
THE

House of Assembly Debates

(UNOFFICIAL REPORT)

PARLIAMENT 2013 – 2018

HOUSE OF ASSEMBLY

Tuesday, June 21, 2016

Pursuant to the adjournment, the House of Assembly met at 10.00 a.m. on Tuesday, June 21, 2016.

PRESENT

His Honour M. A. CARRINGTON, B.A., LL.B. (Speaker)
Her Honour Mrs. M-J. M. THOMPSON, B.A., M.Sc. (Ph. Ed.) (Deputy Speaker)
Rt. Hon. O. S. ARTHUR, M.Sc. (Econ.)
Mr. G. W. PAYNE, Q.C.
Mr. G. A. CLARKE, J.P., B.Sc., Dip. Ed.
Mr. R. St.C. TOPPIN, LL.B. (Hons.)
Hon. D. St.E. KELLMAN: (Minister of Housing, Lands and Rural Development)
Hon. Miss M. A. MOTTLEY, Q.C., LL.B. (Leader of the Opposition)
Miss C. Y. FORDE, J.P., L.C.P.
Hon. R. D. JONES, J.P., B.A. (Hons.), M.A. (Ed.) (Minister of Education, Science, Technology and Innovation)
Dr. the Hon. D. C. ESTWICK, B.Sc., M.B. B.S. (Minister of Agriculture, Food, Fisheries and Water Resource Management)
Mr. D. D. MARSHALL, LL.B. (Hons.), L.E.C.
Hon. M. A. LASHLEY, LL.B. (Hons.) (Minister of Transport and Works)
Hon. R. L. SEALY, B.Sc., M.B.A. (Minister of Tourism and International Transport)
Hon. F. J. STUART, B.A., LL.M. (Prime Minister, Minister of National Security, the Public Service and Urban Development)
Hon. J. D. E. BOYCE, M.Sc., C. Eng. (Ministry of Health) (Leader of the House)
Hon. S. D. BLACKETT, (Minister of Social Care, Constituency Empowerment and Community Development)

Mr. J. D. PAUL, B.Sc. (Chairman of Committees)
Dr. the Hon. D. S. LOWE, Dip. Theology, B.A., M.Ed., Ed.D. (Minister of Environment and Drainage)
Hon. A. D. BRATHWAITE, LL.B. (Hons.) (Attorney-General and Minister of Home Affairs)
Hon. S. A. LASHLEY, B.Sc., LL.B. (Hons.), L.E.C. (Minister of Culture, Sports and Youth)
Hon. D. O'N. INNIS, Dip., B.Sc., M.B.A. (Minister of Industry, International Business, Commerce and Small Business Development)
Hon. C. P. SINCKLER, B.A., M.Sc. (Minister of Finance and Economic Affairs)
Mr. T. A. PRESCOD, B.A.
Mr. K. D. SYMMONDS, B.A., LL.B.
Lt. Col. J. D. BOSTIC, MVO, B.A. (Hons.)
Mr. E. G. HINKSON, LL.B (Hons.) LEC, LL.M.
Dr. M. M. AGARD, J.P., B.Sc., M.Sc., D.D.S.
Mr. D. G. SUTHERLAND, B.Sc., M.Sc., MBA (Dist.)
Miss S. J. O. BRADSHAW, LL.B. (Hons.)
Prayers were taken by Father Reverend Mark Harewood.

Mr. SPEAKER: Good morning Honourable Members, this House is now in session.

MINUTES

Mr. SPEAKER: Honourable Members, I have with me the Minutes of three meetings, those meetings held on Tuesday, May 10, Thursday, May 12, and Tuesday, May 17, 2016 respectively.

Hon. J. D. E. BOYCE: Mr. Speaker, I beg to move that the Minutes for the Honourable the House of Assembly for its Meeting of Tuesday, May 10, Thursday, May 12, and Tuesday, May 17, 2016, be taken as read and be confirmed subject to any omissions, corrections and/or observations.

Hon. A. D. BRATHWAITE: I beg to second that, Sir. Mr. SPEAKER: If there are no corrections or observations, then let those Minutes stand confirmed.

ANNOUNCEMENTS BY HIS HONOUR THE SPEAKER

Mr. SPEAKER: Just one announcement. I just want to take the opportunity to welcome to our Honourable Chamber, His Honour Kofi Ametewee, Circuit Judge from the judicial services of Ghana. We hope you enjoy the day's proceedings. Thank you.

MESSAGES FROM HIS EXCELLENCY

Mr. SPEAKER: I am in receipt of the following letter from His Excellency the Governor-General dated May 31 2016.

"Dear Mr. Speaker,

I have the honour to inform the Honourable the House of Assembly that I shall be away from the island during the period 7th to 25th June, 2016 on official and vacation leave in the United Kingdom. In accordance with the provisions of section 29(1)(A) of the Constitution, Sir Philip Marlowe Greaves, K.A., Q.C., will perform the functions of the Office of Governor-General during my absence.

As the Honourable the House of Assembly will not be meeting prior to my departure, it will not be possible for the usual formal message to be sent to your Chamber. Will you therefore formally bring my absence to the attention of the Honourable the House of Assembly when next it meets.

I have the honour to be,

Yours faithfully

Elliott Fitzroy Belgrave

Governor-General

PAPERS

Hon. C. P. SINCKLER: Mr. Speaker, I am commanded to lay:

(1) the Duties, Taxes and Other Payments Exemption University of the West Indies Africa World Documentary Film Festival Order, 2016.

(2) The Duties, Taxes and Other Payments Exemption Tanglewood Family Trust Inc. Order, 2016.

Mr. SPEAKER: The Honourable Member for Christ Church South.

Hon. J. D. E. BOYCE: Mr. Speaker, I am commanded to lay:

(1) the Technical and Vocation Education and Training Council Annual Report 2013, and

(2) the Barbados National Insurance Board Report on the Audit of the Account of the National Insurance Fund 2004.

Mr. SPEAKER: The Honourable Member for St. Michael South.

Hon. F. J. STUART: Mr. Speaker, I am commanded to lay:

(1) the Supreme Court Master of the High Court Salary (Amendment) Order 2016, and

(2) the Public Service Teachers Order 2016.

Mr. SPEAKER: The Honourable Member for Christ Church East Central. Hon. R. D. JONES: Mr. Speaker, I am commanded to lay:

(1) the Audited Financial Statements and Island Reports on the Activities of the Board of Management of the Daryll Jordan Secondary School for the period 2009/2010, 2010/2011, 2011/2012 and 2012/2013.

Mr. SPEAKER: The Honourable Member for St. Michael South Central. Hon. R. L. SEALY: Mr. Speaker, I am commanded to lay:

(1) the Financial Statements of Barbados Port Inc., at March 31st 2015

(2) the Annual Report of Barbados Port Inc. 2014.

(3) the Civil Aviation Air Worthiness (Amendment) Regulations, 2016

(4) the Civil Aviation Training Organisation (Amendment) Regulation, 2016.

(5) the Civil Aviation Air Navigations Services Regulation, 2016.

(6) the Civil Aviation Air Craft Accident and Incident Investigation Regulation, 2016

(7) the Civil Aviation Safety Management Regulation, 2016.

(8) the Civil Aviation Aerodrome Certification Regulations, 2016.

(9) the Civil Aviation Air Operator Certification and Administration (Amendment) Regulations, 2016, and

(10) the Civil Aviation Approve Maintenance Organisation (Amendment) Regulations, 2016.

Mr. SPEAKER: The Honourable Member for St. Philip South. Hon. A. D. BRATHWAITE: Mr. Speaker, I am commanded to lay:

(1) The Financial Intelligence Unit of the Anti-money Laundering Authority Annual Reports 2009 to 2012, and

(2) The Magistrates' Court Criminal Procedure (Amendment) Rules, 2016.

FIRST READINGS OF BILLS

Mr. SPEAKER: Honourable Member for St. Michael South Central.

Hon. R. L. SEALY: Mr. Speaker, I beg to move the Civil Aviation (Amendment) Bill be read a first time.

Hon. J. D. E. BOYCE: I beg to second that, Sir.

Mr. SPEAKER: The Honourable Member for St. Michael West Central.

On the motion of Hon. R. L. SEALY, seconded by Hon. J. D. E. BOYCE, the Civil Aviation Bill was read a first time.

On the motion of Hon. A. D. BRATHWAITE, seconded by Hon. J. D. E. BOYCE, the Magistrates' Courts (Amendment) Bill was read a first time.

On the motion of Hon. C. P. SINCKLER, seconded by Hon. J. D. E. BOYCE, the Excise Tax (Validation) (Fees) Bill, 2016 was read for a first time.

ORDERS OF THE DAY

SUSPENSION OF STANDING ORDERS

Hon. J. D. E. BOYCE: Mr. Speaker, I beg to move that Standing Orders Nos. 6, 16, 18, 20, 42(5), 43 and 44 be suspended for the remainder of this day's Sitting.

Hon. A. D. BRATHWAITE: I beg to second that, Sir.

The question was put and resolved in the affirmative without division.

GOVERNMENT BUSINESS

ORDER No. 23

RESOLUTION TO APPROVE THE PUBLIC SERVICE (TEACHERS) ORDER, 2016

Mr. SPEAKER: Yes, Honourable Minister.

Hon. R. D. JONES: Thank you very much, Mr. Speaker. The Resolution before us speaks to the Public Service (Teachers) Order, 2016 which was made by the Minister responsible for the Civil Service on the 14th day of April 2016. It simply speaks to the issue of posts within the teaching service of Barbados. It is known that for a number of years, particularly in previous Teachers Orders, that we had 2 520 established posts in the teaching service which was further broken down into approximately 1 300 or so posts at the nursery and primary levels and then the others at the secondary level of the system.

Mr. Speaker, it is known as well that that permanent establishment was not enough to deal with the myriad issues in education in Barbados. When I speak to issues, I do not speak to issues in a negative way, I am speaking to changes taking place at the level of the education system, and I am going to outline some of them to the House which would have caused more "temporary" teachers being placed within the system, that is, teachers above and beyond the permanent establishment. In fact, there was a time when 791 temporary teachers were in the system, some really who should have gone into permanent or established posts and others who were there.

For several decades there were policy decisions which forced the expansion of the teaching service in Barbados. We had the expansion of early childhood education going back to 2000, that was a policy decision taken then, and further expanded into a policy decision taken in 2008. You had Curriculum 2000 and the Rationale and Guidelines for that, and that too caused some slight movement in the number of teachers within the system. We had the Educational Sector Enhancement Programme going back to 1997, the initial idea, but gaining fruition in 1999 and the assignment of Information Technology Coordinators within the system. As part of the Information Technology Coordinators workload they were expected only to teach seven periods per week because they had to maintain quite an elaborate network and several hundred computers at the level of some primary schools and in the secondary schools some 200 or so computers; three labs of 30 computers each and 15 computers in each subject area across the school as well. They were needed and a request was made to the Ministry of the Civil Service who approved this but they did not make provision for teachers to replace those persons who would have been assigned as Information Technology Coordinators.

We also had as well the introduction of the teacher evaluation process resulting in the assignment of subject coordinators in such areas as early childhood education, the arts and the sciences. We were having remedial issues across the system and then you had the assignment of remedial teachers within the system, people who spent their time particularly doing remediation at the level of reading, grammar and comprehension, the literacy and numeracy areas. You also had the development of a national reading policy going back to that period, all of that impacting on the system and all of it calling for resources particularly human resources.

You had at the primary level the introduction of non-teaching periods for primary teachers. This was already established within the secondary schools system and the union at that time canvassed quite heavily for primary school teachers also to be included in this non-teaching period or periods for teachers and on agreement a minimum of three non-teaching periods were established in the primary and nursery schools. Once you establish non-teaching periods especially in the larger schools you would find the need for the deployment of sometimes two or three additional teachers in those schools.

A policy decision was then taken in 2009 for the accelerated training of teachers within the system because eventually you wanted to arrive at a situation where persons were coming into the service now trained. In other words, they would be trained before they are exposed to the children so there was an accelerated policy of training within the teaching service The Erdiston Teachers' College was called upon to accelerate the level of training at what we call the Associate Degree in Education (ADE), a programme developed by what one calls the Joint Board for Teachers' Education through the University of the West Indies across the entire Caribbean region, but those would be for persons who did not possess a degree, persons who enter with the basic qualifications at the level of Caribbean Examination Council or the equivalent subjects such as English Language, Mathematics, a science subject or one of the areas of Geography, History or Social Studies and then any others can be added onto that. That did not always work out exactly as promised so you had some persons who entered the system without Mathematics or sometimes without a science in those areas.

Mr. Speaker, part of this accelerated training saw between 2009-2010 204 persons entering the system for training; in 2010-2011, there were 206 teachers entering; in 2011-2012, there were 251 teachers entering; in 2012-2013, around 200 teachers entering; in 2013-2014, there were 198 teachers entering the service, and in 2014-2015, there were 170 teachers entering Erdiston for training.

Mr. Speaker, I mentioned the Associate Degree in Education but you also had the Diploma of Education

Secondary and the Diploma of Education Primary and in 2009 Erdiston Teachers' College introduced an evening programme for the Diploma of Education that helped to speed up the numbers that were being trained within the system. All of this relates to what actually happens in a very dynamic way with the Ministry of Education, Science and Technology, and Innovation and with teachers generally.

Mr. Speaker, we believe that we should not simply concentrate on what you would call the hard subjects or the academics subjects such as English, Mathematics, Sciences, et cetera, but that there was room in the curriculum for things such as music, the performing arts any physically education activities, so that there must be the cultural dimension experience and expansion. Mr. Speaker, I believe many, if not all of us in this Honourable House, at some point in time go to speech days, graduations or these various activities and when you reach the point of the cultural delivery, the quality of what you see is as a direct result first of the historical position taken and then the further expansion of music and the performing arts, including theatre arts within the system.

Mr. Speaker, I would argue that not only at the primary level but one sees at the secondary level where it starts to blossom, and then when you reach the tertiary level, particularly at the Barbados Community College, the students who come from the performing arts, the visual arts, the theatre arts and the music programme are truly remarkable because the quality that one sees and gets is truly remarkable. Many of these graduates today occupy spaces across all of the various bands in the country, they are playing extremely well. I myself remember around 1999 at a primary boys' school, a principal who had a vision, but who could not sing nor play an instrument but loved music, that principal developed a policy that music must be a central part of the entire curriculum of the school. Today when you see these youngsters playing the trombone, the flute, the saxophone, the trumpet, the cello, the strings programme developed under the previous Administration, all of this has made Barbados a mecca, I am pleased to say, for the performing arts.

Mr. Speaker, I recently encountered many of those boys from 1999 who are writing music, some of whom were literally dragged into music and today if you see them, for example, a young person by the name of Layne, there is a teacher at the Coleridge and Parry School, also a young man by the name of Beckles in the Barbados Police Band, all of them are brilliant young musicians, and I am only speaking of one school.

Sir, if you go to these activities you would see little nine-year-old playing the violin, but there is the harmony that one gets and the precision of the music, because a decision was taken right across the system to ensure that

children enjoy their school life. There are also choirs. Sir, only recently in the constituency of St. George North when we started the Trident across the country, let us remember it culminated at the Glebe, there was a mobilisation of secondary school bands, both in what you would call the hip hop genre, the traditional religious genre, reggae, the steel pans across Barbados, the Honourable Member for St. George North returned after seeing that excellent performance by these young people and said he did not know that such quality existed in our schools. Sir, that was only a small part of what our young people have been doing because of that emphasis.

Mr. Speaker, you can travel as far north to the Darryl Jordan School, Trents, St. Lucy, previously called the St. Lucy Secondary School. If you remember the first steel orchestra in Barbados that was started by a long-retired teacher whose name does not come to my mind, but not to be outdone there is the Garrison School, now called the Graydon Sealy Secondary School, with "Patches" Mendoza which rivalled what was happening at the Darryl Jordan Secondary School. He developed an excellent programme there in the southern part of Barbados.

Sir, yes, steel pans are pretty costly but through the philanthropy efforts, through the shared contribution of the Ministry of Education, Science and Technology, and Innovation from their budget allocated to them, through fundraising, one saw this massive moment of music being played, being delivered and being taught by teachers across the system. Sir, obviously you had to put specialist persons in place. Yes, you can have an enthusiasm for the music but to some extent if you are not a specialist in the delivery of that music then you would have problems.

Mr. Speaker, there is also the performing arts, one has seen many youngsters coming from St. Philip, an interesting parish because of the fact that what I call the rebirth of culture or the rebirth of the performing arts actually took place there, with youngsters coming from St. Martins/Mangrove, from St. Martins, now call the Reynold Weeks Primary School, those schools going to

What I call the rebirth of culture actually took place in St. Philip. It is an interesting parish. There was the rebirth of the performing arts and music, with youngsters coming from St. Martin's Mangrove and from St. Martin's Four Roads, now called Reynold Weekes' Primary, and when those schools entered the National Independence Festival of Creative Arts (NIFCA) you could always guarantee that somewhere in there would be several gold medallists. These were inspired by teachers, Sir. I remember Mrs. Thompson at St. Martin's Mangrove; an excellent scriptwriter. She was extremely good. Across the various schools, you had teachers including Mr. Francis in the north and Anthony Sargeant who became a peripatetic teacher in the Ministry of Education doing sterling work. I

am sure the Honourable Member would remember Anthony Sargeant doing tremendous work across the school system, particularly in the area of calypso. Even though he has retired from the direct teaching service, he is still out there writing, composing and working with those juniors for the Junior Calypso Monarch competition. There was also a time, and there still is, when you had the Choir Festival competition fully engaging Mr. Sargeant. I know we do not say it often but Anthony Sargeant is one of the gems of education; one of those persons who go to the extreme to ensure that the talents of young people emerge so that they can find satisfaction, the building of self-esteem and self-actualisation in that innate ability that emerges as a result.

Barbados is also going through what I call a rebirth in the psychomotor skills which relate to physical education, fitness and so on. We are seeing some brilliant youngsters when we look at BSAAC (Barbados Secondary Schools Athletic Championship) and NAPSAC (National Primary Schools Athletic Championship) as well as participation in the CUT (Caribbean Union of Teachers) Games, CARIFTA Games, Junior Pan Am Games and Junior World Games. You will see we are not yet at the level of Jamaica because they are like a production factory for athletes, but at least up to age 21 Barbados does extremely well. We are still investigating why there is a sudden drop after age 21 in the number of persons reaching the higher level. I only use that for divergence, because all of these were decisions taken that impacted on the need for teachers to help fulfil that particular mandate.

We also had an increase for study leave or leave of absence and the introduction of the Spanish facilitators in the system going back to July of 1997. It is a little difficult even now, but that is an area that has to be worked out properly because Barbados sees Spanish as a third language. We all speak Bajan, some better than others, then we speak English, and we need to critically add Spanish to part of that ability to communicate, because we live right next door to Central and South America and we need to do business and trade and the like. There is work being done here, even as we speak, with Spanish-speaking persons coming from Panama and Ecuador to learn English, and that interface and interaction gives our people the ability to develop Spanish as well. Soon from now, hopefully, we will be moving persons at least at the level of our fourth and fifth forms in our secondary schools into Latin America to be fully immersed in the whole issue of Spanish acquisition as a language. All of this, Sir, resulted in some 791 temporary posts, most of them not sanctioned by the Ministry of the Civil Service. It was a simple policy decision taken by the Ministry. We have had a bit of chastising on it over time by the Ministry of the Civil Service, because even though there is a Delegation of Functions Act, you simply cannot just bring persons on into the system. We had some 791 temporary teachers,

some of whom were occupying established spaces -- about 474 or so -- but then you had another 317 whom you could neither call fish, fowl or pork because no temporary posts were in fact created for them. Therefore, in December of 2012, the Ministry of Education engaged the Ministry of the Civil Service in this exercise. It goes back some four years, as a matter of fact. How do we rationalise this entire process? How do we make sense of a system that needed these persons to keep this buoyancy, to keep this very dynamic relationship going? The Ministry of the Civil Service related to us to help clarify the entire process, so that is why we have arrived at this particular stage of the Public Service (Teachers) Order, 2016.

Up to the last appointment of 499 persons in 2015, there were 89 in the secondary schools and 410 in the primary and nursery schools. What the Ministry of the Civil Service did, working in conjunction with the Ministry of Education and ultimately being signed off by the Minister responsible for the Civil Service, was to look at the complete nursery and primary school system, and ended up with the establishment of a whole set of posts. I believe there were just over 700 posts in the teaching service, which allowed 406 persons to be appointed in the established posts, 263 posts to be confirmed to move into a changed establishment, and 100 posts of temporary teachers to be established with a pledge that, as the six new secondary schools roll out, the Ministry of Education would write the Ministry of the Civil Service to have new posts if needed -- and they are in fact needed -- for those new schools. On average, one uses a ratio of one to 12 teachers for nursery education, so that a school like the new nursery school at Gall Hill No. 2 in Church Hill, Christ Church, which comes on stream on September 1, already has a pledged complement of 125 three-year-olds. You are therefore talking of about ten or 11 teachers to go into that school to effect the programme, along with a principal and other associated workers, to ensure that we in fact meet the mandate of providing nursery education right across Barbados in what I call the shared partnership of the private and public sectors. Of course, the greater responsibility always on the public sector because of the provision of early childhood education at that level added to the training, which has been jointly provided by Wheelock College out of the United States of America, Erdistion Teachers College and fully supported by the Myria Holder Trust. Sir, in other words, the resources for this enhanced training and early childhood education and development is funded by the Myria Holder Trust Fund. Sir, we are always eternally grateful to the Myria Holder Trust Fund to give us the kind of support in that area. Sir, we are moving a pace to ensure that the best teachers, both in aptitude and attitude, the quality of their training, the quality of their professional outlook and all of that would impact on those three-year-olds in the school system. Sir, all of this providing a need for the teachers. Mr. Speaker, I am glad that was recognised by the Minister and the Ministry of the

Civil Service to provide the number of persons in the system.

Mr. Speaker, coming out of the Public Service Act, 2007, where it stated that persons who were in the service before December 31, 2007, and having reached three years of continuous service would be appointed. We have in the teaching service some 58 teachers who would have gained that particular status and as part of the exercise the post of supernumerary teacher, to take care of those 58 persons who qualify under that particular part of the Act, those posts were created but gradually assimilated into part of the establishment in the teaching service. Sir, what has been happening since the appointment of the 410 teachers in the post is that as soon as persons retire or leave the service rather than have this build up that took place over many years with the 410 posts, persons are being appointed from this which has been developed to satisfy those posts. When we reached 2015 when the decision was made, there were rather than the 791, there were 777 temporary posts, that was the aggregate number and we were down to 392 vacancies in the primary system. Sir, the first figures I gave you related to 2012, when the initial exercise was undertaken but by 2015, when we move towards this Public Service (Teachers) Order, 777 temporary teachers were in the system and there were 392 vacancies which relate to the permanent establishment and the number of teachers not in vacant posts were 385. Sir, all of that took place and of the 385 teachers not in vacant posts, 52 teachers are substituting for teachers currently pursuing the Associate Degree and filling in across the system but we have made adjustment via the Ministry of Education because if you remember, once a teacher goes to Erdistion's Teachers College to do the two programme, called the Associate Degree Education, you had to bring a person into the system to take up the spots for those persons at Erdistion's (Teachers) College, so you were paying double for one teaching post and we took a decision based upon the difficult parameters to shift the focus of that programme to move your training into an evening programme so that one had a migration outside and the Diploma of Education became an evening programme both primary and secondary and we gradually moved as well to the creation of a new programme of the Diploma in Teacher Leadership or Principal Leadership as it is called to the evening as well. Sir, that is a programme which used to be called the Certificate in Educational Management, that became a new designation two years ago, the Diploma in Teacher Leadership. Sir, persons who are attracted to that are senior teachers, heads of departments or year heads in the secondary schools, subject coordinators et cetera in the primary schools and principals who had not undergone any kind of leadership training hitherto, all of those would have been attracted to that programme. Sir, this year would see the second cohort of persons being trained at Erdistion's (Teachers) Training College.

Mr. Speaker, the number of persons who would have been appointed under the new dispensation would have been 410, as I would have mentioned previously and this figure is important because I know the union, particularly the Barbados Union of Teachers as it has historically done, have always been aware of the number of persons who need security of tenure and always worked to ensure that security of tenure takes place and there has been a bit demanding during this current exercise, sometimes to the point of the nakedness, I am just using that as a term being expressed. I am still pleased that the unions would recognise that they still have a mandate to satisfy the need of their members because, at least, they pay them for service and sometimes they are bit aggressively and assertively but know that there is no umbrage from the Minister of Education because there was a time when I too led that union with some passion and some success, so as they continue their work with the teachers.

Mr. Speaker, on June 8th, coming from the Ministry of Civil Service the creation of 330 temporary posts for graduate teachers, of special grade teacher, qualified teacher, for the primary school system to legitimise the employment of those teachers. Sir, if you remember the point I made about what happened over several decades, policy decisions not clearly ratified by the Ministry of Civil Service.

Mr. Speaker, as a consequence, we were told the Public Service Teachers Order would have been amended to include 239 posts of those grades I have mentioned. Sir, let me mention them again, graduate teacher, special grade teacher, qualified teacher in the primary schools as well as the approved supernumerary posts. Of course, the delegation of function I have spoken to so that nobody could actually place within the system those posts not approved by the Ministry of Civil Service. Sir, the complement of teachers whether in the 25 or 30, if you added then the 239 posts, you would have just around 2 800 teaching posts in the service, the 239 being added to just over 1 500 in the previous establishment for primary schools and nursery schools, so those numbers have moved to around 1 830. There is still some work to be done in the Secondary Schools. Their complement, in fact, has not moved and we are engaging the Ministry of Civil Service to look at what is happening in the Secondary Schools, particularly as it relates to the expansion beyond age 16 to age 18, what we would call Sixth Form schools or post-secondary education. Remember we brought on board during the last seven or so years, I believe five or six additional schools to cater to this age cohort of 16 to 18, what you call Sixth Forms. We brought in St. Michael School, Christ Church Foundation, the Alleyne School, St. Lenards Boys and Springer Memorial. I excluded the five schools, added to the tradition four, Harrison College, Queens College, Lodge and Combermere for the remarrying of those schools, but placed within the

curriculum as well where there is the demand the Caribbean Vocational Qualification full technical vocational studies across the various schools that are, in fact, ready to implement such a programme and the Caribbean Certificate of Secondary Level Competence as well. This is placing some demands on the system. Therefore we will have as well as we have done with the primary school system, some rationalization there as well, not to cause great financial burden on the State, still at the shifting times, but to create an environment where students are given the best, while they are not short-changed as they seek in their quest to become learned individuals within the system, expressing the competencies, skills and talents in the wider education system.

Posts were advertised in the Secondary Schools with the Board of Management of those schools. Of course, anybody can apply from other schools to fill those posts. By and large we have not had much disruption in the Secondary School System as a result of that process. This one was done specifically for nursery and primary, and I believe we have under 1 000 applicants. Some of them, not having taught in their lives, but the process was set up for persons who were in the teaching service and still in the teaching service. We went back as far as 2001, some 14 years ago, because we are talking about 2015 period. The Public Service Commission, in order to have satisfied the agenda used, the process of advertising for the posts and then using three broad criteria of qualifications, training, that is in teacher training, and years experience within the service, three broad criteria, to which they put a maximum percentage, a maximum number of points. So a person who would have, let's say in this instance 14 years teaching experience, and if the points were out of 20, most likely would attain the full score of 20 at that level. If the person had a degree at whatever level, Bachelors or Master's Degree, if you had a Bachelor's Degree you might have 15 points out of 20; a Master's Degree, you might have 18 points out of 20; a Doctorate Degree you might have the full 20 out of 20. For teacher training, obviously the emphasis would be on teacher training because the academic qualification does not make you a teacher. It is a prerequisite, but what would happen is, your ADE, your two-year Erdiston and a Diploma in Education at primary or secondary level would give you a great foot up. By and large the system worked. You know in any large system involving such large numbers you would have one or two minor hiccups.

What has been drawn to the attention of the Ministry of Education, as soon as a vacancy occurred that hiccup was, in fact, ameliorated, is dealt with. This caused a bit of consternation with the Union, but after explanation I believe they were satisfied. I know they had some desire that the 239 post of the 777 would have been filled. I made a promise that by December 2015, unfortunately I was setting my own timeline. I was not setting a timeline that

would relate to the exigencies of the Ministry of the Civil Service. The Ministry of the Civil Service does not only deal with teachers' issues, they deal with issues across the entire system. I am willing to admit that somehow that they dealt with the wider service, that they were not only dealing with the teachers. If you know my nature I always go to the front, so in this instance I was putting myself to the front, not recognising it would have taken sometime.

The Union can be assured that as we debate this today, as long as this goes through the House and reach the level of the Governor General, and in fact Gazetted, those person in the service who so qualify by the same standards would be appointed within that expanded establishment to which the Teachers Order, 2016, would apply. In fact, I wish to assure them that the work has already been done. The work was done one time for the 410 posts, persons who satisfy that, and for the 239 posts persons who most likely would have been in continuous service from 2009, according to the records, to January 26, 2015, overt to that six-year period those persons who were in the service would be appointed.

I have the list before me and I am not just simply speaking off the top of my head, but it has been a fair and equitable system. As I said, there have been one or two hiccups. Those have been, in fact, clarified. The Union sent us a list of persons who were wondering how come they were not appointed. As you go through that list there were about five teachers who did not apply at all, because they thought that automatically -- there was a time in Barbados based upon the process of seniority and the recommendation by your Principal to the Education Officer to the Ministry of Education and the vacancies were there, you were, in fact, appointed. One has to remember that the Public Service Act of 2017 -- why am I going ahead so fast? It must be something great in the air. The other side would say elections, but I would not say that. In 2007 a Public Service Act changed that process. That is why you will find in the wider service wherever there are persons in the service, it becomes a competitive exercise and you have to satisfy the criteria.

I can tell them that work has been completed and as long as this passed successfully the process -- we would engage then the Public Service Commission in relation to those persons.

Sir, I wish to share a few statistics with the House generally as they would relate to a number of teachers.

We have now in the entire public system 3 079 teachers, nursery, primary and secondary schools. You would not find the tertiary establishment in this. This is only at this level. There are 1 645 at the primary level, 91 at the discreet nursery school level, because there are also teachers who are part of the nursery department of primary

schools, but for the discreet nursery schools such as the Mario Holder, at Sharon, the Thelma Berry, in St. Davids, the one in Six Roads, Olga Miller, St. Boniface and All Saints, there are 91 teachers in those schools, but you would also find where there is a nursery class in the primary school, teachers are there, but those numbers are counted in the primary establishment and not in the nursery establishment.

There are 1 306 teachers in the secondary school system that is where you would get 1 379, and there are special departments...

Asides.

Hon. R.D. JONES: All Saints Special Unit, Deacons Special Unit and Ellerton Special, there are 37 teachers there.

Now the system has 2 268 graduate teachers. Graduate teachers meaning 2 268, persons who have a first degree and above. In the primary schools you have 1 050 and in the secondary schools, 1 113 graduate teachers. That would be broken down into graduates and untrained graduates. They have a degree in something. Primary schools, 1 050; secondary schools, 1 113; nursery schools, 63, graduate teachers, and in the public special schools 442.

Non graduate teachers, those would be persons who would have either an associate degree of education, CXC, or an associate degree or any of those, 20 of them in our nursery schools, 577 in our primary schools, 13 in the public special schools and 193 in our secondary schools, a total of 811. So if you add the graduate teachers, 2 268 to the non graduate teachers of 811 you get 3 079.

It is known as well that we have a private school system. The figures today and I suspect this might not be 100% accurate, 464 teachers in that system, graduate teachers 184, non graduate teachers 280, which would give you 464. Somewhere in the nursery schools, I am not talking about just under 3 which are under the care of the Minister of Social Care, Constituency Empowerment, we do not call those schools. Those would not be counted in the figures. Those are caregivers. So 280 graduate and on graduates 184, 464. That is further broken down into trained and untrained.

Even though with the accelerated training, over 1 200 were trained between 2008 and 2015. We still have 553 in the secondary schools to train and 525 in the primary schools to train. You would find that this year we will have in a Bachelors of Education primary, some 60 teachers who will come from secondary schools/community College going straight to Erdiston to do the four-year Bachelors of Education. That is to create the space in four years' time for new persons, totally new

trained and equipped to move into schools. In other words you are not going to experiment, because there are good mentors in the system. So in four years' time, in 2020 the first cohort of teachers with the Bachelors of Education, primary, will be going into the primary schools once there is the space. We are trying to also deal with a nutrition rate. Sometimes you have unexpected circumstance, but then you also have persons who would have the two-year Erdiston or the ADE in the system. So they will be tracking a two to three-year Bachelors of Education in an evening programme, and we will also be doing 60 teachers at the level in the evening. We know working and studying can sometimes be a difficulty, but I believe most of us here have done it in the past. I know these teachers with the quality that they are and the talented persons that they are, will manage that process. So 60 in the day programme will come from people who want to teach, leaving the Sixth Form schools or Barbados Community College, or even Fifth Form schools and go to Erdiston, 60. Those in the system who want to upgrade from ADE up to Bachelor of Education would be in an evening programme. That too would be 60. Therefore, we will roll over the next 3 or 4 years those numbers to take care of those teachers in the system. By 2020 all of our teachers would be fully trained at the primary, and we will be accelerating the training at the secondary where by and large they are mostly graduate teachers to also satisfy that 2020 deadline, that all of our teachers in the system would be trained.

What we have asked Erdiston to do as well is, if there are any persons in the wider OECS who might want to be train at the Bachelors or Education level, to ensure there is space where they can be accommodated. Of course, for a nominal fee as part of the wider exercise of using education as an economic sector, where we are opening the Barbados space, where quality education is provided for those persons to be present. Gradually as well, we will open an online activity where other persons across the world who would want to become teachers would benefit from online education through Erdiston Teachers College.

Erdiston is further mandated that within the next two years or so, they will bring onboard a dedicated programme of early childhood care and development. That means rather than strictly relying for those areas to fall under the guidance for the Minister for Social Care, et cetera, those persons who want to go into those establishments would achieve a Bachelors of Education in Early Childhood Care and Development which would deal with children in the nursery schools, which would deal with children in those institutions that are covered by the Child Care Board essentially in the various homes, et cetera, so that they would have another track, a social welfare track, but a track that caters to those specific needs because they are learning. We know, as part of studies, that even before that child leaves the womb that child is a sentient being; that child is a learning being. I have seen it demonstrate, yes,

over time, but more minutely now with my own refined thought processes that how they learn from that very early emergence and how they are able to pattern behavior, pattern attitude, pattern discipline, pattern all of that to become the kinds of citizens that we want in Barbados. That is why we emphasis the point that that early nurturing period is important for our children.

I have heard the Honourable Member for St. Thomas speak about this on numerous occasions. I applaud her for that recognition, of course, recognising that she has been quite a competent teacher at Sharon Primary School, I do not even know for how many years, but for a long period of time working with those children and making Sharon one of the outstanding schools, especially in its infant and nursery section. I have heard her speak to this quite laudably over time.

Mr. Speaker, that early behaviour can determine to some extent, not to 100 per cent, because children can have a mind of their own but you have to instil quite early certain attributes, certain behaviours. I believe that we would make a statement like, bringing up a tree in the way it should grow or bend the tree quite early so that it would not depart from it but there are some who depart. I do not blame all the parents who have deviant children, but there are some who can take some blame. We cannot hide away from this because of generally encouragement and behaviour within their environment that can cause them to follow deviance and become youth at risk. Some of what we see in Barbados today is not necessarily of a singular completion but a multiplicity of factors which impacted on that nurturing period and that post 11, post 14 period. In education, we recognise that around third form at age 14m we start to see some behaviours and we know that is another transition point in the lives of our children and if not dealt with correctly and appropriately, some of those children contract a negative position. We start seeing it in our schools where they are trying to assert their manhood and womanhood, that teenage phase. Some can be a bit disruptive that is why we need what I call parental, community and school support.

In the past we used to rely and we should still rely on the strong support of the churches without our system so that the holistic child is maintained within the society but unfortunately we have a situation in many of our homes in Barbados where some parents ask the child: do you want to go to church? Mr. Speaker, when I was coming up that was asked of me. Do you want to go to church? I was told to get ready Church is 9 o'clock, get ready, Sunday School is at 3 o'clock in the evening so on Sundays, I had 9 o'clock in the morning service with the adults and Sunday School in the evening at 3 o'clock, that is why I still go to Church because the early imbedding of those structures, the values and the discipline that was part of that environment compels me to continue on that trajectory. That is why,

even as I grow closer to what I call my young maturity that I have not fallen victim to the vices of the modern world, to take that which is not mine in any form or fashion, either humanoid or inert in any form, Mr. Speaker. Keep your hands off of that which is not yours. Of course, there are stories being told and the Honourable Member for St. George South would know of these stories because I knew his grandmother well. She worked in the school that I taught at for a number of years, and she was a stalwart as an adult there and children to school let us say at 7.30 a.m. when she entered to do her business at the school, she had them under command. They could not run wild or go up Water Street at some shop because once you entered the gates, that was where you stayed and participated ... This was the discipline of that particular period and out of that discipline emerged great teachers, great leaders of our country and great leaders of our education system and I am proud to note that there are men and women whose names are in blazing across many of our schools who were pioneers of education, communities leaders. Thelma Berry to which the old St. David's School has been refurbished and remained as a nursery school was one of those leaders and I did not happen upon that name by chance. When I shopped around an entire community said name it after her, she was not only "Auntie" she was "mother". She protected and guided, and I was quite proud to bring it to the Cabinet and the Cabinet accented without debate, really, on such an outstanding personality to so a name a school after her and there are so many others across the system. Maria Holder herself, a non-Barbadian who fell deeply in love with Barbados, this is her country at the end of the day and her son and daughter, Maria passed and Marina passed but her son Christopher and her son-in-law, Mr. Brewster has been given back to this country in health but more particularly in education, particularly nursery education that is why by 2018, all six of those nursery schools would have been constructed. I would invite the House of Assembly to take a look at the quality of the structure at Gall Hill. I thought that we could not eclipse the one at Sharon. I would like to invite the Honourable Member for St. Thomas and the Honourable Member that shadows education join me and take a look at the second iteration of that school to see the workmanship, the quality and what has been inputted in that school and the Maria Holder School at Oldbury, St. Philip, which I believe is about five weeks ahead of schedule. As you pass there by the woods owned by that businesswoman, Mrs. Ram Mirchandani, just opposite there would see that structure going up, a school also to house 120 nursery aged students, then to be followed -- I hope that starts soon I am not sure it had commenced but it should commence quite shortly -- by the school at Holders Hill which would be a major refurbished establishment. It is not a Green Bill but utilising property owned by the State where you used to have police barracks and police Station as the one in Holetown was being built, I believe, that would be turned into a school for some 90 students. It has only now hit me, Mr. Speaker, that the plant which used to

house persons dealing with deviance, with at-risk youth and with people showing criminality and criminal behaviour could be turned into a nurturing institution. To me, I say this is phenomenal. Thanks to Maria Holder for that.

We would also find that at the old Government Hill site, which used to house another outstanding private educational institution, the Co-operative High, a property owned by the State, that used to be rented or leased from Government, that the Government Hill Nursery School, a small school with 70 or so students was in fact constructed by funds, I believe, from one of the non-governmental organisations. I do not know if it was the Jaycees or the Lions Club, but on the plan just opposite that would be constructed a 120 persons nursery school so that the complement would go up.

I am looking at Deacons and I am still trying to find an area to place the other one because we had to make some adjustments in St. Michael South. We had identified two other areas but they are presenting a bit of challenge, so quickly we would find those two sites to ensure that those schools are continuing apace. In January 2017, we would have the one at Oldbury opening, in the middle of 2017 going back towards September 2017, the one at Durants/Holders Hill will be opened, at the beginning of 2018, almost likely, the one at Government Hill will be opened and some time in 2018, we will have the other two being completely rolled out.

Mr. Speaker, unless there is a dramatic change in the birth rate in Barbados, one does not envisage a need for any further nursery schools. We would have satisfied that demand for nursery places in Barbados with the assistance of the private sector. Mr. Speaker, I thought that those pieces of information would have been important to this major exercise that we undertook.

Mr. Speaker, I was appointed to the teaching service in 1986 some four years after I was trained and some ten years after I was in the teaching service of Barbados at the College at Water Street, which used to be referred to as Water Street Boys, Christ Church Boys, in the 1890s called Kingsland...

Asides.

Hon. R. D. JONES: The Honourable Member does not understand the history so I hope that he avails himself, Sir, as I know that you would, of this bit of history. The school started off as the Kingsland Boys School around the 1890s, it gradually became the Kingsland Mixed School and then it relocated to Water Street and became the Christ Church Boys School, a school that went to age 14 which was the point at which most of our children used to exit school. We had a few grammar schools in those days and

some fledgling private schools but gradually gaining prominence across Barbados in such schools as the Modern High, Wakefield High, Christ Church High, Washington High, Industry High, Federal High, Lynches Secondary - they used to wear a green uniform and we used to call it Green Lynch - Community High in Barbarees High which was owned by..., Rural Studio, Caves Academy - my sister spent some years at the Caves Academy - and Unique High, outstanding names, complementing in a great way the few erstwhile grammar schools until I believe the 1950s when St. Leonard's Boys and Girls and Grantley Adams Memorial came on stream in that early educational thrust for secondary education and then the more rapid expansion in the 60s, 70s and the 80s so that each child now at the secondary level could go into a secondary school in Barbados. Some, yes, are a bit tight because Roebuck Secondary had to come out and that is why we are pushing ahead with the school at Searles in Christ Church albeit with its hiccoughs that would fall into what we call Zone 3. Zone 3 is one of the preferred Zones in Barbados but all of our schools are doing great work.

I am amazed every year the stress that I get as Minister of Education for persons who want to move their child from School A to School B. We have now reached an interesting dilemma, as I call it, where The St. Michael... When I look at it, some years ago we had 900 requests for movement across the system which obviously could not be accommodated. I think at that time only 50 of them were accommodated, and the following year I said no re-allocation but there were one or two peculiarities related to health, and you still have to pay attention to that, with extremely long distances from up in Ragged Point, St. Philip to the Daryl Jordan School.

Asides.

Hon. R. D. JONES: , No, I will stop you at Princess Margaret School or Parkinson Memorial once there is space so that you would not have to spend an hour and a half going and an hour and a half coming back, so I am still open to a little of that as I most likely will this year but not for the flood that we had three years ago.

Teachers work, Mr. Speaker, is important work in this country. As I would always urge having been a teacher myself, and I believe on this side we had two or three teachers... The Honourable Member who now talks about agriculture was trained at the Erdiston Teachers' Training College along with the Senator from the other side and myself in those days but he was more attracted to the farm rather than the classroom. I am assuming that he does good work at the level of the farm because there have been important increases in certain areas of productive activity.

Asides.

Hon. R. D. JONES: I know he possesses five acres in St. George. Some of it is bush but some of it is into productive use and I would hope that he would be able to give his colleagues the chance to work some of the bushlands. He was more looking at the factory to be developed at Andrews so that he could provide feedstock for that as well, that is interesting, some of the River Tamarind, because then that becomes an important area of activity, but they do important work in Barbados. Yes, sometimes I have some disappointments but I would urge the country to give teachers an opportunity to realise their fullest potential as they work with their children. Not every teacher is the same teacher, we are all different and we all manifest our own particular behaviour but I will expand on that particular topic come Friday when I address all of those new ones coming into Erdiston College, so that is important.

The other point I want to make - I hope Mr. Speaker would permit this - is that Barbados is and has been an extremely interesting country with students who want to shift from Harrison College to Queen's College, from Combermere School to the St. Michael School, from the Coleridge and Parry School to the Alexandra School and from the Alleyne School... There is still all of this operating under a false perception and I do not know how I can get it out or how we can get it out that unfortunately our schools, the way parental choice is done, ends up with what you call ability groupings in our system. There is nothing wrong with the ability grouping, all it means is that you have to resource those schools where the ability grouping is a lower ability

you have to resource them adequately. I can tell you that at some of those schools, and I have all of those statistics, Mr. Speaker, where the children from those schools who get four or more subjects at Grades 1 at one sitting. They are not going to get them like at Harrison College or Queen College at 98 per cent but when you find those students who enter a school with a Barbados Secondary School Examination score of 18, 20 or 30 per cent, in five or six years they can emerge with four or more Caribbean Examination Council at Grades 1 at one sitting is truly remarkable. It shows you the substantial value within those schools that is being attained. Sir, that is what is happening and the statistics are there, I have statistics that go back to 2000 and I look at the whole movement right until 2015. We cannot look at 2016 as yet because those results are not yet back from the Caribbean Examination Council.

Mr. Speaker, once teachers work with those students, once they show the dedication and commitment to those children, once the parents show that commitment to the school and to the child, then those children can step up and can perform, but if we give them a feeling of neglect, if we give them a feeling that somehow they are a failure, then

they would significantly manifest this. I have seen the change, yes, sometimes you have a bit of up and down but mostly the school performs because of that parental support for the education of the child, the teachers cannot do it alone, they add to what is there.

Mr. Speaker, also, the environment of the school has to be conducive and I know that we have had some challenges in a number of years in relation to the school environment. This term we have not had any noise because once we become aware within the Ministry of Education, Science and Technology, and Innovation -- and you cannot budget for everything -- we redeploy resources to ensure that those challenges are dealt with.

Only recently substantial amounts of moneys were spent on putting back the children of the Lawrence T. Gay School back into that school. I believe some under \$9 000 was spent to bring that school back up to a standard that is necessary for learning, for teachers teaching and for the kind of environment. We thank those institutions that housed those students for us. Sir, this has been done over time, when we were doing the rebuilding and refurbishment of schools to accommodate the EduTech programme many of those churches and facilities accommodated the students and they still do so, with most of those institutions being churches in this country. I want from the bottom of my heart on the behalf of the Government of Barbados to thank those churches that we have put into use over time for their commitment to education, for their commitment to saving souls, for their commitment to providing spaces for our young children so that the work can go apace.

I have said that this is an area which on both sides there should be condemnation because we have had challenges on both sides over time, it is how do you deal with those challenges it if is the Lawrence T. Gay, the Ellerton Primary or whatever school that has been affected in the last few years and even before that time. Unfortunately, in 2006, we had to close the Luis Lynch School, a school that two years before was under the EduTech agenda. I think \$4.2 million was spent on that school. At that time I was on the Board of that school. There was major refurbishing, including the creation of a hall, but that school had to be abandoned. I would still like to see it reopened but I know that the uncertainty still remains and we would not want to expose our children to the environment unless something else happens.

Asides.

Hon. R. D. JONES: Yes, I have been bombarded by the Modern High School Old Scholars to find some other institution to attach that Luis Lynch name onto, hopefully that would be found. Unfortunately, the new school at

Searles will have a different name, but we are searching for that, so that a pioneer...

Mr. Speaker, the Honourable Member for St. Thomas is a graduate of the Modern High School and I know that the Old Scholars still meet, it is amazing and that the Honourable Member is on the Executive Committee. I come across several of them who from time to time come to the Ministry of Education, Science and Technology, and Innovation. One fellow who has spent some time either in England or the United States of America comes and knocks on the door saying to me that the name Luis Lynch has to be on a school or some place. Sir, that will be done because this was an outstanding pioneer.

Asides.

Hon. R. D. JONES: Mr. Speaker, once it is recognised, it does not have to be on a school but that is where it was. He was born somewhere in St. Michael. I believe we could find some place to place that name so that it will be recognised. Mr. Speaker, there was also an outstanding educator, a man who was involved in the sports, in academics and then later in life in agriculture. He operated a small farm at the bottom of Wilcox Hill, a man by the name of Wilbert Callender of Cooperative High School. He is another outstanding private educator in Barbados. He is the father of Wendell Callender, an outstanding educator and broadcaster himself, and his other son.

Asides.

Hon. R. D. JONES: Mr. Speaker, there is also the Metropolitan High School which is still in operation. These are all outstanding educators and they are still being produced in this country. There are teachers who go beyond the call of duty who give of their meagre to ensure that our children benefit from good education and from what the State provides, as a result of the collection of taxes, duties and other imports. Mr. Speaker, in truth and fact, Barbados spends about 6 per cent of its Gross Domestic Product on primary, secondary and tertiary education. Sometimes it is a little higher but on average it is about 6 per cent on education in Barbados. In the Organisation of Eastern Developing States, they count private contribution, in Barbados we do not do so. In fact, if we had to count private contributions, I believe that it would be some 7.5 to 8 per cent of the Gross Domestic Product of Barbados. It is on average of about 18 to 20 per cent of Government expenditure per year, again according to how high or low it is, it is between 15 to 20 per cent but mostly between 18 to 20 per cent on the higher end, taking one-fifth of Government's expenditure annually.

Mr. Speaker, that is a significant contribution to education in Barbados and that is why we have to have a

workforce, a teaching service force that is well-equipped, and that there is continuing professional development. That is an area that we have to place greater emphasis on, doctors as professionals have constantly to go and be refreshed, Erdiston Teachers' College and the Ministry of Education, Science and Technology, and Innovation put on professional upgrade courses.

We have been seeing a bit of a decline in the numbers attending over time but that would be a major focus, so that teachers are in fact tooled and retooled, staying on the cutting edge of educational excellence in Barbados. That is why we have made the point that we must not be only inward-looking but we must be outward-looking as well, in relation to things like the National Development Scholarships, the Barbados Scholarship and Exhibition that we have continued over time. Like last year, you had some 53 or 54 Barbadian students getting scholarships and exhibitions, one more than two years before. In 2014 there were 49, in 2013 there were 52, and in 2012 there were in the 40s.

The brilliance of pedagogy in this country is truly remarkable; that is the teaching and learning exercise that is so important to the continued survival of Barbados. There is no large expanse of oil such as you would find in Namibia or Nigeria, and I believe some has been found in Ghana as well. Of course, the price has been tumbling as far as US\$37 per barrel and it was not attractive for further exploration, but it is now creeping past US\$50 per barrel. This will help - not Barbados because we pay for oil in foreign exchange -- our sister countries of Venezuela and Trinidad and Tobago, and countries in Africa which develop their annual budget around the prices of oil. Therefore, any price below US\$80 per barrel, I believe, can cause some problems, and when it goes down to \$30 the problems are even more exacerbated. We have potential as well across our exclusive economic zone for the exploration of hydrocarbons of oil and gas, so one hopes that they reach a sustainable level for our output and to help fuel educational development.

Sir, I have spoken and I did not want to make this a major debate, but it is important that when we talk about teachers, we talk about education. They are inseparable. That is why we talk about the internationalisation of education. Let others benefit as our citizens have benefited. We have taken off in a major way, so there is no doubt that the Government of Panama, in their exercise to have English as a second language for their citizens, would have some 80 students here at Cave Hill going through deep immersion; or that Ecuador would have some 58 students here, and that the Community College over time has been bringing persons out of Guadeloupe and Martinique for acquisition. The latter two are French-speaking but their students are being educated at the Barbados Community College, utilising that language laboratory which we have

there. There is a bit of work to be done for it to make sure that it continues to benefit our people. We are also teaching Mandarin in Barbados. On Thursday at St. Stephen's Primary, there is a small ceremony for those students in Class 2 who were being taught Mandarin. We have deep connections with China. Barbados is one of the countries in this part of the world that in 1977 established relations with the People's Republic of China, and now children at St. Stephen's are being exposed to Mandarin teaching. We are widening our arms.

We have now moved boldly into the establishment of what people refer to as offshore medical teaching institutions. The American University of Barbados is moving ahead, and then to be opened some time this year, maybe September, is Queens University College of Medicine and the International University College of Medicine, and then in about a year or two the Washington University School of Medicine is to be opened here. I know that the Washington University College of Medicine is all now looking for at least 12 acres of land to start to build that school. I put that information out there, not to take good productive land out of agriculture, but if there is any land out there I am sure persons can draw it to our attention and we can relate to them, because we want to develop that and other areas. For those persons who graduate from our Faculty of Education at Cave Hill, we are producing some 40 Barbadians there a year and others from Trinidad and Tobago and the Bahamas. Mr. Speaker, we are working with, and I mention this without looking back, the Department of Education of the United States (US) through the special arrangement with CAAM-HP (Caribbean Accreditation Authority for Education in Medicine and other Health Professions) and the United States medical education facility to ensure that students coming out of the US can come to the Faculty of Education here at Cave Hill and to those offshore medical schools as a result. We are making it easier. However, the student loans are for Barbadians, and that continues apace. I believe that every year now since the tuition fee situation, we started with some 800 students, and it is now approaching 1 200; both local and international students. All I would say is that we need sometimes to buttress the resources, because there are still persons out there who have benefited from that Student Revolving Loan Fund who have not been paying back the monies. They have not been paying back the monies. I do not know who they are because a Minister does not have to be privy to that information, since you do not want to personalise a process such as that. What you want to do is to say, "You might be having difficulties. If so, come in, sit with the persons in the Student Revolving Loan Fund, and negotiate so that you will allow the Fund to benefit those who need it as well." Come in and negotiate. Do not run and hide. Do not run and disappear. Come and make some payment within your means. It may take a longer period of time, but at least you are paying back and somebody else can benefit.

As I speak now, Mr. Speaker, in relation to scholarships for those students at the University of the West Indies at Cave Hill, they can still apply for the scholarship and the grant. Go online at [www.mes.gov.bb] (<http://www.mes.gov.bb>), download the form which is there, and make your request for support, particularly for those students who are going into the first year. Even though there was a closing period, as Minister I am saying, as a policy decision, to go online, download the form and submit it. There are people who are planning. We do as we are supposed to do; with the moral rectitude to so do.

Aside.

Hon. R.D. JONES: In truth and in fact, for the last academic year I believe we supplied over \$2 million in support to the students at Cave Hill, and Jamaica and Trinidad. The bulk would have gone to the students here at Cave Hill, because we know that we have to continue to build out our tertiary education sector. As happened September 1 last year, we had some five degree programmes at the Barbados Community College. Come September 1 this year, we will bring another six degree programmes at the Barbados Community College, including media and journalism studies, particularly new media. New media now is almost all-pervasive. Sir, a single individual can run a small online newspaper, so media and journalism studies, not just traditional media, a Bachelors' degree is happening since September.

Sir, in sports and physical education there is a Bachelors' degree. There is a Bachelors' degree in medical laboratory technology. We already did nursing and pharmacy last year to add to Bachelors' of Education in technical and vocational education and culinary arts. Sir, this year we are also doing a Bachelors' degree in culinary through the Hospitality Institute, which is part of the Barbados Community College and then there are two others that do not come to mind and, Sir, by 2017, the staff and those who write curriculum will be rolling out another eight, so that by the end of a five year period, we can have some 30 Bachelors' programme above and beyond the Associate Degree at the Barbados Community College. Sir, this is not displacing what is happening at the academic institution of University of the West Indies at Cave Hill because the Barbados Community College is an applied institution but the University of the West Indies is an academic and research institution, so medical laboratory technology is \$13 000 year, nursing is about \$10 000 year. Sir, that is not what it costs the students, that is what it costs to produce a programme. Sir, one of the most expensive programmes would be pharmacy because of the involvement of equipment and all those things and the more expensive one of about \$13 500 would be in music and the performing arts because the numbers are not large but there are important numbers from the Barbados Community College. I would want to thank all of those

curriculum specialists under the guidance of the past principal Dr. Glastone Best and the current principal now for sticking to task, to thank the teachers and the tutors for sticking to task to roll out these important programme of development because that is what they are for, they are programmes of development for a small country of 282 000. Sir, they must be commended for their work. Sir, it is not about money

because a teacher can never be paid the equivalent of his worth or his value. Sir, the call about money is only to satisfy what you can call hunger, thirst, housing, some leisure, et cetera, because as long as the State participates in the delivery of education, you will never have enough resources to simply place into the payment of those worthy individuals.

Mr. Speaker, I know there have been quarrel from time to time but I was quite pleased to note, Sir, the very wise statement coming from the Barbados Union of Teachers that they will do, as we have always done over time to engage competent economists to look at the state of the economy before they make a proposal. Sir, even during the time of the the Honourable Member for St. Thomas, who was at one time on the executive of the Barbados Union of Teachers, she was not the President, I was the President at the time. I have said it already that she abandoned me to become Parliamentary Secretary in the Ministry of Education, so we did not have a lot of time of interaction but she was a strong, committed, trade union person, an extremely assertive and aggressive voice on the floor of the Barbados Union of Teachers. In fact, Sir, I wish to confess now that I use to hope that she was absent because I remember a time anecdotely when she brought a very difficult to read Resolution with language like resile in, and I thought that was language used most by lawyers and I did make that statement and there was an amendment brought to it which turn us on its head. Of course, I stand blamed even to this day because it was in the period of the 1990s and it was a very difficult period in Barbados and coming from her wise mind and bosom was such a Resolution. Sir, at the time, an amendment was moved by the Secretary of CTSUB now. I can well remember the time and the debate and it was fiery. Sir, that was the passion of that time and the language.

Asides.

Hon. R.D. JONES: I did not see your colour because I did not know it, so do not blame me for that. any how, today it is about this Resolution dealing with the Teacher's Order, 2016. I have spent some time dealing with this unprecedented process that took three years but that a most important journey was made where some 700 teachers, 410 before and now the others as a result of this Public Service (Teachers) Order to be brought into the teaching service of Barbados. it is unprecedented ever in the history of

Barbados, where in one fell swoop, in one dance of cooperation between the Ministry of Civil Service, the moestai and the office of the Chief Personnel Officer, Personnel Administration Division and the Public Service Commission, all agencies working together and you cannot leave out the schools, or Smart Stream because that is where every name that is being paid goes. Sir, all the cooperation necessary was brought to bear to result in those creation of such nubmers. I applaud all of them. I applaud the work of all those persons too numerous to mention, so I would not venture one name. We resolve that the Public Service (Teachers) Order, 2016, as made by the Minister responsible for the Public Service in April 2016 be agreed to.

Mr. Speaker, I rest my case. Thank you.

Hon. J.D.E. BOYCE: I beg to second it, Sir, and reserve my right to speak.

SUSPENSION

Hon. J.D.E. BOYCE: Mr. Speaker, Sir, I beg to move that this House be suspended until 2.00 p.m.

Hon. R. JONES: I beg to second that.

The question that the House be suspended until 2.00 p.m. was put and resolved in the affirmative without division and Mr. Speaker suspended the House accordingly.

RESUMPTION

Mr. SPEAKER: Good afternoon, Honourable Members, this Sitting is resumed. When the suspension was taken we were on Order No. 23 and to that we shall revert. Honourable Members, just a minute.

Mr. Speaker vacated the Chair and Madam Deputy Speaker, assumed the Chair.

MADAM DEPUTY SPEAKER: The Honourable Member for St. James North.

Mr. E. G. HINKSON: Thank you, Madam Deputy Speaker. I rise to give the Opposition's main response in this debate on the Resolution on the Public Service Teachers Order, 2016 which deals in the main on increase the emoluments for certain categories of teachers but first I would wish to express the Opposition's general disappointment on how we have reached where we are today on this debate. We were informed late Sunday evening on word from the Leader of the House that we would be debating certain Bills and Resolutions here today and then last night we are told that this is one of the

Bills/Resolutions to be debated today. In other words, less than 12 hours' notice, Madam Deputy Speaker.

In a day where, as we speak, we are celebrating the 50th anniversary of independence, making a big hullabaloo about it, spending over \$10 million on an event that close to \$200 countries have and independence and in some countries in Africa, they celebrated it by mobilising the people of that country to do nation service, to clean up the place rather than the fun, frolic and fete that this Democratic Labour Party Government is using to celebrate this event. In this day and age and our 50th anniversary of independence, this is not the way to conduct the business of people's Parliament, the highest forum of the land. There is absolutely no reason why an Opposition of Members of Parliament of individuals elected by the people of this country should be treated this way. To be given 12 hours' notice of a major debate and the Government side might smirk and say this is one-upmanship and we get this over you, but Madam Deputy Speaker, that is how little boys and girls will behave. I doing this to you and I now get this over you. That is not the way to conduct business.

In developed countries, in real democracies, you have a lot of notice of the debates, you have a question period every week where the Opposition Members are free to ask Government Cabinet Ministers questions and where those questions are answered. In fact, in Canada, Ottawa where I studied over 30 years ago, I used to go into the Parliament there and every day for an hour, you used to see the then Prime Minister, Martin Brian Mulroney, get up and take questions from the Opposition and answer them. Here questions laid before a Parliament by the close of the sessions still remains unanswered. Committees do not work, Public Accounts Committee, a Bill on the Order Paper to amend it. Reports go into the Committee of Privileges and do not come out. A Member of Parliament was charged for putting a gun on another Honourable Member and you do not get a report.

MADAM DEPUTY SPEAKER: Honourable Member, excuse me. I fail to understand how this bear relevance. It bears no relevance Honourable Member, please.

Mr. E. G. HINKSON: This is not the way to treat and I would really hope that the Government of Honourable Members would lead the way to change the system under which we operate.

Asides.

Mr. E. G. HINKSON: Do not mind that, we are not getting up-stamped, we are here and we are going to talk here until the end of the day if they want us to do that, Madam Deputy Speaker. We have the issue of emoluments and we are very happy to be ...

Asides.

Mr. E. G. HINKSON: Appointments or emoluments, I see emoluments in here too and categories of teachers being established and we are very happy to see that but we are not going to come here and put a sugar coat on an extremely bizarre situation which exist among the education of our youth in this country. We have a federal of problems in the Ministry of Education from the issues with teachers and outstanding issues relating to teachers, an impasse between the leading teachers' unions and the Minister of Education and senior officers after, as the Minister is accustomed to saying, you have the top officials in the Ministry of Education, from the Minister to the Parliamentary Secretary, a member in the Other Place, to the Chief Education Officer, all being past president or senior position in the Barbados Union of Teachers and they are not getting on. When the Honourable Minister of Education can say that he is not meeting with the teachers and supported by two leading Cabinet Ministers who vying with each other for future leadership of the Democratic Labour Party supporting him on that nonsensical position. Do you know who are suffering? The children of this country, the future of this country. Those who the Barbados Labour Party (BLP) are giving hope to as set out in our Covenant of Hope. Whereas the big maggufies 8:21, with big egos in the Ministry saying that we are not meeting with anybody. We are not meeting with the teachers and people flexing their muscles, the children are suffering. That is not right. We have to subsume our egos for the future development of this country. We have teachers with a lot of outstanding issues, we have the issues of allowances not being paid and increase in salaries not being paid. Teachers who were promoted from senior teachers, for example, to now acting principals of schools in September are not being paid their increased salaries up to now. I thought that we would have addressed that today or we would have heard the Honourable Minister on that issue. We have the issue of deduction of pay from teachers' salaries because they go and hold a meeting a half day in Queen's Park Opposition the Ministry and the Minister saying that their salaries would be deducted and that they are using a particular clause in the General Orders, the Public Service Act, but that he is using a clause that public servants pay could be reduced by the Permanent Secretary if they determine by whatever they see or know that there was no suitable cause for action. The teachers have a viable grievance, 27 grievances, with the Ministry, so why would you want to deduct pay from their salaries which is miniscule to the Honourable Cabinet Ministers who are already earning \$15 000 a month and a Resolution is before this Parliament, I do not know if it is going to be debated today, to increase their salaries by another 10 per cent, \$16 500, because \$15 000 a month is not enough for them to survive. For teachers now a deduction of \$40 from their salary counts a lot. I mean this was not done in the past. For example, when the teachers at Alexandra School would

have had problems with the then Principal and would have held meetings on numerous occasions, their salaries were not deducted, so why do it now. Is it that the Government is under so much financial pressure despite the fact that they are saying that the economy is turning around, which I do not even believe that they believe their own propaganda in that regard? Is that the reason we are still under so much economic pressure and that we have to take every single opportunity now to look at a reduction in salaries for public servants? When the Cabinet Ministers go on a frolic of their own when they should be at work, I do not believe that the Right Honourable Prime Minister orders a reduction in any of their salary. This is not good enough. These are teachers who have not had a salary increase since 2010 after having been promised interest-free car loans in the 2008 Manifesto of the Democratic Labour Party but are having to suffer and be subject to an increase of over 30 new taxes since that time and an increase cost of living of about 40 per cent to be now subject to a reduction in salary. Really and truly, this is not good.

I know that the Honourable Member for St. Lucy has said publicly over facebook that they should voluntarily agree to a deduction of 10 per cent of their salary. I know that is what he has said while he sat in a Cabinet with fellow Ministers to increase their salaries by 10 per cent. We have to have justice and equity in this country. The public servants are the people who have carried the weight and the burden of the economic mismanagement of the Democratic Labour Party over the last eight years. It is they whose salary is deducted at source for taxes. They cannot hide their taxes and fail to pay taxes like a lot of the professionals and the self-employed in Barbados. They are part of the people who have borne the brunt of the burden and we could only urge the Government to treat them with equity, with honesty and with justice as they should all public servants and indeed all Barbadians.

These teachers are in acting positions. After all, the Honourable Minister of Education in April 2014 at the Barbados Union of Teachers' Annual Conference promised that he would appoint 700 to 800 teachers very shortly. I mean it is true that last year September after 19 months he did appoint 410, I think, he said to day, and we would not quarrel over that figure but that still leaves an outstanding amount of about 300.

The reality in Barbados right now is that teachers who are in acting positions or teachers who are acting as all public servants now cannot access any loans. You want to go and get a mortgage to get a house because since the Democratic Labour Party laid off 5 000 public servants the financial institutions are telling all public servants including teachers in acting positions that they are not lending them any money because they do not know if the Democratic Labour Party Government is going to lay them off next month too. That is the reality of the situation. All

of those things the Honourable Minister of Education ought to be addressing and speaking to his Prime Minister and to his fellow Cabinet Minister, the Honourable Minister of Finance, on if he cares about the teachers, one of which he used to be. Madam Deputy Speaker, there have a saying that when some people climb up the ladder they kick it down and done with that, and that is what has happened in this case.

Madam Deputy Speaker, in the Resolution before Parliament we do have a situation where you name certain categories of people for special mention. For example, the Principal of the School for the Deaf is entitled to the emoluments specified in Section F. We are happy about that but why not other categories of people teaching special needs children. I may have been wrong but certainly I understood from my research that teachers of special needs children were also supposed to be in a special category of persons who would have got increase allowances or emoluments because of the fact that they were teaching special needs children.

We have many teachers in Barbados who are trained at the Masters level in special needs education, but where are they now in the system. A lot of them are lost in the system not actually teaching special needs children where their training, expertise and qualifications are really needed. They are not properly deployed within the system and some of them are quite frustrated. I thought that the Honourable Minister would have used his unlimited time this morning to speak about this rather than wavering and wondering about the place to a large extent. What are we doing in terms of those children who may have poor vision, hearing impairment or dyslexia? Is the test being carried out to identify these children and to give them special training? I know that used to happen certainly under the last Barbados Labour Party Administration. Is that still happening today? What provisions are being made for these children in terms of the Common Entrance Examination? There have been recommendations by the National Advisory Commission on Education, which I certainly agree with, which this Honourable Minister did set up. There has been a recommendation that teachers be assisted and that part of the Common Entrance Examinations be oral to accommodate those children who may have sensory defects or dyslexia. There has been no movement towards such an implementation, there has been no discussion on it, there has not been anything coming from the Honourable Minister or his Ministry on the issue. In fact, there is very little in terms of the National Advisory Commission on Education Report that has been implemented. I do not even know if the report was laid before Parliament and if it has not been... Of course, I was not in Parliament at that time but if it has not been, then I want to make it a document of this Honourable House, it is subtitled "Educating in the New Century: Transforming Education for Sustainable Development." Madam Deputy

Speaker, in fact, the Deputy Chairman was the campaign manager of the Democratic Labour Party in the last election. In other words, the Commission had weight. Really and truly, its recommendation should be ignored at the peril of the Democratic Labour Party rather than just pushing a 5:13 somewhere gaining cobweb in the Ministry of Education, Science and Technology, and Innovation. Sir, that is certainly an issue that should have been looked at, yet we have not seen nor heard anything on it because no child should be left behind in terms of education.

Madam Deputy Speaker, as Mahatma Ghandi said, a country should be judged by how it treats to its most vulnerable persons, not by its high climbers all the time and we wonder what the Ministry's position on this issue is. These are the issues that we should be concerned about, rather than about Cabinet Ministers, Special Advisors and political consultants getting 10 per cent increase, when there has been no movement whatsoever, for example, the 200 persons from the National Conservation Commission who were dismissed and who are not getting their termination pay after being dismissed from Government over two years ago, yet the Minister is concerned about getting 10 per cent salary increase. Really and truly, the body language of some Ministers was an absolute disgrace when it was mentioned in this Parliament during the No-Confidence Motion that that is what would be happening.

Madam Deputy Speaker, where are we in terms of the need for greater utilisation of schools for adults and for continuing education classes in the evenings? We have a lot of physical school plants in this country that are being underutilized because they are closed up on evenings and during the summer vacations. Why can a Government with vision, as the Democratic Labour Party has said it has, not devise some kind of policy where these buildings could be utilised for adult education and for continuing education classes in the evenings? Sir, after all, we still have a situation where -- and I do not know the exact figures -- last year during the Estimates debate I said there were about 50 per cent of children who were still leaving school without certification, to which the Honourable Minister of Education, Science and Technology, and Innovation sought to contradict that and brought his own figures where he said they were about 40 per cent. I think on average it still shows that an average of 40 per cent or above of children are leaving without certification. Sir, what are we doing about those children? The fact of the matter is that there is still too high a percentage of our children who are leaving school without and without any certification and therefore are starting their adult life at a disadvantage in terms of the world of world and employment.

Madam Deputy Speaker, what policies do this Government have, specifically what policies do this Minister of Education, Science and Technology, and Innovation has, who is now the longest-serving Minister of

Education in the country, and on paper having to come into the job as the most qualified of all the 13 Ministers of Education since the Ministry of Education was established as a separate Ministry?

Asides.

Mr. E. D. HINKSON: Madam Deputy Speaker, what are we doing about these children? What policy do we have to utilise teachers, whether retired or still in the system, to support this? Madam Deputy Speaker, these are the children in our constituencies and all 30 of us in here as Members of Parliament must be concerned about the future of these children as they grow into young adult life society. Within recent times we are seeing a society of increasing violence and lawlessness and some of the same people who live in these districts are saying that the economic recession that has continued in Barbados and the difficulty in getting jobs is contributing to this. I am certainly not going to condone violence of lawlessness for any reason whatsoever, but as politicians representing people we have to face reality, we cannot close our eyes to the reality when you are in your nice offices, making your \$16 000 a month, plus \$5 000 allowances and flying first-class throughout the world and getting US\$165 per day for each day that you travel, you still have to keep your head to the ground and understand what is happening in Barbados.

Madam Deputy Speaker, we are very concerned about the direction of education in this country. Certainly I have heard since I came to this Parliament about the fact that a Revised Education Act, along with regulations are coming to this Parliament. Madam Deputy Speaker, after all, the Education Act which governs education in this country is now over 30 years old, it is over a whole generation while times have changed tremendously. We have had technology in today's Barbados 2016 that was undreamed of when the Education Act was passed in this Parliament in the early 1980s. We need to have a Revised Education Act which will reflect modern approaches to educational management and administration in this country. I would have thought that the Minister of Education, Science and Technology, and Innovation being the expert in educational policy that he professes to be, him having now served as the longest Minister in that capacity, that by now the Honourable Member would have brought such an Act and such an approach to this Parliament.

Madam Deputy Speaker, unfortunately, what we have is a situation where as the Auditor-General has pointed out in recent reports - and you have a situation where certainly in my time now 3½ years in this Parliament I have never seen any report submitted by any Board of Management of any school, any audited statements of accounts nor any reports on the activities of the Boards of Management which by law ought to be presented to the Minister within six months after the end of each school

year, and then duly presented and laid in this Parliament. We have never seen that, and this is a Government that has as its mantra "good governance". The 2013 Manifesto of the Democratic Labour Party,....

MADAM DEPUTY SPEAKER: Yes, Honourable Member.

POINT OF ORDER

Hon. J.D.E. BOYCE: On a Point of Order, Madam Deputy Speaker, the Honourable Member is misleading the Chamber to indicate that these reports have not been laid, or have never been laid. This morning, before we started Government Business, the Minister of Education, Science, Technology and Innovation asked leave of the Chamber to lay the undernoted document on the Table of the Honourable the House of Assembly: Audited Financial Statements and Annual Reports on the activities of the Board of Management of the Darryl Jordan School for the periods 2009-2010, 2010-2011, 2011-2012 and 2012-2013. That was this morning. This is one of many that are laid almost weekly. Several are laid. That is the truth, Madam Deputy Speaker.

MADAM DEPUTY SPEAKER: Point of Order taken. Honourable Member, you are indeed misleading the House.

Asides.

Mr. E.G. HINKSON: Ma'am, Honourable Deputy Speaker, the majority of reports relating to schools in this country have not been up-to-date in being laid by the Honourable Minister to this Parliament. We have just heard up to what? The report of 2013-2014? The 2014-2015 one should be laid too, according to the law, but the majority of schools' reports have not been brought before this Parliament by a Government whose Manifesto says it will be characterised by good governance. That is a fact. We laid one or two, but the majority are not laid, and that is what the Auditor General has said, so I am getting my word from the Auditor General. If you are saying that the Auditor General is misleading the public in his Report, then I cannot take blame for that. The Auditor General is a constitutionally appointed position. We have no auditing of accounts of the Barbados Community College - I know that specifically was mentioned -- since the Financial Year 2008-2009. That is a matter of fact. All of this deals with good governance, sovereignty and Independence and 50th anniversary. That is what we should be looking at: good governance of this country. When you vote money for education or for other Ministries, this Parliament should be presented with up-to-date financial reports relating to the matters. This should not be something that should be beyond a Government to do.

We have the issue of burning concern to teachers at the present time in terms of conflict within schools, violence among schoolchildren, and student-on-teacher violence which has come to the fore more so in recent times than before. What does the Honourable Minister of Education do? He forms a committee. I have always known, from the time I studied Political Science as part of my law degree at the University of the West Indies 37 years ago, that when you do not want to do anything, you form a committee. When you do not want to make any decision, form a committee. The Honourable Minister of Education needs to accept the authority and the mandate that the Right Honourable Prime Minister has given him, and make decisions on these issues. You do not need any committee. To tell you what? What you already know? We have had reports on law and order in Barbados. Sir Roy Marshall did one, and he was one of the top brains Barbados has produced. I am sure the Right Honourable Prime Minister would agree with me. We have been through all of this before. What are we wasting time on?

I think the Minister said that there are 3 079 teachers in Barbados, and that they are not being supported by the Honourable Minister of Education, himself a former teacher. This may be one of the problems. Maybe you should not have a teacher as the Honourable Minister of Education, because he feels he knows everything. It may be better to shift and appoint the present Honourable Minister of the Environment to the post, as has been mooted recently. That might be a better move. There is the perception among teachers that they are not being supported at the highest level of the Ministry, and this is certainly not good. They have been bearing the burden. They have been chastised by the Honourable Minister of Education on many occasions, and their morale must be low. Then you encounter a situation of a Ministry which seems preoccupied with putting DLP-ites in place in the Ministry, whether in senior teacher positions or as principals. You are appointing friends and families to positions, and you have a consultant in the Ministry who is a former Democratic Labour Party losing candidate in St. Joseph, who is also getting a ten per cent increase this afternoon, I believe, if the Resolution is brought. Nobody can tell you what he does. The only thing I saw he did was speak to the Democratic Labour Party lunchtime lecture last week Friday. This kind of thing affects the morale of the teaching profession in this country, and we need to rise above that in this day and age.

Asides.

Mr. E.G. HINKSON: As the National Advisory Commission on Education said in its Report, a lot of people in Barbados do not look at teachers or the teaching profession as a profession, and that seems to be the position as well at the highest level of the Ministry of Education. You do not regard it as a profession, so it is apparent to me

that you do not have any sustained policy on teacher training and development. There should be a case where head teachers and senior teachers, for example, during the long summer vacation, should have to take courses in financial management and other issues. There should be a sustained strategy on teacher development and training. I do not see any. If there is, I would be happy for the Honourable Minister to tell us in his wrap-up because, as the Honourable Minister has said, I do not know anything about education. He would not send the reports he promised almost a year-and-a-half ago to assist us. He made this pledge in the Parliament of Barbados. He would not send it. I do not know whether he has any to send. My understanding is that there may be none, and that might just have been a statement of bravado. There may be no such policy documents after eight years under his mandate, but if there is, we are still looking for them, Honourable Minister. Sir, this is the issue. I am sure that many more teachers who are being paid full in their summer vacations would enjoy the opportunity to attend teacher training sections and confes to improve their ability to teach. Sir, one thing I agree with the Honourable Minister this morning because you are qualified or because you get a university degree does not mean you are an expert teacher and, therefore, the system has to help you develop and that should be the role of a Ministry of Education.

Mr. Speaker, again, one questions the degree of importance that this administration gives to teachers. I am sure if the Attorney-General was here as the principle advisor to the Government of Barbados although he may not have had vast experience in terms of practical law, whether in civil courts or criminal courts anywhere in the world including Barbados but he ought to know that the 1974 Constitution of Barbados made provision for a Teachers Service Commission. It is true, yes, that the Barbados Labour Party, that is what I would hear, would have had opportunity to bring it in and did not but, Sir, we are going forward in a new system and a new era and Teachers Service Commission, where in September 2012, you had the Honourable Minister of Education telling a leading teachers union, the Barbados Secondary Teachers Union that everything was ready to establish this Teachers Service Commission and that the Paper was ready to go to Cabinet and the only thing that required was the input from the teachers union. Sir, at that meeting, the teachers union, through one of its Vice President Vice President said to the Minister that they had submitted it to him almost four year ago but you have not heard anything on the Teachers Service Commission since then.

Mr. Speaker, the National Advisory Commission on Education in its report on page 25 recommends the establishment of a Teachers Service Commission which would govern the teaching profession and would include a significant representation from past professions. Teachers Service Commission should be the focal point of a unified

structure that would be responsible for recruitment, selection and review of personnel at the higher levels of the education system. It says that it should be relatively autonomous within the Public Service and be given its subventions and responsibilities for its own Budgetary arrangements and power to enter into contracts, in other words, a separate legal entity. I would certainly agree with that, that after 42 years, that ought to have been one of the priorities of the Honourable Member of Education himself having been a past head for six years, I believe of a leading teachers union in Barbados. I would have thought that he would have made that a priority, rather than having to go through a cumbersome Public Service Commission that is tied up with more red tape than you could wrap around the wall of China.

Mr. Speaker, where are we going in terms of the dignity of teachers in this country and ultimately the advancement and development of the young people in the country who these teachers are imparting wisdom to?

Mr. Speaker, I think that the Honourable Minister of Education owes this Parliament and, indeed this country an explanation as to where we are in terms of establishment of this Teachers Service Commission that all the stakeholders agree ought to have been formed. Sir, we have a separate Police Service Commission for what it is worth and a Teachers Service Commission with 3 000 plus teachers that ought to have been established and provided for in the highest legal document of this country.

Mr. Speaker, we have a situation of the need for curriculum reform to assist teachers. It is true, yes, the Honourable Member spoke in part of his speech today in terms of music development, culture and we agree with that but we need more curriculum reform, we have not have whole scale strategic curriculum reform in the country for 15 years and, again, we are being left behind in this. Sir, at one time Barbados was the pride of the Caribbean in terms of education and one of the prides of the developing world, a Small Islands Developing State, duly independent country arising from the era of British colonialism after the post Second World War but we are falling behind, Madam Deputy Speaker, and we are losing it. We need educational reform in the country to make it focused and to prepare children for the real world. We need more life skills programmes in schools and even though children may come out now with CXC's, a lot of them may not be prepared in terms of life skills for the world of work.

Sir, I noticed last week the University of the West Indies in collaboration with a couple of secondary schools had a programme on this issue and I was happy to see that. I think that about 20 or 30 children attended, that was reported by the media but there is no strategy on it. Sir, we in St. James North have recognised this as an issue and we are now having an annual seminar on this for young

unemployed individuals trying to give them work and life skills. We are in the stage of planning this year's right now because this is something that is necessary, this is something that a Ministry of Education headed by an Honourable Member trained in the policy and one of the top educational experts in Barbados and he ought to have recognised and ought to have implemented the programme in the system to assist young people when they are leaving school.

Madam Deputy Speaker, where are we in terms of guidance counsellors in the system. How many guidance counsellors do we have per secondary school in Barbados, that is certainly something I would like to know and I am sure the country would like to know. Sir, my understanding is that there are no guidance counsellors attached to primary schools whatsoever. Is this really a satisfactory position? We have put up huts and, as the Honourable Member for St. Thomas has said on more than one occasion in this Parliament at the cost of thousands of dollars in a lot of cases and the huts are there abandoned, graveyards for supporters to put them up, no doubt, so why can we not have guidance counsellors attached to school that are needed in this day and age because obviously there are children who can benefit from such counsel. Sir, a Government should intervene in this because obviously something is lacking in the households in this. I see the Right Honourable Prime Minister made a statement I think on Sunday at a Democratic Labour Party get together and yes we have to protect families in the country. Sir, we agree with that, we are one on that but this is not only words, this not only rhetoric, we have to back this up with actions now. Sir, part of the action is guidance counselling. It is alright to get up at a Democratic Labour Party Conference where they are all top supporters who are going to dwell on your every word but let us back this now by reality, put money behind this and bring this to reality. You all at the Democratic Labour Party are the Government, do you know? The Democratic Labour Party, especially two of its Honourable Members the Honourable Minister of Culture and the Honourable Minister of Commerce and Industry, are always up to say give us solutions or provide solutions for us. The people elected the Democratic Labour Party Government. If you all have forgotten about that, you all have all the answers. You all told the people in Barbados in 2008 and in 2013 that you had all of the answers so why should we provide solutions. We are here, as we always are, giving pointers saying how we see it in terms of how the directions of a Government should go but yet we are being told that we must provide solutions as if we are the Government of the country. If the Democratic Labour Party Government does not have an answer to the solutions of the problems, resign, call it quits, pull up stumps, and let the people decide on the future of this country. We have a situation where we are going along just with the tide.

The Honourable Minister of Education, and I agree with him totally, he has said that Spanish should be the declared second language of Barbados and that we should place more emphasis on that. I think he said that earlier this year. That is something that we have said for doggone ages but do you know the Honourable Minister of Education, just like many of his colleagues, get on like if they cannot do anything about it, like if they live in the atmosphere and not in Barbados and they do not have the power or the authority to do what they say should be done. This is something that ought to be done, multilingualism as stated very clearly in this Barbados Labour Party Covenant of Hope that the Honourable Leader of the Opposition made a document of the House during the No Confidence Motion last month. We strongly believe that this is an area that emphasis should be placed in that we should have teachers from Spanish-speaking countries actually teaching in the schools in Barbados, many more than they are, not on some ad hoc basis once in a while and then they go back. Let us have more of these teachers here and let us do more exchanges. For example, send some of our teachers to Spanish-speaking countries in Latin America and South America; it is a great experience. We are surrounded by Spanish-speaking countries in Latin America and Central America but yet the vast majority of us - including me, I confess, and it is a defeat, that is the truth -- cannot speak another language besides English. This is a lamentable failure on the part of the Honourable Minister of Education to get into public and say that Spanish should be promoted and should be an official second language of Barbados, but yet nothing being done to make it a reality.

Madam Deputy Speaker, in Canada, for instance, years ago when I was studying there, a lot of children used to get into French immersion at age three or four that is the best time to learn a foreign language. Why do we not have any policy on that issue? We have a problem, Madam Deputy Speaker, in terms of the relationship of education officers within the school system. Education officers, as I understand it, are supposed to be officials and representatives of the Ministry of Education, representatives who go to the schools and have oversight over the various schools. There is a paradox, a problem where, as I understand it, the salary of education officers is less than that of head teachers so that is always a problem. When the person who you supposed to oversee is making more money than you and in a lot of cases, maybe the education officer does not get the respect which their position ought to give them because of this situation. Is this something that the Government through its Honourable Minister of Education will be addressing since it is causing problems within the system?

Madam Deputy Speaker, we have a situation where we cannot be happy as policymakers and representatives of the people in this country that you have a falling percentage now in the Common Entrance Examination certainly in

terms of Mathematics that the average mark of the Mathematics in this year's Common Entrance Examination which was just concluded was 48.7 per cent which is below 50 per cent. I do not know if the Honourable Minister of Education is satisfied about that but I certainly am not as a representative of the people. This Side on the whole is not happy with that. I know that the Honourable Minister of Education has gone on record as saying that the Common Entrance Examination would be here to stay. We do not have to get into a debate on that today. With all the demands in the school system which he has pronounced on, but we have many countries within the English-speaking Caribbean who are moving away from the Common Entrance Examination and which are dealing with continuing assessments instead of a one off exam on a particular day and really and truly, even the Right Excellent Sir Garfield Sobers the greatest cricketer on earth had his bad days. Some days he did not score runs, he failed, so that could be a bad day for a particular child and he performs vastly under par but yet ...

Asides.

Mr. E. G. HINKSON: Well, we do not even have to mention that. We could have all bad days. Some Cabinet Ministers have bad days period but we are dealing with exceptions now, where there is an exceptional under par performance and that can happen so is this not an era where we should be looking to expand that? I know that at one time it was being thought about but then we are back to the all-in-one. The Honourable Minister of Education took a decision and adamantly so that he would not publish the top 10 list which has always been done but the reality is that I am more concerned about those who failing in the system, those that we have to be concerned about. Where are we in terms of trying to arrest this decline in grades of our children especially in Mathematics? All of that, I would have thought, the Honourable Minister would have used his opportunity this morning to address the nation of Barbados on in our 50th anniversary of independence. I do not know if he is waiting on the Education Act that he has promised for a while that he would bring but I do not hold out hope for that because this Government is accustomed and has as its mantra making all of these promises but not keeping them, from its 2008 Manifesto right up to the present time.

Madam Deputy Speaker, teachers cannot do the job on their own. This has been one of the points I have been trying to emphasize. Teachers need support in the system. They need to be given the tools and resources to do the job. One of those tools and resources must be past students of the particular educational institution, the alumni. In some developed countries like the United States of America, let us face it, the culture of past students giving back to their educational institutions is well ingrained. It is not well ingrained here in Barbados. There are many persons who got the best of this country in terms of education with the

taxpayers paying for it but they have not put anything back into their schools. Of course, we now have the unfortunate situation where tuition fees is no longer free for Barbadian students, something that vehemently opposed. The fact is that past students of educational institutions should be encouraged to give back to their schools and to the communities within which those schools lie.

Madam Deputy Speaker, it is therefore within that context that we can only urge the Government that before they give themselves back their 10 per cent that they put back on tax allowances for donations to charitable organisations which would obviously include schools. Right now you could only get one so if you give your church you cannot get your school. Certainly such tax allowance will be a great incentive to people to give back to their school, that is a reality. It is no use saying man you should give back to your school and thing. We do not have that culture traditionally in Barbados. We need to have that culture whereby we give back because Government cannot do it alone, let us accept that as a fact. Others who have done well must be able to give back. Yes, I give praise to some schools. I know that the Combermere School - there are some Combermerians in here - the Alleyne School and I believe the Modern High School, as was said earlier today, do it but this is not a general trend. In fact, I know as we have said before that the vast majority of present Cabinet Ministers would not very well be in this Parliament but for free tertiary education paid for by the taxpayers of Barbados. We know as a fact that very few of them have given back to their schools or to the University of the West Indies from which they graduated financially. We need tax incentives to charitable organisations including schools and to encourage on a wholesale and as a matter of strategy and policy past students and alumni giving back to their schools and to the communities in which those schools reside.

I also thought that the Honourable Minister of Education would have taken the opportunity in his 100-minute long speech today, mainly rambling, to declare a Government policy on school children serving in service organisations and being made to compulsorily join service organisations and clubs as part of their personal development. When the Barbados Labour Party was last in office it had that as a policy, that all secondary school children should join a service organisation at the school or within their community, whether it is the Leo's, the Barbados Girl Guides, the Barbados Boys Cubs or the Cadets. The Kiwanis is very good with the youth at that level in the schools in terms of clubs. All of this clearly enhances your personal development. It helps make you a greater adult. Yes, there are some Honourable Members on both sides of this Parliament who I know were heads of Cadets of their schools and I am sure that training helped developed them and was part of their experience in coming in here.

What is the policy of the Ministry of Education in terms of encouraging this and getting teachers to buy into this on afternoons after school and seeing this as part of the teachers development as well? All of that is what we want to hear and what an Honourable Minister who is really in touch and in tune with the realities of present-day Barbados would be promoting and which certainly from our side we do not see being done.

When the Barbados Labour Party Government was voted out of office in 2008 we had on the table the idea, the concept and the system in place for a University College of Barbados in terms of amalgamating the Samuel Jackman Prescod Polytechnic, the Barbados Community College and Erdiston Teachers Training College bringing it all to one rationalising the system, and that would have cut cost rather than having a three-prong and having to find finance for all of that. I do not know if the Honourable Minister of Education may have agreed with that policy. He may have been outvoted by his fellow Cabinet Minister on that issue. Of course, in terms of Cabinet responsibility, he would have to defend the decision to do away with it even though he may have agreed that it should have come into place. All of these are issues that we could look at to rationalise our education to make it better to cut cost. Where are we at with all of that?

Asides.

Mr. E. G. HINKSON: The Honourable Member would have his chance to wrap up, he does not need to be interrupting me.

Madam Deputy Speaker, I would like to wrap up by emphasizing that yes we would support any benefit for teachers in this country but it needs to be done in a holistic manner. At least a holistic strategy and policy should have been brought for the development of teachers training, et cetera, in this country and for the advancement and progress of children in this country to empower them and to give them hope as we in the Barbados Labour Party in our Covenant of Hope seek to do or will seek to do when next we are given the privilege of holding office in this country.

We have to treat to the most vulnerable children in society. Of course, among those are children with disabilities. To a large extent although we have had piecemeal developments, there have been no wholesale advancement in terms of education for children with disabilities to make them more able to go into the world of work. Madam Deputy Speaker, we still have a situation where the majority of children with disabilities have to pay to go to secondary school, when for years we have had a policy of free secondary education. Madam Deputy Speaker, we have the fascicle, it would be laughable if it was not so serious, that is the truth, but we have a situation

where one of the foreign-based trust charities in Barbados, the Sandy Lane Trust that is doing a phenomenal job in this country...

Madam Deputy Speaker, in his presentation this morning I believe the Honourable Member mentioned a similar organisation, the Maria Holder Trust, but the Sandy Lane Trust applied to bring in four new buses for children with disabilities in this country. This Trust had also offered to bring in a bus for the Transport Board which is short of buses, a Transport Board that the Government is basically sacrificing, where one does not know what is happening, there is the situation of UCAL not being paid, there are promises being made, et cetera.

Madam Deputy Speaker, there is total chaos like most aspects of Government, but the Sandy Lane Trust wants to bring in a bus to donate to the Government of Barbados for the Transport Board, they also want to bring in three or four buses specifically for children with disabilities, but this Trust is being held up by policies of the Ministry of Finance and Economic Affairs that say that all kinds of taxes and duties must be paid. Ma'am, there is now much red tape that could wrap around, not the Great Walls of China, but the Empire State Building, Sears Building or one of the other tallest buildings in the world like the one in Dubai. Ma'am, this Trust is now being held up and becoming frustrated in its efforts to help the people of Barbados where, despite that economy turning around, the Government of Barbados appears to be bankrupt financially, and after the Right Honourable Prime Minister in the presence of some of us, certainly I was there, the Honourable Member for St. James Central I know was there, the Honourable Member for St. Michael West Central was there as well, the Right Honourable Prime Minister in April last year at the opening of the school in Jackson said that they will do all to facilitate the efforts of these foreign-based charitable organisations to help to develop Barbados, as well we should and that once you invested, I think the figure given was US\$10 million, that you will not have to pay duties, VAT and the other imports that the Government has put on since 2008. Ma'am, the Sandy Lane Trust which is making tremendous investments in Barbados, certainly more than US\$10 million, is being given the runaround when they want to import buses for children with disabilities so that these children can get to school, in circumstances where they are already at a disadvantage in terms of their education.

Ma'am, in addition, the Trust is also tacking on a bus to give to the Transport Board, where the Transport Board is now in chaos under the present Honourable Minister of Transport and Works. Ma'am, the Minister of Transport and Works ought to have been left in the Ministry of Housing, Lands and Rural Development because the Minister of Housing, Lands and Rural Development cannot get 25 houses put up as yet, neither can he get the Grotto

solved, an issue on which the Honourable Member for St. James Central have spoken to on more than one occasion recently. The Honourable Member spoke about the \$450 000 units, with 80 of them there where monkeys might be running through them. They could have left the Minister of Transport and Works in the Ministry of Housing, Lands and Rural Development, but that is the situation where we are at. Ma'am, this is a Government where, really and truly, it would be laughable if it was not so serious but the alternative is to cry for your country in this day and age but instead as the Romans used to do in the old days...

Madam Deputy Speaker, the Right Honourable Prime Minister, of course, a top student of ancient history and who would have studied this, would know that as the Romans used to do in the old days, when you want to turn the minds of the public from the problems of the country that you would have fun and games and frolic and fetes. Ma'am, that is what has been going on in Barbados, funs and games, frolics and fetes to turn the people's minds from the problems that they have, even if for a short while. The Romans were great at diversions and the Right Honourable Prime Minister would have studied that time of history, there are cocktail parties held at Ilaro Court, there is this sense that everything is well while the country continues to decline and the Ministry of Education, Science and Technology, and Innovation being symptomatic of the crisis that we are going through in this country at the present time. I thank you, Madam Deputy Speaker.

MADAM DEPUTY SPEAKER: The Honourable Member for St. Thomas.

Miss C. Y. FORDE: Madam Deputy Speaker, I would just like to add my brief remarks and to indicate at the outset that I am really very happy to lend my support to this Public Service (Teachers) Order, 2016. Ma'am, as a former teacher and as one who is still teaching I want to give kudos to teachers, particularly at the primary and nursery level but of course to all teachers across the length and breadth of this country, indeed, teachers across the world because we know how teachers have nurtured populations to be able to cause them to become good students, as well as outstanding citizens.

Madam Deputy Speaker, without teachers who are also nurturers, teachers who understand and work towards the delivery of education to the populations, then we are in a hard spot because teachers have to have that kind of devotion; teachers have to see their profession as a vocation if we are to be able to reap the benefits of developing a population that is very impactful on the development of good moral values, a good strong spiritual base and indeed good education overall.

Madam Deputy Speaker, I am at pains sometimes to understand, knowing or recognising that there is only a

small section of the population that seems to be using teaching as a stepping stone and therefore they teach because it is the vocation they can get or that it is the vocation where they can look after their children, but very few, a small population seems really not to have the interest. Madam Deputy Speaker, I will say overall that teachers are the ones that help to make and to build any society and I lend them my support.

Madam Deputy Speaker, for the ones who are not fulfilling their role, I would like to admonish them to get out of the system because it will do our society no good, especially in these times when a lot of parents have given up their responsibilities of nurturing theirs or other children, even though they may not be in the same school or in the same setting. I believe that one of the mistakes we have made in this country one is to remove the teachers from the villages to which schools they were assigned and to send them across the length and breadth of Barbados. This has created a lot of confusion because there is no proper oversight anymore among our children in this society.

Madam Deputy Speaker, I can speak boldly of Holy Innocent School where almost every teacher lived in and around the school. Similarly, the Alleyne School where almost everybody from St. Andrew, St. Peter or the adjoining parishes of St. Joseph or St. Thomas live and therefore these teachers got to know the children, the parents, where they were able to identify with them and were able to bring them to a particular level where the respect overflowed and I think that was significant, but to take a teacher from St. Thomas and send that teacher to St. Lucy on mornings, when that teacher gets there after crisscrossing the country like the children are doing, that teacher is tired. Then, as soon as you hit the school at 7:15 or 7.30 a.m., children are in your face, and the supervision has to take place. If you want these children to look and behave businesslike, you must put them to be assigned to do something meaningful. I think it is really very important that Barbadians acknowledge the outstanding role teachers are playing and would have played over all of the generations. Ma'am, many of us, even though we might have been chastised for doing wrong, still loved those teachers who did the chastising. Ma'am, there is nobody in this world as a teacher that I have ever highly respected and still loved than the late Lester St. Clair Vaughan, SCM. He did have some chastising to do, because when you are talking of a school with 705 children and one-and-a-half blocks, then you understand what the situation would have been like in the classroom. I am making these points to show the rest of this society how important teachers are, and I challenge any parent or guardian or any other individual to go to a school and interfere with a teacher. There are ways to resolve issues, and our teachers are being battered and abused, and few people seem to be talking about it. We have to lend support to our teachers, our

priests, our community workers and so on, who keep the discipline, who help to build this society and help to stabilise it. I encourage teachers at this point to go back into those communities that are being troubled at this time, and talk to the individuals who would have been their students. They are not going to throw a stone at them. They are not even going to let them see them smoking a spliff. They are not going to let them see a gun. I go on the blocks, and the fellows say, "Ma'am, we are sorry." I ask, "Do you know you are using abusing language?" and they say, "Ma'am, we apologise. We did not realise you were here." They know the standards, and they know what you would have put into them to make them the good citizens you wanted them to be.

Therefore, I am encouraging teachers, despite the lambasting, the harsh criticisms and the hard work. At the end of the day, once you do your work, you can lie in your bed at night and feel comfortable. The salary I have earned I have earned it because I have done my duties, not only to myself but to the society and to God, and I think that is most critical at this time of our development. Parents have got to understand and work with teachers, because teachers act in loco parentis. When those children are in front of the teacher, the teacher is responsible for almost everything that happens in the school. Ma'am, sometimes we are like judges. You would know, Ma'am, because you were in the profession as well. You have to act as a judge and query. You have to act as a nurse and nurture, put the child to sit or put the child's head on your lap. I am talking about the primary school level. The Honourable Member and Honourable Minister would know what I am talking about, because there is pain; there are headaches and toothaches. Some of us even pulled teeth. It might not be allowed now, but when the children came and the blood was flowing, you worked with them. I am saying that it is a job that calls for a person who has the empathy and compassion that will make a difference.

I believe that a lot of these young teachers will be great teachers as well, but they need the training and the nurturing from older teachers in the system. I believe the Honourable Minister should be aware of this, that we are getting a lot of young, bright teachers who are enthusiastic, and want to do projects and work with the children, but then there are some old stalwarts like me -- of my age, I mean -- who think, "They have come to get my job now. They now want to become the senior teacher or whatever", and they are not helping to guide them along. We need those generational links and we need that transfer of skills and knowledge from the older teachers, the ones who have been in the profession and who understand. However, they think that because of the succession plan or whatever, we may be overlooked and these young people may come and take over, but it is sometimes good for the young people to take over.

Some of us, at our ages -- by "our ages", I mean the Right Honourable Prime Minister and myself, Ma'am -- are so rigid in our ways and so on. We are not flexible to suit the changing times, and it reminds me of when Edutech was first brought to the fore. Many of our teachers said, "I am going to be using my chalkboard because this technology thing I cannot get it in my head now. I am so old, I am soon going to retire," and they rejected it at first. Most of them, if not all of them, are now technologically sound because they have seen the young people who would have assisted them in understanding aspects of the technology. That is how I have to survive with my grandchildren. I am not so good at the cellphone and all these Apps and different things, and sometimes I hear, "Granny, you seem to be a slow learner." That is what would have happened to most of the teachers at that time. They were afraid of this new approach and this paradigm shift in the educational sector, and therefore they had to rely on the youth; but the youth will help to guide them.

I believe that the system is in good hands. We just need mentors; having retired teachers working with young teachers, and explaining to them, guiding them along, helping to point them in the right direction, talking to them about their attire, about their own discipline and the way they carry themselves in the public fora, and so on. This will help to strengthen what we knew and understood when we were going to school, because of the high level of respect and the admiration we had for our own teachers despite whatever difficulties there were. Ma'am, we know that teachers were very sharp, and you only had to have your name called and not commit any offence to be chastised. You could say not a word because there was a partnership and a relationship between the home, the school and the pillars that helped to form our society; namely the church and the community. We are losing that. We have smaller families, most parents are now working, and the children now have the television set, the iPad, and whatever other forms of technology to teach them, but these cannot teach them anything unless the children are properly guided and supervised. Therefore, I support any effort to make sure that teachers are appointed and to ensure that teachers' salaries are appropriate. To my mind, they are not even getting enough, because I think that teachers, nurses, police officers and those in the social sector like fire officers and so on, are special to any society and should be properly paid. Therefore, I support that exercise.

Ma'am, there are a couple things which I would like the Honourable Minister to bear me out on, because I think the retraining programmes are significant. I also think that the unions across the island, particularly the Barbados Union of Teachers and the Barbados Secondary Teachers' Union, can play an even deeper role. I remember as a young teacher that the Barbados Union of Teachers under the late John Cumberbatch, a tower of strength in the

education sector, would have gone up to Merryhill, and on Saturday mornings there were mature teachers who would have taught or worked with those other younger teachers to help them understand aspects of mathematics, methodologies and so on. Teachers took pride in doing this. Many of them went to the Audio-Visual Aids Department where they could access material and information to enhance the lessons that they wanted to offer the children during the week. To my mind, that kind of engagement helped teachers to be stronger and more confident in the classroom.

I am saying, therefore, that unless there is proper retraining of our teachers, they are going to meet some challenges. It is not enough to have the degrees such as the Associate Degree, the Master's or the doctorate. I understand we have some teachers at primary schools who have their Ph.Ds. and so on, and yes, that is important, but what about retraining them to meet the kind of child that is coming before them? The children are different to us. Once when the teacher said it, it was so; not any more, Ma'am. The child wants to make the queries, and the children require answers to the queries they make. They are not going to take a lot of what teachers tell them now at face value, and therefore, I believe that it is critical that teachers are retrained to meet the stock of children coming before them, so that they too can be on the cutting edge and so that there can be a proper marriage of how to do things in a changing educational environment. In terms of the technology in the special needs and early childhood areas, A lot of teachers in the private schools seem not to have had that training either and I believe that the Honourable Minister and his team would have some kind of oversight over that because there is no way that a three-year-old should be forced to write and beaten all over its fingers because it cannot form the letter "m", because the fine muscles would never be ready at that stage in that particular children although it might be in others. Madam, to count from one to 100 does not mean you know all the other numbers. you do not have conceptual development that is necessary but yet we say our children should not into reception when it goes to the regular primary schools because at the private school it so bright and it was able to do this and do that but it puts the children at a disadvantage.

Mr. Deputy Speaker, I also want to ask that the Ministry of Education if it does not have that succession plan to put it in place because it is creating quite some confusion. Sir, many teachers seem to think they are being superseded and it is not only at the teaching level but at the Ministry of Education level there is a lot of hard, sad feeling. If the Honourable Minister looks at me like that, it means that he is in a dream world and that the President of the union really tells him he was there long enough now, you should go home because you are not in tune. Sir, the way the Honourable Minister is looking at me, I can tell he

is asking, what are you talking about? Sir, if I know and I am on the road and I do not go into the Ministry, then the Honourable Minister should know because he should be there every day doing the duty he has been assigned. Sir, is there a succession plan? There has to be, if we are to get the best out of our teachers and out of our education officers and all others in the education sector. I want to find out from the Honourable Minister about the support systems. Sir, what we call the Audio Visual Aids Department I understand is now the Media Resource Centre, I believe that is the expression used. What are the synergies because the Media Resource Centre is so well equipped now that Media Resource Centre should be out in every school at this time of the year where there are graduation because, Madam, I can tell you that the primary schools in Barbados do excellent skits and pageants and so on. we have children from primary schools who can manage an entire graduation programme once it has that programme before it in advance to be able to say now we can invite the guest speaker, call the person's in, to speak with them and at some schools there is sharing of the role of master of ceremony, one says the thing in Spanish and the other one says it in English. I believe that the Media Resource Centre should be going into every school and at least providing that information to be able to share it with the rest of the public. Sir, there are excellent pageants. I have attended St. George's Secondary two years ago and I was overwhelmed at the production that was offered and a lot of what was being done was choreographed by students of the school. We have rich talents in our schools that need to be capitalised on and not to lose it at all.

Mr. Deputy Speaker, the printing of children stories and teachers poems and so on. The Audio Visual Aids worked at one time with the National Cultural Foundation and I am sorry that I cleared my car trunk because I closed off the community programme that I worked with children until September but there are about six to eight books ranging from students five years old up until 16 years old at secondary level and those books have wonderful stories written by Barbadian children that had that cultural impact so one set talks about the neighbourhood and all the things in the neighbourhood like the goat, about the day in the life of a sheep, making a glass of lemonade, ordinary things that primary schools and secondary schools children in Barbados did and the books were well bound and prepared by the Audio Visual Aid Department. I believe that kind of information circulating in Barbados would help to strengthen our children because what they would be reading would be cultural. There are some books that are being imported and given to children in schools where I saw something saying about the most 'beautifulist' bird and I almost sank because I asked how someone could think about using that in a school. I do not know the English language has changed since I left but, Madam, the 'beautifulist' bird and our children are drinking that in and it is now wonder why many of them are not speaking well

or understanding what they read because we know what the standards are when it come to beautiful, it is more beautiful, or most beautiful, and there are so many other problems with some of the reading books. Madam, the Audio Visual Aids has its work cut out to be making the charts, compiling those stories and those writings and so on in booklet form for teachers to have access as well as parents and guardians.

Madam Deputy Speaker, special needs: I know that 40 teachers were trained at this point in time when we demitted office in special needs in association with the Mount St. Vincent University and their training went to the Master's level and I am astounded to have learnt that many of those teachers are just assigned in schools to regular class rooms. We have too many problems at primary level not to be using the special needs teachers in the field of their expertise. How is it, Madam, that you are talking special needs, not only children with challenges but children who are gifted as well. Madam, that is the reason why we talk about accelerating those at nine plus to be able to write the Common Entrance Examination before eleven because those who remain in the classroom doing all the work at Class Four at nine years and ten years were then kept back that extra year and all they did was to go from one class to the next class, help to supervise the children when a teacher was absent, do some songs, do some games and so and they were not able to improve themselves and we know the results of those children who do the accelerated Common Entrance Examination to be able to go forward at a younger age to do A Levels, their degrees and so on and so forth. Sir, I am saying that the special needs teachers need to be properly assigned to schools where they can use their skills more effectively because they too were remuneration to match the Masters' Degrees that they had done and for me in this changing educational world, we need persons who have got those skills acknowledging that more parents as well are now bringing out there children. It is only those who are really severely challenged that may have to be in a wheel chair or whatever mechanisms there is for an entire day, that cannot talk and so on that may have to go to the other special school but in our section of the public school like the unit at All Saints School and the one at Ellerton, at Eagle Hall, at Charles F. Broomes and so on, we need to employ those teachers properly and not just put them in any ordinary classroom to be able to work with children of average ability or above average ability. Sir, I think that more of that training should happen if we are to be able to meet the needs of the children and youth that are put before us every time. Madam, perhaps, the Honourable Minister may want to indicate what measures are being put in place to fill that void. I know these teachers have received their appointments and I am happy for them because they now have security of tenure where the banks would have had them on pause to buy one of the houses at Lancaster, or one from any of the business people who would be constructing

houses but they could not get it because of the challenges with the layoffs by the Government last year, the year before and so on and, therefore, if they did not have the appointment, they had cancelled loans and mortgages that a lot of teachers had sought to get as a result, so I am happy for them but I want to know in the light of the mass exodus of teachers, I see a lot of my colleagues and so on, they are younger than I because some of them are 55, 58 and 59 years old but they have left the classroom and some of them were the most brilliant, effective teachers in the system. Sir, a lot of them said that how the Government is operating now, I am not sure that I will get my gratuity and I am not sure I will get my pension if the IMF comes. I saying this and the Honourable Ministry of Social Care is saying, "Come on, Cynthia". Madam Deputy Speaker, I live in a real world but I do not know about my honourable friend. I live in the real world and I see teachers every day because I take my grandchildren to school and I still have lots of friends in the teaching fraternity and I query as to what they are doing out of the system because they were excellent in their area of expertise. Madam, they tell me that they do not know if they can get their money when they retire at whatever year later on, so they have come out now, will tithe themselves in their churches and do something in their community but they have not gone home and fallen to sleep.

Madam Deputy Speaker, I am saying that the security of tenure with this particular Resolution for the teachers will help others to stay in the system a little longer and do what they have to do to build this society so the Honourable Minister, some came out because of retirement, some out of death, some out of resignation and so on and what is being done along the lines of training and nurturing, bring back a former head teacher or two and do some assignments with them on contract to be able to help these young teachers who really need it but they have the passion in their heart to want to teach and to impart knowledge. That is the point on that and the Honourable Minister will deal with that.

I want too to reflect a little further, Madam Deputy Speaker, on The Challenor School. We know it is a private school, we know that the ministry offers a subvention annually, we heard earlier in the year of challenges there with funds and this thing missing and I am not into that now although I would like the funds to be replaced if that is a true story but what I would like is for the Government to start looking at The Challenor School and The Learning Centre ensuring that if you say education is free at the primary level, that the school fees be paid for all students in the light that when you look at who constitute, generally, the students at The Challenor School and at The Learning Centre, whose children are they? The working-class people's children. I have had an experience when I was in the system where one parent had three children that were challenged and all three had to go to The Challenor School

and there was no father as far as I can recall so we know the kind of expenditure that parent had in order to get the children there to make sure that the fees were paid on a termly basis and so on. If it is for free for the normal and average child, Madam Deputy Speaker, I want to recommend that the education at those two special schools be free for every child who attends them because parents are feeling it hard and we do not want to go back to the stage where these children are challenged but I cannot send them to school that they can develop in their own way because there is no money to pay for them, we are out of our employment or there is not money coming in for whatever reason. I want for some consideration to be given to that.

The Honourable Minister also spoke about the Louis Lynch School and I am happy to be a graduate of the Louis Lynch School. It has put me in good stead to be here to rub shoulders with all those who have gone to the grammar schools and those who have done whatever, I am happy for the privilege and I thank the late Lester Vaughn and my wonderful parents for that opportunity. I want to say that the school is there, it is shut down, the grass is growing all over it, I believe there may be some security there still but I want to again recommend that the Louis Lynch School be offered to the Prison Fellowship that is lodged right there in Country Road opposite the National Housing Corporation so that the tools and the equipment that is at that institution can be placed there to help some young offenders. Many of them learn how to paint, write, make bread, do leather craft and so forth while they are in prison and then they come out, having done their time for the crime they may have committed but then there is no way for them to get the training because that place is so congested they cannot use the tools that are being donated from the international agencies and then the Louis Lynch School is shut off for all these years, absolutely nothing happening there. I am not going to question those persons who did the investigations because I am not a scientist but I know that nothing has happened to the babies that are at the bottom of the Church just downwind from it. I also know that nothing has happened to the people in the Garden Lane as far as I am aware or Wesley Hall School that is downwind which would get more of whatever would be impacting but that school still remains closed and the Government still has to pay some kind funding and I know that the \$4.something million that was spent to upgrade it during the EduTech Programme has gone for naught. I want for us rather than leave our buildings to be falling apart and becoming derelict be used wisely. The young men and women who are out of prison with a skill need somewhere to go in the day time and practice their craft to be able to make a difference in this society and that would help to minimise a lot of what is happening. I know that there is only one psychologist in the Ministry of Education and if you are talking an average of 25 000 children at secondary level and a good couple other thousand at

primary across the island, one psychologist cannot work because sometimes it would take four and five years for a child who has been recommended to see a psychologist to be able to have that assess. Yes, I know the Honourable Minister may be able to buy in services but look at the expense. The expense there is like tractor down at SSA. For the amount of money you would have spent you could have hired two or three psychologists and put them into zones to work with the children. We know that a lot of young men and women and old men and women are using drugs so we have some children coming in front of us who cannot sit for a minute. Many of them are suffering from Attention Deficit Disorder (ADD) and those children will disrupt any class. There are children who have witnessed their father fight with their mother a whole night or the mother beat their father a whole day, there are some who have seen their father kill their mother, there are some who witnessed accidents, there are some who are being molested in the home, sexually and otherwise, and these little children in primary school have to bundle up all of that, nobody to talk with, they cannot tell mummy because that is mummy's boyfriend or somebody's husband or girlfriend because women are troubling our little girl and men are troubling our little boys or men are troubling our little girls as well. Something is wrong with some of the people in our society we have a lot of paedophiles at all levels, Madam Deputy Speaker, and unless our children get an opportunity to vent and to say who troubled them and unless the legal system speeds up the process, more of our children will be destroyed psychologically so we need a few more psychologists to work with our children.

Asides.

Miss C. Y. FORDE: You better see a psychologist too.

Asides.

Miss C. Y. FORDE: Happy Fathers' Day to all men born by mothers.

Asides.

Miss C. Y. FORDE: Madam Deputy Speaker, I beg your pardon, I withdraw that comment.

Asides.

Miss C. Y. FORDE: Too many of our children are masking the challenges that they have in their childhood. If there is a wait for four years to see a psychologist that would put them to the end of their life in primary school and then when they get into secondary school they are wreaking havoc. Madam Deputy Speaker, when you look at some of our young people they are angry, they want to fight, you cannot say anything to them because of what

scars they may be carrying, both males and female, and we need some psychologists, even it meant that the Honourable Minister of Education in 2008 found a lot of money and built 72 guard huts that three were not used and that money could have gone to pay a psychologist or two. I rest my case on that one, he understands what I say, Madam Deputy Speaker.

Guidance counsellors at the primary level, Madam Deputy Speaker, I would support that at this time on a pilot basis. Let me explain that as well. For every four schools a guidance counsellor so you are talking Hillaby Turner's Hall, Holy Innocence, Welches Primary and Sharon Primary as the four primary schools in St. Thomas, a guidance counsellor because I know that there are difficulties with the finances. I do not expect the impossible but the children need someone to talk with or talk to beyond their parent or their teacher and we do not have enough people in communities who would hold a child in their laps in an honest way and ask? Why are you looking so troubled? What are you getting angry so fast? We need the guidance counsellors to work with them but we also need the agencies with the follow-up because there is no point determined or extracting the information and then there is no other resource facility where this child can be assigned or parents can be brought in, in an environment that is conducive to that kind of conversation to be able to discuss the matters or the issues that the child is experiences.

I want, Madam Deputy Speaker, for us to be able to look at this in a very serious way to be able to make a difference in the lives all. At the end of the day, that slogan that says it takes a whole village to raise one child is still very pertinent and critical in any society but more so now in Barbados because too many people are putting up their guard walls little children are in the area, some of them are hungry, some of them are half naked some of them need someone to tell them that they are so beautiful and that they are such well mannerly children. We shut ourselves and our children away and we forget the poor and the needy among us or around us. For me it is called creating a kind of anger for children to say look that person always has something to eat and look how they always look so well when they go out but here we are.

I admonish the parents, as I close, to love the children that God has blessed them with. Everybody cannot get a child. Honourable Prime Minister you are the category of those who have. Everybody cannot get a child try as they might but they can help to nurture other people's children. I want to admonish mothers and fathers to take responsibility for their children. Some of you are not paying them attention when they are small and you are not giving them the necessary maintenance for them to be able to build the body and so but then when they get into

trouble you can raise some money to help to pay a lawyer or pay a doctor for treatment.

Madam Deputy Speaker, I want to lend my support to this Resolution. I encourage teachers, please you are going to have the challenges, your salary would have been docked because you have gone on your march, it never happened when the Honourable Minister was the union head but it has happened now, but do not let that stop you from working with children, from helping them with the extra free lessons, from nurturing them, from making sure something is in their stomach when they get to school or from taking them on the tours and doing everything else, the whole compilation of things that are done to be able to bring children to a level where they feel they are wanted, they are needed and they are loved.

I take my hat off to any teacher and every teacher in this country and thank them for the role they have played to help to build a just and safe society.

I thank you, Madam Deputy Speaker.

Madam Deputy Speaker vacated the Chair and Mr. Speaker resumed the Chair.

Mr. SPEAKER: Yes, the Honourable Member for St. Lucy.

Hon. D. St.E. KELLMAN: Mr. Speaker, I rise to support the Barbados Public Service (Teachers) Order, 2016, and I want to start by congratulating the Honourable Member for St. Thomas on the level-headed approach on 50 per cent of her speech. It was rather interesting to hear the Honourable Member speaking about the Louis Lynch School, which was a distance away from the Honourable Member for St. James North who in a previous speech gave the impression that it was a place where nobody should go and who in his mouthings said that the Honourable Prime Minister should move his office there.

I was also very happy to hear the Honourable Member speaking about the Challenor School and the Learning Centre. I know I was accused in this Parliament previously of not speaking on these matters but I am now free to speak on these matters because my son is not at the Challenor School or the Learning Centre anymore so the Honourable Member for St. James North cannot accuse me of coming and putting a case on behalf of the Challenor School or the Learning Centre because I was putting a case for my son.

What I would like to say, and I have always made this point, is that in the same way we can pay for able-bodied persons who attend the other secondary and learning institutions I believe that we should be obligated in paying for those students because their needs are greater

than others. I honestly believe that we should find a way to solve this particular problem especially at a time when this party has been so good in approaching 100 per cent funding for all schools. I believe that we can find the next 2 per cent which would cover the Learning Centre and other institutions like those to complete the 100 per cent.

I also want to say that I have heard many arguments in and outside of this House about whether teachers should be paid when they go on strike. I have heard some very unfair arguments because the truth is when the teachers at the Alexandra School strike it was not against the Ministry of Education, Science, Technology and Innovation, it was the teachers versus another teacher and the Ministry of Education, Science, Technology and Innovation could not get involved as if it was siding with one group or the other, but what you saw a couple months ago was the Barbados Union of Teachers verses the Ministry of Education, Science, Technology and Innovation when the Ministry of Education, Science, Technology and Innovation would have convinced the Minister to come to Parliament and to push forward the legislation to ensure that teachers would be appointed and would get better conditions of work and to build more schools whether it be nursery or even secondary schools. It is no doubt that the present Minister of Education, Science, Technology and Innovation has done more to improve the lot of teachers in this country than any other Minister.

I want to make the point that the President of the Barbados Union of Teachers, and I have already said this publicly, has to be very careful that he does not dilute his contribution to education because the present President of the Barbados Union of Teachers has been able to capture and command the attention of this Government. His contribution to the teaching profession cannot be challenged when one considers what he has been able to get the Ministry of Education, Science, Technology and Innovation to do under his stewardship. He has to be very careful that he does not allow another union to dilute his contribution to the teaching profession by what he has achieved from this Government because there are others who would like to put a case where they can bring two unions together and to dilute him and to put him in a secondary position when he deserves to be in a tertiary position based on his contribution to the union and the educational system in this country. I am saying that the President of the Barbados Union of Teachers needs to be very careful that he does not dilute the contribution that he has made to the educational system in this country and that he does not dilute himself by asking for too much when he has achieved a lot.

Mr. Speaker, it is no doubt that this Government has listened to the teaching profession and everything they have asked they have responded to in a positive way so much so that when they even asked for meetings they did

not even realised that they had had meetings with the Ministry of Education, Science, Technology and Innovation and the Minister already, so it shows that the more that this Government has given to the teaching profession, the more they have requested of this Government, something that they could not even do with the previous Government. They could not even get a look in but now every time they make a request there is a response and a solution so much so that it is happening so quickly that they do not even recognise that their request has been granted because the more that you give them the more they ask of this Government and the more this Government is responding.

Asides.

Hon. D. St.E. KELLMAN: I am hearing that under the previous Government there used to be a talk shop every quarter with no solutions, but under this Government now there is no talk shop. When we have a meeting it is about solving a particular problem and thing.

Mr. Speaker, I also want to thank the Minister of Education, Science, Technology and Innovation for not only looking at education at the nursery, primary and secondary levels but also looking to expand further than tertiary because he is now looking to see how he can take the educational system in Barbados and expand it beyond and encourage persons to come to Barbados.

Mr. Speaker, that is why I am saying we are not going to be stagnated at the local level but that we are taking education to a higher level and are now even exporting education right across the world, that is why I support the project that is coming at Nestfield.

Mr. Speaker, I look forward to the completion of the acquisition of Nestfield so that we too not only see the tertiary aspect at the Barbados Community College or at the Samuel Jackman Prescod Polytechnic on the southern side of the island, but that we also would have the tertiary aspect going to the north of Barbados where we would be creating an opportunity for students of outside universities to want to come to Barbados. Mr. Speaker, previously the gravitation was from Barbados to outside of Barbados but now what we are seeing is that students now want to come to Barbados and make Barbados the playground for education, so that there is now no need for Barbadian students to want to leave at a time when there is a great demand of people wanting to come to Barbados to study.

Mr. Speaker, we have heard a lot of talk about how teachers and others cannot get houses and so on, that is not true. In the Ministry of Housing, Lands and Rural Development we have not only accommodated teachers, we are also accommodating prison officers, that is why in our allocation...

Asides.

Hon. D. St.E. KELLMAN: Mr. Speaker, because of the location to their jobs, prison officers will be given allocation at Parish Land. The teachers have been given allocations at Lancaster, at Constant, at West Terrace and even at Parish Land, so the Honourable Member must not jump the gun too fast.

Mr. Speaker, I am saying that despite all the talk, I am not hearing anymore about people not getting houses because there are hardly any more locations now to be allocated. We are ensuring that we are going to deliver to teachers, to prison officers, to the police and to everybody else in this country because our housing policy has been such that we have been allocating even to maids, that is why we came up with the \$5 per square foot policy so that we can land to allocate that land to anybody.

Mr. Speaker, I support the Honourable Member for St. Thomas when the Honourable Member spoke about the special needs teachers. We have to understand that this is a teacher who has a special talent, that this is a teacher who has an ability and that those teachers should be treated in a special category and if we are not careful we will lose those teachers if we consider them to be only normal teachers. Sir, it is like treating the students as normal students when they, in fact, have a special need.

Mr. Speaker, I am very happy the comment was also made by the Honourable Member for St. Thomas when the Honourable Member said that people believe that one speaks about special needs you are speaking about lack of ability. I want to say that these special needs students are very bright. I have always argued and will continue to argue that the problem with special needs students in Barbados is that we do not understand them. If you have a dialogue with them, you would recognise that they understand you but that what they say to you, you do not understand, so that the problem cannot be with the special needs student themselves, it has to be with us. Therefore, the sooner that we understand and appreciate it, then we will be able to solve the problems as we think it relates to those students.

Mr. Speaker, for 19 years I have been able to observe one of those special needs students and to observe their brilliance. I was able to observe that they do understand what was said to them, the problem is that you do not sometimes understand what they say to you and that is where I think the deficiency exists. Therefore we need to stop focusing on ourselves and see how we could correct the problem because if they can understand us, while we cannot understand them, then the problem cannot be with them.

Mr. Speaker, I want to say I support this Resolution. I would want to make the point that during difficult financial times this Government has been able to respond to the problems in the teaching profession, this Government has been able to do more for the teaching profession than the previous Government that had all the money. Sir, the one thing that you cannot say is that we are not building schools, either primary, nursery, tertiary, whatever; that we are not appointing teachers; that we are not looking after the interest of the schools, because the record will show that in these eight years of hard financial times in the world, this Barbados Government has been able to respond to the requests from the various unions and that there has been a positive to the teaching profession, so much so that so many of the unions when they do their markings on the chalkboard would not even recognise that this Government has been able to give them more than 120 per cent when they think they only got 20 per cent, because we have been able to respond to the requests.

Mr. Speaker, I want to end by making this point. I want to congratulate the Honourable Member for St. Thomas for saying that those persons who badmouthed the Louis Lynch Secondary School, who ran people away from it, should apologise to this nation because as the Honourable Member said, there are many other people around that school who were not affected and I want to thank the Honourable Member for giving her blessings to that school. Sir, the only problem is that the Honourable Member asked that the school should go to the Prison Fellowship. I have already dealt with that, we have already allocated another school to the Prison Fellowship so that they will continue the wonderful work they have been doing. Mr. Speaker, I had felt that there was nothing wrong with it. I was prepared to allocate it, once I got the necessary blessings to another division of Government. Mr. Speaker, I would hope that when we allocate that school that the Honourable Member for St. Thomas would not change her mind. I honestly believe that the Honourable Member spoke from her heart and that it had nothing to do with the visit to St. Thomas by the former Honourable Member for St. Michael North West. I thank you, Mr. Speaker.

Mr. SPEAKER: The Honourable Member for St. George South.

Mr. D. G. SUTHERLAND: Mr. Speaker, I rise to make a brief contribution to this Resolution, the Public Service (Teachers) Order, 2016, brought to this Honourable House today. Mr. Speaker, it is often easy for us to say how someone is really not performing but it is difficult when as Parliamentarians and Members of this Honourable House that lead, we come to this Honourable House and spend time speaking, yet we fail to say to the people who really matter, the teachers and educators, how we really appreciate the work they are doing in this country to

develop our children and to further enhance the development of this country. Mr. Speaker, I want to start on that premise, I want to congratulate the teachers for their sterling contributions that they have been making thus far to the development of this country.

Mr. Speaker, it is often easy, though, to speak after the Honourable Member for St. Lucy, it is very easy to lift the bar coming after the Honourable Member for St. Lucy. Mr. Speaker, I sat there and listened to him and the Honourable Member rambled all over and did not really speak to the Resolution at hand. I want to compliment, on the other hand, the Honourable Member for St. James North on his sterling contribution in this Honourable House. He dissected it and really laid the platform for what we as a party intend to do when we reach the stage at which this Government is supposed to be operating. One of the things which I want to look at is that we brought a No-Confidence Motion to this Honourable House around mid-May. The time is moving so swiftly.

Asides.

Mr. D.G. SUTHERLAND: In mid-May, we brought a No-Confidence Motion to this House, and the Honourable Member for Christ Church East Central, who led the Debate this morning, said that he intended to put in the graveyard of industrial relations all matters with respect to the Barbados Union of Teachers (BUT). That is what he said in this Honourable House. That was about one month ago. Coming after that, after he said he would put into the graveyard of industrial relations the matters with the BUT, he came and said, "I am not backing down."

Asides.

Mr. D.G. SUTHERLAND: In his view, Mr. Speaker, whatever he said before, he came after and said at the end of May that he is not backing down from the BUT. He contradicted himself at the end of May after what he said during the No-Confidence Motion Debate. He has clearly shown, thereafter into June, that he is really not backing down.

Mr. Speaker, one of the things that we as a Parliament and the Democratic Labour Party Government should seek to do is to return the Public Service to high levels of efficiency and productivity, which it once enjoyed under the Barbados Labour Party. First, they need to understand the role that they have to play in building this nation, and education is very, very important to building this nation. One of the pillars, those pillars that I often hear the Honourable Member for Christ Church East speak about and which I often hear the Right Honourable Member for St. Michael South speak about, are the pillars which we need to build. You have to pledge to your public servants that you will create an environment whereby they

would be motivated, there would be self-confidence and there would be a sense of caring, so that they can deliver that service to the educational system in this country. Thus far, this Democratic Labour Party Government has failed to demonstrate to us that they care about the public servants. Yes, it is fine to come into this Honourable House and bring the Resolution to say to the teaching profession and those teachers and educators that “we are appointing you and we are making the personal emoluments commensurate with the appointments”, but we have to watch as a people and as politicians that we are not just giving Throne Speeches and trying to....

MR. SPEAKER: Honourable Member, I always caution Members of that. Do not come here saying that you cannot say “fool” and so on, and expect it to go on the Record. Please stop it. The comment will be struck from the Record. Thanks.

Mr. D.G. SUTHERLAND: Sorry, Mr. Speaker. I take that back. Strike that from the Record. Mr. Speaker, recently I heard the Right Honourable Member for St. Michael South saying that he was guaranteeing a third term. This Resolution that is before the House today, Mr. Speaker, speaks to some of the window-dressing that this Democratic Labour Party continues to foist upon the people of this country. Mr. Speaker, do not think, even though I agree with the long outstanding appointment of teachers, that when you come into this Honourable House after destroying the morale, treating them with disdain and creating rancour, malice and bitterness among the public servants, that they are going to forget this. Do not think that your bringing this Resolution to this House will make them jump up and say, “Yes, we are going to give the Democratic Labour Party a third term.” They are not going to do it. Too much acrimony and malice and bitterness you have created among the public servants in this country.

Mr. Speaker, let me go further because when you speak about appointments, I am asking this Democratic Labour Party if these appointments are based on merit. I am asking you the question.

Asides.

Mr. D.G. SUTHERLAND: I am asking whether these appointments are merit-based and I have gone beyond the teaching....

MR. SPEAKER: Yes, Honourable Member.

Hon. D.St.E. KELLMAN: On a Point of Order, Sir. The Honourable Member is misleading this House when he says that the teachers do not deserve these things, and that they are not getting it on merit. The teachers put a case and they are getting these things on merit, and I object to that statement, Mr. Speaker.

MR. SPEAKER: Honourable Member, I did not hear him say that. Continue, Honourable Member.

Mr. D.G. SUTHERLAND: Mr. Speaker, that is how the Members on the other side behave. They jump up when you are speaking and they do not give you a chance to finish your statements.

Asides.

Mr. D.G. SUTHERLAND: Mr. Speaker, I am saying to you that the Democratic Labour Party.... My statement is not just about teachers and whether the appointments are merit-based. I already commented in this Honourable House and made it clear that I agree with the appointments and what is being done to the teachers, because they are long outstanding. I go further, Mr. Speaker. I do not mind the Honourable Members. They can keep noise. I go further to address general appointments in the Public Service. Let us speak about Customs, Mr. Speaker. I am not back-peddalling. I am giving you facts because you do not have the facts. Mr. Speaker, we have Customs officers who have been acting three levels above their clerical posts for years, and we have persons who have been appointed to those acting posts who never graced that service or who graced that service with minimum years in Customs. I want to know if that is merit-based. Mr. Speaker, the Public Administration Division. Some of it is occurring within the tourism sector too. Members who have been acting have not been appointed, and then we have people who came afterwards superseding the members. They do not have the qualifications either. Mr. Speaker, this Democratic Labour Party is creating mayhem and chaos in the Public Service. This Democratic Labour Party is appointing their friends and families to posts in the Public Service.

Aside.

Mr.D.G. SUTHERLAND: The fatted calf, Mr. Speaker. We must safeguard against this, and I am seeing all sorts of cronyism and nepotism, Mr. Speaker. Sir, I am saying that you must give these civil servants hope. these are civil servants who have families just like us, these are civil servants who when you do not appoint them, you are taking away as much as \$1000 from their salaries at a time when you have increased taxes, at a time when their take home pay has been significant reduced. Sir, this is a bigger problem, this is not just about teachers. I am happy that teachers have been appointed but, Sir, we have to check and see that the structure and systems and the decision-making processes which our Public Service is going through today. Sir, they are no longer robust. we need to re structure the entire system so that our public servants feel a sense of gratitude, a sense of belonging, respected and motivated so that they can deliver but that is not what has been happening under the Democratic Labour Party. Sir, that is my point. Sir, our public servants are demoralised

and they are tired of struggling with inadequate rules and procedures and I am calling on this Government today to let us stop it. Let us stop appointing based on friendship, cronyism, nepotism and all those words that seek to describe how the Democratic Labour Party is managing this country. Sir, I should say mismanaged this country because, Mr. Speaker, when we look at how the unions in the country have been treated. Sir, I came to this Honourable House during the no-confidence motion and I said that the Democratic Labour Party is seeking to create an instability and an unstable climate, a climate of instability in the NUPW. Sir, I correct myself. Sir, when we say that card-carrying members of the Democratic Labour Party are seeking to create instability among the NUPW and, Sir, it came to pass after I said it but, Sir, you know what, the people of this country have woken up because the no-confidence motion against the young man was defeated. I am asking this Democratic Labour Party to be fear and not to push their unfair agenda down the throats of the public servants and the people of this country. The people of this country have suddenly awoken and they are going to deal with you accordingly. Sir, as I have said before, I am not calling for your resignation, there is a process. I am not coming in here like the others and asking for a resignation. I am allowing that process to take place because that process will take place and in due time, you will understand that the people in this country are the ones with the power and not you, you may have the money but they have the power.

Mr. Speaker, one day coming soon the people will wake up. Sir, we have here the debate to this Resolution but one of the things that pain me is how the Minister of Education could want to deduct the salaries of the teachers who attended two meetings, who requested to attend two meetings but yet we saw way back -- this is the Barbados Union of Teachers -- the precedent was set when the Barbados Secondary Teachers Union went on strike when the teachers at the Alexander School did not go to work. They were paid and the precedent was set then but here we are, this is no strike, the teachers requested two meetings. There was nothing about strike action at all but yet the Minister can quote this whole aspect of the Public Service Act, which states that officers shall not be paid for any portion of a day during which they are on a strike. Sir, that is what the Act says at Section 22. The Honourable Member for St. Michael South Central should look at it because he does not know everything, so he is seeking to play the game with this aspect of the Act when already he has set the precedent back then...

Hon. R.L. SEALY: Mr. Speaker, on a point of order. The Honourable Member is misleading this Chamber. The Government is not playing any game with the Public Service Act. We are just remaining dutiful to an Act that was passed by the then Government in 2007. We are

obeying the Act that was passed by the Barbados Labour Party Government.

Mr. SPEAKER: Thanks for the elucidation. Honourable Member, please continue.

Mr. D. SUTHERLAND: Mr. Speaker, the Honourable Member for St. Michael South Central is rattled and I understand why they are rattled. Sir, let us be fair to the public servants and let us be fair to the teachers. These teachers have held strain and there have been many years of holding strain while there were no public sector wage increases and an indiscriminate increase in the cost of food, cost of living and other necessities but yet you are going to be punitive because these teachers took time off for two days to meet with their union. Sir, we have created in the country the Social Partnership Agreement, a tripartite agreement, which speaks to dialogue among all parties whether it is the Government, employer or employee. Sir, the Barbados Labour Party saw it fit because we recognised the importance of the union to the development of this country. I do not want to use this afternoon to go back to the 1940s and the 1930s because the Democratic Labour Party knows very well that the Barbados Workers Union was formed out of the bowels of the Barbados Labour Party back in 1941, so in its 75th year, we are coming as a Government to create these punitive measures as opposed to looking forward to create better administrative structure for education, we are being punitive with the teachers.

Mr. Speaker, how do you expect ..

Hon. R.L. SEALY: Mr. Speaker, on a point of order. The Honourable Member is misleading this Chamber. The Honourable Member cannot use a term like punitive to describe the actions of the Government. Sir, He said it on three occasions. All we are doing is following the law of the land that was passed in 2007. It is not punitive. I think the Honourable Member can find another way to do it because that is not parliamentary.

Mr. SPEAKER: I do not agree with you. If that is his view, that is his view. That is his interpretation of what you are doing. Honourable Member, please continue.

Mr. D. SUTHERLAND: Mr. Speaker, I still maintain the point and I will repeat it. The administrative structures of education need to be revamped to cater more to efficiency of teachers and effectiveness of teachers and teaching matter. Mr. Speaker, I have been listening to all of the commentary with respect to the issues within schools and violence within the schools. There have been many within the last year, Mr. Speaker, and those on the Other Side can open their eyes wide because some of them are probably living in Brazil and all sorts of places because, Mr. Speaker, if you are in tune in what is going on in this

country, you would understand that there has been an increase in violence among school children.

Asides.

Mr. D. G. SUTHERLAND: It is one of the things that you must understand because when you as a leader seek to treat teachers in such a manner those young ones that are 8, 9, 10, 11, 12 and up to 16 and 17 and they are looking on to see how the teachers are being treated what do you expect in our system? The Government is responsible for creating the environment, not only a learning environment but the structures that cater to wholesomeness, respect and creditability, honour among students toward teachers. I put the hands to the fire, your hands are to the fire you have to create that. Do not come in here and tell us, I am happy that the teachers are now being paid. I have a lot of friends that are teachers and actually my first job was a teacher at Harrison College and I love the profession so I am one who teach about teaching passionately and I am asking this Government not to play any game with the teaching profession. Let us treat to it.

Mr. SPEAKER: Honourable Member, you have five minutes in which to conclude.

Mr. D. G. SUTHERLAND: I heard the Honourable Member for St. James North speaking about a Teaching Service Commission and the Honourable Member for Christ Church East Central said that it was supposed to come on board a long time ago but would the Teaching Service Commission solve our problems? We need to get back to the basics. We need to put the system right. We cannot just sit down and expect that our students are going to go to school and learn with an environment where teachers have to pull their pockets to buy toilet paper, stationery and they are not reimbursed but yet, Mr. Speaker, the punitive measures because you took two days off and not even two full days. They brought back letters from the Union to the head teachers, they got the permission from the head teachers to go to the meeting and when they returned they brought back letters from the Union saying we are back and this is what we said.

Mr. Speaker, I am saying to you that teachers that have spent their pocket money to ensure that the physical plant is maintained, that is what you as a Government are seeking to do to these teachers. Mr. Speaker, in my closing remarks the message has been sent to this Government by the people of this country, while you are seeking a third term, through you Mr. Speaker, to the Honourable Members on the Other Side, in accordance with the words of the Right Honourable Member for St. Michael South the people of this country are demanding respect, love, care and affection from this Government and with those words I am obliged to you, Mr. Speaker.

Mr. SPEAKER: The Honourable Member for Christ Church West Central.

Hon. S. A. LASHLEY: Thank you very much, Mr. Speaker. I rise to enter this debate in support of this matter before the House and either fortunately or unfortunately speaking after the Honourable Member for St. George South and in listening to his discourse, Mr. Speaker, and the erratic nature of what he had to say, you would perhaps wonder whether he sounds like someone who has been struck by a hard rock therefore I would like to move the debate to a higher standard and to compliment the Minister of Education and his team for bringing this Public Service Teachers Order 2016 to the House. This is nothing new, Mr. Speaker, we would have had the Public Service Teachers Order of 2008 and before that we would have had the Public Service Teachers Order of 1999 all designed ...

Mr. SPEAKER: Why do those two Honourable Members not take that conversation outside so that we can hear the Honourable Member who is on his feet, please? This is the Honourable Member that was complaining just now.

Hon. S. A. LASHLEY: Thank you very much, Mr. Speaker. Given the tone of the last contribution, one would expect that it would take a while before the Honourable Members of the Opposition simmer down and listen to substance in terms of contribution to the House but I was saying that the Order before the House really and truly is not anything new and I do not know why it has raised such passion in the bosom of the Barbados Labour Party. One can sense panic as this Government speaks to the matters that the country wants it to speak to therefore this particular Order which has been brought before the House has brought a certain amount of passion and I say panic from the Members of the Barbados Labour Party. The last Honourable Member who spoke, really and truly, sought to place in the records of the House a number of unsubstantiated claims about the Democratic Labour Party and its stewardship. I think that this particular Act of bringing this order to House really and truly underscores what the Democratic Labour Party Government has stood for in relation to always acting in the defence of public officers and in this case, teachers. I do not think you can lay at the foot of this Government any allegation that it has acted in any way to the detriment of teachers of the period in office. In fact, I think that the Barbados Labour Party should really be ashamed to come into this House and to seek to defend public officers. We had to come into Government and rescue the public service from years of tyranny. I do not know who the Barbados Labour Party thinks that it will fool. We have had years of tyranny under the Barbados Labour Party and do you know what, the test really and truly is not going to be anyone of us in here. The public officers who are listening to this debate will laugh all the way to eternity when it hears the Members of the

Barbados Labour Party seeking to defend it therefore I really have to rise and to say and to cry shame on the Barbados Labour Party ...

Mr. E. G. HINKSON: On a point of order, Mr. Speaker, the Honourable Member for Christ Church West Central is misleading the House when he says that the Democratic Labour Party Government has served in the interest of the teachers. When that Honourable Member ...

Mr. SPEAKER: Honourable Member, that is a difference of opinion. You had your time to speak and you made your case, he has his time to make his case. There is no way I can rule on a point of order regarding a point of no confidence. I can hear where you are going. Honourable Member, please continue.

Hon. S. A. LASHLEY: Thank you very much, Mr. Speaker. I think the tone of this debate so far, Mr. Speaker, and looking very candidly at the contribution of the Barbados Labour Party, if we had to use the contribution so far from the Honourable Members of the Barbados Labour Party and really examine the real salient issues impacting on education in Barbados, we talk about within the schools we have issues pertaining to violence, order and so on, and you examine the contributions of ...

Asides.

Hon. S. A. LASHLEY: I am not talking about the Honourable Member for St. Thomas. I thought that the Honourable Member for St. Thomas gave a very insightful and informed contribution but really and truly I have heard the two Members of the Opposition, the Honourable Member for St. George South and the Honourable Member for St. James North and they really reminded me that if that is a replica of what is happening the Barbados Labour Party they are sensing that the country really and truly does not have the appetite for all of the things they are hearing from the Barbados Labour Party. They do not speak on the behalf of the country. They have marched all over Barbados and have not gotten the results they thought they would get and they are vex with themselves. They are really contorted, and every measure that comes to the House even measures such as this that ought not to excite a partisan approach gets a rather contorted and an unfocused approach from the Barbados Labour Party.

Mr. Speaker, I really wanted to enter this debate to really bring some semblance of normalcy and a semblance of bringing this debate to where it really should be because really all that you have had in this debate...

The Honourable Member for Christ Church East Central introduced the Public Service (Teachers) Order of 2016 and in so doing as a Member of the House and as the Minister of Education, Science, Technology and

Innovation, he is continuing a tradition by which under the public service arrangements... In fact, this Order was signed by the Minister with responsibility for the public service in April. Of course, it is subject to negative resolution and therefore it is before the House.

Mr. Speaker, I wish to put a perspective on this. From time to time we have anomalies creeping into the system in the public service as it relate to appointments and remunerations and we have had over the period of at least two years a relentless cry from the teaching profession that there were various anomalies in the system that needed to be corrected. Mr. Speaker, those anomalies would have to be corrected by means of an instrument called the Public Service (Teachers) Order, and that has been done from time immemorial.

As the Honourable Minister of Tourism correctly stated, the Public Service Act was enacted in this House in 2007 by the Barbados Labour Party and it really has created its own issues, and again the Democratic Labour Party Government is going to have to deal with those issues. In fact, discussions are already on the way to look at some of the issues that have arisen because of the lack of foresight by the Barbados Labour Party in rushing to put in place a Public Service Act that really has not had the benefit of proper research and that has not reflected the issues that impacted on the public servants and has created more problems than it has solved, that is the issue. We are talking about the stewardship of the Democratic Labour Party versus the stewardship of the Barbados Labour Party. You cannot compare them at all. Attempts were made by the Barbados Labour Party to deal with many of the issues that have been created in terms of either anomalies, issues in relation to appointments and issues in relation to the functioning of the public service and we now have the task of cleaning up the mess that has been left by the Barbados Labour Party. They created a beast and we now have to correct them. The anomalies in the Public Service Act has created a host of problems in the public service.

Mr. Speaker, if, in fact, the Barbados Labour Party had any kind of moral forthrightness to come into the House and defend the public service, then it would have to explain why it enacted the Public Service Act that has created so many problems for the public service. They rushed to put it on the statute books just months before an election. In the heat of a campaign, they brought a fundamental piece of legislation such as the Public Service Act to the House and with no Opposition in the House they rushed and passed it. In fact, you know what, the public servants are going to judge them very harshly.

The Members of the Opposition are talking about oh the Democratic Labour Party is looking for a third term of office, but do not prejudice what the country will do, let us take it step by step.

I want to say that really and truly if we are talking about the same public service of Barbados that we as the Government have had to work with it, our approach has been very different to the Barbados Labour Party. We have not adopted an approach of tyranny and personal sacrificing of public officers who do not agree with us. It is a complete different regime altogether. All of the fear and the rancour brought about by the Barbados Labour Party Government in the public service no longer exists, so when the Honourable Member for St. George South can get up and say that this Government is appointing friends and cronies and that kind of stuff, the kind of language... I must say though that if I had to credit him I would have to credit him with being a very astute student of the practices of the Barbados Labour Party because the language that he used is the same language that aptly describes the actions of the Barbados Labour Party while in Government. He has been a very astute student, he has been listening and as a true Member of the Barbados Labour Party he understands the language that they practise.

Mr. Speaker, as I have said in this House before, the Barbados Labour Party is a very interesting party, but they cannot get up in this House and level accusations without any kind of evidence at all to support what they are saying. I heard the Honourable Member for St. George South making some very wide and sweeping statements as though he does not understand that in Barbados we have a Constitution and we have a Public Service Act that they enacted.

Mr. Speaker, if you have a system in Barbados in terms of appointing public officers that is subjected to the highest level of scrutiny, it is what obtains in Barbados. I feel that in this House we have a responsibility not to send into the public's domain the kind of language that really does not do any justice to the very high level of the public service that we have, so when we are saying in this House that a Government is guilty of appointing their friends and cronies, what are you saying about an independently appointed Public Service Commission which is enshrined under the Constitution of Barbados. Mr. Speaker, it is not subject to political interference. The powers of the Minister with responsibility for the public service are very clearly demarcated in terms of what the powers of the Minister of the Public Service can or cannot do. Mr. Speaker, I really feel that when we are coming to the House and making these kinds of political statements, we should leave it for the platform because it has no place in here.

Mr. Speaker, let us talk about this particular Public Service (Teachers) Order. Really and truly, Mr. Speaker, all that it does is to clarify a number of the posts in the public service. In fact, the Minister of Education, Science, Technology and Innovation said some time ago, and he repeated it in the House, that they have crept into the system a number of discrepancies. I believe that since 2012

the Ministry of Education, Science, Technology and Innovation has been engaged in the process of reviewing a number of posts particularly in relation to those teachers who operate in several areas of the public service particularly in relation to the primary schools, the tertiary schools and the nursery schools as there were some issues there as well, so that what the Opposition should be doing as a responsible Opposition

they should be rising in their seats and congratulating the Honourable for Christ Church East Central for addressing those challenges that have plagued the teaching service in relation to appointments. Mr. Speaker, I want to say that you have issues, for example, addressing the issue of the qualification of teachers and putting that to rest indicating, for example, Senior Teachers and of course the various qualifications and so on that would now be accepted in relation to Senior Teachers, so I think that the Public Service (Teachers) Order, 2016, really seeks to clarify a number of issues pertaining to the number of teachers in the system, the remuneration of those teachers and to establish that under the regime under which this happens.

Mr. Speaker, there are other matters that we have to grapple with in relation to our school system and they are not political in anyway. The issues that impact our schools are not political and therefore you cannot put them... I heard the Honourable Member for St. Thomas talking about the role of parents and calling on parents to play their role in relation to their charges who are attending schools. We have issues such as the abuse of drugs afflicting our school system but we have to be very careful how we speak to that issue because the issue is one where you do not want to take one brush and paint the whole school system in a bad way.

Mr. Speaker, from time to time I give speeches to schools and you have, by and large, school populations that are in the hands of our teachers on a day-to-day basis. Sir, I want to join the call and acknowledgment from the Honourable Member for St. George South, which perhaps is the only thing of substance the Honourable Member has said in this debate so far, that is, to acknowledge the immense contributions of teachers in Barbados. I agree and acknowledge that teachers, by and large, are doing a fantastic job in Barbados. Of course, there are areas that are in need of improvement and therefore that is the role of the Ministry of Education, Science and Technology, and Innovation working hand in hand with the teachers, but our role as lawmakers is not to send the wrong signals to the public of Barbados.

Mr. Speaker, I know that the Barbados Labour Party Administration is very anxious to get their hands on Government again and that is understandable because each debate that we have in this Honourable House actually

displays the kind of split that exists in the Barbados Labour Party, there is really no cohesion in what they say. Mr. Speaker, while speaking on education policy you have one Honourable Member articulating one particular perspective and the other Honourable Member advocating another. There is no cohesive policy framework that the public could look at within the ambit of the Barbados Labour Party and for them to say if the Barbados Labour Party were in office, in relation to the whole issue of the development of teachers, in relation to the whole issue of how we could manage our school system better, there is nothing that comes from the Barbados Labour Party that tells you that there is anything other than a piece of paper called something about hope, a glamorous glossy paper. Sir, that is not what the country wants, the country would want to hear in these debates some iota of a sensible alternative strategy or policy coming from the Barbados Labour Party that seems to suggest that there is some cohesion but I think the public, just like I am, is disappointed.

Mr. Speaker, when the Honourable Member for St. Thomas talked about the need for more guidance counsellors and psychologists, I would want to agree with her but, Sir, I find that the Opposition is very good at identifying what the challenges are, even when they were in Government. Mr. Speaker, I would hazard a bet that if the Minister of Education, Science and Technology, and Innovation were to employ all the guidance counsellors and psychologists that you could find, put them into the system and came here with a Supplementary, the same Opposition would get up and would seek to destroy that Supplementary application, because they speak with fork tongues, you do not know if to take their advice with any amount of seriousness or not and therefore it is very difficult to follow their trend of thinking.

Mr. Speaker, I feel that our school system at this point in time is reflecting what is happening in our wider society but that it requires wisdom, it requires a level of maturity particularly in relation to the pronouncements that are coming from this Honourable House, to send the right signals as how to resolve the issues in our school system. Mr. Speaker, whether those issues have to do with the whole question of the empowerment of teachers, whether it has to do with how we could rescue those young people who are in need of guidance, whether it has to do with the streamlining of various aspects of our educational system, whether it has to do with the abuse of drugs in our system, we have to speak in this Honourable House with one voice because if we do not do so then we send a signal that confuses, rather than assist. Therefore, I want to say that in this debate because I really thought that this debate would have been one where we could have talked about the trends in relation to how our educational system has been evolving, where we can speak, for example, to the fact that our teachers in the system require the full support of not

only the Ministry of Education, Science and Technology, and Innovation but the full support of the wider society as well. Sir, some of the problems that we have been having in our schools are as a result of the failure of leaders at all levels in our society to put their finger on the pulse of the problem.

Mr. Speaker, I want to hear the Opposition joining with me and saying that our educational system, our schools must now be supported by the wider society, that our Parents/Teachers Associations must be further populated by eager parents turning up to answer issues and to join in a unity of purpose and a partnership to manage our school system. These are big responsible statements and they are issues that will not only face this Government, these are issues that Barbados faces and therefore, for example, when we are talking about school discipline, this is an issue which we have to be concerned about, we have to support our teachers.

Mr. Speaker, I am on record as saying that I support the establishments within our schools, who are the principals and the teachers when they are seeking to enforce discipline in our schools. Mr. Speaker, I do so without any kind of trepidation whatsoever. We must be very forthright in taking a stance in relation to supporting our teachers and our principals when they are enforcing discipline in our schools. We must not second-guess them at all because if we do so, then we are painting a picture of chaos. I am saying that when I talk about the examples that we set, because even as the Opposition is clamouring to get the attention and in many ways to paint a picture that does not represent Barbados at all, if you were to listen to and examine the speeches from the Members of the Opposition on any subject -- in this case it happens to be education -- and you were to print all of the speeches, and you were to present them to Barbados and to persons who understand and know Barbados, they would tell you that this does not represent the Barbados of which they know. I want to appeal and say to the Opposition, "Be careful what message you are sending to our society," because you are sending a message of fear, a message that really and truly this country does not need at this point. You are acting, by and large, in a very irresponsible manner. A very irresponsible manner. The kind of tone and language that I am hearing from the Members of the Opposition, particularly when they are marching in white, does not in any way assist the country in solving its problems.

MR. SPEAKER: Honourable Member, you have five minutes in which to wind up.

Hon. S.A. LASHLEY: Mr. Speaker, Nothing that I have heard so far really and truly addresses any of the serious challenges facing our educational system in Barbados. I have given a few examples of those. I have said quite clearly that I have no issue at all in standing up

with the teachers and our principals in relation to disciplinary matters. I have said in the past and I will say now that where there are issues of a disciplinary nature dealing with our educational system, we have to work collectively in solving those challenges. They are not political issues. The issues are not to be politicised. These are issues that require very careful thought. They are issues that require us to ensure that we utilise the systems that we have available and improve them, of course, but not throw them out because of partisan, narrow political interests. Attacking the Minister of Education is not really going to help the schools and the students involved.

Mr. Speaker, I would therefore want to say, as I wind up my contribution, that I hope I have paved a path through which the Members of the Opposition can actually creep for the remainder of this Debate, and hopefully make sensible contributions in relation to a matter such as education which, really and truly, is not a matter of a political nature. It really does not merit that kind of anguish that I am hearing coming from the Members of the Opposition. I would really want to call on them to raise the level and standard of this Debate. Let us look at the Public Service (Teachers) Order that does not differ in any real way from the 2008 and the 1999 Orders. All of them deal with issues such as anomalies in the system, teacher remuneration and the numbers of teachers in relation to the schools; and as we plan it out then we will have what we call the buttress or the foundation upon which we can then propel the other aspects of educational improvement.

Mr. Speaker, I want to say finally that I want to compliment the Minister for moving very swiftly to lay out a whole network of nursery schools with the help of the Maria Holder Trust. One of these schools is nearing completion in a part of my constituency on the Gall Hill-Church Hill boundary, and of course I have had the benefit of touring that facility. It will bring significant relief to the parents and guardians within that catchment area. It is a major development for the constituency of Christ Church West Central, because what it does is answer the call of parents who have been asking for many years for a focused nursery school in that area. This is purposeful development. You cannot beat up on the Minister for that, because year after year under the Barbados Labour Party they were asking for that nursery school and for nursery facilities. Now, with the help of the Maria Holder Trust, we are getting it, and with the plant being built out in Gall Hill, we now have what we require to launch the programmes necessary to give our nursery education in that area the kind of focus that we think it should have. Mr. Speaker, with those remarks, I am obliged.

MR. SPEAKER: Thank you. The Honourable Member for St. George North.

Mr. G.A. CLARKE: Mr. Speaker, I rise in this Debate to compliment the Government for bringing this Order, which was long overdue. Mr. Speaker, the first one that we did was in 1999 and then the last one was in 2007. It took the Government eight years to bring this Order. Eight years, Mr. Speaker, to bring the Public Service (Teachers) Order of 2016 which, as the Member said, is subject to a negative Resolution for the appointment of teachers. Mr. Speaker, this is important because it is long overdue and the teachers have fought a great battle despite the union. Of course, the teachers have fought hard for this. They had a march in white. They had a march in red, and of course, the Government is of the view that if they had marched in yellow and blue, at least maybe they would have saved their pay.

Mr. Speaker, it is important to note that this Order is at a time in 2016.... I am very happy that the Minister has brought it because, as I said, it is long overdue. The teachers have fought hard. They deserve their pay. They deserve their appointments because appointments are important. Mr. Speaker, I want to show why appointments are important because when we were the Government, in an effort to improve security of tenure of public officers, we appointed 1 177 persons in 2003, 671 were appointed in 2004, 764 in 2005, 672 in 2006 and 3 000 workers in 2007. Mr. Speaker, they were all appointed because we decided that security of tenure was most important since public officers who are not appointed cannot go at the bank to conduct any major transactions or loans.

MR. SPEAKER: Yes, Honourable Member.

Hon. D.St.E. KELLMAN: Mr. Speaker, on a Point of Order. The Honourable Member is misleading the House. Based on the statistics which the Honourable Member has given this House, the facts would be that there would have been no teachers appointed during the years 1994 to 2007 and that all the teachers were acting.

MR. SPEAKER: No Point of Order from the Honourable Member. Please continue.

Mr. G.A. CLARKE: In 2007, we left a Civil Service Act that would have improved all public workers to their benefit, and the whole notion of casual workers was a thing of the past. Mr. Speaker, you would agree with me that public officers, including teachers, were better off than they are under this Government. In fact, Mr. Speaker, there are still a number of outstanding appointments needed, but instead of the Minister bringing an Order for over 1 000 teachers, he has brought one for about 700. There is still need for about a further 300 persons to be appointed and I am calling for the Government to ensure that this is done. We are celebrating the 50th Anniversary of our Independence and I am saying that we need to appoint another 500 teachers to make sure that those teachers leave

2016 as a happy bunch. Sir, I am saying the Government has to come here with another order for 2016 in November. I am saying that teachers have worked hard and that teachers deserve appointment. There is no need for teachers to work 10 years and are not appointed. Sir, in fact, it was the intention of the Barbados Labour Party to ensure that persons who had given three years continuous service should be appointed, that was what we stood for. Sir, not only this because when I first heard this on the radio, I said that the Minister was doing a regarding and that teachers would get more money but I did not realise it was only appointment and that there was no more money in this, it is only security. Sir, I am saying that the teachers and the civil servants deserve increase pay. Sir, this is what we have done. Sir, in 2003, the cumulative wages and salaries increases of public servants have amounted from 2003 to 2018 to 18 per cent. Sir, not only this but in our time, we gave a cost of living allowances, we gave increased benefits for civil servants, including teachers. We did our best to improve the lot of the policemen as well. They were getting duty allowance, plain clothes allowances for court marshall, clerks and Immigration officers. Sir, we did a lot for civil servants including teachers and I am saying to you that they work hard and they deserve every cent of it.

Mr. Speaker, I also want to move on. Sir, the Minister has done his best but his best is not good enough. Sir, the last education White Paper was done in 1995 and that is 20 years ago. The Minister has at his disposal more educated persons than other Ministries. Sir, at the top of the Ministry of Education there are doctorates and almost everybody has a Master's Degree or a degree. Sir, the top 50 people have degrees and they should be put to work. Sir, it has taken 20 years for the Ministry of Education to bring a White Paper. Sir, the White Paper that the Ministry is dealing with is the Barbados Labour Party White Paper. The Barbados Labour Party White Paper was written and the first thing they did was to consult JMGM Tom Adams. It went to 1981, a revolutionary concept can work in a non-revolutionary framework, that was what Tom Adams said, that great societies have understood that education was the key factor that brought them into light and in the worse of times would show them up against surrounding gloom.

Mr. Speaker, Barbados like other great societies have always placed a premium on the education of its people whether it was for performing basis task or for higher pursuits. Sir, that was the Barbados Labour Party's White Paper, which is still being used.

Mr. Speaker, I heard Honourable Members talked about a nursery school. We started the concept of providing nurses all across Barbados because we believe it is fundamental to the development of our people. Sir, education is important for our development. We have come along and heard that we do not have any natural resources so we have to resort to the human resource, and we

continue to put a premium on the appointment of teachers and I am saying to you that teachers work hard despite the conditions of service that they now find themselves under.

Mr. Speaker, I do not blame the Government in terms of doing this. I feel that the Government can do better but, of course, they are doing the best they can and they are doing the best they can, which, to my mind, does not account for much. Sir, let us deal with some of the things that were in this White Paper for a long time. Sir, for example, EduTech. Sir, EduTech was a programme that was introduced by this side. It was referred to by the Minister a couple of weeks ago. Sir, he did mention EduTech because, it is my view that Edutech was a programme introduced to help Barbadians come into the new information age. Sir, we spent a lot of money on it and it included curriculum reform and so on. Sir, Barbados has always been at the cutting edge of education but, Sir, do you realise that we have fallen behind Trinidad? Sir, for the very first time, we have fallen behind Trinidad, not only in terms of the results for CXC.

Asides.

Mr. G. CLARKE: Sir, we are behind Trinidad & Tobago in terms of the results of the CXC. The Minister got up here and skirt around the 11 Plus Examination but I will deal with that in a while. I am saying that we have taken the 11 Plus Examination, lock, stock and barrel from CXC without even looking at it. Sir, the Minister of Education took this year's exam, which was set by CXC, an exam that if I bring it in here, that half of these parliamentarians would not only that be able to do that mathematics test and the Minister skirted around it saying that it was challenging. Mr. Minister, it was not challenging, it was hard. Sir, it was hard and I am saying that if it gave it to the Honourable Member for St. Lucy that he could not get 10 in the Common Entrance Examination. Sir, I am very passionate about this because an examination is not supposed to be a competition, an examination should test competency. Sir I am saying to you that an examination should not make people cry and people cried about that examination and the Minister knows what I am saying so the Minister is the Minister so he cannot come out and say these things. Sir, I understand it is a closed thing and that the Minister or nobody knows what it is but it is time that we look carefully at who sets the Common Entrance Examination. In fact, Mr. Speaker, the Common Entrance Examination should be reviewed at this time. I have said to the Minister before that the Common Entrance Examination is in reverse and that parents are called upon to select the schools before they sit the examination. Sir, can you imagine this and half of the students want to go to Harrison College, Queens College, Combermere School and the big schools. Sir, that is fine but when they do not only that get there, they want a transfer, so I am saying that the exam should be done first

and then the Ministry of Education will meet with the parents and teachers and decide that based on the marks, which schools the children will go to, and you would still have your school of excellence.

Mr. Speaker, it is done in reverse and it causing tremendous burden on the transportation system, where children are now going all across Barbados from St. Michael to St. George and the Minister is called upon now to do transfers. Sir, it happened in our time but I want to tell the Minister that I have said so in my time, that it is done in the reverse and they did not hear me then because I was never in the Ministry of Education but I have always made the point that the Common Entrance Examination should be reviewed and at least from the time a children gets eight years old that 40 per cent of the course work should go towards that final examination.

It is done at the Barbados Community College, it is done at the University of the West Indies but do you realise that children have to go in and do an examination and to make them scared you bring an examination that they have never seen, nobody have seen it, not even the Ministry has seen it, so they say, that is a CXC Mathematics test. It is a CXC Mathematics test, Mr. Speaker. I want you, Mr. Speaker, to look at it and Honourable Members should look at that test. I hope that the Ministry of Education do not bring a paper like again for the students of Barbados and I hope that the Minister would get a White Paper on Education to review the 11-plus examination, it needs to be reviewed. Where persons will do the examination and then you select the schools based on schools in your area. It used to be like that. Can you imagine people from St. Philip having to go all down St. Lucy, to Christ Church or all down St. John and it is cause tremendous burden, Mr. Speaker, on the transportation system. The Minister of the Civil Servants will ask a question. Why is it that coming up to 3 o'clock people do not work? Do you know why? People, civil servants, teachers, are going for their children and they have to because we are living in fear time. I see in this White Paper too, Mr. Speaker, because Honourable Members need to read this White Paper. How can children be suspended and expelled from school?

The Minister has a lot of challenges under his belt and, in fact, I hope that he would work the deputy. I do not think that the deputy is working as hard as the Minister but you need to look at how children are sent away from school. I have brought to the attention of the Minister some time ago, a child from one of the schools, I think a primary school that was sent away from school just before the examination. Why it is that children are suspended and how they are suspended? There are a lot of problems that need to be addressed. The Minister has to look not only at the management of the school because I am also of the view that the teacher ratio is still too high. The teacher ratio is still 1:28. Can you imagine this, 1:28? The Minister wants

to tell me here that it is not true. Ask yourself the question: why is it that the private schools get better results? The Minister refused to give us the top 10 and do you know why he cannot give us the top 10 because the private schools have done better than the public schools. I want to hear the facts.

Asides.

Mr. G. A. CLARKE: Well, tell us the facts. When the Minister refuse to tell us the facts, then we will come and say so. Tell us the facts.

Asides.

Mr. G. A. CLARKE: Mr. Speaker, do you know that at Providence School, at Trinity Academy in Eagle Hall, at St. Winifred's School, the majority of the private schools the ratio 1:15 or 1:16. I want the Minister to refute that and I could sit down. In the Government schools, Mr. Speaker, it is between 25 and 28 children. I am saying that teachers have to teacher too many children. I remember that I brought it to the attention of the Government at the time, that they needed to be some remedial teachers or teacher aids into the system to help teachers with their children. It is a challenge.

Asides.

Mr. G. A. CLARKE: Of course, I still have children at primary school.

Asides.

Mr. G. A. CLARKE: Yes! Mr. Speaker, I am saying to you that I am interested in what is happening in the school system, not only because I am a parent, but because I was a teacher in the system. Sir, there are a lot of challenges. The private schools appear to be doing better at this time than the Government schools in terms of results and I would want the Minister to give us that.

The other thing that bothers me, Mr. Speaker, is the fact that there are still a lot of students at the secondary level who appear to be struggling. Parents and children struggling, especially in the mid-morning session. I know that the school meals system was introduced more than 50 years ago, I think it was in 1965, almost 51 or 52 years ago. The schools meals system was introduced in the primary schools of Barbados by the Democratic Labour Party. It was continued by us over the years. I know there was a time when it was 10 cents, then it was moved from 10 cents to 25 cents and I think it may be \$1 or so now, but there are still a number of children, Mr. Speaker, who do not go to school with meals. There are lots of children who are hungry at school and I want to see a system where we can introduce school meals at the secondary level. I am calling

on the Government to introduce school meals in the secondary schools as well, especially for those children that do not carry to school meals, I am saying so. I believe that in our 50th year children are not supposed to go to school hungry. I noticed that the Minister of Family, Welfare and Community Development has been praising those persons in the private second for their breakfast clubs. The Minister of Finance has been saying that breakfast clubs has been doing well at Hilton. The Minister of Family, Welfare and Social Care has been saying that breakfast clubs has been doing well but I want them to understand that there are still children at the secondary level especially who are in need of school meals as well. Trinidad and Tobago started a school meals programme after Barbados and it has now been extended to the secondary school levels as well. Jamaica in part has extended it to the secondary level as well. I am saying to you that we have to protect the most vulnerable in our society. I am not saying that it should be free and I do not want Honourable Members to misquote me. I am not saying that it should be free, but at least if a child can pay \$1 or \$2 for a meal it would be better than going out there and eating a lot of foolishness. The Minister of Health, I have not heard him in this debate, but he has been saying that children are eating a lot of stupid things because they go out there and eat a lot of bread and a lot of unhealthy foods at lunchtimes. If the school meals, even though the schools meals, I agree, should be improved and, of course, I hope to hear the Honourable Member for St. Michael West Central on this, because we went to a programme somewhere in Latin American, I think in Columbia, and we were talking about a school meals system where the Minister of Agriculture could input to sell local foods into the school system and help the children. We talked about a lot of children today are having health problems and health challenges because they are not eating healthy at home and this is not because of the parents because a lot of the parents are not working. A lot of the parents are struggling and therefore there is a need to introduce school meals at the secondary level more than it is done now. I understand, Mr. Speaker, that in some schools in the first form, you can request the school meals. I do not know if the Minister can shed light on this but it should be extended now through the school as well.

Lastly, Mr. Speaker, I also want to touch on the student loans' programme. I believe that the student loans' programme when it was started years ago, I have said to the Minister before that the interest rates should be reduced and I understand that it has been reduced a little bit overtime but we are living in an age where persons want to study and study beyond the age of maybe 30, 40 or 50 and therefore the Students Revolving Loan Fund should be extended. I understand that it moved from \$50 000 to \$100 000 depending on what you are doing.

I want to say to the Minister and the Government that this programme is important because it helps persons. I

do not believe that it should have any interest at all. I believe that a school loan should be interest free just like a car loan for public workers, but people must pay it back. The interest rates have moved over time from 11 per cent to 6 per cent to 4 per cent, but if we say that education is a premium - and I started out by saying in this White Paper that education is a premium - why would you want to give \$50 000 as a loan to a person to get a car? Of course, that loan went from \$35 000 to \$50 000 under the Barbados Labour Party. This Government has not increased the loan for public workers at all. For eight years, this Government has still maintained the \$50 000 for public officers. As a parliamentarian if I want to buy a car that costs \$80 000 I and every Honourable Member in here would get \$50 000. This Government has not increased the limit and I thought it was a shameful thing. Mr. Speaker, that is why I am saying that we are behind Trinidad and Tobago. A Trinidadian parliamentarian could apply for a loan to buy his car.

I am saying further, Mr. Speaker, that a public officer could apply for a loan of \$50 000 to buy a car with no interest on it but if you want to apply for a loan to study it carries interest, and we have a problem with that. I am saying that we need to take off the interest on loans for persons who want to study.

Lastly, Mr. Speaker, I want to say that the unions have a role to play in all of this. The unions must continue to put forward their programme for better conditions of work for the workers. I do not agree that the union boss should play politics. I think he may very well be a politician but at the same time the unions must ensure that their concerns are heard by all and sundry.

Mr. Speaker, the time has come for us to look at a new Teachers Order. I think teachers have worked hard. The time has also come for us to look at teachers' aides to help the teachers with all to these students. We have to look at discipline in the schools. We have to look at what is happening in the school bus system. Again, I have spoken to the Minister on that. When I was Minister of Transport and Works we were looking at a pilot project to introduce the school bus system. I do not allow my children to travel on the school bus the reason being that there is too much problems on it. There is no supervision on the school bus system and anything goes. I would encourage parents out there that wherever possible to go and pick up their children. It is disgraceful that children travelling on the school bus system get into fights. Sometimes the bus driver has to stop in the middle of the road and call the police or drive the bus at the police station. I am saying to you that the Government introduced the school bus system without proper attention to supervision. Children behave badly in the bus terminal and they cause bare confusion, and this is the time for us to discuss all of these things.

I am saying that we need to look at our children. Parents need to look at it and we have to look at it. There is a need for us to look at a new White Paper once again. I hope that the Minister is going to tell us what is going to happen in the next 20 years because 20 years have come and we are still dealing with the White Paper of 1995. We need to look at the evaluation of it and say where we have gone wrong and where we are going.

Mr. Speaker, I believe that we still have a good system in Barbados. Education is still at the forefront of our development and I would want to see that we regain our first place because Barbados was noted for its level of education in the Caribbean. Mr. Speaker, we have to regain that position. I am obliged to you, Sir.

Mr. SPEAKER: Yes, Honourable Member for St. Michael West Central.

Mr. J. D. PAUL: Mr. Speaker, I rise to participate in this debate and to support the Minister of Education, Science, Technology and Innovation in this particular Resolution. Mr. Speaker, I also want to begin by saying how St. Michael West Central has actually gone through some very difficult periods in the last two years in terms of the school plant to which we have access. I have no major school in St. Michael West Central except Gazettes Primary and another on the border which is the Lawrence T. Gay School. Again I want to commend the Minister for the action that was taken in resolving the very difficult issues that were faced when we had to find other accommodations for students who attend Gazettes Primary School. I think the fact that the Ministry acted so responsibly on this matter in a manner that did not jeopardise the education and the health of both the students and the teachers who attend that institution speaks volumes for the type of responsible Government that we have today and for which we have to be thankful at the same time. I really must say that.

Mr. Speaker, I also would want to again give kudos to the Government on the matter related to the Lawrence T. Gay School because that is of more recent vintage. I believe that the public would be aware that the Lawrence T. Gay School recently experienced a problem that they had to move very quickly to try to resolve. Again, the maturity of the Ministry of Education, Science, Technology and Innovation in handling these matters were clearly demonstrated where after a general clean-up of the school the students and the teaching staff were able to return to the school, and I have not heard of any issues arising since that return, so I really think that we need to congratulate the Minister of Education, Science, Technology and Innovation on the way those two particular issues were handled. This demonstrates when maturity of thought comes in how it could defeat radicalism and marching up and down the

streets in order to get matters resolved, because you do not need to do those things.

I really believe that we need to move away from the approach where when a situation develops that instead as a public that we sit down and put our heads together as to how to solve it that we instead use the resources that we have available to us in order to resolve the issues that are being faced. I think that represents a more sensible approach which we need to embrace as we go forward in terms of trying to address the issues that face our educational system.

In that regard, again I want to compliment the Minister for addressing issues that were before us, issues that were faced by the previous Government, which they failed to resolve. Mr. Speaker, certainly we can see an incremental approach being taken in terms of trying to resolve those difficult issues. The fact that there is some clarification of post, that at least there is some comfort being given to teachers in the system who had some concerns in terms of their appointments, this is something that we need not belittle.

Mr. Speaker, just now when I heard the Honourable Member for St. George North, it seems as though the Honourable Member was belittling the fact that the Government has been able to give more security of tenure to teachers, something that they have been asking for. I think that the Opposition has to be careful that in trying to detract from the quality of the work that is being done by this Government in terms of trying to address these very basic issues... Mr. Speaker, to the Opposition these basic issues seem trivial but to a person who has been in the teaching service for some time and was not appointed it becomes a very important matter. I think we have to be very careful that we do not lose the real meaning of this Resolution by trying to be mischievous at times, I must say, and trying to find a reason we should not support it.

Mr. Speaker, coming from the Opposition we have already heard that they would support it in any case because they recognised the value of the Resolution and what it would mean to the teachers in the system who at least would now have their concerned being addressed. Mr. Speaker, in that regard, I want to look at the fact that we do have problems in our educational system and I think we cannot ignore it. Again, it is the approach that we take that will help to resolve the very difficult issues that we face with respect of the challenges therein.

Mr. Speaker, sometimes when you hear people speak they seem to forget that the challenges schools face today are different from what were faced 10, 15 or 20 years ago and that the relationship that we need today in order to resolve those challenges means that you must have a level of collaboration and cooperation from the very

stakeholders who have an influence in the schools. We cannot therefore absolve any particular party from that responsibility that they have, that is why sometimes I get very alarmed when I see sometimes the attempt on the part of the Opposition to whip up all types of resentment, all types of dislocation in the schools, in order to address issues that can easily be solved using the mechanisms that are already there. Sir, one of the points we need to recognise is that this attempt to encourage disruptive behaviour and sometimes disrespect to authority are things that do not help us in this situation, instead we need a collaborative relationship. We need the joining together of all stakeholders in the schools in order to ensure that we can resolve the difficult issues that are being faced by persons. I think that if we have more of that approach, I believe that we can succeed.

Mr. Speaker, in that regard, I want to point to the importance of Parents/Teachers Associations, the fact that this institution needs now to play a very important role, even now more so than ever. One of the complaints that we hear constantly coming from teachers in our schools today is the fact that the parents who need to attend those counselling sessions are the ones who usually will find it most difficult to attend those sessions. As a matter of fact, one would find that it is the parents of those students who take time to come into the schools, not in a disruptive manner, who seek to work with the schools, who get the better results for their children. I think again I emphasize what we need in this day and age is a collaborative working relationship or a partnership between the parents and the schools, the households from which those children come. If we can achieve that it will help, that is why we also need to see more actively functioning Parents/Teachers Associations.

As a matter of fact, I know at the Lawrence T. Gay School, whose graduation I am missing this evening, has a very effective and functioning Parents/Teachers Association. I believe that we can see the results of that functioning when we look at the types of results that we are seeing coming from the students and how they behave in the schools. I think we need to get that message over to more parents so that we can see in the schools a student who basically has the mindset that allows them to be able to learn but when we encourage other behaviours which are disruptive at best, that is where we get the problems that we see in the schools today. I would say that it is a very challenging environment in which teachers live today.

Mr. Speaker, before we had a situation where the school environment was somewhat insulted from what was happening out there in the wider society because in the past there was an attitude of respect for the teachers, there was an attitude where parents themselves in those days either cooperated more or they recognised that there were certain things that were not acceptable. Mr. Speaker, what is

happening today is that we are seeing some of the most negative of behaviours which seem to be accepted by the wider society now being infiltrated into the schools where the schools now are being impacted upon by those types of behaviours. Therefore, that is why the challenges that we are seeing teachers facing is very real. It also says too that the unions must play a greater role in terms of ensuring that those challenges that teachers face, that the bureaucracy helps to cushion the impact of those challenges on the teaching institution because at the end of it, it can also impact on the quality of the education that is being received by the students out there. We need to have a situation where the environment in schools facilitates the imparting knowledge to students so that they can actually use to help them to function in the wider society. Mr. Speaker, it is extremely important that we have that type of collaborative relationship between the school and the home.

Mr. Speaker, one of the unfortunate things that we have also heard, and I was intently listening to the Opposition on this particular one, is that Government has a role to play. I think we cannot ignore the fact that in the educational system that Government does have a role to play, it has to put in place the necessary policies or laws that will help to govern the schools and the whole educational infrastructure and to make sure that things happen. Mr. Speaker, after Government does that it is the actors inside there who come up with the approaches or methodologies that will determine success. Sir, sometimes we have a way of thinking that one size fits all, but there are situations where some methods might work in some schools, while in other schools it might not work, because it depends on the environment the student we are trying to address come from. Therefore, we need to see a situation where the other actors in the system, whether it be the unions, teachers or parents, recognise that each of them has a role. Today, what we see is that when an issue occurs, there is an attempt to distance oneself from your responsibility in terms of you having contributed to the problem that is there. Sometimes, we have a delinquent child in school and the parent seems not to recognise that he or she had a role in the behaviour of that son or daughter, whatever the case may be. That parent should say "I had a role. I raised that child. I recognise what the problem is. Let us have a discussion." Maybe sometimes the teacher, by the approach to the student, has a role too, but the point is that it is not a perfect world. We need to have patience with one another in terms of understanding what the contributing factors are. We need to do more careful introspection and analysis of the situation, in order to avoid a situation to the detriment of the child, who is the centrepiece of it all.

At the end of the day, we are trying to raise young adults to go out there and participate in our society, and make a meaningful contribution to the development of our society. However, sometimes within the school system, not

in all cases, we actually corrupt the attitudes of these young adults who are going to go out there in the workforce. Too often, you are hearing complaints coming now about attitudes and the coping skills on the part of children. One of the things which we do not recognise also is that beyond just teaching the normal academic subjects and the normal skills, you also have to teach children how to cope in the world today, because the challenges are much different. Sometimes our generation had difficulty coping, but for today's generation it is even more difficult than it was then. We have to ask ourselves how do we help them to cope.

Very often, again, we have this way of holding onto very simple explanations to a very complicated phenomenon. I know that it is the common mantra of the Opposition to say, "Blame Government," so if a child goes down there and stumps its toe on the road, blame Government for that. If a child goes down there and catches something, blame Government for that. This simplistic approach that seems to be the driving point of the current debate in this country, and which is being actively promoted by the Opposition, is something that we do not need. What we need really is a more collaborative approach which actually seeks to address the real issues that we find in our communities, and which actually help people to deal with these issues and enhance the coping skills of students in schools, so that when they get out there in the wider society, they would know how to deal with those issues. We cannot tell a child what to do when you have a drug pusher out there pushing drugs at them; drugs that will corrupt their minds and basically compromise their ability to take in what is being taught at school. We cannot be there with them. We have to teach them how to cope in that environment. We cannot teach a child how to deal with a child molester just like that. Creating that kind of adversy relationship or making him think it is the Government which is to blame for it does not help the situation. I want to say to the Opposition that type of approach does not work. Marching up and down the streets, trying to make people feel that Government is to blame for every single malady that we see, does not make any sense. At the same time, we forget that a lot of the issues and problems that we see are not a function of any one Government. They are a manifestation of where we have been heading for some time, and the Opposition must admit that when they were in Government they did nothing to address some of these same maladies. That is one of the issues.

Now that the Democratic Labour Party is at a stage where it has to address those issues full force, I want to compliment the Minister of Education for at least moving in a very tangible way to address some of those issues. I think we have to agree, and I saw the Member for St. Thomas nod her head on that particular issue. I thank you, and I know you agree with me. Okay. I also want to say this: Everyone said it is challenging, and I want to say to the teachers as far as that is concerned, it is a very

challenging environment that you are faced with. I know I hear teachers in the system every day saying how tough it is, how challenging, and what are the issues which they have to deal with. It is not easy, and I think we as parliamentarians have a duty and responsibility to try to ensure that the environment that exists in schools is one that makes it safe for both student and teacher. We should not be going out there trying to factionalise and promote discord when, in truth and in fact, what we should be doing is teaching or giving examples to those students of how we need to function as a society. A society in itself functions by people cooperating with each other, people lending each other a helping hand and people resolving their difficulties. A society does not function by pelting a fist or saying how much someone will knock you down every time you disagree with someone. That is what is being encouraged in this society today; that every time we get into a disagreement with someone, you want to fight and cure. That is not the answer. As a matter of fact, when we look at a lot of the fights and the things that are happening in the society today, they are largely because of the fact that somehow we have lost the art of speaking to each other. We have lost that art. We have lost the art of resolving simple things. If you walk down the street now and you step on somebody's shoe, they want to fight. The whole thing about physical things becoming more important than the individual; that is what is catching on.

These are the substantive issues that our educational institutions have to deal with, and very often when you go into some of the schools, I agree with some teachers who say it is a war zone. However, it is not a war zone because of this Government alone. The Opposition had a hand in terms of when they go out there and encourage all kinds of foolish behaviours, and make people think that things can happen just like that. Not only that. We ourselves, as individuals, do not contribute to solving the problems that we see today. We do not understand how we need to talk to each other, how we need to understand it from the other person's view. I agree with the Member for Christ Church West Central that there is a time for everything, and in this discussion on this particular Bill we should not forget that what we need to be emphasising now are the best things which our society had in the past but which can still exist. We need to promote those things. I see some schools in which the attitudes are healthy. I would say this: I constantly visit the schools in my district, and I want to say that I give full praise to the teachers at Lawrence T. Gay Memorial and Grazettes Primary. Sir, I am sure when I see those teachers at Lawrence T. Gay School and Grazettes Primary School, they are really a sample of the behaviours that we can expect in the wider educational system. Sir, I see teachers out there who care for their students and who wants to see the best behaviour for those children, who invest in those students, who would like to see them do well despite the nonsense that we get coming from the detractors in the educational system. Sir, everybody seems to

know what is the cure but I see people ran out of the classroom and go to comfortable desk job. I am probably are one of those people because I started out teaching but I could not handle it but, Sir, people ran out of the classroom because they cannot cope but then from the outside of the safety of somewhere else, they want to tell teachers how to deal with these things, when in truth and in fact on the day in question the teachers are the persons who have to make the decision in that split second moment. Sir, we forget that and this is why we need to recognise that confrontation and remove it from the system right now. Sir, in a sense it is that element of feeling that we must always be at each other's throat that sometimes is contributing to the violent behaviour we are seeing in our schools and that we as leaders sometimes by the way in which we choose to deal with the issues of the day in our nation facilitates that process. We need to take a look at each other and resolve matter that could be resolved otherwise and do not make people feel that there are not other ways of resolving the issues because there are opportunities out there.

Mr. Speaker, we have a situation out there where there are other institutions that impact and we need to recognise that in today's world the economy is different so, therefore the kind of student we have coming out of our educational system has first of all to understand that. We talked a long time ago about the whole question of the schools promoting entrepreneurship and things such as these, so we need to recognise that skills required of students coming out of the schools are substantially different but what is even more important is that the level of patience is even different too. You need now to have a situation where the students begin to understand that the challenges they are going to face out there is going to be different.

Mr. SPEAKER: Honourable Member, you have five more minutes.

Mr. J.D. PAUL: Sir, when we give them a mindset that says your country can give you more, that they are telling you lies out there and they can give you more, we encourage that type of aggressive attitude. I want to say to the Opposition that I know they want a better Barbados in the same way that we do but we do not want a Barbados in which we are each others' throats and that we are choking one another to prove a point and even on simple things that we get devoid of the common graces that we are known as Barbadians to have. Sir, we do not want that type of Barbados. We want to ensure that in our schools, we have an atmosphere that is prevailing that reflects who we want to be as a nation.

Mr. Speaker, therefore, I want to compliment the Ministry of Education on this Resolution. I want to say to him to continue on these initiatives that seek to address those basis issues that teachers have had and do not let you

detractors stop you from dealing with those issues that are very important. I am sure now that there are teachers who can walk into banks and loan institutions and can now say they have a job and that it is confirmed. They do not need to worry that they have to be treated different to those others who before there was no clarification of their position in the civil service.

Sir, with that, I thank you.

Hon. R.D. JONES: Mr. Speaker, thank you very much. I wish to thank all Honourable Members as they spoke to this Resolution. Sir, several points were made and even though some points were stretched like elastic, I would still commend them for the effort.

Mr. Speaker, the points being made by the Honourable Member for St. Michael West Central are very pertinent points because the took a holistic view of not only education but the school system within the wider Barbadian society and the impact of that wider Barbadian society, on our parents, on our teachers, our educators, on the entire partnership that impacts upon the educational system and, therefore, it really does not make much sense for the constant harangue for many members either in here or outside if we have to cohesively and sensibly solve some of the issues within the school system but more importantly some of the issues within the wider society of Barbados.

Mr. Speaker, I wish though as I wrap-up on this Resolution to say to the Honourable Member for St. James North that if a society cannot have pomp and ceremony or celebrations around historic moments in its own journey then something is wrong with that society. We are at 50th Anniversary of Independence of this small but great nation that has emerged out of some of the most difficult periods that any society has ever endured. Sir, Barbados was a slave society. There was no marriage between slave and master, there was dominance and control between slave and master and that created a unique space in which now persons live, operate and have their being. Sir, in this society there are still residual concerns and there still residual angers within this society because between 1938 and 2016, you cannot simply subtract over 200 plus years of that domination out of the DNA of a people but what we have done is that we have sought to work together in the marketplace, in the economy and sometimes we rub shoulders in the wider society, we rub shoulders in entertainment, we rub shoulders at car racing and sometimes without rancor we sit and break bread and that is what the society needs. We need a lot more of it, so that the genuine transformation that is needed in what were, in fact, to be the new world and Barbados being at the apex of that new world would have in fact emerged.

The celebration and the making of merriment of this historical point the Members of the Government and all of

those in the public service and other spaces or places who make merry, who celebrate, who feel good about this country, should not bow their heads. In fact, they should hold their heads high because there are still several places in the world today where people find themselves under shackles and under burdens unable to walk the streets in peace, unable to go to school, unable to worship as they would want and we do all of these things. Barbados is not a perfect country, we have seen the intrusion of bullet, of gun, of poison in the bloodstream and in the mind of several persons but we have not surrendered. There is a common descent thread which still runs through the body of Barbados and we need to speak more of these things and less of the negatives of the country. That does not mean that we bury our heads, none of us bury our heads so I disagree wholeheartedly, without reservation that because you want to make a cheap political point that you are going to say that you could have taken the \$7 million ... If you listen to some of the Members of the Other Side carefully you would find that when they think that you are unsuspecting they increase numbers. They increase figures so if you marched in white and the police, who are trained to count numbers, say that to you that you have 600, but you get a friend in the media to say it is 1 500. Then another week down the road, somebody ease in that it was 2 500. Then three days after that, somebody at a political meeting somewhere say it was 3 000 and before the end of the month you hear 5 000 because that is the figure that makes them feel comfortable.

The Government spoke about \$7 million in the Estimates for this celebration of our people, for our school children to feel good having not been born in 1966 to feel the trident and to understand the symbolism as it moves across the whole landscape in churches, in chapels, in schools across all the various institutions, in the hospitals where sick people are, to see that trident and to feel that surge of life and the change. If you understand how the soul response to the presence of good positive things, the energy which circulates, the efferent, the aura - do let me go into the spiritual realm comrade -- we can understand that but then you still have this moaning, this abysmal groaning, almost trying to implant poison in the body politic of Barbados and it must be gotten rid of because our children ... I have gone to two schools where the Broken Trident has landed, Sir, and if you see how those children felt. You should see the smile upon their young faces, the pride that resonated and how teachers -- I would not say for the first time -- but how teachers interfaced and reacted with them and spoke to them to give them a knowledge of our being, you could see that pride soaring like the wings of an eagle or as you can see, like pages rising to contact your brain. The Honourable Member for St. James North, do not care if you shredded the book and fed it to him like porridge, would never recognise what is being achieved in this country but I move on. I was lost because the Honourable Member got up speaking about emoluments.

Yes, in a part of the Teachers' Order you would set out the salary and we all know that the salaries were reflective of the last increase on the first of April 2010 after the increase of 2008, that is a fact. What would be attached as part of this whole document would be the salary reflecting the 2016 position but the 2010 position because there has been no salary increase. Sometimes the Honourable Member for St. James North simply needs to listen, I would beseech him to listen for a moment even from among his colleagues. Do not toss them aside because the Honourable Member feels that he knows all and that he has studied everything under the sun so when he gets up and tells you, I studied in Canada, I studied political science, I did law, I did sociology, I am the greatest educator, and all of that, that is not necessary, just listen for one moment.

The Honourable Member went on to speak of the issues that we have currently with the union, the Minister and the Ministry but we have had that over time. It is nothing new. It is trying to solve whatever the issue is. It could be a non-issue that appears now to be real or it could be a real issue that people want to solve. This shows you that the Honourable Member does not understand because he talked about 27 grievances. On the agenda the Honourable Member should know what when we met with the Barbados Union of Teachers on 25th February, 10 of the items on the agenda was what were provided by the Ministry of Education for consideration at the meeting we had. The submitted 17 including four names which were, what we call grievances, and we do not discuss grievances in a public space, that is handled by a very small group because that is not to be flashed across the landscape. It has never been done like that so in reality, rather than 17, you could say that there were 15 items including this issue which we are debating today. The Teaching Service Commission which we put on the agenda, the National Teachers' Council which the Ministry of Education put on the agenda, the supervision of children which the Ministry of Education put on the agenda, all of those were put on the agenda. We then subsequently met on the 24th March to deal with the continuation of the agenda. What trip this line that was set was an issue at Ellerslie which I will not speak to because everybody in Barbados new what it was. Those who did not know, as is customary, knew. Those who knew added on other things to it, again the natural behaviour of human beings. That matter is still being dealt with and I therefore would not venture because it might involve matters beyond my control. Those within my control has been dealt with. I am not into that foolishness. As Minister, who had a stint quite long in the trade union movement of this country and who understands what is respect, you cannot seek to achieve anything by first putting out there disrespect. I do not care what anybody says.

Asides.

Hon. R. D. JONES: I do not care what anybody says. Mr. Speaker, you cannot seek to achieve by first implanting within the body of discussion or debate disrespect and then try to gain respect or try to get something resolved. If you start wrong you will end wrong but as the Minister currently responsible for education in this country, I have said that we will meet, we will bring all our students together so we can clarify issues. A meeting was set for last Friday but a young teacher from St. Mary's Primary School died. I want to make that clear because I see a lot of foolishness in the paper, a lot of hoggish behaviour implanted in the paper.

Could I use that word, Sir? I am just using that as an adjective describing behaviour about the meeting did not come off and the spewing of a lot of irrelevant nonsense. My Permanent Secretary called the President of the Barbados Union of Teachers and said one of your teacher has died - from St. Philip, age 41. What do you give prominence to? You give prominence to one of your colleagues who have passed. You go and you express your last words. She might not hear them but the spirits would carry the message wherever that individual is. She would hear if you understand the world that we live in.

Asides.

Hon. R. D. JONES: You live in the corporal world, I live in the spiritual one, and therefore as we discuss these things we have to show respect. They were there just like myself. The Parliamentary Secretary and others from the Ministry were there in paying our respect. In fact, she came from a family of teachers. Her uncle was a former head-teacher. The three brothers taught with me at one time in my life. I had to be present, so we put back the meeting to clarify some issues. What is wrong with that? If as human beings we cannot take decisions in a dynamic reality then something is wrong with us. I hope the day would never come for the Honourable Member for St. James North to ever warn the seat left by great educators in this country.

The Teaching Service Commission is being dealt with as we mentioned. A Paper was taken to Cabinet in the first term of this Government but unfortunately it did not have in the opinions of the unions so we brought it back for their opinions. I have only received the opinions of three, and it went out to them since 2012.

Asides.

Hon. R. D. JONES: No, you have to get all. We started discussion on a Teaching Council which deals with teacher professionalization and things like that. One of the unions tells us that we are changing conditions of service. All of these are things you get. It does not change conditions of service but that is their view.

Asides.

Hon. R. D. JONES: Yes, a National Teaching Council which deals with professional behaviour and things like that while the Teaching Service Commission deals with issues of employment and discipline in the system.

There was a salary evaluation done under the Barbados Labour Party Government for Education Officers. It was led by outstanding public servant, now removed from this earth, Mr. Branston Collymore. It was not done under this Government, and Education Officers stayed at an S8 salary. Principals in primary schools who were hitherto at S8 moved to S6 in the salary scale. It is not an anomaly because they are senior persons in the leadership of the schools. That was a problem that was started way back. There was a time when we had five grades of primary schools and they were paid according to the number of students in that school, so a grade five principal was paid lower than a grade one principal, and they used to see the Education Officers post as a promotion but gradually as the schools enlarged you moved to one grade of principals and most time at a grade one the principal was senior because your salary determined seniority in the public service, so a principal at S8, and if you leave the classroom as a teacher operating at Z8 and becomes an Education Officer, you were still junior to the person operating at S8. I really do not know what all the quarrel is about. I do not understand it. From a person who negotiated all kinds of contracts I do not understand this one. If we move to a system rather than an Education Officers back to the old days of School Inspectors, you might have a change in adjustment because you would then have to create a higher level in order that the influence could be brought to bear because you cannot bring a junior officer to, in fact, have oversight of a senior officer, that is the problem. The situation is to maintain on behalf of the Chief Technical Officer an eye on the system and report to your senior officer, but those are issues to be resolved.

The whole issue of joining organisations is that from the time I became Minister I stress that you join the Rotoract, the Kiwanis Club, the St. John Ambulance Brigade, the Red Cross, the Cadets, the Boy Scouts, the Girl Guides, the Drama Club, the Spanish Club, the French Club or something. In fact, as part of your CCSLC, the Caribbean Certificate of Secondary Level Competence, you have to demonstrate some skill or some community awareness in order to satisfy that rounded educational approach. That is what is in there, that is what we created and added to what CXC, the Caribbean Examinations Council, brought. More schools this year did the CCSLC than previously because it started last year. It is into the second iteration.

On the notion of private schools, we get into these distinctions and we make points like this school has a pupil/teacher ratio of A and B. Let me share with you what is the real pupil/teacher ratio in our schools.

Asides.

Hon. R. D. JONES: That is if you are using pupil/teacher ratio. It is not an exact science. In the primary schools of Barbados where we have 24 000 nursery and primary students and we apply the number of teachers of 1645 in the system we get a ratio of 14.61, but there is no .6 child so you round it off at 15 children and that is the pupil/teacher ratio to every one teacher, that is the fact. The teachers are there.

Asides.

Hon. R. D. JONES: No, that is not what is happening. That is what I am saying, you are going for an exact approach but because you have specialists who deal with music, physical education, IT and things like that, even though that is your pupil/teacher ratio, you would have maybe 25 or 28 or something like that children before you but the real pupil/teacher ratio is 15 students to one teacher in the primary schools and in the secondary schools it is 16 students to one teacher because again of the whole arrangement in the system.

Let me further share with you. I had some people meeting me and saying why you did not give the top ten. Well, there is a problem in our system because a lot of us do not understand the notion of value-added in education. A high flyer, and nothing wrong with them, I support them 100 per cent, getting what is now called in the literature substantial shadow education, that means that you go to school from 9:00 to 3:00, you leave school at 3 o'clock and you head to a lesson booth where because of your resources or your knowledge you further teach and teach, and that is why some children get very tired before they reach age 14 in our system... Rather than some of our children having a chance to exercise and to play you just stuff them and stuff them as though they are turkeys and then you come back and make these claims about the top 10. The top 10 might not be in that group but then you come back and you do that. It is unfair to our children. If you venture to St. Leonard's Boys on Saturdays, and St. Leonards Boys has about 1 000 students down there during the week, you have more than 1 000 students getting lessons, shadow education as it is called, down there, and in some cases extracurricular activities die and we call that solid learning.

I have asked the Ministry of Education, Science, Technology and Innovation, I know already, to collect for me at the same 10-plus age cohort the examinations done by people in Canada, the United States of America and Britain, I do not want anybody else, and to bring those

papers and put them beside our own. It is known in Barbados, I did not invent it. I did not invent it, that sometimes our children are studying two years ahead of their chronological age and that for some it creates a burden and therefore I recognised, and you should recognise, that we need to ease it back.

Mr. Speaker, success can be achieved by all, if a child is going to get 100, that child will get that 100, so you do not strike the examination in any system at 100 per cent, you strike it mid-range, so that you get some below that mid-range and a whole set above that mid-range. When you look at the English test in the Barbados Secondary School Entrance Examination or the 11-plus as it is called, the difference in the converted score between the top students and the last student in the 18 is a matter of 1.44 points, between number 1 and number 18. That accounts for two mistakes on an open-ended question in English in the 11-plus examination because you are given three marks in the last two open-ended questions, so that if you do not capitalise the sentence or if you leave out a full stop two marks are taken off. Mr. Speaker, in that between the private and secondary schools - all the others are still being analysed - nine public schools and nine private schools shared those first 18 at different iterations.

Mr. Speaker, in mathematics there was a major change but the difference from the top to the bottom was 1.16 in the first 18. In Mathematics you had 300s, then 99s, 99s, 99s, 98s, 98s, 98s and a whole slew of 97s. In English it was even more compact, nobody got 100 but we had three people with 99 per cent, three people with 98 per cent, and all the rest had 97 per cent in that 18, but we are going to do the total analysis so that we can see how students...

Asides.

Hon. R. D. JONES: I already know how every school performed, let us not go into this 'Top-10' dance as though that makes the difference, let us celebrate all of our children. Mr. Speaker, that is the point I want to make because if a child who comes from a home where vulnerabilities exist to a degree that will boggle our minds and that child is able to have school meals, or is able to have a dedicated teacher, or is able to be given free lessons to clean up those vulnerabilities and deficits and that child is able then to score 60 per cent in Mathematics and 70 per cent in English, then the value-added is substantial and mindboggling. You have to understand what I am talking about, not this hairy-scary foolishness that we want to parade with a flag, let us celebrate our children within our spaces and within our schools, but a nation cannot become enraptured by this, all can achieve and so let us give them the chance to achieve.

Asides.

Hon. R. D. JONES: Mr. Speaker, this is a dynamic that we are dealing with and not a static delivery of education in Barbados. I mentioned the same thing briefly in my presentation, for this year almost for the first time we are having persons wanting to move their children, for example, from Harrison College to Queen's College or from St. Michael School to Queen's College because of the difference of a mark or two marks. There is no mark known as a Harrison College mark, a Queen's College mark or a St. George Secondary School mark, these are all creations of human beings and it is because you set up...

Mr. Speaker, if I take children today who go to Harrison College where the cutoff score is between 251 and 232 and take those children on block, move them to school "X" with the teachers of school "X", if everything remains constant those students are going to perform excellently, it is not the physical structure that makes the child but the presence of resources, ability, family support, the interaction, involvement and engagement of pedagogy, that is the point.

Mr. Speaker, today many of the leaders of Barbados in industry, commerce, tourism, government, et cetera, did not sit down in any manufactured environment, neither were they 'Top 10s', 'Top 15s' or 'Top 20s' but they are here. I have seen children who have dropped out of some of the erstwhile older secondary schools in this country. I have seen teachers who understand this system well, when their child got into fifth form they moved them because the competition was fierce and caused tremendous pain in many of those children. Do you know where those parents put those children? They put them into the newer secondary schools because as you move them there, they settled back down and could command the space and still ended up with the same 10 subjects at Grade 1 as if they were at one of those schools performing normally.

Mr. Speaker, a lot of this foolishness that I heard makes no sense, we need to move on, we need to give the resources. I know that both sides have tried but we try as much to give as much resources as we can, but what I want... Sir, there are some parents who must take some significant blame, because there are only two or three times in the lives of their children that they genuinely operate: at birth, at the 11-plus, and when they do the Caribbean Examination Council. In between those journeys some of them do not care. I have seen it, all of a sudden the child has to scramble to get their own breakfast even if it is scrambled eggs and two eclipse biscuits, but on the morning of the 11-plus examination parents change the whole rhythm of that child by giving them porridge, PG Tips tea, ham and eggs, and hotdogs that you boil with okras and tomatoes. Sir, all of this foolishness that you give the child so that the child, being unaccustomed to such food, vomits, because both the child and the body know.

Mr. G. A. CLARKE: On a point of order. The Honourable Member is misleading this House. The Honourable Member is saying that children vomit when they have eggs, okras and hot dogs on mornings.

Mr. SPEAKER: No point of order is found, Honourable Member. Please continue, Honourable Member.

Hon. R. D. JONES: Mr. Speaker, it is the new infusion of something into that being that causes the agitation and the nervousness of the stomach and that is why you get some of this.

Asides.

Hon. R. D. JONES: Mr. Speaker, in fact, when I did the screening test, because I did the examinations at age 10, I do not think I turned out too badly.

Asides.

Hon. R. D. JONES: Mr. Speaker, the point I am making is that I want parents and teachers to interact at Parents/Teachers Association meetings, not only to raise moneys but to be educated in the nuances of the system. When there are class-level meetings I want parents to come and hear how their children are performing. There are some parents in Barbados who do not ask their children what they did in class today, or to let that parent see the child's book, or say to the child please do his homework and when he is finished to bring the book to the parent. These are simple little things that you do. You have to prepare children to succeed by giving them a focus of success, because if you do not do that, then you are going to have some of the issues. The other point I wish to make is that in the public system children in special needs schools are allowed to do the exam as well, and they are given extra time. Even sometimes with the extra time, you still might get a 30 or 40. They are given 30 minutes to finish because they are special needs schools. If you are at the Irving Wilson School and you are either hearing or visually impaired, someone works along with you to do the same test. You get very large print and braille if you have visual issues, and even if that child scores 30, you have to add all of those scores to get your mean. These are ten-year-olds, but there are some children, because of flexible transfer, who perform well. That was a ten-year-old, and that child performed well. They are children. We are different in every respect. Unfortunately, we have not yet found the testing mechanism that takes into consideration those differences, but we have found something.

I do not disagree with the Honourable Member for St. George North, who spoke to the issue of continuous assessment. You pick it up in Second Form, and you are assessed in second, third and fourth. The question is that

every school in Barbados currently does its own internal exams, and that lends to part of the problem with the continuous assessment process. If you had a common test administered across the system once a year, those marks could be then used as part of that continuous assessment through a portfolio assessment technique. I am saying to you, though, that you might lift the base of the scores but generally the same people might emerge. In Barbados, going back as far as 2004, one saw a gradual movement in the English scores, and this related to remedial reading and the development of the reading philosophy. The test has basically remained the same. Today, with the teaching of grammar and all of those things, even though we speak Bajan, English is still the No. 1 language, even though we speak it sometimes in some strange ways. Today, the children with 29 per cent or less move from 30 per cent to eight per cent of the cohort. Eight per cent of our children are getting 29 or less. Eight per cent. That is what is happening at the 11-Plus examination in mathematics. This is why I have asked for these papers for all of us to collectively have a look, because in mathematics three years ago we had about 12 students or so, I do not remember exactly, scoring 100, and a lot of people expressed satisfaction and said, "This is going right," et cetera. Part of the problem that we have experienced this year with the maths paper is that some of the language, not the problem itself, was a bit testing for several people. However, the cluster between 50 and 80 was higher this year than last year. At the lower end the cluster was also higher.

Asides.

Hon. R.D. JONES: We will look at it. We will make sure we examine that to make it worthwhile. I am proud that we have had this discussion today. Mr. Speaker, I just want to quickly say that the Government of Barbados provides about \$2.2 million a year for the Challenor School and the Learning Centre. These are small institutions and do not have very large numbers in them. The Learning Centre gets \$600 000, and the Challenor School gets \$1.6 million. We also provide full bursaries on request for children at the Learning Centre and the Early Sunshine Stimulation Centre. We provide \$1.6 million to cover the operational costs of the new special needs school and vocational centre at Lears as well, so the Government is not just sitting back. As we are working with early childhood education, what has happened is that philanthropy mixed with Government support is bringing more and more of those children into the open space. Remember we have several special schools across Barbados. We have the Ann Hill school in the Pine, which was rebuilt and its facilities put in place. I recently saw those children perform, and they performed well because teachers are doing an excellent job.

Barbados has been able to conquer many of the issues with sight and hearing, so the Irving Wilson School is now dealing more with autistic children rather than children with sight and hearing issues. There is a change and we are moving with the change. In fact, starting some time in September-October, some of our teachers will be exposed to a training programme on how to deal with autistic children. This will be happening with a college university out of Canada. Some teachers who did the Mount St. Vincent exercise at the Bachelor's and Master's levels are deployed in the regular school system, but because they are so deployed does not mean that they do not use their skills, because you have deficit learning in every class of the schools. However, it would have been better if they were specifically deployed across the special needs area. I did not mention this earlier but Erdiston continues to do a Bachelor's degree also, not only in early childhood care and development but also in special needs starting in another two years. It means we will have more and more persons with the requisite skills.

By and large, there are changes taking place. Yes, I recognise that, rather than the incidental or piecemeal approach, we have to again look at the major curriculum issues in the system, but the system cannot carry any more. I wish to dissuade the Member who said that Barbados is slipping behind. If you do 30 subjects at CXC, Barbados leads in about 17 of those 30 subjects. Seventeen. They are strong in the business areas, they are strong in science, and they are strong in English. Barbados leads the entire Caribbean.

Aside.

Hon. R.D. JONES: There is a weakness in maths across the Caribbean, but Barbados' profile is higher than the mean in the Caribbean. These are the facts. CXC (Caribbean Examinations Council) did a presentation to us last year and I have been asking them for those statistics that we can share. It is not that we are hiding anything. They are there. Barbadian young people continue to perform very well, but we look more at the negative.

Recently I got a call from a journalist who said there were two incidents of violence in the schools. I said I had not heard about it but I would investigate. Then the officer responsible for the monitoring of this information came to me and said, "Minister, the principal of one of those schools called me and said you will hear something in the media, but what you will hear is not true." The principal said, "Yes, there was an issue. This was a First Form child who has peculiar issues, and the parent came with that child, and as I moved to restrain the child because there was a bit of acting up, something happened when I released the hand of the child." It was not a child attacking a principal, but if you were to believe the newspaper, you would think that this child flew out of the classroom, went

and grabbed the principal by the throat and started shaking that principal all over the place.

Sir, as I move to restrain the child because of there was a bit of acting-up something happened when I released the hand of a child. It was not a child attacking a principal but if you were to believe the newspaper, you would think this child flew out of the classroom and went and grabbed the principal by the throat and started to shake that principal all over the place. I said, okay, I am satisfied in relation to that incident, tell me about the second one. Sir, yes, the second one occurred but again, I would not go into the details of that, all I would say is that we have to teach more coping skills to our teachers as the environment changes, you have to bring more coping skills. Sir, sometimes it is best to turn away and then come back another day than to go head on into the abyss and, therefore, we have to do all these things to ensure that our system works.

Mr. Speaker, I do not intend to go on any further but just to suggest that there is a dynamic reality taking place at that levels of the system. We do not have a wash pan of money to deal with all of it but what we have, we will use and we will use it efficiently and effectively to ensure that all our children continue to benefit, that parents can be proud, that communities can be proud and that schools can be proud of the work of our children right out there, and that when children leave school they do not only leave with a narrow academic focus but through the CVQs, up to level five and later the NVQs that they can achieve, that we have excellent skilled persons moving from primary schools, level one, Samuel Jackman Prescod Polytechnic, level two and three and other institutions that can carry them right through to level 5 in the CVQ Programme, and after school youth with the National Vocational Qualification where the school system is going worldwide, the British and their NVQs, so a child leaving school today can have five or six academic subjects added to three or four skilled based or competency based subjects, so they have a better mix than those who simply do academic qualification but do not let us decry one against the other but that we have a happy mix and that we can deliver effective education in Barbados right across the board.

Mr. Speaker, with that, Mr. Speaker, I beg to move that this Resolution do now pass.

Hon. J.D.E. BOYCE: I beg to second that.

The question was put to the House and resolved in the affirmative without division.

ORDER NO.

EXCISE TAX VALIDATION AND FEES BILL, 2016

Hon. C.P. SINKLER: Thank you very much. Mr. Speaker, Sir, I do not intend to delay the House too much with this. This is a fairly simple matter. It relates to a validation of the collection of excises by the Barbados Revenue Authority pursuant to the Act which was passed last year in November by this Honourable Chamber. Sir, when that was done, unfortunately, the legislation did not have proclamation date and we subsequently came back in May and had the proclamation done. I believe that on May 17th the Governor-General would have signed the proclamation and it was subsequently gazette and published, I believe some time around May 19th. We were then informed by the Barbados Revenue Authority that they had preceded, given that the Act was in fact passed by the House of Assembly previously in 2015, along with the Order and that we would need to ensure that legal coverage be given to the impositions that they would collected in relation to this. It was our intention to do it earlier and to have it dated from April 1, 2016, back to the date of the commencement of the Act in 2015, and you would see that in the Excise Tax Act, 2015-32, but we had, of course, after the break from the Estimates, we had the no-confidence motion and then we took a break after that and we are now reassembled here. I have decided that we would use this opportunity to move this particular Bill which would give a validation for the licences issued by the Revenue Authority fees contingent on the licences issued by the Barbados Revenue Authority between April 1st and the date of commencement of this Act.

Mr. Speaker, Sir with those few words, Mr. Speaker, I beg to move that this Bill be read a second time.

Hon. J.D.E. BOYCE: I beg to second that, Sir.

The question was put to the House and resolved in the affirmative without division.

On the motion of Hon. C.P. SINKLER, seconded by Hon. J.D.E. BOYCE, the House resolved into Committee Mr. J. D. PAUL, Chairman of Committee, in the Chair.

COMMITTEE

Mr. CHAIRMAN: This Honourable House is in Committee.

Clause 1 and 2, were called and passed.

On the motion of Hon. C.P. SINKLER, seconded by Hon. J.D.E. BOYCE, Mr. Chairman reported to His Honour the SPEAKER the passing of one Bill in

Committee, and Mr. SPEAKER resumed the Chair and reported accordingly.

On the separate motion of Hon. C.P. SINKLER, seconded by Hon. J.D.E. BOYCE, the Bill was read a third time and passed and cited as the Excise Tax Validation of Fees Act, 2016.

ADJOURNMENT

Hon. J.D.E. BOYCE: Speaker, Sir, with that, we have come to the end of Government Business for the day. I beg to move that this Sitting be adjourned until Tuesday, June 28, 2016, at 10:00 o'clock in the morning.

Hon. J.D.E. BOYCE: Mr. Speaker, speaking on the adjournment, I just want to make the following comment. Last Thursday, June 11th, we in Barbados followed the tragic news that Labour Member of Parliament for West Yorkshire had been attacked, stabbed and shot in her constituency, West Yorkshire, by an assailant. Mrs. Joe Cox was later pronounced dead at the hospital. Tributes have poured in on behalf of Joe Cox. The House of Commons came back from recess to remember Mrs. Cox. Speaker John Bercow referred to Mrs. Cox as a person of outstanding qualities. She was caring, eloquent and wise, filled and fueled by the love of humanity, devoted to her family and a relentless campaigner for equality, human rights and social justice. He concluded that an attack like this strikes not only at an individual but at our freedom. We need to redouble our dedication to democracy. The Leader of the British Labour Party appealed for a kinder and gentler politics. Politicians, he said must be careful not to whip up hatred or sow division. As it has evolved, the incident is closely connected to the present debate and pending Referendum in the United Kingdom, re leaving or staying in the European Union.

Mr. Speaker, I want to move that this House concurs in a Resolution in a condolence for Mrs. Jo Cox and that the appropriate message be forwarded to the Speaker of the House of Commons of the United Kingdom on behalf of this Honourable House.

I am obliged to you, Sir.

Mr. SPEAKER: The Honourable Member for St. Michael South East.

Miss S.J.O BRADSHAW: Mr. Speaker, I too would want to share the sentiments expressed by the Leader of Government Business and in particular by the Government of Barbados in expressing sentiment to the family of Jo Cox, a Labour Member of Parliament, and also to her family, her husband, her two children and her extended family.

I too was very surprised by the news that not only a Member of Parliament but certainly a member of the Opposition and in particular a female had been so attacked and died so tragically at the hands of the constituent, who it was later revealed suffered from a mental illness, and also appeared to certainly be in opposition towards the upcoming Referendum, which would determine whether the United Kingdom would remain in the European Union. I think that for all of us as Parliamentarians it is certainly a wakeup call. England is not so far away and I do believe this lady died as a result of her views, I think that is also being confirmed by the Press and certainly by the reports thus far. It certainly causes all of us, I think, to reflect on the fact that sometimes we do hold very strong views politically and there are persons who support us, who obviously themselves hold strong views and are willing to take particular position that we ourselves may not take. I think that it should cause all of us to reflect on a similar situation happening here or even in the Caribbean. It opens up certainly concern about security issues. As Members of Parliament I think we take a lot for granted as well. I think this certainly causes us to definitely reflect on our own personal views and the way we deal with our constituents.

Of note is the fact that this MP would have meeting in her constituency when this attack actually took place and therefore carried out her duties as a Member of Parliament. It did not happen on the premises of Parliament. I think for me what was really striking is the fact that, yes, we can replace a Member of Parliament who dies in this way, but this woman had two young children and was also the wife to her husband, and for them certainly they are unable to replace her.

Based on all of the expressions of sympathy both from the Conservative Government and certainly from the Labour Party as well, I think it is clear that the Parliament in the United Kingdom certainly in the sympathy towards this lady.

I would hope that her memory would not be forgotten, particularly because she stood for something. She was certainly a sympathizer towards child refugees in particular, and just before she died she was actually very vocal in advocating for child refugees of about 3 000 to enter the United Kingdom. The vote was lost in the House of Commons, but I believe subsequently the Prime Minister of the country has indicated, not a specific number, but he has since indicated that he would be sympathetic to allowing children in particular to enter the United Kingdom.

I think it has caused us to pause and certainly reflect on the life of Jo Cox, but also to reflect on our lives as politicians and sometimes the messages that we send as well, the stance that we take and not take what we do for granted.

So I too would wish to share on behalf of the Barbados Labour Party and behalf of the Leader of the Opposition Barbados Labour Party share the sentiments expressed by the Leader of Government business, and I would wish to second the motion as well.

Mr. SPEAKER: Members I too share the sentiments and want to identify with them. Of course we share a very close affinity to the British House of Commons. In a sense we can say but for the Grace of God there go I. In that vein therefore I would undertake to send out the appropriate message unless there is any observations or objections from the House.

Finally let us stand observe a minute silence in memory of our fallen sister.

A minutes silence was observed.

The question was put and resolved in the affirmative without division and Mr. SPEAKER adjourned the House accordingly.

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BRATHWAITE, Hon. A. D. (St. Philip South)
CLARKE, Mr. G. A. (St. George North)
FORDE, Miss C. Y. (St. Thomas)
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EDITORIAL NOTES — NOT PART OF THE REPORT

Prepared with the transcript; for checking against the recording and the Minutes.

EDITORIAL QUERIES

Points noted while preparing this report from the edited transcript. The text has not been altered except where stated.

Q1. Masthead. The session is not stated in the source, so no session line is printed.

Q2. Minutes and Papers. In four places the source runs two speakers into one paragraph: Hon. A. D. Brathwaite's seconding of the Minutes contains 'Mr. SPEAKER: If there are no corrections...', and the Speaker's calls to the Members for Christ Church East Central, St. Michael South Central and St. Philip South contain 'Hon. R. D. JONES:', 'Hon. R. L. SEALY:' and 'Hon. A. D. BRATHWAITE: Mr. Speaker, I am commanded to lay'. Printed as in the source.

Q3. Excise Tax Bill. The Bill is named three ways: 'Excise Tax (Validation) (Fees) Bill, 2016' at first reading, 'EXCISE TAX VALIDATION AND FEES BILL, 2016' in the heading, and 'Excise Tax Validation of Fees Act, 2016' at third reading. The heading also reads 'ORDER NO.' with no number. Printed as in the source.

Q4. Adjournment, condolence for Mrs. Jo Cox. Hon. J. D. E. Boyce refers to 'Last Thursday, June 11th'; the Thursday before this Sitting was 16th June, and 11th June, 2016 was a Saturday. He also spells the name 'Joe Cox' before 'Jo Cox'. Printed as in the source.

Q5. Speech labels. The Minister of Finance is labelled both 'Hon. C. P. SINCKLER' and 'Hon. C.P. SINKLER', and one of Mr. E. G. Hinkson's speeches is labelled 'Mr. E. D. HINKSON'. Printed as in the source.

Q6. First readings. After Hon. R. L. Sealy's motion the Speaker calls 'The Honourable Member for St. Michael West Central', but no speech follows; the procedural line then says 'the Civil Aviation Bill was read a first time', although the motion was for the Civil Aviation (Amendment) Bill. Printed as in the source.

DEBATE SUMMARY

(Editorial summary — not part of the record.)

The House of Assembly met on Tuesday, 21st June, 2016 at 10.00 a.m., with Mr. Speaker in the Chair; prayers were taken by Father Reverend Mark Harewood. The Minutes of 10th, 12th and 17th May were confirmed, the Speaker welcomed His Honour Kofi Ametewee, a Circuit Judge from Ghana, and read a letter from the Governor-

General, Elliott Fitzroy Belgrave, saying that Sir Philip Marlowe Greaves would act during his absence from 7th to 25th June. Papers laid included the Public Service Teachers Order 2016, the Financial Intelligence Unit Annual Reports 2009 to 2012, the National Insurance Fund audit report for 2004 and a series of Civil Aviation Regulations, 2016. The Civil Aviation (Amendment) Bill, the Magistrates' Courts (Amendment) Bill and the Excise Tax (Validation) (Fees) Bill, 2016 were read a first time.

The Minister of Education, Hon. R. D. Jones, Member for Christ Church East Central, moved Order No. 23, the Resolution to approve the Public Service (Teachers) Order, 2016. He explained that the teaching service had 2 520 established posts against needs created by early childhood education, Curriculum 2000 and the Education Sector Enhancement Programme, so that at one time 791 temporary teachers were in the system; 410 teachers had already been appointed and the Order added 239 posts, bringing the service to about 2 800 posts. He said there were now 3 079 teachers in the public system and spoke of the six new secondary schools and support to private schools.

After a suspension until 2.00 p.m. Madam Deputy Speaker took the Chair. Mr. E. G. Hinkson, Member for St. James North, gave the Opposition's main response; he complained that the Opposition had been told of the debate only late on Sunday and listed problems in the Ministry of Education, and was found to be misleading the House on a point of order by Mr. J. D. E. Boyce over school reports that had been laid that morning. Miss C. Y. Forde, Member for St. Thomas, supported the Order as a former teacher, spoke about The Challenor School and the closed Louis Lynch School, and withdrew one remark to the Chair.

With Mr. Speaker back in the Chair, Hon. D. St.E. Kellman, Member for St. Lucy, supported the Order and spoke of housing allocations for teachers. Mr. D. G. Sutherland, Member for St. George South, recalled the Minister's remark during the No-Confidence Motion in May about the Barbados Union of Teachers and asked whether appointments were merit-based, drawing points of order from Mr. Kellman and Hon. R. L. Sealy. Hon. S. A. Lashley criticised the Opposition's contributions. Mr. G. A. Clarke, Member for St. George North, said the previous Orders were in 1999 and 2007 and that it had taken eight years to bring this one, and criticised the Eleven-Plus Examination set by CXC. Mr. J. D. Paul spoke on school plant in St. Michael West Central.

Replying, the Minister described the planned National Teaching Council for professional conduct alongside the Teaching Service Commission, said

Barbados was above the Caribbean mean in mathematics, and rebutted press reports of violence in schools; the Resolution was agreed to without division. The Minister of Finance, Hon. C. P. Sinckler, then explained that the Excise Tax Bill validated the collection of excise by the Barbados Revenue Authority under an Act passed in November that had lacked a proclamation date; it passed through Committee with Mr. J. D. Paul in the Chair and was read a third time.

On the adjournment Mr. Boyce moved a Resolution of condolence on the death of Mrs. Jo Cox, the Labour Member of Parliament attacked in her West Yorkshire constituency; Miss S. J. O. Bradshaw, Member for St. Michael South East, seconded it for the Barbados Labour Party, and the Speaker undertook to send a message to the Speaker of the House of Commons. A minute's silence was observed and the House was adjourned until Tuesday, 28th June, 2016 at 10.00 a.m.