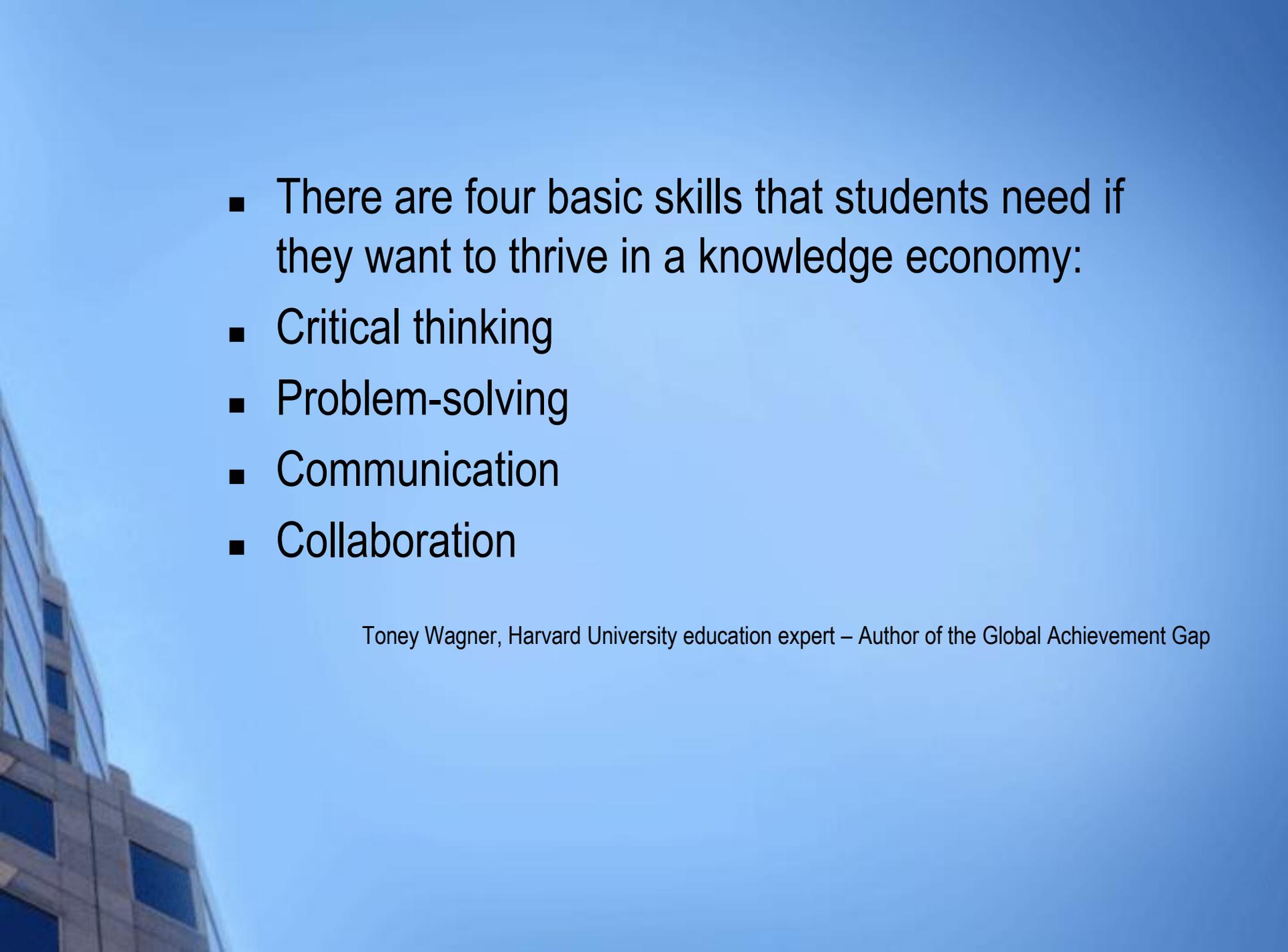


Positioning Anguilla's Financial Services Sector for an Economic Upturn – A contribution from Education

Ideas for Today and Tomorrow

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- There are four basic skills that students need if they want to thrive in a knowledge economy:
 - Critical thinking
 - Problem-solving
 - Communication
 - Collaboration

Toney Wagner, Harvard University education expert – Author of the Global Achievement Gap

Tertiary Education Survey Report 2004 - Anguilla

- If a tertiary college were to be established in Anguilla there would be a great deal of interest in taking course there and the most popular courses would be Business and Finance or Hospitality trades. Not all students said that they would prefer to further their studies in Anguilla.
- One third of school leavers said that they would prefer to study overseas and the main reason was that they would have greater exposure to a wider experience .”

Source: Tertiary Education Survey Report 2004, pg 5).

Academic Achievement and Desired Occupation

The aspirations of students in their career goals were not always related to their academic achievements. One third of students said that they wanted to go into professional occupations. However, 19% of students not planning to take CAPE said that they would like to go into a professional occupation.

The second most popular occupation listed was Hospitality occupations, which include waitressing, and barman which do not usually require CAPE. 15% of all students said they would like to work in these occupations, 13% of those taking 1 or 2 CAPE subjects identified this as their preferred area of work and 4% of those taking 3 or more CAPE subjects identified this occupation. 12% those taking 1 or 2 CAPE subjects identified being a chef as their preferred area of work.

Among those without CAPE subjects, the order of popularity of occupations was Hospitality (21%), Professional (19%), Secretary (11%), Cook or chef (7%), Clerk (6%), Technician (5%), Building Trades (5%), Mechanic (4%), Health (3%), and Security (3%). Source: Tertiary Education Survey Report, 2004, pg 6).

Percentage of Students by Occupation Desired and Number of CAPE Subjects Taken or Planned.

Table 1

Occupation	No. of CAPE Subjects			Total
	0	1 & 2	3 or more	
Professional (medicine, law, engineering)	19%	29%	69%	33%
Hospitality (waitress, barman)	21%	13%	4%	15%
Secretary	11%	12%	0%	8%
Cook or chef	7%	12%	2%	7%
Teacher	2%	8%	9%	5%
Technician (computers, electronics)	5%	4%	6%	5%
Clerk for government or business	6%	6%	2%	5%
Building trades (plumber, mason, carpenter)	5%	2%	0%	3%
Health services (nurse, x-ray technician)	3%	4%	2%	3%
Security (police, immigration)	3%	2%	0%	2%
Mechanic	4%	0%	0%	2%
Bookkeeper	2%	0%	4%	2%
Other	8%	4%	2%	7%
Don't know	4%	4%	0%	3%
Total	100%	100%	100%	100%

Prospective Courses to be Offered & Career Aspirations

Students were asked if they would take a selection of courses related to certain occupations if they were offered in Anguilla. These courses were:

- Building trades e.g. drafting, masonry, carpentry
- Business & finance e.g. bookkeeping, computing, law
- Engineering e.g. mechanical, civil
- Fishing & Marine e.g. boat maintenance, navigation, ecology
- Hospitality trade e.g. bartending, waitressing, cooking
- Information technology

Business and finance was the most popular course identified from the list offered. It was identified by 40% of the students. Nearly half of the students who said they did not know what occupation they would like to do identified this course to be of interest to them.

Source: Tertiary Education Survey Report 2004 Pg 8

Percentage Distribution of General Subjects Taken

Table 2

General Subjects	0	1	2 or more	Total
Math	23.8	76.2		100.0
Social Sciences	25.6	65.6	8.8	100.0
English	27.3	72.7		100.0
Sciences	35.7	49.3	15.0	100.0
Trades	40.1	52.4	7.5	100.0
Business	44.9	33.5	21.6	100.0
Languages	61.2	33.5	5.3	100.0
IT	70.5	29.5		100.0

While business courses were the most popular at the tertiary level, they are less popular at the secondary level with only just over half of students choosing to take a business subject as a CXC general subject. Languages and Information Technology are the least popular subjects with only 39% of students taking Spanish or French and 30% choosing to take IT.

**Percentage of Students of Selected Occupations by General CXC Subjects
Chosen**

Table 3

Occupation	Business	Sciences	Social Science	Trades
Professional (medicine, law, engineering)	55%	63%	77%	72%
Hospitality (waitress, barman)	57%	69%	77%	31%
Secretary	58%	63%	74%	53%
Cook or chef	50%	63%	75%	63%
Teacher	58%	75%	75%	92%
Technician (computers, electronics)	82%	73%	91%	64%
Clerk for government or business	55%	64%	82%	55%
Health services (nurse, x-ray technician)	57%	86%	71%	71%
Building trades (plumber, mason, carpenter)	57%	86%	86%	29%

Only 29% of students who said that they would like to enter into building trades occupations are taking Trades subjects at CXC.

Percentage Distribution of School Leavers by Present Study Status by Wanting to Study Further in Anguilla

Table 4

Opportunity to study in Anguilla	Full-time studies	Part-time studies	Not studying	Total
Yes, would study in Anguilla	57%	77%	64%	65%
No, still would not study in Anguilla	43%	23%	36%	35%
Total	100%	100%	100%	100%

The Good News

If there was a national institution in Anguilla that offered an opportunity for higher education, 78% of the population said that they would attend. The majority of these persons would prefer to study part-time, during evening sessions. “

Source: Adult Population Tertiary Education Needs Survey 2005 – Pg 4

Current Educational Status

In Anguilla Census data shows there are fewer males than females who have completed Secondary and Tertiary Education.

Highest Level of Education completed

Education Level	Sex		Total
	Male	Female	
Primary	15%	13%	27%
Secondary	20%	26%	46%
Tertiary	12%	15%	27%
Total	47%	53%	100%

Source: Adult Population Tertiary Education Needs Survey 2005 - Pg 8

Highest Level of Education completed by population, Census 2001 - Anguilla

Census			
Education Level	Sex		Total
	Male	Female	
Completed Primary	24%	21%	45%
Completed Secondary	15%	18%	33%
Completed Tertiary	7%	8%	15%
Other	1%	1%	3%
Did not complete primary or never started school	2%	2%	4%
Total	49%	51%	100%

Males tend to complete only primary education, while females completed both secondary and tertiary education.

The Bad News

Reason for not wanting to study	
Lack of Financial Resources	3%
Never thought about it	6%
Have sufficient work experience	15%
Family commitments	8%
Do not want to leave Anguilla	1%
Not interested	47%
Other	21%
Total	100%

Sadly data shows that **47%** of respondents stated they were not interested in studying. However, the introduction of the Anguilla Community College that has a division focusing on Continuing and Adult Education as well as technical and vocational skill, will hopefully lead to some change in attitude

Comparative: The case of Barbados

- 98% of high school students graduate
- 53% go to college
- Has the second highest literacy rate in the world with 99.7% of its population literate – it falls 1/10th of a point behind the three nations tying for first place in the world – Cuba, Estonia and Poland (the united states is ranked 17th)

Source: UNDP Human Development Report

Key factors in Barbados

- High expectations for all students
- Strict discipline
- Substantial educational spending
- A culture that embraces education as a form of nationalism

All these factors place Barbados first among developing nations on the UN Human Development Index an indicator of not just a nations wealth, but its quality of life.

The US has the second highest GDP per capita in the world, but ranks 12th on the Human Development Index. Barbados in contrast ranks 39th in GDP per capita , but 31st among all nations on the quality of life index.

Source: UNDP Human Development Report

GLOBAL CHALLENGES REQUIRING CHANGES WORKFORCE CHARACTERISTICS

- “Global economic crisis”
- Loss of jobs through technology
- Reengineering in skills trades
- Reduction in skills trades
- Regional fragmentation- no common currency in the region, tariff barriers and lack of consensus on labour market recruitment as evidenced by the recruitment of Chinese and Indian labourers to work in Anguilla hospitality industry than they would Jamaicans or other Caribbean persons who speak a common language.
- Global market forces requiring more immediate innovation and adaptation

MOVING FORWARD

The Anguillian people must be politically persuaded by their leaders that tertiary education is essential to the economic , social and political development ; and that having your own land is no longer a sufficient justification for not pursuing higher education. Land is only one of the necessary ingredients for economic development and nation building.

The Role For Education - Anguilla Community College

Vision

“A leading institution in the region which promotes quality teaching and passionate learning in an ever changing global environment”

Mission

“To respond to the needs of the community through the delivery of an array of high quality programmes and services in an environment which promotes innovation, open access and lifelong learning; and to empower students through the acquisition of skills, knowledge and values to contribute meaningfully to the development of Anguilla, the region and world.”

New Jobs & Titles

Some Job titles which have influenced the introduction of new skills, attitudes, attributes and knowledge for practitioners and professionals on the workplace.

Project Coordinator
Power Technician
Project Management Supervisor
Supervisor –Scaffolding
Helicopter Operator
Scheduler
Data Entry Technician
Project Warrant Officer
Project Assistant
Financial Analyst
Project Operations Officer
Roof-man
Assessor

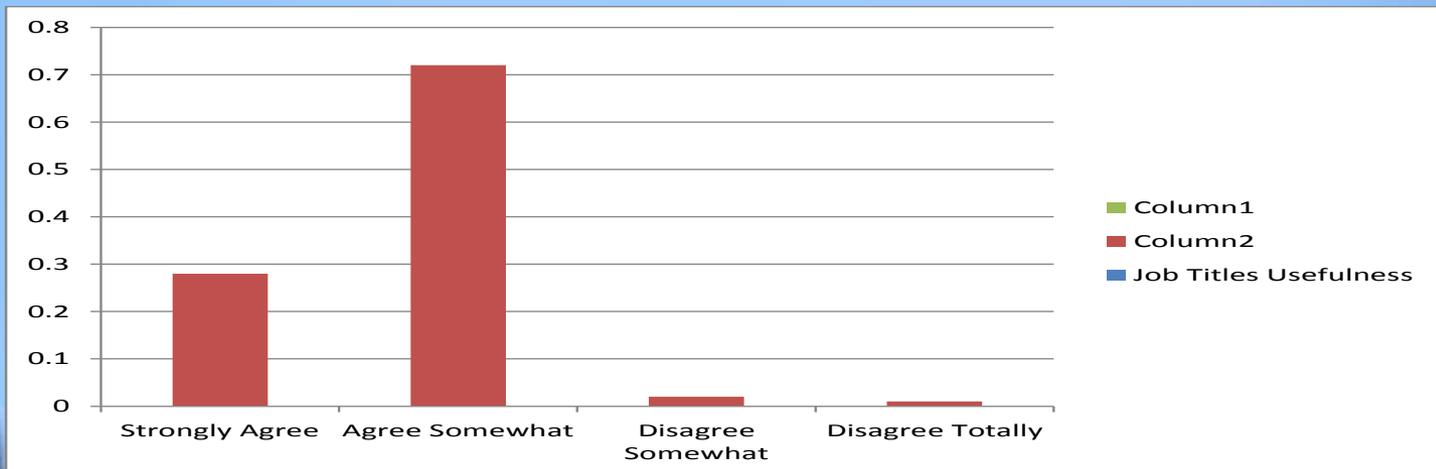
Maintenance Engineer
Survey Technician
Process Supervisor
Medical Technician
Technical Inspector
Quality Assurance Officer
Laboratory Technician
Management Assistant
Program Manager
Specialist Coordinator
Manager, Corporate Service
Health & Safety Officer
Customer Care Manager

Lagging Response To Changing Job Skills Environment

The survey went on to reveal that ...'some job titles have outlived their usefulness due to environmental, health, security, safety, and other workplace or industrial dynamics. The respondents demonstrated varying degrees of agreement with this aspect of the research.

Hereunder are the findings:

- *28% strongly agreed with this concept*
- *72 percent agreed somewhat*
- *2% disagreed somewhat*
- *1% disagreed totally*



Source: ACTI 2010 Conference – N.A.T. P.E.T. Presentation, Tortola BVI, November 2010

Notable Changes In Job Functions



66% Agree - Job Functions had changed in 5 - 10 yrs



21% Disagreed that Job Functions had changed



11% Did not Know or were aware of any changes



Educators

- We have to reward Excellence and invest increasingly in how to recruit, train and support educators.
 - Finland and Denmark insist that teachers come from the top 1/3rd of the college graduating class.
 - In South Korea teachers are referred to as “Nation Builders”

Better Parents

- Parents who turn off the TV and video games;
- Who make sure homework is completed;
- Encourage reading and elevate learning as the most important life skill;
- The more we demand from teacher's the more we can demand from students and parents

Anguilla Community College – Education For Sustainable Development

- In CARICOM the average worker has formal schooling as stated below:

No. of years	Country
2.6	Haiti
7.5	Jamaica
8	Trinidad & Tobago
9	Barbados

The Way Forward for Anguilla – Business & Commerce

For the Anguilla Community College to be successful it must develop a corporate and professional approach that provides for continuing education as well as a skill mix.

‘...We need to bring the worlds of education, training and work closer together. Investment in skills must be consistent not episodic.

“.....We must develop core competencies that are measurable for all our occupational groups.

We need to better anticipate future skills needs, through improved labour market information, developing early warning systems and opening up to regional and global talent.....’

Initiatives By The Anguilla Community College

- MOU with the Anguilla Chamber of Commerce;
- Corporate Solutions Programmes
- Weekend College
- Programmes such as Entrepreneurship and E-commerce (Business Studies)

The Anguilla Community College Advantage

“ Provides a facility / opportunity for employers to invest in their workforce training needs”

“Make education and training more flexible and more open for innovation and enhance relationships between skills providers and employers”

“From initial education and training to continuing and lifelong learning – an opportunity for all”.

“Adapt curricula content, teaching, delivery methods and assessment to the intended learning outcomes”

“Addresses the differing learning styles of the workforce population”

“ Cost Effective”

“Better labour market intelligence developing early warning signs of market conditions that may adversely affect the skill mix necessary to compete regionally and globally.

The Way Forward

- We must focus on producing graduates who are analytical and critical thinkers.
- Able to adopt and innovate to meet the demands of today's knowledge driven economy.
- C = Creating capacity
- O = Offering opportunity
- R = Research and Relevance
- E = Emphasizing Excellence

Thank You!

