



Government of The Commonwealth of The Bahamas

Ministry of Education, Science and Technology

Annual Report 2016-2017

Educating Students To Create Life Long Learners

Prepared By:

The Planning and Research Section

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The Ministry of Education



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2016-2017**

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President, The University of The Bahamas

Dr. Robert Robertson
President, Bahamas Technical & Vocational Institute

REMARKS OF SUBMISSION

The purpose of the 2016-2017 Annual Report is to outline the mandate and accomplishments of the Ministry of Education, Science and Technology between August 2016 and July 2017. This Annual Report is submitted in fulfilment of The Education Act (Section 10; 1962) which requires the Minister of Education to present to Parliament on “the work of his Ministry and the state of education generally.”

The work of the Ministry of Education, Science and Technology is presented in six chapters; each chapter focuses on a specific aspect of the education system. Chapter One presents a statistical overview of the Bahamian education system consisting of the number of schools, students and teachers. The second chapter provides information on the financing of education according to budget allocations for the year under review. Moreover, Chapter Three details the work of the Ministry/Department of Education reporting on key initiatives undertaken by the various sections and units. National examination results inclusive of the Grade Level Assessment Test, the Bahamas Junior Certificate, and the Bahamas General Certificate for Secondary Education as well as national graduation results are presented in Chapter Four. Next, the fifth chapter highlights the major accomplishments of the Bahamas Technical and Vocational Institute. Finally, Chapter Six summarizes the main points of the Annual Report and lists recommendations for the way forward.

The production of the Annual Report is the responsibility of the Planning and Research Section and it is generated at the end of each academic year. The Annual Report serves to meet the informational needs of policymakers, educational practitioners, researchers, parents, students, and other stakeholders. Any comments regarding this report must be directed to:

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EXECUTIVE SUMMARY

This Annual Report provides an overview of the work of the Ministry of Education, Science and Technology during the 2016-2017 academic year. Data germane to the distribution of schools, students and teachers across The Bahamas are presented as well as a report on national funding to the Education sector. Student performance on national examinations are further summarized and analyzed. Major accomplishments are highlighted and challenges mounted. Finally, recommendations are made to improve the systems in place for the effective delivery of education in The Bahamas.

The Ministry of Education, Science and Technology is ultimately responsible for the education of students across the nation. There are some four hundred ninety-one (491) schools in The Bahamas; one hundred seventy-two (172) of which are public schools and three hundred nineteen (319) are private schools (Ministry of Education, Science and Technology National Census Data 2016-2017; National Accreditation and Equivalency Council; National Pre-School and Daycare Council/NAECOB). Among the private schools, twenty-four (24) schools were registered with NAECOB, and thirty-two (32) Pre-schools registered with the National Pre-School and Daycare Council for the 2016-2017 academic year.

Education is delivered nationally across school levels consisting of Pre-Schools/Pre-Primary Schools (3-5 years), Primary Schools (5-10+ years), Junior High Schools (11 – 13+ years), Senior High Schools (14 – 16+ years), Secondary Schools (11 – 16+), All-Age Schools (5 – 16+ years), Special Schools (5-16+ years), and Behavioral/Alternative Programs (11+years).

Fifty-six (56) public schools are situated in the capital, while the remaining schools are located within Grand Bahama and the Family Islands. Among the fourteen (14) public school districts in The Commonwealth of The Bahamas, The New Providence Southeastern District is the largest by student enrolment, comprising some eight thousand sixty-three (8,063) public school students. This year saw two thousand, nine hundred thirty-five (2,935) teachers and approximately three hundred ninety (390) administrators across all public schools with an average teacher: student ratio of 1:16. Ninety-one percent (91%) of teachers in the public school system are trained, possessing professional teacher certification.

The 2016-2017 saw the budget allocation of three hundred million, nine-hundred seventy-eight thousand, nine hundred seven dollars (\$300,978,907.00) to finance education, reflecting 11.7% of the national budget. The actual expenditure (330,497,136.00) however, relative to all public expenditure approximated to 11.6%. For the Education sector, recurrent expenditure accounted for eighty-eight percent (88%) while capital expenditure received twelve percent (12%) of the actual expenditure. Personal emoluments and allowances accounted for the lion share (63%) of Education's expenditure. As for Capital projects, the Ministry of Education invested the majority of funding to the acquisition, construction and improvement of capital assets accounting for more than twenty-one million dollars (\$21,915,245.00). The capital expenditure for the 2016-2017 fiscal year of forty-one million, sixty thousand, seven hundred four dollars (\$41,060,704.00) exceeded the approved amount by 100% (\$20, 500, 000.00), mainly due to repairs as a result of major hurricanes.

The Ministry of Education, Science and Technology reported numerous accomplishments this academic year. Foremost is the attainment of university status for the former College of The Bahamas in November 2016. The public school system also experienced the first cohort of students graduating with the Bahamas High School Diploma (BHSD) having satisfied the new standardized criteria for graduation. Forty-seven percent (47%) of public school students in Grade Twelve graduated in June 2017.

Furthermore in August 2016, the responsibility of registration and accreditation of independent primary, secondary and tertiary institutions, as well as the evaluation of qualifications, transferred from the Tertiary and Quality Assurance Division to the newly established National Accreditation and Equivalency Council of The Bahamas (NAECOB). As a result, there was a major thrust to regularize independent institutions operating within The Bahamas. Notwithstanding, the Council reported challenges with the majority of such institutions complying with regulations.

As for the country's leading technical and vocational institution, the Bahamas Technical and Vocational Institute welcomed its first President, Dr. Robert Robertson. Student enrolment at The Bahamas Technical and Vocational Institute (BTVI) increased this academic year as a result of

partnerships with local and international organizations, dual enrolment programs, online courses, the jumpstart and professional development programs, as well as apprenticeships.

Among other successes, The Tertiary and Quality Assurance Division developed and introduced the first online application process specific to the National Bursary Award and Teachers Education Grant. As a result, nine hundred forty (940) applications were submitted during the 2017 application period. The Division noted a decreased interest among high school students to pursue the teaching profession and is considering fresh and creative marketing strategies for the ensuing year.

The need for resources, both personnel and material, is echoed throughout the various sections and units within the Ministry and Department of Education. Official records from the Pensions Unit reveal sixty-five (65) officers inclusive of teachers, technical officers, and administrative officers retiring between January 2017 and August 2017. Noteworthy is the Security Division's request for additional staff to replace officers who have demitted office due to retirement or death. This is in addition to the request for an upgrade to technological equipment to enhance monitoring and communication on school campuses. Of concern is the surge in armed robberies (9 reported cases) on school campuses this academic year.

Additionally, the Special Services Section continues to provide services to support curriculum delivery within The Bahamas. Units within this Section include: the Guidance/Counseling Unit, School Psychological Unit, School Attendance Unit, Speech/Language Therapy Unit and Special Education Unit. One hundred sixty-seven (167) students were evaluated and treated by Speech/Language Therapists this academic year, including those seen at schools and at the clinic at the Ministry of Education, Science and Technology. The School Psychological Unit provided psycho-educational assessment to more than two hundred thirty-seven (237+) students in New Providence and the Family Islands; an additional sixty-four (64) students received Behavioral Evaluation and Intervention. However, testing materials for Speech/Language Therapy and Psychological Assessment remain inadequate. Moreover, Speech Therapy services are limited as there is a need for the recruitment and hiring of additional Speech-Language Therapists to service schools across The Bahamas. The School Attendance Unit also reported one thousand five hundred

ninety (1,590) cases referred from schools in New Providence and Grand Bahama. Nevertheless, of those cases referred, the Unit could only account for two hundred fifty-eight (258) students resuming attendance to schools or placed in an alternative/behavioral program.

Curriculum Reform has been a priority within the Department of Education. To this end, significant strides were made in revising the existing curriculum for the 2016-2017 year particularly within the Early Childhood Education and Primary Curriculum Sections. Also, there is specific focus across the Learning Resources Section and Curriculum Division as to providing indigenous Bahamian materials to supplement the curriculum within primary and high schools.

Students across The Bahamas sit national examinations inclusive of the Grade Level Assessment Test (GLAT) in Grades Three (3) and Six (6), the Bahamas Junior Certificate (BJC), and the Bahamas General Certificate of Secondary Examinations (BGCSE). On the GLAT-3, public schools attained a sixty-three percent (63%) A-D pass rate inclusive of both Mathematics and Language Arts. As for the GLAT-6 results, a fifty-one percent (51%) A-D pass rate was computed for students in respect to Mathematics and Language Arts combined. In regards to BJC across all subject areas, the country achieved sixty-four percent (64%) A-D passes. As for BGCSE, the nation achieved seventy-one percent (71%) of A-D passes overall; there was a seventy-five percent (75%) A-D pass rate for BGCSE English Language, and thirty-seven percent (37%) A-D pass rate for BGCSE Mathematics. Overall across all subject areas in the 2016-2017 sitting of the BGCSE examinations, government schools attained seventy-three percent (73%) A-D passes while private schools achieved seventy-two percent (72%) A-D passes. Female students outperformed male students on all national examinations.

The accomplishments highlighted in this report testify to the resolve of the Ministry of Education, Science and Technology to afford all persons with the knowledge, skills, values and attitudes necessary to contribute positively to society, and compete on the global stage. Where there are challenges and weaknesses, the Ministry is constantly assessing and monitoring systems in place with a view to improve the delivery of education in The Bahamas.

ROLE AND FUNCTION OF THE MINISTER OF EDUCATION

The Education Act mandates the Minister of Education to promote the education of all persons in The Bahamas at the respective levels using all available resources for its development. Further to the same, the Minister serves to strengthen both the Government's and global community's commitment to advancing education to all. The Minister assumes full responsibility for the overall development and administration of education in The Bahamas. It is the function of the Government to ensure each child is able to recognize their privileges and responsibilities as members of their communities who are able to actively contribute to the progressive development of the country. The Ministry of Education, Science and Technology is the mechanism in place to ensure that the government's mandate is attained.

VISION STATEMENT

Our vision is for a Bahamian Education System that will foster academic excellence and equip students with multiple literacies that will enable them to make meaningful contributions as nation builders who are globally competitive.

MISSION STATEMENT

Our mission is for a Bahamian Education System that will seek to provide all persons in The Bahamas an opportunity to receive a quality education that will equip them with the necessary beliefs, knowledge, attitudes and skills required for life, both in a democratic society guided by Christian values and in an inter-dependent changing world.”

PHILOSOPHY AND BELIEF STATEMENTS

The philosophy which undergirds the education policies and informs the provision of education, formal and non-formal in The Bahamas, is grounded in the following principles:

- a. A belief in the intrinsic worth of every human being and the protection of human rights.
- b. A 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.

- c. 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.
- d. An uncompromising commitment to the pursuit of excellence by teachers, trainers, learners and all who are associated with these educational enterprises.
- e. A belief in the ability of the teaching/learning process to unlock and draw out the fullest potential of the individual.
- f. 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.
- g. 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.
- h. An appreciation of the natural and cultural heritage of The Bahamas.
- i. A recognition of the obligation of all citizens to contribute positively to their society, and of their right to enjoy its benefits.
- j. A commitment to those qualities which are recognised in the preamble to the Constitution of The Bahamas as being essential to the preservation of the freedom of our people: "self-discipline, loyalty, unity and an abiding respect for Christian values and the rule of law".
- k. 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.
- l. A recognition of The Bahamas as part of a wider world community which it must value and with which it must interact productively

INTRODUCTION

“EDUCATING STUDENTS TO CREATE LIFE LONG LEARNERS”

A new and dynamic theme was penned to steer the goals, objectives, strategies and actions of the national education system for the 2016-2017 academic year. ‘Educating Students to Create Life Long Learners’ reflects the thrust to provide quality education to young and old citizens alike, equipping them with the tools necessary to compete in a global village. This year’s theme transforms culture, attitudes and behaviors, breaking age-old barriers to educational attainment. The limits are lifted for Bahamian citizens throughout the lifespan, granting fresh opportunities to pursue dreams and contribute positively to society.

Vision 2030: A Shared Vision for Education (2016) validates the need for the Ministry of Education, Science and Technology (MOEST) to encourage personal development at all ages and stages. The Vision emphasizes a commitment to providing a workable plan to enhance the education sector. Furthermore, as outlined in Vision 2030, the purpose of education is to: a. consciously and intentionally reinforce the values which The Constitution of the Commonwealth of The Bahamas speaks, *‘a national commitment to self-discipline, industry, loyalty, unity and an abiding respect for Christian values and the Rule of Law’* and b. provide ongoing foundational and skills training which promotes excellence, and seeks to ensure the highest level of attainment by all. In addition to formal education programs, alternative forms of educational delivery are needed to facilitate the needs of those who may be disenfranchised by location, cognitive and physical challenges, incarceration, and the home-schooled. The engagement of multiple stakeholders is necessary to realize the objectives outlined for Education. Parental involvement is particularly critical to increase student achievement.

While the Ministry of Education, Science and Technology is challenged in many capacities, tremendous strides have been made on a national scale this academic year. November 10, 2016 saw the College of The Bahamas transition to the University of The Bahamas; no small feat for the islands of The Bahamas. This historic transition fulfils a vision for tertiary education and national development conceived over forty years ago. Also noteworthy is the materialization of

The Bahamas High School Diploma which has been a dream for successive Bahamian governments. The first cohort of public school students, from Abaco in the north to Inagua in the south, walked the stage receiving the National Diploma. Criteria for the Bahamas High School Diploma is standardized across public and private schools. Moreover, The Ministry of Education, Science and Technology is working ambitiously to regulate home-schooling in The Bahamas. The goal is to ensure that children receive quality scholastic instruction within the home environment and further have access to national examinations.

Education in The Bahamas is compulsory for children between the ages of five (5) years and sixteen (16) years irrespective of location, race, nationality, religion, or ability level. Furthermore, the Education System caters to students at three levels: Primary, Secondary (junior/senior high), and Further Education thus providing educational opportunities for all. The 2016-2017 Annual Report presents the various mechanisms and activities in place to meet the academic, technical and vocational needs of the country.

CHAPTER I

STATISTICAL OVERVIEW OF THE SCHOOL SYSTEM

This chapter furnishes readers with a statistical snapshot of the Bahamian school system. The data presented herein offers a context to appropriate the current status and needs of education within The Bahamas. Data pertaining to schools, students, teachers and administrators are organized by district, school type, school level and sex.

NATIONAL SCHOOL PROFILE

The 2016-2017 academic year saw some four hundred ninety-one (491) schools existing across the archipelago (See Table 1.1). One hundred seventy-two (172) of which are fully maintained and controlled by The Bahamas government, while three hundred nineteen (319) of those schools operate privately. Among the private schools, thirty-two (32) Stand-Alone Pre-schools were registered with the National Pre-school and Daycare Council (responsible for regulating independent Pre-schools), while twenty-four (24) Primary, Secondary, All-Age and Special Schools were approved and registered with the National Accreditation and Equivalency Council (NAECOB 2016/17), the body responsible for registering and accrediting educational institutions. Therefore, seventy-two (72) private schools above the Pre-Primary level were unregistered; this count may reflect limited awareness among educational providers regarding the recent establishment of NAECOB for the 2016-2017 academic year. As depicted in Table 1.1, the Ministry of Education, Science and Technology's record reflects some ninety-six (96) functioning private schools above the Pre-Primary level (Primary, Junior, Secondary, All-Age and Special).

According to the National Pre-school and Daycare Council, two hundred twenty-three (223) private Stand-Alone Pre-schools were established within The Bahamas, having received business licenses to operate; this number excludes Pre-schools in Grand Bahama due to Port Authority regulations. However, one hundred ninety-one (191) of those private Stand-Alone Pre-schools have not complied with the National Pre-school and Daycare Council's registration requirements.

Table 1.1
2016-2017 National School Profile

School Type	Public	Private	Total
Stand-Alone Pre-school	11	*223	234
Primary	93	28	121
Junior	10	1	11
Senior	9	0	9
Secondary	21	15	36
All-Age	13	46	59
Special	8	6	14
Behavioral/Alternative	7	0	7
Total	172	319	**491

Source: Ministry of Education, Science & Technology National Census Data 2016/17; National Pre-School & Daycare Council 2016/17; NAECOB Registry 2016/17

**Private Pre-schools in New Providence and Family Islands excluding Grand Bahama **Excludes Private Pre-schools in Grand Bahama*

According to the current National School Profile, Pre-schools constitute forty-eight percent (48%) of schools within The Bahamas, representing the largest distribution of schools in the country. This is followed by Primary schools (25%; Inclusive of *attached* Pre-Primary and/or Grades 1 to 6). Public Primary schools, as reported in Table 1.1, also account for the fifty-four (54) attached Pre-school units across The Bahamas. Eleven (11) Stand-Alone Government Pre-schools are dispersed across New Providence, Grand Bahama, and Andros. Three (3) and four (4)-year olds are eligible for Pre-school education in The Bahamas.

The third largest school type is the All-Age school type (12%). All-Age schools are responsible for students from Pre-Primary and/or Grade One (1) through Grade Twelve (12). Seventy-eight percent (78%) of schools within the All-Age category are private schools.

PROFILE OF PUBLIC SCHOOLS IN THE BAHAMAS

Table 1.2
Distribution of Public Schools By District

#	District	School Type							Behavioral	Total
		Stand-Alone Preschool	Primary	Junior	Senior	Secondary	All-Age	Special School		
1.	Abaco	0	11	0	0	2	1	0	0	14
2.	North Andros & The Berry Islands	0	9	0	0	2	1	0	0	12
3.	South Andros & Mangrove Cay	3	3	0	0	2	0	0	0	8
4.	Cat Island, Rum Cay, and San Salvador	0	5	0	0	3	1	0	0	9
5.	East Grand Bahama & The Cays	1	3	2	1	0	2	0	2	11
6.	Exuma, Ragged Island & The Cays	0	8	0	0	1	4	1	0	14
7.	Eleuthera	0	12	0	0	3	2	1	0	18
8.	West Grand Bahama & Bimini	0	8	1	1	2	0	1	0	13
9.	Long Island	0	5	0	0	2	0	0	0	7
10.	MICAL	0	5	0	0	3	2	0	0	10
11.	Northeastern New Providence	1	6	2	2	0	0	2	2	15
12.	Northwestern New Providence	2	6	2	2	0	0	3	0	15
13.	Southeastern New Providence	2	6	2	2	0	0	0	2	14
14.	Southwestern New Providence	2	6	1	1	1	0	0	1	12
Total	14	11	93	10	9	21	13	8	7	172

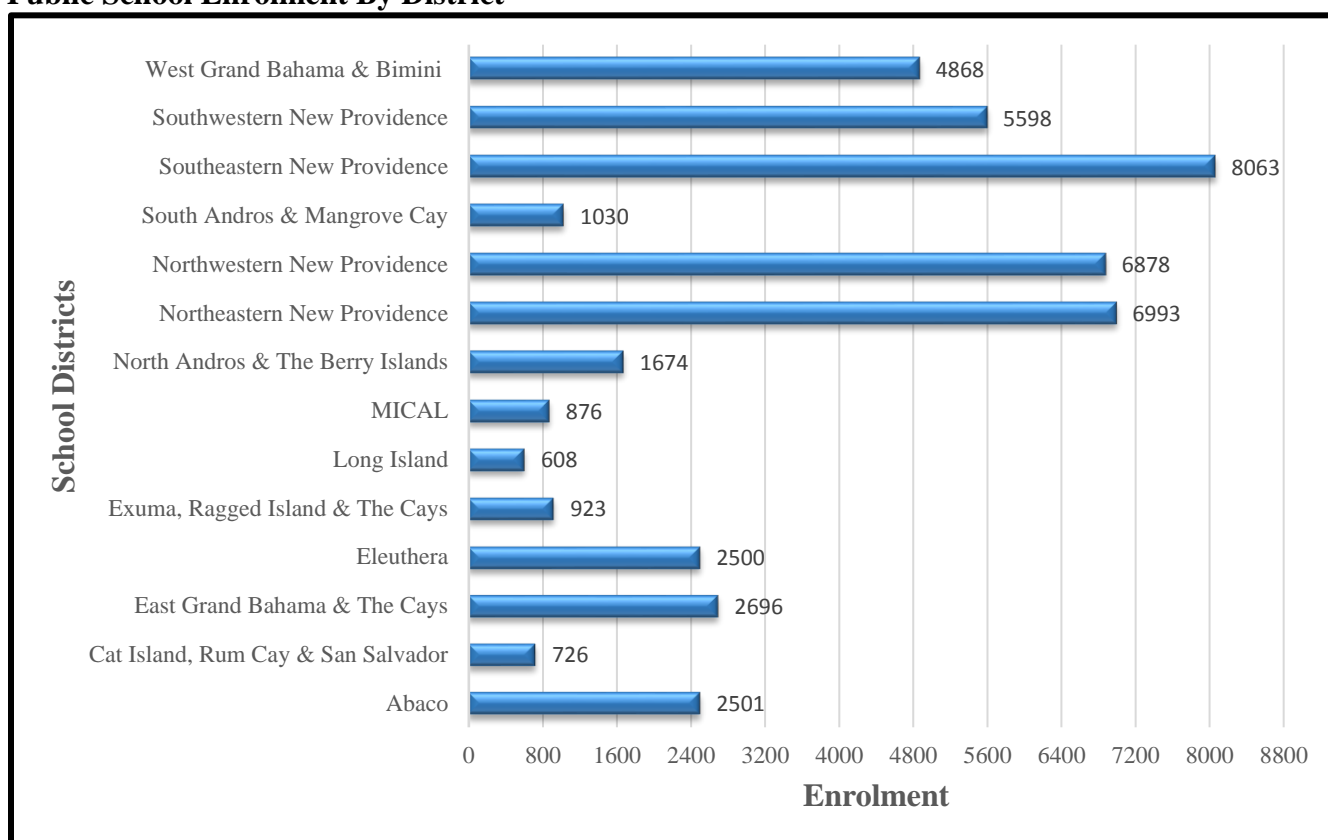
Source: Ministry of Education, Science & Technology National Census Data 2016/17

Public schools (172) are distributed across fourteen (14) school districts in The Bahamas. The Eleuthera district comprises eighteen (18) of those schools, representing the largest school district, followed by the Northeastern (15 schools) and Northwestern (15 schools) districts in New Providence. Whereas, the district of Long Island has the least number of schools (7), making it the smallest district by this measure (See Table 1.2).

New Providence school districts (4) consist of seven (7) Junior high schools (Grades 7-9), seven (7) Senior high schools (Grades 10-12), and one (1) Secondary school (Grades 7-12): the Anatol Rodgers High School. Whereas, in the Family Islands, public school students in Grades Seven (7) to Twelve (12) are taught, for the most part, in Secondary or All-Age schools. Secondary schools provide continuous education for students in Grades Seven (7) through Twelve (12). The public education system also comprises eight (8) Special Schools, three (3) of which are on Grand Bahama, Eleuthera and Exuma for students who require special education. Additionally, there are seven (7) Behavioral or Alternative Programs specifically established for students with severe behavioural challenges, or female students who may become pregnant.

Public School Enrolment In The Bahamas

Graph 1.1
Public School Enrolment By District

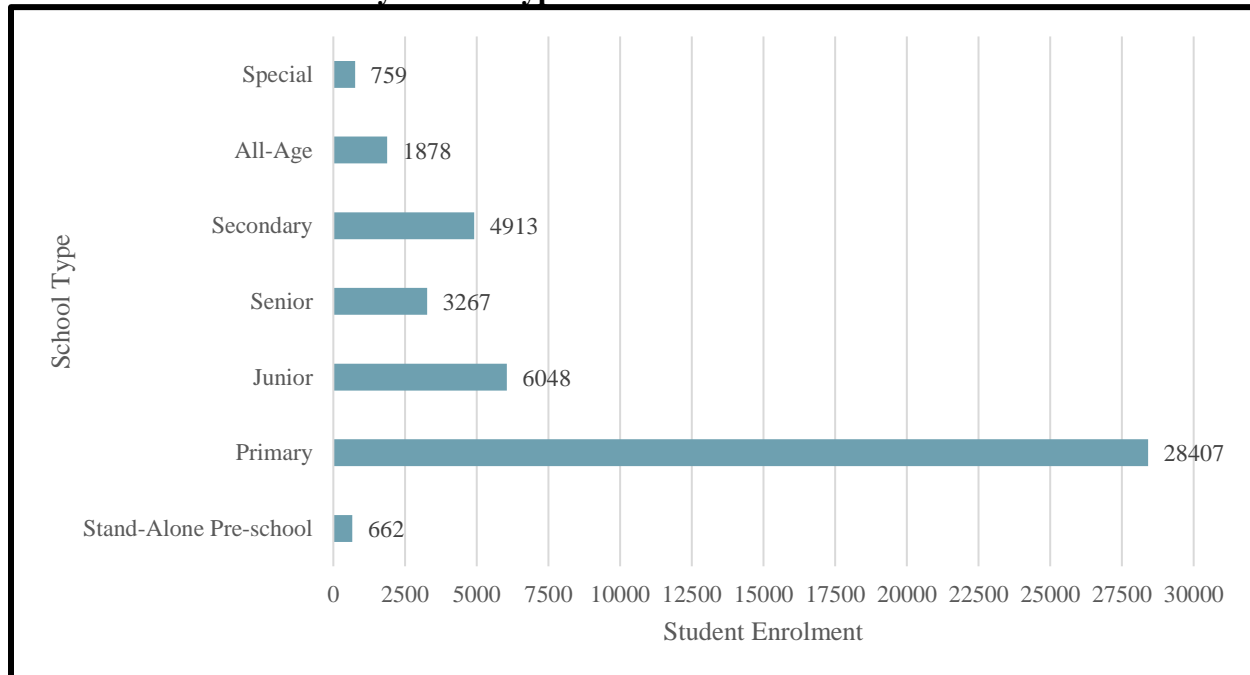


Source: Ministry of Education, Science & Technology National Census Data 2016/17

Graph 1.1 illustrates the number of students enrolled within the public school system as organized by school districts. A total of forty-five thousand, nine-hundred thirty-four (45,934) students were enrolled in public schools for the 2016-2017 academic year. Enrolment decreased by approximately three percent (3%) when compared to the 2015-2016 academic year (47,574). Sixty percent (60%) of students within the public school system were enrolled in New Providence schools. The distribution of students enrolled in New Providence school districts compared to Family Island districts is a reflection of the population dispersion on the Bahama Islands. Nevertheless, there is a significant skewing where there is a higher percentage of school-aged children who are on the Family Islands than would be expected which reflects the longstanding practice of children being sent to or left with grandparents while parents migrate to the capital. The 2010 National Census revealed the population of The Bahamas to be three hundred fifty-one thousand, four hundred sixty-one (351,461); seventy percent (70%) of the population resides in New Providence (246,329; Department of Statistics). Outside of New Providence, the largest school district for the 2016-2017 academic year was West Grand Bahama and Bimini (4,868 students).

The Southeastern District in New Providence is, by a significant margin, the largest school district in The Bahamas, as measured by student enrolment (8,063). A considerable number of students (5,598) were also enrolled in schools within the Southwestern District of New Providence. This is no surprise as New Providence has seen a significant population shift to the South of the island over the last three (3) decades. Overall, school districts containing the lowest student enrolment consist of Long Island (608), Cat Island, Rum Cay and San Salvador (726), and MICAL (876), respectively.

Graph 1.2
Public School Enrolment By School Type



Source: Ministry of Education, Science & Technology National Census Data 2016/17

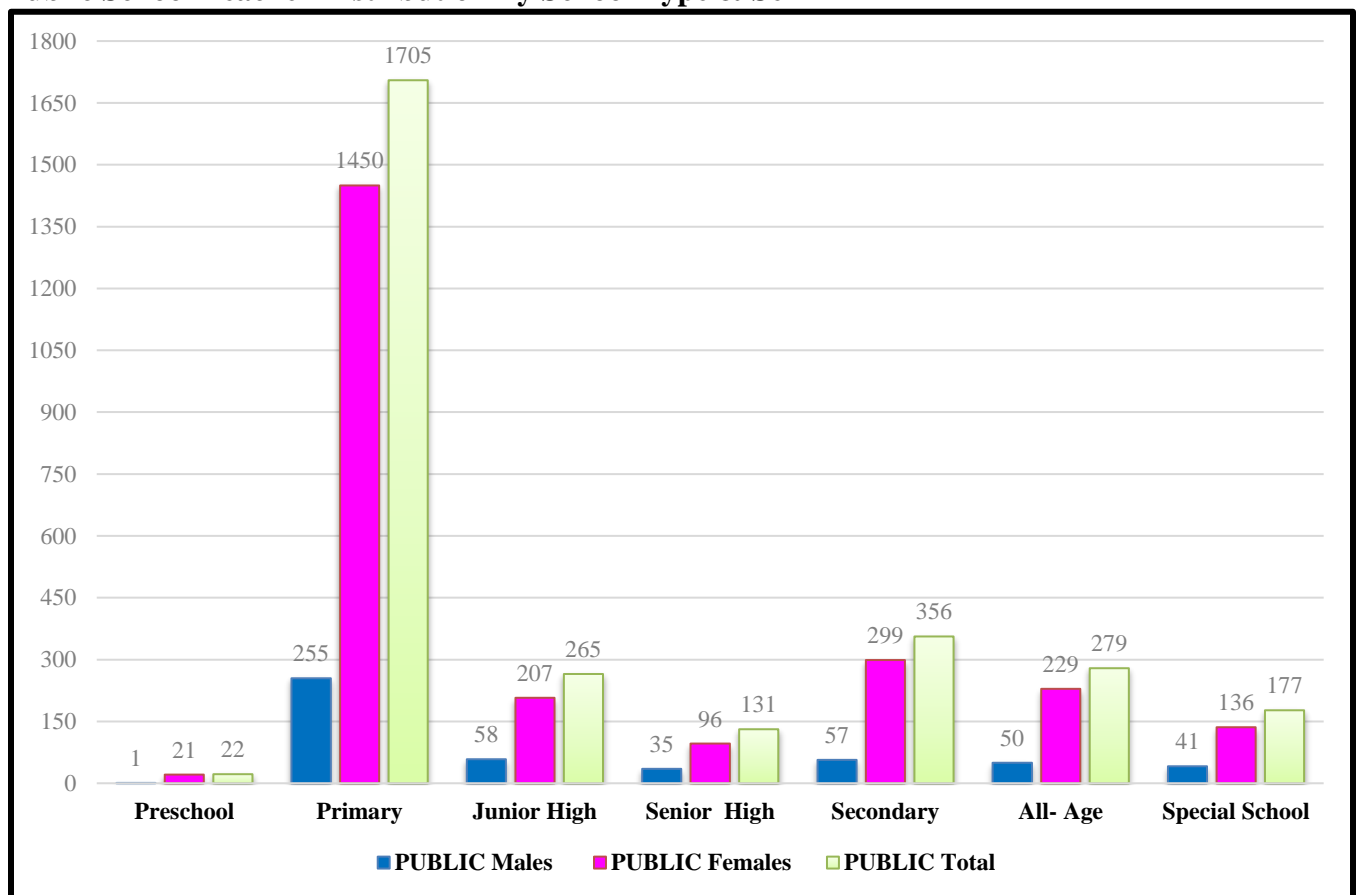
An examination of the 2016-2017 public school enrolment data by school type clearly reveals the primary school as the dominant public school level in The Bahamas (See Graph 1.2). Sixty-two percent (62%) of students enrolled in public schools are contained within Primary schools. As students progress through public school, enrolment numbers decrease; Junior high accounts for thirteen percent (13%) of students while Senior high represents seven percent (7%) of students within the public school system. Parents in The Bahamas usually consider private schooling as a viable option which accounts for the decrease in public high school enrolment. Bahamian parents have the option of enrolling their children into attached Pre-schools within public Primary schools or in private Pre-schools, which explains the Stand-Alone Pre-school count in Graph 1.2. Pre-school education is also not yet mandatory in The Bahamas.

Teacher Deployment In Bahamian Public Schools

The 2016-2017 Education Census data further suggest that some two thousand nine hundred thirty-five (2,935) teachers and approximately three hundred ninety (390) were employed by the Ministry of Education, Science and Technology (Planning and Research Section, 2016/17). Among the

administrators, approximately two hundred eighty-nine (299) were females while ninety-one (91) were males. The highest percentage of teachers was deployed to public Primary schools. An analysis of teacher data by gender reveal a significant disparity between the number of male teachers compared to female teachers in public schools (See Graph 1.3). There were four hundred ninety-seven (497) males and two thousand four hundred thirty-eight (2,438) females serving public school students. As depicted in Graph 1.3, males (255) were predominantly employed in Primary schools while the least served at Senior high schools (35) and Pre-schools (1).

Graph 1.3
Public School Teacher Distribution By School Type & Sex



Source: Ministry of Education, Science & Technology National Census Data 2016/17

Table 1.3
Public School Teacher Enrolment By School Type

School Level	Teachers
Stand-Alone Preschool	22
Primary	1705
Junior	265
Senior	131
Secondary	356
All-Age	279
Special School	177
Total	2935

Source: Ministry of Education, Science & Technology National Census Data 2016/17

Table 1.3 outlines the number of teachers in the public school system according to school type. The Bahamian education system is fortunate to have a student to teacher ratio of sixteen to one (16:1). Special schools boast of an average of four (4) students to one (1) teacher. Primary school teachers represent more than half of the teachers (58%) within public schools. The overall number of teachers within the public school system has decreased when compared to the 2015-2016 academic year (3,197 teachers).

The Ministry of Education, Science and Technology makes a concerted effort to hire qualified teachers. In-Service Awards are provided for eligible teachers endeavouring to pursue undergraduate and graduate degrees. Thus, ninety-one percent (91%) of teachers within the public school system are trained (See Table 1.4), possessing at the very least a Teacher's Certificate. In many cases, teachers possess both teaching certification, an Associate's degree and/or a Bachelor's degree. Nevertheless, there remains a few untrained teachers (9%) in the system who have attained an academic degree but do not possess teacher certification.

Table 1.4
Distribution of Public School Teachers By – Sex, School Type & Teaching Certification

School Type	Trained			Untrained			Total
	Males	Females	Total	Males	Females	Total	
Stand-Alone Preschool	1	16	17	0	5	5	22
Primary	222	1396	1618	33	54	87	1705
Junior High	39	190	229	19	17	36	265
Senior High	25	80	105	10	16	26	131
Secondary	40	274	314	17	25	42	356
All-Age	33	208	241	17	21	38	279
Special School	28	115	143	13	21	34	177
Total	388	2279	2667	109	159	268	2935

Source: Ministry of Education, Science & Technology National Census Data 2016/17

PROFILE OF PRIVATE SCHOOLS IN THE BAHAMAS

Table 1.5
Distribution of Private Schools By - Island & School Type

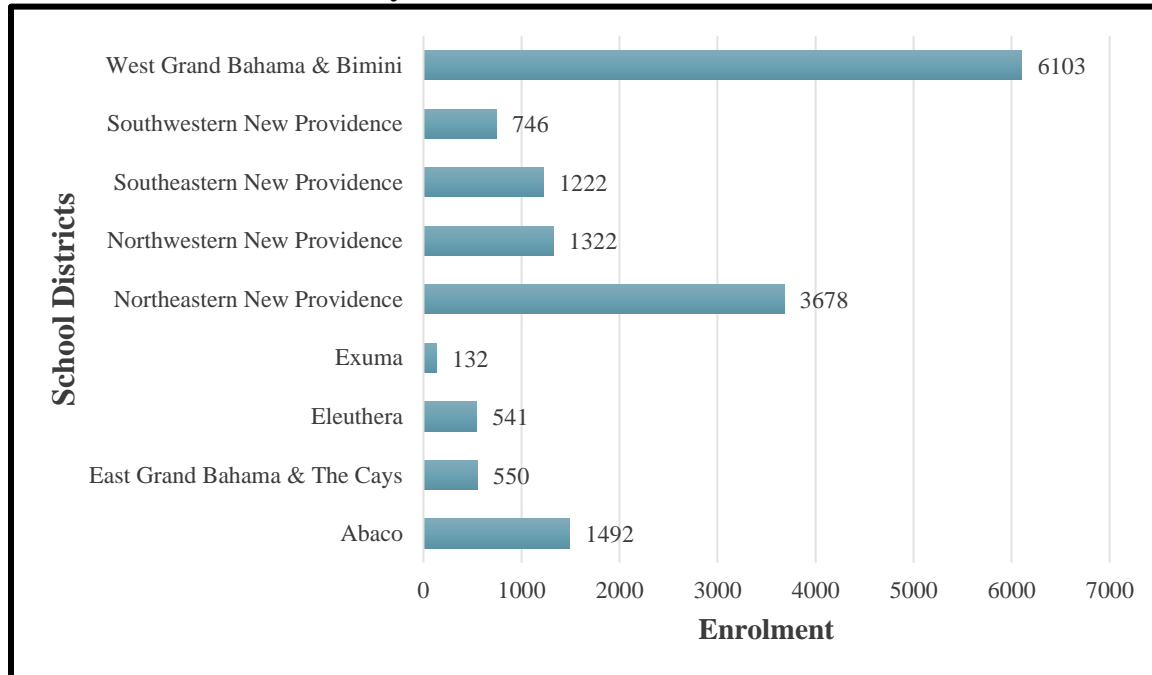
Island	Stand-Alone Pre-school	School Type						Total
		Primary	Junior	Senior	Secondary	All-Age	Special School	
Abaco	8	3	1	0	2	5	1	20
Acklins	2	0	0	0	0	0	0	2
Andros	7	0	0	0	0	1	0	8
Bimini	1	0	0	0	0	1	0	2
Cat Island	2	0	0	0	0	0	0	2
Eleuthera	9	0	0	0	1	2	0	12
Exuma	3	0	0	0	1	1	0	5
Grand Bahama	N/A	7	0	0	2	7	0	16
Inagua	2	0	0	0	0	0	0	2
Long Island	6	0	0	0	0	0	0	6
New Providence	181	18	0	0	9	29	5	242
San Salvador	2	0	0	0	0	0	0	2
Total	223	28	1	0	15	46	6	319

Source: Ministry of Education, Science & Technology Examination Data 2017; National Census Data 2016/17; NAECOB Registry 2016/17; National Pre-School & Daycare Council 2016/17

Many private schools are governed by religious organizations including the Anglican, Methodist, Catholic and Baptist churches. Stand-Alone Pre-schools account for 70% of private schools, followed by All-Age schools (14%). Unlike the government sector, there are no private schools which only offer education at the Senior high level (Grades 10-12). Seventy-six percent (76%) of the private schools are found on New Providence (See Table 1.5).

The data presented in Graph 1.4 represent private school student enrolment for private schools who reported during the National Education Census Exercise for the 2016-2017 academic year (15,786 students). The largest proportion of students attending private schools were enrolled within the boundaries of the West Grand Bahama and Bimini district (6,103 students). Table 1.6 outlines the distribution of private school teachers in The Bahamas by school type with the exception of Stand-Alone Pre-schools. The largest percentage of private school teachers are employed at All-Age schools (59%) followed by Primary schools (23%).

Graph 1.4
Private School Enrolment By District



Source: Ministry of Education, Science & Technology National Census Data 2016/17

*Represents Private Schools who reported during the Ministry of Education National Census Exercise 2016/17

Table 1.6
Distribution of Private School Teachers By Sex & School Type

School Type	Males	Females	Total
Primary	52	228	280
Junior High	19	42	61
Secondary	41	77	118
All-Age	161	545	706
Special School	10	28	38
Total	283	920	1203

Source: Ministry of Education, Science & Technology National Census Data 2016/17

CONCLUSION

Chapter One provided the statistical overview for the 2016-2017 Annual Report. Information regarding public and private schools operating within The Bahamas was shared. Student, teacher and administrator enrolment statistics were presented to give readers an overview of the number of persons currently serving in, or being served by the education system. This statistical overview is an appropriate backdrop to Chapter II on Financing Education, outlining the government's statutory obligation to ensure each student in the school system receives a quality education.

CHAPTER II

FINANCING EDUCATION

This chapter provides an overview of the funding allocated to the Ministry of Education, Science and Technology to fulfil the overarching goal of providing quality education. The chapter further outlines the actual expenditure of funds by this Ministry and the nature of the same. It should be noted that the Ministry of Education, Science and Technology is essentially a non-revenue generating government agency with the majority of its expenses underwritten by the central government.

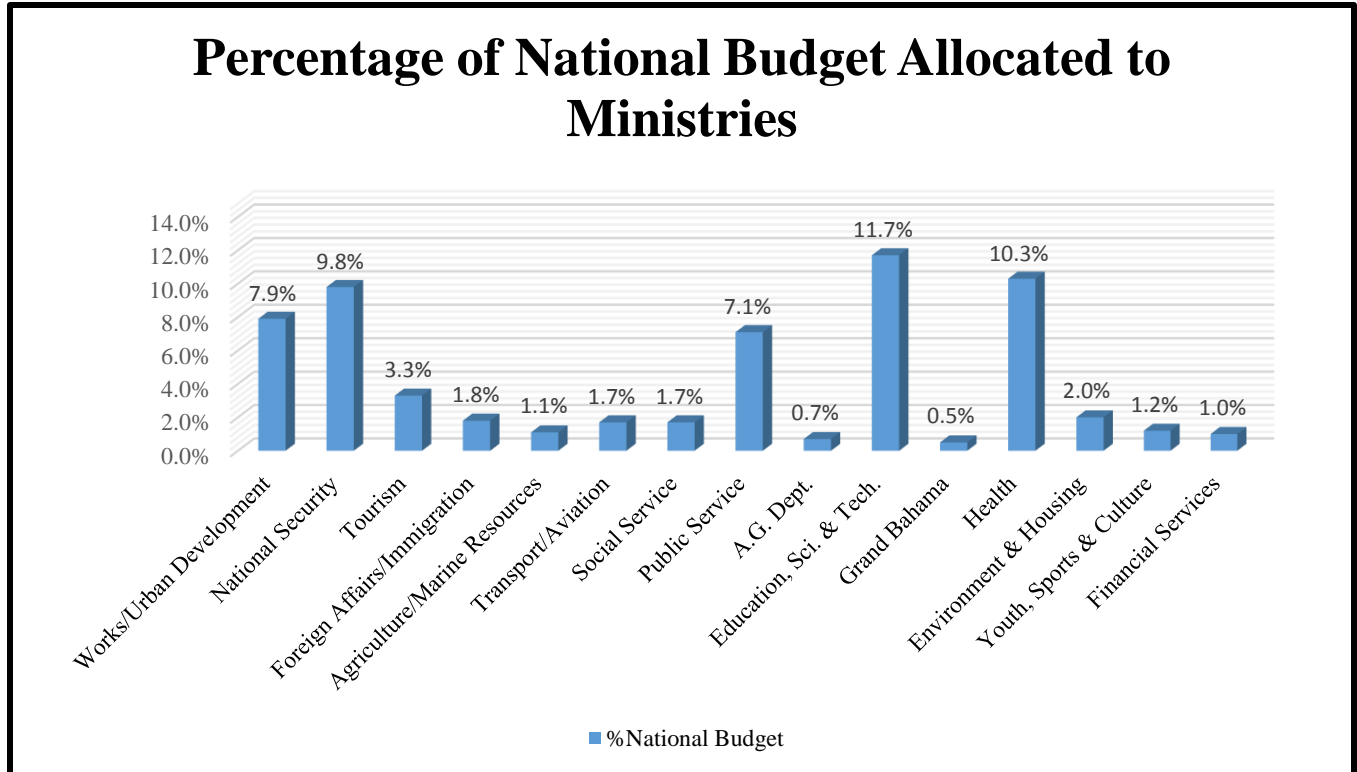
On 25th May 2016, an estimated overall expenditure of two billion, five hundred sixty-two million, eight hundred fifteen thousand, six hundred twenty-two dollars (\$2,562,815, 622.00) was budgeted by the Bahamas government for national development toward the 2016-2017 fiscal year (Commonwealth of The Bahamas Draft Estimates of Revenue and Expenditure, 2016-2017). This represented a nine point five percent (9.5%) increase over the previously approved estimate for the 2015/2016 fiscal year.

As for Education, the sector received an increased allocation of six percent (6%) at sixteen million, nine hundred forty-eight thousand, five hundred forty-one dollars (\$16,948,541.00) over the 2015-2016 fiscal year. However, the allocation relative to the national budget decreased this year from twelve point one percent (12.1%) to eleven point seven percent (11.7%). Over the last ten years, there has been a steady decrease in the share of government funding provided to the Ministry of Education (See Graph 2.2). Global standards, according to the 'Education 2030 Framework for Action', suggest a minimum of fifteen percent (15%) of government spending allocated to Education (UNESCO, 2015).

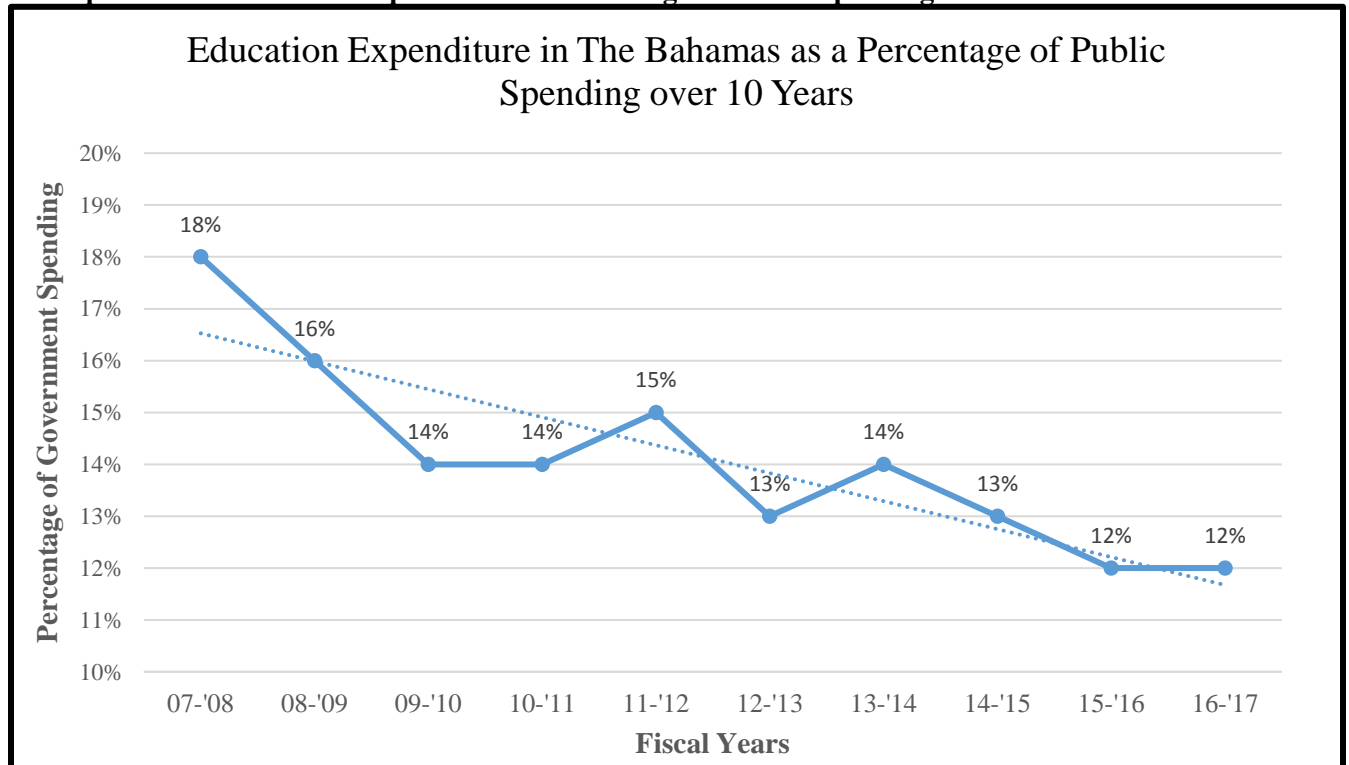
Nevertheless, as demonstrated in Graph 2.1, with the exception of the Ministry of Finance (35.9%), the Ministry of Education, Science and Technology continued to receive the lion share (11.7%) of the national budget in the amount of three hundred million, nine hundred seventy-eight thousand, nine hundred seven dollars (\$300,978,907.00). This allocation reflects the understanding of the importance of education to the process of national development and the government's commitment

to this most vital sector of government. Furthermore, one must understand that the Ministry of Education, Science and Technology is an enormous ministry with the largest workforce and physical plant infrastructure. This percentage allocation to the Ministry with responsibility for education has been the custom for successive Bahamian governments. As reflected in Graph 2.2, for the past five years, the range of funding allocated to the education sector by the Parliament of The Bahamas has been between twelve percent (12%) and fourteen percent (14%) of the national budget.

Graph 2.1
Allocation of National Budget to Ministries 2016-2017



Graph 2.2
Comparison of Education Expenditure as Percentage of Public Spending: 2006-2017



Allocation Of Public Funds To The Ministry Of Education, Science and Technology

In its annual budget debate exercise, the Parliament of The Commonwealth of The Bahamas agreed to allocate a total of three hundred million, nine hundred seventy-eight thousand, nine hundred seven dollars (\$300,978,907) to the Education sector. This amount, outlined in Table 2.1, is presented under the three budget heads for which the Ministry is responsible. The 2016/2017 Budget Heads include:

Head 35: Department of Education

Head 37: Department of Archives

Head 38: Ministry of Education, Science and Technology

As highlighted in Table 2.1, each budget head has been allocated a recurrent budget. A capital budget however, is only allocated to the Ministry arm of the Ministry of Education, Science and Technology. This is due to the fact that Head 38 is responsible for addressing all of the capital needs of the Ministry of Education which include the *administrative* components of the Ministry of Education, the Department of Education, and the Department of Archives. (Please note that for analysis purposes, all of the funds allocated and spent under these various budget heads have been aggregated and are typically discussed in this manner.)

Table 2.1
Allocation of Public Funds to the Ministry of Education, Science and Technology: 2016/2017

Head #	Ministry or Department	Approved Estimates 2016/2017 In Millions (Bah\$)		
		Recurrent	Capital	Total
35	DOE	191.9	n/a	191.9
37	DOA	0.9	n/a	0.9
38	MOE	87.6	20.5	108.1
	TOTAL	280.4	20.5	300.9

Source: 2016/2017 Draft Estimate of Revenue and Expenditure, Ministry of Finance (Note: Figures rounded to 1dp).

Actual Expenditure Of Public Funds By The Ministry Of Education, Science and Technology

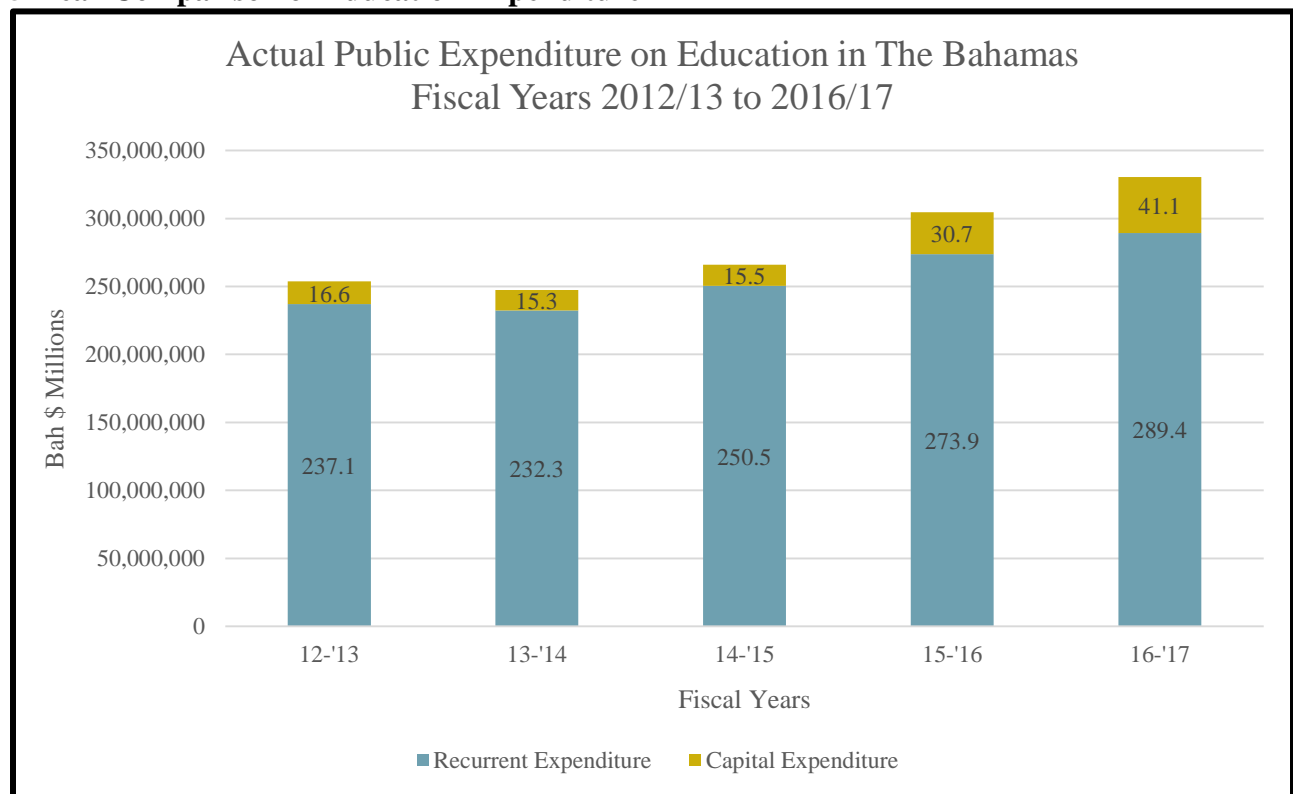
While the government estimated to spend two billion, five hundred sixty-two million, eight hundred fifteen thousand, six hundred twenty-two dollars (\$2,562,815,622.00) on overall national expenditure, the *actual* national expenditure for the 2016-2017 fiscal year was two billion, eight hundred fifty-nine million, six hundred sixty-five thousand, eight hundred thirty-eight dollars (\$2,859,665,838.00) amounting to a twelve percent (12%) difference (\$296,850,216.00). The *actual* expenditure for the Ministry of Education, Science and Technology was three hundred thirty million, four hundred ninety-seven thousand, one hundred thirty-six dollars (\$330,497,136.00), some thirty million (30,000,000.00) more than budgeted. This reflected a slight decrease as percentage of the overall *national expenditure*, from the budgeted eleven point seven percent (11.7%) for Education, to an *actual* eleven point six percent (11.6%). A total of two hundred eighty-nine million, four hundred thirty-six thousand, four hundred thirty-two dollars (\$289,436,432.00) was used to cover recurrent costs, while forty-one million, sixty thousand, seven hundred four dollars (\$41,060,704.00) was spent on capital costs.

As noted in Table 2.2, actual expenditure for both the Ministry of Education and Department of Education increased relative to the estimated budget while the Department of Archives reported using less funds than allotted. The 2016/17 expenditure represents an increase of 8.5% over the previous fiscal year. In fact, overall *actual* expenditure by the Ministry of Education, Science and Technology has been steadily rising over the last three fiscal terms, as displayed in Graph 2.3. Since the 2013/2014 fiscal year, expenditure by the MOE has increased by thirty-three point five percent (33.5%; See Graph 2.3). Capital Expenditure remained steady between fiscal years 2013/14 and 2014/15 following which significant positive growth was observed for the 2015/16 and 2016/17 fiscal years due to the addition of classroom units to existing public schools as well as major school repairs due to the passage of two hurricanes.

Table 2.2
2016-2017 Comparison of Budgeted Expenditure VS. Actual Expenditure

	Estimated Budget	Actual Expenditure	Variance
Ministry of Education	108,117,900	129,479,635	+21,361,735
Department of Education	191,935,007	200,311,866	+8,376,359
Department of Archives	926,000	705, 635	-220,365
Total	300,978,907	330,497,136	+29,518,229

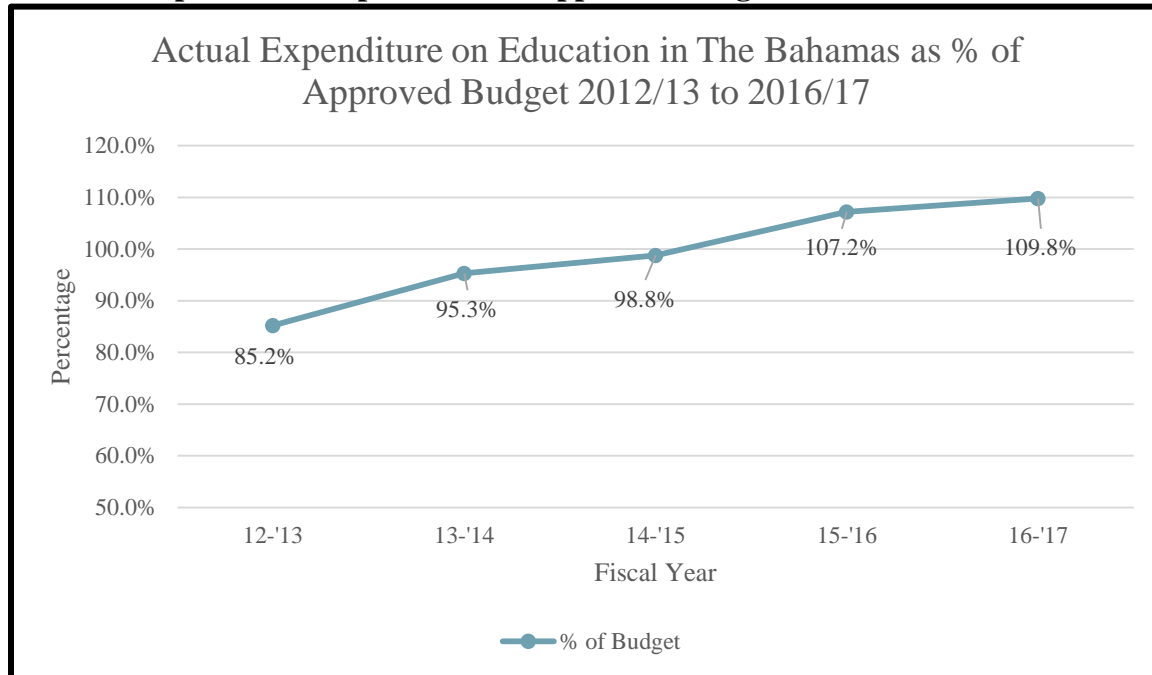
Graph 2.3
5-Year Comparison of Education Expenditure



Source: Draft Estimates of Revenue and Expenditure documents, Ministry of Finance (2014/15 – 2018/19)

Graph 2.4

5-Year Comparison of Expenditure of Approved Budgets



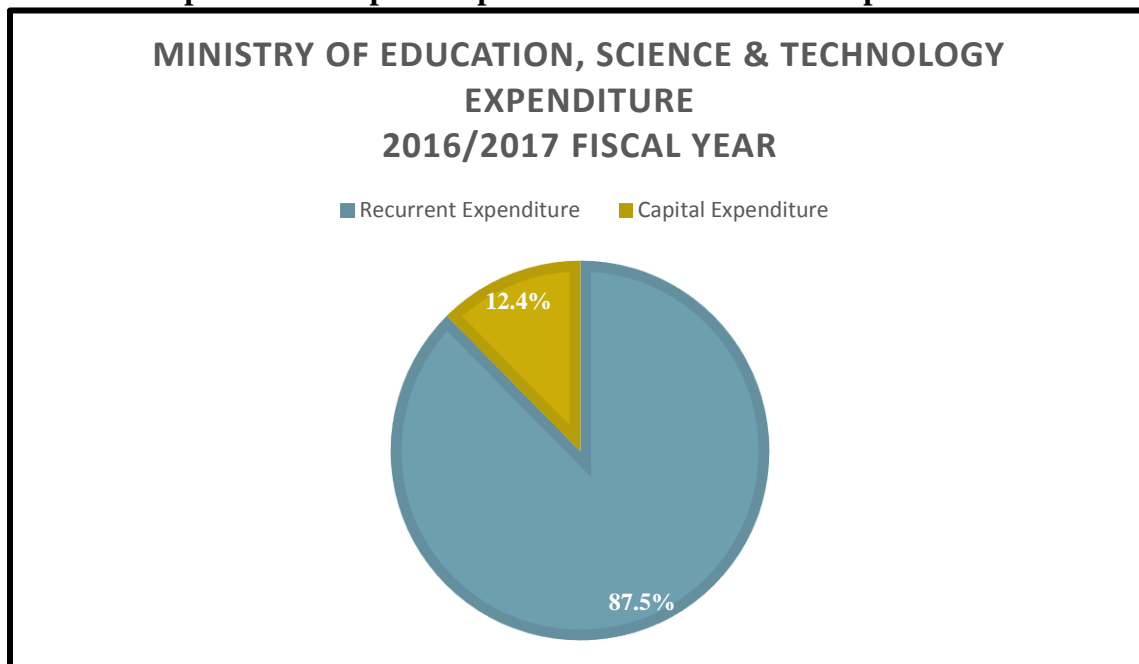
Source: Draft Estimate of Revenue and Expenditure documents, Ministry of Finance (2013/14 to 2018/19)

Graph 2.4 outlines the increase in expenditure relative to the budget within the Ministry over the course of five years. Since the 2012/13 fiscal year, expenditure has continued to grow in a positive direction. The Ministry of Education remained within budgetary limits between the 2012/13 and 2014/15 fiscal years. However, the 2015/16 and 2016/17 fiscal years saw the Ministry spending seven percent (7%) and nine percent (9%) more, respectively, than budgeted. This increased spending beyond the limit is a reflection of funding required to repair damages to schools during the passage of several hurricanes, among other needs.

Nature Of Expenditure of Public Funds by The Ministry Of Education, Science and Technology

The Ministry of Education, Science and Technology is tasked with the enormous responsibility of providing quality educational services to Bahamians. Such services are generally labor intensive and, as a result, the bulk of the ministry's finances are assigned to the recurrent budget. As shown in Graph 2.5, the actual recurrent expenditure represented eighty-seven point five percent (87.5%) of the MOEST's expenditure in the 2016/17 fiscal year. Capital expenditure continues to increase over the last three years from five point eight percent (5.8%) of total expenditure in the 2014/15 fiscal year to twelve point four percent (12.4%) of total expenditure in the current year (2016/17).

Graph 2.5
2016/17 Comparison of Capital Expenditure and Recurrent Expenditure



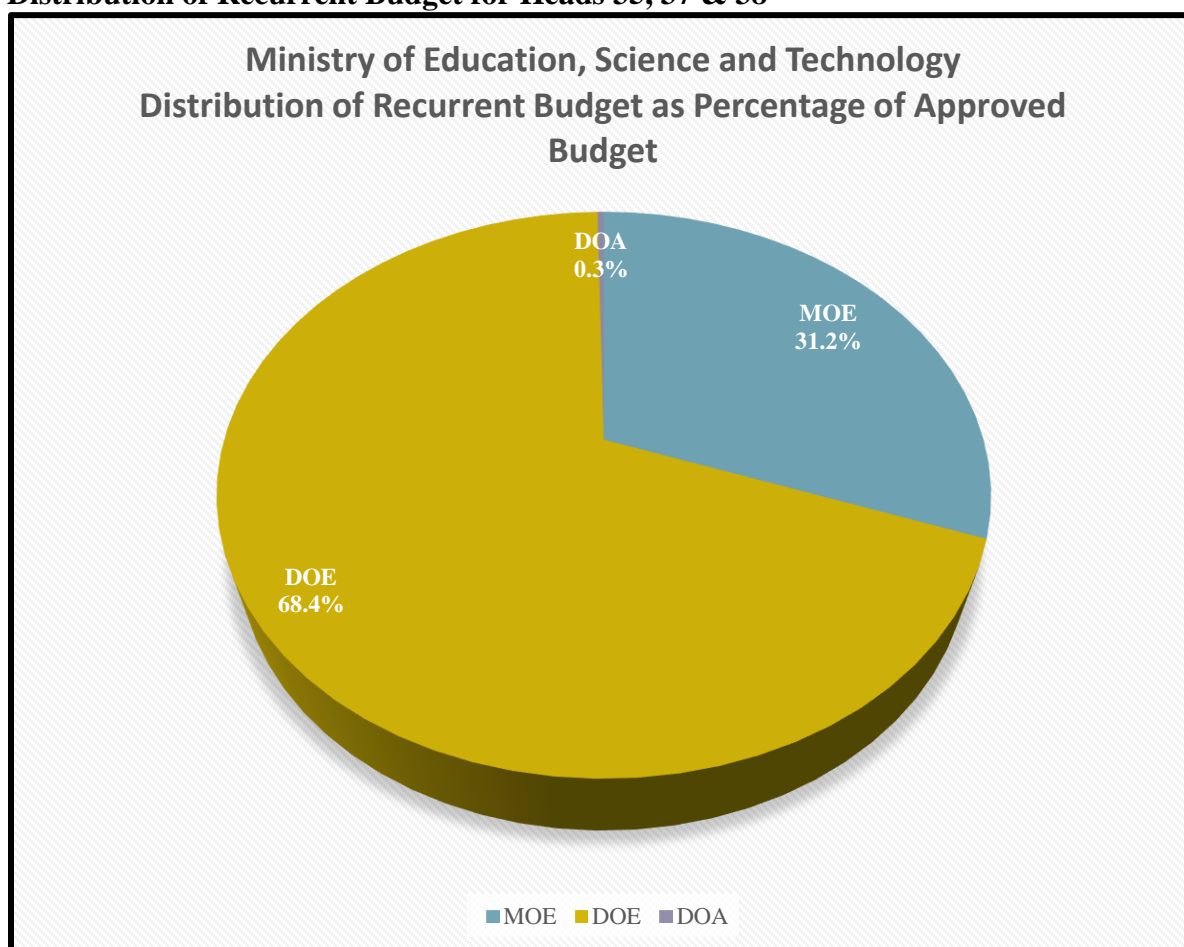
Source: 2016/2017 Draft Estimate of Revenue and Expenditure, Ministry of Finance

Recurrent Budget: Fiscal Year 2016/2017

The Recurrent Budget accounts for revenues and expenses that occur regularly whether monthly, quarterly or annually. Such budget line items are dedicated to operational expenses for example, salaries, utilities, rent/lease payments, office supplies, etc. within the fiscal year. The Department of Education continues to receive the lion share of the recurring budget.

Graph 2.6 illustrates how the Education recurrent budget was disbursed in the 2016/2017 fiscal year. As is typically the case, spending by the Department of Education, which underwrites items such as salaries and allowances for teachers, tuition material and supplies and other operational expenses for the one hundred seventy-two (172) public schools, accounted for more than two-thirds of the Ministry's recurrent budget.

Graph 2.6
Distribution of Recurrent Budget for Heads 35, 37 & 38



Source: Draft Estimate of Revenue and Expenditure 2016/17

The Ministry of Education, Science and Technology's composite recurrent budget is divided under various categories called "Blocks". For this fiscal year, personal emoluments and allowances accounted for the majority (63%) of the ministry's expenditure. This amount includes the salaries of more than four thousand (4,000) professionals within the public education system inclusive of teachers, school administrators, technical officers, administrative officers, and ancillary staff in the public education system. Twenty-eight percent (28%) of the recurrent expenditure was spent on Block 90 (Grants, Fixed Charges & Special Financial Transactions) which included operational costs for the University of The Bahamas (\$30,873,406.00) and the Bahamas Technical and Vocational Institute (\$5,252,000.00). Contributions to the University of the West Indies, funding toward a new preschool, public school boards, subventions to private schools, and scholarships are also accounted for within Block 90 (See Table 2.3).

Table 2.3
Total Recurrent Budget: Ministry of Education, Science & Technology 2016/17
(Heads 35, 37 & 38 Combined)

		Approved Estimates	Expenditure (Provisional)	Expenditure as % of Approved Budget	Expenditure by Item as % of Actual Budget
Block No.	Title of Item				
1	Personal Emoluments	\$175,288,950.00	\$181,682,591.00	103.6%	62.8%
2	Allowances	\$3,068,800.00	\$3,765,109.00	122.7%	1.3%
	Subtotal: Personal Emolument & Allowances	\$178,357,750.00	\$185,447,700.00	104.0%	64.1%
10	Travel and Subsistence	\$406,800.00	\$354,136.00	87.1%	0.1%
20	Transportation of Things	\$41,700.00	\$27,835.00	66.8%	0.0%
30	Rent, Communication & Utilities	\$4,627,200.00	\$4,808,474.00	103.9%	1.7%
40	Printing and Reproduction	\$0.00	\$0.00	0.0%	0.0%
50	Other Contractual Services/Family Island Development	\$15,116,500.00	\$14,673,157.00	97.1%	5.1%
60	Supplies and Materials	\$1,797,200.00	\$1,374,092.00	76.5%	0.5%
80	Repairs, Maintenance & Upkeep of Capital Assets	\$431,200.00	\$394,437.00	91.5%	0.1%
90	Grants, Fixed Charges & Special Financial Transactions	\$79,700,557.00	\$82,317,802.00	103.3%	28.4%
	Subtotal: Other Charges	\$102, 121,157.00	\$103,988,732.00	101.8%	35.9%
	Subtotal: Items Not Repeated	\$0.00	\$38,099.00		0.0%
	Total: Education - Recurrent Budget	\$280,478,907.00	\$289,435,732.00	103.2%	100.0%

Source: 2016/2017 Draft Estimate of Revenue and Expenditure, Ministry of Finance

Overall, the recurrent expenditure exceeded the approved limits by three percent (3%; See Table 2.3 & Graph 2.7). The following specific areas exceeded Parliament's approved allocation: Block 1: Personal Emoluments; Block 2: Allowances; Block 30: Rent, Communication and Utilities; and Block 90: Grants, Fixed Charges and Special Financial Transactions. It should be noted that the Department of Archives utilized only 76% of the budgeted amount for the 2016/17 fiscal year.

Graph 2.7

Recurrent Expenditure as Percentage of Approved Budget for Heads 35, 37 & 38

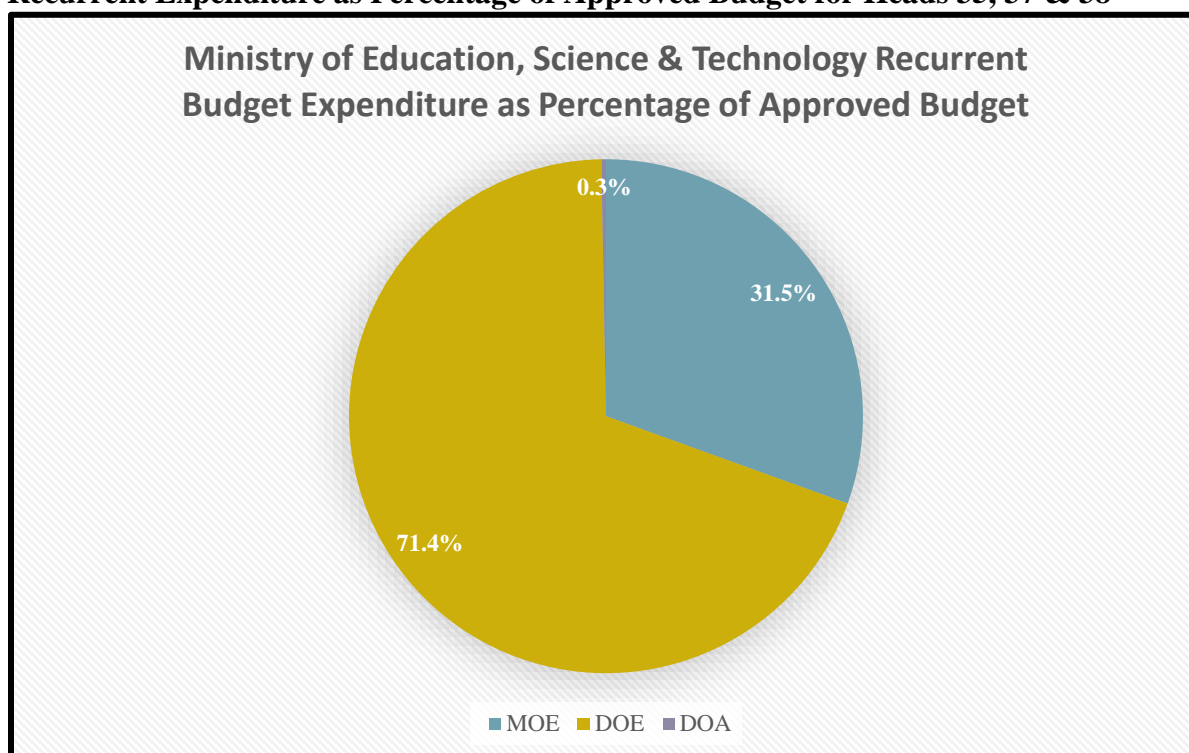


Table 2.4

3-Year Comparison - Allocation of Public Funds to the Ministry of Education/National Recurrent Budget/National Overall Budget

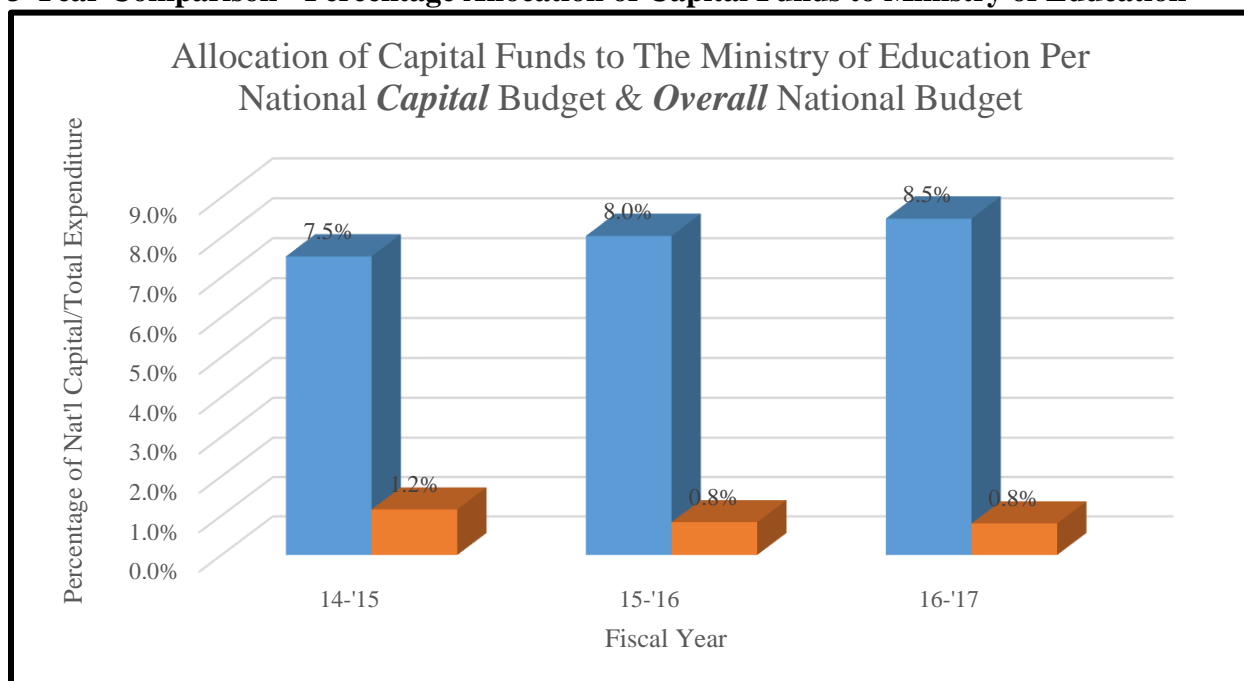
Head #	Ministry & Departments	2014/15 \$m	%Nat'l Recur. Budget	%Total Nat'l Budget	2015/16 \$m	% Nat'l Recur. Budget	%Total Nat'l Budget	2016/17 \$m	% Recur. Budget	%Total Budget
35	DOE	\$174.9	9.6%	8.1%	\$182.9	8.7%	7.8%	\$191.9	8.3%	7.5%
37	DOA	\$0.9	0.1%	0.0%	\$0.7	0.0%	0.0%	\$0.9	0.0%	0.0%
38	MOE	\$68.3	3.7%	3.2%	\$80.9	3.9%	3.5%	\$87.6	3.8%	3.4%
	TOTAL	\$244.1	13.4%	11.3%	\$264.5	12.6%	11.3%	\$280.4	12.1%	10.9%

Capital Budget: Fiscal Year 2016/17

The Ministry of Education, Science and Technology is one of only four ministries/departments within the public service to which funds are budgeted toward capital development (Other ministries/departments are: Ministry of Finance, Ministry of Works and Urban Development, The Royal Bahamas Defense Force). A total of two hundred forty-two million, one hundred fourteen dollars (\$242,114,000.00) was dedicated to national capital development from which the Ministry of Education, Science and Technology received eight point five percent (8.5%; \$20,500,000.00). Within the Education sector, capital funds are only allotted to Head 38: Ministry of Education. Funds allocated to the University of The Bahamas increased by some seven million dollars (\$7,379,641) for the 2016-2017 fiscal year, compared to the previous fiscal year (2015-2016). This increase reflects the assistance provided in the transition of the college to university in November 2016. An increase of \$100,000 was also provided to the National Accreditation and Equivalency Council of The Bahamas (NAECOB) compared to last fiscal year: fifty thousand dollars \$50,000 (2015-2016) to one hundred fifty thousand dollars (\$150,000; 2016-2017). Graph 2.8 depicts the allocation of capital budget over a three year period (2014-2017) which has shown positive growth as it pertains to the national 'capital' budget. On the other hand, capital budget allotments relative to the 'overall' national budget has decreased.

Graph 2.8

3-Year Comparison - Percentage Allocation of Capital Funds to Ministry of Education



The composite capital budget for the Ministry of Education, Science and Technology is divided into three Blocks: 70, 80 and 90. Block 70: Acquisition, Construction and Improvement of Capital Assets received the largest share of the budget. The capital expenditure for Block 70, as well as Block 80: Repairs, Maintenance & Upkeep of Capital Assets exceeded the budgeted amount for the fiscal year 2016/2017. While, the Ministry spent one hundred percent (100%) of its budget on Grants, Fixed Charges and Special Financial Transactions (Block 90).

Capital expenditure by the Ministry arm exceeded the approved amount by approximately one hundred percent (100%) which may reflect monies allocated to complete construction projects brought over from the 2015/16 fiscal year and repairs in light of the passage of major hurricanes. As shown in Table 2.5, an additional eleven million, eight hundred fifteen thousand, two hundred forty-five dollars (\$11,815,245.00) was spent under Head 70 while Head 80 exceeded its budget by eight million, seven hundred forty-five thousand, four hundred fifty-nine dollars (\$8,745,459.00). Nevertheless, exactly one hundred percent (100%) of the funds allocated to Grants, Fixed Charges and Special Financial Transactions was spent for the same.

Table 2.5**Total Capital Budget: Ministry Of Education Fiscal Year 2016/2017**

Block No.	Title of Item	Approved Estimates	Expenditure (provisional)	Expenditure as % of Approved Budget	Expenditure by Item as % of Capital Budget
70	Acquisition, Construction & Improvement of Capital Assets	\$10,100,000.00	\$21,915,245.00	216.0%	106.9%
80	Repairs, Maintenance & Upkeep of Capital Assets	\$5,900,000.00	\$14,645,459.00	248.2%	71.4%
90	Grants, Fixed Charges & Special Financial Transactions	\$4,500,000.00	\$4,500,000.00	100%	22.0%
	Subtotal: Capital Blocks 70,80 & 90				
	Subtotal: Items Not Repeated	\$0.00	\$0.00	0.00%	0.0%
	Total: Education - Capital Budget	\$20,500,000.00	\$41,060,704.00	200.3%	200.3%

Overall, the Ministry of Education, Science and Technology's expenditure exceeded the budget estimates for the 2016/2017 fiscal year by approximately nine point eight percent (9.8%). Additional financial resources were consumed within the Ministry arm and Department arm on both capital and recurrent budget line items. The Department of Archives remained within budgetary limits spending seventy-six percent (76%) of its budget. It is incumbent upon the leadership of the Ministry of Education, Science and Technology to assess expenditure in light of the execution of various goals and objectives for this fiscal year. Additionally, it is necessary for the government to allocate funds that realistically meet the educational needs of The Bahamas.

CHAPTER III

THE MINISTRY AT WORK

The Ministry of Education, Science and Technology is tasked with the responsibility to provide all persons in The Bahamas an opportunity to receive quality education. The Minister of Education has ultimate oversight of education in the nation. According to the Education Act, Chapter 46, Section 12, “it shall be the duty of the Minister to ensure that there shall be available in The Bahamas sufficient schools a. for providing primary education, that is to say, full-time education suitable to the ages, abilities and aptitudes of primary pupils; and b. for providing secondary education, that is to say, full-time education suitable to the needs of secondary pupils, other than such full-time education may be provided in pursuance of a scheme made under the provisions of this Act to further education”.

The Institutional Head of The Ministry of Education is the Permanent Secretary, who has control over the organization and administration of the Ministry of Education. During the 2016/2017 academic year, the Ministry of Education managed the work of the following areas:

General Administration/Human Resource Management

Accounts

Registry

National Accreditation and Equivalency Council

The Scholarship and Educational Loan Division

Tertiary/Quality Assurance

National Library and Information Services

National Literacy Services

Technical Cadet Program

Examinations and Assessment Section

Communications Section

Security Division

Pensions & Colina Insurance Section

Labor Relations Section

Stores/Supply Section

Physical Plant Section

The Director of Education, the Chief Technical Officer of the Department of Education, has responsibility for the administration, management and delivery of the instructional programs in public schools. The following general areas are under the purview of The Department of Education:

Curriculum Division
Primary Curriculum Section
High School Curriculum - Humanities/Social Sciences Section
High School Curriculum – Pure Science & Technology Section
High School Curriculum – Applied Sciences
Early Childhood Education Section
Learning Resources Section
Teachers' Media Library
Broadcasting Unit – Audio Unit & Distance Education Unit
Writing Unit
Professional Development Section
Professional Development Policy Section
Special Services Section
Speech Therapy Unit
Special Education Unit
Guidance & Counseling Unit/Employee Assistance Program
School Attendance Unit
School Psychological Unit
Student Services Section
Planning and Research Section
National School Lunch Program
Technology/Management Information Systems
Student Development Section
Student Affairs Section
Project Management Unit
Sports Unit

This chapter summarizes the work of the Ministry of Education and the Department of Education during the 2016-2017 academic year. Key initiatives and accomplishments are highlighted, and

challenges experienced by the various sections are noted. This exposition is provided as a qualitative measure to assess the extent to which Ministry and Department goals were achieved within the year. Furthermore, a review of this chapter must inform recommendations shaping policies, plans and practices in the ensuing years.

MINISTRY OF EDUCATION

National Accreditation and Equivalency Council of The Bahamas

Established in 2016 according to the National Accreditation and Equivalency Act of the Bahamas (2006), the National Accreditation and Equivalency Council of The Bahamas (NAECOB) is a statutory body responsible for the registration and accreditation of primary schools, secondary schools, post-secondary schools, and any institution that offers training in The Bahamas.

Within the 2016-2017 academic year, several key initiatives were executed. The Council commenced with the goal to inform institutions of the functions of NAECOB, and the criteria for registration and accreditation. In the initial assessment, NAECOB discovered a considerable number of non-registered schools operating within the country. To this end, meetings and information sessions occurred with Educational Providers at post-secondary institutions and private schools as well as Human Resource employees of the Public Service. Members of the Council also appeared on talk shows and published advertisements and notices regarding registration. Unfortunately, some institutions did not cooperate and attendance to sessions for stakeholders was poor. The process also revealed ignorance in the public regarding the importance of quality education as many education consumers are not utilizing discernment in choosing programs and institutions. To further bring awareness, informational documents were developed to guide stakeholders, and NAECOB's website was constructed. Funding remains a challenge, however NAECOB's officers were afforded the opportunity to attend relevant workshops and conferences to become aware of international trends in education.

The Council initiated the grand-fathering process of Ministry of Education registered institutions in an attempt to regularize non-registered institutions. Institutions grand-fathered consisted of eleven (11) degree granting institutions, thirty-four (34) training institutions, and fifty-two (52)

primary and secondary schools. Alarming numbers of unregulated institutions remain at all levels of the education sector in The Bahamas. An invitation was also extended to internationally accredited universities to register with NAECOB via the recognition process. Applications were received from universities offering online programs in The Bahamas and as a result recognition was granted to six (6) institutions. It is interesting that throughout this process non-accredited institutions also requested registration. Despite the lack of cooperation and resistance from many institutions, the Council continued to advise independent/private primary, secondary, All-Age and tertiary institutions of registration requirements.

Scholarship and Educational Loan Division

The Scholarship and Educational Loan Division continues to strategize and implement ways to market the scholarship product and make scholarship opportunities available to deserving Bahamian students. The Division will become fully automated by the 2017/2018 scholarship cycle. This process is necessary to allow applicants to apply online and minimize the number of documents required. It will also mitigate human error on the part of the Division's staff. Applicants will have full responsibility of entering accurate information and providing original copies of transcripts. The Scholarship and Educational Loan Division is in meetings to discuss the implementation of the online application system via 'Academic works' (an online scholarship management system), and the possibility of having an actual 'Academic works' representative on site. The use of such a system provides for a smoother selection process. Press releases will be issued to the various media houses to advise the public of the change in the submission of application forms. With regards to the processing of the scholarship payment, the Division was directed to have fees paid via wire transfer, through the Central Bank of The Bahamas, effective 2016. It is hopeful that the wire transfer payment method will be a simpler process, and that processing of payments will be received by stakeholders in a timelier manner.

Promoting college readiness is a priority within the public school system to ensure that students are academically prepared to embrace scholarship opportunities. The Division will continue to accept invitations to speak to parents, teachers and students at 'grad night' events, college fairs, and Parent Teacher Association (PTA) meetings. Collaboration with Guidance Counselors was critical to assist with training and keeping counselors abreast of best practices in college admission

standards within the United States of America and Canada. Plans are underway to expand services to include a college resource center where students and parents can seek information on how to navigate the college admissions process. The Ministry of Education, Science and Technology has partnered with colleges and universities abroad to offer full and partial scholarships to Bahamian public school students. This initiative was introduced for the first time for the Fall 2015-2016 academic year. To date eighty-eight (88) students from public high schools have been awarded scholarships.

Tertiary and Quality Assurance Division (Bursary, Teacher Education Grant and Teacher Cadet Program)

The mandate of the Tertiary and Quality Assurance Division is to afford more Bahamians across the archipelago access to Tertiary Education at the University of The Bahamas. This is mainly done through the provision of financial support in the form of bursaries to students wishing to pursue studies at the University of The Bahamas, and further the provision of Teacher Education Grants for those students desiring the field of teaching. It is the responsibility of this Division to ensure that the disciplines chosen for study by prospective teacher trainees to the University of The Bahamas are consistent with the needs of the educational system. Attention is also given to attracting greater numbers of academically sound students into the pre-service Teacher Education Program in order to prepare them for the School of Education at the University of The Bahamas. This Division was also previously responsible for Registration of Institutions and Evaluation of Qualifications. As of August 2016, these functions moved to the National Accreditation and Equivalency Council of The Bahamas.

Tertiary and Quality Assurance Division reported numerous accomplishments this academic year. The Tertiary and Quality Assurance Division was awarded third (3rd) place in The National Education Good Practice Awards on February 6, 2017 for the online Student Enrichment Program. Two online professional development sessions were conducted via ‘gotomeeting.com’ involving twenty-six (26) advisors from New Providence and the Family Islands. These sessions were to equip them with strategies to monitor seniors and encourage matriculation into the University of The Bahamas.

Moreover, the online application process for students applying for the Bursary and Teacher Education Grant saw its introduction to the general public. The online application previously used was developed by the Scholarship and Educational Loan Division as a general application for all scholarships. Some aspects of this online application are not relevant to the National Bursary Award or the Teachers Education Grant and created some confusion for the general public. Currently, all Family Island schools have some access to the internet, making online communication within the program more viable. Nine hundred and forty (940) online applications were received and processed during the 2017 application period. Limited access to the internet for some students however, prevented the timely download of online scholarship applications, thereby increasing processing time.

This academic year saw numerous initiatives geared at promoting awareness and awarding scholarship recipients. Twelve (12) career fairs for the National Bursary and Teacher Education Grant were hosted at various venues including the Kendal Isaacs Gymnasium, public high schools and private schools. A Public School Scholars Career Symposium was also organized for students. The Bursary Award Ceremony occurred on August 13, 2016 where four hundred and seventeen students (417) were awarded full and partial bursary award scholarships. Also, twenty-three (23) high school graduates matriculated into the School of Education at the University of The Bahamas.

Teacher Cadet Program

Increased human resources within the Teacher Cadet Unit has made scheduling of professional development and peer tutoring sessions easier. During the 2016-2017 academic year, one-hundred thirty-nine (139) teacher cadets were able to access the curriculum enabling them to take online assessments, discuss educational issues among each other, and enter various teacher cadet competitions via the teacher cadet website (bahamasteachercadets.weebly.com). In March 2017, eighty-nine (89) teacher cadets on New Providence hosted peer tutoring sessions for two hours weekly. Eighty-one (81) students were served during the four-week tutoring session. Public relations for the peer tutoring sessions must be improved, however. Eight (8) cadets were unable to participate in the peer tutoring as there were not enough students signed up from the community. An attempt is being made to partner with neighboring schools to ensure that this does not happen

next year. Recruitment on the Family Islands remains a challenge as there are no faculty at many Family Island schools interested in hosting the program. Hosting online sessions with coordinators in the absence of faculty advisors at schools is being considered for the next academic year.

One hundred eighty-seven (187) students and forty-three (43) teachers attended the 2017 Teacher Cadet Conference on April 19 and 20, 2017 at the Melia Nassau Beach Resort. The Coordinator has indicated that the high cost of putting on the conference necessitates consideration of Public-Private partnerships in order to supplement the budget allocation.

Many cadets are choosing careers outside of the teaching profession. Graduates are continually discouraged by teachers and guidance counselors to pursue a career in teaching. Therefore, a more direct marketing strategy for the teaching profession, targeted at seniors, is also being considered for next year.

Examination & Assessment Division

At the MOEST, the Examination and Assessment Division monitors the progress of students throughout the twelve (12)-year course of schooling at four (4) stages: Grade Three (3) – Grade Level Assessment Test (GLAT); Grade Six (6) Grade Level Assessment Test; Grade Nine (9) Bahamas Junior Certificate (BJC); and Grade Twelve (12) Bahamas General Certificate of Secondary Examination (BGCSE). This Division designs the testing instruments with high validity, reliability and fitness of purpose to manage, direct, measure and assess the performance of students. Marking of examinations is another task of the Examination and Assessment Division as well as the preparation of Pupil Cumulative Record Cards (PCRC), which tracks student performance.

Examinations were administered in centers between March 2017 and June 2017. BJC entries increased this year from 41,957 to 44,358, an increase of 5.7%. The re-introduction of BJC Spanish and French examinations as well as the implementation of the National High School Diploma contributed to the increase. BGCSE entries also increased from 24,539 to 24,845, an increase of 1.3%. Numbers remain constant for the GLAT Examination. Distribution of examination results

and the production of 2016 Preliminary Reports and Subject Reports for GLAT, BJC and BGCSE occurred between July 2017 and October 2017.

Furthermore, this Division is responsible for the revision of examination syllabi which are conducted in collaboration with curriculum officers, schools, the workforce, The University of The Bahamas, and the community at large. Training in pre and post examination procedures, subject specific content, and test-taking strategies were also provided for primary and secondary teachers, albeit the majority consisting of New Providence teachers. Between July 2016 and June 2017 workshops were conducted during the professional days in New Providence and the Family Islands. Schools as well as the public, are provided with exemplar examination materials. It is also the duty of the Examination and Assessment Division to ensure that its staff remain current with trends in the field.

Efforts were made to increase the public's awareness of national examinations and the grading scale. The Division continues to recognize the outstanding performance of students in national examinations. Outstanding BJC and BGCSE students were recognized in a ceremony held at the William Johnson Auditorium, Church of God Convention Centre in February 13, 2017. The ceremony was aired live via 1540 Radio Bahamas. The recording of the ceremony and later airing on Cable Bahamas and the Broadcasting Cooperation of The Bahamas also gave the public an opportunity to appreciate the efforts of students and teachers. The Royal Bank of Canada again gave monetary contributions to the Most Outstanding Students. The Ministry of Education, Science and Technology also presented \$325.00/\$750.00 cheques, as well as Laptop computers, to the Most Outstanding BJC and BGCSE students. Other companies sponsoring the recognition of outstanding students included: Sunryse Shredding Company; Micronet; and Electro Telecom (Mr. Paul Smith - provided three (3) computers at the event).

The Examination and Assessment Division accomplished its objectives mainly due to the careful planning and execution of assigned tasks by personnel, processing of paperwork and payment of fees. There were a considerable number of challenges this academic year. The office recently received new computer systems to scan and convert documents to PDF, but there remains a need for additional computers and scanners. Delays incurred as a result of the passage of Hurricane

Matthew. Proper security is needed at the examination centers. Transportation also remains an issue as there is currently one vehicle in use. Furthermore, there are staff shortages in the Division due to the retirement of employees and redeployment. Additional challenges are presented from schools. Several schools are not adhering to entry submission deadlines, and late registration (after the package list is sent to the printers) is an issue. Student profiles are also not submitted in a timely manner.

National Library and Information Services/National Literacy Services Section

The mission of the National Library and Information Services is to provide readily access to quality resources and services for all persons throughout the Commonwealth of The Bahamas in order to meet their intellectual, informational and culture needs. Services are further geared to promoting a spirit of sharing, cooperation and commitment to quality among all stakeholders. Several objectives were mounted for the 2016-2017 academic year including increasing student enrolment, recruiting and training prospective volunteer tutors, promoting National Literacy Services Programs and finally, providing exposure and training through attendance at national and international conferences, seminars and workshops.

The National Library and Information Services experienced success in a number of endeavors. The section commenced the collection of statistical data through surveys, focus groups and telephone interviews to ascertain user needs. Sixty percent (60%) of libraries submitted annual reports which revealed further compilation of essential library statistics and documentation of the number of libraries, shelving, patrons, and computer and internet use. Library hours have been extended during evenings and weekends to assist students in the community with homework and research projects. However, more study space and computers are needed to accommodate library patrons. Tutor rooms for adult literacy programs are also limited.

In addition to the day-to-day library services, activities, and the summer reading program, service was also extended to seniors and the visually and physically impaired. Braille Bibles and other large print reading materials were provided, books were converted to audio-tapes and CDs, and signs for the handicapped parking at public libraries were installed.

A considerable number of training and professional development activities occurred for library staff and cadets this year. Training was provided in the areas of literacy skills, computer and internet use, library development and policies and the EBSCO database. Advanced training was sourced by In-Service Training Awards and Scholarships that library staff were afforded to ensure that libraries are supervised by professionals and para-professionals. The department also hosted a mini-workshop with prospective volunteer tutors and found challenges with the volunteers due to the lack of teaching experience.

Libraries across The Bahamas are now seeing an increased number of books and journals by Bahamian authors. The introduction of Information Communication Technologies (ICTs) has opened the path for staff and patrons to the National Bibliography of public libraries holdings online, which offers several catalogues. This academic year, a special Literacy Enhancement Presentation was conducted during Child Safety Week at Eva Hilton Primary School.

Labor Relations Section

The Labor Relations Section is the nerve center for labor matters across the education sector. To this end the following objectives were slated for the 2016-2017 academic year:

- Establish a functional office for the Labor Relations Section
- Promote compliance with the provision of three (3) Industrial Agreements
- Design and develop a Labor Relations Training Module
- Establish committees provided for by the Collective Bargaining Agreement to assist with deliverables
- Promote the maintenance of productive Labor Relations with public sector unions

Among the five objectives, two major initiatives were sought, namely the development of a Training Module and the establishment of Industrial Agreement Committees. The proposed Training Module and Schedule were completed; however, the approval is pending. Major challenges included submission of budget in a timely manner as well as locating suitable presenters for training sessions. The change in government as a result of the 2017 General Election caused a

further delay in proposal review and approval. Nevertheless, eight (8) committees were successfully established and the terms of reference determined. The lack of effective communication between committees presented a problem in the proper functioning of the Labor Relations Section. A Steering Committee was established to oversee the eight (8) committees. However, the Steering Committee did not fully get off the ground due to administrative challenges.

Pensions Unit

The Pensions Unit of the Ministry of Education and Department of Education was implemented in September 2012. The Unit was established to lighten the load of the Human Resources portfolio and to ensure that individuals exiting the Public Service by reason of retirement, resignation, dismissal, medical issues or death receive benefits (if any) to which they are entitled. Thus, monies are calculated and processed in a timely manner to prevent financial hardship to the individuals or their families. The Unit carries out several functions consisting of the following:

- Submit recommendations (retirements, resignations, death benefits disengagements and medical board) to the Ministry of Public Service at least six (6) months prior to an officer exiting the service
- Ensure all debts owed to the Bahamas Government are recovered prior to exiting the service
- Provide letters for the National Insurance Board and Bahamas Union of Teachers to individuals verifying the date they commenced duty and the date they are expected to exit the service
- Advise and apprise of the policies and regulations pertaining to officers exiting the Public Service (retirements, resignations, death benefits, disengagements and medical board) as applied to Section 43 of the Pensions Act
- Advise and ensure that officers who are contemplating or will be exiting the service/ bereaved families are aware of the process and the length of time that may take for a recommendation to be processed and concluded (paid by treasury)
- Liaise with the Ministry of Public Service regarding recommendations, voucher numbers and payment of benefits
- Liaise with Treasury, Auditor General and Legal Department whenever the need arises

- Ensure that approval letters of award from the Public Service Commission are recorded in the Pension Database, sent to the Permanent Secretary for signature, forwarded to the relevant officers and copy placed on file
- Provide estimate calculations of benefits officer may receive
- Ensure that all Human Resource matters (sick leave, unpaid leave, appointment to permanent and pensionable establishment) are concluded prior to processing recommendations
- Forward mandatory retirement (age 65) letters and advise officers of the date they will expect to commence pre-retirement leave
- Ensure all documents needed for the processing of recommendations are attached and forwarded to the Ministry of Public Service (passport, birth certificate, marriage certificate, national insurance card, death certificates, verification of first appointment, unpaid leave confirmation/appointment to the Permanent and Pensionable Establishment)
- Advise the Accounts Department to code and terminate individuals from the pay sheet
- Advise Accounts Department to pay arrears, adjust salaries, and recover overpayment
- Forward third (3rd) copy to Minister, Permanent Secretary and Director of Education

Over the past five years, one thousand three hundred forty-two (1, 342) officers have left the service due to a myriad of reasons, the majority due to retirements (See Table 3.4). Between January 2017 and August 2017, sixty-five (65) officers retired from the Ministry of Education, Science and Technology.

Table 3.4
Requests for Leave Processed: 2012 – 2017

TYPE OF LEAVE	NUMBER OF OFFICERS
Deaths	84
Disengagements	48
Early Retirements	450
Mandatory Retirements	550
Medical Grounds	9
Resignations	200
Retired in the Public Interest	1
Total	1342

Table 3.5**Retirees: January 2017 – August 2017**

PERIOD OF RETIREMENT	NUMBER OF RETIREES
January 2017	19
February 2017	9
March 2017	11
April 2017	10
May 2017	10
June 2017	6
Total	65

Colina Insurance Unit

In May 2012 a series of seminars were held throughout the Bahama Islands to familiarize and subsequently enroll teachers interested in Health Insurance. Many teachers embraced the opportunity afforded by the MOEST to enroll in the health plan which comprised of the government paying eighty percent (80%) of the total cost and the teachers twenty percent (20%). At present, there are two thousand, three hundred and thirty-one (2,331) teachers and two hundred thirty-six (236) administrators enrolled in the plan. This represents approximately seventy-nine percent (79%) of the teacher staff complement and sixty-one percent (61%) of administrators.

Security Division

The Security Division of the Ministry of Education, Science and Technology serves the critical and essential function of ensuring the safety and security of all personnel, property and assets belonging to the MOEST. The 2016-2017 academic year has seen a surge in armed robberies on school campuses with nine (9) reported cases. Due to limited adequate communication and monitoring equipment, handsets and telephones, Security Officers face severe challenges in times of emergency.

A major objective of the Security Division has been to upgrade the technology required to carry out its duties, particularly the Closed-Circuit Television (CCTV) system. The Security Division requested that a control center be established connecting all schools and satellite stations to the

main control center. Recommendations were submitted regarding employing an eighteen (18) year veteran security officer to oversee the maintenance of all schools and property equipment and provide training for CCTV system upgrades. Once in place, the CCTV system will be manned seven days a week and twenty-four hours a day (24/7) by means of hand-held radio sets tied into the Police Control room which will aid in the prevention and detection of crime.

The need to hire additional staff for the Security Division is of utmost importance to ensure that all shifts are manned. Shifts are as follows: 8am to 4pm, 4pm to 12 midnight, and 12 midnight to 8am. Some shifts have been left open due to insufficient staffing. In some cases, there are officers who work from morning to mid-night resulting in burn-out and illnesses. Training has been a priority in respect to on-the-job training for Junior Security Officers who will replace those officers who have left due to retirement or death. Such training has occurred for the smooth transition of officers.

Attempts have been made to ensure the proper scheduling of officers to make certain that shifts are covered, particularly those between 4pm and 12 midnight, and 12 midnight and 8am. Several supervisory staff meetings were held to update officers on duties, responsibilities and areas of short falls.

There is a need to address the inadequate lighting at many schools which is necessary for the safety of officers, school personnel and visitors to the campuses, particularly when meetings are conducted after school hours. Light poles in many areas must be checked for shortages or changing of light bulbs. A list has been submitted comprising all schools with lighting issues. Also, a request was made for additional vehicles for officers in New Providence, Grand Bahama and Exuma to patrol areas to make regular checks of areas and maintain the safety of properties.

Stores/Supply Section

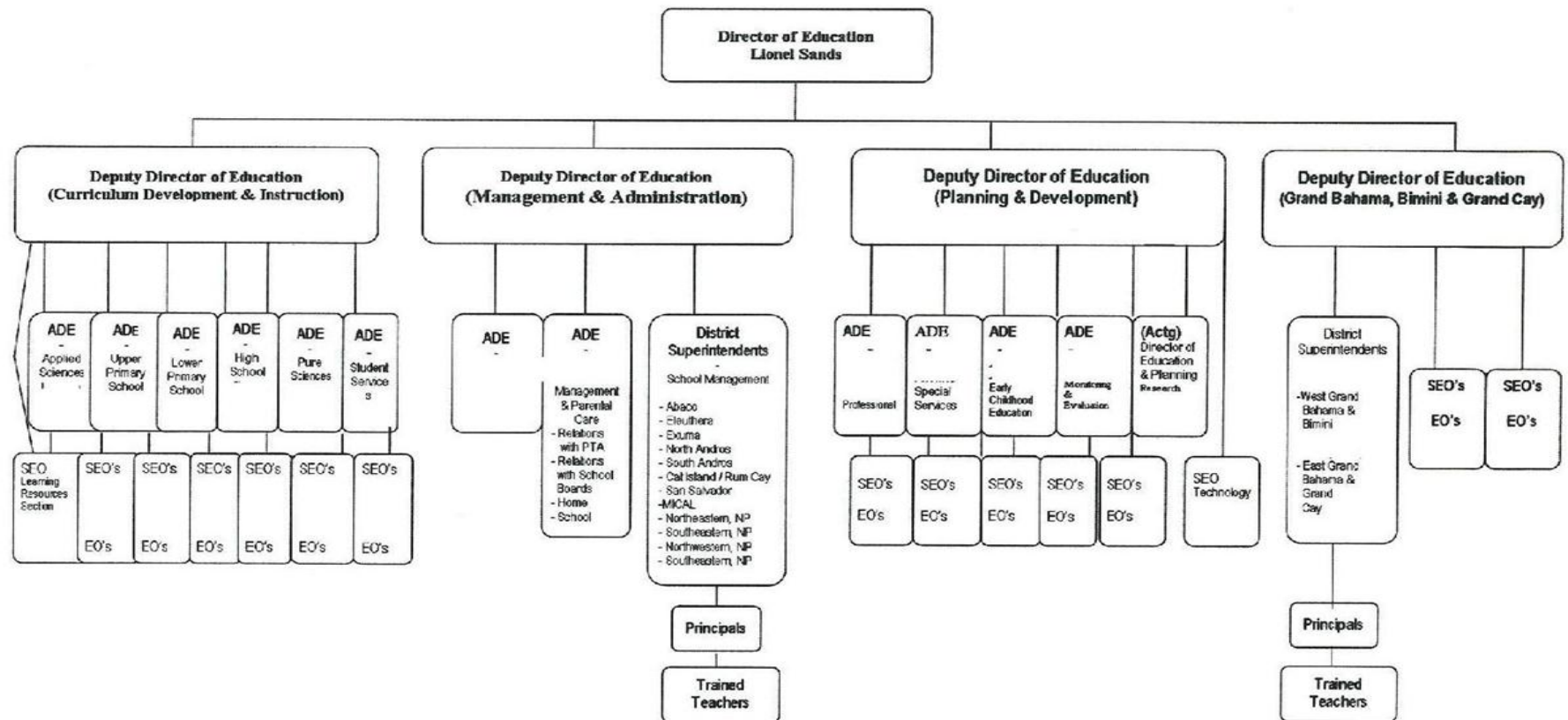
The Stores Section of the Ministry/Department of Education is responsible for the packaging, distribution and shipping of general cleaning supplies and school materials to sections within the Ministry/Department, satellite stations, and schools void of a School Board, throughout the

Bahamas. The Stores Department must be utilized as a distribution center rather than a store room or holding station.

This Department provides the Central Purchasing Unit (CPU) with a list of items needed for each school so that they may be ordered and delivered in a timely manner. Stores Officers further liaise with the CPU regarding supplies to Family Islands, District Education Offices, and satellite stations. Where necessary, officers within this section obtain the quotes for supplies. The Stores Department also has the responsibility of communicating with the Dock Master and thereafter delivering packaged items to mail boats for shipping. General cleaning supplies are packaged at the CPU twice a year for distribution. The Stores/Supply Section further gives an account for supplies and ensures that proper inventory is taken, and records of all supplies distributed are maintained. Ultimately, the goal is to make certain that supplies are delivered in a timely manner.

DEPARTMENT OF EDUCATION

Figure 3.1
Department of Education Organizational Structure



Curriculum Division

The Curriculum Division oversees curriculum development and implementation within the public school system. The Division is comprised of Primary Curriculum, Humanities/Social Sciences Section, Science and Technology, and Applied Sciences Section. These cover all subject areas germane to instruction for students in primary through high school. This Division is charged with the following:

- Curricula Review and Development
- Production and Distribution of Indigenous Teaching Resources
- Supervision and Coordination of Instructional programs
- Coordination of Programs and Promotional activities

Primary Curriculum Section

The Primary Curriculum Section oversees the Lower Primary Unit and primary subject areas including Language Arts, Mathematics, Science, Health and Family Life Education, Religious Studies, Social Studies, Performing Arts, Physical Education, Technology Integration, Spanish, and English As A Second Language (ESL). The work of this section is outlined below.

Curriculum Review and Development

Strides were made in revising and completing curriculum guides and other resources for the 2016-2017 academic year. In response to Teacher Surveys and Observations, Interdisciplinary Units for Grades One (1) through Three (3) were revised and made available for distribution. To reduce content repetition specific to the Language Arts curriculum, the Scope and Sequence was reduced for manageability. Primary Social Studies and Physical Education Curricula for Grades One (1) to Six (6) were completed as a result of workshop sessions with curricula writers. Revision was made to the Standardized Readiness Inventory for Grade One (1) students and successfully administered to students; a Performance Report was produced as a result. Furthermore, a network of Science Curriculum lesson plans was created during the academic year and a Science Summary Booklet, consisting of content and skills catering to Grades Four (4) and Five (5), was distributed. The Section credits the Government Printing Department for facilitating the printing of Curriculum Guides.

Challenges in curriculum development and review mainly included topic integration, time restraints, and insufficient use of curriculum resources by teachers. Curriculum officers experienced difficulties matching Language Arts content to time provided on the Instructional Timetable. Also, editing of curricula is quite time consuming particularly since curriculum writing activities for teachers are limited to after-school hours. Nevertheless, the administrator-teacher partnership proved beneficial in the revision exercise.

Monitoring Implementation of Curriculum and Resource Materials

Monitoring of curriculum implementation occurred only within New Providence as financial constraints prevented monitoring and evaluation in the Family Islands. The Grade Six (6) Health and Family Life Curriculum Focus on Youth (FOY) component was implemented and monitored in all primary schools. Monitoring activities revealed the need to train all teachers to implement the FOY component.

The Primary Mathematics curriculum implementation was monitored in sixty-nine (69) classrooms. Religious Studies monitoring activities in a total of three (3) schools revealed insufficient coverage of the content in both Lower and Upper Primary. The Religious Studies Curriculum Team was selected and subsequently designed a curriculum research questionnaire for distribution. A Performing Arts Curriculum writing team was also selected and begun the revision process.

Progress was also made in aligning the Primary Spanish classroom instruction with the Curriculum Guideline. The Primary Curriculum Section made further progress in vetting the Language Arts GLAT Examinations for Grades Three (3) and Six (6), however revisions could not be completed due to the proximity between vetting and printing of examinations.

The Performing Arts Unit is constantly engaged in providing musical renditions for Ministry of Education events and thus Curriculum Team Members were not able to attend all meetings. Also, curriculum revision activities were to a great extent halted due to the health issues experienced by the Performing Arts Education Officer. Overall, major challenges revealed were limited

opportunities for teacher training, and the constant movement of teachers from one grade level to another.

Professional Development Activities

The Primary Curriculum Section conducted research and procured the necessary resources in preparation for workshops. A major goal of the workshops was to ensure best practices among administrators, teachers and students. Facilitator organization and resourcefulness were critical to the success of workshops as well as active teacher participation. Also noteworthy is the fact that some District Superintendents assisted with the cost of travel to Family Islands. The following list outlines successful professional development activities for the 2016-2017 School Year:

- Lower Primary Unit Workshops in Literacy, Numeracy, Effective Writing Strategies, and Language: Hear It, Speak It, Read It
- Five (5) Primary Language Arts Unit District and School Workshops
- Five (5) Classroom Management Summer Sessions with First Year Teachers
- Primary Mathematics Unit Workshops conducted in New Providence, Bimini, and Grand Bahama on the following topics:
 - *Effective Use of the Mathematics Curriculum*
 - *Problem Solving Skills*
 - *Implementation of the Bahamas Primary Mathematics Series 1-3*
 - *Using Games to Enhance Teaching and Learning of Mathematics*
 - *How to Improve Mathematics Test Scores*
- Primary Religious Studies Summer Workshop “Spotlight on Good Character”
- Primary Social Studies Unit Summer Sessions at the T. G. Glover Professional Development and Research School
- Technology Workshops on the following topics:
 - ENO Interactive Board
 - Tablet Integration
 - TCU Tech Share
 - Tech Tools for Classroom and Time Management
 - Social Studies goes Digital

- Junior High Social Studies Under Construction
- Creating Digital Resources
- Training of thirty-five (35) teachers in Information Communication Technology (ICT)
- Wellness Workshop for Performing Arts teachers
- Four (4) Science Workshops for teachers and students on the following topics:
 - Experiential Learning
 - Using Models to Enrich Science Lessons
 - Using the Documentary Camera to Enhance Science Instruction
 - Exploring the Out-door Classroom
 - Science Talk Student Workshop
- HIV, AIDS and Risk Reduction Workshop Sessions for Primary Health and Family Life Education Coordinators, teachers and administrators
- Primary Spanish Unit Workshop sessions conducted during monthly meetings
- Science sessions for coordinators conducted during Coordinators' meetings

Eight (8) Professional Book Study Group Sessions were held for the Language Arts classroom involving both novice and veteran teachers. Books included 'It's Not Complicated' by Phyllis C. Hunter and 'Educating Esme' by Esme Codell. As a result, four (4) schools started book clubs including Sadie Curtis Primary, Albury Sayles Primary, Yellow Elder Primary, and the T.G. Glover Professional Development and Research School

While the Primary Curriculum Section boasts many accomplishments, there were challenges including budgetary constraints for procurement of workshop supplies, time constraints for teachers, limited Internet infrastructure and minimal implementation of strategies by teachers. Additionally, there was a challenge attracting those teachers who scored below average on performance appraisals to sessions.

Procurement and Distribution of Materials

Materials were provided for schools across The Bahamas although the Primary Curriculum Division was delayed in some instances in securing Purchase Orders for instructional materials,

and limited by time and budget constraints. Nevertheless, several resources were produced for instructional programs this school year including:

- The prayer book 'Candlelight Prayers' for primary classrooms
- Mathematics Resources including The Bahamas Primary Mathematics Series – Grades One (1) through Three (3) and materials such as apple fractions, magnet frames, and decimal ladders for the primary school
- Technology Integration Guide (manual and digital copies provided)
- Primary Science Resources including Curriculum Guideline hard copies and CDs teaching models – heart, brain, human, skeletons, charts, etc.
- Indigenous Digital Resources for Social Studies and Language Arts
- Religious Studies Resources including the workbook 'Religious Education for Younger Children' for Grades Two (2) through Six (6), and indigenous charts
- Limited copies of the MacMillan Health and Family Life Education Student and Activity Books for Grades Four (4) through Six (6)
- Musical instruments, materials and accessories for schools in New Providence and some Family Islands
- Limited instructional materials for the Lower Primary Unit

Monitoring and Evaluation Activities

Monitoring and evaluation activities were conducted in primary schools throughout New Providence and Bimini this academic year. Instructional programs in respect to Reading, Mathematics, Language Arts, Religious Studies, Performing Arts, Health and Family Life, Science, and Social Studies were evaluated in Grades One (1) through Six (6). In addition to site visits, twenty-six (26) first-year primary teachers were monitored and mentored and a number of sample lesson plans provided to the general teaching population. Education officers within the Primary Curriculum Section also assessed teachers for the National Teacher of the Year competition.

This year was deemed a success mainly due to the strategic scheduling of classroom observations, the continued cooperation of school administrators and teachers, and timely completion of reports.

Additionally, most first-year teachers were confirmed to teaching posts. However, travel to family islands was limited due to budgetary constraints.

Interruptions to the instructional programs due to the plethora of school-based activities remain a challenge for teachers and curriculum officers. Lack of teacher motivation and interest, in addition to discomfort with integration strategies were noted in a significant number of schools visited. Another interesting observation was teachers' inadequate use of mathematical language resulting in students' limited comprehension of mathematical terms. Time management related to lesson preparation is another critical area. Expectations in respect to Supply Teachers must be revisited. Research into best practices utilizing ICT is needed; currently there is no formal tool for evaluating the integration of ICT in the teaching-learning process. Furthermore, in the absence of a Primary Curriculum Officer for Health and Family Life, this added responsibility of supervision presented a challenge.

Home-Schooling

Officers from the Primary Curriculum Section served on the Home-Schooling Committee in an effort to regularize home schooling in The Bahamas. The Section was instrumental in developing policies regarding home schooling, creating forms, and approving home-schooling applications. While balancing the work of the Home-Schooling committee and major duties as a Curriculum Officer was daunting, committee members worked together and approached tasks systematically to accomplish objectives.

Coordination of Programs and Subject Promotional Activities

Several programs and subject promotional activities were organized to assist in enhancing teaching and learning in primary schools. Such activities included:

- The creation of a “Blog” and “Facebook” Pages to promote Lower Primary Unit activities
- Constructing interactive digital reading lessons for webpages
- Primary Mathematics month activities for April 2017 including: school assemblies, Annual Church Service and Mathematics Coordinators' meetings

- Primary Religious Studies Month activities for November 2016 including: speech competitions in Eleuthera, South Andros and Mangrove Cay, New Providence and Exuma
- Primary Social Studies school competitions held during April 2017
- Primary Science Talk student workshop held in November 2016 and the National Science Talk competition in March 2017
- Primary Performing Arts teachers and students involved in activities such as: Universal Children's Day Service, Festival of Carols, "Falling in Love with Dance", "Music in March", Primary Talent Extravaganza and the National Arts Competition
- Primary Health and Family Life Education Unit collaborated with the Ministry of Health and Non-Governmental Organizations to promote various activities e.g. World AIDS Day, Focus on Youth Research Program Dissemination Launch, Symposium at the University of The Bahamas featuring Bahamian authors as well as poster presentations, Gender Based workshops, and Violence Prevention workshops
- Primary Physical Education initiatives such as Pilot Gulf Program and the reintroduction of Cricket in primary schools

Programs and promotional activities were successful due to effective planning, teamwork of Curriculum Officers, and the support of Ministry/Department of Education leadership and key internal and external stakeholders. Meaningful collaborations took place with partners who provided personnel and resources for schools.

Funding remains a challenge; limiting travel to the Family Islands and the participation of students and coaches in various activities within New Providence. As a result of Hurricane Matthew, school days were lost, and limited activities were executed in various schools and districts.

Partnership with Key Stakeholders

To enhance teaching and learning in primary schools, several partnerships were established with government and non-government organizations at the national and international levels. Such organizations include: The University of The Bahamas, the Ministry of Health, The Bahamas AIDS Foundation, the Bahamas Maritime Authority, the Ministry of the Environment, the Bahamas National Trust, the Pan American Health Organization, the Organization of American

States, the Antiquities Monuments and Museums Cooperation, the Ministry of Tourism GLOBE School Program (Bahamas Meteorological Organization), Nature Conservative (National Coastal Awareness Month), Bahamas Power and Light (Caribbean National Energy Month), the Organization of American States (Energy Workshops), Bahamas Reef Environment Educational Foundation (Teachers and students summer camp), United Nations Educational, Scientific and Cultural Organization (Garden – Based learning activities), Ministry Of Education Writing Unit (editing draft-science resource book), Adventure Learning Centre (Teacher training and summer camp for students), Ardastra Gardens National Park and Zoo (Zoo and readers club), Smart Kids Bahamas, and Original Patties Bakery Limited. These organizations provided the necessary resources for many initiatives undertaken within primary schools. Nevertheless, there were time constraints, as well as limited human resources and support to coordinate the various activities assigned to Curriculum Officers.

Humanities/Social Sciences Section – High School Curriculum

The Humanities Section provides supervision and technical assistance in subject areas inclusive of Language Arts, Religious Studies, History and Geography. The 2016-2017 academic year saw several initiatives executed. It was important to ensure that administrators, subject coordinators and teachers had access to the 2012 Language Arts Curriculum Guidelines for the syllabi to be sufficiently implemented and monitored. Nevertheless, students' ability levels, lack of resources and time constraints impeded the successful implementation of the 2012 Guidelines. Instructional themes were created to strengthen the Geography Instructional program to adequately meet the needs of the Bahamian society and provide employment opportunities for students. Public/private partnerships were essential to the Geography program and goals were achieved with the assistance of the Royal Bahamas Defense Force, LJM Maritime Academy, Bahamas National Geographic Information System Centre and The Bahamas Met Office. Also, the Section endeavored to develop the High School Religious Studies Curriculum. While initial surveys and Scopes of Work were completed, curriculum development remains incomplete due to time constraints and other work demands.

The Humanities/Social Sciences Section managed to complete the first draft of the Revised Social Studies Curriculum which will reflect a more integrated approach. This draft will provide a guide for piloting the revised curriculum and was given to two junior high schools for implementation. There has also been a continuation this year of the Rosetta Stone initiative to ensure students have many opportunities to become bilingual in both oral and written communication.

Further professional development is required so that the work of the Humanities/Social Sciences Section can be carried out more effectively. Curriculum Officers have reported difficulties in executing assigned tasks. Also, the clerical staff of the Section is limited in their capacity to carry out functions and require further development.

Science & Technology – High School Curriculum

With the oversight of subjects related to Science, Technology and Mathematics, this arm of curriculum carried out a number of initiatives to strengthen the teaching of these subjects. Curriculum writing exercises occurred this academic year for Marine Science, Mathematics, Physical Education, High School Science and Agricultural Science.

The section also conducted professional development workshops with special focus on Aquaponics System Design and Management Components, Sustainable Agriculture and Biodiversity, Horticulture, Physical Education, Grant Writing, and Sustainable School Feeding. Special emphasis was placed on novice and weaker teachers as it relates to classroom techniques and classroom management. An effort was made to increase ICT equipment and software in the classroom and provide teacher training specifically in the use of ICT.

While executing this year's objectives, the Science and Technology Section experienced some difficulties. Curriculum Officers reported that there is insufficient time for curriculum development working sessions. Printing of curriculum guidelines for distribution to schools throughout The Bahamas remains a challenge. Monitoring and evaluation activities as well as modeling and demonstration of best practices occur too infrequently resulting in less than desired teaching and learning outcomes. In planning workshops, the clerical support is inadequate. It has

also been noted that thirty percent (30%) of the teachers do not attend professional development sessions and Family Island teachers are rarely included in professional development sessions.

Sixty-percent (60%) of teachers have been able to use the Promethean Board and other ICT at a minimum, once per week. Access to the ICT equipment and other technologies are limited as reported by the Head of the Science and Curriculum Section. There are opportunities for certification in various areas related to this field however meeting financial obligations associated with the certification is also a challenge.

Efforts are ongoing to improve relationships and increase the involvement of stakeholders and industries in the educational process and overall development of students. This Section intends to liaise and coordinate with personnel at the University of The Bahamas to write a proposal for a four-year plan to have teachers re-tooled to competently offer instruction in the various subject areas. Moving forward, the Section will continue highlighting the academic skills-based activities in the print and electronic media at competitions and exhibitions to create awareness of students' exposure, accomplishments, and skills acquired. Technical and clerical staff are encouraged to upgrade personal qualifications in areas that would further enhance productivity and the development of the education system.

Special Services Section

The Special Services Section provides support services to the Ministry of Education, Science and Technology ensuring that students are given the best opportunity to achieve. The Section consists of five units: the Special Education Unit, Speech Therapy Unit, School Psychological Unit, Guidance and Counseling Unit/Employee Assistance Program, and School Attendance Unit.

Speech Therapy Unit

The Speech Therapy Unit provides itinerant speech and language evaluation and intervention services in selected public schools, special schools and clinic. The Speech Therapy Unit endeavors to increase public education and awareness regarding the services provided in both school and clinic settings in New Providence and Family Islands.

Professional Development is critical, allowing staff to participate in online, local as well as training attachments abroad to improve and increase evaluation and treatment skills, especially concerning more complex communication disorders. This academic year, Speech/Language Therapists participated in the Rosetta Stone Workshop, the Renewing, Inspiring, Sustaining and Empowering (RISE) Program workshop, Social Services' International Day of the Family Workshop, a webinar on Autism: New Research and Intervention, and the Florida Association of Speech-Language Pathologists and Audiologists (FLASHA) Conference.

The Speech Therapy Unit rendered therapeutic services to schools and hosted seminars and workshops during the year. One hundred thirty-nine students (139) were evaluated while treatment was administered to one hundred thirty-eight (138) students from the following institutions: Uriah McPhee Primary, Stephen Dillet Primary, Claridge Primary, Willard Patton Pre-School, Stapledon School, Bahamas Infant Stimulation Program (BISP), and The Bahamas Association for the Physically Disable (BAPD). The clinic at the Ministry of Education, Science and Technology recorded ninety-one (91) referrals while eighty-nine (89) individuals were wait-listed. At the clinic, thirty-three (33) students were evaluated and twenty-nine (29) students treated. Seminars and workshops hosted by the Speech Therapy team included the Career Orientation Seminar for eleven (11) public and private tertiary-level students (November 2017), and a Pre-school Workshop entitled 'Language Development in Pre-Schoolers: Red Flags and Interventions Strategies' (March 2017). Speech Therapists made two (2) appearances on 'A Time for Education' (a pre-recorded talk show) in May 2017 focusing on services offered in the fields of Speech/Language Pathology and Audiology; recommendations to the public were also provided.

The 2016-2017 year has been somewhat productive for the Unit both in the schools and the clinic program as some of the objectives were achieved amidst limited personnel and material resources. Due to the budgetary constraints, the Speech Therapy Unit was unable to establish the training programs for students to increase interest in both speech pathology and audiology. The same is true for the training of school-based personnel to assist with the extended workload. The Speech Therapy Unit can function more effectively if there were more Speech/Language Pathologists; recruitment of the same, and local training in the area of speech therapy can develop and sustain the profession. Up-to-date standardized tests, and resources to assess and treat students can further

equip Speech Therapist to meet student needs. In addition, the issue of spacing is a very real concern because numbers must be contained due to limited workspaces.

Nevertheless, consistent and dedicated volunteered services of a retired skilled Speech-Language Pathologist and strong multi-tasking abilities of the three current officers result in the kinds of achievements realized with such a small staff and limited materials. It is vital that efforts be made regarding the ongoing professional development of Speech Therapy aides, Speech/Language Pathologists as well as Audiologists.

Going forward, a concerted effort must be made to include the Family Islands not only for services but also as a part of the training activities of the Unit. In this way, at least some of the persons in need would eventually have access to services as local personnel are trained. Creative and innovative ways must be developed using government, non-government and private sector partnerships to underwrite some of the costs which are nominal at best.

Special Education Unit

The Special Education Unit is dedicated to promoting Special/Inclusive Education in the Commonwealth of The Bahamas allowing each student to maximize his/her potential. Special Education Officers supervise the instructional program of Special/Inclusive Education and conduct regular audits of the special needs of school-aged children and Special Education personnel. It is the duty of the Special Education Unit to provide professional development for teachers and teachers' aides working with special needs populations. This Unit also acts as a consultative liaison with tertiary institutions, technical officers, non-governmental organizations and government organizations in The Bahamas on school related matters and professional activities. They maintain collaborative inter-agency relationships to ensure that students have access to special education and related services.

The 2016-2017 academic year saw the continuation of the Bahamas National Screening Program established to identify students with diverse learning needs. Pre-school, pre-vocational and vocational programs for special/inclusive education are ongoing. The implementation and development of Individual Education Plans (IEPs) used to report on students' progress, are also monitored regularly.

Employee Assistance Program

The Employee Assistance Program (EAP) was developed under the Guidance and Counseling Unit to assist employees and their families in addressing personal problems that affect an employee's ability to function. The program also provides support to employees who experience work related issues which hinder work productivity. A major goal of the program is to encourage employees within Ministry of Education, Science and Technology to seek help when needed. During the course of this academic year, EAP hosted several training sessions for teachers' aides, school staff, teachers, Guidance Counselors, Primary Curriculum Officers, and Educational Planning Officers and staff, focused on 'Wellness and Wholeness', 'Ensuring Success through Team Spirit', 'Focusing on Goals', 'Balancing your Life – Personal & Professional', 'Self-Care', and 'Psychological First Aid'. Meetings were held with new School Administrators, new teachers and Guidance Counselors, school staff, Curriculum Officers and teachers' aides. Grief therapy was provided to staff and students at the Ministry of Education, Science and Technology headquarters, three (3) senior high schools, two (2) junior high schools, two (2) primary schools, one (1) pre-school and one (1) private school. Approximately forty (40) referrals (self, informal or formal) were made to EAP; and thirty-six (36) employees received individual counseling.

The successful outcomes can be attributed to the detailed planning of the Guidance and Counseling Unit and the EAP Counselor, easy access to EAP by school personnel, networking, well qualified facilitators, requests from School Administrators and Guidance Counselors, timely responses from District Superintendents, and the support of Senior Education officers, the Assistant Director of Education, and Director of Education. The implementation of a crisis intervention team has also been critical to the success of the program.

Challenges to the program's progress include first and foremost, the archipelagic make-up of the Bahamas which limits access to EAP services. Other challenges are inadequate space, time restraints, financial limitations, limited communication, lack of support from some School Administrators, unavailable resources for commute, insufficient staff available to provide services, limited security and an environment that is physically and psychologically unsafe. Negative attitudes toward counseling further inhibit the progress of the EAP program.

School Attendance Unit

The School Attendance Unit is presently staffed by ten (10) officers inclusive of the Supervisor and Assistant Supervisor. The Unit is responsible for ensuring that all children between the ages of five (5) and sixteen (16) years of age are enrolled in school and are attending on a regular basis. School Attendance Officers are responsible for all school-aged children within the Commonwealth of the Bahamas. As outlined in Tables 3.6 through 3.8, one-thousand five-hundred and ninety (1590) cases were referred to the School Attendance Unit during the 2016-2017 academic year. Class registers are reviewed daily and timely responses and follow-ups are provided. This Unit endeavors to be functioning in all schools and visible to all staff and students.

Table 3.6
Referred Cases By School Level 2016-2017: New Providence

Male Students Referred	Female Students Referred	Total Referred	# of Students Resuming Attendance
<i>Primary Schools</i>			
46	37	83	83
30	29	59	57
55	50	105	63
1	1	2	2
Total - 132	Total - 117	Total - 249	Total - 205
<i>Junior High Schools</i>			
40	16	56	N/A
131	137	268	N/A
N/A	N/A	39	N/A
35	18	53	43
45	43	88	N/A
Total - 251	Total - 214	Total - 504	N/A
<i>Senior High Schools</i>			
65	55	120	N/A
241	89	330	N/A
Total - 306	Total - 144	Total - 450	N/A

Table 3.7**Referred Cases By School Level 2016-2017: Grand Bahama**

All Primary Schools Males & Females Referred	All Secondary Schools Males & Females Referred	Special Schools Students Referred	Program SURE Students Referred
89	220	15	52
Total - 89	Total - 220	Total - 15	Total - 52

Table 3.8**Miscellaneous Cases By Sex 2016-2017**

Male Students Referred	Female Students Referred	Total Referred	# of Students Placed in School or Alternative Program
7	4	11	10
Total - 7	Total - 4	Total - 11	Total - 10

Several initiatives were carried out this academic year including increasing public awareness regarding school attendance, contributing to the home-schooling committee, participation in a training and certification program for drug and violence, Street Patrol, revision of crisis response protocols, and the planning of the sixtieth (60th) anniversary of the Special Services Section.

All School Attendance Officers participated in the revision of pamphlets and flyers which were presented to persons during Street Patrols, as well as Seminars and Workshops in an attempt to increase public awareness regarding school attendance. Street Patrols were conducted every month for the school year. The Urban Renewal Program assisted by providing Police and Defense Force Officers to aid Attendance Officers in accomplishing the task. On some occasions, students were escorted immediately to the Urban Renewal Office in the area during the patrol and

parents/guardians contacted. However, the Unit was unable to acquire a bus to assist with the patrol as is usually done. Some School Attendance Officers were not interested in Street Patrol or appeared reluctant to approach students or adults. Participation in this effort was further inconsistent due to illnesses, among other factors. Nonetheless, the Street Patrol revealed the need for training and re-training of School Attendance officers and support from all stakeholders.

As it pertains to Professional Development, the Chief School Attendance officer participated in a drug and violence prevention, treatment and rehabilitation certification program hosted by the National Drug Council. The course was conducted over a six-month period and was successfully completed by the Chief Officer. Major gains include program design and the provision of protocols that can be used to determine program effectiveness in areas outside of drugs and violence.

The School Attendance Unit collaborated with other Units within Special Services Section on two (2) occasions. School Attendance Officers worked along with the Guidance and Counseling Unit in revising crisis intervention and response protocols. Meetings with the EAP Counselor occurred to plan an appropriate approach although due to time restraints meetings were not held as frequently as planned. Also, planning initiated toward the sixtieth (60th) Anniversary celebrations and documentation of the history of the Special Services Section. Lack of interest and participation among senior officers in the section were noted, however the event was postponed to 2018.

Finally, the School Attendance Unit contributed to the Home-Schooling Committee with a thrust to ensure that home-schooled students receive a quality education. The committee was successful in ensuring that a significant number of home-schoolers were registered with the Ministry of Education for the first time. Persons conducting home-schools are required to renew registration on an annual basis. More officers are needed to investigate suspicious cases of home-schooling. Parents were also encouraged to have home-schooled children sit national examinations to ensure that students are receiving the same or better instruction as those in traditional schools.

Some of the challenges experienced within the School Attendance Unit this academic year were as follows:

- The advent of new criteria for graduation has resulted in some students dropping out of school. Reports from officers indicate that many students did not meet the 90% attendance or 2.0 GPA requirements, both of which are necessary to attain the Bahamas High School Diploma. This resulted in many students becoming discouraged and dropping out of school.
- There is a challenge in encouraging students to attend school on a regular basis once they are placed back in school.
- As technology advances students are finding it easier and more attractive to absent themselves from school. They are usually not seen on the streets as they use social media as a means of communication. This has resulted in less children found on the streets while school records suggest that they are not in school.
- Student absenteeism coupled with limited personnel to address concerns mean all cases cannot be addressed
- The rules of the Safe School Manual are not adhered to by some school principals resulting in students being expelled from school and potentially becoming involved in deviant behavior.
- Lack of support from School Administrators when attempting to place students back in school
- Lack of support from relevant government agencies when addressing the needs of children and families

Despite the above challenges, the School Attendance Unit will continue to create and implement new strategies to stem the tide of school absenteeism, tardiness, and drop-out, all of which are believed to be major contributing factors to the high rate of crime and violence within Bahamian communities.

School Psychological Unit

The School Psychological Unit provides psychological services to support student learning throughout The Bahamas. To this end, the Unit undertook several projects during the 2016-2017 academic year. School Psychologists conducted Psycho-Educational Assessments on all students red-flagged during the Special Education Unit's National Screening Project. Screening was further

provided by the Unit for students entering the Marjorie Davis Special Education Institute on three (3) occasions during the school year.

Moreover, Psycho-Educational Assessments and Reports were provided for two-hundred and thirty-seven (237+) plus students throughout The Bahamas. Training for the administration of the Wide Range Achievement Test-Fourth Edition (WRAT-4) was facilitated for teachers and Guidance Counselors. A Reading Clinic was also conducted at the Woodcock Primary School. Furthermore, a team of School Psychologists conducted Teacher Informational Meetings providing tidbits on classroom strategies for students with academic and behavioral challenges.

Sixty-four (64+) plus students received Academic/Behavioral Evaluation coupled with Intervention. Specific Behavioral Group Testing and Reports were provided for nine (9) students at Program SURE. Behavioral Workshops were conducted for four (4) weeks (twice per week) and training for the Champion's Ride Program was offered at seven (7) schools in New Providence. Female students affected by school violence at the Government High School participated in a Post-Traumatic Stress Group Therapy organized by two School Psychologists. Parent Psycho-Educational Workshops were held during P.T.A. meetings to educate parents on a number of topical concerns.

Schools were generally accommodating allowing for the completion of assessment. The assessment provided by School Psychologists also occurred due to the securing of up-to-date testing materials this academic year; albeit more testing supplies are required. Psychologists were also willing to work beyond the regular hours of work to conduct parent workshops. Special Education and School Psychological Units continue to work together to provide assessment, recommendations and placement for students in special units and schools. Major challenges in serving the children of the nation include the inability to contact parents due to incorrect telephone numbers and furthermore, the unwillingness of parents to have their children assessed. Also, some teachers find it challenging to complete the testing protocols and, in some cases, misplace the forms provided by School Psychologists. Moreover, teachers and administrators have expressed disagreement concerning the criteria for entry into the Marjorie Davis Special Education Institute.

The School Psychologist responsible for Out-island Services and improvement of the Out-island Education Service Delivery Model penned several objectives. The first course of action involves reviewing all consultant and Bahamas Governmental reports on the condition of education in our schools and the effectiveness of delivery mechanisms in this archipelagic nation. A final position paper combining outcomes from each study and formulating a unified national plan for the improvement of service delivery to schools in the Out-island Districts is to be written. Also, Needs-Assessment Forms will be distributed to each Island School District, completed by the District Guidance Counselor, and reviewed for planning purposes by the School Psychologist. Parent Teacher Association board members and other community leaders will be recruited for training in lay-education services for their island. Also, the intention is to establish a transportation network with public and private inter-island transport systems to effectively move supplies and enhance communication between the Special Services Section in New Providence and island coordination centers in their communities. A special fund is being requested to enhance timeliness of services to Out Islands. Another goal is to combine capacities with New Providence and Out Island Districts' community stakeholders to establish year-round youth empowerment programs, summer programs and other student exchange initiatives that can be used as behavior modification treatment plans for at-risk cases in New Providence and the Out Islands. The promotion of non-formal education initiatives between New Providence and Out Island Districts is suggested in severe classroom adjustment difficulty cases.

Learning Resources Section

The Learning Resources Unit (LRU) was officially established in 1977 as a support arm of the Ministry of Education, and an extension of the Audio-Visual Department that existed in the early 1970's. Several teachers received training in Resources Center Development and were re-assigned to the Unit. In the late 1990's, the Unit was renamed the Learning Resources Section (LRS) and housed the Teachers' Media Library and the Broadcasting Unit (Distance Education). In 1999, the Writing Unit occupied a space at LRS and became a part of the section in 2003. In 2007, the Bahamas Learning Channel was relocated to LRS. It is noted that as of August 2016 all Units are headed by, and staffed by, substantively posted Education Officers.

This academic year, the LRS focused on further improving the safety and physical appearance of the environment including the Teachers' Media Library and school libraries. In addition to providing integrated services among its various units, the goal this year was to produce indigenous resources to complement existing curricula and curriculum-based multimedia educational programs for primary and high school students throughout the Bahamas. Furthermore, the section aspired to research and develop a Distance Education proposal for the Ministry of Education.

Teachers' Media Library

As the original and integral part of the Learning Resources Section, the Teachers' Media Library provides teachers and students with resources to assist in classroom instruction. There is a vast availability of print and electronic resources. Patrons are also able to utilize equipment to assist with the production of teaching aids. The Chief School Librarian, who also oversees school libraries and resource centers, heads the Teachers' Media Library, and one Trained Teacher is assigned to the Unit. To enhance the library's collection, Bahamian books and consumables were distributed to school libraries in New Providence and most of the Family Islands. The Teachers' Media Library and all school libraries held several events this year designed to showcase the work of the libraries including a church service, displays, and local school assemblies and events. With the goal to increase awareness in schools in respect to the work of school libraries and resource centers, a Library Month Committee was established; bookmarks as well as charts were also produced and distributed. Professional Development activities geared at improving library services and personnel development were successful and involved twenty-eight (28) library staff members.

Broadcasting Unit

The Broadcasting Unit is the broad heading given to two separate Sub-Units, namely the Audio Unit and Distance Education Unit.

Audio Unit

This Unit is responsible for the production and distribution of audio broadcasts, mainly aired on ZNS Television. These programs are educational in nature and focus on various aspects of the curriculum. Five (5) Trained Teachers along with two clerical staff and a contracted audio producer have worked in this unit over the past several years.

The Audio Unit experienced many successes this academic year. The Production 'A Time for Education' continues to be transmitted as a magazine program via ZNS-1540, Monday, Tuesday, Thursday and Friday in one (1) - hour segments. Audio producers persisted in producing quality programs despite the many challenges with the equipment. One such challenge involved delays in addressing additional areas in the curriculum due to the lack of a technical producer assigned to the unit. The transmission of approximately one hundred (100), one (1)-hour educational programs aired for the year. Once more, the Audio Unit was able to produce a revised copy of the BGCSE English Literature text: 'An Evening in Guanima'. Three (3) new audio books were also produced including 'A Boy Called Cow', 'My Father Sun Shine', and 'The Skin I'm In'.

Audio producers continued to produce quality programs despite malfunctioning equipment, conflicting schedules of subject officers and guests, and cancellations of bookings. Students also assisted in the recordings. As a result of a new management system, a wider range of the curriculum-based radio programs were provided this year allowing for a wider audience. This year saw varied formats used in the magazine program including 'Trivia -Around the archipelago', 'Talent Jam', 'Story time', 'Lesson of the Day' and the 'French and Spanish Connection'. In-house workshops and training sessions were conducted on a regular basis in respect to the editing software Adobe Audition 2.0., to upgrade the skills of the production team. Funds were unavailable to allow officers to pursue educational opportunities abroad. Nevertheless, the 'Kidz Radio Club' Summer Camp was held for students in grades ten (10) through twelve (12) who expressed an interest in radio production. The overall exercises proved fruitful as a result of joint efforts of the production team, stakeholder enthusiasm and support, student excitement, and the overwhelming support from the general public.

Distance Education Unit

The Distance Education Unit creates and distributes educational material that can be used to supplement the curriculum in areas of the country where there is a deficiency in traditional resources or instructional staffing. The material takes the form of print and electronic media. An Education Officer currently heads this Unit. MOEST staff Identification Cards (ID) are also produced here.

The Unit commenced the processing of IDs for staff of the Ministry of Education, Science and Technology. The ID card system software, however, is obsolete and not compatible with the computer's operating system (Windows XP). Members of staff have expressed frustration having to visit two different locations in order to obtain an ID card. Moreover, subject teachers have assisted in the development of Multimedia packages for Social Studies and Spanish, and arrangements have been made for production and distribution. The Distance Education Unit was also able to successfully produce and distribute calendars and informational brochures.

Writing Unit

The intent of the Writing Unit is to create indigenous resources to aid instruction in public school classrooms. The resources are mainly in print form and vary from textbooks to resource packages. Three (3) Trained Teachers who have all been members of the unit since its inception currently staff the unit; one of whom has been acting as Education Officer with responsibility for Resource Production since 2007. The Unit had the opportunity to meet with relevant subject officers to discuss and review production design layout plans for the resource packets. Resource Packages have been drafted, but final production is stalled as all schools have not submitted contributions. The development of CDs with new content has been on the agenda for some time, however due to lack of funding and training, Writing Unit members have gained no experience in the development of interactive CDs. This has been a setback for several years. Another key initiative is the review of books submitted to the Ministry of Education. While reviews have been conducted, the Ministry of Education still has not implemented a specific strategy to determine which books should be accepted for review from the general public. This leads to review of books that are inappropriate for schools based on content and literary style. It is recommended that the Writing Unit lead in policy and strategy development of the books to be accepted for use in schools; consideration should be given to age appropriation, gender, and cultural context among others factors.

Once more, the Writing Unit liaised with the Templeton World Charity Foundation to organize the 2016/17 Laws of Life Essay Competition. The competition was extremely successful. There were over two thousand (2,000) entries and more schools entered the competition this year than in previous years.

Professional Development Section

This Section of the Ministry of Education, Science and Technology, housed at the Mabel Walker Professional Development Institute, has the responsibility of meeting the training needs of technical, administrative and support personnel at the Ministry/Department of Education. To accomplish this task, the Professional Development Section develops training curricula and resources and provides timelines for the implementation of training initiatives. Traditional technology is coupled with modern technology to support training, and databases are maintained to track training activities, presenters, and participants.

This academic year saw the execution of workshops for some three hundred five (305) officers including teachers' aides, private and public school teachers and Student Success Coaches. The workshops focused on a number of areas including 'Item Writing', 'Writing of Rubrics and Higher-Level Questions', as well as 'Alignment of Objectives'. Workshop sessions were well supported and well attended. Resources, inclusive of Instructor Guides, Training Manuals, PowerPoint Slides, Ice-Breakers, Exercise Files, and Pre and Post Assessments were drafted for teachers, janitresses and security officers. Additional resources focused on 'Writing Skills', 'Reporting & Office Management', 'Time Management', 'Adapting to the Workplace', and 'Training Adults'. While the Professional Development Section boasts many accomplishments, there is need for additional competent technical officers who are well-suited for the tasks and functions of the institute.

Early Childhood Education Section

As Pre-school education provides the foundation for life-long learning and has been linked to positive academic outcomes, education for three (3) and four (4) -year olds has been a priority on the agenda of successive governments. The first government Pre-school was established in 1989 and today there are eleven (11) Stand-Alone Preschools across The Bahamas in addition to Pre-school units within primary schools. Several initiatives were highlighted for the period 2016-2017 including Curriculum Development, Professional Development, Resource Management, Supervision and Monitoring and Public Awareness.

Curriculum Development

In addition to ongoing curriculum implementation, the goal this year has been to develop a Scope and Sequence for Language Arts and Physical Development. The Early Childhood Section was successful in drafting the Scope and Sequence for both subjects however resources to print including ink and toner were unavailable. Therefore, the digital circulation of documents is under consideration. The Pre-School Curriculum Supplement was also drafted and subsequently distributed to sixty-five (65) government Pre-schools in New Providence and the Family Islands. District Superintendents were instrumental in this process. The Section also endeavored to develop a Scope and Sequence for Math Level I and revise the Child Program Manual, but were not able to accomplish these activities due to limited time and engagement in other projects.

Professional Development

Continuous professional development for teachers in the area of Early Childhood is critical. Training sessions were organized for Pre-school teachers and teachers' aides however, due to the loss of instructional time as a result of Hurricane Matthew, professional development activities for October were cancelled. Nevertheless, curriculum implementation sessions for the Language and Physical Development curriculum components were conducted in New Providence. The sessions consisted of fifty-four (54) teachers and fifty-six (56) teachers' aides. Regrettably, sessions did not occur on Family Islands due to budgetary restraints as well as challenges coordinating with District Superintendents. Nevertheless, Pre-school training sessions were provided for private schools. Pre-School Officers presented on the topic 'Planning Integrated Lessons for Pre-schoolers' at the summer workshop for private Pre-school teachers and caregivers, organized by the Pre-School and Daycare Center Council. As for the clerical and custodial staff of the Early Childhood Section, a one (1) day training session was held to build the capacity of the Section.

Resource Management

Instructional materials were procured and distributed to schools in New Providence and the Family Islands for newly established Pre-schools in particular. There was limited assistance from the Stores/Supply Section staff during this venture and transportation to the mail boat was challenging. The procurement process was tedious and little information was provided on budget allocation and funds disbursement. Nevertheless, digital records of distributed supplies were compiled for the

sixty-five (65) schools, albeit very time consuming. Disappointingly, the schools did not submit an inventory of supplies received.

During this academic year, the Early Development Inventory for Pre-schoolers (EDIP) was revised, and training provided to teachers for its implementation in New Providence, North and Central Andros, The Berry Islands and Grand Bahama. Training for teachers on Family Islands remain a challenge, therefore teachers from many islands did not participate due to budgetary restraints. A training video clip was also produced to supplement the EDIP. A committee was formed this academic year to develop an exit assessment tool for Pre-schoolers and work has commenced to this effect.

Supervision and Monitoring

Supervision and Monitoring is a regular function of the Early Childhood Section. Once more, announced and unannounced lesson observations were conducted at Pre-schools across New Providence. School visits occurred in the form of meetings, culminating activities, Closing Exercises, and New Parent Orientations. Monthly meetings were held with Principals of Stand-Alone Pre-schools. Unfortunately, due to budgetary restraints, no visits were made to Family Islands.

A Directory of Enrolment Statistics for Government Preschools in the Bahamas was compiled although contact with Family Island schools was difficult. Data was also collected from the EDIP compiled from 68% of Pre-schools on New Providence and only 5% of Family Island Pre-schools, representing a total of 35% of forms returned. There were nine hundred eighty-six (986) students assessed in New Providence.

Public Awareness

Numerous initiatives occurred to increase public awareness. Two (2) Parent Forums were held for parents at Sybil Strachan Primary and the Learning Resources Section. The Early Childhood Section also supported and participated in Pre-school Week activities at a number of schools. Additionally, meetings were held with social workers of the School Welfare Section, Social Services on matters related to Early Childhood Care and Education. Officers further participated

in working groups with various stakeholders in reference to the Organization of American States' (OAS) Comprehensive Early Childhood Education initiative. Meetings with the Chairperson and Faculty of the School of Education at the University of The Bahamas (UB) took place to discuss the Early Childhood Programs at the institution. The new Early Childhood Bachelor's Program at UB was evaluated and assessed at this time. Two issues of "The Pre-school Journal" newsletter were distributed to all government Pre-schools and displayed via the Ministry of Education social media page.

The Early Childhood Section continues to liaise with national, regional and international organizations and agencies. During this academic year, Pre-school officers attended the Grant Writing Workshop sponsored by the American Embassy and the University of the Bahamas. They also participated in the Inter-Developmental Bank and University of the Bahamas' Caribbean Regional launch and Presentation of Publication entitled 'The Early Years: The Child Well-Being and the Role of Public Policies: Social Pulse in Latin America and the Caribbean'. Additionally, the section liaised with the Department of Public Health Pediatricians to establish a policy and protocol for administering medication to Pre-schoolers.

Due to the extensive work carried out by the Early Childhood Section, public Pre-schools continue to expand and develop. Many Family Island primary schools are requesting the establishment of Pre-school classes and in some cases new or refurbished facilities were provided. It is the intention of the Ministry of Education to provide Pre-school education in communities unserved, where feasible. Furthermore, a curriculum writing committee was formed and the curriculum revision exercise has commenced. The input of senior educators, teachers, teachers' aides and stakeholders will be encouraged to produce a developmentally appropriate, culturally relevant and diverse curriculum catering to the needs of learners.

The Planning and Research Section

The Planning and Research Section is a core operational section within the Ministry of Education with the responsibility for six (6) board areas:

- Education Statistics and Education Management Information System (EMIS) – Provides the statistical information needed as a base from which to execute the remaining functions of the Planning and Research Section
- Resource Planning – seeks to provide MOEST Executives as well as senior and mid-level managers with options as to how to best utilize the limited resources available while attempting to meet as many of the needs of the country in the area of education
- Research – provides a more in-depth look into issues which impact the education system; This gives Education Planners a better understanding of these issues and informs policies and practices
- Monitoring and Evaluation - tracks the level and rate of progress experienced in relation to the implementation of programs, projects and activities undertaken by the MOEST
- Policy Analysis – used in conjunction with research-based findings and enables the MOEST to assess the impact of education policies thus allowing for appropriate adjustment, if needed
- Project Development – ensures that all projects are successfully designed and implemented in terms of the efficient use of resources and the timeliness of completion

The National School Lunch Program (NSLP), responsible for the administration of the school feeding program in public schools, also operates under the Planning and Research Section. The NSLP Coordinator oversees the daily tasks that lead to students who are approved by the Department of Social Services for food benefits, being provided with at least one nutritious meal during the school day. The budget allocation for the 2016/2017 fiscal year is two dollars (\$2) per student.

The 2016-2017 academic year saw numerous accomplishments for the Planning and Research Section. Educational Planning Officers were able to successfully conduct the 2016 National Education Census Exercise involving private and public schools and as a result draft the National Education Digest. The Section further assessed the enrolment statistics and other necessary data centered on schools within the Southwestern District from which a Report was compiled providing guidance on the decision to construct a new school. Training for senior administrators also occurred in respect to Performance-Based Program Budgeting. Additionally, Planning and

Research Officers participated in training with the United Nations Educational, Scientific and Cultural Organization (UNESCO) on collation of quantitative data and contributed to reports for the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW).

The Planning and Research Section experienced several challenges this year. The Section can function more effectively with updated software programs that would assist in the production of qualitative and quantitative reports in desired formats. Limited funding also impedes the Section's ability to fully achieve expected outputs and outcomes. Additional technical officers are needed, particularly with specialized backgrounds in Economics. Furthermore, the Research Unit of the Section requires development that will allow for studies to be conducted within the education system that can provide empirical evidence to inform policies and practices.

Private schools remain for the most part uncooperative in providing information during Census Exercises. Moreover, officers in the Section have experienced health challenges that have interfered with the work of the Section on occasions. Frequent colds and coughs contributed to officers being absent or not well enough to meet deadlines. It is recommended that regularly scheduled cleaning of the area takes place throughout the year and that the often frigid temperature be better regulated to produce a more comfortable work environment.

CONCLUSION

The report provided in Chapter III elucidates the extensive work carried out by sections and units within the Ministry/Department of Education during the 2016-2017 academic year. Specific information is provided on key initiatives conducted and the many accomplishments of the various areas are highlighted. Major challenges cited include budgetary constraints, limited time, lack of resources, security issues and understaffing. Despite such limitations, clearly the Ministry of Education, Science and Technology is functioning and continues to produce results as revealed in this chapter, and further reflected through the national examination results presented in the ensuing chapter.

CHAPTER IV

The Bahamas Technical & Vocational Institute

As the country's premier technical and vocational institution, The Bahamas Technical and Vocational Institute (BTVI) provides learning opportunities that enable individuals to be globally competitive and economically independent. The Institute saw its inception in 1949 and has since undergone several name changes. BTVI offers a number of programs at its' New Providence and Northern campuses as outlined in Tables 4.1 to 4.3. The Institute strives to develop 'Student First' initiatives, excellence in academics, community outreach and engagement, and high performance as an organization.

Figure 4.1
Organization Chart – BTVI

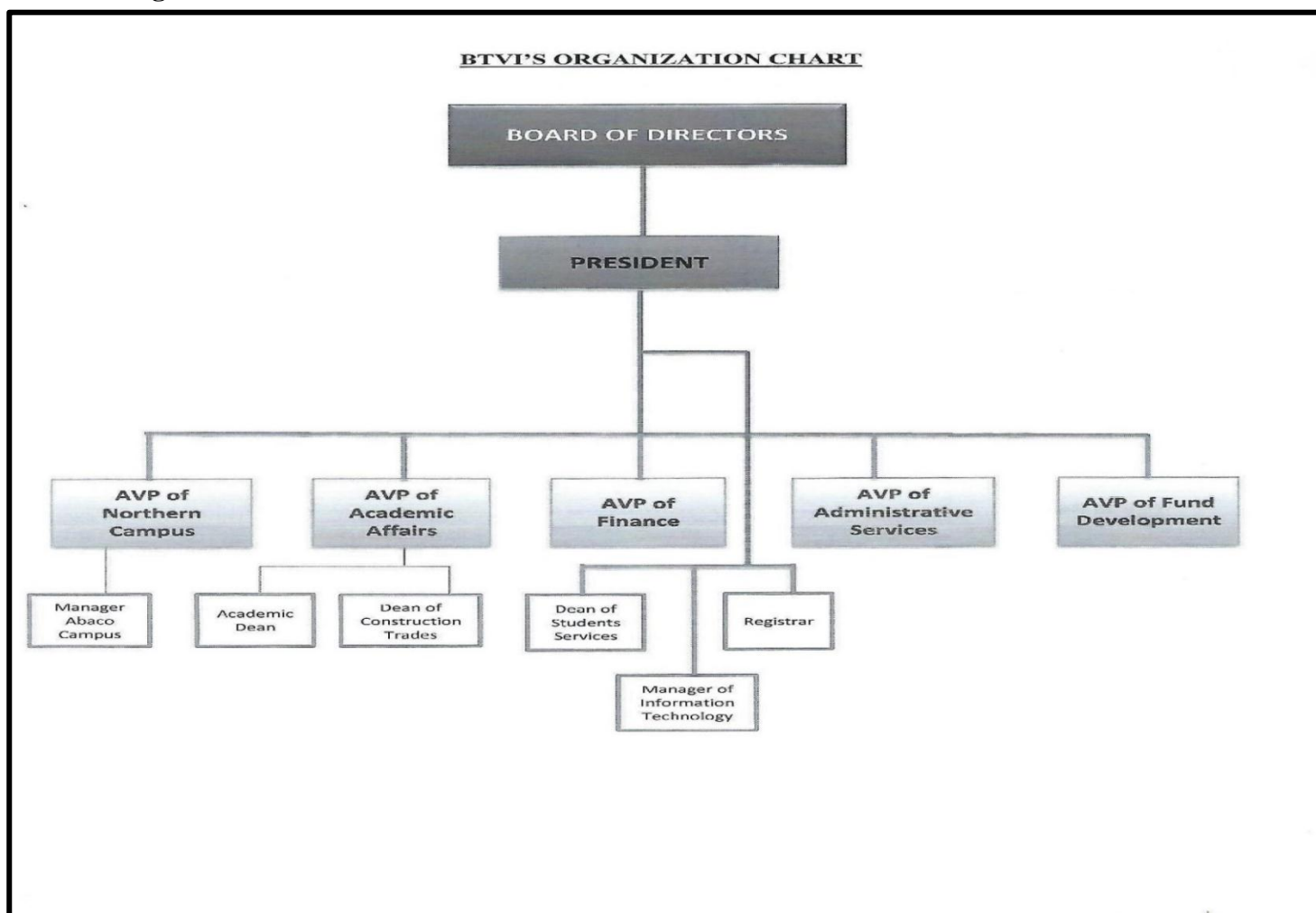


Table 4.1**BTVI Programs At-A-Glance - New Providence Campus and Northern Campus**

PROGRAMS OFFERED	NASSAU CAMPUS	NORTHERN CAMPUS
Certificate Programs		
<i>Construction Trades</i>		
<i>Carpentry</i>	√	√
<i>Masonry</i>	√	
<i>Heating Ventilation & Air Conditioning</i>	√	√
<i>Drywall Installation</i>	√	
<i>Tiling/Flooring</i>	√	
<i>Plumbing</i>	√	√
<i>Welding</i>	√	√
<i>Solar Installation & Maintenance</i>	√	
<i>Electrical Installation</i>		√
<i>Electronic Trades</i>		
<i>Electronic and Cable Installation</i>	√	√
<i>Beauty Trades</i>		
<i>Nail Technology</i>	√	
<i>Esthetician (Facial) Technology</i>	√	
<i>Barbering Technology</i>	√	
<i>Information Technology</i>		
<i>Cisco Certified Network Associate</i>	√	
<i>Information Systems Technology</i>	√	
<i>Information Technology Entry Level-Online</i>	√	
<i>Information Technology Support Specialist</i>	√	
<i>Mechanical Trades</i>		
<i>Auto Collision Repair</i>	√	
<i>Auto Mechanics</i>		√
<i>Business Trades</i>		
<i>Office Assistant</i>		√

Table 4.2

BTVI Programs At-A-Glance - New Providence Campus and Northern Campus

PROGRAMS OFFERED	NASSAU CAMPUS	NORTHERN CAMPUS
Diploma 2-Year Programs		
<i>Fashion Trades</i>		
<i>Fashion Design Production I</i>	√	
<i>Fashion Design Production II</i>	√	
<i>Beauty Trades</i>		
<i>Cosmetology</i>	√	√
<i>Massage Therapy</i>	√	
<i>Construction Trades</i>		
<i>Electrical Installation</i>	√	
<i>Mechanical Trades</i>		
<i>Auto Mechanics</i>	√	
College Credit Programs: Associate of Applied Science		
<i>Information Technology Management</i>	√	√
<i>Information Technology Management (Security & Server +)</i>	√	
<i>Construction Technology (General Contractor)</i>	√	
<i>Electronics Engineering Installers and Repairers</i>	√	
<i>Business Office Technology</i>	√	
<i>Office Administration</i>	√	√
Professional Development Courses: 10 or 12 Weeks Per Course		
<i>A+ Review</i>	√	
<i>Accessories Making</i>	√	
<i>Accounting I and II</i>	√	
<i>Advanced Computer Apps</i>	√	
<i>Acrylic Nails</i>	√	√
<i>Barbering</i>	√	
<i>Basic Automotive Preventative Maintenance</i>	√	
<i>Basic Diesel Engine</i>	√	√
<i>Basic Electrical I & II</i>	√	
<i>Basic English & Math</i>	√	
<i>Basic Sewing I, Sewing I, II</i>	√	
<i>Basic Transmission Repairs</i>	√	
<i>Block Laying</i>	√	
<i>Blueprint Reading</i>	√	

Table 4.3**BTVI Programs At-A-Glance - New Providence Campus and Northern Campus**

PROGRAMS OFFERED	NASSAU CAMPUS	NORTHERN CAMPUS
Professional Development Courses: 10 or 12 Weeks Per Course		
<i>Business Communication</i>	√	
<i>Cabinet Making</i>	√	
<i>CompTIA A+Review</i>	√	
<i>Customer Service</i>		
<i>Face Care/Make-Up Application</i>	√	
<i>Introduction to Computers</i>	√	
<i>Introduction to Pipe Welding</i>		
<i>Introduction to Tile Laying</i>	√	
<i>Introduction to Welding</i>		
<i>L P Gas Certification</i>	√	
<i>Manicure and Pedicure</i>		√
<i>Marine Outboard Engine Preventative</i>	√	
<i>Maintenance</i>	√	
<i>Micro Computer Apps</i>	√	
<i>Microsoft Excel</i>	√	
<i>Microsoft Word</i>	√	
<i>Nail Technology</i>	√	
<i>Natural Hair</i>	√	√
<i>OSHA (Online Int'l Safety Cert.)</i>	√	
<i>Painting & Decorating</i>	√	
<i>Phase I Electrical</i>	√	
<i>Plumbing Basic I</i>	√	
<i>Principles of Accounting I & II</i>	√	
<i>Public Speaking</i>	√	
<i>Quick Books</i>	√	√
<i>Sewing I & II</i>	√	
<i>Single Phase Electrical Review</i>	√	√
<i>Small Gas Engine Repair</i>	√	
<i>Solar Energy Technology</i>	√	
<i>Surveying</i>	√	√
<i>Tech Prep English & Math</i>	√	
<i>Tile Laying</i>	√	
<i>Trade Estimating</i>	√	

The 2016-2017 academic year has seen the engagement of BTVI's first President, Dr. Robert W. Robertson, the appointment of a new Board of Directors, increased collaborations with local and international colleges and firms by way of the Memoranda of Understanding and Articulation Agreements. It has also seen a partnership with the Inter-American Development Bank (IDB) for the fostering of apprenticeships to better equip students for the future; an alliance with the Lowell J. Mortimer (LJM) Maritime Academy that focuses on marine studies in the Bahamas; as well as apprenticeships with the Freeport Container Port and the Grand Bahama Shipyard. Partnerships also exist with organizations such as Rotary Bahamas, the Bahamas Chamber of Commerce, St. Andrew's Presbyterian Kirk Bahamas, Ranfurly Home for Children, Bahamas Telecommunications Company, Aliv, Kiwanis, Sol Petroleum, Urban Renewal, the United States of America Embassy, the Bahamas Cooperative League Limited, the Miss Bahamas Organization and the Claudius R. Walker Lodge (1808).

BTVI continues to move forward in technical upgrades. A groundbreaking ceremony was held for its smart classroom block which should be completed in Fall 2018. In addition, BTVI has registered with NAECOB and aims to become a member of the Accreditation Council for Business Schools and Programs (ACBSP) and the Accrediting Commission of Career Schools and Colleges (ACCSC).

A merit pay system was established to foster and promote the training upgrades and professional development for a high performing faculty and staff with a view of increasing productivity and qualifications for the future. BTVI's faculty continues to attend conferences and workshops as part of the strategic goal to leverage best practices to promote exemplary teaching, learning and professional development.

There has been a slight improvement in enrolment numbers this year which can be attributed to the continuation and rigorous promotion of dual enrolment programs, new online courses, jumpstart and professional development programs, and apprenticeships. Students have been placed at various businesses in record numbers as part of BTVI's Internship programs, and have embraced opportunities to attend international colleges under various scholarships from

international, regional and local donors. The institution continues to be male-dominated with an enrollment ratio of sixty males to forty females (60:40).

BTVI is proud to be a community advocate for a number of schools, churches and other organizations including Claridge Primary School, Ranfurly Home for Children, St. Andrews Presbyterian Kirk, Zonta and Core of Hope Youth Resource Center.

Northern Campus

The Northern Campus of The Bahamas Technical and Vocational Institute has an average enrolment ratio of seventy males to thirty females (2.3:1). The enrolment for Fall 2016 was reported as two hundred eighty (280) students. Summer graduates totaled forty-two (42). Tables 4.1 to 4.3 display the programs offered at the Northern Campus.

The Freeport team consisting of fourteen (14) full-time administrative staff and twenty-seven (27) instructors (GB Shipyard and BTVI General) continued to work together in order to overcome challenges. At the beginning of the academic year, BTVI-Northern Campus collaborated with the University of Bahamas Northern Campus toward the establishment of a proper library.

Professional Development courses remain popular in QuickBooks/Accounting, Acrylic Nails and Single Phase Electrical. The campus was also able to offer courses in Basic Diesel Engine and Small Engine Repairs during the year. As a result of discussions with Baker's Bay regarding apprenticeship programs, an Abaco Centre was opened, and students have paid the regular fees charged by BTVI. The northern campus was pleased to report that Grand Bahama Shipyard returned to BTVI in Fall 2016. The Shipyard has agreed to pay twenty-four thousand one hundred dollars (\$24,100) per month for BTVI's services. Also, the Cosmetology Department initiated Pop-up Beauty Salons at Solomon's (West and East) and made appearances on special occasions (e.g., Mother's Day). Visits continued to Urban Renewal Centers offering services at a discount. For the first time, a Beauty Trade Exposition was organized with substantial support from alumni; and involved participants from New Providence, Turks & Caicos, and Grand Bahama.

Financials

As a result of the enactment of the Bahamas Technical & Vocational Institute Bill and the convening of the Board, the financial position of the Institution drastically changed. The Institution assumed responsibility for additional expenses to meet the conditions set forth in the BTVI Act and as a means of addressing the concerns outlined by the Government. The Ministry of Education, Science and Technology approved a total of five million, two hundred fifty-two hundred thousand dollars (\$5,252,000.00) for BTVI, however the expenditure for this year surpassed the budgeted amount at seven million, seven hundred eighty-one thousand, two hundred forty-five dollars, eight cents (\$7,781,245.08).

Table 4.4
Bahamas Technical and Vocational Institute-Administrative Staff

Name	Current Post
Robert Robertson	President
Melissa Evans	Associate Vice President, Finance
Zakia Winder	Associate Vice President, Administrative Service
Alicia Thompson	Associate Vice President, Fund Development
Veronica Collie	Associate Vice President, Northern Campus
Samara Sands	Registrar
Alexandre Darville	Dean Construction Trades & Workforce Dev.
Pleshette McPhee	Dean of Academic Affairs
Racquel Bethel	Dean of Student Services
Wellington Bain	Information Technology Manager
Hadassah Hall	Public Relations Officer
Usheika King	Recruitment Officer
Kayla Hall	Admissions Officer
Donald Burrows	Evening Coordinator

CHAPTER V

STUDENT PERFORMANCE

In The Bahamas, students enrolled in public and private schools sit national assessments. At the primary school level, the Grade Level Assessment Test (GLAT) is taken in grades three (3) and six (6). The Bahamas Junior Certificate Examinations (BJCs) are set for junior high school students in grade nine (9) while the Bahamas General Certification of Secondary Education (BGCSE) is designed as an exit examination for students in senior high school. The current chapter provides a summary report on student performance in respect to the GLAT, BJC and BGCSE for the 2016-2017 academic year.

GRADE LEVEL ASSESSMENT TEST

The Grade Level Assessment Test (GLAT) is a diagnostic assessment tool administered to students during the same time period each year across the nation. Third grade students are evaluated in the core subject areas of Language Arts and Mathematics whereas in the sixth grade, Science and Social Studies are added to the list of subjects assessed. This academic year saw seven thousand one hundred eighty (7,180) public school students sitting the GLAT -3 and seven thousand four hundred seventy-one (7,471) public school students who sat the GLAT -6.

Public School GLAT Results – Grade 3

Students enrolled in public schools who sat the GLAT-3 examination attained 65.2% A-D passes overall (See Table 5.1). Among the fourteen (14) public school districts, the highest percentage of A-D passes was calculated for the MICAL district (93.0%). Other districts performing above the mean include Long Island (79.5% A-D passes), Exuma and Ragged Island (74.3% A-D passes), and North Andros and The Berry Islands (71.5% A-D passes). The four districts comprising New Providence schools all fell below the national mean percentage for A-D passes, with the Southwestern District receiving the lowest percentage of A-D passes (47.0%). Other districts with less than 65% A-D passes are: Cat Island, Rum Cay and San Salvador (52.2% A-D passes) and South Andros and Mangrove Cay (45.0% A-D passes). Overall, the Family Island districts outperformed the New Providence districts in the GLAT-3. As it pertains to performance by sex, females (69.9%) received a higher percentage of A-D passes than males (60.8%).

In regards to performance by subject on the GLAT-3, the public school mean percentage A-D passes for Language Arts (68.2%) was higher than the 62.1% mean percentage A-D passes for Mathematics. As for English Language, eight (8) of the fourteen (14) school districts performed above the public school mean including MICAL (92.0%), Long Island (87.5%), East Grand Bahama and The Cays (81.6%), West Grand Bahama and Bimini (75.3%), Abaco (74.3%), Exuma and Ragged Island (73.7%), Eleuthera (72.9%), and North Andros and The Berry Islands (70.7%). The district of South Andros and Mangrove Cay exhibited the weakest performance with 41.1% A-D passes in Language Arts.

Concerning Mathematics, seven (7) of the fourteen (14) school districts performed the same as or higher than the public school average performance in respect to A-D passes. The best performance was noted for MICAL (92.0%). Other districts deserving of mention include: Exuma and Ragged Island (73.4%), North Andros and the Berry Islands (72.3%), Long Island (71.1%), East Grand Bahama and the Cays (67.1%), Eleuthera (62.6%), and Abaco (62.4%). Cat Island, Rum Cay and San Salvador received the minimum percentage of A-D passes in Mathematics (44.4%).

An examination of subject entry and actual sitting data reveals that 95.8% of Grade Three (3) students who entered for Mathematics and Language Arts examination, have taken the examination (See Table 5.1). Furthermore, of the ninety-one (91) participating public schools, there were more examination candidates listed for New Providence than students enrolled within schools. Whereas, for the Family Island districts, on average, there were less candidates than those students enrolled in Grade Three (3), suggesting possible new enrolment, school transfers from the Family Islands to New Providence, and school transfers from private schools to governments schools throughout the school year.

Table 5.1
2017: GLAT 3 – Percentage A-D Passes Public School

Districts	No. of Schools W/GLAT Candidates	Total Grade Enrolment	Candidates	Subject Entries	Actual Sitzings	Percentage A-D Passes								
						Language Arts (%)			Mathematics (%)			Overall Total (%)		
Sex						Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaco	12	245	253	506	489	66.4	73.2	74.3	64.8	52.2	62.4	65.7	62.5	68.3
North Andros & Berry Islands	8	114	107	214	212	65.5	78.4	70.7	68.7	77.1	72.3	67.1	77.7	71.5
South Andros & Mangrove Cay	3	38	34	82	80	25.2	63.3	41.1	40	62.2	48.9	32.6	62.8	45.0
Cat Island/Rum Cay/San Salvador	3	32	33	54	54	40.8	83.3	60	40.8	48.8	44.4	40.8	66.1	52.2
Eleuthera	13	191	188	376	374	67.1	77.6	72.9	58.5	63.1	62.6	62.8	70.4	67.8
Exuma & Ragged Island	7	82	78	156	151	69.4	79.5	73.7	75.2	68.6	73.4	71.3	74.0	74.3
West Grand Bahama & Bimini	8	362	347	694	675	65.9	83.4	75.3	47.6	66.4	57.2	56.7	73.6	66.1
East Grand Bahama & The Cays	4	213	193	386	371	76.5	87.7	81.6	66.0	68.3	67.1	71.2	77.8	73.0
Long Island	4	31	30	60	55	85.2	95.0	87.5	87.5	72.9	71.1	88.2	84.0	79.5
MICAL	5	24	24	48	48	92.9	86.7	92	96.4	86.7	92	94.7	86.7	93.0
Northwestern	6	530	540	1080	1041	44.3	61.1	53.0	48.9	53.6	51.3	46.6	57.2	52.1
Northeastern	6	575	578	1156	1058	53.9	66.4	60.4	53.1	66.2	60.0	53.5	66.3	60.1
Southeastern	6	711	730	1460	1405	56.1	70.4	63.3	56.8	66.9	61.9	56.5	68.6	62.6
Southwestern	6	609	610	1220	1167	46.9	49.5	49.6	39.9	50.9	44.5	43.4	50.2	47.0
National Totals	91	3757	3745	7492	7180	61.2	75.4	68.2	60.3	64.6	62.1	60.8	69.9	65.2

Public School GLAT Results – Grade 6

Overall, for the GLAT-6 Mathematics and Language Arts examinations combined, public schools within The Bahamas, on average, attained 50.6 % A-D passes (See Table 5.2). Districts (3) that performed significantly above the overall public school mean include: MICAL (66.5%), East Grand Bahama and The Cays (64.9%), and South Andros and Mangrove Cay (62.1%), respectively. The remaining districts (5) with performance above the public school mean in percentage of A-D passes include: Long Island (56.3%), North Andros and the Berry Islands (55.2%), Eleuthera (53.3%), Abaco (53.2%, and Cat Island, Rum Cay and San Salvador (52.1%). Six (6) districts performed below the overall mean, with the Northeastern New Providence district attaining the lowest percentage of A-D passes (36.2%). In respect to sex, females (55.9% A-D passes) outperformed the males (42.4% A-D passes) in public schools.

Performance in Language Arts (66.2% A-D passes) was significantly better than in Mathematics (34.6% A-D passes). As for Language Arts, eight (8) school districts performed above the public school mean. Outstanding performance was observed for both Long Island (87.1% A-D passes) and East Grand Bahama and The Cays (86.5% A-D passes) in Language Arts. Districts (6) falling below the public school mean consist of Northeastern New Providence (49.0% A-D passes), Exuma and Ragged Island (54.8%), Northwestern New Providence (56.9% A-D passes), Southwestern New Providence (58.6% A-D passes), Abaco (59.5% A-D passes), and Southeastern New Providence (60.0%).

In Mathematics, district performances ranged from 19.8% A-D passes to 54.9% A-D passes. Six (6) districts performed at or above the public school mean in Mathematics inclusive of MICAL (54.9%), Abaco (46.2%), South Andros and Mangrove Cay (44.1%), Andros and the Berry Islands (41.2%), Eleuthera (38.7%), and New Providence Southeastern (34.6%). Districts (6) performing significantly below the mean in Mathematics consist of: Exuma and Ragged Island (19.8%), Northeastern New Providence (23.4%), Long Island (25.6%), Southwestern New Providence (26.8%), West Grand Bahama and Bimini (27.7%), Northwestern New Providence (29.3%).

Family Island districts achieved a significantly higher percentage of A-D passes in GLAT-6 English and Mathematics performance when compared to the New Providence districts. Moreover,

females continue to outperform males in the core subjects of Mathematics and Language Arts (See Table 5.2). A statistical overview of the enrolment and candidature data reveal 100% participation rate in the GLAT-6 for public schools.

Table 5.2
GLAT 6 – Percentage A-D Passes Public Schools

Districts	No. of Schools W/GLAT Candidates	Total Grade Enrolment	Candidates	Subject Entries	Actual Sitzings	Percentage A-D Passes								
						Language Arts (%)			Mathematics (%)			Overall Total (%)		
Sex						Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaco	11	230	235	470	465	52.3	58.7	59.5	40.0	47.4	46.2	46.7	53.3	53.2
North Andros & Berry Islands	8	118	114	228	223	55.8	82.7	69.2	31.7	48.4	41.2	43.8	65.6	55.2
South Andros & Mangrove Cay	3	33	38	76	75	44.0	89.7	80.1	18.7	64.3	44.1	31.3	77.0	62.1
Cat Island/Rum Cay/San Salvador	3	34	37	148	147	68.5	79.2	73.9	23.1	37.5	30.3	45.8	58.3	52.1
Eleuthera	14	183	187	376	368	66.6	71.9	68.0	43.6	35.2	38.7	55.1	53.5	53.3
Exuma & Ragged Island	9	72	75	170	164	34.9	71.6	54.8	22.2	25.4	19.8	28.6	48.5	37.3
West Grand Bahama & Bimini	10	372	370	853	842	61.6	80.5	71.4	20.2	36.7	27.7	40.9	58.6	49.5
East Grand Bahama & The Cays	4	241	235	470	460	82.1	93.5	86.5	36.4	35.4	31.6	62.6	68.6	64.9
Long Island	5	43	40	79	77	36.7	100	87.1	22.2	29.3	25.6	29.4	64.7	56.3
MICAL	6	37	34	68	66	70.8	74.1	78.1	51.9	41.7	54.9	61.3	57.9	66.5
Northwestern	6	531	550	1100	1075	47.5	65.0	56.9	23.5	34.3	29.3	35.5	49.7	43.1
Northeastern	6	551	545	1090	1067	39.8	58.8	49.0	16.0	31.7	23.4	27.9	45.3	36.2
Southeastern	6	710	713	1426	1383	51.3	67.0	60.0	32.7	36.0	34.6	42.0	51.5	47.3
Southwestern	6	660	657	1314	1276	44.2	69.6	58.6	18.8	33.0	26.8	31.5	51.3	42.7
National Totals	93	3815	3830	7647	7471	54.1	73.6	66.2	30.4	37.7	34.6	42.4	55.9	50.6

BAHAMAS JUNIOR CERTIFICATE

The Bahamas Junior Certificate Examination was re-introduced within the Bahamian education system in 1994 to assess student achievement after a three-year course of study. Within the 2016-2017 academic year, approximately twelve thousand, one hundred twenty (12,120) candidates from one hundred twenty (120) centers were registered to sit examinations for the thirteen subjects offered. The candidates belonged to sixty-seven (67) private centers and fifty-three (53) government schools. Table 5.3 outlines the comparison between the number of candidates offering to sit each subject in the 2016 and 2017 BJC examinations; a 3.5% increase is observed for 2017. Thirteen (13) subjects are offered at the BJC level; Spanish and French were re-introduced this academic year. Females (68.7%) received a higher percentage of A-D passes when compared to males (58.7%) in 2017 (Preliminary Confidential Report, Examination and Assessment Division, 2017).

Table 5.3
Comparison of BJC Candidates 2015/16 and 2016/17

TOTAL NUMBER OF CANDIDATES	2016		2017		INCREASE%
	11712		12120		3.5%
SUBJECT	TOTAL	% OF TOTAL	TOTAL	% OF TOTAL	
ENGLISH LANGUAGE	8405	71.8%	8472	69.9%	0.8%
MATHEMATICS	8542	72.9%	8321	68.7%	-2.6%
GENERAL SCIENCE	4693	40.1%	4163	34.4%	-11.3%
ART	599	5.1%	761	6.3%	27.1%
CRAFT STUDY	871	7.4%	798	6.6%	-8.4%
HEALTH SCIENCE	5404	46.1%	6367	52.5%	17.8%
RELIGIOUS STUDIES	5600	47.8%	5855	48.3%	4.6%
FAMILY & CONSUMER	746	6.4%	725	6.0%	-2.8%
SOCIAL STUDIES	4694	40.1%	4786	39.5%	2.0%
TECHNICAL DRAWING	451	3.9%	510	4.2%	13.1%
LITERATURE	1952	16.7%	1688	13.9%	-13.5%
SPANISH			1605	13.2%	
TOTAL ENTRIES	41957		44358		5.71%

National statistical analyses revealed an A-D pass rate of 63.8% for the 2016-2017 academic year denoting a slight decrease from the 64.3% A-D pass rate attained for the 2015-2016 academic year (Preliminary Report, Examination and Assessment Division, 2017). Again this year, the core subjects of Mathematics and Language Arts were the two most heavily subscribed subjects. The public school system saw eight thousand two hundred ninety-four (8294) candidates sitting the 2017 examinations; among this cohort, there were 50.8% A-D passes overall in the core subjects English Language and Mathematics. The highest percentage of core subject A-D passes was seen in two Family Island districts at 65.2%: Long Island and MICAL. Other districts (5) performing above the national public school mean include: Cat Island, Rum Cay and San Salvador (59.2%), North Andros and The Berry Islands (57.8%), Andros and Mangrove Cay (57.2%), Eleuthera (55.7%), and East Grand Bahama and the Cays (51.5%). Seven (7) public school districts performed below the public school mean on English Language and Mathematics overall with the lowest percentage of A-D passes recorded for the Northeastern New Providence (38.0%).

While there was an increase in the candidature for English Language in 2017, the national mean of D- represented a decrease in performance specifically at grades A-D. The overall percentage of A-D passes for public schools in English Language staggered to 46.3% (See Table 5.4). Two (2) districts performed significantly higher than this mean: MICAL (66.5%) and Long Island (62.6%). Districts (4) performing at the lower end of the spectrum include Northeastern New Providence (34.4%), Northwestern New Providence (34.7%), Exuma and Ragged Island (37.4%), and Southeastern New Providence (39.0%).

Overall, the country received the passing grade of D in Mathematics. It is noteworthy that the candidature for this subject decreased this year. Nevertheless, there were increases in grades A-D, and decreases at grades E-U, nationally (Preliminary Report, Examination and Assessment Division). Public schools received an average percentage of 55.4% in respect to A-D passes. Higher performing districts (6) in Mathematics include: Andros and Mangrove Cay (69.1%), Long Island (67.9%), MICAL (63.9%), Exuma and Ragged Island (62.6%), Cat Island, Rum Cay and San Salvador (60.7%) and Eleuthera (59.6%). Northeastern New Providence district attained the lowest percentage of A-D passes in Mathematics at 41.6%.

Based on the 2017 BJC candidature numbers, there were more students sitting the examination than those enrolled in grade nine (9). While this is not a new occurrence, the 2016-2017 year saw the first cohort of students graduating with the Bahamas High School Diploma. As students are now required to possess a minimum of four (4) BJC passes, this year saw a higher number of students in senior high school sitting the examination. Also, students placed in Behavioral/Alternative programs, which may not utilize traditional grade levels, also sat examinations.

Table 5.4
2017: BJC – Percentage A-D Passes Public Schools

Districts	No. of Schools W/BJC Candidates	Total Grade Enrolment	Candidates	Subject Entries	Actual Sitzings	Percentage A-D Passes								
						English Language (%)			Mathematics (%)			Overall Total (%)		
Sex						Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaco	3	409	634	571	3	28.2	44.2	41.8	51.2	59.2	54.9	39.7	51.7	48.3
North Andros & Berry Islands	3	344	485	452	3	51.0	63.2	57.5	54.2	65.2	58.2	52.6	64.2	57.8
South Andros & Mangrove Cay	2	103	180	173	2	39.0	54.6	45.2	61.1	79.2	69.1	50.0	68.7	57.2
Cat Island/Rum Cay/San Salvador	4	140	183	174	4	52.0	60.7	57.7	67.0	54.9	60.7	59.5	57.8	59.2
Eleuthera	5	431	645	593	5	48.3	55.2	51.8	57.5	61.5	59.6	52.9	58.3	55.7
Exuma & Ragged Island	3	191	296	276	3	14.2	55.7	37.4	56.0	75.3	62.6	35.1	65.5	50.0
West Grand Bahama & Bimini	4	961	1339	1228	4	36.0	49.8	42.3	47.9	49.1	48.6	41.9	49.5	45.5
East Grand Bahama & The Cays	5	517	758	697	5	43.7	82.1	46.8	52.1	66.5	56.2	47.9	74.3	51.5
Long Island	2	88	140	134	2	68.5	53.6	62.6	70.8	63.5	67.9	69.7	58.5	65.2
MICAL	4	137	132	132	4	67.6	70.5	66.5	64.0	63.6	63.9	66.2	67.1	65.2
Northwestern	5	1176	1957	1734	5	29.7	49.6	34.7	49.3	55.4	52.5	38.4	52.5	42.6
Northeastern	5	1232	2088	1833	5	28.0	40.7	34.4	43.5	43.0	41.6	35.7	41.9	38.0
Southeastern	5	1593	2751	2410	5	32.8	45.4	39.0	47.1	48.3	46.3	40.7	46.9	42.7
Southwestern	3	1016	1694	1506	3	35.8	49.1	42.5	48.0	57.3	52.9	41.9	53.2	47.7
National Totals	53	8294	13287	11913	53	40.2	55.6	46.3	53.8	58.6	55.4	46.9	57.1	50.8

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EXAMINATION

The Bahamas General Certificate of Secondary Examinations, a measure of student achievement after a three-year course of study, saw its inception in 1993. The 2016-2017 academic year saw six thousand, six hundred ninety-two (6692) candidates from one hundred nine (109) centers; sixty-eight (68) centers catered to independent/private institutions while forty-one (41) centers were government schools. There was a 4.0% increase in candidature relative to 2016. Table 5.5 illustrates the distribution of candidates across the twenty-seven (27) subjects for this academic year.

According to the ‘National Examination Preliminary Confidential Report: BJC & BGCSE 2017’, the national pass rate in respect to A-D passes at the BGCSE level is 70.8% which decreased from 71.3% in 2016. The highest percentage of grades awarded was ‘C’ (28.2%). Analysis of the ‘BGCSE Grade Distribution by Location’ provided by the Examination and Assessment Division further revealed that the sixty-eight (68) private schools received an average of 71.9% A-D pass rate overall for all subjects; public schools attained a 72.7% A-D pass rate. Overall (public and private schools combined), students within The Bahamas achieved 36.5% A-D passes in Mathematics and 75.3% A-D passes in English Language.

Table 5.5
Comparison of BGCSE Candidates 2015/16 and 2016/17

TOTAL NUMBER OF CANDIDATES	2016		2017		INCREASE %
	6438		6692		4.0%
SUBJECT	TOTAL	% OF TOTAL	TOTAL	% OF TOTAL	
LITERATURE	1124	17.5%	913	13.6%	-18.8%
ENGLISH LANGUAGE	4560	70.8%	4686	70.2%	2.8%
BOOKKEEPING ACCOUNTS	550	8.5%	513	7.7%	-6.7%
ECONOMICS	227	3.5%	252	3.8%	11.0%
OFFICE PROCEDURES	347	5.4%	361	5.4%	4.0%
KEYBOARDING	1002	15.6%	1055	15.8%	5.3%
COMMERCE	491	7.6%	443	6.6%	-9.8%
BIOLOGY	2958	46.0%	3007	44.9%	1.7%
CHEMISTRY	725	11.3%	774	11.6%	6.8%
COMBINED SCIENCE	475	7.4%	577	8.6%	21.5%
PHYSICS	644	10.0%	639	9.6%	-0.8%
MATHEMATICS	4335	67.3%	4452	66.5%	2.7%
CARPENTRY & JOINERY	215	3.3%	220	3.3%	2.3%
GRAPHICAL COMMUNICATION	268	4.2%	259	3.9%	-3.4%
ELECTRICAL INSTALLATION	152	2.4%	190	2.8%	25.0%
AUTO MECHANICS	65	1.0%	75	1.1%	15.4%
CLOTHING CONSTRUCTION	114	1.8%	114	1.7%	0.0%
FOOD AND NUTRITION	452	7.0%	497	7.4%	10.0%
HISTORY	939	14.6%	924	13.8%	-1.6%
GEOGRAPHY	807	12.5%	927	13.9%	14.9%
RELIGIOUS STUDIES	1891	29.4%	1930	28.8%	2.1%
ART AND DESIGN A	262	4.1%	307	4.6%	17.2%
ART AND DESIGN B	405	6.3%	432	6.5%	6.7%
ART AND DESIGN C	48	0.8%	51	0.8%	6.3%
MUSIC	287	4.5%	309	4.6%	7.7%
SPANISH	946	14.7%	938	14.0%	-0.9%
FRENCH	250	3.9%	256	3.6%	2.4%
TOTAL ENTRIES	24539		25101		

BGCSE Results: English Language and Mathematics

Overall, public school students received 51.8% A-D passes on the core subjects of English Language and Mathematics combined. Private schools generally received a greater percentage of A-D passes (59.4%).

As for English Language, the nation received 75% A-D passes. Public schools attained an average of 72.2% passes with grades A-D., while private schools attained 77.2% A-D passes. Public school districts performing at the highest level include MICAL (82.1% A-D passes), Exuma and Ragged Island (82.1% A-D passes), Abaco (81% A-D passes), and Northeastern New Providence (79.9% A-D passes). Seven (7) districts fell below the public school average percentage of A-D passes with North Andros and The Berry Islands receiving the lowest percentage of A-D passes in English Language (47.1%; See Table 5.6).

For Mathematics, the nation's average percentage of A-D passes was 42.4%, according to the 'National Examination Preliminary Confidential Report' (2017). Analysis of the 'Grade Distribution by Location' (2017) revealed that private schools received 40.1% A-D passes whereas public schools achieved 30.9% passes with A-D grades. The greatest percentage of A-D passes in Mathematics was seen in Exuma and Ragged Island (71.4%). Nine districts fell below the public school mean A-D percentage passes in Mathematics with West Grand Bahama and Bimini (17.8%) and Southeastern New Providence (18.2%) attaining the lowest percentage of A-D passes (See Table 5.6).

The 2017 BGCSE candidature numbers are generally higher than enrolment numbers suggesting that more students participated in BGCSE examinations than were in the target cohort. Therefore, it is safe to conclude that a considerable number of students outside of grade twelve sat examinations.

Table 5.6
BGCSE – Percentage A-D Passes Public Schools

Districts	No. of Schools W/BGCSE Candidates	Candidates	Overall Subject Entries	Overall Actual Sitzings	Percentage A-D Passes								
					English Language (%)			Mathematics (%)			Overall Total (%)		
Sex					Male	Female	Total	Male	Female	Total	Male	Female	Total
Abaco	3	164	720	619	84.0	82.3	81.3	21.0	22.0	28.5	52.5	52.1	54.9
North Andros & Berry Islands	3	134	586	556	45.8	66.5	47.1	8.9	27.4	20.4	27.4	46.9	33.8
South Andros & Mangrove Cay	2	49	241	217	43.3	70.0	56.8	28.8	38.9	34.1	36.0	54.4	45.4
Cat Island/Rum Cay/San Salvador	3	90	326	338	63.9	88.0	76.2	32.5	31.9	33.9	48.2	59.9	55.1
Eleuthera	5	195	768	677	65.9	79.3	75.6	46.7	47.1	43.9	56.3	63.2	59.7
Exuma & Ragged Island	2	41	147	128	75.0	70	82.1	81.3	30.8	71.4	78.1	50.4	76.8
West Grand Bahama & Bimini	3	485	1707	1516	42.5	73.4	68.5	16.0	19.0	17.8	29.3	46.2	43.1
East Grand Bahama & The Cays	3	240	701	649	55.9	73.2	67.9	27.9	25.0	19.9	41.9	49.1	43.9
Long Island	2	49	234	225	75.0	83.3	79.4	59.4	50.0	54.3	67.2	66.7	66.9
MICAL	4	20	161	133	75.1	77.8	82.1	16.7	25.0	21.4	45.9	51.4	51.8
Northwestern	2	591	2499	2195	44.4	66.9	58.8	26.4	29.2	28.3	35.4	48.1	43.6
Northeastern	4	443	1753	1557	48.0	82.9	79.9	38.3	28.3	27.3	43.1	59.5	57.3
Southeastern	3	618	2710	2354	57.6	76.6	69.5	15.3	19.7	18.2	36.4	48.1	43.8
Southwestern	2	455	1800	1632	60.6	77.7	71.7	18.9	22.9	21.9	39.8	50.3	46.8
National Totals	41	3599	14353	12796	60.7	77.2	72.2	30.5	30.2	30.9	45.6	54.0	51.8

NATIONAL GRADUATION STATISTICS: BAHAMAS HIGH SCHOOL DIPLOMA

With an overarching goal to increase the current graduation rate from fifty percent (50%) to eighty-five percent (85%) by 2030, the 2016-2017 academic year saw the very first cohort of public school students receiving the Bahamas High School Diploma (BHSD) upon graduation. Students across The Bahamas attaining this Diploma would have all satisfied the standardized criteria for graduation at the culmination of high school. All students in grades ten (10) through twelve (12) must possess four (4) Bahamas Junior Certificate (BJC) Examinations with a minimum 'D' grade, achieve a grade point average (GPA) of 2.00 or above, complete thirty (30) hours of community service, maintain a ninety percent (90%) Punctuality and Attendance record, complete twenty (20) hours of Job Training and finally, parents of seniors must have participated in at least three (3) Parent-Teacher Conferences during the senior high school years.

The National Graduating 'Class of 2017' comprised forty-seven percent (47%) of Grade Twelve (12) enrollees within the public school system. As outlined in Tables 5.7 through 5.11, district graduation rates ranged from thirty-two percent (32%) to one hundred percent (100%). All New Providence districts fell below the national mean graduation rate receiving an average graduation rate of thirty-eight percent (38%; See Table 5.7). Graduation statistics further reveal that the Northeastern District performed the weakest nationally with a graduation rate of thirty-two percent (32%). It is hoped that the rate increases as many students were given the opportunity to re-sit the BJC examination to meet the graduation criteria. Once successful, these students will be in receipt of results at the beginning of the 2017-2018 academic year.

Table 5.7
New Providence Districts As Of June 2017

District/School	Total Population	Confirmed/Received June 2017 (N)	Percentage (%)
North Eastern			
C.I. Gibson	245	74	30%
Doris Johnson	272	94	35%
District Total	517	168	32%
North Western			
C.C. Sweeting	201	64	32%
C.R. Walker	388	162	42%
District Total	589	226	38%
South Eastern			
C.V. Bethel	435	222	51%
R.M. Bailey	231	61	26%
District Total	666	283	42%
South Western			
Anatol Rodgers	200	99	50%
Government High	277	86	31%
District Total	477	185	39%
New Providence Total	2249	862	38%

Table 5.8
Grand Bahama & Bimini District As Of June 2017

District/School	Total Population	Confirmed/Received June 2017 (N)	Percentage (%)
Grand Bahama			
Jack Hayward	150	97	65%
Eight Mile Rock	74	43	58%
St. George's	194	161	83%
Total	418	301	72%
Bimini			
Louise McDonald	10	6	60%
District Total	428	307	72%

Table 5.9
Eleuthera & Abaco Districts As Of June 2017

District/School	Total Population	Confirmed/Received June 2017 (N)	Percentage (%)
Eleuthera			
Preston Albury	50	22	44%
North Eleuthera	17	9	53%
Harbour Island	17	13	76%
Central Eleuthera	23	22	96%
Samuel Guy Pinder	8	7	88%
District Total	115	73	63%
Abaco			
S.C. Bootle	34	24	71%
Moore's Island	10	6	60%
Patrick J. Bethel	72	34	47%
District Total	116	64	55%

Table 5.10**North Andros & Berry Islands; South Andros & Mangrove Cay Districts As of June 2017**

District/School	Total Population	Confirmed/Received June 2017 (N)	Percentage (%)
Central Andros	22	12	55%
Huntley Christie	58	32	55%
R.N. Gomez	N/A	N/A	N/A
District Total	80	44	55%
Andros & Mangrove Cay			
Mangrove Cay	15	8	53%
South Andros	21	12	57%
District Total	36	20	56%

Table 5.11**Long Island; Cat Island, Rum Cay and Salvador; MICAL; National Total As of June 2017**

District/School	Total Population	Confirmed/Received June 2017 (N)	Percentage (%)
Long Island			
North Long Island	17	14	82%
N.G.M. Major	19	14	74%
District Total	36	28	78%
Cat Island & San Salvador			
Arthur's Town	10	7	70%
Old Bight	15	15	100%
San Salvador	8	6	75%
District Total	33	28	84%
Exuma			
L.N. Coakley	16	16	100%
District Total	16	16	100%
M.I.C.A.L.			
Abraham's Bay	2	2	100%
Acklins Central	9	6	67%
Admiral Ferguson Sr.	3	2	67%
Inagua All-Age	4	4	100%
District Total	18	14	78%
NATIONAL TOTAL	3127	1456	47%

CONCLUSION

Overall, public school students attained a minimum of 50.8% A-D passes in the core subjects of Mathematics and Language Arts/English Language across all national examinations (See Table 5.12). Nationally, females continue to attain a higher percentage of A-D passes than male counterparts at the primary, junior-high and senior high levels.

Table 5.12
Public School %A-D Pass Rate

National Examination	English Language & Mathematics Combined
GLAT-3	65.2%
GLAT-6	50.9%
BJC	50.8%
BGCSE	51.8%

This academic year demonstrated that students on the Family Island districts performed at a higher level on national examinations compared to those in New Providence districts, receiving a higher percentage of A-D passes. The MICAL district has topped the country in respect to Language Arts/English Language and Mathematics performance in GLAT-3 (93.0%), GLAT-6 (66.5%) and BJC (65.2%), and has received equal percentage A-D passes (51.8%) when compared to the national public school mean in BGCSE. Also worthy of mention is the Long Island district where students received the highest percentage A-D passes in BJC English Language and Mathematics combined (65.2%), the second highest percentage of A-D passes (79.5%) in GLAT-3, and the second highest percentage of A-D passes (66.9%) in BGCSE Mathematics and English Language combined. However, the New Providence Southeastern district has fallen below the mean percentage of A-D passes in core subjects on all national examination levels for 2017.

Nationally, the percentage of A-D passes are over 50% on all national examinations this academic year. As for the public schools, overall subjects on GLAT-3, GLAT-6, BJC and BGCSE have also received a minimum percentage of 50% or above in respect to A-D passes. Nevertheless, for public schools, the 34.6% A-D pass rate for GLAT-6 Mathematics, the 30.9% A-D pass rate on the BGCSE Mathematics, and the 46.3% A-D pass rate for English Language BJC are highlighted as areas of concern. The chapter further reported on the results of the inaugural National High School Diploma; the public school graduation rate for June 2017 is 47%. A thorough investigation must be conducted to assess factors leading to weak performance in specific areas.

CHAPTER VI

CONCLUSION & RECOMMENDATIONS

The 2016-2017 Annual Report describes major accomplishments as well as challenges experienced by the Ministry of Education, Science and Technology. This chapter summarizes the major points presented throughout the Annual Report. Recommendations are further listed below to address current weaknesses within the system.

CONCLUSION

- There are one hundred seventy-two (172) public schools in The Bahamas.
- Twenty-four (24) private schools in The Bahamas are registered with NAECOB.
- Thirty-two (32) Pre-schools are registered with the National Pre-School and Daycare Council.
- The Eleuthera district is the largest school district in The Bahamas, with eighteen (18) public schools while the majority (8,063; 18%) of public school students in The Bahamas are enrolled within the Southeastern School district.
- There are two thousand four hundred thirty-eight (2,438) female teachers and four hundred ninety-seven (497) male teachers in the public-school system.
- Ninety-one percent (91%) of teachers within the public school system are trained.
- Bahamas High School Diploma Graduation (BHSD) rates in New Providence and the Family Islands are consistent with performance on the BGCSE examinations.
- The Education Sector received 11.7% of the National Budget; Education expenditure exceeded this budget estimate by 9.8%.
- The Pre-School and Primary Curricula are under extensive revision.

- Focus is on providing indigenous Bahamian materials to supplement the curriculum in primary and high schools.
- Between January 2017 and June 2017, sixty-five (65) officers demitted office due to retirement.
- Public schools attained a 62.5% A-D Pass Rate on GLAT-3 (Language Arts & Mathematics); the MICAL District received the highest pass rate (93.0%).
- Public schools achieved a 50.6% A-D Pass Rate on GLAT-6 (Language Arts & Mathematics); the MICAL District had the highest percentage A-D passes (66.5%).
- National BJC Performance decreased in the A-D pass rate from 64.3% (2015/16) to 63.8% (2016/17); the MICAL and Long Island (65.2% Pass rate) districts had the highest percentages than any other school district in BJC English Language and BJC Mathematics combined.
- The overall percentage of A-D passes for public schools in BJC English Language staggered to 46.3%.
- Public schools received an average percentage of 55.4% in respect to A-D passes in BJC Mathematics.
- National BGCSE Performance decreased from 71.3% (2015/16) to 70.8% (2016/17).
- Government schools (72.7%) attained a higher percentage of A-D passes than Private schools on the 2016-2017 sitting of the BGCSE (71.9%).
- Nationally, students received 36.5% A-D passes in BGCSE Mathematics and 75.3% A-D passes in BGCSE English Language.

RECOMMENDATIONS

- Enforcement of regulations and standards for private Pre-school providers.
- Penalties for under-reporting by private institutions; particularly those receiving subventions from The Bahamas Government.
- Increase of national budget allocations to the Ministry/Department of Education to conform to global standards whereby a minimum of 15% of public funds are allocated to the Education Sector (UNESCO, 2015).
- Recruitment of individuals to the teaching profession, particularly males.
- Stricter measures to ensure all departments, sections and units within the MOEST report on the functioning of the respective areas thus contributing the Annual Report.
- Greater collaboration, harmony and communication between sections and units within the MOEST; This will also reduce duplication of effort and resources.
- The efficient functioning of the Human Resources Department and other contributing sections to facilitate employee movement (appointments, transfers, promotions, re-classifications, retirement).
- Proper security measures in schools around the country; Radios and updated security equipment e.g., CCTV, and the acquisition of vehicles for patrols are strongly recommended; Additional staff must be hired to provide adequate security services to all MOEST schools and satellite locations
- Recruitment/Hiring of Staff; Many areas within the Ministry/Department of Education are understaffed and thus efforts must be made to recruit new staff.

- Technological update is needed within the MOEST inclusive of high-speed internet and up-to-date software programs to conduct the work of the Ministry; Training of staff in the use of ICTs, and policies to mandate their use are recommended.
- Attention to instructional strategies and teaching methodologies; particularly in the BGCSE Mathematics subject area.
- The collection of baseline data against which the performance of the Bahamian education system can be measured

APPENDIX

2016/17 PUBLIC SCHOOLS & PRINCIPALS BY DISTRICT & LEVEL

ABACO

School	Level	Principal
Great Guana Cay Primary	Primary	Diana Williams
Abaco Central High/ Patrick Bethel High School	Secondary	Ethlene McIntosh
Amy Roberts Primary	Primary	Sarah Roberts
Central Abaco Primary	Primary	Beatrice Moxey
Cherokee Sound Primary	Primary	Michelle Lowe
Cooper's Town Primary	Primary	Bridgeann Johnson-McIntosh
Crossing Rocks Primary	Primary	Kristen Musgrove
Fox Town Primary	Primary	Yolanda Forbes-Curry
Hope Town Primary	Primary	Justin Higgs
James Pinder Primary	Primary	Brenell Clarke-Higgs
Man-O-War Cay Primary	Primary	Christine Brown
Moore's Island All -Age	All- Age	Ruthmae Davis-Rolle
Sherlin C. Bottle High	Secondary	Julian Rolle
Treasure Cay Primary	Primary	Chantell Cox

NORTH ANDROS & THE BERRY ISLANDS

School	Level	Principal
B.A Newton Primary	Primary	Kim Curtis
Behring Point Primary	Primary	Lavonne McPhee-Neymour
Bowen Sound Primary	Primary	Harry Treco
Central Andros High	Secondary	Wanda Farrington-Thompson
Fresh Creek Primary	Primary	Indyanna Moss
Lowe Sound Primary	Primary	T'arah Neymour
Mastic Point Primary	Primary	Kimberley Rolle
Nicholl's Town Primary/ Clara E. Evans	Primary	Cardinal Woods
North Andros High/Huntley Christie	Secondary	Edward Rolle
R.N Gomez All- Age	All-Age	Don Haynes
Stafford Creek Primary	Primary	Vyreen Dawkins-Bain
Staniard Creek Primary	Primary	Laverne Curtis

SOUTH ANDROS & MANGROVE CAY

School	Level	Principal
Burnt Rock Primary	Primary	Keva Wallance
Deep Creek Preschool	Preschool	Alecia Bain-Miller
Deep Creek Primary/Rev. Euthal Rodgers	Primary	Alecia Rahming
High Rock Primary	Primary	Carolyn Staurt
Long Bay Cay / Cleora McKenzie Preschool	Preschool	Bernadette Rolle
Mangrove Cay High	Secondary	Henrietta King
South Andros High	Secondary	Shena Duncombe
Victoria Point Preschool	Preschool	Kendra Hanna- Curtis

CAT ISLAND, RUM CAY AND SAN SALVADOR

School	Level	Principal
Arthur's Town High	Secondary	Veroncia Bain
Dumfries Primary	Primary	Delton Tanis
New Bight Primary	Primary	Carol Harvey
Old Bight High	Secondary	Jerome Forbes
Old Bight Primary	Primary	Olivia King
Orange Creek Primary	Primary	Willette Rolle
Rum Cay All-Age	All-Age	Ann Strachan
San Salvador High	Secondary	Arlington Lightfoot
United Estates Primary	Primary	Shenique Mackey-Paul

EAST GRAND BAHAMA & THE CAYS

School	Level	Principal
Freeport Primary	Primary	Troy Ritchie
East End Pre-school	Pre-School	Rosheeda Rolle
Grand Cay All-Age	All -Age	Arnold Cooper
East End Primary	Primary	Dorothy Lewis
Jack Hayward Junior	Junior	Shennan Roberts-Rolle
Jack Hayward Senior	Senior	Yvonne Ward
Maurice Moore Primary	Primary	Mildred Roberts
East End Junior High	Junior	Remelda Thomas
Programme S.U.R.E	Behavioral	Ricardo Major
Sweeting's Cay All -Age	All -Age	Demetrius Wildgoose
The Haven (P.A.C.E)	Behavioral	Rosemary Newbold

WEST GRAND BAHAMA & BIMINI

School	Level	Principal
Bartlett Hill Primary	Primary	Gia Walker
Bimini Primary	Primary	Nishgo Bain-Collie
Eight Mile Rock High	Secondary	Ivan Butler
Holmes Rock Primary	Primary	Michael Rolle
Hugh Campbell Primary	Primary	Carolyn Rolle
Lewis Yard Primary	Primary	Juanita Rolle
Louise McDonald High	Secondary	Wesley Rolle
Martin Town Primary	Primary	Leslie Newton
Sister Mary Patricia Russell Junior High	Junior	Dominique Russell
St. Georges High	Senior	Keith Barr
The Beacon School	Special	Titi McKenize
Walter Parker Primary	Primary	Jacqueline Pinder
West End Primary	Primary	Navidia Pinder-Mills

ELEUTHERA

School	Level	Principal
Central Eleuthera High	Secondary	Marie Galanis
Centre for Exceptional Learners	Special	
Current Island Primary	Primary	Fredicka Fulford-Munroe
Deep Creek Primary/ Rev.Euthal Rodgers Primary School	Primary	Rupert Anderson
Emma E. Copper Primary	Primary	Karen Crean
Governor's Harbour Primary	Primary	Tanya McPhee-Pinder
Green Castle Primary	Primary	Frances Russell
Gregory Town Primary	Primary	Cheryl Minnis
Harbour Island All-Age	All-Age	Kevin Hepburn
James Cistern Primary	Primary	Thieast Murphy
North Eleuthera Primary / Laura Anderson	Primary	Vernita Thompson
North Eleuthera High	Secondary	Michael Culmer
P.A Gibson Primary	Primary	Allison Wood
Preston Albury High	Secondary	Fontella Rolle-Knowles
Rock Sound Primary	Primary	Nathalie Sweeting
Samuel Guy Pinder All-Age	All-Age	Shardel Brown-Gibson
Tarpum Bay Primary	Primary	Herman Johnson
Wemyss Bight Primary	Primary	Natasha Bethell-Sands

EXUMA, RAGGED ISLAND & THE CAYS

School	Level	Principal
Black Point All -Age	All -Age	Paula Young
Farmer's Cay All-Age	All -Age	Marva Boateng
Forest Primary	Primary	Marlene Hall
George Town Primary	Primary	Lauralyn Martin-Smith
L.N Coakley High	Secondary	Don Barr
Moss Town Primary	Primary	Vanessa Copper-Penn
Mount Thompson Primary	Primary	Psyche Black-Rolle
Ragged Island All-Age	All -Age	Robert Boodram
Roker's Point Primary/ Pembroke Ferguson Primary School	Primary	Jasmine Hepburn
Rolleville Primary	Primary	Lavan Knowles
Exuma School For Exceptional Students	Special	Bettymae McKenzie- Cabral
Staniel Cay All -Age	All -Age	Tesha Dames- Smith
Stuart Manor Primary	Primary	Joy Burrows
Williams Town Primary	Primary	Dale Wells-Marshall

LONG ISLAND

School	Level	Principal
Glinton's Town Primary	Primary	Ruth Smith
Lower Deadman's Cay Primary/ Kirtland Ritchie	Primary	Lucy Adderley
Mangrove Bush Primary	Primary	Carla Rodgers
Morrisville Primary	Primary	Suzan Cartwright
N.G.M. Major High	Secondary	Machon Cartwright
North Long Island High/ Osbourne A. Pinder	Secondary	Malinda Pratt
Simms' Primary	Primary	Gretchen Rolle

MICAL

School	Level	Principal
Abraham's High School	Secondary	Yoshan Gibson
Acklins Central High	Secondary	Maegan Colebrooke
Ulric H. Ferguson Primary	Primary	Glenda-Mae Thompson
Crooked Island High/Admiral Ferguson Sr.	Secondary	Donna Sands
Inagua All-Age	All-Age	Willamae Bridgewater
Long Cay All- Age	All -Age	Nishgo Bain-Collie
Lovely Bay Primary	Primary	Carlia Watkins
Pirates Well Primary	Primary	Sophia Miller
Salina Point Primary	Primary	Nicola Williams
Snug Corner Primary	Primary	Frances Hepburn-Symonette

NEW PROVIDENCE: NORTHEASTERN

School	Level	Principal
C.I Gibson Senior High	Senior	Herbert Oempler
Centreville Primary	Primary	Jacqueline Riley-Sands
Columbus Primary	Primary	Marcia Roberts
D.W Davis Junior High	Junior	Nicolette Brown
Doris Johnson Senior High	Senior	James Clarke
Erin Gilmore School For The Blind	Special	Maria Deleveaux
Hospital School Project	Special	Kim Hanna
L.W Young Junior High	Junior	Stephen McPhee
P.A.C.E	Behavioral	Jacqueline Knowles
Palmdale Primary	Primary	Deanne Huyler
Sandilands Primary	Primary	Esther Cartwright
Sister Annie Thompson Preschool	Preschool	Darryl Poitier
T.A.P.S	Behavioral	Angela Butler
Thelma Gibson Primary	Primary	Donna Brown
Uriah McPhee Primary	Primary	Lauretta Smith

NEW PROVIDENCE: NORTHWESTERN

School	Level	Principal
Albury Sayle Primary	Primary	Catherine Rose
Red Cross Centre For the Deaf	Special	Sonja Rolle
C.C Sweeting Senior High	Senior	Joan Gray
C.R Walker Senior High	Senior	T.Nicola McKay
Eva Hilton Primary	Primary	Jermaine Butler
Gambier Primary	Primary	Sheniqua Curry
H.O Nash Junior High	Junior	Cheryl Samuels
Majorie Davis Institute	Special	Terrice Carey-Curry
Naomi Blatch Preschool	Preschool	Joyann Wells-Rolle
Stapledon School	Special	Amanda Moncur
Stephen Dillet Primary	Primary	Lenox Green
T. A Thompson Junior High	Junior	Andrew Dean
T.G Glover Primary	Primary	Naressa Hart
Willard Patton School	Preschool	Joanna Neely-Miller
Woodcock Primary	Primary	Delores Forbes

NEW PROVIDENCE: SOUTHEASTERN

School	Level	Principal
Buttonwood Pre-school/ Helen C. Rolle	Preschool	Deborah McKenzie
C.H Reeves Junior High	Junior	Greta Brown
C.V Bethel Senior High	Senior	Princess Fawkes
Carlton Francis Primary	Primary	Kendle Burrows
Claridge Primary	Primary	Sharon Robinson
Cleveland Eneas Primary	Primary	Patrice Bodie
Coconut Grove Preschool	Preschool	Emily Topey-Rolle
E.P Roberts Primary	Primary	Janice Moss
Penn/Pratt Co Ed Unit	Behavioral	Thane Copper-Hudson
R.M Bailey Senior High	Senior	Collin Johnson
Ridgeland Primary	Primary	Beccamae Stubbs
S.C McPherson Junior High	Junior	Annette Farquharson
Sadie Curtis Primary	Primary	Catherine McPhee
Star Academy	Behavioral	Albert Clarke

NEW PROVIDENCE: SOUTHWESTERN

School	Level	Principal
A.F Adderley Junior High	Junior	Theophilus Claridge
Adelaide Primary	Primary	David Dean
Anatol Rodgers High	Secondary	Myrtle Mc Phee
Andygar Preschool/ Andrea Wisdom Preschool	Preschool	Esther Newton
C.W Sawyer Primary	Primary	Alice Phillips
Garvin Tynes Primary	Primary	Carolyn Wright-Mitchell
Gerald Cash Primary	Primary	Cozetta Johnson
Government High	Senior	Eloise Whymys
Program Sure -N.P	Behavioral	Philip Johnson
Sybil Strachan Primary	Primary	Earl Smith
Tiny Tot Preschool	Preschool	Maephon Thompson
Yellow Elder Primary	Primary	Francina Cambridge

2016-2017 REGISTERED PRIVATE SCHOOLS IN THE BAHAMAS (NAECOB)

No.	Name of Institution	Location
1.	Academia LTD	New Providence
2.	Adventure Learning Center	New Providence
3.	Ardastra Gardens	New Providence
4.	Bahamas Academy	New Providence
5.	Children's Ministry Institute	New Providence
6.	Deep Creek Middle School	Andros
7.	Discovery Learning & Development Center	New Providence
8.	Dunmore Academy	Harbor Island
9.	Eagle Summit Institute and After School Care	New Providence
10.	Excelsior Elementary School	New Providence
11.	Forest Heights Academy	Abaco
12.	Kiddies World and Fort Charlotte Academy	New Providence
13.	Kingsway Academy	New Providence
14.	Mt. Carmel Preparatory Academy	New Providence
15.	Nassau Christian Schools	New Providence
16.	Noble Preparatory Academy	New Providence
17.	South Haven Christian Academy	New Providence
18.	St. Paul Methodist College	Grand Bahama
19.	Sunland Baptist Academy	Grand Bahama
20.	Tabernacle Baptist Christian Academy	Grand Bahama
21.	The Nassau School	New Providence
22.	The Scholastic Institute	Abaco
23.	Trinity Christian Schools	New Providence
24.	Windermere High School	Eleuthera

2016/17 EMPLOYEE LISTING – MINISTRY OF EDUCATION

MINISTER’S OFFICE

Name	Current Post
Jerome Fitzgerald	Minister of Education (2012-2017)
Jeffrey Lloyd	Minister of Education (2017)
Janice Davis	Personal Assistant
Deborah Pearce	Chief Executive Secretary
Loretta Maycock	Senior Executive Officer
Valerie Gaitor	Senior Executive Officer
Kenol Seraphin	Driver
Rosito Thomas	Driver
Miriam Rolle	General Service Worker

PERMANENT SECRETARY’S OFFICE

Name	Current Post
Donella Bodie	Permanent Secretary
Sheereza Gibson	Senior Executive Secretary
Stacy Farrington	Senior Executive Secretary
Deborah Pearce	Chief Executive Officer
Geraldine Hepburn	Clerk
Ethel Rolle	Head Messenger I

ADMINISTRATION

Name	Current Post
Janice Knowles	Deputy Permanent Secretary
Clarence Cleare	First Assistant Secretary
Lisa Fitzcharles	Senior Assistant Secretary
Janice Knowles	Senior Education Officer
Shirlean Seymour	Chief Clerk
Kimily Sherman	Senior Clerk
Inderia Kelly	Clerk
Gloria Crawford	Clerk
Natoya Flowers	General Service Worker

NATIONAL ACCREDITATION AND EQUIVALENCY COUNCIL OF THE BAHAMAS

Name	Current Post
Iva Dahl	Executive Director
Juliett Reid	Senior Accreditation Officer
Shenika Bannister	General Service Worker
Kendra Taylor	General Service Worker

NATIONAL LIBRARY AND INFORMATION SERVICES

Name	Current Post
Dorcas Bowler	Director of Libraries
Alfreda Cooper	Executive Radio Producer
Penelope Nottage	Librarian
Deraine Pratt	Chief Executive Officer
Madge Smith	Senior Executive Secretary

NATIONAL LITERACY SERVICES

Name	Current Post
Dorcas Bowler	Acting Section Head
Mary McIntosh	Senior Teacher
Idamae Black	Senior Teacher
Irene Barr	Trained Teacher
Anne Wallace	Trained Teacher
Agnes Cary	Trained Teacher
Sandra Clarke	Chief Clerk
Christine Hepburn	Trained Teacher
Pauline Johnson	Trained Teacher
Jennifer Newton	Chief Clerk
Wendy Morley	Receptionist
Cheryl Collins	Janitress

TERTIARY & QUALITY ASSURANCE DIVISION

Name	Current Post
Angela Pratt-Rolle	Under Secretary
Demetria Rolle	Trained Teacher
Tiffany Saunders	Trained Teacher
Sharon Creary	Administrative Officer
Sharlene Bethel	Chief Clerk
Kendra Ingraham	Chief Clerk
Garnell Johnson	Chief Clerk
Deloris Lightbourne	Senior Registry Clerk
Mary Hutchinson	Receptionist
Evadney Pearce	General Service Worker
Nakesha Williams	General Service Worker

REGISTRY

Name	Current Post
Yvonne Bannister	Registry Supervisor
Patricia Thurston-Strachan	Chief Clerk
Rachquel Hamilton	Chief Clerk
Genite Penn	Chief Clerk
Betty Williams	Chief Registry Clerk
Dianne Moore	Senior Clerk
Sherry Lynes	Clerk
Mertis Smith	Filing Assistant
Annamae Fowler	Filing Assistant
Bernadette Cartwright	Filing Assistant
Brendalee Musgrove	Filing Assistant
Anita Ginton	Security Assistant
Andrea Burrows	Janitress
Alicia Johnson	General Service Worker
Brittney Clarke	General Service Worker
Antonia Sands	General Service Worker
Shawndell Gardiner	General Service Worker
Lorenell Rahming	General Service Worker
Rochelle Demeritte	General Service Worker
Daphne Destamar-Stubbs	General Service Worker
Dwight Smith	General Service Worker
Brandiesha Wallace	General Service Worker

ACCOUNTS

Name	Current Post
Sharon Issacs	Financial Officer I
Christine Thompson	Finance Officer I
Maria Darling	Finance Officer II
Zella Symonette	Finance Officer II
Melanie Swaby	Finance Officer III
Ethelyn Adderley	Finance Officer III
Kendly Darling	Office Manager III
Ellajane Grant	Chief Executive Officer
Cindy Moss	Chief Executive Secretary
Tamara Hanna	Senior Executive Officer
Ijana Rolle	Accountant
Patricia Ingraham	Accountant
Brianna Carey	Assistant Accountant
Marilyn Minus	Assistant Accountant
Mandalita Cash	Assistant Accountant
Crishae Gilbert	Assistant Accountant
Sherique Dill-Simms	Accounts Secretary
Yvonne Rolle	Chief Accounts Clerk
Kathy Miller	Chief Clerk
Deborah Gibson	Senior Accounts Clerk
Nicole Scott	Senior Clerk
Dorothy Johnson	Senior Clerk
Kimily Sherman	Senior Clerk
Pauline Dillet	Senior Clerk
Toyin McKinney	Accounts Clerk
Mekell Nairn	Clerk
Nicole Scott-Swain	Clerk
Nathalia Durham	Clerk
Vernita Munroe	Senior Executive Officer
Kirkland Francis	Store Keeper
Vandyke Butler	Messenger
Walburtha Rolle	General Service Worker
Linda Cleare	General Service Worker
Betty Marshall	General Service Worker
Derrick Adderley	General Service Worker
Shayana Turnquest	General Service Worker
Kelly Brown	General Service Worker
Nekell Turnquest	General Service Worker
Alicia Desir	General Service Worker
Fredrika Anderson	General Service Worker

HUMAN RESOURCES

Name	Current Post
Antoinette Thompson	Deputy Permanent Secretary
Sharon Pratt-Rolle	First Assistant Secretary
Arlette Moncur	Senior Assistant Secretary
Dellareese Symonette	Senior Assistant Secretary
Dellareese Sands	Assistant Secretary
Lynda Taylor	Office Manager I
Deanne Bain	Office Manager I
Karen Davies	Office Manager II
Barbara Romer	Office Manager II
Linda Johnson	Office Manager III
Anginette Munroe	Office Manager III
Virginia Thurston	Personal Assistant I
Dorlaine Forbes	Personal Assistant III
Dellareese Johnson-Hield	Trained Teacher
Alphonso Major	Assistant Teacher
Nadine Woods	Chief Executive Officer
Agatha Smith	Senior Executive Officer
Mavis Pratt	Senior Executive Officer
Lisa Adderley	Executive Officer
Shane Roker	Executive Officer
Ellamae Cooper	Chief Executive Secretary
Gail Duncombe	Chief Executive Secretary
Rhonda Martin-Smith	Executive Secretary
Sybil James	Executive Secretary
Lynette Barry	Chief Clerk
Linda Cash	Chief Clerk
Lillian Lloyd	Chief Clerk
Gaynor Rolle	Chief Clerk
Marjorie Sherman	Chief Clerk
Leila Wood	Chief Clerk
Dellareese Porter	Senior Clerk
Bridget Williams	Senior Clerk
Lana Williams	Senior Clerk
Rickoda Wood	Clerk
Latronda Brown	Clerk
Patricia Burrows	Clerk
Arlene Johnson	Clerk
Linda Lloyd	Clerk

HUMAN RESOURCES CONT'D

Name	Current Post
Alfreda Miller	Clerk
Sherry Lynes	Filing Assistant
Christa Clarke	Filing Assistant
Denise Major	Telephonist I
Rose Johnson	Security Assistant
Natasha Brown	Janitress
Deshonne Rolle	Janitress
Philippa Sullivan	Janitress
Shantell Stubbs	Janitress/Messenger
Natesa Rigby	Teacher's Aide
Bernadette Murphy	General Service Worker
Manishka Rollins	General Service Worker
Nicole Moxey	General Service Worker
Alexandria Mullings	General Service Worker
Rachel Morley	General Service Worker
Tamika Clarke	General Service Worker
Krystal Brown	General Service Worker
Kendra Cooper	General Service Worker
Pauline Bethel	General Service Worker
Ernieca Bowe	General Service Worker
Jasmine Thompson	General Service Worker

PENSIONS AND COLINA INSURANCE

Name	Current Post
Lisa Munroe-Hall	Deputy Permanent Secretary
Agatha Fitz	Senior Executive Officer
Lisa Adderley	Executive Officer
Rhonda Smith-Martin	Executive Secretary
Deann Bain	Office Manager
Lynette Barry	Chief Clerk
Natasha Brown	Filing Assistant
Denise Major	Telephonist
Paulette Bethel	General Service Worker
Kendra Cooper	General Service Worker

RECRUITMENT SECTION

Name	Current Post
Sharon Pratt-Rolle	Deputy Permanent Secretary
LaTondra Brown	General Service Worker

SECURITY DIVISION/ADMINISTRATION

Name	Current Post
Garth Johnson	Consultant/Director of Security
Marvin Archer	Control Centre Security
George Barr	Control Centre Security
Kevin Bethel	Control Centre Security
Leroy Brooks	Control Centre Security
Harry Dean	Control Centre Security
Tilda Ferguson	Control Centre Security
John Forbes	Control Centre Security
Stephen Francis	Control Centre Security
Dameon Gutter	Control Centre Security
Gil Higgs	Control Centre Security
Keith Wilkinson	Control Centre Security
Kendal Lewis	Control Centre Security
Rex Miller	Control Centre Security
Leta Butler-Morris	Control Centre Security
Kendal Rahming	Control Centre Security
Marie Rolle	Control Centre Security
Denise Russell	Control Centre Security
Lynette Russell	Control Centre Security
Charmaine Smith	Control Centre Security
Hillman Sweeting	Control Centre Security

MAILROOM

Name	Current Post
Carlos Gray	Messenger
Caleb Cooper	General Service Worker

EXAMINATION AND ASSESSMENT DIVISION

Name	Current Post
Evelyn Sawyer	Acting Division Head
Andrea Dames	Act. Senior Education Officer
Cheryl Bowe-Moss	Subject Secretary Business Studies
Vernita Davis	Subject Secretary/GLAT Test Developer
Elcina Duncombe	Subject Secretary-Freeport
Dawnette Ferguson	Subject Secretary Religious Studies
Edna Glinton	Subject Secretary-Administratively Posted
Hilda Johnson	Subject Secretary (Acting)
Wilderine Rodgers	Subject Secretary (Acting)
Julie Kenny	Subject Secretary Technical Studies
Stephanie McPhee	Subject Secretary Consumer Science
Pamela Moultrie	Subject Secretary English Language
Ricardo Knowles	Subject Secretary Modern Languages
Stephanie Sands	Subject Secretary Biology
Shena Williams	Subject Secretary Sciences
Lynette Lewis	Subject Secretary
Prescola Pinder	Trained Teacher Administratively Posted
Naomi Chipman	Office Manager II
Cora Clarke	Senior Executive Secretary
Lionel Harris	Executive Secretary
Cassandra Gardiner	Executive Secretary
Merrilyn Johnson-Ferguson	Chief Clerk-Secretary to ADE
Ivan Deveaux	Chief Clerk Int'l Examinations
Berrynetta Oliver	Chief Clerk Research/Registry
Petlen Greene-Clarke	Chief Clerk
Menassia Major-Smith	Chief Clerk
Debbie Moxey	Chief Clerk
Deborah Gibson	Senior Accounts Clerk
Denise Forbes	Senior Clerk
Joanne Brown	Date Entry Clerk
Anita King	Office Assistant
Mavis Davis	Janitress
Caroline Edgecombe	Janitress
Naomi Major	Janitress
Andira Burrows	General Service Worker
Michael Hanna	General Service Worker
Stephanie Penn-Rolle	Janitress

LABOR RELATIONS SECTION

Name	Current Post
Kingsley Black	Assistant Director of Education
Sandra Barry	Secretary
Anthony Ferguson	Janitor

STORES/SUPPLY SECTION

Name	Current Post
Mr. Daniel Davis	Administrative/Procurement Officer
Donavan Cox	Trained Teacher
Joanne White	Chief Clerk
Bernadette Johnson	Senior Clerk
Portia Bain- Hanna	Clerk
Rawle Braitwaite	Security Assistant
Dwight Hepburn	Senior Driver
Spencer Curtis	Stores Assistant
Mark Williams	Filing Assistant
Valentino Simmons	General Service Worker
Perez Hall	General Service Worker
Kirkland Munroe	General Service Worker
Derron Cox	General Service Worker
Lemont Braynen	General Service Worker
Donovan Taylor	General Service Worker

TECHNICAL CADET

Name	Current Post
Foster Dorsett	Senior Education Officer
Trevor Ferguson	Senior Education Officer
Una Romer	Library Associate
Rose McDonald	Senior Clerk
Ivan Thompson	Senior Car Attendant
Vestra Wallace	General Service Worker

PHYSICAL PLANT SECTION

Name	Current Post
Coleman Andrews	Deputy Permanent Secretary
Dencil Kerr	First Assistant Secretary
Daniel Robinson	Senior Facilities Manager
Shadrack Johnson	Facilities Manager
Drexwell Miller	Facilities Manager
Gregory Maynard	Office Manager III
Maud Kerr	Chief Executive Officer
Sharon Bain	Chief Executive Secretary
Donahue Cargill	Trainee Technician
Paulette Wilson	Chief Clerk
Eunice John	Filing Assistant
Shirell Nesbitt	Filing Assistant
Stanley Pratt	Custodial Staff
Margaret Cleare	General Service Worker
Menera Cooper	General Service Worker
Dashano Duncan	General Service Worker
Dekoeta Smith	General Service Worker
Gordon Smith	General Service Worker

SCHOLARSHIP AND EDUCATIONAL LOAN DIVISION

Name	Current Post
Reginald Saunders	Administrator
Lisa Adderley	Deputy Administrator
Frances Cooper	Senior Assistant Secretary
Chilean Burrows	Senior Loans Officer
Leona Albury	Senior Executive Officer
Margaret Duncombe	Registry Supervisor
Kareem Bowe	General Service Worker
Elvira Johnson-Davis	Janitress
Deneak Butler	General Service Worker
Reneldia Gibson	General Service Worker
Wendy Smith	Office Manager
Patricia Mills	Senior Executive Secretary
Fermina Moss	Janitress
Linda Forbes	Janitress
Monique Hinsey	Consultant
Talisa Lightbourne	Clerk

COMMUNICATIONS

Name	Current Post
Georgette Turnquest	Chief Media Specialist
Byron Thompson	Chief Media Specialist
Jevone Williams	Senior Media Specialist
Jeron Williams	Senior Media Specialist
Edgar Arnette	Graphic Artist
Aletha Cooper	Photographer/General Service Worker
Dorlan Curtis	Videographer
Tyrhonda Knowles	General Service Worker
Andy Ferguson	General Service Worker
Charlene Carroll	Trained Teacher
Sharon Dawkins	General Service Worker

2016/17 EMPLOYEE LISTING - DEPARTMENT OF EDUCATION

DISTRICT OFFICES

ABACO

Name	Current Post
Lenora Black	District Superintendent
Administration	
Huel Moss Jr.	District Education Officer
Myrtis Russell	Principal
Sandy Walker	Education Officer
Office Staff	
Leslie Rolle	District Education Officer
Felamease Sawyer	Senior Education Officer
Anna Baillou	Education Officer
Starlene Nairn-Prenelus	Education Officer
Ruth Smith	Office Manager

NORTH ANDROS & THE BERRY ISLANDS

Name	Current Post
Michelle Bowleg	District Superintendent
Administration	
Emily Miller	District Education Officer

SOUTH ANDROS & MANGROVE CAY

Name	Current Post
Sheldon Gibson	District Superintendent

CAT ISLAND, RUM CAY & SAN SALVADOR

Name	Current Post
Garth King	District Superintendent

ELEUTHERA

Name	Current Post
Helen Simmons-Johnson	District Superintendent
Administration	
Kirkwood Cleare	District Education Officer
Frances Thompson-Friend	Office Manager

EXUMA, RAGGED ISLAND AND THE CAYS

Name	Current Post
Pamela Gorte	District Superintendent
Administration	
Krivoy Knowles-Smith	District Education Officer
Byron Saunders	District Education Officer
Sharon Bethel	Vice Principal

WEST GRAND BAHAMA & THE CAYS

Name	Current Post
Mary Cooper	District Superintendent
Administration	
Herbert Marshall	Assistant Director of Education
Marvin Rolle	Principal

EAST GRAND BAHAMA & THE CAYS

Name	Current Post
Mary Russell	District Superintendent
Administration	
Verona Missick	Trained Teacher

LONG ISLAND

Name	Current Post
Lillian Culmer-Miller	District Superintendent

MICAL

Name	Current Post
Linda Moultrie-Missick	Acting District Superintendent
Administration	
Tessa Nottage	District Education Officer

NORTHEASTERN NEW PROVIDENCE

Name	Current Post
Dorothy Kemp	District Superintendent
Administration	
Sheralyn Anderson	District Education Officer
Elaine Williams	District Education Officer

NORTHWESTERN NEW PROVIDENCE

Name	Current Post
Howard Newbold	District Superintendent
Administration	
Franklin Lightbourne	District Education Officer

SOUTHEASTERN NEW PROVIDENCE

Name	Current Post
Eulease Beneby	District Superintendent
Administration	
Gina Sweeting-Moss	District Education Officer
Nevelon Gaitor	District Administrator
Lana Lavarity	Trained Teacher

SOUTHWESTERN DISTRICT

Name	Current Post
Julian Anderson	District Superintendent

DIRECTOR'S OFFICE

Name	Current Post
Lionel Sands	Director of Education
Claudette Hutcheson	Personal Assistant III
Shadrica Johnson	Senior Clerk
Monique Rolle	General Service Worker

SCHOOLS MANAGEMENT

Name	Current Post
Joel Lewis	Deputy Director of Education
Judith Major	District Superintendent
Zane Lightbourne	Senior Master
Shawna Johnson	Chief Clerk
Pharez Rolle	Teacher's Aide serving in the role of Personal Assistant
Presca Mitchell	Teacher's Aide

CURRICULUM AND INSTRUCTION DIVISION

Administration

Name	Current Post
Serethea Clark	Deputy Director of Education
Saskia Black	Chief Clerk

Primary Curriculum Section

Name	Current Post
Glenda Rolle	Acting Assistant Director of Education
Shirley Ferguson	Senior Education Officer
Lonice Hart	Senior Education Officer
Vanria Jack	Senior Education Officer
Dawn Knowles	Senior Education Officer
Joan Rolle	Senior Education Officer
Maria Seymour	Senior Education Officer
Bernadette Murray	Education Officer
Gwendolyn Conliffe	Education Officer
Shenique Collie-Sweeting	Acting Education Officer
Barbara Dorsett	Acting Education Officer
Yienderia Martin	Trained Teacher
Karen Rahming	Senior Clerk
Dellarese Adderley	Clerk
Kristen Berry	General Service Worker
Peaches Rollins-Rahming	General Service Worker

Science and Technology Curriculum Section

Name	Current Post
Keith Saunders	Assistant Director of Education
Louise Barry	Senior Education Officer
Pamela Chandler	Senior Education Officer
Jennifer Miller	Senior Education Officer
Theresa McPhee	Education Officer
Patrice White-Green	Acting Education Officer
Iva Sawyer	Filing Assistant
Gina Adderley	Filing Assistant
Yolanda Clarke	General Service Worker
Deidre Barry	General Service Worker
Carmell Smith-Pen	General Service Worker

Humanities/Social Science Curriculum Section

Name	Current Post
Sharon Poitier	Assistant Director of Education
Donnella Davis	Senior Education Officer
Sally Johnson	Education Officer
Avis Lightbourn	Education Officer
Inez Paul	Education Officer
Sabrina Skinner	Education Officer
Perlene Baker	Education Officer
Sharon Bain	General Service Worker

Applied Science Section

Name	Current Post
Keyshan Bastian	Assistant Director of Education
Sharon Ferguson	Senior Education Officer
Racquel Turnquest	Acting Education Officer
Gwendolyn Johnson	Trained Teacher
Enith Taylor	Chief Clerk
Shantell Whymms	Senior Clerk

EARLY CHILDHOOD EDUCATION SECTION

Name	Current Post
Leja Burrows	Senior Education Officer
Ellen Rhodriquez	Senior Education Officer
Theresa Balfour	Chief Clerk
Tamika Cooper	Clerk
Allardyce Lewis	General Service Worker
Alyssa Stewart	Teacher's Assistant
Shanell Black	Janitress
Jacinta Deveaux	Janitress

LEARNING RESOURCES SECTION

Name	Current Post
Wenly Fowler	Assistant Director of Education
Katie Minnis	Senior Education Officer
Cynthia McKenzie	Chief Librarian
Antoinette Sands	Master Teacher
Lavern Cooper	Senior Trained Teacher
Candida Simms	Trained Teacher
Kharen Slemon	Trained Teacher
Anna Maria Smith	Trained Teacher
Liesel Wright	Trained Teacher
Dorothy Rolle	Trained Teacher
Melvorn Davis	Trained Teacher
Linda Collie	Trained Teacher
Stephen Brennen	Senior Photographer
Keno Burrows	Production Assistant
Jacqueline Ford	Chief Clerk
Nova Munroe	Chief Clerk
Dollymae Scott	Chief Clerk
Michelle Ferguson	Filing Assistant
Beulah Woodside-Butler	Filing Assistant
Jeneth Pratt	Lithographic Stripper
Lekino Davis	N/S
Edith Carey	Security
Vandora Bastian	Janitress
Valentino Dames	Janitress
Linda Rhaming	Janitress
Loretta Knowles	Janitress
Gladys Moncur	Janitress
Reno Green	Handyman

PLANNING & DEVELOPMENT DIVISION

Name	Current Post
Marcellus Taylor	Deputy Director of Education
Valerie Gaitor	Assistant Teacher serving in the role of Personal Assistant

PROFESSIONAL DEVELOPMENT SECTION

Name	Current Post
Althea A. Hamilton-Grant	Assistant Director of Education
Sylvia King Bannister	Chief Clerk
Christine Farrington	Janitress
Jacqueline Evans	Janitress

PROFESSIONAL DEVELOPMENT POLICY SECTION

Name	Current Post
Michelle Sears	Assistant Director of Education
Kirsten Wilson	Chief Clerk

SPECIAL SERVICES SECTION

Name	Current Post
Ollymae Knowles	Assistant Director of Education
Shcanla Rahming-Todd	Executive Secretary

School Psychological Unit

Name	Current Post
Roderick Rolle	Supervisor, School Psychologist II
Donette Williamson	School Psychologist II
Sterling Gardiner	School Psychologist II
Nadia Cash	School Psychologist II
Antoinette Deveaux	School Psychologist II
Lacoya Johnson	School Psychologist II
Rhoda Bain	School Psychologist II
Nicora Stubbs-Young	School Psychologist III
Atiya Wildgoose	School Psychologist III
Lauren Smith	School Psychologist III
Racquel Hutchinson	Trainee School Psychologist
Nikita Woodside	Trainee School Psychologist
Desmarie Fox	Senior Clerk
Talisha Adderley	Contract Worker

School Attendance Unit

Name	Current Post
Anzlo Strachan	Chief School Attendance Officer
Frederick Mcphee	School Attendance Officer Level III
Geneva Stubbs	School Attendance Officer Level III
Arnette Dean	School Attendance Officer Level III
Decarlo Cartwright	School Attendance Officer Level III
Jenneil Hamilton	School Attendance Officer
Michelle Joan Mcphee	Trainee Teacher
Mary Ferguson	Senior Clerk
Leroy Burrows	Clerk
Lavan Johnson	Filing Assistant

Guidance & Counseling/Employee Assistance Program

Name	Current Post
Mazorian Powell	Senior Education Officer
Iris A. Strachan	Master Teacher (EAP Counselor)
Lateisha Wallace	General Service Worker

Special Education Unit

Name	Current Post
Sharon Dean-Laing	Senior Education Officer
Carolynn Hall-Knowles	Senior Education Officer
Novia Carter	Senior School Psychologist
Deangela Knowles	School Psychologist III
Jackelle Moxey	Clerk
Rhondricka Beckles	General Service Worker
Sophia Mckenzie-Brown	General Service Worker

Speech Therapy Unit

Name	Current Post
Sharon J. Clarke	Chief Speech-Language Pathologist
Sheela Fruzan Langdon	Volunteered Speech-Language Pathologist
Keva Ferguson	Speech –Language Pathologist – III
Vivienne Bullard	Assistant Speech-Language Pathologist
Lisa Hepburn	Chief Executive Officer
Angela Dames	General Service Worker

RESEARCH AND PLANNING SECTION

Name	Current Post
Sharmaine Sinclair	Assistant Director of Education
Charles Major	Education Planning Officer
Dwayne Higgins	Principal
Jennifer Bethel	Trained Teacher
Benita Adderley	Trained Teacher/National School Lunch Program Coordinator
Denise Sands-Stubbs	Senior Executive Secretary
Tarik Serville	Research Assistant
Rosemary Nicholls	Senior Registry Clerk
Ann Stubbs	Senior Registry Clerk
Phedra Symonette	Senior Library Clerk
Tanya Taylor	Filing Assistant
Shantel Rodgers	General Service Worker
Nadge Philippe	General Service Worker

TECHNOLOGY/MANAGEMENT INFORMATION SYSTEMS

Name	Current Post
Yohan Bain	Web Administrator
Faye Bascom	Senior Education Officer
Kimberly Musgrove	Trained Teacher
Lamont Grey	Trained Teacher
Janice Rolle	Trained Teacher
Joanne Hilton	Trained Teacher
Dorothy Newbold	Chief Clerk
Donovan Campbell	Clerk
Joann Bain	General Service Worker
Rashad Carter	General Service Worker
Frederick Ginton	General Service Worker
Tameka Moxey	General Service Worker

STUDENT AFFAIRS SECTION

Name	Current Post
Patrinella Rolle	Assistant Director of Education
Louise Forbes	Trained Administrative Cadet
Sharon Scavella	Trained Teacher
Maria Sands	Senior Craft Instructor
Melony McFall	Senior Executive Officer
Adrian Adderley	Senior Clerk
Alicia Bethel	Filing Assistant
Shacantila Williams	General Service Worker
Teanea Brown	General Service Worker

STUDENT DEVELOPMENT SECTION

Name	Current Post
Willard Barr	District Superintendent
Albert Clarke	Principal
Andrea Eve	Guidance Counselor
Kim Rahming	Guidance Counselor
Dion McKinney	Tracking Officer
Maragret Reckley	Chief Clerk
Faith Hield	Clerk
Terez Smith	Data Entry Clerk
Belinda Chipman	Public Relations Consultant

PROJECT MANAGEMENT UNIT

Name	Current Post
Karen St. Cyr	Senior Education Officer
Portia Sands	Trained Teacher
Carola Walker	Trained Teacher
Bridgette Smith	Trained Teacher
Gertrude Daxon	Chief Clerk
Joe-Ann White	Chief Clerk
Darnell Farquharson	Chief Clerk
Dimarcia Bethel	General Service Worker
Valkiesha Archer	General Service Worker

TRAINING UNIT

Name	Current Post
Janet Culmer	Chief Training Officer

SPORTS UNIT

Name	Current Post
Evan Wisdom	Senior Education Officer
Naomi Sumner	Senior Clerk
Cyntea Edgecombe	General Service Worker