

**ANNUAL REPORT
OF
THE MINISTRY OF EDUCATION**

2004-2005



**Prepared by the Planning & Research Section
Ministry Of Education**

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PREFACE

The Ministry of Education's Annual Report for the academic year 2004-5 is being presented to the Parliament of the Commonwealth of The Bahamas by the Honourable Minister of Education in compliance with Section 10 of the Education Act (*Revised, 1996*). The purpose of presenting this Annual Report is to allow the Minister to inform the Parliament of "the work of his Ministry and the state of education generally." In addition to meeting the legal obligation, this report seeks to be a vital source of information on the status of education in The Bahamas for all persons interested in understanding The Bahamian Education System. For the politicians; journalists; senior managers, officers and administrators in the education sector; as well as teachers and parents, the report provides a comprehensive overview of the operations and overall performance of the Ministry of Education and allows for the assessment of the Ministry's effectiveness in implementing its major initiatives during the period 2004-5.

While the Ministry of Education is not directly responsible for the daily operation and control of private schools, the Minister of Education is authorised under the Education Act to ensure that private schools maintain standards that are in compliance with the country's educational policies as articulated in the Act and its accompanying regulations. Further, as the Ministry of Education provides financial assistance to many of the established private schools, this report also includes some information pertaining to private schools, essentially on their enrolments and staffing.

It is hoped that this report will be the catalyst for sparking informed and intelligent discussions on education in the country and that it encourages all parents, businesses and members of society at large to become more involved in the promotion of education within and throughout The Bahamas.

STRUCTURE OF THE REPORT

This report is presented in sections to meet the varying information needs of the reader. Chapter one contains an overview of the strategic statements which guide the Ministry of Education's policies and practices and a statistical overview of the educational system for the period 2004-5. The important issues of financing of and budgeting within the Ministry of Education for the period 2004-5 are presented in Chapter two of this report. Chapter three outlines the Ministry of Education's organizational structure and provide a discussion of the work carried out by the various sections and departments in the Ministry of Education. It also highlights the significant events and major achievements realized within this reporting period. An analysis of student performance in national examination in provided in Chapter four of this report. The final section contains the conclusion and general recommendations are made for the overall improvement of the Ministry of Education and the education system.

CHAPTER 1

PHILOSOPHY AND BELIEFS STATEMENTS

Education in the Commonwealth of The Bahamas is the principal vehicle for promoting the development of individuals and the nation as a whole. It is essential to enhancing the quality of life of our people. It reflects our nation's ideals, values, beliefs and customs. It affirms that all human beings have an undeniable right to an education, one that will enable them to understand their privileges and responsibilities in the community. Its specific focus is to prepare our youth to become active citizens who will become a caring and compassionate people, and who, as life long learners, will continue to improve the quality of life for themselves and others. Hence, the philosophy which guides the development of education policies, and informs the provision of education, formal and non-formal, in The Bahamas is grounded in the following principles as stated in the Ministry of Education's Draft Strategic Plan-2004:

- Recognition of the intrinsic worth of every human being and the protection of human rights;The belief that all people should have the right to an education which fosters a sense of self-worth and an improved quality of life that will enable them to be fulfilled at all stages of their lives;
- A conviction that educators, parents, students, young adults and the wider community must share with the government the responsibility for the success of the educational enterprise;
- An uncompromising commitment to the pursuit of excellence by teachers, trainers, learners and all who are associated with the educational enterprise;
- A belief in the ability of the teaching/learning process to unlock and draw out the fullest potential of the individual;
- A belief in the value of the differing gifts and aptitudes of individuals, and in the importance of these differences in an inter-dependent society;
- An appreciation of the significance and value of the rich diversity of The Bahamas and its people, and of the responsibility of the educational process to reflect and respond to that diversity with tolerance and understanding;
- An appreciation of the natural and cultural heritage of The Bahamas;
- A recognition of the obligation of all citizens to contribute positively to their society, and of their right to enjoy its benefits;
- A commitment to those qualities which are recognized in the preamble to the Constitution of The Bahamas as being essential to the development of the moral character and preservation of the freedom of our people:
**“self-discipline, loyalty, unity and an abiding respect for
Christian values and the rule of law”;**

- A belief in those principles of democracy upon which our independent nation was established and which ought to be reflected in all aspects of the education process
- Recognition of The Bahamas as part of a wider world community which it must value and with which it must interact productively.
- Commitment to strengthening partnerships at the national, regional and international levels to promote the development of the education system
- Belief in the principles of excellence in leadership under-girded by accountability to stakeholders; and
- The value of professionalism and personal ethics in the delivery of its services.

The philosophy and beliefs of the Ministry of Education as presented above has set the foundation for its articulated vision and mission.

VISION: STRATEGIC INTENT

To improve the educational performance of all persons as they prepare for their future roles as citizens in the society.

MISSION STATEMENT

The mission of the Ministry of Education is to provide opportunities for all persons in The Bahamas to receive the education and training that will equip them with the beliefs, attitudes, values, knowledge and skills required for work and life in an interdependent, ever changing world.

STRATEGIC PLAN FOR THE EDUCATION SECTOR

In 2004, the Ministry of Education released its draft strategic plan. This plan articulated the general direction in which the Ministry expected to proceed over the ensuing ten years. Consideration was given to the need for stakeholders to be able to respond to this draft plan speaking to its suitability and, if needed, advising on how the plan could be modified and improved to meet the needs of the Bahamian society. Below are the key goals and objectives of the Ministry of Education as expressed in its 2004 Revised Draft Strategic Plan.

GOALS AND OBJECTIVES

Primary Goal:

To ensure that all persons in the Commonwealth of The Bahamas develop physically, mentally, socially and spiritually in order to function responsibly and productively in an

increasingly, dynamic, scientific, technological and complex society. To achieve the primary goal of The Ministry of Education, the following sub- goals have been established.

Sub-Goals:

- To provide high quality teaching/learning experiences and opportunities which cultivate within students the development of literacy, numeracy and oracy skills that will equip them to become well-adjusted, contributing and productive citizens and prepare them for life-long learning.
- To improve student achievement and institutional performance in order to raise the national average of all students.
- To prepare students for life in an ever-increasing technological and globalize world by supporting and enhancing programmes and student learning through the use of Information and Communication Technology.
- To enhance the higher education system and improve access to adult education so that adults may develop and improve the quality of their lives.
- To implement systems of accountability and performance within the Ministry in order to achieve excellence in the management of its education system, the effective and efficient use of its resources, responsiveness to its clientele and adaptability in an increasingly complex society.
- To attract and retain through a system of incentives and professional development, a teaching force equipped to address the educational needs of a dynamic society
- To preserve and make accessible the literary, documentary and cultural heritage of The Bahamas.

STATISTICAL OVERVIEW OF THE SCHOOL SYSTEM

In order to gain a clearer picture of the Bahamian education system, a brief statistical overview will be provided. The information is primarily based on statistics relative to schools, student enrolment and teaching staff. It is hoped that by providing such information, readers, would be in a better position to understand and assess the work and achievements of the Ministry of Education. During the 2004-5 academic school year,

there were 245 schools in The Bahamas which includes public and private schools providing education at the mandatory levels of schooling and public preschools. This number, does not however, include private preschools; post secondary and tertiary institutions. Of the reported 245 schools, 65 % were public schools which are fully maintained by The Bahamas government. When regarding the level of education provided, primary schools made the majority of schools in the country accounting for slightly more than half the number of schools in the country. All-age schools which accommodate primary and secondary students represented the second largest school type in the country and accounted for slightly more than one-fifth of the total number of schools. Most All-age schools were private institutions and represented about 40% of the total number of private schools in the country.

School Type	Public	Private	Total
Preschool	3	(n)	3
Primary	96	33	129
Junior	7	2	9
Senior	7	0	7
Secondary	21	8	29
All-Age	15	35	50
Special School	10	8	18
Total	159	86	245

Table 1: Number of Schools - National Total

Although not yet mandatory, education at the preschool level is rapidly expanding and there are significant numbers of private institutions which offer schooling at this level. Unfortunately, at this time we are unable to conclusively state the number of such institutions operating in the country or the number of students enrolled in them. The government however, continues to develop policies to regulate this sector as evidenced by the passing of the Early Childhood Care Act for the Regulation and Management of Day Care Centres and Preschools in 2004. In the public sector, preschool education is offered at 36 primary schools, 3 all-age schools and 3 stand-alone preschools.

PROFILE OF PUBLIC SCHOOLS IN THE BAHAMAS

At the end of the academic year, there were 159 public schools which were fully maintained and controlled by the Government of The Bahamas. This was one less than the previous school year due to the closure of the Water Cay All-Age School. Sixty percent of the schools were primary schools. Twenty-one secondary schools in Family islands school districts provided education for students in grades 7-12 while in New Providence seven junior and seven senior high schools accommodated students in grades 7-9 and 10-12 respectively.

District	School Type							Total
	Preschool	Primary	Junior	Senior	Secondary	All-Age	Special School	
Abaco	0	10	0	0	2	2	0	14
Cat Island, Rum Cay, and San Salvador	0	6	0	0	3	1	0	10
Grand Bahama, Bimini and The Cays	0	12	0	0	3	3	3	21
Eleuthera	0	12	0	0	3	2	0	17
Exuma, Ragged Island & The Cays	0	8	0	0	1	4	0	13
Long Island	0	5	0	0	2	0	0	7
MICAL	0	5	0	0	3	2	0	10
North Andros & The Berry Islands	0	9	0	0	2	1	0	12
North-eastern	0	5	2	2	0	0	3	12
North-western	1	7	2	2	0	0	2	14
South Andros	0	3	0	0	2	0	0	5
South-eastern	0	5	1	2	0	0	1	9
South-western	2	9	2	1	0	0	1	15
Total	3	96	7	7	21	15	10	159

Table 2: Distribution of public schools by district and school type

There were ten special education public schools which exclusively catered to students with special educational needs including those with severe cognitive and physical disabilities, behavioural challenges as well as pregnant teens. Three stand alone preschools and 40 units attached to primary and All-age schools provided education for 3-5 year olds. The District of Grand Bahama , Bimini & The Cays had more schools than any other public school district as it accounted for 13% of all public schools. One-third of the schools in New Providence were located in the South-Western District.

PROFILE OF PRIVATE SCHOOLS IN THE BAHAMAS

During the 2004-5 academic year, there were 86 private schools offering education at the mandatory levels of schooling. All age schools represented the largest percentage of private schools (41%) while the percentage of primary schools was slightly less. There were no private senior high schools in the country. This is perhaps a reflection of the administrative structure and school sizes of Bahamian private schools. The majority of private schools are located on the island of New Providence with Grand Bahama having the second largest number of schools. This is consistent with the general population distribution in the country.

Island	School Type						Total
	Primary	Junior	Senior	Secondary	All-Age	Special School	
Abaco	0	1	0	1	4	1	7
Andros	0	0	0	0	1	0	1
Bimini	1	0	0	0	1	0	2
Eleuthera	1	0	0	1	3	0	5
Exuma	0	0	0	0	1	0	1
Grand Bahama	6	0	0	1	6	0	13
New Providence	26	1	0	4	19	7	57
Total	34	2	0	7	35	8	86

Table 3: Distribution of private schools by island and type

NATIONAL STUDENT ENROLMENT IN THE BAHAMAS

Student enrolment reports submitted by schools to the Planning and Research Section revealed that 69,488 students were enrolled in public and private schools during the academic year 2004-5¹. The majority of students were enrolled in schools in New Providence which reflects the population distribution of the country. School enrolment in New Providence accounted for roughly two- third of the total student population for the academic year under review. Slightly more than half of the students were enrolled at the primary level while just under a quarter of the student population was enrolled at both the junior and senior secondary levels of schooling.

¹ It should be noted that not all schools which accommodated students at the above mentioned levels submitted student enrolment reports to the Planning and Research Section. Hence, the above stated number is not an absolute one.

PUBLIC SCHOOL ENROLMENT IN THE BAHAMAS

Public school enrolment accounted for almost three quarters of the total student enrolment at the mandatory levels of schooling. 64 % of public school students were enrolled in New Providence school districts. There were slightly more males than females enrolled during the 2004-5 academic year. The primary level of education comprises grades 1-6, and this first level of mandatory schooling represented the largest percentage of students (53%) enrolled in public schools. Junior high enrolment accounted for a quarter of the student population. Slightly more than one fifth of the students in public schools were enrolled at the senior high level. One hundred and thirty-one students accounting for less than 2% of the total student population were enrolled at the preschool level.

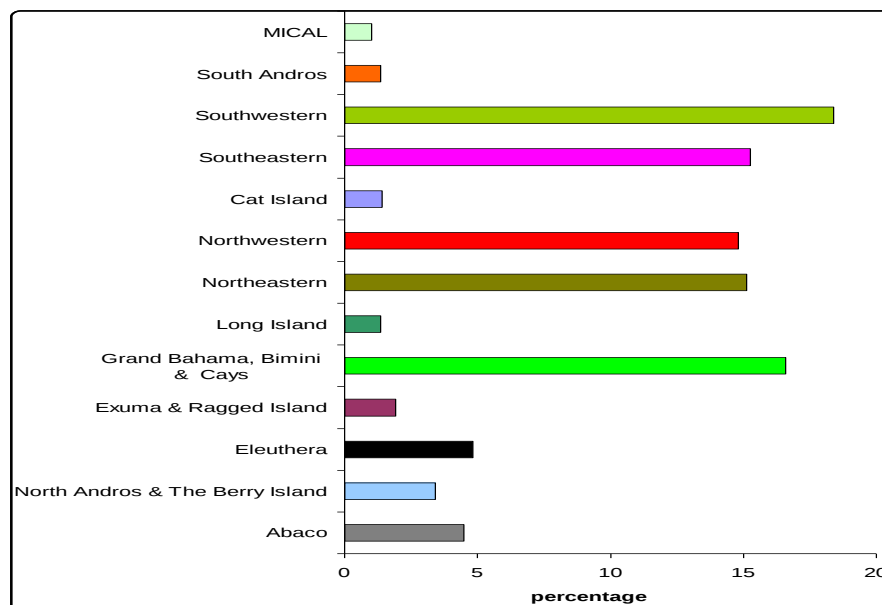


Fig 1: Public school enrolment by district: 2004-5.

The largest percentage of students attended schools in the South-western district which had a total enrolment of 9,327. This represented 18% of the public school enrolment. This relatively large share of public school enrolment is perhaps a reflection of the shift in population to the south-western part of New Providence. Student enrolment was evenly distributed across the remaining three districts in New Providence each accounting for 15% of the student population. The district of Grand Bahama, Bimini & The Cays, with 17% of the student population, represented the largest school district

outside of New Providence .The districts of MICAL South Andros, Cat Island and Long Island had the lowest percentage of students enrolled with each accounting for only each only 1% of the student population.

Student enrolment was fairly evenly distributed across the remaining family islands school districts as follows:

- 5% Abaco
- 5% Eleuthera
- 2% Exuma & Ragged Island
- 3% North , Central Andros & The Berry Island

PRIVATE SCHOOL ENROLMENT IN THE BAHAMAS

An estimated 19,828 students were enrolled in private schools in The Bahamas during the 2004-5 academic year. This represented approximately a quarter of the total primary and secondary school student enrolment in The Bahamas for this period. Enrolment trends in private schools reflected that of the public schools system with the majority of students (51%) enrolled at the primary level. Junior and senior secondary enrolment each accounted for just over one fifth and one quarter respectively of the total number of students attending private schools. Enrolment in New Providence schools represented more than three quarters of the private school enrolment. The island of Grand Bahama accounted for the second highest percentage of private school enrolment.

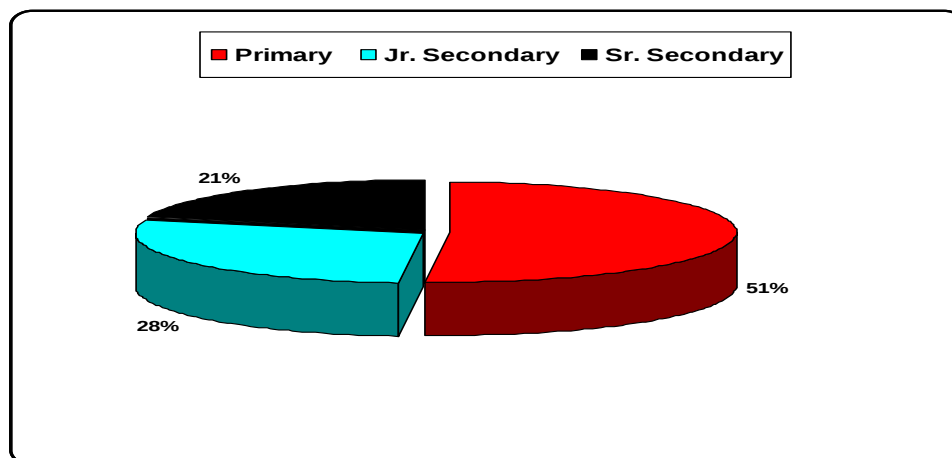


Fig 2: Private school enrolment by educational level: 2004-5

TEACHER DEPLOYMENT IN PUBLIC SCHOOLS IN THE BAHAMAS

According to the information provided, The Ministry of Education employed approximately 3,234 teachers and administrators in public schools during the 2004-5 school year. The highest percentage of teachers was deployed to public primary schools. This is consistent with the fact that primary school students made up the highest percentage of students enrolled in public schools. Teachers working at the preschool level represented the lowest percentage of teachers comprising less than 1% of the teaching work force. There continues to be a significant disparity between the number of male and female teachers in the public education system with females making up more than four-fifths of the teaching workforce. This disparity was greatest at the primary level where females outnumbered males 14:1.

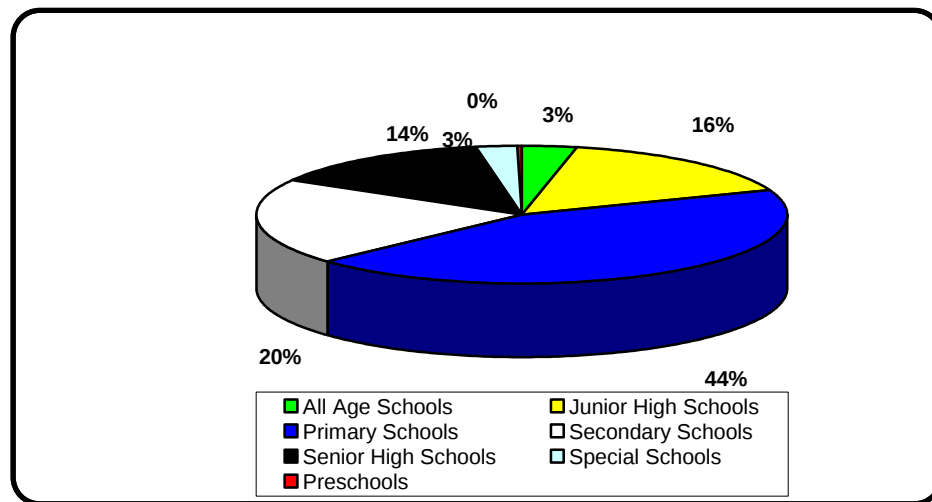


Fig 3: Public school teachers by school type: 2004-5

The overwhelming majority of teachers employed in our system (98%) possessed both academic and professional qualifications and this reflects the Ministry of Education's efforts to only engage teachers with the desired academic and professional credentials. All expatriate teachers should possess a minimum of a Bachelor's Degree and a Teaching Certificate. The Ministry however, continues to hire a small percentage of Bahamians who have the desired academic qualifications but are not teacher trained. Such persons are classified as Assistant Teachers and are encouraged to become certified. Currently, there is no specified time period given for completion of certification.

PRIVATE SCHOOL TEACHERS

Statistics submitted to the Planning and Research Section documented 1625 teachers employed in private schools during the 2004-5 academic year². Fifty-seven percent of these teachers taught at the primary level, 26% at the junior secondary level and 17% at the senior secondary level. Only 78% of the teachers in private schools were certified which represented a significantly lower percentage when compared to teachers in the public school system.

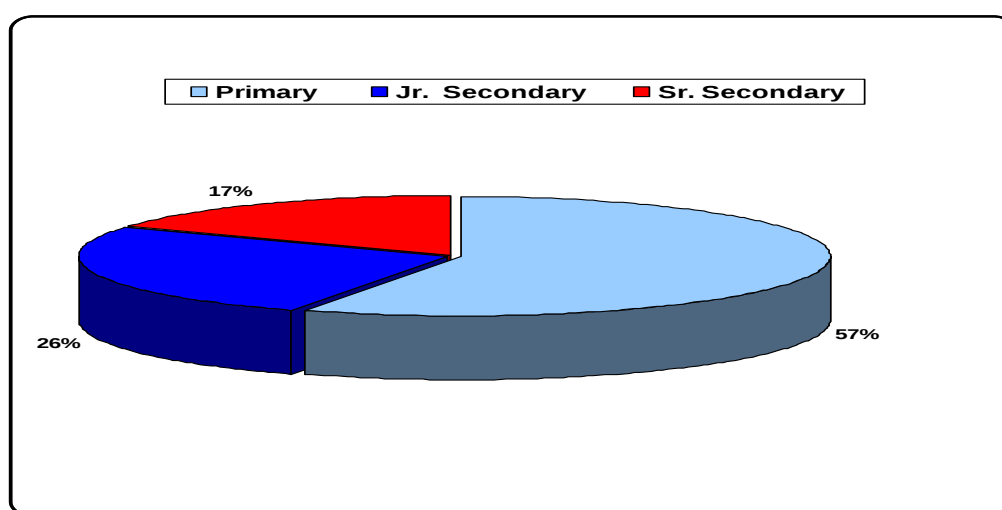


Fig 4: Private school teachers by educational level: 2004-5

CHAPTER 2

FINANCING AND BUDGETING IN THE MINISTRY OF EDUCATION

Obtaining adequate funding is central to the MOE being able to fulfil its mission by implementing relevant programmes and activities. Although a small amount of revenue is collected, the MOE is essentially a non-revenue generating government agency with most of its expenses being underwritten by the central government via the consolidated fund. This chapter of the annual report seeks to account for the funding received by the MOE and to examine the manner in which those funds were expended. To do this, this chapter seeks to address the following:

² Not all private schools submitted information on their teaching staff to the Ministry of Education.

- Allocation of Public funds to the MOE;
- Actual Expenditure of Public funds by the MOE; and
- Nature of Expenditure of Public funds by the MOE.

ALLOCATION OF PUBLIC FUNDS TO THE MINISTRY OF EDUCATION

In its yearly budget debate exercise, the Parliament of The Commonwealth of The Bahamas agreed to allocate a total of Bah\$ 227.6 million to the education sector. This amount, provided in Table (3.1), is presented under the five budget heads for which the Ministry is responsible.

Head #	Ministry or Department	Approved Estimates 2004/5 In Millions (Bah\$)		
		Recurrent	Capital	Total
35	DOE	155.9	n/a	155.9
36	BTVI	4.7	n/a	4.7
37	DOA	2.1	n/a	2.1
38	MOE	28	16.9	44.9
39	COB	19.4	0.6	20.1
	Total	210.1	17.5	227.6

Table 3.1

Source: 2005/2006 Draft Estimate of Revenue and Expenditure, Ministry of Finance Note: Figures rounded to 1dp.

As highlighted in Figure 3.1, each of these budget heads has been allocated a recurrent budget. However, only two of them (Head 38: Ministry of Education and Head 39: College of The Bahamas) actually have a capital budget. This reflects the fact that Head 38 is designed to cover all of the capital needs of the Ministry of Education which include the administrative components of the Ministry, the Department of Education, Department of Archives and the Bahamas Technical and Vocational Institute while Head 39 has been provided to cater to the capital needs of the College of The Bahamas, which is a semi autonomous government agency³. To fully appreciate this, there is a need to put this allocation of funds into an appropriate country context. First, the MOE is the largest ministry with the largest workforce and physical plant infrastructure and as a result, it

³ Note that for better analysis, all of the funds allocated and spent under these various budget heads have been aggregated and are typically discussed in this manner.

again received the largest share of the government's budget (which totalled Bah\$ 1.313 billion) in fiscal year 2004-5.

EXPENDITURE BY SECTOR OF GOVERNMENT

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Indeed, making the single largest allocation of funds to the ministry with responsibility for education has been an established practice of successive Bahamian governments and, as demonstrated in Figure 3.2, over the last six years, the range of funding allocated to the education sector by the Parliament of The Bahamas has been between 15.5% and 17.5% of total public expenditure.

This allocation clearly reflects the unambiguous understanding of the importance of the education sector to national development and the Government's commitment to this most vital sector.

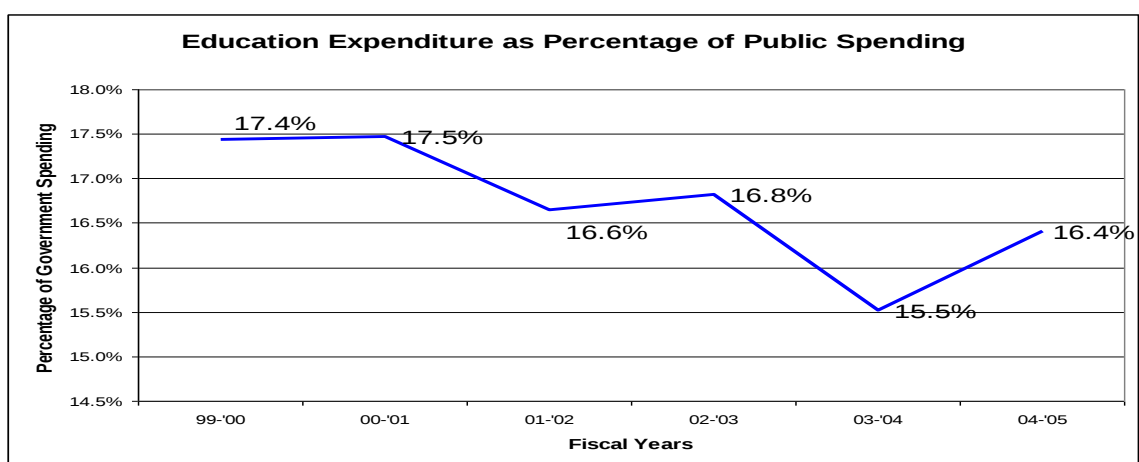


Figure 3.2

Source: Draft Estimate of Revenue and Expenditure documents, Ministry of Finance

Figure 3.2 also reveals that after several years of a general pattern of downward decline in the share of public funds earmarked for the education ministry, the 2004/5 allocation represented an increase in this share by 5.8% to 16.4%.

ACTUAL EXPENDITURE OF PUBLIC FUNDS BY THE MINISTRY OF EDUCATION

At the end of the fiscal period 2004-2005, actual expenditure by the MOE was Bah\$ 215.4 million of which Bah\$ 200 million was used to cover recurrent costs. This expenditure represents an increase of 4.2% over the previous year. In fact, expenditure

by the MOE has consistently risen, as demonstrated in Figure 3.3. Since the 1999-2000 fiscal year, expenditure by the MOE has increased by 22%.

Over this period, the capital expenditure has not always grown and the 2004-5 fiscal year is the first where the capital expenditure has grown since the 2001-2002 year with the MOE spending Bah\$ 4.4 million more on capital items than it did in 2003-4.

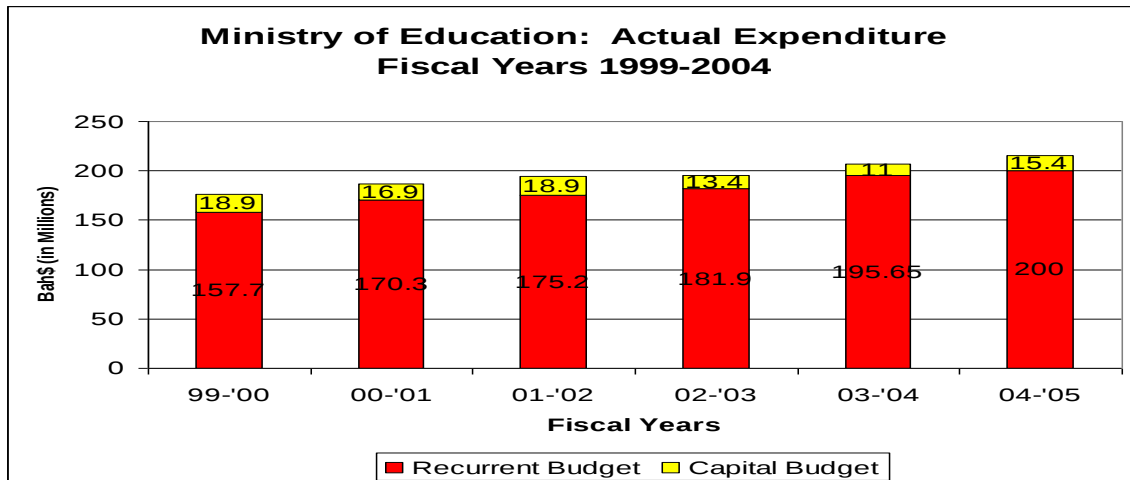


Figure 3.3 Source: Draft Estimate of Revenue and Expenditure documents, Ministry of Finance

It is also necessary to highlight the fact that the amount spent this year by the MOE is actually Bah\$ 12.2 million less than that which was approved by the Parliament. The unspent amount represents 5.4% of the approved budget amounts for 2004-2005 fiscal year. This is usually the case as budgets are prepared with some level of contingency funding and this level of under-spending in the 2004-5 fiscal year is within the range that has been established over the last several budget cycles as is illustrated in Figure 3.4.

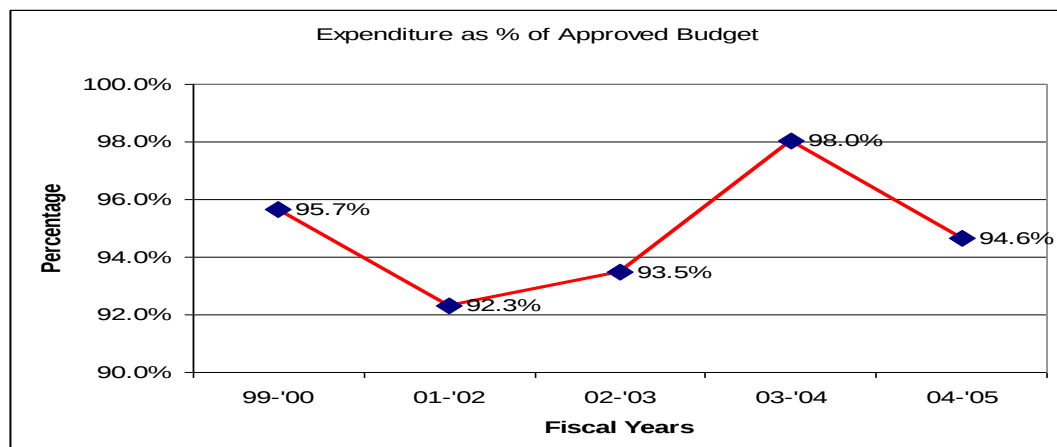


Figure 3.4
Source: Draft Estimate of Revenue and Expenditure documents, Ministry of Finance

EXPENDITURE OF PUBLIC FUNDS BY THE MINISTRY OF EDUCATION

The work of the MOE is social services oriented which, of necessity, requires that it focuses on providing services (predominately in the area of education and training) to its clients. The types of services typically provided by this ministry are labour intensive and, it should not be a surprise that the majority of the ministry's expenditure is devoted to the recurrent budget. As shown in Figure 3.4, 93% of the MOE's expenditure in the 2004-5 fiscal year was included in the recurrent budget.

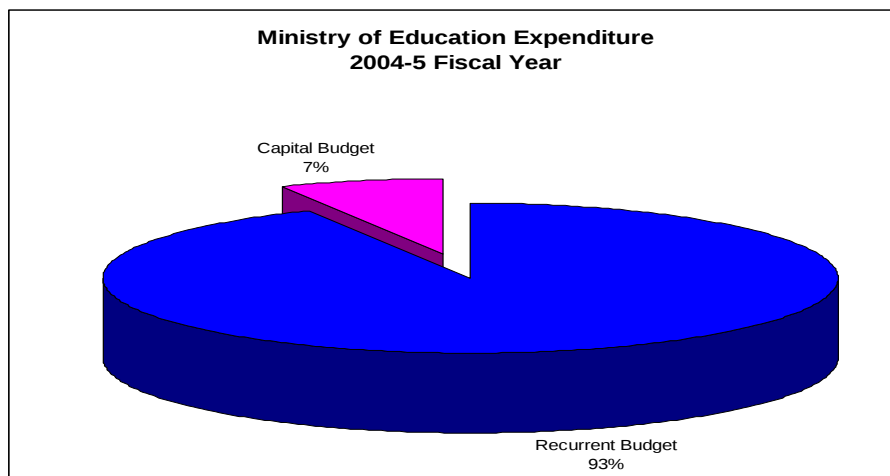


Figure 5

Source: 2006-7 Draft Estimate of Revenue and Expenditure, Ministry of Finance

The MOE's composite recurrent budget is presented in Figure 3.5 under the various categories or "Blocks". From this, it can be gleaned that personal emoluments and allowances account for about three-quarters of the ministry's expenditure. This amount includes the salaries of the approximately 4000 teachers, school administrators and educational professionals in the public education system. One-tenth of the recurrent expenditure was spent on Block 90 (Grants, Fixed Charges & Special Financial Transactions) which included funding for boards of public schools as well as expenditure for programmes such as the After School Programme (Bah\$ 375,144) and Family Island Scholarships for secondary school students (Bah\$ 246,800).

TOTAL RECURRENT BUDGET BY THE MINISTRY OF EDUCATION

FISCAL YEAR 2004-5

		Approved Estimates	Expenditure (provisional)	Expenditure as % of Approved Budget	Expenditure by Item as % of Budget
Block No.	Title of Item				
1	Personal Emoluments	\$157,574,880.00	\$148,921,200.00	94.50%	74.50%
2	Allowances	\$2,919,066.00	\$2,722,969.00	93.30%	1.40%
	Subtotal: Personal Emolument & Allowances	\$160,493,946.00	\$151,644,169.00	94.50%	75.80%
10	Travel and Subsistence	\$858,073.00	\$750,977.00	87.50%	0.40%
20	Transportation of Things	\$84,020.00	\$71,418.00	85.00%	0.00%
30	Rent, Communication & Utilities	\$8,026,863.00	\$7,610,134.00	94.80%	3.80%
40	Printing and Reproduction	\$405,960.00	\$358,105.00	88.20%	0.20%
50	Other Contractual Services/Family Island Development	\$13,034,875.00	\$11,611,064.00	89.10%	5.80%
60	Supplies and Materials	\$5,098,740.00	\$4,409,339.00	86.50%	2.20%
70	Acquisition, Construction & Improvement of Capital Assets	\$399,000.00	\$608,864.00	152.60%	0.30%
80	Repairs, Maintenance & Upkeep of Capital Assets	\$1,013,000.00	\$883,079.00	87.20%	0.40%
90	Grants, Fixed Charges & Special Financial Transactions	\$20,690,469.00	\$21,612,043.00	104.50%	10.80%
	Subtotal: Other Charges	\$49,611,000.00	\$47,915,023.00	96.60%	24.00%

	Subtotal: Items Not Repeated	\$35,000.00	\$410,170.00		0.20%
	Total: Education – Recurrent Budget	\$210,139,946.00	\$199,969,362.00	95.20%	100.00%

Table 4

Source: Draft Estimate of Revenue and Expenditure documents, Ministry of Finance

Overall, the recurrent expenditure was within the approved limits as 4.8% of that approved was not spent. However, spending in Blocks 70 and 90 were over the amounts approved by Parliament by 52.6% and 4.5% respectively. In the case of Block 70, this overspending resulted in the Department of Education spending approximately a quarter of a million dollars to procure computers and other related equipment which was not submitted in the 2004/5 budget submitted to Parliament.

As is typically the case, spending by the Department of Education, under which teachers' salaries and the operational costs for the approximately 160 public schools fall, accounted for the bulk of the Ministry's recurrent expenditure (see Figure 3.6). Although semi-autonomous, the College of The Bahamas received a significant amount of the Ministry's recurrent budget (9%) which was more than four times the amount allotted to BTVI.

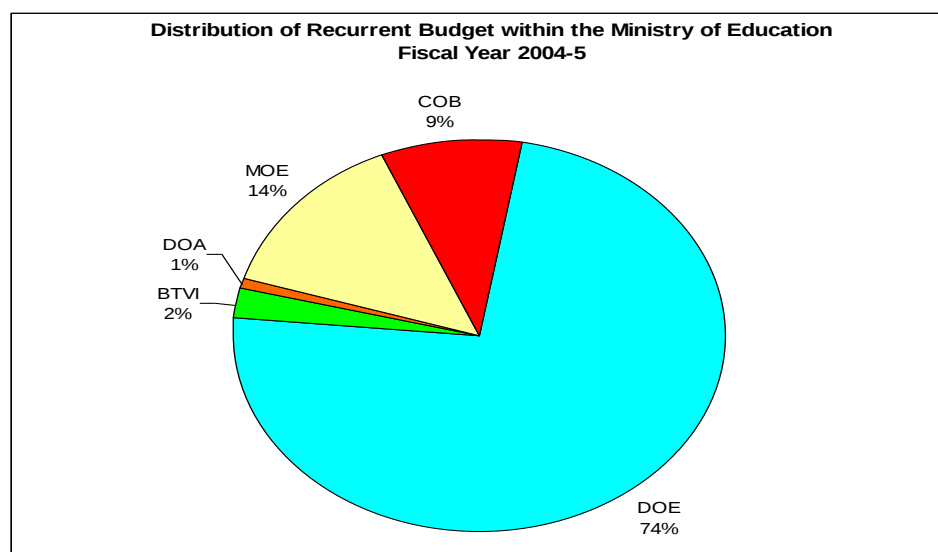


Figure 6

Source: Draft Estimate of Revenue and Expenditure 2006/7, Ministry of Finance

The composite capital budget for the MOE is divided into three Blocks. About 70 percent of the expenditure was made under Block 70 (Acquisition, Construction & Improvement of Capital Assets) with essentially the remainder being spent on Block 80 (Repairs, Maintenance & Upkeep of Capital Assets).

Capital expenditure by the MOE was well below the approved amounts (about 88%) which may be indicative of some of the scheduled projects not occurring as planned. In the case of the College of The Bahamas, none of the Bah\$ 625,000 approved by Parliament for the construction of the new library was spent. Under Head 38 of the capital budget, several items were under-spent in Block 70 including:

- 98% of the funds earmarked for the acquisition of land for schools;
- 76% of the funds earmarked for the National Art Gallery;
- 51% of the funds earmarked for the construction of new schools;

However, there was some overspending, in terms of actual expenditure in relation to approved amounts, within Block 70. Nearly Bah\$ 1.5 million was spent on expansion and refurbishment of schools. Hurricane damage is perhaps the reason for the shift in spending within Block 70 as attention had to be shifted from budgeted projects to the repair of several public schools, particularly in Abaco and Grand Bahama which sustained significant damage and required extensive repairs.

TOTAL CAPITAL BUDGET: MINISTRY OF EDUCATION FISCAL YEAR

2004-5

Block No.	Title of Item	Approved Estimates	Expenditure (provisional)	Expenditure as % of Approved Budget	Expenditure by Item as % of Budget
70	Acquisition, Construction & Improvement of Capital Assets	\$12,998,054.00	\$10,668,635.00	82.10%	69.40%
80	Repairs, Maintenance & Upkeep of Capital Assets	\$4,000,000.00	\$4,705,304.00	117.60%	30.60%
90	Grants, Fixed Charges & Special Financial Transactions	\$250,000.00	\$0.00	0.00%	0.00%
	Subtotal: Capital Blocks 70,80 & 90	\$17,248,054.00	\$15,373,939.00	89.10%	99.90%

	Subtotal: Items Not Repeated	\$250,000.00	\$7,877.00	3.20%	0.10%
	Total: Education - Capital Budget	\$17,498,054.00	\$15,381,816.00	87.90%	100.00%

Table 5

Source: Draft Estimate of Revenue and Expenditure documents, Ministry of Finance

CHAPTER 3

THE MINISTRY OF EDUCATION: ORGANIZATIONAL STRUCTURE

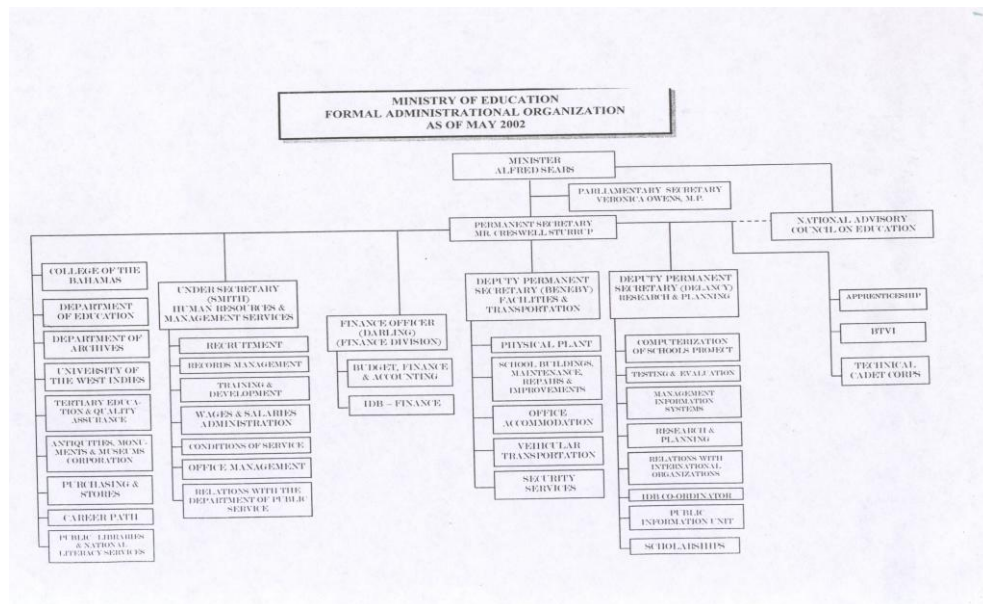


Fig: 7: The Ministry of Education organizational structure

The Ministry of Education is responsible for the overall development and administration of education in The Bahamas and seeks to:

- Provide access to quality educational opportunities
- Provide training and development
- Formulate, develop, enforce and advise on educational policies
- Ensure that all educational institutions operate within the legal framework of the Education Act
- Manage, supervise, monitor and evaluate the education sector of the country

- The Minister of Education is ultimately charged with the responsibility of overseeing education in the country. The Permanent Secretary is responsible for the organization and administration of the Ministry of Education which during the 2004/2005 academic year was organized under the following general areas:
 1. Higher Education and Life Long Learning
 2. The Communications Division
 3. Information, Planning & Evaluation Division
 4. Physical Planning Division
 5. Finance Section
 6. Human Resources
 7. The Department of Education
 - The Curriculum Division
 - The Development Division
 - School Management
 - Preschool & Special Education
 - The College of The Bahamas
 - The Department of Archives

THE WORK OF THE MINISTRY OF EDUCATION: 2004-5

Over the past year, The Ministry of Education through its various sections and departments has ensured the efficient running of the education system and initiated many programmes, projects and activities aimed at achieving the goals and objectives laid out in its Strategic Plan which will, hopefully, lead to the improvement of the overall system of education. The subsequent section summarises the work undertaken by the various sections, units and departments for the period 2004/2005.

HIGHER EDUCATION & LIFE LONG LEARNING

In September 2004, the Ministry of Education formed the Department of Higher Education and Lifelong Learning to co-ordinate and enhance the delivery of postsecondary education and training in the country. This department brought together the following seven areas:

- The Scholarship and Educational Loan Division
- The Bahamas Technical and Vocational Institute
- The Department of Tertiary Education
- The Apprenticeship Programme
- The Technical Cadet Corps
- The Public Library System
- National Literacy Services

The goals of the Department of Higher Education and Lifelong Learning during the year were as follows:

- The promotion and expansion of access to postsecondary education
- The establishment and expansion of institutions to deliver postsecondary instruction
- Ensuring quality control
- The expansion of public library system.

THE SCHOLARSHIP AND EDUCATIONAL LOAN DIVISION

The Scholarship and Education Loan Division is responsible for the co-ordination of financial opportunities available for Bahamians to fund tertiary education. It therefore oversees the work of the Education Committee and the Education Loan Authority. During the 2004/2005 academic year, the government loan programme was expanded to increase opportunities for students interested in pursuing technical & vocational studies particularly in the areas of aviation mechanics, and air conditioning repair & maintenance.

The installation of modern computer systems allowed for improved communication and procedures to track loan recipients. In addition, an in-house collection department with the ability to prepare and issue summons to defaulted loan holders was established. This significantly improved collection efforts for delinquent loan accounts resulting in the signing of repayment agreements by two hundred and eighty persons. This represented \$3.8M in loan principal value. In an effort to assist victims of the 2004 hurricanes, the Education Committee approved interest relief for qualified

residents of Grand Bahama. The department also implemented a **one-student-one-loan policy** which limits, to one, the number of loans which could be held by any student during the duration of their programme. During the 2004 cycle, four hundred and twelve students were awarded loans to pursue post secondary and tertiary level studies. These loans totalled \$3,828,000.00.

THE BAHAMAS TECHNICAL & VOCATIONAL INSTITUTE

The Bahamas Technical & Vocational Institute (BTVI) is the principal institution in The Bahamas providing career and technical education and training to the Bahamian population. BTVI offers certificate programs leading directly to jobs for high school graduates; general education development and industrial training programs for adults in the workplace; and professional development courses designed to enlighten and enrich the lives of adults. Courses were offered in fields ranging from Automotive Technology, Business and Computer Information Systems to Construction, Beauty Trades, Massage Therapy, Electronics, Fashion Trade and Souvenir Manufacturing. During the 2004/2005 academic year, BTVI had a total enrolment of 1,754 students and a teaching staff of seventy-one.

Over the past three years, including the academic year beginning 2004, The Bahamas Technical Vocational Institute has engaged in the following:

- Adopting a three level certification framework for the development of programmes beyond entry-level training;
- Introducing national and international certification courses in the areas of A+ Computer Repair;
- Shifting from two fifteen-week semester based system to a four, ten-week quarter based system;
- Establishing Career and Resource Centres, and Mathematics and Reading Clinics; and
- Revising the Souvenir Manufacturing Programme.

TERTIARY & QUALITY ASSURANCE DIVISION

The Tertiary/Quality Assurance Division is responsible for all tertiary education matters in the Ministry of Education. It is also charged with the responsibility of establishing a

quality assurance mechanism for the country. Hence, the mandate of this section includes the following:

- Future Teachers of The Bahamas programme
- Teacher Training Matters
- Administration of Teacher Education Grants, National Awards and Bursaries and Two-Thirds Financial Assistance
- Quality Assurance and enhancement carried out through the registration of primary, all-age, secondary and post secondary institutions
- The establishment of an Accreditation Mechanism for the country.
- The determination of Equivalencies
- Policy matters as they relate to the University of The West Indies

During this reporting period, the Tertiary and quality Assurance Division submitted to the Cabinet for its consideration, a draft Bill for the establishment of The National Accreditation and Equivalency Council of The Bahamas (NAECOB). This resulted in further consultations with several professional bodies.

In an effort to fulfil the Ministry's mandate of providing The Bahamas with an adequate supply of qualified teachers, the Tertiary and Quality Assurance Division coordinated the disbursement of financial assistance to pre and in-service teachers. During the Fall Semester of this reporting period 184 pre-service teachers were financially supported under the Teacher Education Grant initiative while 162 received support during the Spring Semester. Disbursement under the teacher Education Grant initiative for this reporting period totaled \$641,023.50. Additionally, 106 in-service teachers received funding to attend The College of The Bahamas under the Two-Thirds Financial Assistance Programme during the Fall Semester while 76 were supported by the programme during the Spring Semester. These awards totaled \$165,592.08. Additional financial support was awarded to 125 National Award and Bursaries students at cost of \$312,088.50.

The period also saw the appointment of an Assistant Coordinator for the Future Teachers of The Bahamas Programme (FTB) and an enrolment of 208 cadets from public, private and Family Island Senior High Schools at a cost of \$86,984.00.

Twelve requests were received for the initial registration of institutions wishing to offer educational service in the country resulting in ten site inspections and eight approvals. The National Equivalency Committee considered one hundred and thirty requests for the Determination of equivalencies, the majority of which pertained to the evaluation of certificates and diplomas and the status of ‘trained teachers’.

THE APPRENTICESHIP PROGRAMME

The Apprenticeship Unit of The Ministry of Education successfully organized skills training programmes in New Providence and Exuma. Entry –level training programmes in culinary skills and construction were organized for recent high school graduates and displaced workers in Exuma. These training programmes were completed in New Providence at the School of Hospitality and Tourism Training and The Bahamas Technical and Vocational Institute. These training programmes occurred between April 2004 and January 2005 at a cost of \$21,043.25. A total of 65 persons participated in this initiative.

Between May –August 2005, the Apprenticeship Unit in partnership with Kerzner International, Baha Mar Developments, and other private and public sector partners developed apprenticeship programmes in New Providence for the following construction trades:

- Carpentry
- Electrical installation
- Masonry
- Plumbing
- Air Condition and Refrigeration
- Metal Fasteners
- Welding
- Tile Setting

It is expected that these programmes will be completed in three-year training cycles beginning in October 2005.

TECHNICAL CADET CORPS PROGRAMME

This programme, which was established in 1990, was designed to provide opportunities for students interested in technology to acquire the skills necessary for success in a technologically advanced society so that they may assist with the process of national development. The corps exposes high school students to various technical subjects and maintains an enrolment of 100.

Students participating in this program have been able to increase their technical knowledge through the practical experience gained at public corporations namely The Water and Sewerage Corporation, The Bahamas Electricity Corporation, The Broadcasting Corporation of The Bahamas and The Bahamas Telecommunications Corporation. The Bahamas Technical and Vocational Institute is also another important partner in this programme.

PUBLIC LIBRARIES

The Bahamas Library Service, established in 1999, coordinates the activities of all public libraries uniting them into one modern, automated system. It also seeks to offer quality, standardized services throughout the islands of The Bahamas. In the 2004-2005 year, there was an increase in the number of libraries in the country. Three libraries were opened during this period namely the Sir George Roberts and Tarpum Bay Public Libraries in the Eleuthera District and The Elizabeth Estates Public Library. The Southern Public Library was remodelled and renamed in honour of Lillian G. Weir-Coakley. Other notable achievements include the formation of an exchange programme between the Miami-Dade Library system and The Bahamas Library Service. In addition, the South Beach Library piloted the Online Public Access Catalogue system.

NATIONAL LITERACY SERVICES

The National Literacy Services operates an adult literacy programme, which provides free tutoring in basic reading and writing, using an individualized and confidential approach. It emphasizes personal attention in a non –competitive atmosphere. During 2004/2005, a total of fifty-five (55) students were tutored on site. Additionally, the first Annual Literacy Conference was held in New Providence and featured Mrs. Joyce Whidden from the Adult Literacy League, Orlando, Florida, Mr. Conrad Fernander (BTVI), Mr. Ricardo Deveaux, Mrs. Ollymae Knowles (ADE, Special Services) and Mr. Leslie Knowles (General Manager, Purity Bakery).

THE COMMUNICATIONS DIVISION

The Communications Division was created in January 2004 to articulate and disseminate, both internally and externally, information on the work and purpose of the Ministry of

Education, its department and satellite units. The mission of this Division is to enhance and effectively control the efficient internal and external public relations networking of the Ministry. This is done through the compilation of a Calendar of Events, the maintenance and update of the Ministry's website, publication of materials to provide useful, timely and clear information to the public on achievements and initiatives in the education system and collaboration with media houses, other ministries, stakeholders, Curriculum Officers, and international organizations.

This division successfully produced several publications including the Ministry's interim report on its achievements for 2004/2005, and a Retired Educator's Directory. Additionally, they produced several radio programmes which included three half-hour weekly specials and documentaries of special events.

CAREER PATH SECTION

The Career Path Section was established in 1997 to oversee the Management of the Career Path System for Public School Teachers and Administrators. The major function of the Career Path System is to evaluate the teaching performance of eligible candidates for the purpose of promotion and reward of merit pay.

The Career Path Promotion Cycles span a period of two years. During the period 2004-2005, the third promotion exercise was completed. Consequently, three candidates were promoted to the level of Master Teacher and twenty-three to the level of Senior Teacher. Two candidates deferred their promotion exercise to the 2006-2008 Cycle. Since the inception of the Career Path System for Public School Teachers and Administrators, ninety-nine teachers have been promoted to the level of Master Teacher while an additional two hundred and ninety two have been promoted to Senior Teachers.

PLANNING, RESEARCH AND DEVELOPMENT DIVISION

This division consists of the Planning & Research Section, Best computerization project, Testing and Evaluation Unit, International Organizations Unit and Management Information Systems Section. This division of the Ministry seeks to:

- Provide leadership and support for the implementation of evolving technologies in the education system.

- Facilitate effective and integrated use of information management and technology systems by the Ministry.
- Provide and support technical systems of the Ministry
- Coordinate and direct the research activities for the Ministry
- Monitor and evaluate Ministry of Education programmes
- Conduct policy research and coordinate policy development across the Ministry
- Collect, compile and analyze quantitative and qualitative data on education;
- Coordinate the strategic planning process for the Ministry
- Develop and administer Grade 3, 6, 9 and 12 national assessments.
- Identify and liaise with relevant external agencies and institutions in order to foster partnerships and cooperation for the benefit of The Bahamas

Following, is a brief description of the work executed by the various sections and units that comprise the division.

PLANNING & RESEARCH SECTION

In an effort to increase the institution's capacity to effectively monitor, evaluate and ultimately improve the quality of the education system, the Ministry of Education restructured its Planning and Research Section in January 2005. As part of this process, six additional staff members were added. These included two Educational Planning Officers, an Education Management Information Systems Specialist, a Research Assistant and a Private Secretary. In addition, a director was appointed to lead the section. The Planning and Research Section has as its main objectives:

- The collection, compilation and analysis of quantitative and qualitative data on education;
- The coordination and conduct of research activities for the MOE
- Education policy analysis
- The development of proposals to ensure the successful implementation of education policies
- The ongoing monitoring and evaluation of Ministry of Education programmes.

During this reporting period, the Planning and Research Section hosted a regional workshop on Financing and Budgeting of Education in The Caribbean, conducted Student Nationality Survey 2005, initiated a new School Census exercise, led the development process for the EMIS project in the Ministry of Education's IDB programme, prepared The Ministry of Education's Strategic Plan and conducted National Training for School Administrators in Data Submission

THE BAHAMAS EDUCATION SCHOOL TECHNOLOGY PROJECT (BEST)

This project seeks to outfit 4th, 5th and 6th grade classes and the administrative offices with computers and the requisite pedagogical and administrative software. During this academic year, an additional 17 schools have been equipped with computers. This is consistent with the Ministry of Education's policy for the comprehensive development of Information and Communication Technology in schools which will enhance the teaching, learning and school management processes.

TESTING & EVALUATION SECTION

The Testing and Evaluation Section is responsible for ensuring that appropriate national assessments of student achievement are provided at four critical stages of schooling. The Section has successfully carried out its mission of developing, administering, marking, grading and reporting on the Grade Level Assessment Tests (GLAT) (Grades 3 & 6), Bahamas Junior Certificate (BJC) (Grade 9) and Bahamas General Certificate of Secondary Education (BGCSE) (Grade 12). The assessment procedures have enabled educators to diagnose students' weaknesses, determine student progress and evaluate programmes being offered in our schools. The Testing and Evaluation Section continues to ensure the continued international accreditation of the BGCSE by the University of Cambridge Local Examinations Syndicate.

MANAGEMENT OF INFORMATION SYSTEMS (MIS) UNIT

This Unit is responsible for the implementation of both the LAN and WAN systems in the Ministry of Education building. In addition, it provides technical support for all computer equipment in schools and MOE offices and works in collaboration with the Planning and Research Section on the ongoing IDB EMIS project.

PHYSICAL PLANNING

As of July 2002, the Physical Plant Section of the Ministry of Education has been strengthened in order to enhance its ability to meet the demands of the education system for adequate facilities conducive to teaching and learning. In 2004 a multi-disciplinary team was created to coordinate the repairs to school infrastructure and in January 2005

the National Coordination Unit was formed to oversee the repair of schools damaged during Hurricanes Frances and Jeanne.

THE HUMAN RESOURCES MANAGEMENT DIVISION

The mission of the Human Resources Management Division is to improve performance and productivity by efficiently and effectively utilizing human and material resources. Its goals and objectives are to:

- Ascertain staffing needs;
- Make appropriate recommendations for the assignment of staff;
- Provide employees with all information relevant to employment including conditions of service, salary etc;
- Motivate employees to reach their maximum level of performance;
- Provide appropriate training opportunities for all employees;
- Provide employees with opportunities for professional growth;
- Ensure the timely processing of all human resource matters;
- Ensure the timely submission of complete recommendations to the Department of Public Service;
- Develop systems and procedures that would enhance the delivery of service; and
- Develop and maintain an adequate system for the management of records

This Division is responsible for the processing of human resource matters for staff within the following areas of the Ministry of Education

- Administration
- Research and Planning
- Scholarship and Educational Loan Division
- Tertiary Quality Assurance Unit
- Testing & Evaluation
- Supplies Section
- Accounts
- Career Path Unit
- Registry / Records
- Bahamas Library Services
- National Literacy Services
- Janitorial and Security Staff (Headquarters)

Additionally, the Human Resources Management Division is responsible for submission of the following matters to the Department of Public Service on behalf of the Department of Archives, the Department of Education and the Bahamas Technical and Vocational Institute:

- Appointments
- Car Loans
- Terminations
- Retirement of staff on the basis of either:
 - The attainment of mandatory retirement age;
 - The attainment of at least 30 years of services;
 - Medical grounds; or
 - In the public interest
- Disciplinary Action to be processed by the Department of Public Service.
- Special Leave in excess of two (2) days under General Orders 1624, 1625, 1626.
- In-service Awards.
- Unpaid leave, including unpaid study leave.
- Over-time in excess of 35 hours per/month and extended periods of overtime for special projects.
- Commuted Mileage i.e. over 100 miles per month.
- Accelerated increment 7 (b).
- Interdiction and suspension in accordance with General Order 1125 and Public Service Commission Regulation 37 (1).
- All other matters for attention of the Department of Public Service with the exception of reassessment, efficiency bars and confirmation, reclassification and award of increments in accordance with Section 7(a) of the Public Service Act.

All human resource matters are processed in accordance with the laws of the Commonwealth of The Bahamas with particular reference to the Employment Act, the Public Service Act, the Public Service Commission Regulations and General Orders.

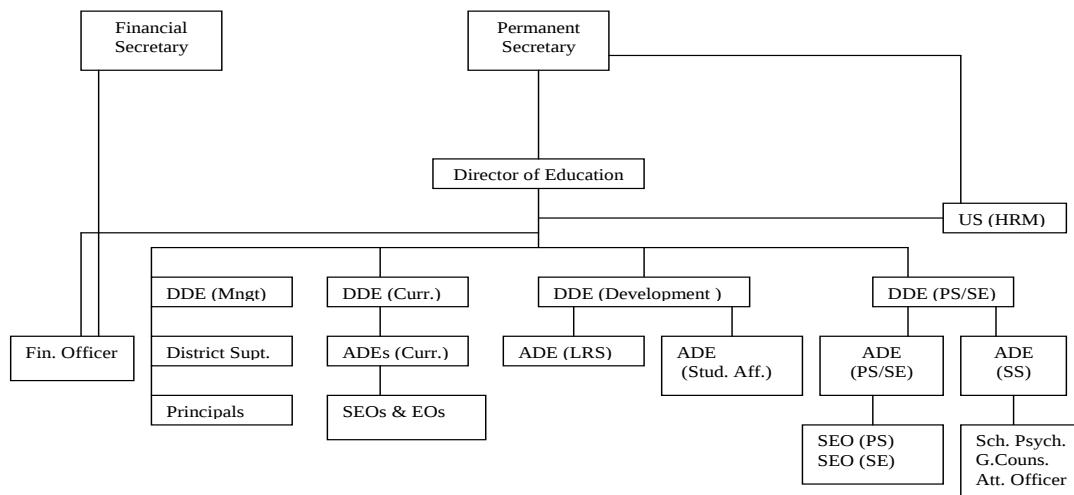
During this reporting period, the Human Resources Management Division was able to realize many of its goals as it:

- Organized orientation exercises for newly appointed staff;
- Provided in-house training of staff at various levels;
- Facilitated Professional development opportunities for staff members;

- Implemented systems to address outstanding concerns and to ensure the timely processing of all human resource matters; and
- Engaged the services of much needed staff at various levels

THE DEPARTMENT OF EDUCATION

Fig: 10. Department of Education's organizational structure



The Department of Education was given statutory significance under the revised Education Act (1996). Section 6 of the Act allows for the establishment of the Department of Education within the Ministry of Education. The Act makes the Director of Education “...responsible for the organization and administration of the Department...” and further states that the Director of Education “...shall be the professional advisor and technical executive officer of the Minister. The Department of Education, headed by the Director of Education is directly responsible for the operation of public schools which includes developing, implementing and monitoring the many programmes that are in place in the public school system.

The Department of Education is organized under the following general areas:

- Curriculum
- Development

- Preschool & Special Education
- School Management

THE CURRICULUM DIVISION

The Curriculum Division's responsibilities include supervision of the Instructional Program, development and procurement of tuition supplies, organizing and facilitating staff development initiatives and the revision of subject specific curriculum guides. The Curriculum Division seeks to provide opportunities which enable all students to:

- Acquire the appropriate level of literacy and numeracy skills, (effective verbal and written communication) and to be able to demonstrate competency in science & Technology, modern languages, civics, arts, history and geography
- Develop the skills necessary for responsible citizenship, further learning and the world of work
- Strengthen students' ability to reason, solve problems, apply knowledge and make decisions
- Gain and optimize access to activities that ensure that they are healthy and fit, engage in community service and develop personal responsibility.

The curriculum division consists of the following sections:

- Humanities
- Science & Technology
- Technical & Vocational Studies

Lower Primary Unit

The officers in this division carried out those regular activities which promoted their specific subjects and enhanced the teaching and learning processes. These included teacher assessment and monitoring of the instructional programme in schools, facilitating professional development workshops for teachers, organizing cultural and academic activities that promote subject areas and the procurement and distribution of instructional supplies needed to implement the curriculum. During this reporting period the Curriculum Division realized several accomplishments some of the more notable being;

- Piloting and expansion of the Technical Studies Cluster Programme in junior high schools across The Bahamas. This programme sought to provide all students

with basic skills in a wide range of technical subject including auto mechanics, Plumbing, Carpentry, & Joinery and Electrical Installation

- Implementation of an Entrepreneurship Program for junior high students to provide them with basic skills in starting and operating a business
- Establishment of Exemplary School Award Programme designed to motivate schools to give specific focus to improving student performance.
- Expansion of the Extended Learning Programme (ELP) students to include low performing third graders
- Implementation of a healthy school initiative project; a collaborative effort with the Ministry of Health. This partnership was designed to encourage schools to maintain a healthy environment.
- Establishment of the Tourism / Education Taskforce to enhance career and technical education, provide onsite exposure for teachers and students and promote efficient school- to- work transition. This was done in partnership with The Bahamas Hotel Association
- Implementation of the integration of information Technology in the classroom Project
- Implementation of a School Gardening Programme in partnership with the Food and Agricultural Organization and the Department of Agriculture
- Implementation of an online computer literacy programme (Teacher Universe) for officers and teachers.
- Expansion of Educational Broadcasting Programme to include Distance Learning. Lessons in core subjects at primary and high school were delivered via radio, CD ROMS and print. This initiative was in response to the loss of instructional time due to the devastating hurricane in 2004. The Bahamas Learning Channel is being created to allow for the production and transmission of instructional Television programmes
- Piloting of the Magnet Programmes in Hospitality, Marine and Nautical Science in senior high schools.
- Participation of schools in international Environmental Education competitions. Hope Town Primary School (Abaco) received a second place award in the

UNESCO's Associated Schools Project Network Sandwatch Competition for the Caribbean and Pacific Region.

- Completion of the COL/UTECH Technical Teacher – Training Programme. Sixteen Technical/Vocational high schools teachers successfully completed this programme.
- Piloting of the instructional software(Destination /Cornerstone) in Math and Reading in selected primary and junior high schools for low-achieving student
- Ongoing review and revision of curriculum guidelines
- The production of several indigenous teaching materials such as textbooks, instructional kits and other learning resources. These included:
 - Preserving Our Heritage ; a six book series for primary students
 - Around the Archipelago a collection of students' writings from across The Bahamas
 - Junka & Noo Vocabulary and Language Development Kit, an innovative game which uses a Junkanoo theme to teach reading and math in the lower primary grades.
 - Student Perspectives: A Health & Family Life initiative is in the production stage
 - The development of Compulsory Bahamian History Module for high school students
 - Produce a Disaster Preparedness Resource Teacher's Manual and Supplementary Comic Workbook for use by students in The Bahamas and The Caribbean. This was done in partnership with UNESCO, the BEST Commission, Ministry of Health, The Department of Meteorology and NEMA.

THE DEVELOPMENT DIVISION

This Division provides strategic direction to the Student Affairs and Learning Resources Sections as it seeks to plan, coordinate, organize and review policies and programmes which help to promote student achievement. To this end, it coordinates professional development activities designed to improve teacher and student performance with

particular emphasis on Summer Workshop Sessions. These are prepared in collaboration with Assistant Directors, District Superintendents and Curriculum Officers. During the summer 2004, thirty – two workshop sessions were held for teachers under the theme “Over-coming Barriers to Lifelong Learning.” The workshop “Integrating Technology into the Instructional Programme” was held for school administrators in conjunction with Nova South-eastern University.

The Development Division coordinated the implementation of a national after-school art and craft enrichment programme, in January 2005. The programme is designed to foster an appreciation for art and craft as part of the defining characteristics of our culture, to nurture and develop of indigenous talent at the secondary level and to provide opportunities to showcase the work of young Bahamian artists and craftsmen. Additionally, this division spearheaded the promotion of public-private and inter-ministerial partnerships and managed a number of special projects; namely, The Minister’s Book Club, teacher recognition initiatives and the South Florida/ Bahamas Multicultural Educational Partnership.

PRESCHOOL & SPECIAL EDUCATION DIVISION

The Ministry of Education’s vision is to ensure that all young children in The Bahamas have access to high quality childcare and education. To this end the following achievements were realized by the Preschool Unit during the 2004/2005 academic year:

- The enactment of the legislation to regulate and govern the preschool sector.
- The production of National Standards for best practices in preschool education
- The revision of the national preschool curriculum.
- The opening of an additional 23 preschool units
- The implementation of a preschool pilot programme for 3 year olds
- The implementation of Early Literacy Programmes for preschoolers

Special education was the focus of a major program of reform with the appointment of the National Commission on Special Education (NCOSE) in 2003. As a result the Ministry has made tremendous strides in its efforts to improve the delivery of education

and the availability of related services for students with special needs. Achievements in this area include:

- The implementation of The Bahamas National Screening Programme which facilitates the early identification of preschoolers who experienced developmental delays or disabilities;
- The development of a training programme for therapy aides who will assist speech and physiotherapists in the education and health sectors;
- The appointment of additional special education Technical Officers to develop curricula, improve transitional programs, and provide in-service training for special educators;
- The improvement of the transition programmes at special schools;
- The implementation of a register to track at-risk children from birth to adulthood; and
- The introduction of a school census aimed at determining the prevalence of special needs students throughout the education system.

SCHOOL MANAGEMENT DIVISION

The school Management Division is responsible for:

- Assisting the Public Service Commission with interviews for the appointment of principals and administrators at all levels
- Recruiting, deploying, and posting of teachers in consultation with the Deputy Director of Education (Curriculum)
- Posting and transfer of school administrators
- Monitoring and reporting on schools

Public schools in The Bahamas are grouped into thirteen districts each headed by a District Superintendent. This allows for the more efficient management of schools as the superintendents provide strategic leadership to schools in their districts. It also improves the Ministry of Education's capacity to respond to the needs of schools in a timelier manner. Four school districts are located on the island of New Providence with the remaining nine being located throughout the Family of islands. During the 2004/2005 school year, district superintendents continued to monitor teacher performance through

regular assessments, provided professional development opportunities for teachers in conjunction with curriculum officers and implemented programmes designed to raise the level of student achievement in their respective districts.

SCHOOL DISTRICT PROFILES

School District	Student Enrolment			Teachers					Student/ teacher ratio
	Male	Female	Total	Expatriate	Bahamians	Male	Female	Total	
Abaco	1125	1153	2278	44	101	30	115	145	16
Cat Island	386	335	721	18	48	25	41	66	11
Eleuthera	1202	1245	2447	45	134	43	137	180	14
Exuma & Ragged Island	495	478	973	11	64	14	61	75	13
Grand Bahama	4377	4033	8410	145	372	103	406	509	17
Long Island	356	337	693	15	58	15	58	73	9
MICAL	265	254	519	26	26	17	35	52	10
North Andros	893	841	1734	35	82	33	78	111	16
Northeastern	3876	3786	7662	46	424	85	385	470	16
Northwestern	3824	3680	7504	52	426	80	398	478	16
South Andros	376	317	693	17	40	14	43	57	12
Southeastern	3938	3793	7731	30	436	70	411	481	16
Southwestern	4934	4393	9327	43	494	62	475	537	17
TOTAL	26047	24645	50692	527	2706	591	2643	3234	16

Table 5: District profile

THE DEPARTMENT OF ARCHIVES

The Department of Archives is charged with the responsibility of preserving our historical, documentary, material and cultural heritage for future generations of Bahamians. The Department disseminates historical information through booklets, newspaper series, videos and exhibits. In 2004, the Department of Archives completed the first phase of a project to establish an Archives and Record Centre in Freeport, Grand Bahama. Unfortunately, the destruction caused by hurricanes Frances and Jeanne, prevented the start of the second phase which was scheduled for January 2005. This would have included the identification of a building to house the Grand Bahamas

Archives and Record Centre. However, the Department was able to conduct an appraisal of the records. Regrettably, many documents were damaged by the hurricanes and had to be destroyed.

Other accomplishments during this period included the successful publication of the Archives' second historic calendar called "The islands of The Bahamas: Glimpses of Our Past" in January 2005. These items were well received by the public and were sold by the major bookstores in New Providence and by the Administrator in Grand Bahama.

THE COLLEGE OF THE BAHAMAS

The College of The Bahamas is the largest institution of higher learning based in the Commonwealth of The Bahamas. With an enrolment of almost 5000 students located throughout the Bahamian archipelago, the institution grants mostly bachelor degrees, associate degrees and some joint master's degrees in conjunction with other accredited institutions from the United States. Over the years, COB has been able to establish meaningful links with tertiary institutions in the Caribbean, North America and Great Britain and its credits are accepted by more than 200 colleges and universities in these regions. With a view to attaining a charter as a university by 2007, the College has embarked aggressively upon a major expansion of its programme offerings, research activities, and its physical facilities and is incorporating e-learning methodologies into its repertoire of strategies for delivering instruction. The sum of \$1 million dollars has been allocated for the construction of a new campus in Grand Bahama. COB also held the ground -breaking ceremony for the Harry C. Moore Library at its New Providence campus. In addition, the College of The Bahamas purchased and refurbished the Boulevard Building, renaming it in honour of Michael H. Eldon, the long-serving former Chairman of the College's Council. This building houses lecture rooms, offices and the Chapter One bookstore.

CHAPTER 4

STUDENT PERFORMANCE

Students in all public and private primary and secondary schools in The Bahamas are expected to sit four examinations at the national level based on syllabi taken from the national curricula: These examinations are:

- Grade Level Assessment Test (GLAT)
- Bahamas Junior Certificate Examination (BJC)
- Bahamas General Certificate of Secondary Education (BGSCE)

GRADE LEVEL ASSESSMENT TEST (GLAT)

The GLAT is taken at the third and sixth grade levels and serves as a screener to determine students' strengths and weaknesses so that appropriate intervention programmes can be implemented to remediate any existing deficits. English Language and Mathematics are examined at the third grade level while Science and Social Studies are added at the sixth grade level. Four thousand, four hundred and seventy-three public school students in grades 3 and 4,490 students in grade 6 sat the GLAT during the 2004-5

Districts	Target Grade Enrolment	Candidates	Total Subject Entries	Actual Sitzings	Percentage A-D Passes		
					Overall	English Language	Mathematics
GLAT-3							
Abaco	199	224	672	672	40.9	44.6	51.5
North Andros	140	174	522	522	27.4	31.6	33.9
South Andros	71	67	201	201	39.8	38.8	52.2
Cat Island	52	66	198	198	37.9	34.8	48.5
MICAL	39	37	111	111	69.4	75.7	92.3
Eleuthera	219	216	648	648	50.6	53.2	54.6
Exuma	95	101	303	303	42.2	56.2	49.5
Grand Bahama	747	671	2013	2013	39.1	39.8	43.5
Long Island	50	51	153	153	71.2	80.4	72.5
Northeastern	517	587	1761	1761	37.9	45.1	49.6
Northwestern	561	596	1788	1788	38.2	45.1	51.5
Southeastern	707	706	2118	2118	25.1	31.2	27.1
Southwestern	927	977	2931	2931	38.1	43.8	49.5
National Totals	4324	4473	13419	13419	37.3	42.3	45.4

academic year

PUBLIC SCHOOL GLAT RESULTS: GRADE 3

The nation on average received an overall percentage A-D pass of 37.3% for the GLAT-3 examination. Long Island and MICAL districts performed significantly above the

national mean with percentage A-D passes of 71.2% and 69.4% respectively. The percentage A-D pass achieved by Long Island was higher than that of any other school

Table 6: GLAT-3 Results by district

district. Districts which performed below the national mean were North Andros (27.4%) and the Southeastern District which achieved the lowest overall percentage A-D pass with 25.1%. The nation's average percentage A-D pass for English Language was 42.3%. The districts of Long Island and MICAL performed significantly above this national mean with average percentage A-D passes of 80.4% and 75.7% respectively while North, Central Andros and The Berry Islands (31.6%), South Andros (38.8%), Cat Island (34.8%), Grand Bahama (39.8%) and the Southeastern District (31.2%) fell slightly below the national mean. The nation's average overall percentage A-D passes for Mathematics was 45.4% which was slightly higher than for English Language. Districts significantly above the national mean for Mathematics were Long Island (72.5%) and MICAL (92.3%) while Eleuthera (54.6%), South Andros (52.2%), Northwestern (51.5%) and Abaco (51.5%) all received percentage A-D passes which were slightly above the national average. North and Central Andros and The Berry Islands (33.9%) along with the Southeastern District (27.1%) performed significantly below the national mean.

PUBLIC SCHOOL GLAT RESULTS: GRADE 6

The nation on average received 52.0% A-D passes overall for the GLAT-6 examination. The districts of Long Island (81.7%), South Andros (71.8%) and Cat Island (64.0%) performed significantly above the national mean with Long Island achieving the highest percentage A-D pass. The Southeastern and Northwestern Districts performed slightly below the national average with 45.3% and 45.6% percentage A-D passes respectively. The nation's average percentage A-D passes for English Language was 52.6%. Districts which performed significantly above this national mean were Long Island (76.7%), South Andros (72.3%), Eleuthera (61.3%) and Grand Bahama (61.1%). Districts below the national mean were Southwestern (50.6%), Southeastern (46.3%), Northwestern (47.6%), North Andros (43.8%) and MICAL (50.0%). The nation's average percentage A-D passes

for Mathematics was 35.8%. This was significantly lower than the percentage passes for

Districts	Target Grade Enrolment	Candidates	Total Subject Entries	Actual Sitzings	Percentage A-D Passes		
					Overall	English Language	Mathematics
GLAT-6							
Abaco	228	109	436	436	59.2	56.0	52.3
North Andros	148	160	640	640	51.6	43.8	35.0
South Andros	54	47	188	188	71.8	72.3	61.7
Cat Island	43	43	172	172	64.0	55.8	51.2
MICAL	36	42	168	168	57.7	50.0	50.0
Eleuthera	224	232	928	928	59.9	61.3	45.7
Exuma	87	89	364	364	57.7	57.1	39.6
Grand Bahama	691	729	2916	2916	59.7	61.1	40.3
Long Island	60	60	240	240	81.7	76.7	71.7
Northeastern	640	645	2580	2580	47.8	41.9	36.4
Northwestern	575	574	2296	2296	45.6	47.6	26.0
Southeastern	728	751	3004	3004	45.3	46.3	28.8
Southwestern	965	1009	4036	4036	51.2	50.6	34.2
National Totals	4479	4490	17968	17968	52.0	52.6	35.8

English Language. The Districts significantly above the national average

were Long Island (71.7%) and South Andros (61.7%). Districts below the national mean are Southeastern (28.8%), Northwestern (26.0%) and Southwestern (34.2%)

Table 7: GLAT-6 Results by district

BAHAMAS JUNIOR CERTIFICATE EXAMINATION (BJC)

BJC Examinations are usually written at the end of grade nine. More than 4000 public school students sat this examination during the 2004/2005 academic year. Students sat an average of four subjects. The following ten subjects are offered at the B.J.C. level:

- Art
- Craft
- Mathematics
- Language Arts
- Religious Studies
- General Science
- Social Studies
- Health Science
- Technical Drawing
- Home Economics

PUBLIC SCHOOL B.J.C. RESULTS

On average the nation received 50.2% A-D passes overall for the BJC examination. The Districts of Long Island, Eleuthera, North, Central Andros & The Berry Islands, Cat Island and MICAL performed well above the national mean achieving percentage A-D passes of 82.7%, 68.7%, 65.7%, 63.0% and 62.5% respectively. Districts such as Southwestern, Northwestern and Northeastern performed slightly below the national average. The overall percentage A-D passes varied significantly between the Districts ranging from a high of 93.1% to a low of 45.2%. This represents a percentage difference of 47.9 percentage points. The nation's average percentage A-D pass for English Language was 57.0%. The districts of Eleuthera (81.5%), Long Island (79.2%) North, Central Andros & The Berry Islands, MICAL (69.7%) and Grand Bahama (68.7%) were significantly above the national average for percentage A-D passes.

Districts	Target Grade Enrolment	Candidates	Total Subject Entries	Actual Sitzings	Percentage A-D Passes		
BJC					Overall	English Language	Mathematics
Abaco	149	201	856	771	52.1	52	42.4
North & Central Andros	144	229	389	359	65.7	78.2	62.2
South Andros	50	78	283	263	54.8	59.3	41.7
Eleuthera	148	196	1015	951	68.7	81.5	55
Exuma	74	92	388	376	55.3	56.1	33.7
Grand Bahama	664	706	2574	2353	56.8	68.7	46.4
Cat Island	70	69	294	281	63	62.5	48.3
Long Island	49	49	338	330	82.7	79.2	77.1

MICAL	56	81	357	344	62.5	69.7	64.1
Northeastern	714	682	3302	2869	46.6	46.3	32.3
Northwestern	598	578	2807	2564	47.7	56.2	39.9
Southeastern	399	521	2292	2009	51.9	54.9	38.9
Southwestern	853	857	4633	4297	39	49	25.3
National Totals	3968	4339	19528	17767	50.2	57	38.5

Table 6: GLAT-3 Results by district

The nation's average percentage A-D passes for Mathematics was 38.5%. Four districts were significantly above the national average. These included Long Island (77.1 %), MICAL (64.1%), North, Central Andros & The Berry Islands and Eleuthera (55.0 %)

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

This exam is usually written at the end of grade twelve. Currently, twenty-seven subjects are offered which include:

- Art & Craft Art & Design & Craft Art & Design
- Auto Mechanics Biology French
- Carpentry & Joinery Chemistry Economics
- Commerce Electrical Installation English Language
- History Clothing Construction Literature
- Geography Combined Science Music
- Food & Nutrition Graphical Communication Physics
- Mathematics Religious Knowledge
- Office Procedures Typewriting
- Spanish Accounts & Book Keeping

PUBLIC SCHOOL B.G.C.S.E RESULTS

The nation's average overall percentage A-D passes for the BGCSE examination was 55.9 %. Districts which performed significantly above the national mean were Long Island (93.1%), Cat Island (73.5 %) Exuma (71.9 %) and Eleuthera (68.8%). The long Island district received the highest overall percentage A-D pass. Districts slightly below the overall national mean were southwestern (45.2%), Abaco (50.2%), Southeastern (53.3%), Grand Bahama (53.6%) and Northeastern (54.1%). There was a wide range of difference in overall percentage A-D passes between the Districts which ranged from 93.1% to 45.2 % which represents a percentage difference of 47.9 percentage points. The national average percentage A-D pass in English Language was 55.3 %. The districts of, Long Island (96.7%), MICAL (79.3%) Eleuthera (65.8%) Exuma (66.7%) and South Andros (62.7%) performed significantly above this national mean. Districts which performed below the national mean were Abaco (46.6%), North, Central Andros and The Berry Islands (44.9%) and Grand Bahama (54.1%) The nation's average percentage A-D passes for Mathematics was 27.3%. This was significantly lower than the national percentage A-D passes for English Language. Long Island performed well above the national mean achieving the highest percentage A-D pass with 82.6% in this subject. Other districts which performed significantly above the national mean were Cat Island (66.7%), Exuma (41.7%), North, Central Andros & The Berry Island (52.1%) and South

Districts	Target Grade Enrolment	Candidates	Total Subject Entries	Actual Sitzings	Percentage A-D Passes		
					Overall	English Language	Mathematics
BGCSE							
Abaco	125	160	690	564	50.2	46.8	22.4
North & Central Andros	101	131	467	384	56.5	44.9	52.1
South Andros	46	64	277	261	61.7	62.7	38.9
Eleuthera	138	197	675	598	68.8	65.8	22.1
Exuma	62	62	300	270	71.9	66.7	41.7
Grand Bahama	557	524	1832	1475	53.6	54.1	30.7
Cat Island	37	69	233	223	73.5	62.2	66.7
Long Island	27	43	176	167	93.1	96.7	82.6
MICAL	15	37	120	111	55.7	79.3	33.3
Northeastern	478	424	1528	1332	54.1	55.4	21.4
Northwestern	592	619	2899	2481	56.2	56.4	24.3
Southeastern	643	648	2281	1999	53.3	53.0	23.0
Southwestern	193	199	1088	996	45.2	50.3	17.2
National Totals	3014	3177	12566	10861	55.9	55.3	27.3

Andros (38.9%). Districts which fell below the national mean were Eleuthera (22.1%), North-eastern (21.4%), North-western (24.3%), South-eastern (23.0%) and South-western (17.2%)

CONCLUSIONS AND RECOMMENDATIONS

The Ministry of Education has made tremendous strides over the last year. This is evidenced by the many accomplishments realized by its various sections and departments. It is important, however, that this Ministry continue to make a concerted effort to ensure that students have access to a quality education system which would prepare them to make positive contributions to the development and advancement of the Bahamian society.

CONCLUSIONS:

- Public funding provided to the MOE reflects a national commitment to the development of the Education sector.
- The MOE's approved budget of Bah\$227.6 million in FY 2004/5 represented 16.4% of public spending.
- The share of public funds devoted to the MOE rose by 5.8% in FY 2004/5.
- Actual expenditure of Bah\$215.4 million by the MOE in FY 2004/5 equaled 94.6% of the approved allocation.
- In FY 2004/5, recurrent expenditure represented 93% of total spending by the MOE.
- Most of the MOE's recurrent expenditure was taken up by Salaries and allowance (75.8%). This was followed by Grants, Fixed Charges and Special Financial Transactions (10.8%).
- Spending in Block 70 (Acquisition, Construction & Improvement of Capital Assets) of the recurrent budget exceeded the approved amount by 52.6%
- The DOE was responsible for the lion's share of recurrent expenditure (74%). BTVI (2%) and DOA (1%) contributed marginally to the recurrent spending.
- Capital spending by the MOE in FY 2004/5 was significantly below the approved amounts (88%).

- Due to hurricane damage, nearly Bah\$ 1.5 million more than approved by the Parliament (under Capital Block 70) had to be spent to refurbish schools.
- There continues to be a great disparity between the number of male and female teachers in our public school system.
- The Ministry of Education is endeavoring to establish an educational system which caters to all students and their different learning needs ensuring that they become productive citizens.
- To realize its ambitious targets for public education, the Ministry of Education, understands the need to improve the quality of education it provides and invest in the development and growth of teachers and the leadership teams in our schools. Significant progress has already been made as is evidenced by:
 - The expansion in preschool education
 - The development of indigenous materials
 - Increase in additional classroom space
 - Increased financial allocations for training of pre-service and in-service teachers
 - Ongoing professional development opportunities for teachers

RECOMMENDATIONS

The Ministry of Education must constantly prepare itself to be able to respond to the dynamic needs of all students by developing and implementing policies and programmes that will equip them with the knowledge, skills, values and attitudes needed to compete and succeed in a globalized world. Furthermore, our policies must improve the delivery of education, hence the following recommendations are offered:

- Serious consideration should be given to fixing the percentage of public funds for the education sector to ensure that its importance is always reflected in the level of public funding it receives. A range of 16.5% to 18.5% is recommended.
- In order to ensure that priority areas within the MOE receive adequate funding, the following should be adopted:
 - A much stronger link between the strategic planning and budgeting processes;

- A budget format that is more akin to programmes offered as opposed to categories of expenditure as is featured in the current line item budgeting; and a policy governing the movement of approved funds from one area to another which ensures that all involved are aware and part of the decisions made regarding the movement of funds.
- The priority areas for the Ministry of Education must be clearly articulated and communicated. Hence, the strategic planning process must be given renewed emphasis.
- The Ministry must develop an Annual Plan and ensure that all activities and projects undertaken by its various sections advance the goals and objectives as outlined in this plan.
- The Ministry of Education ever cognizant of the link between education and national development must endeavour to forge greater linkages between curriculum offerings and industry needs.
- Baseline data must be gathered against which the performance of our education system can be measured.
- There must be greater cooperation and collaboration between the various entities within the Ministry of Education in an effort to reduce duplication of effort and resources.
- Greater emphasis must be placed on strengthening the monitoring and evaluation mechanisms of the Ministry of Education. To this end departments should be encouraged to produce quarterly reports which speak to the progress of project and initiatives being carried out in their sections.
- The development of an improved reporting system for all private educational institutions in the country especially tertiary institutions which would allow for more accurate reporting on several important indicators including student enrolment and graduation rates.
- The Ministry needs to seek out more creative ways of funding higher education which would reduce the debt burden to students created by the existing educational loan programme.
- Increase professional development opportunities in an effort to improve the capacity of all officers (including clerical staff) to function effectively.

APPENDIX

MINISTRY OF EDUCATION STAFF LIST BY DEPARTMENT

Higher Education & Life Long Learning Division

Name	Position
Dr. Leon Higgs	Director of Higher Education
Ms. Patricia A Mills	Senior Private Secretary

National Education Conference Secretariat

Name	Position
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Mr. Kinsley L. Black	Acting Assistant Director of Education
Ms. Joan Knowles	Administrative Officer
Ms. Shereeza Gibson	Executive Secretary
Mr. Herbert Sears	Filing Assistant

Technical Cadet Corps Programme

Name	Position
Mr. Sydney B Forbes	Executive Director
Ms. Shirlyn Hunt	Administrative Assistant
Ms. Ida Burrows	Senior Secretary

Career Path Section

Name	Position
Ms. Janice Knowles	Senior Education Officer
Dr. Elanor Thompson	Senior Consultant
Ms. Valderine Rumer	Senior Consultant
Ms. Dorothy Darville	Senior Consultant
Ms. Patrice Saunders	Senior Executive Officer
Ms. Gia Jones	Administrative Officer
Ms. Peggy Roker	Senior Clerk
Ms. Karen Young	Senior Clerk
Ms. Racquel Armbrister	Clerk

National Literacy Services

Name	Position
Ms. Mary Mcintosh-Taylor	Literacy Tutor
Ms. Eunice J. Roxbury	Literacy Tutor
Ms. Anne J. Wallace	Literacy Tutor
Ms. Agnes L. Carey	Literacy Tutor
Ms. Odricca C. Sargent	Literacy Tutor
Ms. Irene Wallace- Barr	Literacy Tutor
Ms. Christine Mitchell- Hepburn	Literacy Tutor
Mr. Troy Nelson-Oliver	Literacy Tutor

Ms. Annette Dorsett	Senior Education Officer
Ms. Marina Davis	Senior Executive Secretary
Ms. Jennifer Newton	Senior Clerk
Ms. Mavis F. Collie	Literacy Tutor
Ms. Cheryl Collins	Janitress

Communications Division

Name	Position
Ms. Heloise Stuart Newbold	Assistant Director of Education
Mr. John Burrows	Senior Education Officer
Ms. Melvera Adderley	Master Teacher
Ms. Lisa Fitzcharles	Trained Teacher
Mr. Cutbert Kirk Hall	Senior Clerk
Ms. Edgar Arnett	Graphic Artist
Ms. Evelyn Forbes	Messenger
Ms. Lynette Barry	Senior Clerk
Ms. Ida Barry	Senior Clerk
Ms. Sandra Bethel	Trained Teacher
Mr. Edward Micheal	Trained Teacher

Planning and Research Section

Name	Position
Ms. Anastacia Astwood	Trainee Administrative Cadet
Ms. Brenda Bain	Education Planning Officer
Ms. Brenda Coakley	Senior Education Officer
Charles Major	Education Planning Officer
Ms. Rahming Tammy	Education Management Information Systems Specialist
Ms. Caroline Rigby	Chief Clerk
Ms. Shabeth Rolle	Private Secretary
Ms. Leoni Smith	Senior Executive Secretary

Dr. Ezekiel Stubbs	Senior Education Officer
M.C Taylor	Acting Director of Planning & Research
Ms. Annette Thompson	Assistant Secretary

Tertiary & Quality Assurance Division

Name	Position
Ms. Sharlene Bethel	Chief Clerk
Ms. Sharon Creary	Administrative Officer
Ms. Paula Sweeting-Davis	Assistant Director of Education (Supervisor)
Ms. Mary Hutchinson	Receptionist
Ms. Inderia Kelly	Filing Assistant
Ms. Deloris Lightbourne	Filing Assistant
Ms. Orlene Rodgers	Senior Executive Secretary
Anthony Rolle	Assistant Director of Education
Ms. Edith Rolle	Senior Education Officer
Dr. Joyce Thompson	Consultant

Scholarships and Educational Loan Division

Name	Position
Mr. Reginald Saunders	Administrator
Ms. Dollie Thompson	Senior Education Loans & Scholarship Officer
Ms. Chilean Rolle Burrows	Senior Education Loans & Scholarship Officer
Mr. Duane Ellis	Finance & Accounts Officer
Mr. Rickardo Miller	Data Administrator
Ms. Margaret Duncombe	Registry Supervisor
Ms. Michelle Taylor	Telephonist 1
Mr. Kareem Bowe	Collections Clerk
Ms. Wendy Moncur-Smith	Office Manager
Mr. Francis Cooper	Data Administrator

Supplies Section

Name	Position
Mr. Arthur L. Maycock	Chief Supplies Officer
Mr. Montgomery Johnson	Trained Teacher
Mr. Herman Munroe	Trained Teacher
Ms. Marcia L.A. Bannister	Senior Executive Secretary
Ms. Ella-Jane Riley- Grant	Executive Secretary
Ms. Isadora J. Brown	Chief Clerk
Ms. Darnell Farquharson	Senior Clerk
Mr. Rufus Lightfoot	Senior Clerk
Ms. Joeann White	Senior Clerk
Mr. Lester Carey	Business Machine Repairman
Mr. Stephen Ferguson	Business Machine Repairman
Mr. William Elliott	Business Machine Repairman
Mr. Norman Collie	Stores Assistant
Mr. James Ferguson	Stores Assistant
Spencer Curtis Antoine	Stores Assistant
Phillip Mckenzie	Stores Assistant
Jennifer A. Lightbourne	Senior Supplies Officer

Name	Position
Joseph Adderley	Stores Assistant
Kirklyn Francis	Assistant Store- Keeper
Edward Davis	Assistant Store- Keeper
Mavis Davis	Janitress/Filing Clerk
Dwight Hepburn	Driver

Human Resources Management Division (Ministry)

Name	Position
Ms. Sherrylee Smith	Under Secretary
Mrs. Isadelle Howells	First Assistant Secretary

Ms. Renee Davies	Senior Assistant Secretary
Ms. Cecile Stuart	Office Manager
Ms. Deanne Bain	Chief Executive Officer
Ms. Carol Nixon	Chief Executive Officer
Ms. Agatha Fritz	Senior Clerk
Ms. Antoinette Higgs	Senior Registry Clerk
Ms. Rhonda Martin	Clerk
Ms. Lisa Adderly	Filing Assistant
Ms. Matrina Fernander	Filing Assistant
Ms. Paulette Wilson	Filing Assistant
Ms. Natasha Brown	Filing Assistant
Ms. Loranna Judy Roberts	Janitress

The Department of Archives

Name	Position
Dr. Gail Saunders	Director General Of Heritage
Ms. M. Elaine Toote	Director of Archives
Ms Patrice M. Williams	Assistant Director of Archive
Ms. Sherriley Strachan	Chief Archivist
Mr. David Wood	Chief Archivist

Name	Position
Ms. Lulamae Collie-Gray	Archivist
Ms. Sherrine Thompson	Senior Assistant Archivist
Ms. Fredericka Dorsett	Finance & Accounting Officer
Ms. Princess Taylor	Chief Executive Officer
Ms. Portia Ingraham	Chief Executive Secretary
Ms. Joycelyn Rolle	Registry Supervisor
Ms. Hazel Storr- Rolle	Superintendent, Repair & Bindery
Ms. Karen Dorsett	Trainee Assistant Archivist
Ms. Cindy Simon	Trainee Assistant Archivist
Ms. Queenie Butler	Assistant Research Officer
Ms. Ivy Curry	Executive Secretary
Ms. Edith Sturup	Archives Assistant
Ms. Patrice Dorsett	Binder, Grade III

Ms. Rosalie Moss	Head Messenger
Ms. Rosaleen Moncur	Head Janitress
Ms. Linda Clarke	Office Assistant
Ms. Ida Farrington	Janitress
Ms. Christine Duncombe	Janitress
Ms. Lydia Brown- Jean	Janitress
Ms. Tiffany Cooper	Assistant Security
Ms. Lynette Smith	Messenger

EDUCATIONAL INSTITUTIONS

No.	School Name	Island	Level	Principal	Telephone
1	A.F. Adderley Junior High	New Providence	Junior	Drexwell Miller	325-6179
2	Abaco Central High	Abaco	Secondary	Euthal Green	367-2334
3	Abraham's Bay High	Mayaguana	Secondary	Vernice Gibson	339-3033
4	Acklins Central High	Acklins	Secondary	Andrew Dean	344-3153
5	Adelaide Primary	New Providence	Primary	David Dean	362-1020
6	Albury Sayle Primary	New Providence	Primary	Mary Mortimer	323-6058
7	Amy Roberts Primary	Abaco	Primary	Anne Bootle	365-4108
8	Arthur's Town High	Cat Island	Secondary	Madlyn Campbell	354-2175
9	Bartlett Hill Primary	Grand Bahama	Primary	Patson Neely	348-3783
10	Behring Point Primary	Andros	Primary	Catherine Sweeting	368-4063
11	Bennett's Harbour Primary	Cat Island	Primary	Allworth Rolle	354-6213

12	Bimini All-Age	Bimini	All Age	Joel Rolle	347-3380
13	Black Point All-Age	Exuma	All Age	Esther Cooper	355-3038
14	Bowen Sound Primary	Andros	Primary	Helen Thompson	368-4048
15	Burnt Rock Primary	Andros	Primary	Amanda Lundy-Ferguson	369-0125
16	C.C. Sweeting Junior High	New Providence	Junior	Angela Rolle	325-1507
17	C.C. Sweeting Senior High	New Providence	Senior	Delores Ingraham	356-5401
18	C.H. Reeves Junior High	New Providence	Junior	Paulene Adderley	323-4839
19	C.I. Gibson Senior High	New Providence	Senior	Lillian Hall	325-6179
20	C.R. Walker Senior High	New Providence	Senior	Julian Anderson	326-2001
21	C.V. Bethel Senior High	New Providence	Senior	Eulease Beneby	392-9250
22	C.W. Sawyer Primary	New Providence	Primary	Lorraine Lightbourne	328-8860
23	Cabbage Hill Primary	Crooked Island	Primary	Valderine Moss	344-2300
24	Carlton Francis Primary	New Providence	Primary	Earl Smith	361-5595
25	Carmichael Primary	New Providence	Primary	Albert Clarke	361-0473
26	Center For The Deaf	New Providence	Special School	Tessa Nottage	323-6767
27	Central Abaco Primary	Abaco	Primary	Eunice Mills	367-3457/8
28	Central Andros High	Andros	Secondary	Clyde Bowleg	368-2104
No.	School Name	Island	Level	Principal	Telephone
29	Central Eleuthera High	Eleuthera	Secondary	Kirkwood Cleare	332-1248
30	Centreville Primary	New Providence	Primary	Audrey Farrington	325-3736
31	Cherokee Sound Primary	Abaco	Primary	Michelle Lowe	367-2230
32	Claridge Primary	New Providence	Primary	Angela Russell	393-3661
33	Cleveland Eneas Primary	New Providence	Primary	Helen Simmons-Johnson	392-8324
34	Coconut Grove Preschool	New Providence	Preschool	Joanna Neely	323-3054
35	Columbus Primary	New Providence	Primary	Ella Collie	322-8172
36	Cooper's Town Primary	Abaco	Primary	Michael Rolle	375-0237
37	Crooked Island High	Crooked Island	Secondary	Cynthia Ferguson	344-2655
38	Crossing Rocks Primary	Abaco	Primary	Frank Hepburn	366-3236
39	Current Island All-Age	Eleuthera	All Age	Geleta Turnquest	335-3329
40	D.W. Davis Junior High	New Providence	Junior	Abraham Stubbs	322-3078

41	Deep Creek Primary	Andros	Primary	Lofton Neely	369-5085
42	Deep Creek Primary	Eleuthera	Primary	Rubert Anderson	334-8071
43	Doris Johnson	New Providence	Senior	Geoffrey McPhee	364-5263
44	Dumfries Primary	Cat Island	Primary	Edgar Thurston	354-5211
45	E.P. Roberts Primary	New Providence	Primary	Milton Lewis	323-4304
46	Eight Mile Rock High	Grand Bahama	Secondary	Sandra Edgecombe	348-3781
47	Emma E. Cooper Primary	Eleuthera	Primary	Herman Johnson	332-1409
48	Farmers Cay All-Age	Exuma	All Age	Eunice Wallace	355-4031
49	Forest Primary	Exuma	Primary	Ethel Clarke	358-8047
50	Fox Town Primary	Abaco	Primary	Austin Mills	365-2121
51	Freeport Primary	Grand Bahama	Primary	Colotha Mortimer	373-7464
52	Freetown Primary	Grand Bahama	Primary	Caleb Lightbourne	353-4820
53	Fresh Creek Primary	Andros	Primary	Emily Miller	368-2074
54	Gambier Primary	New Providence	Primary	Paulamae Bethell	327-1787
55	Garvin Tynes Primary	New Providence	Primary	Vanessa Coakley	361-8585
56	George Town Primary	Exuma	Primary	Kirvoy Knowles-Smith	336-2133
57	Gerald Cash Primary	New Providence	Primary	Sylvia Stubbs	361-2028
58	Glinton's Primary	Long Island	Primary	Ruth Smith	338-5055
No.	School Name	Island	Level	Principal	Telephone
59	Government High	New Providence	Senior	Linda Major	328-7960
60	Governor's Harbour Primary	Eleuthera	Primary	Karen Miller-Crean	332-2325
61	Grand Cay All-Age	Grand Cay	All-Age	Suresh Seeram	353-1347
62	Great Guana Cay All-Age	Abaco	All Age	Chere Pinder	365-5013
63	Green Castle Primary	Eleuthera	Primary	Arnold Pinder	334-6069
64	Gregory Town Primary	Eleuthera	Primary	Cheryl Minnis	335-5017
65	H.O. Nash Junior High	New Providence	Junior	Paula Adderley	323-6489
66	Harbour Island All-Age	Eleuthera	All Age	Roderick Rolle (actg.)	333-2261
67	High Rock Primary	Andros	Primary	Lettamae Riley-Forbes	369-4547
68	High Rock Primary	Grand Bahama	Primary	Eudell Roberts	353-4820
69	Holmes Rock Primary	Grand Bahama	Primary	Gia Walker	349-3792
70	Hope Town Primary	Abaco	Primary	Candace Key	365-017

71	Hospital School Project	New Providence	Special School	Gloria Miller	322-2861
72	Hugh Campbell Primary	Grand Bahama	Primary	Betty McCartney	351-6990/1
73	Inagua All-Age	Inagua	All Age	Marvin Duncombe	339-1301
74	Jack Hayward High	Grand Bahama	Secondary	Benjamin Stubbs	373-8750
75	James A Pinder Primary	Abaco	Primary	Brenelle Clarke	366-4015
76	James Cistern Primary	Eleuthera	Primary	Emily Petty	335-6291
77	L.N. Coakley High	Exuma	Secondary	Birkley Collie	345-0508/9
78	L.W. Young Junior High	New Providence	Junior	Keturah Wright	393-2327
79	Lewis Yard Primary	Grand Bahama	Primary	Rodney Smith	353-7001
80	Long Cay All-Age	Long Cay	All Age	Nishgo Bain-Collie	344-3010
81	Lovely Bay Primary	Acklins	Primary	John Bernard (actg.)	344-3162
82	Lowe Sound Primary	Andros	Primary	Cardinal Woods	329-7024
83	Lower Deadman's Cay Primary	Long Island	Primary	Greta Adderley	337-0544
84	Mabel Walker Primary	New Providence	Primary	Victor Cooper	323-4837
85	Mangrove Bush Primary	Long Island	Primary	Deral Wells	337-0308
86	Mangrove Cay High	Andros	Secondary	Anna Clarke-Rolle	369-0197
87	Man-O-War Cay All-Age	Abaco	All Age	Kellie Janes	365-6049
88	Martin Town Primary	Grand Bahama	Primary	Victoria Wright	348-3682
No.	School Name	Island	Level	Principal	Telephone
89	Mastic Point Primary	Andros	Primary	Berris Barr	329-3032
90	Maurice Moore Primary	Grand Bahama	Primary	Sheila Scavella	373- 7981/2/4
91	McCleans Town Primary	Grand Bahama	Primary	Remelda Davis- Thomas	353-3580
92	Moore's Island All-Age	Abaco	All Age	Ruthamae Rolle	366-6012
93	Morrisville Primary	Long Island	Primary	Sharon Cartwright	337-4408
94	Moss Town Primary	Exuma	Primary	Virginia Clarke	345-0041
95	Mount Thompson Primary	Exuma	Primary	Jasmine Nixon	358-7043
96	N.G.M. Major High	Long Island	Secondary	Machon Cartwright	337-0335
97	Naomi Blatch Primary	New Providence	Primary	Shirley Barr	323-6545
98	New Bight Primary	Cat Island	Primary	Alma Johnson-Poitier	342-3126
99	Nicholl's Town Primary	Andros	Primary	Clara Evans	329-2452

100	North Andros High	Andros	Secondary	Kendle Burrows	329-2322
101	North Eleuthera High	Eleuthera	Secondary	Shena Duncombe	335-1245
102	North Eleuthera Primary	Eleuthera	Primary	Deborah Deal	335-1233
103	North Long Island High	Long Island	Secondary	Malinda Hepburn-Pratt	338-8551
104	Oakes Field Primary	New Providence	Primary	Beryl Gray(actg.)	323-6829
105	Old Bight High	Cat Island	Secondary	Beverley Thacker	342-4057
106	Old Bight Primary	Cat Island	Primary	Christopher King	342-4058
107	Orange Creek Primary	Cat Island	Primary	Jenniemaie Higgs	354-4212
108	P.A. Gibson Primary	Eleuthera	Primary	Levada Ingraham	335-0071
109	PACE (N.P.)	New Providence	Special School	Jacqueline Knowles	356-0943
110	Palmdale Primary	New Providence	Primary	Beccamae Stubbs	393-8252
111	Pirates Well Primary	Mayaguana	Primary	Leatha Bain	339-3769
112	Preston Albury High	Eleuthera	Secondary	Althea Gibson	334-2585
113	Programme Sure (G.B.)	Grand Bahama	Special School	Marvin Rolle	352-2777
114	Programme Sure (N.P.)	New Providence	Special School	Joseph Rolle	341-2959
115	R.M. Bailey Senior High	New Providence	Senior	Dressler Sherman	393-2295
116	R.N. Gomez All-Age	Berry Island	All Age	Cleveland Ramsey	367-8727
117	Ragged Island All-Age	Ragged Island	All Age	Robert Boodram	344-1699
118	Red Bays Primary	Andros	Primary	Michelle Bowleg	329-7786
No.	School Name	Island	Level	Principal	Telephone
119	Ridgeland Primary	New Providence	Primary	Cleomie Burrows	325-3326
120	Rock Sound Primary	Eleuthera	Primary	Vandolyn Oldham	334-2204
121	Roker's Point Primary	Exuma	Primary	Betty Nixon	358-5025
122	Rolleville Primary	Exuma	Primary	Ednamae Thompson-Baker	345-6032
123	Rum Cay All-Age	Rum Cay	All Age	Bridgette Farrington	331-2836
124	S.C. Bootle High	Abaco	Secondary	Leslie Rolle	365-0065
125	S.C. McPherson Junior High	New Providence	Junior	Antionette Storr	361-4455
126	Sadie Curtis Primary	New Providence	Primary	Lillian Culmer	392-7080
127	Salina Point Primary	Acklins	Primary	Glenda Miller	344-3671
128	San Salvador High	San Salvador	Secondary	Michelle Greene	331-2603
129	Sandilands Primary	New Providence	Primary	Janet Culmer	324-2023

130	School For The Blind	New Providence	Special School	Maria Deleveaux	394-3197
131	Simms Primary	Long Island	Primary	Rodney Gibson	338-8008
132	Simpson Penn/Williemae Pratt Coeducational Unit	New Providence	Special School	Ella Louise Knowles	324-2025
133	Snug Corner Primary	Acklins	Primary	Mohani Nandkeshore(actg.)	344-3160
134	South Andros High	Andros	Secondary	Huel Moss Jr.	369-1869
135	Spanish Wells All-Age	Eleuthera	All Age	Frank Jones	333-4052
136	St. George's High	Grand Bahama	Secondary	Mary Cooper	352-7373
137	Stafford Creek Primary	Andros	Primary	Richard Deal	368-6028
138	Staniard Creek Primary	Andros	Primary	Degry Mcgregor	368-6297
139	Staniel Cay All-Age	Exuma	All Age	Donna Wilburg	355-2047
140	Stapledon School	New Providence	Special School	Curlene Burrows	323-4669
141	Stephen Dillet Primary	New Providence	Primary	Wenly Fowler	322-4291
142	Stuart Manor Primary	Exuma	Primary	Berthalee Lloyd	345-2327
143	Sweetings Cay All-Age	Grand Bahama	All Age	Patricia Minnis	353-2125
144	T.G. Glover Primary	New Providence	Primary	Cassandra Forbes	323-6823
145	Tarpum Bay Primary	Eleuthera	Primary	Johnny Butler	334-4281
146	The Beacon School	Grand Bahama	Special School	Sheryl Wood	325-8445
No.	School Name	Island	Level	Principal	Telephone
147	The Haven (PACE)	Grand Bahama	Special School	Lorna Cook	351-5844
148	Thelma Gibson Primary	New Providence	Primary	Shedrach Johnson	363-1361
149	Tiny Tot Preschool	New Providence	Preschool	Maepron Thompson	323-8829
150	Treasure Cay Primary	Abaco	Primary	Myrtis Russell	365-8273
151	United Estates Primary	San Salvador	Primary	Paul Turnquest	331-2603
152	Uriah McPhee Primary	New Providence	Primary	Thelma Dean	393-3147
153	Walter Parker Primary	Grand Bahama	Primary	Barbara Thompson	373-5129/30
154	Wemyss Bight Primary	Eleuthera	Primary	Frances Russell	334-0072
155	West End Primary	Grand Bahama	Primary	Jarvis Barr	346-6240
156	Willard Patton Preschool	New Providence	Preschool	Mary Roberts	322-8271
157	Williams Town Primary	Exuma	Primary	Enamae Dean	345-4050
158	Woodcock Primary	New Providence	Primary	Deborah Stuart	323-5971
159	Yellow Elder Primary	New Providence	Primary	Catherine McPhee	323-6317

EDUCATION INDICATORS

Enrollment Rates	2004-5
Gross Enrollment (Overall)	94.2
Gross Enrollment (Primary)	100.2
Gross Enrollment (Secondary)	88.3
Net Enrollment Rate (Overall)	91.9
Net Enrollment Rate (Primary)	91.8
Net Enrollment Rate (Secondary)	92
Teaching–Learning Process	
Student/Teacher Ratio (Overall)	14.7
Student/Teacher Ratio (Primary)	16
Student/Teacher Ratio (Secondary)	13.6
Percentage Trained Teachers	91
Financing of Public Education	
Public Expenditure on Education	17.00%
Personal Emoluments as a percentage of the recurrent budget for Education (Public)	76.50%
Recurrent expenditure as a percentage of public expenditure on Education	92.20%
Public expenditure on Education as a percentage of GDP	4.00%

