



BAHAMAS MINISTRY OF EDUCATION

10 YEAR EDUCATION PLAN

UPDATED AUGUST 11th, 2009

MESSAGE FROM THE MINISTER OF EDUCATION

We in The Commonwealth of The Bahamas wish to and deserve to live in a land where the quality of life experienced is comparable to developed countries. We need to build a society where people are appropriately educated and socialized leading to the creation of a safe and prosperous country. Therefore, it is clear to us in the Ministry of Education that the delivery of quality education, which is relevant to the current and future needs of its people, is essential to individual empowerment and national development.

If the Bahamian education system is to provide an improved quality of life for all, it will require all persons to demonstrate that they are competent, productive and honest workers; individuals who think critically; are responsible, respectful and caring; and consider the needs of others and the environment.

Many in the past have worked arduously in the field of education and their efforts have not been in vain. While we wish to thank them for the many successes, the Ministry of Education is well aware that we must improve upon these past achievements. If education is to provide the kind of support twenty-first century development in The Bahamas needs, then we must focus our attention on targets and standards relevant to curriculum content and pedagogy, teacher training, resource development, management of our schools and indeed the education system. This focused attention mandates deliberate, rational planning and a sustained investment in our human, material and physical resources.

This Ten Year Education Plan provides the blueprint for each transformation. The goals and objectives contained herein reflect the Ministry of Education's course of action over the short and long term. To date, suggestions for change have come from some twenty-two Focus Groups representing various stakeholders and we are grateful for their input. We are open to receiving additional suggestions from others who have a vested interest in the educational advancement of our nation, and efforts will be made to involve more of our Family Islanders. Guided by performance indicators, we hold ourselves accountable to the Plan and ultimately to the people of The Bahamas.

I wish to thank everyone who worked diligently to compile and disseminate this Ten Year Education Plan. I also encourage all sectors of the society to commit to its implementation. In working together, we can bring life to this plan leading to the creation of an education system which produces citizens who are well equipped to contribute to the future growth and development of The Bahamas.

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The Ministry of Education would like to extend its gratitude to all the Focus Groups who so generously presented their views, ideas and recommendations pertaining to the improvement of the educational system of The Bahamas (See listing at the end of this document). Your commitment to education and knowledge of the challenges facing the education system are both greatly appreciated and have provided invaluable insight.

Your differing experiences, perspectives, skills, and talents have truly enriched the Plan and the process. Your contribution will play a significant role in improving the quality of education throughout The Bahamas. Thank you for your willingness to participate in creating a document which will become a landmark educational initiative.

DEVELOPMENT OF THE PLAN

In April 2008 the Minister of Education commissioned a small committee of Technical Officers to develop a 10 Year Education Plan. The process for developing the plan included a detailed review of existing strategic plans of The College of the Bahamas, Ministry of Health, University of the West Indies and The U.S. Department of Education. The Committee also reviewed documents which sought to address issues and concerns relative to improving education in The Bahamas: The Ministry of Education Draft Strategic Plan 2004, The 18th National Education Conference Report, Manifesto 2002, Manifesto 2007, Our Plan, Action Agenda, The Contract 2002 and The Coalition for Education Reform.

Consultations were held with a broad cross-section of stakeholders, including Ministry of Education and Department of Education staff, civic organisations, government agencies, trade unions, political parties, media, students and other members of civil society. From these consultations, four broad priority areas were identified:

- **Curriculum and Instruction** – what is taught and how it is taught.
- **Human, Material and Financial Resources** – the staffing, supplies and funding essential to the successful operation of the education system.
- **Administration and Management** – overall performance of the education system and the process through which the Ministry of Education will accomplish its goal of enabling every student to “achieve their dreams through education”.
- **Partnerships** – the relationships the Ministry of Education has with its many stakeholders and how the Ministry will work with these various stakeholders to achieve educational success.

From these four priority areas, goals were determined. The goals are specific to a particular area of education. It is felt that the attainment of these goals will enable the Ministry of Education to achieve its overall objectives. These goals were prioritized and divided into short term and long term objectives. Short term objectives are those which would normally be attained in one (1) to five (5) years. For each objective, performance indicators were developed in order to measure our success in achieving the stated objectives.

The strategic intent of the 10 Year Education Plan is to improve student achievement and the performance of schools. The Ministry of Education recognizes that to achieve this purpose a quality education system where all learners succeed is necessary. The plan addresses the issues of Access, Equity, Inclusion, Quality and Relevance throughout all levels of education. The Ministry of Education is committed to working with its partners to provide each child in The Bahamas with quality education.

HOW TO USE THIS DOCUMENT

There are three considerations you should make when reading this document.

First, this document is designed to provide guidance for the work of the Ministry of Education over a ten-year period. As a result, it is general in nature and is not designed to be a technical document, but rather a document for use by the general public.

Second, before the presentation of the plan itself, an attempt has been made to put Bahamian education in context so that the reader may gain an appreciation for the achievements realised and challenges facing the system since political independence was achieved in 1973. Then a profile of “the ideal Bahamian citizen” is provided with an understanding that the education sector will have to play a critical role in the development of such a person. Consequently, the Ministry of Education’s vision and mission are shared.

Third, all outlined immediately above will serve as a backdrop for understanding the Ministry of Education’s 10 Year Education Plan. Thus, this part of the document (pages 8 to 56) will detail the work that the Ministry will undertake over the next ten years. The body of the plan will comprise four priority areas namely:

- Curriculum and Instruction
- Human, Material and Financial Resources
- Administration and Management
- Partnerships

Goals, with the related objectives and performance indicators, have been classified into one of the four priority areas. Objectives have been separated into short term, which the Ministry hopes it will achieve within three years of implementing this plan, and long term. A Glossary of Terms has been provided for the reader’s convenience.

It is hoped that you will have little difficulty in using this document and that you will be able to fully interact with its contents. You may contribute to the plan by offering suggestions for the development and operation of programmes and by monitoring and evaluating their implementation. Through collaboration and dialogue, we can all experience the success that will come from the positive results achieved.

From Slate to Interactive White-board: The Development of Education in the Modern Bahamas

In terms of the development of a country, sixty years is a relatively short time. However, when we examine the changes that have taken place in The Bahamas over the last sixty years, we realise that progress has been rapid and, quite significant. The transformation of the Bahamian education system vividly illustrates this.

As late as 1950, the typical primary school student in The Bahamas would have attended a government supported school which was overcrowded, with student-teacher ratios in excess of 40 to 1, and under-resourced with minimal furniture and tuition materials. Actually, instead of exercise books, students used slates which were like miniature chalkboards. After being given a few minutes to memorise their notes, students would have to erase them and then continue with the next lesson. This presented much difficulty for the teaching and learning process and, although many students were able to learn, because of these conditions, many did not realise their full potential.

Progressive educators of the day, including leaders of the Bahamas Union of Teachers (BUT), realising the obvious deficiencies in the Bahamian education system, began to call for major reform. Subsequently, governments of The Bahamas have sought to bring about needed improvement. On several occasions, committees have been convened and reports, position papers and plans were commissioned to assess the state of education and make recommendations for the sector's improvement. These reports have served to provide decision-makers with information required to set broad policy objectives and to implement, as conditions permitted, the appropriate programmes. The Houghton Report (prepared in the early 1960s) recommended that all Bahamian schools be desegregated while the Hope (1968), Leys (1968) and Williams (1969) reports addressed secondary, post secondary and technical education respectively. Other reports followed, including:

- ***Focus on the Future*** (Government's White Paper on Education, circa 1972);
- ***Educational Development in an Archipelagic Nation*** (The Maraj Report (1974));
- ***Education for National Progress*** (1976);
- ***The Master Plan for Post Secondary Education*** (1991);
- ***National Task Force on Education*** (The Bethel Report (1994));
- ***Draft Strategic Plan 2004: Bahamian Education in the 21st Century*** (2004); and
- ***Report of the National Commission for Special Education*** (NCOSE (2005)).

Until the mid 1960s, access to education was limited in The Bahamas. Although most persons were able to receive a primary education, only the privileged few were afforded a secondary education. With the advent of Majority Rule, however, a focused and determined effort was made to ensure universal access to education. In ***Focus on the Future***, the Government of The Bahamas puts forth the position that "...the system provides an education for our people which is of the right kind and sufficient both in quantity and quality to meet the intellectual, moral, emotional and physical needs of all." To this end tremendous efforts have been made, particularly from the late 1960s to the mid 1970s, to provide students with access to educational institutions, particularly at the secondary level. Private schools were not only desegregated, but the government significantly expanded its subventions and grants programme. This enabled private schools to accommodate students, who prior to this period, would not have been able to gain access. The Common Entrance Examination, which for a long time prevented the majority of students from accessing secondary education, was abolished. Dozens of public secondary

schools were established throughout the country to accommodate the increased enrolment at that level. The College of The Bahamas (1974) as well The Bahamas Hotel Training College and the South Andros Training Centre were also established. By the end of the 1980s, The Bahamas had virtually achieved Universal Secondary Education and by 1996, the Education Act was revised making school attendance mandatory for all 5 to 16 year old children living in The Bahamas.

After schooling had been made available to the vast majority of Bahamians, it was natural for the government to focus on improving the quality of the education provided. From the late 1970s to the late 1990s, the government can be credited with the following:

- An improvement in the quality of the teacher training programmes available locally;
- A massive curriculum revision and development exercise to meet the new needs of the society and the diverse needs of students;
- A significant increase in the procurement of relevant tuition materials to complement the new curricula;
- Production of indigenous teaching and learning materials to enhance the instructional programme;
- The restructuring of the curriculum division and the appointment of curriculum officers representing subject areas across the curriculum to assess the instructional programme and to make recommendations for improvement;
- An expansion of professional development activities by hosting seminars and workshops for teachers throughout the academic year;
- The introduction of the Future Teachers of the Bahamas Programme and the Career Path for Public School Teachers to attract and retain the brightest and best to serve as professionals in the education sector; and
- The decentralization of the management of the public education system by establishing school districts and school boards to improve efficiency in educational management.

In an effort to measure the success of efforts made towards improving the quality of education, the government introduced diagnostic testing to measure student performance at grades three, six and eight. The Grade Level Assessment Test (GLAT) was initially designed and produced by the Psychological Corporation, a U.S. based company. Later, the GLAT was indigenised to eliminate cultural bias and also sought to highlight deficiencies with a view toward remediation. At the high school level, efforts were made to improve the assessment of student performance. The General Certificate Examination (GCE) was replaced by the Bahamas General Certificate of Secondary Education (BGCSE) which is a locally developed examination, endorsed by the University of Cambridge Local Examination Syndicate. This year, 2009, marks the seventeenth consecutive sitting of this examination.

With the coming of the new millennium, the Ministry of Education, guided by the Dakar Framework for Action, recommitted itself to providing Education for All. Having already achieved universal primary and secondary education and providing significant opportunities for students at the post secondary level, attention was then placed on increasing access to pre-school and expanding the educational opportunities for those with special needs. The specific focus on these two areas is based on the premise that targeted intervention can prevent school failure.

It was not until early in the first decade of the 21st century that the Department of Education was able to make some impact on the quality of instruction at the pre-school level. Pre-school centres were not only established at virtually all public primary schools in New Providence and Grand Bahama, but pre-school classes and individual pre-school facilities were introduced in a number

of Family Island communities. Further, new legislation designed to regulate this largely privately-operated sector was introduced. With financial assistance now provided by the Inter-American Development Bank, efforts are being made to train pre-school teachers and to work with non-government operated pre-schools to ensure that they provide quality education to students at this critical developmental stage.

Not since the establishment of the Centre for the Blind (1948), Stapledon School for the Mentally Retarded (1962) and The Centre for The Deaf (1965) was there a concerted effort to attend to students with special needs. In 2003, the Government of The Bahamas appointed the National Commission on Special Education (NCOSE) to assess the status of special education and to make recommendations for its improvement. With funding and technical assistance provided by the IDB, efforts have since been made to develop a realistic and effective inclusion policy. Special needs units, such as the Autistic Unit at the Garvin Tynes Primary School and the Transitional Alternative Programme for Students (TAPS) programme for students with behavioural challenges, have been introduced as initial attempts to provide special needs students with educational experiences that will meet their learning needs while ensuring that their self worth is not diminished.

The Ministry of Education is well aware that available information and communication technology can play an important role in improving the efficient management of the education enterprise as well as enhancing the teaching learning process. The development of a comprehensive Management Information System will enable all public schools to instantly provide vital information to district offices as well as the Ministry of Education Headquarters. When this system is fully operational, it will allow data needed for informed decision-making to become immediately available. At the same time, information communication technology is being promoted within the classroom setting. The majority of students have access to computers in their schools and a growing number of students, along with their teachers, are using interactive white boards the teaching-learning process.

In many respects, the Bahamian education system has been transformed! With a student-teacher ratio now at 14 to 1, well resourced classrooms outfitted with adequate furniture and tuition equipment and supplies, specialised classrooms and laboratories, well qualified teachers and trained school administrators, today's students in the public school system have greater opportunities to realise their potential. With improved classroom conditions, best teaching practices and access to modern technologies such as interactive white-boards, the 21st century Bahamian student will perform more effectively. These interactive white-boards allow for exchange between students and their teachers, making their learning environment both cooperative and dynamic.

Today, the slate simply serves to remind us of the significant progress we have made in sixty short years!

PROFILE OF A GRADUATE OF THE BAHAMIAN EDUCATION SYSTEM IN THE 21st CENTURY

It is expected that the successful implementation of this 10 Year Education Plan will result in the significant improvement of the education system and in the quality of the graduate that it produces. The ideal graduate will:

- possess relevant knowledge in core subjects such as maths, language, science, technology and the arts;
- think critically and show initiative;
- demonstrate creativity and innovation;
- communicate effectively and collaborate willingly;
- demonstrate flexibility and adaptability;
- utilise social and cross cultural skills;
- work productively and diligently;
- guide and inspire others to do their best;
- act responsibly for the benefit of the wider community; and
- demonstrate integrity and ethical behaviour at all times.

The future success of our country depends in large measure on our ability to foster the growth and development of every individual in our society, a task that lies at the heart of our mission. This task is not the sole responsibility of the education system, but one which demands the earnest commitment and participation of us all.

VISION

Our vision is for a Bahamian education system that promotes the highest standards and produces students who are intellectually curious, compassionate, responsible and capable of making a meaningful contribution to the country's productivity, prosperity and peace.

MISSION STATEMENT

Guided by the universal principles of truth, justice, honesty, diligence and respect for the individual, the Ministry will provide all persons in The Bahamas with opportunities to receive quality education equipping them with the knowledge, skills, beliefs, values and attitudes required to work and live in an interdependent, changing world.

PHILOSOPHY AND BELIEF STATEMENTS

Education in the Commonwealth of The Bahamas is the principal vehicle for promoting the development of individuals and our nation. Therefore, our education policies and practices are grounded in the following principles:

- a) Recognition of the intrinsic worth of every human being and the commitment to respect all human rights including the right to an education;
- b) Conviction that the government, educators, parents, students and the wider community must all share responsibility for the success of the educational enterprise;
- c) Appreciation of the significance and value of the rich diversity of The Bahamas and its people, and the responsibility to respond to that diversity with tolerance and understanding;
- d) Recognition of The Bahamas as part of a wider world community which it must value and with which it must interact responsibly;
- e) Commitment to strengthening partnerships at the national, regional and international levels to promote the development of the education system.

10 YEAR EDUCATION PLAN

**PRIORITY AREA I
CURRICULUM AND INSTRUCTION**

Goal 1: Developing National Curricula that Are Relevant to the Needs of the Individual and Society.

The twenty-first century requires persons with the necessary academic standards and relevant skills to meet the demands of the modern work force. Additionally, high school graduates wishing to pursue further studies must be adequately prepared. This calls for ongoing curriculum development and effective instructional practices. Moreover, there is a need for interdisciplinary learning and extensive character building which will encourage creativity and personal initiative – important ingredients for a productive society.

SHORT TERM OBJECTIVES

- **Objective 1:** Form curriculum advisory councils for all subject areas comprising teachers, students, Ministry officials and other key stakeholders to provide guidance and support for the curriculum development and revision processes as well as instructional practices
Performance Indicator 1: Subject advisory councils for all subject areas formed by April 2010
- **Objective 2:** Engage the appropriate number of curriculum officers and provide them with ongoing training in curriculum implementation and evaluation
Performance Indicator 2: Appropriate number of curriculum officers engaged and trained by Sept. 2012
- **Objective 3:** Promote the integration of healthy living, critical thinking, decision making, problem solving, communication into the relevant curricula
Performance Indicator 3: Relevant curricula integrated by Sept. 2011
- **Objective 4:** Ensure that the curricula address the needs of industry by creating opportunities for knowledge transfer using various methods such as continuous dialogue, teacher-employer exchanges and work-study programmes
Performance Indicator 4: Programmes commenced by Sept. 2009
- **Objective 5:** Mandate that all primary and secondary students receive instruction in current affairs and Bahamian history and heritage
Performance Indicator 5: Instruction received by all students in Bahamian history, culture and current affairs by Sept. 2011
- **Objective 6:** Expand the function of the Writing Unit to include the review of manuscripts for use in schools
Performance Indicator 6: Review of manuscripts added to the work of the Writing Unit by Sept. 2009

- **Objective 7:** Standardise the scheduling of subjects and extra-curricular activities to promote greater efficiency, effectiveness and accountability
Performance Indicator 7: Schedule rationalised and operational by Sept. 2011
- **Objective 8:** Articulate a clear policy on home schooling and establish a desk at central office to provide support to parents who home school their children
Performance Indicator 8: Home schooling policy articulated and desk established by Sept. 2011

LONG TERM OBJECTIVES

- **Objective 9:** Ensure that a variety of teaching methods and strategies are used by all teachers to address the diverse needs of students
Performance Indicator 9: All teachers trained in basic special needs teaching strategies
- **Objective 10:** Provide all students with access to computers and the appropriate training to ensure that they are computer literate
Performance Indicator 10: All students provided with computer literacy training
- **Objective 11:** Integrate the use of modern technology such as LCD projectors, laptop computers, audio and video broadcasting, and interactive white boards in the teaching/learning process
Performance Indicator 11: All schools outfitted with the relevant ICT equipment and all teachers trained to use and integrate ICT in their teaching
- **Objective 12:** Develop appropriate mechanisms (e.g. establishing a unit and/or contracting specialists, etc) to ensure that the curricula are developed and constantly revised to meet the changing needs of the individual and society
Performance Indicator 12: Curricula revised on a consistent basis
- **Objective 13:** Produce an adequate supply of indigenous instructional materials such as CDs, booklets and online resources to support the teaching of Bahamian History, Mathematics, Health & Family Life Education, Spanish, Social Studies, and Language Arts.
Performance Indicator 13: Adequate supply of indigenous instructional materials for core subjects produced
- **Objective 14:** Establish a lab school which will allow student teachers to observe best practices during the course of their teacher education programme
Performance Indicator 14: Lab school established
- **Objective 15:** Design and implement an integrated, interdisciplinary curriculum for Lower Primary with reduced curriculum/subject offerings enabling students to acquire a sound basic education
Performance Indicator 15: Lower Primary school integrated curriculum
- **Objective 16:** Expand existing and introduce new career/technical education programmes at the senior high level based on the present and future labour needs in The Bahamas

Performance Indicator 16: Relevant career/technical education programmes made available

Goal 2: Developing National Pride, Civic Responsibility and a Strong Work Ethic in Students

Successful nation building takes place when citizens develop civic responsibility and join in a common effort to promote social stability and economic prosperity. Respect for self and others, love for community and country and a desire to participate fully in all facets of national life provide the foundation for genuine national pride, committed civic responsibility and strong work ethic. These positive behaviours must be instilled at an early age. Ministry of Education will continue to integrate key elements of character building and respect for self, others and country in the national curriculum.

SHORT TERM OBJECTIVES

- **Objective 1:** Revise civic education curriculum, highlighting issues such as rights and responsibilities of citizens, the role of government in a democracy and the importance of community service
Performance Indicator 1: Revised curriculum implemented by Sept. 2012
- **Objective 2:** Require all students to complete a course in civic education as a prerequisite for high school graduation
Performance Indicator 2: High school graduation requirements expanded by Sept. 2012
- **Objective 3:** Require all students to render some form of community service prior to graduation, with a specific proportion being executed at the school site
Performance Indicator 3: Increased participation in community service activities by Sept. 2010
- **Objective 4:** Re-introduce student councils at all secondary schools to foster a practical understanding of democratic living
Performance Indicator 4: 100% increase in number of student councils by Sept. 2010
- **Objective 5:** Expand the job experience programme to better prepare students for the world of work
Performance Indicator 5: Job experience programme expanded by Sept. 2010
- **Objective 6:** Establish peer mentoring programmes for the benefit of struggling students while emphasising the importance of teamwork
Performance Indicator 6: 100% increase in peer mentoring programmes by Sept. 2010
- **Objective 7:** Mandate that all radio and television stations allocate a prescribed amount of time for public service announcements that reinforce civic responsibility
Performance Indicator 7: Increased production of PSAs by Sept. 2010
- **Objective 8:** Integrate character education into the curriculum, highlighting issues of self esteem and self respect
Performance Indicator 8: Integrated curriculum produced by Sept. 2011

LONG TERM OBJECTIVES

- **Objective 9:** Establish a national student exchange programme to expose students to life and work in other Bahamian islands
Performance Indicator 9: 100% increase in student exchange programmes
- **Objective 10:** Support the participation of Bahamian students in international cultural exchange programmes
Performance Indicator 10: Increased student participation in international cultural programmes

Goal 3: Ensuring that Children Leave Primary School with the Required Literacy and Numeracy Skills

Educators, parents and the general public continue to show great interest in the literacy and numeracy skills of primary school students. Secondary teachers are concerned that many students, when entering secondary schools, are unable to read, write and compute at an acceptable level. Because literacy is the basis of all learning, every effort will be made to improve literacy at the foundation level.

SHORT TERM OBJECTIVES

- **Objective 1:** Offer the necessary interventions to ensure that the majority of students are reading at grade level by third grade
Performance Indicator 1: Interventions implemented by Sept. 2012
- **Objective 2:** Implement a sustained Reading Comprehension Skills Programme (RCSP) in the lower primary grades in all schools throughout The Bahamas
Performance Indicator 2: RCSP implemented in all lower primary grades by Sept. 2011
- **Objective 3:** Place literacy coordinators in each primary school
Performance Indicator 3: Literacy coordinators placed in all primary schools by Sept. 2012
- **Objective 4:** Mandate pre- and post-reading tests in all primary grades
Performance Indicator 4: Pre and Post tests in all primary grades mandated by Sept. 2010
- **Objective 5:** Implement English as a Second Language (ESL) programmes in schools with large populations of non-English speakers
Performance Indicator 5: Increased number of ESL programmes in schools by Sept. 2012
- **Objective 6:** Partner with public media houses to develop and disseminate programmes designed to improve student performance
Performance Indicator 6: Increased partnerships by April 2011
- **Objective 7:** Promote the use of indigenous materials and locally produced texts
Performance Indicator 7: Increased use of indigenous instructional material by Sept. 2010
- **Objective 8:** Provide all pre-service and in-service teachers with ongoing literacy and numeracy training to include diagnostic testing and other assessment and instructional strategies
Performance Indicator 8: Training commenced by Sept. 2009
- **Objective 9:** Ensure that all preschools meet the standards outlined in the Early Childhood Care Act, so that all children entering Grade 1 have mastered language, math and social readiness skills
Performance Indicator 9: Standards implemented by Sept. 2012

- **Objective 10:** Establish a mentoring programme utilising high school/ college students to assist primary school students in developing literacy and numeracy skills

Performance Indicator 10: Mentoring programme established by Sept. 2010

LONG TERM OBJECTIVES

- **Objective 11:** Reorganise primary schools to better address student achievement by reducing school size to no more than 800 students and establishing a policy to reduce class size to a maximum of 25 students in grades 1 through 3 and 30 students in grades 4 through 8

Performance Indicator 11: Primary schools reorganised policy implemented

- **Objective 12:** Implement the comprehensive Literacy Enhancement and Assessment Programme (LEAP) to assist students who are struggling to acquire basic levels of literacy.

Performance Indicator 12: LEAP implemented

- **Objective 13:** Reduce the number of curriculum offerings in the lower primary grades, focusing on self actualisation, literacy and numeracy

Performance Indicator 13: Lower primary curriculum offerings reduced

- **Objective 14:** Fully resource school libraries to ensure that they support the work of schools in promoting literacy skills among primary school students

Performance Indicator 14: School Libraries fully resourced

- **Objective 15:** Mandate compulsory summer school attendance for students underachieving in literacy and numeracy

Performance Indicator 15: increased % of underachieving students attending summer school

- **Objective 16:** Design instructional programmes such as ESL to address the needs of students from all backgrounds, including those from low socioeconomic, language deficient and other “at risk” groups

Performance Indicator 16: Instructional programmes designed

Goal 4: Meeting the Needs of Special Students

All schools must be committed to meeting the diverse needs of students. Therefore efforts must be made to supply appropriate resources and necessary conditions that meet the needs of students, regardless of their social and cultural backgrounds or their abilities.

SHORT TERM OBJECTIVES

- **Objective 1:** Develop a special education policy to comprehensively address the specific needs of this area
Performance Indicator 1: Special Education policy developed by Sept. 2010
- **Objective 2:** Implement a National Screening Programme for all children in The Bahamas ages 3 to 5
Performance Indicator 2: National Screening Programme implemented by Sept. 2010
- **Objective 3:** Produce and disseminate public service announcements that promote sensitivity to and respect for special education students
Performance Indicator 3: PSAs disseminated by Dec 2010
- **Objective 4:** Provide regular quality tuition and educational support services for infirmed children of compulsory school age
Performance Indicator 4: Tuition for infirmed compulsory school age children provided by Sept. 2010
- **Objective 5:** Implement the Safety Net & TAPS intervention programmes for High School students deemed 'at risk'
Performance Indicator 5: Programmes for 'at risk' students initiated by Sept. 2009
- **Objective 6:** Implement a transition programme to better assist disabled students in entering the work environment
Performance Indicator 6: School-to-work transition programme for disabled students started by Jan 2011

LONG TERM OBJECTIVES

- **Objective 7:** Ensure that there are adequate numbers of trained special education professionals such as teachers and teacher's aides, speech pathologists, school psychologists and occupational therapists, to support the teaching-learning process
Performance Indicator 7: Special educators recruited and trained
- **Objective 8:** Integrate special education students in regular classes, where possible
Performance Indicator 8: Integration of special needs students undertaken

- **Objective 9:** Outfit all schools with the required facilities and equipment to meet the needs of special students and construct a new facility for severely challenged students
Performance Indicator 9: Schools outfitted with necessary equipment for special needs students
- **Objective 10:** Procure an appropriate supply of tuition resources to address the needs of special students
Performance Indicator 10: Supplies procured and distributed
- **Objective 11:** Modernise all existing special schools, e.g. Stapledon School for the Mentally Retarded, The Centre for the Deaf, The School for the Blind
Performance Indicator 11: All special schools upgraded
- **Objective 12:** Use multi media to design programmes to assist special needs students and to provide support for their parents
Performance Indicator 12: Programmes to support special needs students designed
- **Objective 13:** Provide training, on an on-going basis, for teachers, teacher's aides and other education professionals working with special education students and offer incentives where appropriate
Performance Indicator 13: Relevant special education training provided to appropriate education staff
- **Objective 14:** Improve the PACE programme by offering a more relevant curriculum to better meet the needs of pregnant school girls
Performance Indicator 14: Improved curriculum offerings for PACE programme
- **Objective 15:** Implement programmes to assist newly arrived immigrant children in adjusting to Bahamian society
Performance Indicator 15: Programmes for new immigrant children activated

Goal 5: Furnishing Schools with the Necessary Teaching Resources and Tuition Supplies

Teaching resources and tuition supplies play an important role in making the teaching/learning process successful because they help to reinforce many of the concepts that are taught on a daily basis. Recognizing this, over the years, governments have increased budgetary allocations to purchase tuition supplies that meet instructional needs. We must continue to create a properly managed twenty-first century system for the procurement, storage and distribution of supplies for effective delivery of the instructional programme.

SHORT TERM OBJECTIVES

- **Objective 1:** Ensure that procurement officers are attached to the Supplies/Purchasing Section for procurement and distribution of instructional supplies
Performance Indicator 1: Procurement officers posted by Jan 2012
- **Objective 2:** Establish a career path for staff of the Supplies Section
Performance Indicator 2: Career Path for Supplies personnel established by July 2012
- **Objective 3:** Ensure that staff acquire ongoing training for efficient and effective execution of their duties
Performance Indicator 3: Regular training for Supplies staff trained commencing Oct 2009
- **Objective 4:** Create a procurement manual that will detail the processes of procurement and distribution of supplies
Performance Indicator 4: Procurement manual produced by Dec 2010
- **Objective 5:** Improve the capacity and security of the storage facilities to minimise damage and loss of supplies in storage
Performance Indicator 5: Value of lost merchandise reduced by half by Dec 2010
- **Objective 6:** Purchase additional, suitable vehicles and equipment for procurement and distribution of supplies
Performance Indicator 6: Two suitable vehicles and needed equipment purchased by Dec 2011
- **Objective 7:** Establish a formal, structured supplier registration system that will lead to greater transparency and fairness in the awarding of contracts and an improvement in the delivery of service by contractors
Performance Indicator 7: New supplier registration system implemented by June 2010
- **Objective 8:** Establish a contingency to ensure that the budget allows for allocation of funds prior to the close of the school year in order to have supplies distributed before new school year*
Performance Indicator 8: Contingency established by July 2012

- **Objective 9:** Establish a rent-a-book scheme to reduce the cost of obtaining required texts
Performance Indicator 9: Book rental scheme operational by Sept. 2012

LONG TERM OBJECTIVES

- **Objective 10:** Allocate 5 % of the Department of Education's budget to the procurement of tuition supplies
Performance Indicator 10: 5% of the DOE's Budget allotted to tuition supplies
- **Objective 11:** Introduce a computerised inventory management system that will improve efficiency and lead to greater accountability in the Supplies Section
Performance Indicator 11: Computerised inventory management system implemented
- **Objective 12:** Establish a twenty-first century Stores Distribution Facility able to effectively facilitate the procurement, storage and distribution of learning resources and other materials
Performance Indicator 12: Stores Distribution Facility fully outfitted
- **Objective 13:** Transfer funds from central office to district offices for distribution of supplies
Performance Indicator 13: Funds transferred to district offices
- **Objective 14:** Increase the number of adequately trained staff members in Supplies Section for efficient and effective operation
Performance Indicator 14: Stores appropriately staffed
- **Objective 15:** Design and implement an effective procurement and distribution system where each school district is responsible for ensuring that schools are adequately supplied with relevant instructional material
Performance Indicator 15: New procurement and distribution system implemented

Goal 6: Offering Additional Support To Enhance the Quality of the Teaching/Learning Process

It is widely understood that while quality education depends largely on what takes place in the classroom, success is inextricably bound to the support systems that undergird it. In order for more of our students to realise their full potential, deliberate attention will be paid to services/agencies

SHORT TERM OBJECTIVES

- **Objective 1:** Upgrade school libraries by providing greater access to a wide range of multi-media resources
Performance Indicator 1: All school libraries upgraded with multi-media resources by June 2012
- **Objective 2:** Increase the number of school attendance officers
Performance Indicator 2: Number of school attendance officers doubled by Sept. 2012
- **Objective 3:** Increase the number of school welfare officers to assist with the social needs of students and their families
Performance Indicator 3: Ten (10) additional school welfare officers engaged by Sept. 2012
- **Objective 4:** Offer conflict resolution, anger management and drug use prevention programmes to assist “at risk” students
Performance Indicator 4: Programmes for ‘at risk’ students offered starting June 2012
- **Objective 5:** Establish well equipped homework centres and after-school clubs, ensuring that all programmes are standardised
Performance Indicator 5: After school centres fully functioning by Sept. 2012
- **Objective 6:** Continue to enhance the partnership with Department of Social Services in identifying students that require assistance with acquiring school supplies, lunch, uniforms, etc
Performance Indicator 6: Basic material needs of indigent students more effectively met beginning Aug 2011

LONG TERM OBJECTIVES

- **Objective 7:** Establish a comprehensive, well funded library system that will include a National Library
Performance Indicator 7: National library system established
- **Objective 8:** Ensure that all educational facilities are adapted to meet the needs of students with disabilities, thereby leading to greater inclusion
Performance Indicator 8: Educational facilities outfitted to accommodate special needs students

- **Objective 9:** Increase the effectiveness of guidance counsellors by reducing the present student to guidance counsellor ratio from 350:1 to 200:1 in all public schools.
Performance Indicator 9: Ratio of students to guidance counsellors in public schools reduced to 200:1
- **Objective 10:** The screening process which assesses the student's mental, physical, and emotional needs expanded
Performance Indicator 10: Screening for mental, physical and emotional needs expanded
- **Objective 11:** Ensure that provisions are made for the training and hiring of qualified professionals such as librarians, guidance counsellors, speech language pathologists and educational psychologists to support the teaching-learning process
Performance Indicator 11: Number of qualified educational professionals increased by 25%
- **Objective 12:** Expand the practice of hiring teacher's aides and lab/workshop assistants to support and work with teachers at all levels
Performance Indicator 12: Fifty (50) additional educational support assistants engaged

Goal 7: Encouraging Persons To Pursue Education After Leaving School

Learning must be viewed as an undertaking by persons enrolled in educational institutions. A commitment by all persons to learning as a lifelong pursuit allows for increased self-knowledge, a deeper understanding of their community and a greater awareness of the world. Engaging in lifelong learning opens the way for the acquisition of new knowledge and skills that can serve the needs of the individual and a changing society.

SHORT TERM OBJECTIVES

- **Objective 1:** Use schools as community learning centres/evening institutes, enabling them to become the hub for educational, community, cultural and recreational activities
Performance Indicator 1: Community centres established by Sept. 2011
- **Objective 2:** Provide appropriate programmes for adults and out of school youth in order to increase opportunities for employment and successful living
Performance Indicator 2: Programmes implemented by Sept. 2012
- **Objective 3:** Expand the BTVI Bridge Programme to enable more adults and recent secondary school graduates to gain necessary technical and vocational skills
Performance Indicator 3: BTVI Bridge Programmes expanded by Sept. 2011
- **Objective 4:** Upgrade and expand National Literacy Services to provide the general public with greater access to a full range of literacy enhancement activities
Performance Indicator 4: National Literacy Services upgraded by Sept. 2012
- **Objective 5:** Encourage the media, including television and radio, to devote a certain number of hours to deal with issues in education and matters of public interest
Performance Indicator 5: Increased production of public interest programmes by December 2012
- **Objective 6:** Make financial and other provisions for mature employees to pursue certified programmes
Performance Indicator 6: Increased percentage of mature persons pursuing certified programmes by Sept. 2012

LONG TERM OBJECTIVES

- **Objective 7:** Train professionals in the field of lifelong learning
Performance Indicator 7: Professionals trained
- **Objective 8:** Ensure that public institutions of higher learning expand their course offerings to all Family Islands
Performance Indicator 8: Increased course offerings on Family Islands
- **Objective 9:** Collaborate with media houses in the development and transmission of programmes which focus on recreational, self-help and self-improvement activities geared towards the adult population in The Bahamas
Performance Indicator 9: 100% increase in production of programmes
- **Objective 10:** Institute a programme which provides an opportunity for school drop-outs to attain a high school diploma
Performance Indicator 10: 100% increase in school diplomas issued to school dropouts
- **Objective 11:** Facilitate day release programmes in the public and private sectors to allow for continuous staff training
Performance Indicator 11: 100% increase in day release programmes

Goal 8: Increasing the Number of Bahamian Residents Pursuing Post Secondary and Tertiary Education

Bahamians with a higher level of knowledge, training and skills will be able to perform the variety of tasks required for the efficient and orderly development of our country. It will therefore be easier to meet employment needs from entirely local sources. Every effort will be made to increase the number of Bahamians qualified to satisfy the demands of the job market.

SHORT TERM OBJECTIVES

- **Objective 1:** Establish policies needed to encourage the establishment of foundations and endowments to fund student scholarships
Performance Indicator 1: Appropriate scholarship endowment policies established by Jan 2012
- **Objective 2:** Ensure that all graduates from public high schools who attain five (5) or more BGCSE subjects with 'A' through 'C' grades receive full scholarships to the College of The Bahamas
Performance Indicator 2: Scholarships awarded to 100% of qualified applicants by July 2012
- **Objective 3:** Encourage the expansion of the Jump Start programmes to allow more high school students to access college classes
Performance Indicator 3: Number of students enrolled in Jumpstart increased by 50% by Sept. 2012
- **Objective 4:** Encourage tertiary level institutions to provide night transportation services for students
Performance Indicator 4: Night transportation service provided by Sept. 2010
- **Objective 5:** Encourage more commercial banks to offer student loans for tertiary education
Performance Indicator 5: Number of banks offering student loans increased by Sept. 2010
- **Objective 6:** Standardise high school graduation requirements
Performance Indicator 6: National High School Diploma introduced by June 2012

LONG TERM OBJECTIVES

- **Objective 7:** Establish a more effective funding mechanism to make attendance to tertiary level institutions easier for more students
Performance Indicator 7: Increased tertiary level enrolment
- **Objective 8:** Facilitate the development of a College Prep programme designed to adequately prepare students for entry into accredited tertiary level courses
Performance Indicator 8: Drop-out rate of first year college students reduced

- **Objective 9:** Implement incentives to increase the number of male students entering the College of The Bahamas
Performance Indicator 9: COB's male enrolment significantly increased
- **Objective 10:** Encourage employers to provide opportunities for employees to access college level education while on the job
Performance Indicator 10: Greater number of employees enrolled in college programmes
- **Objective 11:** Encourage the private sector to offer financial incentives for their employee who successfully complete college level courses
Performance Indicator 11: Pass rate of employees in college courses significantly increased
- **Objective 12:** Expand distance education course offerings using e-learning
Performance Indicator 12: Family Island post secondary enrolment rates increased
- **Objective 13:** Increase the number of National Merit scholarships for graduating seniors pursuing majors in priority areas
Performance Indicator 13: Number of National Merit scholarships increased to 5
- **Objective 14:** Construct first class dormitories at the College of The Bahamas to accommodate Family Island, regional and international students
Performance Indicator 14: COB dormitory capacity doubled
- **Objective 15:** Expand campuses of post secondary level institutions on the Family Islands so that more students can access course offerings
Performance Indicator 15: Family Island post secondary enrolment increased by 20%
- **Objective 16:** Reduce tuition fees for long term non-Bahamian residents
Performance Indicator 16: Tuition for long term non-Bahamian residents reduced

Goal 9: *Improving the Quality of Education at the Tertiary Level*

Due to the forces of globalisation, greater demands are being placed on persons in the work place to acquire the knowledge, skills and attitudes needed to perform at internationally acceptable standards. If Bahamians are to compete successfully in this more demanding work environment, they must receive a good quality tertiary education. Because of this increased demand, it is imperative that all tertiary institutions provide students with instruction designed to meet international standards.

SHORT TERM OBJECTIVES

- **Objective 1:** Enforce all laws and regulations related to The Bahamas' Accreditation and Equivalency Act
Performance Indicator 1: Accreditation and Equivalency Act fully enforced by Sept. 2011
- **Objective 2:** Establish partnerships with international business conglomerates to develop, at local tertiary institutions, Centres of Excellence in Tourism, Banking and Finance, and Agriculture
Performance Indicator 2: Centres of Excellence established by Sept. 2012
- **Objective 3:** Expand the COB's library catalogue offerings by establishing electronic access to the libraries of other universities
Performance Indicator 3: COB's library catalogue electronically expanded by Sept. 2011
- **Objective 4:** Partner with the Association of Tertiary Institutions of the Bahamas (ATIB) to create a comprehensive developmental strategy which will include exchange programmes and the articulation and "twinning" agreements with accredited universities in the United States, Canada, United Kingdom and other countries, to attract more international students
Performance Indicator 4: Comprehensive Developmental Strategy created by Dec 2010
- **Objective 5:** Organise exchange programmes between learning institutions and industry, including (Non-governmental organizations) NGO's and government agencies
Performance Indicator 5: Exchange programmes established by Sept. 2012

LONG TERM OBJECTIVES

- **Objective 6:** Increase the number of on-line courses available at the local tertiary institutions
Performance Indicator 6: On-line courses offered
- **Objective 7:** Provide grants to qualified tertiary level institutions that meet pre-determined quality standards
Performance Indicator 7: Grants to qualified local tertiary level institutions provided
- **Objective 8:** Ensure that all local educational institutions deliver quality programmes which satisfy national development and labour force needs
Performance Indicator 8: Sufficient qualified workers and professionals supplied

- **Objective 9:** Support the local tertiary institutions' efforts to construct and outfit modern Natural Science and Teacher Education buildings
Performance Indicator 9: Appropriate facilities constructed
- **Objective 10:** Host more international academic conferences to promote exchange of ideas and an appreciation for other cultures
Performance Indicator 10: International academic conferences hosted

Goal 10: *Producing a More Skilled Workforce for the Bahamian Economy*

High school graduates must enter the workforce equipped to meet the needs of a growing, diversified Bahamian economy. Also, schools and colleges must pay sufficient attention to the development of general and technical education programmes. This will result in thousands of students developing untapped potential, allowing them to adequately participate in various aspects of the economy.

SHORT TERM OBJECTIVES

- **Objective 1:** Consult regularly with other government agencies and representatives of the private sector to determine what entrepreneurial and employment opportunities exist to inform educational programme development
Performance Indicator 1: 100 % increase in opportunities commenced by Sept. 2010
- **Objective 2:** Partner with all local post-secondary/tertiary institutions to make the transition from high school a seamless one and to assist in the development of programmes based on the needs of government and private sector agencies
Performance Indicator 2: Relevant curricula implemented by Sept. 2011
- **Objective 3:** Establish a National Training Agency responsible for the implementation of standards, training and the coordination and development of technical and vocational education in The Bahamas
Performance Indicator 3: NTA staffed by Sept. 2012
- **Objective 4:** Ensure that technical and vocational magnet programmes are provided with state-of-the-art facilities and equipment
Performance Indicator 4: Facilities and equipment provided by Sept. 2012
- **Objective 5:** Upgrade BTVI to a semi-autonomous, accredited training institution with the capacity to attract and retain 2500 students annually, in all major technical and vocational disciplines
Performance Indicator 5: BTVI restructured by Sept. 2012
- **Objective 6:** Expand the Technical Cadet Corps Programme to provide students with greater career training opportunities
Performance Indicator 6: TCCP expanded by Sept. 2012
- **Objective 7:** Partner with schools and post-secondary institutions to establish bridge programmes for employees requiring an upgrade in skills
Performance Indicator 7: Bridge programmes established by Sept. 2011
- **Objective 8:** Clarify the role of school guidance counsellors to ensure that their focus is on providing an array of professional counselling services to students and parents and advice to teachers
Performance Indicator 8: Guidance Counsellors' roles clarified by Sept. 2010

LONG TERM OBJECTIVES

- **Objective 9:** Outfit all public schools with basic technical and vocational laboratory equipment
Performance Indicator 9: All schools fully equipped
- **Objective 10:** Increase the number of scholarships available to students pursuing studies which reflect the labour needs of the country
Performance Indicator 10: Scholarships increased by 100 %

Goal 11: *Improving Student Achievement and School Performance*

Many stakeholders have concluded that students at all levels of the education system must perform at the expected standards needed to undertake further studies and participate successfully in the world of work. In response to public concerns and criticisms of the education system in general and learning outcomes in particular, the Department of Education will redouble its efforts to promote a culture of excellence among students, teachers and school administrators to improve teaching and learning practices.

SHORT TERM OBJECTIVES

- **Objective 1:** Implement school improvement plans in each district, setting targets to encourage the attainment of higher standards of performance
Performance Indicator 1: School improvement plans submitted commencing Sept. 2010
- **Objective 2:** Support the development of self-actualisation programmes which assist students in setting meaningful goals
Performance Indicator 2: Self-actualisation programmes developed beginning Sept. 2010
- **Objective 3:** Introduce a national High School Diploma that standardises graduation requirements ensuring that students achieve predetermined academic standards, engage in work experience programmes and perform community service
Performance Indicator 3: National High School Diploma introduced by June 2012
- **Objective 4:** Administer standardised diagnostic tests in Mathematics and Reading at primary and secondary schools throughout the country
Performance Indicator 4: Standardised diagnostic tests administered in all primary and secondary schools by Sept. 2012
- **Objective 5:** Use the findings from the Interest inventory/aptitude tests to assist in the planning of educational programmes that are best suited to the needs of students
Performance Indicator 5: Interest inventory/aptitude test findings used in programme planning by Mar 2010
- **Objective 6:** Make greater use of test results to improve the teaching-learning process and overall school performance
Performance Indicator 6: School examination results analysis reports produced by Sept. 2010
- **Objective 7:** Introduce a national system of skills certification for Technical and Vocational Education and Training (TVET) programmes, based on industry standards, enabling students to better transition from school to the world of work
Performance Indicator 7: National skills certification system implemented by Sept. 2012
- **Objective 8:** Offer professional development seminars, on an ongoing basis, which are designed to address the diverse learning styles of students

Performance Indicator 8: Seminars to address diverse learning styles offered commencing July 2011

- **Objective 9:** Provide a detailed analysis by school and subject of national examination results

Performance Indicator 9: National Examination Analysis reports published commencing Sept. 2011

LONG TERM OBJECTIVES

- **Objective 10:** Promote quality preschool programmes throughout The Bahamas

Performance Indicator 10: Pre-school public relations campaign continued

- **Objective 11:** Develop standardised, systematic procedures for evaluation of curriculum/instruction and learning

Performance Indicator 11: Standardised curriculum evaluation procedures developed

- **Objective 12:** Design and implement a comprehensive set of educational programmes which meet the learning needs of both gifted and underachieving students

Performance Indicator 12: Programmes for exceptional students implemented

- **Objective 13:** Extend the school day to give more time to extracurricular activities and supervision of projects and homework assignments

Performance Indicator 13: School day extended

- **Objective 14:** Strengthen the capacity of educators in the area of assessment in order to enhance the quality of examinations at the school level

Performance Indicator 14: Professional development courses in assessment conducted

- **Objective 15:** Reduce the curriculum offerings and class sizes in lower primary grades for underachieving students

Performance Indicator 15: Reduced curriculum offerings and class sizes in lower primary by Sept. 2011

PRIORITY AREA II
HUMAN, MATERIAL AND FINANCIAL
RESOURCES

Goal 12: Attracting, Supporting and Retaining Quality Teachers and Other Educational Professionals

Understanding the importance of teachers and other professionals to the education process has led Bahamian governments to constantly seek ways to improve the quality of persons entering the sector. However, more can be done to improve the quality of persons working in the education sector. The Government will constantly seek ways to attract, support and retain quality teachers and other professionals in education.

SHORT TERM OBJECTIVES

- **Objective 1:** Implement a national campaign to attract the brightest and the best students to teaching and other education professions and highlight their importance to nation building
Performance Indicator 1: Campaign launched by 2011
- **Objective 2:** Expand the Future Teachers Programme (FTP) to allow a greater number of high school students interested in the teaching profession to be mentored, thereby increasing the number and improving the quality of persons entering the profession
Performance Indicator 2: FTP Enrolment increased by 50% by 2012
- **Objective 3:** Provide full scholarships to outstanding students enrolled in local tertiary institutions for careers in teaching and other education professions
Performance Indicator 3: 200 Scholarships awarded yearly to education majors at COB by 2012
- **Objective 4:** Implement screening process for persons entering the teaching profession to ensure quality teachers
Performance Indicator 4: Screening system implemented by 2010
- **Objective 5:** Provide flexible terms of employment and offer attractive incentives to encourage more qualified young Bahamians to serve as teachers both in New Providence and the Family Islands
Performance Indicator 5: New terms of employment established by 2012
- **Objective 6:** Revise the existing performance appraisal system for educational professionals ensuring that more emphasis is placed on the technical/professional aspects of their work and the assessment is carried out in a more objective manner
Performance Indicator 6: Revised performance appraisal system implemented by 2012
- **Objective 7:** Ensure that all education professionals are able to assist all in society with acquiring the literacy, numeracy and information technology skills necessary for 21st century living

Performance Indicator 7: 50% of all education professionals trained in the areas of literacy, numeracy and information technology by 2012

- **Objective 8:** Ensure that no more than 10% of teachers are teaching outside their area of specialisation*

Performance Indicator 8: 90% of teachers teaching in their discipline by 2012

- **Objective 9:** Improve the in-service award system by making it more objective and transparent and by introducing sabbaticals to encourage research, innovation and other activities for the professional development of education professionals

Performance Indicator 9: In-service award system improved and system of sabbaticals introduced by 2012

- **Objective 10:** Strengthen the supply teacher system to ensure that replacements are available for teachers on leave

Performance Indicator 10: Supply teacher system strengthened by 2012

- **Objective 11:** Implement a comprehensive orientation programme for all new educational professionals to make them knowledgeable about the working of the education system and their role in it

Performance Indicator 11: Comprehensive orientation programme improved by 2011

- **Objective 12:** Review the teacher selection process to ensure that suitable individuals are engaged

Performance Indicator 12: Teacher selection process reviewed by 2010

LONG TERM OBJECTIVES

- **Objective 13:** Ensure that degree programmes for specialised fields such as library science, counselling, technical and vocational education and special education are available locally

Performance Indicator 13: Various degree programmes in specialised education fields established

- **Objective 14:** Provide incentives for Bahamian teachers who remain in the teaching profession for 30 years or more

Performance Indicator 14: Incentives programme introduced

- **Objective 15:** Explore the possibility of offering short term contracts to retired education professionals enabling them to receive contractual wages as well as earned pension

Performance Indicator 15: New terms of employment established

- **Objective 16:** Strengthen the teacher mentorship programme to ensure that teachers needing additional support receive assistance from trained and experienced teacher mentors

Performance Indicator 16: Teacher mentorship programme strengthened

- **Objective 17:** Recognise accomplishments of teachers and other education professionals

Performance Indicator 17: Recognition of the accomplishments of teachers and other educators expanded by 2009

- **Objective 18:** Reassess the Career Path System for public school teachers and other education professionals with a view to enhancing its effectiveness

Performance Indicator 18: CPS reassessed and recommendations implemented

- **Objective 19:** Build and furnish living accommodations as an incentive for attracting outstanding teachers in maths, science, technical and vocational studies and geography

Performance Indicator 19: Living accommodations occupied by targeted teachers

- **Objective 20:** Organise international exchange programmes with educational professionals from other jurisdictions to improve networking and sharing of best practices, thereby enriching the education system

Performance Indicator 20: International exchange programs re-introduced

Goal 13: Constructing and Properly Maintaining School Buildings and Education Facilities

Well built and properly maintained school buildings and other educational facilities are not only a good reflection on a society, but they also contribute significantly to creating an environment conducive to promoting effective teaching and quality learning. As the Bahamian society progresses, the need for improved school buildings and other educational facilities increases. Teachers, students, parents and members of the wider community are all demanding that state-of-the-art facilities are provided and that they are kept in good repair. To meet the ever-rising public expectation requires a comprehensive plan regarding the construction and proper maintenance of school buildings and other educational facilities.

SHORT TERM OBJECTIVES

- **Objective 1:** Develop a policy to govern the design, construction and use of all public schools and other educational facilities, ensuring that these facilities meet the diverse needs of all
Performance Indicator 1: Educational facilities policy developed by June 2010
- **Objective 2:** Create the National Educational Facilities Map for the purpose of determining the location of facilities
Performance Indicator 2: National Educational Facilities Map created by Mar 2010
- **Objective 3:** Develop and implement a comprehensive plan for the construction, renovation and upgrade of all schools and other educational facilities
Performance Indicator 3: Educational Facilities Plan developed by Mar 2011
- **Objective 4:** Use prototype plans in the construction of schools which will allow for standardization as well as a reduction in construction and maintenance costs
Performance Indicator 4: Prototype blueprints drawn by June 2010
- **Objective 5:** Guarantee that the premises of all schools and education facilities meet required health and safety standards
Performance Indicator 5: All educational facilities issued with appropriate Health and Safety inspection certificates by Sept. 2011
- **Objective 6:** Allow students in the technical and vocational programmes to be involved in conducting minor repairs and maintenance work
Performance Indicator 6: Tech/Voc students engaged in school repair work by Sept. 2011

LONG TERM OBJECTIVES

- **Objective 7:** Design an objective and effective system for the funding of repairs and maintenance based on predetermined criteria such as student population, classes offered and age of the facility
Performance Indicator 7: New repairs and maintenance funding system introduced
- **Objective 8:** Ensure that school boards and local government authorities are adequately funded to address school maintenance issues
Performance Indicator 8: School campuses sufficiently well maintained
- **Objective 9:** Ensure that all schools are environmentally friendly, through landscaping and the use of energy efficient devices and appliances
Performance Indicator 9: Eco-friendly school campuses created and electricity consumption reduced by 10%
- **Objective 10:** Ensure that qualified building supervisors are appointed for each district and given responsibility for maintaining an effective and efficient school maintenance programme
Performance Indicator 10: Building supervisors for each district appointed
- **Objective 11:** Introduce an effective preventative maintenance programme for all educational facilities which will ensure that facilities are always kept in good repair, reduce the long term maintenance costs and clearly define the roles and responsibilities of central government and school boards/local government authorities in repairing and maintaining educational facilities.
Performance Indicator 11: Preventative maintenance programme introduced

Goal 14: *Ensuring the Adequate Funding of Education*

In the twenty-first century, it is anticipated that the need for school psychological services, guidance counselling and special education will increase. Additionally, modern educational practices require the integration of information and communication technology in all aspects of administration and instruction. Finally, salaries, professional development, construction costs and maintenance of facilities are also essential. Implementation of this Education Plan will require both traditional and innovative means of funding.

SHORT TERM OBJECTIVES

- **Objective 1:** Allocate at least 17 % of the annual national budget to education, reflecting the government's commitment to the sector
Performance Indicator 1: Minimum public spending on education set at 17% commencing July 2012
- **Objective 2:** Seek funding and technical assistance from regional and international organizations for priority projects in areas such as literacy, curriculum development, development of indigenous resource materials and teacher training
Performance Indicator 2: Agreements signed with various international organisations by Dec 2012
- **Objective 3:** Include in future Heads of Agreements of mega investment projects, clauses that require investors to contribute to the cost of constructing education facilities, purchasing instructional materials and training teachers
Performance Indicator 3: Appropriate clauses included in all Heads of Agreement after Dec 2010
- **Objective 4:** Develop, in collaboration with the private sector, appropriate mechanisms such as a national education foundation to co-ordinate philanthropic activities that support major educational initiatives
Performance Indicator 4: Education Foundation established by Jan 2011
- **Objective 5:** Explore the possibility of introducing standardised registration as well as lab and activities fees for students in the public school system at grades 7 and 10
Performance Indicator 5: Policy proposal document prepared by June 2010
- **Objective 6:** Implement systems of financial accountability at the school and district levels which will ensure that schools and districts take greater responsibility for income-generation and expenditure activities.
Performance Indicator 6: Annual audited statements submitted commencing 2010
- **Objective 7:** Seek to introduce a national lottery, using the proceeds to assist in the funding of education
Performance Indicator 7: Referendum held by Dec 2011
- **Objective 8:** Increase the departure tax by \$2 per passenger to be earmarked for education projects

- Performance Indicator 8: Departure tax increased by July 2010*
- **Objective 9:** Develop a mechanism for businesses to establish grants for Tech/Voc, Business and other Industry-oriented Magnet programmes
Performance Indicator 9: Grant system for Magnet programmes established by Sept. 2011
 - **Objective 10:** Put in place appropriate fiscal and management mechanisms to reduce wastage and better maintain physical plants and other facilities
Performance Indicator 10: Fiscal and management mechanisms fully implemented by July 2012

LONG TERM OBJECTIVES

- **Objective 11:** Introduce an education tax
Performance Indicator 11: Education tax introduced
- **Objective 12:** Provide subventions to all qualifying private institutions offering primary or secondary education, thereby keeping tuition costs affordable
Performance Indicator 12: Subventions provided to all qualifying institutions
- **Objective 13:** Reduce building and repair costs by implementing ongoing maintenance of all school facilities
Performance Indicator 13: School building and repair costs reduced

PRIORITY AREA III
ADMINISTRATION AND MANAGEMENT

Goal 15: *Improving the Management of the Bahamian Education System*

The improvement and effective management of our educational system must be predicated on our commitment and collective will to implement needed changes. Our strategies and techniques must be bold and decisive to meet the needs and demands of a modern society. The employment of “cutting edge” technology and the deployment of responsibilities through the process of decentralization must be maintained and sustained.

SHORT TERM OBJECTIVES

- **Objective 1:** Establish a unit with the sole purpose of overseeing the implementation of the ten year education plan
Performance Indicator 1: Unit staffed by January 2010
- **Objective 2:** Ensure that there is a stronger alignment between the Ministry’s planning and budgeting processes so that the budget better reflects its priority programmes
Performance Indicator 2: Programme budgeting established by July 2011
- **Objective 3:** Assess the impact of various education programmes to appropriately fund those that are effective and to eliminate those that are not
Performance Indicator 3: Results based evaluation commenced by Sept. 2010
- **Objective 4:** Develop and maintain fiscal integrity by introducing necessary management and internal controls
Performance Indicator 4: Management controls implemented by Jan. 2010
- **Objective 5:** Develop and enforce national standards for all educational institutions to guarantee that they are equipped to provide a quality education
Performance Indicator 5: National standards implemented by Sept. 2010
- **Objective 6:** Grant greater autonomy to school boards and provide them with the necessary training to execute their responsibilities effectively
Performance Indicator 6: Training completed by Dec 2010
- **Objective 7:** Create and clearly communicate career paths and make available appropriate training for all officers in the system
Performance Indicator 7: Career Paths instituted by Sept. 2011
- **Objective 8:** Implement an effective Education Management Information System which will result in improved operations and customer service
Performance Indicator 8: Effective EMIS implemented by Sept. 2010

- **Objective 9:** Expand the Employee Assistance Programme to all employees of the MOE and include services such as wellness, financial counselling and child care
Performance Indicator 9: Employee Assistance Programme expanded by Sept. 2010

LONG TERM OBJECTIVES

- **Objective 10:** Further empower district superintendents by providing them with adequate budgets, to be managed under pre-determined guidelines, for which they must fully account
Performance Indicator 10: Responsibilities of District Superintendents expanded by Sept. 2010
- **Objective 11:** Expand/improve the Leadership Institute for the training of school administrators to include managers/supervisors in the Ministry of Education
Performance Indicator 11: Additional courses of study commenced by Sept. 2010
- **Objective 12:** Reduce the number and frequency of non-scholastic activities which are organised by educational professionals, enabling them to focus more on educational matters
Performance Indicator 12: Non scholastic activities reduced by Sept. 2010
- **Objective 13:** Establish Secondary High Schools on Family Islands to accommodate shifting population trends
Performance Indicator 13: High schools on Family Islands established
- **Objective 14:** Revise the Education Act to comprehensively address current and anticipated circumstances that impact the delivery of quality education at all levels
Performance Indicator 14: Amended Education Act enacted

Goal 16: *Improving the On-Site Management of Public Schools*

Because schools are the primary agencies directly responsible for the education of our children, their effectiveness depends on the ability of the education system to adopt relevant management strategies. Consequently, the managers of these institutions must possess the necessary skills and authority to adequately address specific issues, particularly those which are related to students, the curriculum, teachers, support staff, the physical plant and the community as a whole. The MOE will continue to provide support to administrators in improving the onsite management of schools.

SHORT TERM OBJECTIVES

- **Objective 1:** Identify educational professionals with demonstrated leadership capabilities and expose them to relevant training in Educational Leadership and School Administration
Performance Indicator 1: 150 school administrators successfully completed the Educational Leadership training programme by Sept. 2011
- **Objective 2:** Select school administration teams comprising individuals with the full complement of skills needed to manage 21st century schools
Performance Indicator 2: Schools staffed with effective administrative teams by Sept. 2010
- **Objective 3:** Provide all school administrators and district superintendents with on-going professional development training, which will include school management issues, public relations and interpersonal skills
Performance Indicator 3: Training commenced by Sept. 2010
- **Objective 4:** Introduce a school administrators mentorship programme, with its own reporting mechanism, to ensure that new school administrators receive the needed guidance from district superintendents and additional support from their more experienced, competent colleagues*
Performance Indicator 4: Mentorship programme established by Sept. 2011
- **Objective 5:** Organise appropriate professional development activities for teachers and other staff, to address their specific needs
Performance Indicator 5: Increased PD activities for specific areas by Sept. 2010
- **Objective 6:** Organise teacher and administrator exchange programmes and attachments to promote professionalism through the sharing of best practices
Performance Indicator 6: Teacher and administrator exchanges commenced by Sept. 2010

- **Objective 7:** Ensure that all schools develop and implement a school improvement plan and conduct an internal assessment exercise for evaluation purposes
Performance Indicator 7: Plans implemented and evaluated by June 2010
- **Objective 8:** Expand the role of student government to enable students to make a greater contribution in decision-making at the school level
Performance Indicator 8: Role of student government expanded by Sept. 2011
- **Objective 9:** Revise the Education Act to encourage greater community participation in specific areas of school management via school boards and Parent-Teacher Associations and provide clear guidelines for roles and responsibilities
Performance Indicator 9: Education Act amended by Sept. 2010
- **Objective 10:** Make more efficient and effective use of all resources, particularly the teaching staff, through appropriate teacher deployment, resource allocation and class scheduling
Performance Indicator 10: Monitoring and Evaluation mechanism implemented by Sept. 2011
- **Objective 11:** Make greater use of classroom teachers in the school management process thereby giving them greater authority
Performance Indicator 11: Classroom management process evaluated by Sept. 2009
- **Objective 12:** Encourage parents and community partners to volunteer their services to schools to better meet the needs of students
Performance Indicator 12: Volunteer Services increased by Sept. 2010

LONG TERM OBJECTIVES

- **Objective 13:** Strengthen the district superintendent offices' capacity to better supervise, monitor and give support to schools in their districts
Performance Indicator 13: Capacity of District Superintendents' Offices increased by Sept. 2010
- **Objective 14:** Ensure that schools are constructed to accommodate a maximum of 800 students at primary level and 1,000 students at secondary level, thereby facilitating improved school management
Performance Indicator 14: Appropriate number of schools constructed by
- **Objective 15:** Mandate that all schools are inspected and assessed in predetermined areas, every five years, by the Quality Assurance Council, using teams consisting of district superintendents and other technical officers of the Ministry of Education, to assess their operations in predetermined areas
Performance Indicator 15: School assessments conducted
- **Objective 16:** Assign bursars to each school with a gross intake of more than \$50,000 per annum to bring greater efficiency, accountability and transparency to the fiscal management process
Performance Indicator 16: Bursars assigned

- **Objective 17:** Develop a staff evaluation system, which uses job-specific appraisal instruments to ensure the effective monitoring of all school-based staff

Performance Indicator 17: Evaluation system developed and utilised

Goal 17: Reducing School Violence and Creating Safe Learning Environments

Schools are institutions created to deliver a standard of education or learning whereby citizens can contribute positively to the development of the nation. In order for teaching and learning to be successful, teachers and students must find themselves in an environment where their health and safety are not compromised. In an effort to create and maintain a “culture of peace”, all stakeholders must be committed to ensure the safety of all. Therefore, greater efforts will be made to mobilize all the necessary resources to achieve this goal.

SHORT TERM OBJECTIVES

- **Objective 1:** Improve security on school campuses by engaging adequate numbers of security officers who are properly trained and fit for service
Performance Indicator 1: Adequate number of trained school security officers posted by June 2011
- **Objective 2:** Establish a programme of continuous training for school security personnel
Performance Indicator 2: Ongoing training of school security officers commenced by Sept. 2010
- **Objective 3:** Ensure that all teachers receive basic training in effective classroom management techniques, including non-violent approaches to student discipline and conflict resolution
Performance Indicator 3: All classroom teachers trained in CMTs by Sept. 2010
- **Objective 4:** Ensure that teachers are equipped to utilise varied teaching styles to engage students with various modalities of learning
Performance Indicator 4: Teachers trained in multiple learning strategies by Sept. 2011
- **Objective 5:** Integrate character development activities at all levels
Performance Indicator 5: Character development activities integrated by Jan. 2010
- **Objective 6:** Increase the number of metal detectors used by school security personnel
Performance Indicator 6: Number of metal detectors increased by 100% by June 2011
- **Objective 7:** Ensure the dissemination and implementation of the revised Safe Schools Manual
Performance Indicator 7: Revised Safe School Manuals distributed by Jan. 2010
- **Objective 8:** Ensure that all students, teachers, parents and education stakeholders are familiar with and adhere to rules and regulations outlined in the Safe Schools Manual
Performance Indicator 8: Orientation workshops held by Sept. 2010

- **Objective 9:** Ensure measures are put in place to hold parents accountable for the actions of their children
Performance Indicator 9: Establish parent accountability measures by Sept. 2010
- **Objective 10:** Further develop alternative educational and training programmes for at-risk students
Performance Indicator 10: Increase by 100% the capacity of alternative education programmes by Sept. 2012
- **Objective 11:** Encourage extra-curricular activities such as martial arts, boxing, gardens and clean environments and creative expression programmes, to release pent-up emotions
Performance Indicator 11: Number of extra curricular activities increased by 90% by Sept. 2011
- **Objective 12:** Ensure adequate number of school based counsellors are available for sessions with students exhibiting “at risk” behaviours at early stage
Performance Indicator 12: Number of school based counsellors increased by 100% by Sept. 2010
- **Objective 13:** Establish appropriate safety protocols, such as fire drill and other emergency procedures,
Performance Indicator 13: Training of all school personnel in safety protocols and procedures commenced by Jan. 2010
- **Objective 14:** Provide the necessary safety equipment and supplies such as fire extinguishers and first aid kits for all education facilities
Performance Indicator 14: All school facilities equipped with necessary safety equipment by Sept. 2010
- **Objective 15:** Improve communication to all stakeholders, including intercom and hand-held radio communication systems, newsletters and websites, regular staff and community meetings, etc.
Performance Indicator 15: Number of communication strategies increased by Jan 2012

LONG TERM OBJECTIVES

- **Objective 16:** Install closed circuit T.V. systems in all New Providence and Grand Bahama schools
Performance Indicator 16: Number of closed circuit T.V. systems increased by 100%
- **Objective 17:** Ensure that students are taught conflict resolution strategies at all levels
Performance Indicator 17: Student training in CR commenced
- **Objective 18:** Ensure that school enrolments are kept within the prescribed limits, thereby eliminating conditions which promote violent behaviour
Performance Indicator 18: School enrolments streamlined
- **Objective 19:** Reduce overcrowding in schools by improving the design of schools

Performance Indicator 19: School designs standardised

Goal 18: *Improving Operations at the Ministry of Education's Central Office*

An efficient Central Office monitors, directs and balances the functions of any system or organisation en route to achieving a set goal. It is policy driven and statute mandated to effectively discharge its responsibilities. To ensure that customer relations, staff concerns and a system-wide effective management plan are operational, general training sessions and computer literacy courses have been undertaken in several sections of Central Office.

SHORT TERM OBJECTIVES

- **Objective 1:** Communicate the vision and mission of the Ministry to all employees so that they will understand how their work contributes to the overall success of the organization
Performance Indicator 1: Increased strategies for communicating vision and mission by December 2009
- **Objective 2:** Implement an orientation programme for new employees to ensure that they are properly prepared for service within the Ministry
Performance Indicator 2: Orientation programmes commenced by Sept. 2010
- **Objective 3:** Use the full range of information technologies to communicate with internal and external stakeholders
Performance Indicator 3: Increased use of ICTs by Sept. 2010
- **Objective 4:** Establish an effective public relations system within the Ministry of Education which will promote greater accountability and transparency, while providing the public with relevant information on important educational matters
Performance Indicator 4: System implemented by Sept. 2010
- **Objective 5:** Implement a variety of ongoing training initiatives for all levels of staff to improve administrative, technical and clerical skills
Performance Indicator 5: Training commenced by Jan. 2010
- **Objective 6:** Assign office managers to large sections of the Ministry to address human resource management issues, procure and distribute supplies and execute other general functions which will improve the overall management of the Ministry
Performance Indicator 6: Assignments completed by January 2010
- **Objective 7:** Establish an on-site library to assist employees in better meeting their research and literacy needs.
Performance Indicator 7: Library fully resourced by Sept. 2010
- **Objective 8:** Organise Dialogues in Education, which will serve as a forum to discuss and propose solutions to important issues impacting education

- Performance Indicator 8: Forum commenced by Sept. 2010*

 - **Objective 9:** Assist staff by expanding the Employee Assistance Programmes to address health and counselling needs as well as providing day care and after school care for their children

Performance Indicator 9: EAPs expanded by Jan. 2010
- **Objective 10:** Organise annual social events and conclaves/retreats to boost staff morale and encourage a spirit of camaraderie

Performance Indicator 10: Number of social events and conclaves/retreats increased by July 2010
- **Objective 11:** Compile and disseminate a document containing policies addressing important matters such as human resource management, facilities use, supplies procurement and security and safety, which will govern the operations of the Ministry of Education

Performance Indicator 11: Document distributed by Sept. 2010
- **Objective 12:** Strengthen security and safety systems by introducing several measures such as: outfitting buildings with surveillance equipment, installing intercom systems and conducting regular fire and emergency drills

Performance Indicator 12: Security systems implemented by Sept. 2010
- **Objective 13:** Ensure that the Ministry publishes an annual report as an accountability measure

Performance Indicator 13: Annual report published commencing Sept. 2010

LONG TERM OBJECTIVES

- **Objective 14:** Encourage all education leaders to engage in succession planning by mentoring and providing training for possible successors

Performance Indicator 14: Succession planning policy developed
- **Objective 15:** Ensure that the Human Resource division is staffed by professionals who can efficiently and effectively address matters such as staff recruitment and deployment, professional development and training, performance appraisals, remuneration, incentives and recognition, promotions and terminations

Performance Indicator 15: HR division appropriately staffed

Goal 19: Encouraging the Use of Educational Research To Improve the Education System

Twenty-first century education the world over demands a more objective, evidence-based approach to decision making. Therefore, decisions must be grounded on more objective and complete sets of information. Education policies and decisions must be underpinned by empirical evidence and based on sound research and educational principles.

SHORT TERM OBJECTIVES

- **Objective 1:** Strengthen the research arm of the Planning and Research Section of the Ministry of Education
Performance Indicator 1: Planning and Research staff increased by 4 by July 2010
- **Objective 2:** Provide training for Planning and Research as well as other officers in the MOE in the area of qualitative and quantitative research practices
Performance Indicator 2: Relevant officers trained in research methods by Dec 2012
- **Objective 3:** Encourage individual units/sections to produce research on issues affecting all aspects of the Ministry of Education's work
Performance Indicator 3: Research-based reports submitted beginning June 2010
- **Objective 4:** Encourage MOE to engage in joint research projects with the University/College of The Bahamas and other tertiary institutions
Performance Indicator 4: Joint research projects commenced by Sept. 2009
- **Objective 5:** Enforce the mandate that Master teachers engage in meaningful school-based research
Performance Indicator 5: Research reports submitted by master teachers commencing June 2010
- **Objective 6:** Establish a Documentation Centre to catalogue local and international research on education
Performance Indicator 6: Centre established by Sept. 2009
- **Objective 7:** Share education research findings with the general public and key stakeholders, using a variety of media
Performance Indicator 7: Research findings regularly disseminated starting Jan 2010
- **Objective 8:** Encourage lecturers at local tertiary institutions to produce academic papers by showcasing their work in an education journal published by the Ministry of Education
Performance Indicator 8: Ministry of Education journal published by Dec 2010

LONG TERM OBJECTIVES

- **Objective 9:** Improve MOE's research capacity to inform the development of educational policies and to address all other educational matters
Performance Indicator 9: Research-based decisions made
- **Objective 10:** Facilitate the growth of the research capacity of local colleges and universities to meet some of the educational research needs
Performance Indicator 10: Research capacity meaningfully improved
- **Objective 11:** Develop within the MOE a culture that promotes the effective management of statistical and other data
Performance Indicator 11: Effective data management systems established

Goal 20: *Monitoring and Evaluating the Education System*

A fully functioning system of monitoring and evaluation will reduce wastage, resulting in improved efficiency. Additionally, it will provide for systematic improvement in education and ultimately encourage greater levels of accountability to the Bahamian public. Greater efforts will be made to improve the relationship between education policies, programmes and funding.

SHORT TERM OBJECTIVES

- **Objective 1:** Develop a monitoring and evaluation system to promote the efficient and effective implementation of education policies, programmes and activities
Performance Indicator 1: M&E system initiated by Sept. 2009
- **Objective 2:** Develop appropriate indicators to objectively assess the efficiency and effectiveness of the system
Performance Indicator 2: Appropriate number of indicators developed by July 2009
- **Objective 3:** Establish a unit to implement the monitoring and evaluation system within the Ministry of Education, to allow for greater accountability
Performance Indicator 3: Unit staffed by June 2009
- **Objective 4:** Enhance the accounting system to address greater fiscal prudence and to promote better understanding of expenditure as it relates to educational programmes
Performance Indicator 4: Enhanced system operational by December 2010
- **Objective 5:** Ensure that each school's finances are audited once every two years
Performance Indicator 5: Bi-annual audits commenced by Sept. 2011
- **Objective 6:** Make better use of available empirical information to assist in formulating effective policies and plans
Performance Indicator 6: 100% increase in data driven policies by Sept. 2010
- **Objective 7:** Revise the data collection system for improved monitoring and evaluation
Performance Indicator 7: Revised data collection system by Sept. 2009

LONG TERM OBJECTIVES

- **Objective 8:** Engage bursars at the school/district level in the management of financial operations of the school
Performance Indicator 8: Bursars assigned to each district by Sept. 2010
- **Objective 9:** Review certification of institutions, standards, benchmarks and procedures

Performance Indicator 9: Mechanism for Quality Assurance implemented by Sept. 2010

PRIORITY AREA IV
PARTNERSHIPS

Goal 21: Strengthening Partnerships To Improve the Education System

In order for the education system to meet the needs of society more effectively, there must be greater involvement of the social partners in the teaching-learning process. Parents, the business sector, faith-based and civic organisations will continue to assist our reform efforts by contributing human, material and financial resources, thereby enriching the educational experience.

SHORT TERM OBJECTIVES

- **Objective 1:** Encourage collaboration among relevant ministries, government agencies, businesses, service organisations and Parent-Teacher Associations to implement major school initiatives
Performance Indicator 1: Initiative teams established by April 2010
- **Objective 2:** Create the School Partnership Programme where schools are paired with business and civic organizations to promote a spirit of sharing and mutual support
Performance Indicator 2: SPP implemented by Oct 2010
- **Objective 3:** Strengthen the partnership between the Ministry of Education and the Bahamas Union of Teachers in the areas of policy formulation, teacher development and staff motivation
Performance Indicator 3: Policies formulated in conjunction with BUT by Sept. 2010
- **Objective 4:** Encourage churches, unions and corporate Bahamas to operate pre-schools that meet the needs of working parents
Performance Indicator 4: Increased number of NGO preschools by Sept. 2011
- **Objective 5:** Acknowledge publicly the annual contributions of education partners
Performance Indicator 5: Annual reports published commencing December 2010
- **Objective 6:** Expand the job/industry attachment programme to enhance the professional development of teachers and other Ministry of Education employees
Performance Indicator 6: Increased job attachments for teachers by Dec 2010
- **Objective 7:** Collaborate with industry/businesses to expand apprenticeship programmes for students
Performance Indicator 7: Increased apprenticeships by Sept. 2012
- **Objective 8:** Develop positive and creative ways of involving the media in the education process
Performance Indicator 8: Increased media involvement commencing Dec. 2010

LONG TERM OBJECTIVES

- **Objective 9:** Establish an education foundation to support specific programmes and projects
Performance Indicator 9: Foundation members in place by June 2010
- **Objective 10:** Set up community relations units in every school district to strengthen the connections between the school and the wider society
Performance Indicator 10: Units fully staffed by August 2010

Goal 22: Creating Additional Opportunities To Encourage Parents To Become More Involved in Their Children's Education

Research supports the view that active parental involvement is key to student success. When schools have implemented innovations designed to increase parental participation, the results have been encouraging. With this knowledge, it is expected that a greater percentage of parents will participate fully in their children's education, by registering their children on time, providing required textbooks, collecting report cards, attending PTA meetings and communicating with teachers concerning the overall progress of their children.

SHORT TERM OBJECTIVES

- **Objective 1:** Establish a Parents' Desk in each school district to promote greater involvement of parents and guardians in the education process
Performance Indicator 1: Parents' Desk established in every school district by Sept. 2010
- **Objective 2:** Encourage schools to establish parent volunteer programmes to assist with instructional programmes, safety issues and special events
Performance Indicator 2: Parent volunteer programmes under way by Sept. 2010
- **Objective 3:** Expand the National Parenting Programme with a specific emphasis on helping parents to support their children's learning
Performance Indicator 3: Expansion of National Parenting programme commenced by Sept. 2010
- **Objective 4:** Encourage schools to establish awards programmes to recognize exemplary parental involvement
Performance Indicator 4: Parent recognition programmes established in schools beginning Sept. 2009
- **Objective 5:** Introduce a more flexible system to accommodate parents visiting schools to discuss the progress of their children
Performance Indicator 5: New system for parents' school visit introduced by Jan 2010
- **Objective 6:** Provide counselling and support for parents of students who are experiencing learning or behavioural difficulties
Performance Indicator 6: Parents provided with counselling services by Sept. 2010
- **Objective 7:** Establish and enforce a National Homework Policy to make it easier for parents to monitor the completion of assignments
Performance Indicator 7: National Homework Policy established by Sept. 2009
- **Objective 8:** Encourage schools to regularly telephone parents and conduct home visits
Performance Indicator 8: Home-school communications improved beginning Sept. 2009
- **Objective 9:** Ensure that each school provides a hand-book for parents which outlines their roles and responsibilities along with the school's rules and policies and penalties for non-compliance
Performance Indicator 9: Parents' Handbooks distributed by Sept. 2010

- **Objective 10:** Re-define the role of the Parent Teachers Association (PTA) to include the exchange of ideas, identification of areas of need and the development of strategies for problem solving and establishment of a National Parent Teachers Association
Performance Indicator 10: Role of PTA redefined by Sept. 2011
- **Objective 11:** Increase the involvement of parents and the community in the decision making process on key educational issues
Performance Indicator 11: Parent and community more involved in educational decision-making starting Sept. 2009

LONG TERM OBJECTIVES

- **Objective 12:** Make greater use of multimedia to address a variety of school-based issues involving parents, such as student registration, listing of required texts and workbooks, notices and useful parenting strategies
Performance Indicator 12: School-based issues involving parents more adequately addressed
- **Objective 13:** Introduce legislation to regulate parents wishing to home school their children
Performance Indicator 13: Home School legislation enacted
- **Objective 14:** Offer short-term courses in key areas such as literacy, information technology, budgeting, health and safety issues to parents, guardians and the wider community
Performance Indicator 14: Short-term courses in selected areas offered to target groups

GLOSSARY OF TERMS

accredited: describes a course that has been examined and approved as meeting an agreed standard.

accreditation: process of examining various aspects of a course, such as teaching methods and facilities, to ensure they meet agreed standards.

accountability: the notion that people (e.g., students or teachers) or an organization (e.g., a school, school district, or state department of education) should be held responsible for improving student achievement and should be rewarded or sanctioned for their success or lack of success.

achievement test: a test to measure a student's knowledge and skills. (Ed Source)

alignment: the degree to which assessments, curriculum, instruction, textbooks and other instructional materials, teacher preparation and professional development, and systems of accountability all reflect and reinforce the educational programme's objectives and standards at all levels. (Ed Source)

assessment: teacher-constructed exercises, tests, standardized tests, or tests from textbook companies that are used to evaluate student performance.

at-risk student: a label given to students who do not meet standards set for test scores, attendance and discipline or who have physical, mental or socio-economic challenges.

average class size: the number of students in classes divided by the number of classes. Because some teachers, such as reading specialists, have assignments outside the regular classroom, the average class size is usually larger than the pupil-teacher ratio. (Ed Source)

benchmarks: a detailed description of a specific level of achievement expected of students at particular ages, grades, or developmental levels; academic goals set for each grade level. (Ed Source)

bridge programme: programme that addresses deficiencies of students at their levels of performance, particularly meant for students moving from secondary to post secondary institutions

budget: a financial plan of proposed revenues and expenditures for a given accounting period.

bursar: business or financial officer; official in charge of funds

class period: the portion of the daily session set aside for instruction in classes, when most classes meet for a single such unit of time

class size: the enrolment in a class as of a given date

character education: teaching students global or core values such as responsibility, respect, and honesty.

conflict management: a strategy that schools use to prevent and address behavioural problems by using counsellors, mediators, or a school curriculum or programme. It usually includes a set of expectations for behavior.

course: an organisation of subject matter and related learning experiences provided for the instruction of pupils on a regular or systematic basis.

core academics: the required subjects in junior and senior schools—usually English (literature), history (social studies), maths, and science.

curriculum (plural *curricula*): a plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place. A set of standards intended to guide instruction. The final decisions about school curriculum are the responsibility of the Ministry of Education

data: specific quantitative and qualitative information or facts

differentiated instruction: also referred to as "individualized" or "customized" instruction, which offers several different learning experiences within one lesson to meet students' varied needs or learning styles.

diploma: a certificate conferred by a high school Board of Education or similar agency as official recognition for the completion of a programme of studies

distance learning: a broad term encompassing technology that extends the learning community beyond the classroom walls. Courses are offered via satellite and the Internet, and email links students directly to peers, professors, programmers and change agents around the globe.

English as a Second Language (ESL): classes or support programmes for students whose first language is not English.

enrichment: additional courses outside those required for graduation (**See core academics**).

evaluation: a timed exercise that attempts to assess systematically and objectively the relevance, performance and success, or the lack thereof, of ongoing and completed programmes.

expenditures: decreases in net financial resources, including current operating expenses which require the current or future use of net current assets, debt service and capital outlay.

fiscal year: a 12 - month accounting period at the end of which a school district determines its financial condition and the results of its operations and closes its books. Fiscal year in The Bahamas commences July 1.

inclusion: the practice of placing students with disabilities as much as possible in regular classrooms or schools. Also known as **mainstreaming**. (Ed Source)

integrated curriculum: refers to the practice of using a single theme to teach a variety of subjects. It also refers to a interdisciplinary curriculum, which combines several school subjects into one project.

job/industry shadowing: a programme that takes students into the workplace to learn about careers through one-day orientations or more extensive internships to see how the skills learned in school relate to the workplace.

magnet programme: a programme that focuses on a particular discipline, such as science, mathematics, art, or computer science. It is designed to recruit students from schools in all districts.

mainstreaming: the practice of placing students with disabilities in regular classrooms or schools; also known as **inclusion**. (Ed Source)

monitoring: a continuous management function that aims primarily at providing programme managers and key stakeholders with regular feedback and early indications of progress or lack thereof in the achievement of intended results.

objective: a generic term usually used to express an outcome or goal representing the desired result that a programme seeks to achieve.

peer tutoring: students teaching students.

policy: a governing principle, plan, or guide for a course of action.

professional development: allows teachers or administrators to acquire the knowledge and skills they need to perform their jobs successfully. (Ed Source)

pupil-teacher ratio: the total student enrollment divided by the number of full-time equivalent teachers. The pupil-teacher ratio is the most common statistic for comparing data; it is usually smaller than average class size because some teachers work outside the classroom. (Ed-data)

quality assurance: "the totality of the arrangements by which an organization discharges its responsibility for the quality of the teaching it offers, satisfying itself that the mechanisms for quality control are effective and promote improvement."

requisition: a written demand or request, usually from one department or its purchasing officer or to another department, for specified articles or services.

resource teacher: a teacher who instructs children with various learning differences. Most often these teachers use small group and individual instruction. Children are assigned to resource teachers after undergoing testing and receiving an Individual Education Plan.

school district: a geographical area established for administering and financing in the delivery of education.

School Improvement Plan (SIP): a plan for schools to improve instruction, services, school environment and organisation at school sites.

site-based management: a management system at the school level (made up of the principal, administrative staff, lead/master teachers, and a few supportive parents and students) which either replaces the elected school board or reduces its members to figureheads.

special education: special instruction provided for students with educational or physical disabilities, tailored to each student's needs and learning style.

social promotion: allows students to advance to the next grade level based on age rather than on performance

stakeholders: all who are significantly affected by specified programmes.

standardized test: a test that is in the same format for all who take it. The testing conditions—including instructions, time limits, and scoring rubrics—are the same for all students. (Ed Source)

standards: statements of what students should know and be able to demonstrate. Various standards have been developed by international and national organizations, the Department of Education, Districts, and schools.

teacher's contract: the formal agreement, represented by a legal signed document entered into by a teacher and the government, stating the salary and benefits to be paid the teacher, the length of term of the agreement, and the general duties to be performed by the teacher.

work place skills standard: essential skills for competency in various occupations.

work study: the part of a course which gives students the opportunity to gain practical experience of working in their chosen profession before graduation.

LIST OF FOCUS GROUPS

The Bahamas Christian Council

Bahamas Association of Independent Secondary Schools

Bahamas Union of Teachers (BUT)

Media Houses:

Jones Communications

ZNS

Ministry of Agriculture:

Department of Fisheries

Department of Co-operative

Ministry of Education:

Accounts Section

Communications Division

Curriculum Division

District Superintendents

Examinations & Assessment Unit

Higher Education & Life Long Learning Division

Human Resources Unit

Janitorial Staff

Learning Resources Section (LRS)

Management Information Systems Section

Public Officers on Rotation

Scholarships Section

School Administrators

School Boards

Security Staff

Senior Managers

Special Services Section

Summer Students

Supplies Section

Teachers

Quality Assurance & Tertiary Section

Ministry of Finance:

Customs Department

Department of Statistics

Ministry of Foreign Affairs

Ministry of Labour & Social Development

Ministry of Tourism

Political Parties:

Bahamas Democratic Movement

Free National Movement

Workers Party