

# 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:
- 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;
- 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;
- 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;
- 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 preschool 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 Preschool 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:
  - establishing Pre-school Centres at all Government maintained Primary Schools by the year 2000;
  - encouraging civic groupings such as churches and unions to establish day-care and pre-school Centres;
  - providing subsidies to those centres which care for the children of lowincome families so that no child need be refused admission solely on the grounds of inability to pay;
  - 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:
  - promulgating legislation to govern the operation, regulation and standards employed in pre-schools and infant care facilities.
  - 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.
  - 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

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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

# 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, to 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.

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Province 5 胞腫	TOTAL (MF)					#DIV/01	#DIV/0!
Municipal II	Male (M) 第Female (F) 数					#DIV/0!	Linear Parket
<b>洲野洲林园</b> 黄	添Female (F)参					#DIV/01	<b>宣传科教育</b> 公
	TOTAL (MF)					#DIV/01	#DIV/01
	Male (M)					#DIV/01	場在所以自由
<b>制度的</b>	Female (F)					#DIV/01	是1、其實數學。8
Rural areas	TOTAL (MF)					#DIV/01	#DIV/01
用解釋用學	Male (M)					#DIV/01	· · · · · · · · · · · · · · · · · · ·
现事活曲新兴农	Female (F)					#DIV/01	<b>特性的特别等</b>

<sup>1.</sup> 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:

Department of Statistics

Data sources: Department of Statistics

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

Country:		BAH	HAMAS		Jacob Year of	1996	
				infiliation process with the	的解析的關係和特別的	是是中华河南南部	<b>建设是36</b> 5
電腦。Col.1祭籍	等養量Col.2回轉	<b>預顧 Cd.3</b> 简复	是 Col.4 年	Col.5	英學論語 Col.6 對非議論	Col.7=Col.3/Col6	<b>建設 Col.8</b> 除年
Add Province	が記録を表する。	<b>開発を発展</b>	Enrolment	国物种的新世校	Official age-group 2	常GER (Gross 本	Gender Parity
<b>米国際開催了茶。李公</b>	<b>新程旗網</b>	推定 Total 编版	Pre-schools	题: Others 经系	population (or 3-5 years)		
	TOTAL (MF)				12,402		#DIV/01
	Male (M) 經验				6,240	0.0	
country)	終Female (F)等				6,062	0.0	登制第四萬龍河
Province 1	TOTAL (MF)				10,340	0.0	#DIV/01
New	The state of the s				5,269	0,0	品格品进步信息机
Providence					5,070		可能的對於
	TOTAL (MF)				2,062	0.0	#DIV/01
Rest of The					971	0.0	
Bahamas					992	The state of the s	<b>经济等的</b>
Province 3	TOTAL (MF)					#DIV/01	#DIV/0!
<b>李维斯特的美</b> 华						#DIV/0!	1000
教師理說場合	Female (F)					#DIV/01	4. 生物酶
Province 4.指表	TOTAL (MF)					#DIV/01	#DIV/01
计解析证	Male (M)					#DIV/01	A STATE STATE
<b>《八型版製版的</b> 類質	Female (F)					#DIV/01	34:线道前户
Province 5	TOTAL (MF)					#DIV/01	#DIV/0
<b>印版。湖南河畔</b>						#DIV/01	And the first of the first
3. 3. A. A. A. P. S.	Female (F)					#DIV/0!	16
Urban areas						#DIV/01	#DIV/0
70041 1003	Male (M)					#DIV/01	APRIMA 1
十個個類型的	Female (F)					#DIV/01	ty tage to the first
Rural areas						#DIV/01	#DIV/0
Land to the	Male (M)					#DIV/01	a et al table
<b>计划的</b> 特别。	Female (F)				1	#DIV/01	<b>建建建的</b>

2	Please specify	official age-group	for early childhoo	d development pro	ogrammes, if o	lifferent from 3-5 )	ears old

Starting age:	Ending age:	
Data sources:	Department of Statistics	

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.

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

Country:	<b>大型光系形</b> 生物。40°		IAMAS	William According to the last	Yéar:	1997	Landa -
	Col.2			Col.5		Col.7=Col.3/Col6	
Add Province	e)	推炼的基础的	- Enrolment	Others!		GER (Gross)	
・ 神神 は は は は は ない	AND DESCRIPTION OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUM	* Total	Pre-schools	street Ourier 8 33.54.	一名の方式とはできては、他でもなっておりできるがありましていいからなった。	1.0	#DIV/01
NATIONAL	The second second second second second				12,494 6,396	0.0	WOIV/OI
Committee of the Commit	17				6,390	0.0	STATE OF THE
					105	0.0	#DIV/01
Province 1	TOTAL (MF)				1.77		#DIV/UI
N.P.	Male (M)				5,367	0.0	
	Female (F)				5,153	0.0	STANCE INSTRU
Province 2	TOTAL (MF)				1,974	0.0	#DIV/01
KINEZE	Male (M)				1,029 947	0.0	15人人 於護國
	Female (F)				947		#DIV/01
	TOTAL (MF)					#DIV/01 #DIV/01	
	Male (M)						an an entitle
411	Female (F)					#DIV/01	1-1-10-10-10-11-11-11-11-11-11-11-11-11-
Province 4	TOTAL (MF)					#DIV/01	#DIV/0
NA BARRA	Male (M)					#DIV/01	na xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
	Female (F)					#DIV/01	#D840
Province 5	TOTAL (MF)		-			#DIV/01	#DIV/0
- Shear till	Male (M)					#DIV/01 #DIV/01	
	Female (F)						
Urban areas	TOTAL (MF)					#DIV/01	#DIV/0
Property St.	Male (M)					#DIV/0!	
CO. 10 34 94	Female (F)					#DIV/01	
Rural areas	TOTAL (MF)					#DIV/0!	#DIV/0
1000 HAVE	Male (M)					#DIV/01	THE PROPERTY.
护切片镇静	Female (F)					#DIV/01	31-20年制作图

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.

z. r nadou opean		
Starting age:	19, 302	Ending age:
Data	Colored to board on the falls for	
Data sources:	Calculation based on the following	Average size of enrollment based on the enrollment figure for sample of 22 schools in Table 1-A with total population of
		umber of sample schools.

國際的對於國際的學術等的對於的對於的自己的有效的學術的發展的學術學術的學術學術的學術學術學 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 引引Col.1 的解 (計劃的Col.2 注解标图 a就設施New intrants to Grade 化磷酸盐 He'v entrants with ECD experience [18] Percentage of new entrants with ECD experience Add Province NATIONAL 题 (IOTAL (MF) 藝 5,225 3,953 5.225 100.0 100.0 100.0 1,272 3,953 1,272 1.0 (The Whole Whale (M) 2,656 2,039 2,656 2.039 617 100.0 100.0 100.0 617 ccuntry) 2.569 100.0 1,914 655 2,569 1,914 655 100.0 100.0 Province | | IOTAL (MF) | New 2 | IOTAL (MF) | Providence | MFemale (F) 3,462 2,479 983 3,462 2,479 983 100.0 100.0 100.0 1.0 1,765 1,283 482 1,765 1,283 482 100.0 100.0 100.0 1,697 1,196 501 501 100.0 100.0 1.697 1,196 100.0 Province 2 (OTAL (MF) ) 1,763 1,474 289 1,763 1,474 289 100.0 100.0 100.0 1.0 891 756 718 891 756 718 100.0 100.0 100.0 Baliamas Female (F) 872 135 872 135 154 154 100.0 100.0 100.0 Province 3 11 OTAL (ME) #DIV/01 1#D/V/01 #DIV/0! #DIV/01 Millale (M) #DIV/0! 17D/V/01 #DIV/01 Fema e (F) #DIV/0! IDIV/01 #DIV/01 Provincial (CIVATION) #D/V/01 #DIV/01 11D/V/01 #DIV/01 7/10/10 7/11/10 7/11/10/10 #D/V/0! #DIV/01 #DIV/01 #DIV/01 IFD/V/0! #D/V/0! Province 5 mili(OTAL) (ME) 144 #DIV/0! 1#D/V/01 #DIV/01 #D/V/01 #D/V/O #DIV/01 #DIV/01 #DIV/01 1#D/V/01 #DIV/01 1#D/V/01 #DIV/01 #DIV/01 #D/V/01 Jrt an areas a IEO TALI (ME) \$2 #DIV/01 1#D/V/01 #DIV/01 #DIV/01 1#D/V/0! #DIV/OI

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Rual ateas # (TO FALI (ME)

5. 环境 1. 机砂管 1		S. S	<b>WEST TO STATE</b>	HEART CHINAPPEN HAVE				S INCH BUSINESS STREET, SALES			
Country:		BAHAI					CII	1991			
	中中的地名日本中的电影 基件的Col.2 海绵器1				特殊保護等級所名法 別数にCof 6 計算	<b>日本語 10月 日報 13</b>	「日本アンイ 〇 4 日の	<b>第6日本第3日を開発しませ</b>	02010	Collif Stekal	
والمناسية المتطال بالاستحادثات	AND STREET, ST		entrants to Gra		The second secon						
Add Provi	nce	you destroyed along to believe that the many	the statement of the same and the same	or other second Property Supply Spirit Street	or differentiated between destroying their					CD experience	AND REST PORT OF THE PARTY.
	NOT THE REFITED BY	OF RESIDENCE PARTY SERVICES SHOW	翻 Public 類	AND DESCRIPTION OF THE PARTY SHAPE S	or Statement Statement Statement	or Designated Street, or other party and	of standard laws of the law of	of Statement and or other Designation of the last of t	COLUMN TRANSPORT AND PERSONS ASSESSED ASSESSEDA ASSESSED ASSESSED ASSESSED ASSESSED ASSESSED ASSESSED ASSESSEDA	B P Iveto 18	SER.
	TOTAL (MF) IN	5,367	4,083	1,284	5,367	4,083	1,284	100.0	100.0	100.0	
	Male (M)	2,694	the supplementary deposits representation that	591	2,694	2,103	591	100.0	100.0	100.0	
	#Female (F)	2,673		693	2,673	1,980	693	100.0	100.0	100.0	
	TOTAL (ME) 11	3,766		1,013	3,766	2,753	1,013	100.0	100.0	100.0	the later
	(Female (F) (W)	1,253	1,500	496	1,253	1,500	496	100.0	100.0	100.0	計劃 型型
	TOTAL (ME)	3,576		869	1,770	1,253	517	100.0	100.0	100.0	
WHICH THE	Male (M)	2,673			3,576	2,707	869	100.0	100.0	THE RESERVE AND ADDRESS OF THE PARTY OF THE	NAME OF TAXABLE PARTY.
toda a strike	Female (F)	903	1,980	693	2,673	1,980	693	100.0	100.0	100.0	
	(COTAL (MF) 16	903	121	1/6	903		1/6	#DIV/0!	1#D/V/01	#DIV/01	イント インハ イント
a f fremiter of the webbied.	Male (M)							#DIV/01	17D/V/01	#DIV/0!	Zahi Ban
	Fema e (F)							#DIV/01	1#D/V/01	#DIV/01	
ovince 4 km	TO TAL (MF) 報酬							#DIV/01	1#D/V/0!	#DIV/01	#D/\
	id Male (M)							#DIV/0!	#D/V/0!	#DIV/01	· head a said
器供機器	Eema e (F)							#DIV/0I	1#D/V/01	#DIV/01	
ovince 5 5	(OTALI (MF) Hall							#DIV/01	#D/V/0!	#D/\//0!	#E)f
	Wale Miles							#DIV/01	1#D/V/0!	#D/\*/0!	Marie Street
國制機	Female (E)							#DIV/01	1#D/V/0!	#D[V/01	
tan areas	TO TAL (ME) ILE							#DIV/01	i#D/V/01	#D/\//0!	#L)/\
制圖翻圖	Male (V)							#DIV/0!	1#D/V/01	#D/V/01	
機制制機	Fema e Fry							#DIV/01	i#D/V/0!	#DIV/01	
nalareas	(OTAL (ME)							#DIV/01	1#D/V/0!	#D/V/01	#DI
超性網	Wale (M)	, ,						#DIV/01	1#D/V/01	#D/V/0!	
網問酬	WE ama expy w							#DIV/01	1#D/V/01	#DIV/0!	

Department of Statistics

The Control of the Particular		BAHA			編編   編集   [ ]	<b>医骶侧</b>	I CTH	1992		1 34 1 111	
	行。自由海岸部沿岸部沿					相關問題開	網網網網網	<b>的现在分词是是两种性的</b>	<b>非緊急的 自然 </b>		
[ Col. 1   图图	引用底Col.2世籍词	implimitation advised externancess since	and destroyment decrease behaviored about	of Apparent street Specimens and				#Col.9=50lb/colls			組織機區GXL
Add Provi		The second second second second second	entrants to Gra	Color of the Binds of the Colors				Percentag of			民间原加
27等利用意	细胞網絡關聯	的数的otal 注意	學 Public 藝	為Private 编	經濟Total 獲得	Public 情	酸Private 持有	加達與Total 機能	接触 Public 關釋	编解P.tvite编辑	會翻譯GERIN
ATIONAL TO	TOTAL (MF) 1889	5,465	4,201	1,264	5,465	4,201	1,264	100.0	100.0	100.0	
	《Male (M) 湯線製料	2,778		626	2,778	2,152	626	100.0	100.0	100.0	
	将Female (F) 陽影	2,687	2,049	638	2,687	2,049	638	100.0	100.0	100.0	
ovince 1	TOTAL (MF) SE	3,681	507	976	3,681	507	976	100.0	100.0	100.0	Town Carlot
	Wale (M) 環構	1,857	1,378	479	1,857	1,378	479	100.0	100.0	100.0	e all s
	Female (F)	1.824	1.327	497	1,824	1,327	497	1/00.0	100.0	100.0	THE SECTION AND ADDRESS OF THE PARTY OF THE
	TOTAL (MF)	1,784	1,496	288	1,784	1,496	288	1/00.0	100.0	100.0	
est of Tha	Male (M)	921	774	147	921	774	147	100.0	100.0	100.0	
aliameis   23	Female (F) 188	863	722	141	863	722	141	1/00.0 #DIV/0t	100.0 #D/V/01	#DIV/01	可原理等的概念的 #DIV
OVIICO S	(OTAL (ME) I								#D(V/01	#DIV/01	ALT VIEW BOOK
	Female (F)							#DIV/01 #DIV/01	#D/V/01	#DIV/01	
the transfer tenant factoring	TOTAL (MF)			<del> </del>				#DIV/01	#D/V/01	#DIV/01	#DIV
	ally ale i M) is all							#DIV/01	1/D/V/01	#DIV/01	MINISTER DIST
	Fema e (F)							#DIV/01	1#D/V/01	#DIV/01	
cyncus	(O TAL (ME)		<del> </del>					#DIV/0!	1#D/V/0!	#DIV/01	#DIV
	Wivaes man		·					#DIV/01	1#D/V/01	#DIV/01	
用醫翻屬	Vale Mills		t					#DIV/0!	1#D/V/0!	#DIV/01	
	TOTAL (ME) 101		<del> </del>					#DIV/01	i#D/V/01	#DIV/0!	#C/V
	Mara in the state of the state		1					#DIV/01	i#D/V/01	#DIV/01	Le del el
	Female (E)		1					#DIV/0!	1#D/V/0!	#DIV/01	
u al area s	TO FALL (ME) HA		1			ļ ———		#DIV/01	#D/V/01	#DIV/01	#DIV
	and the second	7	1					#DIV/01	#D/V/01	#DIV/01	1 10 1 - 123
	Fama e(F)		1					#DIV/01	1#D/V/01	#DIV/0!	

Country:	विद्यालयोक्ता स्थापना । विद्यालयोक्ता सम्बद्धाः	BAHA		CKS SENIOR S			1XC2F	1992			
1 Col. 1 回题					機能 Col 6 363	10 Col 7 113	00/0	i ioni bere e	TENKTOLE IN . L	Coll 14 x 10 can	657
Add Provin	IN SECRETARY PROPERTY.							Percentage of			GA DA PARRI
Mad Provin	4 4 4 4 5 E E CORRE DE 187 E	PASSCOTAL 322	Public US	Private 7/8	题题(fotal ) 题	23 Fublic 183	腹Private 3	加製Tital 智能	NEW Public SEA	Pivite and	AND GER IN
	TOTAL (MF) 1891	5,465	the property to the party of the	1,264	5,465	4,201	1,264	100.0	100.0	100.0	
	Nale (M)	2,778		626	the best of the later of the la	2,152	A COMPANY OF THE PARK OF	100.0	100.0	100.0	
cuntry) 川藤	Fema e (F)	2,687	2,049	638		2,049		100.0	100.0	100.0	
ovince 1 编	TOTAL (MF) Just	3,681	507	976	3,681	507	976	100.0	100.0	100.0	-
· Walth	Wale (M) (M)	1,857	1,378	479		1,378	the second second second second second		100.0	100.0	
ovidence 3	Female (F)	1,824	1,327	497	1,824	1,327	497	1/30.0	100.0	100.0	
	TOTAL (MF)	1,784	1,496	288	1,784	1,496	288	100.0	100.0	100.0	
est of The	Male (M)	921	774	147	921	774	147	100.0	100.0	100.0	
	Fema e (F)	863	722	141	863	722	141	100.0	100.0	100.0	
	(OTAL (ME)							#DIV/0!	1#DiV/01	#DIV/01	#DIV
議替   3	Wiele (M)							#DIV/01	1#D/V/01	#DIV/01	
The supplemental franches business de-	Feind e (F)							#DIV/01	1#D/V/01	#DIV/01	
ATTEMATICAL STREET	TOTAL (MF)							#DIV/01	1#D/V/01	#DIV/01	#DIV
	Wale (M) Wale (F)							#DIV/01 #DIV/01	1#D/V/0! 1#D/V/0!	#DIV/01 #DIV/01	
	IOTAL (ME)		<del> </del>					#DIV/01	#D/V/0!	#DIV/01	#DIV
	Wales Market							#DIV/01	#D/V/01	#DIV/01	Mark a sum make
	Eema e (F)		<del> </del>					#DIV/0!	1#D/V/0!	#DIV/01	
	IO TALI (MF) 141		<del> </del>					#DIV/01	1#D/V/0!	#DIV/01	#£)/V
	Mala Ma		<del> </del>					#DIV/01	#D/V/01	#DIV/01	A PERSON NAMED AND POST OF THE PERSON NAMED A
	Vale (M)		·				<del> </del>	#DIV/01	1#D/V/0!	#DIV/01	
alaieas 2	OFAL (ME)		<del> </del>	<del></del>	<del> </del>	<del> </del>	†	#DIV/01	1#D/V/01	#DIV/0!	#DIV
	Vac William		1					#DIV/01	1#D/V/01	#DIV/0!	1 . 4 . 1 . 2
	Ferra e (F)		1				1	#DIV/0!	i#D/V/01	#DIV/01	
	i i cati	{		· · · · · · · · · · · · · · · · · · ·					THE REAL PROPERTY AND ADDRESS OF THE PERSON NAMED IN		

**被痛的成果的抗病的治疗性**或者的治疗性的治疗性,所以不是有种的治疗性,不是有种的治疗性,不是一种的治疗性,不是一种的治疗性,不是一种的治疗性,不是一种,不是一种,不是一种, 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 County: ALIEN BUREL TURNET TO A TOTAL TO BE TO THE Year BAHANAS 1993 性(Col.1 形態) 海航空(Col.2 對原則 海底(Col.3 是面) 提高(Col.4 海渠 南海(Col.5 海峡 网络(Col.6 海峡 Col.6 a Col | Neventranis With ECD e pener a management of neventrans with ECD expeners all Cara Pener See Add Province. The rotal for the Explicate Applicate Applicate Application in the Public and Explication and Deputy THE PERSON NAMED IN THE PERSON NAMED IN COLUMN 1 際機能 otal 連載 「標準 Fublic 報載」 i pe Private 14数 NATIONAL發 TO TALT (MF) 報题 5,413 4.061 1,352 5,413 4,061 1,352 100.0 100.0 100.0 1.0 (The whole is Male im) set is country) 2,739 2,079 660 2,739 2.079 100.0 100.0 660 100.0 2,674 1,982 692 2,674 1,982 692 100.0 100.0 100.0 Province 1 18 TOTAL (MF) 119 3,605 2,580 1,025 3,605 2,580 1,025 100.0 100.0 100.0 1.0 级 Male (M) 等情報 1,812 100.0 1,315 497 1,812 1,315 497 100.0 100.0 Providence" Fema e (F) 528 1,793 1,265 1,793 1,265 528 100.0 100.0 100.0 Province 2 :5 TOTAL (MF) 1,808 327 1,481 1,808 1,481 327 100.0 100.0 100.0 1.0 Rest of That Male (M) Bit 927 131 133 927 133 131 100.0 100.0 100.0 Baliamus an Tema e (F) 881 764 717 881 764 717 100.0 100.0 100.0 TOTAL (ME) #DIV/0! 1#D/V/0! #DIV/01 #£)[V/0! 17D/V/0! #D/V/01 #DIV/0! 到福祥 I Maremae (F) I ki 1#D/V/01 #DIV/01 #DIV/01 ITOTAL (ME) 1#D/V/01 #D/V/01 #DIV/01 #DIV/08 Myale (M) 酸 1#D/V/0! #DIV/01 #DIV/01 Fema e (F) 1#D/V/01 #DIV/01 #DIV/01 MOTALI (ME) II #DIV/U 1/D/V/01 #DIV/01 #D/V/01 #DIV/0! 1#D/V/0! #DIV/01 Fema d (F) #DIV/01 1#D/V/01 #DIV/01 Urtaniareris (OTAL) (ME) 1#D/V/0! #DIV/01 #DIV/0! #DIV/01 1#D/V/0! #DIV/01 #DIV/01 #D[V/0] 1/D/V/01 #DIV/01 Rural area (ME) 14D/V/01 #DIV/01 #DIV/01 #DIV/0! iversivo Samaturiai L #DIV/01 #DIV/0 #DIV/01 1#D/V/01 #DIV/01 #DIV/01

Department of Statistics

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Add Province	制度能 New J	intranta to Gira	a de 小型金属螺纹	lev entra	rits with ECD e	perienie	Percentage of n	eventrarits with	ECD exteriel	SHEED IN
PER	機器可otal 報题	發展 Fubic 持衛	器Private 编 1	题可otal 排除	強 Public   類	解Private 編	製厂公司	THE BUILDING	BIRTY (OT 1811)	MINGER N
TIONAL: TOTAL (ME) 11世	5,521	4,150	1,371	5,521	4,150	1,371	100.0	100.0	100.0	-
he whola Mile (M) 海路湖	2,791	2,117	674	2,791	2,117	674	100.0	100.0	100.0	150厘月
cuntry)	2,730	2,033	697	2,730	2,033	697	100.0	100.0	100.0	自動機關係
wince [ MF] (OTAL (MF) 编	4,121	2,594	1,527	4,121	2,594	1,527	100.0	100.0	100.0	
Wales Moles and Inches	1,835	1,322	205	1,835	1,322	205	100.0	100.0	100.0	
vidence 版 斯···································	1,821	1,272	549	1,821	1,272	549	100.0	100.0	100.0	
vince 2 OTALI (ME) 181	2,173	1,556	617	2,173	1,556	617	100.0	100.0	100.0	
tof The Male (M)	1,264	795	469	1,264	795	469	100.0	100.0	100.0	
iamas (F)	909	761	148	909	761	148	100.0	100.0	100.0	
vince 3 TOTAL (MF)							#DIV/01	1#D/V/01	#DIV/01	#DI
E Water M							#DIV/0!	1#D/V/01	#DIV/01	
Maria Maria (F) Mar							#DIV/01	1#D/V/01	#DIV/01 #DIV/01	
ALCINI (ME)							#DIV/01	1#D/V/01		#£)[
							#DIV/01	1#D/V/01	#DIV/01	
Maria Maria (E)							#DIV/01	14D/V/01	#DIV/01	#£)/
VICE 15 II S I (U 3)							#DIV/01 #DIV/01	1#D/V/0! 1#D/V/0!	#DIV/01	#L/I
							#DIV/01	1#D/V/01	#DIV/0!	
an areas HEQ (AL)							#DIV/01	1#D/V/01	#DIV/01	#£)/
							#DIV/01	1#D/V/01	#DIV/01	
and a							#DIV/01	1#D/V/01	#DIV/01	
ากระบบสมานิต							#DIV/01	1#D/V/01	#DIV/0i	#DI
							#DIV/01	1#D/V/01	#DIV/01	THE REAL PROPERTY.
							#DIV/01	1#D/V/0!	#DIV/01	

<b>TABLE 2: Indicator</b>	2 - Percentage of new entrants to Grade 1 who h	nave attended s	ome form of organised early	childhood development progra	mme
THE PARTY	during at least one year (or one enrolment peri	od) 1	CAMES IN THE TOTAL		報料

The transfer and the second second second Country: **BAHAMAS** 

Col.1			Col.4	Col.5	Col.6	FC Col.7	Col.8	Col.9 -Col.6/Col.3	Cal.10 = cal.7/cal.4	Col.11 = col.8/col.8	域静海地 Col.12
Add Provi	nces )	New (	entrants to Grad	de 1	New entra	nts with ECD e	xperience	Percentage of r	new entrants with I	CD experience :	Gender Parity Index
- एवर्ग्यक्षा	THE PARTY OF	Total and	Public -	Private 2	Total	Public 14	Private 2	Total 错误	新科 Public 與哪	機器 Private 2 科里	微翻 GER 验题
NATIONAL -	TOTAL (MF)	5,728	4,466	1,262	5,729	4,466	1,263	100.0	100.0	100.1	1.0
(The whole	Male (M)	2,854	2,238	616	2,854	2,238	616	100.0	100.0	100.0	
country)	Female (F)	2,874	2,228	646	2,875	2,228	647	100.0	100.0	100.2	種類問題問題
Province 1	TOTAL (MF)	382	2,823	1,039	3,844	2,823	1,021	1006.3	100.0	98.3	1.0
New	Male (M)	1,385	1,388	508	1,885	1,388	497	100.0	100.0	97.8	<b>"这里可能是不是是我们</b>
Providence	Female (F)	1,959	1,435	531	1,959	1,435	524	100.0	100.0	98.7	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1
Province 2	TOTAL (MF)	1,866	1,643	223	1,868	1,644	224	100.1	100.1	100.4	1.0
Rest of The	Male (M)	958	850	1C8	959	850	109	100.1	100.0	100.9	外統領統領勢
Bahamas 🐬	Female (F)	908	<b>)</b> 793	115	908	794	115	100.0	100.1	100.0	<b>有限的</b>
Province 3	TOTAL (MF)							#DIV/0!	#DIV/01	#DIV/01	#DIV/01
111111	Male (M) 割接線							#DIV/01	#DIV/01	#DIV/01	The first state
は一個ない。	Female (F)							#DIV/01	#DIV/01	#DIV/0!	學經濟學
	TOTAL (MF)							#DIV/01	#DIV/0!	#DIV/01	#DIV/01
"中国"	Male (M)							#DIV/01	#DIV/01	#DIV/01	
	Female (F)							#DIV/01	#DIV/01	#DIV/01	<b>《万段始终报</b> 》
	The second secon							#DIV/01	#DIV/01	#DIV/01	#DIV/01
質的性性質	Male (M)							#DIV/01	#DIV/01	#DIV/01	
是自己的自己的自己的	Female (F)							#DIV/01	#DIV/0!	#DIV/0!	<b>医透照器</b> 用
Urban areas ?	TOTAL (MF) 編							#DIV/01	#DIV/0!	#DIV/01	#DIV/0
	Male (M)							#DIV/01	#DIV/01	#DIV/01	<b>第四个人的</b>
1位分割 整理	Female (F)							#DIV/01	#DIV/01	#DIV/01	<b>经现象数据</b>
Rural areas	TOTAL (MF) 料							#DIV/01	#DIV/01	#DIV/01	#DIV/01
	有Male (M) 有器能							#DIV/01	#DIV/01	#DIV/01	
	Female (F)							#DIV/01	#DIV/01	#DIV/01	<b>阿爾德德斯</b>

<sup>1.</sup> 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 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.

Deta 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)

Country:	* 61.P (1995 at all	BAHAN	MAS	Augrania de la companya de la compa	4-14		Year:	1996			
Col.1	Col.2		Col.4	Col.5	Col.6	Col.7	Col.8		Col.10 = col.7/col.4		微粒酶Col.12
Add Provi	ince.	New	entrants to Gra	de 1	New entrar	nts with ECD e	perience ***	Percentage of r	iew entrants with I	ECD experience	Gender Parity Inde
7 17 30 976 27	一方面也可能	Total	Public	Private 2	Total	Public	Private 2	Total ##	不能 Public 專門	# Private 2 海	系数 GER 等领
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	Male (M)	2,792	2.137	655	2,792	2,137	655	100.0	100.0	100.0	73年200年20
country)	Female (F)	2,792	2,137	655	2.792	2,137	655	100.0	100.0	100.0	開發網絡開
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	はいる。
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	Male (M)	296	250	46	296	250	46	100.0	100.0	100.0	· 设备计划的基础分
Bahamas 🔄	Female (F)	855	<b>»</b> 930	75	855	930	75	100.0	100.0	100.0	沒是是建筑
Province 3	TOTAL (MF)							#DIV/01	#DIV/01	#DIV/01	#DIV/0
1-16-31-04	Male (M)							#DIV/0!	#DIV/01	#DIV/01	500
協制的解	Female (F)							#DIV/01	#DIV/01	#DIV/01	種包含
Province 4	TOTAL (MF)							#DIV/01	#DIV/01	#DIV/01	#DIV/0
	Male (M)							#DIV/01	#DIV/01	#DIV/01	
75年中华城	₹Female (F) ₩							#DIV/01	#DIV/0!	#DIV/01	
Province 5 #								#DIV/0!	#DIV/01	#DIV/0I	#DIV/0
- King by State of	Male (M)							#DIV/01	#DIV/0!	#DIV/01	<b>然听到我</b>
- 计划前的算	Female (F)							#DIV/01	#DIV/01	#DIV/0!	<b>新聞機器型</b>
Urban areas	TOTAL (MF)							#DIV/01	#DIV/01	#DIV/01	#DIV/0
<b>新沙山野</b>	Male (M) 病域。							#DIV/01	#DIV/01	#DIV/01	<b>新斯克纳</b>
<b>一次,</b>								#DIV/0!	#DIV/01	#DIV/01	
Rural areas	TOTAL (MF)							#DIV/01	#DIV/01	#DIV/01	#DIV/0
1417.8	Male (M)							#DIV/01	#DIV/01	#DIV/01	<b>阿斯特克等</b>
計算器課題	Female (F)							#DIV/0!	#DIV/01	#DIV/01	

<sup>1.</sup> 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 ordical specifical 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.

800	。 在1世间的14年至	STOR	Control of the second	P. W. S. S.			* ***	17.5	2-120615-1206	CONTRACTOR SANCT	THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.	HE STOREST BOOKEN	SALES SALES NOW AND ASSESSMENT OF THE PARTY.	The second second	Compression of Assessment	-
247	Data sources :		Department	of Statistics												
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	. L				- V						and the same	The Control of the Control	A STATE OF THE STATE OF	The second second	
£	The same same			a 62 Bids	e de la companya de l	ALASTA	Cles Sept 18 h	Seller Williams	Part data between	HOUSE PERMIT	Control ward Philip	For all retinishments	S. S	A Company	CONTRACTOR OF THE PARTY OF	

<sup>2.</sup> By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they 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)

Year: Country: **BAHAMAS** Col.1 Col.2 Col.3 Col.4 Col.5 Col.6 Col.7 Col.8 Col.9 - Col.8Col.3 | Col.10 - Col.7Col.4 | Col.11 - Col.8Col.5 | Marie Col.12 Percentage of new entrants with ECD experience Gender Parity Index New entrants to Grade 1 New entrants with ECD experience Add Province Private 2 Total 法题 場所 Public 整線 Private 多級 學練像GER 學術 Total Public Total Public \*\* Private 2 NATIONAL TOTAL (MF) 5,667 4,419 1,248 5,667 4,419 1,243 100.0 100.0 100.0 1.0 2,868 2.255 (The whole Male (M) 613 2.868 2,255 613 100.0 100.0 100.0 2.799 country) Female (F) 2.164 635 2,799 2,164 635 100.0 100.0 100.0 TOTAL (MF) 3.779 Province 1 2.844 935 3.779 2.844 935 100.0 100.0 1.0 100.0 New Male (M) 1,898 1,442 456 1.898 1.442 456 100.0 100.0 100.0 Providence Female (F) 1,881 1,402 479 1,881 1,402 479 100.0 100.0 100.0 Province 2 TOTAL (MF) 1,888 1,575 313 1.888 100.0 100.0 1,575 313 100.0 1.0 Rest of The Male (M) 970 813 157 970 813 157 100.0 100.0 100.0 Bahamas \*\*\* Female (F) 10 918 762 158 918 762 158 100.0 100.0 100.0 Province 3 TOTAL (MF) 34s #DIV/01 #DIV/01 #DIV/01 #DIV/01 Male (M) 理的 #DIV/01 #DIV/01 #DIV/01 Female (F) #DIV/01 #DIV/01 #DIV/01 Province 4 # TOTAL (MF) #DIV/01 #DIV/0! #DIV/01 #DIV/0! Male (M) 具捻 #DIV/01 #D[V/0] #DIV/01 Female (F) #DIV/01 #DIV/01 #DIV/0! Province 5 TOTAL (MF) #DIV/01 #DIV/01 #DIV/01 #DIV/01 #Male (M) #DIV/0! #DIV/01 #DIV/01 Female (F) #DIV/0! #DIV/01 #DIV/0! Urban areas TOTAL (MF) #DIV/01 #DIV/01 #DIV/01 #DIV/01 #DIV/01 #Male (M) 推動 #DIV/0! #DIV/01 Female (F) #DIV/01 #DIV/01 #DIV/01 Rural areas 編 TOTAL (MF) 海影 #DIV/01 #DIV/01 #DIV/01 #DIV/01 Male (M) 業務地 #DIV/01 #DIV/01 #DIV/0! Female (F) 辦 #DIV/01 #DIV/0! #DIV/01

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Data sources : Department of Statistics

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 institution of programmes.

<sup>2. &#</sup>x27;By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they 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: Year: **BAHAMAS** · かっまていまによるとは、なかから大大田田本村はおりになっている。

Col.1	Col.2	Col.3	Col.4	Col.5		€ Col.7	Col.8	Col.9-coleccis	Col.10 =col.7/col.4	Col.11 = Col.8/Col.8	《翻譯》Col.12
Add Provi	nce • ) habita	THE New	entrants to Gra	de 1 main in F	New entra	nts with ECD e	xperience	Percentage of r	new entrants with I	ECD experience	Gender Parity Index
- १ विश्वयान्त्री	TREAL PROPERTY.	Total	Public	Private 2	Total	Public 14	Private 2	Total Time	神神 Public 與線	樂誌 Private 2 編集	排辦 GER 計劃
NATIONAL :	TOTAL (MF)	5,728	4,466	1,262	5,729	4,466	1,263	100.0	the same of the sa	100.1	1.0
(The whole	Male (M)	2,854	2,238	616	2,854	2,238	616	100.0	100.0	100.0	STATE OF THE STATE
country)	Female (F)	2,874	2,228	646	2,875	2,228	647	100.0	100.0	100.2	看到根据种
Province 1	TOTAL (MF)	382	2,823	1,039	3,844	2,823	1,021	1006.3	100.0	98.3	1.0
New	Male (M)	1,885	1,388	508	1,885,1	1,388	497	100.0	100.0	97.8	准备的 经推销
Providence	Female (F)	1,959	1,435	531	1,959	1,435	524	100.0	100.0	98.7	11 100 100 100
Province 2	TOTAL (MF)	1,866	1,643	223	1,363	1,644	224	100.1	100.1	100.4	1.0
Rest of The	Male (M)	958	850	1C8	959	850	109	100.1	100.0	100.9	<b>全年基础金额</b>
Bahamas	Female (F)	908	793	115	908	794	115	100.0	100.1	100.0	原語語的地名
Province 3	TOTAL (MF)							#DIV/01	#DIV/01	#DIV/01	#DIV/01
Province 3	Male (M) 测密键							#DIV/01	#DIV/01	#DIV/0!	
15年 李 次 经 经 经 经 经 经 经 经 经 经 经 经 经 经 经 经 经 经	Female (F)							#DIV/01	#DIV/01	#DIV/0!	標案構體組織
	TOTAL (MF)							#DIV/01	#DIV/01	#DIV/01	#DIV/01
	Male (M) 智慧							#DIV/01	#DIV/01	#DIV/0!	Red Barrier
	Female (F)							#DIV/01	#DIV/01	#DIV/01	<b>经</b> 的数据的数据
	TOTAL (MF)							#DIV/01	#DIV/01	#DIV/01	#DIV/01
性的生物性	Male (M)							#DIV/01	#DIV/01	#DIV/01	推出的基础
	Female (F)							#DIV/01	#DIV/01	#DIV/01	
	TOTAL (MF) 編							#DIV/01	#DIV/01	#DIV/01	#DIV/01
	Male (M)							#DIV/01	#DIV/01	#DIV/01	1 Text 1 Sec. 1 1
	Female (F)							#DIV/01	#DIV/01	#DIV/0!	
Rural areas	TOTAL (MF) 料線							#DIV/01	#DIV/01	#DIV/01	#DIV/01
	新Male (M) 新疆原				778-0-1-1-1-1			#DIV/0!	#DIV/01	#DIV/01	
	Female (F)							#DIV/01		#DIV/0!	可用的影響

<sup>1.</sup> 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 eye-group in a piver 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

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#### 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 (GER). 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 30<sup>th</sup> 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 schoolentrance 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. 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.

<sup>&</sup>lt;sup>1</sup> 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

	A	LL BAHAI	MAS	NEW	PROVIDEN	CE	REST O	F THE BAH.	AMAS
YEAR	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 1	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

# TABLE 3-B

## ENROLLMENT IN PRIMARY EDUCATION 1990 - 1997 SUMMARY

	ALL BA	HAMAS		NEV	W PROVID	ENCE	RES	T OF BAH	AMAS
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

# TABLE 3-C

# POPULATION OF 5 YEAR OLD 1990 – 1997 SUMMARY

YEAR	THE	WHOLE BAI	HAMAS	NE	W PROVIDI	ENCE	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	

ACON I	]]   @6 <i>L</i> [ ]]	(CO) 3 8 10	開闢Col4編纂	機関の記事	High Cold line	which the party of the last of	Mile Col 8計画	語解ECol.9票數不	CONTRACTOR OF THE PARTY OF THE	Coli 11 5 ol sicolin	THE RESIDENCE SHAPES SHAPES SHAPE
Add Prov	rince	Na)	coltanti otali Naselibicani	aje: Pivaje!	New epiralijaki Virola i	seljingva sidok Paran	elifano erio". Privato	School entrance	AIR (Apparent)	NR (Net intake rate)	Gendar Farity Ind
A IONA	((VIS)	5,225	3,953	1,272	5,225	3,953	1,272	5,225	100.0	100.0	1.0
	Hawaii Khali	2,656	2,039	617	2,656	2,039	617	2,656	100.0	100.0	CIECUTATION TO THE REAL PROPERTY.
	Female (F)	2,569	1,914	655	2,569	1,914	655	2,569	100.0	100.0	
e vines i i	I DIATOMENT	3,462	2,479		3,462	2,479	983	3,462	100.0	100.0	1.0
	Male (V)	1,765	1,283	482	1,765	1,283	482	1,766	99.9	99.0	<b>则</b> 。
SVIGENCE IN	BEemale (F)	1,697	1,196		1,697	1,196	501	1,696	100.1	100.1	
ovine 2	I (DIA)的的ATOI	1,763	1,474	289	1,763	1,474	289	1,763	#DIV/0!	#DIV/0!	#DIV/01 #DIV
o m	能Magnating	891	756	718	891	756	718	890	#DIV/0!	#DIV/0.	200 100
diames!	Effale (F)	872	135	154	872	135	154	922	#DIV/0!	#DIV/0.	计图 期刊 图 时间
<b>ल्याल्याहा</b>	EQTAB(ME)N								0.0	0.0	And the latter where the same of the same
	Mark (Kr)								0.0	0.0	
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	TOTAL (ME)								#DIV/0!	#DIV/0!	THE PROPERTY OF THE PARTY OF TH
	Female (E)								#DIV/0!	#DIV/0!	desiration of the
oviie 6	E(GN)MATOL								#DIV/0!	#DIV/0!	#DIV/0! #DIV
計劃 軸川隆	Ma(E(N))								#DIV/0!	#DfV/0.	RESIDENT
引機問用國	Female (F)								#DIV/0!	#DIV/0.	1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.
rt an areas	TOTAL (MF)								#DIV/01	#DIV/0!	#DIV/0! #DIV
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	# Female (F)								#DIV/0!	#DIV/0.	可学的 新华山山
州陽明州屬	AL TOTAL CAPTA								#DIV/01	#DIV/0.	#DIV/0! #DIV
ujakarea s	E(AM) MATCIL								#DIV/0!	#DfV/0.	<b>一种的多数的</b> 自己是有的
Galareas	Male (M) Male (F)M								#DIV/0!	#DIV/0!	计量时 阿斯

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nce				SHEET OF THE	ME DIGHT	灣數 Priva e billion	analogical fallons	majorda		
EDIA (VID		and disputements training descriptional bedies					5,439	98.7	98.7	1.0
March (V)						591		97.4	97.4	
I Eemale (E)	2,673	1,980	693	2,673	1,980	693	2,673	1'00.0	100.0	問題問問題是以
	3,766	2,753	1,013	3,766	2,753	1,013	3,597	1'04.7	104.7	1.5
IMMaRE(NI)報酬	1,253	1,500	496	1,253	1,500	496	1,827	68.6	68.6	<b>建筑制度制</b>
Female (F)	1,770	1,253	517	1,770	1,253	517	1,770	1'00.0	100.0	计解码 接到
TOTA度(ME)种	3,576	2,707	869	3,576	2,707	869	1,842	194.1	194.1	0.4
	2,673	1,980	693	2,673	1,980	693		AND DESCRIPTION OF THE PARTY OF	284.7	
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1:16(0)	TARTAS (MEDIA)	5,465	4,201	1,264	5,465	4,201	1,264	5,465	1'00.0	100.0	1.0
terring	<b>建设的设置</b>	2,778	2,152	626	2,778	2,152	626	2,778	100.0	100.0	HE HE THE
Linty)	Emaler(F)	2,687	2,049	638	2,687	2,049	638	2,687	1'00.0	100.0	計劃機劃鐵鐵料
(四)(1)	TOTALE (ME)	3,681	507	976	3,681	507	976	3,681	100.0	100.0	1.0
	Má(čl (M) jiji	1,857	1,378	479	1,857	1,378	479	1,857	700.0	100.0	
vide ice	# Female (F)	1,824	1,327	497	1,824	1,327	497	1,824	1'00.0	100.0	
Vince in	EQTA K(ME)	1,784	1,496	288	1,784	1,496	288	1,784	100.0	100.0	1.0
ic in	Male (NO N	921	774	147	921	774	147	921	1'00.0	100.0	
amas	IL ESTRABLICANS	863	122	141	863	722	141	863	1'00.0	100.0 #DIV/0!	#DIV/OI #DIV
VINCE SEE	TOTAL (NE)								#DIV/0!	#DIV/0!	
	Male (N) Male Tremale (F)								#DIV/0!	#DIV/0.	
vince 4	TOTAL (MF)	+	+						#DIV/0!	#DIV/0!	#DIV/01 #DIV
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關間關	Female (F)								#DIV/01	#DIV/0.	1925年11月7日
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露對屬	Male (N)								#DIV/01	#DIV/0!	
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al area	I TOTAM(MF)稳	1							#DIV/0!	#DIV/0!	#DIV/0! #DIV
	Male (M)享险								#DIV/0!	#D1V/0!	
1922日計2021	Eemale (F)								#DIV/01	#DIV/0!	1446年11月1日

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X1001A	FREEZA (CIE)	5,413	-	<b>科学也可不可以的</b>	THE PARTY OF THE PROPERTY.	Married Printers of Concession Street	ing Phya En ing		iritalie rate)	(Net intake rate)	1.0
il avio	Male (Alym	2,739	4,061 2,079	1,352	5,413 2,739	4,061 2,079	1,352	5,421 2,739	99.9	100.0	
	Eemale (E)	2,674	1,982	692	2,674	1,982	692	2,682	99.7	99.7	
d direction	TOTAL (ME)	3,605	2,580	1,025	3,605	2,580	1,025	3,627	99.4	99.4	1.0
	Male (AI)	1,812	1,315	497	1,812	1,315	497	1,825	99.3	99.3	<b>引导政策的</b> 手段的超级现代
dydence	Female (F)	1,793	1,265	528	1,793	1,265	528	1,802	99.5	99.5	
vincal 2	I TOTAL (ME)	1,808	1,481	327	1,808	1,481	327	1,794	100.8	3.00.8	1.0
40 (1)	的 Male (M) 测度	927	133	131	927	133	131	914	101.4	101.4	IF YOU WELL
lamas 👺	Female (F)	881	₹ 764	717	881	764	717	880	100.1	100.1	中國無污秽
Vincia 3	TOTAL! (ME)								#DIV/0!	#DIV/0!	#DIV/0! #DIV
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機制機	Female (F)								#DIV/0!	#D1V/0.	
の計画	Male (M)	+							#DIV/0!	#DIV/0.	#DIV/0! #DIV
	Female (F)	+							#DIV/01	#DIV/0!	HATTANI
cvince 5	TOTAL (MF)								#DIV/0!	#DIV/0! #DIV/0!	#DIV/0! #DIV
國國主義	KMale(AI)實際								#DIV/0!	#DIV/0.	TESTE DE DE DE DE DE
	Female (F)								#DIV/0!	#DIV/0.	排獲排物。
an areas	FE(SM)								#DIV/0!	#DIV/0.	#DIV/01 #DIV
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網網網	Female (F)								#DIV/0!	#DIV/0.	11000000000000000000000000000000000000
ral area s	TOTALE (ME)	5							#D(V/0!	#DIV/0.	#DIV/0! #DIV
	Male (M)								#DIV/01	#DIV/0!	DESCRIPTION OF THE PARTY OF THE
HERE WITH SER	Female (F)								#DIV/01	#DIV/0.	THE PROPERTY OF

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net Intake rates in primary education BAHAMAS 1994 Stellier, SOF C. Col.9 man Col.10 reaseas Col.11 reaseas me Col.12 in the 會機能Col.4個數例 際 Cd. 6 激素・機能能 Cd. 7 複問数 | 新藤市 Cd. 8 経路 Add Province NATIONA 5.521 100.0 100.0 1.0 1.0 5.521 4,150 1,371 5.521 1.371 4,150 Marita 100.0 100.0 Mr. Alas 2,791 2,117 674 2,791 2,117 674 2,791 2.730 100.0 100.0 teothisy. 13 lo. 1, 1 (3) 2,730 2,033 697 2.730 2,033 697 20/100 TOTALIMA 4,121 2,594 1,527 4.121 2.594 1,527 3,672 112.2 112.2 1.0 1.0 Male (M) 1.835 1,322 205 1,835 1,322 205 1.851 99.1 99.1 Admitto PRO KIENCE 1,821 1,272 549 1,821 1,272 549 1.821 100.0 100.0 Province 2 STOTEME 2,173 1,556 617 2.173 1,556 617 1,849 117.5 117.5 0.7 0.7 Male (M) Restoration 1,264 795 469 1,264 795 469 940 134.5 134.5 Halfalmes. Emack(B) 909 761 148 909 761 148 909 100.0 100.0 Province to TOTAN (ME) #DIV/01 #DIV/01 #DIV/01 #DIV/01 EMB(E(M)) #DIV/01 #DIV/01 ALD LAG. #DIV/01 #DIV/01 Province A TOTALEMEN #DIV/01 #DIV/0! #DIV/01 #DIV/01 Malex(M) #DIV/01 #DIV/01 #DIV/01 #DIV/01 TOTAL (MF) #DIV/01 #DIV/01 #DIV/01 #DIV/01 Male (M) #DIV/01 #DIV/01 BESTALL (E) #DIV/01 #DIV/01 TOTALIME #DIV/01 #DIV/01 #DIV/01 #DIV/01 Male (M) #DIV/01 #DIV/0! Gemale (5) #DIV/01 #DIV/01 Rural areas TQTAW(ME) #DIV/01 #DIV/01 #DIV/01 #DIV/01 **建**M原建 [M] #DIV/01 #DIV/01 i den Lila #DIV/01 #DIV/0! Liebenicitaten laintaka lenga kon mandidisteresetat deskendik etnistrockatik esketetakotak etniskatursa karint E Combine my the King Personal Car Sing Horse

Data sources Department of Statistics

REPRODUCE CHARGE PARTY			Characteristics for a content	WHEN THE PROPERTY OF THE	CONTRACTOR OF COLUMN
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	3 and 4 - Apparent(Gross) and net intake		Tritte de la capita	e Little to a residencia se se no	EX 2 TO SECURE THE HEAT TO THE
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(海島地)海岸市地区(北部)		· · · · · · · · · · · · · · · · · · ·	A Comment of the Comm		net marked white of the latest

BAHAMAS

Country:

Province 5

Urban areas

Rural areas

Female (F)

TOTAL (MF)

Male (M)

Female (F)

TOTAL (MF)

TOTAL (MF)

Male (M)

Female (F)

Male (M)

Hart the state of 謝鮮Col.1龍閣 祝藤 Col.2聖器 富龍 Col.3 編章 塔兰 Col.4 学 はは Col.5 福 Col.10 colsicals Col.11 -calacals Col.12 New entrants of all ages New entrants of primary school entrance age 2 School entrance AIR (Apparent Gender Parity Index Add Province Total Public Private age population Intake rate) (Net Intake rate) AIR NIR | 接換 Total 编作 | 操作 Public 線線 | 性 Private 温等 **非100年至100日** 1,263 1.0 NATIONAL建設 TOTAL (MF)等 5,729 4.466 5.728 100.0 100.0 1.0 5,728 4.466 1,262 (The whole Male (M) 2,854 2,238 2.854 2,238 616 2.854 100.0 100.0 Higherman in 616 country) 2.874 2.228 2.875 2.228 647 2.874 646 100.0 100.0 Province 1 套要 TOTAL (MF) 382 2.823 1,039 3.844 1.021 3,862 1.0 2.823 9.9 99.5 1.0 New Male (M) 1,885 1,388 508 1,885 1,388 497 1.896 99.4 99.4 524 Providence Female (F) 1,959 1.435 531 1.959 1,435 1,966 99.6 99.6 Province 2 TOTAL (MF) 223 1.865 100.0 100.1 1.0 1.0 1,866 1,643 1,868 1,644 224 Rest of The Male (M) 958 850 108 959 850 109 958 100.0 100.1 Bahamas .... 908 1793 909 794 115 100.0 100.0 Female (F) 115 908 Province 3 TOTAL (MF) #DIV/01 #DIV/01 #DIV/01 #DIV/01 Male (M) #DIV/0! #DIV/01 #DIV/0! #DIV/01 Female (F) #DIV/01 #DIV/01 #DIV/01 #DIV/0! Province 4 TOTAL (MF) Male (M) #DIV/0! #DIV/01

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1995

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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:

Department of Statistics

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

7.793

Country:		BAHA			11.517.43		Year:	1996				
								yer intermedial			Col	(2
						*編 Col.7 計画		Col.9		Col.11 -catacas	Gender P	
Add Provin	nce Alleria	議論議議 New	entrants of all	ages during the	New entrants	of primary school	entrance age	School entrance	AIR (Apparent	NIR .		The same of the sa
小叶 1959 · 中国社会自然基础	指字都可往所認為如果時期许		The same of the sa	THE RESERVE AND ADDRESS OF THE PERSON NAMED IN	A REAL PROPERTY AND ADDRESS OF THE PARTY.	Name and Address of the Owner, where the Parket of the Owner, where the Parket of the Owner, where the Owner, which is	歌 Private 温			(Net Intake rate)		NIR
	TOTAL (MF)	5,584	4.274		5,584					100.0		1.0
	《Male (M)》	2,792	2.137		2,792		655	and the second s			4.1	
CONTRACTOR OF THE PARTY OF THE	Female (F)	2,792	2.137		2,792		655	2,792		100.0	_	
Province 1	TOTAL (MF)	4,433	3.094	1,339	4,433	3,094	1,339			84.6	1.1	1.1
New	Male (M)	2,496	1.867	609	2,496	1,887	609	3,023	82.6	82.6	47	
Providence 14	3 Female (F)	1,937	1.207	6,618	1,937	1.207	6,618	2.220		87.3		
Province 2	TOTAL (MF)	1,301	1,180	121	1,301	1,180	121	803	162.0	162.0	1.2	1.2
Rest of The	Male (M)	296	250	46	296	250	46	231	128.1	128.1	7	
Bahamas	Female (F)	855	1930	75	855	930	75	572	149.5	149.5	bill enthance	
Province 3	TOTAL (MF)								#DIV/01	#DIV/01	#DIV/01	#DIV/01
The state of the s	Male (M)								#DIV/01	#DIV/0!		
7世纪11月1日	Female (F)								#DIV/01	#DIV/01	1	
Province 4	TOTAL (MF)								#DIV/01	#DIV/01	#D[V/0]	#DTV/0
1. 法明确:	: Male (M)								#DIV/01	#DIV/01		
Feet 422 150	Female (F)								#DIV/01	#DIV/01	1	
Province 5	TOTAL (MF)								#DIV/01	#DIV/01	#DIV/01	#DIV/0
1. 种种的	Male (M)								#DIV/01	#DIV/01	- Contraction of the Contraction	
19. 加华,对北洋军	Female (F)				-				#DIV/01			
Urban areas	TOTAL (MF) -						<b></b>		#DIV/01	The state of the s	#DIV/01	#DIV/0
CHE HOUSE	Male (M)			1			1		#DIV/01	#DIV/01		
# 15 TO 15 T	Female (F)			1					#DIV/01	#DIV/01		
Rural areas	TOTAL (MF)								#DIV/01	#DIV/01	#DIV/01	#DIV/0
2000年	Male (M)								#DIV/01	#DIV/01		
1. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	Female (E)								#D0//01	#D0//01	41 0	

1. By Private is meant nere an educational institutions not operated by a public authority, whether or not it receives infancial support from such authority.	normes.
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:		BAHA	MAS				Year	1997				Max I
CO.1 91	排除 Col.2 建氯	能够 Col.3 路線	Col.4	Col.54	高級 Col.6 经经	音響 Col.7高級	Cd.8	製料 Col.9 新報	Col.10 -calacala	Col.11 -calercale	Col.	12
Add Provin	ice					of primary school		School entrance	AIR (Apparent	(Net Intake rate)	Gender P	arity Index
NATIONALE	TOTAL (MF)	5,667	4.419		5,667	4,419	1,248			100.0	1.0	1.0
	系Male (M)溶胶	2,868			2,868	2,255	613		100.0	100.0	(10%)温馨园	<b>司旗行</b> 编
	Female (F)		2,164	635	2.799	2,164	635			100.0	The state of the s	作的更新特
Province 1	TOTAL (MF)	3,779	2,844		3,779	2,844	935			100.0	1.0	1.0
	Male (M)	1,896	1.442		1,898	1,442	456			100.0	Ber Et	97.25.00
	Female (F)	1,881	1.402		1,881	1,402	479	1,881	100.0	100.0	See Trans	Minne, A.
Province 2条数	TOTAL (MF)等	1,888	1,575		1,888	1,575	313	1,886	100.1	100.1	1.0	1.0
Rest of The	《Male (M)家商	970	813	157	970	813	157	969	100.1	100.1	10, 21, 31	
Bahamas 1999	参Female (F)等	918	▶762	158	918	762	158	917	100.1	100.1	All Arthres	test of the
Province 3	TOTAL (MF)								#DIV/01	#DIV/01	#D[V/0]	#DIV/0!
	i Male (M) 総統								#DIV/01	#DIV/0!	17:50	attenda a f
10000000000000000000000000000000000000	Female (F) 5								#DIV/01	#DIV/01	1	13. 50 13
Province 4	TOTAL (MF)								#DIV/01	#DIV/01	#DIV/01	#DIV/0
10.121.2010	②Male (M)查到								#DIV/0!	#DIV/01	a grown	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
即是一种	至Female (F)等			1					#DIV/01	#DIV/0!	14 - 5-12	market 6
Province 5	TOTAL (MF)								#DIV/0!	#DIV/0!	#DIV/01	#DIV/0
14、影響電腦	Male (M) 通常								#DIV/01	#DIV/01	4 6	
THE SECTION OF THE SE	Female (F)								#DIV/01	#DIV/01	, ,	
Urban areas	TOTAL (MF)								#DIV/01	#DIV/01	#DIV/01	#DIV/0
The state of the s	Male (M)								#DIV/01	#DIV/0!		
心用經經路數數	Female (F) ≊								#DIV/01	#DIV/01		
Rural areas	TOTAL (MF)								#DIV/01	#DIV/0!	#DIV/01	#DIV/0
位2010年120年1	Male (M) 强烈								#DIV/01	#DIV/01	(4: 34)	200
行作時候都有特別	Female (F)								#DIV/01	#DIV/01	Special Co.	1

<sup>1.</sup> 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	
Department of Statistics	
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#### 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 if 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

	AL	L BAHAM	AS	NEV	V PROVIDI	ENCE	RES'	T OF BAH	AMAS
YEAR	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

County				(2) [2] (E)					可能够明确等的		File	
		BAHAI					Year:	1990	The heart series		at to	E G
Col 1	操作Co.! 2 神经	HAT CO! 3 HE	* Col.4	Col.5	Col.6	A Col.7	Col.8	Col.9	Col. 10 = Col 3/Cc19	Ccl.11=Colexxxl9	Col.	2
Add Pro						f official primar	y school age	Official school-	GER (Gross	W NER (Net	Gender Pa	rity in tex
HERMENHEN		Total W	A Publiciti	Pr vate	WA Total	海 Public 集	Private 1"	age population 2	errolment ratio)	NER (Net	GER	NER
MATIONAL NA	TOTAL (MF)		23,864	7,699		23,712	7,630		97.4	96.7	0.9	1.
The whole	材 Nale (M) 概题	17,268	12,386	4,862	15,933	12,231	3,702	16,472	104.8	96.7		
ocuntry) 標準	il Female (F)	14,295	11,478	2.817	15,409	11,481	3,928	15,947	89.6	96.6	0.13	-
rovince 1 5	TOTAL (MF)	20,755	14,904	5,851	20.771	14,876	5,895	The second second second second second	98.1	98.1	1.0	1.
ewa	Male (M)	10,498	7,501	2,997	10,591	7,699	2,892	10,735	97.8	518.7		1
rovidence	Fema e (F)	10,247	7,303	2,944	10.180	7,177	3,003	10,432	98.2	97.6		
rovince 2縣	TOTAL (MF)	10,608	8,761	1,847	10,571	8,836	1,735	11,252	94.3	93.9	0.9	1
lest of The	Male (M)	5,550	4,585			4,532	810		96.7	93.1		
	Female (F)	5.058	4,176	882	5,229	4,304	925	5,515	91.7	54.8		
	TOTAL (MF)								#REF!	#REF!	#REF!	#F!E
	Male (M)								#REF!	#REF!		
	Female (F)	<u> </u>							#REF!	#REF! #DI\//0!	#DIV/0!	#504
Province 4	TOTAL (MF)								#DIV:0!	#DI\//0!	#.DIV/III	#DIV/
	Male (M)								#DIV/0!	#DI\//0!		
Province 5	TOTAL (MF)				<del> </del>				#DIV:01	#DI\//0!	#DIV/0!	#DIV/
A	Male (M)								#DIV:0!	#DI\//0!	#.DIV/O	#DIV/
	Female (F)								#DIV:0!	#DI\//0!		
	TOTAL (MF)				<del></del>				#DIV/0!	#DI\//0!	#DIV/0!	#DIV/
The falle	Male (M)								1ºDIV:'0!	#DIV/0!	W.557 87131	1 10107
IN IN	Female (F)								#DIV:'0!	#DI\//0!	1	
Rural areas	TOTAL (MF)								#DIV:/0!	#DA//0!	#.DIV/0!	#DIV/
	Male (M)								#DIV/0!	#DI\//0!		
。 神经神事心的	Female (F)								#DIV:/0!	#DI\//0!	1	

法國際際目的數學目 「新年 Col 加州罗列	海海市的中央市场	<b>州州北州城州</b> (南)	<b>等性的。1月中的</b>	12 14 14 15 16 16 16 16 16 16 16 16 16 16 16 16 16			Year:	1991				6
COL THEFE ST	CAN DE		State Contraction	AND COLUMN	WINDS COLORED	数数使逐渐度到海州 ctalls Col. Zinner	HINTS IN		Col 10-col 3/col 9	-Col.11=cx6/cx19	Col.1	0
	- Still de te te de de							Official school	Name and Address of the Owner, where the Party of the Owner, where the Party of the Owner, where the Party of the Owner, where the Owner, which the Owner, whic	THE RESIDENCE BOTH SHOWING THE REAL		
Add Provinc		題 Total a	Fublic	Britate !!!	Ett Total 200	Hit Dublic whi	H Private	age population	GER (Gross enrolment ratio)	NER (Net	Gender Pa	NER
ATIONAL	TOTAL (ME)	32,631	24,497	8,134	32,632	24,498	8,134	32,745	99.7	99.7	0.8	0.8
	Male (M)	The second second second	12,619	3,976	16,594	12,619	3,975	12,652	131.2	131.2	1 1 1 7	0.0
The Whole Country)	Female (F)	16,037	11,678	4.159	16,038	11,879	4,159	16,093	99.7	99.7		
	TOTAL (MF)	21,576	15,500	6,076	23,552	17,469	6,083	21,542	100.2	109.3	1.1	1.0
rovince 1	Male (M)		7,984	2,380	11,976	8,997	2,979	10,941	94.7	109.5		
间接的别路图	Female (F)	11,212	7,516	3,695	11,576	8.472	3,104	10,601	105.8	109.2	l	
	TOTALI(MF)H	11,055		2,058	9,080	7,029	2,051	11,203	98.7	81.0	0.2	0.3
est of The	Male (M)		4,635	1,595	4,978	3,622	996	1,711	364.2	290.9		
ahamas 特种的	Female (F)	4,825	4,362	463	4,102	3,407	1,055	5,492	87.9	74,7	L	
rovince 3	TOTAL (MF)								#I)IV/0!	1#DIV:/0!	#DIV:'0!	#DIV/0:
[2] [1] [2] [3] [4]	Male (M)								#DI\//0!	#DIV:/0!		
	Female (F)							- (	#I)IV/0!	1tDIV:/0!		
rovince 4	TOTAL (MF)								#12/11/01	#DIV/0!	#DIV/0!	#DIV/0i
	Male (M)								#DIV/0! #DIV/0!	#DIV:/0!		
COLUMN SECTION	TOTAL (MF)								#12/1//01	#DIV:0!	#CIV:'0!	#DIV/0:
	Male (M)								#12/11/0!	#DIV:0!	#210,0:	HDIV/U
山路川間田	Female (F)								#DIV/0!	1/DIV/0!	1	
rtan areas 3 13	TOTAL (MF)	<del></del>							#1211//01	#DIV:0!	#DIV:0!	#DIV/0:
Mas Sulla	Male (M)								#1211//01	#DIV:0!	W218,01	HDIVIO:
	Female (F)								#10/1//01	#DIV:01	1	
tural areas with	TOTAL!(MF)								#12/1\//0!	1fDIV/0!	#DIV/0!	#DIV/0!
Rural areas	Male (M)								#DI\//0!	3#D[V:/0!		
是重用的門	Female (F)								#DI\//01	1#DIV:/0!		

Ú.	和特別共同的	国自己并在神经企				المعاد والمعادلة المعادلة	under have below			1000年1月1日			
1	TABLE 4: Ir	ndicators 5 and	6 - Gross an	d net enroin	nerit ratios iri	primary educ	ation	logal land of	17 150 113	10000000000000000000000000000000000000		Miles es	1
		<b>展開制到</b>	的方面的特殊的	<b>李哲对的特别的</b>	法可透明知识的社会		第14年	PER TENTE	4.	1. 经利用的银行	<b>国际</b> 国际	44	
ă		1	BAHA			1551	<b>数据的</b>	Year:	1992	Plane Hall Hillian	Campion Links	A day	1 1 1
選	翻觸翻觸	Batchelland balleng H	BENDAM BURNING	學科技學學學學	の世界が大きない	CHEST & J. ESS.	走得非正式和	新聞」原應計划	Texas results at a said	的問題相對新加快。	Man Harris	41.	100
		機能 Cal 2 解别	HE Co. 3 Ital	路校 Col. 4 th	個的 Col.5转	☆\$ Col.6 計算	地 Col. 7:流体	* Col. 8.	Saft Col. 9 (4)Bit	Col. 10 = Col. 3/Cc19	*Cc1.11 = Col.6/Col.9	1. Col.	2 :
Y.	Add Pro	vince William	# Tctal	enrolment (al	l'ages) Miste	Enrolment	f official prima	y school acie	Official school-A	GER (Gross	NER (Net	Gender Pa	rity In tev
2	Add Pro	THE STATE OF THE S					名 Public 料		age population 2	enrolment ratio)	er rolment ratio	GER	NER
意	NATIONALIES	TOTAL (ME)	32,784	25,202	Annual Security Secur	32,785	COMMUNICATION STATEMENT CONTRACTOR PROPERTY AND ADDRESS OF	CONTRACTOR SECURITY AND ADDRESS OF THE PARTY OF		96.3	96.3	1.0	1.0
3	(The Whola	Male (M)	16,667	12,910	the same and the same of the same of	16,668	The second limited in contract of the last of			99.2	519.2	700 B	
100		Female (F)	16,117	12,292		16,117	11.879	Committee and the committee of the commi		99.3	\$19.3		
	Province 1187	TOTAL (ME)	22,079	18,152	6,000	22,227	17,459	5,883	21,858	107.0	101.7	1.1	1.2
8		Wale (M)	10,512	9,284	2,247	10,505	€,997	2,951	11,104	94.7	\$14.6		
	Providence	Female (F)	11,567	8,868	3,754	11,722	€,472	2,922	10,754	107.6	109.0		
1				7,050	white person persons in the section of	10,558		2,251	The second second second second	95.8	\$4.5	1.1	0.7
激		Whale (M)	4,155	3,626	and the second s	Committee former seasons and the contract of	Contract Science and Colonia Service.	Comments insured company or particular	and the contract of the contra	73.0	1(18.3		
喜		in Female (F)	4,550	3,424	71	4,395	3,407	1,237	5,483	83.0	₹:0.2		
000	Province 3	TOTAL (MF)								#DIV:/01	#DI\//0!	#.DIV/0!	#DIV/0!
		Male (M)								#\DIV;'0!	#DN//0!		
6)	the party of the P	i Female (F)			<b></b>		<del></del>			#4DIV;/0!	#D/\//0!		
	Province 4	TOTAL (MF)	<b></b> _							#DIV/0!	#DI\//0!	#.DIV/0!	#DIV/0!
1		"Male (M)								#DIV:'0!	#DN//0!		
	语用 <b>物制</b> 解	Female (F)		<del> </del>	<del> </del>					#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
100	Province 5 法	TOTAL (MF)						<del></del>		#DIV:01	#DI\//0!	#1018/10:	#DIVINI
1		Female (F)								#DIV:0!	#01//0!	1	
5	Urtan areas	TOTAL (MF)			<del></del>		<del> </del>		<del> </del>	#!DIV:/01	#DI\//0!	#.DIV/0!	#DIV/0!
i.		Male (M):								#DIV:01	#DIV/0!	W.DIV/II	more to
4		Fema'e (F)								#DIV:0!	#DIV/01		
4	Rural areas	TOTAL (MF)	T		<b> </b>				T	#DIV:/0!	#DA//0!	#.DIV/0!	#DIV/0!
										#DIV:'0!	#D/\//0!		
0		Female (F)								#DIV:/0!	#D/\//0!		
1		meant hera all edu	Talk ( Zer )	hat their rai	Jan Barker			L		4.2 (2.2)	Commence of the		
100	1. By 'Prvata' is	meant here all edu	cational institution	ne not operated t	by a putilic autho	ity, whether or not	It receives financi	al support from su	ch authorities.	113.63		1	
1	到陸剝間	附屬自胸	就的非开作	<b>建设制</b> 20世	<b>建筑建筑</b> 的	SEPTEMENT.	A Paris Service	控制。据判为			fr. 7-rates of affi		
16	<b>阿斯斯斯斯斯</b>	<b>经</b> 机制度 持續	Starting act	<u></u>	Ending age :		10018.000		L. Seden Library St. Sch.				
	E HALL OF HALLING	y tichnol age . 并以是自己	Helly to the	Ļ	J. 12711.4		1 1 1 1 1 1 1 1 1 1	14		Property and the second	March Strategy		
1	BOAT FINDS A TELEFORM	Department of Ste											
1		List parameter 21 Ott											

County :		BAHAI	NAS			<b>建</b> 植 (新) (4)	Year	1993	1216季 甘茅州		Til in	e.
计对应问题 计对例例	in salukutan historia	circle de la company	Managements Co. Siles	e Harrison The				Service of the servic	小時時時時		11-15	P 34 1
W Col 13 WE	Mint Col 2 Mail	性 Col 3 世	IN Col. 4xt	恒星 Col.5 社》	Col.6tm	章 Col.7次外	本 Col.8 智	2012 Col.91/164	Col. 10 = Col. 3/Cc19	Cc1.11 = Col6/col9	Col.	2
CALL STREET, SALES	S. Mill Street Contract of the Street			lment (all ages)詞語	Enrolment of			Official school		秀 NER (Net	Gender Pa	dhe In In
Add Pro	Vince Miles	METOGOR!	Publicati	Private J		er Public Sa	@ Private 12	age population	GER (Gross enrolment ratio)	er rolment ratio	GER	NEF
MATIONALISM	TOTAL (MF)	32,477	24,371				10,106		97.7	103.7	1.0	141-1
	M Male (M)	16,434	12,475		Company of Persons in Contrast of Street, or other Desires or other Desire	12,476	3,959	16,889	97.3	97.3	नागायपुत्र	8,757.7
C'Intri	ti Female (F)	16,043	11,896			11,897	6,147	16,352	98.1	170.3	100	
rovince 1 Ms.	TOTAL (ME)	21,764	15,480		22,032	15,558	6,552	22,117	98.4	59.6	1.0	_
lew and light	「OTAL (MF)計 ど Male (M)機 質 Female (F)日	10,902	7,889	Committee of the Commit		7,929	3,161	11,223	97.1	98.7		
rovidence	Female (F)	10,862	7,591	3,221	10,956	7.629	3,365	10,894	99.7	100.6		
ravince 2 2	TOTAL (MF) SE	10,763	8,947	1,821	12,447	€,815	3,554	11,144	96,6	111.7	1.0	
ent of The	Male (M)	5,532	4,585	895	5,359	4,547	798	5,676	97.5	\$14.4		-
Baliamas!	Female (F)	5,231	4,361	925	7.088	4,268	2,782	5,468	95.7	129.6		
rovince 3 18	TOTAL (MF)								#DIV:'0!	#DI\//0!	#.DIV/\)!	#DI
11度181度	Male (M) (S. )								#DIV:'0!	#DI\//01		7.00
机械树地	Female (F)							- 1	#DIV:'0!	#DI\//0!		,
rovince 4	TOTAL (MF)-I								#DIV;'0!	#DI\//0!	#DIV/0!	#DI
孔陰則 [[6]	Male (M)								#DIV:'01	#DI\//01		
祖山南北岸沿川城	Female (F)			<del> </del>					#DIV:/0!	#DI\//0!		
revince 5	TOTAL (MF)								#DIV:/0!	#DI\//0!	#.DIV/0!	#DI
	Male (M)								#DIV:/0! #DIV:/0!	#DI\//0! #DI\//0!		4
stiller, Basiline.	Female (F)				<del> </del>				#DIV/0!		4507/27	400
ulas a like	Wole (MF)								#DIV:0!	#DI\//0! #DI\//0!	#DIV/0!	#DI
劉脸證劉尼	TOTAL (MF): Male (M)				<del> </del>				#DIV:0!	#DIV/0!		
June acesses	TOTAL (MF)				<del> </del>				#DIV:0!	#DI\//0!	#DIV/0!	400
ALLE ALLE	is Male: (M) 95%								#DIV:0!	#DI\//0!	#.017/0:	#DI
到1750年15月11年	Male (M)								#DIV:0!	#DI\//0!		

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

Country:		BAHAMAS		Year:			1994					
Col.1	Col.2	Col.3	Col.4	Col.5	2 Col.6	Col.7	Col.8	Col.9	Col.10 = Col.3/Col.9	Cal.11 = Cal.6/Cal.9	Col.1	12
Add Pro	vince Timb	nce Total enrolm		ages)			Official school-	GER (Gross	NER (Net	Gender Parity Index		
ME UNTURN		Total	Public	Private 1	Total	Public	Private 1	age population 2	enrolment ratio)	enrolment ratio	GER	NER
NATIONAL	TOTAL (MF)	33,175	24,945	€.227	31,174	23,569	7.605	34,405	96.4	90.6	1.0	#DIV/01
(The whole	Male (M)	16,825	12,782	4,043				16,939	99.3	0.0	7	
country)	Female (F)	16,345	12 165	4,183				16 457	99.3	0.0		
Province 1.	TOTAL (MF)	22,760	15,555	7,202	20 496	14,514	5,952	22,358	101.7	91.5	1.1	#DIV/0!
New 1	Male (M)	11,090	7,929	3,161				11,339	97.8	0.0		
Providence :	Female (F)	11,670	7,629	4 Cr41				11,049	105.6	0.0		
Province 21	TOTAL (MF)	10,415	8,390	1,025	12.573	10,434	2.245	13,015	80.0	57.4	3.0	#DIV/01
Rest of The	Male (M)	5,735	4,853	852				5,600	102.4	0.0	7	
Bahamas :::	Female (F)	4,680	4,537	143				5,415	86.4	0.0		
Province 3:	TOTAL (MF)								#DIV/01	#DIV/01	#D/V/01	#DIV/0!
100	Male (M)								#DIV/0!	10/VIC#		
4-	Female (F)								#DIV/01	#DIV/0!		
Province 4	TOTAL (MF)								#DIV/01	#DIV/0I	#DIV/0!	#DIV/01
	Male (MA)								#DIV/01	#DIV/01		
112 112	Female (F)								#DIV/0!	#DIV/01		
Province 5	TOTAL (MF)								#DIV/01	#DIV/0!	#DIV/01	#DIV/01
	Male (M)								#DIV/01	#DIV/01		
	Female (F)								#DIV/01	#DIV/01		
Urban areas	TOTAL (MF)								#DIV/01	#DIV/0!	#DIV/01	#DIV/0!
4 +	Male (M)								#DIV/01	#DIV/01		11-11-11-11-11-11-11-11-11-11-11-11-11-
3 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Female (F)								#DIV/01	#D/V/01		
Rural areas	TOTAL (MF)								#DIV/0!	#DIV(01	#DIV/01	#D!V/0!
TI, 44 E.	Male (M)								#DIV/0!	#DIV/0!		
334 744	Female (F)								#DIV/0!	#D/V/01		

2. Official primar	ry school age :	Starting age :	Ending age :	
Data sources ;	Department of St	atistics		

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.

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

Country:			Year:		1995	· 图 1.00 · 图 (8 · 图 ) · 。						
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col. 10 = Col.3/Col.9	Cal.11 = Cal.6/Cal.9	Col.12	
Add Pro	A STATE OF THE STA	Total er	nrolment (all	ages)	Enrolment of	official primary	school age	Official school-	GER (Gross	NER (Net	Gender Pr	arity Index
Add Pro	The state of	Total	Public	Private 1	Total	Public	Private 1	age population 2	enrolment ratio)	enrolment ratio	GER	NER
NATIONAL	TOTAL (MF)	34,378	26,800	7.575	34,350	26,801	7.579		102.5	102.5	1.0	1.0
(The whole	Male (M)	17,128	13,430	3,698	17.128	13,431	3 695	16,958	3.001	3.001		
country)	Female (F)	17,250	13,370	3,550	17,251	13,370	3.854	16,557	104.1	104.1		
Province 1	TOTAL (MF)	25,253	16,937	8,316	23,171	16,937	€ 234	22,385	112.8	103.5	1.1	1.1
New	Male (M)	11,373	5,325	3,045	11.373	8.328	3.045	11,339	100.3	100.3		
Providence	Female (F)	11,798	6,609	3,189	11 798	F 607			106.8	106.8		
Province 2	TOTAL (MF)	9,125	6,863	738				13,018	70.1	0.0	1.0	#DIV/0!
Rest of The	Male (M)	5,755	5,102	653				5,600	102.8	0.0		
Bahamas	Female (F)	5,452	4,761	691				5.415	100.6	0.0		
Province 3	TOTAL (MF)								#DIV/01	#DIV/01	#DIV/0!	#DIV/01
	Male (M)								#DIV/01	#DIV/0!		
	Female (F)								10/VIC#	#DIV/01		
Province 4	TOTAL (MF)								#DIV/01	#DIV/0!	#DIV/01	#DIV/01
	Male (M)								#DIV/0!	#DIV/01		
46.77	Female (F)								#DIV/01	#DIV/01		
Province 5	TOTAL (MF)								#DIV/01	#DIV/0!	#DIV/01	#DIV/0!
11.	Male (M)								#DIV/01	#DIV/01		-
	Female (F)								#DIV/0!	#DIV/0!		
Urban areas	TOTAL (MF)								#DIV/01	#DIV/0!	#DfV/0!	#DIV/01
	Male (M)								#DIV/0!	#DIV/0!		
100	Female (F)								#DIV/01	#DIV/0i		
Rural areas	TOTAL (MF)								#DIV/01	#D\$V/01	#DIV/01	#DIV/01
	Male (M)								#DIV/01	#DIV/01		
	Female (F)								#D!V/0!	#DIV/0!	1	

Data source	Department of Statistics
2. Official pr	Imary school age : Starting age : Ending age :
By 'Priva	ate' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

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

Country:	ignigat at land on		Year:			1996		Description of the second				
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 Pro	vince	Total angulment (all ages)		Enrolment of	official prima	ry school age	Official school-	GER (Gross	NER (Net	Gender Parity Index		
111	强烈 沙龙生	Total	Public	Private 1	Total	Public	Private 1	age population 2	enrolment ratio)	enrolment ratio	GER	NER
NATIONAL	TOTAL (MF)	33,512	25,537	7,975				33,885	98.9	0.0	1.0	#DIV/01
(The whole	Male (M)	16,576	12,768	3,987				17,150	96.7	0.0		
country)	Female (F)	16,576	12,765	3,935				17,165	96.5	0.0		
Province 1	TOTAL (MF)	22,845	16,319	6,535	19.885			23,551	97.0	84.4	1.0	1.0
New	Male (M)	11,242	8,159	3,267	7,54			11,901	94.5	63.4		
Providence	Female (F)	11,243	6,160	3,268	7.255			11,650	96.5	62,3		
Province 2	TOTAL (MF)	10,667	9,218	1,449				10,764	98.9	0.0	0.9	#D[V/0!
Rest of The	Male (M)	5,334	4,609	725				5,249	101.6	0.0		
Bahamas 11	Female (F)	5,333	4,609	724				E.535	96.4	0.0	1	
Province 3	TOTAL (MF)								#DIV/01	#DIV/01	#DIV/01	#DIV/01
	Male (M)								#DIV/01	#DIV/01		
	Female (F)							1	#DIV/0!	#DIV/01		
Province 4	TOTAL (MF)								#D!V/01	#DIV/01	#DIV/01	#DIV/0!
	Male (M)								#DIV/0!	#DIV/01		
	Female (F)								#DIV/01	#DIV/0!		
Province 5	TOTAL (MF)								#DIV/01	#DIV/01	10/VIC#	#DIV/01
	Male (M)								#DIV/01	#DIV/0!		
	Female (F)								#DIV/0!	10/VIG#		
Urban areas	TOTAL (MF)						1		#DIV/0!	#DIV/0!	#D[V/0!	#DIV/01
	Male (M)								#DIV/01	#DIV/0!		
	Female (F)	,							#DIV/01	#DIV/01		
Rural areas	TOTAL (MF)								#DIV/01	#D[√/0]	#D!V/0!	#DIV/0!
_	Male (M)								#DIV/01	#DIV/01		
	Female (F)								#DIV/0!	#DfV/0!		

By 'Private' is meant here all e	educational Institutions not operated by a public authority, whether or not it receives financial support from such authorities.
2. Official primary echool age :	Starting age : Ending age :
Data sources : Department of S	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 universilisation 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 in1997 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)	147
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

。 第一个大学,我们就是一个人们的一个人,我们就是一个人的,我们就是一个人的,我们们的一个人的,我们们的一个人的,我们就是一个人的,我们就是一个人的人,我们就是一个人 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 BAHAMAS 1990 计相應Col.2 計劃計畫與印管Col.3 影響報酬 泰爾納拉Col.以其機關 500 1 (CLP) Public current exp. and prinary ed as % of total public current exp. or ed. Total public burrent aTotal enrolment expenditure on the primary education as for education विकासिका । Year **计划的通过的 计数据数据 电影的 电影的** 计问题的影响时 经数据的证据的证据 103.227.227 31 342 2 676 255.048 42.0 1698570.0 13822247.6 1990 45,455,432 BOX 12 HOUSE CONTINUE TO BE THE PROPERTY OF THE OFFICE AND STREET AND THE PROPERTY OF THE PROP 4.643.357 110,563,255 32 632 259.561 4.2 #DIV/01 #IDIV/01 1991 **拉拉马加州** 1710 司室計算部部的具具相關 1992 5,103,477 121,511,353 32.785 2€4.224 5.0 #DIV/01 #DIV/0t 101.065.493 34.479 269.012 1993 1.515.982 #IREF! #DIV/01 #IDIV/01 医乳腺 对关的 化克朗 网络巴西西斯 计图片 医乳肿 经工程 医生物 #IDIV/01 4,484,486 117,807,000 33,175 273,905 3.4 #D(V/01 1994 34,380 278.867 118,731,000 4.2 #DIV/01 1995 5.021,326 #IDIV/01 中国民族的开始的农民国、自然共和 1996 1,793,520 136,087,000 79.883 283,666 1.3 #DIV/01 #IDIV/01 THE ST mid life species 1861 **《新日本日本教授》** #DIV/01 #IDIV/01 60.512 288,467 13.4 1997 21,045,300 157,172,030 图 对于图 计 图 制造制度 化 化 图 制造图 海河南海 温河流湖 自己的 经基础 医 是限的可以行行的特色 293,261 #DIV/0! #DIV/01 #IDIV/01 1998 **计影片 医自动动脉 国财产的** 298,050 #DIV/OL #DIV/01 1999 . #DIV/01 **建建筑的**加坡。 302,836 #E)IV/01 #DIV/01 #IDIV/01 2000\*

Dala 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 SELECTION OF SERVICE Country: **EAHAMAS** Col.1 [中間 中間時間 Col.2 影響時間 電影時後 Col.3 影響時間 電影群立の文計機構 計機機多さが、5 接触形 漫響情である。自動影響「影響をCol.7 をごとなる」機能性とある。それでは一定には、19 Public Current Total public current Total enrolment expenditure in Primary and Primary enrolment on education is seducation. Plb councit op in Plb council Replacement (Plb council Replacement of Plb c Year 114,493,002 1990 0.0 #DI'V/01 #IDIV/01 SECTION TEN 106,959,717 1991 0.0 #DIV/01 #IDIV/01 **拉图表证据 周期之 化胶 形型 临**行 100,554,412 1992 0.0 #DIV/01 #IDIV/0! · 中国的特别是自己的特别。 EN CALCADA DA SINDI LA CALCADA DE LA CALCADA 一人公共第一位 图 105,000,000 1993 0.0 #DIV/01 #IDIV/01 12 17日本協制選集的高工法 国际国际 119,112,173 1994 0.0 #DIV/01 #DIV/01 **电影和特别** [48] 医中央变长期。日本特别的特别,在特别的日本的 1995 110,340,393 0.0 #DIV/01 #IDIV/01 群岛 探討 医骨髓 计算数据 经产品 医中枢 医自己性神经 医神经性神经 拉列克特特人名英格兰英格兰英语 1996 110,312,173 0.0 #DIV/01 #IDIV/01 148,300,000 0.0 #D[V/0] #IDIV/0! 1997 BIG WILL #DIV/01 #DIV/0! #IDIV/01 1998 #ENVIO! #DIV/0! #ID[V/01 1999 製制等作品 2000\* #DIV/0! #DIV/0! #IDIV/01 Data socios Department of Statistics

TABLE 5: Indi	cators 7 and 8 - Pu	ablic expenditure on	primary educatio	n as percentage o	of GNP and of total	public expenditure on edu	cation (all levels):	and
713	Public current e		ry education per	pupil as percentag		al Product (GNP) per capit	ta	
Country:		EAHAMAS	INTERNAL BALLETON BURNEY			YCT7= 1,	國際國際公司 1993	
and the milester	<b>文书结构制图图</b>	相談[[整計器]] 是ANAMAS	NAME OF PERSONS				1992	
Col.1	基的模型Col 2基础部	相時间Col.3 测量数	概報 Dol 公司 阿爾	刺翻網50(5頭腳馬	II 特別公式 6 開華創	MIRCHARCO 2+Cd3 MIR	Col.8 Co3+Col.6;	Col. (1 (Ccl 2-Cal.)/(cal.51-2a.6)
113	2 Public current	Total public surrent	Total enrolment	Gross rational	I和Micion Mile	Public current exp. on i	Public current	Public unantary
Year	primary education	erpendit re on extration	Cheston 1	product (CNP)	Fopulation:	primary ed as % of total public current exp. on ed.	ed a Xor GNP	on primary ad parapubli as % of GNP are cap to
Sup.	ESREELE MANAGE	26处约数数据的 66%			利服器器	/常的問題和 新聞		
1990	A STATE OF THE PARTY OF THE PAR	103,227,227	e at laboration to be well to a be	2.756	255	0.0	0.0	10/VICI#
1991	是強性國際問題	110,563,255	36.951	<u>新國國際的國際經濟</u> 2.799	259		是認過重型問題的基礎可能 0.0	0.0
1331		THE PROPERTY OF THE PROPERTY O		<b>利阿德斯斯斯</b>	TESTER STREET		STATE FOR THE STATE OF THE STAT	MATERIAL STATE OF THE REST
1992	THE STATE OF THE PARTY OF THE P	121,511,353	36,413	2,779	264	0.0	0.0	0.0
TO THE	<b>副名字</b> [[4]	和编建作出的学		開始的問題同意問	TIAN I MELLINIS HE	<b>特别是生剂到多种。</b>	計學的對於	<b>排程制是19月至19月</b>
1993	STATE OF THE PERSONS	101,005,493	37.042	2,964	269	0.0	0.0	0.0
1994	型透透照透透透	<b>金銀石製を製を設める機能を</b>	家居熟品和创建打	2.972	273		0.0	1500 (21 ) [20 ]
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\*(E:\$ Mills)

#### 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 pursing the in-service diploma in education offered at COB.

# TABLE 6-A

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

	그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그	MUM REMENT	WITHOUT REQUI	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

5	TRA	INED	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	
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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

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

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Data sources . Department of Statistics

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

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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 = Cal.2/Cal.5	Cal.9 = Cal.3/Cal.6	Col. 10 = Ca.4/Ca.7			
Add 1	To	otal enrolment		Total r	Total number of teachers			Pupil-teacher ratios				
Province	- Total	Public	Private 1	Total	Public	Private 1	Total	Public	Private 1			
NATIONAL												
(The whole	37,469	27,283	10.136				#DIV/01	#DIV/01	#DIV/01			
country)									19.5			
Province 1								7 2000	7 7 7 7			
New	13.836	16,317	2,519				#DIV/01	#DIV/01	#DIV/01			
Providence								Commence of the	5 - 5 5 5			
Province 2			Lance Land				1 1 1 1	4 1 1	47.			
Rest of The	51,305	37,119	14,186				#DIV/01	#DIV/01	#DIV/01			
Bahamas								7	- W. T.			
Province 3					4		2 24 1	v in this	Jan Jarel .			
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TABLE 7: Indicator	s 11 - Pu	pil-teacher	ratios in	primary	education
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Cd.1	Col.2	Col.3	Col.4	Col.5	[## Col.6 等]	过海Col.7 网络	Col.8 =Col.2/Col.5	Cal.9 -Cal.3/Cal.6	Col.10 -ca.4/ca.
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#### 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			GRA	ADES	100	
	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		REPETI	REPETITIONS		PROMOTIONS		
PRIMARY	85		757		18,146		18,988	
	14.1%	0.4%	60.8%	4.0%	49.4%	95.6%	(100.0%)	
ALL-AGE	3	0	2	76	3,2	243	3,549	
	5.0%	0.8%	22.1%	7.8%	8.8%	91.4%	(100.0%)	
SECONDARY	487		2	13	15,	371	16,071	
	80.9%	3.0%	17.1%	1.3%	41.8%	95.7%	(100.0%)	
TOTAL	602 (100.0%)			246 .0%)		760 .0%)	38,608 (100.0%)	
%	1	.6	3	.2	95	5.2		

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  $4^{th}$  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 confirm 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 (%)

N0.	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  $4^{th}$  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 entreprenuership;
- 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
Respect the sanctity of life and value human dignity.	Modules in Family life and health curriculum;      Lock-ins to deal with HIV/AIDS.	•
Strengthen democracy and respect human rights.	<ul> <li>Revise the Social Studies curriculum to include civics;</li> <li>Staging of youth parliaments;</li> <li>Youth leadership programmes.</li> </ul>	

## 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 Limpacis Cliverque mitietive date and emplificati tevilience where available
3. Promote and maintain stable families.	Family life and health curriculum.	
Adopt healthier physical, mental and emotional lifestyles.	<ul> <li>Family life and health curriculum;</li> <li>Lock-ins to deal with HIV/AIDS;</li> <li>Exposure to relevant seminars/workshops.</li> </ul>	•
5. Recognise and affirm gender equality and respect gender differences.		
Value religious and ethnic and cultural diversity.	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

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
Educational broadcasting (radio, television) used in schools.	Sesame Street;     Discovery channel on Cable T.V.	•
Educational broadcasting used in out-of-school programmes.	<ul> <li>A Time for Education (radio) daily;</li> <li>It's Academic – seasonal;</li> <li>Spelling Bee.</li> </ul>	•
3. Educational broadcasting used to enhance the skills of teachers in service.	A Time for Education (radio) daily;     You and Your Money.	

Media to improve access to education for better living	Provision of activity to address	Measured Impacts travellable Giverquantitative data/and empiried evidence where available
Educational programmes     broadcast for the general     public.	<ul> <li>You and Your Money;</li> <li>Mirror, Mirror;</li> <li>Junkanoo Talks.</li> </ul>	
5. Public service announcements through radio and television.	<ul> <li>Immunization Campaign;</li> <li>Breast Feeding Campaign;</li> <li>AIDS/HIV Prevention Campaign.</li> </ul>	
6. Geographical diffusion of broadcasts, urban/rural, by region.		
7. Newspapers and magazines with education columns, features or supplements.	<ul> <li>The Nassau Guardian;</li> <li>The Nassau Tribune;</li> <li>Radio Bahamas;</li> <li>Love '97;</li> <li>More FM.</li> </ul>	

Media to improve access to education for better living	Provision of activity to address	Measured Impacts travellable Give quantitative data and emplyted evidence where available
8. Libraries, museums, book fairs used actively to promote and support basic education.	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.	Immunization Campaign;     Breast Feeding;     Environmental Issues.	

Media Policy, management, and funding	Provision of activity to address	Measured Impacts if available Give quantitative data and empirical evidence where available
Official policy and measures for the use of the media for educational purposes.	14	
Government departments using the media for basic education.	The Ministry of Education; Health.	•
3. Other sponsors of education programmes through media.		*

## **EDUCATION FOR BETTER LIVING**

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Media Policy; management Provision of activity to address	Measured Impacts Hagailable
and funding	Give quantitative data and empirical evidence