



THE COMMONWEALTH

OF

THE BAHAMAS

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In 1993, concerned about the extent and the quality of the returns resulting from the considerable investment being made in education, the Government of The Bahamas commissioned a Task Force to undertake a review of the educational system in all its aspects at the primary and secondary levels and to make recommendations to bring about improved efficiency and effectiveness in the education product. In particular the Task Force was urged to:

1. Review the philosophy, mission, goals and objectives of the education system and, where necessary, following appropriate consultation, recommend adjustments to these in light of current social and economic realities and national needs;
2. Review the existing structure of the Ministry of Education and the Public School system and to make recommendations for the decentralisation of the system with a view to increasing the responsibilities of principals/school administrators, and to widening participation of parents and the community in the operating of schools;
3. Review the existing staffing, functions, resources, policies and procedures of the various departments of the Ministry of Education and Culture to determine the adequacy and appropriateness of these to facilitate support and enhance the effective functioning of the national education goals, and where deemed necessary to recommend relevant changes;
4. Review the work of the schools to determine their ability to effectively discharge their responsibility to meet the educational needs of their students and contribute to the achievement of national development goals. This review will include an examination of:
 - The distribution and organisational structure of schools;
 - The curricula and programmes of instruction;
 - The recruitment, preparation and deployment of teachers, administrators and support personnel;
 - Physical facilities and material resources;
 - Policies and practices, including the use of school time and the exercise of discipline;

- Existing levels of student achievement and the means by which these are measured;
 - Existing arrangements for meeting the needs of special students;
 - The involvement of parents and the wider community in the activities of the school;
5. Study the existing level of funding available for the support of the educational process, and to make recommendations concerning a) the strengthening of these, if necessary, and b) the roles which parents and the community at large ought to play in this regard;
 6. Review in depth and make recommendations on the issues related to the demand and supply of teachers and school administrators with particular reference to recruitment, training and deployment;
 7. Prepare specifications of human, physical and financial resources required to implement any changes proposed.

The recommendations resulting from the investigations embraced the goals of *Education for All* as well as those expressed in *Manifesto '92* and suggested strategies for their achievement in the context of an archipelagic country.

Accepting the findings and recommendations of the review, the Government of The Bahamas directed the Ministry of Education, to set about establishing and implementing policies, structures and processes that would enable the improved efficiency and effectiveness in accordance with the recommendations of the Task Force, the goals of *Education For All and Manifesto '92*. Simultaneously, a committee whose remit required it to devise an implementation plan for the achievement of the tasks was struck. This committee's report submitted in 1994, mapped out in greater detail the strategies to be employed and path to be followed in giving full effect to the recommendations of the Task Force.

The Government's commitment to the pursuit of these goals is reiterated and reinforced annually in the budget communication, periodically in speeches from the throne each time a new session of Parliament is convened and regularly in addresses delivered by the Minister of Education and statements issued by the Ministry and Department of Education.

Between 1990 and the present time, therefore, significant movement has taken place in each of the six areas articulated by the World Conference of 1990 namely, *Early Childhood Development Programmes, Primary Education, Learning Achievement, Adult Literacy, Basic Education and Training in other essential skills required by youth and adults, Acquisition by Individuals and families of the knowledge, skills and values required for better living, made available through all education channels.*

This report outlines the progress made in addressing the espoused goals, where necessary it provides an explanation for the status of the goal and indicates the plans in place to effect their continued and further progress.

Section 2: Early Childhood Care and Development

In The Bahamas the concept of early childhood education refers to learning activities designed for the benefit of children between the ages of 3 -5 years. This stage of development is generally categorised as pre-primary or pre-school. The provision of care prior to this age is normally managed by day care centres and other types of custodial facilities.

Programmes designed to impact positively the education and development of pre-school children had long been recognised by the Government of The Bahamas as being of great consequence to the harmonious educational development of the Bahamian citizenry. As early as 1974 for example, the Government expressed its intention to become more intentional about this area of education and once again include kindergarten classes to the structure of the primary school (White Paper on Education, 1974). These intentions laudable as they were failed to find expression in policies and plans because of attention to other urgent priorities. The Government's inability to act expeditiously on its desires and intentions in this area resulted in the following:

- The provision of early childhood care and programmes by independent bodies many of which paid inadequate attention to sound educational and developmental theory and practice in programmes, provisions, activities and staffing;
- The development of unregulated care facilities many of which failed to conform to minimum health and safety standards;
- An uneven participation in meaningful and pedagogically sound early childhood educational experiences by all groups comprising the society.

During the decade of the eighties, the Ministry of Education established a Pre-school unit to guide, co-ordinate and monitor the development of pre-school education in the country. By this time, however, the pattern of operating without the knowledge and consent of the authorities had become entrenched such that it became difficult for the unit to execute its mandate.

Fueled by the United Nations declaration of Education for All, the educational agenda of the governing party and the recommendations of the National Task Force on Education, the Government of The Bahamas sought to bring structure,

coherence and legitimacy to the area of early childhood education in the decade of the nineties and articulated an initiative which had the following objectives:

- Increase the participation of the relevant population in approved early childhood care programmes by:
 - i) establishing Pre-school Centres at all Government maintained Primary Schools by the year 2000;
 - ii) encouraging civic groupings such as churches and unions to establish day-care and pre-school Centres;
 - iii) providing subsidies to those centres which care for the children of low-income families so that no child need be refused admission solely on the grounds of inability to pay;
 - iv) extending subventions to a limited number of approved private establishments involved in the delivery of pre-school programmes.
- Devise processes and structures that will establish minimum standards and monitor quality by:
 - i) promulgating legislation to govern the operation, regulation and standards employed in pre-schools and infant care facilities.
 - ii) licensing all Early Childhood Care Centres according to an approved grading system.
 - iii) implementing an early childhood education curriculum that would guide the activities of all childcare centres;
 - iv) developing policies and establishing guidelines for Early Childhood Care Centres.
 - v) establishing a support system to include health, education and social welfare specialists to provide guidance and assistance to and evaluation of Early Childhood Care Centres.
- Institute an approved training programme for all proprietors and operators of early childhood facilities to ensure minimum standards of care.

Increasing the Availability of Approved Early Childhood Education Programmes

The direct involvement of the State in the provision of early childhood education programmes began in earnest around the beginning of the decade. At that time two pre-schools, fully maintained by the Government and offering a total of 30 places to four-year-olds were opened in the capital, New Providence. Around the same time the Government began to advance subventions in the form of providing teachers to three independent facilities. Since that time there has been a gradual increase in the number of places made available by the Government. These places add to the number offered by private entities which proliferated as a result of the void created by the failure of the Government to become more actively involved, earlier.

In its attempt to increase the number of places for early childhood education, the Ministry of Education has taken three approaches:

- Constructing/refurbishing facilities for the exclusive use as a pre-school/early childhood centre;
- Appending kindergarten classes to existing primary schools; and
- Extending subventions to particular independent institutions to facilitate the attendance of under-privileged children.

One refurbished facility is to be found in New Providence. It operates exclusively as a pre-school.

Three schools in New Providence, four in Grand Bahama, and two in the Family Islands have had kindergarten classes added to their structure.

Private institutions, which receive subventions, are to be found in New Providence and in Grand Bahama.

Standardisation and Quality Assurance

The completion of a standardised curriculum and the licensing of facilities were the major achievements realised in the area of standardisation and quality assurance development.

The Development of a Standardised Curriculum

In the absence of Government intervention, entities offering education and care services for pre-school children proliferated throughout the country. A number of these entities particularly those associated with religious groups traditionally involved in education, follow a pedagogically sound programme and operate in appropriate facilities. On the other hand, there are those, some of which exist without the knowledge of the responsible authorities, whose understanding of the relationship between programme design and psychological and physical development, is limited. In order to reduce the debilitating impact of an inappropriate grounding and introduction to school and to assist these institutions, the Pre-school unit of Ministry of Education began the process of designing a curriculum, subsequent to the recommendations of the National Task Force on Education. At this time the curriculum called *The Readiness Programme* has been introduced in New Providence schools. It is expected that it will be introduced in Family Island schools within the school year 1999 – 2000.

Licensing and Monitoring

All organisations offering educational services to children of pre-school age are expected to register with The Ministry of Education. These institutions are monitored by the pre-school unit and may benefit from the unit's professional expertise. The staffing situation in the unit, however, has worked against the full impact of this facility being experienced. Many institutions still are not registered, and those that are registered are not monitored as closely as the unit would wish.

The Provision of Training for Teachers and Operators of Early Childhood

The involvement of persons not suitably qualified, in the delivery of early childhood education precipitated the development of several training programmes by tertiary institutions. In 1990, The College of The Bahamas introduced an Associate Degree and Teacher Certification programme in Early Childhood Education. Designed for persons having the academic qualifications that would satisfy the entry requirements into the Associate degree programme, it excluded the vast majority of persons operating and working in Early Education Centres. As a consequence, The Centre for Continuing Education, a department of the College of The Bahamas (COB) collaborated with the Teacher Education Division to develop an Upgrading Programme that would improve academic efficiency, provide exposure to necessary skills and enhance understanding of child growth and development. The first intake into this programme was in 1993.

Subsequently in 1994 the Teacher Education Division developed and implemented the Pre-school Auxiliary Teachers' certificate programme as a preparatory one for persons who with some remedial assistance would be able to pursue a college level programme. Successful completion of this programme would, therefore, enable matriculation into the Associate Degree programme, which leads to an academic credential and professional certification.

In more recent times the Bahamas Baptist Community College, a private denominational school, began offering a certificate programme for operators of and workers in pre-schools. This course of study is at the pre-college level and employs a flexible, open system of admission. Other private tertiary institutions are also offering short-term training programmes for operators of pre-schools and child care centres.

Since 1990, therefore, programmes designed to positively affect the skills of persons engaged in the delivery of early childhood education, have increased noticeably.

Gross enrolment in early childhood development programmes expressed as a percentage of the official age group.

The available data on early childhood development programmes do not account for all facilities in the country. Such data as exist indicate the following:

- 200 private facilities operating in The Bahamas are registered with the Ministry of Education;
- Government maintained facilities number 15 and offer places at this time to four-year-olds only. Students enrolled equal 505 with the average school population being 30;
- Table 1a provides data for a sample of institutions offering pre-school education during the 1997/1998 school year. It shows that the average number of places offered by registered schools for both three and four year olds is 59;
- 200 Private schools and 12 public schools each offering 59 places yield a total of 12508.
- The population of the official age group in this category for the years 1990 - 1999 is reflected in Tables 1. It shows the population of the relevant category to be 12494 in the 1997/1998 school year;
- The GER for the year 1997/1998 is, therefore, 100%.

Given, the Government's commitment to the provision of Pre-school education (Government owned pre-schools increased by three between 1997/1998 and 1998/1999), the presence of schools that are not registered, and the need for parents to have care for children while at work, it is likely the resulting GER is not unrealistic. This conclusion is confirmed by principals of primary schools in the capital. They say that few pupils who have not been exposed to pre-school experiences, enter grade one. Nevertheless, it is recognised that counted among the enrolled population are some children who fall outside the relevant age boundaries.

TABLE 1-B**POPULATION OF 3 & 4 YEAR OLD
1990 – 1999 SUMMARY**

YEAR	THE WHOLE BAHAMAS			NEW PROVIDENCE			REST OF THE BAHAMAS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1990	5842	1702	11544	3916	3844	7760	1926	2142	3784
1991	5872	5748	11620	3996	3939	7936	1876	1809	3684
1992	5926	5798	11724	4152	4094	8246	1774	1704	3478
1993	6008	5858	11866	4384	4306	8691	1624	1552	3175
1994	6114	5926	12038	4685	4572	9256	1429	1354	2782
1995	6230	5997	12227	1939	1903	3842	1198	1125	2323
1996	6240	6062	12402	5269	5070	10340	971	992	2062
1997	6396	6100	12494	5367	5153	10520	1029	947	19744
1998	6424	6108	12513	5345	5134	10478	1059	974	2035
1999	6378	6100	12476	5236	5042	10278	1142	1058	2198

Source: Department of Statistics

Percentage of New Entrants to Grade 1 who have attended some form of organised early childhood development programme

Given the GER above and the trend characteristic of this area, it follows that the percentage of new entrants to primary grade 1 who have attended some form of organised early childhood development programme will parallel the number who have had exposure to some form of early childhood education. It is therefore reasonable to conclude that at least 90% of the relevant population would have had exposure to a pre-school curriculum. In the established church schools, for example, where the inclusion of kindergarten classes has been institutionalised, it is highly likely that most children in grade one would have had exposure to a pre-school curriculum.

Policy Implications

Exposure to pre-school experiences is increasing. The concern, however, is with respect to the maintenance of standards and the broad area of quality assurance. In this regard, attention to the implementation of the policy regarding registration and monitoring is critical.

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes ¹

Country	BAHAMAS					Year	1990
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8
Add Province		Total	Enrolment	Enrolment	Official age group	GER (Col.6/Col.7)	Gender Parity Index
			Pre-school	Child	population (or 3-5 years)	enrolment ratio	
NATIONAL	TOTAL (M/F)				11,544	#VALUE!	#DIV/0!
The whole country	Male (M)				5,842	0.0	
	Female (F)				1,702	0.0	
Province	TOTAL (M/F)				7,760	0.0	#DIV/0!
New Providence	Male (M)				3,916	0.0	
	Female (F)				3,844	0.0	
Province	TOTAL (M/F)				3,784	0.0	#DIV/0!
Rest of the Bahamas	Male (M)				1,926	0.0	
	Female (F)				2,142	0.0	
	TOTAL (M/F)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Province	TOTAL (M/F)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Province	TOTAL (M/F)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Province	TOTAL (M/F)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Province	TOTAL (M/F)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Urban areas	TOTAL (M/F)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Rural areas	TOTAL (M/F)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	

1. The early childhood development programmes is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-school or pre-primary schools and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old.

Starting age:

Ending age:

Data source:

Department of Statistics

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes ¹

Country		BAHAMAS				Year		1991	
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10
Add Province		Enrolment			Official age group population (or 3-5 years)	GER (Gross enrolment ratio)	Gender parity index		
		Total	Pre-schools	Childs			Male	Female	
NATIONAL	TOTAL (M/F)				11,620	#DIV/0!	#DIV/0!		
	Male (M)				5,872	0.0			
	Female (F)				5,748	0.0			
Province	TOTAL (M/F)				7,936	0.0	#DIV/0!		
	Male (M)				3,996	0.0			
	Female (F)				3,939	0.0			
Province	TOTAL (M/F)				3,684	0.0	#DIV/0!		
	Male (M)				1,876	0.0			
	Female (F)				1,809	0.0			
Province	TOTAL (M/F)					#DIV/0!	#DIV/0!		
	Male (M)					#DIV/0!			
	Female (F)					#DIV/0!			
Province	TOTAL (M/F)					#DIV/0!	#DIV/0!		
	Male (M)					#DIV/0!			
	Female (F)					#DIV/0!			
Province	TOTAL (M/F)					#DIV/0!	#DIV/0!		
	Male (M)					#DIV/0!			
	Female (F)					#DIV/0!			
Urban areas	TOTAL (M/F)					#DIV/0!	#DIV/0!		
	Male (M)					#DIV/0!			
	Female (F)					#DIV/0!			
Rural areas	TOTAL (M/F)					#DIV/0!	#DIV/0!		
	Male (M)					#DIV/0!			
	Female (F)					#DIV/0!			

¹ Early childhood development programmes is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools or pre-primary schools and those in other non-organized educational institutions/programmes.

² Please specify official age group for early childhood development programmes, if different from 3-5 years old:

Starting age: Ending age:

Data sources: Department of Statistics

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes ¹

Country		BAHAMAS					Year	1992	
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8/Col.9	Col.9	
Add Province		Total	Enrolment		Critical age-group	GER (Gross	Gender Parity		
			Pre-schools	Others	population (0-3-5 years)	enrolment ratio)	Index		
NATIONAL	TOTAL (M/F)					11,724	#DIV/0!	#DIV/0!	
The whole	Male (M)					5,926	0.0		
country	Female (F)					5,798	0.0		
Province	TOTAL (M/F)					8,246	0.0	#DIV/0!	
New	Male (M)					4,152	0.0		
Province	Female (F)					4,094	0.0		
Province	TOTAL (M/F)					3,478	0.0	#DIV/0!	
Rest of the	Male (M)					1,774	0.0		
Bahamas	Female (F)					1,704	0.0		
Province	TOTAL (M/F)						#DIV/0!	#DIV/0!	
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Province	TOTAL (M/F)						#DIV/0!	#DIV/0!	
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Province	TOTAL (M/F)						#DIV/0!	#DIV/0!	
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Urban areas	TOTAL (M/F)						#DIV/0!	#DIV/0!	
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Rural areas	TOTAL (M/F)						#DIV/0!	#DIV/0!	
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		

1. By 'early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (according to the official age-group in a given country). The data on enrolment should include those in registered pre-school or pre-primary schools and those in other similar organized educational programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old.

Starting age:

Ending age:

Data source:

Department of Statistics

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes¹

Country		BAHAMAS				Year		1993	
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10
Add Province		Enrolment			Critical age group	GER (Gross	Gender Parity		
		Total	Pre-schools	Others	population (or 3-5 years)	enrolment ratio)	Index		
NATIONAL	TOTAL (M/F)				11,866	#DIV/0!	#DIV/0!		
(The Whole	Male (M)				6,008	0.0			
Country)	Female (F)				5,858	0.0			
Province	TOTAL (M/F)				8,691	0.0	#DIV/0!		
New	Male (M)				4,384	0.0			
Providence	Female (F)				4,306	0.0			
Province	TOTAL (M/F)				3,175	0.0	#DIV/0!		
Rest of the	Male (M)				1,624	0.0			
Bahamas	Female (F)				1,552	0.0			
Province	TOTAL (M/F)					#DIV/0!	#DIV/0!		
	Male (M)					#DIV/0!			
	Female (F)					#DIV/0!			
Province	TOTAL (M/F)					#DIV/0!	#DIV/0!		
	Male (M)					#DIV/0!			
	Female (F)					#DIV/0!			
Province	TOTAL (M/F)					#DIV/0!	#DIV/0!		
	Male (M)					#DIV/0!			
	Female (F)					#DIV/0!			
Urban areas	TOTAL (M/F)					#DIV/0!	#DIV/0!		
	Male (M)					#DIV/0!			
	Female (F)					#DIV/0!			
Rural areas	TOTAL (M/F)					#DIV/0!	#DIV/0!		
	Male (M)					#DIV/0!			
	Female (F)					#DIV/0!			

1. By "early childhood development programmes," meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools or pre-primary schools and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programme, if different from 3-5 years old.

Starting age:

Ending age:

Data source:

Department of Statistics

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes ¹

COUNTRY		BAHAMAS					Year		1994	
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8/Col.9	Col.10	Col.11	
Add Province		Enrolment			Official age-group	GER (Gross enrolment ratio)	Gender parity index			
		Total	Pre-schools	Children	population (0-5 years)					
NATIONAL	TOTAL (M/F)				12,038	#DIV/0!	#DIV/0!			
The whole country	Male (M)				6,114	0.0				
	Female (F)				5,926	0.0				
Province 1	TOTAL (M/F)				9,256	0.0	#DIV/0!			
New Providence	Male (M)				4,685	0.0				
	Female (F)				4,572	0.0				
Province 2	TOTAL (M/F)				2,782	0.0	#DIV/0!			
West End	Male (M)				1,429	0.0				
	Female (F)				1,354	0.0				
Province 3	TOTAL (M/F)					#DIV/0!	#DIV/0!			
	Male (M)					#DIV/0!				
	Female (F)					#DIV/0!				
Province 4	TOTAL (M/F)					#DIV/0!	#DIV/0!			
	Male (M)					#DIV/0!				
	Female (F)					#DIV/0!				
Province 5	TOTAL (M/F)					#DIV/0!	#DIV/0!			
	Male (M)					#DIV/0!				
	Female (F)					#DIV/0!				
Urban areas	TOTAL (M/F)					#DIV/0!	#DIV/0!			
	Male (M)					#DIV/0!				
	Female (F)					#DIV/0!				
Rural areas	TOTAL (M/F)					#DIV/0!	#DIV/0!			
	Male (M)					#DIV/0!				
	Female (F)					#DIV/0!				

1. By "early childhood development programmes" is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools or pre-primary schools and those in other similar organized educational institutional programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old.

Starting age: Ending age:

Data source: Department of Statistics

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes ¹

Country:

BAHAMAS

Year:

1995

Col.1		Col.2	Col.3	Col.4	Col.5	Col.6	Col.7=Col.3/Col.6	Col.8
Add Province		Enrolment			Official age-group	GER (Gross	enrolment ratio)	Gender Parity
		Total	Pre-schools	Others ²	population (or 3-5 years)			
NATIONAL (The whole country)	TOTAL (MF)				12,227	#DIV/0!	#DIV/0!	
	Male (M)				6,230	0.0		
	Female (F)				5,997	0.0		
Province 1 New Providence	TOTAL (MF)				3,842	0.0	#DIV/0!	
	Male (M)				1,939	0.0		
	Female (F)				1,903	0.0		
Province 2 Rest of The Bahamas	TOTAL (MF)				2,323	0.0	#DIV/0!	
	Male (M)				1,199	0.0		
	Female (F)				1,125	0.0		
Province 3	TOTAL (MF)					#DIV/0!	#DIV/0!	
	Male (M)					#DIV/0!		
	Female (F)					#DIV/0!		
Province 4	TOTAL (MF)					#DIV/0!	#DIV/0!	
	Male (M)					#DIV/0!		
	Female (F)					#DIV/0!		
Province 5	TOTAL (MF)					#DIV/0!	#DIV/0!	
	Male (M)					#DIV/0!		
	Female (F)					#DIV/0!		
Urban areas	TOTAL (MF)					#DIV/0!	#DIV/0!	
	Male (M)					#DIV/0!		
	Female (F)					#DIV/0!		
Rural areas	TOTAL (MF)					#DIV/0!	#DIV/0!	
	Male (M)					#DIV/0!		
	Female (F)					#DIV/0!		

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old:

Starting age:

Ending age:

Data sources:

Department of Statistics

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes ¹

Country: **BAHAMAS** Year: **1996**

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7=Col. 3/Col. 6	Col. 8
Add Province	Enrolment	Enrolment			Official age-group ² population (or 3-5 years)	GER (Gross enrolment ratio)	Gender Parity Index
		Total	Pre-schools	Others ¹			
NATIONAL (The whole country)	TOTAL (MF)				12,402	#DIV/0!	#DIV/0!
	Male (M)				6,240	0.0	
	Female (F)				6,052	0.0	
Province 1 New Providence	TOTAL (MF)				10,340	0.0	#DIV/0!
	Male (M)				5,269	0.0	
	Female (F)				5,070	0.0	
Province 2 Rest of The Bahamas	TOTAL (MF)				2,052	0.0	#DIV/0!
	Male (M)				971	0.0	
	Female (F)				992	0.0	
Province 3	TOTAL (MF)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Province 4	TOTAL (MF)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Province 5	TOTAL (MF)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Urban areas	TOTAL (MF)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Rural areas	TOTAL (MF)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old:

Starting age: Ending age:

Data sources: Department of Statistics

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes ¹

Country: **BAHAMAS** Year: **1997**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7=Col.3/Col.6	Col.8
Add Province		Enrolment			Official age-group ² population (or 3-5 years)	GER (Gross enrolment ratio)	Gender Parity Index
		Total	Pre-schools	Others ¹			
NATIONAL (The whole country)	TOTAL (MF)				12,434	1.0	#DIV/0!
	Male (M)				6,396	0.0	
	Female (F)				6,100	0.0	
Province 1 N.P.	TOTAL (MF)				105	0.0	#DIV/0!
	Male (M)				5,357	0.0	
	Female (F)				5,153	0.0	
Province 2	TOTAL (MF)				1,974	0.0	#DIV/0!
	Male (M)				1,029	0.0	
	Female (F)				947	0.0	
Province 3	TOTAL (MF)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Province 4	TOTAL (MF)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Province 5	TOTAL (MF)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Urban areas	TOTAL (MF)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	
Rural areas	TOTAL (MF)					#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!	
	Female (F)					#DIV/0!	

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old:

Starting age:

Ending age:

Data sources: *Calculation based on the following: Average size of enrolment based on the enrolment figure for sample of 22 schools in Table 1-A with total population of

..... Population divide number of sample schools.

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country		BAHAMAS						Year		1990				
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	
Add Province		New entrants to Grade 1			New entrants with ECD experience			Percentage of new entrants with ECD experience			GER	Party		
		Total	Public	Private	Total	Public	Private	Total	Public	Private				
NATIONAL	TOTAL (MF)	5,225	3,953	1,272	5,225	3,953	1,272	100.0	100.0	100.0	1.0			
(The whole country)	Male (M)	2,656	2,039	617	2,656	2,039	617	100.0	100.0	100.0				
	Female (F)	2,569	1,914	655	2,569	1,914	655	100.0	100.0	100.0				
Province 1	TOTAL (MF)	3,462	2,479	983	3,462	2,479	983	100.0	100.0	100.0	1.0			
New Providence	Male (M)	1,765	1,283	482	1,765	1,283	482	100.0	100.0	100.0				
	Female (F)	1,697	1,196	501	1,697	1,196	501	100.0	100.0	100.0				
Province 2	TOTAL (MF)	1,763	1,474	289	1,763	1,474	289	100.0	100.0	100.0	1.0			
Rest of The Bahamas	Male (M)	891	756	718	891	756	718	100.0	100.0	100.0				
	Female (F)	872	135	154	872	135	154	100.0	100.0	100.0				
Province 3	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!				
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!				
Province 4	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!				
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!				
Province 5	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!				
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!				
Urban areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!				
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!				
Rural areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!				
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!				

¹ By 'Early childhood development programme' is meant here all organized educational programmes for young children aged 0 to 5 years of age leading to the child's enrolment in primary school. The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other organized educational institutions/programmes.

² By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authority.

Data source: Department of Statistics

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country	BAHAMAS			Year	1991						
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12
Add Province		Total	Public	Private	Total	Public	Private	Total	Public	Private	GER
NATIONAL	TOTAL (M/F)	5,367	4,083	1,284	5,367	4,083	1,284	100.0	100.0	100.0	1.0
(The whole country)	Male (M)	2,694	2,103	591	2,694	2,103	591	100.0	100.0	100.0	
	Female (F)	2,673	1,980	693	2,673	1,980	693	100.0	100.0	100.0	
Province 1	TOTAL (M/F)	3,766	2,753	1,013	3,766	2,753	1,013	100.0	100.0	100.0	1.0
New Providence	Male (M)	1,253	1,500	496	1,253	1,500	496	100.0	100.0	100.0	
	Female (F)	1,770	1,253	517	1,770	1,253	517	100.0	100.0	100.0	
Province 2	TOTAL (M/F)	3,576	2,707	869	3,576	2,707	869	100.0	100.0	100.0	1.0
Rest of The Bahamas	Male (M)	2,673	1,980	693	2,673	1,980	693	100.0	100.0	100.0	
	Female (F)	903	727	176	903	727	176	100.0	100.0	100.0	
Province 3	TOTAL (M/F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Province 4	TOTAL (M/F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Province 5	TOTAL (M/F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Urban areas	TOTAL (M/F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Rural areas	TOTAL (M/F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	

¹ Early childhood development programme is meant here all organized educational programmes for young children aged 3 to 5 years old (on according to the official age in country) which help to their development. The data on enrollment should include those in registered pre-schools (or pre-primary schools) and those in other kind of organized educational institutions/programmes.

² Private includes all educational institutions not operated by a public authority, and those who do not receive financial support from such authorities.

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country		BAHAMAS						Year		1992				
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	
Add Province		New entrants to Grade 1			New entrants with ECD experience			Percentage of new entrants with ECD experience			GER			
		Total	Public	Private	Total	Public	Private	Total	Public	Private		GER		
NATIONAL	TOTAL (MF)	5,465	4,201	1,264	5,465	4,201	1,264	100.0	100.0	100.0		1.0		
(The whole country)	Male (M)	2,778	2,152	626	2,778	2,152	626	100.0	100.0	100.0				
	Female (F)	2,687	2,049	638	2,687	2,049	638	100.0	100.0	100.0				
Province 1	TOTAL (MF)	3,681	507	976	3,681	507	976	100.0	100.0	100.0		1.0		
New Providence	Male (M)	1,857	1,378	479	1,857	1,378	479	100.0	100.0	100.0				
	Female (F)	1,824	1,327	497	1,824	1,327	497	100.0	100.0	100.0				
Province 2	TOTAL (MF)	1,784	1,496	288	1,784	1,496	288	100.0	100.0	100.0		1.0		
Rest of The Bahamas	Male (M)	921	774	147	921	774	147	100.0	100.0	100.0				
	Female (F)	863	722	141	863	722	141	100.0	100.0	100.0				
Province 3	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!				
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!				
Province 4	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!				
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!				
Province 5	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!				
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!				
Urban areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!				
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!				
Rural areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!				
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!				

¹ Early childhood development programmes as meant here all organized educational programmes for young children aged 0 to 5 years of age, whether or not they are formally recognized by the Ministry of Education. The data on enrollment should include those in registers, pre-schools (or pre-primary schools) and those in non-formal or open-ended educational institutions.

² GER is the ratio of the total number of children in primary school to the total number of children in the population aged 6 to 14 years.

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country		BAHAMAS						Year		1992							
Col. 1	Col. 2	Col. 3			Col. 4			Col. 5			Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12
Add Province		New entrants to Grade 1			New entrants with ECD experience			Percentage of new entrants with ECD experience			Gender	Part	Sex				
		Total	Public	Private	Total	Public	Private	Total	Public	Private							
NATIONAL (The whole country)	TOTAL (MF)	5,465	4,201	1,264	5,465	4,201	1,264	100.0	100.0	100.0			1.0				
	Male (M)	2,778	2,152	626	2,778	2,152	626	100.0	100.0	100.0							
	Female (F)	2,687	2,049	638	2,687	2,049	638	100.0	100.0	100.0							
Province 1 (New Providence)	TOTAL (MF)	3,681	507	976	3,681	507	976	100.0	100.0	100.0			1.0				
	Male (M)	1,857	1,378	479	1,857	1,378	479	100.0	100.0	100.0							
	Female (F)	1,824	1,327	497	1,824	1,327	497	100.0	100.0	100.0							
Province 2 (Rest of The Bahamas)	TOTAL (MF)	1,784	1,496	288	1,784	1,496	288	100.0	100.0	100.0			1.0				
	Male (M)	921	774	147	921	774	147	100.0	100.0	100.0							
	Female (F)	863	722	141	863	722	141	100.0	100.0	100.0							
Province 3	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!				
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!							
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!							
Province 4	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!				
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!							
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!							
Province 5	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!				
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!							
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!							
Urban areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!				
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!							
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!							
Rural areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!				
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!							
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!							

¹ Early childhood development programme is meant here all organized educational programmes for young children aged 3 to 5 years old (or one year) in the home, day care, or other community settings. The data are derived from the National Register of Pre-schools (2) (Pre-primary schools) and those in attendance in organized educational institutions/programmes.

By Private is meant here all educational institutions not operated by a public authority, whether or not they receive public expenditure in the form of grants.

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country		BAHAMAS						Year		1993		
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	
Add Province		New entrants to Grade 1			New entrants with ECD experience			Percentage of new entrants with ECD experience			GER	
		Total	Public	Private	Total	Public	Private	Total	Public	Private		
NATIONAL (The whole country)	TOTAL (MF)	5,413	4,061	1,352	5,413	4,061	1,352	100.0	100.0	100.0	1.0	
	Male (M)	2,739	2,079	660	2,739	2,079	660	100.0	100.0	100.0		
	Female (F)	2,674	1,982	692	2,674	1,982	692	100.0	100.0	100.0		
Province 1 New Providence	TOTAL (MF)	3,605	2,580	1,025	3,605	2,580	1,025	100.0	100.0	100.0	1.0	
	Male (M)	1,812	1,315	497	1,812	1,315	497	100.0	100.0	100.0		
	Female (F)	1,793	1,265	528	1,793	1,265	528	100.0	100.0	100.0		
Province 2 Rest of The Bahamas	TOTAL (MF)	1,808	1,481	327	1,808	1,481	327	100.0	100.0	100.0	1.0	
	Male (M)	927	133	131	927	133	131	100.0	100.0	100.0		
	Female (F)	881	764	717	881	764	717	100.0	100.0	100.0		
Province 3	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!		
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!		
Province 4	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!		
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!		
Province 5	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!		
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!		
Urban areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!		
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!		
Rural area	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!		
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!		

¹ By "Early childhood development programme" is meant here all organized educational programmes for young children aged 3 to 5 years old (or below) in the country. The data on enrolment should include those in pre-schools, day care, primary school and those in other early organized educational institution programmes.

² By "Private" is meant here all educational institutions not operated by a public authority, and/or no they receive financial support from such authority.

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country		BAHAMAS						Year		1994		
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	
Add Province		New entrants to Grade 1 ²			New entrants with ECD experience ³			Percentage of new entrants with ECD experience			GER	
		Total	Public	Private	Total	Public	Private	Total	Public	Private		
NATIONAL	TOTAL (ME)	5,521	4,150	1,371	5,521	4,150	1,371	100.0	100.0	100.0	1.0	
(The whole country)	Male (M)	2,791	2,117	674	2,791	2,117	674	100.0	100.0	100.0		
	Female (F)	2,730	2,033	697	2,730	2,033	697	100.0	100.0	100.0		
Province 1	TOTAL (ME)	4,121	2,594	1,527	4,121	2,594	1,527	100.0	100.0	100.0	1.0	
New Providence	Male (M)	1,835	1,322	205	1,835	1,322	205	100.0	100.0	100.0		
	Female (F)	1,821	1,272	549	1,821	1,272	549	100.0	100.0	100.0		
Province 2	TOTAL (ME)	2,173	1,556	617	2,173	1,556	617	100.0	100.0	100.0	1.0	
Rest of The Bahamas	Male (M)	1,264	795	469	1,264	795	469	100.0	100.0	100.0		
	Female (F)	909	761	148	909	761	148	100.0	100.0	100.0		
Province 3	TOTAL (ME)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Province 4	TOTAL (ME)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Province 5	TOTAL (ME)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Urban areas	TOTAL (ME)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Rural areas	TOTAL (ME)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

¹ Early Childhood Development (ECD) programmes include all organized educational programmes for young children (0-5 years of age) including day care, pre-school, etc. The data on ECD should include those in organized pre-school (or pre-primary) schools and those in other organized educational institutions.

² By "Private" meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data source: Department of Statistics

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country:

BAHAMAS

Year:

1995

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9=Col.6/Col.3	Col.10=Col.7/Col.4	Col.11=Col.8/Col.5	Col.12
Add Provinces		New entrants to Grade 1			New entrants with ECD experience			Percentage of new entrants with ECD experience			Gender Parity Index
		Total	Public	Private	Total	Public	Private	Total	Public	Private	GER
NATIONAL (The whole country)	TOTAL (MF)	5,728	4,466	1,262	5,729	4,466	1,263	100.0	100.0	100.1	1.0
	Male (M)	2,854	2,238	616	2,854	2,238	616	100.0	100.0	100.0	
	Female (F)	2,874	2,228	646	2,875	2,228	647	100.0	100.0	100.2	
Province 1 New Providence	TOTAL (MF)	382	2,823	1,039	3,844	2,823	1,021	1006.3	100.0	98.3	1.0
	Male (M)	1,385	1,388	508	1,885	1,388	497	100.0	100.0	97.8	
	Female (F)	1,959	1,435	531	1,959	1,435	524	100.0	100.0	98.7	
Province 2 Rest of The Bahamas	TOTAL (MF)	1,866	1,643	223	1,868	1,641	224	100.1	100.1	100.4	1.0
	Male (M)	958	850	108	959	850	109	100.1	100.0	100.9	
	Female (F)	908	793	115	908	794	115	100.0	100.1	100.0	
Province 3	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Province 4	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Province 5	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Urban areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Rural areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources: Department of Statistics

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country:

BAHAMAS

Year:

1996

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9=Col.6/Col.3	Col.10=Col.7/Col.4	Col.11=Col.8/Col.5	Col.12
Add Province _g		New entrants to Grade 1			New entrants with ECD experience			Percentage of new entrants with ECD experience			Gender Parity Index
		Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	GER
NATIONAL	TOTAL (MF)	5,584	4,274	1,310	5,584	4,274	1,310	100.0	100.0	100.0	1.0
(The whole country)	Male (M)	2,792	2,137	655	2,792	2,137	655	100.0	100.0	100.0	
	Female (F)	2,792	2,137	655	2,792	2,137	655	100.0	100.0	100.0	
Province 1	TOTAL (MF)	4,433	3,094	1,339	4,433	3,094	1,339	100.0	100.0	100.0	1.0
New	Male (M)	2,496	1,887	609	2,496	1,887	609	100.0	100.0	100.0	
Providence	Female (F)	1,937	1,207	6,618	1,937	1,207	6,618	100.0	100.0	100.0	
Province 2	TOTAL (MF)	1,301	1,180	121	1,301	1,180	121	100.0	100.0	100.0	1.0
Rest of The Bahamas	Male (M)	296	250	46	296	250	46	100.0	100.0	100.0	
	Female (F)	855	930	75	855	930	75	100.0	100.0	100.0	
Province 3	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Province 4	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Province 5	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Urban areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Rural areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions programmes.

2. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources: Department of Statistics

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country:

BAHAMAS

Year:

1997

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9=Col.6/Col.3	Col.10=Col.7/Col.4	Col.11=Col.8/Col.5	Col.12
Add Province		New entrants to Grade 1			New entrants with ECD experience			Percentage of new entrants with ECD experience			Gender Parity Index
		Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private	GER
NATIONAL (The whole country)	TOTAL (MF)	5,667	4,419	1,248	5,667	4,419	1,248	100.0	100.0	100.0	1.0
	Male (M)	2,868	2,255	613	2,868	2,255	613	100.0	100.0	100.0	
	Female (F)	2,799	2,164	635	2,799	2,164	635	100.0	100.0	100.0	
Province 1 New Providence	TOTAL (MF)	3,779	2,844	935	3,779	2,844	935	100.0	100.0	100.0	1.0
	Male (M)	1,898	1,442	456	1,898	1,442	456	100.0	100.0	100.0	
	Female (F)	1,881	1,402	479	1,881	1,402	479	100.0	100.0	100.0	
Province 2 Rest of The Bahamas	TOTAL (MF)	1,888	1,575	313	1,888	1,575	313	100.0	100.0	100.0	1.0
	Male (M)	970	813	157	970	813	157	100.0	100.0	100.0	
	Female (F)	918	762	158	918	762	158	100.0	100.0	100.0	
Province 3	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Province 4	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Province 5	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Urban areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	
Rural areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources: Department of Statistics

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country:

BAHAMAS

Year:

1995

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9+col.6/col.3	Col.10+col.7/col.4	Col.11+col.8/col.5	Col.12
Add Province	New entrants to Grade 1			New entrants with ECD experience			Percentage of new entrants with ECD experience			Gender Parity Index	
	Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	GER	
NATIONAL (The whole country)	TOTAL (MF)	5,728	4,466	1,262	5,729	4,466	1,263	100.0	100.0	100.1	1.0
	Male (M)	2,854	2,238	616	2,854	2,238	616	100.0	100.0	100.0	
	Female (F)	2,874	2,228	646	2,875	2,228	647	100.0	100.0	100.2	
Province 1 New Providence	TOTAL (MF)	382	2,823	1,039	3,844	2,823	1,021	1006.3	100.0	98.3	1.0
	Male (M)	1,885	1,388	508	1,885	1,388	497	100.0	100.0	97.8	
Province 2 Rest of The Bahamas	TOTAL (MF)	1,866	1,643	223	1,868	1,644	224	100.1	100.1	100.4	1.0
	Male (M)	958	850	108	959	850	109	100.1	100.0	100.9	
Province 3	TOTAL (MF)	908	793	115	908	794	115	100.0	100.1	100.0	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 4	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 5	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Urban areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Rural areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

¹ By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

² By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources: Department of Statistics

Section 3: Primary Education

The structure of Primary Education in The Bahamas is defined by grades with the assignment to grades being based on age. Primary education begins in grade one and ends in grade 6 with children entering grade one at five years of age and entering grade six at ten years of age.

Primary education is compulsory. However, if the compulsion associated with school attendance is to have effect, schools or opportunities for education must be accessible and the relevant population must participate. Four indicators are used to measure accessibility and participation: *Apparent (gross) Intake Rate (AIR)*; *Net Intake Rate (NIR)*; *Gross enrolment ratio (GER)*; and *Net Enrolment Ratio (NER)*. In addition to measuring access to and participation in primary education generally, these variables attempt to assess the involvement of the members of the population who are of the official age group for primary education.

Tables 3a, 3b, 3c and Tables 3 illustrate information on the grade one population. Table 3a summarises the new entrants (intake) to grade one for the years 1991 – 1997, Table 3b provides information on the population of five year olds for the years 1990 – 199 and Table 3c provides a summary of the population of the primary school for the years 1991 – 1997.

These data are used to compute the:

- *Apparent (gross) Intake Rate (AIR)*;
- *Net Intake Rate (NIR)*;

Apparent (gross) Intake Rate (AIR)
(new entrants in primary grade 1 as a percentage of the population of official entry age)

The AIR seeks to determine the percentage of new entrants in primary grade one who are of the official entry age. In The Bahamas children are expected to enter grade one at five years of age. Eligible children are those whose fifth birthdays fall by September 30th of the entering year. As a consequence, some children will turn six before the end of the first grade. However, given that the data reflect the situation existing in September, the number of children falling outside the official age boundaries should be negligible. Where they are present it would be indicative

of repetition, or late entrance into school.

When the data contained in Tables 3 are reviewed it is seen that the new entrants in primary grade 1 parallel the population of the official entrance age. One hundred percent of the new entrants in primary grade 1 are of the official entry age. This finding is supported by the policy on school entrance.

Net Intake Rate (NIR)

(new entrants in primary grade 1 who are of the official primary school-entrance age as a percentage of the corresponding population)

The NIR measures the percentage of five year olds in the population who are enrolled in grade one.

Like the Apparent Intake Rate, the net intake rates show that 100% of the relevant population are among the new entrants in primary grade one. This is explained by the policy on school attendance as outlined in the compulsory clause on education which until 1997 mandated all children between the ages of five and fourteen to be enrolled in an approved educational programme.¹ Any discrepancy between the number of new entrants to grade one and the number present in the corresponding population is explained by repetition and or late registration. While these incidences do occur, their numbers are not so numerous as to affect the net intake rate, noticeably.

Late registration is a syndrome, which is more apparent among the immigrant population. In an attempt to conceal their presence immigrants living in The Bahamas without proper documentation, particularly those who are non-native speakers of English, often keep children at home to avoid detection. By the time they receive some type of status, or summon sufficient courage to venture out, children could be beyond five years. Having had no exposure to formal schooling, these children are placed in the first grade, regardless of age.

¹ In 1997, the Education Act was revised to extend the compulsory age of schooling to 16

TABLE 3-A

**NEW ENTRANTS FOR GRADE 1
1990 - 1997 SUMMARY**

YEAR	ALL BAHAMAS			NEW PROVIDENCE			REST OF THE BAHAMAS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1990 Public	2039	1914	3953	1283	1196	2479	756	718	1474
Private	617	655	1272	482	501	983	135	154	289
TOTAL	2656	2569	5225	1765	1697	3462	891	872	1763
1991 Public	2103	1980	4083	1500	1253	2753	1980	727	2707
Private	591	693	1284	496	517	1013	693	176	869
TOTAL	2694	2673	5367	1996	1770	3766	2673	903	3576
1992 Public	2152	2049	4201	1378	1327	507	774	722	1496
Private	626	638	1264	479	497	976	147	141	288
TOTAL	2778	2687	5465	1857	1824	3681	921	863	1784
1993 Public	2079	1982	4061	1315	1265	2580	764	717	1481
Private	660	692	1352	497	528	1025	163	164	327
TOTAL	2739	2674	5413	1812	1793	3605	927	881	1808
1994 Public	2117	2033	4150	1322	1272	2594	795	761	1556
Private	674	697	1371	205	549	1527	469	148	617
TOTAL	2791	2730	5521	1835	1821	4121	1264	909	2173
1995 Public	2238	2228	4466	1388	1435	2823	850	793	1643
Private	616	646	1262	508	531	1039	108	115	223
TOTAL	2854	2874	5728	1885	1959	3862	958	908	1866
1996 Public	2137	2137	4274	1887	1207	3094	250	930	1180
Private	655	655	1310	609	730	1339	46	75	121
TOTAL	2792	2792	5584	2496	1937	4433	296	855	1301
1997 Public	2255	2164	4419	1442	1402	2844	813	762	1575
Private	613	635	1248	456	479	935	157	156	313
TOTAL	2868	2799	5667	1898	1881	3779	970	918	1888

Source: Department of Statistics

TABLE 3-B**ENROLLMENT IN PRIMARY EDUCATION
1990 - 1997 SUMMARY**

ALL BAHAMAS			NEW PROVIDENCE			REST OF BAHAMAS			
YEAR	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1990 Public	10912	10234	21146	7668	7142	14810	3244	3092	6336
Private	2649	2779	5428	223	2291	4514	2556	488	3044
TOTAL	13561	13013	26574	9891	9433	19324	5800	3580	9380
1991 Public	11606	10923	22529	7984	7516	15500	3622	2939	6561
Private	2872	2904	5776	2305	2374	4679	2939	530	3469
TOTAL	14478	13827	28305	10289	9890	20179	7301	3469	10770
1992 Public	11891	11385	23276	8265	7961	3246	3626	9214	12840
Private	2687	2655	5342	2159	2171	4330	528	484	1012
TOTAL	14578	14040	28618	10424	10132	20556	4154	9698	13852
1993 Public	11515	11012	22527	7889	7591	15480	3626	3421	7047
Private	3004	5111	6115	2385	2496	4881	619	2615	3234
TOTAL	14519	14123	28642	10274	10087	20361	4245	6036	10281
1994 Public	11817	11261	23078	7929	7629	1558	3888	3632	7520
Private	3084	3144	6228	2460	2545	5005	624	599	1223
TOTAL	14901	14405	29306	10389	10174	6563	4512	4231	8743
1995 Public	12392	12410	24802	8328	8609	16937	4064	10423	14487
Private	2447	2490	4937	1955	1987	3942	492	503	995
TOTAL	14939	14900	29739	10283	10596	20879	4556	10926	15482
1996 Public	23792	3491	27283	16317	0	16317	7475	3491	10966
Private	5563	4623	10186	4421	2961	2519	1142	1662	2804
TOTAL	29355	8114	37469	20738	2961	18836	8617	5153	13770
1997 Public	12765	12235	25000	8650	8414	17064	4115	3821	7936
Private	2506	2660	5166	1903	2043	3946	603	617	1220
TOTAL	15271	14895	30166	10553	10457	21010	4718	4438	9156

Source: Department of Statistics

TABLE 3-C**POPULATION OF 5 YEAR OLD
1990 – 1997 SUMMARY**

YEAR	THE WHOLE BAHAMAS			NEW PROVIDENCE			REST OF THE BAHAMAS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1990	2656	2569	5225	1766	1696	3462	890	872	1763
1991	2766	2673	5439	1827	1770	3597	939	903	1842
1992	2778	2881	5659	1871	1834	3705	907	1047	1954
1993	2739	2682	5421	1825	1802	3627	914	880	1794
1994	2791	2730	5521	1851	1821	3672	940	909	1849
1995	2854	2874	5728	1896	1966	3862	958	908	1866
1996	2792	2792	5584	3023	2220	5243	231	572	803
1997	2867	2798	5665	1898	1881	3779	969	917	1886

Source: Department of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country		EIAHAMAS						Year		1990		
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10=Col.3/Col.9	Col.11=Col.5/Col.9	Col.12	Col.13
Add Province	New entrants of all ages	New entrants of primary school entrance age			School entrance age population	AIR ^a (Apparent intake rate)	NIR ^b (Net intake rate)	Gender	Family	Index	AIR ^a	NIR ^b
		Total	Public	Private								
NATIONAL	TOTAL (MF)	5,225	3,953	1,272	5,225	3,953	1,272	5,225	100.0	100.0	1.0	1.0
Country	Male (M)	2,656	2,039	617	2,656	2,039	617	2,656	100.0	100.0		
	Female (F)	2,569	1,914	655	2,569	1,914	655	2,569	100.0	100.0		
Province 1	TOTAL (MF)	3,462	2,479	983	3,462	2,479	983	3,462	100.0	100.0	1.0	1.0
New Providence	Male (M)	1,765	1,283	482	1,765	1,283	482	1,766	99.9	99.9		
	Female (F)	1,697	1,196	501	1,697	1,196	501	1,696	100.1	100.1		
Province 2	TOTAL (MF)	1,763	1,474	289	1,763	1,474	289	1,763	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Rest of The Bahamas	Male (M)	891	756	718	891	756	718	890	#DIV/0!	#DIV/0!		
	Female (F)	872	135	154	872	135	154	922	#DIV/0!	#DIV/0!		
Province 3	TOTAL (MF)								0.0	0.0	#DIV/0!	#DIV/0!
	Male (M)								0.0	0.0		
	Female (F)								0.0	0.0		
Province 4	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		

a. Private means all educational institutions not operated by a public authority, whether or not it receives financial support from public authorities.

b. Official entrance age to primary education

Data source

Department of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country		BAHAMAS						Year		1991		
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	
Add Province		New entrants of all ages			New entrants of primary school entrance age			School entrance age population	AIR (Apparent intake rate)	NIR (Net Intake rate)	Gender parity index	
		Total	Public	Private	Total	Public	Private				AIR	NIR
NATIONAL	TOTAL (M)	5,367	4,083	1,284	5,367	4,083	1,284	5,439	98.7	98.7	1.0	1.0
	Male (M)	2,694	2,103	591	2,694	2,103	591	2,766	97.4	97.4		
	Female (F)	2,673	1,980	693	2,673	1,980	693	2,673	100.0	100.0		
Province 1	TOTAL (M)	3,766	2,753	1,013	3,766	2,753	1,013	3,597	104.7	104.7	1.5	1.5
	Male (M)	1,253	1,500	496	1,253	1,500	496	1,827	68.6	68.6		
	Female (F)	1,770	1,253	517	1,770	1,253	517	1,770	100.0	100.0		
Province 2	TOTAL (M)	3,576	2,707	869	3,576	2,707	869	1,842	194.1	194.1	0.4	0.4
	Male (M)	2,673	1,980	693	2,673	1,980	693	939	284.7	284.7		
	Female (F)	903	727	176	903	727	176	903	100.0	100.0		
Province 3	TOTAL (M)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 4	TOTAL (M)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 5	TOTAL (M)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Urban areas	TOTAL (M)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Rural areas	TOTAL (M)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		

B Private is mean here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

C Official entrance age to primary education

Data source: Department of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country		BAHAMAS						Year		1992			
Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11	Col 12	Col 13	
Add Province		New entrants of all ages			New entrants Primary school entrance age			School entrance age population	AIR (Apparent intake rate)	NIR (Net intake rate)	Gender parity index		
		Total	Public	Private	Total	Public	Private				AIR	NIR	
NATIONAL (The whole country)	TOTAL (MF)	5,465	4,201	1,264	5,465	4,201	1,264	5,465	100.0	100.0	1.0	1.0	
	Male (M)	2,778	2,152	626	2,778	2,152	626	2,778	100.0	100.0			
	Female (F)	2,687	2,049	638	2,687	2,049	638	2,687	100.0	100.0			
Province 1	TOTAL (MF)	3,681	507	976	3,681	507	976	3,681	100.0	100.0	1.0	1.0	
	Male (M)	1,857	1,378	479	1,857	1,378	479	1,857	100.0	100.0			
	Female (F)	1,824	1,327	497	1,824	1,327	497	1,824	100.0	100.0			
Province 2	TOTAL (MF)	1,784	1,496	288	1,784	1,496	288	1,784	100.0	100.0	1.0	1.0	
	Male (M)	921	774	147	921	774	147	921	100.0	100.0			
	Female (F)	863	722	141	863	722	141	863	100.0	100.0			
Province 3	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)								#DIV/0!	#DIV/0!			
	Female (F)								#DIV/0!	#DIV/0!			
Province 4	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)								#DIV/0!	#DIV/0!			
	Female (F)								#DIV/0!	#DIV/0!			
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)								#DIV/0!	#DIV/0!			
	Female (F)								#DIV/0!	#DIV/0!			
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)								#DIV/0!	#DIV/0!			
	Female (F)								#DIV/0!	#DIV/0!			
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)								#DIV/0!	#DIV/0!			
	Female (F)								#DIV/0!	#DIV/0!			

1. Private is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from public authorities.

2. Official entrance age to primary education

Data source: Department of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country		EIAHAMAS						Year		1993	
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12
Add Province		New entrants of primary school ages			New entrants of primary school entrance age			School entrance age population	Att. (Apparent) intake rate	NR (Net intake rate)	Gender parity index
		Total	Public	Private	Total	Public	Private				
NATIONAL	TOTAL (MF)	5,413	4,061	1,352	5,413	4,061	1,352	5,421	99.9	99.9	1.0
	Male (M)	2,739	2,079	660	2,739	2,079	660	2,739	100.0	100.0	
	Female (F)	2,674	1,982	692	2,674	1,982	692	2,682	99.7	99.7	
Province 1	TOTAL (MF)	3,605	2,580	1,025	3,605	2,580	1,025	3,627	99.4	99.4	1.0
	Male (M)	1,812	1,315	497	1,812	1,315	497	1,825	99.3	99.3	
	Female (F)	1,793	1,265	528	1,793	1,265	528	1,802	99.5	99.5	
Province 2	TOTAL (MF)	1,808	1,481	327	1,808	1,481	327	1,794	100.8	100.8	1.0
	Male (M)	927	133	131	927	133	131	914	101.4	101.4	
	Female (F)	881	764	717	881	764	717	880	100.1	100.1	
Province 3	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!	
	Female (F)								#DIV/0!	#DIV/0!	
Province 4	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!	
	Female (F)								#DIV/0!	#DIV/0!	
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!	
	Female (F)								#DIV/0!	#DIV/0!	
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!	
	Female (F)								#DIV/0!	#DIV/0!	
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!	
	Female (F)								#DIV/0!	#DIV/0!	

#B Private means all educational institutions not operated by a public authority, whether or not it receives financial support from public authorities.

#C Official entrance age to primary education

Data source: Department of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net Intake rates in primary education

Country		BAHAMAS							Year			
									1994			
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	
Add Province		New entrants of all ages			New entrants of primary school entrance age ¹			School entrance	AIR ² (Apparent	NIR	Gender Parity Index	
		Total	Public	Private	Total	Public	Private	age population	intake rate)	(Net intake rate)	AIR	NIR
NATIONAL	TOTAL (ME)	5,521	4,150	1,371	5,521	4,150	1,371	5,521	100.0	100.0	1.0	1.0
Urban areas	Male (M)	2,791	2,117	674	2,791	2,117	674	2,791	100.0	100.0		
(Country)	Female (F)	2,730	2,033	697	2,730	2,033	697	2,730	100.0	100.0		
Province 1	TOTAL (ME)	4,121	2,594	1,527	4,121	2,594	1,527	3,672	112.2	112.2	1.0	1.0
Northern	Male (M)	1,835	1,322	205	1,835	1,322	205	1,851	99.1	99.1		
Province 2	Female (F)	1,821	1,272	549	1,821	1,272	549	1,821	100.0	100.0		
Province 3	TOTAL (ME)	2,173	1,556	617	2,173	1,556	617	1,849	117.5	117.5	0.7	0.7
Province 4	Male (M)	1,264	795	469	1,264	795	469	940	134.5	134.5		
Bahamas	Female (F)	909	761	148	909	761	148	909	100.0	100.0		
Province 6	TOTAL (ME)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 7	TOTAL (ME)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 5	TOTAL (ME)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Urban areas	TOTAL (ME)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Rural areas	TOTAL (ME)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		

1. By Private (or) other educational institutions not operated by a public authority, whether or not it receives financial support from such authority.

2. Global indicator for Sustainable Development

Data sources: Department of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country		BAHAMAS						Year:		1995						
Col.1	Col.2	Col.3			Col.4			Col.5	Col.6	Col.7	Col.8	Col.9	Col.10=col.3/col.9	Col.11=col.6/col.9	Col.12	
Add Province	New entrants of all ages	New entrants of all ages			New entrants of primary school entrance age ²			School entrance (age population)	AIR (Apparent intake rate)	NIR (Net intake rate)	Gender Parity Index					
		Total	Public	Private	Total	Public	Private				AIR	NIR				
NATIONAL (The whole country)	TOTAL (MF)	5,728	4,466	1,262	5,729	4,466	1,263	5,728	100.0	100.0	1.0	1.0				
	Male (M)	2,854	2,238	616	2,854	2,238	616	2,854	100.0	100.0						
	Female (F)	2,874	2,228	646	2,875	2,228	647	2,874	100.0	100.0						
Province 1 New Providence	TOTAL (MF)	382	2,823	1,039	3,844	2,823	1,021	3,862	9.9	99.5	1.0	1.0				
	Male (M)	1,865	1,389	508	1,865	1,388	497	1,896	99.4	99.4						
	Female (F)	1,959	1,435	531	1,959	1,435	524	1,966	99.6	99.6						
Province 2 Rest of The Bahamas	TOTAL (MF)	1,866	1,643	223	1,866	1,644	224	1,866	100.0	100.1	1.0	1.0				
	Male (M)	956	850	108	959	850	109	958	100.0	100.1						
	Female (F)	908	793	115	908	794	115	908	100.0	100.0						
Province 3	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
	Male (M)								#DIV/0!	#DIV/0!						
	Female (F)								#DIV/0!	#DIV/0!						
Province 4	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
	Male (M)								#DIV/0!	#DIV/0!						
	Female (F)								#DIV/0!	#DIV/0!						
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
	Male (M)								#DIV/0!	#DIV/0!						
	Female (F)								#DIV/0!	#DIV/0!						
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
	Male (M)								#DIV/0!	#DIV/0!						
	Female (F)								#DIV/0!	#DIV/0!						
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
	Male (M)								#DIV/0!	#DIV/0!						
	Female (F)								#DIV/0!	#DIV/0!						

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education :

Data sources : Department of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country:

BAHAMAS

Year:

1996

Add Province	Col.1	Col.2	Col.3			Col.4			Col.5	Col.6			Col.7	Col.8	Col.9	Col.10 = Col.3/Col.9	Col.11 = Col.6/Col.9	Col.12	
	New entrants of all ages		New entrants of primary school entrance age ²			School entrance age population			AIR (Apparent intake rate)	NIR (Net Intake rate)		Gender Parity Index							
	Total	Public	Private	Total	Public	Private	Total	Public	Private	AIR	NIR	AIR	NIR						
NATIONAL (The whole country)	TOTAL (MF)	5,584	4,274	1,310	5,584	4,274	1,310	5,584	4,274	1,310	100.0	100.0	1.0	1.0					
	Male (M)	2,792	2,137	655	2,792	2,137	655	2,792	2,137	655	100.0	100.0							
	Female (F)	2,792	2,137	655	2,792	2,137	655	2,792	2,137	655	100.0	100.0							
Province 1 New Providence	TOTAL (MF)	4,433	3,094	1,339	4,433	3,094	1,339	5,243	3,023	2,220	84.6	84.6	1.1	1.1					
	Male (M)	2,496	1,867	609	2,496	1,867	609	3,023	1,867	1,156	82.6	82.6							
	Female (F)	1,937	1,207	661	1,937	1,207	661	2,220	1,156	664	87.3	87.3							
Province 2 Rest of The Bahamas	TOTAL (MF)	1,301	1,180	121	1,301	1,180	121	803	803	231	162.0	162.0	1.2	1.2					
	Male (M)	296	250	46	296	250	46	231	231	46	128.1	128.1							
	Female (F)	855	930	75	855	930	75	572	572	185	149.5	149.5							
Province 3	TOTAL (MF)										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!					
	Male (M)										#DIV/0!	#DIV/0!							
	Female (F)										#DIV/0!	#DIV/0!							
Province 4	TOTAL (MF)										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!					
	Male (M)										#DIV/0!	#DIV/0!							
	Female (F)										#DIV/0!	#DIV/0!							
Province 5	TOTAL (MF)										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!					
	Male (M)										#DIV/0!	#DIV/0!							
	Female (F)										#DIV/0!	#DIV/0!							
Urban areas	TOTAL (MF)										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!					
	Male (M)										#DIV/0!	#DIV/0!							
	Female (F)										#DIV/0!	#DIV/0!							
Rural areas	TOTAL (MF)										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!					
	Male (M)										#DIV/0!	#DIV/0!							
	Female (F)										#DIV/0!	#DIV/0!							

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education:

Data sources: Department of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country:

BAHAMAS

Year:

1997

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10 = Col. 3/Col. 9	Col. 11 = Col. 4/Col. 9	Col. 12	
Add Province	New entrants of all ages	New entrants of primary school entrance age ²			School entrance age population	AIR (Apparent intake rate)	NIR (Net intake rate)	Gender Parity Index				
		Total	Public	Private				AIR	NIR			
NATIONAL (The whole country)	TOTAL (MF)	5,667	4,419	1,248	5,667	4,419	1,248	5,665	100.0	100.0	1.0	1.0
	Male (M)	2,868	2,255	613	2,868	2,255	613	2,867	100.0	100.0		
	Female (F)	2,799	2,164	635	2,799	2,164	635	2,798	100.0	100.0		
Province 1	TOTAL (MF)	3,779	2,844	935	3,779	2,844	935	3,779	100.0	100.0	1.0	1.0
New Providence	Male (M)	1,898	1,442	456	1,898	1,442	456	1,898	100.0	100.0		
	Female (F)	1,881	1,402	479	1,881	1,402	479	1,881	100.0	100.0		
Province 2	TOTAL (MF)	1,888	1,575	313	1,888	1,575	313	1,888	100.1	100.1	1.0	1.0
Rest of The Bahamas	Male (M)	970	813	157	970	813	157	969	100.1	100.1		
	Female (F)	918	762	156	918	762	158	917	100.1	100.1		
Province 3	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 4	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		

1: By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2: Official entrance age to primary education

Data sources: Department of Statistics

Gross Enrolment Ratio (GER)

(Total enrolment in primary education, regardless of age, expressed as a percentage of the eligible official primary school-age population in a given year)

The total enrolment in primary education, regardless of age is reflected in Table 4a. The eligible official primary school age population for the years 1990 – 1997 is shown in Table 3b. The Gross enrolment ratio for the years 1990 – were derived from these data which are summarised in Tables 4.

The **GER** yielded by these data range from 97.4% in 1990 to 99.2 in 1997 indicating that the country is able to accommodate all of its primary school age population.

These high **GERs** also imply a high degree of participation in primary education and are consistent with the demand made by parents for education at both the secondary and primary levels.

Net Enrolment Ratio (NER)

(Enrolment in primary education of the official primary school age-group expressed as a percentage of the pre-school population)

The NER attempts to determine the extent to which the official school age population are enrolled in primary school. It is a measure of the degree of participation in primary education of the official primary school age group.

Table 4c shows the number of pupils enrolled in primary education who are of the official primary school age group. The population of the eligible official primary school age population for the years 1990 – 1999 is shown in Table 4b. These data are used to derive the NER for the years 1990 – 1999. When the number of pupils enrolled in primary education who are of the official primary school age-group are divided by the population for the same age group we find that a high NER which ranges from 96.7% in 1990 to 99.2 in 1997 results. These rates are indicative of high degree of participation in primary education. Given their (NER) sizes it can be concluded that in The Bahamas participation in education is taken very seriously.

TABLE 4-A**PRIMARY SCHOOL POPULATION
1990 - 1999**

YEAR	ALL BAHAMAS			NEW PROVIDENCE			REST OF BAHAMAS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1990	16472	15947	32419	10735	10432	21167	5737	5515	11252
1991	12652	16093	32745	10941	10601	21542	1711	5492	11203
1992	16797	16237	34034	11104	10754	21858	5693	5483	11176
1993	16889	16362	33251	11223	10894	22117	5676	5468	11144
1994	16939	16467	34406	11339	11049	22388	5600	5418	13018
1995	16988	16567	33555	11532	11278	22810	5456	5289	10745
1996	17150	17185	33885	11901	11650	23551	5249	5535	10784
1997	17338	16919	34277	12425	12152	24577	4913	4767	9680
1998	17600	17107	34707	13095	12771	25866	4505	4336	8841
1999	17844	17270	35124	13820	13432	27262	4024	3838	7862

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country

BAHAMAS

Year

1990

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10 = Col. 3/Col. 9	Col. 11 = Col. 6/Col. 9	Col. 12	
											GER	NER
Add Province		Total enrolment (all ages)			Enrolment of official primary school age			Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	Gender Parity Index	
		Total	Public	Private	Total	Public	Private				GER	NER
NATIONAL (The whole country)	TOTAL (MF)	31,563	23,864	7,699	31,342	23,712	7,630	32,419	97.4	96.7	0.9	1.0
	Male (M)	17,268	12,386	4,882	15,933	12,231	3,702	16,472	104.8	96.7		
	Female (F)	14,295	11,478	2,817	15,409	11,481	3,928	15,947	89.6	96.6		
Province 1	TOTAL (MF)	20,755	14,904	5,851	20,771	14,876	5,895	21,167	98.1	98.1	1.0	1.0
New Providence	Male (M)	10,498	7,501	2,997	10,591	7,699	2,892	10,735	97.8	98.7		
	Female (F)	10,247	7,303	2,944	10,180	7,177	3,003	10,432	98.2	97.6		
Province 2	TOTAL (MF)	10,608	8,761	1,847	10,571	8,836	1,735	11,252	94.3	93.9	0.9	1.0
Rest of The Bahamas	Male (M)	5,550	4,585	965	5,342	4,532	810	5,737	96.7	93.1		
	Female (F)	5,058	4,176	882	5,229	4,304	925	5,515	91.7	94.8		
Province 3	TOTAL (MF)								#REF!	#REF!	#REF!	#REF!
	Male (M)								#REF!	#REF!		
	Female (F)								#REF!	#REF!		
Province 4	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		

1. By Private is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age: Starting age: Ending age:

Data sources: Department of Statistics

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country

BAHAMAS

Year

1991

Add Province	Col. 2	Col. 3			Col. 4			Col. 6	Col. 7	Col. 8	Col. 9	Col. 10 = Col. 3/Col. 9	Col. 11 = Col. 6/Col. 9	Col. 12				
		Total enrolment (all ages)			Enrolment of official primary school age									Official school-age population	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	Gender Parity Index	
		Total	Public	Private	Total	Public	Private										GER	NER
NATIONAL (The whole country)	TOTAL (MF)	32,631	24,497	8,134	32,632	24,498	8,134	32,745	99.7	99.7	0.8	0.8						
	Male (M)	16,595	12,619	3,976	16,594	12,619	3,975	12,652	131.2	131.2								
	Female (F)	16,037	11,878	4,159	16,038	11,879	4,159	16,093	99.7	99.7								
Province 1 New Providence	TOTAL (MF)	21,576	15,500	6,076	23,552	17,469	6,083	21,542	100.2	109.3	1.1	1.0						
	Male (M)	10,364	7,984	2,380	11,976	8,997	2,979	10,941	94.7	109.5								
	Female (F)	11,212	7,516	3,696	11,576	8,472	3,104	10,601	105.8	109.2								
Province 2 Rest of The Bahamas	TOTAL (MF)	11,055	8,997	2,058	9,080	7,029	2,051	11,203	98.7	81.0	0.2	0.3						
	Male (M)	6,231	4,635	1,595	4,978	3,622	995	1,711	364.2	290.9								
	Female (F)	4,825	4,362	463	4,102	3,407	1,055	5,492	87.9	74.7								
Province 3	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!						
	Male (M)								#DIV/0!	#DIV/0!								
	Female (F)								#DIV/0!	#DIV/0!								
Province 4	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!						
	Male (M)								#DIV/0!	#DIV/0!								
	Female (F)								#DIV/0!	#DIV/0!								
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!						
	Male (M)								#DIV/0!	#DIV/0!								
	Female (F)								#DIV/0!	#DIV/0!								
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!						
	Male (M)								#DIV/0!	#DIV/0!								
	Female (F)								#DIV/0!	#DIV/0!								
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!						
	Male (M)								#DIV/0!	#DIV/0!								
	Female (F)								#DIV/0!	#DIV/0!								

By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age:

Starting age:

Ending age:

Data sources:

Department of Statistics

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country

BAHAMAS

Year

1992

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10 = Col. 3/Col. 9	Col. 11 = Col. 6/Col. 9	Col. 12	
Add Province	TOTAL (MF)	Total enrolment (all ages)			Enrolment of official primary school age			Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	Gender Parity Index	
		Total	Public	Private	Total	Public	Private				GER	NER
NATIONAL (The whole country)	TOTAL (MF)	32,784	25,202	7,581	32,785	24,498	8,134	34,034	96.3	96.3	1.0	1.0
	Male (M)	16,667	12,910	3,757	16,668	25,202	3,975	16,797	99.2	99.2		
	Female (F)	16,117	12,292	3,825	16,117	11,879	4,159	16,237	99.3	99.3		
Province 1 (New Providence)	TOTAL (MF)	22,079	18,152	6,000	22,227	17,459	5,883	21,856	101.0	101.7	1.1	1.2
	Male (M)	10,512	9,284	2,247	10,505	8,997	2,951	11,104	94.7	94.6		
	Female (F)	11,567	8,868	3,754	11,722	8,472	2,922	10,754	107.6	109.0		
Province 2 (Rest of The Bahamas)	TOTAL (MF)	10,705	7,050	1,581	10,556	7,029	2,251	11,176	95.8	94.5	1.1	0.7
	Male (M)	4,155	3,626	1,510	6,163	16,205	1,014	5,693	73.0	108.3		
	Female (F)	4,550	3,424	71	4,395	3,407	1,237	5,483	83.0	80.2		
Province 3	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 4	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		

By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age: Starting age: Ending age:

Data sources: Department of Statistics

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country		BAHAMAS						Year		1993			
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10 = Col. 3/Col. 9	Col. 11 = Col. 6/Col. 9	Col. 12		
Add Province		Total enrolment (all ages)			Enrolment of official primary school age			Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	Gender Parity Index		
		Total	Public	Private	Total	Public	Private				GER	NER	
NATIONAL	TOTAL (MF)	32,477	24,371	8,106	34,479	24,373	10,106	33,251	97.7	103.7	1.0	1.1	
(The whole country)	Male (M)	16,434	12,475	3,959	16,435	12,476	3,959	16,889	97.3	97.3			
	Female (F)	16,043	11,896	4,147	18,044	11,897	6,147	16,362	98.1	110.3			
Province 1	TOTAL (MF)	21,764	15,480	6,284	22,032	15,558	6,552	22,117	98.4	99.6	1.0	1.0	
New Providence	Male (M)	10,902	7,889	3,063	11,076	7,929	3,161	11,223	97.1	98.7			
	Female (F)	10,862	7,591	3,221	10,956	7,629	3,365	10,894	99.7	100.6			
Province 2	TOTAL (MF)	10,763	8,947	1,821	12,447	8,815	3,554	11,144	96.6	111.7	1.0	1.4	
Rest of The Bahamas	Male (M)	5,532	4,585	895	5,359	4,547	798	5,676	97.5	94.4			
	Female (F)	5,231	4,361	925	7,088	4,268	2,762	5,468	95.7	129.6			
Province 3	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)								#DIV/0!	#DIV/0!			
	Female (F)								#DIV/0!	#DIV/0!			
Province 4	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)								#DIV/0!	#DIV/0!			
	Female (F)								#DIV/0!	#DIV/0!			
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)								#DIV/0!	#DIV/0!			
	Female (F)								#DIV/0!	#DIV/0!			
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)								#DIV/0!	#DIV/0!			
	Female (F)								#DIV/0!	#DIV/0!			
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)								#DIV/0!	#DIV/0!			
	Female (F)								#DIV/0!	#DIV/0!			

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age: Starting age: Ending age:

Data sources: Department of Statistics

TABLE 4: Indicators 6 and 6 - Gross and net enrolment ratios in primary education

Country:

BAHAMAS

Year:

1994

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10=Col.3/Col.9	Col.11=Col.5/Col.9	Col.12	
Add Province		Total enrolment (all ages)			Enrolment of official primary school age			Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	Gender Parity Index	
		Total	Public	Private ¹	Total	Public	Private ¹				GER	NER
NATIONAL (The whole country)	TOTAL (MF)	33,175	24,945	8,227	31,174	23,569	7,605	34,406	96.4	90.6	1.0	#DIV/0!
	Male (M)	16,825	12,782	4,043				16,939	99.3	0.0		
	Female (F)	16,345	12,165	4,183				16,457	99.3	0.0		
Province 1 New Providence	TOTAL (MF)	22,763	15,555	7,202	20,496	14,514	5,952	22,358	101.7	91.5	1.1	#DIV/0!
	Male (M)	11,090	7,929	3,161				11,339	97.8	0.0		
	Female (F)	11,670	7,629	4,041				11,045	105.6	0.0		
Province 2 Rest of The Bahamas	TOTAL (MF)	10,415	8,390	1,025	12,573	10,434	2,245	13,015	80.0	57.4	0.8	#DIV/0!
	Male (M)	5,735	4,853	882				5,600	102.4	0.0		
	Female (F)	4,680	4,537	143				5,415	86.4	0.0		
Province 3	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 4	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age: Starting age: Ending age:

Data sources: Department of Statistics

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country:

BAHAMAS

Year:

1995

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10=Col.3/Col.9	Col.11=Col.6/Col.9	Col.12	
Add Province		Total enrolment (all ages)			Enrolment of official primary school age			Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	Gender Parity Index	
		Total	Public	Private ¹	Total	Public	Private ¹				GER	NER
NATIONAL (The whole country)	TOTAL (MF)	34,375	26,800	7,575	34,350	26,801	7,579	33,555	102.5	102.5	1.0	1.0
	Male (M)	17,128	13,430	3,698	17,129	13,431	3,698	16,968	100.8	100.8		
	Female (F)	17,250	13,370	3,880	17,251	13,370	3,881	16,587	104.1	104.1		
Province 1 New Providence	TOTAL (MF)	25,253	16,937	8,316	25,171	16,937	8,234	22,388	112.8	103.5	1.1	1.1
	Male (M)	11,373	8,328	3,045	11,373	8,328	3,045	11,339	100.3	100.3		
	Female (F)	11,798	8,609	3,189	11,798	8,609	3,189	11,049	106.8	106.8		
Province 2 Rest of The Bahamas	TOTAL (MF)	9,125	9,853	732				15,018	70.1	0.0	1.0	#DIV/0!
	Male (M)	5,755	5,102	653				5,600	102.8	0.0		
	Female (F)	5,452	4,761	681				5,418	100.6	0.0		
Province 3	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 4	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age: Starting age: Ending age:

Data sources: Department of Statistics

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country:

BAHAMAS

Year:

1996

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10=Col.3/Col.9	Col.11=Col.5/Col.9	Col.12	
Add Province		Total enrolment (all ages)			Enrolment of official primary school age			Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	Gender Parity Index	
		Total	Public	Private ¹	Total	Public	Private ¹				GER	NER
NATIONAL (The whole country)	TOTAL (MF)	33,512	25,537	7,975				33,865	98.9	0.0	1.0	#DIV/0!
	Male (M)	16,576	12,765	3,957				17,150	96.7	0.0		
	Female (F)	16,576	12,765	3,955				17,155	96.5	0.0		
Province 1 New Providence	TOTAL (MF)	22,845	16,319	6,535	19,835			23,651	97.0	84.4	1.0	1.0
	Male (M)	11,242	8,159	3,267	7,547			11,901	94.5	63.4		
	Female (F)	11,243	8,160	3,268	7,255			11,650	96.5	62.3		
Province 2 Rest of The Bahamas	TOTAL (MF)	10,667	9,215	1,449				10,764	98.9	0.0	0.9	#DIV/0!
	Male (M)	5,334	4,609	725				5,245	101.6	0.0		
	Female (F)	5,333	4,609	724				5,535	96.4	0.0		
Province 3	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 4	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!		
	Female (F)								#DIV/0!	#DIV/0!		

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age: Starting age: Ending age:

Data sources: Department of Statistics

Improving Accessibility

In order to give practical effect to this clause in the Education Act, the Government of The Bahamas was compelled to establish schools throughout the archipelago in every settlement (town) wherever a relevant population resided. Although, in some circumstances it was not unusual to find in the less populated areas the full range of classes/grades represented in a one room school house being taught by one teacher, who in good times may have had the benefit of the assistance of a monitor, the clause fostered a tradition of expecting an education.

By the decade of the nineties when countries were being encouraged to make the universalisation of primary education a priority, it had already become a reality in The Bahamas. The Government could, therefore, turn its attention in the area of primary education to making schools more physically accessible and improving the instructional programme.

In respect to improving physical accessibility the intention was that schools should be located within a three-mile radius of children's homes, thereby making it unnecessary for any child to travel more than three miles to school.

In the urban centres of New Providence and to a lesser extent Grand Bahama, this objective was achieved such that primary schools are now neighbourhood schools and are generally located within a three mile radius of children's homes. Except in the case of team teaching schools, classes are held in self-contained classrooms with one teacher being responsible for one class at one grade level.

The broad application of these principles to the siting of primary schools and the assigning of teachers throughout the country, however, is frustrated by population conditions prevailing in the rural areas/ family islands. The population drift into the urban centres, which began in the last decade and intensified, in the present decade, precipitated declining enrolments in the school age population in many family island settlements. In order to maintain a pedagogically sound curriculum and to reduce the inequities in opportunities between urban and rural environments resulting from this phenomenon, the Ministry of Education was obliged to introduce a programme of amalgamating schools and the subsequent establishment of central schools to which children are bussed and or ferried at the expense of the Government. A growing number of schools in the Family Islands are being affected by this situation.

Public Expenditure in primary education

One indicator of a country's commitment to investment in education is the amount of the national budget allocated to the education sector. For most of the last two decades the Government of The Bahamas has been allocating to the education sector the largest percentage of the country's public resources.

In terms of allocation as Table 5C shows, allocation ranged from 11.99% to 16.26%. Increases were to be noted on both the capital and recurrent sides.

Data on expenditure in education generally and primary education particularly are contained in Table 5. Table 5, however, is incomplete as data on the GNP for the pertinent years are not available. Nevertheless, it was possible to obtain from the Department of Statistics, the education share in the GNP for the years 1993 – 1996. These data are reflected in Table 5a

Public Current Expenditure in primary education (a) as percentage of GNP and (b) per pupil, as a percentage of GNP per capita are used to measure the relative emphasis given to investment in primary education.

Table 5B shows that with the exception of 1993, between 1990 and 1997 public expenditure in education generally and primary education particularly increased each year. In 1991 15.59% of the national budget was expended on education. By 1997 this had risen to 21.66%.

Table 5a illustrates the share of Education in the GNP for the years 1993 – 1996. It shows that the portion of the GNP expended on education was constant around 4 % ranging from a low of 4.03% in 1994 to a high of 4.31 % in 1996, indicating that the share is increasing.

Additionally, the portion of the Government budget allocated to education also reflects a pattern of incremental movements between .

Table 5b attempts to disaggregate between recurrent and capital expenditure for the years 1990 – 1994

TABLE 5-A

SHARE OF EDUCATION IN GNP 1993 - 1996

YEAR	RATIO
1993	4.24
1994	4.03
1995	4.26
1996	4.31

Source: Department of Statistics

Increased allocations on the capital side resulted in the:

- Construction of new schools throughout the country;
- The refurbishment of decaying plants;
- Provision of transportation services;
- Provision of housing for teachers;
- Purchase and maintenance of equipment and other curriculum and instructional material;
- The financing of evaluation studies.

Between 1992 and 1999 six new primary schools were built: three in New Providence and three in the Family Islands.

Two major factors explain the increased expenditure on the recurrent side:

Teachers salaries and the procurement and maintenance of instructional equipment.

In the decade of the nineties teachers salaries underwent several revisions. In 1992, and in 1997 with the most recent being in 1999. A further increase has been promised for 2001 and 2003. Between 1992 and 1999 teachers salaries have increased notably.

TABLE 5-B
EXPENDITURE ON EDUCATION
1990 – 1994

YEAR	RECURRENT EXPENDITURE	CAPITAL	TOTAL
1990	10,594,101	6,515,629	108,227,227
1991	10,386,566	6,697,587	110,563,255
1992	10,906,262	12,448,738	121,511,353
1993	10,106,549	N.A.	101,065,493
1994	92,362,011	9,700,755	106,773,473

Source: Ministry of Education, Planning Unit

As well, the Ministry of Education at the urging of The Bahamas Union of Teachers introduced a career path for teachers, a system, which would recognise and reward excellent teachers who choose to remain in the classroom. Additionally, The department of Education has introduced a technology plan, which will result in the complete computerisation of all primary schools.

Investment in education during the last three decades has tended to place equal emphasis on both primary and secondary levels of education. This action is supported by Government regulations. By virtue of extending the compulsory schooling age to 16, secondary education which begins in grade seven at 11 years and ends in grade 12 when children are 16 is now mandatory. As a result the State is obliged to make arrangements for its provision.

TABLE 5-C**BUDGET ALLOCATION AS A PERCENTAGE
OF THE NATIONAL BUDGET
1990 - 1998**

YEAR	TOTAL GOVERNMENT	TOTAL EDUCATION (CAPITAL & RECURRENT)	PERCENTAGE (%)
1990/91	704,320,000	114,493,002	16.26
1991/92	775,200,00	106,959,717	13.80
1992/93	829,000,000	54,000,000 (Jan – Jun) (100,554,412) (Capital & Recurrent)	12.13
1993/94	883,000,000	105,000,000 (Capital & Recurrent)	11.99
1994/95	938,000,000	119,112,173 (Capital & Recurrent)	12.70
1995/96	N.A.	110,340,393 (Recurrent Only)	
1996/97	902,000,000	110,312,173 (Recurrent Only)	12.23
1997/98	968,000.000	148,300,000*	15.32

Source: Ministry of Education, Planning Unit

TABLE 5: Indicators 7 and 8 - Public expenditure on primary education as percentage of GNP and of total public expenditure on education (all levels); and Public current expenditure on primary education per pupil as percentage of Gross National Product (GNP) per capita

Country:		BAHAMAS				Year: 1990				
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9		
Year	Public current expenditure on primary education	Total public current expenditure on education	Total enrolment in primary education	Gross national product (GNP)	Total population	Public current exp. on primary ed. as % of total public current exp. on ed.	Public current exp. on primary ed. as % of GNP	Public current exp. on primary ed. per pupil as % of GNP per capita		
1990	45,455,432	103,227,227	31,342	2,676	255,048	42.1	1698570.1	13822247.6		
1991	4,643,557	110,563,255	32,632		259,561	4.2	#DIV/0!	#DIV/0!		
1992	5,103,477	121,511,353	32,785		264,224	5.0	#DIV/0!	#DIV/0!		
1993	1,515,982	101,065,433	34,479		269,012	#REF!	#DIV/0!	#DIV/0!		
1994	4,484,486	117,807,030	33,175		273,905	3.8	#DIV/0!	#DIV/0!		
1995	5,021,326	118,731,030	34,380		278,867	4.2	#DIV/0!	#DIV/0!		
1996	1,793,520	136,087,030	79,883		283,666	1.3	#DIV/0!	#DIV/0!		
1997	21,045,300	157,172,030	60,512		288,467	13.4	#DIV/0!	#DIV/0!		
1998					293,261	#DIV/0!	#DIV/0!	#DIV/0!		
1999					298,050	#DIV/0!	#DIV/0!	#DIV/0!		
2000 *					302,836	#DIV/0!	#DIV/0!	#DIV/0!		

Note: Data should refer to actual expenditure in national currency. Base units by item of a footnote if otherwise.

Data sources: Ministry of Education, Planning Unit

TABLE 5: Indicators 7 and 8 - Public expenditure on primary education as percentage of GNP and of total public expenditure on education (all levels); and Public current expenditure on primary education per pupil as percentage of Gross National Product (GNP) per capita

Country:		EAHAMAS					Year:		1991		
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	
Year	Public current expenditure on primary education	Total public current expenditure on education	Total enrolment in primary education	Gross national product (GNP)	Total Population	Public current expenditure on primary ed. as % of total public current exp. on ed.	Public current expenditure on primary ed. as % of GNP	Public current expenditure on primary ed. per pupil as % of GNP per capita			
1990		114,493,032				0.0	#DIV/0!	#DIV/0!			
1991		106,959,717				0.0	#DIV/0!	#DIV/0!			
1992		100,554,412				0.0	#DIV/0!	#DIV/0!			
1993		105,000,030				0.0	#DIV/0!	#DIV/0!			
1994		119,112,173				0.0	#DIV/0!	#DIV/0!			
1995		110,340,393				0.0	#DIV/0!	#DIV/0!			
1996		110,312,173				0.0	#DIV/0!	#DIV/0!			
1997		148,300,030				0.0	#DIV/0!	#DIV/0!			
1998						#DIV/0!	#DIV/0!	#DIV/0!			
1999						#DIV/0!	#DIV/0!	#DIV/0!			
2000 *						#DIV/0!	#DIV/0!	#DIV/0!			

Note: Data should refer to actual expenditure in national currency. Asterisks indicate by means of a footnote, otherwise.

TABLE 5: Indicators 7 and 8 - Public expenditure on primary education as percentage of GNP and of total public expenditure on education (all levels); and Public current expenditure on primary education per pupil as percentage of Gross National Product (GNP) per capita

Country:		EAHAMAS				Year:		1992	
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10
Year	Public current expenditure on primary education	Total public current expenditure on education	Total enrollment in primary education	Gross National Product (GNP)	Total Population	Public current exp. on primary ed. as % of total public current exp. on ed.	Public current exp. on primary ed. as % of GNP	Public current exp. on primary ed. per pupil as % of GNP per capita	
1990		103,227,227		2,756	255	0.0	0.0	#DIV/0!	
1991		110,563,255	36,951	2,799	259	0.0	0.0	0.0	
1992		121,511,353	36,413	2,779	264	0.0	0.0	0.0	
1993		101,005,493	37,042	2,964	269	0.0	0.0	0.0	
1994		106,773,475		2,972	273	0.0	0.0	#DIV/0!	
1995		119,568,030			278	0.0	#DIV/0!	#DIV/0!	
1996					2	#DIV/0!	#DIV/0!	#DIV/0!	
1997						#DIV/0!	#DIV/0!	#DIV/0!	
1998						#DIV/0!	#DIV/0!	#DIV/0!	
1999						#DIV/0!	#DIV/0!	#DIV/0!	
2000 *						#DIV/0!	#DIV/0!	#DIV/0!	

Note: Data should refer to actual expenditures in national currency. Percentages by means of a footnote, otherwise.

Data not from Department of Statistics

*(E\$ Mills)

Source: Treasury Accounts and Treasury Statement summary Printouts

Teachers in the Primary School

Academic Qualifications

In 1981, The College of The Bahamas, the institution charged with preparing teachers for the education system, introduced programmes leading to the Associate of Arts degree with Teacher Certification and phased out those programmes that lead to Teacher Certification, only. This action on the part of The College of The Bahamas precipitated a change in the qualifications required for teaching. As persons pursuing courses of study at COB would complete with both an academic and a professional credential, the Associate Degree became the minimum academic qualification for teaching in the country. This marked the beginning of a new trend in the profession, the requirement of an academic credential beyond secondary school. Prior to this time, the essential requirement was the professional certification, which could be obtained in a Teachers' College.

In addition to the introduction of the Associate degree, COB had earlier in 1976, begun teaching the UWI Bachelor of Education programme. This enabled those serving teachers who did not have the opportunity to pursue the A.A. to upgrade their credentials, beyond the Teachers' Certificate.

Between 1993 and the present, COB has been upgrading its Teacher Education programmes to the Bachelor's level. In 1997, it introduced its Bachelor of Education (primary) for primary school teachers, such that all primary teachers prepared by COB now complete with a Bachelor's degree. The net effect of this is that, while holders of the Associate Degree are still hired, the requirement for teachers joining the system is fast becoming a bachelor's degree.

Table 6a indicates the percentage of primary school teachers having the required academic qualifications for the year 1996/1997. It shows that the majority – 76%, of teachers in the primary system at that time had at least an Associate Degree, provides an overview of the minimum academic

Professional Certification

Teacher Certification, or its equivalent, is mandatory for teaching in The Bahamas. So determined are the authorities about this, that funding is available for graduate teachers to pursue an in-service Diploma in Education with COB. Financial assistance in the form of in-service awards is also extended to serving teachers desirous of completing the bachelor degree.

Table 6b shows the percentage of primary school teachers who are certified to teach according to national standards for the year 1997/1998. From this table the authorities' emphasis is seen: less than 5% of the teachers in the primary system are without teacher certification. Those who are without certification are likely to be graduate teachers who are currently pursuing the in-service diploma in education offered at COB.

TABLE 6-A

**NUMBER OF MINISTRY OF EDUCATION TEACHERS
HAVING MINIMUM ACADEMIC REQUIREMENTS
MARCH 1997**

	MINIMUM REQUIREMENT		WITHOUT MINIMUM REQUIREMENT		TOTAL
MALE	362	74%	128	26%	490
FEMALE	1385	76%	432	24%	1817
TOTAL	1747	76%	560	24%	2307

TABLE 6-B

**PROFESSIONAL QUALIFICATIONS OF TEACHERS
IN THE MINISTRY OF EDUCATION
PRIMARY & ALL AGE SCHOOL
1997 - 1998**

	TRAINED		UNTRAINED		TOTAL
ALL BAHAMAS	1360	96%	64	4.5%	1424
NEW PROVIDENCE	754	97%	23	3.0%	777
REST OF BAHAMAS	606	94% 223 All Age	41	6%	647

Pupil-Teacher Ratio (PTR)

Table 7 indicates the pupil teacher ratio for the entire system. The data have not been segregated between primary and secondary. The pupil teacher ratio as indicated in tables is low.

In The Bahamas, the presence of Family Island schools with their low enrolment tend to obscure the class sizes characteristic of New Providence schools.

TABLE 7**THE NATIONAL TEACHER STUDENT RATIO
1990 - 1998**

GOVERNMENT				INDEPENDENT			ALL BAHAMAS		
YEAR	TEACHERS	STUDENTS	RATIO	TEACHERS	STUDENTS	RATIO	TEACHERS	STUDENTS	RATIO
1990/91	2411	45126	1:19	722	14595	1:20	313	59721	1:91
1991/92	2448	45765	1:19	868	14823	1:17	3316	60588	1:83
1992/93	2488	46459	1:19	861	14710	1:17	3349	61169	1:83
1993/94	2540	46622	1:18	873	15354	1:18	3413	61976	1:82
1994/95	2550	45843	1:18	880	15417	1:17	3430	61260	1:79
1995/96	2791	46105	1:17	971	15595	1:16	3762	61700	1:64
1996/97	2573	47130	1:18	916	14559	1:16	3489	61689	1:77
1997/98	3088	47552	1:15	806	15551	1:19	3894	63103	1:62

Source: Ministry of Education, Planning Unit

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country	BAHAMAS						Year	1990		
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11
Add Province	Total enrollment	Public	Private	Total	Public	Private	Total	Public	Private	Pupil-teacher ratio
NATIONAL (The whole country)	26,574	21,146	5,428				#DIV/0!	#DIV/0!	#DIV/0!	
Province 1 (New Providence)	19,324	14,810	4,514				#DIV/0!	#DIV/0!	#DIV/0!	
Province 2 (Rest of The Bahamas)	21,160	14,876	5,768				#DIV/0!	#DIV/0!	#DIV/0!	
Province 3							#DIV/0!	#DIV/0!	#DIV/0!	
Province 4							#DIV/0!	#DIV/0!	#DIV/0!	
Province 5							#DIV/0!	#DIV/0!	#DIV/0!	
Urban areas							#DIV/0!	#DIV/0!	#DIV/0!	
Rural areas							#DIV/0!	#DIV/0!	#DIV/0!	

By Private means here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources : Department of Statistics

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country	BAHAMAS									Year	1991
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	
Add Province	Total enrollment	Public	Private	Total	Public	Private	Total	Public	Private		
NATIONAL (The whole country)	28,305	22,529	5,776				#DIV/0!	#DIV/0!	#DIV/0!		
Province 1 (New Providence)	20,179	15,500	4,679				#DIV/0!	#DIV/0!	#DIV/0!		
Province 2 (Rest of the Bahamas)	21,303	15,500	5,803				#DIV/0!	#DIV/0!	#DIV/0!		
Province 3							#DIV/0!	#DIV/0!	#DIV/0!		
Province 4							#DIV/0!	#DIV/0!	#DIV/0!		
Province 5							#DIV/0!	#DIV/0!	#DIV/0!		
Urban areas							#DIV/0!	#DIV/0!	#DIV/0!		
Rural areas							#DIV/0!	#DIV/0!	#DIV/0!		

By Private means here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources: Department of Statistics

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

		BAHAMAS				Year 1992				
Country	Add Province	Public	Private	Total	Public	Private	Total	Public	Private	Total
ANTONIA		28,618	23,276	5,342			#DIV/0!	#DIV/0!	#DIV/0!	
		20,556	3,246	4,330			#DIV/0!	#DIV/0!	#DIV/0!	
		22,079	16,226	5,853			#DIV/0!	#DIV/0!	#DIV/0!	
							#DIV/0!	#DIV/0!	#DIV/0!	
							#DIV/0!	#DIV/0!	#DIV/0!	
							#DIV/0!	#DIV/0!	#DIV/0!	
							#DIV/0!	#DIV/0!	#DIV/0!	
							#DIV/0!	#DIV/0!	#DIV/0!	
							#DIV/0!	#DIV/0!	#DIV/0!	

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country		BAHAMAS							Year		1993		
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13	
Add	Total	Total enrollment	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	
Province	Total	Total enrollment	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	
NATIONAL (The whole country)	28,642	22,527	6,115					#DIV/0!	#DIV/0!	#DIV/0!			
Province 1 (New Providence)	20,361	15,480	4,881					#DIV/0!	#DIV/0!	#DIV/0!			
Province 2 (Freeport)	21,629	15,480	6,149					#DIV/0!	#DIV/0!	#DIV/0!			
Province 3								#DIV/0!	#DIV/0!	#DIV/0!			
Province 4								#DIV/0!	#DIV/0!	#DIV/0!			
Province 5								#DIV/0!	#DIV/0!	#DIV/0!			
Urban areas								#DIV/0!	#DIV/0!	#DIV/0!			
Rural areas								#DIV/0!	#DIV/0!	#DIV/0!			

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country:

BAHAMAS

Year:

1994

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8 = Col.2/Col.5	Col.9 = Col.3/Col.6	Col.10 = Col.4/Col.7
Add Province	Total enrolment			Total number of teachers			Pupil-teacher ratios		
	Total	Public	Private	Total	Public	Private	Total	Public	Private
NATIONAL (The whole country)	29,308	23,078	6,228				#DIV/0!	#DIV/0!	#DIV/0!
Province 1 New Providence	6,563	1,553	5,005				#DIV/0!	#DIV/0!	#DIV/0!
Province 2 Rest of The Bahamas	21,878	15,358	6,320				#DIV/0!	#DIV/0!	#DIV/0!
Province 3							#DIV/0!	#DIV/0!	#DIV/0!
Province 4							#DIV/0!	#DIV/0!	#DIV/0!
Province 5							#DIV/0!	#DIV/0!	#DIV/0!
Urban areas							#DIV/0!	#DIV/0!	#DIV/0!
Rural areas							#DIV/0!	#DIV/0!	#DIV/0!

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources

Department of Statistics

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country: **BAHAMAS** Year: **1995**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8 = Col.2/Col.5	Col.9 = Col.3/Col.6	Col.10 = Col.4/Col.7
Add Province	Total enrolment			Total number of teachers			Pupil-teacher ratios		
	Total	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹
NATIONAL (The whole country)	29,739	24,802	4,937				#DIV/0!	#DIV/0!	#DIV/0!
Province 1 New Providence	20,879	16,937	3,942				#DIV/0!	#DIV/0!	#DIV/0!
Province 2 Rest of The Bahamas	23,066	16,937	6,129				#DIV/0!	#DIV/0!	#DIV/0!
Province 3							#DIV/0!	#DIV/0!	#DIV/0!
Province 4							#DIV/0!	#DIV/0!	#DIV/0!
Province 5							#DIV/0!	#DIV/0!	#DIV/0!
Urban areas							#DIV/0!	#DIV/0!	#DIV/0!
Rural areas							#DIV/0!	#DIV/0!	#DIV/0!

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources: Department of Statistics

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country:

BAHAMAS

Year:

1996

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8 = Col.2/Col.5	Col.9 = Col.3/Col.6	Col.10 = Col.4/Col.7
Add Province	Total enrolment			Total number of teachers			Pupil-teacher ratios		
	Total	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹
NATIONAL (The whole country)	37,469	27,283	10,186				#DIV/0!	#DIV/0!	#DIV/0!
Province 1 New Providence	13,836	16,317	2,519				#DIV/0!	#DIV/0!	#DIV/0!
Province 2 Rest of The Bahamas	51,305	37,119	14,186				#DIV/0!	#DIV/0!	#DIV/0!
Province 3							#DIV/0!	#DIV/0!	#DIV/0!
Province 4							#DIV/0!	#DIV/0!	#DIV/0!
Province 5							#DIV/0!	#DIV/0!	#DIV/0!
Urban areas							#DIV/0!	#DIV/0!	#DIV/0!
Rural areas							#DIV/0!	#DIV/0!	#DIV/0!

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources: Department of Statistics

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country:

BAHAMAS

Year:

1997

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8 = Col.2/Col.5	Col.9 = Col.3/Col.5	Col.10 = Col.4/Col.5
Add Province	Total enrolment	Public	Private	Total number of teachers	Public	Private	Total	Public	Private
NATIONAL (The whole country)	30,166	25,000	5,166				#DIV/0!	#DIV/0!	#DIV/0!
Province 1 New Providence	21,010	17,064	3,946				#DIV/0!	#DIV/0!	#DIV/0!
Province 2 Rest of The Bahamas	22,474	17,064	5,410				#DIV/0!	#DIV/0!	#DIV/0!
Province 3							#DIV/0!	#DIV/0!	#DIV/0!
Province 4							#DIV/0!	#DIV/0!	#DIV/0!
Province 5							#DIV/0!	#DIV/0!	#DIV/0!
Urban areas							#DIV/0!	#DIV/0!	#DIV/0!
Rural areas							#DIV/0!	#DIV/0!	#DIV/0!

By Private is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources

Department of Statistics

Repetition Rates by Grade

Data on the repetition rate by grade for the years under review are not complete. Tables 8a and 8b provide a perspective on this phenomenon for the year 1990/1991. It shows the repetition rate in the primary school to be 4.0%

TABLE 8-A

**DROPOUTS, REPETITIONS & PROMOTIONS IN COMBINED
NEW PROVIDENCE GOVERNMENT SCHOOLS BY GRADE
1990 - 1991**

PRIMARY LEVEL

CATEGORY	GRADES					
	1	2	3	4	5	6
DROPOUTS	1	18	6	1	4	6
REPETITIONS	168	159	86	39	37	21
PROMOTIONS	2,302	2,489	2,444	2,570	2,341	2,196

Source: Ministry of Education, Planning Unit

TABLE 8-B

**THE NATIONAL ANALYSIS
DROPOUTS, REPETITIONS & PROMOTIONS IN
GOVERNMENT SCHOOLS**

1990 - 1991

LEVEL	DROPOUTS		REPETITIONS		PROMOTIONS		TOTAL
PRIMARY	85		757		18,146		18,988
	14.1%	0.4%	60.8%	4.0%	49.4%	95.6%	(100.0%)
ALL-AGE	30		276		3,243		3,549
	5.0%	0.8%	22.1%	7.8%	8.8%	91.4%	(100.0%)
SECONDARY	487		213		15,371		16,071
	80.9%	3.0%	17.1%	1.3%	41.8%	95.7%	(100.0%)
TOTAL	602 (100.0%)		1,246 (100.0%)		36,760 (100.0%)		38,608 (100.0%)
%	1.6		3.2		95.2		

Source: Ministry of Education, Planning Unit

Survival Rate to Grade 5
(Percentage of a pupil cohort actually reaching grade 5)

The data in table 9a are sufficient to calculate the survival rate to grade 5 of those pupils entering grade 1 in 1990. According to the table 5204 and children entered grade 1 on 1990. In 1992, 5442 children were enrolled in grade 2. This yields a survival rate of 105% suggesting complete survival to grade 2.

In 1992 the number of children in grade 3 was 5278 when compared with the 5204 in the original cohort a survival rate of 101% results.

In 1993 the number of children in grade 4 equals 5298 ($5298 \div 5204$) resulting in a survival rate of 101%.

In 1994 the class of grade 5 numbered 5278 yielding a survival rate of 101%.

A survival rate of more than one hundred percent maybe explained by one of several situations:

- Transfers into the system from outside;
- Late registration of pupils;
- Repetition by pupils.

TABLE 9**SURVIVAL RATE TO GRADE 5
1990 - 1997**

GRADE	1990	1991	1992	1993	1994	1995	1996	1997
Male	2644	4389	2778	2739	2805	2854	6866	2858
Female	2560	2665	2687	2674	2725	2878	6448	2799
Total	5204	7054	5465	5413	5530	7529	13314	5657
Male		2751	2794	2533	2698			
Female		2691	2643	2500	2618			
Total		5442	5437	5033	5216			
Male			2677	2764	2677			
Female			2601	2638	2601			
Total			5278	5402	5278			
Male				2687	2600			
Female				2611	2534			
Total				5298	5134			
Male					2677			
Female					2601			
Total					5278			

Source: Department of Statistics

- 58% fell into the average category;
- 24% fell into the below average category.

The results for grade 6 were less encouraging. They revealed:

- Candidates' performance in the Literacy comprehension fell in the average to below average range.
- A small percentage fell into the above average category;
- On the reading comprehension, students fell generally into the below average category;
- Performance in Mathematics was significantly better than performance in Language Arts.

These findings which characterise the weaknesses that were being displayed by primary school students in the critical areas of Language Arts and Mathematics encouraged the authorities to intensify their efforts in finding corrective measures. Two measures undertaken to impact these deficiencies were the establishment of *Language Enrichment Centres* and the introduction of 3Rs + programme.

Language Enrichment Centres

The Language Enrichment centres set out to achieve the following:

- Build students' confidence in communicating ideas;
- Broaden pupils' life experiences and knowledge;
- Encourage children's higher levels of thinking and communication;
- Provide language experiences, which would enhance expressive oral language development.

Since 1993 Language Enrichment Centres have been established in seven schools located in both rural and urban areas: one in New Providence (urban), three in Grand Bahama (urban/rural) and three in Andros (rural/urban).

In the context of performance on these examinations, and the practice followed by primary schools which disallows children from leaving the primary schools without reading at least the 4th grade level, it can be concluded that the majority of 15 – 24 year olds are able to read and write with understanding a short simple statement on their everyday life.

Section 5: Adult Literacy

Insufficient attention to the weaknesses displayed by some students in both primary and secondary schools in earlier times, has given rise to an increasing number of adults whose literacy and numeracy skills inhibit the maximisation of their potential and ultimately limit their opportunities for social and economic mobility. In the absence of reliable data generated by a scientific investigation, the persuasiveness of this problem is indicated by the increasing interest in adult literacy and continuing education programmes. This growing interest confirms the view that the quality of *functional* literacy among some adults is not satisfactory.

The approach taken to confront this perceived problem relied heavily on the development of non-formal programmes. One of the most popular of these programmes is that called *Let's Read Bahamas* which uses the Laubach Technique of *Each one Teach One*. It is a government sponsored initiative which is managed by the Ministry of Education. Its design is such that the tutoring is facilitated in environments in which the participants are most comfortable: the work place, religious centres or even homes. Since its inception in 1994 more than 100 participants, most of whom were women, across The Bahamas have been exposed to literacy enhancing experiences. As well, the project has facilitated the training of more than 100 tutors, all volunteers, with the result that tutors are to be found in all the island of the archipelago.

Project Read an effort of the local Rotary Clubs of The Bahamas has been in existence for most of the present decade. Like *Let's Read Bahamas* it too uses the Laubach technique and has assisted more than 100 adults. An examination of its records reveals that the majority of persons seeking help are female. This should not be taken to mean that the Literacy Gender parity index favours males. A more likely explanation is that women are more aggressive about improving their conditions.

The College of The Bahamas, through its Centre for Continuing Education and Extension Services, offers two programmes designed to improve the level of adult literacy: The Basic Workers programme and the Over Forty programme are means by which persons who did not have adequate opportunity for secondary schooling can upgrade their academic skills. collaborative effort between the College of The Bahamas and the Department of Public Personnel.

The concerns expressed about literacy levels seems paradoxical when Table 11-A is viewed. Table 11-A reveals that the rate of literacy among Bahamians has been increasing steadily between 1953 and the present from 85% to upwards of 90%. This table confirms that most Bahamians are able to read and write with understanding a short simple statement on their everyday lives. What is desirable, however, in the twenty first century is a population whose level of comprehension enables them to operate above the literal level.

TABLE 11-A
THE COMMONWEALTH OF THE BAHAMAS
LITERACY RATES (%)

NO.	YEAR	LITERACY RATE
1	1953	85.1%
2	1960	89.7%
3	1963	89.7%
4	1970	91.2%
5	1980	91.6%
6	1981	93.0%
7	1990	97.0%

*APPROXIMATE

**ESTIMATED

NOTE: As at March 1996 UNICEF (UNITED NATIONS CHILDREN'S FUND) gave the following statistics for the Commonwealth of The Bahamas.

- 1. Bahamas Adult Literacy Rate = 98.2% (1995)
- 2. Bahamas Adult Literacy Rate (MALE) = 98.5% (1995)
- 3. Bahamas Adult Literacy Rate (FEMALE) = 98.0% (1995)

In the context of performance on these examinations, and the practice followed by primary schools which disallows children from leaving the primary schools without reading at least the 4th grade level, it can be concluded that the majority of 15 – 24 year olds are able to read and write with understanding a short simple statement on their everyday life.

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Literacy Gender Parity Index: ratio of Female to Male literacy rates

Table 11-A above shows the difference in literacy attainment between males and females is negligible. This outcome is as a result of regulations and policies governing education. In a country where every child irrespective of gender is compelled to be enrolled in some form of structured education, the absence of differences is to be expected. If differences existed, it is expected that unlike the Table shows, that the under-attainment would relate to males. Not as an outcome of the application of a discriminatory approach to the provision of learning opportunities. Rather, it would be the result of the reluctance of the male population to take advantage of the learning opportunities provided at all levels of the system. A situation that may be the effect of the system's failure to acknowledge and respond to gender differences in learning style.

Section 6: Training in Essential Skills

The social and economic transformation occurring in The Bahamas beginning during the middle of the present century, makes it clear that the school, on its own, cannot not provide children with all the skills, knowledge and attitudes they would need to survive in a world that is becoming more and more technologically driven. Indeed, it was a finding of the Youth Consultative Commission (1994) that the relevant preparation of youth for life in a twenty first century would require the engagement of a team comprising of several government agencies and many non-governmental agencies.

During the decade of the nineties, therefore, the Ministry of Youth and Culture spearheaded a number of training initiatives, many of which have become institutionalised. Among the programmes being offered are:

- Junior Achievement Bahamas – provides opportunities, outside of the formal education system for young people to explore the rewards and responsibilities of the business system through the learning by doing method;
- Youth Enterprise Project – this project attempts to equip young people with the skills for self-employment and entrepreneurship;
- Operation Redemption – designed to expose opportunities for self-employment for young men who are unemployed, out of school and are at risk in becoming involved in gang activity. The principal goal of this project is to train in the areas of: attitudinal development, entrepreneurship, landscaping, car wash and maintenance, home maintenance, marketing strategies.
- Fresh Start programme – youth employment scheme which provides training for employment. Its objectives include: train young people to become skilled in job search procedure; foster discipline and encourage god work ethics, expose participants to job opportunities in the local economy and world of work, develop a sense of pride and personal fulfilment form contributing to their community, improve the overall physical fitness.
- Volunteers 2000 - trains volunteers to develop or undertake new community based projects, work in conjunction with the judicial correction system to instil a sense of community and service in persons in their care, match volunteers with organisations and programmes that require assistance.

The impact of these initiatives is evidenced in the behaviour of the target population. More and more young people, for example, are choosing to become self employed. Further, the incidence of former gang members turning away from gang activity and engaging in self-employment is increasing.

TRAINING IN ESSENTIAL SKILLS

IN-SCHOOL ACTIVITIES AND PROGRAMMES

Basic Learning Needs to become the Ideal Caribbean Person as defined by the CARICOM Heads of Government

Comprise both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as the knowledge, skills, values and attitudes) required by human beings to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.

For the goals listed in column 1, please indicate in column 2 programmes and activities in your country intended to achieve these goals and in column 3 indicate the impacts of these programmes. The term "in-school" activities refers to formal and informal scheduled school programmes (extra-curricular school-related activities are included). The term "out-of-school" refers to non-formal and continuing education programmes (age and registration in school are not restrictions).

Essential Skills Adults as young people should be able to:	List of in-school activities to impact skills	Measured Impacts Give quantitative data and empirical evidence where available
1. Respect the sanctity of life and value human dignity.	<ul style="list-style-type: none"> • Modules in Family life and health curriculum; • Lock-ins to deal with HIV/AIDS. 	
2. Strengthen democracy and respect human rights.	<ul style="list-style-type: none"> • Revise the Social Studies curriculum to include civics; • Staging of youth parliaments; • Youth leadership programmes. 	

TRAINING IN ESSENTIAL SKILLS

IN-SCHOOL ACTIVITIES AND PROGRAMMES

Essential Skills Adults as young people should be able to:	List of in-school activities to impact skills	Measured Impacts Give quantitative data and empirical evidence where available
3. Promote and maintain stable families.	<ul style="list-style-type: none"> • Family life and health curriculum. 	
4. Adopt healthier physical, mental and emotional lifestyles.	<ul style="list-style-type: none"> • Family life and health curriculum; • Lock-ins to deal with HIV/AIDS; • Exposure to relevant seminars/workshops. 	
5. Recognise and affirm gender equality and respect gender differences.		
6. Value religious and ethnic and cultural diversity.	<ul style="list-style-type: none"> • Revision of Religious Studies curriculum to include other world religions; • Use of Commonwealth Day to expose diversity in commonality. 	

Section 7: Education for Better Living

Despite the provision of universal primary and secondary education considerable number of persons leave school with minimal qualifications having failed to master important sectors of the curriculum. Added to this phenomenon, the process of economic development has resulted in the deterioration of traditional values and accepted standards of behaviour. As a consequence the scourge of teenage pregnancy, substance abuse HIV/AIDS among young people between the ages of 14 –24 continues to haunt the society. The need to assist persons in this category precipitated the development of continuing and adult education programme designed to these programmes which are proliferating fall broadly into the following categories:

- ❖ Academic upgrading;
- ❖ Retraining;
- ❖ Skills training;
- ❖ Personal and professional development;
- ❖ Exposure to general interest concerns;

In order to enhance programme effectiveness and efficiency and to reach the breadth of interested persons, the assistance of the broadcast and print media is sought. In The Bahamas much use is made of the Electronic and Print Media for educational purposes. The Ministry of Education through its Learning Resources Services sponsors a daily programme on radio called *A Time For Education*. This programme targets teachers and students and has as its objectives the enhancement of teacher skills as well as reinforcing curriculum objectives.

The Ministry of Youth sponsors a television the programmes *Teens with an Attitude*. This live call-in show for teenagers allows teenagers to display their talents and express their ideas, suggestions, feelings and opinions on issues of national interest.

Both the television and the radio are used for public service announcements. One public radio station sets aside a portion of its airtime three times a day for this purpose. Many of the other stations have a similar outcome but not approach it the

EDUCATION FOR BETTER LIVING

In the context of the need to develop the Ideal Caribbean Person as defined by the CARICOM Heads of Government:

How did your country use various media (modern and traditional), media policy and other supports to improve access to education for better living and sound and sustainable development.

For each of the media given in column 1, list programmes and activities in column 2 and impacts in column 3. For impacts, give quantitative data and empirical evidence where available.

Media to improve access to education for better living	Provision of activity to address	Measured Impacts if available Give quantitative data and empirical evidence where available
1. Educational broadcasting (radio, television) used in schools.	<ul style="list-style-type: none"> • Sesame Street; • Discovery channel on Cable T.V. 	
2. Educational broadcasting used in out-of-school programmes.	<ul style="list-style-type: none"> • A Time for Education (radio) daily; • It's Academic – seasonal; • Spelling Bee. 	
3. Educational broadcasting used to enhance the skills of teachers in service.	<ul style="list-style-type: none"> • A Time for Education (radio) daily; • You and Your Money. 	

EDUCATION FOR BETTER LIVING

Media to improve access to education for better living	Provision of activity to address	Measured Impacts if available Give quantitative data and empirical evidence where available
4. Educational programmes broadcast for the general public.	<ul style="list-style-type: none"> • You and Your Money; • Mirror, Mirror; • Junkanoo Talks. 	
5. Public service announcements through radio and television.	<ul style="list-style-type: none"> • Immunization Campaign; • Breast Feeding Campaign; • AIDS/HIV Prevention Campaign. 	
6. Geographical diffusion of broadcasts, urban/rural, by region.		
7. Newspapers and magazines with education columns, features or supplements.	<ul style="list-style-type: none"> • The Nassau Guardian; • The Nassau Tribune; • Radio Bahamas; • Love '97; • More FM. 	

EDUCATION FOR BETTER LIVING

Media to improve access to education for better living	Provision of activity to address	Measured Impacts if available Give quantitative data and empirical evidence where available
8. Libraries, museums, book fairs used actively to promote and support basic education.	<ul style="list-style-type: none"> • Meet the Writers at C.O.B.; • Archives Exhibition. 	
9. Street theatre and other forms of entertainment that convey educational messages		
10. Social mobilization campaigns to increase public awareness and knowledge, .g. child vaccination, environmental protection, health hazards.	<ul style="list-style-type: none"> • Immunization Campaign; • Breast Feeding; • Environmental Issues. 	

EDUCATION FOR BETTER LIVING

Media Policy, management and funding	Provision of activity to address	Measured Impacts if available Give quantitative data and empirical evidence where available
1. Official policy and measures for the use of the media for educational purposes.		
2. Government departments using the media for basic education.	<ul style="list-style-type: none"> • The Ministry of Education; • The Ministry of Health. 	
3. Other sponsors of education programmes through media.		

EDUCATION FOR BETTER LIVING

Media Policy, management and funding	Provision of activity to address	Measured Impacts if available Give quantitative data and empirical evidence
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