

Higher Education in Grenada

NATIONAL REPORT ON HIGHER EDUCATION IN GRENADA

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CHAPTER I

HISTORICAL DEVELOPMENT

I OVERVIEW

Grenada, Carriacou, and Petit Martinique, form the three-island State of Grenada. It is a country of small size, 133 sq. miles, which has experienced economic dependency from imperialism to post-colonialism. The dependency factor, historically, and the reliance on the limitations of tourism and agriculture, created a hierarchy of privileged and underprivileged citizens. The weight to privilege held by a minority, has influenced the rate of progress towards democratizing higher education (Steele 2003; Brizan 1998). There is a population of 101, 307 and a literacy rate of 95%. Except for Petit Martinique, higher education is offered there in three institutions: a non-campus facility of the **University of the West Indies (UWI Centre)**; the **T.A. Marryshow Community College (TAMCC)**; and **St George's University (SGU)**, along with other professional organizations which form alliances with the **UWI Centre**. The official language is English.

This report used the methodology of qualitative research and held semi-structured interviews, on site, with pertinent authorities, lecturers, students and lay citizens of Grenada. As well, the researcher undertook a study of appropriate readings on the topic, as itemized in the bibliography of this report.

1. Evolution of Higher Education phased in through political changes.

(i) 1930-1951 Grenada's dependence on colonial rule marked the beginning of higher education with the offer of attending British universities to those who won Island Scholarships.¹ These were a few students who were considered the best to pass London Matriculation or Higher School Certification examinations.

(ii) 1952-1957 Teacher training began under Crown Colony rule, because of the social demand for education in primary and secondary schools. Through the sponsorship Colonial Development and Welfare fund, Grenadian teachers were sent to the Government Training College in Trinidad and Tobago or to the Erdison Teachers'

¹ In the Caribbean, Island Scholarships were set up in the late nineteenth century.

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Training College in Barbados, because there was no institution to accommodate teacher training programmes.

(iii) 1960-1969: Teacher training continued externally at the Mausica Training College, Trinidad and Tobago. In 1968, however, Grenada acquired the Extra-Mural Department of UWI. Its dual purpose was to provide remedial education, and, to perpetuate interest in the creative arts. In the main, this Centre hosted post-secondary school programmes, along with courses and activities in the arts. Simultaneously, the Grenada Teacher Training College was founded and began with a 2-year programme, monitored and certified by the University of the West Indies.

(iv) 1970-1979: Grenada government, having gained political independence in 1974, enacted new legislation to govern an education system which gave the vision for tertiary education much more relevance, flexibility and democracy for nation building. The Ministry of Education established a number of other colleges relevant to the country's social and economic needs. In 1979, the government under Eric Gairy was ousted by a Revolution which was determined to democratize the society in a grass-roots manner and thus accelerate the pace of Education as a whole.

2. Outstanding features of higher education programmes:

(i) Programme suitability: These colleges, of the 1970's, offered programmes in teacher training, pharmacy, domestic sciences, agricultural sciences, technical and vocational subjects, relevant to a economic development and education trends. Students, for example in the agri-sciences were prepared for job opportunities, in the Ministry of Education, to assist farmers in the development of soil irrigation management and other effective farming practices. Teacher education in the country would meet immediate needs for accelerating the growth of primary and secondary schools.

(ii) Effects of regionalization: The **University of the West Indies (UWI)** Faculty of Education offered a Teacher Education Certificate; while its Faculty of Agriculture conducted a number of Outreach programmes.² Added to that, UWI Centre began to offer Associate degree programmes, and a number of certificate courses, thus phasing out postsecondary, and remedial level courses. By 1983, and the end of the

² The University of the West Indies was the regional tertiary institution established in 1948. During the decade of the 1960's, it began expansion from Jamaica out to Barbados and Trinidad and Tobago, which became known campus countries.

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Revolution, distance education began at the Centre, with the introduction of the University of the West Indies Distance Teaching Experiment (UWIDITE) which offered full certificate courses and the first year degree programme.

(iii) Effects of internationalization: In 1976, the Government granted a charter by an Act of Parliament to American citizens to establish a medical school in Grenada. By 1977, university education in medicine began with the purpose of bridging the gap between teaching/learning in the United States of America and the United Kingdom. Medical education here attracted esteemed medical educators from prestigious institutions in these areas, as well as, a majority of students from the USA. This university at this time did not cater to the Grenadian market. Grenadians were still migrating to foreign countries for higher education, and many remained there. In some cases, offers from countries like Cuba and the United States of America through inter-governmental agreements assist the outflow of nationals.

(iv) Effects of the Grenada Revolution: During 1979-1983, the People's Revolutionary Government, emphasized the connection of teacher training and agricultural education to social and economic productivity. The government enhanced existing teacher training programmes by establishing the **National In-service Teacher Programme (NISTEP)**, where practical and theoretical learning coexisted. Teacher trainees, for example, produced school texts while in training.³ Similarly, they drew officers from the Ministry of Agriculture to the Mirabeau Farm School, to meet the demands for improvement in agriculture as a stable industry. Yet, there was also a dramatic increase in scholarships offered for university and technical education abroad. The establishment of the **Institute of Higher Education** also asserted the government's goals to fast track the offering of higher education widely. This Institute approximated the idea of a university as it was situated in a large hotel in St Georges, which provided space for a campus territory. These efforts, however, were short lived with the end of the Revolution in 1983, and the return to a post-colonial government.

(v) 1984-1996 Institutional development

In 1988, new Government policies amalgamated the following colleges: Grenada Teachers College; Grenada Technical and Vocational Institute; Institute of

³ Bishop, p. 217.228.

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Further Education; National Institute of Handicraft; Mirabeau Agricultural Training School; Domestic Arts Institute; Continuing Education Programme; School of Pharmacy into one institution, **The Grenada National College**. In some respects, it was reported that the “architects of this plan failed to see the need for the vocational” and the flare students had for some of the original programmes⁴ was lost. Later, in 1996, this merger was renamed and established as a statutory body: the **T.A. Marryshow Community College (TAMCC)**.

Also, in 1996, the Government of Grenada granted a charter to **St. George’s University** to open the School of Arts and Sciences, and, the School of Graduate Studies, from which the latter offered Master’s degrees in Arts and in Public Health.

At this time all three higher education institutions functioned with night courses. As well, **UWI Centre**, began to conduct a Summer Programme.

⁴ Personal interview, March 17. 2005.

CHAPTER II

STRUCTURE AND FUNCTIONING OF INSTITUTIONS

1. Introduction

The Grenada Education Act No. 13 of 1976, Section 4 (1)(d)(c) makes clear provision for the establishment of tertiary institutions in Grenada. This Act “empowers the Minister to make regulations regarding ‘(i) the establishment, maintenance and discontinuance of vocational schools and institutions of further education, their administration and management; (ii) the operation of Private Vocational Schools’”.⁵ Thus, the Minister has a certain extent of power to regulate higher education institutions so as to define their type, features and functioning.

2. Type of institution

(i) University of the West Indies Centre (UWI Centre)

The UWI Centre is a non-campus institution of the University of the West Indies (UWI) delivering programmes which are regulated by the campus countries, Jamaica, Barbados and Trinidad and Tobago. It offers part-time programmes leading to Bachelor, Associate Degrees, Certificates and Diplomas. The courses of which, are in professional, vocational and occupational areas. It is partly a community-based institution, accommodating and monitoring a number of other programmes maintained by NGO’s—Addiction Studies, Secretaries certification, Management, Health and Environmental—which hold alliances with the School of Continuing Studies, UWI. Added to that it maintains a theatre and teaching activities in the arts and culture, with particular emphasis on the history of Grenada.

(ii) The TA Marryshow Community College (TAMCC)

TAMCC is a statutory community-based institution, which offers full and part-time programmes leading to Bachelor and Associate Degrees, Certificates and Diplomas. It provides courses in professional, vocational and occupational areas: arts, applied arts, advanced secondary, technical and vocational, along with teacher education. It also conducts outreach programmes. The College contains two schools: School of Applied Technology; and School of Arts, Science and Professional Studies. It is structured with a College Council as governing body, and an Administration group, consisting of the

⁵ Barry Chevanne (2003). p. 19/32. Online

Principal, Deans: one each of the two Schools, and an Associate Dean ASPS; and, Registrar, Bursar, Human Resource Manager, Directors: Student Affairs, Information Technology, as well as, Accountant, Admissions Officer; Head, Mirabeau Farm School, Assistant to Principal for Marketing, Assistant to Principal for Special Projects.

(iii) **St George's University (SGU)**

St George's University is a private institution, with an aggressive approach to teaching and learning at the tertiary level.⁶ Having commenced with a medical school for which it has been accorded an excellent record worldwide, it has expanded in 1990 to accommodate The School of Veterinary Medicine; The School of Arts and Sciences; and The School of Graduate Studies, and a Research Institute. Along with its innovative curriculum, it supports a research facility and it engages in numerous community partnerships to assist with needs, relevant to medical, health and environmental issues.

3. Functions:

(i) **UWI Centre**

The Centre functions, mainly, as a traditional university administering degree, certification and diploma programmes. Other significant features, along with its teaching mandate are: (a) its function of maintaining and disseminating historical information on Grenada; (b) its link with the regional higher education body, the University of the West Indies (UWI); (c) its nation-wide coordination of tertiary level programmes; (d) its responsibility for its preservation of TA Marryshow House⁷, and its archives; (e) its role as a sales agent for UWI publications; and (f) its maintenance of the arts and cultural activities, both at the levels of teaching and practice.

(ii) **T.A. Marryshow Community College (TAMCC)**

In the main, TAMCC features flexible and diverse programmes for the purpose of the labour market. For instance, it offers night and weekend courses. Another feature is its affiliation with the **National Science and Technology Council**, which provides non formal environmental education and training.

⁶ The Government of Grenada made available the site which held Grenada Expo 69 to the US investors to build a medical school. Situated in a peninsular of the island, the area was ready with paved roads and unique architectural buildings, copies of which are retained in the expansion.

⁷ T. A. Marryshow 1887-1958. An advocate of Caribbean unity and representative government, a labour leader, and an anti-colonialist, he was unofficial elected member of the Legislature from 1925-1944, and was officially elected at the end of Crown Colony rule a member of the Legislature from 1944-1951. Centre occupies his past home.

(iii) **St. George's University (SGU)**

As an international facility, this university conducts its four-year programmes in over 50 affiliated hospitals and clinics in the United States, the United Kingdom together with two teaching hospitals in the Caribbean, one in Grenada and the other in St. Vincent. It contrasts greatly with the other two institutions in (a) its unique natural environment, which, so far, amply provides space for its expansiveness; (b) its innovative curricular (c) its multinational faculty, students and medical network; and, (d) it is in the forefront with original Caribbean research. A key feature is its Department of Educational Services to foster “individual academic development”; and to provide an ample site for faculty and student support services

4. Regulations and laws governing the structure and functions

(i) **UWI Centre**

The Centre is governed by **Statute 21C** which has enacted the **Board for Non-Campus countries and Distance Education**, which is a segment of the law governing the regional body: The University of the West Indies (see Annex 15.2). The Centre's Resident Tutor and Head reports directly to the Chair of this Board, who is also the Director of the School of Continuing Studies. The Territorial Advisory Committee, consisting of ten members, and including the Permanent Secretary of the Ministry of Education, serves in a support/advisory capacity to this Centre. The Resident Tutor recommends the members and they are appointed by the University of the West Indies

The Resident Tutor supervises of a small staff of administrative persons, and 26 part-time lecturers appointed by the University of the West Indies.

(ii) **TAMCC**

T.A. Marryshow Community College Act no. 41 of 1996 regulates its governance giving authority jointly to the Minister of Education and to the College Council. The Act specifies the Council's tasks, broadly in (a) subject areas of teaching, (b) curriculum development; (c) policy formation; (d) coordination of research and other services; (e) management of physical facilities and property; (f) regulation of recruitment and appointment of faculty and of senior administrative staff; (g) adjudication “upon disciplinary charges” of personnel; (h) financial accountability.

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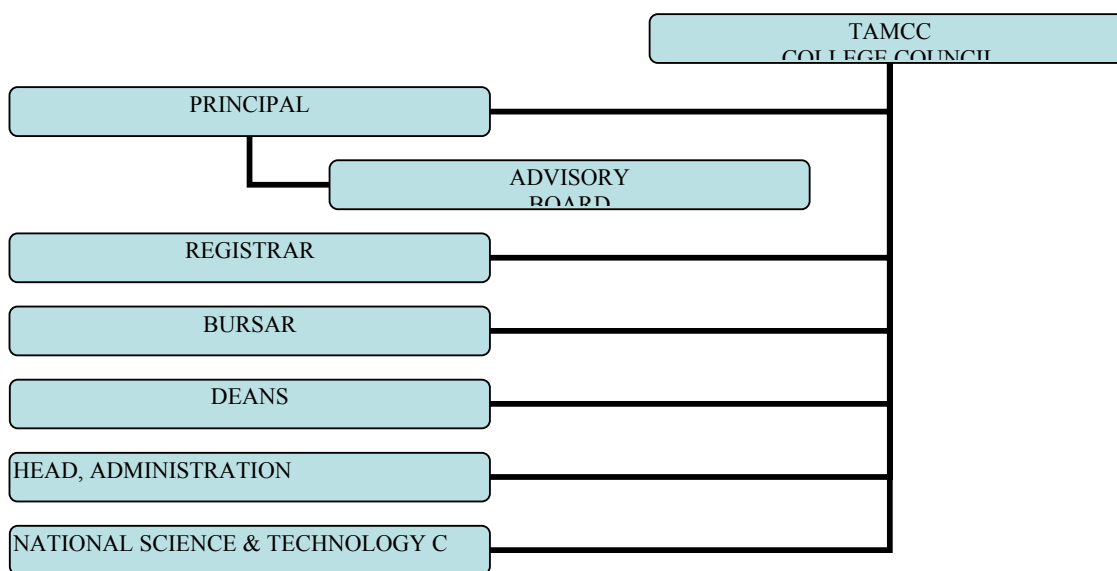
Three Sub-Committees, by statute, serve to expedite the Council's responsibilities in broad management areas: Finance, Academic Board, and Education Programmes. Yet the Council has the power to add other areas of responsibilities as it sees fit. Though it appears to have a centralizing structure, the decision making autonomy is partly shared with relevant authorities in the Ministry of Education.

Committee functions:

Finance Committee reviews financial plans and submits budgets to government, as well as, monitors accountability of expenditures.

Academic Board holds responsibility for the academic programming, including curriculum development and teaching methods; for the “moderation, accreditation and certification of academic achievement” (d); staff development, and maintenance of teaching standards (Act No. 41 of 1996: Section 12, 3 (d).

Education Programme Committee deals with programming of courses, and gives approvals for these, along with reviewing entry requirements; and, recommending accreditation of courses at both the internal and external levels.



(iii) St. George's University (SGU)

The Grenada Education Act No. 13 of 1976, “allows for incorporation of a specific foreign-owned institution”.⁸ Thus **SGU** was established as a Charter under the **St George's University (School of Medicine) Act no 17 of 1976**, for the purpose of incorporating an “off-shore” school of medicine. The school has since expanded with other disciplines. The structure of SGU consists of a Board of Trustees, and an Academic Board. University Administration is headed by the Chancellor, Provost and Chair of the University Council of Deans; two Vice Chancellors, Deans, Assistant Deans and Associate Deans, Directors, Coordinators; Business Administrators; University Committees; Director of Health Services; Co-Directors of the Publications Office.

This University functions within the conventions of academia, directed by a hierarchy of top administrators, who participate in University Committees for specific purpose responsibilities. They range from, the University Council of Deans→the University Senate→the University Standard Exam Committee→the Research and Scholarly Activities Committee. The presence of foreign decision makers, however, is greater than that of local or Caribbean. A copy of the Act up to the time of writing has not been available.

⁸ Barry Chevanne. University Legislation in the Caribbean. Online.

CHAPTER III

HIGHER EDUCATION: ACCESS; ADMINISTRATION; DEMOGRAPHICS

1. Characteristics of procedures

(i) UWI Centre

Access to the Centre follows the entry requirements of the University of the West Indies, that is, 5 O Levels, including English and Mathematics, or the Caribbean Examination Council (CXC) certificate. If these are not available, the applicant takes a Proficiency test, if the individual fails she/he is put into a remedial programme.

(ii) T. A .MARRYSHOW COLLEGE (TAMCC)

TAMCC admits students at 16 with no upper limit, but their qualifications must meet the requirements as publicized. Levels of requirements start with 4 GCE/CXC passes for Baccalaureate, Associate Baccalaureate degrees and a certificate in Further Education with English language. The admission requirements exercise some flexibility for Certificate programmes however adhering to a number of passes in GCE/CXC with English language. Generally speaking there is a range of entry requirements, depending on programme, for example (a) the Food and Beverage Service Certification Programme --a School Leaving Certificate; (b) Technician Certificates—4 GCE/CXC passes including English; (c) Practical Farming--Relevant experience. However, in the Division of Foundation Studies, Adult and Continuing Education Services, requirements are determined by applicants' interest.

(iii) ST GEORGE'S UNIVERSITY (SGU)

SGU has admission requirements that are specific to each School. The School of Medicine requires candidates to have a Bachelor's degree with science foundation. The School of Veterinary Medicine requires the same, along with a specific group of science courses, such as Genetics and Organic Chemistry, for periods of one semester to one year. The School of Arts and Sciences diversifies its requirements. Its premedical and preveterinary programmes require candidates to have in the first year, GCE Ordinary levels; in the second year, Matriculation (or equivalent); and, in the third year, "strong passes" in GCE Advanced Level examinations. This School requires entrants to the Bachelor's Degree programme to complete secondary school education, or equivalent.

2. Administration

UWI Centre remains autonomous under the direction of the **University of the West Indies**. The Ministry of Education has representation on the Territorial Advisory committee to regulate admissions and so on (see p. 4). At **TAMCC**, Student admissions and registrations are handled at the Administration office, headed by an Admission Officer, on the main campus. At **SGU**, an Office of Admissions is situated in New York.

3. Mechanisms regulating access

(i) **The UWI centre** does not focus on a strategy to prohibit or encourage access. The standard requirements are well known to the public, and thus automatically determine whether or not an individual would apply. The Resident Tutor checks application and registrations forms, and assesses requests for assistance. The Centre's reputation as a liberal institution acts as a mechanism which encourages access. While the Centre may conduct a Course with only one enrolment, the lack of space regulates the conduct of classes in a Course.

(ii) At **TAMCC**, Government's outreach programmes such as Skill Centres, for instance, **New Life Organization, (NEWLO)**, situated in the rural areas serve as a voluntary feed to the admissions at **TAMCC**. The College, however, maintains a website and issues brochures along with an Admissions Office located on the campus. Physical facilities at times limit access.

(iii) **SGU** has an extensive marketing strategy on the Internet, and in glossy printed promotional publications. A prospective student completes an information tear sheet from its Prospectus, and sends it to the Office of Admissions. This office assesses this information and determines its suitability for sending back an application form. However, unintentionally, the fee structure which is relatively high in terms of a Caribbean economy, may serve to regulate applications for most Caribbeans.

(iv) The **Tertiary Level Institutions Unit (TLIU)** of the **University of the West Indies (UWI)** has the responsibility "for streamlining access to the university by working towards the articulation of programmes in other tertiary level institutions with those of UWI".⁹

⁹ Lawrence D. Carrington, p.4 Online.

4. Demographics

(i) At the **UWI Centre**, the student population includes adults, mainly between the ages of 28 to 40, 75% of whom are women. Generally, they reflect groups of persons belonging to a lower to middle income category. These students may be classified as “First Generation” having come from homes where they have either learnt the value of education, or have understood the disappointment of parents and elders who were denied educational opportunities.

(ii) TAMCC

The motivation of school leavers and the availability of courses appropriate to a wide variety of needs create diversity in the demographics of the student population of **TAMCC**. (See 15.3) Male enrolment in 2002/3 in the main divisions of specialization was 993; while female enrolment was 1450. There were 300 male, and 477 female students in the Division of Arts, Science & General Studies; while in Agricultural Science there were 3 males and 5 females.¹⁰ In 2005, the picture has changed in the latter, as the total has diminished to 5 students, 1 of whom is female. Similar characterization of “First Generation” student may apply at this College. In addition, there are those who have the experience of earning in low level paying jobs, and thus anticipate that the effects of higher education may lead them to job opportunities and social mobility. (see Chapter 15.3).

(iii) SGU

The majority of students at this University are from 84 different countries in the regions of: Africa, Asia, Europe, Caribbean and the Americas, with a majority from the United States of America (85% of the student body, 2198, are in the Medical Sciences). The least, 5%, are Caribbean/ Central America. Gender representation is fairly balanced. (see Chapter 15. 3). The majority are in their twenties. They create a multi-cultural campus environment.

¹⁰ Grenada. Ministry of Education. Statistical Digest 2004

CHAPTER IV

HIGHER EDUCATION : ADMINISTRATION AND MANAGEMENT

1. Characteristics

The mix of authority characterizes the administration of local higher education institutions. The **University of the West Indies** remains the central authority in its relations with **UWI Centre**, yet, this Centre is the pertinent authority in local administration of programmes and collaboration efforts.

TAMCC is a statutory body, which ought be administered strictly by its Act, but it shares with the Ministry of Education, administrative responsibility both for policy formulation, staff recruitment and financial disbursement.

SGU is a private corporation, which has full autonomy in academic and financial matters under the authorities of its investors, and, within the statutory boundaries given to the university by the Government of Grenada.

2. Election and appointment of Authorities

(i) **UWI Centre:** Statute 21 C provides for the composition of the **Board for Non-Campus Countries and Distance Education**. The Act specifies the positions that will constitute the Board. For the Centre, the **University of the West Indies (UWI)** appoints a full time Resident Tutor, who serves in a dual academic/administrative capacity. **UWI** also appoints 26 part-time Tutors and administrative staff. The Resident Tutor recommends to the Vice Chancellor and Director of the School of Continuing Studies members to be appointed to the Territorial Advisory Committee. Recommendations include persons from Carriacou. By Act, this Committee includes the Permanent Secretary of the Ministry of Education..

(ii) **TAMCC:** The Ministry of Education elects 13 members to a College Council for three years. The members are drawn from various interest groups, for example, agriculture, manufacturing, hotel and tourism and so on. The Council appoints the faculty and senior administrative staff. The Principal, however, is appointed by the Council in consultation with the Minister of Education. The Principal appoints other academic and senior administrative staff.

(iii) **SGU:** This institution has a conventional university structure, which includes a Senate, Council of Deans, Board of Trustees, a Chancellor and a Provost.

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Election and appointment procedures for lesser positions are the responsibility of this group in the hierarchy. This body of top authorities consists of eminent persons in their fields drawn from the United States of America, the United Kingdom and the Caribbean.

(3) Relation to the State/Role of the State

(i) **UWI Centre** operates in a collaborative manner with the Government and the society. Its connection with the Ministry of Education is due to the fact that Grenada is a contributing country to the regional body, the University of the West Indies. It relates to the society at large continuously on the basis of its curricular, and its involvement with Grenada's art, culture and heritage interests. There appears to be a mutual bond of support.

(ii) **TAMCC** has a legal requirement to relate directly to the Government, and in particular the Ministry of Education. The relation is primarily for financial purposes and for powers of jurisdiction. It has a critical relation with the society because of the opportunities it provides for higher education to persons with the humblest of incomes. It maintains a limited or no fee policy. Thus there is an direct relation of encouragement and motivation with the State. The Government, nevertheless, is dependent on the College to provide training services which will ensure that labour is available to maintain commercial and industrial development.

(iii) **SGU**, is independent of the Government of Grenada. It does have to remain within the scope of the powers accorded to it by the **Grenada Education Act**, and the **St George's University (School of Medicine) Act, 1976**, therefore, it is accountable to the State. That is, it supports the nation's educational goals with expansion, programme agreements, and financial assistance, and has to be transparent in its arrangements. Apart from its teaching role, it also exercises one as a corporate citizen by creating an economic boom with its vigorous building programme; and, its use of local housing for student accommodation, both of which foster employment opportunities in the country. Added to that it has begun to establish many community sponsorship programmes in health services and research. This university shows that it has the potential for rapidly developing in the State, best possibilities for higher education. Yet, its presence as a foreign institution which maintains its own capital, outsider investment

and affluent image raises many issues that may make difficult its relations with the society at large¹¹.

(4) Participation of other actors

(i) **UWI Centre:** As mentioned before, the campus territories, Mona, Barbados, Trinidad and Tobago are an integral part of the Centre. However a recent participant has been the Gender & Development Studies Centre, Cave Hill, Barbados from which has recently delivered a Distance Education package to the Centre. On a community based activity, the Centre has begun to work with the Willie Redhead Foundation towards the preservation of the architectural integrity of the Town of St George's. The Centre for Management Development in Grenada is also linked to the Centre for coordination of its teaching programmes. The National Commercial Bank is a Distance Education scholarship donor which participates in the Centre's activities; also to a lesser extent there is the Grenada Co-operative Bank with its prize donations. The Centre receives support from the UWI Guild of Graduates. Regional and international higher education institutions use the Center for External Examinations.

(ii) **TAMCC**, for research purposes, has a strong participatory link with the National Science and Technology Council which functions to provide scientific information, research activities, and non-formal education. In 2005, several regional, and international corporations, for example, Digicel, USAID, who have participated in programme development areas, are additionally assisting with the College's rebuilding programme following the Hurricane Ivan disaster of September 2004.

(iii) **SGU** has a number of international and regional actors who participate in the administration of the University. In the USA, state governments of New York and New Jersey granted approval to SGU to conduct medical training in their hospitals. The British Medical Council granted the school "limited recognition" which advanced its links in the British Commonwealth. Many leading hospitals in both the USA and the UK accept students, interns and residents of SGU for clinical training, as well as in the Caribbean, the hospitals of Grenada and St Vincent.

¹¹ Glen Jacobs (2002) analyzes the non-cognitive factors that affect Grenadian students at SGU. Problems such as programme transparency; financial constraints; cultural sensitivity were among the factors isolated. In discussion, with some members of the Grenadian public, I learnt that SGU seems far removed from Grenadian life, and too great a contrast with TAMCC.

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(iv) There was no mention made of participation with regional bodies like **Association of Tertiary Level Institutions (ACTLI)** which is the implementation agency for articulation and accreditation in the region, and which published details of its responsibilities in 2000.

CHAPTER V

PRINCIPAL ACTORS IN HIGHER EDUCATION

1. Characteristics of students, professors, researchers and support personnel

(i) UWI Centre:

Grenadian young adults are in the majority at the Centre, as indicated before, they are “First Generation” students. They are characterized by larger number of females who outnumber the males in their course choice of options, which is mainly micro economics, business law, curriculum development and sociology.

A majority of the 26 part-time tutors hold Bachelor’s degrees. Many of them are male. Subjects such as Sociology and Computer Science are minimal among the qualifications. Only two of the part-time faculty, are holders of such doctoral degrees. Very few of the administrative staff are university graduates, yet, two of them hold certificates in Business Administration from the Centre. The Resident Tutor holds a Master’s of Science, Sociology from the University of the West Indies. Her strong research interest in the history of Grenada, has increased the Centre’s activities with the community significantly. She has also recently authored a comprehensive text on the History of Grenada.

(ii) TAMCC: Students of the College are, in general, also Grenadian young adults, 17- 25: many are from rural areas and are recent school leavers. However, adults are among the enrollment figures. Generally speaking, they are filled with a mission for self-improvement. Frequently, some take courses when they are unemployed or underemployed so they often shift streams. They, generally, do not feel they are acquiring a higher education (university) status. They are active in Sports and Music through facilities provided by the College.

Faculty members, by and large male, design solution-oriented curricular, to provide high relevance to Grenada’s labour needs. Many lecturers hold Bachelor’s degrees, some others have Master’s degrees in a Faculty of 140. Two Deans in the School of Arts, Sciences and Professional Studies are doctoral graduates. 44% of the faculty are between the ages of 31-49, while 8% are under 39. 8 members of the full-time faculty are Non-Grenadian citizens.

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The Support staff are equally as large, consisting of administrative and clerical staff, some of whom have business and secretarial management certification, as well as laboratory assistants and maintenance workers.

The College's affiliate, the National Science and Technology Council has a staff of six, who can be classified as scientists and researchers: a mix of natural, physical and social scientists. The Head of the Council is a well known researcher in environmental sciences, and has been a co-founder in laying the groundwork for higher education in Grenada in the 1970's.

(iii) SGU: The major characteristics of the student body are diversity in national origins, and youthfulness: 84+ countries; 20-28 average ages. (See Chapter XV.3). Academic personnel, share the characteristic of foreign origins, as well as, being among the body of professors of excellence coming from prestigious institutions in the USA and the UK. Like the student body, few are Caribbean. Faculty and students pursue research interests in the Caribbean. The Faculty pays attention to the international market to devise relevant programmes to meet worldwide standards. Administrative personnel are mainly from Grenadian, some of whom have had excellent reputation in the development of higher education in Grenada. The majority of the support staff are local, and can be found in the clerical/secretarial field, as well as, the hospitality and maintenance services.

2. Demographic characteristics: Evolution since 1990

(i) UWI Centre: There has been an increase in Master's Degree qualifications among Part-time faculty. There has been small increase in female students generally, in all programmes. Remarkably, in the Advanced Diploma in Construction Management, there was one male student enrolled. In Management Studies, however, there were 47 females out of a total of 57 students enrolled. In 2003/2004, there were no enrolments in the Bachelor of Arts programme in French.¹² However, of a total of 23 enrolled in Bachelor of Science, Management Studies programme, 21 were female. At the Centre, female enrolment far exceed men in all programmes.

(ii) TAMCC: There has been equal number (140) of faculty and support staff. The number of faculty who hold Bachelor's degrees has increased. Between 1995-200, there has been a small decrease in the % number of passes in the Division of Teacher

¹² Annual report, 2003-2004. p. 7.

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Education, Primary Teacher Training Group. During 2000 and 2003, generally, more female enrolment in all Divisions/Departments. For instance, male enrolment decreased by 8%, however, it increased by 35% between 2000 and 2003. Female decreased in 2000 to 2002 by 39%; however, 2002 to 2003 female increased 43%

(iii) St George's University (SGU)

SGU This university began with the largest number of international students, there is no evolutionary characteristics in the geographical demographics, except to show the emphasis that 85% of student body in the School of Medical Sciences in the Fall 2004, is from North America, and the minority in number are from Asia, Middle East, African Southeast Asia, South America, with the Caribbean and Central American having 5%. The geographic profile also shows that 83% of the total number of graduates are U.S. citizens, of whom 58% are male.

In the School of Veterinary Sciences, 80% of first term entrants were female, while 81% were U.S. Citizens. The geographic profile shows North America produced 90% of the whole student body, and the Caribbean/Central America 3%.

3. Trade union and Organizational representation

At the UWI Centre, the support staff of 7 persons, established its own union: **Grenada Staff Organization of the UWI Centre**. One full time academic staff has been admitted to the large union, **WIGUT**, which operates in campus countries, Jamaica, Barbados, and Trinidad and Tobago. At TAMCC, there is no vibrantly strong staff organization for Faculty. The Support Staff has joined the **Public Workers' Union of Grenada**. In 1990, at **SGU**, the non-faculty was unionized. The Senate serves as a bargaining body for the Faculty.

CHAPTER VI

SUPPORT SYSTEMS: NATIONAL/INSTITUTIONAL

1. Library facilities, documentation/resource centres, online networks

(i) National:

The Grenada Public Library system offers services through a network of libraries throughout the country, including Carriacou. The largest facility is centred in the town of St George's, and, has proximity with the campuses of both the UWI Centre and TAMCC. There one can find the largest allocation of resources for archival research in the system. Staffed with 14 persons, the library provides, loan, reference, Internet and email service. The Ministry of Education has an Education resource centre staffed with one person, while other ministries of government, can be consulted.

(ii) Institutional

UWI Centre has a medium-sized academic collection, along with, material for historical research situated on its premises, and named **The Marryshow Memorial Library**. There is a manual database, loans and reference service, with assistance provided for compiling research projects relevant to coursework. There is no online service. Between 2001 and 2004 use of the library by loan record increased from 2433 to 3333. Recently the library launched its "photo-archive" collection: an illustrated portrayal of Grenada's history. The staff of two do not hold academic degrees in Library Science and Information Management. As well, the Library serves as a Sales Agent for publications of the University of the West Indies.

TAMCC provides a Documentation Centre, with a staff of two, which has been devastated since Hurricane Ivan in September 2004, and at the time of the visit, April 2005, it had not been resuscitated. Students and staff can access the Internet there. Documentation services are available to the College from specialist libraries, such as the Ministry of Agriculture, and the Ministry of Health.

SGU provides comprehensive library facilities, complete with a documentation, internet and online services, and headed by a Director. It contains a printed collection of scholarly texts, and archives, containing the collection of Lord Pitt, a

Grenadian¹³. It offers loan, reference, and online services and provides study places which can be accessed 24 hours daily. Staff services are available for 18 hours daily. A wide range of electronic resources acquired by the Library is available through connection on the campus network, as well as through a large number of desktop machines in the Library. Added to that, users can access the Library's provision of full-text scholarly publications and citation bases in electronic format

2. Professional development resources

Local institutions, **UWI Centre** and **TAMCC**, address issues of professional development in a non-formal manner. Because of the part-time status of lecturers the Centre has not developed a professional development programme. The Resident Tutor has an option to access facilities at the level of the University of the West Indies, School of Continuing Studies. At **TAMCC** there is not a formal plan for PD. At **SGU**, The Educational Services Department provides a range of programmes for faculty development in, for example, evaluating learning styles; processing tutorials and workshops, class assessment and marking.

3. Student Support services

UWI Centre, part-time lecturers provide counseling and mentoring services as necessary. The Resident Tutor assesses students' financial needs and the Centre then offers plans and solutions. **TAMCC** provides an Office of Students' Affairs which offers counseling services, and comprehensive information services. It coordinates the work of a Students' Association, which provides the avenue for students' voice in governance of the College. This Office also coordinates a Students' Activities schedule, in which students are encouraged to join groups from religious to music and sports.

At **SGU**, there is The Dean of Students' Office which offers a wide range of academic and non-academic services, as well as, counseling services. The Office of Career Guidance assists medical students to prepare for postgraduate residencies internationally.

¹³ Lord Daniel Pitt a Grenadian born who migrated to Great Britain, and was distinguished as the first person of African descent to be a member of the British House of Lords.

4. Publishing

Publishing facilities have been inadequately addressed throughout. The Press of the University of the West Indies, Jamaica is a readily available link in the region.

5. Health Services

There was no evidence of formal health services in either **UWI Centre** or **TAMCC**. **SGU**, however, has a department of University of Health Services making health services available to the entire campus community.

CHAPTER VII

FINANCING OF HIGHER EDUCATION INSTITUTIONS

1. Resources and allocation

The origin of financial resources vary according to institution. **UWI Centre** is funded from the collective contributions of the Caribbean countries to the University of the West Indies. Yet, the **Grenada Ministry of Education** supplies funds locally for the maintenance of the heritage building which houses the Centre. It provided an allocation of \$17,000.00 in 2004. Students are charged minimal or no fees, and the infrequent use of the theatre and classroom facilities, is not fully resourceful. No reference was made or found for other allocations made to the Centre. The College also receives donations for equipment and for outreach programmes from corporations and international agencies, such as Digicel and United States of America International Development (USAID). Since the disaster of Hurricane Ivan, financial help will be distributed by the Government to rebuild housing for classrooms, laboratories and so on.

The **Grenada Ministry of Education** is the principal resource of funds for **TAMCC**. Fees and outreach token payments amount to an extremely little resource. The College receives an allocation of EC\$6.7 m of a EC\$22m Education budget.

The major financial resource for **SGU** is students' fees. No reference was made or found to allocation.

2. How funds are used:

Building maintenance annually absorbs a great deal of the allocation provided to the **UWI Centre**. In **TAMCC**, the payment of salaries amounts to the biggest use of funds, next to buildings and property maintenance. In 2004/2005, post Hurricane Ivan created a rebuilding programme. Allocations provided to upgrade and maintain ICT facilities have been used to reconstruct. Similarly, **SGU** utilizes funds for extensive building development to meet programme innovation. Campus buildings are constructed with major architectural developments and exquisite landscaping. Community sponsorships and scholarships are other areas for which funds are utilized.

CHAPTER VIII

HIGHER EDUCATION: SUPPLY AND DEMAND

1. Market structure and function

(i) Introduction

The market structure, internationally, regionally and locally, and current technologies initiatives affect the manner in which tertiary education in Grenada can be structure. Grenadian applicants who can afford the international and regional markets are less in number than those who remain at home. International applicants who are seeking a “different” learning experience have an option in Grenada. The local market, on the one hand, has an increasing demand for skilled persons, because of the increasing numbers of a semi-skilled and unskilled labour force; on the other hand, there are many persons seeking white collar jobs in the public sector; professional, business and technical fields; as well as, the health and teaching services.

(ii) Programme function

Hence, the **UWI Centre** and **TAMCC** have the monopoly on the market for two types of students: those who are ready for admission; and, those who they may have some difficulty to reach. **TAMCC**, in particular, retains a consciousness of the national objective, which is the shift of the country’s economy from a sole-agricultural base to one of diversity. As well, these higher education institutions are supplying programmes that meet the challenges of globalization, regionalization, along with those that can help to minimize many of the devastating issues of health, crime, delinquency, and intractable poverty.

(ii) Programme expansion: Articulation

Both the **UWI Centre** and **TAMCC** are challenged with availability of space, and up-to-date facilities in order to attract the market. Their efforts towards programme flexibility are reasonably high, as they have provided courses geared to working adults and those with family ties. They also regard students’ interest as a high indicator for supply. Degree and Associate programmes, as well as, those for certification and diplomas help to keep these institutions in competition. The recent articulation relationships--the **UWI Centre** and the regional **UWI**; and, **TAMCC** and **SGU** give credence to their attitude to the increasing market demands for flexibility and reliability.

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Further indication of readiness to supply has been, generally, the reform and expansion of tertiary level programmes and courses. In 2004, at **TAMCC**, certificate programmes in Public Administration and Business Administration have been phased out and converted into Associate Degree programmes. Evening courses are on schedule. Yet, they have retained one to two year certificate programmes in the more practical subjects such as, Hotel and Catering; Farming; Food and Beverage, for more rapid supply to the market for tourism.

SGU, which began with medical education only, twenty-eight years ago, has indicated a strong response to market trends. This university caters vigorously to the international market in areas where financial resources are much less constrained than regionally and locally. However, it has paid some attention to internal and regional market demands in that it established the School of Arts and Sciences, in which the programmes, like International Business, are of Caribbean content and can attract among the foreign entrants, many Grenadians and Caribbean students. Another piece of evidence with respect to response to market trends is the introduction of the MD/MPubHealth programme. The university also has developed clinical facilities, in agreement with the government of St Vincent, and created an affiliate there, known as Kingston Medical College.

2. Marketing strategies

(i) **SGU** employs most assertive marketing strategies, because of international competition, beyond the geographic boundaries of Grenada and the Caribbean, and its need to acquire and retain world status in medical education. Its marketing strategies include many attractive packages—an extensive website, numerous promotional publications, documentary evidence—to promulgate its vision to retain “world class” status. It has earned, through hard and distinguishing work, an international reputation of excellence in medical education. This reputation has now become its major marketing strategy and is geared to the international environment. First, it draws faculty, with renowned medical achievements, from prestigious institutions; and second, it attracts a diversity of young students, who are from many different countries and who are dedicated to become achievers. It offers a package of attractive programmes, activities, an ideal tropical environment conducive to achieve high levels of proficiency.

(ii) Local higher institutions, **UWI Centre** and **TAMCC**, are less articulate about the use of marketing strategies. **UWI Centre** declares that there is no fully formal strategy to attract demand. Its reputation for programme relevance and delivery remains a premium in the market, thus its strategy is subtle and community-based. However, public relations activities, such as having a promotional booth for Distance Education at the University of the West Indies Fair, are part of its marketing programme. **TAMCC** has financial constraints, therefore, use of standardized marketing tools is not a top priority. Yet, as the College shifts or expands programmes it produces information brochures, and relies on word-of-mouth communication. It is, however, projecting the use of a strong marketing strategy to capture regional interest in one of its well-developed areas, the Centre of Excellence in Horticulture. The use of its motto *Unlock Your Potential* is an inviting sign on the entrance to the campus.

A strategy common to all higher education institutions is the development and maintenance of websites. **SGU**, however, is the most informative and access-friendly of the three.

3. Market Research

None of the institutions spoke of market research.

CHAPTER IX

RESEARCH IN HIGHER EDUCATION

(i) Scholarly Research is not a top priority for **UWI Centre** and **TAMCC**. The **National Science and Technology Council**, affiliate of **TAMCC**, from time to time, investigates issues in the environmental sciences to form a solution oriented national project of immediacy. The major constraint is funding, added to that, the **UWI Centre** employs part-time faculty, many of whom have full time jobs, and are under-motivated to pursue research

(ii) **SGU** has made Research a leading priority with its affiliation and financial support to the **Windward Islands Research & Education Foundation (WINDREF)**. This facility, as part of the **SGU** campus, generates projects, which are classified as “Communicable diseases, Non-communicable diseases, and Unique”.¹⁴ Research is conducted at two levels: theses in Medicine and the Sciences; and, the Special Projects (long term) to advance health and environmental knowledge. Three examples of the topics treated at the MD/MSc. level, between 1994 – 2001, are: *Investigation of medicinal plants in Grenada*; *Analysis of Grenada’s marine organisms for potential antineoplastic activity*; *Studies of Schistosoma mansoni in St. Lucia*. Much of this research centralizes issues in Grenada, and then the Caribbean.

This university has not yet begun Research projects in the Arts and Social Sciences.

¹⁴ SGU website. Online 2005

CHAPTER X

INFORMATION & COMMUNICATION TECHNOLOGIES (ICT)

The use of information and communication technologies is not uniform. While facilities are available in each, they do not form a coordinated network among these three institutions, and activity varies in level

1. Distance Education: development of facilities

(i) **UWI Centre** administers the **University of the West Indies Distance Education (UWIDEC)** system, with the help of local tutorial support. The Centre conducts Distance Education with 6 programmes at levels of undergraduate degrees, diploma, and certificate with a total enrolment of 45 in Fall 2004,¹⁵ as directed by the School of Continuing Studies in UWI Jamaica. Course materials for the B.A and B.Sc. programmes are the same as those distributed in the campuses of Mona, Cave Hill and St. Augustine.¹⁶ These course materials are transmitted through telecommunication, computer (Internet) and satellite systems equally to all non-campus centres. **UWIDEC** has begun to build a capacity for producing multimedia projects for distance learning. For example, a pilot project to produce a **“Just-in-Time-Lecture” (JITL)** CD, initiated at Cave Hill, Barbados, is scheduled to form part of the course package, along with JITL videos, to replace obsolete technologies, and to incorporate online provisions.¹⁷

The Centre does not provide students with campus connection on a computer network.

(ii) At **TAMCC**, the Division of Foundation Studies, Adult and Continuing Services, prior to the disaster of Hurricane Ivan in 2004, was in the early stages of conducting Distance programmes from a site on campus. The target group was prospective and active students in the rural areas, eg., Carriacou. The project has to be restarted, and it proposes to rely heavily developing its facilities around up to date initiatives at **CKLN** (see paragraph 4).

¹⁵ Grenada. The University of the West Indies. School of Continuing Studies. Annual Report August 2003-July 2004. Appendix 3 p.36.

¹⁶ These names are of the campuses of Jamaica, Barbados, and Trinidad and Tobago respectively.

¹⁷ University of the West Indies. Academic Programme Committee of the UWIDEC (2004). Report of the Distance Education Centre (August 1, 2003-July 31, 2004).

3. ICT exclusive of Distance Education

SGU does not offer Distance Education at this time, yet, on campus it maintains facilities for teleconferencing and holding seminars within established worldwide links. It has developed and maintains a strong Information Technology department, which supports the use of technology for integration in teaching strategies. Students have Information and Communication Technology (ICT) support, along with documentation services continuously, which originate from the Library. (See Chapter 6). Credit is given to professionals who pursue ICT development.

4. Caribbean Knowledge and Learning Network (CKLN)

All three institutions are independent of each other in the process of ICT. Yet, they all are anticipating the startup of the **Caribbean Knowledge and Learning Network (CKLN)**. This World Bank initiative, supported by the **CARICOM** heads of government meeting in 2004, is to establish a links with all tertiary level institutions using **ICT's** and thus to modernize distance education current use of technologies. Its offer of online services throughout the region to higher education institutions will phase out current use of cell phones or email to collect disseminated information from DE departments in the region. It is expected "to setup its offices in Grenada with funding from the Government of Italy", supervised by a Coordinator of Grenadian origin.¹⁸ In 2005, the Government of Grenada is making financial negotiations internationally to establish **CKLN**.

¹⁸ UWI Academic Programme Committee of the UWIDEC. Report. 2003-2004. Online. p. 12.

CHAPTER XI

HIGHER EDUCATION: RELATIONS WITH SOCIETY

1. Higher Education Institutions: State relations

(i) Tertiary institutions of Grenada play definitive roles in their relations with the Grenadian society. Their programmes are mainly designed to meet goals of national educational policies which include access, standards, relevance and flexibility. These institutions are driven to (a) offer as many courses as possible that are relevant to the social, cultural, industrial, and business life of the nation; and, (b) make flexible agreements to bridge gaps in knowledge, and to heighten career ambitions of students in the country; (c) make connections with the government's educational plans.

2. Maintaining community connections

UWI Centre is the longest established of the group, and it has had a continuously productive relationship with the society. It acknowledges visits of important national and international persons as special events. It also acknowledges its contacts with corporations which donate prizes and scholarships. It has an appeal to the wide public, as well, because it engaged in preserving Grenada's history concretely, and it fosters continuous development of the arts and of theatre activities. Members of the community, drawn from various sectors, constitute an advisory Committee.

TAMCC's programmes in its community oriented role, has both as wide and deep relations with the society. There is a public dependency which the College has to sustain in order to keep supplying a developing nation with educated people. **TAMCC**, encourages a vibrant student life which creates and fosters a solid interaction with the society and its culture. It acknowledges corporate and international donors, most of the time in conjunction with the Ministry of Education. It conducts outreach activities at both urban and rural levels.

SGU, relates to the society both as an "off-shore university" and as an integral part of the movement for improved access to education. It has established teaching links with **TAMCC** to ensure that more Grenadians enroll in its programmes; it makes use of the local hospitals for clinical practices; it maintains an ongoing involvement with a variety of community organizations in the health and veterinary services; and it has shown its dedication to Caribbean research with its sponsorship of **WINDREF**. In

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addition, **SGU** has placed a portfolio for a Cricket Academy in its new School of Graduate Studies, which serves to indicate its understanding of a Caribbean ethos.

To assist in the region's medical development, **SGU** also has a financing policy which is needs-based for Caribbean applicants. It includes the provision for scholarships, it grants a waiver of fees¹⁹, and it provides special undergraduate rates of 25%-75% to CARICOM students. It has built alliances with other public sector institutions in the fields of clinical healthcare, research, hospitality, and veterinary medicine and with private sector community partnering. Strategies for community related services caused several activities to mushroom from the base of the university. For instance, this university provides assistance to children with special needs, by sourcing, from foreign countries, doctors and services that apply. In its sponsorship programmes a diversity of the citizens in need has benefited: abused children, the elderly, and heart patients, both adult and children.

However, the public is generally ambivalent about the situation of higher education institutions in Grenada. On the one hand, local institutions are largely seen as a means to an end. Some expressed the fact that there is insufficient management expertise functioning in these institutions, to provide an academic environment effectively, or to create career opportunities, which are productive, for graduates. On the other hand, others perceive **SGU** with the mission and the reality of a higher education institution as it makes significant academic and social contributions to the society, yet, it remains, in their thinking, a representative of a foreign profit-making corporation.

¹⁹ North American students pay US\$15,000 as opposed to US\$10,000 CARICOM rate.

CHAPTER XII

COOPERATION:

GLOBALIZATION, INTERNATIONALIZATION, INTER- INSTITUTIONAL

1. Regional vs international: a primary step of cooperation

Grenada, like other developing countries, is affected negatively by globalization, because of its inability to compete with the dominance of foreign countries in the dissemination of information and knowledge. In other words, while globalization seems to be eradicating knowledge inequalities, it brings constraints to less developed areas with few resources.²⁰ Thus the shortages in **TMACC** and the **UWI Centre**, of technologies, computer and otherwise, are apparent. Yet, administrators are aware that their responses to globalization, with any form of cooperation, must first begin at the local and regional levels, and that their activities are appropriate with Grenada's political ideology. Generally speaking, this ideology includes the vision of political strengthening in the region, to reduce foreign dominances, with forms of unity in organizations like the **Organization of Eastern Caribbean States (OECS)** and the **Organization of Caribbean Communities (CARICOM)** from which is emerging, the **Caribbean Single Market Economy (CSME)**²¹.

CSME is on the drawing board as a significant initiative for regional political and economic independence. This project will institute the harmonization of economic and monetary policies regionally to allow freedom of movements of labour, goods and services. Thus higher education institutions in Grenada, are aware that in order to have synchronicity with both regional or international market labour demands, there needs to be forms of articulation in the development of their programmes. Some of this work cannot be effected by Grenadian educators alone.

Therefore, organizations, such as the **Caribbean Association of National Training Agencies (CANTA)**, are being developed to assist with the success of **CSME**. The purpose of **CANTA** is to coordinate and monitor tertiary training institutions and organizations. There are many pertinent objectives in the mission of **CANTA**, among

²⁰ Altbach, p. 3.

²¹ Statement from CARICOM that CSME will allow "goods, services, people and capital to move throughout the region without tariffs and without restrictions to achieve a single large economic space, and to provide for a common economic and trade policy." Online <http://www.caribvoice.org>
Felicia Persaud, Head, Heart Beat Communications.

which are: identify training needs, test and certification; establish and monitor training standards; evaluate training systems for effectiveness and efficiency, and so on. While the groundwork for such organizations is being activated, Grenadian higher education institutions are advancing slowly, within their existing structures, to make appropriate inroads towards interchanges, crossing borders, and exchanges at all levels.

TAMCC has made links in regional cooperation with educational arenas of the **OECS**, **UWI**, and other professional bodies. The **National Science and Technology Council**, an affiliate of **TAMCC**, has taken many of its outreach programmes on environmental science and ecology to other Caribbean countries. However, a programme and practical training at the Mirabeau Agricultural College, a department of **TAMCC**, were internationalized when Israeli professors taught a Soil Irrigation Management course there, and the Head of Mirabeau attended training courses in Israel as well. Programmes at Mirabeau have benefited from Japanese professional in Agriculture.

(2) Internationalization: led by St George's University

SGU has earned a reputation for being a “leading centre for international medical education”²². First of all, **SGU** lecturers, including the founding faculty members, originated from highly respected teaching institutions either in the United States of America or Europe. On the **SGU** campus, students, the majority with foreign backgrounds, spend the first two years in basic science training, which includes attending the general hospital in St Vincent to take advanced clinical skills, pharmacology and pathophysiology.

This university maintains “academic partnerships”, in the USA, UK, Bermuda, British Virgin Islands and Grenada. In this respect, articulation arrangements were made in ways specific to institution whereby students’ matriculation would allow them entry to medical or veterinary programmes at **SGU**. As well, students in last two years of the medical programme at **SGU**, receives training conducted at hospitals and medical centres mainly in the United States of America, the United Kingdom, but also in the Caribbean. Graduates are similarly placed in these countries, yet, less of them are in the Caribbean.

²² Prospectus of St George's University, 1999-2000.

(3) Inter-institutional

(i) **UWI Centre** implemented distance education programmes under the supervision of the **University of the West Indies (UWI)**. Courses for these programmes are produced from Cave Hill, Barbados, Mona, Jamaica, and St Augustine, Trinidad and Tobago. This marks the continuity of a regional corporation in the longstanding mission of UWI. Student enrolment has outstripped facilities. Therefore, there is an obvious urgency for the development of information and computer technologies, which is dependent on solutions from the wider regional body. (See CKLN ChapterX,4). The Centre also is engaged in coordinating programmes at the local level, for example, it coordinates the activities of the Centre for Management Development in Grenada

(ii) Articulation: **TAMCC** and **SGU**, in 2001, have implemented a joint undergraduate, preveterinary and premedical sciences programme and thus have formed an articulation relationship, similar to other “academic partnerships”. That is, the agreement allows students “matriculating into the first or second year of **SGU**’s programmes in Business, Life Sciences, Premedical Sciences, and Preveterinary Sciences to attend classes under the auspices of **TAMCC**. Students, also, have full access to facilities at **SGU**, and are taught by **SGU** professors.

(iii) Goals:

Enshrined in the charters of these institution is the mission of regional and international cooperation. Yet, the features of globalization are intensified with the presence of an international well-financed, privatized university with mixed messages.

. An un-documented evidence of internationalization can be cited in the number of scholarships offered to Grenada by foreign countries, such as, Cuba, Jamaica, North America, to train young people, particularly in the engineering sciences. These are government to government agreements, since Grenada is categorized as a developing country with a small economy. Several graduates have returned and are occupied in both the public and private sectors.

CHAPTER XIII

INNOVATIONS, REFORMS AND DEVELOPMENT PROGRAMME

1. Recent innovations

1996-2005

UWI Centre began to participate in Distance Education offered by the University of the West Indies. **TAMCC** started an Information and Communication Technology Centre, which was demolished by Hurricane Ivan in September 2004. In 2002, the Department of Teacher Education at **TAMCC** began an initiative in Teacher preparation, which is a preservice education programme, that is, prospects receive training before being fully introduced to the classroom. **SGU** established the School of Veterinary Medicine; the School of Arts and Sciences; the School of Graduate Studies. It also became affiliated with the Windward Islands Research Foundation (WINDREF) for which it built exclusive facilities (True Blue) on the campus. The Medical School established an affiliation with the St Vincent General Hospital, referred to as Kingston Medical Centre.

2. Reforms

2004-2005

UWI Centre, **TAMCC** and **SGU** anticipate the upgrading of information and computer technologies, will result in greater accessibility to the Internet, with the full establishment of the **Caribbean Knowledge and Learning Network (CKLN)**. **TAMCC** intends to “upgrade training in technical levels to meet changing market demands and Caribbean training needs”,²³ and to rebuild its ICT Centre. The Mirabeau Farm School, **TAMCC**, will reform the special area, Soil Irrigation. The National Science and Technology Council proposes to acquire a mobile laboratory, and to curate, for exhibition, the artifacts on hand.

3. Programme Development

1996-2005

UWI Centre upgraded many programmes from certification to Associate Degrees and Bachelor’s Degrees. It also administered Distance Education programmes. A joint undergraduate, preveterinary and premedical sciences programme began in 2001 between

²³ Personal interview with Deputy Principal, TAMCC, March 2005

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TAMCC and **SGU**. The agreement entails students entering first and second year **SGU** programmes to attend classes at **TAMCC**. **TAMCC** proposes to offer Associate Degrees in Refurbishing Buildings; Hospitality; and in Horticulture. **SGU** has proposed to offer programmes in Hotel Management, Teacher training, Marine Biology and Nursing, having established the School of Arts and Science in this period. It also plans to offer a Master's Degree in Public Health as a post MD programme.

CHAPTER XIV
EVOLUTIONARY TRENDS, FUTURE DEVELOPMENT
PROSPECTS AND PLANS

During the early to middle twentieth century, the journey towards establishing higher education institutions in Grenada was fragmentary, and dependent on colonial development. Higher education initiatives began with colonial and regional assistance. Until the presence of St George's University, which was chartered with full university status, a unit of the University of the West Indies (UWI Extra Mural Unit) existed and approximated an academic presence. During the regimes of postcolonial governments, however, goals to develop a national institution(s) for higher learning in Grenada, progressed with the proliferation of separate colleges/schools/institutes. Governments undertook these ventures so as to meet the urgency of a growing population, and demands for social, economic and cultural development.

After the demise of the short-lived revolutionary government, 1979-1983, which also made some progressive strides in programming teacher education and so on, the new government amalgamated all tertiary level schools, into the Grenada National College, which was later to be made a statutory body and named, The T.A. Marryshow Community College. Upgrading of post-secondary level programmes to Bachelor's, and Certificate status began. In addition, partial centralization of responsibility given to the Non-campus countries assisted with the developmental process of tertiary education. Thus the UWI "Unit" was transformed to remodel and deliver programmes on par with university status. Simultaneously, TAMCC undertook a shift in focus to university level programmes. At that time, the establishment of St George's University with a medical school strengthened these evolutionary trends.

During the nineties and to date, in spite of the economic variance, these higher education institutions have continued to relate their programmes to Grenadian/Caribbean economy, industry, health, social and environmental concerns. Added to programme initiatives at higher education institutions, there have been, in proportion to financial status, an engagement in strategies to strengthen community ties. For example, it is noteworthy that the St. George's University has awarded over 100 scholarships to citizens of Grenada and St. Vincent. Also, the work of UWI Centre and TAMCC have

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been recognized in scholarship and prize funding by local corporations. The question then is, how can a future be shaped based on the past?

Several studies have shown many obstacles to progress which beleaguer higher education institutions in developing countries, some of them are financial constraints, inadequacy of technologies and facilities, scarcity of qualified professionals, and even the lessening enrolment patterns²⁴. Nevertheless, in Grenada, it is shown that development trends persisted in spite of the nature of these hindrances. The major trend appears to lie in the general support and dedication of stakeholders who themselves have benefited from higher education. Many of them are in touch with the reality of Grenada's social system. Government's continued negotiations for international assistance maintains a standard trend which can enhance prospects, yet, upon acquisition, widen disparities. Local authorities in higher education can barely speak of projecting grandiose building plans, given the hurricane 2004 devastation of the campus at TAMCC. The College was still focusing on rebuilding for continuity. Yet, the recovery of SGU, hit by the same disaster, was remarkably significant and complete, at the time of this study.

To conclude, the situation of higher education in Grenada is maintained in a two-part system: financially viable as opposed to financially inadequate. Because of this, the likelihood that higher education is perpetuating inequities is one of the conflicts that continue to plague the relations of dominance in developing societies like Grenada. Thus a major prospect could be the development of a community college where students can experience the full ambience of an intellectual and progressive environment. As one member of the public argued that TAMCC needs to be in proximity with St George's university where local students can easily share facilities and intermingle readily with foreign students. Therefore, inter-institutional cooperation needs to deepen and become more transparent to project a strong integrated image of higher education in Grenada.

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²⁴ Bourne (2004); Carrington (2002); Howe (2003); Williams (2004?), World Bank Task Force (2004); World Bank Group (2004).

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XV.2 HIGHER EDUCATION AND LAWS

photocopies

- *UWI Centre*
- *TAMCC*
- *SGU (unavailable at this time)*

XV.3 STATISTICS

[Chapter V - Appendix 1.xlr](#)

[Chapter V - Appendix 2.xlr](#)

[Chapter V - Appendix 3.xlr](#)

[..\Chapter V - Appendix 4.xlr](#)

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