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ANGUILLA LABOUR MARKET SURVEY REPORT

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EXECUTIVE SUMMARY

Equinoccio has been contracted by the EU Delegation in Barbados to provide Consultancy Services for "Technical Assistance for capacity building in the collection and compilation of economic data in relation to the institutionalisation, conduct, and analysis of data from the labour force and market survey in the formal and informal industry for Anguilla".

The first Anguilla Labour Market Survey (ALMS) has therefore been designed within the scope of the terms of references, to provide a comprehensive source of intelligence on the skills challenges which employers in Anguilla face (both within their existing workforces and when recruiting), the levels and nature of investment in training and development, and the relationship between skills challenges, training activity and business strategy.

The main objective of this survey is to effectively contribute to future employment strategies by providing the necessary information. The first ALMS aimed to gather information on the skills that employers need, the skills they are short of and the training they offer. The survey was conducted to help the Government of Anguilla, social actors (employers, employees, education and training providers, chambers, occupational associations etc.) and employers, to better understand their skills, training, and employment needs. A robust labour market information and comparable indicators would support Anguilla's government to monitor the emergence and existence of skill shortages and mismatches. Therefore, policymakers and individuals will access and use timely and high-quality labour market information to prevent and address skill mismatches and skill shortages.

Anguilla's first Labour Market Survey (ALMS) was conducted in April 2021 under the leadership of the Anguilla Statistics Department (ASD) and in collaboration with the Ministry of Education's Education Planning Unit (EPU) which is the main beneficiary of the survey. The initial results were presented to the cabinet, permanent secretaries, education staff, and other stakeholders two weeks after the survey was completed.

The population covered by the ALMS comprised Anguilla's establishment level employers (rather than at an organisational level) with, at least, one staff on the payroll. The profile of this population was established through Anguilla Statistics Department data from the 2020 Statistical Business Register (SBR), the most up to date business population figures available at the time of the survey. A total of 488 employers were randomly selected. Establishments with five or more employees were fully covered, while a stratified sampling was applied to smaller establishments with less than five employees. The overall response rate was 66%. It was noted that employers in Trade, Transport, Storage, Communication, Financial Institutions, Insurance and Real Estate industries are more likely to participate in the survey as opposed to those in the Manufacturing Industry.

Based on survey responses from 321 employers in Anguilla, the ALMS enables assessment of how skills deficiencies are impacting business and organisational performance at an overall and industrial level. It measures how widespread skills challenges are, as well as their character and impact, and details the nature and extent of employer investment in skills and training. It provides a substantial body of evidence that can be used by a wide range of organisations and audiences.

Unfortunately, informal industries have not been covered by the quantitative Anguilla Labour Market sampling survey as there were many unregistered employers and self-employers (farmers and fisherman), especially in the Agriculture and Fishing industries. Besides, some self-employed groups like taxi-drivers were not in the statistical business registers either. Consequently, focus group discussions were conducted with farmers, fisherman and taxi-drivers to get their opinions regarding skill gaps and skill needs. In addition, focus group meetings with employers in the Water Works and Construction industries provided additional confirmatory inputs for findings from the ALMS.

During the survey, the information would be collected on specific areas including vacancies, vacancies that are hard to fill, the existing workforce's skills, and what training employers offer. The fulfilment of the survey and related tasks will help the ASD set benchmarks and monitor labour markets data that should also provide the basis for thematic discussions around the labour force's educational needs and its relationship

with unemployment trends. It will also help Anguillian authorities analyse youth unemployment trends and target their demands for the achievement of Social Development Goals (SDGs).

Levels of recruitment activity provide an indication of growth and change in both the labour market and wider economy. Overall, half of establishments (49.4%) had recruited somebody over the past two years. Establishments in the Construction industry (62.5%) were more likely than those in other industries. It also depends on the size of the establishments. There is a positive correlation between the size of the establishments and recruitment capacity. Slightly more than a third (36.5%) of employers of micro establishments stated that they had recruited somebody over the past two years. Seven in ten employers of establishments with 10 or more employees reported that they hired somebody over the last 2-year period. All of the employers of more than 50 employees declared that they recruited somebody during that period.

Just over one in fourteen establishments (7.2%) had at least one vacancy at the time of the Anguilla Labour Market Survey. In volume terms, there were 290 vacancies, equivalent to 9.5% of total employment. There was a variation in the extent and pattern of vacancies by size of establishment and by industry. Vacancies in Hotels and Restaurant (38.6%) and Community, Social and Personal Services (23.4%) amount to 62.0% of total vacancies.

Main sectors in Anguilla in terms of size of the vacancies are Hotels and Restaurants and Construction. In terms of density of vacancies, more vacancies were available in the Manufacturing industry, which is equivalent to 35.1% of total employment in Manufacturing industry.

Although recruitment capacity was found to be weaker in comparison with larger ones, job creation capacity was found higher in micro establishments with less than four employees. Density of vacancy is higher in these micro establishments (25.8%) when compared with medium sized (10 – 49 employees) and larger establishments (more than 50 employees).

The ALMS also identifies the occupational groups where vacancies exist. The occupation group with highest density of vacancy was the elementary occupations (25.3%).

Employers were asked if any of their vacancies were proving hard to fill, and if so, whether this was due to a lack of skills, experience or qualifications among applicants. This measures skill-shortage vacancies that employers are aware of. Overall, the density of hard-to-fill vacancies in Anguilla was 37.9%. The experience of skill-shortage vacancies varied by industry and occupation groups. Reflecting the relative size of the industries, skill-shortage vacancies were most numerous in trade, hotels and restaurants and manufacturing industry. Skill-shortage vacancy density, however, was highest in the Transportation, Storage and Communication and Construction industries, where more than two-fifths of vacancies were classed as skill-shortage vacancies. By occupation, employers were most likely to have experienced skills-related difficulties when recruiting for almost all positions. Especially for Elementary Occupations, where the main reason given was that employers could not find enough people interested in doing this type of job.

The density of skill-shortage vacancies was higher among micro (1-9 employees), medium and large sized establishments (50 and more employees) than small sized establishments (10-49 employees). In the context of the island economy sizes are relative, therefore it would be better to discuss size context specific to Anguilla. On one hand, it can be said that small and large establishments have more skill shortage density than medium establishments. On the other hand, establishments have industry-specific sizes. The highest skill-shortage density is at the establishments with 50 or more employees. It was noted that these are establishments in the construction and hotels industries.

When employers have vacancies, potential employees are either willing and able to meet employer requirements, or they are not. In line with previous years, almost a third of vacancies in Anguilla (37.9%) were considered hard to fill.

When employers struggle to fill vacancies, this is often due to a lack of the required skills, qualifications or experience among applicants. Collectively these are known as skill-shortage vacancies. Vacancies in establishments were proving hard-to-fill due to difficulties in finding applicants with appropriate skills, qualifications or experience (38.9%). This was followed by a lack of compliance with the required attitudes, motivation, and personality (27.8%). A quarter of employers also

indicated that there was not enough people interested in doing this type of job.

The most significant reasons for hard filling of vacancies (non-existent or low number of applicants with the required skills, required attitude, motivation, or personality; lack of qualifications the company demands, or lack of work experience the company demands) are related with education planning and provision. Good and long-term planning of education, regarding key competences from early childhood, but mostly regarding modern competencies in different areas in TVET, can be very helpful.

The skills that employers found to be lacking among applicants ranged across both technical and practical skills, and people and personal skills. As it can be seen on Figure 14, on the technical side, employers reported a lack of specialist skills or knowledge needed to perform the role (25.0%), solving complex problems requiring a solution specific to the situation (21.4%) and adapting to new equipment or materials (19.6%).

The key people and personal skills lacking were predominantly related to team working (44.6%) and self-management skills, especially the ability to manage own time and prioritise own tasks (42.9%) and customer handling skills (39.3%).

The skills lacking among applicants vary quite substantially depending on the role. For instance, the skills disproportionately reported to be lacking among applicants for managers, professionals and technicians and associate professional occupations included specialist skills or knowledge needed to perform the role. In addition, lacking reading and understanding instructions, guidelines, manuals or reports skill was noted more prominently amongst applicants for technicians and associate professional occupations, as well as elementary occupations.

Although skill-shortage vacancies are reported by a third of employers (37%), the impact can be significant for those that experience them. The impact is most felt on others in the workforce through increased workloads (48.9%). Employers also reported that they had difficulties meeting quality standards (31.1%) and that they preferred outsource work (28.9%).

The two-thirds (64%) of establishments that had difficulty filling vacancies had taken action to help overcome these difficulties. The most common actions taken was recruiting workers who are non-BOTC Anguilla nationals. More than a third (36.1%) of employers with hard-to-fill vacancies reported that they had attempted to recruit non-BOTC Anguilla nationals to help overcome their recruitment difficulties. Recruitment of non-BOTC Anguilla nationals was a particularly common way of trying to fill hard-to-fill vacancies in the Hotels and Restaurants industry. From those ALMS findings, employers reported that although the qualification level of non-BOTC Anguilla nationals comparing to BOTC Anguilla nationals is almost the same, skills of non-BOTC Anguilla nationals are better.

Overall, a majority of employers (94.1%) reported that all of their staff were fully proficient at their job. Amongst employers (only 5.9%) who reported their current staff

has some skill gaps, establishments in Trade industries (11.1%) declared more skill gaps density amongst their current employees. It was followed by Utilities industry (9.1%) and Recreational and Cultural Services industry (7.3%). Employers of restaurants also reported that skill gaps in their industry is higher than overall skill gaps density.

Skills gap density among Service and Sales related occupations was the highest of all occupations (53.8)%. It was followed by Skilled Craft Related Occupations (45.3%), Clerical or Support Works Occupations (42.1%) and Elementary Occupations (24.0%). Employers have not reported any skill gaps density for other available occupations in their establishments.

The majority of skill gaps were caused because of the staff's lack of motivation (57.9%). Employers reported the introduction of new working practices (47.4%), introduction of new technologies (31.6%) and development of new products and services (26.3%) also caused to skill gaps.

Employers also mentioned that skill gaps were caused because of transient factors – factors which would be expected to ease naturally over time. A sixth of employers mentioned that skill gaps were caused because either training continued or had just finished. Their performances have therefore not been improved yet, causing skill gaps.

The deficiency in specialist skills or knowledge required to perform the job role was a contributing factor to nearly all skill gaps (86%). A lack of knowledge of a company's products, services, and internal processes was also common (78.6%). Additionally, oral language skills (78.6%) and reading and understanding instructions, guidelines, manuals or reports were also mentioned as important technical and practical skills lacking amongst staff with skill gaps.

Besides the quantitative survey, guided interviews with both registered and non-registered employers were also conducted. In this way, it was also confirmed that literacy and the use of correct English language in professional situations is missing. Additionally, employers underlined the gap of labour market skills, working processes, functional usage of foreign languages, numeracy skills, science and technical mindset, experience and manual dexterity. This was confirmed by interviews, meaning that the same gap was found in both quantitative and qualitative ways.

The most common people or personal skill was found lacking among staff related to customer handling skills (88.2%). Together with poor time management and prioritisation of tasks - which contributed to 70.6% of all skill gaps -, the ability to manage feelings and handle the feelings of others – which, in turn, contributed to more than six in ten skill gaps (58.8%) -, is related to what can broadly be categorised as "self-management skills". Team working and sales skills were also mentioned as lacking skills for people and personal skills amongst staff with skill gaps (52.9%).

The vast majority of establishments with skill gaps (87.5%) reported these as having an impact on their organisation's performance (25.0% reporting a 'major' impact). Larger establishments were more likely to say their skill gaps had an impact on their performance, but small businesses were more likely to report major impacts. By industry, establishments in Hotels and Restaurants, which had the highest density of skill gaps of all industries, were more likely to report major impacts of skill gaps (40.0%).

Difficulties meeting quality standards was a common impact, affecting more than half (61.5%) of those with skill gaps, rising to exactly half (50%) in the Hotels and Restaurants industry. It was interpreted that some skill gaps were caused as by-products of innovation and positive transformational working practices. However, some employers with skill gaps also reported that their internal skills challenge hindered their organisation's ability to innovate and introduce long-term business changes. One third of establishments with skill gaps (38.5%) had difficulty introducing new working practices as a result of skill gaps, and again, same percentage of them (38.5%) had experienced delays in developing new products or services.

Employers mentioned financial challenges as a result of staff not being fully proficient. Around a third of establishments with skill gaps (30.8%) said that their operating costs had been driven up as a result. These were relatively large establishments. This was particularly prevalent in the Hotel and Restaurant industry and Trade industry. Furthermore, close to a quarter of establishments with skill gaps (23.1%) had lost business or orders to competitors.

Overall, four in ten employers (40.4%) expect that at least some of their staff will need to acquire new skills or knowledge over the next twelve months. However, there was no apparent relationship between the likelihood of an industry reporting skill gaps and the perceived need for upskilling. Employers in the Trade industry had the highest density of skill gaps but were slower to identify a need for upskilling (37.8%) and were most likely to overcome skill gaps through means such as recruiting non-BOTC Anguilla nationals. The same can be applicable for the construction industry, as employers reported that they recruited non-BOTC Anguilla to cope with the skill gaps. The larger the establishment, the more likely they were to anticipate an upskilling need over the next 12 months, rising from 36.9% of smaller establishments with 1 to 4 employees to 71.4% of those with at least 50 employees.

Generally, employers reported that they need upskilling for adaptation to new developments. Overall, the three main reasons for upskilling were the introduction of new working practices (61.7%), the introduction of new technologies and equipment (59.4%), and the development of new products and services. These upskilling needs were noted in the Manufacturing, Utilities and Financial Institutions industries. Close to a quarter (28.1%) said that increased competitive pressure was a reason.

The majority of employers had given the first priority to managers, directors and senior officials (78.6%), and skilled trade staff (86.6%) mentioned that they need upskilling for the introduction of new technologies and equipment. However, those who prioritized the upskilling needs for administrative and secretarial occupations mentioned the introduction of new working practices and new legislative and regulatory requirements. Although only one in 15 employers in the caring, leisure and other services occupations prioritized that this group was also important for upskilling, a significant amount (77.8%) mentioned the intention of upskilling for new employment needs after the COVID-19 period.

The most common technical and practical skills that employers felt needed developing were manual dexterity (52.4%) and adapting to new equipment or materials (42.9%). A third of employers also mentioned operational skills such as knowledge of how the organisation works (34.3%) and advanced or specialist IT skills (33.3%). Close to one third of employers (29.5%) mentioned the upskilling needs for oral language and almost a quarter reported upskilling needs for written language skills (23.8%).

By industry, Construction (80.0%), Manufacturing (80.0%) and Hotels and Restaurants (52.0%) industries' employers were significantly more likely than others to mention manual dexterity – to mend, repair, assemble, construct, or adjust things. Employers in Trade (58.8%) and Hotels and Restaurant industries reported that adapting to new equipment or materials skill should be improved as well. Upskilling for oral and written language skills was mentioned by employers in Utilities and Trade industries. Employers in Manufacturing and Construction industries also reported that employees needs upskilling in knowledge of how organisation works, including knowledge and understanding of the structure of the organisation (80.0%).

Nearly half of employers (45.5%) reported that they had business plans. By industry, two-thirds of employers in Hotels and Manufacturing industries reported that they have business plans. More than half of employers in Financial Institutions, Insurance and Real Estate industries also declared having prepared business plans. Overall, a third of employers (34.3%) indicated that they have training plans. Amongst them, only a quarter (24.8%) stated having training budget.

There is a statistically significant difference between the number of employers with business plans to make training plans and those employers who had training plans without a business plan. Almost two-third of employers (64.0%) making business plans also made training plans. Half of the employers (53.1%) who had prepared a training plan also reported allocating budget for training. One in ten (10.0%) reported having training budget although not having prepared any training plan.

The majority (71.8%) of employers had provided training over the last 2 years, with around half providing any off-the-job training (68.1%) and/or on-the-job training (34.1%). Four in ten of employers (30.4%) offered both off- and on-the-job training. Around a fourth (37.8%) of employers offered only on-the-job training, and a slightly smaller proportion (3.7%) had provided only off-the-job training. This showed that establishments could not use the opportunity of increasing off-the-job training opportunities during the COVID-19 pandemic period.

The most common type of training provided was job-specific training (66.0%). Six in ten (59.8%) employers had also provided the basic induction training new staff receives when starting the job, as well as health and safety or first aid training (53.6%).

Employers stated that they prioritize on-the-job training for all types of training. A third of employers also reported having provided off-the job training for job-specific training (34.0%) and health and safety training (30.9%).

In Anguilla, employers reported having provided training for approximately 1500 staff in approximately 10,000 days throughout the previous two years period. The average training days per employee was calculated around 7 days. Although the Hotels and Guesthouses industry was in the third order in terms of number of employers, this industry was the locomotive industry in terms of number of employees that participated in the training (40.1%). This industry was followed by Community, Social and Personal Services (19.0%), and Financial Institutions, Insurance and Real Estate (14.1%).

Overall, 72.4% of employers stated that they formally assessed the impact of the training and development on employees. There was no statistically significant difference found between the industries.

Many employers that have trained (73.4%) would have liked to provide more training than they were able to over the last 2 years. A third of employers reported that a main reason for not providing more training was the lack of funds (34.1%). Time was another issue, with employers indicating that they could not find the time to organize trainings (17.6%). They also mentioned hurricane or COVID-19 related restrictions as impediments to go for trainings or to invite trainers to Anguilla (13.2%).

Employers were asked some general questions about working practices and factors affecting organization structure. The majority of employers (86.4%) reported that their establishments have equal opportunities policies. Employers in Trade (60.0%) and Manufacturing (66.7%) industries reported relatively less than the average. Besides, more than half of employers stated that they conducted training assessments. Generally, employers in Transportation, Storage and Communication (63.6%) and Hotels and Restaurant (60.5%) claimed conducting training needs assessment more than employers in other industries. Close to half of employers claimed having created teams of people who don't usually work together, to work on a specific project. Two-thirds of construction employers informed that they create teams for a project. Overall, a third of employers (35.4%) reported that their establishments hold international quality standards. The Manufacturing industry has the highest proportion (50%), as opposed to the Trade industry (7.7%), in holding international standards. However, only 3 percent of all employers reported that they consult with trade unions for reasons other than negotiations about pay and conditions. The highest proportion was at the Utilities industry (20.0%), followed by Construction (6.7%).

ACRONYMS

ACOCI	Anguilla Chambers of Commerce and Industry
AHTA	Anguilla Hotel and Tourism Agency
ALMS	Anguilla Labour Market Survey
ASD	Anguilla's Statistics Department
BSc	Bachelor of Science
BOTC	British Overseas Territories Citizens
EPU	Education Planning Unit
ESCO	European Skills, Competences, Qualifications and Occupations
ESS	Employer Skill Survey
EQAVET	European Quality Assurance in Vocational Education and Training
EU	European Union
CATI	Computer Assisted Telephone Interview
COVID	Corona Virus Disease
CPD	Continuous Professional Development
GET	General Enumerator Training
GOA	Government of Anguilla
ICT	Information and Communication Technology
ISIC	International Standard Industrial Classification of All Economic Activities
ISCO	International Standard Classifications of Occupations
IT	Information Technology
LLL	Lifelong Learning
LMN	Labour Market Needs
LMS	Labour Market Survey
MOE	Ministry of Education
MSc	Master of Science
MSE	Maximum Standard Error
Ph.D.	Doctor of Philosophy
SBR	Statistical Business Registers
SDG	Social Development Goal
TAT	Technical Assistance Team
TVET	Technical and Vocational Training and Education
UK	United Kingdom

1 INTRODUCTION

Anguilla's first Labour Market Survey (ALMS) was conducted in April 2021 under the leadership of the Anguilla Statistics (ASD) Department and in conjunction with the Ministry of Education – the Education Planning Unit (EPU), which is the main beneficiary of the survey.

The ALMS aims to gather information on the skills that employers need, the skills they are short of and the training they offer. The survey seeks to help both the Government of Anguilla and social actors (employers, employees, education and training providers, chambers, occupational associations etc.) to help employers, by better understanding their skills, training, and employment needs. Robust labour market information and comparable indicators would support Anguilla's government to monitor the emergence and existence of skill shortages and mismatch. Therefore, policymakers and individuals will access and use timely and high-quality labour market information to prevent and address skills mismatch and skills shortages. The main objective of this survey is to contribute to effective future employment strategies by providing the necessary information.

The ALMS questionnaire was prepared in close collaboration with the ASD and the EPU to measure skill gaps and skill mismatches between labour supply and demand.

The survey was also used to collect additional data regarding Anguilla's employment structure.

Therefore, the questionnaire consisted of the following areas about human resources, recruitment, and workplace skills:

- Business demography.
- Recruitment & recruitment difficulties.
- Demand for skills – skill gaps.
- Upskilling (if required).
- Workforce development.
- Skills utilization or high-performance working.

Based on survey responses from 321 employers in Anguilla, the ALMS enables the assessment of how skills deficiencies are impacting business and organisational performance at an overall and industry level. It measures how widespread skills challenges are, their character and impact, and details the nature and extent of employer investment in skills and training. It provides a substantial body of evidence that can be used by a wide range of organisations and audiences.
The survey was designed to provide input to the Government of Anguilla (GOA) and the opportunity to help planners develop policies to address employer skill needs. The initial results were presented to the cabinet, permanent secretaries, education staff, and stakeholders two weeks after the survey.

All individual responses have been treated in the strictest confidentiality rules under the Anguilla Revised Statutes R60 Statistics Act.

This report is structured as follows:

Chapter 2: Methodology

This chapter summarizes the design of the employment skill survey as a tool for measuring labour market needs in terms of training. It discusses scope, coverage, indicators, sampling, and survey implementation stages.

Chapter 3: Findings

This chapter consist of 6 sub-chapters:

- Employment structure.
- Recruitment and skill-shortage vacancies.
- Skill lacking in the labour market.
- Internal skills challenges.
- Upskilling.
- Training and workforce development.

The first sub-chapter informs about employment structure in Anguilla. Since there was no statistical data regarding employment structure in Anguilla, employers were asked for the gender, age and education of employed people.

The second sub-chapter discusses the recruitment activity and difficulties in filling vacancies due to skill-shortages. It examines the proportion of establishments with vacancies and skill-shortage vacancies at the time of the interview, the volume and density of such vacancies (i.e. the proportion of vacancies where skill shortages are encountered), the skills lacking in the

available labour market, and the impact of skill-shortage vacancies on employers.

The third, fourth and fifth sub-chapters look at the extent and nature of skill gaps within the workforce and how these affect different occupations, the causes and impact of these skill gaps, and the way employers respond to them. These sub-chapters also cover the incidence, volume, profile and causes of reported skill gaps, both at the Anguilla and industry level, and by occupation as much as possible. They then consider the specific skills that establishments reported their staff to be lacking, the impact that skill gaps had on employers' organisations, and their response to address these issues.

The last sub-chapter explores employers' training and development activities for their employees, including the types of training provided, employers' expenditure on training, and barriers to providing (more) training.

Chapter 4: Conclusions and recommendations

The final chapter summarises the key themes emerging from the survey and considers their implications.

The terms "establishment", "business", "employer" and "workplace" are used interchangeably throughout this report to avoid excessive repetition.

Throughout the report, unweighted base figures are shown on tables and charts to give an indication of the statistical reliability of the figures. These figures are always based on the number of establishments answering a question, as this is the information required to determine statistical reliability. This means, for example, that where percentages are based on "all vacancies" (such as the percentage of all vacancies which are hard to fill), the base figure quoted is the unweighted number of establishments with vacancies.

1.1. Limitations

Although risks were measured and mitigation measures were taken by the Technical Assistance Team (TAT), the ASD, and the MOE, the first Anguilla Labour Market Survey was subject to several limitations:

- COVID-19 pandemic related limitations.
- Business registers related limitations.
- Telephone interviews related limitations.

COVID-19 pandemic related limitations: During the survey, Anguilla was a COVID-free country. However, almost all economic industries were affected by disrupted global supply chains, a drop in international tourism, a decline in business travel, and, most often, a combination of these. The majority of employers (91%) in Anguilla stated that their businesses were affected by COVID-19. Therefore, uncertainties regarding economic activities affected responses, especially related with vacancies.

Business registers related limitations: TAT, in close collaboration with the ASD, took base Statistical Business Registers (SBR) of Anguilla for sampling of establishments. However, Anguilla SBR has some deficiencies regarding economic activity codes. Although changes were asked to employers, it was difficult to determine the main economic activity of the establishments.

Telephone interview related limitations: The ALMS was designed for telephone interviews to reduce COVID spreading risk and implementation costs. However, the questionnaire was quite long to be filled via a telephone call. Employers responded to interviewers sincerely. However, there were refusals due to their busy schedules or non-responses which affected data gathering from some industries. The response rate was acceptable because of over-sampling.

2. METHODOLOGY

Over the last few decades, rapid computer technology advancements have provided employers with cheaper machines and software that can potentially replace humans in many middle-skilled activities such as accounting, clerical work, and repetitive production tasks. These technology improvements have also allowed employers to define remote jobs or individual functions that do not require face-to-face interactions, thus affecting skill requirements in each country over and above the direct effect of automation. As a result of these trends, new industries and jobs are emerging while others are shrinking, therefore changing the skills needed in today's economies. Even within existing occupations, workers' tasks, and the necessary skills to carry them out have undergone significant change.[1]

Skills mismatch and skill shortages are always significant challenges for labour markets and training policies in the context of rapid and substantial changes in skill needs. In most countries, a considerable share of employers complain that they cannot find workers with their businesses' skills. At the same time, many graduates face difficulties in finding job opportunities matching their qualifications.

The ALMS aims to gather information on the skills that employers need, the skills they are short of and the training they offer. The survey seeks to help the Government of Anguilla and social actors (employers, employees, education and training providers, chambers, occupational associations etc.) to help employers, by better understanding their skills, training, and employment needs. Robust labour market information and comparable indicators would support Anguilla's government to monitor the emergence and existence of skill shortages and mismatch. Therefore, policymakers and individuals will access and use timely and high-quality labour market information to prevent and address skills mismatch and skill shortages. The main objective of this survey is to effectively contribute to future employment strategies by providing the necessary information.

During the survey, the information would be collected on specific areas including vacancies, vacancies that are hard to fill, the existing workforce's skills, and what training employers offer. The fulfilment of the survey and related tasks will help the ASD set benchmarks and monitor labour markets' data that should also provide the basis for thematic discussions around the labour force's educational needs and its relationship with unemployment trends. It will also help Anguillian authorities analyse youth unemployment trends and target their demands for the achievement of Social Development Goals (SDGs).

2.1. Coverage

The survey is designed to provide a statistically valid baseline data, as it was the first labour market survey (LMS) for Anguilla. On the formal industry, the initial sample[2] was 488 establishments randomly chosen from the list of Statistical Business Registers (SBR). The sample of employers was stratified across industries and by the size of workplace (i.e., number of employees) to ensure that it would be as representative of the business population as much as possible. On the informal industry, the sample was 40 from different occupational groups (i.e., fishermen, farmers, and taxi drivers). The informal industry data was collected through focus group discussions.

2.2. Scope

The survey population for the ALMS was establishments with 1+ employment (i.e., establishments are eligible if they have one or more people working, regardless of whether or not they owned the organisation).

International Standard Industrial Classifications (ISIC) industry categories were used as much as possible. In the ALMS, some industries were combined due to insufficient number of establishments or to ease implementation and analysis:

- Agriculture, livestock, and fishing.
- Mining and quarrying and manufacturing.
- Utilities (Electricity, gas, water works).
- Construction.
- Wholesale, commission, and retail trade.
- Hotels, guesthouses, restaurants, and bars.
- Transport, storage, and postal and courier services, and information and communications.
- Financial intermediation, insurance, real estate, and business services.

- Community, Social and Personal Services (Public Administration, education, health and social work, and other community social and personal services).

Unfortunately, informal activities in some industries have not been covered by the quantitative Anguilla Labour Market sampling survey as there were many unregistered employers and self-employers (farmers and fisherman), especially in the Agriculture and Fishing industry. Besides, some self-employed people such as taxi-drivers were also not in the statistical business registers. Therefore, focus group discussions were conducted with farmers, fisherman and taxi-drivers to get their opinions regarding skill gaps and skill needs. In addition, focus group meetings with employers in telecommunication, water works, and construction industries provided additional confirmatory inputs for findings from the ALMS.

2.3. Questionnaire and Indicators

For the first Anguilla Labour Market Survey, the United Kingdom (UK) Employer Skill Survey (ESS) was adapted due to its tested reliability and validity. The questionnaire consisted of:

- Establishment's employment profile,
- Present vacancies,
- Hard-to fill vacancies,
- Available skill sets,
- Needed skill sets,
- Reasons to hard-to-fill vacancies,
- Establishment's training profile,

2.4. Sampling

The population covered by the ALMS comprised employers in Anguilla at the establishment level (rather than at an organisational level), with at least one staff on the payroll. The profile of this population was established through Anguilla Statistics Department data from the 2020 Statistical Business Register (SBR), the most up to date business population figures available at the time of the survey.

In the ALMS, the ASD randomly chose the establishments to ensure a truly representative picture of all businesses (large and small) in Anguilla. There was an over-sampling to decrease the effect of non-response. The selected establishment was not replaced with another establishment in case of non-response.

The sampling unit was at an establishment level, rather than at an organisation (group) level. This is in recognition of the influence that local labour markets have on skills issues and the fact that skills issues are felt most acutely at the site level. This mirrored that the establishment-based approach was adapted in Anguilla Labour Market Survey.

The individual approached was the person at the establishment with most responsibility for staff issues such as recruitment, training, or resourcing. For smaller establishments, this was most often the owner or partner, and for larger establishments this was most often the general director or a manager.

The number of establishments was limited, and the ALMS was implemented on a disproportionate stratified random sampling strategy. In practice, this means that a fixed sample is drawn from the sampling frame, but different sampling fractions are used in each of the key interlocking strata (industry and size) – rather than in direct proportion to the population of establishments. This means that smaller sub-groups of employers (such as large establishments) were full sampled, while larger sub-groups of employers (micro establishments) were oversampled to ensure that a sufficiently large number of interviews are achieved to allow for robust sub-group analyses. Establishments with 5 or more employees were fully covered. The systematic sampling has applied to all establishments in strata of 1-4 employees for all industries except Agriculture and Fishing.

Establishments in agriculture and fishing industries were fully covered because there was a limited number of establishments. Table 1 shows the allocation of population and sample and response rates by industries. Two-thirds of employers participated in the ALMS. Overall, the response rate was 66%. Employers in Trade, Transport, Storage and Communication, Financial Institutions, Insurance and Real Estate industries are more likely to participate in the survey in comparison with the Manufacturing Industry.

Table 1 - Population, sampling and response rate

Economic Activities	Population	Sampling	Response	Response rate (%)
Agriculture & Fishing	14	14	9	64.3%
Mining & Manufacturing	37	21	10	47.6%
Utilities (Electricity, gas, water works)	28	18	11	61.1%
Construction	76	37	24	64.9%
Trade	132	62	43	69.4%
Hotels & Restaurants	203	104	74	71.2%
Transport, Storage & Communication	78	36	25	69.4%
Financial Institutions, Insurance & Real Estate	72	44	30	68.2%
Community, Social and Personal Services	414	152	95	62.5%
Total	1054	488	321	65.8%

Data collection was managed through the sampling list of establishments. Some sample targets were adjusted towards the end of fieldwork due to the available sample being exhausted, but sample 'substitutions' (i.e., the introduction of new sample outside of the initial sample draw) were not made. Adopting such an approach ensured that the 'design effect' for the survey was lower. This approach also supported that within each broad industry, key cuts of the data (such as the nature of skill gaps relating to individual occupations or the causes and implications of specific types of skill-shortage vacancies), were associated with sufficiently robust base sizes.

Business population statistics used to size and stratify the business population would be established through the Statistical Business Register (SBR), which is the latest available at the time of the sampling. The SBR is administered by the Anguilla Statistics Department (ASD), which holds records of all businesses registered in different administrative sources. The SBR is widely regarded as being the most accurate and comprehensive "official" source of business population data available, and would be used for sampling and weighting in all previous editions of the first Anguilla Labour Market Survey.

2.5. Pre-testing

The pre-test was conducted two weeks in advance of the launch of the first ALMS, to ensure the questionnaire flows well and is of appropriate length and nature for the Computer Assisted Telephone Interview mode. For the purposes of the pre-test, interviews were skewed towards larger establishments, as those are more likely to engage in recruitment activity, to experience skill gaps and to undertake training and workforce development activity.

A total of 10 interviews were completed amongst employers from main economic activities and sizes, because there are limited number of active employers in Anguilla. The pre-test was done to ensure that the full questionnaire could be thoroughly tested. The average length of the interview would also be measured to administer human resources effectively and efficiently. The results from the pre-test were used for fine-tuning of questions. The sampling for pre-test was determined in close collaboration with the ASD.

2.6. Training of data collectors

The specifications and composition of the data collectors were agreed in close collaboration with the ASD during the data collection planning. Then, local data collectors were recruited by TAT a week in advance to the implementation of data collection. According to the initial plan, 2-3 local data collectors would be hired and trained effectively and sufficiently. TAT experts facilitated the training in close cooperation with the ASD. The training was facilitated by the Team Leader, who guided data collectors in cooperation with the assigned ASD staff during the all-implementation period. The training program took two full days. The TAT ensured that the training included both theoretical and hands-on activities, and practice at data entry.

As a summary, the TAT provided a General Enumerator Training (GET)[3] that helped in the collection of the high quality of survey data by: (1) reducing item nonresponse, (2) increasing the amount and accuracy of information obtained, and (3) increasing survey participation by teaching interviewers how to identify and respond to respondents' concerns.

2.7. Data Collection

Data collection for the survey was undertaken between 8 – 22 April 2021 and comprised 321 fully completed interviews. Fieldwork was conducted by 6 selected interviewers by Computer Assisted Telephone Interviews (CATI) mode.

On average, interviews lasted around 20 minutes; however, the interview length varied depending on the respondents' answers. The interview had been taken place at a time that is convenient for the respondent.
During April and May, there were organised meetings with representatives of Fishermen', Farmers' and Taxi Drivers' Associations to collect information about occupations which are not registered in Anguilla's Statistical Register and were not covered by sampling. Additionally, representatives of Telecommunication providers, Water supply and Construction industry were interviewed in order to check and collect quantitative data collected by ALMS.

Meetings were organised as it is presented in the following table:

Table 2 - Organization of qualitative meetings

Sector/occupation	Date
Taxi drivers	19th April 2021
Fishermen	19th April 2021
Agriculture	19th April 2021
Telecommunication provider	21st April 2021
Water Works and Supply	27th April 2021
Construction	28th April 2021

2.8. Preparation of data processing, analysis, tabulation, and dissemination plan.

The plan was prepared as a draft presentation of the ALMS to beneficiaries, stakeholders, and the public. This draft presentation supported the ASD and the MOE – Education Planning Unit, in presenting the information to authorities and stakeholders relying on priorities and dissemination channels. The final version was approved by the ASD and the MOE – EPU. This approved data processing, analysis, tabulation, and dissemination plan helped the ASD and the MOE – Education Planning Unit to see the format of information extracted from the collected raw data. The plan was also used in drafting the statistical report as an outline.

3.- *Billiet, J., & Loosveldt, G. (1988). Improvement of the quality of responses to factual survey questions by enumerator training. Public Opinion Quarterly, 52(5), 190-211.*

2.9. Data edits and coding

The ALMS questionnaire was used to collect some complex data that respondents sometimes struggled to answer. A quality control mechanism was set on the software to not allow interviewers to enter typing errors, for example accidentally entering extra zeros on the end of numerical variables.

Automatic data checks were built into the CATI software used for data collection to ensure that questions on numbers of employees equalled the number of people working at the site, and that the number of staff in each job role who are not proficient could not exceed the number of staff they have in each job role. Moreover, some recall facilities also used to remind the data collected at the beginning of survey.

However, some data validation and cleaning processes were applied on data set as much as possible to ensure no errors were presented in the final data. Open ended responses used in reporting were coded when the survey was completed.

The latest version of International Standard Industrial Classifications (ISIC) (the most up to date at the time of the survey) was not coded using standards due to the difficulty of determining economic activity by using top-down methodology. Economic activities of establishments were accepted as they were in the SBR to validate some results from the administrative records later if there would be any related analysis in the future (such as analysis from work permits or MIS of the Department of Labour). However, some economic activities were combined for a better presentation of data. For example, data for Hotels and Restaurant industries and Utilities industries was presented as a combination of related industries. The combination keys are shown in the Annex 2.

As it was not difficult to classify occupations reported by employers, International Standard Occupational Classifications (ISCO) was coded using 2010 standards.

2.10. Data analysis

TAT analysed data in conformity with the statistical business processes model which proposes the below sub-tasks.

- **Prepare draft outputs:** TAT calculated aggregates and percentages and transformed the final data files into statistical outputs related to the indicators which were collected through the ALMS.
- **Validate outputs:** If and when necessary, TAT worked closely with ASD to validate results gathered from different surveys with relevant questions. A data validation meeting in close collaboration with colleagues from the ASD and MOE – EPU was held just before the stakeholder meeting. All results were cross-checked together with the ASD and MOE – EPU. TAT finds validation necessary to cross-check the results. Depending on the circumstances, validation activities included:

    * Checking with ASD that the population coverage and response rates are as required;
    * Investigating inconsistencies in the statistics;
    * Performing macro editing;
    * Validating the statistics against expectations and domain intelligence.

- **Interpret and explain outputs:** During this task, TAT had an in-depth understanding of the outputs from ALMS and corresponding indicators. TAT assessed how well the statistics reflect initial expectations and carry out in-depth statistical analyses such as consistency and comparability analysis.

- **Finalise outputs:** This task ensures that the statistics and associated information are fit for purpose and reach the required quality level and are thus ready for use. It includes:

    * Completing consistency checks;
    * Collating supporting information, including interpretation, commentary, technical notes, briefings, measures of uncertainty and any other necessary metadata;
    * Conducting pre-report discussion with the ASD, the MOE – EPU and the TVET Council;
    * Agreement with the ASD, the MOE – Education Planning Unit and the TVET council on the statistical content for report.

According to standard processes for production of statistics as explained above, TAT used descriptive statistics (generally percentages to formulate well frequencies for the reader of report) as the first step for data analysis to calculate the indicators.

The TAT conducted quantitative analysis, which includes the following considerations:

- Frequency distribution and summary statistics for all questions,
- Rates and ratios,
- Sub-group comparison analysis.

As mentioned, the TAT always ensured the confidentiality of calculated statistics. These statistics, which were gathered from the ALMS, were submitted to the ASD and the MOE – Education Planning Unit for further review before they were discussed in the survey report.

2.11. Dissemination

TAT prepared and disseminated initial results of the ALMS via the third round of stakeholder awareness meetings. TAT prepared publications and presentations including tables, charts, and infographics for better understanding of the result by relevant stakeholders. Discussions during stakeholder meetings were focused on interpretation and validation of the resulting data/ information.

Dissemination meetings were organised during the month of May 2021 as follows:

Table 3 - Dissemination meetings

Target group	Date	Number of participants
Permanent Secretaries	7th May 2021	20
Representatives of Education Sector	10th May 2021	34
The Cabinet – Executive Council of the Anguilla Government	11th May 2021	8
General Public	12th May 2021	17

Discussions during stakeholder meetings were focused on interpretation and validation of the resulting data/ information.

3. FINDINGS

Findings were divided into six sub-chapters:

- Mployment structure,
- Recruitment and skill-shortage vacancies,
- Skill lacking in the labour market,
- Internal skills challenges,
- Upskilling,
- Training and workforce development.

The first sub-chapter informs about the employment structure in Anguilla.

The second sub-chapter discusses recruitment activity and difficulties in filling vacancies due to skill-shortages. It examines the proportion of establishments with vacancies and skill-shortage vacancies at the time of the interview, the volume and density of such vacancies (i.e. the proportion of vacancies where skill shortages are encountered), the skills lacking in the available labour market, and the impact of skill-shortage vacancies on employers.

The third sub-chapter looks at the extent and nature of skill gaps within the workforce and how these affect different occupations, the causes and impact of these skill gaps, and the way employers respond to them.

The last sub-chapter explores in detail employers' training and development activities for their employees, including the types of training provided, employers' expenditure on training, and barriers to providing (more) training.

3.1. Employment structure

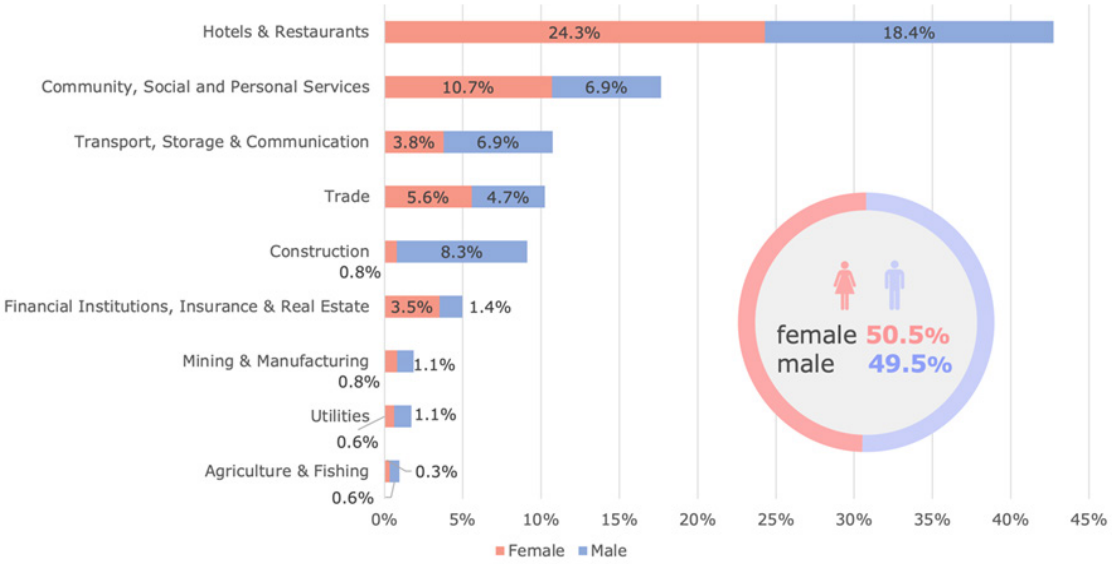
Figure 1 below shows that Anguilla has a gender-balanced employment structure. However, economic activities have their own nature in terms of distribution of employment.

According to ALMS results, the Hotels and Restaurant industry employed the largest number of people in Anguilla. It is followed by Community, Social and Personal Services and Transportation, Storage and Communication Industries. The Construction, Transport, Storage and Communication, and Manufacturing industries were male weighted industries in Anguilla.

Employment in Anguilla consists of 91.0% employees, 7.5% working proprietors and 1.5% family workers.

Although there were differences by industries, Anguilla labour market also has a balance in terms of age. Since the financial industry is an interesting and informative industry that offers opportunities to young people, the proportion of young employees was higher in the Financial Institutions, Insurance and Real Estate industries (31.8%). Utilities industries followed this industry.

Figure 1 – Employment structure by gender



On the other hand, Mining and Manufacturing has almost 70% employees above the age of 40 years old. It can be expected that this industry should need fulfilling vacancies in the close future with young skilled working force, of course in a case in which Anguilla will continue to develop this industry as it is so far or even at a higher extent. It can be a challenge for education in Anguilla because education for this industry is pretty expensive due to the need for equipment and skilled teachers.

Figure 2 – Employment structure by age (%)

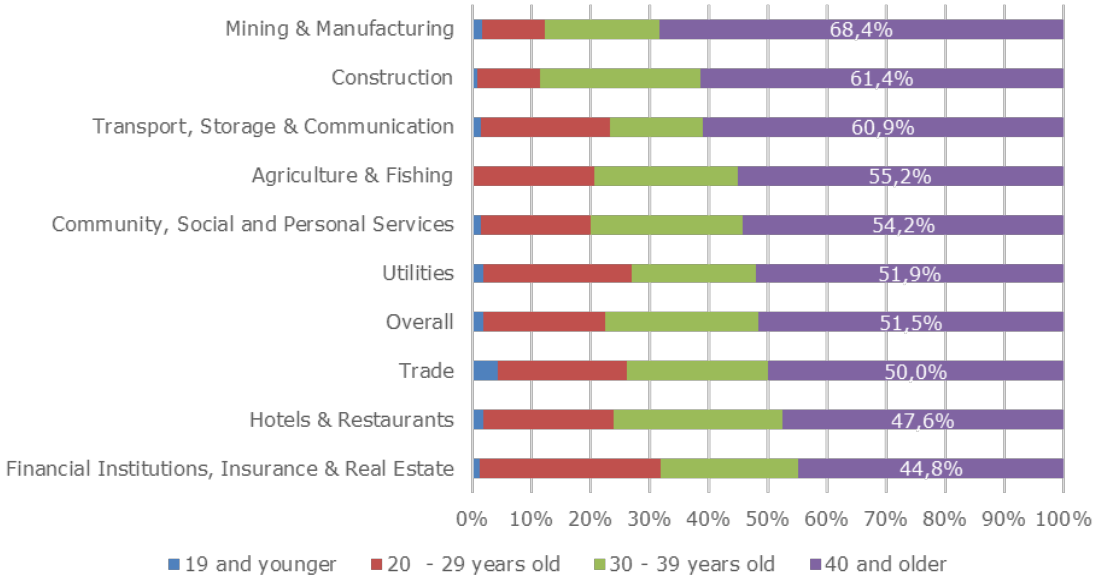
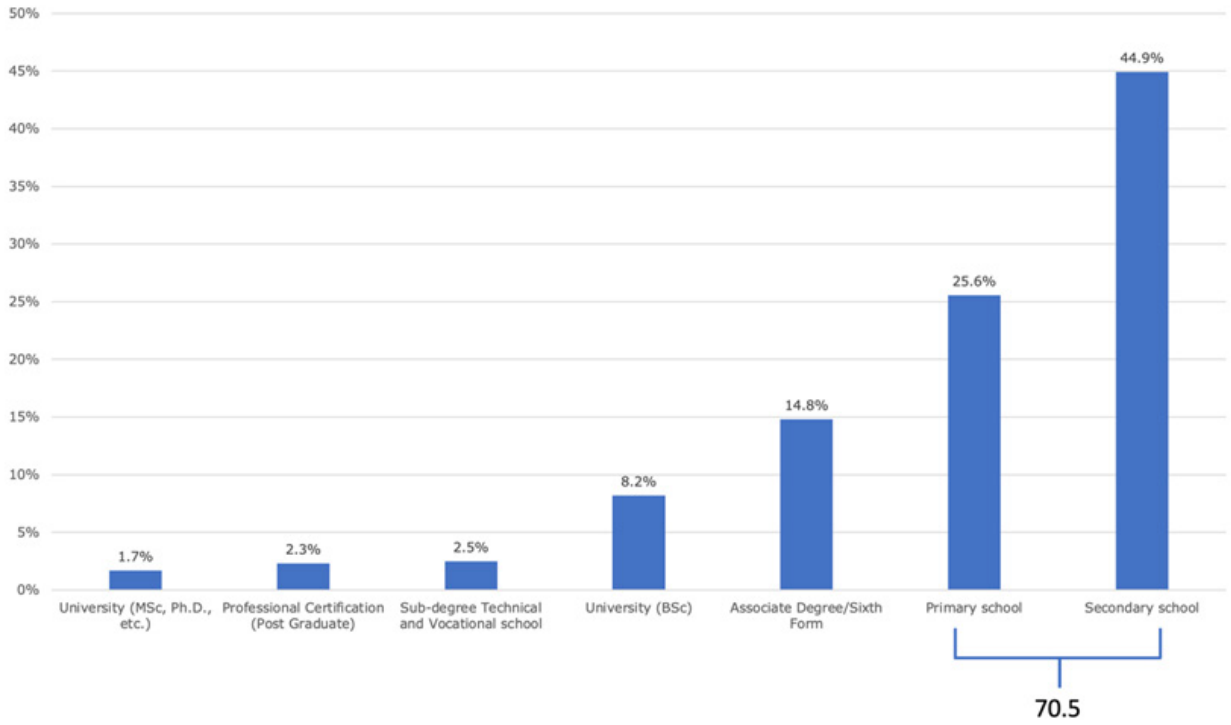


Figure 3 shows employment structure by education in Anguilla. A significant amount (70.5%) of employment only graduated either from primary or secondary schools. Educational attainment of employed people differs by industry. University graduates (including master's degree and Ph.D.) were more numerous in the Financial Institutions, Insurance and Real Estate industries (25.6%).

Figure 3 – Employment structure by education (%)



Human resources are the most valuable and productive resource in any country. Countries depend on the health, strength, and skills of their workers to produce goods and services for consumption and trade. The advance of complex organizations and knowledge requirements, as well as the introduction of sophisticated machinery and technology, means that economic growth and improvements in welfare increasingly depend on the degree of literacy and educational attainment of the population. People's predisposition to acquire such skills can be enhanced by experience, informal and formal education, and training. Information on the employed population by level of educational attainment provides insights into the human capital dimension of employment with potential implications for both employment and education policy.

Figure 4 shows the people who have occupational certificates. Overall, employers stated that close to a third of their employees (29.7%) have occupational certificates through their educational attainments. Employees in Financial Institutions, Insurance and Real Estate and Hotels and Restaurants were more likely to have occupational certificates. However, employees in Manufacturing, Trade and Construction industries were least likely to have occupational certificates (respectively, 9.2%, 9.5% and 12.3%).

Figure 4 – People who have occupational certificates by sectors (%)

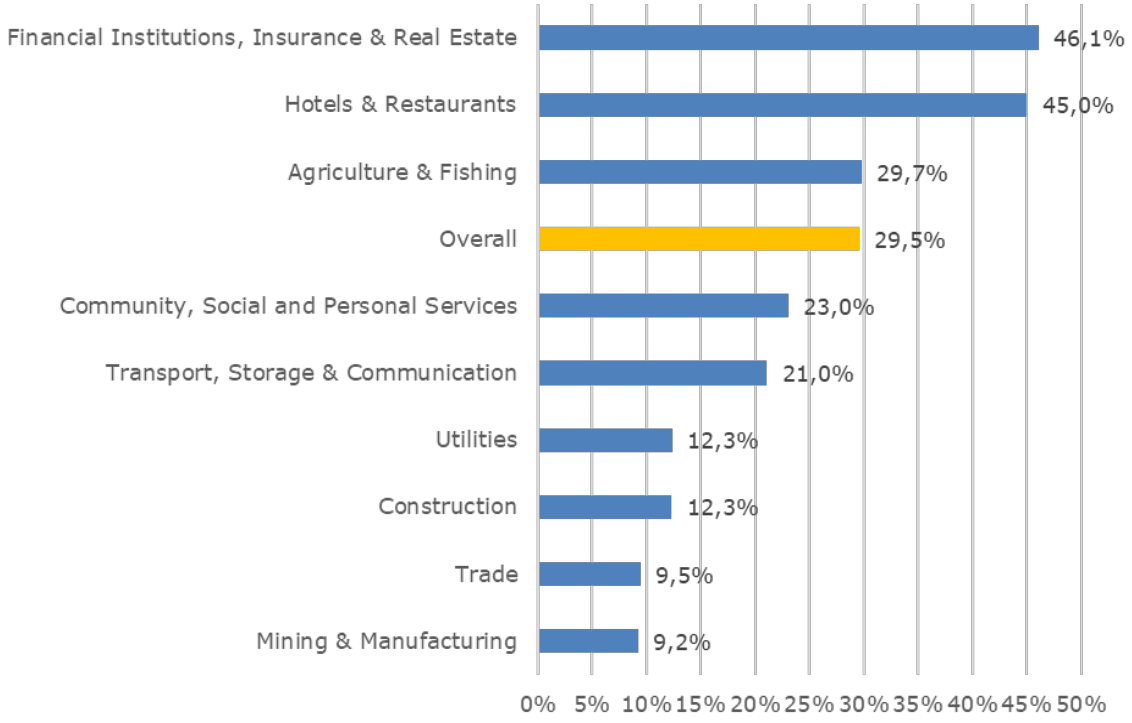
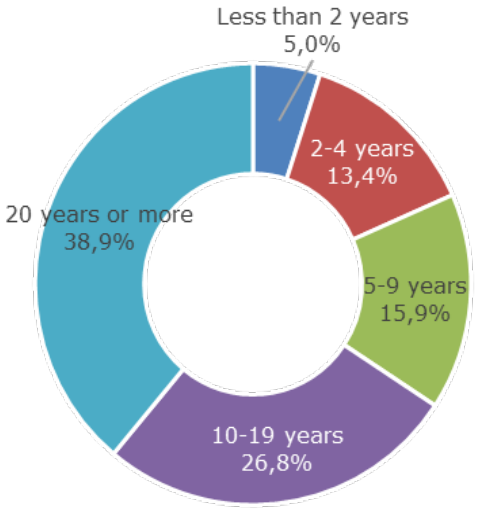


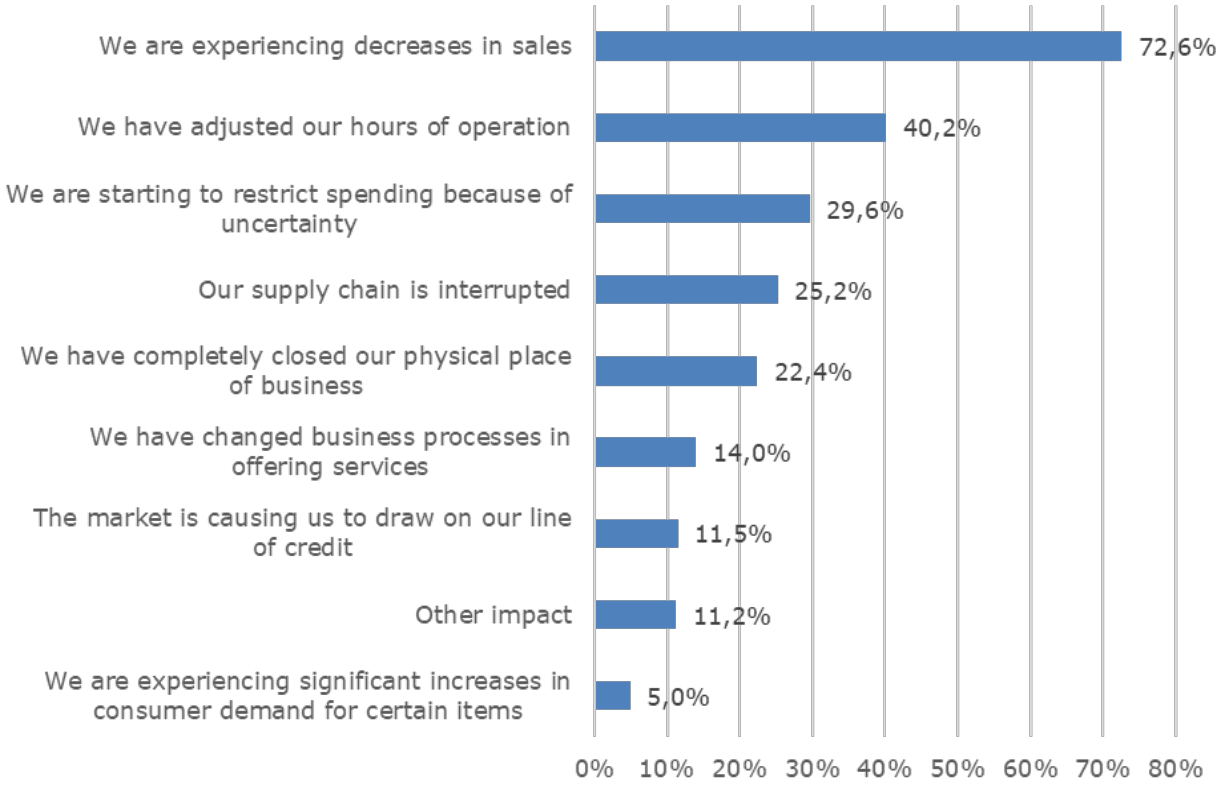
Figure 5 shows that only 5% of establishments in Anguilla were start-ups. Most of them (65.7%) older than 10 years.

Figure 5 – Age of establishments (%)



Most employers (91.9%) stated that their businesses were affected from COVID-19. Most of them (72.6%) said that they experienced decreases in sales. Four in ten employers stated that they had adjusted their hours of operations to cope with negative effects. One in ten reported that they either closed their businesses and were only recently back in operation, or that their establishments were still closed.

Figure 6 – COVID-19 effects on businesses (%)



3.2. Recruitment and skill-shortage vacancies

The ALMS provides a detailed understanding of the level and nature of employer's demand for new staff and the ability of the labour market to meet this demand, particularly in relation to applicants having the skills and qualifications employers require. The key measures used in this sub-chapter are as follows:

Figure 7 - Key measures used[4]

Following a brief analysis of vacancies and recruitment methods, this chapter focusses on the incidence, volume and profile of skill-shortage vacancies, the specific skills that employers have found to be lacking, and the impact skill-shortage vacancies have.

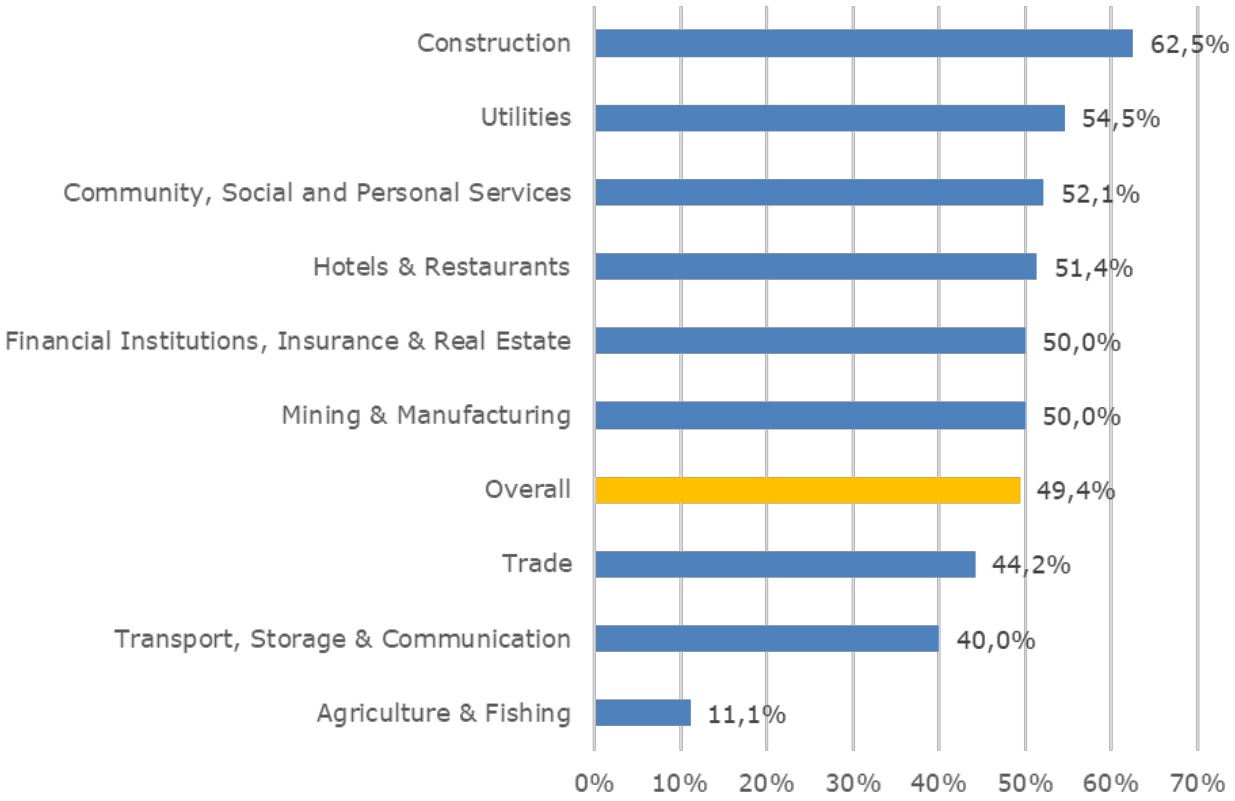
3.2.1. Incidence of recruitment

A significant part of this chapter focuses on employers' experiences of vacancies at the time of the survey. In addition, employers were also asked whether they had recruited at all over the past two years. Time span was 2 years instead of twelve months due to COVID-19 circumstances.

Levels of recruitment activity provide an indication of growth and change in the labour market and wider economy. Overall, half of establishments (49.4%) had recruited anybody over the past two years. Establishments in the Construction Industry (62.5%) were more likely than those in other industries. It also changes by the size of the establishments. Overall, the average size of the establishments which declared that they had recruited anybody over the past two years was 15 employees. There is a positive correlation between the size of the establishments and the recruitment capacity. Slightly more than a third (36.5%) of employers of micro establishments stated that they had recruited anybody over the past two years. Seven in ten employers of establishments with 10 or more employees reported that they hired anybody over the last 2-year period. All the employers of more than 50 employees declared that they recruited anybody during that period.

4.- Department for Education, Employer Skills Survey 2019

Figure 8 – Recruitment in the past two years (%)

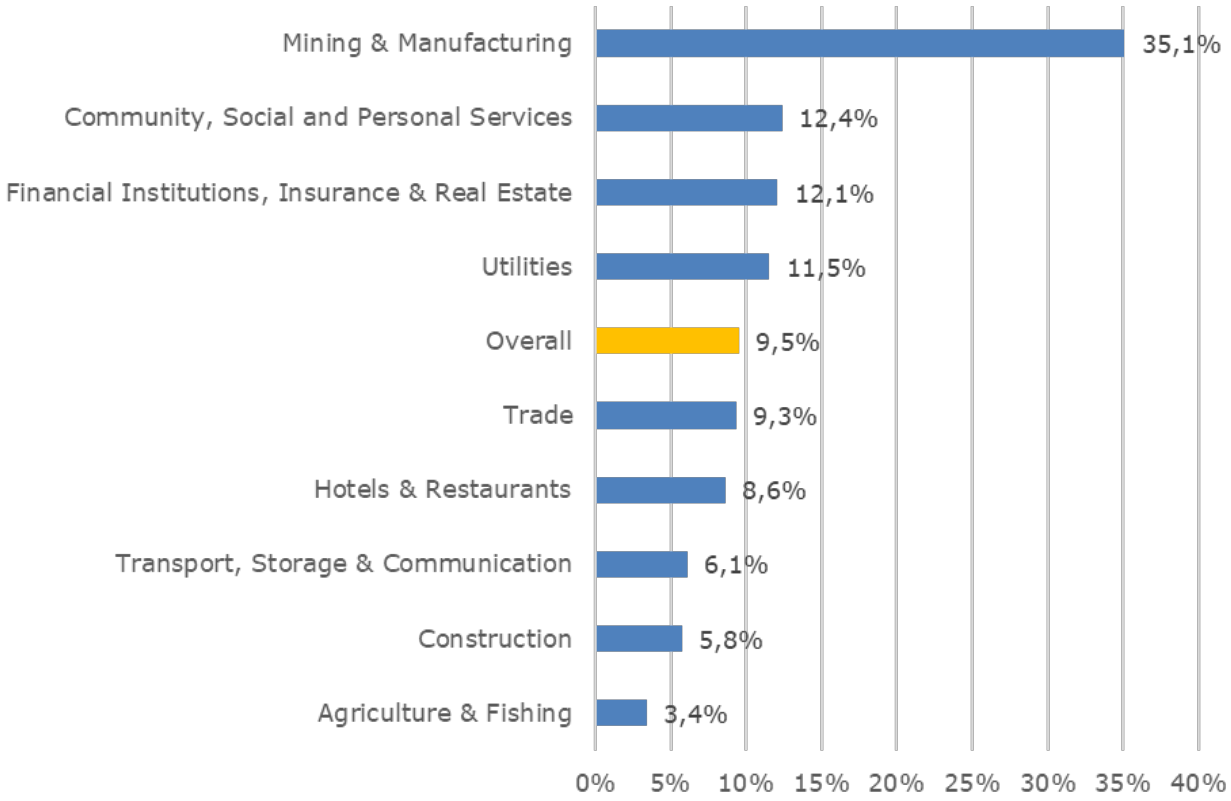


3.2.2. Vacancies

Just over one in fourteen establishments (7.2%) had at least one vacancy at the time of the Anguilla Labour Market Survey. In volume terms, there were 290 vacancies, equivalent to 9.5% of total employment. There was variation in the extent and pattern of vacancies by size of establishment and by industry. Vacancies in Hotels and Restaurants (38.6%), and Community, Social and Personal Services (23.4%), amount to 62.0% of total vacancies.

Even though the leading industries in Anguilla in terms of size of the vacancies are Hotels and Restaurants and Construction; in terms of density of vacancies, more vacancies were in the Manufacturing industry, which is equivalent to 35.1% of total employment in the Manufacturing industry.

Figure 9 – Density of vacancies by industry (%)

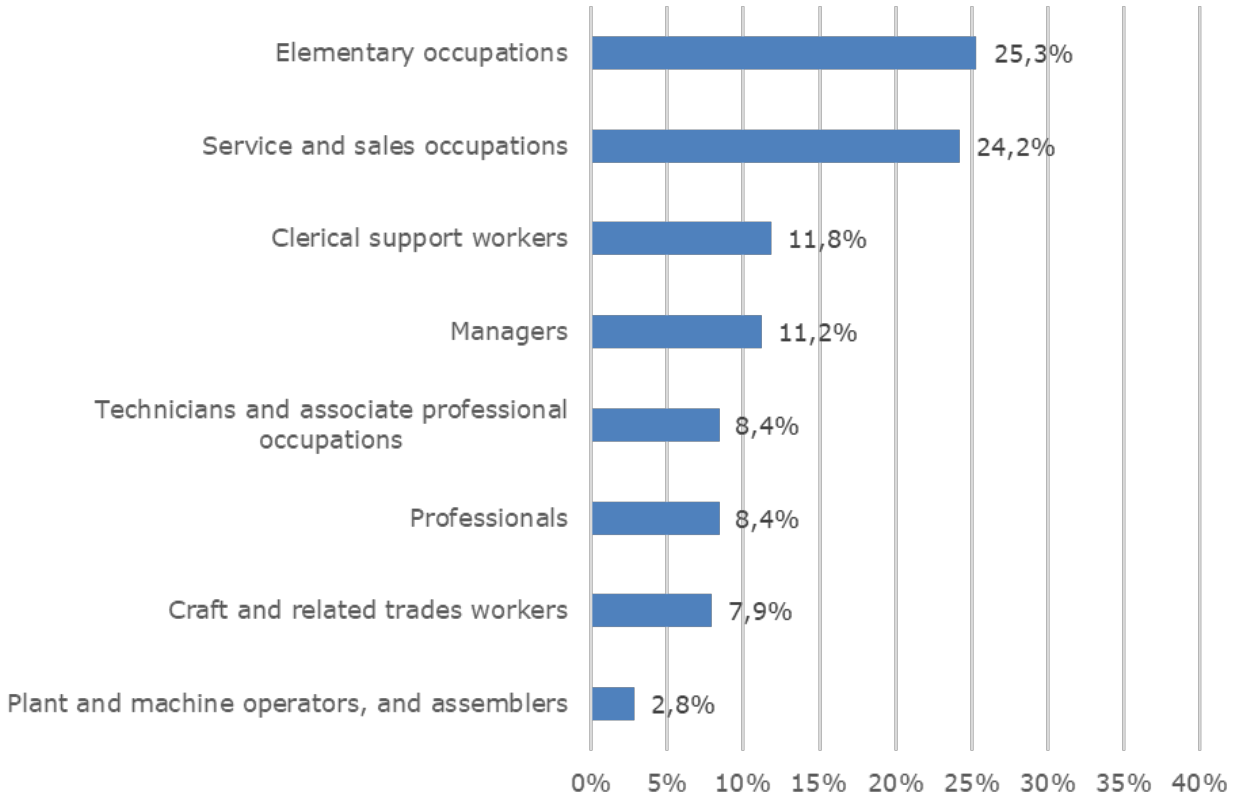


The industries with the highest density of vacancies (industrial vacancies as a proportion of industrial employment) following the Manufacturing industry were Community, Social and Personal Services (12.4%), Financial Institutions, Insurance and Real Estate (12.1%), and the Utilities industry (11.5%). All of these are above the average density of vacancies for Anguilla.

Although recruitment capacity was found lower, job creation capacity was found to be higher in micro establishments with less than four employees. Density of vacancy is higher in these micro establishments (25.8%) in comparison with medium sized (10 – 49 employees) and larger establishments (more than 50 employees).

The ALMS also identifies the occupational groups where vacancies exist. Figure 4 shows the distribution of vacancies by occupational groups. The occupation group with highest density of vacancy was the elementary occupations (25.3%).

Figure 10 – Vacancies by occupational groups (%)



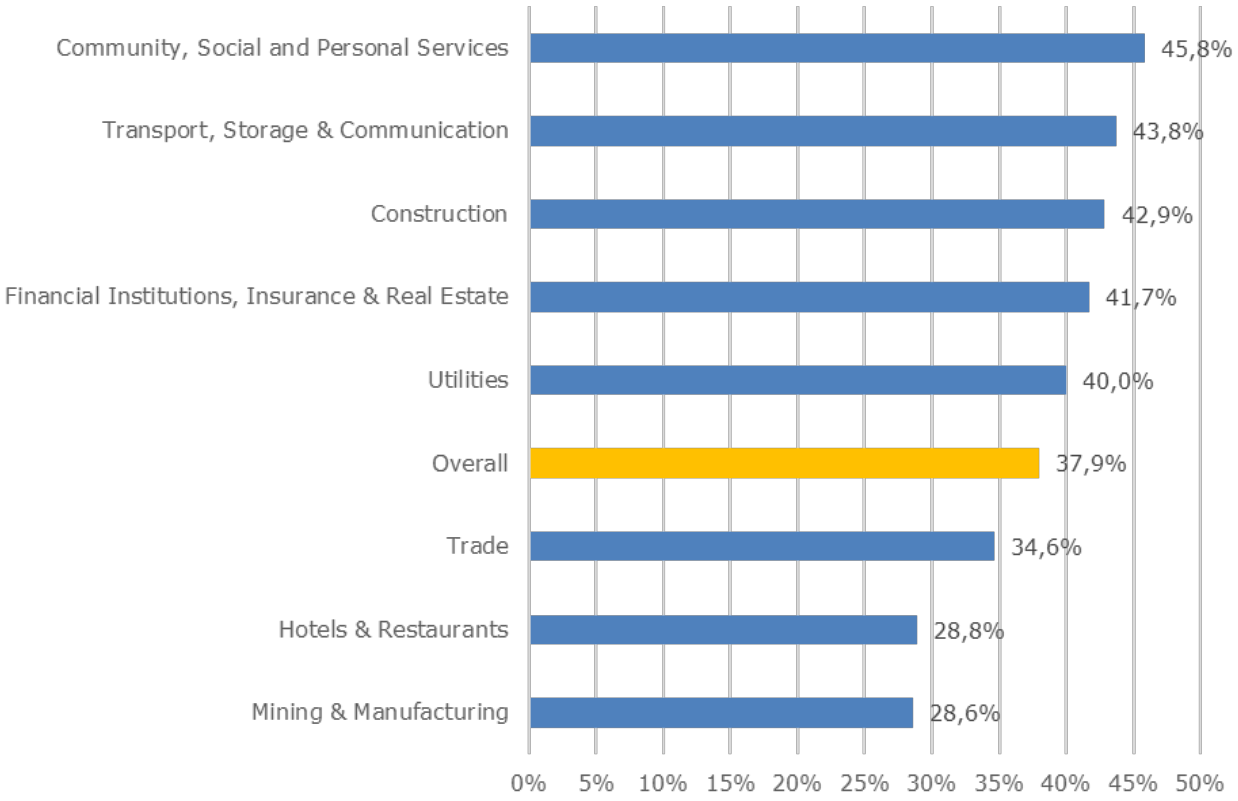
3.2.3. Skill-shortage vacancies

Employers were asked if any of their vacancies were proving hard to fill, and if so, if this was due to a lack of skills, experience, or qualifications among applicants. This measures skill-shortage vacancies that employers are aware of. It would not include hard-to-fill vacancies that receive no applicants, which could be the result of a skill shortage. Equally, a reported skill-shortage vacancy – i.e., one which attracts applicants but none with the right skills – may be caused by relative unattractiveness of the role to a pool of potential applicants who do possess the right skills. Aspects of the role which influence would-be applicants, such as pay or working conditions, may not be recognised by the employer, and therefore may not be represented in this survey.

Overall, the density of hard-to-fill vacancies in Anguilla was 37.9%. The experience of skill-shortage vacancies varied by industry and occupation groups. Reflecting the relative size of the industries, skill-shortage vacancies were most numerous in Trade, Hotels and Restaurants and Manufacturing industries. Skill-shortage vacancy density, however, was highest in the Community, Social and Personal Services, Transportation, Storage and Communication and Construction industries, where more than two-fifths of vacancies were classed as skill-shortage vacancies (Figure 11).

By occupation, employers were most likely to have experienced skills-related difficulties when recruiting for almost all positions. Especially for Elementary Occupations, the main reason given was that employers could not find enough people interested in doing this type of job.

Figure 11 – Density of hard-to-fill occupations (%)



The density of skill-shortage vacancies was higher among micro (1-9 employees), medium and large sized establishments (50 and more employees) than for small sized establishments (10-49 employees). In the context of the island economy, sizes are relative and therefore it would be better to discuss the size context specific to Anguilla. On one hand, it can be said that small and large establishments have more skills shortage density than medium establishments. On the other hand, establishments have industry specific sizes. The highest skill-shortage density is at the establishments with 50 or more employees. It was noted that these are establishments in the construction and hotels industries.

In many countries there is a trend of establishing more small enterprises, where employees should be capable to cover wider range of working activities or working place. In small enterprises, each employee should cover more roles of working process, rather than having a narrow specialisation, as it is the case in big enterprises. Employers expect potential employees to have a wide range of competencies, independence and responsibility, ability to self-evaluate own work and continuously improve it. It is more demanding for education.

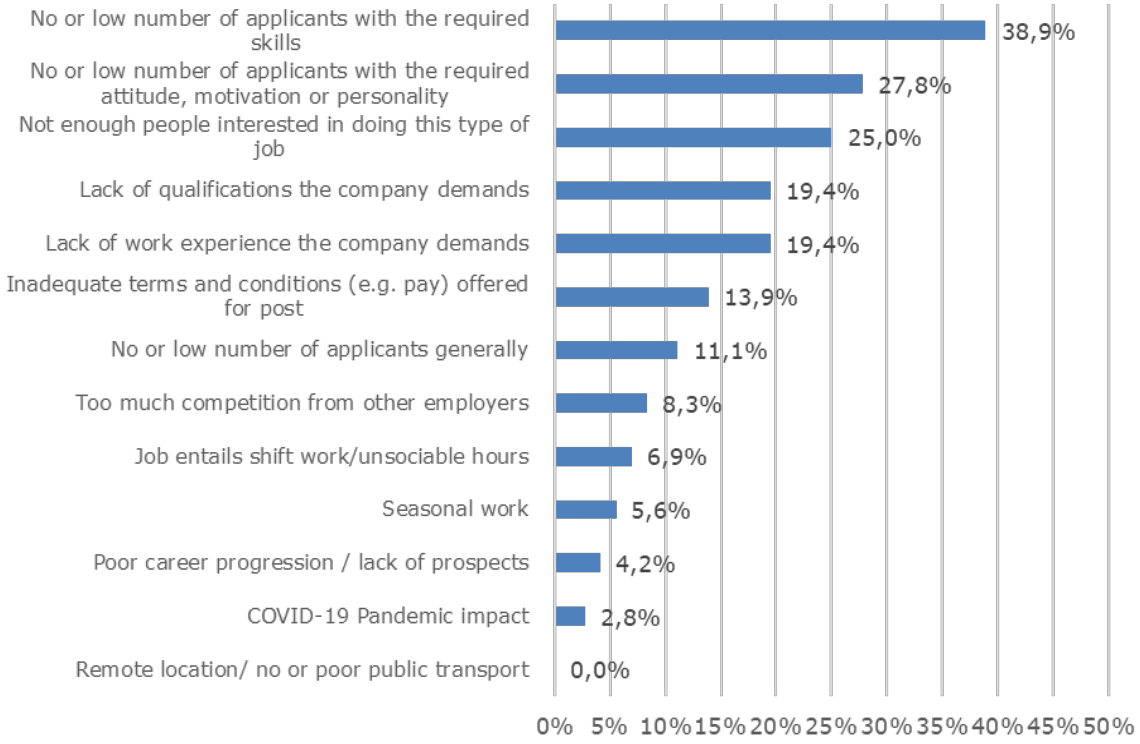
When employers have vacancies, potential employees are either able and willing to meet employer requirements, or they are not. In line with previous years, almost a third of vacancies in Anguilla (37.9%) were considered hard to fill.

When employers struggle to fill vacancies, this is often due to a lack of the required skills, qualifications, or experience among applicants. Collectively, these are known as skill-shortage vacancies. Vacancies in establishments were proving hard-to-fill due to difficulties in finding applicants with appropriate skills,

qualifications, or experience (38.9%). This reason was followed by a lack of compliance with the required attitudes, motivation, and personality (27.8%). A quarter of employers also indicated that there were not enough people interested in doing this type of job.

Education has a task, not only to attract potential employees to education for needed vacancies, but also to promote them and organise up-to-date education regarding the last achievements it those areas.

Figure 12 – Reasons for hard-to-fill (%)

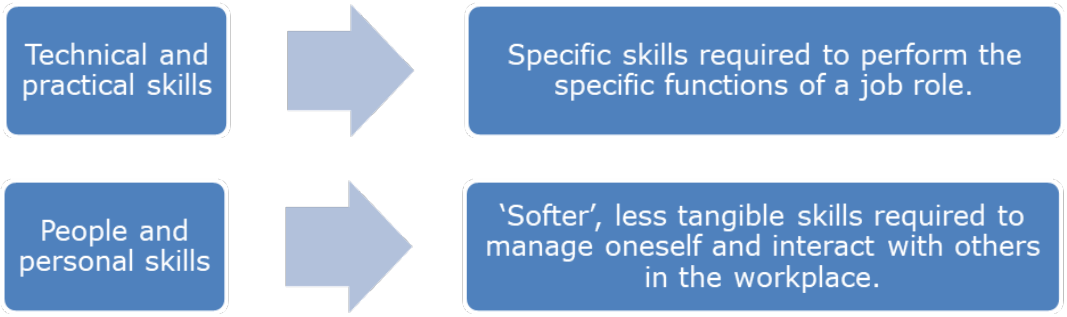


As it can be seen from Figure 12, the most significant reasons for hard filling of vacancies (no or low number of applicants with the required skills, required attitude, motivation, or personality; lack of qualifications the company demands, or lack of work experience the company demands) are related to education planning and provision. Good and long-term planning of education regarding key competences even from early childhood, but mostly regarding up-to-date competencies in different areas in TVET, can be very helpful.

3.3. Skills lacking in the labour market.

Employers with skill-shortage vacancies were read a list of skills and asked, for each occupation in which they reported skill-shortage vacancies, which of these were lacking. The specific skills that employers perceive to be lacking among applicants can be broadly grouped into two categories:

Figure 13 – Skill groups

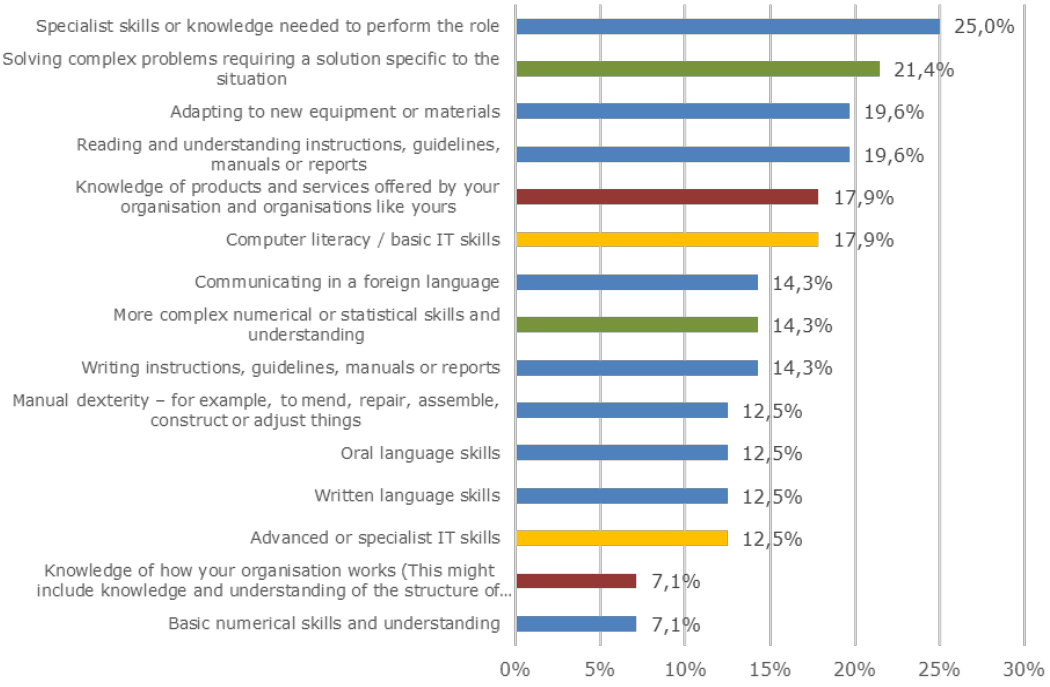


The skills lacking across these two categories of skills are shown in Figure 12 and Figure 13. The data in these figures is based on the total number of skill-shortage vacancies, as opposed to establishments with skill-shortages vacancies.

3.3.1. Technical and practical skills

The skills that employers found to be lacking among applicants ranged across both technical and practical skills, and people and personal skills. As can be seen on Figure 14, on the technical side, employers reported a lack of specialist skills or knowledge needed to perform the role (25.0%), solving complex problems requiring a solution specific to the situation (21.4%) and adapting to new equipment or materials (19.6%).

Figure 14 – Technical and practical skills (%)



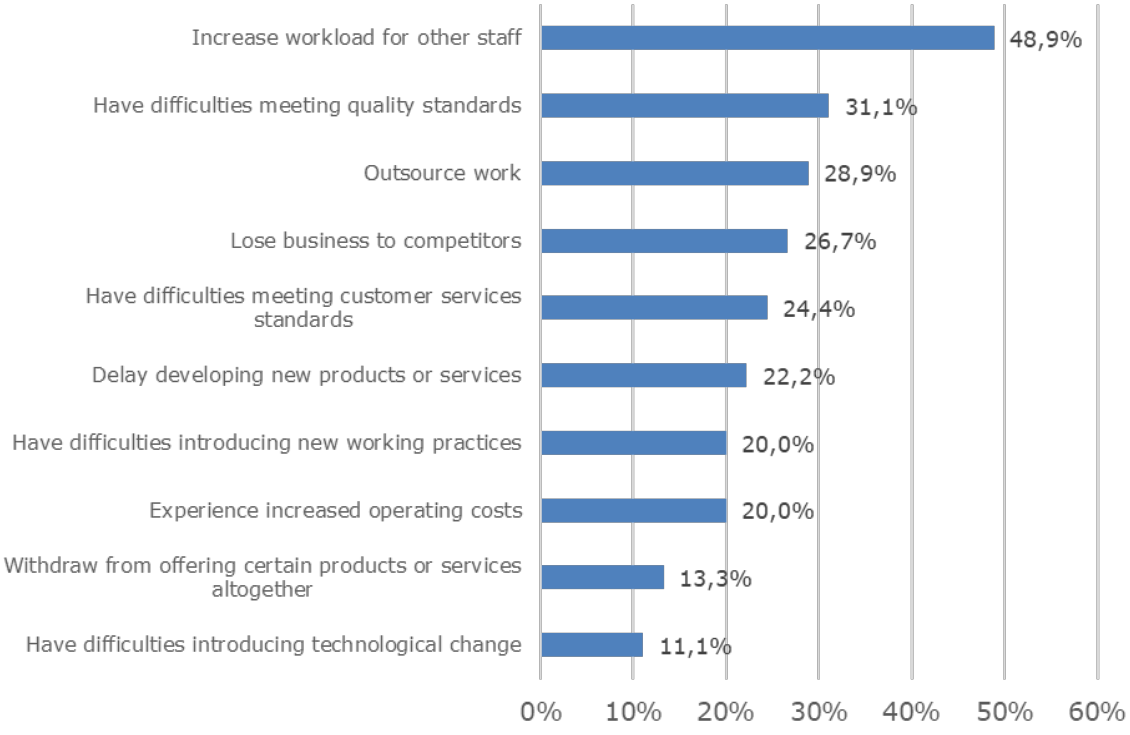
3.3.2. People and personal skills

Figure 15 shows people and personal skills. The main people and personal skills lacking are predominantly related to team working (44.6%) and self-management skills, especially the ability to manage own time and prioritise own tasks (42.9%) and customer handling skills (39.3%).

The skills lacking among applicants vary quite substantially depending on the role. For instance, the skill disproportionately reported to be lacking among applicants for managers, professionals and technicians and associate professional occupations included specialist skills or knowledge needed to perform the role. In addition, lacking reading and understanding instructions, guidelines, manuals, or reports skills was observed more amongst applicants for technicians and associate professional occupations, as well as elementary occupations.

In this moment in the Education sector worldwide, but also in the European Union, it is visible that exponential growth of facts and education orientation towards this puts individual personal development of students in second plan. Consequences of this are obvious in many ways. The Anguilla Labour Market Survey showed the same. The lack of developed personal skills, team working, and self-management prove the same. Education systems are invited to consider their orientation towards key competences (competences for 21st century, core skills, life skills or similar called) development. Persons without developed key competences are less capable for themselves, for their families, employers, or community.

Figure 16 – Impact of hard-to-fill positions to the business (%)



Two-thirds (64%) of the establishments that had difficulty filling vacancies had taken action to help overcome these difficulties.

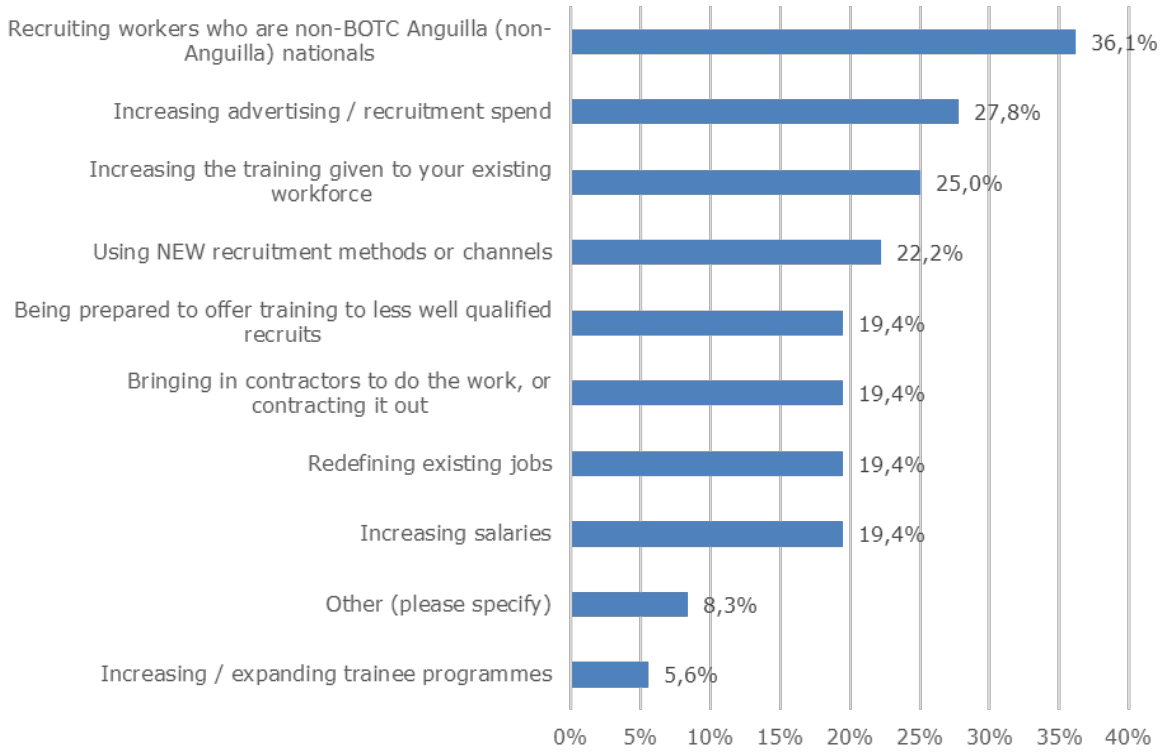
As shown in Figure 17, the most common actions undertaken were recruiting workers who are non-BOTC Anguilla nationals. More than a third (36.1%) of employers with hard-to-fill vacancies spontaneously reported that they had attempted to recruit non-BOTC Anguilla nationals to help overcome their recruitment difficulties.

Recruitment of non-BOTC Anguilla nationals was a particularly common way of trying to fill hard-to-fill vacancies in the Hotels and Restaurants industry.

Exactly a quarter of employers reported that they increased the training given to their existing workforce (25.0%). This response is confirmed with the increasing workload for other staff as an impact of hard-to-fill vacancies on the businesses.

Some employers said that they increased advertising and recruitment expenditures (27.2%) and started using new recruitment methods or channels (22.2%).

Figure 17 – Employer response to hard-to-fill vacancies (%)



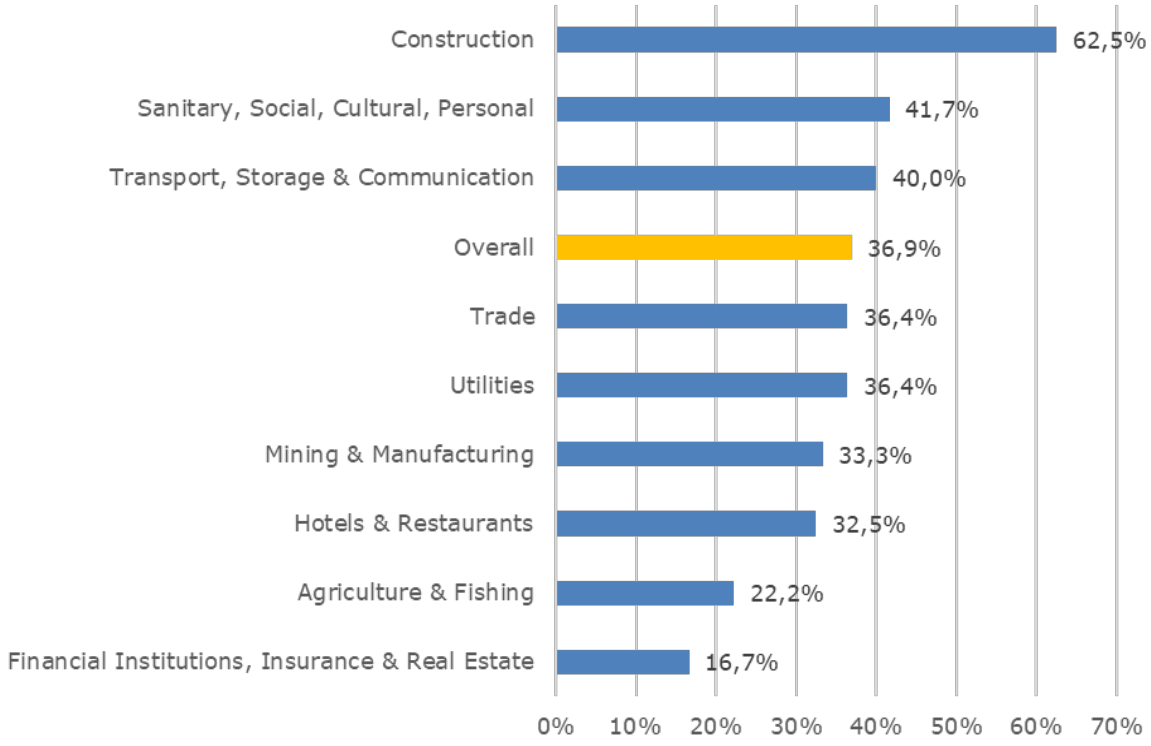
Other actions where there were notable size or industry differences include:

- Redefining existing jobs was more common among larger employers (57.8%) than smaller ones (5% among those with fewer than five employees).
- Bringing in contractors to do the work or contracting it out was more common in smaller establishments (only in establishments, with less than 10 employees).
- Increasing salaries and increasing the training given to your existing workforce was also a more common action among larger employers than smaller ones.

Fifteen per cent of employers that had hard-to-fill vacancies reported not taking any action in response to facing these recruitment challenges. Not taking action was much more common among small establishments than larger ones (17%) of employers with fewer than 10 employees had not taken any action).

There was also variation by industry in the proportion of employers that had not taken action in response to skill-shortage vacancies, being most prevalent in Personal and Household Services.

Figure 18 – Employer response to hard-to-fill vacancies by employing non-BOTC Anguilla nationals (%)



Overall, employers with either simple or hard-to-fill vacancies spontaneously reported (36.9%) having attempted to recruit non-BOTC Anguilla nationals to help overcome their recruitment difficulties.

Recruitment of non-BOTC Anguilla nationals was a particularly common way of trying to fill hard-to-fill vacancies in the Construction industry (62.5%, see Figure 18), though it was also above average in Sanitary, Social, Cultural, Personal and Transport and Storage, (in the 40.0% to 41.7% range).

As the size of the establishments in terms of employment increases, attempts to recruit non-BOTC Anguilla national increases. Recruitment of non-BOTC Anguilla nationals in small-sized establishments was around 30%, but around 70% in larger ones.

Figure 19 – Comparison of perceptions of employers regarding skills and education levels between Anguilla nationals and non-BOTC Anguilla nationals (%)

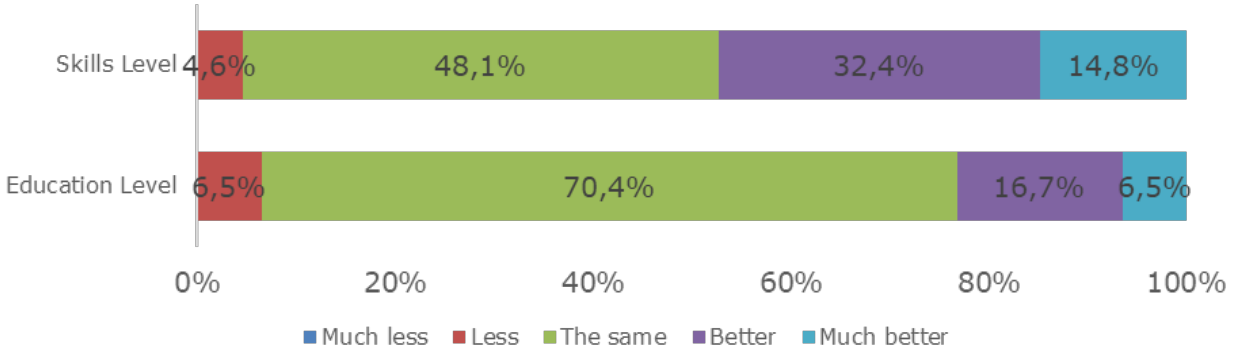


Figure 19 shows the perception of employers regarding skill levels and education levels of non-BOTC Anguilla nationals as compared to BOTC Anguilla nationals. They (42.6% of employers) claimed that skill levels of non-BOTC Anguilla employees were better than those of Anguilla nationals. They also reported that their education levels are slightly better (16.7%).

From these ALMS findings, it is visible that although the level of the qualification level of non-BOTC Anguilla nationals comparing to BOTC Anguilla nationals is almost the same, skills of non-BOTC Anguilla nationals are better. From those findings it is possible to conclude that quality of education in Anguilla can be improved to enable employees to reach at least the level of non-BOTC Anguilla nationals.

3.4. The internal skills challenges.

A shortage of skills in the labour market can be noticeable itself not only through recruitment difficulties, but also through the related issue of skill gaps within the existing workforce. Rather than a vacancy remaining unfilled, a job may instead be performed by an employee who lacks full proficiency in that role. Some of these skill gaps may result from healthy innovation or be a natural and temporary condition after recruiting entry-level employees. However, some skill gaps may be the result of ineffective training and skill acquisition, or the result of consistently high levels of employee turnover. Particularly, when persistent, a skill gaps can hinder an establishment's ability to function effectively and harm its productivity and profitability.

It is worth bearing in mind that the survey only captures what employers are aware of and report. Arguably, employers that pay little attention to their employees' skills and the needs of their organisation may be less likely to report skill gaps. Others have termed these "latent skill gaps".

This sub-chapter covers the incidence, volume, profile and causes of reported skill gaps, both at the National and the industry level, and by occupation as much as possible. It then considers the specific skills that establishments reported their staff to be lacking, the

impact that skill gaps had on employers' organisations, and their response to address these issues.

In addition to exploring the skills perceived to be lacking among existing staff, the chapter also looks at upskilling – whether employers are anticipating that staff will need to acquire new skills over the next 12 months or not.

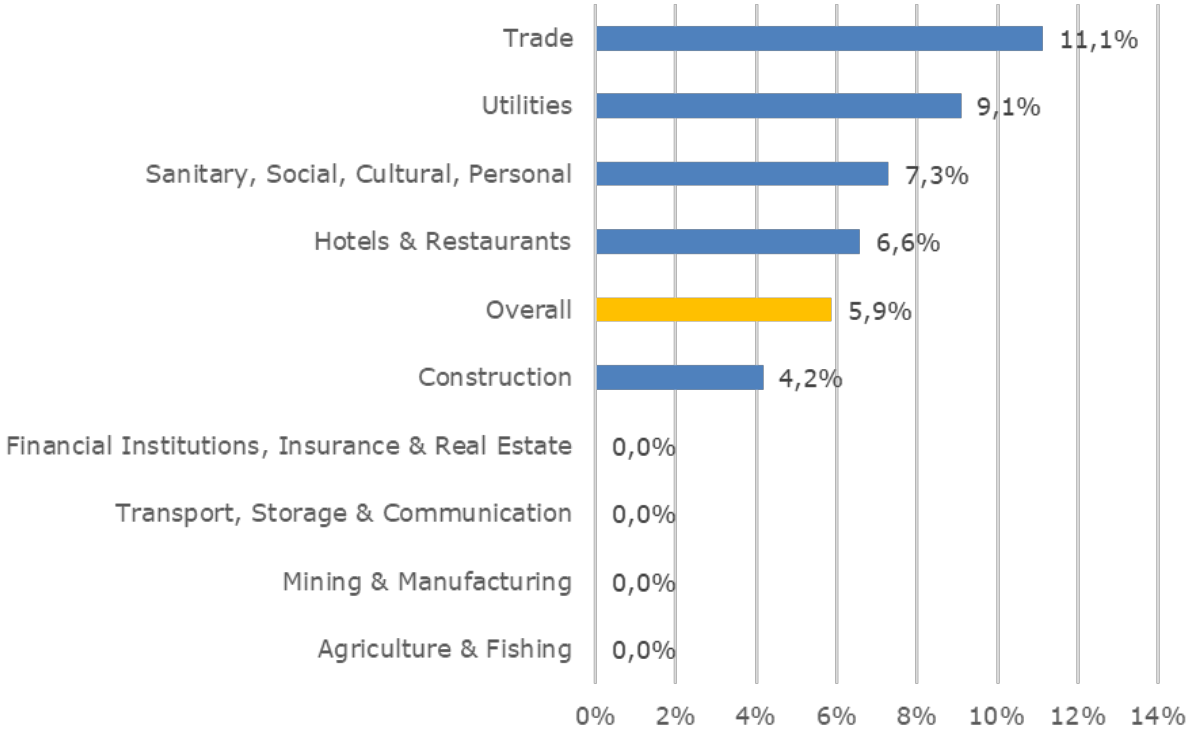
Finally, this sub-chapter discusses the related issue of under-use of skills. This sort of skills imbalance occurs when employees have both qualifications and more advanced skills than those required for their current job role.

3.4.1. Density of skill gaps (%)

This section examines the specific skills that employers perceived to be lacking among their workforces. Overall a majority of employers (94.1%) reported that all of their staff were fully proficient at their job.

As shown in Figure 20, amongst those employers (only 5.9%) who reported their current staff has some skill gaps, establishments in Trade industries (11.1%) declared more skill gaps density amongst their current employees. It was followed by the Utilities industry (9.1%) and the Recreational and Cultural Services industry (7.3%). Employers of restaurants also reported that skill gaps in their industry is higher than overall skill gaps density.

Figure 20 – Density of skill gaps of available employees (%)

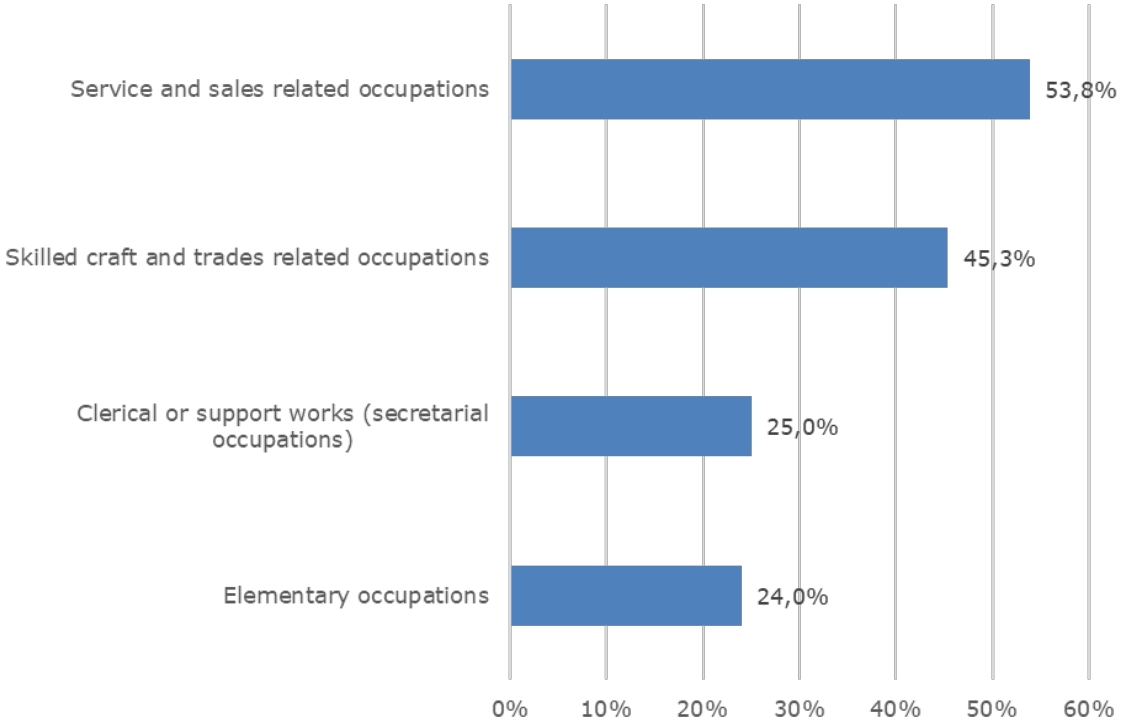


Returning to size-based analysis, the proportion of establishments reporting at least one member of staff lacking full proficiency increases with the size of the establishment to nearly a sixth (17%) of those with more than 10 employees, compared to only 3% of establishments with 1 to 9 employees.

There were also some particularly marked occupational patterns within industries, as shown in Figure 21.

Skill gaps density among Sales and Sales related occupations was the highest of all occupations (53.8%). It was followed by Skilled Craft Related Occupations (45.3%), Clerical or Support Works occupations (42.1%) and Elementary Occupations (24.0%). Employers have not reported any skill gaps density for other available occupations in their establishments.

Figure 21 – Skill gaps density of available employees by occupations (%)



3.4.2. Causes and impacts of skill gaps (%)

The majority of skill gaps were caused because of the staff's lack of motivation (57.9%). Employers reported the introduction of new working practices (47.4%), introduction of new technologies (31.6%) and development of new products and services (26.3%) also caused to skill gaps.

The stated reasons for the mismatch of needs and offers for competencies in the labour market describe the need for lifelong learning and continuous professional development. Continuous technological advancement, new materials, new computer applications, new trends in the world (civic initiatives, care for nature and the planet, cultural issues, epidemics, sensitivity to vulnerable groups, renewable energy sources, etc.) force everybody to learn and improve personal and professional skills. Awareness of this and taking the initiative and responsibility for continuous personal and professional growth is also acquired through initial education, but also through informal and informal means both then and throughout life, and especially during working life.

Employers also mentioned that skill gaps were caused because of transient factors – factors which would be expected to ease naturally over time. A sixth of employers mentioned skill gaps being caused because trainings still continued or had just finished in a way that their performances have not been improved yet and therefore these factors caused skill gaps.

Figure 22 – Causes of skill gaps of available employees (%)

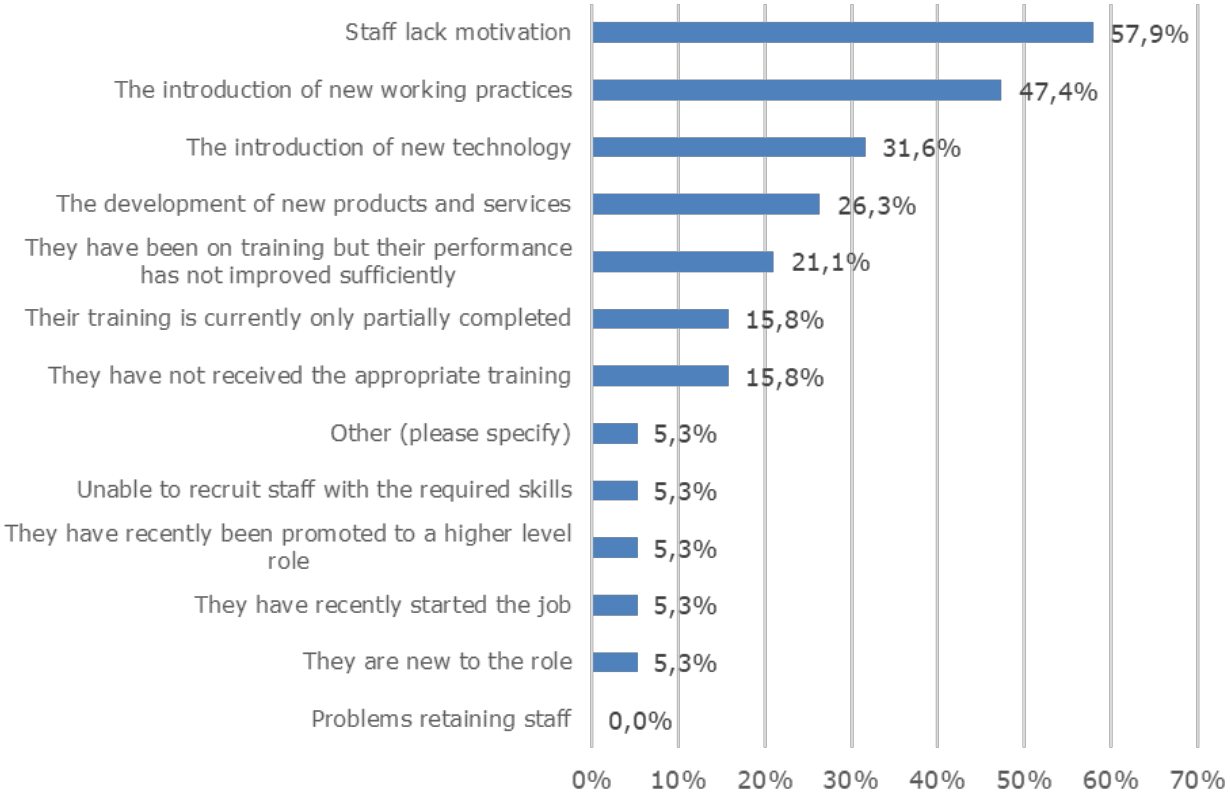
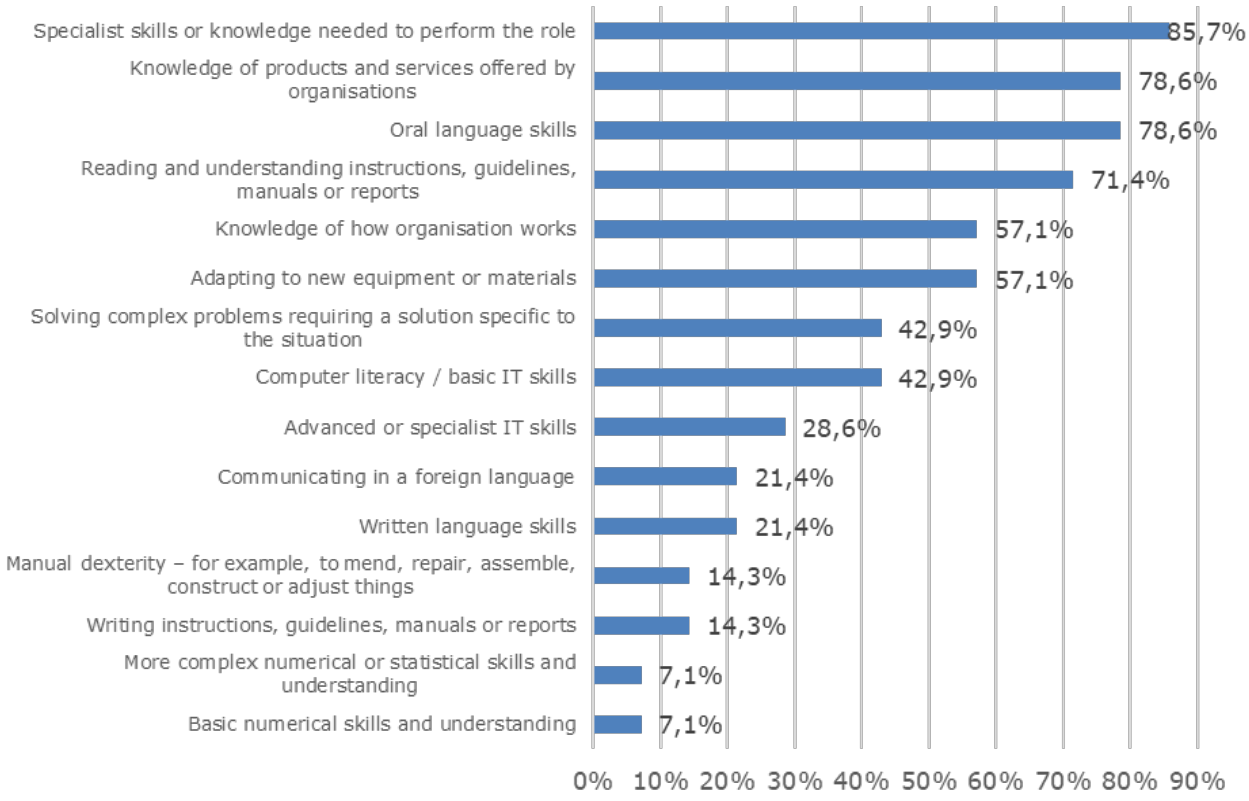


Figure 23 shows technical and practical skills lacking amongst staff with skill gaps. A deficiency in specialist skills or knowledge required to perform the job role was a contributing factor to nearly all skill gaps (86%). A lack of knowledge of a company's products, services, and internal processes was also common (78.6%). Additionally, oral languages skills (78.6%) and reading and understanding instructions, guidelines, manual or reports were also mentioned as important technical and practical skills lacking amongst staff with skill gaps.

Besides the quantitative survey, there were also guided interviews with employers, registered and not registered ones. In this way, it was also confirmed that literacy and usage of proper English language in professional situations are missing. Additionally, employers emphasized on the gap of labour market skills, working processes, functional usage of foreign languages, numeracy skills, science and technical mindset, experience, and manual dexterity. This was confirmed by interviews, so the same gap was found in quantitative and qualitative way.

Figure 23 – Technical and practical skill lacking amongst staff with skill gaps (%)



The most common people or personal skill that was found lacking among staff related to customer handling skills (88.2%). Together with the poor time management and prioritisation of tasks, which contributed to 70.6% of all skill gaps, the ability to manage one's own feelings and handle the feelings of others, which contributed to more than six in ten skill gaps (58.8%), related to what can broadly be categorised as "self-management skills". Team working and sales skills were also mentioned as lacking skills for people and personal skills amongst staff with skill gaps (52.9%).

A vast majority of establishments with skill gaps (87.5%) described these as having an impact on their organisation's performance (25.0% reporting a 'major' impact). Larger establishments were more likely to say their skill gaps had an impact on their performance, but small businesses were more likely to report major impacts. By industry, establishments in Hotels and Restaurants, which had the highest density of skill gaps of all industries, were more likely than average to report major impacts of skill gaps (40.0%).

Figure 24 – People and personal skill lacking amongst staff with skill gaps (%)

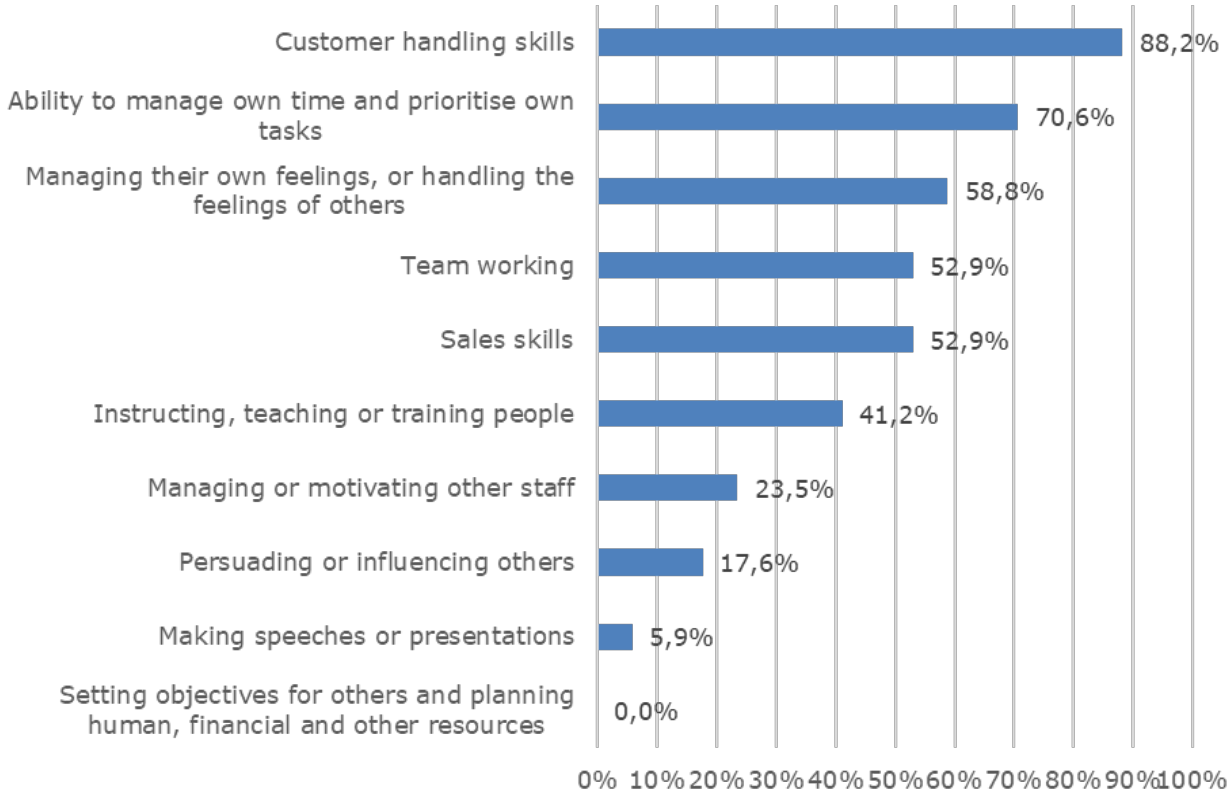


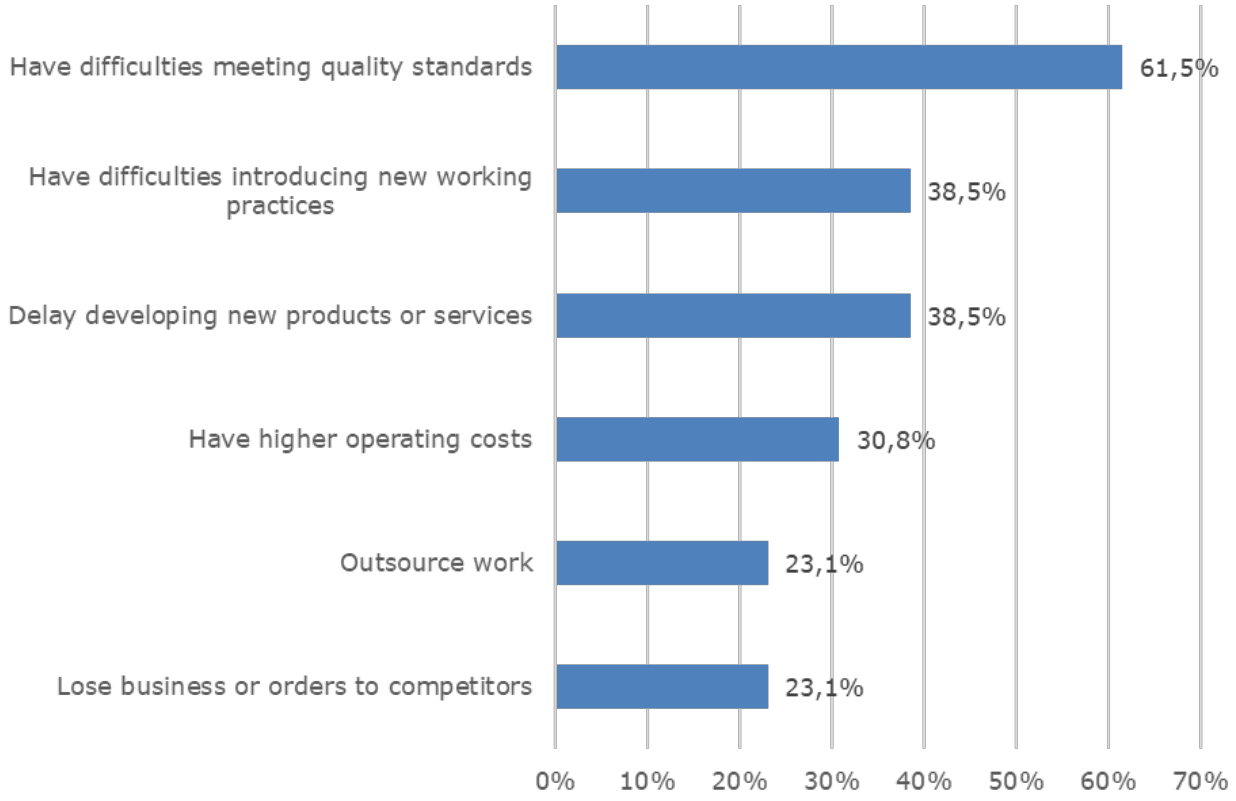
Figure 25 shows the specific implications of skill gaps for the businesses who reported them. Difficulties meeting quality standards was a common impact, affecting more than half (61.5%) of those with skill gaps, rising to exactly half (50%) in the Hotels and Restaurants industry.

Some skill gaps were caused as by-products of innovation and positive transformational working practices. However, some employers with skill gaps also reported that their internal skills challenge hindered their organisation's ability to innovate and introduce long-term business changes. One third of establishments with skill gaps (38.5%%) had difficulty introducing new working practices as a result of skill gaps, and again, the same percentage of them (38.5%) had experienced delays in developing new products or services.

They also reported financial challenges as a result of staff not being fully proficient. Around a third of establishments with skill gaps (30.8%) said that their operating costs had risen as a result. These were relatively large establishments.

This was particularly prevalent in the Hotel and Restaurant industry and Trade industry. Furthermore, close to a quarter of establishments with skill gaps (23.1%) had lost business or orders to competitors.

Figure 25 – Skill lacking impact on businesses (%)



Slightly more than half of establishments with skill gaps (53.3%) had taken steps to improve the proficiency or skills of their staff. A further 13.3% had not taken steps at the time but planned to do so in the future. Around a third of establishments with skill gaps had taken no action and had no plans in place to tackle these issues (33.3%).

Among those with skill gaps, there is no significant difference between small and large establishments were the least willing or able to have taken steps to improve the proficiency of these staff and as many have no plans to take any steps in the future.

Small and big enterprises do not have the same opportunities for employees' trainings and solving their competencies' gaps. In big enterprises, especially if they are part of brand chains, in-house trainings are more often organised. Small enterprises need support or opportunity to send one or up to very few employees for the trainings, compensate workers in working process while they attend trainings and also finance the trainings. In terms of the specific actions taken by employers to tackle their skill gaps, almost half of establishments (46.2%) had increased either their training activity or their spending on training programmes. The second coping strategy was an increase in the supervision of staff (30.8%). Generally, establishments with 10 or more employees mentioned these coping strategies.

3.5. Upskilling

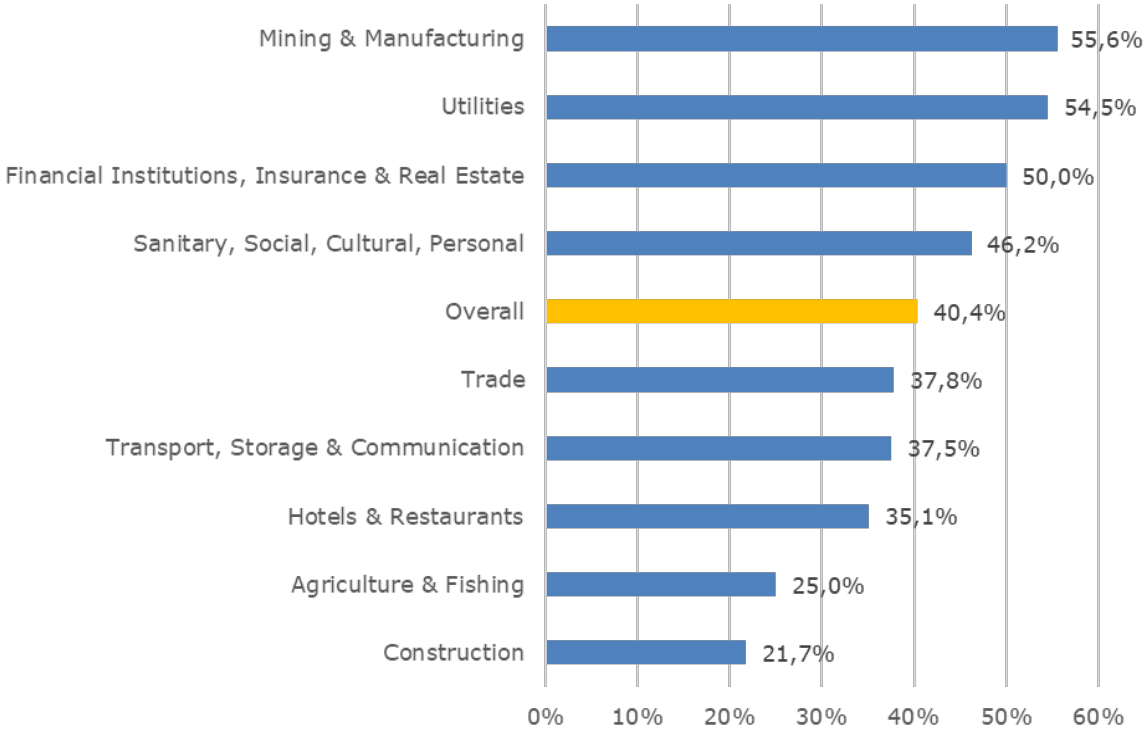
Having considered skill gaps, this chapter now turns to "upskilling", where employers anticipate that their staff will need to acquire new skills over the next twelve months.

The questions are asked on a modular basis, meaning that around half of survey participants are asked the upskilling questions covering whether over the next 12 months their employees will need to develop new skills or knowledge for reasons such as the introduction of new working practices or legislation.

3.5.1. The prevalence of upskilling needs

Figure 26 shows the occurrence of upskilling needs in Anguilla. Overall, four in ten employers (40.4%) expect that at least some of their staff will need to acquire new skills or knowledge over the next twelve months.

Figure 26 – Prevalence of upskilling needs (%)



There was no simple relationship between the likelihood of an industry reporting skill gaps and the perceived need for upskilling. Employers in the Trade industry had the highest density of skill gaps but were one of the industries who had yet to identify a need for upskilling (37.8%) and were most likely to overcome skill gaps through means such as recruiting non-BOTC Anguilla nationals. The same can be applicable for the construction industry, as employers reported having recruited non-BOTC Anguilla to cope with the skill gaps.

The larger the establishment, the more likely they were to anticipate an upskilling need over the next 12 months, rising from 36.9% of smaller establishments with 1 to 4 employees to 71.4% of those with at least 50 employees. Employers anticipating the need for staff to acquire new skills or knowledge were asked which single occupation would be most affected. As shown in Figure 25, 25.4% of employers employing Managers anticipate this position as being the priority. Slightly more than one in five (22.1%) establishments that employ skilled trade staff anticipate these staff being the priority. Almost one in five employers mentioned administrative and secretarial occupations as needing upskilling (18.9%).

Figure 27 – Upskilling needs by occupation groups (%)

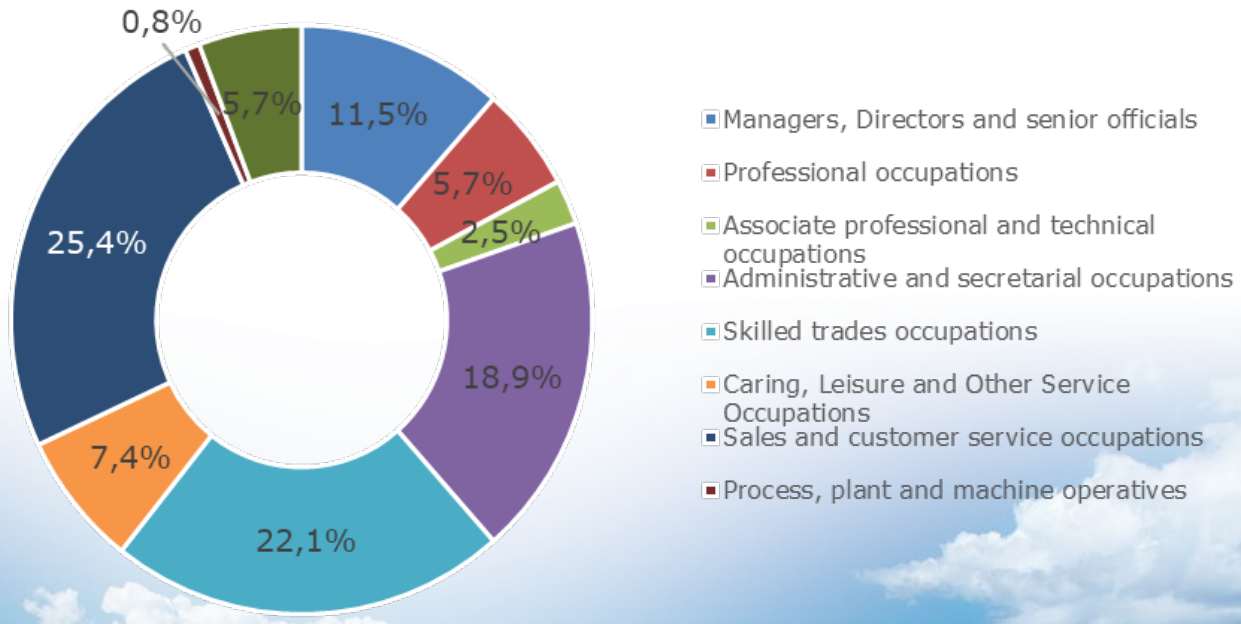
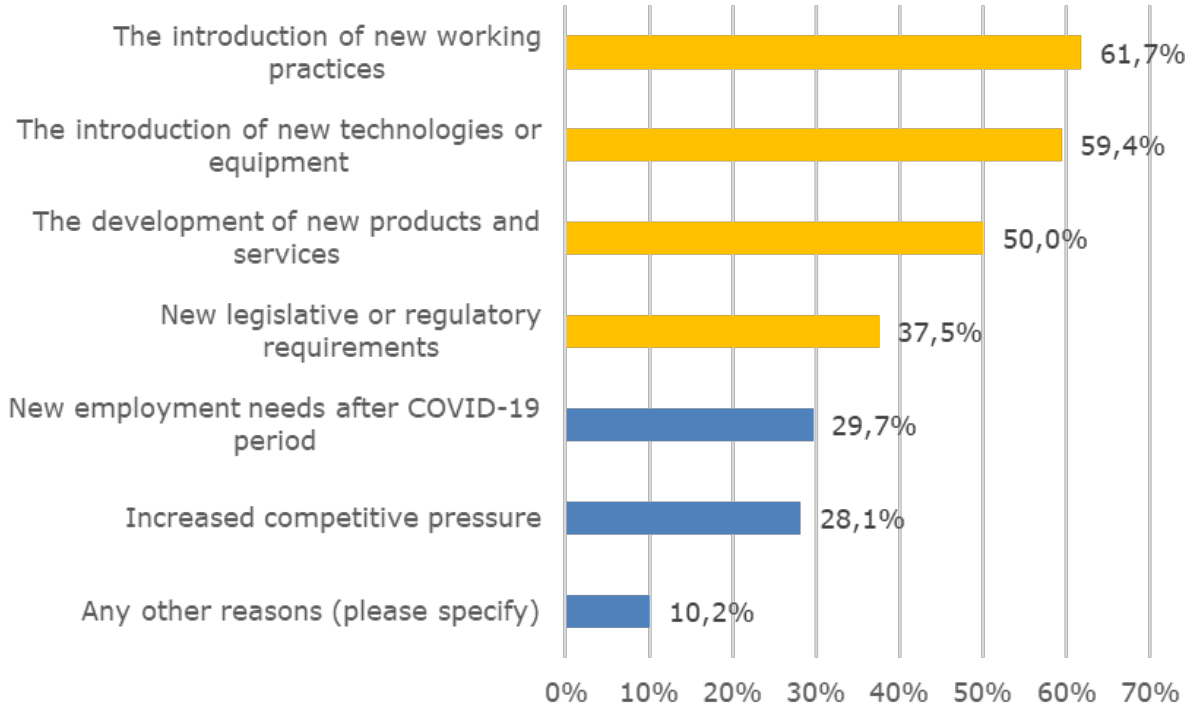


Figure 28 shows causes for upskilling needs. Generally, employers reported needing upskilling for the adaptation to new developments.

Overall, the three main motivators for upskilling were the introduction of new working practices (61.7%), the introduction of new technologies and equipment (59.4%) and the development of new products and services. These upskilling needs were noted in Manufacturing, Utilities, and Financial Institutions industries. Close to a quarter (28.1%) said that increased competitive pressure was a reason.

Most employers had given the first priority to managers, directors and senior officials (78.6%), and skilled trade staff (86.6%) mentioned needing upskilling for the introduction of new technologies and equipment. However, those who prioritized the upskilling needs for administrative and secretarial occupations mentioned the cause of the introduction of new working practices and new legislative and regulatory requirements. Although only one in 15 employers employing caring, leisure and other services occupations prioritized that this group was also important for upskilling, a significant amount (77.8%) mentioned about upskilling for new employment needs after COVID-19 period.

Figure 28 – Causes for upskilling needs (%)



3.5.2. Skills that need improving

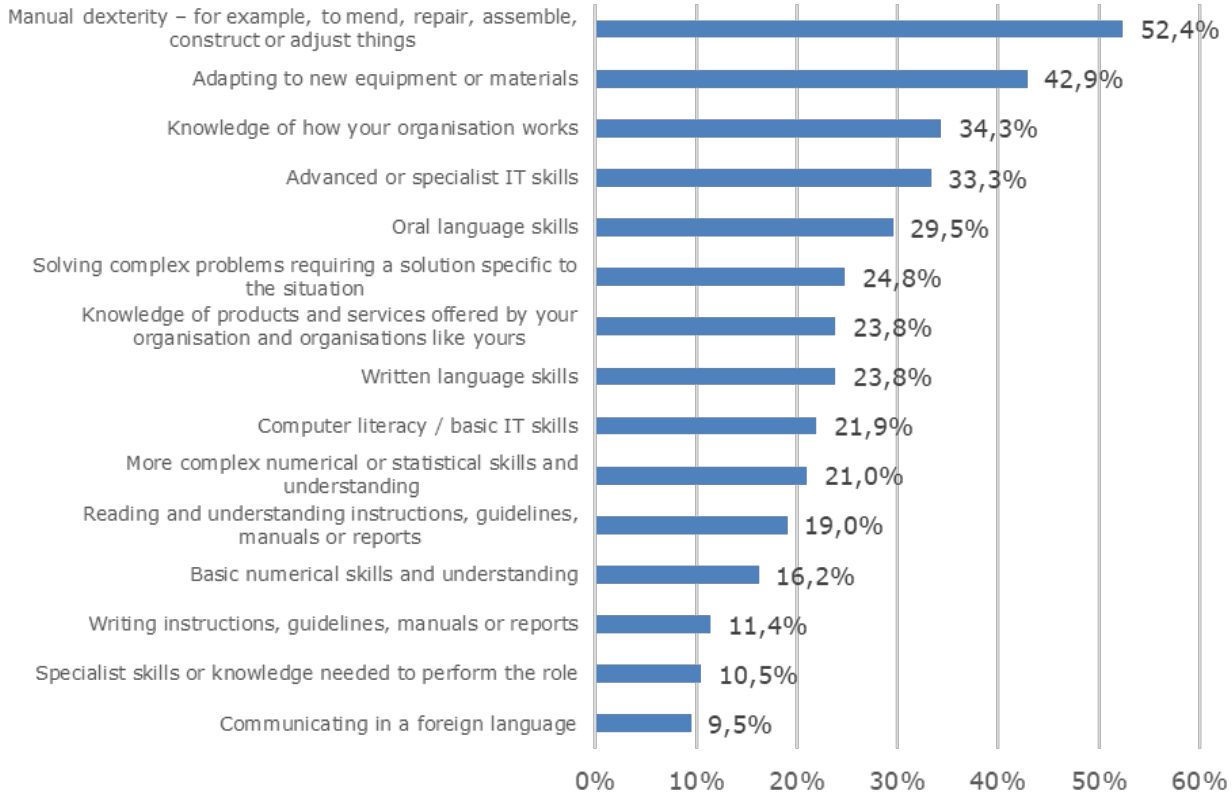
Those employers able to identify an occupation most affected by the need for upskilling were asked which skills require developing among their staff. Again, these have been grouped into two categories:

Technical and practical skills – these are the specific skills required to perform the specific functions of a job role, for example: advanced or specialist IT skills.

People and personal skills – these are the softer, less tangible skills required for self-management, leadership, and interaction in the workplace, for example: persuading or influencing others.

The most common technical and practical skills that employers felt needed developing were manual dexterity (52.4%) and adapting to new equipment or materials (42.9%). A third of employers also mentioned operational skills such as knowledge of how the organisation works (34.3%) and advanced or specialist IT skills (33.3%). Close to one third of employers (29.5%) mentioned upskilling needs for oral language, and almost a quarter reported upskilling needs for written language skills (23.8%).

Figure 29 – Technical and practical upskilling needs (%)



By industry, Construction (80.0%), Manufacturing (80%) and Hotels and Restaurants (52.0%) industries employers were significantly more likely than others to mention manual dexterity – to mend, repair, assemble, construct, or adjust things. Employers in Trade (58.8%) and Hotels and Restaurant industries reported that adapting to new equipment or materials skill should be improved as well. Upskilling for oral and written language skills were mentioned by employers in the Utilities and Trade industries. Employers in the Manufacturing and Construction industries also reported that employees need upskilling in the knowledge of how their organisation works, including knowledge and understanding of the structure of the organisation (80.0%).

By occupation groups, upskilling needs for manual dexterity was especially reported for elementary occupations (62.5%), skilled trade occupations (61.5%), and professional occupations (57.5%). Two-thirds of employers (65.5%) reported that sales and customer service occupations need upskilling on adapting to new equipment or materials. More than half of the employers (57.1%) prioritized upskilling for basic numerical skills and understanding for professional occupations.

The same information was gathered through the interviews with the representatives, mostly of unregistered occupations (such as taxi drivers, farmers, and fishermen).

The hare of missing competences was found as:

- Numeracy, science, and technical mindset- 21%
- LM skills, working processes, marketing – 17%
- Literacy (in English and foreign languages) – 12%
- More functional knowledge during initial education, and practical work during TVET - 9,7%
- Communication and teamwork – 9,7%
- Professional attitude – 9,7%
- Geography and orientation – 7%
- History and tradition and culture – 7%
- ICT – 4%

Figure 30 shows people and personal skills that required upskilling. Regarding these skills, the most common upskilling needs in this area were customer handling skills (62.3%), the ability to manage own time and prioritise own tasks (40.4%), and team working (38.6%).

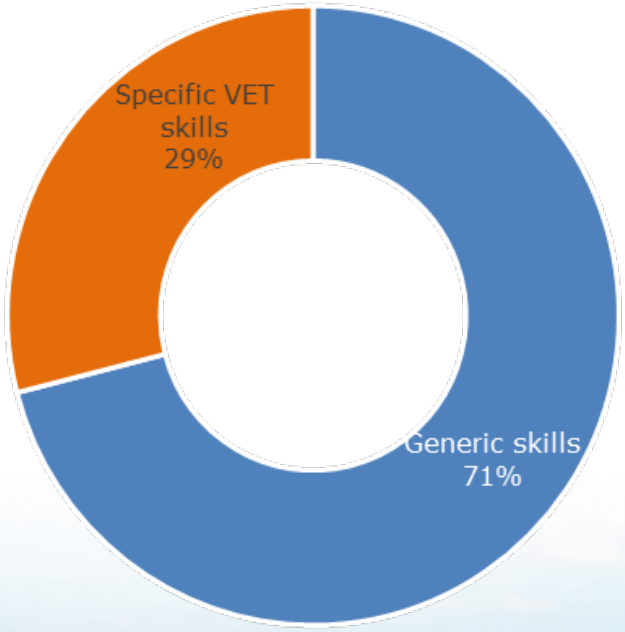
Figure 30 – People and personal upskilling needs (%)

Employers in the Manufacturing industry were more likely than the average to mention the need to upskill in self-management and management skills such as managing their own feelings, or handling the feelings of others (60.0%), team working (40.0%), managing and motivating other staff (40.0%), and time management (40.0%). Employers in the Construction industry also reported that team working, and time management skills were the most important skills to be upgraded. It was noted that the upskilling for customer handling was prioritized by employers in the Trade (100.0%), Transport, Storage and Communication (87.5%) Hotels and Restaurants (82.6%), and Utilities (80.0%) industries. Many employers in the Trade industry (81.3%) reported that sales skills should be upgraded.
By occupation groups, upskilling needs for customer handling was especially reported for sales and customer services occupations (93.1%). Employers prioritized the upskilling needs for managers as instructing, teaching, and training people (63.6%), team working (54.5%), and customer handling skills (45.5%).

The workers coming to the labour market have some gaps in their knowledge and skills required for successful performance of their job(s). Through a qualitative analysis of individual and group interviews, this gap of competencies is robustly measured. It is found that:

- 71 % are generic / key competences and,
- 29 % are specific vocational competences missing in present labour force, from the point of view of the employers in the targeted occupations.

Figure 31 – Type of skills missing: Generic and specific VET skills (from qualitative study)



Collected data through interviews with stakeholders revealed the gap of generic competencies as shown in the Table below.

Table 4 - Type of generic competences missing.

	Skill	%
1	Numeracy, science, and technical mind-set	21%
2	Labour market skills (working place), working processes, marketing	17%
3	Literacy in English and foreign languages	12%
4	More functional knowledge during initial education and practical work during TVET	9.7%
5	Communication and teamwork	9.7%
6	Professional attitudes	9.7%
7	Geography and general orientation	7%
8	History, tradition, and culture	7%
9	Information and communication technology	4%

The competences that are missing the most across different occupations are 'Numeracy, science and technical mind-set', and almost one fifth of all gaps are related to this broad STEM area. Also, during formal education more emphasis should be placed on developing labour market skills (related to future working place), general working processes in the company, marketing, sales and similar. The latter could be addressed through the implementation of the model of apprenticeships.

The qualitative research located some needs specific to the targeted occupations.

Fishery

- Development and learning of different techniques for fishing.
- Managing and simple maintenance of fishing boats.
- Recording the administrative documents and applying the professional standards.

Agriculture

- Development of organic food production.
- Regulations and restrictions of pesticide use and fertiliser.
- Introducing new techniques of watering.

Communication technology

- Keeping pace with up-to-date technology.
- Introducing the fibre optics.
- More advanced technical equipment for automatic control of the system.

Public utilities and infrastructure

- Water network needs and timely detection of any damage or malfunction.
- Diagnosis by usage of up-to date tools.
- Workers need to have certificates.
- Advanced mechanical systems should be introduced (wiring, modelling, operations).
- Goal to have a more efficient network of water (and other) supply.
- Automatic monitoring of the system is needed.

Construction

- Basic professional competences in construction should be acquired through schooling.

3.6. Training and workforce development

Training for staff is a powerful tool in allowing employers to cope with skills shortages and skill gaps within their establishment, and to develop their workforce to increase productivity and expertise.

It should be noted that many of the questions asked in the first ALMS were in reference to 'the last two years' aiming to eliminate the COVID-19 pandemic related uncertainty effects. However, sometimes that created a recall effect on the responses. In addition, questions in that part of the questionnaire were asked to establishments with more than 4 employees.

Throughout the chapter, the training or development provided by employers is discussed in terms of:

Off-the-job training or development: training undertaken away from the individual's immediate work position, whether on the employer's premises or elsewhere.

On-the-job training and development: training undertaken at the individual's work position, as long as their activities would be recognised as training by staff, rather than the sort of learning by experience which could take place all the time.

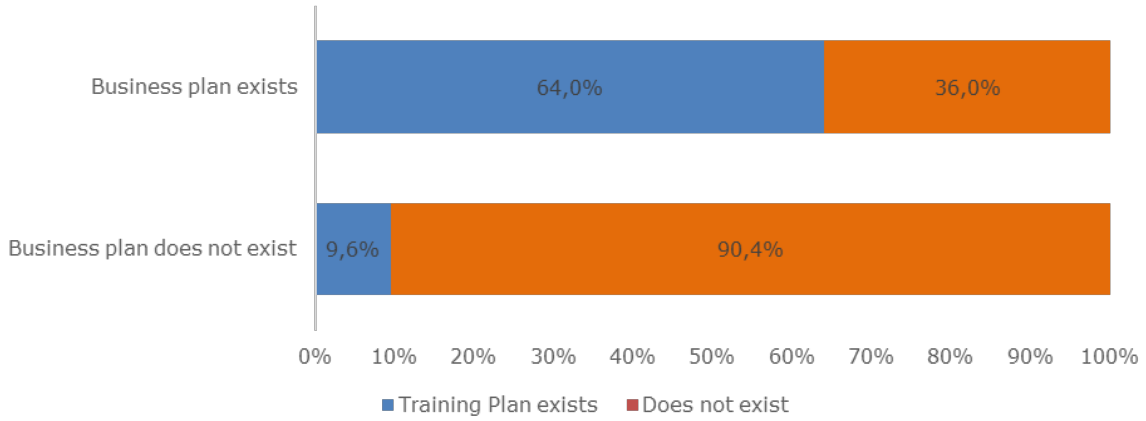
Before asking about training plans directly, it was asked whether they had business plans. Nearly half of employers (45.5%) reported having business plans. By industry, two-thirds of employers in the Hotels and Manufacturing industries reported having business plans. More than half of employers in the Financial Institutions, Insurance and Real Estate industries also declared having prepared business plans.

Overall, a third of employers (34.3%) indicated having training plans. Amongst them, only a quarter (24.8%) stated having training budget.

There is a statistically significant difference between number of employers who had business plans to make training plans and those employers who had training plans without a business plan. Almost two-thirds of employers (64.0%) who made business plans also made training plans. However, only one in ten of employers (9.6%) reported having training plans without a business plan.

Half of the employers (53.1%) who had prepared a training plan had also allocated budget for training. One in ten (10.0%) reported having training budget, although not having prepared any training plan.

Figure 32 – Training plans in the business plans (%)



3.6.1. Incidence of training and workforce development

The majority (71.8%) of employers had provided training over the last 2 years, with around half providing any off-the-job training (68.1%) and/or on-the-job training (34.1%). Four in ten of employers (30.4%) offered both off- and on-the-job trainings. Around a fourth (37.8%) of employers only offered on-the-job training, and a slightly smaller proportion (3.7%) had only provided off-the-job training. It shows that establishments could not use the opportunity of increasing off-the-job training opportunities during the COVID-19 pandemic period.

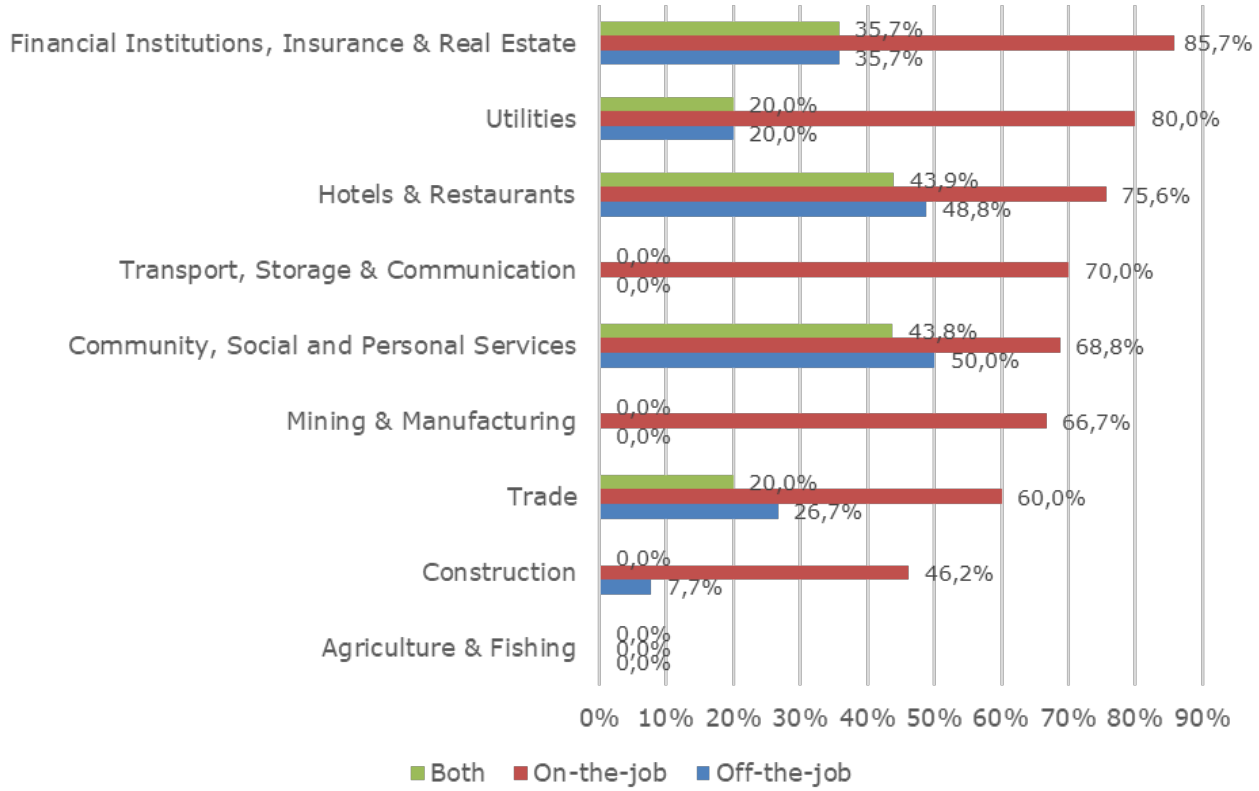
Employers reported preferring on-the job trainings. However, especially in both the Hotels and Guesthouses industry and Community, Social and Personal Services industry, employers reported that they had provided off-the job training during the last two years.

Training was more common among employers in the Hotels and Guesthouses industry and Financial Institutions, Insurance and Real Estate industries.

Employers in Financial Institutions, Insurance and Real Estate (85.7%), Utilities (80.0%), and Hotels and Restaurants (75.6%) were more likely to have only offered on-the-job training. Employers in Community, Social and Personal Services and Hotels and Restaurants industries reported having provided off-the job training.

Employers in the Construction industry indicated that they mostly provided on-the job training (46.2%) in comparison with the off-the job training (7.7%).

Figure 33 – Training provided by employers (%)



More than a quarter (28.6%) of employers stated having offered on-line training or e-learning in the previous two years. The proportion is higher than average in Transport, Storage and Communication industry (40.0%) and in the Community Social and Personal Services industry (34.4%). One in six employers (16.5%) also declared having offered other type of self-learning training where the employee does the learning at a time of their own choosing.

By industry, among employers providing training, other self-learning was most commonly offered by employers in the Manufacturing (33.3%), Community Social and Personal Services (15.6%) and Hotels and Restaurants (14.6%) industries.

In the previous 2 years, employers had trained approximately 1500 staff in approximately 10 thousand days. The average training days per employee was of around 7 days. Although the Hotels and Guesthouses industry was in the third order in terms of number of employers, this industry was the locomotive industry in terms of number of employees participating in the training (40.1%). This industry was followed by Community, Social and Personal Services (19.0%) and Financial Institutions, Insurance and Real Estate (14.1%) industries.

Overall, 72.4% of employers stated that they formally assess the impact of the training and development on employees. There was no statistically significant difference found between the industries.

Over half of employers that trained (73.4%) would have liked to provide more training than they were able to over the last 2 years. A third of employers reported that a dominant reason as a barrier for not providing more training was the lack of funds (34.1%). Time was another essence for doing training, with employers indicating that they could not find time to organize trainings (17.6%). They also mentioned hurricane or COVID-19 related restrictions as barriers either to go for training or to invite trainers to Anguilla (13.2%).

Figure 35 – Barriers for providing more training (%)

Among employers where no formal training had been provided in the last 2 years, most (82.6%) had provided other development opportunities for their staff. These covered:

- Supervision to guide employees through their job role,
- Providing staff with opportunities to spend time learning through watching others perform their role, or,
- Allowing staff to perform tasks that go beyond their strict job role and providing feedback on how well they had done.

Employers were asked some general questions about working practices and factors affecting their organization's structure.

The majority of employers (86.4%) reported that their establishments have equal opportunities policies. Employers in the Trade (60.0%) and Manufacturing (66.7%) industries reported relatively less than average.

Besides, more than half of employers stated that they conducted training assessments. Generally, employers in the Transportation, Storage and Communication (63.6%) and Hotels and Restaurant (60.5%) industries claimed that they conduct training needs assessment more than employers in other industries.

Close to half of employers claimed that they create teams of people who do not usually work together, to work on a specific project. Two-thirds of construction employers confirmed creating teams for a project.

Overall, a third of employers (35.4%) reported that their establishments hold international quality standards. Manufacturing industries have the highest proportion (50%), while the Trade industry has the lowest one (7.7%).

A fifth of employers in the Hotels and Restaurants, Utilities, and Transportation, Storage, and Communication industries stated that they have formal procedures in place for employee consultation such as a staff associations, employees' forum or trade union consultations (respectively 21.1%, 20.0% and 18.2%). The overall proportion was 15.2%.

Only 3 percent of all employers reported consulting with trade unions for reasons other than negotiations about pay and conditions. The highest proportion was at the Utilities industry (20.0%), followed by the Construction (6.7%) industry.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

4.1.1. Main conclusions regarding LMS.

- The conducted **ALMS offers potential for different combinations of data,** especially if additional modules for surveys are designed and conducted (e.g., for the supply of labour in the labour market and their competencies or needs).
- **Significant potential of national databases at Anguilla institutions** with useful information on the labour market and education in Anguilla (e.g., in the census, for health insurance, the list of licenses issued to perform various activities, etc).
- **Lack of national economic strategy** (sectors, occupations, and scope of activities for each of them) as an instrument for setting priorities in education.
- For future surveys, there is an **evident lack of human resources in the Anguilla Statistical Department** to undertake data collection and statistical processing.
- **Due to its small island condition, there are small numbers of answers and non-response rates for some ALMS indicators** which demand validation and additional information from various possible sources (i.e., qualitative analysis as employers' or focus group interviewing, exploring of all gathered information in other institutions and relevant strategy documents available).
- **Lack of human resources in the Educational Planning Unit** for the future planning of the educational offer and the preparation of the educational offer in accordance with the priorities.

4.1.2. Main conclusions regarding LM in Anguilla.

- Anguilla's Labour Market is **gender-balanced** (at least for employed people).
- Overall **age-balanced,** although employees in some sectors are older.
- More than 70% of employees have primary and secondary levels of education **(more than 50% have secondary education).**
- The employment has potential for a **10% growth.**
- **Four in ten (40%) of the establishments** have vacant positions, of which slightly more than **one-third** of all vacancies are **hard-to-fill vacancies.**
- **Two-thirds (64.3%)** of applicants for the job **do not have** employers' expected skills.
- **40%** of applicants for the job **are not motivated.**
- Almost **half of the hard-to-fill vacancies** expect candidates with **required skills** and then **required qualifications.**
- The main coping strategy is to **hire people from outside of Anguilla (36.1%)** – the most in **construction (62.5%)** (to do the job and also to being a source of learning for Anguilla's employees).
- Another strategy is to **send Anguillans out of Anguilla overseas to gain needed competencies** (especially if the number of employees with needed specific competencies is small).
- **Close to half (47%) of employers** in Anguilla, think that skills of non-Anguilla employees are higher than their respective from Anguilla.
- A quarter (23.2%) of non-Anguilla employees' education level is higher than their respective counterparts from Anguilla (what can be validated from working permits database).

4.1.3. Main conclusions regarding skills' gaps.

- **Manual dexterity and adapting on new equipment and materials** were found to be the most needed skills in sectors of Manufacturing and Utilities.
- **LM skills and professional attitude** (about the functioning of the real world of work as working processes, financing, sales, marketing, customer –orientation, time management, teamwork, and self-control) are highly needed.
- **Lack of employees' generic competencies,** which is confirmed by ALMS and by employers' and focus group's interviews.

- **Lack of a defined share of practical teaching and practice in the world of work** within the curriculum for TVET.

4.1.4. Main conclusions regarding Continuous Professional Development (CPD), Lifelong Learning (LLL) and adult education

- **Lack of specialised** TVET and **trainings** for adults regarding **new technology, materials, and procedures.**
- In-house trainings are more organised and delivered **(69%)** rather than outside of the company **(35%).**
- Most of the **(43%) trainings** are provided in the Service and Sales occupations.
- So far, delivering of trainings and continued professional development is mostly oriented to **financial, sales, marketing, and business competencies,** which is, to some extent, common for all sectors.

4.1.5. Main findings on entrepreneurs' role

- **Great interest and cooperation of interviewed employers** sampled for ALMS.
- **Insufficient awareness of the labour market about the possibility of expressing the needs for the workforce and their competencies,** as well as **the possibility of supporting** education in terms of training teachers for new technologies, materials, and work procedures or for accepting apprenticeship from schools to practice.
- Lack of a **legal framework that would regulate apprenticeships in the world of work,** stakeholders and their roles, rights and obligations.
- The employment policies should be reviewed in close collaboration with other stakeholders **(social dialogue).**

4.2. Recommendations

First ALMS results can support the development of education in Anguilla in order to achieve the main goal: **A FLEXIBLE AND COMPETITIVE EDUCATION,** especially for the **TVET SYSTEM.**
The recommendations proposed in this chapter are mostly based on ALMS results, but also on secondary sources such as strategic documents, interviewing of employers, and validation gained through the dissemination of stakeholder events.

4.2.1. Technical Vocational Education and Training (TVET) roles are defined by the European Training Foundation as follows:

- Harmonizes the outputs of the **education sector with the emerging needs of the labour market** (LM).
- Prepares and equips individuals with the skills needed to adapt to the changes occurring in modern economics - specifically in the LM - and represents a gateway both for **building knowledge economies and societies and achieving sustainable human development of skilled labour.**
- Economic prosperity is closely related to **knowledge accumulation** and to the level of **technological advancement in the production process.**
- It is vital to create **highly skilled human capital** by promoting sustainable TVET.
- Plays an essential role in addressing unemployment and underemployment, **especially among youth, as individuals spend more time in the production system.**
- Constitutes a means for individuals to **transition from training and unemployment to production and work.**

4.2.2. General recommendations for TVET, defined by Copenhagen process.

General recommendations for TVET in each education system, defined by the Copenhagen Process, are applicable for Anguilla as well:

- Make TVET more attractive.
  - * Give clear labour market information to future students and parents.
  - * Follow-up and feedback of graduates' transfer to labour market.
- Improve quality and relevance of the TVET system.

    * esearch labour market competence needs (ESCO) to inform the development of qualifications.
    * Assure that educational programmes are relevant regarding up-to date technology and citizenship for 21st century and include general and vocational competences.

- Assure that access to education is flexible.

    * Encourage career guidance system development.

- Foster innovation, entrepreneurial competences and ICT usage.

    * Foster entrepreneurial competences.

- Build an inclusive TVET system.

    * Assure that the initial TVET system includes both TVET and key competences.
    * Decrease drop-out rates through educational contents consistent with the labour market.

- Include stakeholders in VET system development and increase visibility.

- Improve quality and comparability of data used to inform the decision-making process.

    * Assure data collection for internal use and Eurostat.
    * Establish structured cooperation with the public employment service.

4.2.3. General recommendations for Curriculum for all levels of education including TVET.

The Learning Revolution by Dryden and Voss suggests a four-part curriculum for each student:

- **A personal-growth curriculum**, involving self-respect and building self-confidence.
- **A life-skills curriculum**, including self-managing and creative problem-solving.
- **A learning-to-learn and learning-to-think curriculum**, so that lifelong learning can be fulfilled.
- **A content curriculum**, with integrated themes.
- Regarding expressed expectations of employees in Anguilla, it is very applicable as a recommendation for future development of TVET curricula. For most efficient impact, the proposed approach is recommended for education in Anguilla as a whole.

4.2.4. Recommendations based on ALMS findings.

Based on findings relied on collected quantitative data, confirmed by stakeholders' interviews and dissemination events as well as on strategic documents, the main conclusions and recommendations are the following:

4.2.4.1. Generic skills

- Most of enterprises in Anguilla are micro enterprises (1-5 employees) and their employers expect potential employees with a wide range of competencies, independence and responsibility, ability to self-evaluate their own work and continuously improve it. Education should be organised in a way as to guarantee people with a holistic approach and applying learnt lessons (functional and applicable knowledge). In other words, complete persons with developed key competences and the ability to cover a wide range of competencies and working activities.
- The recommendation for planning Anguilla's education system improvements is to consider the EU framework of key competences (last version published on 22nd May 2018) and to adjust to Anguilla's needs and possibilities in order to deeply implement in teaching and learning process since earliest childhood students' key competences' development. In that way, the most of found employees' lacks competencies will be solved most efficiently.
- Improvement of students' literacy and usage of proper English should be incorporated in all lessons and learning processes to ensure students' competencies, both the needed and the preferred for employees by employers in all sectors.

- On another hand, for students during schooling, development of entrepreneur skills should be ensured in order to prepare them to be proactive, self-responsible for development of own career and professional development, whether they are self-employed or not.

4.2.4.2. Specific TVET competencies

- Good and long-term planning of education, regarding key competences even from early childhood and regarding up-to-date competencies in different areas of TVET are ultimate ways to help solving the most significant reasons for hard filling of vacancies.
- If there is a need for employing trained professionals who have completed TVET (e.g., for Mining and Manufacturing because of the aging and retirement of many employees), it is important to consider factors like how many of such employees are needed, for what period, and what amount of education and training related costs are needed. In case it's necessary to only employ a few professionals per year - even for a longer period of time - and that the implementation of such a specialised education is very expensive and time consuming, it is recommended that students or employees who could be easily retrained are sent for training to institutions in other countries in which such training is highly developed. Only in the case of very high strategic importance for some occupation for the community, education for related qualification should be established and assured in Anguilla, even if there is no financial justification.
- Technical mindset, more practical skills such as manual dexterity, better understanding of working processes and short time for new employees being introduced in working processes are missing competences emphasized by entrepreneurs. This is mostly linked with students in TVET. From that point of view, it is very important for these students to ensure more practical work, learning by doing and practicing. For high-quality practical TVET education, modern equipment and skilled teachers and mentors have to be ensured. If the number of needed students is not significant in some VET area, the cost of education per student can be very expensive if there is no support in terms of the possibility of learning and practicing in different employments. The problem can be solved in a few different ways:

  * By means of social dialogue with stakeholders and by establishing a system for cooperation between enterprises and schools in many ways (CPD of teachers for up-to-date technology, apprenticeship of students in real employments, mentoring by teachers from school and mentors from enterprises etc.)
  * In the case in which companies' technology is not up-to-date and teachers in schools are not trained in up-to-date technology or materials, students can be sent to well-equipped educational centres in the region, or even overseas.

  A pre-condition for both solutions is having a settled policy framework, where the responsibilities and roles of all stakeholders (students, parents, teachers and schools, mentors for students' apprenticeship in enterprises and enterprises, etc.) are clearly defined.

4.2.4.3. Adult education and LLL

- Organising of Lifelong Learning (LLL) and ensuring that as many people (employed and unemployed) as possible can approach it is very important. It should therefore be organised and financed in any possible way: on national level, on an enterprise level, or even individually. LLL mostly has to be oriented towards the introduction of new working practices, the introduction of new technologies and equipment, and the development of new products and services. In many cases, it includes personality development and communication skills.
- It is also possible, especially for LLL of employed people, to hire skilled experts who own all needed equipment to travel to Anguilla and educate the best candidates regarding missing skills on Labour Market.

4.2.4.4. Policy frame

- TVET has to continuously modernise and promote itself, as well as trying to attract students

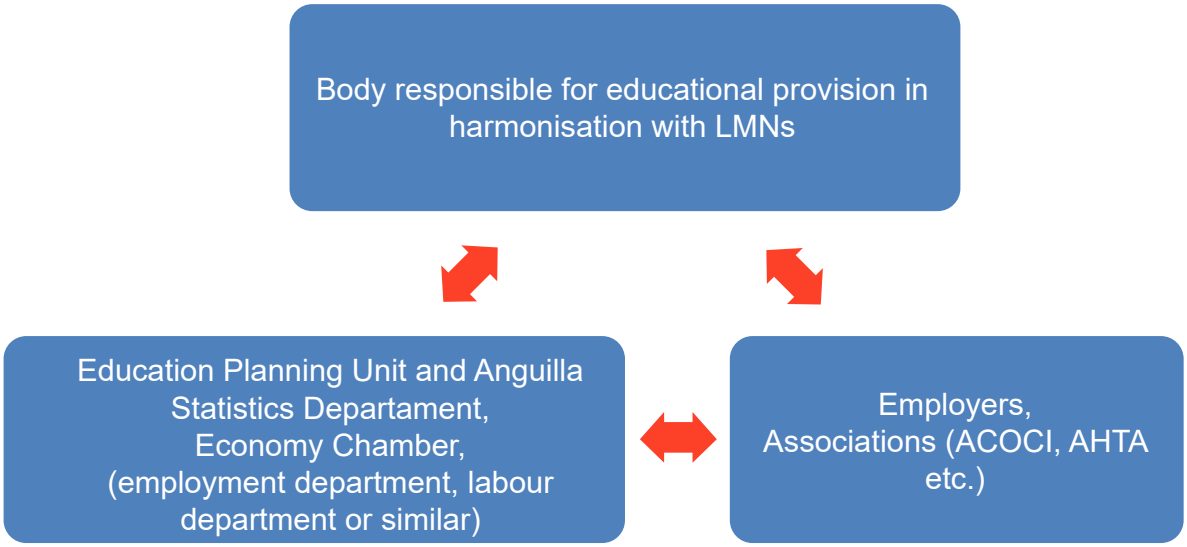
and potential employees of education in needed vacancies. TVET has to cooperate with all stakeholders to ensure qualified employees for LM needs.

- In order to solve the lack of specific skills or knowledge needed to perform a specific role, including adapting to new equipment or materials, employers emphasised the need for the education system in Anguilla to consider changing the basic paradigms or nowadays' education. Crucial and key factors of changes are teachers. As a reason, initial education and continuous professional development of teachers should be modified in order to prepare them for a different way of organising students' learning and for possible new roles in teaching and learning process.
- In order to ensure a better quality of TVET qualifications, quality assurance in education (based on EQAVET - European Quality Assurance in Vocational Education and Training) should be developed. The most needed instrument can be the system of completely external qualifications' certification, in accordance with prescribed up-to-date learning outcomes. In TVET, this is especially important because of practical exams of skills, which is very demanding, complicated and expensive. If it is to be established as a non-compromise system, it will enable recognition of non-formal and in-formal gained competences, in line with prescribed qualifications.
- Following findings about employees' competencies' gaps, support to small enterprises should be organised in order to empower them and ensure the necessary trainings for their employees. Anguilla's Chamber of Economy is an example of a useful channel through which trainings could be organised for employees from different enterprises (e.g. for strategic planning or business plans development, for improvement of teamwork or communication skills, dealing with customers, foreign languages, ICT skills etc.).
- To prevent brain-drainage, a developed long-term economy strategy for Anguilla, with clearly prioritized economic sectors, occupations and respective rate of employees is highly recommended. The strategy should support the development of green technologies, the usage of renewable sources of energy and other up-to date technologies which need skilled and educated people. All research shows that the most important motivation for choosing the professional path is, firstly, the possibility for personal and professional realisation, secondly, a positive and supportive atmosphere for working, and thirdly, salary. If the environment for the most skilled and motivated students is supportive, they will be able to realise themselves in Anguilla without the necessity of leaving.

4.2.4.5. Social dialogue

- Methodology includes both qualitative and quantitative approaches, as well as advocating for strong social dialogue and institutions to better understanding the skills' needs of tomorrow. They target professionals, policy-makers, researchers, social partners and experts who need an overview of how different anticipation and matching methodologies can generate reliable labour market information and how information and evidence can be analysed and used for the development of policy interventions or adjustments in education and employment strategies.
- Social dialogue between stakeholders is a tool of great importance. Tripartite cooperation plays an **important role in promoting harmonious labour relations.** Through tripartite cooperation, **representatives of employers, employees and the Government** can work in collaboration and through consultation and discussion and resolve employment-related issues of common concern. **National and expert consensus must be achieved**, and mutual trust and cooperation **between different stakeholders** has to be set as a priority by and between institutions involved in developing and implementing educational programmes as to enable quality assurance standards to be met.

Figure 36 – Model of tripartite cooperation for harmonization of Labour Market Needs (LMN) with education



- Harmonization of VET provision to the LM needs requires **joint actions by stakeholders and social partners** in development and realization and management of the VET and employment systems as interaction.
- The process of research, identification and monitoring on both systems is considered a **cycle starting from the LM analysis and going in several steps to the elaboration of curricula and training modules** through permanent feed-back and continuous communication among interested parties of the LM.
- Participation of key stakeholders from the education, economy and employment sectors is fundamental to jointly analyse data and come up with a strategic vision for skills development, actions and roadmaps.
- Data should be used to facilitate dialogue and interaction between actors: knowledge creation on present and **future skills demand and supply and skills gap** cannot alone support improved matching in the short/medium/long run.
- Anguilla needs to make sure that **policy-makers embed information in the decision-making process** to reach actors in the education and training system (policy-makers, training institutions, learners) and in the labour market including national TVET or skills councils, sector skills councils, regional bodies with competencies on regional skills policies, cooperation initiatives between training providers and business and adequate vocational guidance systems.

ANNEX 1 – ADDITIONAL TABLES

Additional table 1 – Distribution of employment by industries and age groups (%)

	19 and younger	20 - 29 years old	30 - 39 years old	40 and older	Total
Agriculture & Fishing	0.0%	1.4%	1.2%	1.4%	1.3%
Mining & Manufacturing	2.5%	0.9%	1.6%	2.7%	2.1%
Utilities	2.5%	3.0%	1.9%	2.4%	2.4%
Construction	5.0%	5.5%	10.9%	12.2%	10.4%
Retail and Wholesale Trade	27.5%	11.8%	9.6%	10.1%	10.6%
Hotels & Restaurants	35.0%	39.5%	43.5%	34.8%	38.0%
Transport, Storage & Communication	5.0%	7.2%	4.0%	7.8%	6.6%
Financial Institutions, Insurance & Real Estate	5.0%	10.9%	6.3%	6.0%	7.0%
Community, social and personal services	17.5%	19.9%	20.9%	22.6%	21.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Additional table 2 – Distribution by sectors and education

	Primary school	Secondary school	Associate Degree/ Sixth Form	Sub-degree Technical and Vocational school	Professional Certification (Post Graduate)	University (BSc)	University (MSc, Ph.D., etc.)
Agriculture & Fishing	24.3%	45.9%	13.5%	2.7%	0.0%	13.5%	0.0%
Mining & Manufacturing	37.1%	53.2%	0.0%	3.2%	0.0%	4.8%	1.6%
Utilities	26.0%	61.6%	5.5%	2.7%	1.4%	2.7%	0.0%
Construction	32.0%	55.8%	3.0%	4.5%	0.4%	4.5%	0.0%
Retail and Wholesale Trade	30.9%	59.3%	2.4%	2.0%	0.7%	4.0%	0.7%
Hotels & Restaurants	20.8%	45.6%	21.8%	1.6%	2.1%	7.9%	0.3%
Transport, Storage & Communication	32.2%	48.1%	1.7%	2.1%	12.6%	3.3%	0.0%
Financial Institutions, Insurance & Real Estate	16.0%	37.9%	10.0%	6.4%	4.1%	21.0%	4.6%
Community, social and personal services	35.4%	41.4%	3.9%	3.0%	1.8%	9.1%	5.4%
Total	28.0%	47.5%	9.6%	2.7%	2.5%	7.8%	1.9%

Additional table 3 – Distribution by sectors and type of employment (%)

	Working proprietors	Employees	Unpaid family workers
Agriculture & Fishing	43.3%	56.7%	0.0%
Mining & Manufacturing	24.4%	71.1%	4.4%
Utilities	15.4%	80.8%	3.8%
Construction	9.7%	89.2%	1.1%
Retail and Wholesale Trade	9.9%	86.9%	3.2%
Hotels & Restaurants	4.5%	94.6%	0.9%
Transport, Storage & Communication	12.4%	85.0%	2.6%
Financial Institutions, Insurance & Real Estate	6.6%	91.4%	2.0%
Community, social and personal services	8.2%	90.7%	1.1%
Total	7.7%	90.8%	1.4%

Additional table 4 – Distribution by sectors and recruitment in the last two years (%)

	Recruited any one	%	Have not recruited	%
Agriculture & Fishing	1	11.1%	8	88.9%
Mining & Manufacturing	5	50.0%	5	50.0%
Utilities	6	54.5%	5	45.5%
Construction	15	62.5%	9	37.5%
Trade	19	44.2%	24	55.8%
Hotels & Restaurants	38	51.4%	36	48.6%
Transport, Storage & Communication	10	40.0%	15	60.0%
Financial Institutions, Insurance & Real Estate	15	50.0%	15	50.0%
Sanitary, Social, Cultural, Personal	49	51.6%	46	48.4%
Total	158	49.2%	163	50.8%

Additional table 5 – Reasons requiring new skills by occupational groups (%)

	The development of new products and services	The introduction of new working practices	The introduction of new technologies or equipment	New legislative or regulatory requirements	Increased competitive pressure	New employment needs after COVID-19 period	Any other reasons (please specify)
Managers, Directors and senior officials	50.0%	64.3%	78.6%	57.1%	42.9%	57.1%	7.1%
Professional occupations	71.4%	57.1%	57.1%	42.9%	14.3%	14.3%	14.3%
Associate professional and technical occupations	33.3%	66.7%	66.7%	66.7%	66.7%	33.3%	33.3%
Administrative and secretarial occupations	34.8%	47.8%	39.1%	47.8%	21.7%	30.4%	13.0%
Skilled trades occupations	63.0%	77.8%	85.2%	14.8%	25.9%	11.1%	3.7%
Caring, Leisure and Other Service Occupations	11.1%	55.6%	55.6%	22.2%	11.1%	77.8%	0.0%
Sales and customer service occupations	58.1%	64.5%	58.1%	51.6%	35.5%	25.8%	9.7%
Process, plant and machine operatives	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Elementary occupations	85.7%	71.4%	14.3%	14.3%	42.9%	28.6%	14.3%
Total	51.6%	63.1%	59.8%	39.3%	29.5%	30.3%	9.0%

Additional table 6 – Reasons for limitations for training by sector (%)

	Agricul-ture & Fishing	Mining & Manufactu-ring	Utilities	Construc-tion	Trade	Hotels & Restau-rants	Transport, Storage & Communica-tion	Financial Institutions, Insurance & Real Estate	Com-munity, Social and Personal Services	Total
Lack of funds for training / training expensive	0.0%	0.0%	0.0%	0.0%	22.2%	20.0%	16.7%	16.7%	23.8%	17.6%
Can't spare more staff time (having them away on training)	0.0%	0.0%	0.0%	42.9%	0.0%	13.3%	16.7%	8.3%	28.6%	16.5%
Staff now fully proficient / don't need it	0.0%	0.0%	0.0%	14.3%	22.2%	6.7%	0.0%	8.3%	0.0%	6.6%
Staff not keen	0.0%	0.0%	0.0%	14.3%	11.1%	13.3%	0.0%	8.3%	19.0%	12.1%
A lack of GOOD local training providers	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%	0.0%	0.0%	0.0%	1.1%
Lack of provision (e.g. cour-ses are full up)	0.0%	50.0%	0.0%	0.0%	0.0%	3.3%	16.7%	8.3%	9.5%	6.6%
Difficulty finding training providers who can deliver training where or when we want it	0.0%	0.0%	0.0%	14.3%	11.1%	3.3%	0.0%	8.3%	9.5%	6.6%
A lack of appropriate training / qualifications in the subject areas we need	0.0%	0.0%	0.0%	14.3%	11.1%	30.0%	0.0%	0.0%	23.8%	17.6%
Hard to find the time to orga-nise training	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%	1.1%
Lack of knowledge about training opportunities and/or suitable courses	0.0%	0.0%	0.0%	14.3%	0.0%	6.7%	0.0%	0.0%	0.0%	3.3%
Other (please specify)	0.0%	0.0%	50.0%	0.0%	33.3%	6.7%	16.7%	16.7%	9.5%	13.2%

ANNEX 2 – ECONOMIC ACTIVITIES COMBINATION MAP

ISIC CODE	COMBINED CODES
11 - Agriculture	Agriculture and fishing
13 - Fishing	
24 - Mining and Quarrying	Mining and Manufacturing
31 - Manufacturing of food, beverage and tobacco	
32 - Textile, Wearing Apparel and Leather Industries	
33 - Manufacture of Wood and Wood Products, Including Furniture	
34 - Manufacture of Paper and Paper Products, Printing and Publishing	
37 - Basic Metal Industries	
39 - Other Manufacturing Industries	
41 - Electricity, Gas and Steam	Utilities
42 - Water Works and Supply	
50 - Construction	Construction
61 - Wholesale Trade	Wholesale and retail trade
62 - Retail Trade	
63 - Hotels & Guesthouses	Hotels and restaurants
64 - Restaurants and Bars	
71 - Transport and Storage	Transport, storage and communication
72 - Communication	
81 - Financial Institutions	Financial institutions, insurance and retail trade
82 - Insurance	
83 - Real estate and Business Services	
91 - Public Administration and Defence	Community, social and personal services
92 - Sanitary and Similar Services	
93 - Social and Related Community Services	
94 - Recreational and Cultural Services	
95 - Personal and Household Services	