



Ministry of Education
Cayman Islands Government

2024 Annual Report

Year ended 31 December 2024

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Preface

Under Section 44 of the Public Management and Finance Act (2020 Revision), each government entity (ministry, portfolio, and office) is required to prepare an Annual Report and table it in the Legislative Assembly.

An annual report allows the public to assess the entity's performance and its level of transparency and determine public confidence in its ability to manage public funds. Consequently, an annual report should include details of an entity's yearly activities, a statement reporting all executive financial transactions the entity has administered on behalf of the Cabinet, and financial statements that compare the entity's actual performance with the performance specified in the budget documents.

This report, prepared by the Ministry of Education (the "Ministry"), aims to provide a comprehensive review of its performance, achievements, and activities during the 12 months from 1 January 2024 to 1 December 2024. The financial statements included in this report comply with the Public Sector Accounting Standards.





The Ministry's Authority

The Ministry of Education has authority over all educational institutions in accordance with the Education Act (2024 Revision), and the Education Regulations (2024 Revision), which includes the provision of strategic and policy direction for all government schools.

The Ministry also enhances teaching and learning in schools through the increased use of electronic devices such as laptops in classrooms, including online and computerised testing. Other priorities involve strengthening core curriculum and meal provision across government primary and secondary schools, funding school improvement projects, and further study in technical and vocational disciplines and advanced and specialised tertiary education – such as Medical and Special Education Needs. Provisions for compulsory-age students with special needs, including alternative educational placement and ensuring safe school environments, are also the Ministry's responsibility. This is in addition to the monitoring and support services for the early years' institutions and programmes.



The Ministry develops and issues a National Policy that all (public and private) schools and educational institutions must follow and a specific policy related to the operations of government schools. Its policies include:

- National Attendance Policy (2023)
- Weak Inspection Policy and Guidance (2023)
- National Home-Schooling Policy & Guidance (2023)
- 1:1 Laptop Guidance Document (2023)
- Response to Educational Institutions That Receive a Weak Inspection Judgement Policy and Guidance (2022)
- National Home-Schooling Policy and Guidance (2022)
- National Parent Teachers Associations Policy (2020)
- Dress Code Policy for Cayman Islands Government Schools (2018);
- Volunteers Policy (2018);
- Graduation Criteria Policy (Reviewed in 2017);
- National Child Abuse Neglect Reporting Policy (2016);
- National Safe Environment Policy (2016);
- National Staff Safeguarding Policy (2016);
- Use of private motor vehicles by parents and staff to transport students to school activities (2016);
- Professional Development Policy (2014);
- Educational Visits and Field Trips (Excursions) (2014);
- Donations Policy (2013);
- School Starting Age for Reception and Year 1 in Government Schools (2013);
- School-Age Pregnant and Parenting Young Persons (2013);
- Use of Student Images Policy (2013);
- Religious Instruction and Devotions During School Hours Policy (2013);
- Curriculum Policy (2011);
- National School Misuse of Drugs Policy (2011);
- National School Discipline and Student Behaviour Policy (2010); National Teaching & Learning (2010);
- Staff Information and Communication Technology (ICT) Use Policy (2010)
- Student Information and Communication Technology (ICT) Use (2010).
- (2010) and Student Information and Communication Technology (ICT) Use (2010).

Minister's Message



Hon. Juliana O'Connor-Connolly, JP, MP
Premier & Minister for Education

I am pleased to present the Ministry of Education's annual report highlighting its performance and achievements from 1 January 2024 to 31 December 2024. Throughout the year, our commitment to enhancing the lives of Caymanians through sustained investment in education has yielded tangible results across multiple fronts.

Notable among our achievements is the implementation of promised salary increases, with assistant teachers now earning \$4,000 monthly and principals and deputies receiving minimum monthly remunerations of \$8,900 and \$7,400, respectively.

We have likewise moved to strengthen students' academic foundations through the ongoing recruitment of dedicated math specialists for every government primary school.

Furthermore, our investment in Technical and Vocational Education and Training (TVET) is bearing fruit, with approximately 60 learners benefitting from our TVET Grant and another 10 graduating from the University College of the Cayman Islands (UCCI) following their successful completion of our Dual Entry TVET Pathway Pilot Programme.

Early childhood education has also seen a significant boost, with a nursery at the East End Primary School now providing the youngest learners from East End and North Side with a solid early childhood foundation and the Smart Start Early Stimulation Programme extending to Bodden Town.

Our infrastructural investments have been equally rewarding, resulting in the opening of new three-lane asphalt athletic tracks to Creek and West End Primary Schools, a wholly renovated George Town Public Library and enhanced technology across the public library network.

More so, a new, fully accessible playground at the Lighthouse School, a sensory room and an Autism Specific Classroom at Sir John A Cumber Primary have exemplified our dedication to inclusive education.

Another of the year's highlights include the Ministry's hosting of the inaugural Education Month activities and cohosting of the Regional Transforming Education Symposium, both showcasing the many successes of the public education sector to local and regional audiences.

These initiatives were only made possible through the sheer innovation and matchless dedication of the staff in the Ministry of Education, its departments and units. I wholeheartedly thank them for their continued support in delivering the government's policies and helping the Ministry achieve its outputs.

In closing, I also thank my government colleagues for their steadfast support and substantial investments to further drive the development of the education sector.

“

Our investment in Technical and Vocational Education and Training (TVET) is bearing fruit, with approximately 60 learners benefitting from our TVET Grant...

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Acting Chief Officer's Message



Ms. Lyneth Monteith

Chief Officer (Acting)

I am delighted to present the Ministry of Education's annual report for 2024, a year marked by significant achievements and continued progress towards educational excellence.

Academic Performance

Our public-school students demonstrated remarkable academic prowess, surpassing the regional average across 18 subjects. Most notably, three students earned recognition on the prestigious Caribbean Secondary Education Certificate (CSEC) Regional Merit list. Furthermore, over 94 per cent of students achieved passes in critical subjects such as Information Technology, Biology, Industrial Technology, and Office Administration.

OES Rating

In another milestone achievement, Edna Moyle Primary School became the first government primary school to attain a Good School rating from the Office of Education Standards (OES), joining three other schools; namely, the Lighthouse School, John Gray and Layman E Scott High Schools in this distinguished category.

Technological Advancements

Throughout the year, the Ministry's commitment to technological advancement remained steadfast. We installed integrated network-connected telephone handsets at John Gray High School, state-of-the-art audio-visual systems at Mary Miller Hall and Clifton Hunter High School Gymnasium and digital sign-in kiosks across all government schools to improve student safety and security.

Professional development

As a result of our comprehensive professional development activities, all 52 schools and early childhood institutions have completed mandatory child safeguarding training, while over 300 teaching staff and security officers have benefited from training in positive behaviour management as part of the Team Teach programme.

Vision for the Future

As we look toward 2025, we remain dedicated to establishing a world-class education system that empowers Caymanian learners and fosters lifelong learning.

I extend my sincerest gratitude to the teams within the Ministry of Education, the Department of Education Services, our schools, and the Public Library Service. Their tireless efforts and unwavering commitment have been instrumental in making a meaningful impact on the lives of Caymanians and residents.

We look forward to building upon our successes and achieving even greater heights in the coming year.



Throughout the year, the Ministry's commitment to technological advancement remained steadfast.



Meet the Senior Leadership Team



Hon. Juliana O'Connor-Connolly, JP, MP

Premier and Minister for Finance and Economic Development,
Education, District Administration & Lands and Cabinet Office.



Lyneth Monteith

Chief Officer (Acting)



Jerome McCoy

Deputy Chief Officer
Adult Education and Libraries



Elroy Bryan

Deputy Chief Officer (Acting)
Education Policy & Planning



Denise Hutchinson

Chief Financial Officer



Kimari Fletcher-Barrett

HR Director



Mark Ray

Director Department of Education
Services



About Us

The Ministry of Education is responsible for the successful governance and delivery of a comprehensive range of programmes, policies, and services which are designed to provide students with the best educational opportunities possible.

01

Our **primary mission** is to ensure that all children have access to **an education** that meets their individual learning needs and provides them with the **skills, knowledge**, and **confidence** to be **successful in their future**. We also recognise that education is not only about what happens in classrooms. It is about providing socio-emotional support and cultural contexts that foster student success. The Ministry of Education strives to ensure curriculum delivery meets the needs of all learners, including those with special needs and those from diverse backgrounds. We also embrace the importance of ethical practices, such as safety and respect for all in our educational system. The Ministry of Education is dedicated to creating an environment where every child has a chance at success.





The Ministry's Role

- 01** The Ministry of Education functions as a Planning and Policy Service responsible for formulating national policies specific to government schools.
- 02** An Administration that provides strategic direction for all government schools.
- 03** Finally, as a Legislative & Regulatory Service that supports improving teaching and learning in schools.

Our Commitment

- Investing in quality teaching and learning experiences, including early childhood development;
- Providing accessible, high-quality resources and programmes for schools;
- Developing innovative strategies for engaging parents and the wider community in their child's learning; and
- Supporting the development of a safe, healthy and equitable learning environment for all students.

How is it Achieved?

- Increased use of online and computerised testing;
- Strengthened core curriculum across government primary and secondary schools.
- Provision of scholarship funding for advanced, specialised tertiary education.
- Placement of compulsory-age students with special needs in alternative educational institutions.
- The registration of teachers.
- The registration of educational institutions.

Our Departments

- Core Ministry
- Department of Education Services (Des)
- Cayman Islands Public Library Service





Statutory Boards & Authorities

The Ministry of Education is responsible for developing and implementing educational policies, programs, and services in the islands. To this end, it has established several statutory boards and authorities to provide oversight on specific areas of education.

Each board or authority has a distinct purpose that serves students and educators. Through these different bodies, they are able to ensure quality education standards while also providing resources to help improve student learning outcomes.

These boards and authorities include:

- Caribbean Examinations Council National Committee
- Education Council
- The University College of the Cayman Islands (UCCI)



Our People

The Ministry of Education in the Cayman Islands consists of a team of over 1,087 employees and serves as the government body responsible for overseeing the education system throughout the islands.

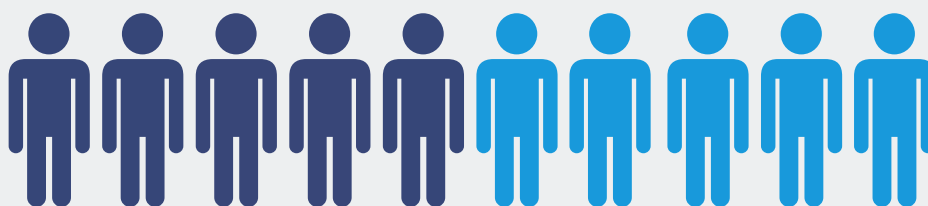
The staff is comprised of both Caymanian and non-Caymanian citizens. All personnel are committed to providing quality educational services to students.

With a strong leadership team, the Ministry of Education continually strives to ensure students have access to quality instruction that will prepare them for the future. The Ministry of Education ensures that all children in the Cayman Islands receive the education they deserve.

The Ministry of Education is dedicated to providing a comprehensive educational experience for the people of the Cayman Islands – from primary and secondary schools to tertiary institutions, vocational training and other programs. It is also responsible for introducing and monitoring national curriculum standards and overseeing teacher qualifications and certifications. They provide resources such as textbooks, instructional materials, and technology grants as part of their commitment to quality education.

The ministry offers support services designed to meet the needs of students with disabilities or special learning needs while encouraging lifelong learning through adult education initiatives. Through these efforts, it seeks to create a culture of excellence in the Cayman Islands. Ultimately, the Ministry of Education ensures that all students receive an education that prepares them for success in their careers and lives.

Human Resources Statistics



Caymanian

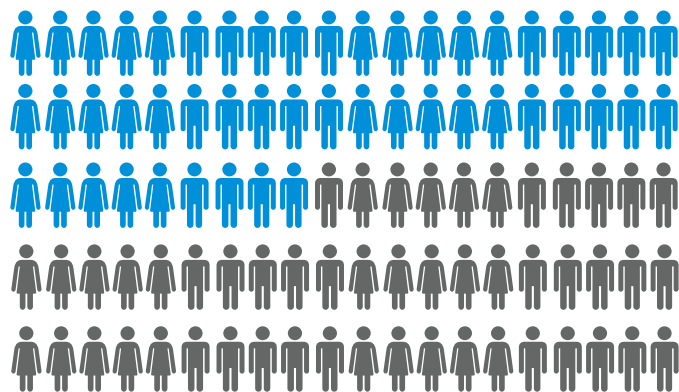
496

Non-Caymanian

586

Total
1,082

Nationality



Caymanian Employees
496

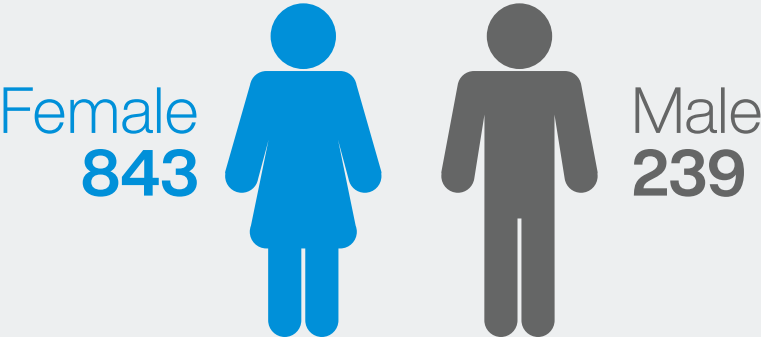
Nationality	# of Employees	%
Caymanian	496	45.63
Jamaican	428	39.37
British	50	4.60
Barbadian	17	1.56
Trinidadian	17	1.56
Filipino	11	1.01
Canadian	9	0.83
American	9	0.83
South African	8	0.74
Guyanese	6	0.55
Honduran	5	0.46
Kenyan	4	0.37
Grenadian	3	0.28
Indian	3	0.28
Irish	3	0.28
St. Lucian	3	0.28
Dominican	2	0.18
Nigerian	2	0.18
Zimbabwean	2	0.18
Antiguan	1	0.09
Cuban	1	0.09
Ghanaian	1	0.09
Dutch	1	0.09
Nicaraguan	1	0.09
Panamanian	1	0.09
Romanian	1	0.09
Spanish	1	0.09
St. Vincent	1	0.09

Employee Type

Full-time
1,065

Part-time
17

Gender



Years of Service

0 - 10
722

11 - 20
244

21 - 30
82

31 - 40
31

40+
3

Contract Type	# of Employees	%
Fixed Term	639	59.06
Open Ended	443	40.94



Requirements & Regulations of Educational Institutions

The Education Act (2024 Revision) of 2016 has put in place certain requirements and regulations by which all educational institutions and institutions providing support services must abide. The registration process is valid for three years, after which it needs to be renewed through the re-registration process to continue operating.

The categories of educational institutions include schools, early childhood care and education centres, part-time compulsory education such as tutoring centres, Technical Vocational Education and Training (TVET), tertiary & post-compulsory institutions etc., while the categories of educational support services include educational guidance counselling services, educational testing evaluation services, organisation of student exchange programmes etc.

Educational institutions must be aware of the requirements set forth by the Education Act and ensure they abide by them. Failure to do so could result in legal consequences. They must also stay up-to-date on their registration process and ensure that it is completed within three years to continue operating.

By following the requirements set forth by the Education Act, educational institutions can provide quality education and support services to their students while adhering to standards of excellence. It is also essential for educational institutions to work toward providing accessible education opportunities for all students regardless of background or social status.

Overall, it is vital for all educational institutions to understand the expectations set forth by the Education Act and comply with them to remain compliant. This will ensure that educational institutions are able to efficiently provide quality education and services to their students.

Updates on 2024 Strategic Objectives



» **Continue the provision of free meals to students across all public schools**

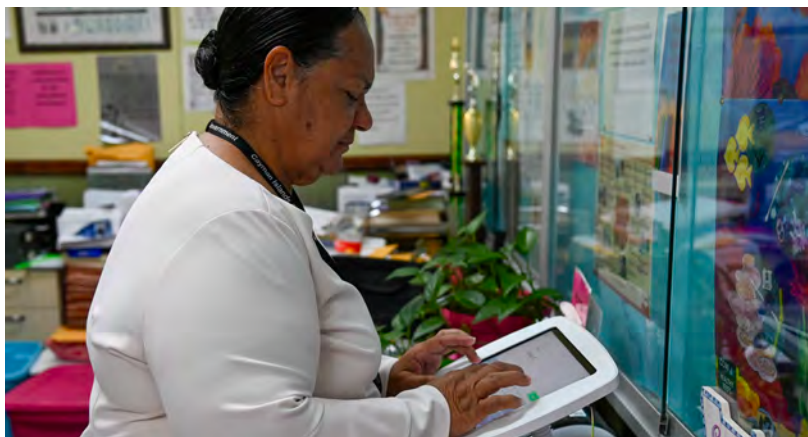
Free school meals continue to be provided to all students in mainstream public schools, satellite classes eg. Behavior units, dually enrolled students at the University College of the Cayman Islands (UCCI) and private schools

» **Continue the support of the One-to-One laptop initiative as part of the overall digital strategy to facilitate effective home learning;**

This support continues and includes issuance on a yearly basis for any new students in the system and replacement devices for damaged devices/lost devices. LHS students and reception/Year 1 students are provided with iPads which are more suited to their age for use

» **Equipping schools with digital equipment that will facilitate teaching and learning in an increased digital environment**

All public school classrooms are equipped with Promethean Boards and an AV monitor system to enhance service in school halls at John Gray High School, Sir John A Cumber Primary School, Clifton Hunter High School Performing Hall and Cayman Islands Further Education Centre. Principals are provided with iPads, PE teachers, Special Education Needs Coordinators (SENCOs), reception teachers, allied health specialists, and behaviour therapists are provided with iPads. Ipad's were also provided to support the school sign-in app.



» **Develop and implement a framework for free tertiary education at local universities**

The framework has not been completed. However, a phased approach has been implemented, such as:

- Fully funding UCCI, ICCI and Truman Bodden Law School scholars,
- Meals for all full-time scholarship recipients, and
- Expanded funding for UCCI TVET courses

» **Continue the implementation of the new secondary curriculum in public high schools**

The implementation of a new secondary curriculum has occurred to Key Stage 3. There is still some work on the Key Stage 4 proposal.

» **Promote and provide exposure to Caymanian Culture and Heritage in schools through courses, programmes and extra-curricular activities**

The Department of Education Services (DES) continues to prioritise the promotion and preservation of Caymanian culture and heritage in schools through a variety of initiatives, programs, and events. These efforts are designed to foster a deeper understanding and appreciation of the rich cultural traditions of the Cayman Islands among students.



Key Initiatives include:

- Heritage Days - DES organises annual Heritage Days across schools, providing students with hands-on opportunities to immerse themselves in traditional Caymanian cultural experiences. These events include:
 - Traditional Activities: Rope making, conch shell blowing, and candy-making demonstrations by local artisans.
 - Caymanian Performances: Storytelling, folk music, and dance performances celebrating local heritage.
 - Cultural Attire: Students are encouraged to dress in traditional Caymanian attire, enhancing their connection to Caymanian identity.
- Interactive Learning: Students engage with elders and cultural practitioners to learn about the historical significance of these traditions.
- National Children's Festival of the Arts (NCFA) - DES continues to champion Caymanian arts through the annual NCFA, where students across schools showcase their talents in:
 - Music, drama, and dance performances reflecting Caymanian themes.
 - Visual arts inspired by local history, landscapes, and folklore.

This festival not only celebrates the artistic talents of Cayman's youth but also reinforces cultural pride and creativity.

- Integration of Caymanian Culture in the Curriculum - Caymanian culture and heritage are embedded across various subjects in the school curriculum, ensuring consistent exposure to local history and traditions. Key areas include:

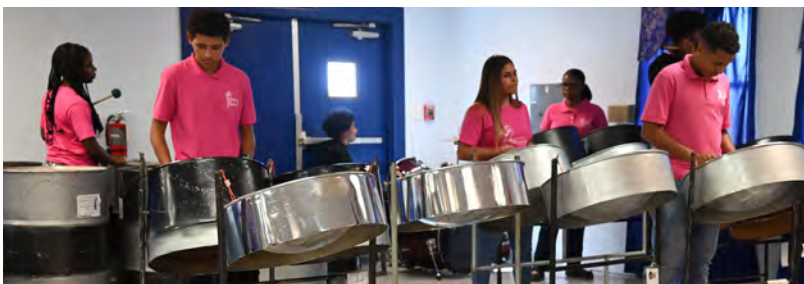
- Social Studies: Focused lessons on Cayman's history, geography, and societal development.
- Literature: Inclusion of Caymanian authors and storytellers in reading lists.
- Arts and Crafts: Exploration of Caymanian-inspired creative projects that highlight traditional methods and materials.



- Resource Integration: Integration of locally developed electronic Caymanian-themed resources into the teaching and learning process.

- Partnerships and Collaborations

- Cultural Preservation Agencies: Collaboration with the Cayman National Cultural Foundation (CNCF) to deliver workshops, performances, and exhibitions in schools.
- Local Communities: Engagement with community elders and cultural practitioners to provide authentic learning experiences and deepen students' cultural knowledge.
- Government Support: Alignment with national efforts, including discussions and cooperation with the Ministries of Culture and Heritage, to preserve cultural heritage, ensuring that schools play a central role in these initiatives.
- Extra-Curricular Activities - Schools actively offer clubs and activities that expose students to Caymanian culture, such as:
 - Folk music and steel pan bands.



- Drama and storytelling groups that perform traditional Caymanian tales.
- Culinary classes focused on local cuisine.

» Increasing and strengthening early childhood programmes to ensure a strong foundation for this sector. The Early Childhood Care and Education (ECCE) Unit has focused on improving and expanding early childhood education in the Cayman Islands through three main areas: Expanding Access, Enhancing Quality, and Strengthening Partnerships.

- Expanding Access to Early Childhood Education—The Early Childhood Assistance Program (ECAP) received approval to increase funding (50%- 75% of average costs) effective January 2025 to support broader access for families.
- Smart Start Programme: Expanded to include Early Childhood Roving Parent Mentors offering home-based support for underserved areas.
- Partnerships with Primary Schools: Enhancing early years programmes (e.g., Reception and Nursery "Stay & Play") to ensure smooth transitions into formal education.
- Nursery Development: Established a nursery in East End with feasibility studies underway for expansion across the islands.



» Enhancing the Quality of Early Childhood Education

- Standards and Guidelines: Revised Early Childhood Guidelines to ensure quality and consistency across settings.
- Professional Development: Training for early childhood educators and SENCOs on tools like Ages and Stages Questionnaires (ASQ) to strengthen early intervention.
- Play-Based Learning: Promoted through the Early Years Handbook to encourage creativity and social-emotional growth.
- Early Childhood Conferences: Platforms like OES conferences foster knowledge-sharing and capacity-building for leaders.
- Programme Resources: Essential resources provided to ECCE settings to support delivery.
- Policy Development: Focus on evidence-based policies, including:
 - Intimate Care: Clear guidelines for interactions between staff and children.
 - ECAP Accessibility: Simplified and user-friendly application processes.
 - Transitions: Guidance for smooth transitions between early childhood and primary education.
 - Staff Qualifications: Diploma and Associate Degree in ECCE now offered at UCCI.

» **Strengthening Partnerships and Collaboration**

- Community Collaboration: Working with organisations like Literacy is for Everyone (LIFE), Family Resource Centre (FRC) and the Department of Children and Family Services (DCFS) to support educators, families, and children.
- International Partnerships: Collaborating with George Brown University to learn from global best practices.
- Parent Engagement: Involving families through initiatives like Family Circle and the Golden Threads of Early Childhood Services to support holistic child development

» **Develop and implement a capital works plan to modernise school infrastructure in primary, Secondary and the Light House Schools**

The following capital works have been completed or are nearing completion:

- Reception Classrooms at Red Bay Primary School were completed in time for the start of the 2024 academic school year
- Theoline McCoy Hall is close to completion, Renovations are nearing completion for Project B of the John Gray High School project.
- Project C of the John Gray High School project has commenced



- Work continues on the expansion of the Lighthouse School.
- A new High School in West Bay is in the planning phase.

» **Implement further provision for SEN students through Learning Support Classes and Autism Specific Disorder Classes in mainstream schools**

A second Autism Spectrum Disorder class opened at the Sir John A Cumber Primary School in September 2024

» **Utilise the new scholarship database to better enable data collation and analysis to track student outcomes, match employment focus areas (human capital needs), and inform education policies**

The new database is now being used to collate and analyse data to track student outcomes. This continues to be an area for additional use.

» **Continue the development and enhancement of Public Library services to include a comprehensive reference collection that includes local histories, publications written by local authors and selected Act volumes**

This is currently in continuous development. The Library Cataloguer maintains a relationship with CLM Publishing and publishes the works of several local authors. She also liaises with the Friends of the Library (FOL) organisation, which sponsors the procurement of seven copies of each book written in and about the Cayman Islands.

The FOL has agreed to sponsor procurement of four lockable cabinets which will house the Cayman Islands Collection on the second floor of the George Town Library.

The library recently received two requests for George Hirsts' books on the History of the Cayman Islands. The first request was for a local author seeking historical data for an upcoming project. The second request was from the son of a former magazine publisher who is also seeking to digitise historical magazines written in Cayman.

» **Develop and implement library programmes to promote and provide exposure to Caymanian Culture and Heritage**

The Library delivered a Local Authors Expo and Book Sale at George Town Library on 7 December 2024, which included 15+ local authors, including Dr. Roy Bodden. The East End Library delivers a Summer of Fun mini-camp every year, which includes cultural activities such as beach visits, special guest storytellers, Cayman-inspired essay writing and arts and crafts.



The CIPLS has plans to reboot a Caymanian Story Time programme, which will require a partnership with CNCF and/or the National Museum. There is a plan for a mini-camp at George Town Library which includes tours of the historic buildings in George Town (i.e. Elmslie Church, National Museum, Town Hall, Post Office, etc.), guest presenters such as Roy Bodden, Deal Ebanks and Nasaria Suckoo-Cholette.

The Circulation Desk at West Bay Library was built in the shape of a boat to promote Cayman's seafaring heritage. The library previously held a small collection of local artifacts with a plan to partner with the National Museum who would curate and manage a quarterly exhibit. Unfortunately, the Museum was under-resourced and unable to provide support. Hence, the display cases and most of the collection were donated to Pedro St. James. The National Children's Festival of the Arts Art Gallery is displayed in the George Town Historical Library for one week every year.

- » **Develop and implement TVET programmes at secondary and tertiary levels which are guided by the needs of industry.**

Dual entry TVET grants implemented in September 2023 in ICT, Construction, Hospitality and Business. This enables students at the secondary schools to attend UCCI and, upon graduation from high school, graduate from UCCI with industry certification.



Achievements



Core Ministry

EGA 1 | MEG 1 - POLICY ADVICE, DEVELOP & IMPLEMENTATION HIGHLIGHTS



Edna Moyle Primary Achieves Good Rating in 2024 Inspection

In the October 2024 round of inspection, the Edna M Moyle Primary School achieved a 'Good' rating from the Office of Education Standards (OES). The achievement marks a notable improvement from the school's 'Satisfactory' rating in November 2022.

The OES report commended the school's exceptional community and parent engagement, attributing the improved rating to strong leadership and staff dedication. The Principal Ms. Daidre Tingle attributed the improved rating to years of sustained commitment from the entire school community.

Output Performance

This output met most of the targets for the fiscal year 2024. There was a decrease in information briefs as work was focused on obtaining government approval for identified programmes/projects. The number of Parliamentary questions is determined by the questions the parliament asks.

EGA 1 | MEG 3 - MINISTERIAL SERVICES HIGHLIGHTS



Strides made in the Upgrade of School Facilities

The Ministry of Education (MoE) and Department of Education Services (DES) announced in March 2024 that several major improvement projects across all government schools had been completed since the start of the 2023/24 academic year.

These initiatives, spearheaded by the DES's Facilities team, aim to create safer, more modern and comfortable learning environments for over 5,000 students. A key focus of the projects is student safety. Over the past year, new security booths have been constructed at eight schools, including Joanna Clarke Primary, Prospect Primary, Theoline McCoy Primary, West End Primary, Creek Primary, Spot Bay Primary, Marie Martin Primary, and Layman E Scott High School, to bolster students' safety and well-being.

Installing a new air conditioning system at Theoline McCoy Primary School also addressed temperature control. Additionally, renovations and repairs were made to existing AC systems at the Lighthouse School and Clifton Hunter High School, ensuring optimal classroom temperatures for focused learning.

Crucial roof repairs and maintenance were undertaken at three schools to prevent leaks and water damage, safeguard building integrity, and protect valuable resources.

Regional Ministers Visit Several Government Schools

In October 2024, the Premier and Minister for Education, the Honourable Juliana O'Connor-Connolly, led a high-level regional delegation to three government schools: Red Bay Primary School, the Lighthouse School, and the John Gray High School. The visit aimed to showcase local education innovations.

Notable among attendees were the Honourable Sharie B. de Castro, Minister for Education for the British Virgin Islands, the Honourable Ms. Dee-Ann Kentish-Rogers, Minister for Social Development & Education-Anguilla, the Honourable Octavia Alfred, Minister of Education- Dominica, the Honourable Troy Liburd, Minister for Education-Nevis, the Honourable Curtis M. King, Minister of Education and National Reconciliation-St Vincent & the Grenadines, the Honourable Rachel Taylor, Minister for Education-Turks & Caicos, Senator David Andrew, Minister for Education-Grenada, Dr. Didicus Jules, Director General of the Organisation of Eastern Caribbean States (OECS), Mr. Wayne Wesley, CEO and Registrar of CXC, Mr. Isaac Solomon, President of the Caribbean Development Bank (CDB) and other CDB, MOE and DES officials.

Minister Sharie B. de Castro of the British Virgin Islands admired the Cayman Islands' education facilities. She underscored the importance of partnership between the two overseas territories, especially her efforts to enhance infrastructural development in the Virgin Islands.

Anguilla's Minister for Social Development & Education, the Honourable Ms. Dee-Ann Kentish-Rogers, commended the Lighthouse School's data-driven and research-based approach and described it as 'cutting-edge'.

The visiting officials were part of a delegation of approximately 150 people in the Cayman Islands for the Regional Transforming Education Symposium and Policy Dialogue, held by the CDB and co-hosted by the Ministry of Education from 2 to 4 October 2024.



Output Performance

This output met all targets set for the fiscal year 2023 and exceeded some targets in supporting the Minister's various activities. Noteworthy are the completion of the new athletics tracks at West End and Creek Primary Schools and the renaming ceremony for George Town Primary.

EGA 1 | MEG 4 - SAFER SCHOOLS INITIATIVE HIGHLIGHTS



Child Safeguarding Awareness Training for Employers in the CIFEC Internship Programme

Employers participating in the Cayman Islands Further Education Centre (CIFEC) Internship Programme convened at the institution for a Child Safeguarding Awareness Training event to equip them with the necessary tools to recognise and respond to signs of abuse among young interns.

The event, organised by CIFEC's Career Services Manager, Jenine Stewart, saw a diverse group of companies, including the Security Centre, Warren Greene Ltd; Cayman Rehab Services, Kimpton Seafire Resort & Spa, Marbri Salon, Glo Beauty Bar, Kirk Freeport, Salon F.A.B.' Exclusive Immigration Consultant Agency, La Mer Spa, A.L. Thompson's and the Cayman Islands Fire Service, come together to prioritise the safety and well-being of the youth under their supervision.

The CIFEC Internship Programme provides students valuable work experience for two days per week from October to April.

Recognising the importance of a safe and secure environment for these students, supervisors overseeing them are mandated to complete Child Safeguarding Awareness Training to enhance their understanding of how to identify signs of abuse, what steps to take if abuse is suspected, reporting guidelines and more.

The training session was led by Mr. Suman Bavi, Child Protection Officer and School Counsellor, who brought expertise and experience to the event. Through interactive discussions and practical scenarios, participants were empowered with the knowledge and skills necessary to safeguard the well-being of the interns under their care.

The CIFEC Internship Programme continues to foster the growth and development of Cayman's youth.

Output Performance

This output met all targets set for the fiscal year 2024.

EGA 1 | MEG 7 - EARLY CHILDHOOD CARE AND EDUCATION UNIT HIGHLIGHTS



East End Primary School Nursery Officially Opens

The East End Primary School Nursery officially opened its doors with a brief ceremony on Wednesday, February 7, 2024. Ministry of Education (MoE) Acting Chief Officer Ms. Lyneth Monteith welcomed guests, emphasising the long-held goal of fostering young minds in the East and North Side districts.

Minister for Youth, Sports and Heritage, and Member of Parliament for East End, Hon. Isaac Rankine, expressed his gratitude to the MoE for the initiative, which he considers a significant milestone for East End.

The Premier and Minister for Finance, Education, District Administration & Lands and Cabinet Office, Hon. Juliana O'Connor-Connolly, underscored the critical role of quality early childhood education in developing a strong, prosperous, and equitable society. She charged educators with continued dedication, emphasising, Principal Dr O'Neil Duncan closed the ceremony by acknowledging the efforts of all those involved in making the new nursery a reality.

The Premier then unveiled the nursery sign and cut the ribbon to officially open the new early childhood care and education facility.

She was assisted by Minister Rankine and Ms Barbara Conolly, the Member of Parliament for George Town South. The event culminated with a guided tour of the new space.

The new facility, which commenced operation in August 2023, currently enrolls 17 three-year-olds. It features a play-based curriculum, morning and aftercare programmes, and daily free meals.

MOE and OES Host Inaugural Early Childhood Learning Event

The Ministry of Education (MOE) and the Office of Education Standards (OES) hosted the ‘Inspiring Progress; Raising Standards – Early Childhood Learning Event’ at the Compass Centre on Friday, 31 May 2024. The landmark event brought together over 140 early childhood educators, centre owners, school principals, and other key stakeholders united in their commitment to nurturing children’s growth and development during the critical early years.

Renowned early childhood expert Ms. Cynthia Hobbs, Lead Education Specialist at the Inter-American Development Bank, delivered the inaugural address. She underscored the long-term societal benefits of investing in early childhood education. Professor Gail Hunter and Colette Kane of the School of Early Childhood Education, George Brown College, shared valuable research on the correlation between self-regulation in early childhood and children’s learning, along with practical strategies to support self-regulation in the early years.

Throughout the day, attendees participated in engaging workshops, stimulating panel discussions, and valuable networking opportunities. Critical topics such as integrating creative and expressive arts in the early childhood curriculum, supporting children with special educational needs (SEN) and additional support learning needs (ASLN), and creating stimulating learning environments were thoroughly explored. A highlight was the Director of Just for Kids Preschool, Ms. Evelyn Rockett’s insightful presentation on ‘Integrating Caymanian Culture and Heritage in the Early Childhood Curriculum,’ emphasising the importance of cultivating children’s cultural appreciation from an early age.

Attendees also gained a deeper understanding of the new OES early childhood inspection framework, ‘First Steps to Success: Nurturing Environments and Thriving Children,’ developed in October 2023.

Early Childhood Assistance Programme (Ecap) Funding



An increase in the Grant offerings was approved during 2024, effective 1 January 2025. This increase was necessary due to the general spike in the cost of preschool fees. In 2024, the ECCE Unit assisted nearly 100 parents in funding preschool education for their children. Additionally, the ECAP continues to cover the cost of preschool fees during the Summer.

Output Performance

This output met all targets set for the fiscal year 2024.

EGA 1 | MEG 9 - SCHOLARSHIP AND GRANT ADMINISTRATION SERVICES HIGHLIGHTS



Government High School Scholar

On 2 February 2024, Clifton Hunter High School (CHHS) graduate Micah Leon was named the 2023/2024 Government High School Scholar. The Ministry of Education (MoE) recognised her achievements at an evening reception at the Grand Old House.

Micah met all the criteria, impressing the selection committee with thirteen Level 2 external exams passed with Grade 1, A, or distinction, and four with Grade 2. Micah’s accomplishments extend beyond the classroom. She is a member of the National Netball and Under-18 Rugby teams, a member of the Cayman Islands Cadet Corps, and a skilled gymnast. Additionally, she has garnered numerous awards for her talents as a steel pannist and pianist.

Micah, who has been accepted to Brown University in the United States, plans to pursue her dream of becoming a doctor.

Output Performance

This output met most of the targets set for the fiscal year 2024. The uptake for local scholarships was anticipated to be significantly more.

Department of Education Services

EGA 5 | DES 1 – PRIMARY LEVEL TEACHING & LEARNING HIGHLIGHTS



2024 INTER-PRIMARY SPORTS

Red Bay Primary School was declared the winner of the 2024 Inter-Primary Schools Sports Meet held at the Truman Bodden Sports Complex from March 13 to 15. The three-day competition, organised by the Department of Education Services (DES) and the Department of Sports (DOS), saw Red Bay amass 376.3 points to edge out the defending champions Prospect Primary School (PPS), who finished with 331 points. Theoline McCoy Primary secured the third-place spot with 261 points.

Throughout the meet, spectators witnessed several exciting moments, including the setting of four new records in newly added Turbo Javelin events.

Sir John A Cumber Primary School's Aiden Wilson dominated Division Four, claiming the title of division champion and the coveted Victor Ludorum (overall male champion) after victories in the long jump, 100-meter dash, 200-meter dash, and 800-meter run.

This year, the Victrix Ludorum (overall female champion) title was a unique three-way tie. Winners included:

- Division One champion Tajirah Stewart (80m run, 100m dash, long jump).
- Division Four champion Hannah Grace Hydes (high jump, 200m run, long jump, 800m run).
- Division Five champion Daniqua Howell (100m dash, 200m run, high jump).

Output Performance

This output met most of the targets for the fiscal year 2024. 6 days were lost to inclement weather as school was closed.

EGA 6 | DES 2 – SECONDARY LEVEL TEACHING & LEARNING HIGHLIGHTS



2024 INTER-SECONDARY SPORTS

John Gray High School dominated the 2024 Inter-Secondary Schools Athletics Championships, securing a decisive victory after three days of exhilarating competition at the Truman Bodden Sports Complex. The final scores saw the school leading the pack with 1,140.5 points.

Exceptional performances from several athletes fueled John Gray's triumph. Victrix Ludorum, Under-15 champion DaQuana Howell, Victors Ludorum Jaysean Seymour (U-15) and Donald Mitchell (U-13) all delivered record-breaking feats. Jahriah Ngyou (U-13), Delora Johnson (U-17) and Prince Williams (U-17) also secured individual titles, further solidifying the team's lead.

Clifton Hunter High School (CHHS), the 2023 champions, maintained a strong presence, securing second place with 1,074.5 points.

Layman E. Scott High School emerged as the Small School Champion, accumulating 323 points. Layman Scott's Litzzy Varela-Walton and Clifton Hunter's DeAndre Beckford won the Under-20 divisional titles, showcasing individual excellence across various age groups.



John Gray High School Annual Career Fair

John Gray High School (JGHS) held its annual career fair on 23 February 2024, offering over 700 students from Years 9, 10, and 11 to explore diverse career paths. The event, organised by the Career Services Unit in collaboration with JGHS, featured representatives

from 60 local businesses. These included government entities like the Ministry of Education and the Public Works Department and private companies spanning critical services such as accounting, law, auditing, technology, health, and hospitality.

Each company showcased its work and discussed career pathways and opportunities with students. The fair was the culminating event of JGHS's career week, which commenced on 20 February. Over 118 Year 11 students participated in mock interviews with 24 public and private sector employers.

Principal Jon Clark expressed his gratitude to the interviewers and exhibitors for helping the students take their first steps towards success in today's competitive job market. He also shared that he was particularly pleased with the strong representation of the technical and vocational areas throughout the career week activities.

Output Performance

This output met most of the targets for the fiscal year 2024. 6 days were lost to inclement weather as school was closed.

EGA 6 | DES 11 – FURTHER EDUCATION PROGRAMME HIGHLIGHTS



CIFEC Annual Career Fair

On Friday, 4 October 2024, the Cayman Islands Further Education Centre (CIFEC) held a successful career fair at Mary Miller Hall. The event featured approximately 40 employers from private companies and government agencies. Participating entities included Ogier, HSM, McAlpine, The Security Centre, Foster's Supermarket, the Department of Environment, and the Computer Services Department.

Approximately 250 CIFEC students attended, eager to explore internship opportunities and career paths. Organiser and career advisor Tania Johnson emphasised the event's goals: "The event's purpose is to expose students to a diverse range of companies. Many students tend to focus solely on traditional roles when considering job opportunities. This career fair allows them to discover various options available in the Cayman Islands."



The career fair also served as a valuable platform for employers to scout future talent. They sought candidates with a genuine interest in the field, an eagerness to learn, professionalism, and strong communication skills. Representatives offered insightful advice and guidance to students entering the job market.

CIFEC mandates that students gain work experience through internships, dedicating two days per week to their placements. This essential component helps prepare students for life after school by aiding in developing applicable skills.

Output Performance

This output met most of the targets for the fiscal year 2024. The increased student population posed some challenges for programme offerings and internship placements. Instructional days were affected by storm days and critical facilities issues.

EGA 7 | DES 3 – TEACHING AND LEARNING AT LIGHTHOUSE SCHOOL HIGHLIGHTS

Curriculum Enhancement

Lighthouse School has achieved significant progress across various areas, focusing on personalized, inclusive education to meet the diverse needs of its students. The curriculum has been enhanced with programmes like Sensory Integration and Attention Autism, alongside initiatives such as the Flex Farm hydroponics project and thematic units designed for holistic student development. Key frameworks like the bespoke curriculum for students with severe learning disabilities and integrating learner profiles aligned with the Cayman Islands Code of Practice ensure a tailored approach to education.

Tools like BlueWave Swift have bolstered teaching and learning practices, improving monitoring, teacher accountability, and reflective practice.

Output Performance

This output met most of the targets for the fiscal year 2024. Students involved in the mainstream inclusion programme are no longer at the school. The new cohort from the current student population will be selected for commencement in January 2025. Instructional days were affected by storm days and critical facilities issues.

EGA 7 | DES 4 – SCHOOL INCLUSION SERVICES

Student Development

The Behaviour Units have achieved significant progress in fostering student development through initiatives such as successful reintegration into mainstream schools, implementing interventions like Team Teach and Zones of Regulation, Zippy and Apple and enhanced speech therapy, behavioural support, and medication management. These efforts have been bolstered by strengthened collaboration among staff, schools, external stakeholders, and parents, alongside targeted staff training in behaviour management and sensory modulation.

The School Inclusion Specialist (SIS) programme has seen a reduction in behavioral incidents. One of the main contributors is the targeted support plans and the introduction of well-received initiatives like Zones of Regulation and Sunshine Circles. Collaborative efforts, including Lunch and Learn sessions and PTA meetings, have strengthened community engagement. At the same time, proactive interventions like safe spaces and check-in/check-out systems have fostered a positive environment.

Output Performance

This output met most of the targets for the fiscal year 2024. Limited resources available to support the growing needs of this unit have affected this area.

EGA 7 | DES 5 – STUDENT SERVICES

Curriculum Enhancement

The Allied Health Team has made notable progress, including securing funding for iPads with communication software to enhance Augmentative or Alternative Communication (AAC) services, including in the launching of the TEACCH programme at Lighthouse School (LHS) and Equals and My Communication training. Efforts to streamline assessment processes with a new Early Intervention Programme assessment team to improve efficiency and strengthen parent-teacher collaboration have been pursued. Speech and Language Therapists and Occupational Therapists engagement in parent-teacher conferences has also advanced student goal setting. Plans are in place to enhance induction processes, secure resources, streamline professional development, and improve school collaboration for therapy implementation.

Across other services, the Music Therapy Programme expanded by 16 students, addressing rising social, emotional, and mental health needs. The School Counsellors advanced their professional development in areas like Solution-Focused Therapy, Safeguarding and Suicide Prevention while actively responding to crises and developing Social, Emotional and Mental Health support. Educational Psychologists focused on strengthening the Multi-Tiered Support System, providing emotional literacy training, and embedding social-emotional screeners to address student needs proactively.

Output Performance

This output met most of the targets for the fiscal year 2024. Limited resources available to support the growing needs of this unit have affected this area.

EGA 8 | DES 6 – OPERATIONAL SCHOOL SUPPORT SERVICES

Key Services Maintained

Services to schools continued to ensure schools, staff, and students were safe and well during the period.

Output Performance

This output met most of the targets for the fiscal year 2024. Changes in the procurement requirements have lengthened the period to close procurement, impacting the finalization of certain contracts.

EGA 8 | DES 10 – FACILITIES MAINTENANCE SERVICES

A safer and more modern learning environment

This year, several major improvement projects were completed across all government schools, which started at the beginning of the 2023/24 academic year. These initiatives, spearheaded by the DES's Facilities team, aim to create safer, more modern and comfortable learning environments for over 5,000 students.

A key focus of the projects is student safety. Over the past year, new security booths have been constructed at eight schools, including Joanna Clarke Primary, Prospect Primary, Theoline McCoy Primary, West End Primary, Creek Primary, Spot Bay Primary, Marie Martin Primary, and Layman E Scott High School, to bolster students' safety and well-being.



DES also addressed temperature control by installing a new air conditioning system at Theoline McCoy Primary School. Additionally, renovations and repairs were made to existing AC systems at the Lighthouse School and Clifton Hunter High School, ensuring optimal classroom temperatures for focused learning.

Furthermore, the Department has undertaken crucial roof repairs and maintenance at three schools to prevent leaks and water damage, safeguard building integrity, and protect valuable resources.

Output Performance

This output met all of the targets for the fiscal year 2024.

EGA 8 | DES 12 – SCHOOL IMPROVEMENT SERVICES

Building on the holistic support model introduced previously, this output delivered transformative results by comprehensively addressing schools' diverse operational and educational needs.

Pre-Inspection Check-Ins: The integrated model empowered senior management teams (SMT) to use data more effectively, thus enabling the creation of robust School Improvement Plans (SIP) and Post-Inspection Plans (PIP). By incorporating governance, pedagogy, and operational priorities, schools were equipped to confidently balance immediate and strategic objectives.

A highlight of the support model continued this year was the pre-inspection check-ins and data meetings. These tailored visits gave schools critical insights into curricular strengths and growth areas. Beyond inspection readiness, these audits laid the groundwork for sustained improvement, fostering a proactive and innovative mindset among schools' SMTs and staff.

The actionable feedback from these audits also enhanced schools' capacity to refine practices and innovate, preparing them for long-term success. This forward-looking approach also contributed to improved educational outcomes and operational efficiencies, establishing a culture of continuous improvement.

Professional Development and Specialised Support:

Schools also benefited from targeted professional development workshops, including early years training, writing moderation, specialist support, and coaching activities. These initiatives addressed specific skill gaps and modelled best practices, further strengthening schools' ecosystems.

The Registration Unit facilitated a wide range of impactful initiatives across registration, sports, arts, academics, and community engagement:

- Registration and Guidelines: Updated registration guidelines improved accessibility for the 2024/2025 academic year. A total of 927 applications were processed, with 655 placements confirmed.

1400+
Athletes



- Sports Initiatives: Major events included the Inter-Primary Basketball Rally, Inter-Primary and Inter-Secondary Athletics Competitions (1,400+ athletes), Cricket Rallies, and the year-round Swim Free Programme, equipping young students with life-saving swim skills.

2000+
Students



- Arts and Culture: The NCFA engaged over 2,000 students across adjudications, a debut Steel Band Competition in Cayman Brac, and final concerts, while the Butterfield Young Musician of the Year celebrated individual talent.
- Academic Events: Highlights included the KPMG Brain Bowl and National Spelling Bees, fostering intellectual development among students.
- Community Engagement: Home School Celebrations and the Royal Commonwealth Society's Awards recognised student achievements and strengthened community ties.

The Department of Education Service's proactive coordination and collaboration ensured successful outcomes, supporting excellence in education across diverse domains.

Output Performance

This output met all of the targets for the fiscal year 2024.

EGA 8 | MEG 6 – INFORMATION, COMMUNICATIONS & TECHNOLOGY SERVICES



Technology on the Go

The ICT Unit has achieved more than was established and agreed upon during the financial year as new and innovative ways were implemented to cater to the growing stakeholder needs. The Unit continues to support all schools, the Department of Education Services, Hope Academy, the Inclusion Unit, and the continued support of the student one-to-one laptop initiative.

The following bullet points depict a clearer picture of the Unit's achievement to date:

- The ongoing installation of Promethean channels and network equipment is throughout our schools.
- The provision of iPads to reception students and specialized teachers
- The installation of wall panels at the NJGHS
- The installation of state-of-the-art AV systems across our school halls
- The creation of a centralized repair location to repair devices
- Additional SignInApp deployment at JGHS and CHHS
- The use of SignInApp to facilitate secondary schools' graduations
- CIFEC ICT Labs Refresh
- Monthly visit to Cayman Brac to offer ICT support



- Breaking down silos – joining with the Library to provide ICT support to all Libraries, including Cayman Brac. All library PCs have been imaged with the latest Windows software by an ICT staff.
- The hiring of a Network Administrator (internal recruitment)
- The secondment of an internal ICT staff to fill the vacant – Administrator and Procurement Officer's role.
- The addition of extra ICT staff to JGHS and CHHS to provide better support
- The addition of extra staff to provide supervision at CHHS
- The ongoing training of an ICT staff to manage projects
- The ongoing training of two ICT staff to manage security and operations

Output Performance

This output met all of the targets for the fiscal year 2024.





Cayman Islands Public Library Services

EGA 4 | LIB 5 – COMMUNITY INFORMATION, EDUCATION & RECREATIONAL RESOURCE CENTRE HIGHLIGHTS

Book Buzz – Monthly

Library sessions for children ages 3-4. The aim is to engage young children in story time sessions, crafts, book play, and learning about the library. Learning about books and activities associated with books is the order of the day with Book Buzz at the North Side Library weekly on Wednesdays from 10 a.m. to 11 a.m.



Family Rhyme Time – Monthly

Approximately 50-80 persons, including dozens of 0-2-year-olds attend weekly rhyme-time sessions throughout the year. The sessions are hosted by a team of Library Volunteers who have championed the programme since August 2021. It is a fun-filled experience for all in attendance who enjoy classic rhymes such as “Old McDonald Had A Farm, Twinkle, Twinkle, Little Star...”, “The Incy Wincy Spider”, and “Row, Row, Row Your Boat”.

Easter Bonnet Competition – March/April

Each year, the North Side Library organizes one of the most unique arts & crafts programme the CIPLS has to offer, which allows young artisans to freely express themselves in the form of cleverly decorated headwear. All finalists receive awards and prizes and the best bonnets are showcased on social media.

Children’s Colouring Day - May

Approximately 90 persons, including young children and their family members unleashed their creativity at the third annual Colouring Day in the George Town Historic Library. Activities included drawing, painting, face painting, a prize raffle and refreshments courtesy of the Library.

Computer Basics – May-July

Each year, the CIPLS offers a special computer training programme for novice computer users, including senior citizens. The curriculum covers essential information, including how to use a computer, access email and the Internet, and learn the basics of Microsoft Word.

Outreach and Interdepartmental Donations

In October 2024, the CIPLS received a donation of 200 copies of the Quincentennial Celebrations 2003 Yearbook which will be distributed across all libraries and made available to the public. The libraries also made several outreach donations to various organisations, including Her Majesty’s Prisons and the Bonaventure Boys Home.

Local Authors Expo and Book Sale

On Saturday, 7 December 2024, the George Town Library came alive with the sounds of conversation, laughter, and storytelling as readers and writers gathered for the Local Authors Expo and Book Sale. The event celebrated the creativity and talent of Cayman’s authors, bringing together over 15 writers to share their stories and engage with the community.

Output Performance

This output met most of the targets for the fiscal year 2024. However, due to various closures for renovations and maintenance, library usage declined in the first six months of 2024. Despite these challenges, nearly 35,000 persons visited the libraries to request information, borrow materials, and purchase printing and photocopying services or access technology.

The key areas of George Town Library were renovated from January 2024 to better serve the community and provide more appropriate spaces for meetings and events. This included reconfiguring the 3rd floor Administration Office and Conference Room, new carpet and vinyl flooring throughout the building, replacing existing plumbing, and upgrading the Historic Library.

2024 Adverts

HIGH SCHOOL HONOUR GRAD

JOHN GRAY HIGH SCHOOL



LEVEL II
HIGH
HONOURS



Aijalon Thomas



Alexandra Soler



Joshua Clarke



Josiah Parsons



Kaniya James



Kirk Daniel Brett



Kristian Espinal



Leon Turner



Leonikie Watler



Mikaelle Foster



Paige Prendergast



Raskayne Thomas



Rian Vivas



Sadie Seerattan



Anthony Earle



Antwan Hill



Arianna Miller-Amor



Azariah Ebanks



Blake KC



Brandon McLaughlin



Brihanna Brown



Celena Celestine



Christian Thompson



Christopher Bustillo



Codi-Ann Cole



Daniel Bingham



Gia Powell



Hannah Brooks



Hannah Kelly



Israel Ebanks



Jahzara Barnes



Jancarlos Hernandez



Janelle Shimhwe



Jason Rickatts Jr



Jay Johnson



Jazziah-Zenel Martinez-Christian



Jean Mojica Eslava



Jordan McDonald



Kaylon Powery



Kerry-Ann McField-Melendez



Lavardo James



Marlon Ebanks-Calderson



Maurice Davis



Myron Hall Cruz



Nahshon Ebanks



Nakayla Clarke



Nakea Mendez



Petrice Ambersley



Ryleah Carrazana



Rosanna Leal Castillo

CLIFTON HUNTER HIGH SCHOOL



LEVEL II
HIGH
HONOURS



Aimee McKenzie



Aleque-Benjamin Bennett



Aneka Pearson



Mikayla O'Connor



Mikhal Clarke



Raphael Davis-Cordero



Samuel Webb



Sashalee Taylor



Shantoya Garwood



Sion Lewis



Taihan Watts



Tayviah Marshall



Thalia Clarke



Trevina Williams-Bodden



Tyler Bush



Dale Osgood



Demoy Dyer



Derron Porter



Ebony Thompson



Eric Thompson



Gregorio Vallecito



Isalah Ebanks-Tibbetts



Ivy Ramos-Vargas



Jadaah-Lee Bogle



Jade Christian



Jashenle Rodney



Jahziah Powery



Kale McFarlane



Korey Berry



Lars McLean



Lee Ebanks



Maachi Muirhead



Rajadsh Maragh



Raysean Forbes Melendez



Rayshelle Johnston



Rayanna Simmonds-Terry



Robert Chung



Rojayla Marshall



Romel Dawkins Jr

LAYMAN E. SCOTT SR. HIGH SCHOOL



LEVEL II
HIGH
HONOURS



Mikayla Bryan



Pranav Anu



Raesinn Matute-Scott



Tabitha Giscombe



Abigail Campbell



Allison Walton



Avian Williams



Ministry of Education
Cayman Islands Government



Department of
Education Services
Cayman Islands Government



'Congratulations, graduates. We are very proud of you. It has been an absolute honour and privilege to serve as your high school principal. On behalf of the entire John Gray family, we wish you all every success in the future. Please hold fast to that which is good and may God continue to bless you on your journey as you go forward to be the best version of yourselves.'

Mr. Jonathan Clark
Principal, John Gray High School

As you prepare to step into the next chapter of your life, remember this moment. You have already proven that no challenge is insurmountable, no goal unattainable. The world beyond these walls will present new challenges, but just as you have done here, you will continue to persevere, to rise above, and to succeed. Let this graduation serve as a reminder that you are capable of greatness. The future awaits. You are ready and we believe in you.

Dr. Villence Buchanan
Principal, Clifton Hunter High School



"Congratulations, graduates. You have the power to shape a more inclusive, equitable future. Embrace your differences, celebrate the diversity around you, and work together to create positive change. Go forth and show the world that incredible things can happen when we come together in all our beautiful diversity."

Mr. Devon Bowen
Principal, Layman E. Scott Sr. High School



Congratulations to all the incredible graduates who have achieved this remarkable milestone by passing the City & Guilds examinations! Your hard work, determination, and resilience shine brightly, proving that challenges can be overcome with dedication and passion. This achievement is a testament to your strength and potential. We celebrate your success and look forward to the amazing paths you will forge ahead. Well done!

Ms. Deniece Williams
Principal (Acting), The Lighthouse School



Congratulations

2024 High School Honours Graduates

The Ministry of Education (MOE) and its operational arm, the Department of Education Services (DES) congratulate the **386 Year 12 students** who have successfully completed and graduated from the Cayman Islands Government secondary school system.

Recognising the need to celebrate excellence amongst our youth, MOE has the distinct pleasure of announcing the **204 graduates** who have earned and received their high school diplomas with 'Honours' and 'High Honours'.



"To the graduating class of 2024: Your resilience and pursuit of excellence have not only prepared you for a world of boundless opportunities but have also inspired those around you. As we celebrate your achievements, we recognize the collective effort of parents, guardians, mentors, and our dedicated educators in nurturing your potential. Now, as you embark on your next chapter, we challenge you to become individuals of strong character and lofty ideals, ready to guide our beloved Cayman Islands towards global competitiveness. With pride and optimism, we congratulate you and wish you God's blessings on the remarkable journey ahead."

Hon. Juliana O'Connor-Connolly, JP, MP.
Premier and Minister for Education

What does it take to be an Honour Graduate?



REGIONAL RANKING

Aleque-Benjamin Bennett
Jade-Ann Scott
Sashalee Taylor

2023 CSEC Regional Merit List, Integrated Science
2023 CSEC Regional Merit List, Theater Arts
2023 CSEC Regional Merit List, English Language



Ministry of Education
Cayman Islands Government



Department of
Education Services
Cayman Islands Government

Congratulate CIG High Schools

on their commendable performance in the 2024 sitting of the CSEC, GCSE and CAPE examinations. Here are some of the highlights of the June 2024 results.



John Gray High School

**100%
pass rate**

Caribbean Studies,
Communication Studies,
Physical Education & Sport
(CAPE)



**100%
pass rate** Physical
Education & Sport (CSEC)



**23 out of 24
students** passed Industrial
Technology (Building) (CSEC)



**204 out of 285
students** passed English A (CSEC)



Clifton Hunter High School

**100%
pass rate**

Biology, Economics, English B,
Industrial Technology (Building),
IT, Office Administration,
Physical Education & Sport
General, Theatre Arts, Visual
Arts, Add Math (CSEC)



**92.9%
pass rate** in
Statistics (GCSE)



**121 out of 147
students** passed
English A (CSEC)



**62 out of 77
students** passed Integrated
Science (CSEC)



Layman E. Scott High School

**100%
pass rate**

Family & Resource Management,
Food & Nutrition, Human & Social
Biology, Industrial Technology
(Building), PE & Sports,
Accounting, Spanish, Technical
Drawing (CSEC)



**100%
pass rate** in Digital
Media Unit 1 (CAPE)



**29 out of 38
students** passed
Mathematics (CSEC)



**33 out of 35
students** passed English A (CSEC)

Overall public-school passes
exceed regional average in

18 Subjects

(including English, Math and Integrated Science)



Overall passes
EXCEED
international
average in English
and Science.



96%
pass rate in Information
Technology



94%
pass rate in Biology



98%
pass rate in Industrial
Technology (Building)



77%
pass rate in English A



96%
pass rate in Office
Administration



Financial Analysis

Overview

2024 marked the start of the 2024-2025 budget period. Although this was a new budget period, due to the initiatives approved in the 2022-2023 budget and how they were realized, most of the new budget allocation was to fully support those initiatives. The mandates set out in the 2024-2025 Strategic Policy Statement (SPS) were built on these earlier initiatives, and as such, alignment with the funds allocated and the SPS was achieved.

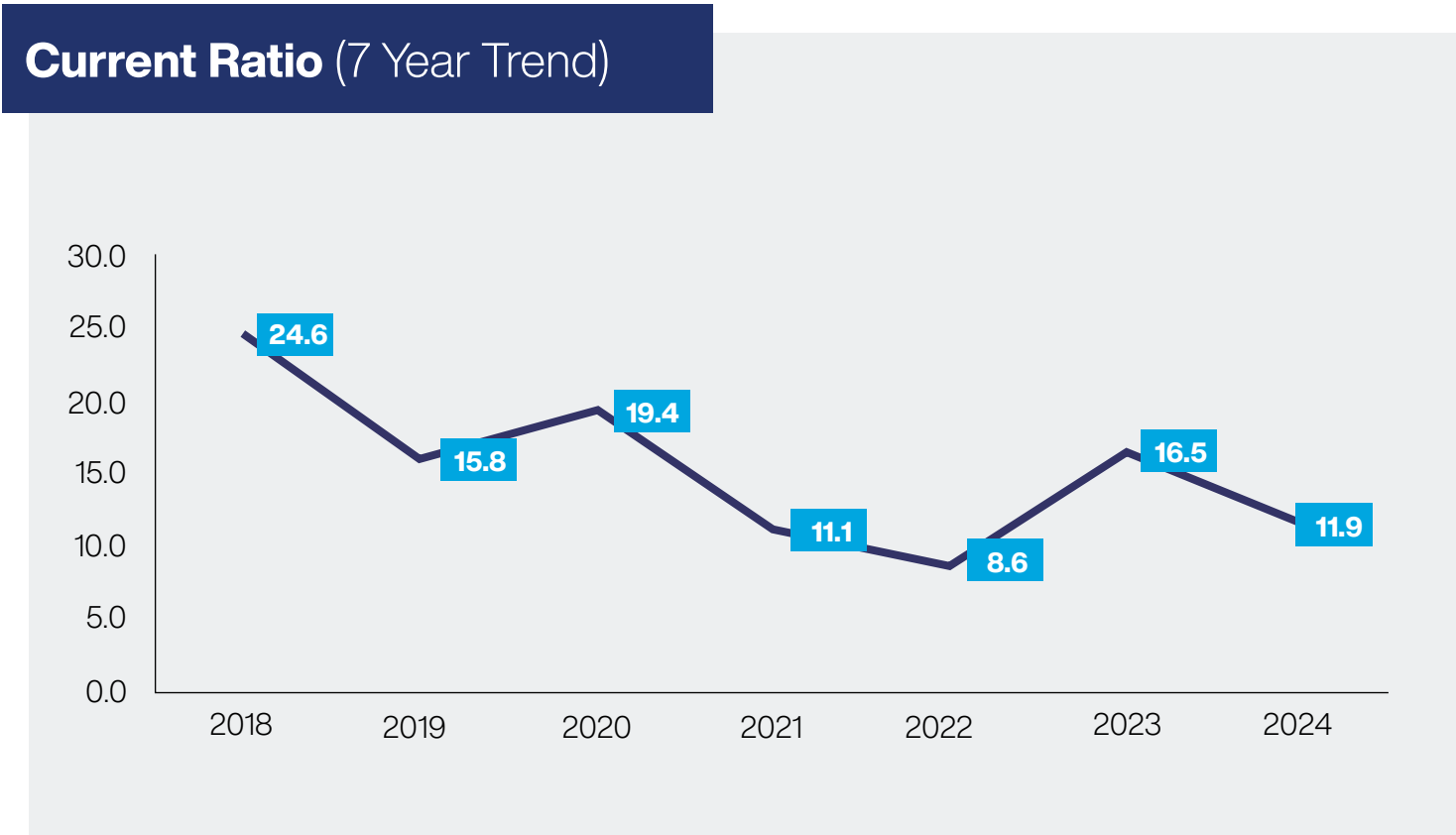
Financial Position Highlights

The Ministry maintains a favourable current ratio (see Figure 1 below). A current ratio of 2 is considered healthy. The Ministry was 4 to 8 times better than that in the last seven years. This high ratio results from funded depreciation maintained on income-generating fixed deposits. The interest earned is rolled over, and deposits are made several times during the year as cash accumulates in our current account.

There was a slight drop in the current ratio compared to 2023, due to large payments for Capital works payable at the end of the year.

This good liquidity ratio indicates that the Ministry is financially stable. At the end of 2024, no events indicate that the Ministry will be unable to meet its obligations as they become due. As such, the Ministry will continue to operate on a going-concern basis for the foreseeable future.

Figure 1 – 7-year analysis of the Ministry of Education’s Current Ratio



All balances displayed are audited figures.



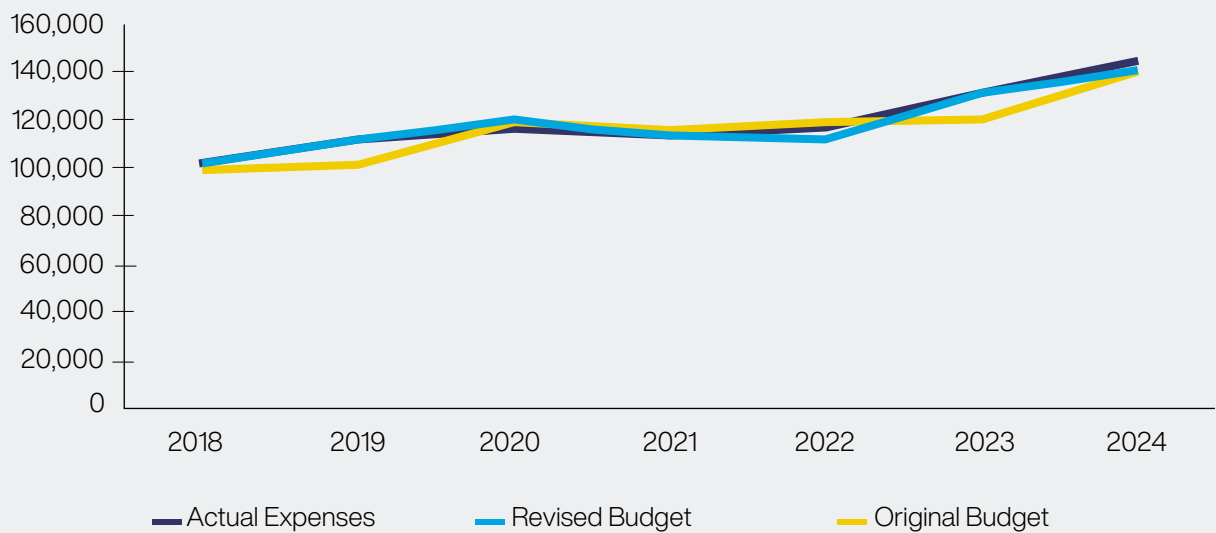
Financial Performance Highlights

The Ministry was prudent in our spending during 2024, as shown in Figure 3 below. Actual spending exceeded the original budget largely due to macroeconomic factors. However, spending was monitored closely.

As seen below, expenditures have been steadily rising since 2022. Government schools have seen increases in enrollment, which has triggered increases in services such as transportation, janitorial, and general support services. The recruitment of over 100 new education staff at various times during 2023 resulted in their full costs being reflected in 2024. There was also an honorarium of two thousand dollars (\$2,000) per person paid in December 2024, contributing to the expenditure increase. Additionally, the ageing school buildings continue to demand more attention, which is associated with increased maintenance costs across the system.

Figure 3 – 7-year analysis of Actual Spend to Budget (KYD)

Actual Spend to Budget (7 Year Trend)

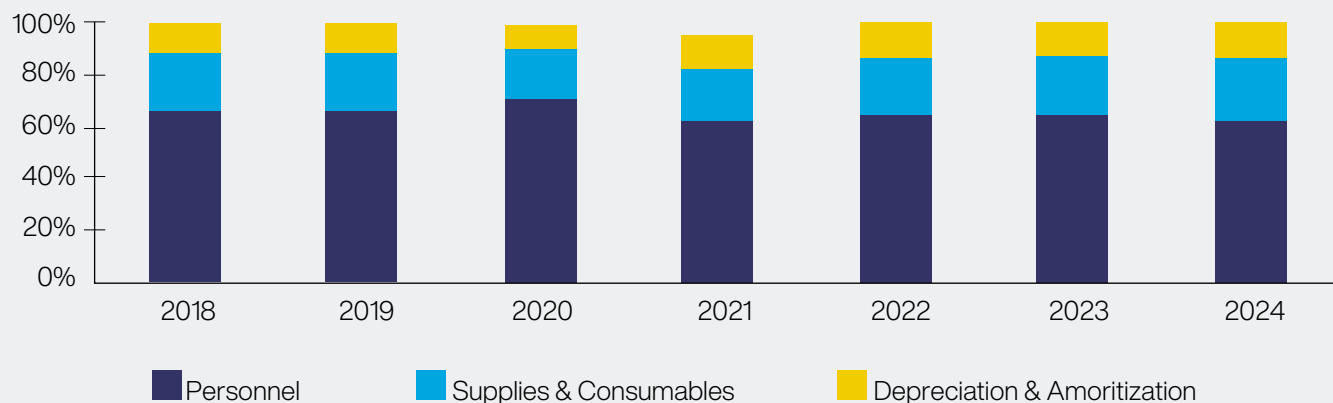


All balances displayed are audited figures.

The distribution of operating expenses (see Figure 4 below) remained the same, with personnel costs representing approximately two-thirds of the Ministry's total expenses. Headcount at the Ministry increased from one thousand and fifty-five (1,055) at the end of 2023 to one thousand and eighty-two (1,082) by the end of 2024.

Figure 3 – 5-year analysis of Expense Breakdown (KYD)

Expense Breakdown (7 Year Trend)



All balances displayed are audited figures.



Statement of Executive Financial Transactions

“Executive Financial Transactions” are the financial transactions that do not relate to the operations of a Ministry, Portfolio or Office but to the executive revenue, executive expenses, executive liabilities and executive assets of the Cabinet.

The Cabinet uses the executive revenue to pay for its executive expenses, such as Outputs delivered by Ministries, Portfolios and Offices. The Ministry of Education has no departments that currently generate executive revenue.

The executive expenses are those managed by the Ministry on behalf of the core government other than entity expenses. These expenses include:

- Provision of free meals in public schools for all compulsory education-aged students,
- Local and Overseas University Scholarship grants

- University and Private School subsidies,
- Early Childhood Assistance grants
- And Other educational assistance grants

The executive assets of the Cabinet include bank accounts in the name of the Ministry of Education, maintained at the Royal Bank of Canada. Executive Assets include net worth from the Ministry of Education and the Statutory Authority, ‘The University College of the Cayman Islands.

The following Statement of Executive Financial Transactions sets out the Cabinet’s executive expenses related to the Ministry of Education. It will also show the assets and liabilities remaining at the end of the year.

	Unaudited Actual \$'000	Original Budget \$'000	Final Budget \$'000	Variance Unaudited Actual vs Original Budget \$'000
Current Assets				
Cash and cash equivalents	(107)	-	-	107
Trade Receivables	101	-	-	(101)
Other Receivables	1	-	-	(1)
Prepayments	0	-	-	
Total Current Assets	(6)	-	-	(6)
Current Assets				
Net Worth - Ministries & Portfolios	518,837	530,877	537,877	19,040
Net Worth - Public Entities	11,890	20,721	20,241	8,351
Total Non-Current Assets	531,586	551,598	558,118	20,011
Total Assets	531,581	551,598	558,118	20,017
Current Liabilities				
Accruals and other liabilities	4,325	-	-	(4,325)
Total Current Liabilities	4,325	-	-	(4,325)
Total Liabilities	4,325	-	-	(4,325)
Net Assets	527,256	551,598	558,118	24,341
Equity				
Contributed Capital	527,256	551,598	558,118	24,341
Total Net Worth	527,256	551,598	558,118	24,341

Explanations for Significant Variances Against the Original Budget

- Trade and other receivables show a variance of \$689K above budget, mainly from the timing differences on funding for CCO 1, TP's, and NGS accrued.
- Net Worth - Ministries & Portfolios is lower than budget by \$19m due to the delay in progress/completing major capital works.
- Net Worth - Public Entities is lower than budget by \$8m due to the transfer out of SAGC Water Authority with the transitioning departments in 2021.
- Accruals and other liabilities exceeded the budgeted amount by \$4.6m, mainly due to accruals at the end of the year.



(Executive) Ministry of Education Statement of Financial Performance For the Period Ended 31 December 2024

	Unaudited Actual \$'000	Original Budget \$'000	Final Budget \$'000	Variance Unaudited Actual vs Original Budget \$'000
Executive Revenue				
Sales of goods & services	187,493	188,765	191,895	1,272
Total Executive Revenue	187,493	188,765	191,895	1,272
Executive Expenses				
EGA 1- Policy Advice, Governance and Ministerial Support Services	7,154	8,304	7,674	1,150
EGA 4 - Public Library Services	2,062	2,174	2,174	112
EGA 5- Primary Education Services	39,576	39,728	39,728	152
EGA 6 - Secondary Education Services	43,745	44,744	43,244	999
EGA 7 - Education Services for Students with Special Needs	13,369	13,499	13,499	130
EGA 8 - Facilities Maintenance and Operational School Support Services	31,263	30,161	32,161	(1,102)
CCO 1- Teaching of Tertiary Level Professional and Vocational Programmes	9,440	8,960	9,440	(480)
CDB 1 - Disbursement Government Scholarship Funding	45	45	45	-
NGS 25- Teaching of Tertiary Education Courses	250	250	250	-
NGS 34 - Primary and Secondary Education by Private Schools	1,950	2,000	2,000	50
NGS 79 - K-9 Security Services	37	50	50	13
NGS 91 - Public School Meals Programme	9,729	11,500	9,950	1,771
TP 27 - Pre-School Educational Assistance	536	723	723	187
TP 30 - Local and Overseas Scholarships and Bursaries	23,255	21,755	25,755	(1,500)

	Unaudited Actual \$'000	Original Budget \$'000	Final Budget \$'000	Variance Unaudited Actual vs Original Budget \$'000
TP 51 - Other Educational and Training Assistance	1,239	800	1,350	(439)
TP 61 - Student Enrichment and Support Services	900	900	900	-
TP 82 - Scholarship - Special Education Needs	1,747	1,450	1,751	(297)
TP 83 - Scholarship - Medical	117	600	119	483
TP 93 - Public School Grants and COVID-19 Recovery Programme	375	400	375	25
TP 94 - Superior Auto Apprenticeship Programme	150	150	150	-
OE 11 - Subscription to Caribbean Examinations Council	10	13	13	3
OE 12- University of the West Indies Membership Levy	544	559	544	15
Total Executive Expenses	187,493	188,765	191,895	1,272
Executive Surplus/(deficit)	-	-	-	-

Explanations for significant variances against the original budget

EGA 1- Policy Advice, Governance and Ministerial Support Services, EGA 4 - Public Library Services, EGA 5 - Primary Education Services, EGA 6 - Secondary Education Services EGA 7 - Education Services for Students with Special Needs

– The spending in these groups is below the original budget. This is mainly due to savings on personnel costs in these outputs.

EGA 8—Facilities Maintenance and Operational School Support—This group exceeded the original budget due to higher-than-budget Transportation costs as additional routes were added during the year to accommodate a greater student population. Additionally, the ageing school buildings continue to demand more attention, which is associated with increased maintenance costs across the system

CCO 1—Teaching of Tertiary Level Professional and Vocational Programmes - This appropriation is over budget by \$480 due to increased operational costs mainly related to implementing a new student information management system.

NGS 91 - Public School Meals Programme - The anticipated uptake for free meals is below expectations. There are savings of approximately \$1.77m.

TP 30 - Local and Overseas Scholarships and Bursaries – The increase in this area by \$1.5m is attributable to more grants awarded as more students meet the academic requirements.

TP 82 - Scholarship - Special Education Needs – This transfer payment is over budget by \$297k due to an increased number of students recommended for alternative placement as the Lighthouse School is at full capacity.

TP 83 - Scholarship – Medical – This Transfer Payment had a savings of \$483k due to the lower-than-anticipated number of applications received and grants awarded during the year.



Audited Financial Statements



GOVERNMENT OF THE CAYMAN ISLANDS

MINISTRY OF EDUCATION

**AUDITED FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

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MINISTRY OF EDUCATION

STATEMENT OF RESPONSIBILITY FOR THE FINANCIAL STATEMENTS

31 December 2024

These financial statements have been prepared by the Ministry of Education in accordance with the provisions of the *Public Management and Finance Act (2020 Revision)*.

We accept responsibility for the accuracy and integrity of the financial information in these financial statements and their compliance with the *Public Management and Finance Act (2020 Revision)*.

As Chief Officer I am responsible for establishing; and have established and maintained a system of internal controls designed to provide reasonable assurance that the transactions recorded in the financial statements are authorized by act, and properly record the financial transactions of the Ministry of Education.

As Chief Officer and Chief Financial Officer, we are responsible for the preparation of the Ministry of Education financial statements, representations and judgments made in these statements.

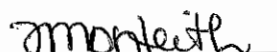
The financial statements fairly present the financial position, financial performance and cash flows of the Ministry of Education for the year ended 31 December 2024.

To the best of our knowledge, we represent that these financial statements:

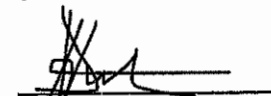
- (a) completely and reliably reflect the financial transactions of the Ministry of Education for the year ended 31 December 2024;
- (b) fairly reflect the financial position as at 31 December 2024 and financial performance for the year ended 31 December 2024; and
- (c) comply with International Public Sector Accounting Standards as set out by International Public Sector Accounting Standards Board under the responsibility of the International Federation of Accountants. Where guidance is not available, the financial statements comply with International Accounting Standards issued by the International Accounting Standards Committee or accounting practice that is generally accepted in the United Kingdom as appropriate for reporting in the public sector.

The Office of the Auditor General conducts an independent audit and expresses an opinion on the accompanying financial statements. The Office of the Auditor General has been provided access to all the information necessary to conduct an audit in accordance with International Standards on Auditing.

Lyneth Monteith
Chief Officer (Acting)


Date - 24 March 2025

Denise Hutchinsan
Chief Financial Officer


Date - 24 March 2025

AUDITOR GENERAL'S REPORT

To the Members of the Parliament and the Financial Secretary and Chief Officer of the Ministry of Education

Opinion

I have audited the financial statements of the Ministry of Education (the "Ministry"), which comprise the statement of financial position as at 31 December 2024 and the statement of financial performance, statement of changes in equity and cash flow statement for the year ended 31 December 2024, and notes to the financial statements, including a summary of significant accounting policies as set out on pages 10 to 34.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Ministry as at 31 December 2024 and its financial performance and its cash flows for the year ended 31 December 2024 in accordance with International Public Sector Accounting Standards.

Basis for Opinion

I conducted my audit in accordance with International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the Ministry in accordance with the International Ethics Standards Board for Accountants' *Code of Ethics for Professional Accountants (IESBA Code)*, together with the ethical requirements that are relevant to my audit of the financial statements in the Cayman Islands, and I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with International Public Sector Accounting Standards and for such internal control as management determines is necessary to enable the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Ministry's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Ministry or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Ministry's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

AUDITOR GENERAL'S REPORT (continued)

Auditor's Responsibilities for the Audit of the Financial Statements (continued)

As part of an audit in accordance with ISAs, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Ministry's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Ministry's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Ministry to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I have undertaken the audit in accordance with the provisions of Section 60(1)(a) of the *Public Management and Finance Act (2020 Revision)*. I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



Patrick O. Smith CPA, CFE
Acting Auditor General

24 March 2025
Cayman Islands

**MINISTRY OF EDUCATION
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2024**

Expressed in Cayman Islands Dollars

Prior Year Actual \$'000		Note	Actual \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Orig. vs Actual) \$'000
Current Assets						
114,776	Cash and cash equivalents	2	129,819	167,570	167,570	37,751
20,000	Short-term deposits	3	33,023	-	-	(33,023)
28,419	Trade receivables	4	27,736	14,211	14,211	(13,525)
609	Other receivables	4	758	43	43	(715)
773	Prepayments	5	955	1,848	1,848	893
164,577	Total Current Assets		192,291	183,672	183,672	(8,619)
Non-Current Assets						
336,982	Property, plant and equipment	6	341,651	358,272	352,638	16,621
57	Intangible assets	6b	31	13	13	(18)
337,039	Total Non-Current Assets		341,682	358,285	352,651	16,603
			-	-	-	-
501,616	Total Assets		533,973	541,957	536,323	7,984
Current Liabilities						
549	Trade payables	7	580	1,310	1,310	730
7,098	Accruals and other liabilities	7	14,478	8,910	8,910	(5,568)
2,320	Employee entitlements	9	1,131	860	860	(271)
9,967	Total Current Liabilities		16,189	11,080	11,080	(5,109)
			-	-	-	-
			-	-	-	-
9,967	Total Liabilities		16,189	11,080	11,080	(5,109)
491,649	Net Assets		517,784	530,877	525,243	13,093
Equity						
444,448	Contributed capital		470,684	512,275	506,641	41,591
18	Other reserves		18	18	18	-
97,218	Revaluation reserve		97,218	97,218	97,218	-
(50,035)	Accumulated deficit		(50,136)	(78,634)	(78,634)	(28,498)
491,649	Total Net Worth		517,784	530,877	525,243	13,093

The accounting policies and notes on pages 10 to 34 form an integral part of these financial statements.

**MINISTRY OF EDUCATION
STATEMENT OF FINANCIAL PERFORMANCE
FOR THE YEAR ENDED 31 DECEMBER 2024**

Expressed in Cayman Islands Dollars

Prior Year Actual \$'000		Note	Actual \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Orig. vs Actual) \$'000
Revenue						
126,543	Sales of goods and services	10	138,196	139,145	138,697	949
4,776	Investment revenue	11	6,807	1,000	6,807	(5,807)
10	Donations	12	2	-	2	(2)
131,329	Total Revenue		145,005	140,145	145,506	(4,860)
Expenses						
			-	-	-	-
85,884	Personnel costs	13	91,638	94,427	91,638	2,789
29,139	Supplies and consumables	14	31,953	29,974	31,953	(1,979)
16,292	Depreciation and amortization	6, 6b	17,851	15,744	18,352	(2,107)
14	Loss on foreign exchange transactions	16	6	-	6	(6)
	Loss on derecognition of financial assets	16	3,557	-	3,557	(3,557)
131,329	Total Expenses		145,005	140,145	145,506	(4,860)
-	Surplus for the Year		-	-	-	-

The accounting policies and notes on pages 10 to 34 form an integral part of these financial statements.

MINISTRY OF EDUCATION
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2024
Expressed in Cayman Islands Dollars

	Note	Contributed Capital \$'000	Other Reserves \$'000	Revaluation Reserve \$'000	Accumulated Surplus/ (deficits) \$'000	Total Network \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Orig. vs. Actual) \$'000
Balance at 1 January 2023									
Changes in net worth for 2023									
Prior Year Adjustments									
Restated balance	17	419,140	18	98,352	(50,332)	467,178	442,862	432,639	(24,316)
Changes in net worth for 2023					297	297	-	-	(297)
Equity investment from Cabinet	6	26,253	-	-	-	26,253	29,123	48,959	2,870
Capital Withdrawal		(945)	-	(1,134)	-	(2,079)	-	-	2,079
Total recognized revenues and expenses for the year		25,308	-	(1,134)	-	24,174	29,123	48,959	4,949
Balance at 31 December 2023 carried forward		444,448	18	97,218	(50,035)	491,649	471,985	481,598	(19,664)
Balance at 1 January 2024 brought forward									
Prior Year Adjustments	17	444,448	18	97,218	(50,035)	491,649	471,985	481,598	(19,664)
Restated balance		-	-	-	(101)	(101)	27,022	17,409	27,123
Changes in net worth for 2024					(50,136)	491,548	499,007	499,007	7,459
Equity investment from Cabinet		25,570	-	-	-	25,570	31,870	25,570	6,300
Adjustment		666	-	-	-	666	-	666	(666)
Total recognized revenues and expenses for the year		-	-	-	-	-	-	-	-
Balance at 31 December 2024 carried forward		470,684	18	97,218	(50,136)	517,784	530,877	525,243	13,093

The accounting policies and notes on pages 10 to 34 form an integral part of these financial statements.

**MINISTRY OF EDUCATION
CASH FLOW STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2024**

Expressed in Cayman Islands Dollars

Actual Prior Year		Note	Actual Current Year	Original Budget	Final Budget	Variance (Orig. vs Actual)
\$'000			\$'000	\$'000	\$'000	\$'000
CASH FLOWS FROM OPERATING ACTIVITIES						
Receipts						
124,354	Outputs to Cabinet		142,216	138,610	138,610	(3,606)
544	Sale of goods and services - third-party		984	534	534	(450)
4,396	Interest received		6,712	-	-	(6,712)
10	Donations/grants received	12	2	1,000	1,000	998
Payments						
(84,263)	Personnel costs		(92,887)	(94,427)	(94,427)	(1,540)
(27,559)	Supplies and consumables		(25,115)	(29,974)	(29,974)	(4,859)
(9,720)	Other payments/receipts		285	-	-	(285)
7,762	Net cash flows generated from operating activities	18	32,197	15,743	15,743	(16,454)
CASH FLOWS FROM INVESTING ACTIVITIES						
(20,000)	Placement in short term deposits		(13,023)	-	-	13,023
(25,414)	Purchase of property, plant and equipment		(25,385)	(31,870)	(31,870)	(6,485)
(45,414)	Net cash flow used in investing activities		(38,408)	(31,870)	(31,870)	6,538
CASH FLOWS FROM FINANCING ACTIVITIES						
23,078	Equity investment		21,254	31,870	31,870	10,616
23,078	Net cash flows provided by financing activities		21,254	31,870	31,870	10,616
(14,574)	Net (decrease) increase in cash and cash equivalents		15,043	15,743	15,743	700
129,350	Cash and cash equivalents at the beginning of the year		114,776	151,827	151,827	37,051
114,776	Cash and cash equivalents at the end of the year	2	129,819	167,570	167,570	37,751

The accounting policies and notes on pages 10 to 34 form an integral part of these financial statements.

**MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

Description and principal activities

The Ministry of Education (hereafter referred to as the “Ministry”) is a Government entity as defined by section 2 of the Public Management and Finance Act (2020 Revision), and it is domiciled in the Cayman Islands.

Its principal activities and operations include all activities carried out in terms of the outputs purchased by the Minister of Education, as defined in the Plan and Estimates for the Government of Cayman Islands for the financial years ended 31 December 2023 and 31 December 2024.

Note 1: Significant Accounting Policies

These financial statements have been prepared in accordance with International Public Sector Accounting Standards (IPSAS) issued by the International Federation of Accountants and its International Public Sector Accounting Standards Board using the accrual basis of accounting. Where additional guidance is required, International Financial Reporting Standards (IFRS) issued by the International Accounting Standards Board are used.

New and revised accounting standards were issued that are not yet effective for the financial year beginning 1 January 2024 and have not been adopted early.

Certain new accounting standards have been published that are not mandatory for the 31 December 2024 reporting period and have not been adopted by the Ministry early.

The Ministry's assessments of the impact of these new standards are set out below.

IPSAS 43, Leases was issued in December 2022 and shall be applied for financial statements covering periods beginning on or after January 2025. IPSAS 43 supersedes IPSAS 13, and aligns with IFRS 16. IPSAS 43 is expected to be published in January 2023 and requires Lessees to recognize financial and operating leases as leased assets and liabilities. It is anticipated that IPSAS 43 will have an impact on the Ministry's financial statements but will be assessed more fully in the next financial year.

IPSAS 44, Non-current assets held for sale issued in January 2023 and shall be applied for financial statements covering periods beginning on or after 1 January 2025. IPSAS 44 defines non-current assets held for sale and determines the accounting, presentation and disclosure of the discontinued operations. It is anticipated that IPSAS 44 will not have an impact on the Ministry's financial statements, but this will be assessed more fully in the next financial year.

IPSAS 45, Property, Plant and Equipment issued in May 2023, distinguishes infrastructure assets from other property, plant and equipment by adding new guidance for heritage assets, infrastructure assets and measurement of property, plant and equipment. IPSAS 45 has an effective date of January 1, 2025. Earlier application is however permitted. IPSAS 45's impact on the Ministry's financial statements will be assessed more fully in the next financial year.

IPSAS 46, Measurement (issued in May 2023 and effective for periods beginning on or after January 1, 2025) provides new guidance in a single standard addressing how commonly used measurement bases should be applied in practice. The impact of this standard on the Ministry's financial statements will be assessed more fully in the next financial year.

**MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

Note 1: Significant Accounting Policies (continued)

IPSAS 47, Revenue (issued in May 2023 and effective for periods beginning on or after January 1, 2026) replaces IPSAS 9, Revenue from Exchange Transactions, IPSAS 11, Construction Contracts, and IPSAS 23, Revenue from Non-Exchange Transactions and is a single source for revenue accounting guidance in the public sector, which presents two accounting models based on the existence of a binding arrangement. The impact of this standard on the Ministry's financial statements will be assessed more fully closer to the effective date of adoption.

IPSAS 48, Transfer Expenses (issued in May 2023 and effective for periods beginning on or after January 1, 2026) provides accounting requirements for transfer expenses, and presents two accounting models based on the existence of a binding arrangement. It is anticipated that IPSAS 48 will not have an impact on the Ministry's financial statements, but this will be assessed more fully closer to the effective date of adoption.

IPSAS 49, Retirement Benefit Plans (issued in November 2023 and effective for periods beginning on or after January 1, 2026) provides a principle-based approach to accounting for retirement benefit plans offering a completed view of their financial activities, assets, and obligations and establishes comprehensive accounting and reporting requirements for the financial statements of retirement benefit plans. It is anticipated that IPSAS 49 will not have an impact on the Ministry's financial statements.

IPSAS 50, Exploration for and Evaluation of Mineral Resources, and Stripping Costs in the Production Phase of a Surface Mine (Amendments to IPSAS 12), (effective for periods beginning on or after January 1, 2027) provides guidance related to the costs incurred for exploration for, and evaluation of, mineral resources, as well as the costs of determining the technical feasibility and commercial viability of extracting the mineral resources. It is anticipated that IPSAS 49 will not have an impact on the Ministry's financial statements.

The accounting policies below have been applied consistently to all periods presented in these financial statements.

(a) Statement of Compliance and Basis of Preparation

The Ministry's financial statements have been prepared on an accrual basis in accordance with IPSAS. The financial statements are presented in Cayman Islands dollars, which is the functional and reporting currency of the Ministry. Except where noted, all values in these financial statements are rounded to the nearest thousand (\$000). Any discrepancies between totals and sums of components are due to rounding. The accounting policies have been consistently applied to all the years presented. The financial statements have been prepared on the basis of historical cost unless stated otherwise. The cash flow statement is prepared using the direct method.

Reporting Period

The financial statements are prepared for the 12 months from 1 January 2024 to 31 December 2024, with comparative figures for the 12-month period from 1 January 2023 to 31 December 2023.

Changes in Accounting Policies

When the presentation or classification of items in the financial statements is amended, or accounting policies are changed, corresponding figures are restated to ensure consistency with the current period unless it is impracticable to do so. There were no changes in accounting policies during the financial year ended 31 December 2024.

(b) Budget Amounts

The original budget amounts for the financial year are as presented in the Budget Statement for the financial years ended 31 December 2024 and 31 December 2025 and approved by Parliament on 28 December 2024.

**MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

Note 1: Significant Accounting Policies (continued)

(c) Judgments and Estimates

The preparation of financial statements is in conformity with IPSAS, which requires judgments, estimates, and assumptions affecting the application of policies and reported amounts of assets and liabilities, revenue and expenses. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the reporting period and any future periods affected by those revisions.

(d) Changes in Accounting Estimates

There were no material changes in accounting estimates as defined by IPSAS 3.

(e) Revenue

Revenue is recognised in the accounting period in which it is earned. Revenue received but not yet earned at the end of the reporting period is recognised as a liability (unearned revenue). Trade and other receivables represent revenue earned but not yet received at year end.

The Ministry derives its revenue by providing services to Cabinet, to other government agencies and third parties. Revenue is recognised at fair value of services provided.

f) Expenses

Expenses are recognised in the accounting period in which they are incurred.

(g) Operating Leases

Operating lease payments are recognised as expenses on a straight-line basis over the lease term, representing the pattern of benefits to be derived from the leased property. Lease payments under an operating lease, net of lease incentives received, are recognised as expenses on a straight-line basis over the lease term. Lease incentives received are recognised evenly over the term of the lease as a reduction in rental expense.

(h) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, cash in transit and bank accounts with a maturity of no more than three months from the date of acquisition, which are readily convertible to known amounts of cash and are subject to insignificant risk of change in value. Although cash and cash equivalents at 31 December 2024 are subject to the expected credit loss requirements of IPSAS 41, no allowance has been recognised as the estimated allowance is negligible due to the high credit quality of the counterparty banks.

(i) Short-term Deposits

Short-term deposits represent term deposits with banks with original maturities of greater than three months but less than twelve months. Impairment of short-term deposits has been considered on a 12-month expected credit loss basis and reflects the short maturities of the exposures. Although short-term investments at 31 December 2024 are subject to the expected credit loss requirements of IPSAS 41, no allowance has been recognised as the estimated allowance is negligible due to the high credit quality of the counterparty banks.

(j) Prepayments

The portion of recognised expenditure paid in advance of receiving services has been recognised as a prepayment in these financial statements.

**MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

Note 1: Significant Accounting Policies (continued)

(k) Property, Plant and Equipment

Property, Plant and equipment are stated at historical cost upon initial recognition less accumulated depreciation and impairment losses. Where an asset is acquired for nil or nominal consideration, the asset is recognised initially at fair value, where fair value can be reliably determined, and as revenue in the Statement of Financial Performance in the year in which the asset is acquired.

Buildings are subsequently stated at their revalued amounts, being the fair value at the date of revaluation, less any subsequent accumulated depreciation and impairment loss. Revaluations are performed with sufficient regularity such that the carry amounts do not differ materially from those that would be determined using fair values at the end of each reporting year.

Revaluation increases arising on the revaluation of such assets are recognised in the Statement of Changes in Net Worth (equity), except to the extent that it reverses a revaluation decrease for the same class of asset previously in surplus or deficit in the Statement of Financial Performance, in which case the increase is credited to the surplus or deficit to the extent of the decrease previously expensed. A decrease in the carrying amount arising on the revaluation of such assets is recognised in surplus and deficit to the extent that it exceeds the balance held in the revaluation reserve relating to the previous revaluation of that class of asset.

In accordance with IPSAS 17, when an item of Property, Plant & Equipment is revalued any accumulated depreciation at the date of revaluation is eliminated against the gross carrying amount of the asset.

(k) Property, Plant and Equipment (continued)

Assets under construction or development are carried at cost, less any recognised impairment loss. Such assets are classified to the appropriate categories of property, plant and equipment when completed and ready for intended use. Depreciation of these assets (on the same basis as the asset category) commences when the assets are ready for their intended use.

Depreciation is expensed on a straight-line basis at rates calculated to allocate the cost or valuation of an item of property, plant and equipment (other than land); less any estimated residual value, over its estimated useful life. Leasehold improvements are depreciated either over the unexpired period of the lease or the estimated useful lives of the improvements, whichever is shorter.

<u>Asset Type</u>	<u>Estimated Useful life</u>
• Buildings and structures	5 – 60 years
• Building fit-out (when accounted for separately)	5 – 25 years
• Computer equipment	3 – 10 years
• Office equipment and furniture	3 – 25 years
• Motor vehicles	3 – 20 years
• Books, music, manuscripts and works of art	2 – 10 years
• Other equipment	5 – 20 years
• Library assets	5 – 10 years

**MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

Note 1: Significant Accounting Policies (continued)

(i) Disposals

Gains and losses on disposals of property, plant and equipment are determined by comparing the sale proceeds with the asset's carrying amount. Gains and losses on disposals during the financial year are included in the Statement of Financial Performance.

(ii) Intangible Assets

Intangible assets acquired separately are initially recognised at cost. The cost of intangible assets acquired in a non-exchange transaction is their fair value at the date of the exchange. Following initial recognition, intangible assets are carried at cost less any accumulated amortization and accumulated impairment losses. Internally generated intangible assets, excluding capitalized development costs, are not capitalized, and expenditure is reflected in surplus or deficit in the period in which the expenditure is incurred. The useful life of the intangible assets is assessed as either finite or indefinite.

An intangible asset with a finite life is amortized over its useful life:

Software 4 – 10 years

(ii) Intangible Assets (continued)

Intangible assets with a finite useful life are assessed for impairment whenever there is an indication that the asset may be impaired. Gains or losses arising from the derecognition of an intangible asset are measured as the difference between the net disposal proceeds and the carrying amount of the asset and are recognised in the surplus or deficit when the asset is derecognised.

An intangible asset with an indefinite useful life is not amortised. Each reporting period, its useful life is reviewed to determine whether events and circumstances continue to support an indefinite useful life assessment for that asset.

(I) Employee Benefits

Employee entitlements comprise salaries and wages, annual leave, long service leave, retiring leave and other similar benefits and are recognised in the Statement of Financial Performance when earned by employees. Employee entitlements to be settled within one year following the year-end are reported as current liabilities at the amount expected to be paid.

Pension contributions for employees of the Ministry are paid to the Public Service Pension Fund and administered by the Public Service Pension Board (the "Board"). Contributions of 12% - employer 6% and employee 6% are made to the fund by the Ministry.

Prior to 1 January 2000, the Board operated a defined benefit scheme. With effect from 1 January 2000, the Board continued to operate a defined benefit scheme for existing employees and a defined contribution scheme for all new employees. Obligations for contribution to defined contribution retirement plans are recognised in the Statement of Financial Performance as they are earned by employees. Obligations for defined benefit retirement plans are reported in the Consolidated Financial Statements for the Entire Public Sector of the Cayman Islands Government.

**MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

Note 1: Significant Accounting Policies (continued)

(m) Financial Instruments

Financial assets and liabilities are recognised in the Ministry's statement of financial position when the Ministry becomes a party to the contractual provisions of the instrument.

Initial Recognition

Financial assets and liabilities are initially measured at fair value. On initial recognition, transaction costs directly attributable to the acquisition or issue of financial liabilities are added to or deducted from the fair value of the financial assets or liabilities, as appropriate.

Subsequent Measurement and Classification

IPSAS 41 requires financial assets to be subsequently measured at fair value through surplus or deficit (FVTSD), amortised cost, or fair value through other comprehensive revenue and expense (FVTOCRE). Additionally, IPSAS 41 requires financial liabilities to be measured at amortised cost or FVTSD.

This classification is based on the simplified loss rate model.

Cash and cash equivalents, short-term deposits, trade receivables and payables are recorded at amortized cost using the effective interest rate method less impairment.

Derecognition

Financial assets are derecognized when the rights to receive cash flows have expired or have been transferred and the Ministry has transferred substantially all risks and rewards of ownership. A financial liability is derecognised when it is extinguished, that is when the obligation is discharged, cancelled, or expires.

(n) Contingent Liabilities and Assets (including guarantees)

Contingent liabilities and assets are reported at the point the contingency becomes evident. Contingent liabilities are disclosed when there is a possible obligation or present obligations that may, but probably will not, require an outflow of resources. Contingent assets are disclosed if it is probable that the benefits will be realised.

(o) Foreign Currency

Foreign currency transactions are recorded in Cayman Islands dollars using the exchange rate in effect at the date of the transaction. Foreign currency gains or losses resulting from the settlement of such transactions are recognised in the Statement of Financial Performance.

At the end of the reporting period, the following exchange rates are to be used to translate foreign currency balances:-

- Foreign currency monetary items are to be reported in Cayman Islands dollars using the closing rate;
- Non-monetary items which are carried in terms of historical cost denominated in a foreign currency are reported in Cayman Islands dollars using the exchange rate at the date of the transaction; and
- Non-monetary items that are carried at fair value denominated in a foreign currency are reported using the exchange rates that existed when the fair values were determined.

**MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

Note 1: Significant Accounting Policies (continued)

(p) Revenue from Non-Exchange Transactions

Service-in-Kind

The Ministry receives various services from other government entities for which payment is made by the Cayman Islands Government. These services include but are not limited to computer repairs and software maintenance by the Computer Services Department, human resources management by the Portfolio of the Civil Service, office space from the Ministry of Planning, Agriculture, Housing, Infrastructure, Transport & Development, fuel and vehicle maintenance by Department of Vehicle and Equipment Services, and supplies exemption of duties and charges by Customs and Border Control.

The Ministry has designated these non-exchange transactions as services in-kind as defined under IPSAS 23 – Revenue from non-exchange transactions. When fair values of such services can be reliably estimated, then the non-exchange transaction is recorded as an expense, and an equal amount is recorded in other income as a service in-kind. They were not recognized in the financial statements where they cannot be readily estimated. Where services in-kind offered are directly related to the construction or acquisition of a fixed asset, such service in-kind is recognised in the cost of the fixed asset.

Donations other than Service-in-Kind

The Ministry receives various funds from local and international entities. The Ministry has designated these non-exchange transactions as donations defined under IPSAS 23 – Revenue from Non-Exchange Transactions.

Non-Exchange Revenue is recognised in the accounting period where the resources are controlled and amounts can be reliably measured.

Asset acquired through the non-exchange transaction is initially measured at its fair value at the date of acquisition.

Revenue from non-exchange transactions is measured at the amount of the increase in net assets.

(q) Corresponding Figures

Corresponding figures are restated to ensure consistency with the current period unless it is impracticable to do so, as highlighted in Note 1(a).

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 2: Cash and Cash Equivalents

Cash and cash equivalents include cash in hand, deposits held on call with banks and other short-term highly liquid investments with original maturities of three months or less, which are subject to an insignificant risk of changes in value. Although cash and cash equivalents at 31 December 2023 are subject to the expected credit loss requirements of IPSAS 41, no allowance has been recognised as the estimated allowance is negligible due to the high credit quality of the counterparty banks.

The Foreign Currency Exchange rate used to convert USD at the year-end was \$0.83.

Actual Prior Year \$'000	Description	Foreign Currency \$'000	Actual Current Year \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Original vs Actual) \$'000
7	Cash in Transit - KYD		6	2	2	(4)
2,743	CI\$ Operational Account		11,100	42,530	42,530	31,430
161	US\$ Operational Account	584	485	484	484	(1)
(674)	Payroll Account		-	13,398	13,398	13,398
112,539	Treasury Internal Deposits (3 months or less)		118,228	111,156	111,156	(7,072)
114,776	Total Cash and Cash Equivalents		129,819	167,570	167,570	37,751

Note 3: Short-term Deposit

Short-term deposits represent term deposits with banks with original maturities of greater than three months but less than twelve months. Impairment of short-term deposits has been considered on a 12-month expected credit loss basis and reflects the short maturities of the exposures. Although short-term investments at 31 December 2024 are subject to the expected credit loss requirements of IPSAS 41, no allowance has been recognised as the estimated allowance is negligible due to the high credit quality of the counterparty banks. As of 31 December 2024, the amount held is \$33 million (2023 \$20 million).

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 4: Trade Receivables and Other Receivables

Trade receivables are amounts due from customers for items sold or services performed in the ordinary course of business. Trade receivables and other receivables comprise balances due from other Government entities, including Output Receivables and balances due from third parties.

The simplified approach to providing for expected credit losses, as prescribed by IPSAS 41, is applied to trade and other receivables. The simplified approach involves making a provision equal to lifetime expected credit losses.

Actual Prior Year	Trade Receivable	Actual Current Year	Original Budget	Final Budget	Variance (Original vs Actual)
\$'000		\$'000	\$'000	\$'000	\$'000
5,520	Sale of goods and services	5,611	5,307	5,307	(304)
28,025	Outputs to Cabinet	27,298	13,581	13,581	(13,717)
33,545	Total Trade Receivables	32,909	18,888	18,888	(14,021)
(5,126)	Less: allowance for expected credit losses	(5,173)	(4,677)	(4,677)	496
28,419	Net Trade Receivables	27,736	14,211	14,211	(13,525)

Actual Prior Year	Other Receivables	Actual Current Year	Original Budget	Final Budget	Variance (Original vs Actual)
\$'000		\$'000	\$'000	\$'000	\$'000
2	Dishonored cheques	2	3	3	1
566	Interest receivable	661	-	-	(661)
54	Other	95	40	40	(55)
622	Total Other Receivables	758	43	43	(715)
(13)	Less: allowance for expected credit losses	-	-	-	-
609	Net Other Receivables	758	43	43	(715)

In measuring ECLs for third-party receivables, the estimated loss allowance for individually significant or other specific trade and other receivable balances are determined on an individual basis. Thereafter, the remaining third-party trade receivables have been assessed on a collective basis as they possess shared credit risk characteristics. The expected credit Loss rate/s for third-party receivables are based on the Ministry's historical credit loss over the prior two years. The historical loss rates are then adjusted for current and forward-looking information on macroeconomic factors affecting the Ministry's customers. Given the short period of credit risk exposure, the impact of macroeconomic factors is not considered significant.

The Ministry performed an individual/specific ECL assessment on any related party debtors with qualitative or quantitate factors indicating doubts around collectability. Given the low risk of default on the remaining related party receivables held by the Ministry, the impact of the expected credit losses on these have been estimated to be negligible. These have a low risk of default due to the Cayman Islands Government's high credit rating, absence of historical losses on amounts due. The Ministry believes that the amounts outstanding on related party receivables are recoverable.

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 4: Trade Receivables and Other Receivables (continued)

The Ministry's policy is to recognise ECL of 100% for receivables over 180 days past due because historical experience has indicated that these receivables are generally not recoverable. Receivables are written off and or fully provided for when there is no reasonable expectation of recovery.

Actual		Trade	Other	Actual
Prior Year	Maturity Profile	Receivable	Receivable	Current Year
\$'000		\$'000	\$'000	\$'000
15,427	Current -1-30 days	27,511	669	28,180
13,342	Past due 31-60 days	253	6	259
43	Past due 61-90 days	-	2	2
5,355	Past due 90 days and above	5,145	81	5,226
34,167	Total Receivables	32,909	758	33,667

As at 31 December 2024, expected credit losses resulting from balances less than 90 days past due amounted to \$0. (2023: Nil). Additionally, expected credit losses resulting from full provisioning for balances over 90 days past due amount \$5,173k (2023: \$5,126k).

There have been no changes during the reporting in the estimation techniques or significant assumptions used in measuring the loss allowance.

The movement in the allowance for credit losses is as follows:

Actual		Actual Current
Prior Year	Description	Year
\$'000		\$'000
(4,774)	Balance at 1 January	(5,126)
(352)	Additional provisions made during the year	(647)
-	Receivables written off during the year	600
(5,126)	Balance at 31 December	(5,173)

Note 5: Prepayments

Prepayments consist mainly of major and minor construction contractual advances, ICT purchases for schools, and educational supplies.

Actual		Actual	Original	Final	Variance
Prior Year	Description	Current Year	Budget	Budget	(Original vs Actual)
\$'000		\$'000	\$'000	\$'000	\$'000
773	Accrued Prepayments	955	1,848	1,848	893
773	Total Prepayments	955	1,848	1,848	893

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 6: Property, Plant and Equipment

Cost

	Plant and Equipment \$'000	Buildings \$'000	Furniture & Fittings \$'000	Computer Hardware \$'000	Office Equipment \$'000	Other Assets \$'000	Infrastructure \$'000	Water Reticulation \$'000	Motor Vehicles \$'000	Assets Under Construction or Development \$'000	Total \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Original vs Actual)
Balance as at 1 January 2023	1,702	278,724	4,712	12,325	2,141	3,411	791	54	1,304	74,601	379,765	386,100	378,599	6,335
Additions	-	-	-	-	-	-	-	-	-	26,253	26,253	28,382	38,734	2,129
Transfers out	-	(2,149)	-	-	-	-	-	-	-	-	(2,149)	-	-	2,149
Transfer other	130	62,328	100	4,266	330	1	-	-	81	(67,249)	(13)	-	-	13
Adjustment	-	-	-	-	-	-	-	-	-	(265)	(265)	-	-	265
Balance as at 31 December 2023	1,832	338,903	4,812	16,591	2,471	3,412	791	54	1,385	33,340	403,591	414,482	417,333	10,891
Balance as at 1 January 2024	1,832	338,903	4,812	16,591	2,471	3,412	791	54	1,385	33,340	403,591	414,482	417,333	10,891
Additions	-	-	-	-	-	-	-	-	-	25,570	25,570	31,870	26,236	6,300
Transfer in	-	-	-	-	-	-	-	-	-	666	666	-	-	(666)
Transfer other	89	3,300	1,500	1,594	225	56	42	-	31	(6,837)	-	-	-	-
Retirement	(51)	(8,402)	(311)	-	(108)	(58)	(1)	(4)	(80)	-	(9,015)	-	-	9,015
Write-off	-	-	-	-	-	-	-	-	-	(47)	(47)	-	-	47
Adjustment	-	-	-	-	-	-	-	-	-	(83)	(83)	(6,320)	(9,171)	(6,237)
Balance as at 31 December 2024	1,870	333,801	6,001	18,185	2,588	3,410	832	50	1,336	52,609	420,682	440,032	434,398	19,350

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 6: Property, Plant and Equipment (continued)

Accumulated Depreciation and Impairment

	Plant and Equipment	Buildings	Furniture & Fittings	Computer Hardware	Office Equipment	Other Assets	Infrastructure	Water Reticulation	Motor Vehicles	Assets Under Construction or Development	Total	Original Budget	Final Budget	Variance (Original vs Actual)
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Balance as at 1 January 2023	1,460	28,691	4,578	9,190	2,005	3,397	705	24	584	-	50,634	84,426	87,148	33,792
Depreciation Expense	68	14,008	22	1,954	84	4	2	3	114	-	16,259	13,360	14,894	(2,899)
Transfers out	-	(284)	-	-	-	-	-	-	-	-	(284)	-	-	284
Balance as at 31 December 2023	1,528	42,415	4,600	11,144	2,089	3,401	707	27	698	-	66,609	97,786	102,042	31,177
Balance as at 1 January 2024	1,528	42,415	4,600	11,144	2,089	3,401	707	27	698	-	66,609	97,786	102,042	31,177
Depreciation Expense	61	14,604	160	2,728	123	11	6	3	129	-	17,825	15,709	18,317	(2,116)
Retirement	(48)	(4,837)	(311)	-	(100)	(58)	(1)	(3)	(80)	-	(5,438)	-	-	5,438
Adjustment	-	35	-	-	-	-	-	-	-	-	35	(31,735)	(38,599)	(31,770)
Balance as at 31 December 2024	1,541	52,217	4,449	13,872	2,112	3,354	712	27	747	-	79,031	81,760	81,760	2,729

Net Book Value

Balance as at 31 December 2023	304	296,488	212	5,447	382	11	84	27	687	33,340	336,982	316,696	315,291	(20,286)
Balance as at 31 December 2024	329	281,584	1,552	4,313	476	56	120	23	589	52,609	341,651	358,272	352,638	16,621

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 6: Property, Plant and Equipment (continued)

Additions to property, plant and equipment during the year materially comprised the acquisition of school-related ICT servers and wireless equipment and cost relating to the following major assets under construction such as;

- The New John Gray High School (now completed)
- The remediation of the George Hicks Campus
- The new Theoline McCoy Primary School Hall
- The New Cayman Brac High School, and
- The reception block at the Red Bay Primary School

These additions were funded by Equity Investment from Cabinet \$26.2 million (2023: \$26.3 million).

The cost of property, plant and equipment fully depreciated but are still in use are:

Actual Prior year \$'000		Actual Current Year \$'000	
8,074	Computer hardware	9,897	
4,473	Furniture and fittings	4,483	
4,293	Buildings	94	
3,369	Other assets	3,373	
2,471	Office equipment	1,972	
1,285	Other plant and equipment	1,308	
686	Infrastructure	686	
302	Vehicles	302	
24,953	Total	22,115	

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 6b: Intangible Assets

Cost or Valuation in CI\$'000

	Computer Software	Original Budget	Final Budget	Variance (Original vs Actual)
	\$'000	\$'000	\$'000	\$'000
Balance as at 1 January 2023	718	1,487	1,470	769
Additions	13	740	740	727
Balance as at 31 December 2023	731	2,227	2,210	1,496
Balance as at 1 January 2024	731	2,227	2,210	1,496
Adjustment	-	(1,501)	(1,484)	(1,501)
Balance as at 31 December 2024	731	726	726	(5)

Accumulated Amortization and Impairment Losses

	Computer Software	Original Budget	Final Budget	Variance (Original vs Actual)
	\$'000	\$'000	\$'000	\$'000
Balance as at 1 January 2023	639	640	623	1
Amortization expense	33	110	110	77
Adjustment	2	-	-	(2)
Balance as at 31 December 2023	674	750	733	76
Balance as at 1 January 2024	674	750	733	76
Amortization expense	26	35	35	9
Adjustment	-	(72)	(55)	(72)
Balance as at 31 December 2024	700	713	713	13
Net Book Value 31 December 2023	57	1,477	1,477	1,420
Net Book Value 31 December 2024	31	13	13	(18)

The cost of Intangible assets that are fully depreciated but are still in use in 2024 was \$641 thousand (2023: \$592 thousand).

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 7: Trade Payables, Other Payables and Accruals

Actual Prior year \$'000	Description	Actual Current Year \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Original vs Actual) \$'000
549	Creditor	580	1,310	1,310	730
549	Trade Payables	580	1,310	1,310	730
6,388	Accruals	13,495	8,504	8,504	(4,991)
1	Payroll deductions	-	1	1	1
709	Other payables	983	405	405	(578)
7,098	Other Payables and Accruals	14,478	8,910	8,910	(5,568)
7,647	Total Trade Payables, Other Payables, and Accruals	15,058	10,220	10,220	(4,838)

Other payables include Donations of \$855 thousand (2023: \$564 thousand). A significant portion of the donations relates to grants of \$639 thousand (2023: \$459 thousand) awarded to all public schools as per Transfer Payment 93 (TP 93 - Public School Grants and COVID-19 Recovery Programme). These grants are disbursed to public schools to fund school improvement projects to impact students positively.

Maturity Profile of Trade Payables, Other Payables, and Accruals

Actual Prior year \$'000	Maturity Profile	Actual Current Year \$'000
4,252	Current 1 – 30 days	11,888
193	Past due 31 – 60 days	587
1,562	Past due 61 – 90 days	393
1,640	Past due 90 days and above	2,190
7,647	Total Trade Payable, Other Payables, and Accruals	15,058

Trade and other payables are non-interest bearing and are normally settled on 30-day terms.

Note 8: Unearned Revenue

The Ministry had no unearned revenue at 31 December 2024.

Note 9: Employee Entitlements

The annual leave entitlements are calculated based on the current salary paid to those employees who are eligible for this benefit.

Actual Prior year \$'000	Description	Actual Current Year \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Original vs Actual) \$'000
219	Annual leave	381	259	259	(122)
891	Accrued salaries	67	-	-	(67)
1,210	Pension	647	581	581	(66)
-	Comp time	36	20	20	(16)
2,320	Total Employee Entitlements	1,131	860	860	(271)

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 10: Sale of Goods and Services

Actual Prior year \$'000	Description	Actual Current Year \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Original vs Actual) \$'000
125,647	Outputs to Cabinet ¹	137,170	138,610	137,671	1,440
783	Fees and charges ²	866	387	866	(479)
105	Rentals	139	148	139	9
8	Other	21	-	21	(21)
126,543	Total Sale of Goods and Services	138,196	139,145	138,697	949

¹ Outputs to Cabinet comprise goods delivered to and services performed on behalf of the Cayman Islands Government. These are detailed in the Annual Budget Statements for the financial year ended 31 December 2024 and are covered by the Appropriation Act.

² Fees and charges and Other Goods and Services included administrative fees and user charges levied on the public for the delivery of government services. Certain respective rates and fee structures are gazetted and governed by the relevant revenue acts and regulations.

No revenue concessions were granted for the year ended 31 December 2024.

Actual Prior year \$'000	Description	Actual Current Year \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Original vs Actual) \$'000
	Sales of Outputs to Cabinet				
125,647	Outputs to Cabinet	137,170	138,610	137,671	1,440
125,647	Total Outputs to Cabinet	137,170	138,610	137,671	1,440
	Fees and charges				
45	Examination Fees	42	29	42	(13)
23	Public Library Fees	18	25	18	7
710	School Fees	800	330	800	(470)
5	Transcript Fees	6	3	6	(3)
783	Total Fees and charges	866	387	866	479
	Rentals				
86	Rental - School Canteens	127	144	127	17
19	Rentals - Other Properties	12	4	12	(8)
105	Total Rentals	139	148	139	9
	Other Goods and Services Revenue				
8	Miscellaneous Receipts	21	-	21	(21)
8	Total Other Goods and Services Revenue	21	-	21	(21)
126,543	Total Goods and Services	138,196	139,145	138,697	949

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 11: Investments Revenue

Investment revenue received from Cayman Island Government Treasury term deposits for the year was \$6.807 million, (2023; \$4.776 million).

Note 12: Donations

Actual Prior Year \$'000	Donor - Donation Purpose- Supplier	Actual Current Year \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Original vs Actual) \$'000
5	Spelling Bee- NCFA	-	-	-	-
5	Young Musician of the Year	-	-	-	-
-	Care Packages for Needy Families	2	-	2	(2)
10	Total Donations	2	-	2	(2)

Note 13: Personnel Costs

Actual Prior Year \$'000	Description	Actual Current Year \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Original vs Actual) \$'000
64,694	Salaries, wages and allowances	69,846	70,196	69,846	350
16,457	Health care	17,659	19,892	17,659	2,233
3,436	Pension	3,693	3,908	3,693	215
112	Movement in annual leave	199	3	199	(196)
948	Severance pay	-	-	-	-
237	Other personnel-related costs	241	428	241	187
85,884	Total Personnel Cost	91,638	94,427	91,638	2,789

Note 14: Supplies and Consumables

Actual Prior Year \$'000	Description	Actual Current Year \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Original vs Actual) \$'000
1,344	Supplies and materials	1,213	1,468	1,213	255
19,092	Purchase of services	21,743	18,591	21,743	(3,152)
109	Lease and rent of property and sites	151	154	151	3
6,476	Utilities	6,315	6,824	6,315	509
235	Travel and subsistence	272	315	272	43
145	Interdepartmental expenses	143	136	143	(7)
196	Recruitment and training	211	359	211	148
352	Provision for credit losses	-	-	-	-
1,190	Other	1,905	2,127	1,905	222
29,139	Total Supplies and Consumables	31,953	29,974	31,953	(1,979)

Note 15: Litigation Costs

The Attorney General's Office provides legal services to the Ministry. No legal fees were incurred in 2024 (2023: Nil).

**MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

Note 16: (Gains)/Losses

Actual Prior Year	Description	Actual Current Year	Original Budget	Final Budget	Variance (Original vs Actual)
\$'000		\$'000	\$'000	\$'000	\$'000
14	Losses on Foreign Exchange Transactions	6	-	6	(6)
-	Loss on derecognition of financial assets/liabilities	3,557	-	3,557	(3,557)
14	Total Losses	3,563	-	3,563	(3,563)

Note 17: Prior Period Adjustment

Adjustments for over/under accrual of expenses for earlier periods were made in this fiscal year.

Entries relating to the prior period of \$101 thousand (2023: \$297 thousand) were considered insignificant to require the restatement of the balances relating to the previous fiscal year/s.

Note 18: Reconciliation of Net Cash Flows from Operating Activities to Surplus/(Deficit)

Actual Prior Year		Actual Current Year	Original Budget	Final Budget	Variance (Budget vs Actual)
\$'000		\$'000	\$'000	\$'000	\$'000
-	Surplus for the year	-	-	-	-
	Non-cash movements				
-	Prior period adjustments	(100)	-	-	100
16,292	Depreciation and amortization	17,851	15,744	18,352	(2,107)
-	Loss on disposal of property, plant & equipment	3,557	-	-	(3,557)
(352)	Movement in provision for credit loss	-	-	-	-
	Changes in current assets and liabilities:				
369	Decrease (increase) in receivables	(149)	-	-	149
(1,293)	Decrease (increase) in receivables - Other Government agencies	4,998	-	-	(4,998)
886	Decrease (increase) in other current assets	(182)	-	-	182
-	(Decrease) increase in payables - Other Government agencies	31	-	-	31
(9,751)	(Decrease) increase in other payables	7,380	-	-	(7,380)
1,611	(Decrease) increase in provisions relating to employee costs	(1,189)	-	-	1,189
7,762	Net Cash Flows Generated from Operating Activities	32,197	15,744	18,352	(16,453)

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 19: Contingent Liabilities and Assets

In relation to legal matters, estimates are developed by the Office of the Attorney General, which is charged under the Constitution with handling the defence in these matters, using the current facts and known circumstances. The factors considered in developing the legal provisions include the merits and jurisdiction of the litigation, the nature and number of other similar current and past litigation cases, the nature of the subject matter of the litigation, the likelihood of settlement and the current state of settlement discussions, if any.

The Ministry is routinely engaged in litigation arising in the ordinary course of its business. It does not believe that any such litigation will, individually or in aggregate, have a material adverse financial effect on the Ministry. The Government's policy is to assert its position in such cases rigorously. Should the government be unsuccessful in these matters, it does not expect the outcome to affect the results of operations or financial position materially.

Note 20: Commitments

Prior year Actual	Type	One year or less \$'000	One to five Years \$'000	Over five Years \$'000	Total \$'000	Original Budget \$'000	Final Budget \$'000	Variance (Original vs. Actual) \$'000
Capital Commitments								
12,823	Property, plant and equipment	43,201	792	-	43,993	34,000	40,411	(9,993)
12,823	Total Capital Commitments	43,201	792	-	43,993	34,000	40,411	(9,993)
Operating Commitments								
6,319	Non-cancellable contracts for the supply of goods and services	2,022	589	-	2,611	-	-	(2,611)
341	Non-cancellable leases	115	123	-	237	-	-	(237)
6,660	Total Operating Commitments	2,137	712	-	2,848	-	-	(2,848)
19,483	Total Commitments	45,338	1,504	-	46,841	34,000	40,411	(12,841)

**MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

Capital Commitments

At the end of the 2024 fiscal year, the Ministry was engaged in several projects (see Note 6) and other minor capital works contracts/assets purchase commitments.

Project	One year or less	One to five Years	Total
New John Gray High School	4,855	-	4,855
New Cayman Brac High School	38,242	-	38,242
Theoline McCoy Primary School	55	-	55
Light House School	-	792	792
Computer equipments	49	-	49
Total Capital Commitments	43,201	792	43,993

Operating Commitments

The main component of the Ministry's operating commitment relates to contractual arrangements for major educational support services such as transportation, janitorial services, and security.

The Ministry currently has short-term leases for the premises occupied for warehousing documents and technology-related equipment for school use. Most leases are up for renewal within 1-5 years. The above amounts are commitments based on the current rental rates and the remaining lease period.

Note 21: Explanation of Major Variances against Budget

Explanations for major variances in the Ministry performance against the original budget are as follows:

Statement of financial position

- i. *Cash and cash equivalents*
The Ministry year-end balance was \$37.7 million under budget due to the timing of payments due to the Ministry for outputs sold.
- ii. *Short – term deposits*
The Treasury deposit was \$33 million over the original budget due mainly to a change in the placement term of deposits to greater than three months.
- iii. *Trade and other receivables*
The actual year-end debtors' and other receivables' net balance was \$14.7 million over the original budget. This was primarily due to the timing of payments to the Ministry for outputs sold.
- iv. *Property, plant and equipment*
Fixed assets were \$16.7 million under budget, due to the timing difference in the development of the projects and retirements.
- v. *Accruals and other liabilities*
Accruals and other liabilities were \$5.5 million over budget. This is primarily due to unbilled works under the multiple ongoing construction projects at the year's end.

**MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2024**

Statement of financial performance

i. Sale of goods

Revenue from the Cabinet was \$949 thousand under budget. This was mainly due to higher interest revenue from fixed-term deposits.

ii. Investment revenue

The investment Revenue was \$5.8 million over budget due to the prime interest rate increase. Investments held during 2024 generated an average return of 5% versus the budgeted return of 0.10%.

As of 31 December 2024, investments valued at \$151.25 million (i.e., fixed deposits held with Treasury for a period up to six months) were held (2023: \$132.5 million).

iii. Personnel costs

Personnel costs were \$2.7 million under the original budget. While honorarium payments of \$2.1 million were made, planned recruitment has not been completed. Additionally, health insurance and salaries for vacant posts were budgeted at the maximum rate. All vacancies were budgeted to be filled from 1 January 2024; however, actual appointments occurred at various times during the year.

iv. Supplies and consumables

Supplies and consumables expenses were \$1.98 million over the original budget. The increases resulted from higher utility and school maintenance costs resulting from the full year utilization of the New John Gray High School, increased costs related to higher student enrolments, and higher maintenance costs due to the aging state of most of the school buildings.

v. Depreciation

Depreciation and amortization expenses were \$2.1 million over budget due to the revaluation of buildings in 2021, which resulted in a higher depreciation expense and the capitalization of the New John Gray High School.

Note 22: Related Party and Key Management Personnel Disclosures

Related party disclosure

The Ministry is a wholly owned entity of the government from which it derives a major source of its revenue. The Ministry and its key management personnel transact with other government entities on a regular basis. These transactions were free of cost during the financial year ended 31 December 2024, were consistent with normal operating relationships between entities, and were undertaken on standard terms and conditions for such transactions.

Key management personnel

Key management personnel salaries and other short-term employment benefits paid by this Ministry are summarised below.

During the year, the Ministry had no transactions that were considered a related party to key management personnel other than the salaries and other short-term employment benefits below.

Actual Prior year \$'000	Description	Actual Current Year \$'000	Number of Persons
976	Salaries & other short-term employee benefits	1,021	7
976	Remuneration	1,021	

**MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2024**

Note 23: Financial Instrument Risks

The Ministry is party to financial instrument arrangements as part of its everyday operations. These financial instruments include cash and cash equivalents, short - term deposits, trade receivables, other receivables, trade and other payables. The fair value of financial instruments is equivalent to the carrying amount disclosed in the Statement of Financial Position.

Credit risk

Credit risk is the risk that the counter party to a transaction with the Ministry will fail to discharge its obligations, causing the Ministry to incur a financial loss. Financial assets that potentially subject the Ministry to credit risk consist of cash and cash equivalents, short-term investments, trade receivables and other receivables.

The average credit period on sales is 30 days. The Ministry manage its credit risk by transacting only with credit worthy counterparties. Generally, the Ministry does not require collateral.

Ongoing credit risk is managed through review of ageing analysis, together with credit limits per customer. Maximum exposures to credit risk as at year end are the carrying value of financial assets in the statement of financial position.

Expected credit losses (ECL)

ECLs are calculated on a lifetime basis for Trade Receivables. Please see trade receivables note for more information on credit risk disclosures for ECL on Trade Receivables.

Concentration of credit risk

The Ministry does not have any significant risk exposure. The credit risk on cash and cash equivalents and short-term investments is limited. The Ministry's main bank is Royal Bank of the Caribbean (RBC) which has a S&P Global Ratings of AA-.

Currency and interest rate risk

The Ministry has no significant exposure to currency exchange loss risk and interest rate risk.

Liquidity risk

In meeting its liquidity requirements, the Ministry closely monitors its forecast cash requirements with expected cash drawdowns from the Cabinet and receipts from third parties. The Ministry maintains a target level of available cash to meet liquidity requirements.

All of the Ministry's financial liabilities (creditors and payables) will be settled in less than six months from the date of these financial statements.

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 24: Segment Reporting

The Ministry uses segment reporting to identify allocated resources to the operating segments and assess their performance. The reportable segments are identified, and the disclosures selected align with the internal financial reporting system and are based on the Cayman Islands Government's accounting policies.

The Ministry segment report is prepared based on three major areas: Core Ministry Administration, Department of Education Services and the Cayman Islands Public Library Services. Key activities not undertaken under any other segment are reported under the Core Ministry and include the Ministry's general oversight and policy direction. The Department of Education Services is responsible for developing and implementing operational-level policies and the effective management of the day-to-day operations of government schools. The Cayman Islands Public Library Services carries out the mandate of enhancing and promoting literacy in the wider community and serves all ages.

	Core Ministry Administration		Department of Education Services		Cayman Islands Public Library Services		Consolidated	
	2024 \$'000	2023 \$'000	2024 \$'000	2023 \$'000	2024 \$'000	2023 \$'000	2024 \$'000	2023 \$'000
Revenue								
Outputs from Cabinet	7,154	6,537	127,953	117,257	2,062	1,852	137,169	125,646
Other revenue	1,187	272	6,561	5,178	88	233	7,836	5,683
Total Revenue	8,341	6,809	134,514	122,435	2,150	2,085	145,005	131,329
Expenses								
Salaries and wages	7,127	5,853	83,361	78,904	1,150	1,125	91,638	85,882
Other expenses	1,214	956	51,153	43,531	1,000	960	53,367	45,447
Total Expenses	8,341	6,809	134,514	122,435	2,150	2,085	145,005	131,329
Surplus/ (Deficit) from Operating Activities	-	-	-	-	-	-	-	-
Assets								
Current Assets	190,068	162,228	2,204	2,302	19	47	192,291	164,577
Fixed Assets	84,924	70,737	252,295	261,462	4,463	4,840	341,682	337,039
Total Assets	274,992	232,965	254,499	263,764	4,482	4,887	533,973	501,616
Liabilities								
Current Liabilities	2,477	3,205	13,685	6,558	27	204	16,189	9,967
Total Liabilities	2,477	3,205	13,685	6,558	27	204	16,189	9,967
Capital	272,515	229,760	240,814	257,206	4,455	4,683	517,784	491,649

MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 25: Multi-year Budgets

The government operates a two-year budget appropriation cycle. Under Section 9(5) of the Public Management and Finance Act (2020 Revision), unused budget in the first year can be moved forward and used in the execution of the deliverables in the second year, in addition to the approved budget of the second year. The transferred budget is added to the budget allocation of the second year to form the new original budget for that year.

Similarly, Section 9(5) of the Public Management and Finance Act (2020 Revision) also allows funds to be brought forward from the second year to supplement the first year's budget. The transferred budget is added to the budget allocation of the first year to form the new original budget for that year.

At the end of the 2024 fiscal year, a net shortfall of \$5.491 million in the operating expense budget was carried forward to 2025, reducing the allocated budget for that year.

Additionally, at the end of 2024, an unused capital expenditure budget of \$12.634 million was carried forward utilizing Section 9(5) of the Public Management and Finance Act (2020 Revision) to ensure the completion of projects by the Ministry. During the 2023 fiscal year, supplementary appropriations of \$7 million were approved under Section 11(5) of the Public Management and Finance Act (2020 Revision) to support the Ministry's strategic goals. The final capital budget for 2024 was therefore adjusted to \$26.2 million.

Note 26: Changes to the Budget

The final budget is adjusted for amounts approved under Section 9(5) and Section 11(5) of the Public Management and Finance Act (2020 Revision).

Description	Operating Expenditure \$'000	Capital Expenditure \$'000
2024 original Budget	140,145	31,870
Section 11(5)	(130)	7,000
Section 9 (5)	5,491	(12,634)
Final Budget	145,506	26,236

**MINISTRY OF EDUCATION
NOTES TO THE FINANCIAL STATEMENT
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Note 27: Going Concern

The Ministry is a public entity 100% owned by the Cayman Islands Government. The organization derives approximately 97% of its annual income from providing output services to the Government. The Government remains in a solid financial position and has not indicated that it will have difficulty funding the Ministry of Education for ongoing operations.

The Ministry closed the 2024 fiscal year with significant unrestricted cash, cash equivalents and receivables to operate the organization for up to 12 months.

Given these circumstances, no event indicates the Ministry would be unable to meet its obligations as they become due. As such, the Ministry will continue to operate on a going-concern basis for the foreseeable future.

In making this assessment, management considered all available information concerning the next twelve months from the balance sheet date to when these financial statements were issued.

Note 28: Events Occurring after the Reporting Date

The Ministry has evaluated and determined that there were no reportable subsequent events to be disclosed.



