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STAFF APPRAISAL REPORT

COMMONWEALTH OF THE BAHAMAS

SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

October 24, 1988

Country Department III and Technical Department
Latin American and the Caribbean Regional Office

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CURRENCY AND EQUIVALENT UNIT

Currency Unit
B\$ 1.00

Bahamian Dollar (B\$)
= US\$ 1.00

WEIGHTS AND MEASURES

The International System of Units is used throughout this report, except for construction areas which are expressed in square feet (ft²).

$$1\text{ft}^2 = 0.093 \text{ m}^2$$

FISCAL YEAR

January 1 - December 31

SCHOOL YEAR

September - August

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

BHTC	Bahamas Hotel Training College
BSN	Bahamas School of Nursing
COB	College of The Bahamas
GBPA	Grand Bahama Port Authority
ITC	Industrial Training Center (of NTC)
MOE	Ministry of Education
MOEI	Ministry of Employment and Immigration
MOT	Ministry of Tourism
NTC	National Training Council
PIU	Project Implementation Unit
UWI-CHTM	University of the West Indies Centre for Hotel and Tourism Management

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This report reflects the findings of an appraisal mission which visited the Bahamas April 11-22, 1988. The mission comprised Messrs. Bo Dahlborg, Sr. (Technical Training Specialist (Mission Leader), Robert W. Etheredge, Jr. (Architect, Consultant) and W. Wesley Hobbs (Technical Education Analyst, Consultant), and Ms. Maria Anderson (Operations Assistant).

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MAP

COMMONWEALTH OF THE BAHAMAS

SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

STAFF APPRAISAL REPORT

I. LOAN AND PROJECT SUMMARY

Borrower : Government of the Commonwealth of The Bahamas

Beneficiaries: Ministries of Education, Employment and Immigration,
and Tourism

Loan Amount: US\$12.0 million

Terms: Standard IBRD Terms

Project Objectives
and Description:

The proposed project would help to implement the second phase of the Government's long-term plan to develop its training system. By focussing on improved labor market information, new arrangements to strengthen institutional coordination and private sector participation, and increased cost recovery in public institutions, the proposed project would implement policies and develop institutions for management and financing of training which would make more efficient use of available training resources, both public and private. In addition, the project would improve planning of post-secondary education and upgrade and expand training capacity primarily for the hotel and tourism sector; expand training opportunities for adults and out-of-school youth, particularly in the Family Islands, in response to labor market needs; and improve the efficiency and relevance of vocational training by developing inservice training and curricula that concentrate on clusters of related skills.

The project would have four components. The Institutional Development and Policy Implementation Component would consist of actions, supported by technical assistance, to:

- (a) improve the labor market information system;
- (b) expand the apprenticeship system;

- (c) strengthen the National Training Council (NTC) and its national subject-matter advisory panels and establish local training committees in the Family Islands, including employers' representatives;
- (d) increase cost recovery and cost sharing by raising enterprises' participation in the financing of training, and improve targeting of training stipends to needy individuals; and
- (e) establish a graduate tracer system and prepare a master plan for post-secondary and higher education in The Bahamas.

The Skills Training Component would provide:

- (a) actions, supported by technical assistance to develop curricula for broad-based preservice and inservice training and mobile training programs responsive to market needs, improve management and utilization of training facilities, establish a system for regular maintenance and materials supply for training facilities, and train training managers and instructors; and
- (b) civil works, furniture and equipment for skills training workshops at Area Vocational and Community Skills Centers in 22 locations in the 11 major islands, complementary workshop construction and equipment for existing Industrial Training Centers, and equipment for mobile training packages for basic and advanced skills training of youth and adults, primarily in the Family Islands.

The Tourism Training Component would consist of:

- (a) actions, supported by technical assistance, to improve coordination and articulation among existing tourism training programs, develop and implement new training programs for the sector, particularly for inservice training, and increase enterprises' participation; and
- (b) civil works, furniture and equipment for a new Hotel Training Institute, providing accommodation for selected programs

of the Bahamas Hotel Training College (BHTC), the University of the West Indies Centre for Hotel and Tourism Management (UWI-CHTM), the College of The Bahamas (COB), and the BahamaHost program of the Ministry of Tourism.

The Project Management Component would provide for expanded staffing of the existing Project Implementation Unit and training of local staff. The Bank's financing would cover 100% of the cost of technical assistance and most training equipment, 65% of costs for items procured locally, 50% of civil works, and 100% of foreign costs for travel and similar expenses for project administration.

Project Risks:

The proposed project is not expected to face any unusual risks. Project implementation arrangements were established under the previous Bank loan in the sector. They are functioning well and will be used for the proposed project with selective strengthening to assure a uniform rate of implementation.

Estimated Project Cost^a

<u>Project Component</u>	<u>Local</u>	<u>Foreign</u>	<u>Total</u>
	-----US\$ million-----		
Institutional Development and Policy Implementation	1.01	0.26	1.27
Skills Training	1.40	3.89	5.29
Tourism Training	2.02	5.22	7.24
Project Management	<u>0.65</u>	<u>0.19</u>	<u>0.84</u>
Total Base Cost (Sept. 1988)	5.08	9.56	14.64
Physical Contingencies	0.32	1.04	1.36
Price Contingencies	<u>0.50</u>	<u>0.90</u>	<u>1.40</u>
TOTAL PROJECT COST	<u><u>5.90</u></u>	<u><u>11.50</u></u>	<u><u>17.40</u></u>

a/ Includes taxes and duties estimated at US\$2.0 million.

Financing Plan

	<u>Local</u>	<u>Foreign</u>	<u>Total</u>
	-----US\$ million-----		
Government	5.90	1.50	7.40
IBRD	0.00	10.00	10.00
Total	<u>5.90</u>	<u>11.50</u>	<u>17.40</u>
% of Total	34%	66%	100%

Estimated IBRD Disbursements

	<u>Bank Fiscal Year</u>						
	<u>89</u>	<u>90</u>	<u>91</u>	<u>92</u>	<u>93</u>	<u>94</u>	<u>95</u>
	-----US\$ million-----						
Annual	0.8	2.0	2.4	2.0	1.7	0.7	0.4
Cumulative	0.8	2.8	5.2	7.2	8.9	9.6	10.0

Rate of Return: Not applicable

II. THE SECTOR: HUMAN RESOURCES ISSUES AND STRATEGY

A. Development Context

2.1 The Commonwealth of the Bahamas became independent in 1973. Its climate, geography, and proximity to the USA have contributed to rapid growth of tourism and related service sectors. Tourism is now the country's largest industry and accounts for 35% of GDP and, directly and indirectly, as much as 50% of employment. Financial services constitute the second most important sector, while agricultural/horticulture/fisheries and light industry represent less than 10% each in terms of contribution to GDP and employment.

2.2 Out of a total population of 250,000, 165,000 now live in Nassau/New Providence Island, 40,000 in Freeport/Grand Bahama Island, and about 45,000 in the "Family Islands", 24 islands spread over an area of 250,000 km² (Map). The labor market (Annex 2) is characterized by a co-existence of shortages of skills with substantial open unemployment (average rate 12%; 22% in the 15-24 age group). The imbalance between approximate annual manpower supply and demand, based on longer term averages, for skilled manpower is illustrated by the following table.

Estimated Labor Demand and Supply by Level of Skill

	Estimated Annual Demand ^{a/}		Estimated Annual Supply	
	Total	Family Islands	Total	Family Islands
Unskilled and semiskilled workers	1,620	230	3,300	660
Skilled workers	1,640	420	500	
Technicians	460	50	200	
Professionals	380	65	200	
(of which teachers)	<u>(200)</u>	<u>(40)</u>	<u>(50)</u>	
Total	4,100	765	4,200	660

^{a/} In a total of 32 occupational groups with highest No. of job openings.

Effective demand for labor in the Family Islands is concentrated at the skilled worker level and in the fields of construction and commerce/services. The only training available locally is that provided through vocational courses in secondary schools which currently, in the Family Islands, at best produce a semiskilled worker. The existing skills shortages contribute to generally inefficient operation and poor maintenance of hotels and other facilities, and result in an excessive dependence on skilled expatriates (about 10% of the workforce, concentrated in skilled, technical and professional occupations) and consequently higher costs and lower competitiveness, particularly in the tourism industry. Lower standards of living and a general lack of amenities, including

training opportunities, in the Family Islands contribute to migration to Nassau, particularly of out-of-school youth and young adults.

2.3 The Government's stated development priorities are to: (a) improve productivity in The Bahamas' tourism industry in order to gain competitive advantage in the region; (b) develop the Family Islands through increased provision of basic infrastructure, including training opportunities for the population, and tax incentives for new private investment; (c) help create jobs for the growing population, especially in the Family Islands; and (d) increase efficiency within the public sector administrative and publicly funded services. A longer term objective is to diversify the country's economy to make it less dependent on tourism. However, due to comparatively high labor costs relative to some other countries in the region, low-technology manufacturing, assembly and other industries are less likely to settle in The Bahamas than in competing locations in the Caribbean. The main opportunities for diversification based on local resources are instead in agriculture and fisheries, and related food processing which could be developed both for export and for import substitution (85% of all food consumed is imported).

B. Education and Training System

2.4 In order to provide an educated and trained workforce to sustain economic development, the Government of The Bahamas has launched a major effort over the past two decades to develop the country's education and training system. While this effort has been generally successful in primary education (net enrollment over 95%) and general secondary education (75%)--and at the primary and secondary level, private schools account for about 20% of total enrollment--it has fallen far short of meeting the economy's needs for skills training at the skilled worker, technician, and professional levels (para. 2.2). Accordingly, a major priority is to increase provision of relevant training opportunities under appropriate arrangements for management and finance.

2.5 Preservice skills training is provided in The Bahamas mainly by institutions controlled by the Ministry of Education (MOE), including secondary vocational programs. MOE also oversees the post-secondary College of The Bahamas (COB), which provides post-secondary preservice and inservice training in a range of paraprofessional and professional areas, including technician and teacher training. Professional-level education and training in The Bahamas is provided by the University of the West Indies (UWI), with its main campuses in Jamaica, Barbados, and Trinidad. The National Training Council (NTC)¹, with Industrial Training Centers (ITCs) in Nassau and Freeport, offers a broad range of skills training courses, mainly in technical and business trades at the skilled worker level. Such courses are intended for both adults and out-of-school youth. Until the present, however, NTC has concentrated on preservice courses for

1/ NTC was created under the first Bank-assisted project. It is chaired by the Permanent Secretary of Education and includes representatives of the Ministry of Employment and Immigration (MOEI), technical ministries, private employers, and labor unions. NTC's secretariat is located at the ITC in Nassau and is currently limited to two professionals.

youth. Specifically for the hotel and tourism industry, three different training programs exist: The University of the West Indies Centre for Hotel and Tourism Management (UWI-CHTM), a department of UWI's Jamaica (Mona) Campus; the Bahamas Hotel Training College (BHTC) operated by the Bahamas Hotel Training Council², which functions in parallel with the NTC; and the "BahamaHost" public relations training program of short courses operated by the Ministry of Tourism. In addition, four secondary schools (two in New Providence and two in Grand Bahama) have small hotel training programs. There are also a few private training institutions offering training mainly in business skills. Some of these schools provide training on a contractual basis to individual tourism enterprises. Several major hotels have in-house training programs. The organization and structure of the education and training system as well as the enrollments of the different institutions are described in Annex 3.

C. Education and Training Finance

2.6 Government Financing. Public expenditure on education and training in The Bahamas, at about 7% of GDP, is among the highest in the Latin America and Caribbean region. The Government's total operating budget for education and training in 1987 amounted to US\$96.0 million (19% of total Government recurrent expenditure and 6.5% of GDP). Capital expenditure in 1987 amounted to US\$8.0 million (10% of total capital expenditure and 0.5% of GDP). The large proportion of school age children in the population, and the relatively high average teacher salaries (including allowances for expatriates) explain the high costs. Out of the US\$95.0 million in operating funds, 44% was spent on primary education, 38% on secondary, and 8% on COB. (Including salary subsidies paid to private schools, the Government finances about 90% of total costs for primary and secondary education, the remaining 10% being covered mainly through school fees). Another 2% of recurrent budget was spent on NTC/ITC, 0.5% on BHTC, and 0.2% on UWI-CHTM. Included in the NTC allocation is US\$0.8 million (0.8%) for stipends to trainees (adults and out-of-school youth) taking preservice training courses at NTC centers. This stipend, which amounts to US\$42 per student per week and is currently paid to about 500 students in one-year courses, is provided as a specific incentive to support trainees in skills courses (Annex 4).

2.7 The large budgetary allocations to general education seem generally appropriate for a country of the characteristics of The Bahamas, considering the importance of a literate labor force for the service sectors. By comparison, expenditure on training will have to be raised over time in order to expand training in selected areas and improve quality. In the short and medium term, however, substantial improvement could be achieved without or with only marginal budgetary increases (paras. 3.16-3.18) by using available resources more efficiently and by increasing resources available for training through expanded and more consistent application of cost sharing and cost recovery measures.

^{2/} The Bahamas Hotel Training Council was established in 1979. It is chaired by the Permanent Secretary of the Ministry of Education and includes representatives of major hotel operators and labor unions. BHTC's management functions as the Council's secretariat.

2.8 Financing by Beneficiaries of Training. Beneficiaries (students/trainees and their employers) already participate in a major way in financing of publicly operated training. COB's operations are financed through fees (25%) and the Government (75%). Private enterprises have donated substantial amounts of equipment to COB (about 15% of total equipment cost). NTC/ITC's preservice training operations are fully financed by the Government, including stipends to trainees (para. 2.6). On the other hand, the building which houses the ITC at Freeport (as well as COB's and BHTC's Freeport divisions) was donated and refurbished for training purposes virtually entirely by the privately owned Grand Bahama Port Authority (GBPA) out of its own resources. The current value of land and buildings is set at US\$2.5 million. In addition, industry and private foundations have donated US\$210,000 worth of equipment for this facility. BHTC's operations are financed through direct financial contributions from the Government (50%) and the Tourism Promotion Boards (30%), and from tuition fees and other cost recovery measures such as inservice training contracts with individual hotels (20%). The short BahamaHost courses are organized by the Government through the Ministry of Tourism and are financed through fees. The UWI-CHTM program is financed under cost sharing arrangements among regional governments.

2.9 In addition, private firms, particularly in the hospitality sector, spend substantial amounts on recurrent expenditure for their in-house training programs. Based on average training budgets of representative hotels and restaurants, the annual expenditure on these programs countrywide is roughly estimated at between US\$2.5 and 3.5 million. Other major entities (banks, GBPA, and government technical agencies) are estimated to spend each year between US\$1.2 and 1.8 million on their own training programs. It can therefore be safely assumed that enterprises currently finance between US\$4.0 and 5.0 million's worth of training annually, in addition to their contributions to public training. Employers' incentives to train their workers are obviously strong, in a competitive and fast growing industry, and hotels are expanding their own in-house training programs.

D. Sectoral Development Issues

2.10 The main issues in training development are: (a) limited training capacity and opportunities; (b) weak and uncoordinated training institutions; (c) inadequate labor market information for planning of training; (d) weak links with employers; (e) lack of systematic cost reduction, cost sharing, and cost recovery policies; and (f) inadequate training programs and facilities. Each of these issues is analyzed in some detail in the following paragraphs.

2.11 Inadequate Training Capacity and Opportunities. Skills training in The Bahamas has advanced significantly in the 1980s with Bank assistance through the Technical and Vocational Training Project (Loan 1962-BM of US\$7.0 million signed May 8, 1981). Under that project, which has been the country's first major effort to build up a training system for Bahamian manpower, training for industrial, business and health technicians has been upgraded and expanded (60% of project cost), a management organization and training facilities have been established for training of skilled workers for New Providence and Grand Bahama Islands (32%), and more limited

resources have been devoted to upgrading tourism training in Grand Bahama (87). However, even in those specific fields where training has been established, such as for mechanics, masons, bookkeepers, cooks, hotel managers, etc., the current output responds to only 10 to 30% of annual requirements (estimates based on both annual retirements and expected growth). Skilled maintenance workers for hotel and tourism facilities are in especially short supply, and in the Family Islands are virtually non-existent. An apprenticeship system has been established by the Ministry of Employment and Immigration (MOEI) but until now is functioning only in the carpentry and masonry trades in New Providence Island, with a total of about 40 participants supervised by MOEI's Apprenticeship Unit, whose professional staff is limited to one full-time officer. As yet, there is virtually no inservice or upgrading training available, except within large enterprises, for the majority of already employed workers (for instance, about 2,000 auto mechanics), who need to improve their skills to achieve acceptable productivity in their existing jobs. Part of these shortcomings could be overcome through more efficient use of existing facilities; in many cases, additional investments are necessary.

2.12 Weak and Uncoordinated Training Institutions. The Government's overall strategy for human resources development is essentially sound but most institutions involved in training, particularly the NTC, are of recent creation and need further strengthening and support. At the same time, the growing size and diversity of those same institutions increase the need for improved inter-institutional coordination and articulation, for instance, among institutions and training programs for the tourism sector (para. 2.17). Post-secondary and higher education in general is fragmented, and particularly COB suffers from a lack of an overall development plan based on national priorities. Government has not yet established clear long term plans and priorities for post-secondary education.

2.13 Inadequacy of Labor Market Information for Planning of Training. The labor market information system currently operated by the Ministry of Employment and Immigration (MOEI) provides poor coverage of employment trends, and an inadequate basis for analyses of labor force characteristics such as earnings, turnover rates, patterns of mobility, profiles of the unemployed, and detection of areas of skill shortages. Estimations of labor supply have improved markedly with assistance under the first training project, but with respect to demand estimates and related characteristics of the labor market, the system has not yet improved. Although raw data are available from a variety of sources, due to lack of trained staff and weak inter-agency coordination, in many cases they are not collected regularly and processed, analyzed and disseminated to concerned government agencies, such as MOE, and to the general public. Therefore this information cannot presently be used as a basis for planning either by individuals or by training institutions.³

3/ For manpower supply, a system has been developed in MOE under the ongoing project, and a recent Labor Force Survey by the Department of Statistics has provided some updated demand information; but analysis and dissemination of information are inadequate, particularly on the demand side.

2.14 Weak Links with Employers. A main weakness in the training system, leading to possible inefficient response to labor market needs, is the lack of effective institutional mechanisms, such as advisory committees commonly used in industrialized countries, for participation by employers in the development, delivery and evaluation of training programs both at the national and local levels, particularly as regards NTC-managed programs. Advisory committees to assist in determining objectives and content of courses are functioning in Nassau for a few industrial branches, notably refrigeration/air conditioning and welding, but are lacking for most subject-matter areas, particularly those concerning smaller enterprises and construction activities. In the Family Islands, there are no established mechanisms to advise on specific local training needs. An apprenticeship system exists but is still very limited in scope (para 2.11).

2.15 Lack of Cost Reduction, Cost Sharing and Cost Recovery Policies. Clearing the backlog of training needs would require new investments in training facilities at the same time as there is strong pressure to increase the Government's recurrent expenditures for education and training. Even if financing were available for the capital cost of key investments, the Government would still need to find the means to expand training operations while containing the growth in its recurrent expenditures. Issues in this area include the need to adopt measures to reduce unit costs through programs which focus better on priority skills, take advantage of economies of scale and utilize existing facilities more efficiently, particularly at COB, whose unit costs in some courses are high due to uneconomically small enrollments; adjustment of the current policy of providing stipends to all NTC trainees, by targeting stipends only to trainees from low income households, or with family dependents; and establishing arrangements for increased cost sharing by employers and trainees, including increased financial contributions by employers to hospitality and industrial training through direct subsidies and inservice training contracts.

2.16 Inadequate Training Programs and Facilities. Inadequate training facilities and lack of appropriate teaching equipment are a major problem, especially for tourism-related training and training in the Family Islands. Moreover, inservice training programs are virtually non-existent and some existing preservice programs hold little relevance to participants. Secondary vocational courses in the Family Islands, for example, are overly narrow for most youth and out-of-school adults, providing training in narrowly defined skills often in low demand such as technical drawing, woodworking and home economics. Another issue is the current inflexibility of NTC preservice training programs for skilled workers which have been standardized at one year's duration, instead of using shorter modular courses more easily adapted to needs and opportunities. Also, in the Family Islands, some managers and instructors are not trained to operate more flexible and cost-effective programs and short courses which could offer practical training in collaboration with enterprises. There is currently no efficient system for regular maintenance of building and training equipment, nor for supply of necessary training materials; this causes low training efficiency particularly in the Family Islands. Moreover, in these locations, there are no organized apprenticeship programs, and little or no use is made of existing skilled personnel as part-time instructors.

2.17 Specific Issues in Training for the Tourism Sector. The tourism sector suffers from a shortage of technical skills and inadequate training programs for maintenance of facilities (for instance, air conditioning systems and elevators that are out of service are among the most frequent complaints received from hotel guests). As to specific hospitality-related training, physical facilities and equipment are inadequate at both BHTC and UWI-CHTM, and coordination of planning and articulation among training programs at the institutions are virtually non-existent. In spite of generally appropriate curricula and adequate staff resources for training in this sector, the outputs of the institutions are insufficient in quantity (only 30% of new cooks needed can be trained) and deficient in quality (only about 50% of prescribed practical course work can actually be performed by students). Given the present lack of facilities, much-needed inservice (but off-the-job) training for employed tourism personnel does not take place; recurrent costs are higher than they could be if the institutions cooperated more; already small capital budgets are inefficiently used; and due to the lack of articulation among programs, graduates of BHTC and COB are effectively unable to pursue higher management studies at UWI-CHTM. This situation perpetuates the inefficiency of training for the hospitality sector and an over-reliance on expatriate managers at middle and upper levels in The Bahamas.

E. Strategy for Improvement of Training System

Government's Training Development Plans

2.18 The Government's evolving education and training strategy, as updated in 1986, emphasizes improvements in the quality and efficiency of vocational and technical training, as well as increased outputs in accordance with regularly updated information from an improved labor market information system and taking into account government and private development plans for major sectors of employment and location of activity. The strategy foresees expansion of relevant training opportunities in the Family Islands. Specifically for the hotel and tourism industry, the strategy aims at a feasible degree of integration and articulation of tourist training programs and related support courses of the BHTC, the UWI-CHTM and the COB training institutions, thus attaining increased efficiency in the utilization of facilities, reducing investment costs and, to a lesser extent, recurrent costs of training. In fields not specific to tourism, the strategy also expects COB to expand its offerings to new areas of post-secondary training and to develop degree-level higher education programs. Both COB and NTC will be expected to strengthen on-the-job and off-the-job inservice training programs for upgrading the performance levels of employed personnel. In addition, the strategy recognizes the need for more effective cost recovery in the delivery of training, in particular inservice training, and increased financial participation of the private sector in meeting recurrent costs. Once this strategy is fully implemented, the Government expects that the supply of skilled and technical workers will more closely approximate effective demand in the economy, and that qualified Bahamians will increasingly replace many expatriates at the middle and higher technical and management levels, thus helping to keep tourism costs competitive.

Bank Assistance Strategy and Experience of Past Lending

2.19 The Bank's overall objectives and strategy for The Bahamas are stated in a memorandum from the Bank's President dated February 9, 1984 and entitled "The Bahamas: Graduation from the Bank". The memorandum recommended to the Executive Directors that The Bahamas be graduated after a phase out period ending in FY89. The phase-out lending program envisaged two projects; those projects have subsequently been identified as the Second Water and Sewerage Project (Ln. 2756-BM of US\$10.0 million, approved on October 14, 1986) and the proposed Second Technical and Vocational Training Project described in this report.

2.20 Bank policy for training calls for adjustment in management and financing policies in order to increase the productivity of training expenditures and the sustainability of public training institutions, and at the same time preservation of equity through improved opportunity for individuals to enhance their technical knowledge and skills. With assistance from the Bank under the first Technical and Vocational Education Project financed from Loan 1962-BM (para. 2.11), the Government has successfully laid the foundations for developing an efficient training system responsive to the needs of the Bahamian economy. The first project has been essentially well implemented, although it has suffered an implementation delay of two years due to delays in availability of a site (for a Nurses Training School) and because anticipated cofinancing of a hotel training facility did not materialize. Also, due to this lack of cofinancing, an amount of US\$450,000 intended mainly for equipment for tourism training was cancelled from the Loan. The proposed second project again makes provision for a hotel training facility as part of a larger and more comprehensive package, independent of cofinancing, for tourism sector training. The proposed second loan would effectively support the further articulation and implementation of the Government's training strategy in ways consistent with general Bank policy. By focussing on basic policy issues as reflected in the need for an improved labor market information system, new arrangements to strengthen institutional coordination and private sector participation, better planning of post-secondary education, and increased cost recovery, the proposed project would help create a framework for management and finance of training that makes more efficient use of available training resources, both public and private. Bank experience with the first project has demonstrated the Government's commitment to sound training development objectives and its ability to implement a major training project.

III. THE PROJECT

A. Origin of the Project

3.1 In 1986 the Government requested the Bank to consider a possible second technical and vocational training project, with special emphasis on the tourism sector. A Bank reconnaissance mission was fielded in November 1986 to initiate discussions and assist in identifying the components of a possible project. A mission in September 1987 assisted the Government in project preparation and in actions to select a consulting institution to carry out a broad-based, PPF-financed study of institutional training for

the tourism sector. A Project Preparation Facility was approved on November 20, 1987, and appraisal took place during April 1988. The project was negotiated on September 22 through 23, 1988. The Bahamian delegation was headed by Mr. Gurth Archer, Permanent Secretary, Ministry of Education.

B. Project Objectives

3.2 The proposed project would help implement major elements of the second phase of the Government's long term plan to expand and upgrade its training system. The project will pursue two key objectives: institutional development and improved policy implementation in training management and finance; and expansion and upgrading of training capacity in combination with measures to use existing training capacity more effectively. The relation of these objectives to the sector issues is illustrated by the "Project Matrix" shown on the following page.

3.3 Objective No. 1: Institutional Development and Strengthening of Management and Financing of Training. The central objective is to ensure the administrative and financial sustainability of the training system through better planning and more efficient allocation of staff and technical and financial resources, strengthening of institutions, better coordination of training efforts, stronger linkages between the training system and employers at the national, local, and enterprise level, and establishment of a larger and more stable base of financial resources available for training through cost sharing and cost recovery measures and actions to increase private sector participation in financing of training.

3.4 Objective No. 2: Technical and Operational Improvements. The project would also aim to make the training system more responsive to labor market requirements and improve the quality and cost-efficiency of training by: modifying existing training programs and developing and implementing new short, modular programs for flexible delivery in response to market needs, including mobile training programs for small-volume training in the Family Islands; strengthening management and maintenance systems; and increasing the supply and upgrading the performance capability of training administrators and instructors.

C. Rationale for Bank Involvement

3.5 The proposed project would help implement the second phase of the Government's long term plan to expand and upgrade its training system, and would supply trained manpower for the major sectors of the economy through the year 2000. While the Government's overall sector development strategy is sound, developmental institutions are still relatively young and can benefit substantially from the training policy support and technical guidance that would accompany a Bank project. No other lenders or donors have expressed an interest in a project of this kind. The European Community will probably finance a regional tourism training project which would not substitute for but complement the proposed Bank project by providing temporary additional staffing for BHTC and UWI-CHTM and a dormitory for Caribbean and Family Island students at the proposed Hotel Training Institute. The proposed project would contribute significantly to the development of key sector institutions and the implementation of improved policies for management and finance of training.

THE BAHAMAS: SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT: Project Matrix

<u>Specific Issues</u>	<u>Sub-Issues</u>	<u>Corresponding Project Objectives</u>	<u>Means</u>	<u>Project Components</u>	<u>Conditionality/Covenants</u>
1. Inadequate Training Capacity and Opportunities	1(a) Preservice training output below market needs	1(a) Increase preservice training output guided by market	1(a) Construction, equipment, TA for preservice training program development	1(a) Skills Training Component (Preservice Training Subcomponent)	1(a) New training program to be sent to Bank by June 30, 1990, and implemented academic year 1990/91
	(b) Apprenticeship system undeveloped	(b) Expand apprenticeship system guided by market	(b) (i) Expand, staff & house MDEI Apprenticeship Unit (ii) Staff training through TA (iii) Equipment and vehicles	(b) ID&PI ¹ Component (Apprenticeship System Component Subcomponent)	(b) Dated covenant to expand system to 8 trades by December 31, 1988
	(c) No inservice or upgrading training for SME workers	(c) Develop inservice/upgrading training	(c) TA for inservice training program development	(c) Skills Training Component (Inservice Training Subcomponent)	
2. Weak and Uncoordinated Institutions	2(a) NTC weak	2(a) Strengthen NTC through partnership in project implementation and staff training	2(a) Bank guidance and technical assistance	2(a) Skills Training Component (Project Implementation Component)	2(a) Dated covenant on plan for management improvement and staff training by June 30, 1990
	(b) MDE training management weak as to: (i) Monitoring and evaluation of training (ii) Maintenance and materials supply	(b) Ditto, MDE (i) Introduce graduate tracer system (ii) Introduce functioning system of maintenance & supply	(b) (i) Bank guidance and technical assistance (ii) Bank guidance and technical assistance	(b) Skills Training Component	(b) (i) Dated covenant to establish tracer system by 12/31/1989 (b) (ii) Dated Covenant to improve maintenance and supply system by June 30, 1990
	(c) No plans or priorities for post-secondary education	(c) Develop master plan for post-secondary and higher education	(c) Establish local working group groups; provide TA	(c) ID&PI ¹ Component (Higher Education Study)	(c) Dated covenant for master plan to be completed by December 31, 1991
3. Inadequacy of Labor Market Information for Planning of Training	3(a) Lack of interagency coordination and leadership	3(a) Establish lead agency and staff unit	3(a) Selection of agency (MDEI) hiring of staffing, housing of Unit	3(a) (b), (c): ID&PI ¹ Component (Labor Information System Subcomponent)	3(a) Dated Covenant to set up labor information system by June 30, 1989.
	(b) Shortage of trained staff	(b) Train staff on-the-job	(b) Technical assistance		
	(c) Shortage of equipment	(c) Provide necessary equipment	(c) Supply of equipment		
4. Weak Links with Employers	4(a) Few advisory committees	4(a) (i) expand subject-area advisory committees to new areas (ii) create local training committees in Family Islands	4(a) (i) Bank guidance & TA (ii) Bank guidance & TA	4(a) ID&PI ¹ Component (Advisory Committee Subcomponent)	4(a) Dated Covenant to establish committees by December 31, 1989
	(b) Apprenticeship system undeveloped	(b) see 1(b) above		(b) See 1(a)	(b) See 1(a)
	(c) No cooperative training programs	(c) see 4(a) above		(c) See 4(a)	(c) See 4(a)

<u>Specific Issues</u>	<u>Sub-Issues</u>	<u>Corresponding Project Objectives</u>	<u>Means</u>	<u>Project Components</u>	<u>Conditionality/Covenants</u>
5. Lack of Cost Reduction, Cost Sharing, and Cost Recovery Measures	<p>5(a) NTC not permitted to charge for training services</p> <p>(b) High costs of training stipends due to lack of criteria for award</p> <p>(c) lack of mechanisms for cost recovery through contract training and tuition fees</p>	<p>5(a) Enable NTC to receive and expand training funds</p> <p>(b) Reallocate resources by targeting stipends on those in need</p> <p>(c) Establish cost recovery and procedures, including contract training and tuition fees</p>	<p>5(a) New regulations for NTC</p> <p>(b) Change of selection criteria; application of new criteria</p> <p>(c) Application of mechanisms and procedures</p>	5(a) ,(b),(c) ID&PT ¹ Component (Cost Reduction/Cost Recovery Subcomponent)	5(a) (b),(c) Dated covenant for measures to be taken by June 30, 1989.
6. Inadequate Training Programs and Facilities	<p>6(a) Narrow, inflexible pre-service training programs</p> <p>(b) No inservice training programs</p> <p>(c) Limited training in collaboration with enterprises</p> <p>(d) Inadequate training facilities and lack of training equipment</p> <p>(e) Lack of instructors; no use of existing skilled personnel as instructors</p>	<p>6(a) Reform training programs as guided by market</p> <p>(b) Establish inservice training as guided by market</p> <p>(c) see 4(a) above</p> <p>(d) Improve facilities and equipment for priority training, as guided by market</p> <p>(e) Establish system to use skilled persons as instructors</p>	<p>6(a) see 5(a) above</p> <p>(b) see 1(c) above</p> <p>(c) see 4(a) above</p> <p>(d) Construction, furniture, equipment</p> <p>(e) Establish professional instructor corps; train teachers; TA</p>	6(a) Skills Training Component	<p>6(a) ,(b),(c): See 5(a)</p> <p>(d) Project sites to be legally transferred for effectiveness</p> <p>(e) See 5(a)</p>
7. Specific Issues for Training in Tourism Sector	<p>7(a) Shortage of technical maintenance skills</p> <p>(b) Inadequate facilities at tourism-specific training institutions</p> <p>(c) Lack of institutional coordination</p> <p>(d) Inadequate output (quality & quantity) of training</p> <p>(e) High cost & inefficiency of training</p>	<p>7(a) see 6(a) above</p> <p>(b) Create new joint training facility for tourism</p> <p>(c) Establish articulation and coordination among institutions</p> <p>(d) see 6(a) and 6(b) above</p> <p>(e) see 6(a) and 6(b) above</p>	<p>7(a) see 6(a) above</p> <p>(b) TA, construction, furniture, equipment</p> <p>(c) Issue policy on articulation and coordination based on PPF study</p> <p>(d) see 6(a) and 6(b) above</p> <p>(e) see 6(a) and 6(b) above</p>	7(a) Tourism Training Component	<p>7(a) Dated Covenant on 50% employer financing by December 31, 1991.</p> <p>(b) Agreement on implementation of Tourism Training Component in accordance with consultants' recommendations.</p>

¹Institutional Development and Policy Implementation Component

D. Project Components and Description

3.6 The objectives of the proposed project would be attained through four distinct but mutually supporting project components, to be implemented according to an agreed plan covering specific actions within each component and dates for their implementation.

3.7 Institutional Development and Policy Implementation Component (US\$1.4 million). This component would include additional staffing, office space, technical assistance and equipment for the Department of Labor of MOEI to establish by June 30, 1989, a system for regular production and dissemination of needed labor market information; and for the Apprenticeship Unit of MOEI to expand the existing apprenticeship system to six trades each (carpentry, masonry, plumbing, electrical installation and appliance repair, auto mechanics, and secretarial skills) in New Providence and Grand Bahama Islands by Dec. 31, 1990. Both the labor information system and the apprenticeship system expansion would be implemented according to an action plan, a draft of which has been reviewed and deemed acceptable by the Bank. The component would also comprise the establishment, by December 31, 1989, of a graduate tracer system to evaluate NTC's and BHTC's training programs, and of national subject matter area advisory committees for eight major industrial branches (construction, commerce, vehicle repair, electrical installation, communication and consumer electronics, plumbing and pipe installation, welding and mechanical maintenance, and refrigeration and air conditioning) and local training committees in each of the nine major Family Islands in accordance with agreed Terms of Reference. Technical assistance would also be included to help implement cost sharing and cost recovery in training and to prepare a master plan for the future development of post-secondary and higher education in The Bahamas to be completed by December 31, 1991. Specifically regarding cost recovery in NTC programs, a plan of action, a draft of which has been reviewed and deemed acceptable by the Bank, to implement policies and procedures ensuring receipt by NTC of training funds and permitting it to expend funds for training financed under contracts with employers and/or through tuition fees for both preservice and inservice training; and policies, eligibility criteria based on need and training performance, and verification procedures to ensure targeting of training stipends to selected individuals from lower income households, or those with dependents, would be implemented in a form acceptable to the Bank prior to student recruiting for 1989, or at the latest June 30, 1989. The Government would also implement financing policies in BHTC to achieve at least 50% employer financing of preservice training specifically for the tourism sector no later than December 31, 1991. (Inservice training is already financed 100% by beneficiaries).

3.8 Skills Training Component (US\$6.3 million). This component would adapt, improve and selectively expand training in priority skills which are not hospitality-specific but yet essential for supporting infrastructure and services such as construction and technical maintenance skills, and would provide new non-formal preservice training programs and related, complementary equipment and facilities, including 10 mobile training units, for low-cost training at the skilled and semi-skilled levels of adults and

out-of-school youth in skills in high demand, and establish a program of inservice training at the same levels fully financed by beneficiaries. Both preservice and inservice training would be offered at the two existing Industrial Training Centers (ITCs) in Nassau and Freeport, at two new Area Vocational Centers in New Providence Island, and at 20 Community Skills Centers in other islands (Annex 5, Appendices 3 and 4). The Community Skills Centers would be physically located at and administered by secondary schools offering vocational courses and would be used in the evenings and during school vacations for non-formal and inservice training. The programs would cover a broad range of skills in the commercial, service, construction and technical/industrial sectors. The project would provide supplementary training equipment for existing training workshops as well as construction and equipment for new priority skills training facilities, including an expansion of the ITC at Freeport and a small maintenance and materials supply center in Nassau. The new adult training programs, operated in modular and short-course format, would be prepared under the oversight of national and local training advisory committees and would be delivered flexibly by NTC in response to labor market needs. For secondary students, more relevant and cost-effective training would be provided by MOE, by deleting traditional single-skill vocational subjects of long duration, and instead introducing broader-based training in "clusters of related skills"⁴ adapted to the equipment provided for non-formal and inservice courses, in place of traditional single-skill training programs, particularly in the Family Islands where broad maintenance skills are in high demand. All courses would be overseen by local training committees to ensure relevancy to market needs, and would be systematically evaluated using graduate tracer studies.

3.9 Under the project, skills training opportunities for adults and out-of-school youth, geared to labor market needs, would be made available for the first time in ten of the Family Islands, in addition to five locations in New Providence and Grand Bahama. The program would aim to provide non-formal preservice or inservice training to about one-half of each of 500 adults and out-of-school youths annually in the Family Islands, 300 in Grand Bahama, and 600 in New Providence Island. As a result, about 700 "new" workers trained in non-formal courses would join the workforce annually, or about one-half of the need documented in para. 2.2. Another 700 existing workers would have their skills upgraded through inservice training, thereby reducing the existing training backlog. In addition, the quality of vocational training provided to completing secondary students would be improved, without any increase in unit costs due to the reduction in total hours spent in vocational classes, through the use of better and more relevant training programs and equipment, so that substantial numbers of semiskilled secondary school graduates would leave school with much more employable skills than before.

3.10 Training specialists would be contracted for the design of modular non-formal short course programs, including mobile programs and adult

4/ For instance, clusters of related skills for building construction and maintenance--masonry, carpentry, plumbing, electrical installations and cabinet-making.

evening courses, and for development of the related instructor training and industrial internship programs, including the creation of a corps of certified instructors among skilled workers who could teach part-time in evenings and short courses. Specialist assistance would also be provided for development of curricula for "clusters of related skills." A dated program for improved management and utilization of skills training centers and for training of managers and instructors, as well as the new course syllabi would be presented to the Bank for review and comment by June 30, 1990, and implemented beginning with academic year 1990/91. An improved system for maintenance of buildings and training equipment and supply of training materials to Industrial Training Centers and Area Vocational and Community Skills Centers would be implemented by June 30, 1990.

3.11 Tourism Training Component (US\$8.7 million). This component would improve and expand training directly related to the hotel and tourism industry, such as the training of chefs and waiters, and would consist of: (a) specialist assistance to evaluate and make recommendations concerning the relevance of existing tourism training programs for the labor market; the need for an increased volume of short preservice and inservice training programs; and measures required to improve the coordination and articulation among the different programs, including (i) the division of labor between COB and BHTC particularly in subjects such as languages, accounting, and business management and (ii) coordination of admission requirements at UWI-CHTM with course content at BHTC and COB; and (b) design, construction, furniture, and equipment for a new joint Hotel Training Institute, exploiting the economies of feasible joint use by the different institutions for the programs of the BHTC, the UWI-CHTM, related courses of the COB, and the BahamaHost program. The primary purpose would be to raise the quality of training and to increase enrollments and output in such areas (e.g., training of restaurant chefs) where present capacity is clearly inadequate. The Institute would have an effective capacity to receive about 350 students simultaneously, compared to an aggregate capacity of about 250 in existing facilities. The increased overall capacity and efficiency gains would permit an increase in the combined annual output from the UWI-CHTM and BHTC's diploma/certificate courses, including the apprentice chef program, from about 40 to 120 per year. The largest increase in output would be in short preservice courses for hourly hotel workers at BHTC which would increase from currently insignificant levels to about 750 per year, and in short inservice training programs for restaurant and hotel workers, which would likely continue at current levels of about 750 graduates per year. This combined output would approximately respond to estimated minimum training needs in those trades for which basic training is provided by BHTC and UWI-BHTC (Annex 2, Appendix 7). In addition, the BahamaHost visitor relations program, which has as its ultimate goal to reach virtually every person in the tourism-related workforce of 40,000, would be able to increase its current annual coverage of about 700 workers to 1,200. The Government has confirmed that the tourism training component would be implemented in accordance with the recommended actions made by consultants in a recently completed Special Study of Hotel Training in The Bahamas, including policies and procedures for coordination and articulation among tourism-related programs at BHTC, UWI-CHTM and COB, and terms, conditions, timetable and management arrangements for sharing the facilities of the new Hotel Training Institute.

3.12 Project Management Component (US\$0.9 million). This component would consist of strengthening of the existing Project Implementation Unit (PIU) with a full-time civil works coordinator and a full-time procurement specialist plus several part-time PIU members (Annexes 7a and b), and of operating costs (communication, travel, office supplies) for project implementation and supervision. As part of this component, a two-day equipment procurement seminar would be presented by competent consultants for PIU staff before the start of equipment procurement. The Government has agreed to sustain the unit throughout the project implementation period and not to change the staffing, organization and functions of the PIU without prior Bank approval (para. 3.20).

E. Alternatives to Proposed Project Interventions

3.13 Alternative ways to address the manpower problems were studied but rejected, including (a) creating additional, separate skilled worker training centers (in addition to those existing in Nassau and Freeport) to be operated independently by the NTC; this would cost more, especially in the Family Islands, and reduce possible benefits compared to the chosen solution of developing existing training facilities at secondary schools into Community Skills Centers to be used by both MOE and NTC; (b) exploiting economies of scale in existing institutions in Nassau instead of investing in training in the Family Islands; this would further reduce immediate government expenditures for training but would, based on past experience, fail to provide the required manpower for the Family Islands; (c) improving existing hotel and tourism training facilities separately for each institution; this would be administratively easier, in the short run, but would perpetuate uneconomic operations and severely curtail efficiency due to the limitations of present sites; and (d) encouraging the private sector to finance, own, and operate such a facility, instead of supporting a major, new public facility for hotel and tourism training; this idea was presented to managers of major hotels and was rejected for the following reasons: (i) the funds expended, and to be expended, by the Government for hotel and tourism training, already emanate directly from the enterprises in the form of the room tax on hotels, part of which is currently channeled to training via the Tourism Promotion Boards; (ii) the tourism sector is not interested in, and can see no practical way of either sharing ownership of, or operating efficiently a central facility; while each major hotel has an in-house training program (para. 2.9), the only practical and cost-efficient arrangement for basic training of large employee groups is considered to be through improvement and expansion of existing public training institutions. The industry's representatives are enthusiastic about the BahamaHost program and also consider that they have adequate influence over BHTC, without direct ownership, through the Bahamas Hotel Training Council; they are not equally satisfied with UWI-CHTM but believe that this must be resolved in a different manner since UWI is a multinational institution which would be very difficult to privatize.

F. Project Costs and Financing

Project Costs (Page 4 and Annexes 6a-6c)

3.14 Total project costs are estimated at US\$17.4 million, with a foreign exchange component of approximately US\$11.5 million, or about 66%. The cost estimate includes about US\$2.0 million equivalent in applicable local taxes and duties. Physical and price contingencies are equivalent to 9% and 10% of baseline costs, respectively. Physical contingencies were added to base costs at 15% for construction of the tourism and hotel training facility, and 10% for other construction, equipment, and technical assistance. Price contingencies were estimated based on projected international inflation rates of 3% for 1989 and 1990 and 4% p.a. thereafter.

Unit Capital Costs

3.15 Unit costs for technical assistance, unit areas and costs of construction, unit costs for equipment, and unit capital costs per student place are summarized in Annex 6d.

Financing Plan (Page 4)

3.16 The project would be financed as follows: the amount of the proposed Bank loan would be US\$10.0 million equivalent, which would represent 65% of total estimated cost, net of taxes. The proposed loan would finance 87% of foreign exchange costs. The loan would be repayable over 15 years, including five years of grace, and would bear interest at the Bank's standard variable rate. As an average during the implementation period, the Government's contribution to the project would represent about 1% of annual public expenditure on education. With respect to the capital budget, expenditure under the project would represent on an average about 10% of total capital expenditure on education (Annex 4, Appendix 1).

Recurrent Costs Implications and Unit Recurrent Costs

3.17 The project would require increased recurrent expenditures by the Government for the operation of new training programs and maintenance of the new facilities. When project components are fully operational in 1995, direct annual recurrent costs to the Government for training (in constant 1988 US dollars) will increase by US\$759,000, as shown in the following table:

	Cost of Instructors	Cost of Consumable Supplies & Maintenance of Physical Plant	Total Costs
<u>Skills Training Component</u>			
a. NTC Adult Training Programs	\$ 57,000	\$ 36,000	\$ 93,000
b. Completing Secondary Day Students	272,000	120,000	392,000
Sub-Total	<u>\$329,000</u>	<u>\$156,000</u>	<u>\$485,000</u>
<u>Tourism Training Component</u>			
a. BHTC	\$ 60,000	\$140,000	\$200,000
b. UWI-CHTM	--	74,000	74,000
Sub-Total	<u>\$ 60,000</u>	<u>\$214,000</u>	<u>\$274,000</u>
			<u><u>\$759,000</u></u>

3.18 Total Incremental Annual Expenditure (1995). The incremental costs shown above do not include the cost of inservice training which would be provided by project institutions but would be financed entirely by employers under contract with NTC and BHTC. This type of training would account for a major part of the expected growth in enrollment but would decrease rather than increase recurrent costs to the Government, since part of general overhead could be recovered under the contracts. The increased costs under the Skills Training Component (US\$485,000) would be partially offset by annual savings through more selective targeting of training stipends. For tourism training, the proposed consolidation of facilities and operations would actually reduce unit operating costs by about 15%. However, this reduction would be offset by the expected expansion of enrollment in preservice courses. The resulting increase in annual recurrent costs for tourism training (\$274,000) is expected, based on statements of both the Government and of industry representatives, to be fully financed through a marginal increase in existing annual contributions from the Tourism Promotion Boards represented on The Bahamas Hotel Training Council. Other cost reduction and cost recovery measures which would be adopted as part of the project (para. 3.7) would result in additional savings on recurrent costs. As a net overall result, the project would actually reduce total recurrent expenditure for training to the Government.

3.19 Unit Recurrent Costs. The unit recurrent costs of the different institutions and programs are estimated as follows:

<u>Unit Recurrent Costs (US\$ per student year)^a</u>		
	<u>Present^b</u>	<u>After Project</u>
NTC Adult Training	3,670 ^c	2,820 ^d
Completing Secondary	1,220	1,270
BHTC Preservice Programs	3,300	2,800
UWI-CHTM Programs	6,600 ^e	not directly affected ^f
COB Preservice Programs	9,800	not directly affected

^aExpressed in Full-Time Equivalent (FTE) and in US\$ of 1988

^bAnnex 4

^cIncluding \$1,630 for training stipends

^dIncluding an average of US\$820 for training stipends to needy students

^eMission estimate

^fProposals to significantly reduce unit costs would be a likely result of the Master Plan for Post-Secondary and Higher Education to be prepared under the project.

The above unit recurrent costs are comparable to those of corresponding programs in other countries, in spite of the generally high relative cost level in The Bahamas and (in the case of NTC and secondary courses) the additional costs caused by the geographical dispersion of the Family Islands. Specifically, regarding tourism-related training (BHTC and UWI-CHTM), unit recurrent costs are similar to or compare favorably with those of institutions in the region potentially competing for Bahamian students.

G. Project Implementation

Project Management

3.20 The project would be managed by the MOE through a Project Implementation Unit (Annex 7a) consisting of, (a) on a full-time basis: a project manager, a civil works coordinator, a procurement specialist, and support and clerical staff; and, (b) on a part-time basis: the principal officer of the NTC, the three MOE coordinators of vocational/technical education, representatives of each of the three tourism training institutions, a legal officer, and a project accountant. The design and supervision of construction of the Hotel Training Institute would be carried out by a private firm of architects and engineers acceptable to the Bank, engaged under terms and conditions acceptable to the Bank. A condition of effectiveness would be that the PIU would have been formally established and that the project manager and the procurement specialist would have been appointed. The appointment of the civil works coordinator would be a condition for disbursement against the Civil Works category for expenditure other than for professional fees.

Technical Assistance

3.21 To facilitate reference, all technical assistance included in the project has been listed, with starting dates, in Annex 5, Appendix 1.

Terms of Reference for major consultant inputs have been prepared and are in Annex 5, Appendix 2.

Construction and Equipment

3.22 (a) For the skills training component, construction designs would be based on standard designs of the MOE and would utilize insulated prefabricated metal buildings similar to those previously employed in school construction in The Bahamas. Designs for the workshops at the ITC in Freeport would use materials and design features to harmonize with the existing building. Detailed civil works design and supervision of construction under the skills training component would be the responsibility of the Estates Section in the MOE, assisted by the civil works coordinator in the PIU. Furniture and equipment lists and specifications would be prepared as a result of technical assistance inputs, and procurement would be coordinated by the procurement specialist in the PIU. (b) For the joint facility for tourism training (the Hotel Training Institute), a conceptual design based on the PPF-financed consultants' report on the Special Study of Hotel and Tourism Training in The Bahamas has been prepared by an external firm of architects. Furniture and equipment lists and specifications for the Institute are attached to the consultants' report. Preliminary drawings of the buildings for the Hotel Training Institute, draft terms of reference and a draft contract for the contracting of a firm of architects/engineers to carry out the detailed design, bidding, and supervision of construction of the Institute have been reviewed and deemed acceptable by the Bank.

Construction Sites

3.23 It would be a condition of effectiveness that the Government furnish evidence, satisfactory to the Bank, that the titles of the sites for construction of the Hotel Training Institute and the ITC in Freeport would have been legally transferred to the Ministry of Education.

Implementation Schedule

3.24 The project would be implemented over a period of about six years. Project implementation target dates are shown in Annex 7c. This scheduling is consistent with the Ministry's experience in implementing the first project and with the profile of similar projects in the region. Considering the present state of project preparation, construction for the Skills Training Component could begin during the second quarter of calendar year 1989 and for the Tourism Training Component during the third quarter of 1989.

Procurement

3.25 Civil works contracts for construction of the Hotel Training Institute would be awarded on the basis of international competitive bidding (ICB). Prior to the invitation for tenders, the Bank would approve all tendering documents for this component. Since the remainder of the civil works would be widely dispersed and relatively small in size, it is

doubtful that there would be international interest in bidding. For this reason, local competitive bidding would be satisfactory. However, interested foreign companies would not be precluded from bidding. The Bank has reviewed and deemed acceptable the following documents proposed to be used for local competitive bidding for civil works: (a) Invitation to Bid; (b) Instruction to Bidders; (c) General Contract Conditions; (d) Supplemental Conditions; (e) Sample Form of Proposal; (f) Form of Bid Bond; (g) Form of Performance Bond; and (h) Typical Contract Form. Contracts for equipment, furniture and educational materials would be grouped, to the extent possible, to form attractive packages and would be awarded on the basis of ICB procedures in accordance with Bank guidelines when these packages are estimated to total US\$50,000 or more. Contracts below US\$50,000 would be awarded on the basis of competitive bidding advertised locally in accordance with procurement practices approved by the Bank prior to negotiations. In addition, miscellaneous items that cannot be grouped into packages exceeding US\$10,000 would be procured on the basis of three price quotations. All consulting contracts would be procured in accordance with Bank Guidelines. Annex 9 summarizes proposed procurement arrangements, limits on the types of procurement applied, and prior review thresholds. With the thresholds established for ICB, contracts awarded through ICB would account for about 56% of total project costs and 61% of Bank disbursements. The limits for prior review of bidding documentation by the Bank would result in a coverage of about 79% of the total estimated value of civil works contracts and 63% of goods contracts.

Disbursements

3.26 The proceeds of the proposed loan would be disbursed throughout the six and one-half year disbursement period at the following rates: (a) 50% of expenditures for civil works and professional fees; (b) 100% of expenditures for furniture, equipment and educational materials procured under ICB; 65% of expenditures for furniture and equipment procured under local procedures; (c) 100% of expenditures for technical assistance; and (d) 100% of foreign exchange costs (travel, communications) under the project administration component. Withdrawals from the loan account would be supported by the required documentation or by Statements of Expenditures (SOEs). The Bank would disburse about US\$2.9 million against SOEs for contracts for civil works not exceeding US\$500,000, contracts for equipment not exceeding US\$100,000, and operating costs for the project administration unit. SOEs would be prepared by the Project Implementation Unit and certified by the Ministry of Finance which would retain supporting documentation and would make it available for periodic inspection by Bank staff.

3.27 The disbursement period is consistent with that of the First Vocational Training Project which closed recently. Details on disbursement percentages per category, and estimated schedule of disbursements by quarter are in Annexes 8a-b. The Closing Date for the loan would be June 30, 1995.

Special Account

3.28 In order to facilitate timely project implementation, the Government would establish a special account in the Central Bank of The

Bahamas with an initial deposit of US\$500,000 which represents an estimated three to four months of applicable Bank financed expenditures.

Retroactive Financing

3.29 Retroactive financing in an amount not exceeding US\$400,000 would be provided for expenditures, incurred after the beginning of appraisal and before loan effectiveness, on professional fees for civil works design and specialist assistance.

Reporting, Monitoring and Evaluation

3.30 The project manager would be responsible for preparing periodic progress reports evaluating quantitative and qualitative aspects of the project for the Permanent Secretary of Education. These would be summarized semi-annually and sent to the Bank for review and comment; an assurance to this effect has been provided. Key indicators for project monitoring and evaluation are provided in Annex 10. Periodic evaluation of the progress of the tourism training component would continue to be the responsibility of the chief operating officers of the participating institutions, and an annual report to the Permanent Secretary of MOE would be prepared by each of them regarding the pertinent results being observed as a result of project inputs. Based on these reports, the Government and the Bank would jointly review on an annual basis implementation progress with emphasis on financial management and policy implementation, particularly regarding use of labor market information for planning of training and cost recovery and cost sharing arrangements. In addition, a follow-up system, including graduate tracer studies would be established for the Skills Training Component as well as for the Tourism Training Component in accordance with Bank guidelines (para. 3.7).

H. Accounting and Auditing Procedures

Accounting Procedures

3.31 As has been the practice and functioned well under the ongoing project, the Ministry of Finance would maintain separate accounts for the project in accordance with acceptable accounting practices. A summary of these accounts, reflecting cumulative expenditures incurred by the end of each semester, would be attached to progress reports sent to the Bank for review and comments.

Auditing Procedures

3.32 All project accounts, including the Special Account, financial statements, and statements of expenditures relevant to the project, would be audited annually by independent auditors acceptable to the Bank. The auditor's report and the certified copies of all relevant financial statements would be sent to the Bank not later than 120 days after the end of each fiscal year. Audit reports required for the recently completed project have been satisfactory and submitted on time.

I. Benefits and Risks

Benefits

3.33 The proposed project would help improve the quality and productivity of hotel and tourism services (including both direct hospitality services and technical maintenance of facilities and supporting services) as well as of other sectors. In all, about 2,700 additional persons would benefit annually through access to improved training courses, about half of them in courses directly related to hospitality services. In the longer term, this would help reduce the current reliance on expatriate personnel and strengthen the competitive position of The Bahamas as a tourist destination in the region. It would also help to achieve more balanced development by providing training opportunities in The Family Islands to meet existing needs for trained manpower and support employment-generating initiatives and self-sufficiency there, and reduce migration pressure on social and technical infrastructure in Nassau/New Providence Island.

Risks

3.34 Possible risks are: (a) lack of cooperation by enterprises (state and private), including those in the tourism sector. This risk is being addressed through close involvement of enterprises in project preparation and through expansion of the advisory committees that include representatives from the private sector; (b) shortfalls in counterpart funding. This risk is considered small in view of the Government's demonstrated strong commitment to human resources development in general, to expansion of the tourism industry, and to equitable development in the Family Islands; and (c) technical/administrative ineffectiveness of innovative programs for the Family Islands. This risk is addressed through technical assistance for technical program development, and strengthening of the capacity for field supervision of the Project Implementation Unit.

IV. AGREEMENTS REACHED, AND RECOMMENDATIONS

4.1 During negotiations the Government agreed to:

- (a) appoint necessary additional staff and take other action necessary to implement the improved labor market information and apprenticeship systems and adopt a dated program to introduce adjustments in management and finance of training; specifically, to: (i) establish the labor market information system in a form acceptable to the Bank by June 30, 1989; (ii) expand the apprenticeship system to six trades each in New Providence and Grand Bahama by December 31, 1990; (iii) establish the subject-matter advisory committees, local training committees, and a graduate tracer system, satisfactory to the Bank, by December 31, 1989; (iv) implement policies, criteria and procedures acceptable to the Bank, making training funds available to NTC and permitting it to expend funds for training financed under contracts with employers or through tuition fees, and achieve better targeting of training stipends to students from poor families or with dependents, by June 30, 1989; (v) achieve no less than 50% employer financing of preservice training for tourism by December 31, 1991; and (vi) complete preparation of the Master Plan for postsecondary and higher education by December 31, 1991 (para. 3.7); and

- (b) implement a dated program to achieve the proposed improvements and developments in utilization and management of the skills training centers, and a program of training of managers and instructors for all participating centers. Specifically, such a program and the new course syllabi for skills training centers would be presented to the Bank for review and comment by June 30, 1990 and implemented beginning with academic year 1990/91; and an improved system for maintenance of buildings and training equipment and supply of training materials will be implemented by June 30, 1990 (para. 3.10).

4.2 During negotiations, the following assurances were received from the Government:

- (a) that it would sustain the Project Implementation Unit throughout the project implementation period and that no changes would be made to the staffing, organization and functions of the PIU without prior Bank approval (para. 3.12);
- (b) that periodic progress reports would be prepared and sent to the Bank for review and comment and that the Government would participate in annual joint reviews of implementation progress (para. 3.30); and
- (c) that the Tourism Training Component would be implemented in accordance with the recommendations made by consultants in the recently completed Special Study of Hotel Training in The Bahamas, including terms, conditions, timetable and management agreements for efficient operation and sharing among the participating institutions of the new Hotel Training Institute (para. 3.11).

4.3 Condition of loan effectiveness would be that the Government (a) establish the PIU and appoint the project manager and procurement specialist (para. 3.20), and (b) furnish evidence satisfactory to the Bank that the titles of the sites for construction of the Hotel Training Institute and the ITC in Freeport would have been legally transferred to the Ministry of Education (para. 3.23).

4.4 The appointment of a civil works coordinator in the PIU would be a condition for disbursement against the Civil Works category for expenditures other than professional fees (para. 3.20).

4.5 Subject to the above conditions, the proposed project constitutes a suitable basis for a Bank loan to the Government of The Bahamas of US\$10.0 million equivalent, with a term of 15 years including a grace period of five years.

COMPARATIVE EDUCATION INDICATORS

AUGUST 2, 1988

	BASE YEAR (1979)	POP. (1979)	GDP PER CAPITA (US\$) (1979)	PERCENT OF GDP DEVOTED TO EDUCATION (1979)	CENTRAL GOVERNMENT EXPENDITURE ON EDUCATION (1979)		TOTAL CENTRAL GOVERNMENT EXPENDITURE (1979)	PERCENT OF GDP DEVOTED TO EDUCATION (1979)	ADULT LITERACY RATE (1976)	COMPLETION RATE FOR PRIMARY SCHOOL CYCLE (%)	RECURRENT UNIT COST PRIMARY EDUCATION PER STUDENT AS PERCENT OF GDP/CAPITA (%)	PROGRESSION RATE FROM PRIMARY TO SECONDARY EDUCATION RATIO (%)	SECONDARY ENROLLMENT RATIO PER TEACHER (%)	SECONDARY STUDENTS PER TEACHER (%)	HIGHER ENROLLMENT RATIO (%)		
					AS PERCENT OF GDP (1979)	AS PERCENT OF GDP (1979)											
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)		
DEVELOPED COUNTRIES																	
AUSTRALIA	80	14.6 ^b	8,870	6.3 ^a	14.6	---	---	---	103 ^a	100	---	99	73	13	20.90		
CANADA	81	23.7 ^b	9,650 ^b	7.7 ^a	18.5 ^{ay}	30 ^{ay}	36 ^{ay}	23 ^{ay}	99 ^b	106 ^a	100	21	19.9 ^{ay}	100	92 ^a	18	22.60 ^a
GERMANY F.R.	79	61.2	12,200	4.6	9.9 ^a	---	---	---	99 ^b	89 ^a	100 ^a	---	100 ^a	94 ^a	---	---	---
NETHERLANDS	79	14.0	10,490	7.9	5.1	20	35	25	99 ^{ay}	96	95	18	15.3	99	82	13	12.40
NEW ZEALAND	80	3.2 ^b	6,081 ^b	5.5 ^w	13.4	37	31	28	99 ^b	100	100	24	11.6	100	82	15	25.80 ^a
SWEDEN	79	8.3	12,250	9.0	19.4	37	10	10	99 ^b	99 ^b	100	18 ^a	19.9	100	79 ^a	10 ^{ay}	36.50 ^a
EASTERN AFRICA																	
BOTSWANA	83	1.0 ^b	920 ^b	6.0	22.0	41	36	22	40	100	77	32	10.0	40	20	21	1.80
BURUNDI	81	4.2	235	2.8 ^{bu}	19.0	43	28	27	25	29 ^a	35	37	20.2	12	3 ^a	17	1.00
CHAD	84	0.4 ^b	365	1.8 ^w	28.0	49	29	22	49	76	40	39	---	45	36	28	0.60
COMBODIA	84	0.4	480	1.0	11.9	73	26	---	10	42	66	40	67.0	40	10	19	0.60
ETHIOPIA	85	43.0	110	1.6 ^p	0.5	55	28	17	39	37	30 ^a	63	19.3	93 ^a	14	44	0.50
KENYA	82	17.4 ^b	420 ^b	5.8 ^{bu}	20.1 ^b	65	16	11	48 ^b	113	58	36	14.4	35	18	26	---
LESOTHO	82	1.6 ^b	433 ^b	5.5	16.9	38	32	26	53 ^b	116 ^a	41	48	9.6	46	21	21	1.30
MADAGASCAR	77	8.5	330	4.0 ^w	24.0	50	28	19	50	94 ^{bu}	33	55 ^b	8.0	38	14	23	3.10 ^{by}
MALAWI	81	6.1 ^b	230 ^b	3.5	11.4	38	14	25	25 ^b	62	23	65	5.8	12	4	21	0.40
MAURITIUS	83	1.0 ^b	1,170 ^b	4.3	14.0	46	36	7	80 ^b	93	72	23	13.0	100	50	22	1.00
RWANDA	81	5.9 ^c	270 ^b	3.6	27.4	71	16	13	37 ^b	65	30	40	16.0	9	5	16	0.40
SEYCHELLES	79	0.6	1,770	5.9	22.4 ^a	34 ^a	33 ^a	10 ^a	50 ^b	---	---	25	---	---	---	---	---
SOMALIA	81	4.5	280	1.5	10.5	50 ^b	44 ^b	6 ^b	50 ^b	22 ^b	80 ^b	29 ^b	9.0 ^b	80 ^b	12 ^b	22	1.00
SUDAN	80	19.2 ^b	380 ^b	3.0	---	66	39	---	32	51 ^{aa}	68	34	1.4	44	16	16	---
SWAZILAND	83	0.7 ^b	940 ^b	3.8 ^{bu}	20.4	51	34	15	65 ^b	93	50	33	11.0	98	29	18	3.0 ^a
TANZANIA	81	18.5	260	5.9	17.7	47	10	16	79 ^b	98 ^b	87	43	11.0	19 ^b	3	20 ^a	0.30
UGANDA	86	15.2 ^b	230 ^b	1.6	12.0	18	11	28	52	66 ^b	42	34	1.5 ^b	31	19 ^b	28	0.60 ^{by}
ZAMBIA	81	29.8 ^b	210 ^b	7.7	26.4	---	---	---	10	54 ^b	76	25	30	21.0	40	18	2.00
ZAMBIA	81	5.7 ^b	566 ^b	4.5 ^p	11.1	48	23	22	44 ^b	95	80	48	12.9	19	16	22	1.30
ZIMBABWE	81	7.7 ^b	700 ^b	5.1	19.5	62	32	6	44 ^b	90	55	39	20.0	85	15	23	0.50
WESTERN AFRICA																	
BENIN	79	3.6 ^b	320 ^b	6.5 ^w	35.0	43	21	5	11 ^b	42	30	46	14.0	30	11	43	1.00 ^y
BURKINA FASO	83	6.5	210 ^b	2.1 ^w	21.7	43	29	28	9	16	25	57	24.3	16	3	24	0.03
CAMEROON	84	10.0	810 ^b	3.1 ^p	---	33	38	28	20	89	45 ^b	50	---	---	23	28	2.70
C.A.R.	86	2.6 ^b	260 ^b	3.8 ^{ay}	24.7 ^{ay}	49	16	24	---	79	45	65 ^{ay}	18	18	67	1.40 ^{ay}	
CHAD	87	5.2	179	2.6	6.9	58 ^y	14 ^y	3 ^y	---	44	39	60	5.3	35	7 ^a	37	0.80 ^a
COMBODIA	78	1.5	670	9.0 ^{ay}	27.7 ^{ay}	---	---	---	---	---	---	56 ^{by}	---	30	---	43 ^{by}	4.00 ^{ay}
GUINEA	85	0.3 ^b	270 ^b	2.8	3.8	47	24	---	20 ^b	13	10	80	5.2	40	25	17 ^{ay}	---
GABON	77	0.6	3,420	3.7 ^{by}	8.4 ^y	---	---	---	---	---	---	46 ^{by}	---	---	---	19 ^{by}	2.80 ^{ay}
GAMBIA	77	0.6	220	3.3 ^{ay}	6.5 ^b	46	25 ^a	6 ^a	10 ^b	40 ^{by}	90 ^a	27 ^{by}	44.7 ^a	40	12 ^{by}	17	---
GHANA	76	11.3	400	4.0 ^y	15.5 ^b	---	---	---	---	71 ^{by}	---	27 ^{by}	---	---	36 ^{by}	21	---
GUINEA BISSAU	79	5.3	290 ^p	4.6 ^{ap}	---	25 ^a	28 ^a	28 ^a	20	34	36	38	20.0 ^{ap}	85	16	29	7.00 ^a
IVORY COAST	86	0.9 ^b	170 ^b	---	9.6	46	12	---	15 ^(?)	58	10	26	2.0	---	---	16	---
LIBERIA	83	9.3 ^b	720	7.3	42.8	51	40	9	35 ^{ay}	72	79	37	29.0	49	22 ^{aa}	30	1.88
LIBERIA	80	1.9	520	4.6	19.6	43	23	24	30	52	32	35	20.0	76	22	20	2.90
MALI	81	7.0 ^b	190	4.2 ^a	21.7 ^a	38	21	11	10	20	60	44	15.7	66	1	11	0.90 ^{ay}
MAURITANIA	86	1.7 ^b	410 ^b	5.0	22.4	32	40	25	17	55	35	50	30.0	84	16	23	4.80
NIGER	84	5.2	300	2.8	21.0	40	25	20	14	25	20	36	41.0	37	6	28	0.50
NIGERIA	83	93.6 ^b	760 ^b	7.4 ^y	16.0	---	---	---	---	93	70	36	19.5	47	23	30	2.00
SENEGAL	84	6.4	380	5.0 ^b	24.0	46 ^b	35 ^b	19 ^b	28	52	59	46	26.0	19 ^a	16 ^a	24	2.20 ^a
SIERRA LEONE	77	3.4	250	4.0 ^b	16.0 ^b	---	---	---	15 ^b	37 ^a	---	35	25.0 ^b	84	15 ^a	22	0.60 ^{by}
TOGO	78	2.4	400	6.5 ^{ay}	26.5 ^a	30 ^a	28 ^a	21 ^a	18	74	40	54 ^{by}	38.0	52	32 ^{by}	48 ^b	1.60 ^{by}
LATIN AMERICA AND THE CARIBBEAN																	
ARGENTINA	78	27.3	2,210	2.7	10.9	43 ^a	31 ^a	18 ^a	93 ^b	89	52	17	---	87	31	8	23.00
BAHAMAS	79	0.2	2,770	5.7	19.1	36	36	11	93 ^b	99	97	24	---	97	75	19	---
BARBADOS	78	0.2	2,680	8.5 ^{ay}	22.1 ^a	43 ^a	31 ^a	16 ^a	99 ^b	100 ^y	99 ^a	27 ^y	19.9 ^a	99 ^a	78 ^y	20 ^y	---
BOLIVIA	80	5.4	950	4.1 ^{ay}	30.5 ^a	---	---	---	63	74 ^y	---	20 ^y	---	---	15 ^y	---	12.60 ^y
BRAZIL	79	116.5	1,770	3.8	6.2	51	---	14	76	73 ^{ay}	---	23 ^{ay}	4.5 ^b	61 ^a	15 ^{ay}	14 ^{ay}	12.42 ^b
CHILE	76	10.9	1,890	3.2 ^{by}	13.0 ^b	---	---	---	---	119 ^{by}	---	34 ^{by}	---	---	55 ^{by}	20 ^{by}	11.90 ^{by}
COLOMBIA	80	26.7 ^b	1,180 ^b	3.3	25.0	35	20	20	81 ^b	78	36	32	6.6	47	20	10.02 ^{ay}	
COSTA RICA	80	2.2 ^b	1,810 ^b	8.4	31.1	40	27	33	90	93	77	33	5.5	77	40	27	14.00
CUBA	78	9.8	---	8.0	11.0	---	---	---	96	112 ^{bu}	98	18 ^{by}	---	98	71 ^{by}	15	19.02 ^{by}
DOMINICAN REP.	80	5.3	1,030	2.9	13.0	39	21	22	68 ^b	80	31	59	3.2	94	30	33	16.00
ECUADOR	80	8.4 ^b	1,110	6.0 ^p	36.7	45	31	16	81	105	---	36	12.6	86	47	16	29.00
EL SALVADOR	77	4.4	640	3.4 ^{by}	23.1 ^{by}	64	8	27	62	82 ^{by}	32	39	---	41	26 ^{by}	27 ^{by}	7.90 ^y
GUATEMALA	78	6.8	1,010	1.7 ^{ay}	12.6 ^b	---	---	---	---	69 ^{by}	---	35 ^{by}	---	69	15 ^{by}	19 ^{by}	5.50 ^y
GUYANA	76	0.8	433	8.1 ^{by}	13.8 ^{by}	---	---	---	---	99 ^{by}	---	32 ^{by}	---	---	59 ^{by}	---	3.00 ^{by}
HAITI	80	5.0 ^b	230	3.4 ^w	7.9 ^{ay}	65	9	6	23 ^b	50	20	41	19.0	62 ^a	4 ^a	27	0.80
HONDURAS	78	3.6	520	3.5 ^{by}	14.3 ^{by}	62 ^a	15 ^a	19 ^a	60	89 ^{by}	30 ^a	43 ^{by}	12.8 ^a	68 ^a	21 ^y	19	8.00 ^y
JAMAICA	80	2.1	1,110	6													

COMPARATIVE EDUCATION INDICATORS

AUGUST 2, 1988

	CENTRAL GOVERNMENT EXPENDITURE ON EDUCATION													
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
	BASE POP.	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT
	(1979)	(1979)	(1979)	(1979)	(1979)	(1979)	(1979)	(1979)	(1979)	(1979)	(1979)	(1979)	(1979)	(1979)

EAST ASIA AND THE PACIFIC

CHINA	86	1,060.0 ^b	200 ^b	3.1	7.1	33	46	21	76 ^b	96	68	25	5.0	67	34	18	4.80
INDONESIA	81	130.5 ^b	520	2.1	9.3	70	24	6	32 ^b	98	61	37	11.0	74	27	26	3.7
KOREA	82	39.3 ^b	1,634 ^b	6.7 ^w	20.8	34	34	31	96	99	98	43	16.0	87	72	22	4.0
MALAYSIA	86	16.1 ^b	1,860 ^b	6.7	16.3	18	40	22	33 ^b	98	98	22	15.0	87	72	22	4.3
PAPUA N.G.	83	3.0 ^a	820	5.4	19.0	40	17	22	---	60	73 ^b	31 ^a	15.0	35	13 ^{xx}	27 ^a	1.0
PHILIPPINES	79	48.3 ^b	690 ^b	2.8 ^w	14.0	64	36	55	75 ^b	84	65	31	7.1	89	55	16	21.0
SINGAPORE	80	2.4	4,420	2.7	6.7	39	40	16	83	92	82	31	8.8	96	55	22	4.0
SOLOMON ISL.	82	0.2 ^b	640	6.6 ^{pw}	19.0 ^b	41	34	20	15	78	80	27	10.5	40	20	18	2.5
THAILAND	82	49.0 ^b	800 ^b	3.4	20.3	59	14	10	86 ^b	101	68	21	9.3 ^a	44	46	18	1.0
VIETNAM	86	0.1 ^b	---	8.3	23.5	61	27	4	13	115	60	24	31.0	25	20	16	2.0

SOUTH ASIA

BANGLADESH	79	92.3 ^b	90	1.1 ^p	10.1 ^w	51	17	20	22 ^b	63 ^w	---	53	5.6	---	14	23	1.3
BRUNAI	80	1.2	80	3.6	11.0	---	---	---	10	12	---	---	---	---	---	---	---
INDIA	77	659.6	310	2.9 ^w	9.9 ^w	---	---	---	36	79 ^w	---	41	---	---	28 ^w	---	8.3 ^{pw}
NEPAL	82	15.0 ^b	150 ^b	1.4	---	---	---	---	19	70	---	38	---	---	21	23	3.7 ^{pw}
PAKISTAN	82	87.1 ^b	380 ^b	2.0	7.0	18	20	24	22	50	41	30	5.9	56	21	15	3.7

EUROPE, MIDDLE EAST AND NORTH AFRICA

AFGHANISTAN	77	15.3	---	1.7	3.7	47	19	15	12	31 ^{by}	69	37 ^b	---	62	8	22 ^{by}	1.7 ^w
ALGERIA	79	18.3	1,770	3.8 ^w	12.3	34 ^a	26 ^a	21 ^a	35	37	45 ^b	37	7.0 [?]	55 ^w	29 ^w	26	3.7 ^{pw}
EGYPT	82	43.3 ^a	650 ^a	4.6 ^w	7.9	31 ^a	35 ^b	26 ^b	44	75 ^w	80 ^w	34 ^a	9.8 ^a	83 ^a	43 ^b	19 ^a	17.0
GREECE	76	9.3	4,140	2.6 ^w	10.6 ^b	37	26	21	---	97 ^{by}	---	29 ^b	6.2 [?]	---	79 ^{bx}	27 ^{by}	17.4 ^{bx}
IRAQ	79	36.9	---	5.7 ^w	14.1 ^w	---	---	---	50	101 ^{ax}	---	32 ^a	---	---	44 ^{ax}	24 ^a	4.9 ^{pw}
IRAQ	79	12.6	2,710	4.3 ^w	6.9 ^w	---	---	---	---	100 [?]	---	28	---	---	45 ^w	29 ^a	9.3 ^{pw}
IRELAND	81	3.4 ^b	4,480	6.3 ^w	11.8 ^w	---	---	---	98	93	94	29	---	---	98	81	11.0
JORDAN	81	2.2 ^b	1,420 ^b	4.9 ^w	10.2	19	44	18	70 ^b	92 ^w	85	32	15.1	---	69 ^w	38	6.3 [?]
LEBANON	79	2.3	---	---	18.6 ^{ax}	---	---	---	---	94 ^w	---	19	---	---	26 ^w	---	2.8 ^{pw}
MOROCCO	84	21.8 ^b	670 ^b	6.0 ^w	22.9	38	43	19	35	57 ^w	9	31	15.1	---	14 ^w	36	8.9 ^{pw}
OMAN	85	1.2 ^b	6,490 ^b	3.2	12.7 ^{ax}	---	---	---	30 ^{by}	71 ^{ax}	65 ^w	25 ^a	---	---	90	11 ^a	14 ^a
PORTUGAL	86	10.2 ^b	1,970 ^b	4.6	11.5	50	26	13	80	125	70	18	16.9	---	68	55	9.0
ROMANIA	78	22.1	2,100	3.9 ^{by}	6.2 ^w	---	---	---	98	106 ^{bx}	---	23 ^b	---	---	98	84 ^{bx}	17.6 ^{by}
SPAIN	76	37.0	4,920	2.1 ^w	16.8 ^w	---	---	---	---	98 ^{by}	---	29 ^b	---	---	67 ^{by}	---	24.1 ^{by}
SYRIA	78	8.6	1,170	4.4 ^p	10.3	39	25	26	58	87 ^{by}	80	35 ^b	---	---	68	41 ^{by}	21 ^b
TUNISIA	79	6.4	1,130	7.0 ^p	19.0	42	39	18	62 ^b	100 ^a	80	39 ^b	12.8	---	30	30 ^w	6.0
TURKEY	83	47.5	1,230	3.3	16.2	50	22	24	73 ^b	110	77	31	6.0	---	55	26	8.0
YEMEN A.R.	84	9.3 ^b	530 ^b	7.9 ^p	17.7	80	20	11	21 ^a	55	28	51	27.8	---	80	9	1.90
YEMEN P.D.R.	86	2.0 ^b	420 ^b	7.6	9.7	63 ^a	14 ^a	8 ^a	53	61	34	25	22.0 ^a	---	46	17	2.50

SUMMARY FOR DEVELOPING COUNTRIES:

Number of Countries:	84	93	70	69	67	81	92	68	95	65	75	91	88	85
Range:	(1.4-10.0)	(3.7-54.3)	(23-94)	(8-46)	(5-33)	(8-99)	(12-119)	(12-99)	(17-77)	(1.4-67.0)	(10-100)	(1-84)	(8-48)	(3.3-29.0)
Quartiles: Upper:	5.6	21.7	51	36	22	41	98	80	43	20	87	47	26	11.0
Median:	4.0	16.1	43	28	19	53	83	61	35	13	65	26	22	3.7
Lower:	3.0	11.0	38	21	13	25	60	35	28	9	40	14	19	1.0
Quartile Deviation:	1.3	5.4	6.5	7.5	4.5	28.0	19.0	22.5	7.0	5.6	23.5	16.5	3.5	5.0
Mean:	4.4	17.0	46	28	18	53	76	59	36	16	62	31	23	6.9
Standard Deviation:	1.9	8.7	12	10	7	29	27	24	11	13	27	23	7	7.4
Median:	4.0	16.0	43	28	19	53	83	61	35	13	65	26	22	3.7

SYMBOLS:

--- DATUM UNAVAILABLE
 ... MAGNITUDE NIL OR NEGLIGIBLE
 ? DATUM QUESTIONABLE
 * INCLUDES PART-TIME STUDENTS

FOOTNOTES:

A = DATUM PRIOR TO BASE YEAR
 B = DATUM MORE RECENT THAN BASE YEAR
 N = CURRENT PRICES
 E = NET ENROLLMENT RATIO
 F = GROSS ENROLLMENT RATIO
 P = GDP

S = MINISTRY OF EDUCATION (MOE) ONLY
 T = MOE AND STATE GOVERNMENT ONLY
 W = PUBLIC EXPENDITURE ONLY
 X = INCLUDES OVER-AGE STUDENTS
 Y = UNESCO SOURCES

SOURCES:

Columns 1 and 2: World Bank Atlas or Education sector field missions.
 Columns 3 to 14: World Bank Education sector missions, Government sources and/or the Unesco Statistical Yearbook.

Comparative Education Data are useful in the evaluation of various education systems and analysis of relative stages of educational development between various countries. However, on the basis of the present data, cross-national comparison should be approached with great caution. Data presented in the above table have been collected largely by Bank missions from government sources; the remainder are staff estimates or data from Unesco. Efforts have been made to standardize definitions and, within limits, to check the accuracy of the data. Nevertheless, such data are still imperfect in several respects and the Bank is working to improve them progressively on the occasion of its operational work. In the use of these data, the following qualifications should be kept in mind:

- "Education" as defined in the table includes all education and training, both formal and non-formal.
- "Primary" education refers to education at the first level, and "secondary" education refers to all education at the secondary level regardless of type (e.g., general, technical, agricultural).
- "Literacy rates" (cols. 6) are often obtained from country censuses. In many countries they are only approximations and it is doubtful that any uniform definition of "literate" has been followed consistently.
- "Public expenditure in education" (cols. 4 and 5) refers to all capital and recurrent expenditures devoted to education by public and quasi-public agencies.
- "Enrollment ratios" (cols. 7, 12 and 14) refer to school year and are the percentage of eligible children enrolled full-time in the appropriate school, public and private by level. They are often subject to a wide margin of error in the developing countries owing to variations in the accuracy of basic data (i.e., age-specific population and enrollments). Enrollment figures frequently are higher than the number of students actually in school. Over-aged students may be included in these figures and can inflate the ratios.

THE BAHAMASSECOND TECHNICAL AND VOCATIONAL TRAINING PROJECTLabor Market Setting and Training Needs¹Labor Market CharacteristicsSummary

1. The labor market in The Bahamas is characterized by a coexistence of substantial open unemployment (average rate of 12.2%; 22.2% in the 15-24 age group) and significant scarcities of skills. As much as 50% of total employment is in the tourism industry and related services. In the smaller Family Islands, more people are self-employed than in New Providence and Grand Bahama Islands. Private returns to education and training are high, and steep earnings differentials indicate pronounced scarcities, especially of technical personnel (Appendix 5). Simple projections based on census data (Appendix 6) suggest an average steady volume of annual job openings which is not matched by current manpower supply except at the unskilled and semiskilled levels, as shown in the following table. (In the Family Islands, only unskilled and semiskilled workers are currently produced, so that there are a substantial backlog of skilled worker training needs.)

Estimated Labor Demand and Supply by Level of Skill

	Estimated	Estimated		Family Islands
	Annual Demand ^{a/}	Annual Supply		
	Total	Family Islands	Total	Family Islands
Unskilled and semiskilled workers	1,620	230	3,300	660
Skilled workers	1,640	420	500	
Technicians/professionals	460	50	200	
Professionals	380	65	200	
(of which teachers)	(200)	(40)	(50)	
Total	4,100	765	4,200	660

^{a/} In a total of 32 occupational groups with highest No. of job openings. About 50% of job openings, except for teachers, are in the hotel and tourism sector and related services. Additional information on labor demand in the hotel and tourism sector is provided in Appendix 7 to this Annex.

^{1/} Sources: (i) "The Labor Force - 1986," Department of Statistics, Ministry of Finance, Nassau, The Bahamas; (ii) "Statistical Abstract - 1985," Department of Statistics, Ministry of Finance, The Bahamas; (iii) "Bahamas Youth Employment Project: Final Report," J.V. Burgan, Organization of American States, 1986.

2. This inadequate supply of skilled Bahamians entails an excessive dependence on skilled expatriates and consequently higher costs and lower competitiveness, particularly in the tourism industry. For these skill shortages to be eliminated, both preservice training of new labor market entrants and inservice training of employed workers need to be substantially expanded and made more efficient. To guide adequately such an expansion of training, the existing labor market information system also needs strengthening.

3. Population. The Bahamas' population of about 250,000 is unevenly distributed: 165,000 in New Providence (including Nassau), 40,000 in Grand Bahama Island (including Freeport, the main industrial center), and 45,000 in the Family Islands (Eleuthera, Andros, Abaco and 19 others). It is a youthful population; 50% are 19 years of age or younger, and over 60,000 are in school full-time. These proportions will change over time, however, since the crude birth rate has dropped from about 3.9% in 1975 to 3.3% in 1980 and close to 2.0% in recent years. The working-age population (15 years and older) of about 155,000 person is still growing by about 4%, or some 6,000 persons annually. Migrant workers, particularly from Haiti, are only partially captured by available statistics. The Government estimates that they total about 40,000, of which as many as 25,000 may not be included in census and other data.

4. Labor Force (Appendix 1). In May of 1986 the labor force stood at 110,900 persons, an increase of 27% over the last official figure of 87,000 recorded in the 1980 Census. This expansion in the labor force increased the participation rate from 67.4% in 1980 to 71.4% in 1986. The major element in this expansion was the increase in female participation from 39,000 in 1980 to 52,000 in 1986, augmenting the female participation rate from 57.4% in 1980 to 64% in 1986. The participation rate for males also increased, but at a much slower rate, from 78.2% in 1980 to 79.3% in 1986.

5. Employment. In May 1986, total employment amounted to 97,400 persons (up from 75,700 in 1980, an increase of 29%), of which 53,200 (54.6%) were males and 44,200 (45.4%) females. Bahamians accounted for 90.5% of the total employed -- 87.9% of all employed males and 93.7% of all employed females. Non-Bahamians, thus, represented 9.5% of the total employed persons. However, in the more industrialized island of Grand Bahama, non-Bahamians constituted 15.2% of the employed. Non-Bahamians are more prominent in some sectors, and account for 26.1% of all workers in "community, social and personal services" (which includes teachers and other professionals) and 12.5% in agriculture and fishing (where expatriates figure both at managerial level and as unskilled labor, including many migrant workers).

6. Employment by Sector (Appendix 2; details on the tourism sector are provided in Appendix 7). The sectoral distribution of employment illustrates the strong service orientation of the economy. The two statistical groupings "Community, Social and Personal Services" (30.7%) and "Hotels and Restaurants" (19.9%) absorb the largest proportions of the work force. Half of all employed persons (and 65% of all employed women) worked in these two sectors. "Wholesale and Retail Trades" (12.5%), "Financing, Real Estate, and Business Services" (8.2%), and "Construction" (8.3%) are

also important sources of employment, while "Manufacturing" (5.1%) and "Agriculture, Hunting, Fishing and Forestry" (5.0%) are relatively small in terms of employment.

7. Employment by Occupational Group. "Service Workers" constitute the largest occupational group, increasing from 25.5% of all workers in 1980 to 27.8% of the total workers in 1986. 23.1 percent of all male workers and 33.6% of all female workers are employed as "Service Workers." "Production and Related Workers" were the next largest occupational group accounting for 23.9% of all workers. "Clerical and Related Workers" account for 16.8% and "Professional and Technical Workers" for 13.2% while the "Agriculture Workers and Fishermen" group was proportionately very small representing 5.3% of total workers.

8. Employment Status (Appendix 3). Variations are quite large among islands as to the distribution of the employed population by employment status. Among females, salaried and wage workers in the private sector ranged from 60.6% of the employed population in Abaco, Andros and Eleuthera to 79.5% in Grand Bahama. Among males, 27% were self-employed in Abaco, Andros and Eleuthera, but only 12% in New Providence. Both on Grand Bahama and in the Abaco, Andros and Eleuthera group, self-employed persons constituted a larger proportion of the total employed than did government employees. In general, employees in the private sector account for high proportions of the workers on all islands, ranging from slightly more than half of the total workers in Abaco, Andros and Eleuthera to three-quarters of the workers in Grand Bahama; and self-employment is particularly important in the Family Islands.

9. Unemployment. Overall open unemployment amounted to 13,500 (12.2%) in 1986, compared to 11,300 in 1980 (13%). Unemployment is higher among females (15%) than males (9.7%). By island, the average unemployment rate in 1986 ranged from 8.3% in Abaco to 15.4% in Andros (6.6% to 13.9% for males and 10.0% to 17.7% for females).

10. Employment and Educational Attainment (Appendix 4). Almost one-half (48.3%) of the labor force had a high school education, 4.5% had no formal education and 9.4% had college level education. Educational distribution by sex indicates that females in the labor force were more academically prepared than their male counterparts. 66.2% of the female labor force had post-primary education compared with 55.1% of the male labor force. Unemployment is highest among those with no formal education (18.2%) or only primary education (14.1%), while those with some post-primary education (11.4%) or undergraduate college/university degrees (6.8%) fare better, and postgraduate degree holders suffer no unemployment at all. There are no data on employment as a function of training. However, reports from school principals consistently indicate that based on their observations, graduates from secondary vocational courses are more likely to seek and find employment in the Family Islands than graduates from general secondary courses; the latter tend more to emigrate to Nassau in search for employment or further education. Due, in part, to a lack of emphasis on training in the past, many employed workers have low productivity; many new job seekers are poorly equipped for the labor market; and as a consequence, the country's competitiveness suffers,

particularly in the tourism industry, and expatriates still hold many jobs requiring trade or professional skills.

11. Schooling, Skills, Earnings, and Labor Scarcities (Appendix 5). The graph of median income in the Appendix illustrates the high private returns to education (particularly near-complete primary, which almost triples earnings compared to no formal education; completed secondary; and three years or more of higher education). Earnings differentials must be considered steep, particularly considering that there is no income tax in the Bahamas, and other taxes are not designed to have a particularly progressive effect. A measure of relative labor scarcities is provided by the sample wages offered in connection with vacancies reported to the Labor Exchanges operated by the Ministry of Employment and Immigration. Representative sample wages have been plotted in the Appendix and show consistently higher than median potential earnings for skilled workers and technicians, indicating pronounced scarcities of skilled labor, particularly in technical fields.

12. An extreme case illustrated in the Appendix is a position as diesel mechanic which was advertised at a salary more than twice that of a secondary school teacher. In fact, many of the positions advertised in the Bahamas are ultimately filled by expatriates at substantially higher salaries and benefits, perhaps twice or three times the salaries offered at the Labor Exchanges. If those expatriate salaries (and salaries of, among others, expatriate teachers) could also be plotted, the scarcity of the corresponding skills, and the costs to the economy of those scarcities, would be even more obvious. Also, the vacancies quoted were from Nassau and Freeport (Grand Bahama); in the Family Islands, scarcities are even more acute, for instance in the case of auto mechanics. These earnings differentials provide an indication of scarcities of skills, but are not an indicator of the numbers of skilled workers needed to eliminate the scarcities, nor of the best combination of education and skill-specific training. In a small labor market such as that of The Bahamas, with widely different needs in different islands, these reservations are particularly relevant and justify careful design of training programs. Flexibility in size of enrollments and in content of programs (including broad-based training instead of narrow skills training in many areas) along with systematic monitoring of employment effects of training as well as variations in demand are essential features of the training system if resources allocated to training are to be used efficiently.

Projected Future Manpower Needs (Appendix 6)

13. Projection Method. One simple, yet relatively credible way to estimate future needs of various kinds of workers is based on intercensal comparison. New workers are needed for two main reasons: (a) to replace retirees, etc., and (b) for net growth in occupations. Factor (a) can be estimated as a percentage of actual populations. Factor (b) can be extrapolated from the historical growth between censuses, based on the rationale that those industries and occupations that are already large and growing are most likely to be the ones to grow in the future. Obviously, this latter assumption must be applied with caution, but nevertheless is likely to provide a general indication, at least in the case of sectors and occupations with proven prospects for growth and without large short-term

variations or major technological changes. The OAS Youth Employment Project (footnote, p. 1) has provided this assessment for the 25 occupations listed in page 1 of Appendix 5, which are at the same time the largest occupations in the Bahamas. The extrapolation method cannot be used, for instance, for the construction industry which is subject to large employment variations depending on the start-up and completion of major construction projects. For that industry, a projection has instead been made based on the number of building permits issued; the results are shown in page 2 of Appendix 6. Together, the two tables in Appendix 6 list the vast majority of new jobs that can be expected to grow in The Bahamas in the near future and provide an order of magnitude of the numbers required. (Since there is a documented backlog of scarcities of some occupations, the numbers could in fact be adjusted upward for those occupations.)

14. Projected Manpower Needs. Interestingly, the total number of annual new jobs projected in Appendix 6 amounts to about 4,100 which, at current participation rates, closely corresponds to the expected number of job-seekers among the 6,000 annual new entrants to the working-age population. Thus, on the whole, the unemployment situation should not be getting worse, but rather better (considering manpower needs not counted above, and the slowly receding numbers of new entrants), provided the corresponding numbers of entrants are suitably prepared to take up entry-level jobs in the occupations listed.

Training Needs

15. Occupational Types. As can be expected, several of the occupations offering large numbers of new openings are related to the hospitality sector and related services. Salesmen, shop assistants, maids and related service workers, waiters, bartenders, cooks, charworkers and cleaners, guards and related workers, straw and shell workers, and part of the clerical jobs belong to this cluster and probably account for about 40% of total openings. Other large groups are bookkeepers, cashiers, carpenters/joiners, farm workers, teachers, bricklayers/masons, stenographers/typists, machine fitters and mechanics, and unspecified construction workers, all of which are needed in numbers of over 100 annually. The distribution among the islands of these needs can be inferred from available census data.

16. Needs for Training of New Workers and Retraining of Existing Work Force. For purposes of the project, demand for training can be divided into (a) specific training for the hospitality industry; (b) training of skilled workers in general for the modern sector, including technically skilled workers for maintenance of plant and for building construction. The project addresses training needs in category (a), which are the subject of a special, PPF-financed study and therefore not discussed here; and (b), which is the group primarily targeted by the proposed Skills Training Component of the project. In this group, substantial needs exist for training of new entrants (para. 2) as well as for upgrading of existing workers. Meeting these needs poses different problems in the major islands, where the larger market permits a higher degree of specialization, than those in the Family Islands, where training should be broader and grouped in clusters of related skills. The training programs, facilities, management systems, and enrollments proposed to be

included in the project have been planned in accordance with those needs and constraints.

17. Need for an Improved Labor Market Information System. The collection, processing and analysis of labor market data, particularly information on the supply side, enrollments and graduates, have been improved during the ongoing project, but a more comprehensive system is yet to be put into place. Proposals exist for development of such a system, which will be included in the project's Institutional Development and Policy Implementation component (Annex 11).

Labor Force by Island and Sex

ALL BAHAMAS

ISLAND		TOTAL LABOUR FORCE	EMPLOYED LABOUR FORCE	UNEMPLOYED LABOUR FORCE	LABOUR FORCE PARTICIPATION RATE	UNEMPLOYMENT RATE
ALL BAHAMAS	TOTAL	110,900	97,400	13,500	71.4	12.2
	MALE	50,900	53,200	5,700	79.4	9.7
	FEMALE	52,000	44,200	7,800	64.1	15.0
NEW PROVIDENCE	TOTAL	75,300	66,100	9,200	72.0	12.2
	MALE	30,760	35,130	3,630	79.4	9.4
	FEMALE	34,540	30,970	5,570	66.7	15.2
GRAND BAHAMA	TOTAL	10,500	15,070	3,630	70.3	14.2
	MALE	10,540	9,270	1,270	79.6	12.0
	FEMALE	7,960	6,600	1,360	60.6	17.1
ABACO	TOTAL	3,510	3,220	290	49.0	0.3
	MALE	2,200	2,130	150	86.9	6.6
	FEMALE	1,230	1,090	140	49.9	11.4
ANDROS	TOTAL	2,660	2,250	410	49.5	15.4
	MALE	1,615	1,390	225	64.3	13.9
	FEMALE	1,045	860	185	36.5	17.7
ELEUTHERA, HARBOUR ISLAND & SPANISH WELLS	TOTAL	5,420	4,920	500	71.4	9.2
	MALE	2,075	2,670	225	70.2	7.8
	FEMALE	2,525	2,250	275	64.9	10.9
OTHER ISLANDS	TOTAL	5,510	5,040	470	-	0.5
	MALE	2,010	2,610	200	-	7.1
	FEMALE	2,700	2,430	270	-	10.0

Employed Persons by Sex, Nationality and Industrial Group

INDUSTRIAL GROUP	SEX AND NATIONALITY																	
	TOTAL EMPLOYED PERSONS					DOMESTICS					NON DOMESTICS							
	TOTAL	M	F	M/F	%	TOTAL	M	F	M/F	%	TOTAL	M	F	M/F	%			
AGRICULTURE, MINING, FORESTRY AND FISHERIES	4,985	5.0	4,165	7.8	786	1.7	3,425	4.1	2,729	4.2	785	1.7	1,280	12.9	1,225	19.1	55	2.0
MINING AND QUARRYING	120	0.1	120	0.2	-	-	120	0.1	120	0.2	-	-	-	-	-	-	-	-
MANUFACTURING	4,945	5.1	2,415	4.7	2,470	5.4	4,120	4.9	2,659	4.1	2,280	5.3	415	4.7	425	6.6	170	4.8
ELECTRICITY, GAS AND WATER	1,785	1.8	1,355	2.5	220	0.8	1,615	1.8	1,245	2.7	220	0.8	90	1.0	90	1.4	-	-
CONSTRUCTION	8,125	8.3	7,840	15.0	145	0.4	4,995	7.9	4,830	14.4	145	0.4	1,120	12.3	1,120	17.6	-	-
WHOLESALE AND RETAIL TRADES	12,205	12.5	5,970	11.1	4,285	14.2	11,580	13.1	5,440	12.1	5,920	14.3	425	4.8	240	4.1	365	13.1
HOTELS AND RESTAURANTS	19,350	19.9	9,400	17.7	9,950	22.5	16,140	20.0	8,470	18.5	9,470	23.4	1,010	11.0	730	11.4	280	10.0
TRANSPORT, STORAGE AND COMMUNICATION	7,885	8.1	5,145	7.7	2,720	4.1	7,450	8.7	4,960	10.4	2,490	4.5	235	2.5	265	3.2	30	1.0
FINANCING, INSURANCE, REAL ESTATE AND BUSINESS SERVICES	7,990	8.2	3,500	4.4	4,490	10.2	7,520	8.5	3,135	4.7	4,380	10.4	445	5.0	245	3.7	180	3.6
COMMUNITY, SOCIAL AND PERSONAL SERVICES	29,825	30.7	12,975	24.4	16,920	38.3	24,280	29.7	11,045	23.4	15,125	36.4	2,725	40.5	1,950	30.4	1,770	43.5
NOT STATED	245	0.2	145	0.3	80	0.2	215	0.3	135	0.3	80	0.2	30	0.3	30	0.5	-	-
TOTAL	97,400	100.0	53,200	100.0	44,200	100.0	89,195	91.9	44,790	100.0	41,405	100.0	9,285	100.0	4,410	100.0	2,795	100.0

ALL DOMESTICS

Employed Persons by Sex, Nationality and Employment Status

ALL INHABITS

EMPLOYMENT STATUS	SEX AND NATIONALITY																				
	TOTAL EMPLOYED PERSONS							INHABITANTS							NON-INHABITANTS						
	TOTAL	%	MALE	%	FEMALE	%	TOTAL	%	MALE	%	FEMALE	%	TOTAL	%	MALE	%	FEMALE	%			
EMPLOYEE (PRIVATE BUSINESS)	43,465	65.4	34,135	64.2	29,550	64.8	57,070	64.7	29,470	63.0	27,600	66.7	6,615	71.8	4,645	72.8	1,950	69.8			
EMPLOYEE (GOVERNMENT/ CORPORATION)	21,715	22.3	10,930	20.5	10,785	24.4	20,705	23.5	10,340	22.1	10,365	25.0	1,010	11.0	590	7.2	420	15.0			
SELF-EMPLOYED	11,270	11.6	7,710	14.5	3,560	6.1	9,775	11.1	6,600	14.1	3,175	7.7	1,475	16.0	1,110	17.3	365	13.1			
UNPAID WORKER	525	0.5	260	0.5	265	0.6	445	0.5	240	0.5	205	0.5	60	0.9	20	0.3	40	2.1			
NOT STATED	205	0.2	165	0.3	40	0.1	180	0.2	140	0.3	40	0.1	25	0.3	25	0.4	-	-			
TOTAL	97,400	100.0	53,200	100.0	44,200	100.0	68,195	100.0	46,790	100.0	41,405	100.0	9,205	100.0	6,410	100.0	2,795	100.0			

Labor Force by Sex and Educational Attainment

ALL S. INHS

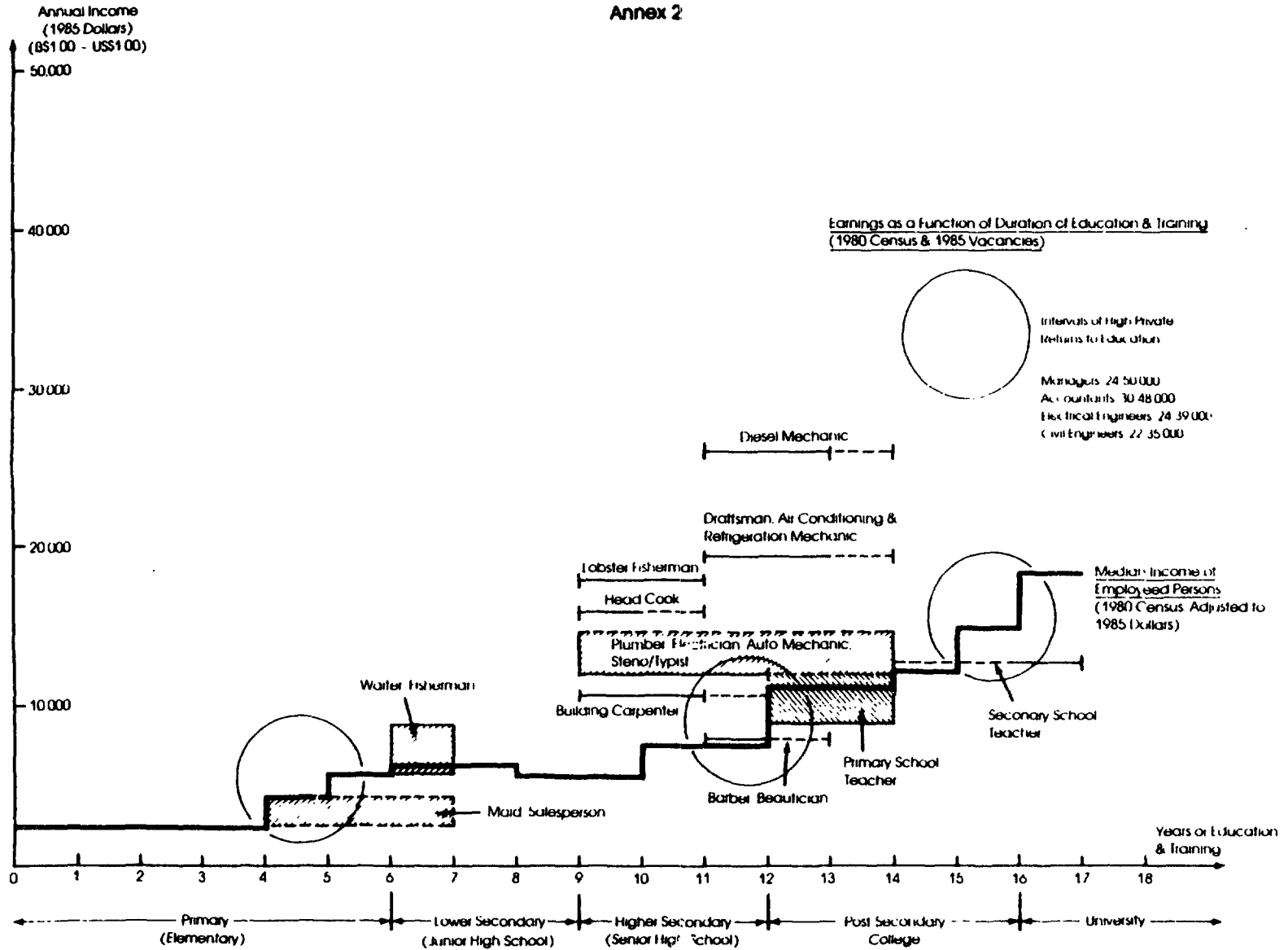
EDUCATIONAL ATTAINMENT	SEX AND LABOR FORCE STATUS									
	TOTAL LABOR FORCE			EMPLOYED LABOR FORCE			UNEMPLOYED LABOR FORCE			
	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	
NO FORMAL EDUCATION	4,970	2,750	2,040	4,081	2,445	1,435	910	505	405	
ELEMENTARY/PRIMARY	41,340	23,500	17,040	35,535	21,040	14,175	5,825	2,440	3,385	
HIGH SCHOOL	53,415	26,750	24,445	47,525	24,580	22,945	4,090	2,370	3,720	
COLLEGE/UNIVERSITY (UNDERGRADUATE)	8,045	3,800	4,245	7,520	3,520	4,000	545	280	265	
COLLEGE/UNIVERSITY (GRADUATE)	2,275	1,300	875	2,275	1,300	875	-	-	-	
OTHER/NOT STATED	595	320	275	445	215	250	130	105	25	
TOTAL	110,900	58,900	52,000	97,400	53,200	44,200	13,500	5,700	7,800	

Employed Persons by Sex and Employment Status

AMMO, ANGOS AND ELEUTERA

EMPLOYMENT STATUS	SEX					
	TOTAL	%	MALE	%	FEMALE	%
EMPLOYEE (PRIVATE BUSINESS)	4,120	59.9	3,575	57.7	2,545	60.6
EMPLOYEE (GOVERNMENT/ CORPORATION)	1,700	16.4	800	12.9	900	21.4
SELF-EMPLOYED	2,200	21.2	1,670	27.0	530	12.6
UNPAID WORKER	300	2.9	110	1.8	190	4.5
NOT STATED	70	0.7	35	0.4	35	0.8
TOTAL	10,390	100.1	4,190	100.0	4,200	99.9

THE BAHAMAS
PROPOSED SECOND TECHNICAL & VOCATIONAL TRAINING PROJECT
Annex 2



World Bank 41/36

Estimated Annual Job Openings from Growth and Retirement: 26 Non-Construction Occupations
with Most Openings
(Based on 1978 and 1988 Census Data)

Occupation Title	Retirement	Growth	Annual Total	1988 Total
Salesmen, Shop Assistants	89	224	313	3594
Bookkeepers, Cashiers	84	194	278	3383
Farm Workers, etc.	83	163	246	3325
Maids, Rel. Ser. Workers	152	54	206	6164
Teachers, NEC	87	115	202	3586
Waiters, Bartenders, etc.	97	97	194	3984
Stenographers, Typist	73	81	154	2921
Cooks	58	87	145	2318
Machine Fitters Mechs. NEC	60	80	140	2419
Charworkers, Cleaners, etc.	43	88	131	1755
Guards, Rel. Workers	29	61	90	1166
Motor Vehicle Drivers	55	30	85	2237
Service Workers, NEC	30	55	85	1216
Construction Workers NEC	30	50	80	1219
Bookkeepers, Cashiers NEC	27	44	71	1111
Prof., Tech., Wkrs. NEC	17	53	70	688
Working Proprietors - Trade	25	40	65	1027
Policemen Detectives	29	37	66	1163
Clerical Workers NEC	86	-26	60	3451
Managers NEC	62	-14	58	2511
Straw and Shell Workers	33	25	58	924
Fish Hunt, Rel. Workers	30	25	55	1226
Science, Eng. Technical NEC	12	37	49	511
Managers (Trade)	23	22	45	989
Electrical Workers NEC	13	30	43	507

2,989

Source: Bahamas: "Youth Employment Project: Final Report," J.V. Burgan, OAS, 1986.

Estimated Annual Job Openings from Growth and Retirement:
Construction Occupations Only
(Based on 1970 and 1980 Census Data)

Occupation Title	Retirement	Growth	Annual Total
Construction Workers NEC	30.5	85	115
Bricklayers, Masons	41.2	115	156
Labors NEC	75.9	238	314
Carpenters, Joiners	60.6	195	254
Plumbers, Pipefitters	18.3	48	67
Painters, NEC	4.8	6	11
Sheet Metal Workers	3.4	2	5
Painters, Construction	14.2	45	59
Struct. Metal Workers	1.1	4	5
Cement, Terazzo Workers	.1	2	2
Plasters	.2	6	6
Earth Moving Mach. Oper.	6.1	38	38
Electrical Wiremen	12.4	63	75
			<hr/>
			1,105

Source: Bahamas: "Youth Employment Project: Final Project," J. V. Burgan, OAS, 1986.

THE BAHAMAS

SECOND VOCATIONAL AND TECHNICAL TRAINING PROJECT

THE TOURISM SECTOR¹

I. INTRODUCTION

1. Tourism is the predominant factor in the economy of The Bahamas. Although the development of the tourist trade has been cyclical, the secular trend has shown steady growth in the last 25 years. The most recent downturn was in the early 1980s when demand was inhibited by economic recession in the country's major tourism markets, particularly the United States, which accounts for 86% of all tourist traffic. Recovery got under way in 1983 and developed into a boom in 1984 and later years; in 1987, the number of visitors for the first time exceeded 3 million, or over twelve times the number of inhabitants.

2. Much of the resurgence in traffic has been in cruise visitors which account for only about 5% of total visitor expenditures. While arrivals of stopover visitors, the economically most significant traffic segment (about 92% of visitors' expenditures) have also reached record levels, the volume of the tourist trade, as measured by the number of visitor nights, has been increasing by only about 4% annually during the eighties. This is due to the growing importance of short-stay, three or four-day vacations requires a relatively greater expansion in visitor arrivals in order to achieve the same volume of visitor nights. Furthermore, tourist expenditures have risen modestly in real terms (allowing for inflation), both because average prices have scarcely kept up with inflation and because most of the traffic growth has come from lower-spending socioeconomic groups attracted by bargain package prices.

3. The challenge for the next few years is to balance traffic growth against financial yield in order to optimize profitability. The opportunities of the current period of commercial success are to reinvest in renovation and cautious expansion, and above all in quality improvement, while accumulating adequate reserves to buttress the tourism sector against any future downturn occasioned by economic conditions in the United States.

4. There is also an opportunity to make difficult choices concerning regional policies. While Nassau and Paradise Island (New Providence) are the most developed tourist destinations in the islands - and their very success creates the possibilities for further expansion - the marginal costs of such expansion are gradually increasing because of the pressure on environment and infrastructure, such as water supply, and escalating investment costs. The tourist trade in the Family Islands has been relatively stagnant, with both demand and supply remaining virtually unchanged over a number of years. Both the Government and the private sector need to consider carefully policies and programs to ensure a balanced growth throughout the islands, taking into account the

^{1/} Based on "The Bahamas: Economic Report," IBRD, 1986, and "Special Study of the Hotel and Tourism Training in The Bahamas," University of South Carolina, 1988.

environmental impact patterns of different development strategies for the sector, and choosing strategies that help to preserve rather than destroy the very natural assets on which the tourism is based².

II. THE MINISTRY OF TOURISM

5. The Ministry of Tourism is one of the most effective in the world. While it carries out all the usual functions of a Ministry of Tourism - product development, maintenance of standards, internal awareness campaigns and so forth - its great strength is its marketing capability. In 1987, of a total Ministry budget of \$35.9 million, \$20.0 million were spent on advertising, public relations and other marketing programs. This represents a marketing cost of only \$6.00 for each tourist arrival, a lower cost ratio than for other major tourist destinations in the Caribbean. In addition, the Ministry maintains a sophisticated computerized statistical program aimed almost entirely at developing market intelligence and tactical guidance. The Ministry operates tourist offices in nine major US cities, three in Canada and three in Europe. The total staff, at home and abroad, numbers 320.

6. Tourist market promotion in The Bahamas is a healthy cooperative effort between the public and private sectors. Tourist promotion boards, one each for Nassau and Paradise Island, Grand Bahama and the Family Islands, promote the private tourism interests of each area. They maintain their own overseas offices and engage in market development focused on their own destination. Their activities are financed by the allocation of half the 6% room tax which is levied on all hotel nights.

III. TOURIST RECEIPTS

7. Receipts from visitors, excluding international fare payments, are thought to represent nearly 70% of GNP. Receipts from stopover visitors constitute about 92% of all visitor receipts. These receipts have grown at an average annual rate of 8.8% since 1980 so that, allowing for inflation, real growth has been relatively modest, averaging about 4% annually during the 1980s.

IV. EMPLOYMENT

8. Total employment generated by the tourist sector is estimated at close to 40,000 or about 50% of total employment in the country. More than 16,000 persons work in hotels and about 13,000 work indirectly providing tourists with other goods and services (such as local transport, restaurants, entertainment, sports activities, handicrafts, casinos, etc.). In addition, more than 10,000 persons are employed providing goods and services to the tourist trade. Additional employment is partially

^{2/} The environmental effects of tourism development are beyond the scope of the proposed training project; nevertheless, environmental concerns will be integrated in relevant training courses, particularly those for managers in the tourism sector. Bank staff have alerted the Government to the importance of environmental issues and informed the Government that even after graduation from Bank lending, The Bahamas can obtain technical assistance from the Bank concerning these issues.

generated in the economy by the demands of those directly and indirectly employed in the tourist trade. Employment growth in the sector is lower than the growth rate of the tourism trade (historically, about 4% annually) because of structural changes, including changing average size of establishments. A special study prepared for the proposed project by specialist consultants has estimated the likely net growth in direct employment in hotels over the next ten years at 2,800 persons, an increase over ten years of only 17.5% over the current 16,000. Annual turnover in hotel employment is high (about 30%), particularly in major properties and in lower-level occupations (hourly employees). This turnover is due partly to changes of employer, partly to moves in and out of employed status which are very common in The Bahamas. This low-growth, high-turnover situation has implications for training for the sector, in that training for higher-level occupations should be expanded with caution, while the need for short preservice and inservice training of hourly employees is very large in terms of individuals needing such training (thousands of people annually). These factors have been taken into account in designing the project's Tourism Training Component.

V. OUTLOOK

9. The outlook for the tourist sector in The Bahamas is generally favorable but depends heavily on economic conditions in the United States, the main factor in determining demand. The second most important demand factor is the growing competition from similar destinations in the Caribbean and Pacific areas. In this competitive situation, the quality of tourism services, as perceived by visitors, is important; in this regard, The Bahamas needs to improve its product as evidenced by a high incidence of complaints by visitors as registered by the Ministry of Tourism, and a much lower than expected proportion of repeat visitors. On the supply side, hotel capacity on Grand Bahama (Freeport) has been augmented by the recent opening of the Lucayan Beach complex and the Xanadu hotel, and in New Providence (Nassau) the large Chrystal Palace Hotel, with 1,200 rooms is due to open in late 1988. The relatively low occupancy rates of some existing hotels would also permit further market development. There is also considerable unutilized capacity in the Family Islands. Thus, longer term growth is not likely to require further rapid expansion of lodging capacity, but will depend on improving capacity utilization, without having to resort to bargain pricing, through improvement of the overall product and increased, selective promotion efforts. Improved and expanded training of personnel throughout the sector and related sectors is seen as a major means to necessary product improvement.

THE BAHAMAS

PROPOSED SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

The Education and Training System

1. Structure and Organization of Preservice Education and Training. The structure of The Bahamas' preservice education and training system is shown in Appendix 1. The majority of education and training is provided by institutions operated by the Government through or under the coordination of the Ministry of Education (MOE). The College of The Bahamas (COB), the Bahamas Hotel Training College (BHTC), and the Industrial Training Centers (ITCs) operated by the National Training Council (NTC) have their own governing bodies tied to the Ministry of Education as shown in the organization chart in Appendix 2. Independent schools (mainly operated by religious organizations) are approved and supervised by MOE. In addition to those institutions shown in Appendix 1, there are specialized schools such as the Bahamas Police College and the Bahamas School of Nursing which are operated by the Government, and a small number of private training institutes devoted to training in commercial subjects, training of beauticians, etc. The Bahamas participates fully in the regional University of the West Indies (UWI), which has its major campuses in Jamaica, Barbados and Trinidad. The Center for Hotel and Tourism Management of the UWI (UWI-CHTM), located in Nassau, trains higher-level manpower for the hospitality industry in the entire region; at present it has very few Bahamian students, largely because of a lack of articulation with the more practical and employment-oriented training available in BHTC.
2. Inservice Training. Upgrading training and retraining for employed persons is also provided by some of the institutions mentioned in Appendix 1, notably COB and BHTC. In addition, the Ministry of Tourism operates the BahamaHost inservice program for the hospitality industry. Substantial in-house inservice training programs are provided by many employers, notably in the hotel industry, but also by some government agencies and the Grand Bahama Port Authority (a private enterprise).
3. Enrollment and Output (Appendix 3). The following two tables summarize data for 1985:

TABLE 1: Preservice Enrollments and Outputs (1985)

	<u>Enrollment</u>	<u>No. of Graduates</u>
Primary and All Age Schools	37,181	-
Junior Secondary (grades 7-9)	14,435	-
Senior Secondary (grades 10-12)	<u>9,128</u>	2,730
Subtotal Primary & Secondary	60,744	
COB Preservice Courses	795	153
BHTC Preservice Courses	30	30
Nurses Training School	103 ^a	30 ^b
ITC Preservice Courses	513 ^b	365 ^b
Others	<u>200^c</u>	<u>100^c</u>
Subtotal Preservice Training	1,641	678
Total Preservice Education and Training	<u>62,385</u>	

^a1987-88 data^b1986-87 data^cMission estimateTABLE 2: Inservice Training Enrollments and Outputs (1987)

	<u>Enrollments</u>	<u>No. of Graduates</u>
COB Inservice Courses	430	200
BHTC Inservice Courses	922 ^a	922
ITCs Inservice Courses	17	17
BahamaHost Program	714	714
Employers' In-House Programs	<u>4,000</u>	<u>4,000</u>
Total	6,083	5,853

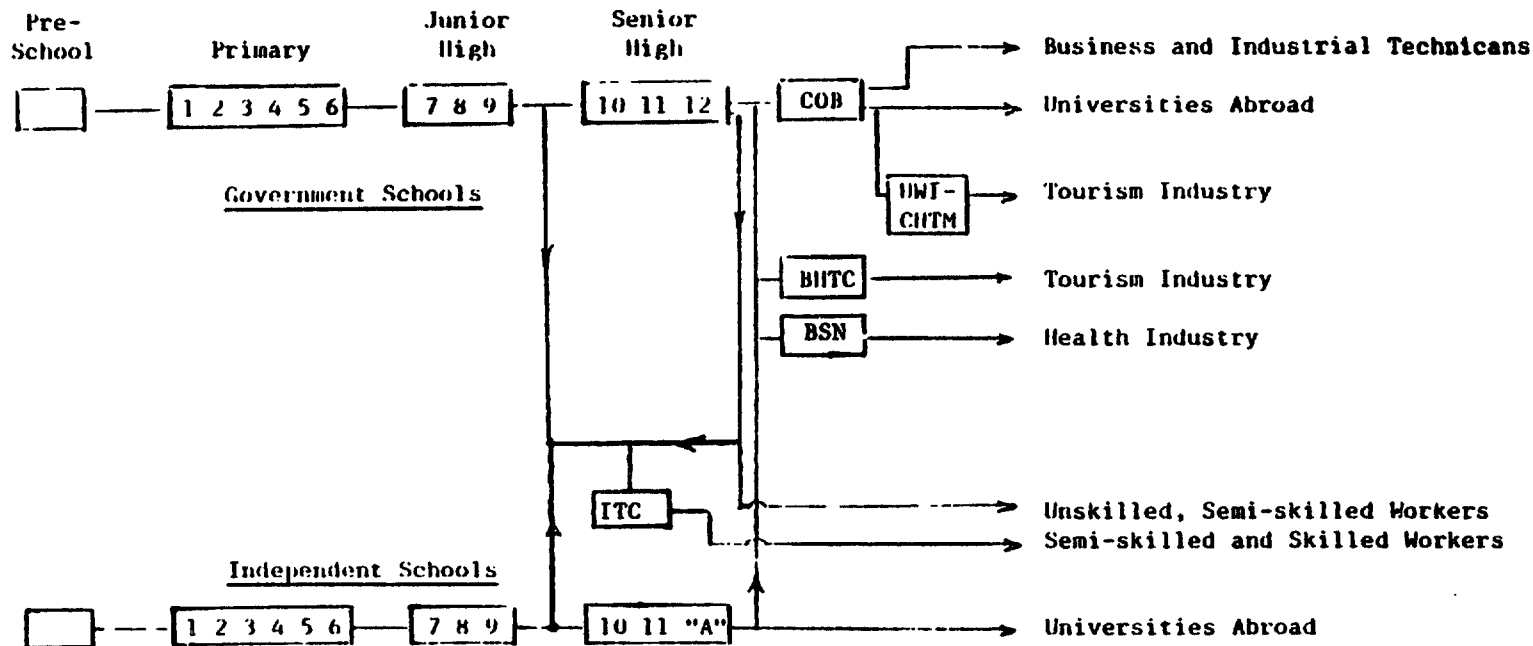
^a1986 data

4. Financing of Education and Training. Details to illustrate paras. 2.6 through 2.9 in the Staff Appraisal Report are provided in Annex 4.

THE BAHAMAS

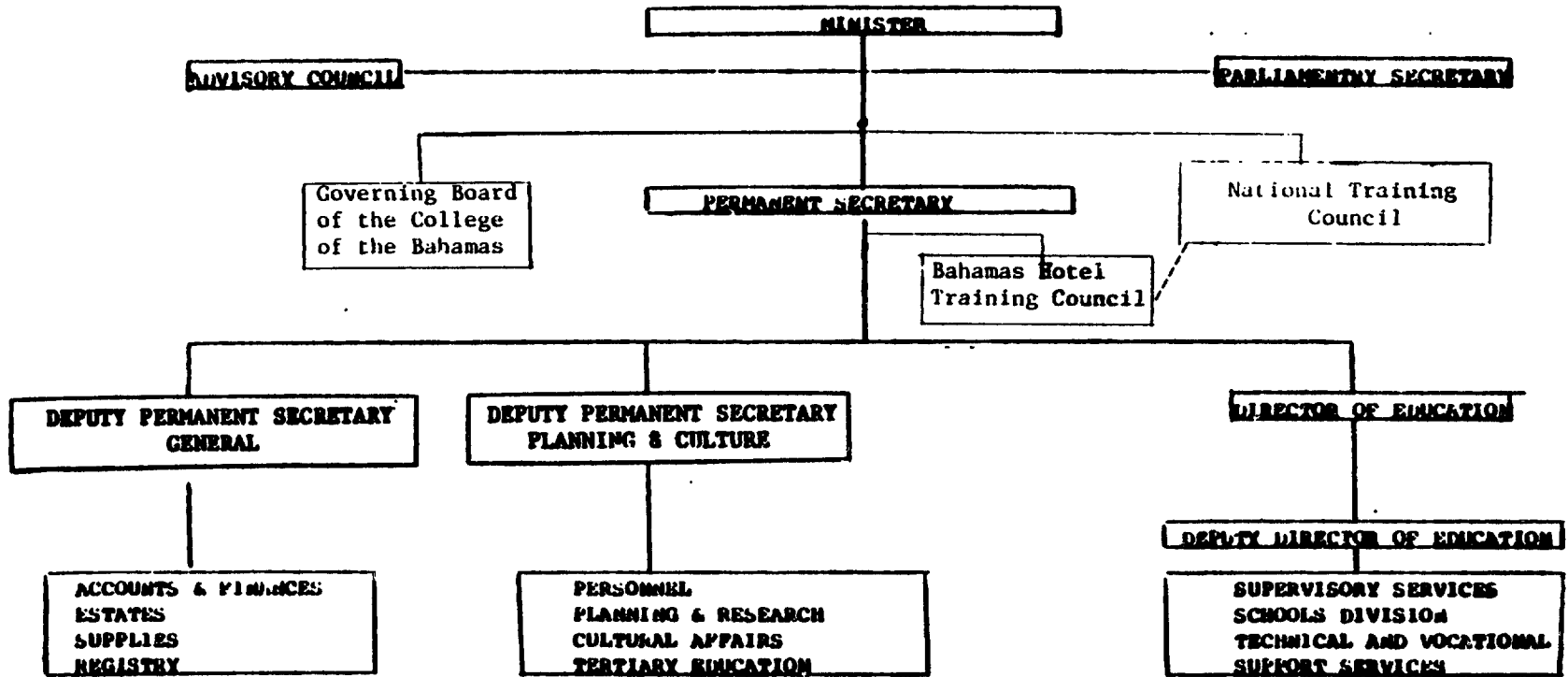
SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Structure of Education and Training System



- COB - College of The Bahamas
- BIITC - Bahamas Hotel Training College
- BSN - Bahamas School of Nursing
- ITC - Industrial Training Center
- UWI-CHTM - University of the West Indies Centre for Hotel and Tourism Management

THE BAHAMAS
SECOND VOCATIONAL AND TECHNICAL EDUCATION PROJECT
Organization Chart of the Ministry of Education



Source: Ministry of Education and Culture

THE BAHAMAS

PROPOSED SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Education and Training Enrollments

ENROLLMENT IN EDUCATIONAL INSTITUTIONS IN THE BAHAMAS BY TYPE, 1976 - 1985

Table 12.01

TYPE OF INSTITUTION	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
GOVERNMENT INSTITUTIONS										
Primary and All Age	25,788	29,763	28,284	29,125	28,939	28,438	27,945	29,046	27,812	27,842
Junior Secondary/Sr. High	13,190	11,942	12,517	12,450	12,318	11,932	12,281	11,976	12,016	12,099
Senior Secondary	9,672	7,271	6,899	6,935	6,728	6,611	6,642	6,490	6,344	6,611
TOTAL	48,650	48,976	48,700	48,510	47,985	46,981	46,868	46,512	46,172	46,552
* INDEPENDENT INSTITUTIONS										
Primary and All Age	6,374	8,072	8,413	8,367	8,460	8,634	9,216	9,046	9,489	9,339
Junior Secondary/Sr. High	3,345	4,431	4,408	4,185	4,334	4,438	4,809	4,455	4,436	4,627
Senior Secondary	3,390	668	671	695	381	365	- 340	281	258	226
TOTAL	13,109	13,171	13,492	13,247	13,175	13,672	13,965	13,782	14,183	14,192
ALL INSTITUTIONS										
Primary and All Age	32,162	37,835	37,597	37,492	37,399	37,073	37,161	37,092	37,301	37,181
Junior Secondary/Sr. High	16,935	16,373	16,925	16,635	16,652	16,370	16,690	16,431	16,452	16,726
Senior Secondary	13,062	7,939	7,470	7,630	7,109	6,976	6,982	6,771	6,602	6,837
TOTAL	61,752	62,147	62,192	61,757	61,160	60,653	60,833	60,294	60,355	60,744

* Special Schools included

SOURCE: Ministry of Education

ENROLLMENT AND STAFF IN MINISTRY OF EDUCATION AND INDEPENDENT SCHOOLS BY TYPE OF SCHOOL AND BY ISLAND: 1965

Table 17.11

ISLAND	ALL-AGE			PRIMARY			JUNIOR HIGH			JUNIOR/SENIOR HIGH			SENIOR HIGH			SPECIAL SCHOOLS			TOTAL		
	ROLL	STAFF	NO. OF SCHOOLS	ROLL	STAFF	NO. OF SCHOOLS	ROLL	STAFF	NO. OF SCHOOLS	ROLL	STAFF	NO. OF SCHOOLS	ROLL	STAFF	NO. OF SCHOOLS	ROLL	STAFF	NO. OF SCHOOLS	ROLL	STAFF	NO. OF SCHOOLS
New Providence	2,417	107	4	10,771	941	30	6,061	302	6	5,104	314	8	5,691	359	4	238	31	3	30,230	2,134	63
Grand Bahama	3,893	191	12	2,859	92	5	-	-	-	3,182	100	3	226	10	1	54	13	2	1,024	496	23
Abaco & Cayo	815	40	11	697	26	7	-	-	-	543	31	2	-	-	-	-	-	-	2,095	97	20
Arborea	147	17	8	6	1	1	-	-	-	-	-	-	-	-	-	-	-	-	153	12	9
Andros	856	26	6	1,056	54	14	203	10	1	850	54	3	200	15	1	-	-	-	3,165	159	25
Berry Islands	122	7	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	122	2	1
Bimini	104	10	1	121	7	1	-	-	-	-	-	-	-	-	-	-	-	-	305	17	2
Car Island	-	-	-	329	18	10	-	-	-	298	18	2	-	-	-	-	-	-	627	36	12
Crooked Island	-	-	-	48	7	6	-	-	-	81	9	1	-	-	-	-	-	-	129	16	7
Eleuthera	2,068	95	10	110	4	1	-	-	-	107	9	1	413	33	2	-	-	-	2,701	141	22
Exuma	868	44	14	-	-	-	-	-	-	-	-	-	307	17	1	-	-	-	1,175	63	15
Harbour Island	305	10	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	305	10	1
Inagua	236	11	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	236	11	1
Long Cay	10	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	1	1
Long Island	570	28	12	123	7	2	-	-	-	106	12	1	-	-	-	-	-	-	879	57	15
Noraguana	115	4	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	115	4	3
Rocked Island	27	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	27	2	1
San Cay	12	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	2	1
San Salvador	-	-	-	96	6	3	-	-	-	116	9	1	-	-	-	-	-	-	212	15	4
TOTAL	17,645	595	95	76,224	5,167	88	6,064	392	7	10,462	636	22	6,877	444	9	292	44	5	60,744	3,273	216

Source: Ministry of Education

THE BAHAMAS
PROPOSED SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT
Financing of Education and Training
Recurrent Cost, Cost-Sharing, and Unit Costs for Preservice
Education and Training

<u>Institution/School Type</u>	<u>Total Annual Recurrent Cost (US\$ million)</u>	<u>Cost (US\$ million) Financed by</u>				<u>No. of Students</u>	<u>Unit Cost (Annual Recurrent Cost per FTE Student)</u>
		<u>Govt.</u>	<u>Students Families</u>	<u>Enterprises</u>	<u>Other^a</u>		
Upper Secondary	11.0	9.90	1.10	-	-	9,128	\$1,205 (\$1,223 for vocational streams)
(Subtotal)	(11.0)	(9.90)	(1.10)	-	-		
ITC One Year Programs	1.80	1.80	-	-	-	513	\$3,905 (of which \$2,035 for training, \$1,870 for stipends)
COB Preservice Programs	7.80	6.45	1.30	-	0.05	795 ^b	\$9,811 (of which \$200 for stipends)
BHTC Preservice Programs	6.70	6.40	0.10	0.20	-	212 ^b	\$3,302
(Subtotal)	(10.80) 21.80	(8.75) 18.63	(1.40) 2.50	(0.20) 0.20	(0.05) 0.05		

^aFoundations and individual donors
^bNo. of actual full time students

THE BAHAMAS
SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT
Government Expenditures in Education
(in constant 1986 BS'000)

	1981			1982			1983			1984		
	Current	Capital	Total	Current	Capital	Total	Current	Capital	Total	Current	Capital	Total
Total Government Expenditures	388,192	57,663	365,855	312,451	48,057	360,509	338,566	23,573	360,140	357,818	20,779	378,598
Expenditures in Education	78,163	6,785	84,868	77,530	5,265	82,795	88,988	4,355	85,263	84,866	3,228	88,094
Education expenditures as % of total	25	12	23	25	11	23	24	18	24	24	16	23

	1985			1986 a/			1987 a/			1988-1993
	Current	Capital	Total	Current	Capital	Total	Current	Capital	Total	Annual estimate b/
Total Government Expenditures	373,765	54,579	428,344	358,660	41,827	399,677	468,333	74,933	543,267	550,000
Expenditures in Education	86,286	4,982	91,188	84,634	3,960	88,594	88,983	7,493	96,477	97,000
Education expenditures as % of total	23	9	21	24	10	22	19	10	18	18

a/ Preliminary figures
b/ Mission estimates

May 24, 1988

THE BAHAMAS

SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Studies, Specialist Assistance, Study Tours, and Internships
in Selected Local and External Industries¹

<u>Specialist Requirements</u>	<u>Person Months</u>	<u>Beginning Date</u>
<p>Labor Market Information System: A specialist to assist the Labor Market Information Unit in the Ministry of Employment and Immigration in establishing the System and training new local staff.</p>	1.5	4-01-89
<p>Apprenticeship System: A specialist to assist the Apprenticeship Unit in the Ministry of Employment and Immigration in expanding the apprenticeship system into new trades and training local staff.</p>	0.75	4-01-89
<p>Subject Matter Advisory Committees and Local Training Committees: A specialist to assist MOE and NTC in expanding the Subject Matter Advisory Committee system and setting up and evaluating the functioning of pilot local training committees.</p>	0.75	7-01-89
<p>Maintenance and Materials Supply for Community Skills Centers: A specialist to assist MOE and NTC in setting up a new system of management, including maintenance and materials supply, and train local staff.</p>	1.5	10-01-89

^{1/} Reference: Annex 5, Appendix 2, "Terms of Reference for Major Consultants."

<u>Specialist Requirements</u>	<u>Person Months</u>	<u>Beginning Date</u>
Mobile Training and Equipment Concept:		
A team of training specialists for development of detailed course syllabi, shop job sheets, training aids, and equipment needs for the following priority programs:	16	9-01-89
Cabinet and Furniture Repair and Construction Advanced Cabinet and Furniture Making Furniture and Automotive Upholstery Domestic Refrigeration and Air Conditioning Repair Electrical Installations Clothing Tailoring Fruit and Vegetable Processing Advanced Culinary Arts		
Clusters of Related Skills Training Program:		
A team of training specialists for development of "clusters of related skills" programs in the following priority clusters:	16	9-01-89
Drawing-Wood Building Construction-Electrical Installations		
Drawing-Wood Building Construction-Plumbing Installations		
Drawing-Wood Furniture Making-Cabinet Making		
Drawing-Welding-Metal Furniture Fabrication		
Automotive Brakes and Wheel Bearings-Engine Tune-Up-Small Engines		

<u>Specialist Requirements</u>	<u>Person Months</u>	<u>Beginning Date</u>
Technical Instructor Training Specialist:		
For the preparation and development of the training and industrial internship program for the certification of industrial skills instructors for the Community Skills Training Center's evening class programs.	10 1/2	2-15-89
Home Economics Teacher Training Specialist:		
A specialist for the development of a program for upgrading the modular short-course development skills and the technical skills of home economics teachers through a series of three week summer courses and technical internships in the food services and clothing making industries.	3 1	6-01-89 6-01-90
Preparation of a Master Plan for Medium- and Long-Term Development of the Post-Secondary Educational System in The Bahamas:		
A team of one local and three ex-patriate specialists to assist local administrators and staff of post-secondary representatives of relevant ministries and private industry in developing a medium- and long-term plan for the rational development of the post-secondary education system.	19 mm expatriate 12 mm local	10-01-89
Hotel and Tourism Management:		
A specialist in the planning, organization and implementation of a computerized student records, personnel and business accounting system for the new hotel training facility.	3	01-15-92

<u>Specialist Requirements</u>	<u>Person Months</u>	<u>Beginning Date</u>
Arts and Crafts Specialists:		
Five expatriate instructors for two weeks each to conduct special classes in arts and crafts.	2.5	10-01-90
Three local artisans from the Family Islands to conduct classes of two weeks each.	1.5	11-01-90
In-Country Short Courses and Internships:		
Inservice Teacher Improvement in The Bahamas:		
In-country short-course training programs for upgrading instructional skills of selected Family Islands and Grand Bahamas instructors for:	15)	6-01-90
Evening class skills training programs	15)	6-01-91
Day class vocational/technical programs	15)	6-01-92
	15)	6-01-93
)	
In-country industrial internship stipends for upgrading technical expertise of selected Family Islands and Grand Bahamas instructors for:) number of	
) teachers	
)	
	10)	6-01-90
	15)	6-01-91
Evening class skills training programs)	
Day class vocational/technical programs	10)	6-01-92
)	
	10)	6-01-93
Fellowship Training/Study Tours Abroad:		
Fellowship Training Abroad:		
Trade Industrial Education Coordinator	12	1-01-91
Home Economics Educationa Coordinator	24	9-01-91
Home Economics Teachers (2) for two eight-week summer study tours for each	4	6-01-89
	2	6-01-90
	2	6-01-91
Study Tours Abroad:		
Senior Arts & Crafts Instructor (trip to India to observe production in government crafts centers).	0.75	9-01-90
Arts & Crafts Instructors (5) (for two week visist to Craft Centers in the Carolinas in the U.S.).	2.5	6-01-89

Summary of Technical Assistance Base Cost Estimates

General Conditions for Consultants

Consultancy assignments will be carried out in the locale, in-country or at the consultancy team's home base, in accordance with the terms and conditions set forth in the consultant's Terms of Reference (TOR), and which are deemed to be the most efficient and effective setting to assure the quality of output required. There is overwhelming evidence to show that the major portion of such consultants' work in curriculum and course syllabi development and the preparation of most teaching-learning aids can be done much more effectively and efficiently at the consultant's team's home base. This of course assumes that: (a) the consultants are fully qualified by both training and experience for the work required; (b) the consultant team members's experience in curriculum development is fully up-to-date in regard to modern methods of content organization and presentation; (c) the consultant team has formal agreements and ties with education and training institutions in the areas and levels of training in which they are consulting so as to have full access to both the physical and human resources of the institution; and (d) the consultant team would have, as they definately should, adequate secretarial and computing services of their own.

Costing Basis

Consultant Fees and Per diem:

- Monthly fees of \$6,000 per month of 22 working days.
- Per diem allowance of \$120 per day for those days actually in the country in accordance with consultant team's terms of reference. No per diem allowed for work done at team's home base or outside The Bahamas.

Travel Costs:

- Air fares averaging \$1,300 round trip only for those trips required and as set forth in the consultant team's terms of reference.
- Internal transportation costs averaging \$400 per in-country stay in The Bahamas, including air fares to some of the Family Islands as per the TOR and reasonable taxi fares while in country.

Other Considerations:

- No cost allowance has been made, nor should be made, for more consultant months in the field (The Bahamas) than those numbers stated in the TOR.

General Conditions for Study Tours and Fellowship Training Abroad

Short Study Tours/Internships (up to 8 weeks):

- Air fares averaging \$900 round trip.
- Subsistence and fees \$3,000 per month.

Fellowships Abroad:

- Air fares averaging \$1,000 round trip.
- Subsistence and training costs averaging \$1,500/month.

Summer Short-Course Teacher Training and Industrial Internships in The Bahamas

Teacher Training Stipends

- Per diem supplements of \$80 per day for two three-week short courses for 40 instructors over a four year period.
- Air fares averaging \$60 round trip for two trips for the 40 instructors.

Industrial Internships:

- Per diem supplements of \$80 per day for each of 30 instructors for 20 days each.
- Air fares averaging \$60 each for the 15 instructors who are expected to need an internship on some island other than their home island.

Preparation of a Master Plan for Post-Secondary Education System Development:

(a) In-country Work.		
Three people for total of 6.5 months @\$10,000		\$ 65,000
(b) Airfare - 11 @ \$1,300 each		<u>14,300</u>
	Sub-Total Costs	\$ 79,300

Labor Market Information Specialist:

(a) In-country Work.		
One person for 1.5 months @ \$10,000		\$ 15,000
(b) Airfare - 1 @ \$1,300		<u>1,300</u>
	Sub-Total Costs	\$ 16,300

Apprenticeship Training Specialist:

(a) In-country Work.		
One person for 0.75 months @ \$10,000		\$ 7,500
(b) Airfares - 1 @ \$1,300 each		<u>1,300</u>
	Sub-Total Costs	\$ 8,800

Advisory Committee Specialist:

(a) In-country Work.		
One person for 0.75 month @ \$10,000		\$ 7,500
(b) Airfare - 1 @ \$1,300		<u>1,300</u>
	Sub-Total Costs	\$ 8,800

Maintenance and Materials Supply Specialist:

(a) In-country Work		
One person for 1.5 months @ \$10,000		\$ 15,000
(b) Airfare - 1 @ \$1,300		<u>1,300</u>
	Sub-Total Costs	\$ 16,300

Hotel and Tourism Computer Specialist:

(a) In-country Work		
One person for 3 months @ \$10,000		\$ 30,000
(b) Airfare - 1 @ \$1,300		<u>\$ 1,300</u>
	Sub-Total Costs	\$ 31,300

Arts and Crafts Specialists:

(a) In-country Work		
Five people for a total of 2.5 months @ \$10,000		\$ 25,000
(b) Airfare - 5 @ \$1,300		<u>6,500</u>
	Sub-Total Costs	\$ 31,500

Arts and Crafts Local Artisans:

(a) Three local persons for a total of 1.5 months @ \$10,000		\$ 6,000
(b) Travel from Family Islands @ \$100 for 3 persons		<u>300</u>
	Sub-Total Costs	\$ 6,300

Total Costs of Consultants \$198,600

Fellowships Training/Study Tours Abroad:

Trade and Industrial Coordinator:

(a) Subsistence and Training costs for 12 months @ 1,500		\$ 18,000
(b) Airfares - 2 @ \$1,000		<u>2,000</u>
	Sub-Total Costs	\$ 20,000

Home Economics Education:

(a) Coordinator for 24 months @ \$1,500 per diem & trng. costs	\$ 36,000
(b) Airfares - 3 @ \$1,000	<u>3,000</u>
	\$ 39,000

Home Economics Teachers:

(a) Two for two eight-week summer course @ \$1,500/mo.	\$ 6,000
(b) Airfares - 4 @ \$1,000	\$ <u>4,000</u>
	\$ 10,000

Sub-Total Costs

Total Costs of Training Abroad

\$ 69,000

In-Country Short Courses and Internships:

In-country short course pedagogical
train - 10 teachers per year over
four years.

40 people for 20 days each @ \$130/day
per diem.

\$104,000

Plus airfares for 40 people @ \$60 av.

2,400

Sub-Total Costs

\$106,400

In-country industrial internships - 30
instructors for 20 days @ \$89.day
per diem

\$ 48,000

Airfares for 15 people @ \$60 av.

900

Sub-Total Costs

\$ 48,900

Total Costs of In-Country Training & Internships

\$154,300

Total Costs of Training In-Country and Abroad

\$378,600

THE BAHAMAS

SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Terms of Reference for Major Consultants

A. THE MOBILE TRAINING AND EQUIPMENT SPECIALISTS¹

Introduction

1. The consultant team (para. 2) would develop the detailed short-course training course syllabi, daily lesson plans and shop job sheets for the eight priority modular training programs named in para. 6 of the above reference. They would also develop and/or specify: (a) the basic reference materials and audio-visual aids; (b) the basic and specialized equipment lists and specifications for the portable equipment required for each of the training programs named; and (c) the basic design criteria and broad specifications for the custom made packing cases in which the individual portable equipment items, or groups of items, would be packed for easy handling and safe shipping by inter-island cargo boats and light trucks. No crate should be larger than that which can be moved by one man using a large commercial size "mover's dolly."

Consultant Team Composition and Qualifications

2. Team Composition. The team would be composed of a highly qualified and experienced team of vocational/technical training consultants with formal ties with training institutions having many years of experience in the development of curricula and course syllabi, and in the training of skilled and semi-skilled workers for entry level jobs in the industry. The principal consultant would be a fully qualified and highly experienced vocational technical instructor who has had a minimum of 15 years of teaching experience in the vocational training programs. This experience would include extensive experience in the development of modular short-course syllabi in one or more of the industrial skills areas and the actual training of semi-skilled and skilled workers. The principal consultant should have at least a master's degree in technical/vocational education.

3. The other training specialists of the team must also be fully qualified and highly experienced vocational/technical instructors in their respective areas of skills expertise. They should have a minimum of 10 years of experience in modular short-course curriculum and course syllabi development and an equal amount of teaching experience in vocational programs. Experience in the two areas may be concurrent. They should have a minimum of a master's degree in technical/vocational education.

1/ Reference: Annex 11, B, Appendix 4, "The Mobile Training and Equipment Concept for the Family Islands."

Program Development and Implementation

4. The principal consultant would first visit The Bahamas, including short visits of 2-4 days to each of about four of the major Family Islands, and about one week in Grand Bahama, for a period totalling about two months to: (a) observe the levels of technology being used in each of the skills areas listed in para. 6 of the aforementioned reference and discuss needed improvements with industrial personnel; (b) inventory the major items of equipment available in representative secondary school vocational training shops to be used as community skills centers, so as to determine what supplementary equipment will need to be provided through the "mobile training and equipment concept"; (c) discuss the probable logistical arrangements with the Director of Training of the National Training Council in Nassau; (d) talk with existing instructors at the National Training Center in Nassau, and one of the community skills centers in Grand Bahama Island, concerning the strengths and weaknesses of the current skills training programs for adults; and (e) collect other relevant information necessary for the development of detailed training programs and preparation of required equipment lists and specifications. Secondly, the consultant would return to his home base and, with the assistance of his subject-matter specialists and the cooperation of the vocational-technical training institution with which he has consortial arrangements, spend about 12 person-months in detailed preparation of the training program and the mobile equipment needs. This preparation would include: (a) detailed course syllabi for each of the eight training programs listed in para. 6 of the aforementioned reference and in para. 5 below; (b) a "master set" of each of the course syllabi and the related visual aids, from which copies can be made, and 20 full sets of the course syllabi and shop job sheets for use by the first two groups of trainees in each of the eight programs; (c) suggested evaluation procedures for determining levels of competencies reached at the end of each module of training; and (d) required equipment lists and technical specifications for the mobile packages.

5. Upon completion of the above activities, and at a date agreed with the Government, the principal consultant or an equally qualified technical/vocational educator member of his team, would return to The Bahamas for a period of about two months to assist the National Training Council in implementing the first phase of the training program.

Priority Training Programs

6. Training programs identified as high priority for presentation on the more populated Family Islands of Abaco, Andros, Eleuthera, Exuma and Long Island are:

- (a) Cabinet and Furniture Repair and Construction
- (b) Advanced Cabinet and Furniture Making
- (c) Furniture and Automotive Upholstery
- (d) Automotive Engine Tune-Up (Basic and Advanced)
- (e) Domestic Refrigeration and Air Conditioning Repair
- (f) Electrical Installations
- (g) Clothing Tailoring
- (h) Fruit and Vegetable Processing

7. Additional training programs may be identified by the National Training Council, but the preparation of them would be handled through contract amendment and an agreed additional sum of money.

B. SPECIALISTS FOR DEVELOPMENT OF CLUSTERS OF RELATED SKILLS TRAINING PROGRAM²

Introduction

1. The consultant team (para. 2) would develop the detailed training course syllabi, lesson plans and job sheets for the five priority clusters of related skills discussed in para. 4 of the above reference and in para. 6 below. They would also develop and/or specify the basic reference materials and audio-visual aids.

Consultant Team Composition and Qualifications

2. Team Composition. The team would be composed of a highly qualified and experienced team of vocational/technical training consultants. The team must have formal ties, and present evidence to this effect, with training institutions having many years of experience in the development of curricula and course syllabi and in the training, at the secondary level, of skilled and semi-skilled workers for entry level jobs in industry. The principal consultant would be a fully qualified and highly experienced vocational/technical educator. He should have a minimum of a Master of Science Degree in vocational or technical education (not in professional level engineering); a minimum of 15 years of actual teaching experience in vocational/technical education in one or more of the skills areas set forth in para. 6 below; and at least five years experience in technical school administration as a technical department head and/or as a director of instruction of an individual school; and such experience should include extensive and recent experience in the development of modern vocational/technical curricula and training evaluation. The other training specialists of the team must also be highly qualified and highly experienced vocational/technical instructors in their respective areas of skills expertise. They should have a minimum of: a Master of Science Degree in vocational or technical education (not in professional level engineering); 15 years of experience as a vocational/technical instructor in secondary or post-secondary schools; and considerable experience in the preparation of modular course syllabi for secondary level vocational/technical training programs in one or more of the clusters of related skills (as set forth in para. 6 below).

Program Development and Implementation

3. The principal consultant would be a highly competent, fully qualified and experienced training specialist in either: the building trades clusters (a, b or c of para. 6); the welding-metal furniture fabrication cluster; or the automotive-small engines cluster. The principal consultant, accompanied by a specialist from each of the other two skills cluster groups above, would first visit The Bahamas for a period of about eight weeks. During this visit, including about three days in each of four of the major Family Islands, they would: (a) discuss thoroughly with the MOE coordinator of trade and industrial education, and selected upper secondary trade and industrial education (T&I) teachers, the

^{2/} Reference: Annex 11, B, Appendix 3, "Broad Based Training in Clusters of Related Skills."

"clusters of related skills" concept; (b) visit relevant service and production enterprises, in the Nassau area, to observe levels of technology being used by them in the respective skills areas of the priority "clusters of related skills" for which training programs are to be developed; (c) visit the four Family Islands, with their MOE counterpart and with T&I teachers provided by the respective islands, to discuss the school facilities and equipment to be provided under the project and the general content of the respective "clusters of related skills" training programs; and to visit with representative enterprises to observe the levels of technology being used in the respective skills areas and to discuss needed improvements with enterprise personnel; (d) upon return to the MOE headquarters in Nassau, the consultant would: review the pertinent findings of the Family Islands; visit with relevant MOE personnel; needed strengthening of technical competencies of teachers for the "clusters of related skills" programs and ways of improving such competencies through short intensive "technical internships" in relevant Bahamian enterprises; and (e) collect other relevant information necessary for the development of detailed training programs.

4. Secondly, the consultants would return to their home base and, with the assistance of other subject-matter specialists and the cooperating vocational/technical training institute(s), spend a total of about 7 person months in detailed preparation of the five "clusters of related skills" programs set forth in para. 7 below. This preparation would include: (a) detailed course syllabi for each of the skills areas within each of the five "clusters of related skills"; (b) a "master set" of each of the course syllabi, shop job sheets and related visual aids, from which can be made in quantities; and 24 full sets of the course syllabi and shop job sheets for use in the first "pilot course" presentation of each of the cluster programs in a selected school; and (c) recommended evaluation procedures for determining levels of competencies reached by students at the end of each module of training.

5. Thirdly, upon completion of the above activities and at a date agreed with the Government, the three leading specialists -- the building trades, the welding-metal furniture, and the automotive-small engines specialists -- would return to The Bahamas, for a period of about one month, to assist in conducting the "pilot course" presentation of each of the cluster of programs in an appropriately selected school.

Priority Training Programs

6. Training programs identified as high priority for development in the Family Islands as "clusters of related skills" programs are:

- (a) Drawing-Building Construction-Electrical Installations. Here the training emphasis would be on: the preparation of simple building construction drawings and typical electrical installation drawings for small homes and shops of difficult types of construction; the ability to accurately read such drawings and those of slightly more complex buildings; and basic entry level skills in the construction of small buildings and in the installation of the electrical system of small homes and shops.

- (b) Drawing-Building Construction-Plumbing Installations. Here the cluster would include entry level training in plumbing installations for small and medium size homes of all types. The plumbing training would emphasize the use of the new, superior, more economical, and easier to learn installation techniques of high strength plastic pipes.
- (c) Drawing-Wood Building Construction-Cabinet Making. Here the training would also include: the preparation of working drawings for simple furniture, such as desks, tables, bookcases, etc., and cabinets; and the construction of such items; and, during the last year, the option of constructing the frames for simple upholstered furniture and, for the more talented, the upholstery of such furniture.
- (d) Drawing-Welding-Metal Furniture Fabrication. Here the training emphasis would be upon: the preparation of working drawings for metal furniture; electric and gas welding of light metal bars and tubes; and fabrication of metal framed furniture and ornamental grill work for windows and gates, and other light welding projects.
- (e) Automotive Brakes and Wheel Bearings-Engine Tune Up-Small Engine Repair. Here the emphasis would be upon those entry level skills which have the greatest frequency of use in the automotive service industry; those that require a relative low level of investment in training equipment (as contrasted to that required for general motor overhaul); and the use of relatively low-cost, hand-held tune-up meters (as contrasted to costly electronic oscilloscopes and complex and expensive tune-up machines which only the larger of commercial repair shops can afford). The training would place special emphasis upon the attainment of skills in the reading and correct interpretation of instructions, drawings, specification sheets and bolt torque tables in modern automotive repair manuals.

7. Additional training programs may be identified at a later date, but the preparation of them would not be carried out under the current Bank assisted project.

C. SPECIALIST FOR DEVELOPMENT OF CERTIFIED TECHNICAL INSTRUCTOR TRAINING PROGRAM³

Introduction

1. The consultant would develop the detailed training program for the preparation of certified "technical instructors" as set forth in Annex 11, B, Appendix 6, including both the pedagogical aspects and industrial internship aspects of the program.

Consultant Qualifications

2. The consultant, if not a staff member of a vocational/technical teacher training institution, must have a formal arrangement with such an institution so as to obtain such technical "backstopping" as may be required in the program development. The consultant must be a fully qualified and highly experienced vocational/technical educator. He should have a minimum of a Master of Science Degree in vocational/technical education (not in professional level engineering); a minimum of 15 years of actual teaching experience in vocational/technical education in one or more of the industrial skills areas; and a minimum of five years experience as a vocational/technical teacher trainer.

Training Program Development and Implementation

3. Development. The consultant would first visit The Bahamas for an initial period of about one and one-half months to: (a) study the technical and pedagogical training needs of both types of instructors mentioned in paragraphs 1 and 2 of Annex 5b, Appendix 6; (b) discuss the logistics of proposed training with the National Training Council administrators and representatives of potential instructor trainees; (c) assess the possibilities of cooperative internship arrangements with selected commercial and industrial firms; and (d) collect other relevant information bearing on the proposed "certified instructor" training program. Secondly, the consultant would return to his home base and, with the cooperation of the instructor training institute with which he has consortial arrangements, spend about six man-months in the preparation of the instructor training program. This program would include the development of (a) a detailed course syllabi in the preparation of modular short-course training programs and the appropriate methodologies for its presentation; (b) a "master set" of the course syllabi and related visual aids from which duplicate copies can be made in large quantities; (c) twenty full sets of the detailed course syllabi for use by the first group of instructor trainees; (d) a detailed outline of a business and industrial internship program for instructor trainers, including suggested categories of on-the-job technical experiences which interns should strive to obtain; and (e) a plan for the monitoring, evaluation and "feed-back" of the instructor training program and the "certification" process.

^{3/} Reference: Annex 11, B, Appendix 6, "Development of a Certified Technical Instructor Corps for Community Skills Training Centers."

4. Implementation. The initial groups of instructors trained over a two-year period of time in a series of modular short-courses. The consultant would spend about six weeks during each of the first and second years of the program in the actual presentation of the training course, the supervision of the industrial internship program and in the evaluation of the training program. He would be assisted in these activities by the Director of Training of the NTC and by one of the technical teacher trainers of the College of The Bahamas.

D. HOME ECONOMICS AND HOTEL TRAINING INSTRUCTOR TRAINING SPECIALIST

Introduction

1. This expatriate specialist would be responsible for the development of a modular, short-course training program for upgrading the technical and pedagogical competencies of existing and newly recruited home economics and hotel training teachers. The major objectives of this upgrading will be to improve their levels of performance in both the new adult evening class programs and the newly upgraded day class programs for upper secondary level trainees in the Community Skills Centers.

Consultant Qualifications

2. The consultant, if not a staff member of a home economics teacher training institution, must have a formal arrangement with such an institution so as to obtain such technical "backstopping" as may be required in the program development. The consultant must be a fully qualified and highly experienced vocational/technical educator. She must have a minimum of a Master of Science Degree in home economics education; a minimum of 15 years of actual teaching experience in home economics, including foods, nutrition and clothing; a minimum of five years experience as a home economics teacher trainer; and, preferably, some experience in institutional food service.

Training Program Development and Implementation

3. Development. The consultant would first arrive in Nassau, on the date set forth in the contract, for a period of about two weeks, to (a) discuss with the Ministry of Education's Home Economics Training Officer the training needs of home economics teachers and the logistics of the proposed training program; (b) assess the possibilities of cooperative internship arrangements with selected hotel, food service and clothing manufacturing or tailoring industries; and (c) collect other relevant information bearing on the instructor training program. Secondly, the consultant would return to her home base and, with the cooperation of the instructor training institution with which she has consortial arrangements, spend about one month in the preparation of the instructor training program. The program would include the development of: (a) a detailed course syllabi of the proposed instructor training short course; (b) such audio and/or visual aids required for the course presentation; (c) a detailed outline of the proposed internship program; and (d) a plan for the evaluation and "feedback" of the instructor training program. Thirdly, the consultant would return to The Bahamas at a date set forth in the contract for a period of six weeks during the Summer of 1990 and, with the assistance of the home economics training officer, (i) conduct the first three-week short-course; (ii) evaluate its effectiveness; and (iii) plan the second short-course to be held in the Summer of 1991.

4. Implementation. The first two groups of home economics instructors would participate in upgrading training during a three week period during the Summers of 1990 and 1991. During each of these sessions,

the consultant would be assisted by the MOE Home Economics Training Officer and by one or more of the better qualified home economics teachers who would have participated in post-graduate level home economics studies abroad during the Summers of 1989 and 1990 or 1991.

E. SPECIALISTS FOR ASSISTING IN THE PREPARATION OF A MASTER PLAN FOR MEDIUM- AND LONG-TERM DEVELOPMENT OF POST-SECONDARY AND HIGHER EDUCATION SYSTEM IN THE BAHAMAS⁴

Introduction

1. The consultant team would advise and assist the Government and the post-secondary and higher educational institutions in planning, implementing and preparing the individual institutional and overall educational system reports which will serve as the basis for a national "master plan;" and advise on the preparation of the "master plan".

Consultant Team Composition and Qualifications

2. Team Composition. The team would be composed of a highly qualified and experienced group of post-secondary educators, with formal ties with post-secondary educational institutions, and who have had many years of experience in planning and carrying out such studies in institutions in which they have been senior administrators themselves. They should also have been members of national or regional professional teams with several years of experience as consultant-evaluators for other institutions undertaking such studies themselves. This experience should be equivalent to that of the "Consultant-Evaluator Corps" of the Regional Accreditation Associations for Higher Education Institutions in the U.S.A. The team would consist of three members headed by a principal investigator-planner, with a technical education planner-analyst, and a general academic education planner-analyst as members. All of them should have graduate degrees at the doctoral level, have served in post-secondary educational institutions as senior professors, department heads and deans of instruction, and it could be helpful if the principal investigator could have served as a president of a university. The technical education planner-analyst's experience should have been in a technical institute branch of a university. All of them must have had at least 15 years experience in post-secondary education.

Program Development and Implementation

3. The consultants would be required for a total of about 6.5 man-months over a period of about 18 months to periodically assist in the planning, implementation of the studies and advising on the preparation of the "master plan". First. The principal investigator-planner of the consultant team would visit The Bahamas for an initial visit of one month, as set forth in his contract and terms of reference, after potential members have been identified for each of the study teams suggested in paragraphs 7 through 13 of the guide outline referred to in Annex 11, A, Appendix 4, para. 8. During this visit, he would advise and assist in organizing and orienting the various teams as to their objectives, functions, obligations and interrelationships, and to help launch the preliminary institutional self-studies. Second. After an elapsed time of about three months, the principal investigator-planner would return to The Bahamas, accompanied by the two education planner-analysts mentioned above, for a period of one month for himself and two weeks each for the other two

4/ Reference: Annex 11, A, Appendix 4, "Preparation of a Master Plan for Medium- and Long-Term Development of Post-Secondary and Higher Education in The Bahamas."

consultants. During this visit, the team would discuss the work of the respective study teams, and advise and assist in any problem areas identified by the teams. Third. After another elapsed period of about six months, the three consultants would return to The Bahamas for a period of one month for the principal investigator-planner and two weeks each for the other two planner-analysts. During this visit, the team would closely review the preliminary drafts of the institutional self studies, identify areas requiring further study, assist in further exploration of such areas, and clearly delineate the identified institutional strengths, areas of concern, and corrective actions taken, planned or suggested. Additionally, the principal investigator-planner would concentrate on assisting the Central Study Team in formulating, to the extent that institutional study data can be made available, a preliminary draft of the overall national "master plan." Fourth. After another lapse of about fourth months, the consultant team would return for a final visit, with the principal investigator having a one month stay and the two planner-analysts for a period of one week each for a final review of each of the institutional reports and the overall study report. Additionally, the principal investigator would help prepare the "Master Plan for Medium- and Long-Term Development of Post-Secondary and Higher Education in The Bahamas".

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Area Vocational and Community Skills Training Facilities to be Supported Under the Skills Training Component

SE = Supplemental equipment and learning aids.

CFE = Construction, furnishing and equipping of instructional shops.

E = Equipment only

School Name	No. of Shops										
	Business	Home Econ.	Tech. Draw.	Constr. Skills	Mech. Skills	Elec. Instal.	Marine Sc. & F.	Crafts	Constr. & Equip.	Supple. Equip.	Equip. Only
<u>Abaco Island</u>											
Abaco High	SE	SE	SE	CFE (1 x 1,600)	-	-	-	-	1	3	-
Coopers' Town	SE	SE	SE	SE	SE	-	-	-	-	(5)	-
<u>Andros Island</u>											
North Andros	SE	-	SE	SE	-	SE	-	-	-	4	-
Central Andros	SE	SE	SE	CFE (1 x 1,600)	-	SE	-	-	1	4	-
Mangrove Key	-	CFE (1 x 1,600)	SE	SE	-	-	-	-	1	2	-
South Andros	SE	SE	SE	SE	SE	-	-	-	-	(5)	-
<u>Eleuthera Island</u>											
Albury	SE	CFE (1 x 800)	SE	SE	-	-	-	CFE (1 x 800)	2	3	-
Gov. Harbour	SE	SE	SE	SE	-	-	-	-	-	4	-
North Eleuthera (New)	E	E	E	E	-	-	-	-	-	-	4
<u>Exuma Island</u>											
L. N. Coakly	SE	SE	SE	SE	SE	-	-	CFE (1 x 800)	1	(5)	-
<u>Long Island</u>											
Major	SE	CFE (1 x 1,600)	SE	SE	CFE (1 x 1,600)	-	SE	-	2	4	-
North Long Island	CFE (1 x 800)	SE	SE	CFE (1 x 1,600)	-	-	-	CFE (1 x 800)	3	2	-
<u>Crooked Island</u>											
Crooked Island	SE	SE	-	CFE (1 x 1,200)	SE	-	-	-	1	3	-

School Name	Business	Home Econ.	Tech. Draw.	Constr. Skills	Mech. Skills	Elec. Instal.	Marine Sc. & F.	No. of Shops			
								Crafts	Constr. & Equip.	Supple. Equip.	Equip. Only
San Salvador											
San Salvador	-	SE	SE	SE	-	-	-	-	-	3	-
Cat Island											
Old Bight	SE	CFE (1 x 1,200)	SE	SE	CFE (1 x 1,800)	-	-	-	2	3	-
Arthur's Town	-	CFE (1 X 1,200)	SE	SE	-	-	-	CFE (1 X 1,200)	2	2	-
Grand Bahama Island											
Lucaya (New)	E	E	E	E	-	E	-	-	-	-	(5)
Eight Mile Rock	SE	-	-	-	-	-	-	-	-	1	-
West End	-	SE	SE	SE	-	-	CFE (1 x 400)	-	1	3	-
Inagua											
Inagua	-	SE	SE	SE	-	-	CFE (1 x 400)	-	1	(3)	-
New Providence Island											
Area Vocational Center I	E	E	E	E	E	-	-	-	-	-	(5)
Area Vocational Center II	E	E	E	E	E	-	-	-	-	-	(5)
Sub-Total: Constr. & Equip.	1	5	(0)	4	2	(0)	2	4	18	-	-
Sub-Total: Supp. Equip. Only	12	11	16	13	4	2	1	(0)	-	(59)	-
Equipment Only	4	4	4	4	2	1	0	0	-	-	19

Total of 22 centers of which 17 would be located in 10 of the Family Islands.

THE BAHAMAS

SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Area and Cost Estimates for Construction, Furniture and Equipment
for the Skills Training Component

Basic Data:

Construction costs of \$70 per square foot average

New shops to be constructed under project:

7 X 1,600 ft ²	=	11,200 ft ²	
4 X 1,200 ft ²	=	4,800 ft ²	
5 X 800 ft ²	=	4,000 ft ²	
2 X 400 ft ²	=	800 ft ²	
<u>18</u>		<u>20,800 ft²</u>	total

Shops to be furnished and equipped:

- 18 new ones constructed under project @\$20,000 average CIF costs.
- 19 new ones (construction outside project) @\$20,000 average CIF costs.
- 59 existing requiring supplemental equipment @\$10,000 average CIF costs.

Existing shops requiring minor renovations:

- 59 with average cost of \$4,000 each

Mobile training equipment packages:

- 10 with an average cost of \$10,000 each for NTC (CIF costs)

i. New Shops Constructed Under Project:

(a) Construction (18 shops with 20,800 ft ² total)	20,800 ft ² X \$70 ft ² =	\$ 1,456,000
(b) Equipment and furniture (18 shops @\$20,000 average per shop)	18 X \$20,000 =	360,000

2. New Shops Constructed Outside Project: (19 @\$20,000)

(a) Equipment and furniture only	19 X \$20,000 =	380,000
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3. New Shops at Freeport Industrial Training Center:

(a) Construction (3 shops with 5,200 ft ² total)	5,200 ft ² X \$90 =	468,000
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SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT
PROJECT COST SUMMARY

(US\$ '000)

	Local	Foreign	Total	% Foreign Exchange	% Total Base Costs
A. INSTITUTIONAL DEVELOPMENT AND POLICY IMPLEMENTATION	1,015.10	261.40	1,276.50	20	9
B. SKILLS TRAINING	1,401.57	3,891.47	5,293.04	74	36
C. TOURISM TRAINING	2,018.55	5,219.30	7,237.85	72	49
D. PROJECT MANAGEMENT	650.80	185.16	835.96	22	6
Total BASELINE COSTS	5,086.02	9,557.33	14,643.35	65	100
Physical Contingencies	320.78	1,042.87	1,363.65	76	9
Price Contingencies	507.34	894.26	1,401.61	64	1^
Total PROJECT COSTS	5,914.14	11,494.47	17,408.61	66	119

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Project Costs Estimates By Year
(US\$ '000)

	Base Costs							Total
	1988	1989	1990	1991	1992	1993	1994	US\$
A. INSTITUTIONAL DEVELOPMENT AND POLICY IMPLEMENTATION	-	272.87	263.63	185.00	185.00	185.00	185.00	1,276.50
B. SKILLS TRAINING	-	1,394.02	1,008.02	792.87	937.13	904.50	256.50	5,293.04
C. TOURISM TRAINING	325.00	972.00	3,685.20	1,264.60	478.77	341.52	170.76	7,237.85
D. PROJECT MANAGEMENT	29.00	150.68	157.64	153.56	153.56	133.76	57.76	835.96
Total BASELINE COSTS	354.00	2,789.57	5,114.49	2,396.03	1,754.47	1,564.78	670.02	14,643.35
Physical Contingencies	0.60	285.19	607.80	214.13	119.35	104.00	32.59	1,363.65
Price Contingencies	0.18	84.82	334.26	249.36	261.13	308.61	163.24	1,401.61
Total PROJECT COSTS	354.78	3,159.58	6,056.55	2,859.52	2,134.94	1,977.39	865.85	17,408.61
Taxes	-	289.64	654.65	368.13	336.05	294.82	128.10	2,071.40
Foreign Exchange	327.98	2,135.33	4,122.73	1,843.38	1,346.52	1,233.92	484.61	11,494.47

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Totals Including Contingencies
(US\$ '000)

	1988	1989	1990	1991	1992	1993	1994	Total
A. INSTITUTIONAL DEVELOPMENT AND POLICY IMPLEMENTATION	-	288.60	286.50	202.67	210.78	219.21	227.98	1,435.75
B. SKILLS TRAINING	-	1,568.33	1,158.75	940.66	1,156.38	1,160.98	339.51	6,324.60
C. TOURISM TRAINING	325.00	1,141.85	4,437.21	1,541.12	585.71	434.84	226.12	8,691.85
D. PROJECT MANAGEMENT	29.78	160.80	174.09	175.06	182.06	162.36	72.24	956.41
Total PROJECT COSTS	354.78	3,159.58	6,056.55	2,859.52	2,134.94	1,977.39	865.85	17,408.61

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THE BAHAMAS
SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Project Costs by Category of Expenditure
(US\$ million)

	INSTITUTIONAL DEVELOPMENT AND POLICY IMPLEMENTATION				PROJECT MANAGEMENT	Total	Physical			
	SKILLS TRAINING	TOURISM TRAINING	Contingencies				Foreign Exchange			
						%	Amount	%	Amount	
I. INVESTMENT COSTS										
A. CIVIL WORKS	-	2.29	5.39	-	7.66	12.7	0.99	70.0	5.36	
B. FURNITURE, EQUIPMENT	0.06	2.32	1.42	-	3.81	7.4	0.29	74.1	2.92	
C. TECHNICAL ASSISTANCE										
1. TRAINING	-	0.25	0.05	-	0.30	5.0	0.01	49.6	0.15	
2. SPECIALIST ASSISTANCE	0.10	0.44	0.39	-	0.93	5.5	0.36	100.0	0.93	
Sub-Total TECHNICAL ASSISTANCE	0.10	0.69	0.44	-	1.23	5.1	0.08	37.9	1.09	
Total INVESTMENT COSTS	0.17	5.29	7.24	-	12.70	10.5	1.33	72.9	9.26	
II. RECURRENT COSTS										
A. SALARIES	0.81	-	-	0.71	1.52	1.4	0.02	10.0	0.15	
B. OPERATING COSTS	0.30	-	-	0.13	0.43	1.9	0.01	33.8	0.14	
Total RECURRENT COSTS	1.11	-	-	0.84	1.95	1.5	0.03	15.2	0.30	
Total BASELINE COSTS	1.28	5.29	7.24	0.84	14.64	9.3	1.36	55.3	9.56	
Physical Contingencies	0.02	0.46	0.96	0.03	1.36	0.0	0.30	75.5	1.04	
Price Contingencies	0.14	0.57	0.59	0.09	1.40	7.7	0.11	33.8	0.89	
Total PROJECT COSTS	1.44	6.32	8.69	0.95	17.41	9.4	1.47	55.0	11.49	
Taxes	0.02	0.96	1.10	-	2.07	5.3	0.11	0.0	0.00	
Foreign Exchange	0.30	4.70	5.28	0.22	11.49	9.9	1.13	0.0	0.00	

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SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Unit Areas and Capital Costs
(Base Costs April 1988 In US Dollars)

TECHNICAL ASSISTANCE COSTS¹

Local Consultants/Specialists	\$ 2,000/month
Expatriate Consultants/Specialists	\$ 6,000 - 10,000/month
Short Study Tours Abroad (Subsistence and Fees)	\$ 700/week
Fellowships Abroad (Subsistence and Fees)	\$ 1,500/month
Local Internships (Per Diem Supplement)	\$ 80/day

CONSTRUCTION UNIT AREAS AND COSTS

Community Skills Centers (\$70/ft ²):	\$ 7,150/student place
New Workshops at Freeport ITC (\$90/ft ²):	\$ 9,750/student place
Hotel and Tourism Training Facility (\$110/ft ²):	\$ 11,950/student place

EQUIPMENT AND FURNITURE UNIT COSTS

Community Skills Centers, new workshops (37)	\$ 20,000/workshop
Community Skills Center, equipment only (69 workshops)	\$ 10,000/workshop
Mobile Training Packages (10)	\$ 10,000/package
Hotel and Tourism Training Facility (1)	\$800,000

UNIT CAPITAL COSTS PER STUDENT PLACE²

Community Skills Centers, new workshops	\$ 8,800/student place
Community Skills Centers, srpplemental equipment only	\$ 830/student place
Mobile Training Packages ³	\$ 830/student place
Hotel and Tourism Training Facility	\$ 14,250/student place

1/ Details in Annex 5, Appendix 1.

2/ Construction, equipment and furniture.

3/ Designed for use in existing workshops which will have certain specified basic training equipment for the specialty to be learned.

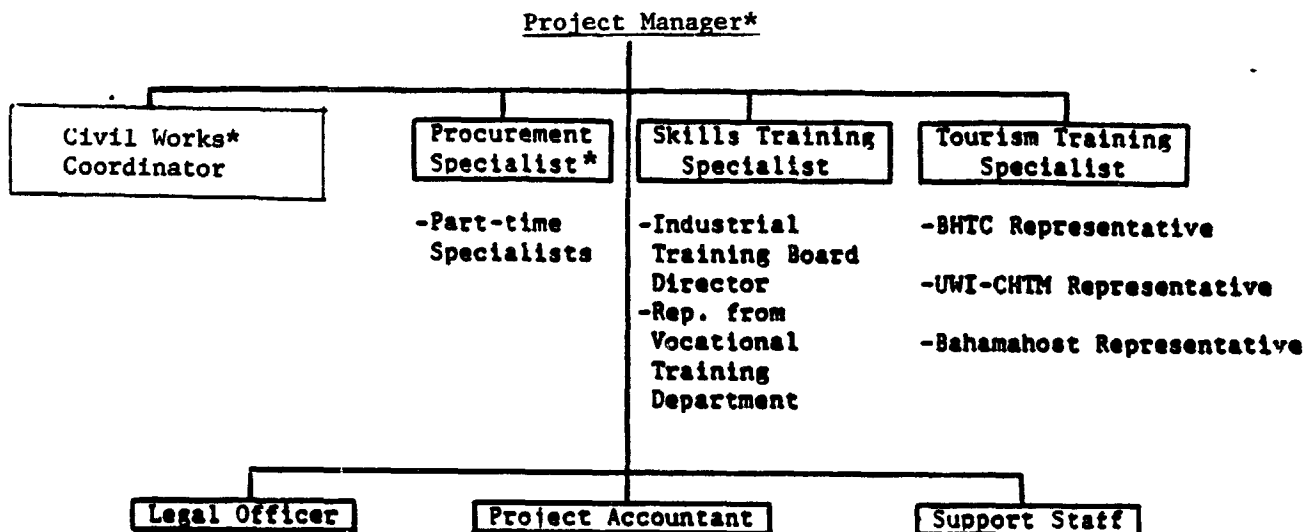
THE BAHAMAS

SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Formal Structure of Project Implementation Team

1. The formal structure of the Project Implementation Team would be based upon that used in the successful implementation of the First Technical and Vocational Training Project. However, it would be appropriately strengthened to assure a more uniform rate of implementation and to provide for more guidance in the implementation of the educational aspects. A major underlying principle will continue to be the development of an improved permanent capacity for the implementation, monitoring and evaluation of projects of programs regardless of financing sources.

2. The structure and staffing of the team would be as follows:



* Full-time Team Members

THE BAHAMAS

SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Terms of Reference for Key Project Implementation Team Personnel

1. The composition of the Project Implementation Team is detailed in Annex 7a. The key personnel of the unit to be appointed in accordance with the following terms reference and qualifications should be:

Project Manager

2. The project manager would be responsible directly to the Permanent Secretary (PS) of the Ministry of Education. With the advice and consent of the PS, he would formulate policy and procedures to facilitate the timely implementation of the project in accordance with the Loan Agreement and Bank Guidelines. He would coordinate the day-to-day project implementation activities of the project civil works coordinator; the equipment and furniture procurement specialist; skills training specialists; tourism training specialists; the legal officer and the project accountant. He would also supervise the activities of the secretarial and support staff. He would be responsible for overall project monitoring and the preparation of periodic project implementation progress reports and sending them to the Bank for review and comment.

3. The project manager should have had successful experience in the implementation of similar projects under World Bank or Regional Bank financing. He must have proven capability in managing and coordinating the work of professional and support personnel in activities carried out under conditions requiring the efficient scheduling of physical, financial and human resources. Experience is much more important than academic preparation, therefore he could be an educator, an engineer, an architect or have had any other university graduate level preparation. Communication skills in both written and spoken English are very important.

Civil Works Coordinator

4. This person would be responsible, on a full-time basis, for the implementation of the civil works program and would ensure that the terms and conditions of contracts for construction are prepared and carried out in a satisfactory manner and under terms and conditions set forth in the Loan Agreement and the Bank Guidelines. He would coordinate and supervise construction activities in accordance with the implementation schedule and the construction schedules of the civil works contractors. He would keep a detailed record (written and pictorial) of progress of each civil works component and report to the Project Team Coordinator on a timely basis on the quality of work and the financial status of the project. Specifically, the Civil Works Coordinator would be expected to:

- be actively involved in selecting and evaluating contractors being proposed to do work under the project;
- assist in evaluating bids received for construction and installation of equipment;

- ensure that terms and conditions of tendering documents are adequate and would meet World Bank guidelines;
- review and approve all payment requests made by contractors before payment is made by a Ministry;
- assist in the final inspection of facilities and certify that all work was satisfactory and had been made in accordance with the terms of the contract documents before final payment would be made to the contracting company;
- visit on a frequent basis all projects under construction and report to the Project Manager as to their status, pointing out all issues and suggest methods for resolving such issues;
- approve all changes and modifications to the construction as it progresses;
- maintain financial records on construction including payments made to the contractor, estimated cost to complete, and likely costs for modifications and changes during construction;
- ensure that equipment would be delivered, installed and connected in facilities in a timely and satisfactory manner; and
- prepare and maintain an overall proposed implementation schedule of works under the project and maintain an estimate of cost of construction by building. A visual status chart should be developed for the project which would indicate when each component would be begun and completed. A comparison between estimated and actual progress should be shown on this chart.

5. Experience gained on similar projects has consistently pointed out benefits derived by project implementation units employing their own full time civil works coordinator. This person should have adequate experience in directing and coordinating the design efforts of both public and private entities and understand fully the needs for tender documents to be well defined with a minimum of errors and omissions. Professionally, the civil works coordinator should be an architect or engineer with no less than 6-8 years of practical experience in managing projects. It is expected that he would be employed on a full time basis and would dedicate 100 percent of his time to construction financed under this project.

Equipment and Furniture Procurement Specialist

6. The equipment and furniture procurement specialist would be responsible for coordinating the preparation of all equipment and furniture lists and technical specifications, the grouping of items into packages of a similar nature; and, in full accordance with Bank Guidelines, advertising of procurement tenders, evaluation of bids, awarding of contracts, and the receiving and installation of equipment and furniture. The actual preparation of lists and specifications, however, would be the responsibility of the training institutions which would be the recipients

of such furniture and equipment, or other authorized agents. These duties would require that the Procurement Specialist be employed on a full-time basis.

7. The procurement specialist should, preferably, be a vocational or technical educator who has had significant experience in the preparation of such lists and specifications, in the evaluation of bids, and in the logistics of the receipt, distribution and installation of large groups of furniture and equipment during a short time span.

Skills Training Specialists

8. These responsibilities would be carried out by the regular MOE vocational/technical training officers and the principal officer of the NTC as part of their regular responsibilities in their respective areas of expertise. Individually, they would coordinate for their respective institutions: the preparation of furniture and equipment lists and specifications; the installation of equipment under the overall direction of the procurement specialist; the recruitment and/or training of instructors; the work of consultants in the development of training programs; and the monitoring and evaluation of educational program implementation.

Tourism Training Specialists

9. These responsibilities would be carried out by representatives of the Bahamas Hotel Training College, the UWI Center for Hotel and Tourism Management, and the Bahamahost Program as a part of the regular responsibilities to their respective institutions. Individually, they would coordinate for the respective institutions: the assistance of institutional representatives in the implementation of special studies by external consultants; the preparation of equipment and furniture lists and specifications; the identification of physical space needs for the new building; the development of the lists for training materials and library references; the effective utilization of consultant services in upgrading of curriculum content; upgrading training activities, locally and abroad, of instructional staff; and the monitoring and evaluation of educational program implementation.

Legal Officer

10. The legal officer need only be available for a few days per year to advise and assist in the development of the bidding documents for procurement of civil works, furniture and equipment, and technical assistance. If the MOE does not have a legal adviser, one from the Attorney General's Office could be assigned to provide these services on an ad-hoc basis. However, to assure the appropriate timeliness of his services, he should be formally appointed under a written agreement.

Project Accountant

11. Even though the Accounting Division of the MOE would keep the separate project accounts, a single individual accountant would be formally assigned as the project accountant. While the accountant would not be required on a full-time basis, especially during the earlier months of project implementation, one should be appointed on the basis that the project accounts would be a first priority responsibility.

Support Staffing

12. A single full-time secretary would probably be adequate, providing that the typing of equipment lists and specifications is the responsibility of the participating training institutions. Additional part-time typists would be needed from time-to-time for the periodic "rush work" of the procurement specialist, especially in the typing of bidding documents.

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Project Implementation Schedule
(Cumulative Progress in %)

Project Component	CY88	CY89	CY90	CY91	CY92	CY93	CY94
Institutional Development and Policy Implementation							
Furniture and Equipment	0	50	100				
Specialist Assistance	0	60	100				
Skills Training							
Civil Works							
Skills Training Workshops & Maint. Center	0	20	40	60	80	100	
Freeport - Industrial Training Center	0	100					
Furniture, Equipment & Educ. Materials							
Skills Training Workshops & Maint. Center	0	0	14	29	57	86	100
Nassau - Industrial Training Center	0	80	100				
Freeport - Industrial Training Center	0	86	100				
NTC Mobile Training	0	14	50	86	100		
Technical Assistance							
Training	0	9	26	66	88	100	
Specialist Assistance	0	68	100				
Tourism Training							
Civil Works							
Hotel and Tourism Training Facility	0	20	87	100			
Furniture, Equipment & Educ. Materials							
Hotel and Tourism Training Facility	0	0	7	28	61	87	100
Technical Assistance							
Training	0	0	0	0	40	80	100
Specialist Assistance	85	85	88	91	97	100	

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THE BAHAMAS

SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Allocation of Loan Proceeds

<u>Category of Expenditures</u>	<u>Amount of the Loan Allocated (US\$ Equivalents)</u>	<u>% of Expenditures to be financed</u>
1. Civil Works	4,600,000	50%
2. Furniture, Equipment and Educational Materials	3,000,000	100% of CIF cost of foreign expenditures, 100% of ex factory costs of locally manufactured furniture, and 65% of local expenditures for items procured locally
3. Technical Assistance	1,200,000	100%
4. Travel, Communications, Materials for Project Administration	75,000	100%
5. PPF Refund	325,000	
6. Unallocated	800,000	
	<hr/>	
TOTAL	<u>10,000,000</u>	

THE BAHAMAS
SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Estimated Schedule of Disbursements
(US\$ million)

Bank Fiscal Year	Quarter Ending	Disbursement during Quarter	Cumulative Disbursements		Balance of Total
			Amount	% of Total	
89	March 31, 1989	0.30 a/	0.30		9.70
	June 30, 1989	0.50 b/	0.80	8	9.20
90	Sept. 30, 1989	0.40	1.20		8.80
	Dec. 31, 1989	0.40	1.60		8.40
	March 31, 1990	0.60	2.20		7.80
	June 30, 1990	0.60	2.80	28	7.20
91	Sept. 30, 1990	0.70	3.50		6.50
	Dec. 31, 1990	0.70	4.20		5.80
	March 31, 1991	0.50	4.70		5.30
	June 30, 1991	0.50	5.20	52	4.80
92	Sept. 30, 1991	0.50	5.70		4.30
	Dec. 31, 1991	0.50	6.20		3.80
	March 31, 1992	0.50	6.70		3.30
	June 30, 1992	0.50	7.20	72	2.80
93	Sept. 30, 1992	0.50	7.70		2.30
	Dec. 31, 1992	0.40	8.10		1.90
	March 31, 1993	0.40	8.50		1.50
	June 30, 1993	0.40	8.90	89	1.10
94	Sept. 30, 1993	0.30	9.20		0.80
	Dec. 31, 1993	0.20	9.40		0.60
	March 31, 1994	0.10	9.50		0.50
	June 30, 1994	0.10	9.60	96	0.40
95	Sept. 30, 1994	0.10	9.70		0.30
	Dec. 31, 1994	0.10	9.80		0.20
	March 31, 1995	0.10	9.90		0.10
	June 30, 1995	0.10	10.00	100	0.00

a/ PPF repayment

b/ Initial deposit of US\$0.5 million into the Special Account

August 11, 1988

THE BAHAMAS

SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Procurement Arrangements
(US\$ million, Total Costs)Procurement Method¹ : (Acceptable to the Bank)

Category	ICB	LCB	OTHER	TOTAL
	-----US\$ millions-----			
Civil Works	6.20 (3.40)	3.00 (1.00)	-	9.20 (5.00)
Furniture, Equipment, and Educational Materials	3.00 (2.70)	0.70 (0.00)	0.30 (0.20)	4.00 (3.50)
Technical Assistance	-	-	1.40 (1.40)	1.40 ² (1.40)
Operating Costs for Project Administration	-	-	2.20 (0.10)	2.20 (0.10)
TOTALS	9.20 (6.10)	3.70 (2.20)	3.90 (1.70)	17.40 (10.00)
%	67	29	4	100

Limits by Types of Procurement and Prior Review Thresholds
(US\$ thousand)

Type of Contract	Prior Review Limit ³	Contract Value	Aggregate Limit	Type of Procurement
Civil Works	500	1,000 and over Under 1,000	- 3,500	ICB LCB with foreign firms eligible to participate
Furniture, Equipment, and Educational Materials	100	50 and over Under 10	- 750 350	ICB LCB with foreign firms eligible to participate. Local Shopping (3 price quotations)
Technical Assistance ⁴	80	80 and over Under 80	- 200	Proposals invited from short list of international and local consultant firms. Invitations from one or more individual consultants

1/ Numbers in parentheses represent that portion of costs which would be financed by the Bank.

2/ Including a Project Preparation Advance of US\$ 250,000.

3/ All other contracts subject to ex post review by Bank Staff during supervision missions.

4/ Contracts for technical assistance and special studies would be awarded in accordance with Bank guidelines.

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SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT
Key Indicators for Project Monitoring and Evaluation

Project Component	Monitoring Indicators	Expected date of completion (per Loan Agreement)
Institutional Development and Policy Implementation		
(a) Ministry of Employment and Immigration		
(i) Establish labor market information system		June 30, 1989
Furniture and Equipment	Percentage installed	
Specialist Assistance	Percentage implemented	
(ii) Expand MOEI's apprenticeship system		December 31, 1990
Furniture and Equipment	Percentage installed	
Specialist Assistance	Percentage implemented	
(b) Ministry of Education and National Training Council		
(i) Establish advisory committees for major industrial trades and local training committees		December 31, 1989
Specialist Assistance	Percentage implemented	
(ii) Develop and implement plans for improved utilization and management and staff training		June 30, 1990
Specialist Assistance	Percentage implemented	
(iii) Implement policies for cost sharing and cost recovery in training		
- NTC to receive/expand funds		June 30, 1989
- Targeting of stipends		June 30, 1989
Specialist Assistance	Percentage implemented	
(iv) Prepare master plan for the future development of post-secondary and higher education		December 31, 1991
(v) Implement Graduate Tracer System		December 31, 1989
Specialist Assistance	Percentage implemented	
(c) Bahamas Hotel Training College		
Achieve at least 50% employer financing of preservice training	Percentage implemented	December 31, 1991
Skills Training		
(a) upgrade and expand pre- and inservice skills training programs for adults and out-of-school youth	Percentage of centers using new programs	Course syllabi ready for Bank's review and comments by June 30, 1990
Specialist Assistance	Percentage implemented	
Training	Percentage implemented	

THE BAHAMAS
SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT
Key Indicators for Project Monitoring and Evaluation

Project Component	Monitoring Indicators	Expected date of completion (per Loan Agreement)
(b) increase relevancy of training in vocational training programs through development of "clusters of related skills"	No. of training packages developed (stationary/mobile) Percentage of centers using new programs	Course syllabi ready for Bank's review and comments by June 30, 1990
Specialist Assistance	Percentage implemented	
(c) develop and implement mobile training programs		Course syllabi ready for Bank's review and comments
Specialist Assistance	Percentage implemented	
(d) implement supply and maintenance system		June 30, 1990
(e) Civil Works		
Skills Training Workshops & Maint. Center	Percentage completed	
Freeport - Industrial Training Center	Percentage completed	
(f) Furniture, Equipment & Educ. Materials		
Skills Training Workshops & Maint. Center	Percentage installed	
Nassau - Industrial Training Center	Percentage installed	
Freeport - Industrial Training Center	Percentage installed	
NTC Mobile Training	Percentage delivered	
Tourism Training		

(a) Implement recommendations of PPF-financed study		
(i) improve articulation among different tourism training programs	Percentage implemented	
Specialist Assistance	Percentage implemented	
(ii) design curricula in several new specializations and incorporate new programs including inservice training	Percentage implemented	
Specialist Assistance	Percentage implemented	
(iii) teacher training and development of training materials	Percentage implemented	
Specialist Assistance	Percentage implemented	
(b) Civil Works		
Hotel and Tourism Training Facility	Percentage completed	
(c) Furniture, Equipment & Educ. Materials		
Hotel and Tourism Training Facility	Percentage installed	

July 25, 1988

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SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

Related Documents and Data Available in the Project File

1. Working Paper: "Proposed Civil Works Implementation Plan," Robert W. Etheredge, Jr., 1988.
2. "Tourism Development Program for The Bahamas," Executive Summary, Bechtel International Company, 1987.
3. "Bahamas Handbook," E. Dupuch, Jr., 1988.
4. "Commonwealth of The Bahamas - Statistical Abstract 1985," Department of Statistics, Nassau, 1985.
5. "The Labour Force 1986," Department of Statistics, 1986.
6. "Bahamas Youth Employment Project: Final Report," J. V. Burgan, OAS, 1986.
7. "Bahamas Occupation Handbook," Department of Labor, 1987.
8. "A Guide Outline for the Planning and Implementation of a Pre-investment Study for Post-Secondary Education Systems Development." World Bank Working Paper.
9. "Special Study of Hotel and Tourism Training in The Bahamas," University of South Carolina, 1988.
10. Detailed Project Costs
11. Working Papers:
 - A. Institutional Development and Policy Implementation Component
 - Appendix 1: Report and Recommendations with Regard to a National Human Resource Data Base System
 - Appendix 2: Terms of Reference for the National Industrial Training Advisory Council (NTC)
 - Appendix 3: Recommendations for the Development of Cost Recovery and Increased Private Sector Assistance to Training
 - Appendix 4: Preparation of a Master Plan for Medium- and Long-Term Development of Post-Secondary and Higher Education in The Bahamas

B. Skills Training Component

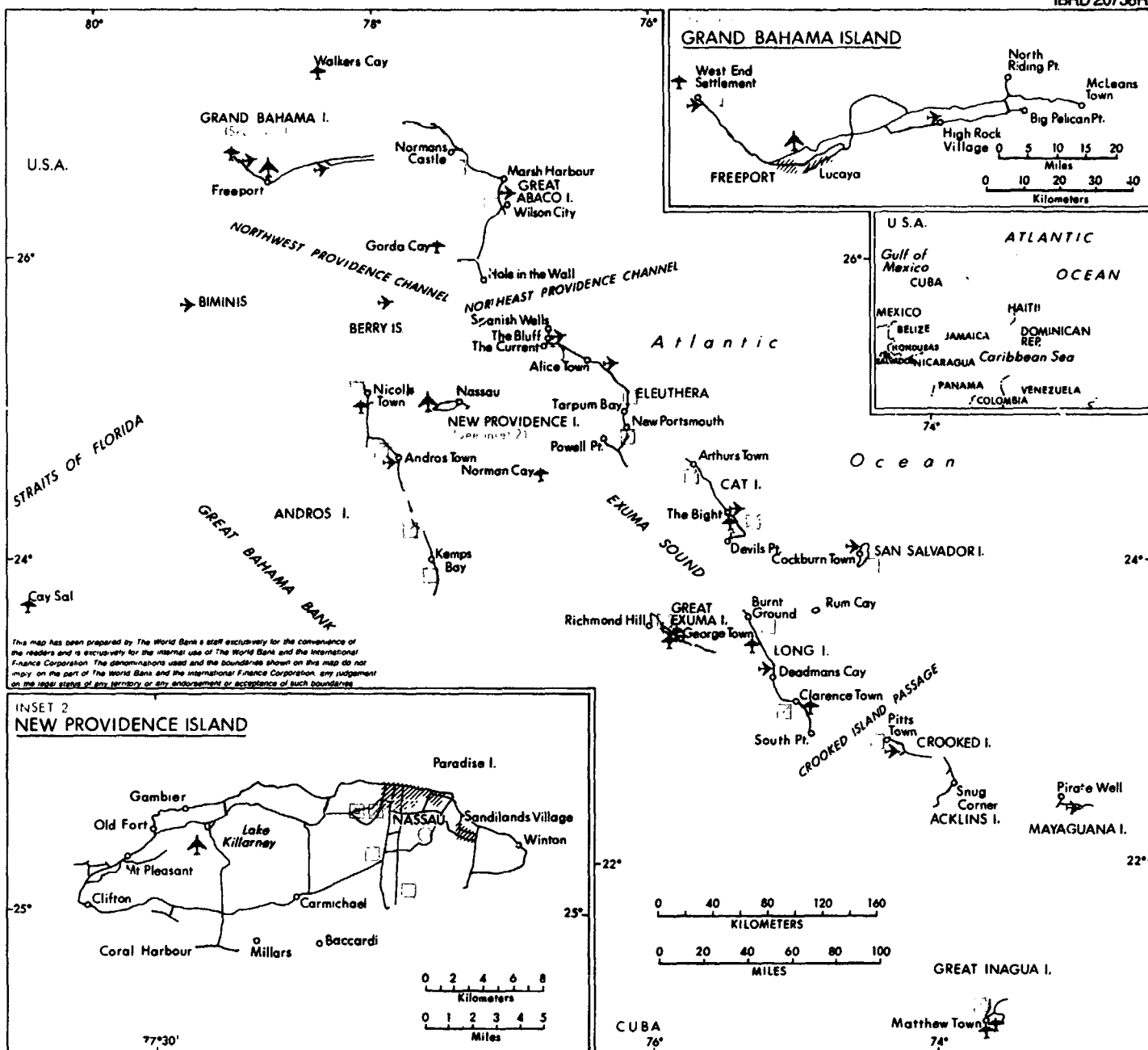
- Appendix 1: Short Course Modular Training for Employed/Unemployed Adults and Out-of-School Youth in NTC Programs
- Appendix 2: Broad Based Training in "Clusters of Related Skills"
- Appendix 3: The Mobile Training and Equipment Concept for the Family Islands
- Appendix 4: Local Training Advisory Committees in the Family Islands
- Appendix 5: Development of a Certified Technical Instructor Corps for Skills Training Centers

C. Tourism Training Component

- Appendix 1: The Ministry of Education Policy on Integration/Coordination of Hotel and Tourism Training Institutions in The Bahamas
- Appendix 2: Special Study of Tourism Training in The Bahamas: Report and Findings of the PPF Study Team
- Appendix 3: Government Statement on the BahamaHost Program

D. Project Management Component

- Appendix 1: Guidelines in the Development of Tracer Systems for Placement and Follow-up Studies of Vocational and Technical Training Program Graduates



THE BAHAMAS SECOND TECHNICAL AND VOCATIONAL TRAINING PROJECT

- () INDUSTRIAL TRAINING CENTER
- () COLLEGE OF THE BAHAMAS
- () HOTEL TRAINING COLLEGE
- () COMMUNITY SKILLS CENTERS
- () COMMUNITY SKILLS CENTERS (TO BE EQUIPPED ONLY)
- MAIN ROADS
- ✈ INTERNATIONAL AIRPORTS
- ✈ MAJOR AIRFIELDS
- ✈ MINOR AIRFIELDS