear as to what is considered walking distance in Grenada, but there may well be situations where students seek to commute over distances that they should walk.

### **6.4 SCHOOL FEEDING**

Given its agricultural potential, and present state of transformation, Grenada would be well advised to exploit the opportunity for creating a stimulus to its agricultural sector by a school feeding programme that is fully articulated with the sector. Most observers are convinced about the need for it to resuscitate the agricultural sector, thereby contributing to the creation of employment, to income generation and to saving on foreign exchange earnings.

The fact that it is a net food-importing country does not absolve it of the need to produce for more of its requirements. It has just recently secured the approval of the WTO to increase duties on imported chicken. There is fish and other animal protein that can be sourced from domestic agriculture and the expansion to satisfy a school feeding programme may allow the country to address more efficiently the needs of another sector – the hotel industry.

There will be need to induce a shift from the tuck-shop model in which most of the supplies are imported snack foods and processed drinks to one in which there are local fruit juices and meals prepared according to standards set by Nutritionists in the Ministry of Health.

### **6.5 INSTITUTIONAL SUPPORT**

One of the underlying premises of this project is that the achievement of the objectives of the educational system is contingent on supports that lie outside of the class room. In the discussions with students and from their own responses to the questionnaire, a number pointed to their difficult home situation that militated against their performing at their best.

There are just a few libraries open to the public. The time may have come when the Government should consider developing a network of libraries as information centers that may also serve in a

---

dual role as home-work centers. If well distributed across the country with convenient opening hours, students may well be able to do their studies in such locations.

---

---

The costs of operating such facilities will have to include some level of security to ensure orderly usage but the benefits are likely to exceed the costs by far. The expansion of secondary education has resulted in a readily apparent drop in standards. There is need to provide students with the opportunity to compensate for poor teaching by a mechanism that allows them to engage in their own upgrading.

Another area of necessary institutional support relates to the need for counseling services in the schools. There are many students apparently in need of the services of counselors who can help young adults to manage a difficult period of their lives in the midst of economic hardship. It is alleged that there may even be emerging problems of truancy which may have to be addressed by the provision of school attendance officers.

## **6.6 CORPORATE, NGO AND OTHER INITIATIVES**

Institutions like Cable and Wireless and the National Insurance Board have made an important contribution by providing support to many students who may not have been able to avail themselves of the opportunity of secondary education otherwise. However, there is a limit to what such institutions can do to alleviate poverty.

In the conduct of the exercise, there is enough evidence to suggest that irresponsible parenting is a factor in the difficulty faced by many students in the course of their careers. Fathers have been the main culprits. Discussions among corporate executives have revealed that there may be need to mount a programme that addresses the root cause of indifferent parenting.

A small budget allocated to a media campaign to instill more responsible attitudes may well improve the level of investment that fathers make in their children. A well-known personality like Paul Keens Douglas can be commissioned by Cable and Wireless and the National Insurance Board to develop appropriate material that addresses the issue both subliminally and frontally.

NGOs like Grencoda have also made a sterling contribution by way of assistance. There is need for stimulation of initiative on the part of Past Student Associations. While the level of voluntarism in society cannot be mandated, high profile actions by the few may indeed result in considerable collective action.

There are many well placed Grenadians in North Atlantic countries. Through the Embassies and other means, it may be possible to get many to contribute to a Secondary School Student Assistance Programme, that may be extended to Post-Secondary and Tertiary Education. While it is advisable that the Government should not be directly involved, it can play a role in the stimulus, through facilitation of a special Charter. Such organizations like the Rotarians and the Lions may be prompted to take charge of some such fund. Also, the Fund run by the wife of the

---

---

Governor General may be seen as arms length enough of the Government to fulfill the same purpose, and attract wide support under certain conditions.

A more mundane but no less effective strategy is the encouragement of Big Brother and Big Sister Organisations through which young adults of both genders can secure advice and counsel from persons who could act as role models and can help them to steer a purposeful course in their secondary education careers. The rapid social change in society has weakened the social controls previously exercised by the village and the surrounding community, as well as the support system they provided. Many of the students in an impersonal questionnaire seem to be crying out for help. The challenge is to provide it, in the context of the social change taking place in the society.

The measures above can be complemented by an attempt to induce culture change in parenting, and in the inculcation of a value system that gives due recognition to the role that education and training can play in the improvement of the life chances of most of the population in a society that has to invest heavily in education and upgrading at the macro level and at the individual or psychological level. Indeed, the requirements of economic and social transformation are more effectively satisfied by an ideological and philosophical shift in the mass of the population.

This gets at the heart of the challenge of parenting and of the avoidance of misplaced priorities which prompt many of the poor to make the wrong choices in the allocation of personal expenditure. Clearly, the employment creating capacity of the economy and more so, its ability to provide jobs to women have considerable significance for domestic arrangements at the household level, and for the support available to students. In that regard, the school system and the secondary school system in particular are merely the outward visible manifestation of the wider societal issues.

## **6.7 SUMMARY**

As Grenada expands secondary education in the midst of the economic restructuring of its economy, a sizeable number of parents lack the resources to support their children who are winning secondary school places in larger number. This has meant that the considerable financial investment that has been made by the Government runs the risk of being rendered nugatory by the lack of resources at the household level.

This project surveyed a substantial cross-section of students and found that poverty is a fact of life for large numbers of students. Many lack essential textbooks. While it was not possible to establish the extent to which poverty has resulted in retardation of progress, with many students, especially boys, being much older than the expected age for their class, poor student performance may be partly the result of impoverishment and the inability of families to support students

---

---

financially and in spirit. There is also evidence that some small minority of girls have developed liaison with boy friends and men friends partly to secure support, and there are even cases of students in living-in arrangements with young men.

The Government, NGOs, and corporate citizens have developed and institutionalized a number of measures that bring relief to students. However, there is need for more rigorous means testing at the level of Government. There is need for tighter cooperation between the Ministry of Education and the Department of Social Services in particular in fine-tuning of means testing and in the evaluation and review of the eligibility of students.

The allocation by Government, NGOs and by the Corporate Sector seems inadequate to the level of need that may exist. However, while there is need to increase the quantum of assistance and expand the reach, there is also need to reorient some programmes – for example, book grants possibly to be substituted by a book rental programme – and to employ other initiatives that treat with the problem at its foundation. School feeding linked to domestic agriculture helps to provide employment and income flows for some of the very parents who lack the money to support their children at the secondary level.

Home work centers provide a learning environment outside the home and allow for the attainment of educational objectives thereby reducing present wastage of large numbers who fail to secure passes. Counseling properly institutionalized in the schools will help students to acquire the appropriate attitude to their educational opportunity. A well managed media campaign can instill new attitudes to parenting and entice more parents and especially fathers to invest financially in, and demonstrate greater commitment to, the education of their children.

Failure to address the current needs of students can vitiate the considerable financial investment that the Government has made in expanding secondary education. The country cannot afford to risk losing a generation of potential that is needed to transform itself for the knowledge economy of the 21<sup>st</sup> century.

---

## **APPENDIX 1: GRENADA SECONDARY SCHOOL QUESTIONNAIRE**

--	--	--	--	--	--

# GRENADA SECONDARY SCHOOL QUESTIONNAIRE

1. In what year were you born? 19.....
  
2. Gender:  
Male  Female
  
3. Are both your parents alive?  
Yes  No
  
4. If No to 3 above, which one is deceased?  
Mother   
Father   
Both
  
5. Which specifically applies to you?  
Live with Father and Mother   
Live with Father   
Live with Father and Step-mother   
Live with Mother   
Live with Mother and Step-father   
Live with Grand-Mother   
Live with Grand-Father   
Live with Guardian   
Specify who is Guardian.....
  
6. What is the occupation of your Father? .....
  
7. What is the occupation of your Mother? .....
  
8. What is the occupation of your Guardian if you live with a Guardian? .....
  
9. How many people reside in the house where you live? .....
  
10. Of all the persons living at home, how many are working for an income currently? .....

- 
11. How much income does the entire family receive on a monthly basis? .....
  12. Who is the head of the household? (eg Mother, Father) .....
  13. How much income does the head of household receive monthly?.....
  14. How many Brothers ..... Sisters.....and other children of school going age..... live at home with you?
  15. How many children in your home currently attend school in Grenada:
    - Pre-Primary Level .....
    - Primary Level .....
    - Secondary Level .....
    - Community College.....
    - Other (Specify).....
  16. How many Brothers .....and Sisters..... do you have living elsewhere in Grenada and Carriacou?
  17. What number are you in the children of your mother? (eg. 1<sup>st</sup>) .....
  18. How many children does your father have? .....
  19. How many children does your mother have? .....
  20. What is the main material of the outer walls of your home?
    - Wood
    - Concrete
    - Galvanised Sheets
    - Other (Specify) .....
  21. How many bedrooms are there in your home? .....
  22. Identify which applies to your home?
 

Pipe-borne water in house	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Electricity in house	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Flush toilet in house	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Television	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Telephone fixed line installed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
  23. How far is this school from home in miles? .....
  24. What is the main means of transport to school?
    - Private car
    - Bicycle
    - Bus
    - Walk
    - Other (Specify) .....

- 
25. How much does it cost to travel to school on a daily basis?.....
26. Do you get an allowance daily?  
 Yes  No
27. If yes to the last, from whom, and how much per week?  
 Parents   
 Guardians   
 School   
 Other (Specify) .....
28. (a) Do you do odd jobs for money during the school-week?  
 Yes  No
- (b) On weekends?  
 Yes  No
29. If yes, to any part of the last question, how much do you earn on average per day?  
 (a) During school week.....  
 (b) On weekends.....  
 (c) What kind of work is it? .....
30. Do you have all the required text-books?  
 Yes  No
31. How much did all the textbooks purchased for this year cost?.....
32. Indicate who among the following provided the money to purchase your textbooks for this school year?  
 Parents  How much?.....  
 Guardians  How much?.....  
 School  How much?.....  
 Other  How much?.....
33. If you do not have all the textbooks, why not  
 Books not available in the store   
 Did not have enough money to purchase them   
 Other (state).....
34. How much have your parents or guardians spent for this school year, on:  
 Uniforms.....  
 Shoes.....
35. Do you bring your midday meal to school?  
 Yes  No

- 
36. If no to the last question, where do you get lunch? .....
37. Are meals sold at this school?  
 Yes  No
38. If yes to the last question, how much does it cost on average to purchase lunch at school? .....
39. Does the school provide meals free of charge to you?  
 Yes  No
40. Do you or your parents receive funding for your education?  
 Yes  No
41. If yes, how much from:  
 The Government .....
- Other organisation.....
42. What occupation would you like to enter when you leave school? .....
43. How much do people in that occupation earn monthly? .....
44. Are there any problems in your completing your education?  
 Yes  No
45. If yes to the last question, which is the biggest problem that you have? .....
46. Do you think that you will leave secondary school with a better education than your parents?  
 Yes  No
47. Do you think that you will secure a better job than your father?  
 Yes  No
48. If yes to the last question, why? .....
- .....
49. How much do you think or know that your father works for monthly? .....
50. How much do you think or know that your mother works for monthly? .....
51. How much do you think or know that your guardian works for monthly, if you live with a guardian? .....
52. What do you need most to ensure that you complete your secondary school programme successfully?  
 .....

---

## **APPENDIX 2: LIST OF INTERVIEWEES**

---

Full interviews were conducted with the following persons:

***Ministry of Education***

Mr. Crispin Frederick  
Mrs. Margo Williams  
Mrs. M. Lewis  
Mr. Charles  
Mrs. R. Mathurin  
Mrs. D. Baptiste

***National Insurance Board***

Mrs. Pierre-Francis

***BNTF***

Mr. F. Antoine

***Ministry of Health***

Dr. Antoine; Nurse Francis

***Grencoda***

Ms. J. Williams

***Cable and Wireless***

Mr. A. Moses

***Grenada Teachers Union***

Mr. A. Pierre

***Ministry of Community Development***

Mrs. Florence Samuel

***Department of Social Services***

Mrs. Arlene Daniel