



# Tertiary Education Survey Report

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Ministry of Economic Development,  
Investment and Commerce,  
Government of Anguilla.  
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# Preface

This report contains information on present and past students of Albenia Lake Hodge Comprehensive School's (ALHCS) plans for Further Education and Area of Work. The survey was conducted in June and July 2004. Students in the 5<sup>th</sup> and 6<sup>th</sup> form were asked to complete one questionnaire and those who were in the 5<sup>th</sup> and 6<sup>th</sup> form a year earlier but were now no longer there were asked to complete a slightly different questionnaire.

The information collected included:

- Demographic information on age, gender, number of years at school
- Information on their parents including their work and highest level of education
- Caribbean Examination Council (CXC) and Caribbean Advanced Proficiency Examination (CAPE) subjects taken
- Occupations they would like to work in
- Courses and programmes they would like to study
- Future plans for studying.

The analysis of the data collected is presented in two chapters for each questionnaire or survey population group. It is published in an easy to read format so various persons may be able to utilise the report.

We would like to take this opportunity to thank the Ministry of Education and Lands for funding the survey, the Principal and Vice Principals and Office staff at the ALHCS for their assistance, Indah Wallace, Ijahnya Christian and Marsha Duncan-Fleming for assisting in the collection and most of all the current and past students of ALHCS who gave of their time in completing the survey forms.

Should you have any queries or comments please do not hesitate to contact the Statistics Department either by email to [statistics@gov.ai](mailto:statistics@gov.ai), by telephone numbers +(264)-497-5731 or +(264)-497-3901, or fax us at +(264)-497-3986.

For further information, you are encouraged to enter the government's website, [www.gov.ai/statistics](http://www.gov.ai/statistics), to access a wide range of statistical information relating to Anguilla.

# Table of Contents

## PART A

<b>TERTIARY EDUCATION SURVEY OF 5<sup>TH</sup> &amp; 6<sup>TH</sup> FORM STUDENTS</b>	<b>6</b>
<b>Introduction</b>	<b>6</b>
<b>Education of Parents</b>	<b>6</b>
<b>Academic Achievement and Desired Occupation</b>	<b>6</b>
<b>Prospective Courses to be Offered &amp; Career Aspirations</b>	<b>7</b>
<b>General CXC Subjects</b>	<b>8</b>
<b>Career Guidance</b>	<b>10</b>
<b>Plans for September 2004</b>	<b>10</b>
<b>Level of Further Studies</b>	<b>12</b>
<b>Section A. Students Returning to High School</b>	<b>13</b>
<b>Section B Students Going to School Overseas</b>	<b>13</b>
<b>Section C Get a job and study part-time in Anguilla</b>	<b>13</b>
<b>Section D Get a Job and Save to Study Overseas.</b>	<b>14</b>
<b>Section E Get a Job and Not Study Again</b>	<b>14</b>

## PART B

<b>TERTIARY EDUCATION SURVEY OF RECENT HIGH SCHOOL LEAVERS</b>	<b>15</b>
<b>Introduction</b>	<b>15</b>
<b>What are School Leavers Doing Now?</b>	<b>15</b>
<b>Constraints on Studying Further</b>	<b>17</b>
<b>Levels of Study</b>	<b>17</b>
<b>Fields of Study</b>	<b>18</b>
<b>Present and Future Occupations</b>	<b>19</b>
<b>Parental Influence on Student's Education Aspirations</b>	<b>19</b>
<b>Further Studies in Anguilla</b>	<b>20</b>
<b>Influence of Demographics on Studying and Working</b>	<b>21</b>
<b>Questionnaires</b>	<b>25</b>

# Summary

Most students and graduates of Albena Lake Comprehensive School would like to continue their studies but are unable to do so due to financial constraints. As a result when they leave school they look for work to save to study overseas and in some cases study part-time either at the Extra Mural Department of UWI or through Distance Education courses.

All those students who left the sixth form last year said that they would like to further their studies and 95% of last years fifth form school leavers said that they would like to further their education. Students still in school in the fifth and 6<sup>th</sup> form expressed a similar sentiment with 93% saying that they would like to go on to further studies in the fall of this year. The main constraint though is lack of financial resources.

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

The level of education of parents influences the level of education that their children aspire to. The role of the mother is particularly important and those who were not aware of their father's education were less likely to want to go onto further education.

Students taking Caribbean Advanced Proficiency Examination (CAPE) do not necessarily aspire to a higher level of education than their counterparts who leave school with only CXC's. However those with CAPE subjects do have a better chance of being employed especially full-time than those without CAPE subjects.

# Tertiary Education Survey of 5<sup>th</sup> & 6<sup>th</sup> Form Students

## Introduction

This section of the report covers the results from the survey of those at present in the 5<sup>th</sup> and 6<sup>th</sup> form of Albenia Lake Hodge Comprehensive School. It examines the influence that parents have on students success at CXC's, the relationship between their studies and chosen careers, the reasons for their choice of what they plan to do in September of the same year and the role that gender plays in choice of going onto further education.

## Education of Parents

One of the most interesting facts stemming from the analysis of level of education of parents and the students achievement at CXC's, is the relatively large percentage of students who did not know or were unwilling to say what the highest level of education their parents had achieved. This was particularly the case for their fathers. 30% of students said they did not know the level of education of their father and 17% said that they did not know the level of education of their mother.

Mothers influence their children's levels of education more than fathers. As is to be expected, those students with parents of higher levels of education tend to take more CXC subjects. There was a greater percentage of students with 5 or more CXC subjects among those with parents have tertiary level education. The relationship was more pronounced with respect to the level of education of the mother. Only half of those whose mother did not attend high school had <sup>1</sup> 5 or more CXC subjects. 83% of those students who had a mother with tertiary education had 5 or more CXC subjects.

### Percentage of students with 5 or more General CXC Subjects

Level of education	Father	Mother
Did not attend high school	66%	50%
Completed 4 years or less of high school	84%	71%
Completed 5 years of high school but did not go on further	72%	72%
Completed high school and went onto to college	93%	83%
Has a full degree from a university	90%	83%
Don't know	46%	54%
<b>Total</b>	<b>68%</b>	<b>68%</b>

## Academic Achievement and Desired Occupation

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

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<sup>1</sup> Students who said that they were taking a subject were added to those who said that they had passed a subject to come up with those students who had 5 or more subjects.

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

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

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

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

### Prospective Courses to be Offered & Career Aspirations

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

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

Many students did not identify tertiary level courses, which were related to their career goals. Of the 35 students who said that they wanted to enter the hospitality industry, 12 said that they would be interested in taking courses in the hospitality trades and 11 said they would be interested in taking courses in business and finance. The other 11 said that they would do courses, which are not directly related to the hospitality trades.

The course most closely related to secretarial work would be Business & Finance e.g. bookkeeping, computing, and law. 19 students said that they would like to do secretarial work and yet less than half, 37%, said they would like to follow the Business Finance course if it were offered.

Building trades courses would be useful to those wanting to do building trades occupations and yet no students who said they wanted to do building trades said that they wanted to follow building trades courses. However of the 7 students who said they were interested in working in this type of occupations, 3 or 43% said they would be interested in Engineering courses.

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

### Number of Students by Interest in Proposed Courses to be offered in Anguilla by Occupation

Occupation	Prospective Tertiary College Courses							None	Total
	Building trades e.g. drafting, masonry, carpentry	Business & finance e.g. bookkeeping, computing, law	Engineering e.g. mechanical, civil	Fishing & Marine e.g. boat maintenance, navigation, ecology	Hospitality trades e.g. bartending, waitressing, cooking	Information technology			
Professional (medicine, law, engineering)	4	34	9	1	16	6	5	75	
Hospitality (waitress, barman)	2	11	4	2	12	3	1	35	
Secretary	1	7	2	1	3	4	1	19	
Cook or chef	3	8	2	0	3	0	0	16	
Teacher	0	4	2	0	4	2	0	12	
Technician (computers, electronics)	2	5	0	0	3	1	0	11	
Clerk for government or business	0	4	2	0	2	1	2	11	
Health services (nurse, xray technician)	0	2	4	0	1	0	1	8	
Building trades (plumber, mason, carpenter)	0	1	3	0	3	0	0	7	
Other or don't know	2	15	5	1	3	5	2	33	
<b>Total</b>	<b>14</b>	<b>91</b>	<b>33</b>	<b>5</b>	<b>50</b>	<b>22</b>	<b>12</b>	<b>227</b>	

### General CXC Subjects

The most popular general subject taken is mathematics. Nearly three quarters of students choose to take social science subjects and just under two thirds take science subjects.



### Percentage Distribution of General Subjects Taken

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

Languages = French, Spanish

Social Sciences = History, Geography, Social Studies

Sciences = Integrated Science, Agricultural Science, Biology, Chemistry, and Physics

Business = Office Procedures, Principles of Accounts, Principles of Business, and Typewriting

Trades = Technical Drawing, Woods, Building Technology, Food & Nutrition, Clothing & Textiles, Home Management, Visual Arts

IT = Information Technology

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

More students, who said that they would like to work as Technicians, have chosen to take Social Science subjects than Science subjects. 91% of students who said that they would like to be a technician choose Social Science subjects and 73% chose to take at least one science subject.

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

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

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

## Career Guidance

Students were self-dependent in deciding upon their career choices. Nearly two thirds of students said that they decided upon their career choice based upon their own abilities or research. Guidance counsellors were more influential in those choosing to be a clerk for government or business or to be a technician. Family and adult friends encourage students to the professional careers or health service professions.

### Percentage Distribution of Who Influenced Students' Choice of Career by Occupation Chosen

Occupation	Family/ adult friends	Guidance counsellor	Own abilities	Own research	Peers	TV or other media	Total
Professional (medicine, law, engineering)	39%	1%	43%	15%	1%	0%	100%
Hospitality (waitress, barman)	30%	6%	52%	9%	0%	3%	100%
Secretary	16%	0%	74%	11%	0%	0%	100%
Cook or chef	13%	0%	80%	7%	0%	0%	100%
Teacher	17%	0%	75%	8%	0%	0%	100%
Technician (computers, electronics)	27%	9%	45%	18%	0%	0%	100%
Clerk for government or business	10%	10%	60%	10%	10%	0%	100%
Health services (nurse, xray technician)	38%	0%	63%	0%	0%	0%	100%
Building trades (plumber, mason, carpenter)	0%	0%	71%	29%	0%	0%	100%
Total	31%	3%	53%	11%	1%	1%	100%

## Plans for September 2004

Students were given a number of choices of what they planned to do in September 2004 to choose from. They were:

- Get a job & save to study overseas
- Return to ALCHS
- School/college/university overseas
- Don't know
- Get a job & study part-time in Anguilla
- Get a job & not study again

When students were asked what they planned to do in September, a greater proportion of 6<sup>th</sup> formers than 5<sup>th</sup> formers said that they had plans not to study again. 5% of 5<sup>th</sup> formers said that they planned to get a job and not study again while 15% of 6<sup>th</sup> formers said this. A greater proportion of 6<sup>th</sup> formers than 5<sup>th</sup> formers said that they were returning to high school in September. 33 of the 5<sup>th</sup> formers said that they were returning to high school, which is close in number to the number of students in the lower 6<sup>th</sup> this year. Only 29% of those in the lower 6<sup>th</sup> said that they were returning to High School.

Close to a quarter of those in the Upper 6<sup>th</sup> form said they did not know what they were going to do in September 2004. Only 17% of the upper 6<sup>th</sup> said that they were going to study overseas, a greater proportion, that is 26%, said that they were going to get a job so that they could save to study overseas.

A greater proportion of students said that they planned to study overseas than to study part-time in Anguilla, 16% plan to go overseas and 12% plan to study part-time in Anguilla.

**Percentage Distribution of Students Plans of What they want to Do in September 2004 by Form**

<b>Plans for Sept 2004</b>	<b>5th</b>	<b>6th</b>	<b>Lower 6th</b>	<b>Upper 6th</b>	<b>Total</b>
Get a job & save to study overseas	31%	24%	23%	26%	30%
Return to ALCHS	19%	26%	29%	22%	21%
School/college/university overseas	17%	13%	10%	17%	16%
Don't know	15%	15%	10%	22%	15%
Get a job & study part-time in Anguilla	13%	7%	10%	4%	12%
Get a job & not study again	5%	15%	19%	9%	7%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

There is a slight difference in preferences between boys and girls in what they plan to do in September 2004. This is partly influenced by the fact that there is a much larger proportion of girls than boys in the 6<sup>th</sup> form.

A greater proportion of boys than girls plan to go overseas to study. 21% of boys compared to only 12% of girls said they were going overseas to study. Similarly 33% of boys compared to 27% of girls said that they plan to get a job and save to study overseas. This may account for the fact that there are more girls in the 6<sup>th</sup> form at ALHCS.

Of the 5<sup>th</sup> formers the difference in preferences between boys and girls was slightly less stark. 43% of girls compared to 54% of boys said they were going overseas to study either in September or after working to save.

Girls are more unsure than boys about what they want to do, 19% of girls compared to 10% of boys do not know what they want to do in September.

Of the 5<sup>th</sup> formers there is virtually no differences between boys and girls who don't want to study again but when 6<sup>th</sup> formers are included 9% of girls compared to 5% of boys don't want to study again.

It may be that going to 6<sup>th</sup> form for some girls is a way of avoiding going to further education overseas.

## Students Plans of What They Want to Do In September by Sex

<b>Plans for Sept 2004 for all students</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Get a job & save to study overseas	27%	33%	30%
Return to ALCHS (Go to Section A)	20%	21%	21%
School/college/university overseas (Go to Section B)	12%	21%	16%
Don't know (End questionnaire)	19%	10%	15%
Get a job & study part-time in Anguilla (Go to Section C)	14%	9%	12%
Get a job & not study again (Go to Section E)	9%	5%	7%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

<b>Plans of 5<sup>th</sup> formers only</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Get a job & save to study overseas (Go to Section D)	30%	33%	31%
Return to ALCHS (Go to Section A)	15%	23%	19%
School/college/university overseas (Go to Section B)	13%	21%	17%
Don't know (End questionnaire)	20%	10%	15%
Get a job & study part-time in Anguilla (Go to Section C)	18%	9%	13%
Get a job & not study again (Go to Section E)	4%	5%	5%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Level of Further Studies

Two thirds of students who want to go on to further education would like to study for a university degree. Those who are returning to ALHCS at the end of the summer holidays show a greater preference to study for a university degree than those who are leaving school to study overseas in September. 78% of those returning to school showed a preference to study for a university degree compared to 57% who are leaving to study overseas.

Only 19% said they plan to study for a certificate or diploma. 27% said that they were leaving school to study for this qualification.

Associate degrees were preferred more by those leaving to study overseas immediately than those returning to school or saving to study overseas later in life.

### Distribution of Level of Education by Plans for September

<b>Level of Education</b>	<b>Returning to ALHCS</b>	<b>Educational Institution overseas</b>	<b>Save to study overseas</b>	<b>Total</b>
Associate degree	11%	20%	14%	14%
Certificate	4%	7%	9%	7%
Diploma	7%	17%	14%	12%
University degree	78%	57%	63%	66%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Section A. Students Returning to High School

All those students who said that they plan to return to ALHCS in the fall said that they plan to go onto further education either immediately or after a year or so. 60% said that after finishing High School they would go onto further education after a year or so and the remaining 60% said that they would go immediately onto further education.

## Section B Students Going to School Overseas

61% of the students who said that they were going overseas to study said that they would be returning to Anguilla after their studies. These students are highly dependent upon their friends or family to finance their education or provide them with accommodation. 61% of these students said that they would be dependent upon family or friends for their accommodation and a third for financing their education. 17% will finance their education by working, 8% by means of a scholarship or grant and 8% by means of a loan.

### **Distribution of Source of Financing for Students Going Overseas to Study in Sept 2004**

Source of Finance	Accommodation	Education
Combination of all other options	11.1	27.8
Family, friends or personal	38.9	33.3
Live with friends or family	22.2	
Loan	11.1	13.9
Scholarship or grant	2.8	8.3
Working	13.9	16.7
Total	100.0	100.0

## Section C Get a job and study part-time in Anguilla

The reason given most by those wanting to study in Anguilla rather than going overseas to study was that they did not want to leave Anguilla (41%). 30% said that they could get the studies they wanted to do either through distance education or UWI or adult education. However of this group only 7% said that the studies they wanted to do were available through adult education or UWI. 22% said they did not have the financial resources to study overseas.

### **Percentage Distribution of Those Who Want to Study in Anguilla by Reason**

Reason for Pursuing Education in Anguilla	Percent
Do not want to leave Anguilla	40.7
Do not have financial resources	22.2
My studies are available through distance education	22.2
My studies are available from UWI or adult education	7.4
Do not have educational requirements	7.4
Total	100.0

## Section D Get a Job and Save to Study Overseas.

The main reason that students gave for not going overseas to study immediately was that they do not have the financial resources. 59% gave this reason, 28% said that they hadn't decided what to study yet and the remaining 13% said that they had commitments in Anguilla.

### Percentage Distribution of Those Who Are Delaying Studying Overseas by Reason

Reason for Delaying Studying Overseas	Percent
Do not have financial resources	59%
Have not decided what I want to study yet	28%
Personal commitments in Anguilla	13%

Of those who said that not having the financial resources was their main reason for not studying, 60% said that they had not sought financing. Only 2% said that they had sought a loan, 9% said that they had applied for a scholarship or grant and 28% said that they had asked their friends or family to assist them in financing their studies.

### Percentage Distribution of Status of Application for Financing for Students Who Said That They were not Studying Further At The Moment Due to Financial Constraints

Sources of Financing Sought	Percent
Applied for a loan from bank	2%
Applied for scholarships or grants	9%
Asked friends and family to assist	28%
Have not tried to seek financing	60%

## Section E Get a Job and Not Study Again

The main reason given for not wanting to study again was that students said that they could earn an adequate income without going onto further studies. Three quarters of students who said that they were going to get a job and not study further gave this as the reason. 19% said it was because they did not want to leave Anguilla and 6% because they did not have the financial resources.

### Distribution of Reasons for Not Wanting to Study Further

Reason for Not Wanting to Study Further	Percent
Do not have financial resources	6.2
Do not want to leave Anguilla	18.7
I can earn an adequate income without studying more	75.0
Total	100

# Tertiary Education Survey of Recent High School Leavers

## Introduction

This section of the report covers the results from the survey of those at present in the 5<sup>th</sup> and 6<sup>th</sup> form of Albenia Lake Hodge Comprehensive School. It examines the influence that parents have on students success at CXC's, the relationship between their studies and chosen careers, the reasons for their choice of what they plan to do in September and the role that gender plays in choice of going onto further education.

151 persons were included in the survey out of a possible 200. This gives a response rate of 75%. It should be noted that only 10 persons were identified to be overseas and only 4 responded to the survey showing that the response rate for those overseas was only 40%. Even if the additional 6 persons were included, this would mean that only 6.7% of students in fact go overseas to study. The survey of those still in school indicated that 16% said that they intended to study overseas in September 2004 and a further 30% said that they plan to save to study overseas. Clearly there is a desire to go and study overseas which is not realised in many cases.

The results of the recent school leavers survey are therefore mainly based upon those who are still in Anguilla as only 2.6% of respondents were in fact overseas at the time of the survey. Those who were home for the holidays were included. While place of study was not asked on the questionnaire only 7 students said that they were working full time.

## What are School Leavers Doing Now?

Just over half of school leavers are working full-time and not studying. Only 20% are studying, 5% are studying full-time and the remaining 15% are studying part-time. Of those who are studying part-time, working full-time time is more popular than working part-time and studying part-time.

### Percentage Distribution of Students by Working and Studying Status

Studying	Working		Not Working	Total
	Full-time	Part-time		
Full-time	0%	3%	1%	5%
Part-time	9%	1%	4%	15%
Not studying	52%	13%	15%	81%
Total	62%	17%	21%	100%

83% of the recent school leavers took CXC's and the remaining 13% followed the Technical, Vocational, Education and Training (TVET) programme. Of those who had not taken CXC's there was a greater likelihood of their neither working nor studying. 28% of those who did not take CXC's said they were neither studying nor working. Of those who took CXC's, 13% were neither studying nor working.

Those who took CXC's were more likely to be studying either full or part-time. Of those who did not take CXC's, 12% were studying compared to 21% of those who did take CXC's.

Surprisingly, there was no significant difference between those working full-time in whether they took CXC's or not as 62% of those who took CXC's were working full-time compared with 60% who did not take CXC's. However some with CXC's were more likely to be working part-time than someone who had taken the TVET programme

### Percentage Distribution of Students by Working and Studying Status by Taking a CXC subject

	Took CXC's			
	Full-time work	Part-time work	Not Working	Total
<b>Full-time studies</b>	0%	3%	2%	5%
<b>Part-time studies</b>	10%	2%	4%	16%
<b>Not studying</b>	52%	15%	13%	79%
<b>Total</b>	62%	19%	19%	100%

  

	Did not Take CXC's			
	Full-time work	Part-time work	Not Working	Total
<b>Full-time studies</b>	0%	4%	0%	4%
<b>Part-time studies</b>	4%	0%	4%	8%
<b>Not studying</b>	56%	4%	28%	88%
<b>Total</b>	60%	8%	32%	100%

Again, those who took CAPE are more likely to be working than studying. 18% of the recent school leavers took CAPE subjects. 87% of school leavers who took CAPE are not studying and 83% are working either full or part-time.

However not following CAPE seems to encourage students to continue their studies after leaving school. Of the 82% who did not take CAPE, 21% are studying which is a much higher percentage than those who took CAPE. Only 13% of those who took CAPE are still studying. However taking CAPE does seem to influence whether school leavers are able to get a job. 77% of those who did not take CAPE were working and only 59% had full-time work. 78% of those who took CAPE had indeed found full-time work.

### Percentage Distribution of Students by Working and Studying Status by Taking a CAPE subject

	Took CAPE			Total
	Full-time work	Part-time work	Not Working	
<b>Full-time studies</b>	0%	4%	4%	9%
<b>Part-time studies</b>	4%	0%	0%	4%
<b>Not studying</b>	74%	9%	4%	87%
<b>Total</b>	78%	13%	9%	100%

  

	Did not Take CAPE			Total
	Full-time work	Part-time work	Not Working	



<b>Full-time studies</b>	0%	3%	1%	4%
<b>Part-time studies</b>	10%	2%	5%	17%
<b>Not studying</b>	48%	13%	17%	79%
<b>Total</b>	59%	18%	23%	100%

In summary, the higher the level of education the greater the probability of finding full-time work but not necessarily continuing studies after high school.

## Constraints on Studying Further

Lack of financial resources is a major constraint on high school leavers being able to go on to further their studies. A third of all respondents said that this was the main reason for not pursuing further studies. More than half of those who took CAPE said that this was the reason that they have not furthered their education and 29% of those without CAPE gave this as their reason also.

### Reason for Not Studying Further by Taking CAPE Subjects or Not

Reason for Not Studying	CAPE		Total
	YES	NO	
Lack of Financial Resources	55%	29%	33%
Undecided	25%	23%	24%
Not interested	0%	12%	10%
Not accepted at college	10%	9%	9%
Don't have qualifications	0%	10%	8%
Other	10%	8%	8%
Family commitments	0%	8%	7%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

A further quarter of those who took CAPE said that they were undecided about their further studies. None of those with CAPE said that they did not want to further their education although 12% of those without CAPE said that they were not interested in furthering their studies. Interestingly only 7% of those who answered the “still in school” survey said they did not want to study again which is not significantly different from the overall percentage on this survey of 10%.

All school leavers who took CAPE would like to further their studies in the future and 95% of those who did not take CAPE would like to pursue further education in the future.

As the majority of school leavers see finances as their major constraint to pursue further education how do they plan to finance their studies? 28% said that they will work, 25% said that they will take out a loan, 19% said that their family and friends will assist them and 18% said that they would use savings. Only 10% said that they expect to receive a scholarship.

## Levels of Study

School leavers were asked what level of education they would like to study to. Most would like to obtain an Associate degree with 58% saying they would like to obtain this qualification.

Those who are not studying at present have slightly lower aspirations than those who are studying. 59% of those not studying at present would like to study for a degree compared with 66% of those who are studying at present.

No one who took CAPE subjects wants to study for a university degree. They do not want to study for a certificate either which is less surprising given that they would have the qualifications to follow a degree programme. 13% of those without CAPE want to study to this level. This raises the question as to whether those who go onto 6<sup>th</sup> form do this because they do not have the resources to go overseas to study as the level that they are interested in studying to is only to an Associate degree which can only be done at USVI or an American college and cost less than a full degree programme. University degree programmes require CAPE level to enter whereas an Associate degree can be followed with only CXC subjects.

### **Certification Desired by Present Study Status by Taking CAPE Subjects**

<b>CAPE</b>	<b>Certificate</b>	<b>Diploma</b>	<b>University Degree</b>	<b>Associate Degree</b>	<b>Total</b>
Studying	0%	0%	0%	100%	100%
Not studying	0%	5%	0%	95%	100%
Total CAPE graduates	0%	4%	0%	96%	100%
<b>No CAPE subjects</b>	<b>Certificate</b>	<b>Diploma</b>	<b>University Degree</b>	<b>Associate Degree</b>	<b>Total</b>
Studying	14%	21%	14%	52%	100%
Not studying	10%	20%	12%	58%	100%
Total without CAPE	10%	20%	13%	57%	100%
<b>All school leavers</b>	<b>Certificate</b>	<b>Diploma</b>	<b>University Degree</b>	<b>Associate Degree</b>	<b>Total</b>
Studying	14%	21%	14%	52%	100%
Not studying	18%	23%	9%	50%	100%
Total school leavers	10%	20%	12%	58%	100%

### *Fields of Study*

Of the 16% of school leavers who said they were studying at present, a quarter said that they were studying the humanities which includes teacher training, hospitality and commerce were the second most popular set of subjects followed by computer science. Only one respondent said that they were studying Building and Land technology, which includes plumbing, carpentry, electricians etc.

### **Percentage Distribution of School Leavers by Present Field of Study**

Humanities	6	25%
Hospitality	5	21%
Commerce	5	21%
Computer Science	3	13%
Health	2	8%
Natural Sciences	2	8%
Bdg & Land Tech.	1	4%

There was no clear relationship between subjects taken at CXC and the field of study followed.

## Present and Future Occupations

The school leavers were asked what occupation do they aspire to and the most popular occupation was to be Health professional that is a doctor, nurse, dentist etc. The second most popular occupation was to be a chef or cook followed by Bookkeeper or accountant.

Interestingly of those who are working at present the most popular occupation that they wanted to be was not a Health Professional but Bookkeeper or Accountant. While 11 people who were working wanted to be a health professional, 8 who were not working wanted this kind of occupation ultimately. Other popular occupations among those not working were to be a chef or cook and clerk or secretary.

5 of those who were working at present described their occupation as being a professional. 44 said that they were working as a clerk, which was the most popular field of work. Only 5 of those who were working as clerks wanted to aspire to this occupation. Most of those working as clerks at present wanted to be bookkeepers or accountants or work a health professionals.

### Number of School Leavers Working by Present Occupation by Desired Occupation

Future Occupations	Professional	Skilled					Total	All	Not Working
		artisan	Sales	Clerk	Unskilled	Other			
Don't know	0	1	2	4	2	1	10	12	2
Bookkeeper/accountant	0	1	2	9	2	0	14	16	2
Technician	2	4	0	4	3	0	13	14	1
Chef/cook	0	0	1	2	9	0	12	17	5
Health	2	0	1	6	1	1	11	19	8
Clerk/secretary	0	0	1	5	1	0	7	13	6
Teacher	0	0	1	4	0	0	5	6	1
Carpenter/mason	0	3	0	0	2	0	5	7	2
Electrician	0	4	0	0	0	0	4	5	1
Sales	0	0	2	1	0	0	3	3	0
Mechanic	0	1	0	0	2	0	3	5	2
Driver	0	0	0	0	2	0	2	3	1
Security	0	0	0	0	1	0	1	1	0
Other	1	4	5	9	4	3	26	29	3
<b>Total</b>	<b>5</b>	<b>18</b>	<b>15</b>	<b>44</b>	<b>29</b>	<b>5</b>	<b>116</b>	<b>151</b>	<b>35</b>

## Parental Influence on Student's Education Aspirations

As with the survey of 5<sup>th</sup> and 6<sup>th</sup> formers, the school leavers were more aware of their mother's education level than their father's. 32% of school leavers said that they did not know their father's level of education and 19% said they did not know their mother's level of education.

92% of those with mothers who had a degree wanted to also do a degree and 76% of those whose mothers had college education wanted to do a degree. This compares with 63% whose mother's did not complete high school wanting to do a degree and 69% of those mothers who completed high school but did not go onto tertiary education.

### Percentage Distribution of School Leavers by Highest Level of Education of Mother and Desired Certification of Student

Mom's level of education	Certificate	Diploma	University	Associate	Total
4 yrs or less high school	10%	27%	13%	50%	100%
5 yrs of high school	11%	19%	11%	58%	100%
College or some university	5%	19%	5%	71%	100%
Degree	0%	8%	0%	92%	100%
Don't know	18%	21%	25%	36%	100%
Total	10%	20%	13%	57%	100%

Father's education, if the school leaver knew it was as influential as the mother's in their desire to want to go onto a degree programme.

88% of those whose Father's had degrees wanted to also do a degree and all of those whose father's had college education wanted to do a degree. This compares with 65% whose father's did not complete high school wanting to do a degree and 73% of those mothers who completed high school but did not go onto tertiary education.

### Percentage Distribution of School Leavers by Highest Level of Education of Father and Desired Certification of Student

Dad's level of education	Certificate	Diploma	University	Associate	Total
4 yrs or less high school	6%	28%	9%	56%	100%
5 yrs of high school	10%	21%	15%	54%	100%
College or some university	0%	0%	11%	89%	100%
Degree	13%	0%	0%	88%	100%
Don't know	15%	22%	15%	48%	100%
Total	10%	20%	13%	57%	100%

### Further Studies in Anguilla

When students were asked if they would study in Anguilla if the opportunity were presented to them, two thirds said that they would but one third said they would not. The main reason given for still wanting to go overseas to study even if the opportunity to study at home were available was because they wanted the exposure and experience that going overseas gives.

### Percentage Distribution of School Leavers Reason For Not Wanting to Study in Anguilla

Greater exposure to a wider experience	58%
Wish to study abroad	19%
Too many distractions	15%
Concerned about accreditation	6%
Not prestigious enough	2%
Total	100%

Those who are already studying indicated that they are more likely to take the opportunity to study if an institution were available here than were those who were not studying here at present. 64% of those not studying at present said that they would do so if an institution for tertiary education were located in Anguilla. Of those who are pursuing part-time studies 77% said they would study here if the Institution were available. Among those who are already studying full-time the availability of an institution in Anguilla did not appear to make a significance difference to whether they would study here or not.

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

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

## Influence of Demographics on Studying and Working

### Gender

The survey respondents were made up of 43% women and 57% men. A greater proportion of women than men are studying full-time. However the proportion of men and women not studying or working is virtually the same at 15% and 16% respectively. In other words, men have a greater tendency to do part-time work and also study part-time than women. In fact there is not one woman who is studying and working part-time whereas 3% of men are following this option.

### Distribution of School Leavers by Gender and Working by Studying Status

Male	Full-time	Part-time	Not studying	Total
Full-time	0%	7%	51%	59%
Part-time	3%	3%	13%	19%
Not working	0%	7%	15%	22%
<b>Total</b>	<b>3%</b>	<b>18%</b>	<b>79%</b>	<b>100%</b>
Female	Full-time	Part-time	Not studying	Total
Full-time	0%	11%	53%	64%
Part-time	4%	0%	12%	16%
Not working	2%	1%	16%	20%
<b>Total</b>	<b>6%</b>	<b>12%</b>	<b>81%</b>	<b>100%</b>

### Citizenship

While 83% of respondents said that they were Anguillian, only 73% were actually born in Anguilla.

## Distribution of School Leavers by Country of Birth and Belonger Status

Country of birth	Anguillian	Non-Anguillian	Total
Anguilla	73%	0%	73%
Abroad	10%	17%	27%
Total	83%	17%	100%

As is to be expected, those with Anguillian citizenship had a higher tendency to be working than those without. 81% of those with Anguillian status were working compared to 69% of those who do not have status. Anguillians were also more likely to be studying, 21% of those with status were studying compared to 12% of those without status.

## Distribution of School Leavers by Belonger Status and Working and studying Status

Anguillian	Full-time	Part-time	Not studying	Total
Full-time	0%	11%	52%	63%
Part-time	4%	2%	12%	18%
Not working	1%	3%	15%	19%
<b>Total</b>	5%	16%	79%	100%
Non-Anguillian	Full-time	Part-time	Not studying	Total
Full-time	0%	0%	54%	54%
Part-time	0%	0%	15%	15%
Not working	4%	8%	19%	31%
<b>Total</b>	4%	8%	88%	100%

### Attendance at High School in Anguilla

Most school leavers attended high school for five years. Of those who had attended high school in Anguilla for less they were more likely to be studying than those who had studied for more years in Anguilla. 29% of those who had been to high school for less than 5 years were studying full or part-time.

Only 12% of those who had been studying for more than 5 years were still studying. This group also had the highest percentage that were neither studying nor working. There maybe a tendency for those who are offered jobs to decide to leave high school earlier than if they had not been offered work.

## Percentage Distribution of School Leavers by Studying and Working Status and by Years at High School in Anguilla

Number of Years in High School in Anguilla				
<b>4 or less years at High School</b>				
	<b>Full-time</b>	<b>Part-time</b>	<b>Not studying</b>	<b>Total</b>
Full-time	0%	0%	57%	57%
Part-time	0%	0%	14%	14%
Not working	0%	29%	0%	29%
<b>Total</b>	<b>0%</b>	<b>29%</b>	<b>71%</b>	<b>100%</b>
<b>5 years</b>				
	<b>Full-time</b>	<b>Part-time</b>	<b>Not studying</b>	<b>Total</b>
Full-time	0%	11%	55%	65%
Part-time	4%	1%	12%	16%
Not working	2%	4%	13%	18%
<b>Total</b>	<b>5%</b>	<b>15%</b>	<b>79%</b>	<b>100%</b>
<b>6 or more</b>				
	<b>Full-time</b>	<b>Part-time</b>	<b>Not studying</b>	<b>Total</b>
Full-time	0%	6%	44%	50%
Part-time	3%	3%	16%	22%
Not working	0%	0%	28%	28%
<b>Total</b>	<b>3%</b>	<b>9%</b>	<b>88%</b>	<b>100%</b>

### Work Status of Parents

#### Mothers

Those whose mothers are working are more likely to be studying than those who have mothers who are not working. The mother's income may assist in providing funds for school fees. However those are least likely to be working are those who have mothers who work part-time. 16% of those with mothers who work full-time are not working and 26% of those whose mothers are not working are also not working themselves.

	<b>Full-time</b>	<b>Part-time</b>	<b>Not studying</b>	<b>Total</b>
<b>Mother works Full-time</b>				
Full-time work	0%	11%	54%	65%
Part-time work	4%	2%	14%	19%
Not working	2%	4%	10%	16%
<b>Total</b>	<b>6%</b>	<b>17%</b>	<b>78%</b>	<b>100%</b>
<b>Mother Works Part-time</b>				
	<b>Full-time</b>	<b>Part-time</b>	<b>Not studying</b>	<b>Total</b>
Full-time	0%	8%	38%	46%
Part-time	8%	0%	8%	15%
Not working	0%	0%	38%	38%
<b>Total</b>	<b>8%</b>	<b>8%</b>	<b>85%</b>	<b>100%</b>
<b>Mother is not Working</b>				
	<b>Full-time</b>	<b>Part-time</b>	<b>Not studying</b>	<b>Total</b>
Full-time	0%	0%	61%	61%
Part-time	0%	0%	13%	13%
Not working	0%	4%	22%	26%
<b>Total</b>	<b>0%</b>	<b>4%</b>	<b>96%</b>	<b>100%</b>

## Fathers

Father's work status has a great influence as to whether a school leaver goes on to study when they leave school. None of those who did not know whether their father worked were studying and only 9% of those who had fathers who did not work were studying. They were supporting their full-time studies by working part-time.

Father Doing Full-time work	<b>Full-time</b>	<b>Part-time</b>	<b>Not studying</b>	<b>Total</b>
Full-time	0%	12%	52%	64%
Part-time	3%	2%	13%	17%
Not working	2%	5%	13%	19%
<b>Total</b>	<b>5%</b>	<b>18%</b>	<b>77%</b>	<b>100%</b>
Father Doing Part-time work	<b>Full-time</b>	<b>Part-time</b>	<b>Not studying</b>	<b>Total</b>
Full-time	0%	6%	44%	50%
Part-time	6%	0%	19%	25%
Not working	0%	6%	19%	25%
<b>Total</b>	<b>6%</b>	<b>13%</b>	<b>81%</b>	<b>100%</b>
Father Does not work	<b>Full-time</b>	<b>Part-time</b>	<b>Not studying</b>	<b>Total</b>
Full-time	0%	0%	64%	64%
Part-time	9%	0%	9%	18%
Not working	0%	0%	18%	18%
<b>Total</b>	<b>9%</b>	<b>0%</b>	<b>91%</b>	<b>100%</b>
Don't know what Father is Doing	<b>Full-time</b>	<b>Part-time</b>	<b>Not studying</b>	<b>Total</b>
Full-time	0%	0%	55%	55%
Part-time	0%	0%	9%	9%
Not working	0%	0%	36%	36%
<b>Total</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>



# Questionnaires

## Tertiary Education Survey of 5<sup>th</sup> and 6<sup>th</sup> Form Students

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### TERTIARY EDUCATION NEEDS SURVEY OF 5TH AND 6TH FORM STUDENTS OF ALHCS

Please answer the following questions as honestly as possible. Your answers will assist the Department of Education to decide on the tertiary education services that will be offered in Anguilla. Shade the circle next to the answer that applies to you completely with the pencil provided. If you make a mistake erase the answer completely.

**1. Which form are you in at present?**

- 5th       Lower 6th       Upper 6th

**2. What is your date of birth?**

--	--

Day

--	--

Month

--	--	--	--

Year

**3. Are you male or female?**

- Male       Female

**4. How many years have you attended school in Anguilla?**

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**5. How many years have you attended school overseas?**

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*If none mark zero in boxes*

**6. What is the highest level of education that your mother attained?**

- Less than 7 years of primary school  
 Completed primary but did not attend high school  
 Completed 4 years or less of high school  
 Completed 5 years of high school but did not go on further  
 Completed high school and went onto to college but not university  
 Completed some university but did not receive a degree  
 Has a full degree from a university  
 Don't know

**7. What is the highest level of education that your father attained?**

- Less than 7 years of primary school  
 Completed primary but did not attend high school  
 Completed 4 years or less of high school  
 Completed 5 years of high school but did not go on further  
 Completed high school and went onto to college but not university  
 Completed some university but did not receive a degree  
 Has a full degree from a university  
 Don't know

**8.a) Does your mother work outside the home full-time (at least 30 hours a week and 10 months of the year) part-time or not at all?**

- Full-time  
 Part-time (skip Q 8b)  
 Doesn't work (Skip Q 8b)  
 Don't know (Skip Q 8b)

**8. b) If you mother works full-time, what kind of work does she do?**

- Professional (Teacher, doctor, nurse, lawyer)  
 Managerial  
 Artisan (seamstress, electrician)  
 Salesperson  
 Clerk for government or business  
 Unskilled (Domestic, driver, waitress, cook)  
 Other

**9 a) Does your father work outside the home full-time (at least 30 hours a week and 10 months of the year) part-time or not at all?**

- Full-time  
 Part-time (Skip Q 9b)  
 Doesn't work (Skip Q 9b)  
 Don't know (Skip Q 9b)

**9. b) If you father works full-time, what kind of work does he do?**

- Professional (Teacher, doctor, architect, lawyer)  
 Managerial  
 Artisan (carpenter, plumber, electrician)  
 Salesperson  
 Clerk for government or business  
 Unskilled (Janitor, driver, waiter, cook)  
 Other

<b>10. What BASIC CXC Subjects have you taken or plan to take? Mark the corresponding circles that apply</b>																	
Spanish	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Geography	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
French	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Social Studies	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
English	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Office Proc.	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Maths	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Bookkeeping	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Int. Science	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Typewriting	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
History	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take									
<b>11. What GENERAL CXC Subjects have you taken, or plan to take? Mark the corresponding circles that apply</b>																	
Spanish	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Prin Accounts	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
French	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Prin. business	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
English	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Typewriting	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Maths	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Tech. draw	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Science	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Woods	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Biology	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Bdg. Tech	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Chem.	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Food & Nutr.	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Physics	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Cloth & textiles	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
History	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Home Man.	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Geog.	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Visual arts	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Social Sci.	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	ITT	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Office Pr.	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	ITG	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
<b>12. What CAPE or A'Level Subjects have you taken, or plan to take? Mark the corresponding circles that apply</b>																	
English	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Com. studies	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Maths	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Accounting	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Biology	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Management	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Physics	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Economics	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Chemistry	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Geo & Mech.	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
History	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Comp Sci	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Env. sci	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	IT	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Geog	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Caribbean St.	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
Food & nut.	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take	Sociology	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take
									Visual Arts	<input type="radio"/>	Not take	<input type="radio"/>	Failed	<input type="radio"/>	Passed	<input type="radio"/>	Will take

**13. What area would you like to work in when you have completed your schooling? (Mark one only)**

- Professional (e.g. doctor, lawyer, engineer)
- Teacher
- Health services (e.g. nurse, xray technician)
- Technician (e.g. computers, electronics)
- Construction (e.g. plumber, mason, carpenter)
- Mechanic
- Security (e.g. police, immigration)
- Bookkeeper
- Salesperson
- Clerk for government or business
- Farmer or gardener
- Fisherman
- Driver incl. taxis & trucks
- Cook or chef
- Hospitality (e.g. waitress, barman)
- Secretary
- Tailor, dressmaking
- Cosmetology, esthetician, hairdresser
- Other

**14. Who or what influenced you most in the choice of work that you want to do?**

- Guidance counsellor
- Family/adult friends
- Peers
- Own abilities
- Own research
- TV or other media

**15. If the following courses were offered in Anguilla, which one, if any, would you choose to study?**

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

**16. In Sept 2004, which of the following do you plan to do?**

- Return to ALCHS (Go to Section A)
- School/college/university overseas (Go to Section B)
- Get a job & study part-time in Anguilla (Go to Section C)
- Get a job & save to study overseas (Go to Section D)
- Get a job & not study again (Go to Section E)
- Don't know (End questionnaire)

---

**SECTION A Return to ALCHS**

**1. How many subjects of each of the following do you plan to study next school year?**

CXC Science, maths, & technology subjects

CXC Other subjects

CAPE Science, maths, & tech. subjects

CAPE Other subjects

**2. When you complete High School, do you want to go on to further education either immediately or after a couple of years?**

- Yes immediately
- Yes after a year or so
- No (Go to Q4)

**3. What level of education do you plan to study to?**

- Certificate **END**
- Diploma **OF**
- Associate degree **QUESTIONNAIRE**
- University degree

**4. What is the main reason you do not want to do further education?**

- Do not have financial resources
- Do not have educ. requirements
- Do not want to leave Anguilla
- Don't need further education for a job

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**END OF QUESTIONNAIRE**

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## SECTION B Go to School Overseas

### 1. What level of education do you plan to study?

- CXC's, O'Levels or equivalent
- CAPE, A'Levels or equivalent
- Certificate programme
- Diploma programme
- Associate degree
- University degree

### 2. How do you plan to finance your education?

- Family, friends or personal
- Loan
- Working
- Scholarship or grant
- Combination of above

### 3. How do you plan to finance your accomodation?

- Family, friends or personal
- Loan
- Working
- Scholarship or grant
- Combination of above
- Live with friends or family

### 4. After you finish your studies, what do you plan to do?

- Return to Anguilla
- Work overseas

**END OF QUESTIONNAIRE**

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## SECTION C Get a job and study part-time in Anguilla

### 1. What is the main reason that you want to pursue your education in Anguilla?

- Do not have financial resources
- Do not have educational requirements
- Do not want to leave Anguilla
- My studies are available through distance education
- My studies are available from UWI or adult education

## SECTION D Get a job to save to study overseas

### 1. What level of educaiton do you plan to study to?

- CAPE, A'Levels, 6th form or equivalent
- Certificate programme
- Diploma Programme
- Associate Degree
- University degree

### 2. Why are you delaying going overseas to study?

- Have not decided what I want to study yet (END)
- Personal commitments in Anguilla (END questionnaire)
- Do not have financial resources

### 3. Have you tried to seek financing so you can start your studies earlier? If so what have you tried?

- Have not tried to seek financing
- Applied for a loan from bank
- Asked friends and family to assist
- Applied for scholarships or grants

**END OF QUESTIONNAIRE**

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## SECTION E. Get a job and not study again.

### 1. What is the main reason why you do not want to go on to further education?

- Do not have financial resources
- Do not have educational requirements
- Do not want to leave Anguilla
- I can earn an adequate income without studying more

**END OF QUESTIONNAIRE**

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*THANK YOU AND GOOD LUCK FOR YOUR  
FUTURE. PLEASE HAND IN YOUR  
COMPLETED QUESTIONNAIRE*

**RECENT HIGH SCHOOL LEAVERS - 2004**

The Ministry of Social Development with the assistance of the Statistics Department is carrying out a survey to collect information from recent high school leavers to determine tertiary training needs. The information you provide will be kept **confidential** and will be added to other people's answers. Please complete the questionnaire as honestly as possible by shading the bubbles using a 2B pencil. If you make a mistake please erase the answer completely. To keep the questionnaire anonymous please do not write your name.

**SECTION 1 - DEMOGRAPHICS**

1. What is your gender?  Male  Female

2(a). What is your date of birth?

D	D	M	M	Y	Y	Y	Y

2(b). What are the initials of your first and last names?

F	L		

3. Do you consider yourself to be?

Black  White  Hispanic  Other

4. Are you .....

Anguillian  Non-Anguillian

5. Country of Birth

Anguilla  UK  USA

Other \_\_\_\_\_  USVI

6. Where do you currently reside?

Anguilla (*Go to Section 2*)  UK  USA

Other \_\_\_\_\_  USVI

7. What is the main reason why you do not reside in Anguilla?

Family moved  Look for a job  
 Begin education  Family commitments

Other \_\_\_\_\_

**SECTION 2 - EDUCATIONAL HISTORY**

8. How many years did you attend high school in Anguilla?

	<i>(If none mark zero in boxes)</i>

9. What was the highest form you completed?

Before Form 5  Form Lower 6  
 Form 5  Form Upper 6

10. Did you take CXC O'levels?

Yes  No (*If No, Go to Q12*)

11. What subject did you take? What level did you take, G- General, B- Basic and T- Technical? What grade did you get? (*Multiple Response*)

Languages	Level	Grade
<input type="radio"/> Spanish	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> French	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> English A	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> English B	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA

Sciences	Level	Grade
<input type="radio"/> Maths	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Biology	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Chemistry	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Physics	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Integ. Science	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Agri. Science	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA

Humanities	Level	Grade
<input type="radio"/> History	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Geography	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Social Studies	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA

Business Studies	Level	Grade
<input type="radio"/> P.O.Accounts	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> P.O.Business	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Book-Keeping	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Office Procedures	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Typewriting	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA

Home Economics	Level	Grade
<input type="radio"/> Food and Nutrition	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Clothing & Textiles	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Home Mgt.	<input type="radio"/> G <input type="radio"/> B	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA

Technical	Level	Grade
<input type="radio"/> Woods	<input type="radio"/> G <input type="radio"/> T	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Tech. Drawing	<input type="radio"/> G <input type="radio"/> T	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Metals	<input type="radio"/> G <input type="radio"/> T	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Mech. Eng.	<input type="radio"/> G <input type="radio"/> T	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA
<input type="radio"/> Info. Tech.	<input type="radio"/> G <input type="radio"/> T	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> NA

**12. Did you take CAPE?**

Yes  No (If No Go to Section 3)

**13. What subject did you take? What grade did you get?**

**LANGUAGES GRADE**

English I  1  2  3  4  5  NA  
 English II  1  2  3  4  5  NA

**SCIENCES GRADE**

Maths I  1  2  3  4  5  NA  
 Maths II  1  2  3  4  5  NA  
 Biology I  1  2  3  4  5  NA  
 Biology II  1  2  3  4  5  NA  
 Chemistry  1  2  3  4  5  NA  
 Physics I  1  2  3  4  5  NA  
 Physics II  1  2  3  4  5  NA  
 Computer Sci. I  1  2  3  4  5  NA  
 Computer Sci. II  1  2  3  4  5  NA  
 Food & Nutr. I  1  2  3  4  5  NA  
 Food & Nutr. II  1  2  3  4  5  NA

**SOC. SCIENCE GRADE**

History I  1  2  3  4  5  NA  
 History II  1  2  3  4  5  NA  
 Geography I  1  2  3  4  5  NA  
 Geography II  1  2  3  4  5  NA  
 Environm. Sci. I  1  2  3  4  5  NA  
 Environm. Sci. II  1  2  3  4  5  NA  
 Com. Studies  1  2  3  4  5  NA  
 Caribbean Studies  1  2  3  4  5  NA  
 Sociology I  1  2  3  4  5  NA  
 Sociology II  1  2  3  4  5  NA

**BUS. STUDIES GRADE**

Accounting I  1  2  3  4  5  NA  
 Accounting II  1  2  3  4  5  NA  
 Mgt of Bus. I  1  2  3  4  5  NA  
 Mgt of Bus. II  1  2  3  4  5  NA  
 Economics I  1  2  3  4  5  NA  
 Economics II  1  2  3  4  5  NA

**TECH. STUDIES GRADE**

Geo. & Mech.  1  2  3  4  5  NA  
 Info. Tech. I  1  2  3  4  5  NA

**14. Did you take any GCE?**

Yes  No

If yes, please indicate below the subject, the level( O- Ordinary or A- Advanced) and the letter grade you received.

Level \_\_\_\_\_ Grade \_\_\_\_\_  
 O  A \_\_\_\_\_  A  B  C  D  E  NA  
 O  A \_\_\_\_\_  A  B  C  D  E  NA  
 O  A \_\_\_\_\_  A  B  C  D  E  NA  
 O  A \_\_\_\_\_  A  B  C  D  E  NA

**SECTION 3 - CURRENT STATUS**

**15. Are you currently studying?**

Full-time (Skip Q 16)  Not at all  
 Part-time (Skip Q 16)

**16. What is the main reason you do not want to or have not started to further your education? (Mark only one)**

(If you answer Q 16 skip Q 17 and go to Q18)

- Not interested
- Lack of financial resources
- Do not have necessary qualifications
- Undecided as to what to study
- Not accepted to college as yet
- Family commitments
- Other \_\_\_\_\_ 

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**17. What area are you currently studying?**

- Hospitality Studies (food preparation, F&B mgt. etc.)
- Health Sciences (nursing, pharmacology etc.)
- Commerce & Secretarial Studies (office mgt., etc.)
- Building & Lands Tech. (plumbing, elect/mech eng. etc.)
- Clinical Medicine
- Natural/Applied Science (biology, chemistry etc.)
- Humanities (history, teacher training, languages etc.)
- Computer Science (IT, programming etc.)
- Law

**18. Are you presently working?**

Full-time  Not at all (Go to Q 20)  
 Part-time

**19. What is your present occupation?**

- Professional (teacher, doctor, nurse, architect, etc.)
- Manager (Own business or unit in gov't)
- Skilled artisan (seamstress, plumber, electrician etc.)
- Sales person (in supermarket, shop etc.)
- Clerk (government or business incl. bank)
- Domestic, driver, waiter, cook, gardener or janitor

Other \_\_\_\_\_ 

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**20. What occupation do you aspire to?**  
*(If choice is the same as answer in Q19 go to Q 22)*

- Teacher
- Health professional (doctor, nurse, dentist etc.)
- Technician (computer, electronic etc.)
- Electrician
- Plumber
- Carpenter
- Mason
- Mechanic
- Other technical trade \_\_\_\_\_ 

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- Security (police, immigration, probation officer etc.)
- Sales person
- Bookkeeper, accountant
- Secretary or clerk (in gov't or business incl. bank)
- Farmer or gardener
- Fisherman
- Driver (incl. taxi or truck)
- Chef or cook
- Waiter or waitress
- Other \_\_\_\_\_ 

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**21. Do you intend to further your education to achieve your career goal?**

- Yes
- No *(If No go to Section 4)*

**22. What level of education do you intend to or are pursuing? ( Mark only one)**

- Certificate
- University degree - Bachelor's
- Diploma
- Associate degree

**23. What is the main source of finance you intend to use to fund your studies? ( Mark only one)**

- Savings
- Working
- Family & Friends
- Loan
- Scholarship/Grant

**SECTION 4 - PARENTAL INFLUENCE**

**24. What is your mother's highest level of education?**  
*(Mark only one)*

- Less than 7yrs of primary school
- Completed primary but did not attend high school
- Completed 4 yrs or less of high school
- Completed 5 yrs of high school, no further education
- Completed high school, went on to college
- Completed some university, no degree
- Has a full degree
- Do not know

**25. Does your mother work outside the home?**  
*(More than 30hrs per wk and less than 100hrs per year)*

- Full-time
- Part-time *(Go to Q 27)*
- Does not work *(Go to Q 27)*
- Do not know *(Go to Q 27)*

**26. What kind of work does your mother do?**

*(Mark only one)*

- Teacher
- Health professional (doctor, nurse, dentist etc.)
- Technician (computer, electronic etc.)
- Mechanic
- Construction ( e.g. electrician, plumber, mason etc)
- Security (police, immigration, probation officer etc.)
- Sales person
- Bookkeeper, accountant
- Secretary or clerk (in gov't or business incl. bank)
- Farmer or gardener
- Fisherman
- Driver (incl. taxi or truck)
- Chef or cook
- Waiter
- Tailor or Dressmaker
- Cosmetology, esthetician, hairdresser
- Other \_\_\_\_\_ 

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**27. What is your father's highest level of education?**

*(Mark only one)*

- Less than 7yrs of primary school
- Completed primary but did not attend high school
- Completed 4 yrs or less of high school
- Completed 5 yrs of high school, no further education
- Completed high school, went on to college
- Completed some university, no degree
- Has a full degree
- Do not know

**28. Does your father work outside the home?**

- Full-time *(More than 30hrs per wk and less than 100hrs per year)*
- Part-time *(Go to Section 5)*
- Does not work *(Go to Section 5)*
- Do not know *(Go to Section 5)*

**29. What kind of work does your father do?**

*(Mark only one)*

- Teacher
- Health professional (doctor, nurse, dentist etc.)
- Technician (computer, electronic etc.)
- Mechanic
- Building Trades( e.g. electrician, plumber, mason etc)
- Security (police, immigration, probation officer etc.)
- Sales person
- Bookkeeper, accountant
- Secretary or clerk (in gov't or business incl. bank)
- Farmer or gardener
- Fisherman
- Driver (incl. taxi or truck)
- Chef or cook
- Waiter
- Other \_\_\_\_\_ 

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**SECTION 5 - FUTURE PLANS**

**30. If there was an opportunity to further your education at an institution in Anguilla, would you further your education here?**

- Yes *(End questionnaire here)*
- No

**31. What is the main reason you would not want to attend a college in Anguilla ?**  
*( Mark only one)*

- Not prestigious enough
- Wish to study abroad
- Too many distractions
- Greater exposure to wider experiences
- Concerned about accreditations
- Other \_\_\_\_\_ 

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***Thank you for you for answering our questions. Is there any other information that you would like to provide?***

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