

FOURTEENTH SIR ARTHUR LEWIS MEMORIAL LECTURE

Education and Development: Celebrating Excellence, Confronting Challenges

***By Vivienne Roberts
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Introduction

From time to time, there are momentous and unusual events which leave indelible imprints on our lives. Over the past 16 years, I have visited St Lucia repeatedly both in the course of my work and also socially and I have found the visits pleasant, productive and mainly uneventful. This changed two months ago on the afternoon of November 29, 2007. The event of that day was exciting, earth shaking (pun intended), mind boggling and memorable. In the two months that followed, as I conducted research for this lecture, I had another awesome encounter with a phenomenal St Lucian gentleman. I did not encounter his ghost but rather his intellect and I have come to a better understanding of the "measure of the man". Like the earthquake, that experience was also exciting, mind boggling and memorable. I had seen the gentleman on a few occasions but for this privilege of getting to better understand Sir William Arthur Lewis, let me thank the organizers of this Lecture series for inviting me to speak on this very significant occasion and affording me the opportunity to deliver this 14th Sir Arthur Lewis Memorial Lecture.

It is a pleasure to be in St Lucia and an honour to be invited to deliver this lecture. I am humbled by the list of eminent speakers who have preceded me in previous years and am indeed pleased that a second woman has joined the list of speakers, albeit after an interval of a decade. All will agree that Sir Arthur Lewis was an extraordinary human being, an economist par excellence, a committed regionalist, an exceptional academic and an outstanding educator. From an international and academic perspective, his Nobel prize for Economics is his most outstanding accolade and this may explain the selection of previous lecturers and their subject matter. In any event, it turns out that Economics has taken precedence. Since I cannot claim much expertise in Economics, because Education is the area about which I have the greatest knowledge, whereas regionalism is an area in which I have considerable interest, and since development of the Caribbean is one of my strongest passions, I have chosen to speak on the topic: **Education and Development in the English Speaking Caribbean: Celebrating excellence and confronting challenges.**

If you think about it carefully, you would probably agree that it would require several minutes to properly define education and then development; about an hour or so to discuss the trends and the interplay between development and education and another hour or so to deal with the challenges, but my better judgment and the look on your faces tell me that if I attempted to be so self indulgent, before long I would be speaking either to a sleeping audience or to empty seats. I hasten therefore to relieve you of any such apprehensions, and will proceed immediately to:

- clarify my topic,
- Define education and development,
- Note and celebrate some milestones in educational achievement and development,
- Identify some educational and developmental issues that challenge us, and
- Suggest a few strategies which may be adopted to steer us on a nobler, even better, path.

Initially, I considered the topic of **education for development** in which the focus would have been to look at the extent to which education has contributed and can contribute to development, and to celebrate these achievements. This idea was stillborn, however, because it occurred to me that education is not separate from development but there is a symbiotic link. The terms are closely related - perhaps they are Siamese twins. From Delors' perspective, education is "one of the principal means available to foster a deeper and more harmonious form of human development and thereby reduce poverty, exclusion, ignorance, oppression and war." After all, the latter are all negative development indicators in their own right. In fact,

it is true to say that education promotes development and development is sustained by and catalyses more and different education.

Against this background therefore, I thought it more appropriate to focus on the topic of education **and** development and to reflect on four related questions:

- To what extent have education and socio-economic growth improved the quality of life in these Caribbean countries in which we live?
- What are some relevant milestones that are worthy of celebration?
- What are some unplanned and negative consequences that are derailing our development? And
- Is there anything we can do about them?

I also thought that I might invite you, the audience, to interrogate yourselves about the challenges and before I conclude, to have you focus with me on the most appropriate intervention or interventions.

Definitions

Caribbean

At the outset, let me say that I am limiting this presentation to the following sixteen countries and territories- twelve independent states and four British dependencies: Anguilla, Antigua and Barbuda, Bahamas, Barbados, Belize, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Turks and Caicos, and Trinidad and Tobago.

Education

In attempting to define education, I cite Sir Arthur Lewis himself who said:

"Education was not invented in order to enable men to produce more goods and services. The purpose of education is to enable men to understand better the world in which they live, so that they may more fully express their potential capacities, whether spiritual, intellectual or material. Indeed, through the centuries, the traditional attitude of "practical" men towards education has been that it unfits its recipients for useful work. Certainly, most people would agree that education is desirable even if it contributed nothing to material output"

Here, his approach was philosophical and purpose-driven but it is also important to look at the effect of education on the human psyche and disposition as well as on its target. And so, Eric Hoffer's assertion is pertinent. He posits that:

*"The central task of education is to implant a will and facility for learning: it should produce not **learned but learning** people. The truly human society is a learning society, where grandparents, parents and children are students."*

I would like to endorse these observations that education should be a lifelong, life changing, individualized, multi dimensional and humanizing experience. Our reality is that beginning at age 5 or 6, sometimes as early as 2 or 3 years, and nowadays ending at death, formal, organised education is conducted in the Caribbean at three levels: primary, secondary and tertiary.

Many of us can identify with the value of education as enunciated in Education, Studiration by Louise Bennett

Mi full up mi purse wid money

Dem tief it weh from me

Mi full up my belly wid food

An as mi sneeze mi feel hungry

Mi full up mi brain wid learnin

Wid sense and knowledge gran,

Mi feel relief

Not a tief

Can tief

Mi education!

After five years of teaching intuitively and instinctively, I had the good fortune of learning to teach and I learned then that there is a distinct difference between teaching and learning and that the latter is more important than the former. Most importantly, I learned that teaching does not always lead to learning and that learning can and often does take place independently of teaching. It is for this reason that I find the language and concepts of the United Nations Pillars of education to be pertinent to this discussion because that approach is learner- centred and multi-faceted. Education is seen to be built on the foundation of:

Learning to know
Learning to do
Learning to live together and
Learning to be

Ideally then, education should be a lifetime experience matching each developmental level and responding to each talent, helping each individual to learn and develop his full potential. The educated person understands himself, his immediate environment and the wider world, values learning and knows how to learn; wants and knows how to live and work with others.

Development

I have always thought that education was difficult to define until I began to grapple with the concept of development. Both fall along a continuum. Literally, development is the process of improving by expanding, enlarging or refining. In this context, one may be thinking on the one hand of socio- economic and cultural development along regional, national or local lines and on the other of individual or human development. I am speaking of both because I contend that the latter is a necessary ingredient of the former because it is well adjusted, educated individuals who can most effectively build strong relationships among communities, nations and regions and form and maintain firm linkages within a global village.

In many of Sir Arthur's writings and for quite some time, the countries under discussion were referred to as Lesser Developed Countries but in more recent literature, they have graduated to the status of developing countries. It is common knowledge that at least two of our member countries have been vocal in stating their goal of achieving developed country status in the not too distant future: Trinidad and Tobago in 2020 and Barbados in 2025. This led me to enquire "What is a developed country?"

My research tells me that there are alternative terms to "developed" such as industrialized, more developed, more economically developed, advanced and post-industrial countries. It is common practice to classify Japan in Asia, Canada and the United States in North America, Australia and New Zealand in Oceania, and

Western Europe as developed. Other lists of developed countries include the East Asian Tigers (Hong Kong, Singapore, South Korea and Taiwan).

I learned further that High Income Countries are defined by the World Bank as countries with a minimum Gross National Income per capita of US\$11,116 but that high income is not the only criterion for developed nation status. Thus, Bahamas, Barbados, Trinidad and Tobago, Antigua and Barbuda and St Kitts/Nevis are “high income” but not “developed, “ perhaps because their economies are weighted heavily on their dependence on one sector, mainly tourism in the Caribbean, and oil , in the case of some Middle Eastern countries like Saudi Arabia and also in the case of Trinidad and Tobago.

Table 1: HDI & GDPs for Caribbean countries

| Country | HDI Caribbean Rank | Per capita GDP \$US | Per capita World Rank | Total per capita world rank |
|-------------------------------|--------------------|---------------------|-----------------------|-----------------------------|
| Bahamas | 3 | 19,139 | 41 | 147 |
| Barbados | 1 | 17,170 | 42 | 155 |
| St Kitts/Nevis | 2 | 15,050 | 48 | 183 |
| Trinidad and Tobago | 4 | 13,958 | 50 | 115 |
| Antigua & Barbuda | 5 | 11,604 | 58 | 178 |
| Grenada | 8 | 8,608 | 71 | 176 |
| Belize | 10 | 7,635 | 83 | 166 |
| St Vincent and the Grenadines | 9 | 6,679 | 90 | 181 |
| Dominica | 6 | 6,250 | 95 | 184 |
| St Lucia | 7 | 5,516 | 102 | 173 |
| Jamaica | 12 | 4,471 | 113 | 132 |
| Guyana | 11 | | | |

It is interesting to note also that institutions such as the CIA and the IMF have created lists of developed countries. The CIA’s list of 34 includes Bermuda and the IMF’s list of 31 excludes all of the English speaking Caribbean countries.

Looking at development from a broader perspective, we are all familiar with the United Nations Human Development Index (HDI) which is an international comparative measure of life expectancy, literacy, education and standard of living. Embedded in this formula is the link between development and education. In 2006, of the 177 countries worldwide, Barbados ranked 30th with an HDI of 0.078, a figure which is considered to symbolize “high development”. It is worth noting also that all 12 of the independent countries under discussion are in the top two thirds with seven, including St Lucia, in the top half of the rankings.

Table 2: UN Human Development Index Ranking 2006

| Country | Rank/ 177 | Rank |
|-----------------------------|-----------|------|
| Antigua & Barbuda | 59 | 5 |
| Barbados | 31 | 1 |
| Bahamas | 52 | 3 |
| Belize | 95 | 10 |
| Dominica | 68 | 6 |
| Grenada | 85 | 8 |
| Guyana | 103 | 11 |
| Jamaica (up 2 points 2007) | 104 | 12 |
| St Kitts & Nevis | 51 | 2 |
| St Lucia | 71 | 7 |
| St Vincent & the Grenadines | 88 | 8 |
| Trinidad & Tobago | 57 | 4 |

The UN Millenium Development goals are another useful instrument which can be used to gauge development but I will discuss these later in the context of our achievements and challenges.

Permit me also to refer to a list of assertions from the Barbados National Strategic Plan 2005 – 2025 which articulates a set of development indicators that I am sure would resonate with other Caribbean people. My purpose is not to endorse the validity of every claim but rather to present them as a good package of indicators which can be used to get a general sense of development measures for Caribbean countries. The plan claims that Barbados has:

- *A 99 per cent literacy rate*
- *A life expectancy of 77.2 years*
- *A comprehensive health care system*
- *A well developed social security net*
- *Access to adequate shelter*
- *A low level of poverty*
- *A low level of crime*
- *100% access to safe drinking water*
- *A healthy environment and*
- *An unblemished record in the area of civil liberties and the rule of law.*

I submit these development criteria for your consideration.

A very pragmatic depiction of development was given by Sir Arthur himself who said:

If people believe that economic development is achieved merely by building roads or factories, or hospitals they are doomed to disillusionment... Countries which have no natural resources have to learn to live by their wits. We must train every talent we possess in these islands, or else condemn ourselves to poverty. Besides, if we want physical capital to come here for economic development, we must first train our human capital, since physical capital is attracted more to those countries where human resources are available to use it.

Celebrating Excellence

Celebrating Excellence Generally

Before we examine what we can celebrate in the area of education, it may be useful to look at some notable achievements generally.

We are a region of just over six million people. Apart from Belize and Guyana, which are bigger in mass but yet small in population, we are small island states. Yet we have been able to compete on the world stage with the best talents from the most developed countries and with some success. We can point to World Class achievements in Politics, Sports, Literature, Medicine, Agriculture, Music, Environment Studies, Research and Innovation.

- In Politics - our stable democracies where leaders are changed with orderliness and regularity; albeit increasingly tainted with violent episodes in some countries. There are also outstanding political figures such as Garvey, Williams, Jagan, Manley, Adams, Barrow and Compton. (I refer only to the deceased).
- In Literature – Nobel Laureates: Walcott and Naipaul and prize winning authors including Senior, Miller, Lovelace, Kinkaid, Clarke, Phillips, Mc Watt, Lamming, Brathwaite and your own Jane King-Hippolyte, just to name a few;
- In Economics – Nobel Laureate Sir Arthur Lewis.

- In the Environment – Nobel Peace prize shared with Al Gore by The Intergovernmental Panel on Climate Change including Chen, Agard, Nurse, Trotz and Rawlins.
- In Sports: The West Indies Cricket teams of the 70s and 80s and the individual cricket legends spanning half a century, the Jamaican Reggae Boyz, the Trinidadian Soca Warriors, the Bahamian Dreamgirls. Of note also are the 63 Olympic Track and Field, weightlifting and sailing medals earned by Jamaicans (43), Trinidadians (12), Bahamians (7) and Barbadians (1).

Table 3: Olympic Medals by Level and Country

| Country | Gold | Silver | Bronze | Total |
|---------------------|------|-------------------|----------------------|-------|
| Bahamas | 2 +1 | 2 | 2 | 7 |
| Barbados | | | 1 | 1 |
| Jamaica | 7 | 21 | 14 + 1 | 43 |
| Trinidad and Tobago | 1 | 2+1 weightlifting | 5 + 2(weightlifting) | |

- In music - Soca, reggae and calypso to which the world sings and dances and which has kept Bob Marley high on the list of top- earning, dead artistes. Of course, Barbadians would not forgive me if I do not now include singing sensation Rihanna.
- In Medicine, internationally recognized work has been done on Sickle Cell Anaemia. Additionally, there is international recognition of Prof E Nigel Harris who, with two other doctors, has defined a disorder, the antiphospholipid syndrome and devised a diagnostic test, the anticardiolipin test, for it. This outstanding Guyanese Rheumatologist is our UWI Vice Chancellor who also has St Lucian connections
- In research and innovation - the celebrated and musically majestic instrument, the Steel Pan which has brought pleasure to audiences around the world.

Celebrating Excellence/ Achievements in Education

Based on the UN Report : The State of Education in Latin America and the Caribbean: Guaranteeing Quality Education for All (2007)

1. Most of the countries under discussion provide compulsory education for all students up the age of 15 years , some to 18.
Upper secondary schooling is defined as obligatory in 10 countries - Anguilla, Antigua, Bahamas, Barbados, BVI, Cayman, Dominica, Grenada,. St Kitts and Nevis and Turks and Caicos.
2. In BVI and Montserrat, at least 85% of the population (3 -18 years) have access to some kind of educational programme, and at least 74% in the Caribbean generally.
3. Barbados, St Lucia and Belize have access rates to primary education above 95%; BVI, Montserrat, St Kitts/Nevis, St Vincent and the Grenadines, Trinidad and Tobago and Jamaica above 90% (i.e. 9 above 90%)
4. Montserrat, St Kitts/Nevis, Barbados, Anguilla, Cayman Islands and Dominica (6 countries) achieve levels of net enrolment in secondary education above 90%.
5. We are aware that St Lucia has implemented a programme of universal secondary education and that in spite of the attendant challenges, it has provided unprecedented opportunity for educational access and equity, it has boosted the re-assessment and development of primary education and created demand for tertiary education.

It is interesting to note that during the sixties and seventies, Sir Arthur was saying:

Grammar schools are not by any means the only, or in numbers even the chief form of secondary education. If one follows some authorities in reserving the term "primary" for education up to age 12, and in using the term secondary for all education between twelve and eighteen, then some secondary education should be provided for all children who complete primary education, since such children are not ready for the labour market.

6. It is common knowledge that each country with the exception of Anguilla which has concrete plans, has at least one public, comprehensive national or state college, university college or university to address tertiary education needs. We await with interest the unfolding of the plans in St Lucia for the transformation of the status of the Sir Arthur Lewis Community College. We should not forget that The UWI School of Continuing Studies in every country also offers tertiary education including Continuing and Adult Education.

Sir Arthur commented some years ago that:

Experience shows that the secret of success is to make adult education into a popular mass movement. Some popular leaders understand this and are therefore likely to succeed in getting adult education, in one form or another, to contribute substantially to economic and social development

7. Higher education enrollment is a complex and cloudy issue. It is very often said that the Caribbean is doing very badly compared to its North American and European neighbours but even this needs to be put in context. The issue is cloudy because of how we define tertiary education and how we do the count. If we define tertiary as post-secondary and count every student at the Sir Arthur Lewis Community College, we will get one value. If we exclude any, we will arrive at another. If we count students at the UWI School of Continuing Studies doing degree as well as sub-degree offerings, we will get another count. If we use head count or full time equivalents, we will also arrive at yet another count. As far as I am aware, the USA counts students who have completed high school and are pursuing four year Bachelor's degrees or Associate degrees.

According to the National Center for Education Statistics (2005) the combined enrolment for 6 developed countries and excluding doctorates, for the 18 to 29 age group ranged from 27% in Germany, 28% in the United Kingdom to 36% in France and 48% in the United States.

Table 4: Higher Education Enrolment for 6 Developed Countries

| Country | Enrolment % 18 – 24 | Enrolment % 25 – 29 | 18 - 29 |
|----------------|------------------------|------------------------|---------|
| Canada | 27 | 8 | 35 |
| France | 31 | 5 | 36 |
| Germany | 15 | 12 | 27 |
| Italy | 23 | 9 | 32 |
| United Kingdom | 22 | 6 | 28 |
| United States | 36 | 12 | 48 |

Higher education here "includes first and second stage academic higher education as well as technical and vocational higher education.

However, using tertiary enrolment to include all students enrolled in community and national and specialist colleges and universities at home, in the region and abroad, my research tells me that gross tertiary enrolment of the relevant age group stands at between 4% (Anguilla) and 30% (Barbados) with at least 10 countries at 15% or higher and St Lucia at 12%. Perhaps this is more meaningful if I say that in academic year 2005, there were 2,484 St Lucian students enrolled in tertiary education and 13,805 Barbadians, studying locally and abroad. Although this is nothing to sneeze at, it is true to say that to create and sustain knowledge driven economies and in a learning society, we will need expanded enrolment, even beyond Professor Beckles' formula - a graduate in each household.

Table 5: Tertiary Enrolment in the Caribbean.

| Country | Population | Tertiary Enrolment | % Enrolment /100,000 | Rank | % |
|------------------|------------------|--------------------|----------------------|------|----|
| Anguilla | 13,008 | | | | 4 |
| Antigua | 68,320 | 1,867 | 2,732 | 5 | 16 |
| Bahamas | 299,320 | 10,776 | 3600 | 2 | 21 |
| Barbados | 278,289 | 13,805 | 4960 | 1 | 30 |
| Belize | 291,904 | | | | |
| BVI | 22,187 | 764 | 3443 | 3 | 20 |
| Cayman | 43,103 | 598 | 1387 | 11 | 8 |
| Dominica | 69,278 | 1,651 | 2383 | 7 | 14 |
| Grenada | 93,000 | 2,856 | 2562 | 6 | 18 |
| Guyana | 705,803 | 9,731 | 1378 | 12 | 9 |
| Jamaica | 2,713,130 | n/a | | | |
| Montserrat | 9,245 | 95 | 1027 | 13 | 6 |
| St Kitts & Nevis | 38,836 | 1,049 | 2701 | 5 | 16 |
| St Lucia | 164,213 | 2,720 | 1656 | 10 | 12 |
| St Vincent | 117,193 | 2484 | 2119 | 8 | 12 |
| Suriname | 436,935 | n/a | | | |
| Trinidad&Tobago | 1,096,585 | 22,739 | 2073 | 9 | 15 |
| Turks & Caicos | 19,956 | 680 | 3407 | 4 | 20 |
| TOTALS | 6,480,305 | | | | |

9 We can celebrate also institutional growth and expansion - the upgrading of four colleges or college groupings in Barbados, Jamaica and the Cayman islands to university colleges; the establishment of indigenous universities - 2 in Jamaica (the public University of Technology and the private Northern Caribbean University), 2 in Trinidad (the public University of Technology and the private University of the Southern Caribbean and the emerging University of the Bahamas; the establishment and expansion of St George's University in Grenada; even the coming of foreign providers; the dramatic expansion of the 3 existing UWI campuses, and the emergence of the UWI Open campus - achievements which have added to tertiary education capacity and enrolment in the region.

10 In fact, overall UWI student enrolment grew by approximately 50% between 2002- 2007 with St Augustine becoming the largest campus. However, student enrolment at UWI from countries without a campus has been modest. Between 1995 and 2005, as a percentage of on-campus enrolment, OECS student enrolment has ranged from a high of 5% in 1999 to a low of 3.5% in

1997, 2003 and 2004 whereas the OECS countries represent about just under 10% of the total population

Table: Number of OECS Students as a Percentage of Total On-campus Student Population 1995 – 2005

| Year | 1995-1996 | 1996-1997 | 1997-1998 | 1998-1999 | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Total | 16573 | 17482 | 18,864 | 19,282 | 19,926 | 19,758 | 20,461 | 22,574 | 26,205 | 29,125 |
| OECS No | 770 | 758 | 683 | 789 | 1,000 | 823 | 777 | 850 | 921 | 1007 |
| % | 4.7 | 4.3 | 3.5 | 4.0 | 5.0 | 4.2 | 3.8 | 3.8 | 3.5 | 3.5 |

- 11 Looking ahead, the UWI 2007 – 2012 Strategic Plan (described by the acronym STRIDE: Strategic Transformation for Relevance Impact Distinctiveness and Excellence) projects over the next five years, a 51 per cent growth of student enrolment in degree programmes at Cave Hill, 58 per cent at St. Augustine and 29 per cent at Mona. Excluding the Open campus, the average projected growth would be 46 per cent for the institution. The Open Campus which will use virtual as well as face to face modes of delivery, is expected to expand the scope and capacity of UWI and allow for more effective service to all underserved communities. Incidentally, the Open Campus is headed by a St Lucian Principal, Pro-Vice Chancellor and Prof Hazel Simmons-Mc Donald.

Undoubtedly, Sir Arthur would have approved of this expansion because this builds on a legacy which he started when he became UWI Vice Chancellor in 1960. Sherlock and Nettleford remark that “he packed a decade of effort and extraordinary achievement in three years (1960 – 1963)”. Sherlock and Nettleford were perhaps referring to the transformation of the institution from a university college of London University to an independent university; the dramatic increase in enrolment, aided by the incorporation of the Imperial College of Agriculture into the UWI system and the establishment of the Faculty of Engineering - the two forming the pillars of the St Augustine campus. No doubt they included as well Sir Arthur’s planting of the seed for the development of the Cave Hill campus.

Like Sherlock and Nettleford (1990), the senior members of this audience may recall that in 1962

After the Federation fell apart, the Eight while seeking to organize Federation of their own, expressed a desire to join Barbados in setting up their own institution of Higher Learning. Arthur Lewis could speak the language of politicians as well as that of scholars and his proposal for a Liberal Arts College in Barbados, which would serve the Eight, was accepted. This in fact became the Cave Hill campus, the Alma Mater of many here.

Celebrating Excellence in Development

Mention was made earlier of The United Nations Millenium Development goals and their usefulness as development indicators. Briefly, there are eight goals:

1. Eradication of extreme poverty and hunger. Here by 2015, the goal is to halve the proportion of both people whose income is less than a US\$1 per day and those who suffer from hunger.

2. Achievement of universal primary education. By 2015, children everywhere will be able to complete the full course of primary schooling.
3. Promotion of gender equality and empowerment of women. This goal sought to eliminate gender disparity in primary and secondary education by 2005 and at all levels of education by 2015.
4. Reduction by two thirds of the under 5 child mortality rate by 2015.
5. Improvement of maternal health – the target being a 75% reduction of the maternal mortality rate by 2015.
6. Combating HIV/ AIDS, malaria and other diseases. The intention is to halt by 2015 and begin to reverse the spread of HIV/AIDS and the incidence of malaria.
7. Ensuring environmental sustainability by integrating the principles of sustainable development into country policies and programs and reverse the loss of environmental resources; halve by 2015 the proportion of people without sustainable access to safe drinking water, and significantly improve the lives of at least 100 million slum dwellers.
8. Developing global partnerships for development by developing further an open, rule-based, predictable, non-discriminatory trading and financial system.

In respect of many of these goals, we can celebrate the fact that the region is making good progress, more so in the case of the first five. reduction of poverty, universal primary education, gender balance in favour of women (in spite of domestic violence and the glass ceiling, child mortality and maternal health.

However, the last three goals are posing the greatest challenges to the region.

At the end of 2005, (one third of a million) 330,000 people were living with HIV and AIDS in the Caribbean (including Haiti) – many of them young. Some 37,000 people were newly infected and there were 27,000 deaths due to AIDS. In Bahamas, more than 3% of the adult population and in Jamaica and Barbados, about 1.5% were living with HIV and more than half of the cases in the Caribbean are women.

Table 6: Estimated HIV/AIDS prevalence and deaths due to AIDS, 2005

| Country | Nos. | Rate % in adults (15 - 49) | Deaths |
|---------------------|---------|-------------------------------|--------|
| Bahamas | 6,800 | 3.3 | <500 |
| Barbados | 2,700 | 1.5 | <500 |
| Jamaica | 25,000 | 1.5 | 1,300 |
| Trinidad and Tobago | 27,000 | 2.6 | 1,900 |
| Total | 330,000 | 1.6 | 27,000 |

You may also recall that Jamaica had a temporary setback and reported 280 cases of malaria between November 6, 2006 and February 2007.

Goal 8 relates to conservation of the environment and this can only be achieved with infrastructural, educational, poverty alleviation and legislative help. We continue to produce massive amounts of waste including non- bio degradable material; our growing fleet of vehicles and machinery generate increasing amounts of hazardous emissions, and the safe disposal of mountains of garbage is still a problem.

The achievement of the final goal of developing global partnerships will require some effort. Global trade imbalance poses a problem even in the face of diminishing development assistance. More progress will perhaps be needed in such areas as cancellation of official bilateral debt and more generous Overseas Development Assistance for countries committed to poverty reduction; development and implementation of decent and productive work; access to affordable essential drugs and access to the benefits of new technologies including ICT. On the positive side, the conclusion of the EPA Agreement in December 2007 offers duty and quota free entry to Europe for many Cariforum products excluding sugar and rice which will join the list in 2 years. The Cultural Industries also stand to benefit.

Confronting the Challenges

Thus far, using different measures, I have attempted to show that Caribbean countries have progressed both in terms of education and development. I know you will agree, however, that we continue to experience disturbing social problems, many of which are inter-related. These include

1. under- education and inappropriate education;
2. unsustainable development;
3. a syndrome including crime, poverty, unemployment and the disengagement of boys and young men; and
4. rampant materialism coupled with amorality and immorality, and erosion of values.

I will deal with these in turn.

Clearly, education is not a panacea but it is a partial remedy. Therefore, low levels of enrolment or low rates of completion of primary, secondary or tertiary education are unacceptable. Striking the right balance between levels is also problematic.

Sir Arthur advised:

An education system may very easily produce more educated people than the economic system can currently absorb in the types of job and rates of pay which the educated expect.... Part of the difficulty of absorption is because the education system provides the wrong kinds of education. The balance between primary, secondary and higher education; between general and vocational studies; between humanities and sciences; or between institutional and in-service training -- all these need to be blended in the right proportion.

He also suggested that:

One ought to produce more educated people than can be absorbed at current prices, because the alteration in current prices which this brings about is a necessary part of economic development.

There is also the challenge of providing appropriate education to foster positive attitudes and promote the acquisition of desirable skills.

Said Sir Arthur 45 years ago:

Our graduates, however much admired for their technical proficiency, tend to be scorned in their own countries for their lack of social conscience, their desire to get rich quick, and their lack of responsibility in dealing with their clients."

In choral speaking and music, The Caribbean is noted for "call and response". The current vision of UWI articulated in its strategic plan 2007-2012 could easily be considered a "response" to that Sir Arthur Lewis' "call", since it seeks to produce:

Graduates who are not only career-ready, exceptionally grounded in their disciplines, articulate and possessing superior problem solving and critical thinking skills but who are also socially conscious, regionally responsive, well rounded, committed to ethical behaviour, globally attuned and able to work effectively both independently and in teams.

But this is still only a goal.

Secondly, with respect to unsustainable development, as part of a global environment, we are victims not only of our actions but even moreso of those from the developed countries. Never before has environmental conservation been a greater challenge. In that regard, a startling reality has been portrayed by Julio Godoy who says that:

“In the Caribbean, several islands are considered in danger of disappearing in rising tides. Furthermore, the increase in temperature and acidity of sea water also caused by greenhouse gases is destroying coral reefs, and with it, the basis itself of the region’s marine biodiversity.... In addition to floods and destruction of coral, the UN predicts that global warming will cause salinisation of freshwater sources, more erosion and an increase in disease throughout the Caribbean.”

Though some of the religious among us may say that this is the inevitable fulfillment of prophecy, others as well as some with a scientific bent may argue that in spite of that, we do need to take pre-emptive if not corrective action if we hope to leave a safe and suitable habitat for our grandchildren. In this regard, commendable work is being done by the larger Caribbean Planning for Adaptation to Global Climate Change Project and the smaller Coral Reef Monitoring project which is going on here in St Lucia and several other Caribbean countries.

In the area of Tourism, one of the often cited indicators of progress is the number of cruise ship arrivals. This no doubt brings foreign exchange although there is growing suspicion of a reducing per capita spend. Still further, there is another flip side to the coin. It was interesting to read a report in the Barbados Nation Newspaper of November 18, 2007 from the National Geographic Centre for Sustainable Development and George Washington University that cruise ship crowds are overwhelming and transforming the islands of the Caribbean. They suggested that Dominica and The Grenadines (ranking 13th) were the top spots with minor difficulties and that most of the other countries were in moderate trouble. For the curious, St Lucia was given a ranking of 62nd.

Table 7: Top Tourism Spots in the Caribbean – National Geographic Centre for Sustainable Development

| Country | Rank | Status |
|---------------------------|------|-----------------------------------|
| Dominica & The Grenadines | 13 | Top Spots with minor difficulties |
| Anguilla & Nevis | 37 | |
| St Lucia | 62 | Spots in moderate trouble |
| Tobago | 66 | |
| Barbados | 68 | |
| St Vincent | 68 | |
| Grenada & St Kitts | 76 | |

About Barbados (ranking 68th), they said the culture was strong and the people warm but that the volumes of cruise ship visitors overwhelm Bridgetown and bring less benefits than long stay arrivals. Of St Kitts (ranking 76th), it was said that the historic sites were being appropriated and “Disneyfied”. For the planners, my point is that we need to be mindful of the reality that “for every action, there is an equal and opposite reaction.”

Never before has there been more concern about global warming and the depletion of non-renewable sources of energy and never before have there been more interventions proposed. Wind power and geothermal power seem to be problematic for the Caribbean. However, I believe that a powerful proposal is that of individuals and communities providing leadership from the bottom by agitating for governments to solarise their own buildings and provide subsidies for commercial and residential installation of solar panels for use in the generation of electricity. This has worked well for many Caribbean countries in the case of solar water heating and it should now be taken to another level and further afield.

The **third** major challenge relates to the crime syndrome. The literature shows that in general, higher levels of unemployment, lower levels of education and higher levels of poverty tend to be associated with higher levels of crime.

Close to home, the World Bank/UN Study: Crime, Violence and Development: Trends, Costs and Policy Options in the Caribbean (2007) identified that the murder rate in 2005 was 30 per 100,000 of the population for the region as a whole, with Jamaica leading with over 50 per hundred thousand, compared to the US average of 7, and one per hundred thousand for the Middle East and SW Asia.

Research from the Netherlands shows that substantial savings on the social cost of crime can be obtained by investing in Education. The probability of committing crimes like shoplifting, vandalism and threat, assault and injury was found to decrease with years of education. The probability of committing tax fraud, however, was found to increase with years of education." (Groot and Maassen van den Brink)

Lochner and Moretti from the University of Chicago in the United States concluded that "on average, one additional year of school lowers the subsequent probability of incarceration for white men by 0.1% and for black men by 0.37 %. Declines hold true across all types of crime examined. They estimate that a 1% increase in male high school graduation rates would save the nation as much as \$1.4 billion."

Looking at specific crimes: they found that "one additional year of school lowers the murder and assault rates by about 30%; motor vehicle theft by 20%, arson by 13%, and burglary and larceny by about 6%. An increase in education, however, increased rape and nominally robbery. High school graduation reduces the probability of imprisonment by about 0.8% for whites and 3.4% for blacks. A 10 percentage point increase in graduation rates lowers murder and assault arrests by 20%, motor vehicle theft by about 13% and arson by 8%.

It is true that many of these research findings did not arise from our region but some appear to be generalizable to this context. It would seem prudent to heed the lessons. One of these lessons I think is that various types of education should be vigorously pursued, among other reasons, as a deterrent from crime.

The **fourth** and final challenge in my list is that of rampant materialism coupled with amorality and immorality, and erosion of values. This is an important issue because development and education are not only about the material but also about the spiritual, not only about value but also about values. The erosion was happening in the sixties as Sir Arthur pointed out when he said:

"Traditional social systems are breaking down fast in LDCs. Extended kinship is giving way to the nuclear family. Religion is losing its authority. Tribal, princely and other political allegiances have been overthrown. The youngster has to find a new code defining rights and obligations and modes of behaviour in relation to other categories of persons. He needs a new code of social ethics.

I have pointed to many educational milestones which have been reached since then. Perhaps the issue is not therefore so much one of quantity but of type and quality of education, not so much one of level but one of focus of education. In other words, one's ethics influences the way in which one uses education.

Zucav highlights this dichotomy when **he says**

*"We **experience** our ability to process knowledge. We see for example that a stick is a tool, and we see the effects of how we chose to use it. The club that kills can drive a stake into the ground to hold a shelter. The spear that takes a life can be used as a lever to ease life's burdens. The knife that cuts flesh can be used to cut cloth. The hands that build bombs can be used to build schools. The minds that coordinate the activities of violence can coordinate the activities of cooperation."*

Strategies

I have highlighted some development milestones in education mainly in relation to access. I have mentioned significant achievements of the UN Development goals. I have also suggested **four** main challenges that are confronting us: under - education, sustainable development, increasing crime and declining values. It is at this time that I would like to ask you:

- Which of these do you consider to be the greatest challenge? And
- what do you consider to be the best strategy for addressing that challenge - more money, more people, more knowledge, more computers, a better built environment, more manufacturing, more tourism, more education?

I do not want to suggest that there are any easy solutions to the unintended consequences that accompany socio-economic development. I will say though that there is a challenge to ensure that personal development accompanies any other form of development, and that this personal development can only be achieved by a particular type of education running through all levels and capped by the university.

I believe that this is an exciting but difficult time for the youngster, the young at heart or the enterprising person of any age because of the wide range of options which globalization and information and communication technology provide. In addition, we are challenged further as we are confronted daily with the "tension of opposites". In the novel "Tuesdays with Morrie", Morrie explains that

Life is a series of pulls – back and forth. You want to do one thing, but are bound to do something else. Something hurts you and yet you know it shouldn't. You take certain things for granted, even when you know you should not take anything for granted. A tension of opposites is like a pull on a rubber band. And most of us live somewhere in the middle"

Politically, we struggle with the push and pull of regionalism and nationalism; culturally, we experience the tug between modernity and tradition; psychologically, we often choose to compete when we might be better off collaborating; intellectually, we forfeit the power of knowledge because we allow ourselves to be deluged with unfiltered information; developmentally, we embrace economic development at the expense of personal development; educationally, we favor access over quality and play off merit against equity; morally, we concentrate on value added rather than on values, and as human beings, we cultivate material over spiritual growth and development.

And so, the syndrome of crime, poverty, unemployment, under-education, disengagement of boys and young men, rampant materialism coupled with amorality and immorality, and unsustainable development continues to plague us and I ask again: What can we do about it?

In response to the challenge of:

- under-education, I propose more and different **education**.
- Sustainable development, I recommend **education** coupled with leadership by communities and entrepreneurs, and steering through subsidies by governments.
- Crime, I suggest keeping our youngsters longer in school and community organizations and **educating** them so that they learn about themselves and find a decent niche to operate within the environment.
- Values, I point to **education** which fosters partnerships with home, community, school and church.

On all four counts, I recommend education.

Therefore, after all this deliberation, I have come full circle. I am taken back to the point at which I started and am now convinced that I could easily have used the topic "Education for Development".

Conclusion

I have argued that education promotes development. I suggest further that education has to be targeted at all persons and particularly the poor; the unskilled youth whom the system has failed; the unemployed youngster who cannot figure out his rightful place; the deviant teenager who requires a second chance; the dropout whose strengths and interests were never identified, far less tapped, by traditional tests; and the

young parents who are little more than children themselves. If these measures are not taken, then the development thrust is hampered by lost human capital. In all societies and particularly in these small ones, as the Barbadian Education Plan states
 “each one matters”.

In the new knowledge economy, each one needs quality education which focuses not only on relevant skills for jobs but also on social competencies such as cooperation, functional literacy, learning competencies, lifelong learning, and communication competencies.

Interestingly, recent research from three different sources (the Tertiary Level Institutions Unit of UWI, World Bank, and the Caribbean Knowledge Learning Network) confirm the importance to employers of the following soft skills: honesty/integrity, work ethic, problem solving, communication skills, ability to work in teams, taking individual responsibility, and dependability. Technology, Agriculture and Management, important though they are, seem to be earning a lesser rank.

I believe that a developing society should provide for its students:

- access : get them in;
- equity: widen the social net and increase institutional diversity;
- efficacy: keep them engaged, and
- efficiency: help them finish at least the stage they start.

As the United Nations pillars suggest, institutions should help our youngsters and adults to:

- learn to know : acquire knowledge and gain skills;
- learn to do: acquire competencies;
- learn to be the best human beings possible, developing every talent they possess ;
- learn to live with each other toward mutual understanding and shared responsibility in stable and supportive communities;
- learn for life - to understand the self, others and the environment, and
- create a learning society – too productive and too positive to focus on crime.

I believe it and invite you to ponder on the Mighty Sparrow’s advice to the youth:

“Children, go to school and learn well

Otherwise later on in life you go ketch real hell

Without an education in your head

Your whole life will be pure misery

You better off dead

For there is simply no place in this whole wide world

For an uneducated little boy or girl. ”

The actions of successive St Lucian governments have indicated their concurrence with the Mighty Sparrow as they have worked steadily to provide universal primary and secondary education. In 22 years, the premier tertiary institution has more than doubled its intake and offered programmes ranging from access courses to a Bachelor’s degree. It has indeed come of age and

seems to be poised for a metamorphosis. But the “tension of opposites” is at play and in my view, future action should be guided by the vision and ideals of the man whose memory we perpetuate. As leaders decide whether Sir Arthur Lewis Community College remains a community college, becomes a university college, or a full university, they have to deal with this “tension of opposites” and must consider the issues of quality versus quantity, nationalism versus regionalism, local versus global orientation, academic versus vocational education, collaboration versus competition, short-term versus long term development and principles versus expediency.

Apart from giving to the world in general and the third world in particular, the “Lewisian Revolution in Economics”, Sir Arthur advocated the training of every talent we possess. He epitomized in his practice and pronouncements on education: pragmatism, self determination, excellence and regionalism. As we look ahead at further tertiary education development in St Lucia, I conclude by giving Sir Arthur the final say, in response to three timeless and important questions?

1. Why should St Lucia have a university?

The chief reason why it is worthwhile, from the economic point of view, to have a university at home, even though it costs more than sending students abroad, is that the function of a university is not confined to teaching students. ... Apart from teaching, a university contributes to its community through the participation of its teachers in the life of the country, and through its research into local problems. A poor country has very few educated people. To have in its midst a body of one or two hundred first class intellectuals can make an enormous difference to the quality of its cultural, social, political and business life.

2. How should the distribution of universities be rationalised across the region?

One can argue persuasively that the first university in any poor country should be of the research type, provided the research test is rigidly applied to its staff. (However) The great majority of students are not research students and do not need to be brought to the frontiers of knowledge. What they need is a broad education, to fit them for administration, commerce or teaching up to the fifth form level. There should be at least one university engaging in high quality research, and offering high quality Honours degrees, on the basis of high entrance standards. But as numbers increase, the majority should be diverted into liberal arts colleges.

He added:

This much is now fairly common ground: the case for dispersing university faculties through the Caribbean as widely as is feasible is no longer disputed. The question that remains is whether the university colleges which will be established should be parts of the University of the West Indies or whether each should be a separate entity. There are three arguments for maintaining at present a single university system. First, a new university college needs the sponsorship of an established university. Secondly it is desirable to maintain common standards between the various colleges in this region. Finally the intellectual resources of the Caribbean are too small to bear fragmentation. The number of West Indians who have the training to teach at university special degree and postgraduate levels is small... Whatever may happen ultimately, the West Indies should retain a regional system of university education for at least the next ten years.

3. What kind of higher education institution should individual Caribbean countries consider?

Universities can operate at four different levels: the junior college, the liberal arts level, the highly specialized level and the professional level. Where to site and how to mix these levels are problems which different countries tackle differently.... There is pressure in under developed countries to put both the technical college and the sixth form into the university; partly because the university has usually the best administrative talent for supervising higher education; partly in the case of the technical colleges, to give them prestige; and partly, in the case of the sixth forms, because it is thought to be easier and cheaper to centralize this work.

Putting all this work into the universities also has disadvantages. The university becomes enormous. And problems of administration, morale, discipline and self government multiply. Then there is the fear of the effect on standards..... a downward pull...the staff required are expensive. Despite these disadvantages, the pressure in under developed countries to put all post secondary education under university control will probably prove irresistible. Presumably, the best administrative solution will then be to have under the university umbrella nearly autonomous administrations for the different levels, keeping programmes and teachers quite separate from each other."

Thank you, Sir Arthur.

Sir Arthur is no longer with us but he has left with us his wisdom, his vision and his legacy. Since then, the forces of globalization have overtaken us. Borderlessness is a reality and as small states, our survival and development will be enhanced by partnering to maximize our competitive advantage. As Caribbean people, the future of the region is in our hands. For St Lucia, the choices are yours to make.

I thank you.

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