

**VISION 2030**

**A SHARED VISION FOR EDUCATION**

**IN**

**THE COMMONWEALTH OF THE BAHAMAS**

**SUBMITTED VERSION: 16<sup>RD</sup> NOVEMBER, 2015**

## **A Shared Vision for Education**

Over the last 40 years, there has been a continuous commitment by successive Governments of The Bahamas to the Education sector. This commitment has been characterized, however, by what may be termed ‘stops’ and ‘starts’ with changes in political administration. It is accepted that the educational well-being of students in the Commonwealth of The Bahamas will be best served by the execution of a vision which is long-term and comprehensive, and a strategy to achieve it which is uninterrupted.

In light of the above, the National Education Committee (NEC) which is responsible for this paper, accepted a charge from the Minister of Education to prepare a paper which will form a realistic and workable plan for education in The Bahamas through to 2030, and to make its report to a political committee for a shared vision for education 2030 comprised of representatives from all major political parties (See Appendix I). The NEC is comprised of senior officials from the Ministry of Education, representatives from the Bahamas Union of Teachers, senior educators from the private and public sectors, youth leaders and a cross-section of independent stakeholders.

The NEC, as a part of its work, has considered and sought to build upon the work and recommendation for change in education contained in several past papers prepared for and by the Ministry of Education (See Appendix II).

### **The Objective**

The Preamble to the Constitution of the Commonwealth of The Bahamas recognizes that the preservation of our freedom is guaranteed by ‘a national commitment to self-discipline, industry, loyalty, unity and an abiding respect for Christian values and the Rule of Law’. Broadly speaking, the vision contained in this paper is underscored by the belief that the role of education in The Bahamas is essentially two-fold:

- (i) to consciously and intentionally reinforce the values which our constitution speaks to and,
- (ii) to provide ongoing foundational and skills training which promotes excellence and seeks to ensure the highest level of attainment by all.

In an effort to realize this vision, the NEC has proposed by this paper a system of education (including all educational institutions across The Bahamas – public and private, in New Providence and the Family Islands) which strives to encourage personal development at all ages and stages, and a system which is intentional in accounting for the building of character and the maximizing of the training and educational potential of each child who becomes a part of it.

Hon. Sharon Wilson,  
Chair, National Education Committee

## Contents

A Shared Vision for Education .....	1
Brief Overview of the Bahamian Society .....	3
Present State of Education in The Bahamas .....	5
Vision for Education in the Commonwealth of The Bahamas .....	8
Mission of the Ministry of Education, Science and Technology .....	8
Principal Target for the Education System.....	8
The Principal Objective of the Bahamian Education System .....	9
Pre-Primary Education .....	10
Primary Education.....	11
Secondary Education .....	13
Post-Secondary/Tertiary Education .....	14
Catering to the Special Learning Needs of Students.....	16
Alternative Forms of Educational Delivery .....	18
Strengthening Partnerships and Engaging Parents and Other Education Stakeholders .....	19
Enhancing Skills of Workers in the Education Sector .....	20
Reforming the Education Bureaucracy .....	21
Financing Education .....	23
Implementation Plan for “Shared Vision for Education 2030” .....	24
References .....	25
Appendices.....	27

## Brief Overview of the Bahamian Society

According to the World Development Report 2014 by the World Bank, The Bahamas has a gross national income (GNI) of US\$21,280 making it the wealthiest Caribbean Community (CARICOM) country. It is the most economically prosperous country relying on tourism to generate most of its economic activity. The Bahamas has limited diversification of economic activities and has two major industries. The tourism industry is the main industry and accounts for more than 60% of the gross domestic product (GDP), and Tourism provides jobs for more than half the country's workforce. The second most important industry in The Bahamas is the Financial Services which generates approximately 15% of GDP.

The population of The Bahamas is approximately 385,000. The largest proportion of the population is under the age of 24 years and accounts for 50% of the population. There is continued migration to islands with larger populations; mainly New Providence and Grand Bahama because of the limited infrastructural development and economic opportunities in the Family Islands. This resulted in a 10% decline from 25% to 15% in the proportion of the total population living on the Family Islands between 1980 and 2000. This urban migration affects families in many ways. There are also many challenges because of the large numbers of immigrants coming to The Bahamas seeking work. The largest proportion of these immigrants is Haitian.

The total labour force was comprised of 192,205 people in 2012. The data on labour force by occupation during that same period revealed a distribution of: agriculture 5%, industry 5%, tourism 50%, financial services 10%, and other services 30%. Unemployment increased from 6.9% in 2001 to 15.9% in 2011, decreasing to 14.0% in 2012 and increasing to 16.2% in 2013. In 2014, unemployment was recorded at 14.3% (15.3% female and 13.5% male). The lack of opportunities particularly affects the youngest of the labour force (their unemployment rate tripled in the past 10 years, and 50% of the total unemployed are under 30). It is believed that Youth unemployment is strongly linked to the low levels of educational achievement realised by some Bahamian students.

Results from a comprehensive Labour Market Study (LMS) conducted by the IDB in 2012 revealed that employers identified the lack of specific skills (33.8%), followed by lack of experience (28.8%) and lack of soft skills (27.5%) as the main difficulties in recruiting staff. The skills deficit (particularly soft skills) is linked to productivity losses due to unsatisfactory performance, absenteeism, lack of responsibility and commitment to the job. Critical skills shortages resulted in increased issuance of work permits during the 2000s. More than half the issuance of work permits was to firms in Accommodation & Food Services (55%) and issuance was also high in Education, Transportation and Storage, and Construction. On average, 9 out of 10 employees in the firms surveyed in the LMS are Bahamian and 34% of establishments had an employee with a work permit. A total of 65.4% of the firms surveyed identified problem with behaviour and conduct in the workplace as the main reason for dismissal from jobs.

Science, Technology and Innovation (STI) are catalysts for diversification of the economy and are vital for reducing unemployment and poverty on the one hand and promoting national development and global competitiveness on the other. One example of a STI initiative is the establishment of the Bahamas Agriculture and Marine Science Institute (BAMSI) in Andros.

BAMSI was opened in September 2014 and is one of the Government's initiatives designed to address the lack of food security. In The Bahamas, the lack of food security is a main concern as the import bill for food is over \$1 billion per annum. The country imports over 90% of the food that it consumes. The main goals of BAMSI are: to provide training and research in the field of agriculture and marine science to equip Bahamians to have careers in those fields; to lessen our dependency on imported food; and to provide a training facility and the research necessary to inform public policy. Agriculture accounts for 1.6% of the GDP and for 5% of the labour force (2012 estimate). Efforts to reduce dependence on foreign import of food have the potential of reducing unemployment.

There are various societal ills in The Bahamas with one of the key contributing factors being the loss of some of our community orientation, including a breakdown in the family structure. Crime continues to be a serious problem. The school has a pivotal role to play in inculcating in children from a very young age respect for themselves, respect for others, respect for the property and rights of others, and the need for peace. The school must also address the critical need to rekindle the spirit of community and care and concern for others, which would improve the quality of life for Bahamians.

Concerted efforts must continue to create opportunities for our youth, especially in non-traditional fields like ocean resource exploration, stem cell research, etc. Entrepreneurship is pivotal to expanding the economy and for job creation and the foundation for innovative enterprise must be strengthened in schools.

Research shows that poorly educated human capital compromises macroeconomic stability; stagnates inclusive growth; reduces a country's ability to be globally competitive; leads to a decrease in tax revenue and GDP; causes increased demand on social services, health services and safety services; and contributes to high levels of crime and poor health.

While giving credit for its continued success, our education process/processes must be examined from time to time to ensure that they properly meet the demands and challenges of a changing Bahamas. Also, in order to address challenges, mechanisms to enhance the level of collaboration between the various social services/education and training entities need to be developed and effectively implemented to improve efficiency and effectiveness as it relates to public investment for the training provided. Cross-sector dialogue and learning facilitate innovation, information exchange and the development of human capital.

## Present State of Education in The Bahamas

### Brief history of the development of Education in The Bahamas

Shortly after the abolition slavery, the Board of Education was established as a result of the Education Act of 1836 and was given oversight of all government primary schools in the colony. Since 1878, primary education was made compulsory in The Bahamas. The Education Act of 1962 guaranteed schooling to all residents between the ages of 5 – 14. With the introduction of ministerial government in 1964, the Board of Education was replaced by the Ministry of Education which was given oversight for the entire Education Sector. In addition to the administrative structures that the Ministry of Education provided, the level of technical expertise was greatly strengthened which had implications for improved supervision and curricular enhancements. The 1996 revision to the Education Act again extended compulsory schooling (ages 5 to 16) and provided for some level of devolution of administrative authority through the introduction of school boards.

In 1972, the *“Focus on the Future”*, the White Paper on Education included plans for the extension of public secondary education to the Family Islands; and the establishment of a college. The white Paper also included plans for public pre-school programmes and the expansion of technical and vocational education, which were some main thrusts in education in the 1980’s.

Great emphasis continues to be placed on expansion and improvement of tertiary education. The College of The Bahamas (COB) was instituted by an Act of Parliament in 1974 and is now in transition to attain university status. The Bahamas Technical and Vocational Institute (BTVI) offers a wide array of skills-based programmes up to the Associates degree level. Both COB and BTVI are subsidized by the Government. There are many other privately operated providers of tertiary education in The Bahamas

### Student enrolment

There are 168 public schools and 99 private schools. Public schools account for approximately two-thirds of total enrolment (about 50,000 students), while private schools account for approximately one-third of total enrolment (about 30,000). The school enrolment rate for primary level is nearly 95% and the secondary enrolment rate is around 85%. Approximately 10% of the population in public schools is comprised of non-Bahamian students. The public school attendance rate of children ages 5 – 17 in 2014 was 96% while the attendance rate for private schools was slightly higher. According to the 2010 Census Report, there were 12,303 children ages 3-4 years living in The Bahamas, 4,200 (approximately 30%) of whom were attending school.

### Level of schooling

#### Pre-primary

Early childhood development, especially between ages 0 and 6 years, has critical importance for

a child's success in adulthood. The Coconut Grove Preschool, opened in 1989, was the first public pre-school in The Bahamas and in 1990 had an enrolment of 70 students. Currently, enrolment in public pre-schools has increased to 1,700 and accounts for 30% of all pre-schoolers in The Bahamas. The remaining 70% attend private institutions. ***The Early Childhood Care Act for the Regulation and Management of Day Care Centres and Preschools*** was passed in 2004 to regularize institutions offering pre-primary education. Amendments to the Early Childhood Care Act 2004 and its Regulations were passed in the House of Assembly in 2013.

### **Primary**

Formal education in The Bahamas begins at 5 years old, from grade 1 – 6. The priority placed on children having direct access to basic schooling resulted in the construction of numerous schools within communities. This easy access to schools has contributed to primary enrolment rates well over 90% which accounted for 54% of total school enrolment during the 2011-2012 academic year.

### **Secondary**

The information for the secondary phase of education in this paper will amalgamate junior high, senior high and comprehensive high schools. Students usually enter grade 7 of junior high schools at age 11 and, at the end of grade 9, they are expected to take the Bahamas Junior Certificate Examination in specific disciplines. Senior high schools (grades 10-12) are geared towards courses that prepare students for vocational studies, higher education and entry into the world of work. At the end of grade 12, students are expected to take the Bahamas General Certificate of Secondary Education Examination (BGCSE) in specific subjects.

### **Post-Secondary and Tertiary**

Tertiary education has become increasingly accessible over the past thirty years in The Bahamas with 20% of the population over 15 years of age currently participating in tertiary education that is comparative to the region. Approximately 30% of students exiting high school (amounting to 1,500 students) met admission requirements for tertiary institutions during the 2012 -2013 academic year. A higher proportion of these students are from the private schools. There is limited enrolment from Family Islands in tertiary institutions. As of 2010, 73% of the country's 15-24 year old population (67% of the young men and 78% of the young women) had some post-secondary certification.

The College of The Bahamas (COB) is the Government's academic tertiary education institution. In 2012, COB had an enrolment of 5,314 students of which 73% were females – a ratio of nearly 3:1 females to male students. The Bahamas Technical and Vocational Institute (BTVI) serves as the main provider of technical and vocational training. The enrolment of BTVI was approximately 3,600 in 2012 students, of which 59% were males. BTVI enrolment increased to 4,977 students in 2014 of which 45% were female. Being public institutions, both COB and BTVI receive government subsidies which account for 80% and 54% of the recurrent budget of BTVI and COB respectively. There are 17 privately operated tertiary institutions in The Bahamas.

**Teacher force**

In the 2011-2012 academic year, there were a total of 4,428 classroom teachers and 525 administrators from levels K – 12 in both public and private schools. This figure comprised 1,581 teachers and 193 administrators in private schools; and 2,847 teachers and 332 administrators in public schools. Eighty-one percent of the total teaching population were females. The minimum qualification for teachers to be employed in public schools inclusive of preschool teachers is a Bachelor's Degree. Eighty-five percent of teachers possess at least a Bachelor's degree and approximately 60 percent have attained a graduate degree.

**Examination systems**

There are three national examinations that are sat in The Bahamas. Girls continuously get better grades and outperform boys in national examinations. Also, more girls participate in the national examinations than boys.

The national exams are the:

- Grade Level Assessment Test (GLAT) that consists of Math and Language Arts in Grade 3; and Mathematics, Language Arts, Social Studies and Science in Grade 6.
- Bahamas Junior Certificate (BJC) that is sat in Grade 9 and consists of exams in 10 subjects including Mathematics, English Language, General Science, Health Science, Religious Education, Social Studies, Technical Drawing and Art.
- Bahamas General Certificate of Secondary Education (BGCSE) is an exit examination designed to facilitate entry into higher education and the world of work. There are currently 27 subjects tested at the BGCSE level.

Results of the 2013 BJC and BGCSE national examinations, showed a decline in mean mathematics scores to an E+ and E, respectively, and mean grades for every subject not rising above C+. In 2014, sixteen of the 27 subjects tested at the BGCSE level have a mean grade of C. However, students were still performing poorly in core subjects averaging D and E in the BGCSE English Language and Mathematics exams, respectively. The mean grade of those students sitting Biology is also D.

While the Bahamian education system has experienced much success over the last five decades, the education system continues to be faced with many challenges. Successive governments have and must continue to be committed to finding workable solutions to reduce or eliminate such deficiencies in order to enhance the education sector for the benefit of individuals and the society.



## **Vision for Education in the Commonwealth of The Bahamas**

“Our vision is for a Bahamian education system that will foster academic excellence, social responsibility and equip students with multiple literacies that will enable them to make meaningful contributions as nation builders who are globally competitive.”

## **Mission of the Ministry of Education, Science and Technology**

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

## **Principal Target for the Education System**

**The graduation rate from secondary school must increase from the current rate (estimated at about 50 percent) to 85 percent by the year 2030.**

In order to achieve this, the following key strategies will be employed:

- Develop multiple pathways to graduation as a means of increasing the chances of student success;
- Establish minimum levels of scholastic achievement (which account for all aspects of schooling) to assure more holistic learning on the part of our students;
- Increase emphasis on the teaching of values, ethics and morals;
- Improve appreciation for the fact that all students have strengths which ought to be developed and enhanced;
- Ensure that the curriculum and other educational programmes are constructed in such a way that they establish a strong foundation for learning and facilitate the development of the characteristics of the ideal graduate in each and every student; and
- Strengthen mechanisms to ensure that all persons at all levels within the system are accountable for the performance of every student (See Appendix III).

## The Principal Objective of the Bahamian Education System

As outlined earlier, education is an important sector for many reasons: Schools provide a safe environment for parents to leave their children while they work and they provide employment for a range of workers including teachers, administrators and other support staff. The education sector also contributes to the larger economy as schools must be built and maintained and books and other resources purchased. Nevertheless, ***the principal objective of the Bahamian education system is to produce productive citizens capable of caring for themselves and contributing positively to the national development process.***

Towards meeting this principal objective and after consulting with others, the NEC has adopted what we term “***Profile of the ideal Graduate***” which outlines the characteristics that are desirable in all students who have participated in the Bahamian education system. This profile reflects the traits which all require in order to function positively and effectively as a member of our society.

Each student completing secondary school in The Bahamas should:

- possess relevant knowledge in core disciplines/learning areas to be functionally literate;
- think critically, be an innovative problem solver and show initiative;
- demonstrate creativity and innovation;
- communicate effectively and collaborate willingly;
- demonstrate flexibility and adaptability;
- utilize social skills effectively;
- appreciate Bahamian culture and utilize the appropriate cultural skills;
- work productively and diligently with high level competency;
- guide and inspire others to do their best;
- have an appropriate awareness of the forces that shape and influence his life and surroundings;
- exhibit civic responsibly and display behaviours that benefit the wider community;
- appreciate his role in and responsibility to his local community, The Bahamas, the Caribbean Region, the Commonwealth of Nations and the world;
- demonstrate integrity and ethical behaviour at all times;
- possess digital literacy , appreciate the role of technology and innovation in national development;
- display skills and competencies that reflect career and college readiness;.
- possess ability to work effectively in teams; and
- embrace his roles as environmental steward.

## Pre-Primary Education

Pre-primary Education in The Bahamas is a developmental programme for students of ages 3 to 5 years that addresses the cognitive, affective and psycho-motor domains of learning. This holistic approach to early education provides the foundational planks for intellectual, social, emotional, spiritual, creative and physical development. In such a programme, the main aim is to ensure that students develop cognitive skills, a positive self-esteem, good character, a sense of discipline and a strong self-worth which are all necessary for an individual to develop the love and skills needed for learning and the disposition to be productive and positive members of society.

Given the benefits which can accrue when individuals participate in pre-primary education, it is important that there are opportunities for all children to enrol in a pre-primary programme which provides them with a quality learning experience. Currently, about 30 percent of children in The Bahamas attend some form of pre-schooling (Department of Statistics, 2012). Of this number, about one-third attends public pre-schools with about two-thirds attending private pre-schools. This situation produces at least two important public policy concerns which relate to the need to:

1. reduce the proportion of students (currently estimated at 70 percent) entering primary school without pre-school experience; and
2. ensure that the quality of education offered at that level, which is delivered by a wide range of providers, meets national standards regardless of the provider.

Over the next 15 years, efforts will be made to achieve universal access to education at the pre-primary level. The additional places required to achieve this will be provided by both the state and private providers. In continuing this longstanding model of public-private partnership, not only will the private sector be preserved but this will reduce the level and scope of the monetary investment required of the Government of The Bahamas. Providers of pre-primary education, who meet pre-determined criteria inclusive of tuition costs, may receive grants and subventions which must have the effect of reducing the cost of education to the benefit of families. These grants and subventions will also develop a relationship between the government and the service providers which will, undoubtedly, result in a more effective avenue of communication and improvement in monitoring and supervision, higher standards of operation and improvement in the services offered.

Additionally, the government will ensure that the education provided at the pre-primary level is of a sufficiently good quality. In order to achieve that goal, emphasis will be placed on curriculum development, teacher training and the attainment of national standards (see Appendix III) by all institutions providing pre-primary education. A well-developed and fully implemented system of monitoring and evaluation will address the concerns relative to quality pre-primary education.

## Primary Education

Primary Education refers to the first six years of mandatory schooling in The Bahamas. It aims to provide individuals with an education which enables them to possess the essential knowledge, skills, attitudes and values needed to function in their environment. Students are also expected to have an appreciation of their physical environment and of society, and to understand their duty and responsibility to community. As such, education at the primary level should enable students to acquire foundational literacy and numeracy skills while, at the same time, affording them the opportunity to learn how to respect themselves and others and how to live in community.

In terms of its curriculum delivery, the primary school will be divided into lower and upper primary. During the lower primary phase (Grades 1 to 3), the focus will be on providing students with the most basic reading and numeracy skills along with building their self-esteem and teaching them to live and work with others. As such, the curriculum will seek to deepen these skills while content, which will be drawn from a wider area of subject matter, will be of secondary importance. Emphasis will be placed on the mastery of these bedrock educational components. Once this has been undertaken successfully, upper primary schooling will use these skills to expand the students learning to other subjects including science and social studies.

During primary education, students' learning (what they learn and how they learn) will be monitored in order that the appropriate intervention and support are provided if and when required. To facilitate this:

upon entering primary school, every student will undergo physical and psychological screening so that his learning needs may be determined;

- a reliable system of assessment, which is comprehensive but not burdensome, will be implemented to monitor and evaluate student performance. As soon as practicable after the determination of a need, students will receive prescriptive intervention to ensure appropriate grade level performance; and
- students will be placed in classes which have the professional staff complement to ensure that the learning needs of each student are met. This measure alone will enable the vast majority of students to attain educational levels commensurate with established national standards.

Upon the adoption of such an approach by our education system, the great majority of our students by the end of sixth grade will possess the appropriate knowledge, skills, values and attitudes. It is hoped that by the end of primary school, all students will:

- be literate and numerate at or above the fifth grade level;
- be grounded in the attitudes of responsible citizenship for living in a democratic society;

- acquire simple basic strategies for a healthy life-style, socialization and wholesome living;
- acquire foundational skills needed to become critical thinkers, problem solvers and reflective learners; and
- be motivated to learn and to achieve success at the secondary school level.

## Secondary Education

Secondary school affords students the opportunity to expand on the basic education received at the primary level, but more importantly, should prepare them to transition successfully into society as skilled workers and productive citizens. As is primary education, secondary education in The Bahamas is divided into Lower Secondary and Upper Secondary (commonly referred to Junior High and Senior High respectively). Every effort will be made to ensure that, during the lower secondary years (grades 7 to 9), all students are exposed to as wide a range of subjects and topics in order to assist them in determining their learning interests and strengths. A principal objective of lower secondary education will be to ensure that by the end of lower secondary, all students will acquire at least an eighth-grade education and identified a career interest that they can commence pursuing.

Career readiness and preparation for advanced studies will be the focus of the upper secondary grades (10 to 12). Students will be engaged in an intensive programme of study which is designed to provide them with a specialised body of knowledge and skills required for their future occupation. For this to be effective, in terms of meeting the varied needs of students (and future workers), multiple learning options of equal value and importance for students will be created.

To ensure that all students exiting secondary school are able to transition effectively from school into higher education or, the labour market and society, the Ministry with responsibility for Education will create an education system in which all students are able to participate fully at all levels and are able to attain the standards required for graduation. This will include the establishment of multiple pathways along which students may move. The successful completion of any pathway will enable a student to graduate. These pathways include academic only, applied sciences, fine arts programmes and career academies (See Appendix IV).

The success of these pathways will be facilitated by the:

1. expansion of magnet programmes and career academies to provide programmes of excellence in a wide range of areas which cater to student learning competencies and interests as well as labour market needs. These programmes will allow for direct entry either into the labour market, advanced skills training or higher education;
2. revision of the relevant curricular guides to provide students with a sufficiently diverse, rigorous and productive learning experience;
3. provision of career guidance and counselling services to all students so that they are able to build on their strengths, improve their weaknesses and make appropriate career and life choices;
4. expansion of the extra-curricular activities to allow for the remediation and enrichment of student achievement. Provide opportunities to reinforce and enhance learning generally and to afford students the opportunity to develop their multiple talents and abilities;
5. introduction of a comprehensive system of national qualifications, including the Bahamas National High School Diploma (see Appendix IV). Having such a system will enable holders of such certification to pursue employment or educational opportunities.

## Post-Secondary/Tertiary Education

In The Bahamas, there is a heavy demand for education and training after secondary school. There is little doubt that this demand has been created, in part, by the high rates of participation in secondary schooling. Over the last two decades, the percentage of residents in The Bahamas having attained education beyond the secondary level more than doubled increasing from about 12 percent in 1990 to about 27 percent in 2010. If the high emigration rates of Bahamians with advanced education are considered, then it would be clear that the demand for further studies by secondary school leavers is significantly higher than the rate recorded in the 2010 census (Department of Statistics, 2012; Docquier et al., 2008).

In anticipation of this demand and in the national development interest of The Bahamas, The College of The Bahamas was established in the mid-1970s. In many ways, COB has served individual Bahamians and the country well. However, COB has not been able to satisfy fully all of the demands placed on it. This fact, along with global higher education trends, has led to the establishment of several local and off-shore based higher education institutions. In order to address the needs in technical and vocation areas, The Bahamas Technical and Vocational Institute (BTVI) and, most recently the Bahamas Agricultural Marine Sciences Institute (BAMSI) have also been established by the Government of The Bahamas. Recent labour market surveys suggest that the need for skilled workers in the Bahamian labour market far exceeds the current capacity of BTVI and BAMSI to supply such skilled workers.

Additionally, it is important that residents of The Bahamas are given opportunities to pursue learning throughout their lifetime. These lifelong learning opportunities may facilitate an individual's ability to enhance or expand his skill set for use in the labour market or to acquire knowledge or skills to enhance his personal life. Whatever the reason, lifelong learning opportunities should be provided and residents encouraged and supported in undertaking them.

The Ministry with responsibility for Education shall undertake to:

- establish and activate a comprehensive, transparent and effective system of accreditation for all post-secondary and tertiary institutions operating in the country (in keeping with the National Accreditations and Equivalency Council Act);
- develop appropriate mechanisms to create a stronger relationship between the courses and programmes offered to students and the needs of the local labour market;
- increase access to post-secondary and tertiary education by employing a variety of financial schemes including cost reduction strategies and scholarship, grant and work-study assistance programmes;
- Increase public funding for BTVI and BASMI to facilitate the training of a cadre of skilled workers in sufficient numbers to meet local demands;
- prepare students better for entry into the local labour market and assist students in understanding how they can seize the economic opportunities within the local economy;

- introduce a system of grants and awards which will be used to incentivise the production of research to support decision-making in both the public and private sectors;
- facilitate lifelong learning opportunities by creating easily accessible low-cost, high interest courses covering a wide array of topics;
- establish an appropriate mechanism for the credentialing of skilled workers who possess and demonstrate industry-level skills, but lack qualifications obtained as a result of formal training .



## Catering to the Special Learning Needs of Students

One of the principal characteristics guiding education policy in The Bahamas during the post-Independence period has been that all children living in the country ought to be provided with educational opportunities to enable them to maximise their potential. However, experience has demonstrated that not all children have been able to realise the full benefits which the educational opportunities provided can afford them. In many instances, physical, cognitive, psychological and economic challenges get in the way of student achievement. The effects of many of these encumbrances on the learning process may be reduced or eliminated, if addressed systematically.

Based on the Draft Report prepared by the National Commission on Special Education (NCOSE) in 2005, about 25 percent of the entire school age population has some special education need. A large majority of these students can learn and require support that can be provided to them in the mainstream learning environment. As such, the policy of Inclusive Education shall continue. However, there is an understanding and appreciation that there is the need for stand-alone facilities to cater to the small proportion of students with extreme special learning needs.

In order to address the full spectrum of special learning needs of students, the Ministry with responsibility for Education shall ensure that:

1. Schools, operated by the Department of Education, continue to embrace the policy of inclusion. Every effort will be made to include as many students in the mainstream learning environment as possible. Exceptions should only be made for the most severe cases. Independent schools should also seek to implement such a policy;
2. Teachers and other education professionals are trained adequately to identify special learning needs in students and address them appropriately;
3. Ascreening exercise is implemented to detect the special learning needs of students as they enter the school system. This will allow for the early identification of special learning needs and timely intervention thus allowing such students to benefit more from their scholastic experience;
4. The services offered at the Marjorie Davis Institute for Special Education (MDISE) are expanded to cover the following areas:
  - a. **Diagnostic services** designed to identify the special learning needs of students and design Individual Learning Programmes to facilitate their remediation.
  - b. **Instructional intervention** which provides intensive, short-term instruction to students with mild to moderate special learning needs.
  - c. **Public awareness, education and training campaigns** to impart the appropriate knowledge, skills and strategies to a wide range of persons (including teachers, family members, youth workers, caregivers, employers and members of the general public). Such campaigns will equip these various groups in offering suitable support to students with special learning needs.

- d. **Research** in order to gain a better understanding of the special needs experienced by children living in The Bahamas and to assess the effects of the various intervention strategies used.
5. Provide the needed resources to support special education at mainstream and special schools as well as the MDISE; and
6. Provide opportunities for skills training at stand-alone special education facilities for students with extreme learning needs.

## Alternative Forms of Educational Delivery

For the most part, the delivery of formal education programmes takes place in schools and, despite slight variations in their design or the resources allocated, schools tend to look and operate in a very particular way. However, it is becoming more and more understood that while this typical interpretation of school might continue to meet the educational needs of the majority of our students, alternative forms of educational delivery are needed to meet the educational needs of a small, but important minority of students.

Some of the individuals and/or groups for whom education will be delivered in an alternative form include, but is not limited, to the following:

- Individuals located in rural and remote locations;
- Students who, for a variety of reasons such as profound special learning needs and behavioural challenges, have demonstrated an inability to cope with mainstream schooling;
- Individuals who are suffering from health conditions which have confined them to home or a medical facility for extended periods of time;
- Children of school age whose parents, for a variety of reasons including a desire to increase familial ties or exert greater control over the educational content received, wish to home-school them; and
- Incarcerated persons.

Of necessity, the nature of the delivery will differ and educational providers will have to embrace the wide range of traditional and modern methods of content delivery from face-to-face instruction to other modalities employing the Information and Communications Technology (ICT). Regardless of the method of delivery, such programmes will be subject to the accreditation procedures and clearly defined national standards for the curriculum as set by the Ministry with responsibility for Education.

Finally, the Ministry of Education will work in conjunction with local media houses to provide programming which directly or indirectly supports the curriculum generally and values education specifically.

## **Strengthening Partnerships and Engaging Parents and Other Education Stakeholders**

The education system is best when multiple stakeholders are engaged. The school is most effective when it has the support of the family and community and both of those institutions are stronger when they support the school. When any of these entities flounder or fail in executing their role in the nurture and development of a child, the potential for positive education outcomes is reduced and all are vulnerable to the negative impact that this can bring.

Suitable policies and practices must be designed continually to encourage meaningful and consistent involvement of parents in the formal education process and to ensure collaboration with the community via unions, churches and other education oriented NGO's.

Extending the school day and/or the school year can provide for increased educational opportunities for school-age residents and will be given consideration. One way that this will be done is by empowering school boards by enabling them to organize supplemental after school programmes and initiatives to assist in student development and in building school spirit and community support. Programmes organized by the school board will be diverse and creative and as far as possible engage the services of suitable volunteers and groups. Such learning opportunities will also be made available to members of the community as well.

The work of the school board will be intentional in engaging the community as far as is possible and beneficial in the development of students. The efforts of the board, along with the support of Parent Teacher Associations (PTAs), should extend to bringing about the increased involvement of parents in the work of the school and of their children. To aid in this effort, the school must be intentional in measuring the degree of parental involvement and there must be an appropriate policy response which seeks to mitigate the impact of the absence of parental/guardian support.

### **Students requiring social assistance**

In cases where the family has proven incapable of carrying out any of its roles fully, the state must ensure that those children are provided the requisite housing, nutrition, health and social services. The Government of The Bahamas will develop well-coordinated, integrated approaches to satisfying all of the pre-conditions needed to promote learning (such as the R.I.S.E Programme). This approach will ensure that other government agencies (including the ministries with responsibility for Social Services and Public Health) work in tandem with the Ministry responsibility for Education to ensure that students are in a position to take full advantage of the available educational opportunities. The determination of the need for intervention should be made as early as possible, and wherever possible, before the birth of a child.

## **Enhancing Skills of Workers in the Education Sector**

The Education sector is labour intensive and many of the workers (i.e. teachers, librarians, guidance counsellors and other educational professionals) are highly skilled. For example, in the 2012-13 academic year, there were about 4,500 teachers employed in 246 Bahamian schools (MOEST, 2013). Further, because these professionals are expected to demonstrate high levels of skill in the execution of their daily work, a review of Budget Estimates for the Government of the Commonwealth of The Bahamas over the last 10 years reveals that their collective compensation has typically consumed between 80 to 90 percent of the recurrent budget devoted to the Education Sector.

This level of importance is placed on the type of staff and their compensation because it is understood that they are the main drivers of that which matters most to the education enterprise: student learning. The skills of educational professionals and ancillary staff must be enhanced constantly so that that cadre of workers will be able to impact positively the quality of the educational experience realised by our students. As such, a comprehensive system must be established and expanded to provide for a variety of relevant, effective professional development activities.

The Ministry of Education will undertake the following to promote professional development within the education sector:

- a. Commit at least one percent of the public expenditure on Education annually to professional development activities;
- b. Employ a variety of strategies, including the Future Teachers of The Bahamas programme and student grants, to attract some of the better students to work in the education sector;
- c. Work more closely with The College of The Bahamas and other local and regional institutions that provide pre-service teacher training to ensure that student teachers are exposed to a rigorous and relevant curriculum;
- d. Increase significantly the professional development activities offered by creating a Professional Development Section capable of offering a wide array of high quality, relevant professional development activities using multiple modalities;
- e. Improve the quality of mentoring and coaching provided for teachers, particularly novice teachers and those in need of additional guidance and support;
- f. Re-organise the Curriculum Division so that the assignment of curriculum officers will best support the supervision and mentoring of teachers. Facilitate and support the creation and development of professional communities among teachers and other educational personnel to encourage continued learning and the sharing of ideas and best practices; and
- g. Provide a variety of opportunities for the mobility of educational professionals within the system.

## Reforming the Education Bureaucracy

Prior to the introduction of Ministerial government in 1964, there was little bureaucracy in place to support the growth and development of the education section. Since the advent of ministerial government, the work of the education section has been consolidated, resources are more readily available and somewhat equitably distributed. Having a ministry with responsibility for Education has indeed helped to advance the sector significantly. Despite this, many, including Massey (2009), are of the view that the bureaucracy supporting the development of the education sector in The Bahamas is in need of meaningful reform.

There is the need for reform within the Ministry of Education and policies, programmes and procedures will be adopted which provide for a system that is:

- fair and equitable;
- accountable and transparent;
- progressive and strategic; and
- efficient and effective.

Further, the basis of the reformation efforts must be the concept that any and all enhancements to the Ministry of Education must be connected to developing an institution capable of leading the country in the process of attaining its vision for education.

A systematic review of the current education bureaucracy will be undertaken and this review will address the:

- a. development of a clear set of goals and objectives to inform the work of the Education Sector (including all of its components without regard to the ministerial portfolio in which they might be located at the time);
- b. re-organisation of the Ministry with responsibility for Education including shifting of some responsibilities within the central office and from the central office to schools;
- c. Revision of the Education Act to develop a modern framework capable of meeting the needs of the various education stakeholders;
- d. implementation of a comprehensive communications strategy to ensure that the goals and objectives are clearly communicated and agreed upon by all stakeholders;
- e. strengthening of the channels and levels of communication to support improved decision-making within the Ministry. In addition, comprehensive systems to support the policy-making, reporting and accountability processes must be introduced;
- f. increased level of effectiveness of the education sector by maximizing the resources allocated, reducing wastage, setting performance targets and properly evaluating the impact of policies and programmes implemented; and

- g. increased level of objectivity in monitoring and evaluating the work of those in the education sector to provide assistance where needed and commendation when deserved.

## Financing Education

We can all agree that the development and maintenance of a modern system capable of delivering a quality education to all its students will require the appropriate resources. Whether human (teachers, other educational professionals and support staff) or material (buildings, tuition supplies and materials); the level and type of resources required will demand of us significant levels of funding to drive the process of providing all persons living in The Bahamas with an education of good quality.

Over the past fifty years, the Bahamian Government has consistently allocated significant portions of its financial resources to the development of the education sector. Although public expenditure on education as a percentage of public spending reached a high of 25 percent in 1975 (World Bank, 2012), since 2000, this figure has ranged between 13 and 18 percent (MOEST, 2015). Current global thinking on educational financing is that governments should commit at least 20 percent of their resources to education (GMR, 2014).

The Government of The Bahamas should resolve to systematically increase public expenditure on education over the next 5 years so that it amounts to 20 percent of total public expenditure by FY 2020-2021 and maintain this level of expenditure until 2030.

In addition to increasing the level of support by the Government, new avenues must be created and existing ones expanded for the involvement of the private sector in the educational enterprise. Donations (in cash and kind) or more direct involvement of the private sector in facets of the delivery of education (such as apprenticeship schemes, the construction and maintenance of educational facilities and the management of schools) are but a few ways by which public-private partnerships will be strengthened.

Finally, while ensuring that the level of funding provided for education is sufficient, it is perhaps more important to use the allocated resources in the most effective manner and account fully for their use. In light of this, there must be a strong relationship between government policy on education, student enrolment, the work that must be done, the expected outcomes and the funding of the education provided. The Ministry of Education must embrace Performance-Based Programme Budgeting as a means of strengthening the ties between these key variables as well as improving upon the levels of accountability.



## Implementation Plan for “Shared Vision for Education 2030”

While the Ministry of Education, Science and Technology has responsibility for the education sector in The Bahamas, the Minister, Permanent Secretary, Director of Education and all of the other staff are aware that education is “everybody’s business”. As such, the Ministry is strongly committed to working along with all sectors of our society in order to develop and implement effectively this “*Shared Vision*” for education.

In order to enhance the process of dialogue and collaboration, the Ministry will do all that it can to provide the public with information needed to understand our education system and the issues it faces. Therefore, public education will be a regular and important feature of the Ministry’s effort to implement “**Shared Vision for Education 2030**”.

The public consultation process will commence immediately after the initial presentation of this document and will take place across The Commonwealth of The Bahamas over a one year period. A committee comprising politicians, technocrats and education stakeholders will facilitate a variety of public engagement activities including public fora and face to face meetings with specific groups to gain public feedback on the contents of “**Shared Vision for Education 2030**” and will seek suggestions for consideration in the development of the technical plans. Additionally, the public will be able to contribute to the process via traditional methods and social media.

There is also a need for the development of technically oriented plans which will direct and guide the successful implementation of **Shared Vision for Education 2030**. These will include:

- a. The development of specific programmes which can lead to the realisation of policies outlined;
- b. The costing of such programmes and addressing the issues related to their financing and budgeting;
- c. The development and implementation of effective systems of accountability throughout the education system; and
- d. The monitoring and evaluation of the various programmes.

## References

- Bethel, Keva. 1997. Educational reform in The Bahamas – Part II pre-independence perspectives (1958-1973). *College Forum* 9: 35-45
- Bethel, Keva. 1996. Education reform in The Bahamas – Part I. *College Forum* 8: 27-35.
- Department of Statistics. 2013. The Bahamas Household Expenditure Survey 2013 (Preliminary Report). Nassau: Department of Statistics.
- Department of Statistics. 2012. *2010 Census of Population and Housing in the Commonwealth of The Bahamas*. Nassau: Department of Statistics.
- Department of Statistics. 2004. *Bahamas living conditions survey 2001*. Nassau: Department of Statistics.
- Docquier, F., B.L. Lowell, and A. Marfouk. 2008. *A gendered assessment of highly skilled emigration*. Washington, DC: World Bank.
- Fazio, Maria Victoria and Etoile Pinder. 2014. *In Pursuit of Employable Skills Understanding Employers' Demands Analysis of The Bahamas' 2012 Wages & Productivity Survey*. Nassau: Inter-American Development Bank.
- GMR. 2014. *EFA Global Monitoring Report 2014*. Paris: UNESCO.
- Massey, Ralph J. 2009. *The learning crisis: A Bahamian public policy essay*. Nassau: The Nassau Institute.
- MOEST. 2015. Information requested by the NEC relative to public expenditure on education. April, 2015.
- MOEST. 2014. Commonwealth of The Bahamas National Examination Confidential Report, BJC and BGCSE 2014. Nassau: MOEST.
- MOEST. 2013. *National Education Statistical Digest 2012-2013 for the Commonwealth of The Bahamas*. Nassau: MOEST.
- MOEST. 2012. *Ministry of Education, Science and Technology: Annual Report 2011-2012*. Nassau: MOEST.
- MOEST. 2011. *Ministry of Education, Science and Technology: Annual Report 2010-2011*. Nassau: MOEST.

National Commission on Special Education (NCOSE) 2005. *Partway to hope: Advancing innovation and excellence in special education*. Nassau: NCOSE.

UNDP. 2014. *Human Development Report 2014: Sustaining Vulnerabilities and Building Resilience*. UNDP.

World Bank. 2012. Data. <http://data.worldbank.org/indicator/>

## Appendices

### Appendix I: Minister's Launch Speech for the NEC

#### Minister's Remarks Talking Points Non-Partisan Political Education Committee (NPPEC) Press Conference

Members of the press, thank you for coming here this afternoon, for what can be regarded as an historic day in education in The Bahamas and indeed an historic occasion for our nation as we have just concluded the first meeting of the Non-Partisan Political Education Committee (NPPEC).

I thank The Right Honourable Perry Christie for permitting this meeting to occur and the Honourable Hubert Minnis, Leader of the Opposition for his Party's participation in this forum as seen by his representatives at the table. I also thank Mr. Branville McCartney, Leader of the Democratic National Alliance for supporting this cause with his presence. My gratitude is extended to the representatives of the Government who have been called upon to serve on this committee.

All of these individuals have one thing in common and that is their passion for the growth and development of this great nation of ours and they continue to actively demonstrate this zeal for service in a myriad of ways for which we are grateful.

Today, they have been called upon to serve on this national Non-Partisan Political Education Committee. The persons here are no strangers to you, and have all agreed to join me for a cause far greater than self or party - **The Education of our People and the Future of our Nation.**

As you can see, there are former Ministers of Education here as well as the current Minister. This is no great coincidence. Our history, will reflect that each of us have brought some value to education during our tenure.

- The Hon. Dr. Bernard Nottage is credited with instituting the Family Life and Health Curriculum in the public education system;
- The Hon. Alfred Sears established the Institute for Educational Leadership; a training programme for school administrators;
- The Hon. Carl Bethel implemented the Protocols for the Vetting of New Teachers and
- The Hon. Desmond Bannister introduced and enforced New Guidelines for the Hiring of New Teachers based on the critical needs in the public education system.

It has not been quite a year yet since I have been serving as the Minister and while I have many ideas some of which have already been implemented on how to improve our education system, I believe that one must also be humble and courageous to invite the views of others so that this shared knowledge can benefit all of our people in a positive way.

Perhaps one the greatest contributions I can make to education, is the collaboration, ideas, and workings of these persons assembled here from all sides of the political arena, which we anticipate will produce a realistic and relevant plan for education in The Bahamas for the foreseeable future.

We are a small nation and our greatest wealth is our people. Education is perhaps the only viable means of us increasing our wealth, hence we cannot leave it to chance or play 'political volleyball' with it. This is the reason that these distinguished individuals of this Non Partisan Political Education Committee have agreed to work together for the best possible vision for education throughout the Commonwealth of The Bahamas.

The goal of the NPPEC is to develop ideas that transition into a plan and ultimately policies which will govern education in our country. The plan will be Government Proof. It is not a PLP Plan. It is not an FNM Plan. It is not a DNA Plan. It is a Plan for the direction that education is to take for the betterment of the Bahamian people. We have signed on to work as a team to tackle the issues and the problems of education so that we can maximize our limited resources. It is hoped that this plan will not be impacted by any change in government. It will continue regardless of the party in power so that there is no disruption in policies, plans, programmes and funding.

The time has come for us to arrest the five year knee-jerk approach to education and map out a course that will take us farther in achieving our mandates to:

- 1. Ensure that every student leaves primary school fully; literate and numerate.**
- 2. Ensure that all school leavers are able to transition effectively from school into higher education, the labour market and society.**
- 3. Enhance the quality of the educational experience offered by providing teachers, other educational professionals and support staff with a variety of relevant and effective professional development activities and other such support services.**

We are sufficiently pragmatic to know that this is not an easy road that we are travelling, but our willingness to work for our citizens overrides any self-interest. This may be viewed with some degree of cynicism and scepticism by some members of the public, but we are driven in our mission and invite you to support us.

I pledge on behalf of my colleagues, that by the end of the year, we will report on our progress to the Bahamian people. This does not mean that our work will be completed, but that whatever we have achieved at that time; you will be privy to it as we continue to move forward with our mandate.

I again thank you for your time and interest in the great work that the NPPEC has signed on to do for education in The Commonwealth of The Bahamas.

## Appendix II: Committee Membership and Method of Operation

Careful consideration was given to the composition of the National Education Committee's membership. Persons representing a wide array of educational stakeholders including the Department of Education, private providers of education, political parties, religious groups, youth and students, education unions and NGOs focusing on education were selected to serve on the NEC:

Honourable Sharon Wilson	President of the Senate (Chairman)
Mrs. Patricia Collins	Deputy Director of Education
Mr. Marcellus Taylor	Deputy Director of Education
Mrs. Sharmaine Sinclair	Assistant Director of Education
Dr. Francina Thurston	Consultant –Primary Curriculum
Dr. Karen St. Cyr	Project Manager (INSPIRE)
Mrs. Belinda Wilson	President – Bahamas Union of Teachers
Mr. Charles Wildgoose	President –Bahamas Educators Managerial Union
Reverend Anthony Carroll	President –Bahamas National Baptist M & E Convention
Mrs. Italia Davies	Director –Anglican Central Education Authority
Mrs. Claudette Rolle	Director –Bahamas Catholic Board of Education
Mr. Mark Humes	Chairman of Democratic National Alliance
Ms. D'Asante Beneby	Chairman –Progressive Young Liberals
Ms. Francheska Plakaris	President – Torch Bearers
Mrs. Allesandra Hollowesko	President – Lyford Cay Foundation
Mr. Antoine Duncombe	Student – The College of The Bahamas
Ms. Raisa Hamilton	Student – The College of The Bahamas
Ms. Lateisha Adderley	Student – C.V. Bethel Senior High School
Mr. Braxton Gardiner	Student – C.V. Bethel Senior High School

Since 2013, frequent meetings of the whole committee of sub-committees were held. Using a variety of modalities, committee members engaged in a philosophical look at what is expected of the Bahamian education system and how it should be shaped so as to cater effectively to the needs of individuals and the society. The rich dialogue covered a wide range of issues making it necessary to consult outside experts and review relevant documents which addressed the current state of education and prevailing and forecasted economic and social conditions within the country and the globe.

## Appendix III: The Importance of Standards and Benchmarks

### Standards

Standards spell out explicitly what students are expected to learn in each grade, in each subject, and what students should know and be able to do. Standards as the blue print for schooling are powerful evaluative tools that provide feedback for varied educational stakeholders on what is occurring in institutions of learning.

Standards are intricate aspects of curriculum, the vehicle that drives the educational process and brings focus to what takes place in a learning environment. The clarion call then is for a seamless curriculum from K-12 grades, therefore, painting a picture of what a student who spends 12 – 13 years in a Bahamian school system should look like. The most likely way to present such a snapshot is by offering some form of objective measurements which are gathered through data collection. Standards provide the backdrop for such an activity. The call then is for greater focus on student achievement within the school system. Providing clear standards that reflect more rigour is an excellent way to begin.

The Standards in education must also reflect the National Educational Agenda that often reflects a country's economic needs while aligning the standards to the world's educational standards that are fostered through guidelines and mandates from world organizations and groupings.

### Benchmarks

Benchmarks in education are an assortment of evaluative tools administered through the school year to find out whether or not students are meeting the specific academic standards as laid out in curricula, or prescribed by the district or country. Benchmarking achievement is important for measuring academic growth but equally critical in customizing learning programmes and interventions to reach each student's learning needs that accommodate the student's learning styles and strengths.

There are two specific forms of measurement that are essential in carrying out this activity. **Criterion referred tests** that provide continuous assessment of concepts, skills and knowledge throughout the school year for greater student mastery. Secondly, there are **Norm-referenced tests** that can be done yearly and at specific grade levels. The Bahamas has conducted a massive Curriculum Overhaul when it created an extensive National Curriculum exercise in 1982 followed by at least two revision periods since 1982. From the 1982 Curriculum Document several National Benchmarks of the world standards were implemented at grades 3, 6 and 12. These are still being continued. More concerted efforts should be placed on standards and benchmarking if improved student achievement to world standards is to be realized.

#### Appendix IV: PATHWAYS TO GRADUATION

The Ministry of Education, Science and Technology seeks to provide students with a challenging and rigorous program of study that gives focus to the application to Applied Science and Fine Arts subjects in preparation for careers in a variety of fields. This course of study will prepare students successfully for post-secondary education and training and employment.

These courses of study have been designed to:

- Facilitate students in meeting the graduation standards and prepare them for post-secondary opportunities in technically-oriented institutions;
- Support improved numeracy and literacy by providing for the appropriate intervention;
- Facilitate students acquiring BGCSE and other internationally recognised certifications, such as City and Guilds, in specialised areas from as early as Grade 10;
- Support youth development and the acquisition of life skills;
- Provide for a variety of methods for students to be mentored including apprenticeship, internships and industry shadowing;
- Promote college readiness and selection through counselling. In some cases, connections can be made with college to allow for dual enrolment opportunities; and
- Promote job preparation.

#### Sample of Applied Sciences and Fine Arts Course Clusters

<u>Agriculture</u> Embedded English Embedded Math Embedded Science Soil Science Crop Production Animal Husbandry Hydroponic Farming Farming Mechanization Food Security & Sustainability, Food Processing Introduction to Farm Administration & Management Electives (choice of Music, Art & Design, Graphic & Visual Design, Modern Language, etc.)	<u>Automotive</u> Embedded English Embedded Math Embedded Science Basic Automotive Repair Automotive Service Technology Automotive Collision Repair Career Readiness Electives (choice of Music, Art & Design, Graphic & Visual Design, Modern Language, etc.)	<u>Building Trades</u> Embedded English Embedded Math Embedded Science Architectural Design Building and Construction Carpentry Plumbing Electrical Painting and Decoration Tiling and Flooring Air Conditioning & Refrigeration Managing Contracts Electives (choice of Music, Art & Design, Graphic & Visual Design, Modern Language, etc.)
<u>Media Specialist</u> Embedded English Embedded Math Embedded Science Photography	<u>Souvenir Production</u> Embedded English Embedded Math Embedded Science Sources of Raw Materials	



Digital Filmmaking Computerized Graphic Programming Graphic Design Commercial Art and Illustrations Game/Animation Visual Design Electives	Processing Raw Materials Production Techniques Small Business Development Branding & Marketing Basic Business Accounting Entrepreneurship Establishing Partnerships	
--------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

At the conclusion of these programmes of study, successful students should graduate with a Bahamas National High School Diploma which will indicate to employers that holders possess proficiency in the core subjects of English Language, Mathematics, Science and Social Studies at the ninth grade level. Additionally, holders will possess the requisite knowledge and skills in their specialty area and would have demonstrated that they are socially responsible.