

IMPROVEMENT OF PRIMARY AND SECONDARY EDUCATION

(BH-0007)

EXECUTIVE SUMMARY

BORROWER: The Government of the Commonwealth of the Bahamas

EXECUTING AGENCY: Ministry of Education (MOE)

AMOUNT AND SOURCE: IDB: US\$21 million (OC)
Local counterpart funding: US\$12 million
Total: US\$33 million

TERMS AND FINANCIAL CONDITIONS: Amortization period: 25 years
Disbursement period: 3 years
Interest rate: variable
Inspection and supervision: 1% of the loan amount
Credit fee: 0.75% per annum on the undisbursed portion of the financing.

OBJECTIVES: To improve the quality and efficiency of primary and secondary education through: (a) improving the content and teaching methods of primary and secondary education; (b) rationalizing the use of school infrastructure while necessary expansion and replacements are taking place; and (c) strengthening the management, planning and maintenance capabilities of the system.

DESCRIPTION: The program consists of three major components: (a) the Educational Services Improvement Component would: (i) revise the curriculum and enhance the capacity of the MOE to plan and implement curriculum improvements; (ii) provide books for school libraries and in-service training in school library use for teachers; (iii) improve the quality of instructional media; (iv) improve skills of therapists and counseling staff for the learning disabled; and (v) replace and build educational facilities; (b) the Institutional Strengthening Component would provide: (i) technical assistance and training in management and planning; (ii) a computer based education management information system and (iii) a computerized system for inventory, supervision and control of school maintenance and maintenance equipment; and (c) the Study in Vocational Education and Pre-employment Training would evaluate present pre-vocational

curricula in relation to out-of-school training and post-secondary education and the utilization of existing facilities for vocational education.

ENVIRONMENTAL
CLASSIFICATION:

The Environmental Management Committee, at its meeting of August 12, 1991, classified this as a Category II operation.

BENEFITS:

The level of cognitive achievement of children is expected to increase as a result of the program. Benefits would thus consist in a higher rate of human capital accumulation contributing to economic development. They would also consist of a more equal distribution of economic opportunities as the large proportion of low-income children in public schools would have greater chances to increase their level of educational attainment and their earning potential. In addition, the program would improve the efficiency of public resource use through the rationalization of the use of school infrastructure. Institutional strengthening would contribute to a better allocation and increased productivity of human resources within the sector and enhance capacity for planning and monitoring educational policies and programs.

BENEFICIARIES:

The percentage of poor beneficiaries of the program is 59%, a proportion greater than the percentage of poor in the population at large. Therefore, the program meets the criteria of the Eighth Replenishment document AB1704.

RISKS:

The main project risk is associated with possible delays in the execution of the construction elements if the conclusion of the legal procedures for acquiring the project school sites are delayed. The risk is considered small in view of MOE's past experience in similar situations and the government's demonstrated strong commitment to improve education and the high priority assigned to it.

THE BANK'S
COUNTRY AND
SECTOR STRATEGY:

Bank's strategy in the Bahamas focuses on: (a) increasing the competitiveness of the Bahamian economy in both tourism and other productive sectors; (b) promote tourism diversification throughout the islands; (c) encourage competitiveness in the non-tourism sectors of the economy; and (d) increase the efficiency of services provided by the public sector, and target some of these services to the low-income population.

SPECIAL
CONTRACTUAL
CONDITIONS:

(a) Before the first disbursement the Borrower shall present to the Bank: (i) evidence that the Project Coordinating Unit and the Advisory Committee have been established (ii) the curriculum of the proposed personnel to be hired or assigned.

(b) In order to expedite payments to contractors 20% of the financing will be advanced to set up a revolving fund.

(c) Within the third year after the last disbursement the MOE will present to the Bank an ex-post evaluation of the results of the program. Within one year from the effective date of the loan contract, the MOE will submit to the Bank a proposal with the terms of reference of such evaluation.

(d) International public bidding will be required for works exceeding the equivalent of US\$1.5 million and for acquisition of goods and services exceeding US\$250,000.

NOTE: The proposed loan contract for this operation is available for the reference of the Executive Directors in the form negotiated with the Borrower.

I. FRAME OF REFERENCE

A. Recent Economic Development

- 1.1 The moderate economic recovery registered during 1993 continued during the first semester of 1994 led by a substantial improvement in tourism. GDP increased approximately 1% in 1993 after falling more than 6% in the preceding two years. However, the domestic demand remained sluggish due to a decline in public and private capital expenditures and because there is still some uncertainty about the persistence of the economic recovery. Public spending was constrained by austere fiscal policy aimed at closing the restoring fiscal equilibrium. Domestic inflation dropped from 5.7% in 1992 to 2.7% in 1993.
- 1.2 The performance of the productive sectors was mixed; while tourism and agriculture improved, manufacturing and construction declined. In tourism, the economic recovery in the US economy led to a 7% increase in stopover arrivals during the 1994 winter season. Agriculture and fishing production rose as production facilities and infrastructure damaged by Hurricane Andrew resumed production.
- 1.3 Available information indicates that government revenue reached approximately 16% of GDP during the first eleven months of the 1993/94 (July-June) fiscal year. The government controlled the rate of growth of current expenditures and postponed a considerable amount of capital expenditures. However, these measures were not sufficient to eliminate the central government deficit which fluctuated around 1.3% of GDP. The budget for 1994/95 allows an increase of 1.2% of GDP of current expenditures, which would be financed by a similar increase in current revenues as a result of tax increases and changes in some license fees. The capital budget amounts to US\$ 74 million (slightly above 2% of GDP) and would be financed by US\$ 14 million from capital income and US\$ 64 million in new loans. An additional US\$ 18 million in investments carried over from 1993/94 will be implemented in this fiscal year.
- 1.4 The short-term outlook for the Bahamas is optimistic, as tourism is expected to continue growing during the rest of the year and the refurbishing and expansion of one of the largest vacation resorts is expected to boost construction during the second half of 1994 and 1995.

B. The education sector

1. Overview of sectoral achievements

- 1.5 Since 1968, when the plan for Bahamian independence was agreed, progress in education has been impressive. Notwithstanding the country's small size and geographical dispersion, the country has achieved a high level of literacy, close to universal secondary schooling, and maintained educational standards which are better

than those of most developing nations. That it has done so with substantially its own resources reflects well on the nation's efforts in this sector and the professionalism of its educators. However, if progress is to be maintained the problems related to the imbalance between the distribution of school facilities and the student population and to the quality of public education need to be addressed.

2. Primary and secondary education

a. Schooling received

- 1.6 Education is mandatory for children aged 5 to 17. In 1993, the minimum leaving age was raised to 17, providing twelve years of schooling for all children. Practically all children between 5 and 17 now attend school. Government schools are free until age 19. Schooling takes place in two cycles, primary and secondary, each of six years. The school day lasts six hours. Typically a child attends school for 195 days each year and receives 975 hours of schooling. The literacy rate exceeds 97%.
- 1.7 Repetition rates are low, less than 1% of the cohort. Repetition is attributable to such problems as health and extended absence rather than poor academic performance. Dropping out refers mainly to children who left at the former minimum legal age of 14.

b. Size and structure of the school system

- 1.8 In 1992/93, 61,462 students were enrolled in primary and secondary education; 76% attended government and 24% private schools. Details of enrollment are summarized below:

TABLE 1.1 ENROLLMENT BY LEVEL AND SECTOR FOR 1992/93					
LEVEL	GOVERNMENT ENROLLMENT	% ENROL.	PRIVATE ENROLLMEN T	% ENROL.	TOTAL
Primary	27,421	81	6,482	19	33,903
Secondary	19,331	70	8,228	30	27,559
TOTAL	46,752		14,710		61,462

- 1.9 The Bahamas has 205 schools on nineteen Islands. The government administers 140 primary and all age schools 1/ and 29 secondary schools. There are 25 private primary and all age schools and 11 private secondary schools. Primary school capacities vary from 35 to 1,040 pupils and enrollments vary from 5 to 1,310. Secondary

1/Grades 1 to 9.

school capacities range between 50 and 1,700, enrollments vary from 58 to 2,098.

c. The teaching profession

- 1.10 The country, employs 3232 teachers. The national mean pupil teacher ratio is 19:1. This is the same as some of the smaller nations in the Caribbean such as Barbados and it is considered very good. The Bahamas employs well qualified teachers. The College of the Bahamas (COB) provides teacher training in most school subjects. Gaps are filled by recruiting qualified teachers from the Commonwealth Caribbean, Canada and the United Kingdom. 14% of teachers, a total of 454, are expatriates, of whom 149 work in New Providence and 305 in the Family Islands. The allocation of expatriate teachers between primary and secondary schools is 26 and 123 respectively for New Providence and 110 and 195 elsewhere.

3. Post-secondary education

- 1.11 Currently about 25% to 30% of children in public schools and 40% in private schools go on to further education or training on completion of their secondary education. Public, post-secondary, pre-employment training is limited to the COB, the Bahamas School of Nursing, the Bahamas Hotel Training College (BHTC) operated by the Bahamas Hotel Training Council, and Industrial Training Centers (ITC) operated by the National Training Council (NTC).

4. The financing of education

- 1.12 Public expenditure on education has declined from 4.2% of GDP in 1988 to 4% in 1992. However, the country has one of the highest percentages of GDP and one of the highest per capita monetary outlays on education in the region. The 1994/5 allocation for the recurrent education budget is US\$ 117.3 million (17% of the total recurrent budget), 44% is spent on primary education, 38% on secondary and 9% on the COB. Per capita recurrent expenditures by level are, primary US\$ 2000 and secondary US\$ 1900. The similarity of primary and secondary costs is unusual and reflects the high costs of small remote primary schools, and the parity between primary and secondary teacher salaries. The high unit costs also reflect the comprehensive range of services offered and the high living costs, living standards and salaries of the archipelago. Teachers' salaries for instance range from US\$ 14,000 per year upward. These costs typically are one third those of the US but three to ten times as high as the average for Latin American countries.
- 1.13 The government supports private schools, mainly denominational, which follow the official curriculum, employ qualified teachers and offer access without discrimination, by cost-sharing. The support is US\$ 3.9 million annually for teachers' salaries.

5. External support for education

- 1.14 The World Bank, the Commonwealth Secretariat, UNESCO and the OAS have all supported education. The first World Bank loan in 1981, for US\$ 7 million, upgraded post secondary training and general skill training in the secondary schools. A second loan, for US\$ 10 million, in 1988, expanded and improved post-secondary technical and vocational Industrial Training Centers and pre-vocational technical education in Family Island secondary schools. The OAS has sponsored a youth employment and training project under the Ministry of Youth, Labor and Community Affairs.

6. Issues in primary and secondary education

a. Utilization of school infrastructure

- 1.15 Acute imbalances exist between capacity and school population. Changes in the geographical distribution of population have left some communities over provided, particularly with primary schools, and others short of places (Annex V-4). This results in many schools which are too small to be effective and whose costs per child are high. In contrast, schools in New Providence and Grand Bahama are crowded and some secondary schools exceed the MOE's desired maximum size 2/ due to unplanned growth in enrollment and piecemeal school expansion. This has had equally adverse effects on quality creating schools which are large and difficult to manage. Little account has been taken of the location of the new pupils, who often live at considerable distance from schools. In the primary sector, much of the current shortfall of school places arises due to the southward expansion of Nassau. Large housing developments with a considerable primary school age population have no local school and primary children are thus obliged to travel for a considerable time each day to and from school. Geographical relocation of schools thus needs to be built into replacement in the Family Islands and new schools are needed in areas that are experiencing rapid population growth in New Providence, Grand Bahamas and Abaco. Illegal immigration has been a major cause of growth and by far the largest component is Haitian immigrants, estimated to number 50,000.

b. The quality and efficiency of education

- 1.16 Concern has been expressed about the quality of public schooling in the Bahamas. There is considerable variation in test results within the state sector and between public and private schools at both primary and secondary levels as shown by GLAT scores and the BJC results.

2/ For pedagogical, social and managerial reasons, the Ministry of Education desires a maximum secondary school size of 1,000.

- 1.17 The process of curriculum development is inadequate. Public participation is limited. The country has no National Curriculum Council or equivalent. Within the curriculum unit key skills are lacking; mathematics, science and modern languages.
- 1.18 There is a need to devise a pre-school curriculum, replace the subject divisions at primary level with an integrated curriculum, introduce a new secondary curriculum which prepares children in basic subjects and equips them better for the world of work.
- 1.19 Curriculum officers have found ineffective teaching methods, inadequate supervision by subject officers especially in the Family Islands, insufficient materials, especially materials adapted to local conditions and lack of a systematic process for curriculum revision. Curriculum staff lack expertise and resources to provide the leadership needed to resolve these problems.
- 1.20 The education system places greater emphasis on the skills of locating, evaluating, generating and applying information. Development of these skills requires libraries and knowledge of how to use them. Annex II-2 shows the deficiencies in book collections and trained library staff. Only 42 schools have libraries and few schools have trained staff. There is a shortage of library books. Provision is below the desired level of five per pupil and a UNESCO recommended minimum of ten books/student. Indexing and bibliographical material is lacking.
- 1.21 The Special Services Division needs to develop the skills of key therapists and counselling staff to deal with learning disabilities in the mainstream schools. Nowadays, wherever possible disabled children are taught in regular schools.
- 1.22 The Bahamas has not been successful in resolving the paradox of acute technical skill shortages co-existing with unemployment. Certain sectors employ a high percentage of foreign workers: 26% in agriculture, 14% in construction, 12% in manufacturing and 12% of community, social and personal services. There is a need to address the problem of youth unemployment through training and other actions targeted directly at the unemployed, and to avoid the problem in the future by educating a more trainable work force and developing more positive attitudes towards work.

c. The Ministry of Education and management of the system

- 1.23 The Ministry of Education is a small, streamlined unit with approximately 30 professional officers nationwide, who function with the aid of "co-opted" teachers and teacher participation in developmental activities. However, there is a need to improve the management capabilities of the high level staff of the Ministry. Some divisions of the MOE 's Department of Education have too many functions. The span of control of its director and some assistant directors have grown beyond a manageable size. Technical staff spend increasing time in routine matters like procurement. The

amount of information to transmit and process has increased while the mechanism for transmission remains limited. Communication needs rationalizing and modernizing in line with better definitions of role, responsibility and authority. Recommendations about optimum spans of control and the recruitment of an additional deputy director have been made by the IDB project team and implemented by the GOBH (Further reference is found in paragraph 4.4). The GOBH wishes to keep the management structure to the minimum size and is able to do so because of the professionalism and commitment of both managers and teachers.

- 1.24 Planning capacity is inadequate. The planning unit is short-staffed and its main function is to provide statistical information which is manually processed. More technical and better qualified staff, and modern methods of data processing are needed.
- 1.25 Analysis thus revealed the following: (i) lack of clear definition of responsibilities and duties within the divisions; (ii) lack of coordination between the School Management and the Supervisory Services Divisions; (iii) inadequate monitoring system for school administration; (iv) lack of an adequate scheduling and timetabling for efficient utilization of infrastructure and teacher resources and (v) lack of planning capacity.
- 1.26 There is no comprehensive planned maintenance program and no adequate maintenance policy. This was exacerbated by the duplication of functions with the Ministry of Civil Works and Local Government (MOPWLG). However, in 1993, the responsibility and budget for school maintenance were transferred from the MOE to MOPWLG, with a corresponding improvement in the quality and efficiency of school maintenance.

C. Government strategy for the education sector

- 1.27 The government is committed to providing a high quality, broadly based education to all children without charge. Education is mandatory to age 17, equivalent to grade 12, and free for all below the age of 19. Access to, and promotion within the system is open to all without discrimination. The government seeks to provide schooling, in the child's locality where possible, in a school whose teaching, size and ambience reflects the society. This means that schools should be on a personal, human scale and have a curriculum which instills knowledge of and pride in the country while equipping children with a cosmopolitan outlook.

D. The Bank's strategy for the Bahamas and rationale for Bank's involvement in the educational sector

- 1.28 Bank's strategy in the Bahamas focuses on: (i) increasing the competitiveness of the Bahamian economy in both tourism and other productive sectors; (ii) promote tourism diversification throughout the islands; (iii) encourage competitiveness in the non-tourism sectors of the economy; and (iv) increase the efficiency of

services provided by the public sector, and target some of these services to the low-income population.

- 1.29 In the Bahamas, where 30% of secondary and 20% of primary students attend private schools, practically all children from low income families attend public schools. The improvement of education delivered at government schools will benefit those children and increase the efficiency in the provision of educational services by the public sector.
- 1.30 To increase the competitiveness of the economy, the economy has to diversify both within tourism and into other productive sectors. This requires a high quality and readily trainable labor force for which it is important that the Bahamas improves the quality of education at all levels. With the financing of this project, the Bank is supporting the government in its efforts to increase economic competitiveness by upgrading the country's human capital base.

II. THE PROGRAM, ITS COST AND FINANCING

A. Program objectives

- 2.1 The objective of the program is to improve the quality and efficiency of primary and secondary education. This objective would be achieved through:
- a. Improving the content and teaching methods of primary and secondary education;
 - b. Rationalizing the use of school infrastructure while necessary expansion and replacements are taking place;
 - c. Strengthening the management, planning and maintenance capabilities of the system.

B. Program components

- 2.2 The program consists of three major components:
- a. The Educational services improvement component would improve the availability and quality of educational services for the primary and secondary students. It would: (i) revise present curriculum and enhance the capacity of the MOE to plan and implement curriculum improvements; (ii) provide books for school libraries and in-service training in school library use for teachers; (iii) improve the quality of instructional media; (iv) improve skills of therapists and counselling staff for the learning disable; and (v) replace and construct educational facilities;
 - b. The Institutional strengthening component would provide: (i) training in management and planning for selected staff; (ii) technical assistance to prepare a strategy for the improvement of school management and community participation, to improve timetabling and scheduling of secondary school activities and to equip the MOE with the capacity for planning; (iii) a computer based education management information system and (iv) a computerized system for inventory, supervision and control of school maintenance and maintenance equipment.
 - c. The Study in vocational education and pre-employment training would evaluate the present pre-vocational curricula in relation to out-of-school training and post-secondary education and the utilization of existing facilities for vocational education.

C. Program description

1. Educational services improvement component

- 2.3 Under this component (US\$ 19.805,000) the project would provide the required resources to increase the availability and quality of educational inputs.

a. Curriculum development

- 2.4 The program would: (i) revise science, mathematics and foreign languages curriculum; (ii) develop technical and vocational education curricula; (iii) harmonize the academic and technical and vocational elements of the secondary curriculum; and (iv) review the primary curriculum and propose a strategy for integration of subjects and multigrade teaching.
- 2.5 The operating capacity of the MOE's Curriculum Unit would be improved by: (i) reorganizing the Unit; (ii) recruiting additional staff by the MOE; (iii) training staff; (iv) provision of equipment (hardware, software); and (v) technical assistance.
- 2.6 The program would provide technical assistance by hiring curriculum specialists in mathematics (two years), science (one year), modern languages (one year), and a curriculum generalist to support the director of curriculum development, train education officers and teachers and ensure consistency between all elements (technical/vocational and academic) of the curriculum (three years).
- 2.7 Additionally, six staff of the MOE would be funded for one year fellowships overseas to study curriculum aspects of mathematics, sciences, agriculture, technical and vocational subjects modern languages and general primary integration. In accordance with current practice all recipients of overseas fellowships will be bonded by the Government of the Bahamas to return to public service following their study leave. A reference library of technical guides and sample course materials to serve as a core curriculum collection will also be established.
- 2.8 To support the current clerical and materials production capacity of the unit, the program would supply 8 micro computers, 2 laser printers, a file server, a local area network, word processing, graphics and desk top publishing software, training in its use for all staff, furniture and spares and consumables for four years.

b. School libraries

- 2.9 To improve school library services for grades 1 to 12 nationwide, the program would raise the availability of school library books to a national average of 2 books per child, provide thematic libraries for teachers and education managers covering teaching methods, school administration, supervision techniques, planning and

testing, train library professionals and teacher-librarians and supply equipment and furniture.

- 2.10 The program would furnish and equip 21 school libraries, including two model teaching libraries in one secondary and one primary school in New Providence, 9 regional "satellites" and the central media library in the LRU.
- 2.11 At least one teacher in every school would be equipped with the skills and library administration manual necessary to maintain and operate the library as an educational resource. The program would include the training of one specialist for 18 months in library and information science at UWI or equivalent institution. The training of teachers through workshops would cover library administration and information retrieval, educational use of libraries and encouragement of parental and sibling participation in reading and research. The workshops would be held in the model libraries or the locations of the satellite libraries.

c. Learning resources unit teachers centre

- 2.12 The program would support the MOE: (i) to prepare a strategy to increase the production, dissemination, use and assessment of economic and effective educational media both traditional and electronic and (ii) to draw up and appraise alternative specifications for a cost effective teachers' resource centre.
- 2.13 The program would hire a specialist in education media, for six months, who would appraise media production options and prepare a detailed plan for the development of a national teachers' resource center under the LRU.
- 2.14 The program would provide a multi-media computer, scanner and optical character recognition software, sample educational, reference and graphics software and printer and tools, and equipment for media production.

d. Special services

- 2.15 The program would improve the ability to educate the handicapped by including two fellowships, each of one year, for a guidance counsellor and a speech therapist to update and upgrade their skills.

e. Replacement and construction of educational facilities

- 2.16 The program would provide financing for the construction and equipment of three primary and two secondary schools and in the case of expansion, for incremental staff. All new facilities would follow designs that have been reviewed and accepted during appraisal and final designs drawings would be ready before approval by the Bank.

(i) Consolidation and replacement of primary schools in the Family Islands

- 2.17 The Family Islands are facing shifts in population along with the existence of obsolete and dilapidated schools with few students and high unit operating costs. Only Abaco is experiencing a rapid population growth. The country has already started the process of replacement and cost saving consolidations of a number of small, uneconomic schools following priorities based on condition and cost of operation and according to the availability of financial resources. The Program will assist the government in this process in consolidation where substantial investment in rehabilitation or replacement is needed.
- 2.18 The program would construct, furnish and equip two primary schools; one in Exuma with a capacity of 240 children and one in Abaco with a capacity of 600. The school in Exuma would replace three small and dilapidated schools. The school in Abaco would replace two schools and provide additional capacity for enrollment increases. For both schools there is a secondary school whose catchment area includes the primary schools to be replaced. The MOE will reschedule the school transport provided for secondary pupils to accommodate the primary pupils at no extra recurrent cost.

(ii) Expansion of primary and secondary schools facilities in New Providence

- 2.19 Between the two census years, 1980 and 1990, the population in New Providence had grown at 2.5% per year and it continues to do so due to the continuous migration from the Family Islands to New Providence (Annex V-4). The present schools have already outstripped their planned capacity because of the resulting increase in both primary and secondary school population and the increase in high school enrolment due to the raising of school leaving age to 17 in 1993. The deficit of school places is estimated in 2100 places for secondary schools and 1500 for primary.
- 2.20 The program would finance the building, furnishing and equipping of one primary school with a capacity of 700 pupils and two secondary schools for 1000 students each. The primary school would relieve overcrowding and accommodate population growth in the south of the island. The secondary schools would be constructed in a more convenient location and would absorb the excess students of other secondary schools through a reallocation throughout the system.
- 2.21 The overall secondary school capacity of New Providence would increase from 11100 to 13100, in line with both the required enrollment and the MOE's intentions with regard to school size.

2. Institutional strengthening component

- 2.22 Under this component (US\$ 665,000) the program would support a set of activities aimed at strengthening the organization of the

service delivery system and the managerial capacity both at the central and the district and school levels.

a. Planning and management

- 2.23 In order to equip the MOE with the capacity to prepare long-term development plans and appraise alternatives, the program would finance: (i) the hiring of an education planner/economist consultant for one year; (ii) overseas training in educational planning for one year, and (iii) a small professional library of books, software and data discs including comparative data on education systems elsewhere and planning techniques.
- 2.24 The unit would retain the current statistical collection, processing and dissemination functions modified in line with the needs of its strengthened planning function. In addition, the planning unit would be the base from which a school management information system and school scheduling service will operate. To support this development and facilitate the two way flow of information, the program would provide a computer-based education management information system (EMIS) linking schools, district education officers and the MOE. The unit would need a computer analyst and a scheduling and EMIS assistant. The EMIS would provide a tool to manage data on students, teachers, transportation requirements, examination results, subject options, schedules, attendance and related matters. These data would provide a valuable planning tool to spot demographic trends, high and low performance, popularity of optional subjects, staff and resource requirements and so forth.
- 2.25 The project would finance a timetabling and scheduling specialist for a period of six months and computers and software to plan and coordinate school timetables on an island wide basis and the training of MOE staff and school principals or deputies in the techniques. The responsibility for coordinating school schedules would be located in the planning unit where it would form an adjunct to the schools management information system. It would optimize the use of teachers and facilities and establish a managerial capacity to maintain the system.
- 2.26 The MOE will appoint an additional Deputy Director of Education and the program will train both deputy directors in management.

b. Maintenance

- 2.27 Responsibility, budget and personnel for the maintenance of school buildings moved from the MOE to the Ministry of Public Works and Local Governments (MOPWLG) in 1993. The MOPWLG has requested assistance to improve its inventory, supervision, and control system through the implementation of a computerized information system and to acquire needed maintenance equipment.

- 2.28 The program would finance the establishment of a computerized system to monitor the maintenance of the buildings and facilities of the schools operated by the MOE. The objectives of this component are: (i) to establish a comprehensive and permanent inventory of the physical condition of all schools, buildings, materials and teachers' cottages, in order to estimate maintenance, repairs and rehabilitation needs, actual expenditures, etc., in order of priority; (ii) to equip the MOE and MOPWLG with the capacity to plan, program, monitor, control and evaluate maintenance programs; and (iii) to improve the cost effectiveness of maintenance expenditures.
- 2.29 In order to fulfill these objectives, a consultant firm would be contracted for a period of 3 months to design a system of preventive and corrective maintenance, and train personnel. The program would finance related equipment and software.
- 2.30 The program would also finance the acquisition of maintenance equipment.

3. Study in vocational education and pre-employment training

- 2.31 Under this component (US\$ 100,000) the program would finance a team of consultants for 10 months. The study would make an assessment of the present pre-vocational education in secondary schools and in relation to out-of-school training and post-secondary education. It would also analyze the use of school facilities and the existing Industrial Training Centres. The study would focus on the preparation of an integrated vocational and technical education program involving the Centres. Upon completion of the study findings will be considered by a national task force, a development strategy will be prepared and a possible project may be developed for financing. (Annex II-7).

D. Cost and financing

1. Estimated costs

- 2.32 Total cost of the program is estimated at the equivalent of US\$ 33 million, of which 63.6%, or US\$ 21 million, would be financed with foreign-currency resources of the Ordinary Capital. Local counterpart is estimated at US\$ 12 million which will be funded by the MOE's annual, recurrent and capital, budget. Given the nature of the project and its low income beneficiaries, this program is eligible for 80% IDB financing but the government has requested the loan not to exceed US\$ 21 million.
- 2.33 A breakdown by investment categories is given in the table below:

BAHAMAS PRIMARY EDUCATION PROGRAMME
TOTAL PROJECT COSTS
(000's US\$ Equivalent)

CATEGORIES	TOTAL BY FUND			% TOTAL
	IDB/OC	LOCAL	TOTAL	
1. ENGINEERING & ADMINISTRATION	0	643	643	1.9
1.1 Civil Work Supervision	0	232	232	0.7
1.2 Coordinating Unit	0	411	411	1.2
2. DIRECT COSTS	17066	3504	20570	62.3
2.1 Civil Works	11896	3504	15400	46.7
2.2 Furniture	3144	0	3144	9.5
2.3 Equipment	602	0	602	1.8
2.4 Vehicles	85	0	85	0.3
2.5 Library Books	394	0	394	1.2
2.6 Consultants	549	0	549	1.7
2.7 Training/Fellowships	355	0	355	1.1
2.8 Materials	41	0	41	0.1
3. CONCURRENT COSTS	0	6261	6261	19.0
3.1 Maintenance	0	146	146	0.4
3.2 Incremental Operating Exp.	0	6115	6115	18.5
SUB TOTAL	17066	10408	27474	83.3
4. UNASSIGNED COSTS	1349	1385	2734	8.3
4.1 Contingencies	803	631	1434	4.3
4.2 Cost Escalation	546	754	1300	3.9
5. FINANCIAL COSTS	2585	207	2792	8.5
5.1 Interest	2375	0	2375	7.2
5.2 Credit Commission	0	207	207	0.6
5.3 Loan Administration	210	0	210	0.6
TOTAL	21000	12000	33000	100.0
% Fund/Project	63.6	36.4	100.0	

- 2.34 A detailed description and breakdown of categories by component is presented in Annex II-6.

2. Terms and conditions of the proposed financing

	OC Loan
Amount	US\$ 21 Million
Currency	Foreign currency
Amortization Term	25 years
Grace Period	3 years
Disbursement Term	3 years
Interest Rate	Variable
Credit Commission	.75 %
F.I.V.	1.0 %

III. EXECUTION OF THE PROGRAM

A. The borrower and the executing agency

- 3.1 The borrower will be the Commonwealth of the Bahamas which will assume the debt service requirements and would make the necessary local counterpart contribution available during the program execution. The Ministry of Education (MOE) would be the executing agency of the program. The Ministry will be assisted by a Project Coordinating Unit (PCU) which will be created in MOE. The civil works of the program would be supervised by the Department of Works of the Ministry of Public Works and Local Government (MOPWLG).

B. The project coordinating unit (PCU)

- 3.2 The PCU, headed by a Director who will report directly to the Permanent Secretary, will assume full responsibility for the execution of the program.
- 3.3 There will be an Advisory Coordinating Committee to advise on and review the implementation of the project. The members of this Committee will include: the Permanent Secretary of the MOE, who will act as Chairman, the Project Director, who would act as Secretary, the Director of Education, the Director of Works of the MOPWLG, the Under Secretary of the Ministry of Finance, and the Treasurer of the Treasury of the Bahamas. This Committee will meet as required, but not less than once every quarter, and will assist in ensuring effective project implementation through acting as a liaison between the Ministry of Education and the Ministries of Finance and Public Works.
- 3.4 Evidence that the PCU and the Advisory Committee have been established will be conditions prior to first disbursement of the resources of the program. Before hiring or assigning personnel to the PCU the MOE will submit to the Bank the curriculum of the proposed personnel for Bank approval.
- 3.5 The PCU will consist of four sub-units: Educational Technical sub-unit, which would monitor and support the technical execution of the program educational components; the Furniture and Equipment Advisory sub-unit which would assist the technical units of the MOE in preparing the corresponding lists and bidding documents; the Construction Supervision sub-unit which would coordinate and supervise construction activities; and the Accounting sub-unit, which would manage the financial and accounting activities required by the program. The technical staff working under the Project Director of the PCU would consist of one education specialists, a part-time civil engineer or architect, an accountant, and a procurement officer (see Annex III-1).
- 3.6 The PCU would be directly responsible for the preparation of bidding documents, contracting for the provision of goods and

services, supervising the quality and timing of the execution of all physical works and other program activities, and submitting periodic reports to the borrower and the Bank on the progress of the program execution.

- 3.7 The PCU will also be responsible for administering the application of all the resources of the program, including loan funds and local counterpart contributions, and keeping records and accounts in accordance with Bank guidelines. The PCU will be the official representative of the borrower in all dealings with the Bank related to the execution of the program and to the fulfillment of all contractual conditions.

C. Execution mechanism

- 3.8 Selected technical staff from the MOE, with the assistance of the PCU, would prepare all the educational specifications, equipment and furniture lists, library materials, terms of reference for specialist services or consultants, and would be responsible for the monitoring and evaluation of all the program components.
- 3.9 MOEs' authorities, in conjunction with the project team, have identified as the technical units with the responsibility for the programs education components the following:

COMPONENT	MINISTRY AND EXECUTING UNIT	
Educational Services Improvement • Curriculum Development • School Libraries • Resource Center • Special Services • School Construction	MOE MOE MOE MOE MOPWLG	Curriculum Unit Libraries & Public. Learning Resources Special Education Dept. of Works
Institutional Strengthening • Management Training • Planning • Educational Infor. Serv. • Maintenance	MOE MOE MOE MOPWLG	Planning Planning Planning Dept. of Works
Study Vocational Education	MOE	Planning

- 3.10 Direct implementation would be responsibility of the Department of Education of MOE, with support provided or arranged by PCU staff, as required. The PCU structure is appropriate to ensure efficiency in project implementation while retaining implementation authority in the line and staff departments of the MOE.
- 3.11 Civil works and construction will be carried out by private contractors. Supervision of construction will be undertaken by the Department of Works of the MOPWLG who would, if required, contract

consulting firms for this purpose. These would be selected and appointed on terms and conditions acceptable to the Bank. The PCU staff will review the bidding documents for construction of civil works and the final equipment and furniture lists before submitting them to the Bank, certifying that they meet the agreed functional standards and the educational objectives of the program.

D. Disbursements and implementation schedules

- 3.12 The disbursement schedule for the program is given in the following table by source of financing:

SCHEDULE FOR DISBURSEMENTS (In US\$000s equivalent)				
Source	Year I	Year II	Year III	Total
IDB/OC	6,211	9,941	4,848	21,000
Local	1,607	3,962	6,436	12,000
Total	7,831	13,903	11,284	33,000
%	23.7	42.1	34.2	100.0

- 3.13 The GOBH has requested a three year disbursement to reflect the following. The capacity to manage infrastructure development in the education sector has been greatly enhanced by the MOPWLG's adoption of responsibility for this function. The qualitative components can all be executed or procured in a short time. The benefits according to this project are urgently needed. To assist the government in achieving effective and timely execution of the proposed program, an implementation schedule was discussed and agreed upon during the analysis. The Project Unit would review the agreed implementation schedule and update it on a regular basis for use as a project implementation and monitoring tool.

E. Project readiness for implementation

- 3.14 Project preparation is in an advanced state of readiness for implementation. Prototype designs for the five project schools have been reviewed and accepted by the Bank and final designs will be completed before November 30, 1994. A plan of action regarding the property title for the sites of the project schools in name of the government and the authorization for the MOE to use them for school construction has been agreed with the government. In case that obstacles arise in the titling of the sites, the government, with the prior approval of the Bank, may designate other sites for the construction of the schools. In-house technical groups responsible for the implementation of the curriculum, libraries and learning resource center components have been formed.

F. Awarding of contracts for execution of works and procurement

- 3.15 The procurement of furniture and equipment and the contracting for the civil works included in the program will be done in accordance with IDB procurement procedures, as reflected in Annex B of the loan agreement. Considering the capacity of the local industry and potential participation in the bid processes, the ceiling over which International Competitive Bidding will be required has been set at US\$1,500,000 for works and US\$250,000 for goods. Below these limits, the competitive procedures of the national legislation will apply; these include local competitive bidding and/or local shopping. The procurement of consultants will also follow IDB standard procurement procedures.

G. Advance of funds

- 3.16 It is recommended that resources from the financing be advanced to set up a revolving fund to pay projected expenditures within 120 days. The disbursement schedule requires, for the first year, approximately US\$ 5.5 million, from loan resources, for direct costs. The GOB anticipates, and the project team agrees, that in order to expedite payments to contractors an advance of funds of 20% of the financing will be required. This fund will be justified by the Ministry of Education within 180 days from the date on which the fund is established.

H. Maintenance

- 3.17 To extend the useful life of capital investment, particularly civil works, it will be necessary for the MOE, in conjunction with the MOPWLG, to draw a suitable maintenance program. The Bahamas has a good record in maintaining government facilities. The MOE/MOPWLG will receive funding through this program for the establishment of a maintenance program for the preservation of physical infrastructure of public schools.
- 3.18 The MOE shall: (i) ensure that the works and equipment covered under the program are properly maintained in accordance with generally accepted technical standards; and (ii) submit to the Bank, in the first quarter of each calendar year for 5 years after the completion of the first of the works, the annual plan for maintenance of the works and the equipment of the program for that year and a report on the maintenance of the works and equipment. Should it be determined through inspection conducted by the Bank or from the reports the Bank has received, that maintenance is being performed below the standards specified, the MOE shall take such action as appropriate to see to it that the shortcomings are fully corrected.

I. External auditing

- 3.19 Beginning with the first year of the program and during the period of its execution, audited financial statements of the program

should have to be presented annually to the Bank. The audits should be performed by the Auditor General Department.

J. Supervision

- 3.20 The Project Director of the PCU will be responsible for preparing periodic progress report evaluating quantitative and qualitative aspects of the program for the Permanent Secretary of the MOE. These will be summarized semi-annually and sent to the Bank for review and comment. Based on these reports, the government and the Bank, through its Country Office with the collaboration of the Project Team, will jointly review implementation progress of the program. Careful consideration will be given to start-up of the program, and the follow-up of progress reports.

K. Ex-post evaluation

- 3.21 After two years and within the third year after the last disbursement the MOE will present to the Bank an ex-post evaluation of the results of the program. This evaluation will be financed with their own resources and primarily based on data presently collected about student performance evaluation. These data include the GLAT tests and the BGCSE results, differentiated according to the subjects and by school. Comparisons both over time and by cross section will enable some initial assessment of the impact of the project to be made. In addition, the routinely collected data on school operating costs will indicate gains in efficiency. Within one year of the effective date of the loan contract, the MOE will submit to the Bank a proposal with the terms of reference of such evaluation.

IV. THE EXECUTING AGENCY

A. The Ministry of Education

- 4.1 The MOE is responsible for administering education from pre-school to secondary education. It has an official mandate to monitor and promote the qualitative developments in private as well as public educational institutions, and is responsible for providing resources and services for all public schools.
- 4.2 The Minister of Education is appointed by the Prime Minister. Under the Ministry, there is an advisory council comprising representatives of the teachers union, independent schools, and the College of the Bahamas. This council is the body charged with advising and evaluating new educational policies for the country. The College of the Bahamas, the Bahamas Hotel Training College, and the University of the West Indies have their own governing bodies tied to the MOE.
- 4.3 Under the Minister, there is a Permanent Secretary who is charged with the overall administrative operation of the system; he is assisted by two Deputy Permanent Secretaries who have responsibility for specific departments and units. Finally, there is a Director of Education who has the overall responsibility for the technical aspects of education throughout the system.

1. Organizational structure

- 4.4 During the preparation of this operation it was agreed with the MOE that their organizational structure, specially the Department of Education, needed improvement and recommendations were presented. Since then, a National Task Force on Education, reviewed MOE's structure and implemented important changes that are reflected in the organigram presented in Annex I-6. The alacrity with which the changes were made indicates the willingness and ability of the MOE to implement beneficial changes. The Director of Education is now assisted by two Deputy Directors, one in charge of School Operations and the other in charge of Planning and Development. Their internal organization is as follows:

a. Deputy director for planning and development

- 4.5 This unit is divided into four sub-units, each one headed by an Assistant Director. One is in charge of research, planning and public information. The second one has the responsibility of the conceptualization, development and implementation of national curricula and of evaluation procedures. A third sub-unit is in charge of all in-service training, libraries and publications and distance education. The fourth sub-unit has the responsibility of special services, such as; guidance and counselling, school psychological services, speech therapy, special education and student attendance service. The program would be allocating

resources for the strengthening of the planning capacity and would provide assistance, through the PCU, to the sub-units involved in project execution.

b. Deputy director of schools

- 4.6 The administration of schools in the Family Islands is undertaken by four District Superintendents, one in New Providence, one in Northern Bahamas, one in Central Bahamas and the other in Southern Bahamas.
- 4.7 The District Superintendents assist MOE headquarters in the following tasks: (i) supervision and inspection; (ii) making recommendations for new teaching and support staff and shifts of staff within the island; (iii) maintaining the schools with adequate supplies and instructional materials and transport services. The communication and coordination between the DEO's and these divisions is hampered by the geographical dispersion. However, to correct this problem, the program will finance the establishment of a computerized school administration system which will connect the District Student Management (DEO's) with the Central Office in Nassau: providing MOE's staff personnel with immediate access to student demographic data, class scheduling, attendance, etc., enhancing the operational efficiency of the entire system and improving coordination between the Central Office and the Family Islands.

2. Finance and internal control

- 4.8 The MOE's finances are administered by the accounts section under the supervision of a finance officer who reports to the Under-Secretary, but under existing regulations for the accounting service, he or she is an officer of the Public Treasurer. The Finance Officer designs annual budget, implements and manages the annual public resources assigned to the Ministry. The accounting function of the Ministry is fully regulated and controlled to a great extent by the Ministry of Finance and its agent the Public Treasury. In practice both agencies act as internal auditors, ensuring that the accounting information relevant to the annual operation of the MOE has been recorded. The internal controls at the Ministry are deemed to be adequate for safe-guarding its assets.

3. External control

- 4.9 The Auditor General's Office is responsible for monitoring the financial administration of government agencies. It has personnel who monitor compliance with government policies and rules, and make recommendations for improvement of operations and financial administration.

4. The Dept. of Works of the MOPWLG

- 4.10 The Department of Works of the MOPWLG has participated actively in the preparation of the preliminary designs of the projected schools for this program and the project team has had the opportunity of appraising their technical capability to carry out the activities that the construction component would require. It has also been able to establish that the Department, staffed by over 30 architectural and engineering professionals, has the experience and the capacity to undertake the execution of this component, thereby achieving the low civil work supervision costs.

5. Conclusions of the institutional analysis

- 4.11 The restructured organization and the planned institutional strengthening ensures that MOE would be capable to successfully implement the program's activities. In addition, the assistance that the Department of Public Works of the MOPWLG will provide with one the most important components is further assurance that the proposed works would be done as planned. The administration and monitoring of the program would present no problem since MOE has an adequate financial and accounting system and experience in managing projects.

B. Historical budget analysis

1. Government expenditures

- 4.12 The GOB, as shown in Table IV-1, has had a strong commitment to education and, consequently, has allocated a high percentage of the nation's budget to the MOE, averaging 15.7% in the period of 92-94.

TABLE IV-1 Expenditure Analysis (in thousands of US\$, constant 91/92)				
	1992	1993 ^{3/}	93/94	94/95
Government Expenditures	595	300	579	608
MOE's expenditures	101	46	87	95
% MOE/GOB	16.9	15.4	15.0	15.6

- ^{3/} Starting in 1993 the government changed the fiscal year from January 1 - December 31 to July 1 - June 30. To facilitate the transition the authorities implemented a six months budget for the first half of 1993 and the first full fiscal year budget (1993-1994) started July 1, 1993.

- 4.13 In constant terms, government expenditures have declined by 2.7%, from US\$ 595 million in 1992 to US\$ 579 in fiscal year 93/94, mostly as results of efforts to reduce the overall public sector deficit. Notwithstanding, the estimated budget for 94/95 includes an increase of approximately 5.0%.

2. Ministry of Education budget

- 4.14 The Ministry of Education's total expenditures for the year 93/94 amounted to US\$ 103.4 million, including US\$ 12.9 in capital outlays. Capital expenditures have fluctuated during the period analyzed. From a low of US\$ 6.7 million in 92 they climbed to US\$ 12.9 million in 93 and an estimate of US\$ 8.7 has been budgeted for 94. Due to capital outlays directed to refurbish existing old and dilapidated schools, their investment program fell short for the construction of needed new schools. The proposed program would assist the MOE in this endeavor.

3. MOE's budget allocations by categories

- 4.15 Table 1 of Annex IV-1 presents the Ministry of Education budgetary allocations by categories and as a percentage of total expenditure. About 78.2% or US\$ 73.5 million of the 93/94 budget has been spent on salary cost (includes administration and teacher salaries) and allowances. The allocation for non-salary costs seems adequate during the period under analysis, with the exception of the provision for preventive maintenance which, have had, according to international standards, a low 1.4% of the budget. Furthermore, for the 94/95 school year, the allocation for maintenance has been reduced to a mere 0.5% of the budget. The relatively high average of the teacher's salaries, 78.2% of the operating budget is typical of the social sectors.
- 4.16 Another important category of non-salary cost is grants which accounts for 10% of the total recurrent expenditure or US\$ 10.8 million per year on average during the 1989-1992 period. These grants include, among other things, yearly transfers to: Independent Schools (salary grants for US\$ 3.8 million), the Bahamas Industrial Training Council (averaging US\$ 1.6 million), the Bahamas Hotel Training Council (US\$ 0.5 million), and scholarships to different institutions (US\$ 2 million).

4. Additional recurrent expenditures resulting from the program

- 4.17 Of the five schools that the program would built, three are new and two will consolidate and replace three existing one. This implies that incremental recurrent expenses, including provisions for maintenance of new buildings and equipment, would be needed for the operation of the new schools. Small savings are expected with the closing of the old schools. According to the building schedule, additional resources will be needed starting the second year of project execution and the amount would be as follows:

Table IV-2 Projection of Recurrent Expenses (000's of US\$ equivalent)					
Schools	Type	Size	Year 2	Year 3	>Years
NEW PROVIDENCE	SECONDARY	1,000	0	2,181	2,181
NEW PROVIDENCE	SECONDARY	1,000	0	2,181	2,181
NEW PROVIDENCE	PRIMARY	700	918	918	918
ABACO	PRIMARY	600	0	0	0
EXUMA	PRIMARY	240	0	-83	-83
SUB-TOTALS			918	5,197	5,197
MAINTENANCE			13	106	390 <u>4/</u>
TOTALS			931	5,303	5,597

- 4.18 Regarding budget provisions for the program, MOE and MF authorities have conveyed that the corresponding allocations would commence next fiscal year which starts on july of 1995.

4/Maximum limit reached in 7th. year after project completion.

V. BENEFITS, FEASIBILITY AND RISKS

A. Benefits

- 5.1 The proposed program would support the government efforts to improve both the quality and efficiency of primary and secondary education. The level of cognitive achievement of children is expected to increase as a result of the program. Benefits would thus consist in a higher rate of human capital accumulation contributing to economic development. They would also consist in a more equal distribution of economic opportunities as the large proportion of low-income children in government schools would have greater chances to increase their level of educational attainment and their earnings potentials.
- 5.2 In addition, the program would improve the efficiency of public resource use by reducing costs through the rationalization of the use of school infrastructure. Institutional strengthening would contribute to a better allocation and increased productivity of human resources within the sector; and to an enhanced capacity for planning and monitoring educational policies and programs.
- 5.3 The relevance or external efficiency of education will improve. For the present and in any future economic upturn potential investors will have high expectations for labor quality which, in the absence of a varied tertiary and training sector, must be satisfied to a large extent by primary and secondary schools. School leavers must be well equipped with basic literacy and numeric skills, creative and problem solving abilities and a sound understanding of their society and its place in the modern world. They must have the basic abilities to be trained effectively and rapidly for specific highly productive jobs.
- 5.4 The growth of unemployment and the influx of immigrants in a relatively affluent country with only a limited welfare system threaten to increase inequity. Recent measures which have a positive impact on equity, such as the raising of the mandatory age for school attendance to 17 years and the training of teachers in English as a second language have already been taken. The MOE uses a common curriculum and assesses student performance annually, thereby contributing to equity. The education changes and the improvement of safety and pedagogical conditions in public schools, which the project is supporting, are a positive contribution to establishing an equitable society. Furthermore, reducing disparities between pupil performance in private and government schools will increase equity.

B. Institutional and financial feasibility

1. Institutional

- 5.5 Implementation of the program by MOE, will allow a better utilization of the existing physical and human resources. Participation in these tasks by the MOE's personnel would expand the knowledge and broaden the experience of those staff members, thus heightening institutional management skills. At the same time, the Divisions responsible for implementing the program will be strengthened, enhancing the overall operating capacity of the Ministry. The experience gained by MOE in executing two World Bank projects indicate that the MOE is in a position to complete the program by the scheduled deadlines.

2. Financial

- 5.6 The financial feasibility of the program was determined by analyzing two concepts which measure the program's financial impact and, thus the country's ability to undertake the operation. One is the ability to provide the counterpart capital requirements for the execution of the program as measured by the additional burden on the government's capital budget. The other consists of appraising the capacity of the GOB to provide the resources that would be required to cover the incremental recurrent expenditures arising from the program.

a. Counterpart capital requirements

- 5.7 The total amount of local counterpart contribution required for the execution of the program is US\$ 12 million which will be provided by the Government of Bahamas over a period of three years. This amount represents 36.4% of the total program cost, which includes capital requirements, operational (concurrent) costs, unallocated and financial costs.
- 5.8 The important factors supporting the conclusion that the funds will be available as required are: (i) the high priority assigned by the government to this program, and (ii) the low annual level of counterpart requirements in relation to the total government budget, equivalent to approximately 1% per year, at budget level of 94/95.

b. Incremental recurrent expenditures budget

- 5.9 It is estimated that after project completion, the MOE will need approximately US\$ 5.6 million per year to cover the incremental recurrent expenses resulting from the program. Even though the absolute amount is not high, in relation to the overall budget (US\$ 106 million for 94/95) it would have an important impact, requiring that the GOB augment MOEs' budget by approximately 6%. Given the importance that the GOB has given to education, it is expected, and the financial authorities have already agreed, that high priority

would be given to meeting these new requirements, specially when the new schools are needed in response to demands of service from a growing population.

- 5.10 This analysis confirms that the recurrent expenditures can be considered manageable and within the budget capacity of the Ministry of Education and the government.

C. Low-income beneficiaries

- 5.11 For the purpose of estimating the percentage of low income beneficiaries according to IDB definition, data from a household survey were used. According to it 34% and 66% of the population in New Providence and the Family Islands respectively, are below it.
- 5.12 Families in the highest income groups send their children to private schools. Government schools are geared to the lowest income groups. Taking all these factors into account and according to the distribution of program financing among education levels and locations, it is estimated that approximately 59% of the program's beneficiaries are "low income" under the Bank's definition as shown below. The Bank's low income threshold for the Bahamas is US\$ 2,808 per capita in December 1993.

DISTRIBUTIVE ANALYSIS			
	Low Income Beneficiaries %	Program Participation %	Program Resources for Low-Income Beneficiaries %
Primary students			
Family Islands	66	19	13
New Providence	45	16	7
Secondary students			
Family Islands	66	2	1
New Providence	61	63	38
TOTAL			59

D. Impact on women

- 5.13 In broad terms, by improving the quality of education the project will have a positive impact on women, given the high proportion of female students in the student population. Their opportunities to have access to higher levels of education and better jobs would thus improve. Moreover, since, in relative terms, there is also equality of opportunities for women in labor force participation the program will have a substantial impact on women.

E. Environmental impact

- 5.14 The CMA approved category II for this project at its meeting of August 12, 1991 recommending that the Bank should review the designs and plans for new constructions to avoid any potential environmental impact.
- 5.15 The designs for the 5 items of new construction included in the project were checked for this point of view and all of them were provided with sources of running water and adequate disposal of sewage through septic tanks. Drains were provided when needed in order to avoid flooding of the school gardens. All of the sites are flat and will not need earth movements which would generate erosion. The designs make use of prevailing winds and balconies provide adequate shade. The students will not be exposed to rain as they walk to classes because of covered corridors.
- 5.16 Because the content of the curriculum will be geared more closely to local needs and based on local resources, education will engender a greater awareness of the fragility of, and need to preserve, the Bahamian environment. In sciences, this is reflected in the increased study of indigenous flora and fauna and their ecosystems as well as such technical skills as the measurement of pollution. In agriculture and fisheries education, attention is drawn to the needs for conservation of soils, vegetation and fish stocks. In social studies and tourism education, the future marketing of the country to tourists with special interests such as diving, create awareness of the environment as an asset to be conserved rather than a resource to be exploited.

F. Risks

- 5.17 The main project risk is associated with possible delays in the execution of the school construction component if the legal procedures for acquiring the sites for the project schools are not carried out as scheduled. This risk is considered small in view of MOE's past experience in similar situations and the government's demonstrated strong commitment to improve the education sector and the high priority assigned to it.

NEW STRUCTURE UNDER IMPLEMENTATION - DEPARTMENT OF EDUCATION

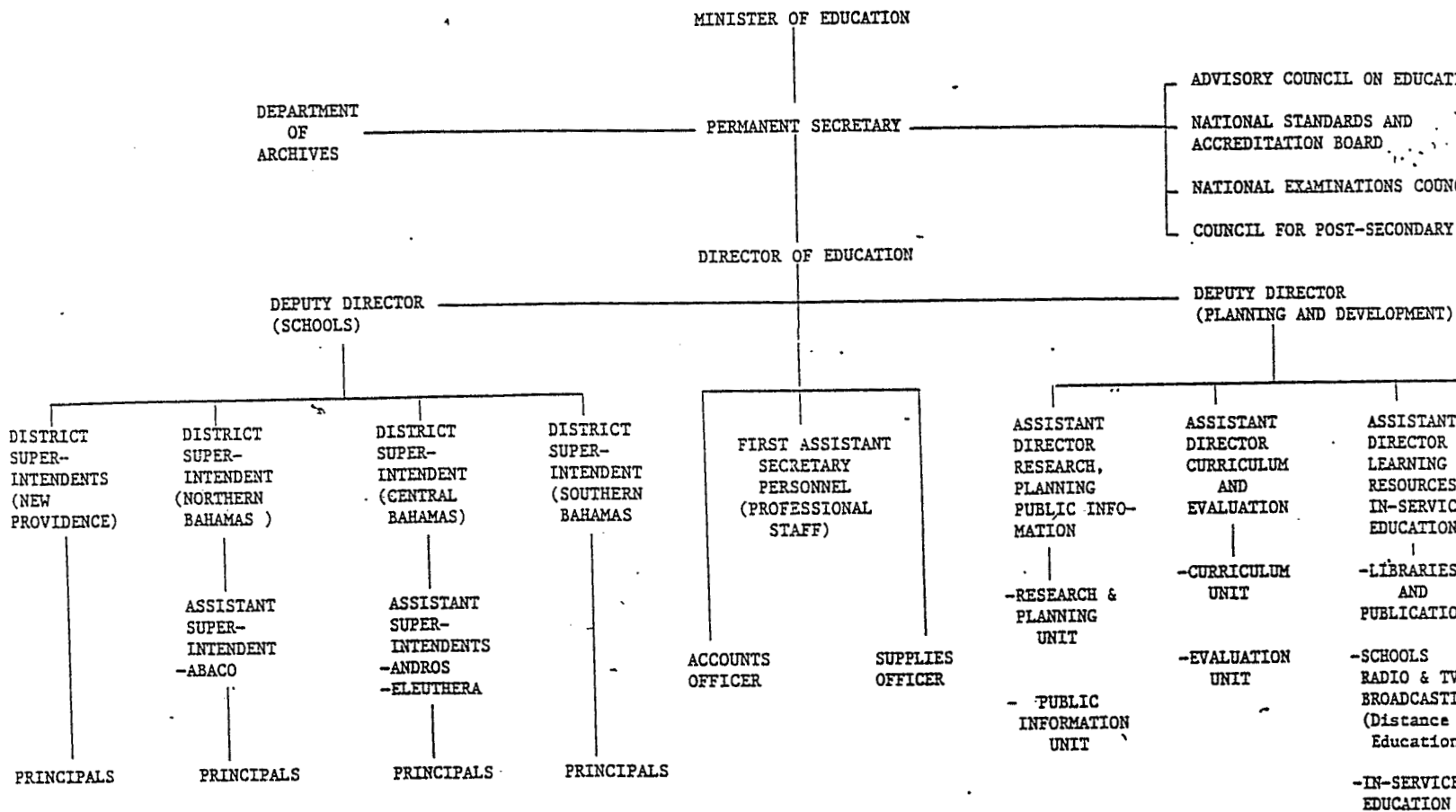


TABLE 1
ESTIMATE OF PROJECT COSTS

ITEM'S	COST US\$'000's
DIRECT INVESTMENTS:	
Component No. 1	19805
SCHOOL CONSTRUCTION	18,480
CURRICULUM DEVELOPMENT	505
LEARNING RESOURCES, STUDY	114
SPECIAL SERVICES, TRAINING	50
LIBRARIES	656
Component No. 2	665
INSTITUTIONAL STRENGTHENING	
Component No. 3	100
STUDY, VOCATIONAL EDUCATION	
TOTAL INVESTMENT COSTS	20,570
ENGINEERING & ADMINISTRATION:	
CONSTRUCTION SUPERVISION	232
PROJECT COORDINATING UNIT	411
TOTAL ADMINISTRATION	643
CONTINGENCIES & COST ESCALATION:	2,734
FINANCIAL EXPENSES:	
INTEREST	2,375
CREDIT COMMISSION	207
F.I.V.(Loan Administration)	210
TOTAL FINANCIAL EXPENSES	2,792
SUB-TOTAL (EX-RECURRENT EXPENSES)	26,739
RECURRENT EXPENSES:	
OPERATING EXPENSES FOR NEW SCHOOLS	6,115
MAINTENANCE FOR NEW CONSTRUCTIONS, EQUIPMENT	146
TOTAL RECURRENT	6,261
TOTAL COSTS OF PROJECT	33,000

TABLE 2
APPLICATION AND SOURCE OF FUNDS

APPLICATIONS	COST	SOURCE
WORK SUPERVISION	232	GOB INVESTMENT BUDGET
COORDINATING UNIT	411	GOB INVESTMENT BUDGET
TOTAL ADMINISTRATION COSTS	643	
CIVIL WORKS	11,896	IDB LOAN
CIVIL WORKS	3,504	GOB INVESTMENT BUDGET
	15,400	
FURNITURE	3,144	IDB LOAN
EQUIPMENT	602	IDB LOAN
VEHICLES	85	IDB LOAN
LIBRARY BOOKS	394	IDB LOAN
CONSULTANCIES	549	IDB LOAN
TRAINING/FELLOWSHIPS	355	IDB LOAN
MATERIALS	41	IDB LOAN
TOTAL INVESTMENT COSTS	20,570	
CONTINGENCIES & COST ESCALATION	1,349	IDB LOAN
CONTINGENCIES & COST ESCALATION	1,385	GOB INVESTMENT BUDGET
TOTAL UNASSIGNED COSTS	2,734	
INTEREST	2,375	IDB LOAN
CREDIT COMMISSION	207	GOB RECURRENT EXPENSE BUDGET
F.I.V.	210	IDB LOAN
TOTAL FINANCIAL EXPENSES	2,792	
OPERATING EXPENSES, NEW SCHOOLS	6,115	GOB RECURRENT EXPENSE BUDGET
MAINTENANCE FOR NEW CONSTRUCTIONS, EQUIP.	146	GOB RECURRENT EXPENSE BUDGET
TOTAL RECURRENT EXPENSES	6,261	
TOTAL PROJECT COSTS	33,000	
	21,000	TOTAL IDB LOAN
	5,532	TOTAL GOB INVESTMENT BUDGET
	6,468	TOTAL GOB RECURRENT EXPENSE BUDGET
	33,000	

BAHAMAS EDUCATION PROGRAMME (BH-0007)
COSTS FOR CONSTRUCTION COMPONENT
(000's US\$ equivalent)

SCHOOLS	Year 1		Year 2		Year 3		TOTALS
NEW PROVIDENCE (Sec. 1000) Bldg. Schedule							
Designs							
Civil Works	2500		2500				5000
Furniture	500		500				1000
Supervision	38		38				75
Maintenance					50		50
Operating Expense					2181		2181
Total per year	0	3038	3038	0	0	2231	8306
NEW PROVIDENCE (Sec. 1000) Bldg. Schedule							
Designs							0
Civil Works			2500		2500		5000
Furniture			500		500		1000
Supervision			38		38		75
Maintenance							0
Operating Expense					2181		2181
Total per year	0	0	0	3038	3038	2181	8256
NEW PROVIDENCE (Prim 700) Bldg. Schedule							
Designs							
Civil Works	1250		1250				2500
Furniture	250		250				500
Supervision	19		19				38
Maintenance					25		25
Operating Expense				918	918		1835
Total per year	0	1519	1519	918	0	943	4896
ABACO (Prim 600) Bld. Schedule							
Designs							
Civil Works			1800				1800
Furniture			360				360
Supervision			27				27
Maintenance					18		18
Operating Expense					0		0
Total per year	0	0	0	2187	0	18	2205
EXUMA (Prim. 240) Bldg. Schedule							
Designs							
Civil Works	1100						1100
Furniture	220						220
Supervision	17						17
Maintenance			13		13		26
Operating Expense					-83		-83
Total per year	0	1337	0	13	0	-70	1280
SUMMARY							
Designs	0	0	0	0	0	0	0
Civil Works	0	4850	3750	4300	2500	0	15400
Furniture	0	970	750	860	500	0	3080
Supervision	0	73	56	65	38	0	231
Maintenance	0	0	0	13	0	106	119
Operating Expense	0	0	0	918	0	5197	6114
Total per year	0	5893	4556	6155	3038	5303	24945

1994

Tendering time

Construction time

Construction time

COMPONENT NO. 1: AREA--CURRICULUM-DEVELOPMENT

Cost Item	Unit	Unit Cost	Total		Year 1		Year 2		Year 3	
			Units	US\$	Units	US\$	Units	US\$	Units	US\$
CONSULTANTS:			84	260	48	145	24	75	12	40
High Level Curr. Specialist	Months	3	36	120	12	40	12	40	12	40
Mathematics Curr. Specialist	"	3	24	70	12	35	12	35		
Science Curr. Specialist	"	3	12	35	12	35		0		
Modern Lang. Specialist	"	3	12	35	12	35		0		
OVERSEAS FELLOWSHIPS	@	25	6	150	0	0	3	75	3	75
EQUIPMENT:			9	40	9	40	0	0	0	0
PC Systems	@	4	8	32	8	32		0		
File Server	@	8	1	8	1	8		0		
FURNITURE:			1	4	1	4	0	0	0	0
Computer furniture	@	4	1	4	1	4		0		
MATERIALS:			9	46	3	30	2	5	4	11
Software	Several	25	1	25	1	25		0		
Reference Materials	Several	4	4	15	1	4	1	4	2	8
Spares & Consumables	Several	2	4	6	1	2	1	2	2	3
TRAINING:			1	10	0	0	1	10	0	0
In use of Software	@	10	1	10		0	1	10		
GRAND TOTAL				510		219		165		126

COMPONENT NO. 1: AREA--LIBRARIES

Listing of items in separate sheets

Cost/Item	Unit	Unit Cost	Total		Year 1		Year 2		Year 3	
			Units	US\$	Units	US\$	Units	US\$	Units	US\$
Furniture				60		30		30		
Equipment				177		112		65		
Books, cataloging, etc.				394		197		197		
Fellowships			1	25		15		10		
TOTALS				656		354		302		

ENT: INSTITUTIONAL STRENGTHENING

Item	Unit	Unit Cost	Total		Year 1		Year 2		Year 3	
			Units	US\$	Units	US\$	Units	US\$	Units	US\$
MANAGEMENT				80		0		40		40
CONSULTANTS:										
ment specialists (firm)	Months	0	0	0	0	0	0	0		0
g: s-Educational Mgt.	@	40	2	80		0	1	40	1	40
PLANNING			18	324	18	54	0	270	0	0
CONSULTANTS:			18	54	18	54	0	0	0	0
on Planner/Economist	Months	3	12	36	12	36	0	0	0	0
ing Specialist	@	3	6	18	6	18		0		0
g: -EducatPlanner	@	40	1	40		0	1	40		0
ENT: ckage	@	230	1	230		0	1	230		0
MAINTENANCE			3	261	3	36	5	225	0	0
CONSULTANTS:			3	36	3	36	0	0	0	0
ance Specialists (firm)	Months	12	3	36	3	36		0		0
EQUIPMENT:				140		0		140		
ers & Software	@	90	1	90		0	1	90		
heel Barrows, etc.)	@	50	1	50		0	1	50		
CS	@	17	5	85			5	85		
				665		90		495		0

Y		<u>Total Units</u>					
CONSULTANTS	Months	21	90	90	0	0	0
EQUIPMENT			370	0	370	0	0
MAINTENANCE			120	0	80	40	0
CS	@	5	85	0	85	0	0
			<u>665</u>	<u>90</u>	<u>535</u>	<u>40</u>	

THE BAHAMAS: IMPROVEMENT OF PRIMARY AND SECONDARY EDUCATION
(BH-0007)

VOCATIONAL EDUCATION STUDY: TERMS OF REFERENCE

1. Component objectives

- 1.1 The long term objective of the study will be to improve the efficiency and effectiveness with which secondary and tertiary education and employment training satisfy the aspirations of individuals while meeting the needs of the Bahamas for skilled and educated workers.
- 1.2 The specific objectives are (i) to produce an evaluation of how well the current system of training works, and (ii) to consider alternative development strategies for training citizens and workers of the Bahamas.

2. Background.

- 2.1 The Bahamas was characterised by high growth and low inflation. Problems began to emerge at the end of the 1980s. Inflexibilities emerged in the labour market. Increased wage costs were met by raising prices. These trends resulted in a loss of international competitiveness. Traditional tourism suffered a setback. The levels of worker education and labour responsiveness are key elements in the improvement of productivity and competitiveness and diversification of employment. The labour force is well educated and heavy investments have been made in training. Determined efforts are currently being made to increase both the internal efficiency of education, that is how well it does what it sets out to do, and the external efficiency, namely how well the education system serves the needs of the country.
- 2.2 The population aged 30 to 64 is expanding while the school age population is almost stationary. The economy is thus blessed with minimal pressure from new entrants and a plentiful supply of experienced workers. Paradoxically the labor market is characterized by both skill shortages and high open unemployment. Many skilled posts are filled by expatriates on work permits and vacancies often go unfilled. Certain sectors employ a high percentage of foreign workers: 26% in agriculture, 14% in construction, 12% in manufacturing and 12% of community, social and personal services. Sectors whose staff can train locally do employ more locals; hotels and tourism is 95% staffed by Bahamians and general business, 94%. At the same time there is an average unemployment rate of 12%. To heighten the paradox, 21% in the 15-24 age group are without jobs. The youth unemployment indicates the severe decline in job opportunities for the young.
- 2.3 Eighty nine percent of the labour force are employees (as opposed to self employed). Employment is a major determinant of social and economic well

being. Labour market data are deficient and quarterly unemployment figures are needed. Other important features of the labour market are the high rate of immigration of young, unskilled workers, especially from Haiti, who are concentrated in New Providence, Grand Bahama and Abaco.

- 2.4 Education is mandatory for all aged between 5 and 17, from 1994. Public, post-secondary, pre-employment training is provided by the College Of the Bahamas (COB), the Bahamas School of Nursing, the Bahamas Hotel Training College (BHTC) operated by the Bahamas Hotel Training Council, and ITCs in Nassau, Freeport and other locations. In addition the GOBH has offered pre-vocational education and training in certain secondary schools. With the recent raising of the school leaving age, the availability of higher levels of education for all, and the recent emergence of social and economic problems, the Ministry of education wishes to review the role of this form of provision.
- 2.5 The National Training Council (NTC) under the Ministry of Labour, Training and Human Resources (MOLTHR) operates ITCs. ITCs are intended to equip young school leavers and the unemployed with introductory skills in such areas as electrical installation, construction, carpentry, masonry, cosmetology, motor mechanics, auto electrics, air conditioning and ventilation prior to entering employment. Currently a lot of energy is devoted to remedial instruction in English, mathematics and basic sciences; however, improvements currently being made in secondary education will reduce this task and allow them to concentrate more on their mission. The GOBH also wishes to promote a more dynamic training and development role for MOLTHR. At the same time the MOLTHR wishes to increase their responsiveness to the market and trainees.
- 2.6 The World Bank, the Commonwealth Secretariat, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization of American States (OAS) have all supported education. The first World Bank Loan in 1981, for \$7 million, upgraded post secondary training and general skill training in the secondary sector. A second loan, for \$10 million, in 1988, expanded and improved post-secondary technical and vocational ITCs and pre-vocational technical education in Family Island secondary schools. The OAS has sponsored a youth employment and training project under the Ministry of Youth, Labor and Community Affairs. The IDB is currently preparing a \$21 million loan to improve the quality and efficiency of the school system.

3. The Targets of the Study

- 3.1 The assignment has two main thrusts, diagnosis and prognosis. The first - diagnosis - is to review the demand for and supply of training. Specifically it wishes to:
 - a review the current training market paying particular attention to:
 - the performance of workers in the labour market in terms of earnings, job prospects and rates of employment/unemployment

- related to level of skill and how to skills were acquired;
- demand for training (ratios of applications to admissions) and willingness to pay; and
- employers preferences in relation to the recruitment of skilled workers.

- b review the current provision of vocational training assessing:
 - the appropriateness, quality and quantity of the services currently offered;
 - the institutional suitability of providers;
 - the performance of their trainees in the job market;
 - their degree of contact and familiarity with the job market;
 - their ability to respond to the needs of the job market;
 - certification and validation issues in the Archipelago;
 - the quality and quantity of resources at their disposal;
 - their costs (cost per trainee as well as overall costs);
 - their financing;
 - current and alternative patterns of revenues and incentives for training; and
 - the potential to link more closely the payments for training with the beneficiaries, be they the individuals, the employers or society at large.

3.2 The second thrust of the study - the prognosis - is to suggest alternative paths for the development of technical and vocational training in the Bahamas, including, among other things:

- a an assessment of how best to establish as a permanent capacity to collect labour market data and interpret them for training implications;
- b suggesting mechanisms to keep training providers aware of emerging trends in the market for skills and the types of programmes which they may economically develop in their institutions;
- c an assessment of how best to promote bespoke training within enterprises using training skills currently located in training institutions;
- d an assessment of the prospects for modular competency based training and standardised certification for training;
- e increasing the national capacity to guide job seekers on job training needs;
- f the establishment a skills profile availability / job vacancy matching database;
- g alternative incentives for training; and
- h the institutional framework in which training could best be provided.

4. Detailed inputs

- 4.1 To undertake the study, the program will provide international advisors for a total of ten person months (terms of reference follow), including a

labour market economist and a technical and vocational training specialist with wide experience of in-service and pre service training.

5. Scheduling

5.1 The consultants will be engaged in year 1

6. Budget

6.1 The following are required for the execution of this component: International advisors (10 months fixed price contract), US\$100,000.

IMPROVEMENT OF PRIMARY AND SECONDARY EDUCATION
PROJECT MANAGEMENT

Project Coordinating Unit

I. OBJECTIVES

- 1.1 The project would be managed by the Ministry of Education through a Project Coordinating Unit (PCU). The Project Unit would be created directly under the office of the Minister of Education and will be headed by a Director who would report directly to the Permanent Secretary of the Ministry. This Unit would assume full responsibility for the execution of the project.
- 1.2 There will be an Advisory Coordinating Committee to advise on and review the implementation of the project. The members of this Committee will be: The Director of Public Works of the Ministry of Public Works and Local Government, The Under Secretary of the Ministry of Finance, The Treasurer of the Treasury of The Bahamas, The Director of Education and the Project Director. The Project Director will act as Secretary to, and the Permanent Secretary of the Ministry of Education will chair the Advisory Coordinating Committee.
- 1.3 This Committee will meet as needed, but no less than once every three months, and will assist in ensuring effective project implementation through acting as a liaison between the Ministry of Education and the Ministries of Finance and Public Works.
- 1.4 In addition to the Director, the PCU would have four specialists to assist him in the management of the Project. These specialists would be: (a) an education specialist; (b) a part-time architect/engineer; (c) an accountant; and (d) an equipment & furniture specialist. Selected technical staff from the Ministry of Education would perform the necessary duties for the preparation and implementation of the components. All required support services, such as secretarial, etc., will be provided by the Ministry of Education.

1. Organizational Structure (See Chart Attached)

- 1.5 The project Director would be in charge of the following sub-units: the educational technical sub-unit; the furniture and equipment advisory sub-unit, the Administrative and accounting sub-unit, and the Construction Supervision sub-unit.
- 1.6 The PCU would have the following functions:
 - a. Coordinate project implementation;

- b. Act as a liaison between the IDB and the Ministry of Education;
- c. Administer the application of all the resources of the Project, including loan funds and local counterpart funds;
- d. Prepare and submit withdrawal application requests for disbursements for the IDB, according to the established mechanism;
- e. Prepare bids and procurement documents;
- f. Coordinate and supervise the quality and timing of the execution of all physical works, and the educational project components;
- g. Prepare and submit periodic reports to the Advisory Coordinating Committee and to the IDB on the progress of the project execution;
- h. Execute compliance with loan contractual clauses stipulated in the loan agreement such as: expost-evaluation report, etc.;
- i. Maintain a financial accounting system for the project; and
- j. Prepare yearly financial statements of the project.

2. Education Technical sub-unit

- 1.7 This sub-unit will act as a liaison between the PCU and the Ministry of Education (Department of Education). The PCU's director will be the immediate supervisor of the education specialist, who will work directly with the assigned staff of the corresponding units of the Ministry of Education.
- 1.8 This sub-unit will develop and implement a monitoring and evaluation system that will assist in efficient project implementation of the education components, and help the Ministry of Education executing departments and divisions to prepare their work plans, assist in the selection of the consultants, and monitor the work performed by the consultants.
- 1.9 More specifically this sub-unit will:
 - a. Develop and implement a system of project implementation procedures and controls for all education components;
 - b. Coordinate annual project monitoring and periodic evaluation;
 - c. Coordinate the preparation of the Project's Annual Plans, budgets and other targets related to education components;

- d. Submit monthly progress reports on the project's education component implementation to the director;
- e. Assist the MOE units in the recruitment of consultants and/or training of instructors, and supervise the work of the consultants;
- f. Assist in the preparation of equipment and furniture lists and specifications;

3. Construction Supervision sub-unit

- 1.10 This sub-unit would be responsible for the supervision, on a frequent basis, of all projects under construction and report to the project director as to their status, pointing out all issues and suggest methods for resolving such issues.
- 1.11 The person in charge of these duties should be experienced in supervision of civil works, and will work closely with the Department of Public Works of the Ministry of Public Works and Local Government and the firm(s) that will be in charge of supervision of the contractors. Professionally, this person should be an architect or engineer with no less than 6-8 years of practical experience in managing projects. It is expected that he/she would be employed on a part time basis and would dedicate 50 percent of his/her time to project duties.

4. Administrative and accounting sub-unit

- 1.12 This sub-unit will be under the PCU Director's supervision. The specialist in charge of this sub-unit be directly responsible for personnel and general service and accounting and payroll.
- 1.13 The sub-unit will coordinate its activities with the specialists in the other sub-units and will develop a close working relationship with the Director of Education and the Assistant Director of the respective executing divisions.
- 1.14 In general terms, the PCU's Administrative sub-unit will be responsible for administering the IDB's loan and local counterpart resources, accounting and administrative procedures, and the provision of logistical support. More specifically, the sub-unit will undertake the following activities:
 - a. Personnel and Acquisitions: it will supervise the hiring of consultants, take care of petty cash purchases, establish appropriate procurement procedures and provide secretarial services;
 - b. Bids and Acquisitions: it will issue/prepare the bidding documents in accordance with the IDB's procurement procedures, establish a procurement time-table; and take care of all other procurement activities in coordination with the executing unit;

- c. Accounting and Payroll: it will implement a sound accounting system to maintain adequate records that will reflect the project's operation and financial situation; present to the IDB, for its approval, the necessary information and documentation for the contracting of consulting services and acquisition of furniture and equipment; establish a revolving fund; present to the IDB disbursement requests for the project; present to the IDB, audited financial statements of the project; manage and coordinate an adequate internal control system on budgetary and cashier operations, as well as on the administration of goods and services.

5. Furniture and Equipment Advisory sub-unit

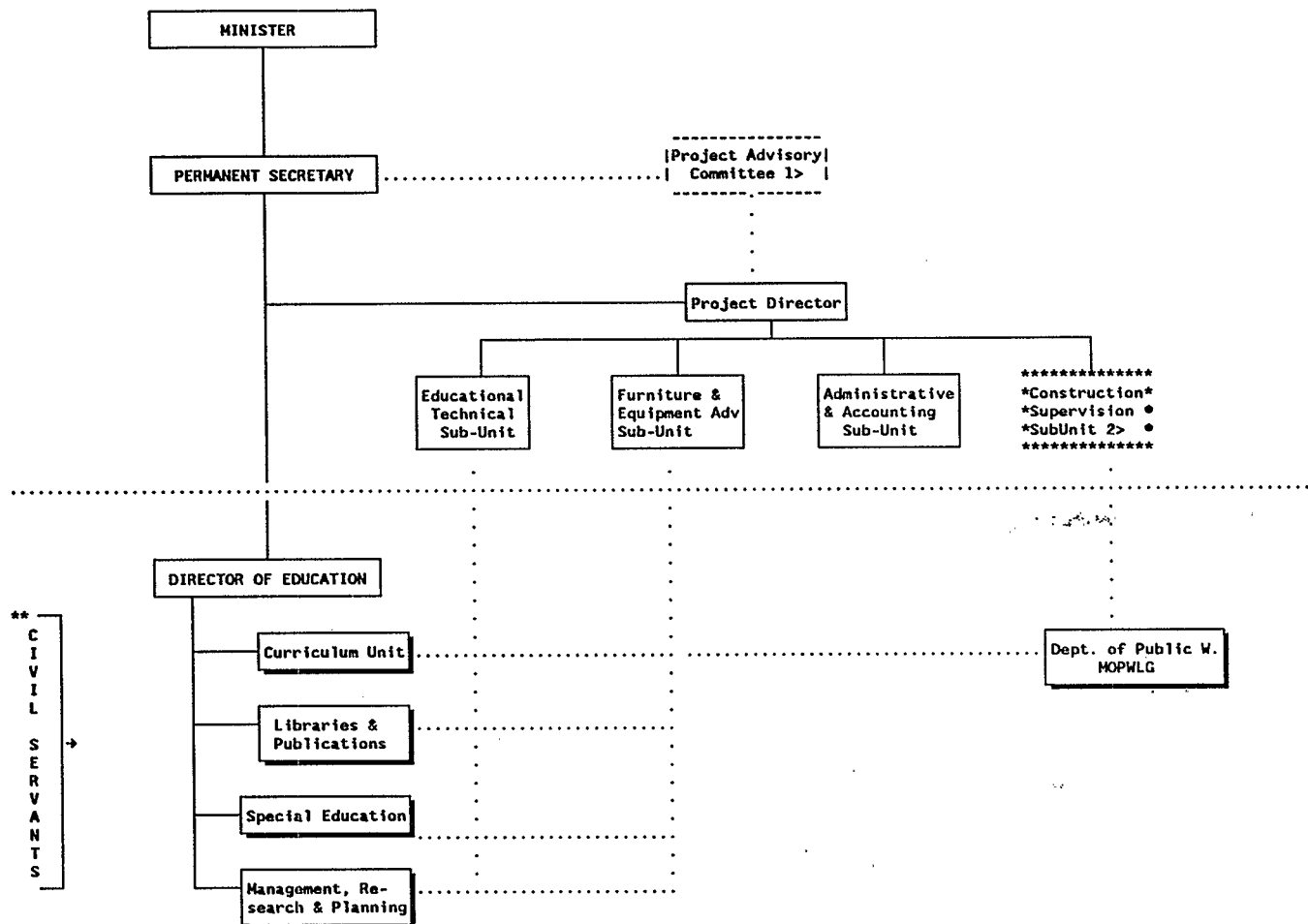
- 1.15 The sub-unit would have a procurement specialist who would be responsible for coordinating the preparation of all equipment and furniture lists and technical specifications, the grouping of items into packages of similar nature; and, in full accordance with IDB guidelines, advertising of procurement tenders, evaluation of bids, awarding of bids, awarding of contracts, and the receiving and installation of equipment and furniture. The actual preparation of lists and specifications, however, would be the responsibility of the education department of the Ministry of Education which would be the recipient of such equipment and furniture. These duties would require that the procurement specialist be employed on a full-time basis.

6. Department of Public Works (MOPWLG)

- 1.16 This department would be responsible for the implementation of the construction (civil works) of the schools and would ensure that the terms and conditions of contracts for construction are prepared and carried out in a satisfactory manner and under terms and conditions set forth in the Loan Agreement and the Bank terms of references. The department would coordinate and supervise construction activities in accordance with the implementation schedule and the construction schedules of the civil works contractors. The department would keep a detailed record of progress report of each civil works component and report to the project director on a timely basis on the quality of work and the financial status of the project. Specifically, the department would be expected to:
 - a. Implement agreed procurement procedures;
 - b. Evaluate contractors being proposed to do work under the project;
 - c. Review recommendation performed by consultants;
 - d. Assist in evaluating bids received for construction and installation of equipment;

- e. Ensure that terms and conditions of tendering documents are adequate and would meet IDB guidelines;
 - f. Review and approve all payment requests made by the contractors before payment is approved by the Ministry;
 - g. Assist in the final inspection of facilities and certify that all work was satisfactory and had been made in accordance with the terms of the contract documents before final payment is made to the contracting company;
 - h. Supervise on a frequent basis all projects under construction and report to the project director as to their status, pointing out all issues and suggest methods for resolving such issues;
 - i. Approve modifications to the construction as it progresses;
 - j. Maintain financial records on construction including payments made to the contractors, and estimated cost to be completed;
 - k. Ensure that equipment would be delivered, installed and connected in facilities in a timely and satisfactory manner; and,
 - l. Prepare and maintain a schedule of works under the project and maintaining an estimate of cost construction by component (building). A visual chart should be developed for the project which would indicate when each component would be begun and completed. A comparison between estimated and actual progress should be shown on this chart.
- 1.17 Personnel in charge of these duties should be experienced in directing and coordinating the design efforts, and work closely with the firm that will be in charge of supervision of the contractors.

THE BAHAMAS
PRIMARY EDUCATION PROJECT
PROJECT COORDINATING UNIT



- 1> Members will be: 1. The Director of Public Works of the Ministry of Public Works & Local Government (MOPWLG)
2. The Undersecretary of the Ministry of Finance
3. The Treasurer of The Treasury of The Bahamas
4. The Director of Education of the MOE
5. The Project Director
6. Chairman would be The Permanent Secretary of The MOE

2> This will be a part time Architect or Engineer.

**> Work will be done by existing civil servants in the corresponding technical units of the MOE.

THE BAHAMAS. Population by island. 1970-1990

ISLANDS	1970	1980	1990	Increase 1980-1990	%
New Providence	101503	135437	172196	36759	27
Gran Bahama	25859	33102	40898	7796	24
FAMILY ISLANDS	41450	40966	42001	1035	3
Abaco Is.	6501	7324	10034	2710	37
Acklins Is.	936	616	405	-211	-34
Andros	8845	8397	8180	-217	-3
Berry Is.	443	509	628	119	23
Biminis-Lobos-Sal	1503	1432	1639	207	14
Cat Is.	2657	2143	1698	-445	-21
Crooked Is.	689	517	412	-105	-20
Eleuthera	6247	8300	7993	-307	-4
Exuma	3767	3672	3556	-116	-3
Harbour-Spanish W.	3221	2300	2591	291	13
Inagua	1109	939	985	46	5
Long Cay	26	33	7	-26	-79
Long I.	3861	3358	2954	-404	-12
Mayaguana	581	476	312	-164	-34
Ragged-Jumentos	208	146	89	-57	-39
S.Salvador-Rum Cay	856	804	518	-286	-36
TOTAL THE BAHAMAS	168812	209505	255095	45590	22

/popul.wk1

APENDICE

PROPOSED RESOLUTION

BAHAMAS. Improvement of Primary and Secondary Education.

The Board of Executive Directors

RESOLVES:

That the President of the Bank, or such representative as he shall designate, is authorized, in the name and on behalf the Bank, to enter into such contract or contracts as may be necessary with the Government of the Commonwealth of the Bahamas, as Borrower, for the purpose of granting it a financing to cooperate in the execution of a program for the improvement of primary and secondary education. Such financing will be for the amount of up to US\$21,000,000, or its equivalent in other currencies, except that of the Commonwealth of the Bahamas, which are part of the Ordinary Capital resources of the Bank, and it will be subject to the "Special Contractual Conditions" and the "Terms and Financial Conditions" of the Executive Summary of the Loan Proposal.