

Internal Efficiency

Published 1 October 2026 Source OECS EMIS country returns

1 Efficiency overview

The 2024-2025 OECS Education Statistical Digest reveals significant challenges in internal efficiency, with a high number of repeaters and dropouts reported across Member States. Secondary education accounts for the majority of repeaters, highlighting a critical area for intervention.

3,172 REPEATERS	445 DROPOUTS	5 MEMBER STATES REPORTING	77.1% REPEATERS AT SECONDARY LEVEL
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The data indicates a substantial number of repeaters and dropouts across the five reporting Member States, with 3,172 repeaters and 445 dropouts recorded. Notably, 77.1% of repeaters are at the secondary level, underscoring the importance of addressing issues within this educational stage. These figures highlight the need for targeted strategies to improve student retention and progression, as repetition and dropout can significantly impact educational outcomes and resource allocation.

2 Repeaters by Member State

Table 1 Repeaters by Member State, level and sex

MEMBER STATE	PRIMARY	SECONDARY	MALE	FEMALE	TOTAL
Saint Vincent and the Grenadines	125	1,086	735	476	1,211
Grenada	71	800	520	351	871
Dominica	148	224	255	117	372
Saint Lucia	303	58	237	124	361
Antigua and Barbuda	78	279	251	106	357
Total	725	2,447	1,998	1,174	3,172

Figure 1 Repeaters by Member State, 2024-2025



Table 2 Repeaters by grade and form (OECS)

GRADE OR FORM	MALE	FEMALE	TOTAL
Primary: Kindergarten	257	127	384
Primary: Grade 1	56	24	80
Primary: Grade 2	42	20	62
Primary: Grade 3	45	12	57
Primary: Grade 4	43	24	67
Primary: Grade 5	39	21	60
Primary: Grade 6	9	6	15
Secondary: Form 1	399	158	557
Secondary: Form 2	388	232	620
Secondary: Form 3	358	251	609
Secondary: Form 4	232	218	450
Secondary: Form 5	130	81	211

Repeaters are predominantly concentrated in Saint Vincent and the Grenadines, with 1,211 students repeating a grade, followed by Grenada with 871. The majority of repeaters are at the secondary level, with Saint Vincent and the Grenadines reporting 1,086 secondary repeaters. Males constitute a larger proportion of repeaters, with 1,998 compared to 1,174 females. Kindergarten and Form 1 have the highest numbers of repeaters, indicating potential early intervention points.

3 Dropouts by Member State

Table 3 Dropouts by Member State, level and sex

MEMBER STATE	PRIMARY	SECONDARY	MALE	FEMALE	TOTAL
Grenada	11	134	80	65	145
Saint Vincent and the Grenadines	13	101	74	40	114
Saint Lucia	3	72	55	20	75
Dominica	27	40	44	23	67
Antigua and Barbuda	2	42	23	21	44
Total	56	389	276	169	445

Figure 2 Dropouts by Member State, 2024-2025

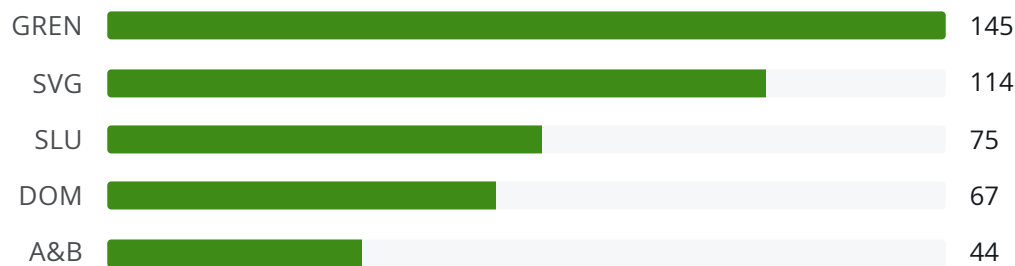


Table 4 Dropouts by grade and form (OECS)

GRADE OR FORM	MALE	FEMALE	TOTAL
Primary: Kindergarten	3	3	6
Primary: Grade 1	3	2	5
Primary: Grade 2	1	2	3
Primary: Grade 3	3	5	8
Primary: Grade 4	7	3	10
Primary: Grade 5	5	7	12
Primary: Grade 6	11	1	12
Secondary: Form 1	29	16	45
Secondary: Form 2	38	30	68
Secondary: Form 3	75	31	106
Secondary: Form 4	55	38	93
Secondary: Form 5	46	31	77

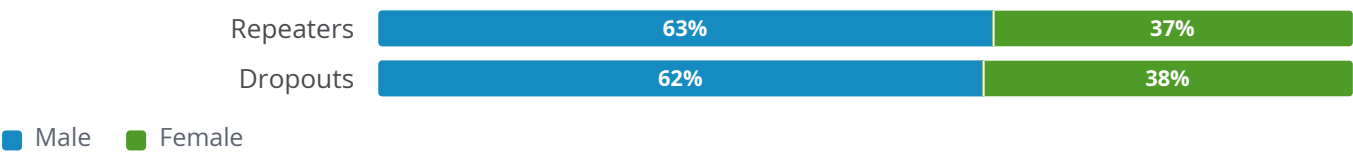
Dropouts are most prevalent in Grenada, with 145 students leaving school, and Saint Vincent and the Grenadines, with 114. Secondary education sees the highest dropout numbers, particularly in Form 3, which accounts for 106 dropouts. Males again represent a larger share, with 276 compared to 169 females. These figures suggest a need for focused retention efforts at the secondary level, especially for male students.

4 Repetition and dropout compared

Table 5 Repeaters and dropouts by Member State

MEMBER STATE	REPEATERS	DROPOUTS
Saint Vincent and the Grenadines	1,211	114
Grenada	871	145
Dominica	372	67
Saint Lucia	361	75
Antigua and Barbuda	357	44
Total	3,172	445

Figure 3 Male and female share of repeaters and dropouts (OECS)



The comparison of repeaters and dropouts shows that Member States with high numbers of repeaters, such as Saint Vincent and the Grenadines and Grenada, also report significant dropout numbers. However, the correlation between repeaters and dropouts is not uniform across all states. The gender distribution is similar for both repeaters and dropouts, with males comprising 63.0% of repeaters and 62.0% of dropouts, indicating a consistent gender disparity in educational retention.

5 Class size and pupil–teacher ratios

Table 6 Students, classes and teachers by Member State and level

MEMBER STATE	LEVEL	STUDENTS	CLASSES	TEACHERS	STUDENTS PER CLASS	STUDENTS PER TEACHER
Anguilla	Primary	1,232	77	—	16.0	—
Anguilla	Secondary	1,040	44	—	23.6	—
Antigua and Barbuda	Primary	8,640	522	770	16.6	11.2
Antigua and Barbuda	Secondary	7,022	298	910	23.6	7.7
Dominica	Primary	5,366	450	545	11.9	9.8
Dominica	Secondary	4,206	230	486	18.3	8.7
Grenada	Primary	11,309	746	708	15.2	16.0
Grenada	Secondary	8,972	278	721	32.3	12.4
Montserrat	Secondary	272	22	41	12.4	6.6
Saint Lucia	Primary	13,835	723	1,038	18.4	12.8
Saint Lucia	Secondary	10,135	—	1,011	—	9.8
Saint Vincent and the Grenadines	Primary	11,426	498	1,097	22.9	10.4
Saint Vincent and the Grenadines	Secondary	9,240	355	841	26.0	11.0

DATA COVERAGE

"—" marks a figure that was not reported. Each ratio uses only the public or private returns that gave both of its parts, so it can differ from the row's students divided by its classes or teachers.

Class sizes and pupil–teacher ratios vary significantly among Member States. For instance, Grenada reports a high student-to-class ratio of 32.3 at the secondary level, while Dominica has a lower ratio of 18.3. Pupil–teacher ratios also differ, with Antigua and Barbuda having a ratio of 7.7 at the secondary level, compared to Grenada's 12.4. These disparities suggest differing resource allocations and potential impacts on educational quality.

6 School management

Table 7 Schools with management and support arrangements

MEMBER STATE	LEVEL	MANAGED BY BOARDS	WITH DEVELOPMENT PLANS	WITH DISASTER PLANS
Anguilla	Primary	1	7	7
Anguilla	Secondary	2	2	2
Antigua and Barbuda	Primary	20	37	45
Antigua and Barbuda	Secondary	8	13	16
Dominica	Primary	12	57	57
Dominica	Secondary	7	14	14
Grenada	Primary	29	20	36
Grenada	Secondary	12	19	12
Montserrat	Primary	1	3	3
Montserrat	Secondary	0	1	1
Saint Lucia	Primary	0	70	62
Saint Lucia	Secondary	0	21	20
Saint Vincent and the Grenadines	Primary	16	51	24
Saint Vincent and the Grenadines	Secondary	18	28	17

DATA COVERAGE

A zero may mean the item was not reported rather than that no school has it. No Member State returned a count for schools with a pta and with guidance counsellors.

School management and support arrangements show variability, with some Member States reporting comprehensive development and disaster plans. For example, Dominica has 57 primary schools with development plans, while Saint Lucia reports 70. However, the absence of data on PTAs and guidance counsellors limits a full assessment of support structures. This gap in reporting is a concern, as it hinders a complete understanding of the management landscape.

7 Key observations and policy implications

KEY FINDING

Repeaters are predominantly at the secondary level, accounting for 77.1% of the total.

AREA OF CONCERN

There is a notable gap in reporting on PTAs and guidance counsellors across Member States.

POSITIVE TREND

Dominica reports a high number of primary schools with development plans, indicating proactive management.

AREA OF CONCERN

The high student-to-class ratio in Grenada's secondary schools may impact educational quality.

RECOMMENDATION

Member States should prioritise interventions at the secondary level to address the high number of repeaters and dropouts, with a focus on male students and resource allocation.