
THE SENATE DEBATES

(OFFICIAL REPORT)

FIRST SESSION 1999 – 2004

THE SENATE

Friday, August 3, 2001

The Senate met in the Senate Chamber, Parliament Buildings, on Friday, August 3, 2001, at 11.20 a.m.

PRESENT

His Honour Senator Sir Fred GOLLOP, K.A. (President)

His Honour Senator C. L. BOLDEN, C.B.E., Q.C. (Deputy President)

Senator the Hon. P. C. GODDARD (Minister of Health) (Leader of the Senate)

Senator the Hon. G. S. H. MURRAY, B.A. (Hons.), J.P. (Minister of State, Prime Minister's Office and the Civil Service)

Senator Miss C. Y. FORDE, L.C.P., J.P. (Parliamentary Secretary, Ministry of Education, Youth Affairs and Culture)

Senator T. E. BARKER, B.A. (Hons.), M.A. (Econ.) (Parliamentary Secretary, Ministry of the Environment, Energy and Natural Resources)

Senator the Hon. Dame Patricia SYMMONDS, D.B.E., G.C.M. B.A. (Hons.) P.G.C.E., J.P.

Senator J. E. D. WILLIAMS, B.Sc., M.B.A., J.P.

Senator G. E. N. BROME

Senator Miss J. P. ALLEYNE, Dip. Man. (Hons.), J.P.

Senator D. D. MARSHALL, LL.B. (Hons.) L.E.C.

Senator C. A. MASCOLL, B.Sc. (Econ.) (Hons.), M.A. (Public Finance)

Senator LeR. H. McCLEAN, B.Sc. (Hons.)

Senator C. LeR. TROTMAN, M.A.

Senator Mrs. P. E. RICKINSON, B.A. (Hons.) M.P.H. (Harvard), S.R.N.

Senator C. K. LAURIE, D.I.C.T.A. (S.T.), FBSTA

Senator Sir John Stanley GODDARD, K.A., B.Com., C.A., Hon. LL.D. (U.W.I.)

Senator B. R. COLLYMORE, C.M.G.

Senator Mrs. V. E. NEWTON, S.C.M., B.A. (Spec. Hons.) M.A., LL.B. (Hons.) (U.W.I.), F.L.A. (Gt. Brit.) L.E.C.

Prayers were led by Rev. Father Errington Massiah.

Mr. PRESIDENT: The Senate is in session.

PRESENTATION OF PAPERS

SENATOR THE HON. P. C. GODDARD: Mr. President, I am commanded to lay before the Honourable the Senate the following documents:

1. Barbados Economic and Social Report 2000.
2. Annual Reports and Accounts of the Barbados Agricultural Management Company Limited for the years ended June 30, 1998, June 30, 1999 and June 30, 2000.

MOTIONS RELATING TO THE BUSINESS OR SITTING OF THE SENATE AND MOVED BY A MINISTER

SENATOR THE HON. P. C. GODDARD: Mr. President, I beg to move that Standing Order No. 45(2) be suspended for the remainder of this Sitting for consideration of a Bill relating to the amendment of the Evidence Act which is urgent.

The question was put to the Senate and agreed to.

INTRODUCTION OF BILLS

SENATOR THE HON. P. C. GODDARD: Mr. President, I beg to move the first reading of the following Bills:

1. Evidence (Amendment) Bill, 2001.
2. Special Development Areas (Amendment) Bill, 2001.

PUBLIC BUSINESS

ORDER NO. 1 – THE UNIVERSITY OF THE WEST INDIES (GUARANTEE OF BONDS) BILL, 2001

SENATOR Miss C. Y. FORDE: Mr. President, I rise to make a contribution towards the bond issue to finance the University of the West Indies Capital Works Project, 2001.

Mr. President, we are all aware that the intake at the University and those individuals who use its facilities for further education is growing at a very fast rate. Because of that growth there is a need for expansion of the physical space in that department, therefore Government is pursuing a capital works project in order to create facilities to accommodate those large numbers, hence the expansion.

The Government is financing the capital works project through a bond issue totaling approximately US\$10.475 million. The project which is expected to be financed from the proceeds of the bond issue is to facilitate students' accommodation because there are current major critical deficiencies in the facilities, the Creative Arts Centre and the Sir Arthur Lewis Institute of Social and Economic Studies.

We all know that many of the students at the University are using facilities in districts surrounding the University because of the lack of space at the Campus. A number of criticisms are coming from students regarding the cafeteria facilities and the kinds of meals that are being served there. At present, the Campus accommodates less than 25 per cent of its 975 overseas students which is less than a quarter of the students who are currently pursuing studies there. The Campus' inability to attract a larger number of international students to both of its regular programmes and for study abroad is due to this inadequacy.

We are aware of the number of students who speak of the nightmares they have when there are activities going on at the Campus after hours and the difficulties they experience in trying to get to their various locations off campus where they are living, and they are crying out for fear of danger when they have to trek to their various places of abode.

The renovated hall will provide accommodation for an additional 90 persons, a meeting or seminar space and other support facilities.

Another aspect of the renovation will include a three-storey block which would be constructed to provide additional accommodation for six to 12 persons in six two-storey self-contained flats. This is in addition to the renovation and the upgrading of the Sherlock Hall. The project package also takes cognisance of the changing needs and environment which the students are concerned about.

The students' union would be expanded and redeveloped to provide an entertainment area because the spaces there are very limited especially when the young people want to have carnival and other activities there as they would want to invite their friends and other associates from the other territorial institutions or otherwise. Therefore, the entertainment area which is on the ground floor as well as offices and support space would be moved to the first floor. The Campus' cafeteria would be relocated to a new site on the ground floor of the renovated Sherlock Hall. It would comprise a dining hall to seat approximately 120 persons at any one sitting.

Mr. President, we all know that members of that institution need facilities for recreation if they are to have any special activity for visiting personnel from overseas or from any of the other campuses. Therefore, I am sure that this renovation will help to ease the tension there.

We know that Sherbourne Centre facilitates a couple thousand people but there are times when that facility is overcrowded and there is no other facility available to the students. Therefore, the expanded facilities of the campus will help those students to accommodate others when the need arises. This will be another way in which to earn finance to help with the maintenance of the facilities. The facilities will also include kitchen and storage areas.

Mr. President, the health of the students and staff at the Campus is critical to their existence. The students' health clinic will be relocated, expanded and upgraded to meet those needs. The estimated cost to renovate and upgrade the Sherlock Hall, the students' union, the cafeteria and the health clinic is approximately US\$4 million. US\$1.5 million has been earmarked from the campus resources for this project. The remaining US\$2.5 million would be sourced from the bond issue.

The Creative Arts Centre would be a multi-disciplinary area and will provide a home for both the performing and visual arts.

Mr. President, we know, that many of our young people have innate abilities, therefore, facilities are needed to tap those skills and talents. Therefore, there would be a 500-seat studio or theatre to meet the needs of the students along with a music room, dance studio, recording studio, production room, dressing room, library and reading facilities as well as toilet and changing facilities.

The proposed cost of this centre is approximately US\$6 million. It is expected that this would be self-financed in the long-term with revenue generated through rental of the facilities and the offering of specialized services. US\$2.5 million is required from the proceeds of the bond issue to help to meet the cost of this particular aspect of the project.

The expansion of the Sir Arthur Lewis Institute of Social and Economic Studies will cost approximately US\$4 million in order to provide teaching and training space to properly house the Sir Arthur Lewis Institute of Social and Economic Studies, the Centre for International Services and the Educational Evaluation Centre. The Centre for International Services is expected to function as a financially self-sustaining offshoot of the University of the West Indies after the initial two to three years of operation. For these initial years, the Centre will be financed by grants from donors, particularly the European Union, and counterpart funding from the University of the West Indies. The provision of the Rehabilitative Students Services Facilities is essential for the university community. This would nonetheless make a considerable improvement to the recreational and cultural life of the campus to help our young people to utilise their talents and skills to the best of their abilities.

11.30 a.m.

The Health Services it is anticipated will also operate as a self-financing institution. A special students' fee to support the new students' activities at the Campus has been agreed by the Student Council to be effective this month. This fee will be set to realise approximately \$700 000 to \$1 million per year to offset costs to students.

Mr. President, this project we hope will help to alleviate some of the difficulties that the students at the University of the West Indies and indeed the staff would be currently experiencing and it is this Government's wish to give every aspect of support that is necessary to ensure that those of our people who want to pursue further education, indeed, tertiary education, that the facilities will be made available for them to expand and grow.

With those comments, Mr. President, I beg to move that this Bill be read a second time.

SENATOR LeR. H. McCLEAN: Mr. President, I know that the University of the West Indies is an institution that is dear to the hearts of all Barbadians and, indeed, it is an institution that we will always want to give our support. What we are mindful of is that the Cave Hill Campus is not the property of the Government and people of Barbados and

my query is whether the responsibility which the Barbados Government is taking on in terms of the guaranteeing of this loan if this responsibility is being shared by any of the non-campus territories which are primarily serviced by the Cave Hill Campus.

I know, for example, that recently there was a similar exercise in Jamaica and Trinidad & Tobago where those Governments also guaranteed loans to the University for development but the reason why I am raising this, Sir, is that over the years there have been many concerns raised about the payment of contributions by various territories to the University of the West Indies and this goes back a considerable period.

I recall when I was President of the Guild of Undergraduates in the 1974-75 academic year that this was one of the major issues that was being discussed at the University at the time. There were several countries and I think at that time the one that was most delinquent was Grenada. This question of delinquency with respect to the payment of dues to the University or contributions to the University has always been a problem. I get the distinct impression that it has not changed and that there are a few countries which have been carrying the brunt, the responsibility and the load with respect to the financing of the University.

I hope, therefore, that the other countries, particularly the non-campus territories, will carry their weight because in addition to going to the three campuses I know that the University has also established facilities or centres in non-campus territories which also have to be serviced from the campuses. For example, lecturers from Cave Hill will go to non-campus territories to conduct courses from time to time. Therefore, I would hope that these persons, if they have not been living up to their responsibility, will do so and will share – I do not know if they think of it as a burden – but share the responsibility of ensuring that the facilities of the University of the West Indies are brought to the highest possible standard.

People have made the point that the property is not strictly speaking the property of the Government of Barbados and that it is really shared by all of the territories which form part of the University of the West Indies. If one does a cost-benefit analysis, I believe that some benefits would seem to accrue to Barbados because of the fact that there is a campus of the University of the West Indies sited here since revenue would be coming into the country in terms of expenses which students have to bear when they come to the campus. Even though I express that concern I must say that we now benefit from having the campus situated in Barbados.

In respect of the matter of student accommodation on campus, I think that there is a need for some system to be put in place whereby Barbadian students can better integrate with those non-Barbadian students. What we have always had at the Cave Hill Campus is a situation where the Barbadian students come on campus, take their classes, might hang around for a little while and then they go to their homes and there is very little real integration or social mingling of the Barbadian with the non-Barbadian student, so that there still remains something of a divide between the Barbadian student and the non-Barbadian student.

In fact, it got so bad that at one time at a Guild election there was a group which called themselves Sons of the Soil because they wanted to establish that Barbadian students needed to play a greater role on campus. Strangely enough, the Barbadian students were the ones who did not participate in the Guild politics at that time because they did not live on campus and the non-Barbadian students who lived on campus tended to dominate all of the activities going on. That has changed because of the increase in the number of Barbadian students who are full-time on campus but I get the distinct impression that there is not that level of integration which one would hope would take place, especially when we compare it with what happens at the Mona and St. Augustine campuses where you have several Jamaicans living on hall at Mona and several Trinidadians living on hall at St. Augustine. A similar thing does not exist here in Barbados.

I know in the new hall of residence which was constructed a few Barbadian students have been resident there but there are some universities in other countries where as part of the requirements for graduation from those universities, there is a period of residence that you must actually live or reside on campus for some period during your studies at that campus.

Obviously, parents are happy to have their children studying at home because you get away from that cost of having to pay for accommodation since the children can stay at home and go to campus but I believe that we need to find some system by which we can have Barbadian students, even if it is for a limited period, actually residing on campus and being part of the university community to a larger extent than what we presently have.

In terms of the developments taking place, I do not get the impression that there is any emphasis on the provision of additional sporting facilities. The University of the West Indies probably has the dubious distinction of being one of the few universities that does not have a proper sports programme for its students. All of our sports people, if they are going to excel and pursue university education, have to

go outside the region. There are some studies in cricket going on at the Campus now but I believe that there is a need. This goes way back to the seventies when people were talking about developing a sports programme.

In fact, there was one gentleman who was employed at the University and part of his responsibility was to develop a sporting programme for the University of the West Indies. That has not yet gotten off the ground, but I believe that many of our young people who have the ability to make it in sports when they go into the University of the West Indies, they presently just fade away because the programme does not provide for them to pursue their academic studies as well as to be involved in serious sporting activities. There is no structural system in place. I believe that the University of the West Indies needs to have such a system that our young people can excel or pursue their academic careers as well as being able to be involved in sporting activities at the highest level.

11.40 a.m.

I hope, therefore, that one would see development including the development of sporting facilities.

We have also seen over the years an increase in private sector participation in the University of the West Indies through the granting of some scholarships. I know that Shell Antilles & Guianas Limited has not only granted scholarships but they have assisted in the construction of a building which is used by the Centre for Management Development.

The Goddards Group has also been involved in the giving of scholarships and other private sector organisations have also granted scholarships. I believe there is a need for involvement of the private sector in funding serious research because the University needs to have private sector involvement. All over the world companies get involved in funding research projects at universities and this helps in a large way to ease the financial pressures on the university itself and, in this case, it would certainly take a lot of pressure off the Government who are required to fund everything at the University of the West Indies.

Sir, we need to see the University of the West Indies not as an elitist institution as some people seem to believe it is because every now and then you will hear people bashing university graduates. It is popular for people to accuse graduates of having an education but not having experience and saying that they now have to learn after coming out of university.

Sir, the fact remains that a small percentage of our people receive tertiary education and we need to increase the number of people who obtain tertiary education, but this can

only be done if more people get involved in the university because Government does not have unlimited funds to put into the university, and we do not want to reach a stage where we have to ask Barbadians to pay for their education. We know why free university education was provided for the people of Barbados and we have not yet passed the stage where we can afford to make students pay because this will decrease the number of people who would have access to university education. I understand that the fee being agreed to by students is a small fee but I hope that this would not be the beginning of any move in the direction of making Barbadians pay for University education.

Mr. President, I have seen a developmental project at the University which was executed by a non-Barbadian company and there are many concerns about the way in which this project was executed. Recently, a matter came to light in one of the departments of the University of the West Indies which showed the shoddy quality of work done by this company. Generally people feel that non-Barbadian companies are better able to execute projects than Barbadian companies because we feel that our people are not necessarily as good as non-Barbadian people. We then discover, to our peril, that it is not necessarily the case.

One of the things that came to light with that project was that persons observed that water was leaking from one of the floors in the science department. When it was investigated, the water was coming from one of the sinks upstairs in which chemicals are disposed and the waste pipe to this sink should have been of a particular material resistant to chemical. This pipe is normally made of black PVC but when the pipe was dug out of the wall, it was discovered that the contractor had put in ordinary PVC and after installing it, had painted it black. I actually have a sample of the pipe to show that the overseas contractor had put in ordinary pipe in the place where he should have put in chemical resistant pipe and painted it black and he got away with it.

Sir, the point I am making is that we are very vigilant when our people are doing a job and we tend to put them under great scrutiny, but we feel that people from outside are more professional and will give us a better job and sometimes we are lax in the scrutiny under which we put these people. I give this as one example to show that this is not necessarily the case and we should put international companies under the same scrutiny that Barbadians would have to undergo.

Mr. President, we cannot fail to support any development of the University of the West Indies. I will give my wholehearted support to this because I am interested in seeing the University of the West Indies developed to its maximum potential but we must ensure that every contributing territory pulls its weight. For too long many of

the territories have been escaping their responsibilities. I am not saying it in a derogatory way but it is a responsibility that these territories have. These countries benefit from the education of their students and they have the responsibility to ensure that they make their contributions to the University of the West Indies. This has been going on for too long and the campus countries, Barbados, Trinidad and Tobago and Jamaica, in my view, have been carrying more than their fair share of responsibility with respect to maintaining the University of the West Indies, and I would hope that those countries would start to pull their weight.

With those words, I give my support to the Bill and hope that it would contribute in some significant way to the development of the University of the West Indies.

I thank you, Sir.
11.50 a.m.

SENATOR C. LeR. TROTMAN: Mr. President, I should at the outset of my comments say that I need to declare an interest since I serve on the University Council. I think that we are called upon to publicly indicate when we are speaking to a position where we have an interest.

I am very pleased, Sir, that the Government is seeking to address the physical needs which exist for the maintenance and expansion of our campus at Cave Hill. I think that this particular measure is particularly timely especially when we examine what is happening, not only at the Cave Hill Campus or as Senator McClean said what has happened in Trinidad and Jamaica, but especially when we examine what we call the OECS countries.

I think that we need to recognise that individual countries, indeed, we could say that each individual country in the region is endeavouring at one level or the other to set up its own university college, which I believe is a better word in these circumstances, where they are endeavouring to have first year subjects taught. Sir, some are moving to provide second year education at those colleges. It has not been inconceivable for us to recognise that the moment might come when they themselves would establish units which could have full university status; for example, the situation of Grenada where that country has been able to attract expatriate university management to set up a local campus there for overseas universities. They are now able to run programmes which, indeed, are competing with our regional university for the limited number of students of excellence in the region, and where we are likely to have the problem of a dissipation of the energies which there could be if the University of the West Indies otherwise would have been able to prepare for and treat those students.

Mr. President, take note as well, that other extra regional universities have been making overtures, not only to other islands within the Caribbean, but even to us here in Barbados where they have been offering to set up separate and distinct lines of education along specialised fields, which they would be able to do, naturally at a cost, but which would provide serious challenges to what we have been able to do within the region of the Caribbean, particularly from the point of view of Barbados.

In the circumstances where there are other offerings, equally attractive, and where these offerings might, in fact, be related to extra regional universities that may carry the allure of greater prestige by their association, it becomes more relevant and important for us to see that our campus is as well prepared as is possible for a full rounded educational programme which does not deal only with the strict matters of academia, but which provide a rounded and developmental programme that would make the campus of the University of the West Indies here at Barbados stand out.

Senator McClean was absolutely correct in wanting to see us have programmes which will see the development of sports to a greater level than presently exists, seeing the tremendous relationship that there is, especially for our younger persons at that age between their prowess and capacity as young students wanting to do well and being able to do well and the need for them to be able to have sounder minds within sounder bodies. Sir, if one is lacking, then the other seeks very quickly to follow the deficiency in the other area.

Sir, these things relate to costs but we are quickly going to have a second problem and that is going to be the problem of space. Therefore, we are going to find ourselves very sadly set about with the incapacity at this particular campus in meeting all the needs. Mr. President, it is not unheard of where universities all over the world would have campuses at one location and colleges set in another location; then for persons to be able to commute by bus from one campus to another campus of the same university.

It is not impossible for a college to become college 'A' and another college where there is appropriate space to become college 'B'; students of a college for one discipline going to a college for another discipline. I think that those kinds of programmes are programmes which you will recognise that the council will be looking at and would want to have full support since these are necessary aspects of the development of any society.

Mr. President, we have been concerned, and all of us would be, at the level of accommodation which we could render. Sir, Senator McClean said that it would be a

very desirable thing if we could see more locals going to university, staying on and participating in activities. Mr. President, that would be useful if we were able to recognise two particular problems. One of the problems is that increasingly there is need for persons who are studying to maintain their position as workers while they are studying. I think that there should be a recognition where previously we were moving from a position where persons went to school at the university in the first year and then opted to become full-time students in the second and third years. We had to because of the needs where people have to develop their families and also to keep their jobs.

Sir, we have had an increasing number of persons who are now doing their second year as part-time students. I am advised that there will be increasing efforts made by persons to do their full undergraduate degree as part-timers. Sir, that is going to significantly affect the concerns we would have in Barbados for having a greater level of participation by the local Barbadian student in campus activities. Yet, it is not impossible because persons like ourselves were able, even though we were part-time students, to take part in many of the activities of the Guild of Undergraduates and in the field of sport. Sir, if people are minded to, they can, in fact, do this.

Mr. President, we do have the problem that if people are near their homes and if a society continues to be inward looking, as it now is, then we are going to continue to have the problem of which Senator McClean has complained. We have to prepare before university level the kind of socialisation programmes which would make students wish to participate. You can put all of the fields for athletics, all of the accommodation for cricket and the provisions for basketball but if the process is not reversed, the process through which students are encouraged to decrease the amount of social interaction, then I am afraid we will so continue to find that student guilds are things in the Caribbean for the expatriate students rather than for the locals. In Jamaica, you will find the difference, because Jamaica is much larger and persons who leave Ocho Rios, or any other outpost and go to the Mona Campus, cannot think of returning home in the evening and, therefore, they have to find somewhere and the Mona Campus is the place. Even as you say that, you would recognise that after Year 1, they too have to go and look for somewhere else to live in the community, because the University cannot meet its responsibility for all of those students.

12.00 noon.

One of the problems which we have to look at, Sir, has to do with the expansion, not merely in terms of the physical, but also the student intake, and to recognise that we, as concerned citizens of this country, have to take note of and do something about the gender imbalance which there is in the number of persons who are entering into universities and

the relationship of males to females in that particular exercise.

I know that we do a lot of discussion about the number of women who are filling senior positions in this community and we are doing so very correctly and rightly. The problem is coming though, that there is soon going to be a reversal of that and also one which will cause a particular problem. We find that already in the schools, the person who led in the discussion, a former teacher herself, was to tell us that there must be very real problems in schools to find that there are not enough male teachers to balance the female ones that are taking charge of our young persons in this community. And we have got to be able, not only at the University level itself, but also at all levels within this community, to endeavour to reach out and to do something about this very real problem that exists. Perhaps one of the ways by which we might be able to do this is to develop a trace of studies and to publish them, which will show secondary school level children the role that the university has played and is playing in the development of this country. It might seem to be obvious that we might lose sight of it, but if they were able to see that there is a very cogent relationship and a very pertinent need for seeing their position *vis-a-vis* the position of other people in the country and to see how those others who have had the experience of the University of the West Indies, of that particular nexus between our current status as leaders within the country – and I imagine that as Senators we pare part of that leadership – and whatever our other field of endeavour would be, I am sure that we are able to show that relationship.

I am not saying that this the be-all and end-all in anyone's existence, but I am one of the ones, Mr President, and I apologise to Senator McClean, who believe that whenever you pass through Cave Hill Campus, you have your license to drive. Therefore, I am not going to make anybody believe that whenever you have gone through Cave Hill or any other university for that matter, that you have arrived and are equipped with all the tools to lead, to guide and to pronounce and, sometimes to pontificate. You have reached a point where you have started and now you have to make a point where you have to make your contribution and to grow with the organisation.

Therefore, I think that the trace of studies are part of the exercise to show how people have moved along; not those who have risen by meteoric measures and are able to have positions of attendance based on good fortune, but those who might have, by hard work and by intuitiveness have been able to develop themselves and are now able to make meaningful contributions.

The questions which they must ask themselves and which we must ask and help them to ask themselves furthermore, Mr. President, will therefore, have to be

questions like, "are we getting enough going through from secondary to tertiary levels of education?" The University, I know, is very concerned about that and Senator Newton, I have no doubt, will speak to it.

If we are getting enough people going through from secondary to tertiary levels, why not? Why is it that in a country where we still believe that free tertiary education and where we are still endeavouring to maintain that particular comparative advantage for our citizens, why is it that not enough persons are going forward from the secondary to the tertiary level?

I am sure that many persons of my age, Mr. President – I would not say yours, because you are so much younger – would have been very happy if there had been university facilities that would have allowed us to go on to another level. Indeed, many of us would have been happy to go from primary to secondary levels, but we were not able to. Just today I was reading of a number of persons who, themselves, not being able to, did the next best thing and that was to make their children enjoy what they themselves did not manage to enjoy and so vicariously, where we are able to benefit from secondary and possibly tertiary education.

It would seem to me, Mr. President, that we have as a community a responsibility of seeking to bring our young persons to a proper understanding of why there is the need to go forward and to go further, and while there is the need to make them understand that not doing very well at age 16 is no reason why they cannot go on to tertiary education to improve themselves and do better than they had done at the secondary level.

There are many of us who do not develop as much as we want to at ages 13 to 16, and so because you are given that one big chance at age 16 or thereabout one might fail the examination, or may not even take it. What we are hoping for, and the University has already started it, is that Government policy in the new dispensation, will move further towards empowering those persons who have not got academic qualifications to bring their work and life experiences into the entry level qualifications to enter into further education. This has to be part of what there may be and very well be that people at my age who may not have had the opportunity earlier might still, as a measure of giving example to the country, be able to go through that process.

Overseas I have seen a number of people over the age 50 or 60 because they have been given that opportunity, go through the level of tertiary education to prove to themselves that they could; that they could also be an example for their children and grandchildren to follow. If they can do it, then

their children and grandchildren can also do it. It is very important, Mr. President, that we are able to provide within this society those kinds of provisions for the future.

In order to do this, we have been able to ask ourselves if we are seeking to relate the offerings at the university to the human resources needs which exists for the foreseeable future. Are we still concerned about classical education and reading about those great scholars: Pluto, Aristotle, Levi, *et cetera*?

Asides.

SENATOR C. LeR. TROTMAN: O yes, we learn a lot from them, I have no doubt. I love to be in courtship with those persons, but I do not wish that particular measure of our appreciation in this Chamber to becloud the need which there is for us when we put offerings together for university students, to try to arrange those offerings against what this community needs to develop ten, 15 or 20 years from now.

Let us, for example, look at the matter of having those academic programmes examined against practical programmes for development and let us take note of the fact that there is an increasing demand for computer programmers and technicians, not merely in Barbados, but around the world. Barbados would be able to export numbers of trained technical people to go into Silicone Valley or elsewhere to work if we had the technicians.

12.10 p.m.

The University of the West Indies Cave Hill Campus (UWI) had a programme in computer training before but regrettably, we were too academic in that exercise. What we need to do is to see provisions and possibilities that would exist for us in a situation where our possibilities for developing in Barbados will be somewhat limited because a number of young people are in leadership positions. We might have to give those people an opportunity to broaden their horizons by going abroad to improve their skills as part of our capacity to contribute to the growth of the country. Then, having learnt and experienced more, they come back and make a further contribution.

There is need overseas as well for large numbers of dental hygienists, laboratory technicians and nurses within the top ten jobs required, according to labour statistics in the United States of America. There is no reason why we ought not to have a degree in nursing, rather than just a certificate. The Haynes Commission recommended that and the UWI supports that position. I think those people who made the case for the nurses in the Haynes Commission should feel very gratified. Since I served on that Commission, I know what Senator Rickinson was doing in putting that forward.

I am told *sotto voce* that the Ministry of Health is supportive of that particular interest position and I am very pleased to note that.

Mr. President, I wish merely to say a few more words, if I may, to indicate that we are aware that significant sums of money are being asked for within the bond issue that is being put forward. We would believe that it is an exercise in which persons at all levels who can and would want to support it because it is an investment into, not merely the walls that would provide for the cafeteria facilities, although that is important, but into an area where we are catering towards development of ourselves as a people. Any country that is hoping to take itself forward, has to be a country that takes care of the education of its children.

I would think, therefore, that the measures which we have put in place over the years to help our country to move from being a country where we were able only to afford primary level education and where our jobs were only jobs that were manual in nature, we now have to recognise that we have moved as a country from manual work through to the manufacturing phase, which was still manual through to the service phase, also manual but at a different level, now into the technological phase where to a very great extent we are becoming a society in which our intellect and our capacity to think and work from knowledge is building the society as we become knowledge workers.

Sir, if that is the way forward, and if we have nothing but our people, we do not have minerals, and we must not pronounce ourselves as having the sea and the sand because going hand in glove with that, in the eyes of some people who would visit our shores, we cannot project ourselves as being that kind of society, when we have to project ourselves as a society, building our knowledge-base because we want to become a knowledge-based society where we export the fruits of that knowledge. Sir, if by doing so we are going to be able to develop the UWI, then I am all for it and I am pleased to support the item before the Chamber.

SENATOR THE HON. DAME PATRICIA SYMMONDS: Mr. President, I rise not to refute what the Honourable Senator has just said and indeed to compliment but also to complement what he has said. Sir, in an age increasingly dominated by science and technology, I think it is essential that the arts and the humanities are not ignored or neglected.

The idea of a creative arts centre is long overdue. One has existed in Jamaica since the 1970s and that is understandable, it is an older campus. There is also one in Trinidad.

I too have the interest of the UWI at heart, although I did not attend the UWI but I was able, happily, to contribute by being one of the first lectures and tutors there when it opened. I have served on the Campus Grants Committee and on another committee. I have retained that interest and always had the support of lecturers at the UWI who were members of the Barbados Association for the Teaching of English and gave much support to our organisation.

The advent of the knowledge-based society, I think compels us to focus on the beauty and wisdom of the creative arts and on the sensitive being, the creative soul as it is called.

There is a saying that if you have two loaves of bread, you should sell one and buy hyacinths for hyacinths nourish the soul. Today, when some people appear to look upon the good life, largely in terms of materialism, the creative arts become more and more important as a means of nourishing and restoring the soul, widening the intellect and broadening our experiences. The Centre intends, as far as I understand, to cater to the creative side. It will fill a vacuum because at present, people have to go abroad. I know of a student whom I taught at Harrison College who had to go abroad to do dance, for instance. Sir, if well structured, it will offer Barbadians good degrees and allow abilities to flourish. Moreover, it should benefit not only the formal student who comes in to do a course but those who might wish to do selective courses.

Since 1976, Mr. President, the arts in Barbados have blossomed, ranging from the calypso, pan, visual arts, music, drama, dance, and I like to think too that this resurgence came about through CARIFESTA.

CARIFESTA did raise the consciousness of Barbadians culturally and helped with its development.

I recall CARIFESTA as one of the greatest experiences of my life. Sir, this Government has also given a fillip to the arts by financing the introduction of music, art, dance and visual arts at the Community College and, more recently, Sir, through a degree in fine arts.

I also looked at the area of music which interests me very much and which I have taught – people associate me with English but I did teach music too, for quite a while – and it is a wonderful development, I think. It should train people to know what music is all about and provide a wide view of the arts.

I think there should be a holistic approach, even if there is emphasis on certain areas and attention given, not only to our African heritage but to our European, Aborigines, Asian and other cultures, which make us distinctly Caribbean. We

have a wide variety of ethnic groups in the Caribbean and they all go to make a special person, a unique person that is Barbadian and Caribbean. So I think there should be a focus on the universality of the arts and in this way we will build something worthwhile at this Creative Arts Centre.

12.20 p.m.

I have said before in this Honourable Chamber and I wish to repeat it that there is no merit in a narrow, inbred monoculture. I think this bond issue will help to bring about a wonderful development that will give balance to our educational system. So, what Senator Trotman said about those areas which would be needed to develop the country in the area of business and employment is extremely important. We already have articulation with the Barbados Community College and the Samuel Jackman Prescod Polytechnic but there could perhaps be more cooperation. I hope we will see that perhaps by the offering of a joint degree in some of these areas. That is something when the Centre is established, I do not know if Senator Trotman agrees with me, that should be looked at because after all we do have limited resources.

The Government and the Ministry of Education deserve the greatest credit for this bond issue which will bring about greater expansion to the Cave Hill Campus. I hope it will attract more students from the international region because surely one of the main purposes of a university education is not just getting a degree but meeting people of various races so that there is a common bond because we have learned in some areas that we are all part of mankind.

Therefore, this Bill has my strongest support. Thank you, Mr. President.

SENATOR Mrs. V. E. NEWTON: Mr. President, I rise in support of this Bill which is to raise over US\$10 million for the University to finance its infrastructural development. Mr. President, we all know, of the importance of the university to this community, the role which it has played over the past 40 years and the number of Barbadians and others who have been able to benefit from the education which it provides.

However, most of the buildings at the university were built over 40 years ago. At that time it was intended that the accommodation would be for about 500 students. One can say in hindsight that this was shortsighted but it is possible that at that time the administrators did not see that it would have developed so rapidly, that in about 30 years or so, it would have a student population of over 6 000.

However, I can attest to the fact that the university has made good use of the facilities which it has and keeps them

in very good condition. For instance, I work in the Faculty of the Law Library which was built between 1971 and 1973. We moved in, in 1974, and persons coming to visit the building cannot believe that it has been opened and has been subjected to heavy student use for that amount of time. Every year the maintenance programme is followed routinely and the floors are cleaned and painted. This is the situation in which you would find many of the university buildings in spite of their age.

However, good maintenance is one thing but there is nothing you can do about space if you do not have it. The stage has been reached where it is absolutely necessary for the university to have additional buildings for new programmes and to expand existing ones so as to put itself in a position where it can attract more students both regionally and internationally, because most of them will be paying students and if the university is to help itself it must be in a position where it can attract people who will be providing funding.

Senator McClean mentioned sporting facilities and I am happy that he did so. He mentioned it in terms of the lack of it but I would wish to point out to him and to others who are going to make that comment that the university only has one playing field, it is not a very large one, which is to meet the needs of a community which as I said before is almost 6 000 students and a staff who are increasingly taking part in activities such as female cricket games and things like that. There is a very urgent need for another playing field and I am hoping that the Government of Barbados would come to its assistance as it has done in recent tasks by providing an additional site for a playing field.

Mr. President, the question has been asked whether in guaranteeing the bond issue the Government of Barbados is subsidizing other countries. Now, the University of the West Indies is a regional institution and it is not normal for islands in which university buildings are located to take responsibility either for their expansion or for building new ones. Even so, the building and related programmes for which the funds are being requested now were discussed and approved by all the major university committees on which representatives from all the contributing Governments would have sat. The structures to be erected were seen as urgent priorities and of great relevance to national development and to the further use of the purposes for which the university was established.

Among them are two programmes which will be income generating as they are critical to regional development. These are the Centre for International Services which was set up in the year 2000 and which will earn income through the advice, training and consultancy services which it provides. At the same time it will produce policy

studies to assist in external negotiations in trade and services and other related programmes to regional governments.

The other is the Education Evaluation Centre which is intended to reach beyond Barbados in terms of its advisory and consultancy services for educational reform. I believe the Education and Evaluation Centre is already being pressed into service in relation to the EduTech programme. The Creative Arts Centre was spoken of fairly extensively by Senator Symmonds and that is intended to meet a critical need in relation to Article 6 Dramatic and Cultural Environment of the Campus and of Barbados in general.
12.30 p.m.

The Centre will not only serve us more but it will be the locus of serious theatre which some say is seriously missing in our cultural landscape. Such is the importance of the Centre that funds have been allocated to build a new block for University Administration which is presently squeezed into a little spot here and there and the University Administration was willing to forego having a building for itself so that the funds could be allocated to assist the building of the Centre.

Another area in which it is going to benefit from the Fund is in the expansion of social sciences in terms of providing a building for the Sir Arthur Lewis Institute of Social and Economic Affairs. Mr. President, many Barbadians and many persons in the social sciences in other parts of the world have heard or know of the outstanding work which is being done by the Institute over the years. It has produced eminent scholars like Professor Anthony Downes, and been associated with Sir Arthur Lewis for many years and other scholars like Dr. Jocelyn Massiah. Of course, I need to mention Dr. Patrick Emmanuel, another person associated with the Centre who departed this life a few years ago.

The Journal of Eastern Caribbean Studies which is produced by the Sir Arthur Lewis Institute has been published for the past 25 years or so and that Journal is of critical importance in terms of research findings which it produces on social policy and public sector development in Barbados and in the rest of the Eastern Caribbean.

Mr. President, those are just a few of the areas which will benefit from this bond issue and in my view it is an extremely laudable and worthy objective even though I am speaking from a position of interest as Senator Trotman I am sure would wish me to say. I would like to say too that this is a unique way of funding the University's capital needs if we can raise capital within the region. The last funds which the University borrowed were through IDC sources. This loan provides an attractive opportunity for the University's own graduates to contribute to its growth and development

and I am hoping that several of us will take some of the bonds.

University graduates have an opportunity to contribute to its growth and development even as they will benefit directly and privately from the interest payments. In my view, it is a win-win situation. The University cannot borrow unless it has Government's permission. It cannot use the assets because by charter these belong to the territories that contribute to the University. Therefore, it was agreed at the highest level that this was the way to go if you are going to raise funds within the region.

To my knowledge, the Governments of Barbados, Jamaica and Trinidad & Tobago agreed to bond issues and, as usual, the Government of Barbados is in the forefront which is the first country that is actually bringing legislation before Parliament to fund bond issues for the University. The way the system works is that the University will be getting the proceeds from the bonds but there is a committee on which a number of the region's leading bankers and financial wizards sit. They are the ones who will administer the various developments and procedures in relation to repayment.

As I mention the repaying of the loan, it is guaranteed by the Government of Barbados but the University will do what it can to raise funds. Mr. President, during the past decade or so the University of the West Indies has joined many other universities which realise that it is insufficient for them to sit back and rely on the public purse to finance their programmes. Therefore, they have to go looking wherever possible at ways in which they can raise funds to assist in their own development. For instance, at the Cave Hill Campus the operational cost of the Students' Union is recovered from them through an annual membership fee.

The Students' Cafeteria is operating on a commercial basis by a private concession awarded on a competitive basis and it will continue to do so. The Creative Arts Centre which will be built from funds raised by the bonds will operate as a revenue-earning centre in addition to its non-academic services which it will promote and manage to the best of its ability. It will have to have a marketing plan in place.

It is also expected that when the Centre for International Services, which was launched in 2000 as an autonomous organisation with initial Lome funding, gets going, it will have Campus Grants Committee funding in the early stages. Certainly, by five years it is expected to be, if not in terms of its financing, at least that it will be meeting most of its operational expenses. As Senator Forde said earlier, students will be able to make a small contribution to the recreational and cultural services provided for them from September 2001.

Mr. President, this bond issue will enable the University to realise many of the objectives which it has long been wanting to provide to its clientele and others in Barbados. It will assist it to have the infrastructure to attract foreign students, and the hope is that those regional governments which Senator McClean mentioned are delinquent in making payments will do better. There are still a few of them but many of the ones who used to have large arrears to the University in the late eighties and early nineties have now paid up, but there are still a few delinquents.

I am happy to say that the Government of Barbados is not among them. In report after report produced by the University Finance Committee you can always read that the Government of Barbados is in good financial standing or has made arrangements to pay off its arrears. Any mention of Barbados is usually in terms of gratitude and congratulatory.

I will add, Sir, that successive Barbados Governments and, in particular, the current Administration has been fully supportive of the University of the West Indies. This Administration has been particularly generous and sensitive to its needs and perhaps it reflects a statement of the Right Honourable Prime Minister that his purpose in life, his achievements, must in large measure be attributed to the opportunity to attend the institution and benefit from its education and training that he received there.

I know that the University is deeply appreciative of the support which it has gotten from the Government of Barbados, especially during the last few years, and hopes that the Administration will continue to give support and back up this bond issue by finding a location for the playing field which is so urgently needed.

Mr. President, with those few remarks I support the Bill wholeheartedly and I wish that particular efforts will be forthcoming in the near future to assist the University even further.

SENATOR THE HON. G. S. H. MURRAY: Sir, I join this debate which to me is of great significance both to the future of the University of the West Indies as a regional institution and to the Cave Hill Campus of that body.

In supporting this Bill, I wish to take up where Senator Newton left off to commend the Government for its unstinting support of the University of the West Indies. I am glad that an unbiased and independent person as Senator Newton is one who works in the system of the University of the West Indies therefore her word must carry considerable weight and integrity. I was particularly heartened as she spoke of the fact of lack of arrears. Barbados has prided itself down through

the years on generally being very supportive of regional institutionalism. We seek to pay our way and be current wherever we can. Since 1994, in particular, this Government has sought to erase what had been a growing reputation of Barbados being a delinquent contributor and I can assure Senator Newton that under this Government we intend to enhance that reputation so that she need not have any fear in this regard.

Sir, Government's guarantee of this issue must be seen also as a re-acclamation of various Governments' commitment to regionalism and to the University of the West Indies in particular. The University, despite receiving its fair share of knocks over the years, is undoubtedly one of the success stories of regional cooperation, particularly in the area of functional cooperation. It is a practical institution that does things that affect people's lives on an ongoing basis and has enhanced the quality of life of the region and of us in Barbados. Where the campus is concerned, there is no doubt that the University Campus in Barbados has made a significant contribution to every aspect of Barbadian life. It has broadened in some respects Barbadians' life experience by being exposed to different persons from the region and the concept of foreigner has been somewhat minimised by Barbadians having an opportunity to mix and meet, deal with and interact with other persons from the other islands who for a long time had been just names in their vocabulary.

In addition, Sir, the Cave Hill Campus which we are now seeking to expand and upgrade through this bond issue has come a long way since its advent in Barbados. Those of us who are old enough will remember when it was at the Deep Water Harbour site. I think it occupied a site which had been the site of a trade fair.
12.40 p.m.

I remember it very well. I think you have to be familiar with that experience to realise how far it has come in the last 40 years since it came to Barbados. It has come a long way and deservingly so, given the importance of education in the lives of Barbadians because education has provided upward mobility for persons who were confined to a life of drudgery and exploitation.

Sir, I am sure that other Members would recall the vibrant days of the 1970s and 1980s when Cave Hill campus was a major contributor to the debate on national issues and persons from the campus often took the lead role in starting the debate or contributing to the debate and, therefore, enhancing the quality of the debate on national issues.

Sir, one must remember the contribution of Prime Minister Dr. Ralph Gonsalves, the late Senator Wendell McClean, Dr. Frank Alleyne and others. There was no doubt that when they contributed to national debate it made a difference to people's perception and understanding of the

issues. They were able to enlighten persons and untangle the intricacies and complexities of many issues and Barbados has been a better place because of that. I am, therefore, sorry that we do not have the same level of debate and involvement given the kind of issues and challenges that await Barbados as we would have benefited considerably from debates of that nature.

At the same time, I think there is a need for people on the campus to be aware of the fact that there still very much exists a perception that the University is an elitist institution. One way of showing that is not so would be for them to inject their expertise and skills into national life to eradicate and demolish that barrier which is not necessarily true. Part of the reason for the perception might be that a small group at the University might be considered a privileged group even though University education is free for Barbadians. I think the same would have obtained in Barbados prior to free secondary education when to go to secondary school was still an elite privilege but now it has become a right which is available to all and sundry.

The idea of elitism was unfortunately encouraged by one of the students during the recent protest action at the University of the West Indies when one of the female students from another island said that if the police was doing this to them who were the *creme-de-la-creme* of Caribbean society one could, therefore, think what they would do to other persons. A lot of people found this offensive because they saw themselves as the *creme-de-la-creme* of Caribbean society and, therefore, they had to be above the law and treated specially.

Sir, I am sure that this bond issue will bring considerable improvement in the quality of the environment for studying, living and socialising at the University of the West Indies. Therefore, I welcome it and I welcome the idea that the university seems to understand that there is a business element in the same way overseas universities in North America and England understand that there is a business arm to the university and they raise money by selling their services, resources and facilities.

Sir, there is no doubt that overseas students going to North America and England are encouraged there not because the country loves them but because they realise that it is a major contributor to their foreign exchange. Therefore, the University in Barbados needs to do the same thing.

Sir, I am very pleased that part of the upgrading of the facilities has to do with the cafeteria at the campus. From my experience the cafeteria has always been seen as an adjunct to the life of the campus and it has never been treated with the seriousness or professionalism that should be

applied to it and the quality of the food had become a bone of contention among students.

Very few students on campus are wealthy and they do not want to pay money for substandard food. Food is very important, and this will go a long way to help upgrade the whole quality of life among the students and correct an area that has long been a source of great dissatisfaction among the students.

I hope that this money that is being invested in the campus will be a well spent investment for the development of the future of the whole Caribbean.

SENATOR C. A. MASCOLL: Mr. President, I rise to support the acquiring of a loan to advance the delivery of services at the University of the West Indies.

If you check the contribution made by lecturers at the university you will see that several of them do write weekly articles in both the *Advocate* and the *Nation* Newspapers. There is not the vocal contribution that was the norm in past years but they certainly continue to make contribution in terms of giving opinions on legal matters in the form of politics with Jeff Cumberbatch, Hilary Beckles and Peter Wickham and, therefore, we are not really researching what we are saying.

Let me say that the acquisition of land to develop the University of the West Indies is not very straightforward. In fact, research shows that several people were accusing the then Government of being unfair to the then landowner who was requesting as much as \$10 000 per acre and was offered \$1 500 per acre for the same land. It was being said by the Other Side that there was some degree of exploitation. This is instructive because just prior to that debate there was an amendment to the Land Acquisition Act of 1949 which allowed Government to be as fair as it could be then in terms of acquiring land. The debate reached social proportions to the extent that the then Premier of Barbados was being accused of imposing a heavy hand on the landowner. The 19 acres of land that had not been utilised, even for the grazing of sheep, and had not yielded any economic return, was a major source of concern and contention in the 1964 period.

12.50 p.m.

I say that because one cannot discount the importance of the decision taken at that time to relocate the University of the West Indies College. It occupied a part of the 92 acres of land that was reclaimed near the harbour. Sir, that move was a very significant one because it had more than just educational importance for Barbados. It was a major social issue because it seemed to have represented a situation in

which a black Government was seeking to use a heavy hand on a white landowner at the point in time.

Even though it is a strong educational institution, the University of the West Indies, the acquisition of that land is also a major point when it comes to the history pertaining to land acquisition in Barbados and it was, in fact, a major point of departure.

Therefore, let me say that it cannot be disputed that the Democratic Labour Party Administration has been an outstanding provider in terms of educational services in Barbados. Sir, when we listen to any debate on education in Barbados, we get the distinct impression that the major attempt is not so much to advance the cause but to try to erode some of the association, almost marriage, between the Democratic Labour Party's education thrust and the people of Barbados. Sir, several attempts are made to try to cause some kind of divorce between those partners. Mr. President, this is the same kind of thing that we are hearing.

I look forward to the use of this loan, not only to develop the sporting facilities on campus but to develop the Sir Arthur Lewis Institution. I say that from the position that he is certainly regarded as the most outstanding Economist of the region, alive or dead. It would be very difficult for anyone in the future to even compare. He is the only Nobel Prize Laureate in the area of Economics in the region and that would remain an outstanding feat. Sir Arthur Lewis constituted in this region a kind of a paradox because this individual having gone to England at the tender age of 16 to pursue studies, having acquired A-levels before the age of 16, wanted to be an engineer. He then found himself studying Economics and remained in Britain and was regarded by Caribbean Economists as Anglo Saxon and conservative.

There was a group calling themselves modern economists in the region in the 1960s and 1970s that sought to undermine the work of the late Sir Arthur Lewis. Mr. President, not understanding how far ahead he was. He was about 25 years ahead of the fact. They did not appreciate the fact that Sir Arthur Lewis was a member of the British Labour Party, a renowned socialist. He wrote on racism and the effects it had on blacks, not only in Britain but across the black diaspora. He was far more radical in his thinking than the same so-called modern economists of the region in that period.

It is very important that we continue the work of the late Sir Arthur Lewis. When you look at what is happening in today's world, when you look at the prescriptions of the IMF in 1972, as then President of the Caribbean Development Bank, he had fully outlined a path for the Caribbean economies in which he talked about a productivity policy, an

incomes policy, the need to hold the exchange rate, and a trade policy. Sir, what was remarkable is that all the Caribbean countries that entered into agreements and arrangements with the IMF, fully embraced those four pillars of economic policy without even recognising that they were embracing the work of the late Sir Arthur Lewis and not the IMF.

The important thing to note is that while he was being ridiculed by regional economists, the East Asian countries adopted his model of economic growth almost fully. I say almost fully because there were very minor alterations. It is not surprising, therefore, that what we now call the East Asian tariffs embraced his model of industrialisation by invitation, coming out of the unlimited supplies model, and ran with it to the extent that up until very recent times they were considered to be the ones to emulate among developing countries as far as economic growth and development were concerned.

Sir, here it was that we were rejecting a scholar of his note who happened to be 20 years ahead of the game and he, in fact, recommended for the region that like manufacturing and the maintenance of the agricultural sector were necessary components to the development of a service oriented economy.

Mr. President, why I am positively concerned is because this new era of globalisation is in fact a total revisit of the basic tenets of classical economists of *laissez-faire* which were the pillars used by the same Sir Arthur Lewis to form his thinking over the years 1940s and the 1970s. So that, in a very strange way the world has now done what we expect it to do and that is to go back to base one. This is similar to the fashion shows; all the young girls feel that the first time they were wearing peddle-pushers was in the last two years, and as a little boy I well remember seeing peddle-pushers. All the young men feel that big pants are now being worn, when I do remember wearing the sailor pants in those times that were tight and expanded at the bottom, and I can recall several other things. This is a strange world, but what is being done is that one goes around and then comes back to base one. It happens in fashion and there is nothing special about the clothing that the girls are wearing.

1.00 p.m.

I again recall as a school boy seeing, and I must say, St. Michael Girls' and the others were wearing the short dresses and nobody at the time complained. In fact, in recent times the *Nation* newspaper carried shots of school girls in the 70's and 80's wearing shorts and therefore I am saying all of that to say that this world is confusing itself. It is making all of these advances when in fact all that it is doing is seeking to go back to base one and to revisit all of the underlying tenets: in economics, the whole debate about our history, sociology, issues of poverty, whether or not we

should embrace agriculture, how should we progress as it relates to tourism.

We are now coming to grips with a reality that was, in truth and in fact, a reality thirty or forty years ago, so that the faster we go forward the more we recognize that our past is critical.

In that context, therefore, Mr. President, I have to support any attempt to advance the educational services on campus. I have to support the attempt to broaden the opportunities for students to participate in sports. I have to support the need to upgrade the accommodation on Campus. In fact, security can be upgraded if the Sherlock Hall, which is now being renovated, comes to fruition and not only in terms of renovations, but also the expansion and, therefore, can accommodate more students to reduce the problems of security, because the foreign students would not have to take chances the way that they do since they would all be on campus. Therefore, I see this as a Bill to support, but I must never sit in this Chamber and allow the Other Side to believe that the UWI only started five or six years ago. I must never sit in this Chamber and allow the Other Side to believe that radical changes are taking place now in this new world, when in fact, all the evidence is there to show that most of the revolutionary steps in all areas of social and economic activities in Barbados have already been taken. What we are doing is that we are repositioning our institution for a new global reality, but we are not making any paradigm shifts. We are not doing anything to cause revolution, but it is a major concern with this Administration as it relates to education.

This Administration is caught up in its own attempts to redefine and reposition education and more importantly to deny the D.L.P. Administration that political connection with education. It is not about any radical new moves to bring any new major changes. It is always 'what can we do to transform the educational environment' and that is where the confusion comes, because too much is being attempted in too short a time; rather than take a comprehensive and a detailed look at where we are taking education and what really are the critical areas that must be addressed in order to advance the cause. Therefore I invite the Administration to look forward, but to stop trying to deny history its place. Stop trying to deny the D.L.P. its connection and involvement in education which will remain the single most important social instrument that was used to advance the cause of the average Barbadian and the underprivileged. Never in the history of Barbados. I thank you, Mr. President.

Mr. PRESIDENT: Senator Forde.

SENATOR Miss C. Y. FORDE: Thank you, Mr. President. Mr. President, I move that this Bill which has been certified as a Money Bill, be read a second time.

The question was put and agreed to.

On the separate motions of SENATOR Miss C. Y. FORDE the Bill was read a third time and passed and cited as the University of the West Indies (Guarantee of Bonds) Act, 2001.

SUSPENSION

SENATOR THE HON. P. C. GODDARD: Mr. President, I beg to move that this Sitting be now suspended for one hour and that we reconvene at 2.15 p.m.

The question was put and agreed to and Mr. PRESIDENT suspended the Sitting accordingly.
1.10 p.m.

RESUMPTION

Mr. DEPUTY PRESIDENT: This Sitting is resumed.

ORDER NO. 2 – THE EDUCATION (AMENDMENT) BILL, 2001

SENATOR Miss C. Y. FORDE: Mr. Deputy President, I rise to make remarks and to lend my support to the amendment to the Education Act.

Mr. Deputy President, as Barbadians we are all aware of the changes that have taken place over the years in our education system to cater to the needs of our people in the changing environment.

We are all aware, Sir, of the various outstanding roles that consecutive Governments have played in helping in the promotion of education to meet the needs of all Barbadians. It is not only education but indeed, Sir, the quality of education.

We are cognizant, Mr. Deputy President, of the various institutions in the past, particularly those connected with churches: the Methodist, the Anglican, the Moravian, among many others and the outstanding contributions they have made in ensuring that schools have been constructed and maintained, in order to meet the needs of all our people.

Mr. Deputy President, I want to refer to the 'Education For All' project where countries, regionally and internationally, have all come together and agreed that members of each society should be afforded opportunities to develop skills in reading and literacy and to be on the cutting edge. Barbados is included in all the discussions as they relate to education for all by the year 2015.

Mr. Deputy President, the Democratic Labour Party's Manifesto for 1971 refers to some of the changes to the

education system that are now relevant, some thirty or so years later, to bring about changes to meet the needs of all Barbadians.

Indeed, we had compulsory education enshrined in our Education Act to ensure that all our students between the ages of five and sixteen would be enrolled in the schools at primary level, leading up to secondary level. We know, Sir, that in the 1950s and 1960s, many of our children because of social and economic reasons, were encouraged to go to the fields to work alongside their parents to help to earn to satisfy the family's needs. Indeed, Mr. Deputy President, many of the children could not go to school because they had to work beside their parents to ensure that the economic benefits reached that household.

There were instances, Sir, where the older brothers and sisters remained at home. Sometimes they went to school for two or three days or they never went to school because they had to be the care givers within the homes for the siblings.

The compulsory education ensured that the children were put in schools, and of course, creative Governments set up day nurseries and other institutions to cater to the needs of the young. As usual there were people within the communities who acted as care givers in an effort to allow those who were deprived of opportunities for education to attend school.

Mr. Deputy President, we heard Senator Mascoll earlier speak about not giving the credit to the Democratic Labour Party for free education but we know that history is important to our growth and development and I do not support any idea to erase aspects of history that are useful, not only for us in this generation but indeed, generations to come thus losing sight of the fact that all of the Governments have made outstanding contributions towards ensuring that Barbadians get the benefits of any systems that were put in place, whether it was in the 1940's and 1950's or in the 1970's and 1980's.

Mr. Deputy President, I will, however, encourage Senator Mascoll to continue to raise issues concerning the Democratic Labour Party's regime and the role they played, but I will not do it for them. I will do it for the Barbados Labour Party because I have had the experience of benefiting from a system in the public education that gave quality service in the 1950s, indeed, a system at the secondary level where my parents paid. Many of us here had to pay but we received quality teaching and hence, quality learning resulted from that exercise.

Mr. Deputy President, we know of the system where there were feeder schools and I can say that the people in St. Thomas hardly benefited. The top students in that parish were sent to the various grammar schools. One or two of the

children in that community would have gone to what was then called, 'House Hill', now the Grantley Adams Memorial School. They did not get the benefits of attending St. Leonards Boys', or Girls' or any of the other schools that were in existence and for the record, Mr. Deputy President, the St. Leonards Boys' and Girls', the Princess Margaret and the Grantley Adams were initiatives of the Barbados Labour Party then.

Aside.

SENATOR Miss C. Y. FORDE: Yes, Sir, they were free but there have been additions with changes in Governments where other schools have been built and the system continues to build schools to meet the needs. I think it is necessary for all Governments to have that vision of constructing schools and putting facilities and resources in place to ensure that all of our people receive benefits.

The most recent, Sir, would have been the St. Thomas Secondary. It was started by the last Administration but it called for the vision of the Barbados Labour Party, between 1996 and now to ensure that the St. Thomas Secondary School then, now the Lester Vaughan School, is the school that is planning for the year 2015 and beyond, with the kind of building and construction that has taken place there for the people, not only in St. Thomas but indeed the rest of Barbados. Sir, I would want to start by making those comments and then speak to a number of other areas.

Mr. Deputy President, I will not go through the number of primary schools because that is common knowledge, but I want to make the point that in the late 1970s when 14-year olds were put out of schools, it was the vision of this Barbados Labour Party to make recommendations and implement systems for those 14-year olds to be put back in school. We envisioned that if those 14-year olds had continued to be put out of school, the problems of 'on the block' and elsewhere in this country, would have been worse than it is today.

Therefore, we must laud the efforts and vision of a Minister of Education and the team of Ministry officials. Then we must laud the efforts of the principals and other teachers who were bold enough to say "Give us some of those 14-year olds and let us work in special programmes to meet the needs of the students whom we are catering to."

It is that kind of vision that I am referring to and not praising anyone for being the father of education or whatever but everyone who had taken part. As a result, all Barbadians will benefit, due to the fact that when we have an educated population, it cuts back on some of the lawlessness, crime and the mendicancy that exists in some countries, which we are beginning to see here in Barbados.

Mr. Deputy President, I also want to talk about some changes that the Barbados Labour Party, during 1994 and to the present, has implemented in order to meet the changing needs, not only in Barbados but indeed the region and the rest of the world. I refer to the special schools where the Erdiston Annex was placed on a little hill. There is no point in any society planning only for persons who are perceived to be normal in the acquisition of skills and performance on the job. We must also cater to the disabled in our country. All would have listened yesterday evening to the plight of the disabled and the problems that they experience when they go to town to receive jobs and in a number of other areas. Every day, they are plagued with these difficulties.

The Erdiston Annex is a new complex. It was placed on that hill, in the driveway of Erdiston Training College. The conditions were deplorable when this Administration took up the reigns of this Government.

Today the parents who have children going to that institution are happy to know that recognition has been given to the children who are physically and mentally challenged, which gives them hope that somebody cares and that they have a future where they can become productive citizens.

Aside.

SENATOR Miss C. Y. FORDE: Mr. Deputy President, we know of instances where students have been sent home, sometimes for two weeks because of various infractions within the school: strike someone with a stone, mark a teacher's car, use of abusive language or whatever. I agree that if children are disrespectful, there have to be sanctions put in place for them to know and learn that respect is due, not only to their classmates or their peers but indeed to teachers and other members of staff.

The Edna Nicholls Centre was visionary in that if a child is suspended for one or two weeks, that child is directed to go to the Edna Nicholls Centre in St. Peter, to be put in a programme designed to help to overcome some of the difficulties experienced within the school.
2.30 p.m.

I am happy to report today that many of the students, who have been to the Edna Nicholls Centre, on their return to school try to do little acts that would cause them to get suspended again because they like the life at that school. It is not a life in which there is happiness and joy all over but they like the way they are being dealt with because they have reading problems, speech problems and emotional problems. The programme which Mr. Ervin Leacock and his staff have in place there, is a programme that caters to their needs and makes them feel that they are human beings who others are listening to and want to help in becoming productive citizens.

Mr. Deputy President, the Alma Parris Memorial School in St. Peter is now catering to the students who were at the composite and senior schools across the length and breadth of this country who were marking time at those schools because the programmes that were designed were not meeting their needs, and this led to a high level of frustration among our students.

Mr. Deputy President, the Alma Parris Memorial School is now providing job experience for many of the students who would have been going through the cracks in the educational system because the programmes were not catering to their needs. They are now on attachments in hotels and other industries. They are doing boat building, cosmetology and agricultural science. In essence they are being exposed to life skills.

Mr. Deputy President, there have been many other amendments to the Education Act and I would like to touch on another one before I get into the real essence of the amendment to this Bill. Many of our students begin to display deviant behaviour whether it be truancy, that is, not going to school or running around in the bus stand. I talked about the disrespect earlier and getting involved in the use and abuse of drugs and so on. Therefore, the Power to Search Act was implemented so that teachers, principals and others on the school compound had the opportunity to hold children back and give them whatever treatment was necessary for the negative behaviour, but in such a way where they would be given the necessary skills at the Edna Nicholls Centre.

Mr. Deputy President, there are reasons why we have to make changes from time to time, hence this Bill today where we are looking at scholarships and exhibitions by catering to those who are not only in the sixth form schools but also to those who are participating in the Caribbean Advance Proficiency Examination (CAPE) examinations as well as the Associate Degree Programme at the Barbados Community College.

Mr. Deputy President, I think it is important that I make mention of many of our principals who have gone on to be properly apprized of the Caribbean Advance Proficiency Examination (CAPE). They have gone to ensure that they have a better understanding of what the CAPE examination entails and the form of implementation that will take place to ensure that our students have a proper transfer, because we envisage that down the line the Cambridge 'A' Level will be phased out and the CAPE examination will come on stream. The same thing happened when we had a lot of GCE's in the 50's, 60's and 70's, but now we are into the Caribbean Examination Council (CXC) examinations.

With respect to those studying for the Associate Degree at the Barbados Community College this amendment supports the award of a Barbados Scholarship of a grade point average of at least 3.80. For the award of the Barbados Exhibition they will need to get a grade point average between 3.66 and 3.79. For the award of outstanding achievements, they will need a grade point average of at least 3.75. Grades 1 and 2 in the two-point unit course of the CAPE examination which is equivalent to the Advanced Level grades A and B respectively will be needed for determining the awards for the Barbados Scholarships and Exhibitions.

Mr. Deputy President, we know that the persons who have been identified or are entitled to the award of scholarships, exhibitions, bursaries and grants which are provided under section 47(2) of the Education Act, Cap. 41 are to be:

- (a) citizens of Barbados;
- (b) children of a citizen of Barbados;
- (c) children of a person who is ordinarily resident in Barbados and has been so resident for at least seven years.

In addition to that and which is not included in the Act, the following are the requirements for the award of the Barbados Scholarships and Exhibitions and awards for outstanding achievement. To be awarded a Barbados Scholarship or Exhibition, candidates should be 20 years old or under on the date on which they complete the requirements of the relevant examination. To be awarded the Barbados Award for outstanding achievement, candidates should be over 21 years old but under 30 years old by the date on which they complete the requirements of the Associate Degree.

With regards to the Barbados Scholarship, no candidate may be awarded a scholarship unless he or she attains a Grade A in the General Paper of the Cambridge 'A' Level Examination or Grade 1 in both Caribbean Studies and Communication Studies of the CAPE Examination or a Grade A in both Caribbean Society and Politics and English and Communication Studies in the Associate Degree Programme at the Barbados Community College. So an individual must attain passes in no fewer than three subjects at grade A at the Cambridge 'A' Level or Grade 1 in at least three two-unit courses in the CAPE examination or a combination of A and B noting that a Cambridge 'A' Level is equivalent to a two-unit CAPE course or a grade point average of at least 3.80 in the Associate Degree Programme.

Mr. Deputy President, Barbados Scholarships and Exhibitions are awarded under the following subject groupings: Science and Technology, Language Studies, Modern Studies, Mathematics or any subject combinations. Of course, we know of the amounts that are afforded to those who qualify for bursaries, scholarships or grants under the system as it currently is.

We are of the opinion and know that we have many bright young people among us who are not reading as adequately as they should and are not familiar with our history and aspects of our culture or Caribbean history. We know that many of them have the potential to score those 3 A's and an A in the General Paper. This means that they would have to apply themselves more to the examinations they are studying for. It also means that at the end of the day we would have quality students who would receive those scholarships and will go out and continue to represent Barbados in the way they do now. Indeed, there were people from two institutions in the United States of America in the month of June who came to the Ministry of Education investigating what are the ingredients that the educational system in Barbados offers. While the United States students are scoring in the SAT examination 1000, the Barbados students who are there studying are up to 1250 and 1300. They thought it was a very interesting educational system that we have in place and were querying how they can do it in their country. I think there might be a little jealousy too to know that these students are coming from a developing country and can do so well in the various examinations at institutions in the United States of America. Therefore, I think that the teachers, principals, parents and, indeed, those students must be lauded for those outstanding efforts, the commitment and the dedication to their studies to be able to achieve.

2.40 p.m.

We do have a lot of excellent young people in our society. It is envisaged that we will still have an average of 15 to 20 individuals who will qualify for scholarships again this year. We also know of other forms of scholarships, namely, the National Development Scholarship where applicants are eligible between the ages of 18 and 40 so that there is still hope for many of us who are planning to pursue studies in areas where the changing needs of the society demand that our people pursue studies for the employment and the growth and development of health, culture and technology.

The value of the National Development Scholarship is outlined in the former Act and therefore I would not spend additional time to focus on it and then, of course, we have Government bursaries to the University of the West Indies where individual candidates have been offered a place to pursue full-time studies at the University. Persons in four-

year programmes will not be considered if they are categorised as part-time students.

The value of the bursaries from the Governments to the University of the West Indies are: the Bahamas – \$2 500 per annum; Mona – \$2 500; St. Augustine – \$2 900 and Cave Hill, of course, – \$1 800 per annum. The enabling grant is also offered for students in their final year of studies and the persons who are eligible must be finally in study and they must demonstrate financial need and a maximum of a grant of up to BDS\$2 000 is payable to those candidates who qualify.

Mr. Deputy President, I would want finally to touch on a couple other areas just to show how once we have a good foundation at primary level it will lead into secondary level and then the tertiary institutions will be able to show up and develop more outstanding students who will be the cream of the society and who I am sure will make us proud of their performances.

I want briefly to make mention of the curriculum reform. These documents were already laid as documents of the House and this is the document for teachers and principals to use within the schools for the Curriculum 2000 Project. We see the two coinciding, Mr. Deputy President, the curriculum reform and the EduTech 2000 Project where they dovetail because there is no point in putting the technology in schools and not changing the way children are taught to make them become active participants in their own learning. The smaller booklet is available to parents at a small contribution of \$5 because for many years parents have been trudging along trying to follow through children's notes and their workbooks to find out where their children were at.

These documents are colourful and explicit so that parents can look through them and see what are the programmes being offered and are able to determine how they can help their children. Mr. Deputy President, this is a way of empowering parents to be a part of their children's learning and it also helps parents to understand what is happening in the schools and parents themselves would want to continue to do their own studying. These small ones are for the parents and the larger ones are for the technocrats within the Ministry's setting.

The reform has a number of components which time will not permit me to touch on but, indeed, it encompasses social and emotional learning. We are inviting parents, teachers and others to assist children in extra-curricular activities because we have found that many of our children seem to have lost conscience, seem to be unaware that they have potential but because of a lot of emotional stress they are not able to explain themselves. They do not know how to laugh, how to joke and not to take criticism as seriously as they do. So the social and emotional learning is enshrined

in this document and helps parents to understand some of the things they can do within their own setting that would help their children to develop into rounded individuals.

We have the attainment targets where we have started with criteria reference steps at ages seven and nine that will help us to determine what difficulties children are experiencing, what skills they are mastering, and afford teachers opportunities to prepare profiles for their children so that the children can be reached at the levels they are at and that they will develop those necessary skills and master them to be able to move on to the next stage. Indeed, it tells us that we must treat children or anybody as individuals and reach them where they are at.

There are psychologists who tell us that we move from the known to the unknown and if many of us monitor our own children, we find that many of them have missing links in conceptual development and that is one of the reasons why I think many of our Barbadian children opt out of doing mathematics up until a certain level because the conceptual development does not follow and there is no continuity. Therefore, these kinds of activities that will take place would help our young children to be able to fill in those missing gaps and to be able to function independently and productively.

Mr. Deputy President, the teacher appraisal system also ties in with the whole exercise. We have found that for many years a system was used where it was only regularity and punctuality and things of that nature for which you wrote an A or B for a person's performance, but there was not a proper system put in place. The pilot has been very successful. Nothing that has happened over the last year in the pilot would be recorded on anybody's file because it is a testing exercise, but it gives the administrators in the Ministry an opportunity to be able to determine who will be our future leaders within the school system and who are the ones who as teachers have difficulties in presenting certain lessons and the kind of help they need. It is not a situation for persons to be ridiculed but indeed it is more to enhance their teaching and to help them to be able to improve in a number of areas.

Appraisal reports are heartening and we would want to look at that succession plan that will arise as a result of the pilot and implementation of the teaching appraisal that, sad to say, was sitting down as a proposal since 1983 and never been touched and the teachers were saying that they wanted to go through that appraisal system in order to have their skills properly evaluated so that they would know whether they have potential at some time to become a senior teacher, a specialist in some area or perhaps a head teacher or education officer. The system is going well and speaks

volumes to what can be done over a short period of time if the information is sold to the public.

Mr. Deputy President, these changes in the educational system did not just come about by putting them forward and leaving them hanging but, indeed, by moving around the country selling the product among stakeholders, getting ideas and opinions from them as to what they think useful and what they think is not and then meeting with them at different levels to be able to determine where do we go from there. All of that consultative process, Sir, was undertaken and we would want to thank all those teachers, principals, parents and others who have come out and given undivided attention and support to the various policies in order for them to be able to implement them successfully.

Mr. Deputy President, it is with those remarks that I would want to speak of some of the areas which Government has been putting forward and some of the reforms in the system, and I would want to extend assistance to all who would need with regard to the educational reform, indeed, for the EduTech programme where many of our schools have already been upgraded. We have some mixed schools at primary and secondary level that will be receiving the laptop computers that the students can take home to assist them in the various activities that they have to do to help enhance their learning.

You would appreciate, Mr. Deputy President, that there have been so many changes across the world within the last 15 to 20 years that we in Barbados do seem to be behind, and while I know that there are other countries in the world and in the Caribbean that are still further behind than we are, I want to laud the efforts of all those who have helped to put systems in place to make improvements.

I can speak, Sir, personally of my experience in Israel in 1986 where computers were in kindergartens and in the special schools and children were manipulating them as adults do here in Barbados. I am sure that that has redounded to the benefit of those students and those countries.
2.50 p.m.

I think it is important that we in Barbados follow suit in the light that there are so many changes in technology and in a number of other areas. Children have the technology and are using it at home and it is important that the school also gets involved so that those who do not have the technology in their homes will have access at school and be able to use it successfully as we gear ourselves for globalisation. Hospitals, supermarkets, the airport and a number of institutions also have the technology and we in Barbados need to be an integral part of what is happening worldwide.

Mr. Deputy President, with those comments I commend this Bill to the Honourable Chamber and ask Honourable Members to give it their support.

I beg to move that this Bill be now read a second time.

SENATOR Sir JOHN STANLEY GODDARD: Mr. Deputy President, I am indebted to Senator Forde because she explained at length some of the programmes within the Ministry of Education and in that regard she has anticipated some of the concerns that I have and which I would like to raise today.

Mr. Deputy President, this Ministry is known as the Ministry of Education, Youth Affairs and Culture and even though we know what education, youth affairs and culture is all about, I still went to the Concise Oxford Dictionary this morning to double check its meaning.

'Education' is defined as systematic instruction, schooling, development of mental and physical power, moulding of character.

'Youth' is defined as the state of being young, vigour, the period between childhood and full adulthood.

'Culture' is defined as rearing, tillage, the production of bees, oysters, fish, process of causing bacteria, tissue *et cetera*.

Mr. Deputy President, the meaning of culture seems to have no relationship to what we understand to be culture and I felt I would share these definitions with you because each of us has a different understanding of culture. My understanding of culture is the ways and means of doing things over time, the habit of people in relation to their dress, speech, worship, dancing and song. It includes the level of importance attached to human qualities such as love, respect, courtesy, trust and discipline.

The present focus on education seems to include the EduTech 2000 programme which is a very important programme and which I support wholeheartedly. It will cost us a lot of money and it has to be implemented over several years. I understand that while the computers are in place that the software relating to the educational programme for this September are not yet in place. This may only apply to certain schools but there is no point in having the computers and not the software.

There is the new continuous assessment programme and the national diploma programme which relates to the first three years in the secondary school and which I understand will be a prerequisite to students moving on to the CXC level.

I understand the teacher appraisal programme is to start in September. I heard Senator Forde say that programme was on the shelf since 1983, so there can be no excuse whatsoever as this is the year 2001 which makes it 18 years later.

These programmes and the others referred to by Senator Forde are important but this is the easy stage. The difficult stage is the implementation and monitoring of the programmes through effective management which is the responsibility of the Ministry.

There are other considerations which the Ministry would be involved in but I do not believe that reference has been made to them. I believe the Parent-Teachers Association could be more effective in the schools and not seen as just a means of raising funds. The teachers, students and the parents, all three have to work together

I do not know to what extent promotional activities for teachers exist between the schools because once a teacher is assigned to a particular school, the teacher should not be restricted to that school only. If that is the case it would be very demotivating for the teacher. I know that it is possible today to have a head teacher at the age of 40 but to keep that head teacher in the same school for the next 20 years, that person would have to be exceptional not to go stale. I am talking about mobility between the schools to keep the teacher motivated. Sir, I would like to turn to culture. It seems to me that more emphasis is placed on culture these days than on education. Let me define what I mean by culture. The word culture seems to become synonymous with festival and festivity. There are other ways of describing it but I do not think that it would be parliamentary language, so I will refrain from that. All that is associated with festivals and festivities we now refer to that as "we culture".
3.00 p.m.

I am not against festivals and festivities. Please do not get me wrong, because I think that we all recognise the economic and recreational benefit. I do not know if anyone has ever done an assessment of the social benefits. I know that there are some, like Bajan Yankees coming back home, family reunions, family getting together and celebrating; all of that is good and positive but there are negatives. I am talking about a decline in the standard of behaviour, excessive drinking, promiscuity, and all the other things that we can associate with enthusiasm, with excessive zeal which manifest themselves during festivals and festivities.

Sir, on August 1, 2001, Emancipation Day, I participated in the March and I have participated in every March on Emancipation Day since it started. I think that is has a tremendous significance to all Barbadians irrespective of race or ethnicity, but this year was the smallest turnout that I have

ever seen. I doubt there were more than 1000 people. Let me extend it to 1 350. I say that because it would represent a half of one per cent of the total population of Barbados.

The Archbishop was highly critical of Barbadians for not understanding and respecting the significance of Emancipation Day within our society. I admired him for doing it but he should not have had to do it. I do not know how many people were at the East Coast Party Monarch Competition. I heard that it was a wonderful show, the weather cleared up but I am sure that there would be many times more than the persons participating in the Emancipation Day March. One has spiritual significance and the other one was another festival and another festivity.

Asides.

SENATOR Sir JOHN STANLEY GODDARD: Sir, more time and effort now seems to be placed on culture as now currently defined than on education of which we all have a clear understanding. In the traditional sense, education and culture have always been very closely related, they are inseparable. It used to be so but that has changed and there needs to be a balance. In all things there need to be a balance, even now more so than ever, a balance between what is education and what is culture.

Sir, I go as far as to say that it might be necessary to remove culture all together from the present Ministry in order to allow that Ministry to place more emphasis on implementing its important programmes, and they are important, to deal with education and youth affairs.

It is a cliché to say that our children are the future but it is profound and insightful. We must not allow our children to be distracted by the prevailing concept of culture. Sir, again, I refer to it as the party mentality; the festivities and jump and wave. Our children need to be encouraged to focus on education in order to succeed in this more competitive age of globalisation.

Sir, let us pass on to our youth the traditional understanding of culture which has been inherited from our foreparents. I would like to refer to it again. It is my understanding – I may be wrong, but to me and I know of many others who share this understanding – that culture is the ways and means of doing things over time. It is the morals and the habits of people in relation to their dress, speech, worship, songs, games and other aspects of human behaviour.

It includes the level of importance attached to human qualities such as love, respect, courtesy, trust and discipline.

Sir, this is an important matter and I hope that this society would give it the attention that I think it deserves.

I am happy to support the Bill. I thank you.

SENATOR LeR. H. McCLEAN: Mr. Deputy President, it is unfortunate that a wiser head preceded me in this debate. The point that he has ended is where I had planned to start and that is not specifically with culture.

At this time of year, we rightfully recognise the importance of Emancipation as a people and a country. Unfortunately, in the process we tend to disregard some of the positive things that we have inherited from what some people call our former and some people also believe to be our future colonial masters. The way that things are going nowadays it seems to be heading back in the direction of being colonised in a different way.

I must admit that I was not one of the persons present at the Emancipation Day March. It is not that I do not understand or appreciate the importance of recognition of Emancipation Day. I was at the first March. I have a problem with what seems to become an annual pilgrimage to worship at the foot of a statue. I know that there are other people who do not necessarily see it that way but that is my belief. I believe that in some way some of us got caught up in a form of idolatry but that is a personal view. I am not asking anyone to agree with it but that is the view that I hold and I will always hold.

Mr. Deputy President, our continuous link to Great Britain is probably responsible for many of the institutions and systems that we have been able to develop in this country. Sir, if we examine what has happened in several Caribbean countries which have changed hands from English to French and Spanish, you will realise that many of the institutions have not developed at the same rate or to the same extent as ours have. Perhaps, the stability has helped us to go in that direction.

I am not at all putting any case in support of the colonials but I am just saying that it is important that we recognise that it is that measure of stability which we have which is probably one of the reasons why we have done so well.

One of the systems that has benefited us considerably is our education system. It is true that even though the foundation for our education system may have been in place, it was readily accessible by the broad masses of people in this country. It was to the good fortune of persons like myself, that the Democratic Labour Party came to power at the time it did and instituted free secondary education and made education available to the broad masses of people of

this country. Sir, even though I attended a private secondary school, the most school fees that I have paid at secondary school is \$25 a term and also it was because I was able to get a bursary at that time from the school and was able to go on to university and get a free tertiary education.

Mr. Deputy President, in recent years we have heard much about the need for change in our education system. Every time you look around somebody is saying that we need to change something about our education system. In fact, recently there was a consultation in Barbados with the Caribbean Development Bank and the World Bank and the Opposition Democratic Labour Party was invited to meet with some of these persons. One of the things that came up was this need to change. I posed the question to one of those persons. "What should we change to?" I could not get any response but people seem to think that you need to change. My question always is, what are we going to change to?

Asides.

SENATOR LeR. H. McCLEAN: Sir, one would recognise that there would be reasons for modifications of the strategies that we employ and as there is a changing focus on technology, obviously, as the world changes, we will have to change the way that we approach things and modify our systems. We must be careful how we rush ahead trying to implement wide-ranging and far-reaching changes without properly examining what we are doing, what we have and what we are going to change to.

The impression that one gets from hearing some of the latter day experts in education, is that our education system is badly failing our people and children and by extension our country. Is it really that bad? I heard the Honourable Senator in her presentation speak of the fact that the Americans have been full of praise for our education system. In fact, while we are busily trying to implement systems coming out of the United States, I recall that there was an expert visiting Barbados some time ago, and of all places somebody from the United States was here to tell us about the teaching of English. When they visited a small school in St. Philip and observed an experienced teacher teaching English in that class, the comment was, this is the best system that we have ever seen.

Sir, they had come here to Barbados or they were invited here, I do not know by whom, to advise us on changing systems but when they got here, they discovered that we had something far superior to what they had. Our educational systems in our schools have produced some outstanding and remarkable persons. We have produced persons like Professor Ken Stewart, who at one time was

physician to Her Majesty; Paul Steinbuck, who is now a world recognised pediatric surgeon. Sir, when I look around this Chamber I see persons who have made an outstanding contribution to education. There are persons like Senator Dame Patricia Symmonds; Senator Trotman, a world trade unionist; outstanding businessmen in their own right in persons like Senator Brome and Senator Sir John Stanley Goddard who has been recognised, not only in Barbados but regionally. I know that recently he has been out of Barbados making a presentation to businessmen outside of Barbados. We have agriculturalists, economists, attorneys and, indeed, one who has made a significant contribution to not only the practice of nursing in Barbados but also to nursing education.

Sir, for a person like myself coming into this Chamber, it was a very humbling experience because you are coming in among persons of no mean achievement. We have seen that many of our people have been able to develop and make a significant contribution to this country.

It therefore causes some concern for some of us when you hear persons speaking of our education as if they have long languished in the backwoods and now have to be brought to light. Many of these views, unfortunately, are not influencing the policies and decision-making in education today. There is the belief that we need to undertake these massive changes.

I believe that the Minister in her youthful zeal and probably lack of experience, has embarked on an apparent mission to rid the Ministry of Education of all that is old and ancient. She has succeeded in not only ridding the Ministry of Education of the kind of experience and maturity required to manage our education in these fast changing times, but she has also managed to shake the very foundation and seems poised to tear to shreds the fabric of our education system that has been woven over the past 150 or more years.

The policies which have been embarked on by the Ministry of Education, the best analogy that I can think of is pouring mauby very quickly into a glass. Sir, you end up with very little beverage and a lot of froth at the top.

Asides.

SENATOR LeR. H. McCLEAN: I thought about using beer but that is expensive. We have spent a lot of money on the system and we seem to be getting very little out of it.

Over the years since the present Minister has been in charge of our education system, we have seen...

Mr. DEPUTY PRESIDENT: Would the Honourable Member sit please.

Mr. Deputy President left the Chair and Mr. President took the Chair.

Mr. PRESIDENT: Senator McClean, please continue.

SENATOR LeR. H. McCLEAN: Thank you, Mr. President.

Over the years we have seen so many different policies emanating from the Ministry of Education, that had there been a success rate of 15 per cent of each of these policies, education in Barbados would have progressed by leaps and bounds. Unfortunately, we have seen no such success rate.

I can think of at least 15 policies which have been embarked on by this Minister. We have had a reading programme launched with much fanfare, song and dance and festivity at the Garfield Sobers Gymnasium. What has happened to that programme recently? We still have serious problems with reading in the schools and we do not hear anything about the reading programme any longer.

Remember this programme was launched by no less a person than a Mr. Edwin Yearwood, with the usual song and dance. Number two, these are not given in the order in which they have been implemented, this is the order in which I have thought of them.
3.20 p.m.

They had proposals for the teaching of African history, EduTech, partial zoning, flexible transfers, the establishment of the Edna Nicholls Centre, the proposed University College of Barbados, the White Paper on Education, curriculum reform, continuous assessment, the Book of Values, or something like that which was proposed in place of Religious Education, criterion reference tests, diagnostic testing for sight, hearing and speech, tuk band and stilt walking in schools.

Those are at least fifteen proposals which have come out of the Ministry of Education. As I said, Sir, if we had 15 percent success, education would have progressed by leaps and bounds.

Unfortunately, Sir, what we have had is a dismal performance of failure in almost every one of these areas. In fact, we have had a situation where every other week, we heard about a new proposal and with no continuity whatsoever and not one of these proposals being carried through.

EduTech, Sir, when it was first started was labelled as 'EduTech 2000'. It was supposed to have been the great

Programme that would take Barbados forward into the Twenty-first Century. In fact, I recall also that EduTech was proposed as one of the programmes for the new millennium and there was to have been a sunrise event on the East Coast to greet the new millennium.

That is why I say, Mr. President, that I am a little weary...

Aside.

SENATOR LeR. H. McCLEAN: I am saying that around that time, we also had that proposal.

I am going to get back to EduTech, Sir.

Mr. PRESIDENT: I would like to give you an opportunity to establish the relevance of what you are saying to the Bill which is before us.

SENATOR LeR. H. McCLEAN: Yes, Mr. President, the Parliamentary Secretary, the Honourable Senator in her presentation made some fairly wide ranging comments about the progress of education and what has been done in the field of education. Sir, I am simply responding to many of the areas which she mentioned.

Sir, EduTech was supposed to have been a grand occasion. What we have had with regard to EduTech, was simply a programme for the refurbishment of the schools which we cannot criticise. Of course, we need to have continuous maintenance of school plant. However, one of the should not fool the people that this was going to be some great technological advancement being brought to this country.

Instead, what we have had, Sir, was total confusion at the beginning of every school year with dislocation to the schools: teachers and students suffering great inconvenience.

Aside.

SENATOR LeR. H. McCLEAN: We have also had a situation where there have been some very questionable means by which contracts were awarded for the refurbishment work in these schools.

SENATOR THE HON. P. C. GODDARD: On a point of order, Mr. President. That statement suggests that the Government is doing something improper and unless the Honourable Senator knows specifically of some instance, I ask him to withdraw those remarks.

Mr. PRESIDENT: I agree with the submission. I think you should withdraw those remarks since they cast aspersions, presumably on some officer or officers of Government and, if you want to deal with that, there is a particular procedure.

SENATOR LeR. H. McCLEAN: Mr. President, I will withdraw the statements that there were questionable contracts being awarded. What I would say, however, Sir, is that the Auditor-General's Report clearly shows that there were questionable actions in the execution of several of these contracts, where in the words of the Auditor-General, persons were paid for work that was not done: \$12 000 in windows that should have been in a school were not there but the person was paid for them. There are many other points which we do not have the opportunity to go into at this time.

Sir, we have several situations in this country where there are questionable means by which things are being done and the EduTech programme, obviously, is no where near what it is intended to be because every phase of EduTech is behind schedule. The implementation of the programme has been beset by all kinds of problems. The programmes at Erdiston Teacher Training College (Erdiston) have been disrupted in order to accommodate training of persons for EduTech but yet, the persons have not been trained and the programmes that were supposed to be conducted at Erdiston have been left uncompleted.

Mr. President, we have also seen a situation where persons have now been attracted to Barbados to have our teachers working in their system. I heard the Minister of Education say that only twenty-seven teachers have applied for leave to go to New York. I hope, Sir, that at the beginning of the next school term, there would not be a serious problem in this country because of the shortage of teachers. If the Ministry of Education is planning to replace only twenty-seven teachers, who have gone to New York, I have a slight feeling that there is going to be a serious problem. There are many of those teachers who have not applied for any leave but if the Minister believes that there are only twenty-seven leaving, I think she is going to get a surprise because there are going to be much more than twenty-seven teachers who are going to be leaving.

Mr. PRESIDENT: Senator McClean, I have given a fair amount of latitude in this debate. You have not responded to my suggestion that you establish relevance between your presentation and the Bill before us.

I now ask you to speak to the Bill or take your seat.

SENATOR LeR. H. McCLEAN: Mr. President, I have no intention of questioning your ruling.

Mr. PRESIDENT: I do not know what is your intention but I do not think you should make that statement.

Please speak to the Bill. I am merely trying to abide by the Standing Orders, specifically Standing Order No. 35.

SENATOR LeR. H. McCLEAN: Mr. President, one cannot speak to a Bill to amend the Education Act without dealing, Sir, with many of the matters pertaining to education.

Sir, I am guided in my presentation by the notes I made, based on comments made by the Honourable Senator in her presentation of the Bill. I am merely seeking to respond to many of the matters that were raised by the Senator in her presentation.
3.30 p.m.

Sir, Senator Forde in her presentation also made mention of the requirements for the awarding of scholarships. She said that the requirement to achieve a Barbados Scholarship now would be three grade A's and an A in the General Paper. What this is doing is raising the bar for the attainment of a Barbados Scholarship. However, every time the bar has been raised our young people have been able to attain whatever heights are set.

Therefore, the intention of the Government would be thwarted because I believe their intention is to reduce the number of people who can gain the Barbados Scholarship because the Government hoped to cut back on the cost for the awarding of these.

SENATOR THE HON. P. C. GODDARD: On a point of order. That comment suggests improper motives on the Government and does not reflect the Government policy.

Mr. PRESIDENT: That is no point of order. Please proceed Senator.

SENATOR LeR. H. McCLEAN: So even though the Government wants to raise the bar for the attainment of the Barbados Scholarship, our students will still reach that level and will still be able to ...

If the Government hopes to save money by raising the bar and reducing the number of people who can achieve the Barbados Scholarship, they will get a surprise because our students will come through on it. So rather than Government seeking to put obstacles in the way of our young people, what they should be doing is trying to improve the general state of education in this country.

We have heard also about a proposed university college of Barbados which would see the merging of the

Samuel Jackman Prescod Polytechnic, the Barbados Community College and the Erdiston Teachers College, but these are three institutions which have different levels of requirements for entry and different types of programmes. So there is no way that we can have compatible merging of these institutions.

This is in keeping with the present approaches by the Minister of Education in raising every other day a new fad by trying in some way to make an indelible mark on the education system in this country. Apparently there will be an indelible mark which would be made, but it would not be one that Barbadians would be proud of, because it seems as though the Minister of Education is systematically demolishing what we have been trying for years to build.

I mentioned 15 different things which the Minister has attempted over the period she has been in charge of the Ministry of Education but not one of them has come to completion. Teachers appraisal has now been put on hold. These teachers are the people who are supposed to be producing the students who are supposed to go on to achieve these Barbados Scholarships. We have flexible transfer of students from the primary to secondary level where students are able to delay the writing of the Common Entrance Examination for a year if they are not ready, but yet we find that there is no programme in place for those students, so they are merely repeating a year. Attendance at the few classes which were held this year is testimony to the fact that the system is failing our students because rather than dealing with the critical issues, we have students who have problems with reading and comprehension, they have classes which bear no relation whatsoever to reading and comprehension and there has been an extremely low turn out of students to attend these classes.

Senator Forde in her presentation mentioned the Edna Nicholls Centre. I was amazed when she mentioned this Centre and said that there are students who have been doing things to get back there. This is unbelievable, Sir, in that you can have an educational system where students would want to commit an offence to get into a special institution. It is unbelievable that this should be happening. In fact, this is saying that what we are doing in the schools is not really what is of benefit to those students. Students should not have to have a bad record in order to ...

Mr. PRESIDENT: You have one minute left, Senator.

SENATOR LeR. H. McCLEAN: Then we have, Sir, the matter of curriculum reform and continuous assessment. All of a sudden now we are hearing that a programme is to be implemented from this year starting from Class 1 and very

little has been done with actually putting a system in place for the teachers to know exactly what they are supposed to do. We have not been hearing anything about the diagnostic testing that was done in recent times. Absolutely nothing has been done with the result but yet we have this emphasis on the teaching of dance and music and all kinds of things in the schools in a programme that is depriving the students of a proper education, and the Minister seems incapable of finding the right mix as to how she can blend the various things that are required for the development of our students.

I believe that we have to take a serious look at what is happening with education in this country, and I think that the best thing that could happen to education is the imminent removal of the Minister from that Ministry.

I thank you.

SENATOR THE HON. P. C. GODDARD: Mr. President, I rise to comment on the Bill before us which is to amend the Education Act to allow for a change in the achievement of the standards for the Barbados Scholarship.

Mr. President, for a long time we have seen Barbadian Scholars and many individuals excel in sixth forms who have pursued studies in specific subjects but who have read very little outside of their narrow subject base. In the private sector we get university students applying for jobs who boast that they have not read a single book outside of their curriculum. They also say that they have read so many books at the university that they do not plan to read another book for the rest of their lives. This is the sort of result which we get by being too narrowly focussed on our curriculum, our achievement objectives and in our definition of scholarship.

This Bill is focussing on developing true scholarship in our society.
3.40 p.m.

Mr. President, I had wished that we would have seen a better focus on this need for enhanced academic performance and the nature of true scholarship in our society. I know that I have interviewed many executives in my time for employment and one of those executives who is now a senior executive in Barbados constantly tells the story with some amazement that when I interviewed him the first five questions I asked him were what books had he read in the past year, what magazines had he read, not of a technical nature, and what newspapers had he read, had he published anything. These are the nature of questions that will elicit whether or not someone has a rounded approach to life, a rounded approach to education and a rounded approach to work.

Work is not all about technical things. It is mostly about people, the people with whom you work, for whom you work and who work for you and the customers that you serve whether you are a doctor, a grocer, a farmer or whatever. We have to understand that the nature of scholarship requires inquisitive minds, people who question, people who attain certain academic disciplines of excellence, who understand time lines, who understand the rigour of careful analysis of problems, who come up with clearly analysed solutions that are as unbiased as possible by sifting through the evidence and not the hearsay. It is only by developing this type of scholarship that all of our national fields of endeavour will excel, and therefore by raising the bar which Senator McClean readily recognises that our students will achieve, because they have achieved every time we have raised the bar, we will raise the quality of our scholarship levels and we will be creating more rounded students; and that is the basic thrust of this Bill.

Mr. President, I heartily congratulate the Minister of Education for all she is doing and in particular for having the courage and the foresight to understand what scholarship is about. That does not surprise me, because she herself is a scholar and she herself understands the excellence of intellect and the things that are needed to make superior intellects respond to a system. That is what this Bill is about. It is not about EduTech. It is not about primary schools and other things within the educational system. I can talk about that too, but I would not do that to bore Honourable Senators. I would just like to bring this debate back into focus about the real issue that is before this Honourable Senate which is the need for producing excellence in our educational system.

There is much going on in our educational system and that is as it should be because for generations we have all worked with blackboard and chalk. We are finally going out of the blackboard and chalk era, taking the best of the blackboard and chalk and applying it to the new technological age. The classrooms of the future have changed and Barbados is in the forefront of that change. What could be wrong with that?

Any massive change like that will have time line delays. We are at the cutting edge. We are at the forefront. We are showing the way for the United States and Great Britain to do the same for the whole society and not just for pieces and parts of the society. That is the courage and the determination of the Barbados Labour Party Government, and the Minister has well presided over this change.

Mr. President, this amendment to the Education Act and the amended Regulations which raise the bar and widen the area of achievement to the Community College and the sixth form groups, recognises the change that sixth forms are

going to disappear in Britain and they will disappear in Barbados, recognises that there is going to be a change over time, and we have stated in this change that we want citizens and scholars to demonstrate their mastery of the wider social environment in which they live, to understand the context of our peoples, to understand the literature, to understand current events not just in the Caribbean but of the world.

If we operate in a global society we must understand the world that we live in, we must understand technological change, we must understand the culture that we have, we must understand our literature, we must be widely read and be able to comprehend our society. It is by achieving excellence in that General Paper that we will truly find our true scholars, and I wholeheartedly endorse the improvement and the raising of the level of this Barbados Scholarship. It will mean much more to those who attain that level and they themselves will benefit from having done so and will benefit in their tertiary education as a result.

Mr. President, I have no hesitation in supporting this Bill. Thank you.

SENATOR Mrs. P. E. RICKINSON: Mr. President, I rise to support the Education (Amendment) Act and I do so simply because I personally feel that in this age of globalization, in order for our people to get ahead we need to have certain changes in education.

We need to be able to compete. We need to be like others who at the age of 18 years have a doctorate and are running organisations. You should not have to wait until you are 40 years old in order to run an organisation. I sincerely hope that the direction in which the Ministry of Education is trying to carry education is going to end up in that direction whereby people with ability and talent under the educational system will not only be given the opportunity to have bursaries and fellowships but also be given the opportunity to run organisations and systems rather than promoting people on the basis of age and how many years they have put into a system whether or not they know what they are doing.

Of particular importance to me, Mr. President, in this Bill is the awarding of fellowships to the Barbados Community College and I say so as one of the two past teachers at Barbados Community College who used to teach the nurses. The Health Science Division of the Barbados Community College consists mostly of nurses many of whom would have qualified for fellowships but they were not offered. Consequently, those nurses could not go overseas after completing their associate degree simply because it was not possible for them to get the award on the basis of their performance. Now with the passing of this Bill nurses will be

able to get fellowships to complete their degrees in the United States of America and hopefully return to assist us in developing our health care system in Barbados.

I would also like to say that I sincerely hope that the time has come to stop all of this writing of exams. I hope that we will be able to find a way of making some of our students give presentations and weigh them according to what they have presented instead of trying to memorise books and large passages of books and just vomiting up or reproducing them in order to get an "A". That time has passed. It passed a long time ago when I did my post-graduate education in the seventies. I did not have to do any examination to come out with a Masters at Harvard University. That is one of the top universities.

The idea about education is that it is not how much you can memorise, it is how much you understand that you do not know and where to go and get that information and how to use it in order to help you. That is the basis of sound education.

I sincerely hope that we are moving to this because there are some nurses who go overseas and when they are exposed to this type of education, they come back and start talking to me and say that they now understand what I was saying. I used to tell them that you cannot take your books into a classroom with you. I know that you are not going to do any better because you have to know what you are studying. I would like to see us gear the educational system in that direction. Although I agree with the journalists that you need a well-rounded person, there is also room for specialisation in certain areas.

I would like to say a word or two about the National Development Scholarship which is part of this Bill. I believe it is an excellent idea. However, I think there is room for improvement. I feel that more research needs to be done regarding the direction in which we want to develop the nation, and then decide on the type of fellowships to be given in keeping with where we want to take the country. I will tell you why I say that, Mr. President. I am saying so because in health we have an aging society and I have written and talked about it. I do not know what next to do.

We have an aging society and we are supposed to be planning towards the development of that aging society. We have very few people trained in geriatrics and gerontology. There was a student who was admitted to a university and could not get support in order to go and study. When I wrote I was told it was not a priority. That is what I am saying. You need to do your research. You need to know that if you have an aging population out there you have to plan for the development of the country, and you have to cater towards an aging society and you cannot do so unless you take people

and send them out to train. Therefore, we need to send nurses out to train in the area of geriatrics and gerontology in order for them to come back and assist us in the development of these areas. They are upon us and there is no point saying that you are going to send people to private nursing homes and leave them to go and sit there and just eat and get up. That is not development. That is not what we need. I do not know about other areas. I can only speak to nursing because that is what I am familiar with. I do not know whether the same problem exists in other areas.

Another area, Mr. President, that I would like to speak about is the Students' Revolving Loan Fund and the means of helping people to become educated. I do not know whether in the Students' Revolving Loan Fund it is called a bursary, but it is a loan in order to help people who cannot afford to complete their studies.

3.55 p.m.

I feel we need to examine the revolving fund and if possible take out the word 'revolving' from it.

I am saying that there are some people who cannot genuinely repay that fund but there are others who can more than repay it. I do not know on what basis it is granted or what information is requested, but some people who do not need get it and some people who get it have difficulty in repaying it. Therefore, I feel in terms of national development and education we need to examine it and see if it could be used in a more transparent way.

Mr. President, I will tell you why I say that. There were some nurses who wanted to do a degree in nursing and there was no money available to give to these nurses. I do not know what approach Government can take but I do know that we need better educated nurses and we need to make some provision for allowing them to go to the University in order to improve their education.

Mr. President, when it comes to postgraduate education we need to look at bonding in a number of ways because the Government does not have a money tree in the back yard and it cannot continue to spend and if people do not pay back the money they use for postgraduate education, it means that others will suffer.

Mr. President, this is a very important Bill. I will not talk too much about EduTech 2000 because I do not understand the concept fully, but I think it is a bit more complex than giving children laptop computers. I agree that we need to introduce children to computers at an early age but they still need to learn how to count and write. I know there are children who manage organisations and develop programmes and are very creative at 18 and 19 years old, and

the only way you get that is to give children encouragement at an early age to go ahead and do what they do best. We tend to keep everybody back until the eleven plus examination but we need to make provision for the extremely intelligent children.

I think we need to have an educational institution to cater to the exceptionally intelligent children so that they can reach their true potential because that is the only way a country can progress. We need to support those who have an above average intelligence.

Mr. President, we are in an era of change and before you can get a programme implemented it is obsolete, but I think the Ministry should tell people what they are doing. The Ministry needs to use the media more to enlighten us in the area of education because people are only getting bits and pieces of what is happening and there is no vision of what is really happening in education. The vision has not been explained to us and it needs to be explained fully so that we can follow as well as make some input. Sir, as I said, I cannot talk about it because I do not fully understand it and if I do not understand something, I try not to talk about it.

Mr. President, we look forward to a bit more enlightenment about where we are going. I am serious about this because all countries have a form of intelligentsia and within the last 20 years everyone has gone silent and the intelligentsia is not coming out and talking about the different programmes and what is happening, but constructive criticism is needed in order for a society to grow and improve, but people are just talking behind each other's back and they become more discontented. Mr. President, before I sit down I would like to say a brief word about the various tests that we are doing. In the area of education, you need to use some of the nurses to assist you in assessing some of these students in the area of education for various disabilities. I am hearing aside that that is happening but we need to know that these nurses are there. There is not a proper school health system. We need to know that the nurses are attached to the schools to give continuous assessment of the children. I have said here before that I went to the Alexandra School, and the Health centre used to come and test us as children, and that was in the 50's – in the good old days as people would say – and there is no reason, why in those days that nurses could come to the schools and examine us and say what was wrong with us, *et cetera*, and in the Year 2001...

4.05 p.m.

Aside.

SENATOR Mrs. P. E. RICKINSON: The nurses are not in the schools all the time. The nurses are not attached to the school. They go into the schools and if they have clinic and there are too many babies to weigh, then they cannot go

into the schools on that day. It is not something that is definite and this is something that we have to do to boost our educational system by having a proper school health education system. We can only do that by putting them physically there attached to the school for which they are responsible.

With that, I support heartedly this Bill and I wish you all success in your quest to improving the educational standards of Barbadians.

Mr. PRESIDENT: Senator Symmonds.

SENATOR THE HON. DAME PATRICIA SYMMONDS: Thank you, Mr. President.

Mr. President, it is well known that I have had over forty years experience in teaching and I would like to say unreservedly in answer to a comment made by Senator Rickinson, that this Ministry of Education has held more town meetings, has had more meetings with parents, has communicated and kept them in touch with the necessary changes that have been made more than at any other time. I have also spoken often about the values of EduTech, of diagnostic testings, the fact that the emphasis now is on pupil-centred education. I have expressed my approval of flexible transfer and I am aware of what has been happening in the health services and how it is benefiting children.

When it comes to teachers' appraisals, that is something that was being attempted, I think, since about 1983. I was still a principal then and someone from the Ministry of Education had even sought my advice on how to go about it. It is more than time now that teachers be made to be accountable and it is something too that I praise the Minister for.

I have also in this Honourable Chamber praised her because she knows where she is going, the changes which she has made and is making are important especially in this increasingly competitive world.

The Minister even, as a child, I heard of her brilliance. I knew of it and knew of what she herself in all modesty could not get up and say when talking about flexible transfer, but she herself had gained one from the first form to the third form at Queens College. She is an exceptionally bright person and does know where she is going and is taking this country.

Now I wish to get on to the Act which deals with the Amendment. Mr. President, so far attainment has been tested, but there was never a uniform standard. Some people would get the Barbados Scholarship with two A's and one C, or two A's and one B and there is a difference between

having a mark that one has to reach and reaching a good attainment, and there has been gradualism. It has not been sprung on students, because all A's are a real test of excellence, but first there was the change to three A's. This Act requires the excellent person to be well-rounded and not just rounded in the narrow sense as Senator Goddard has pointed out. It is the concept of the person combining his or her choice of discipline with a command of language, the development of critical thoughts and a broader view of life to widen reading.

I have had the privilege even since retirement of teaching a sixth form of brilliant students, a form which some people would call 'high-flyers'. I was at first dismayed to find that they were taking the general paper quite casually. I pointed out to them that if they just grew up with a knowledge of their own subject or discipline, they would not only be dull people, but people would find them uninteresting. Not only would they lack interest in things, but they would be dull people whom people would not want to converse with and so, it makes a person more interesting and more interested in the world if they were not so narrowly focussed on the three subjects to the detriment of the General Paper and they would be able to do well in that as well. It is a matter of redirecting their focus, Mr. President, reading more widely and they would adjust. Those who can get three A's are brilliant enough to get four A's and this Government has done it with the same noble intention that the former B.L.P. Government increased the number of Barbados Scholarships, for manpower reasons. This is the same one that brought the 14-year olds back into school, and I was so honoured and happy then that I had a chance to take some back in. Then there is the Tom Adams Scholarship for \$10,000 for excellence in the Humanities.

I also want to mention in passing that a Barbadian scholar recently entered the University of the West Indies and has graduated in dance and so it is pitiful to hear Senator McClean talk about the emphasis on dance in a dismissive way, as if dance is not something so very important, because it is. I think it is more of a credit to this student that she departed from the traditional studies and discipline to do dance.

Mr. President, the Vice-Chancellor of my University, a very distinguished Scholar in one of the famous brief lectures entitled his lecture series "Education for Want". He asked if people wanted to educate clever devils, what the famous manager of consultant Peter Jacobs, perhaps call 'schooled barbarians', and the Ministry of Education is very conscious of the fact that those are not what they are aiming at for our society. We do not want clever devils, nor schooled barbarians, we want well-rounded citizens, who are brilliant, intelligent, where each one matters, each developing his potential, bringing out what is the best in each pupil, but

a well-rounded citizen with moral values that can take his place in society, at any level, according to his ability and development.

Therefore, Mr. President, I am very pleased to support this Bill and because I think that it will make our students realize that they have to aim at excellence, not only in their narrow field, but for a round education, I unreservedly support this Bill and I hope that all other Honourable Senators will do the same, because it is important for the development of our educational system that our students aim at excellence and not mediocrity. I thank you, Mr. President.

Mr. PRESIDENT: Senator Forde.

SENATOR Miss C. Y. FORDE: Mr. President, I wish to thank those Honourable Senators who have so eloquently expressed their support on the aspects of the educational system that would help our people to become well-rounded citizens who will help to carry our country forward in the 21st Century.

Mr. President, there are quite a number of issues that were raised and I thought it was unfortunate that Senator McClean would identify fifteen policies that have been embarked upon and none of them has worked. It is unfortunate, Mr. President, that Senator McClean, like many of us in here, have children within the same secondary and primary school system and I am sure that there would have to be benefits that these children would have developed as a result of the implementation of many of these changes, if not all.

If I had to deal with it and found that a child or ward did not, in any way, benefit in a system as this, I would have had to officially write to the Ministry and withdraw my child or ward and take it elsewhere. But it is unfortunate that when one looks at the flexible transfer where we have been talking about excellence in the system, we can boast at this time of students who wrote the Common Entrance Examination where approximately six of them scored full marks in Mathematics. None of them scored full marks in the English, but many of them clustered in the 80's and 90's. Mr. President it is sad to hear something of that nature. We know at this time, as I speak, there are students who have benefited by the flexible transfer, having written the Common Entrance Examination at nine years and are now awaiting the C.X.C. results and who continue to excel in our school system. It is unfortunate...

SENATOR LeR. H. McCLEAN: On point of order, Mr. President. The Senator is misrepresenting what I said about flexible transfer. The point that I made about flexible transfers was that for those students who deferred writing the examination, there was no special programme in place to help them to improve for the following year.

SENATOR Miss C. Y. FORDE: Mr. President, I beg to inform this Honourable Chamber that the Honourable Senator is misleading the House because I am scheduled on Tuesday, 7th August, 2001 to visit the Louis Lynch Secondary School to speak and to worship with students who have deferred writing the Common Entrance Examination, because they are actively participating in a summer school to help the teacher and others who are working with them, to prepare profiles for the primary schools when they return to write the Common Entrance Examination at twelve years old.

It would be inconsiderate of us in the Ministry of Education to have a flexible transfer where those who are bright can excel, but those who are not so quick at developing skills would have to go forward as well with the various deficiencies. I took my time at the point when I wanted to place emphasis on the conceptual development and the latter stages that have caused many of our children to stop doing mathematics. It is particularly because of that and the poor reading skills that we have very few mathematics teachers in the system. We need to let the benefits not only go to those who are excelling, but indeed to those who are under-achieving because of a number of related problems which could be illness, poverty, or malnourishment, *et cetera*.

Mr. President, when it comes to the Tuk Band, the Barbados Landship and the stilt-walking, we have recognized that programme under the guidance of Mr. Wayne Willock, where the children had little or no interest in the school, and this is not my reporting, Sir, but the team of Ifie Wilkinson and others who are doing the training are the ones who have sent officially, in writing and verbally, to say that the children in the programme want to come everyday, even though these programmes are not taking place every day. These are programmes where attitudes are developed. We know that we are crying out for poor attitudes among our people. The children are developing attitudes; they are coming to classes on time, they are listening to the instructions from the individuals who are not really trained teachers, but because those children are interested and want to excel in the areas where they have the skills, the children are benefiting as a result. It is a good discipline for children to listen to instructions and to carry them out. In the Landship there is "go down to Low Town". It is significant that this happens. The Tuk Band, the Landship, and everything, Mr. President, is working.

Before I make my concluding remarks, I would just like to clarify for Senator Rickinson the National Development Scholarships and the areas identified annually, certainly between 1994 and now. As far as I know, the comments are sent from the various Ministries, as well as the private sector indicating the areas of national interest that we should work towards. The Ministry of Health every year identifies two or

three areas where nurses, doctors and others in the health profession can access funding through the National Development Scholarship and this is done, as I said, for all of the other institutions, therefore there is no need to talk about transparency. There is a special committee set up in the tertiary department including others from the Barbados Community College (BCC) and other institutions who work in interviewing those applicants and trying to find out exactly the areas where their interests are and then the recommendation will come to the Minister.

The Minister does not deal with any interviews or selection for the National Development Scholarship, neither do I, Sir, because I do not have that privilege and would not want it, in much the same way that I am not a technical person. I am not a civil servant, I am more or less working in a political life, so it is not correct to say that there needs to be more transparency, because it does not come to us except at the final stages, as is done in the case of the selection of principal. Principals are selected in another way and I can only see it when it comes "for your information", Mr. President.

It is with those final comments, Sir, that I would want to again thank all Honourable Members who were very fair and just in their remarks, except for one or two areas where the Member clearly misunderstood what is happening in education. I would suggest that that Honourable Member make direct contact with individuals within the system so that they can explain what is happening, because there are times, referring to the Bible when it says, "a little child shall lead them" and we the adults need to listen to them if we want to speak with a measure of authority and in areas where we are not knowledgeable.

Mr. President, it is with those comments that I would beg to move that this Bill be now read a second time.

The question was put and agreed to.
4.25 p.m.

On the motion of SENATOR Miss C. Y. FORDE, the Senate resolved itself into Committee on the Bill, HIS HONOUR SENATOR C. L. BOLDEN in the Chair.

COMMITTEE

Mr. CHAIRMAN: The Senate is in Committee.

Clauses 1 to 3 were called and passed.

On the motion of SENATOR Miss C. Y. FORDE, Mr. CHAIRMAN reported to HIS HONOUR THE PRESIDENT, the passing of one Bill in Committee and Mr. PRESIDENT resumed the Chair and reported accordingly.

On the separate motions of SENATOR Miss C. Y. FORDE, the Bill was read a third time and passed and cited as the Education (Amendment) Act, 2001.

ORDER NO. 3 – THE EVIDENCE
(AMENDMENT) Bill, 2001

SENATOR THE HON. P. C. GODDARD: Mr. President, this Bill seeks to amend the Evidence Act, in relation to the storage and method of evidence taken in narcotic cases. As a result of some very successful law enforcement engineering over the past couple of years, large quantities of cannabis and other narcotics have to be stored for inordinately long periods of time at various police stations.

The present law requires that the bulk of cannabis relating to a particular arrest be kept until the trial and symbolically, be admitted into evidence at the trial. In other words, if we intercept a shipment of cannabis of 2 000 pounds, the whole 2 000 pounds has to be kept until the trial.

This also extends to a case where there may be an appeal. As Honourable Senator can well imagine, this cannabis will have to be stored for a period of several years until all appeals may be exhausted or it is clear that there is no further appeal in the case.

Sir, with the regularity with which these large shipments are intercepted – as I understand, one just early this morning – we would have to build warehouses to store this material. Clearly, this also creates a situation where it could be targeted by individuals who would like to liberate some of that material.

As a result of this, we are determined to change the Evidence Act by introducing this Bill which is before us. However, I would also like to introduce an amendment to that Act, as some words were inadvertently left off the Act. If we turn to page 2, paragraph 2, the first sentence says, between the words,

“...in the presence of a ...” insert, “the accused and a Justice of the Peace” so that it would read:

“a police officer, shall, in the presence of the accused and a Justice of the Peace,

- (a) take the sample from the bulk of the controlled drug or other substance of which it is a part, and weigh the sample and the substance from which the sample was taken
- (b) secure the sample in a container that is wrapped and sealed;

(c) and sign and initial the container.”

The Justice of Peace should also signed and initialled the container.

This then continues the process of analysis and sampling. This would also allow the sample that was taken to be introduced as evidence and the verification of the quantity of the drug and that large bulk of the drug could then be disposed of by incineration.

This amendment is aimed at allowing us to be able to destroy the drug as soon as practicable and reduce the security risk, and also to safeguard the rights of the accused by an appropriate methodology which would establish the true nature of the substance that was apprehended and the accurate recording of the bulk of that substance.

As one would readily recognise, it is a rather material thing in the sentencing, whether one has several ounces or one is engaged in the shipment or importation of 1 200 to 2 000 pounds. There is a significant material difference.

With that, Mr. President, I beg to move that this Bill, as amended, be read a second time.
4.35 p.m.

SENATOR C. K. LAURIE: Mr. President, there is one question I have to ask. If there is no accused, what will we do? If you put this amendment in and the police find two tons of the substance and there is no accused, will they not be able to destroy it because the accused is not present.

Mr. PRESIDENT: I take it Senator that that is the end of your contribution.

SENATOR THE HON. P. C. GODDARD: Mr. President, in wrapping up this debate I can only speculate that the instances where we will come across such large quantities of material is in narcotics and it will be relatively rare not to have an accused. In that case I think the Government would store the material until such time as an accused is produced and then move to destroy the substance.

Once again, Mr. President, I would like to commend the Police Force for their astute and significant handling of the narcotics problem and for their increased surveillance and interdiction of this material.

I beg to move that this Bill as amended be read a second time.

The question was put to the Senate and agreed to.

On the motion of SENATOR THE HON. P. C. GODDARD, the Senate resolved itself into Committee on the Bill, HIS HONOUR SENATOR C. L. BOLDEN in the Chair.

COMMITTEE

Mr. CHAIRMAN: The Senate is in Committee.

Clause 1 – 3 inclusive, were called and passed.

On the motion of SENATOR THE HON. P. C. GODDARD, Mr. CHAIRMAN reported to HIS HONOUR THE PRESIDENT the passing of one Bill as amended in Committee and Mr. PRESIDENT resumed the Chair and reported accordingly.

On the separate motions of SENATOR THE HON. P. C. GODDARD, the Bill was read a third time and passed and cited as the Evidence (Amendment) Act, 2001.

ORDER NO. 4 – THE SPECIAL DEVELOPMENT AREAS (AMENDMENT) BILL, 2001

SENATOR THE HON. P. C. GODDARD: Mr. President, this Bill to amend the Special Development Areas Act makes provision for

- (a) an extension of the development period from 10 years to 15 years;
- (b) a refund of value added tax paid on the local supply of inputs by an approved developer; and
- (c) the revocation of approved developer status in certain circumstances, where there is clear violation of the intent of this Act.

Mr. President, the nature of some developments which take place under this Act have significant capital cost and it is appropriate for us to move from 10 years to 15 years.

In addition to that, we want to have the ability to be able to decertify someone from this tax benefit in the event:

- 4. (13A) Where an approved developer fails to comply with:
 - (a) any of the conditions imposed by the Minister under section 4(2);
 - (b) or any other provisions of this Act,

the Minister may by notice published in the *Official Gazette* revoke the approved developer status.

This creates the ability to bring some discipline to this process.

The Third Schedule to the principal Act is amended by deleting:

- (a) paragraph 1 and substituting the following:

“1. Import duty, environmental levy and value added tax on inputs for the construction of new buildings and the renovation or refurbishment of existing buildings.”

That allows for the value added tax.

- (b) deleting the number “10” appearing in paragraph 2 and substituting the number “15”.

That allows for the movement from the 10 years to 15 years.

Mr. President, I beg to move that this Bill be now read a second time.
4.45 p.m.

SENATOR C. A. MASCOLL: I rise to make a contribution to this debate primarily because it strikes me as surprising that we would see some amendment to the Special Development Areas Act at this stage. I am now becoming very aware that this Administration does not make any decisions willy-nilly so that I am inclined to believe that this extension is being granted out of an approach by a potential developer and that leads me then to the view that the slow motion of the Bridgetown Development is the cause for analysis by extending concern.

Well over a year we debated in this Chamber the Bridgetown Development Act which gave considerable concessions to BS&T. As I understood it at the time, BS&T were supposed to be in bed with a British developer and the conditions under the Special Development Areas Act were supposed to apply very much to that project. It is noteworthy that we have not heard much, if anything at all, about the Bridgetown development within the last couple of months in Barbados.

It is out of that silence that I am of the view that something is amiss as it relates to the whole question of this amendment. A lot has happened over the last year. There was all excitement about how we would develop this area but

in recent times we have noted the actions of BS&T. BS&T has purchased Modern Living. BS&T has got involved in PriceSmart and those actions make me curious.

I have already interpreted the whole PriceSmart affair and interpreted the BS&T affair as a simple one. You buy out your competition as it relates to Modern Living. You know that your major competition is Courts and therefore you develop an agreement with PriceSmart, not knowing that K-Mart would be coming. Therefore, when You hear of K-Mart, you put your hands in the air and say, "Help! I am drowning!" What is happening here now in this Special Development Areas Act must bear relation to something that is happening in Barbados. It cannot be the case that there is a simple amendment of the Special Development Areas Act at this point in time. There must be something and what could that something be?

It is not the case that others have not been utilising the Special Development Areas Act. We know that St. Lawrence Gap was included under special development. We know that Bay Street and the environs of Bridgetown were and we are yet to hear of Baxter's Road but we were promised that Baxter's Road would have been included under the Special Development Areas Act. We were told of the East Coast but in the absence of any major activity there is now an extension of the development period from 10 to 15 years.

I wish to suggest to this Chamber that the delay of the Bridgetown Development Project must be a major factor in this first amendment. There is no way in which it is the extension of the development period from 10 to 15 years. Why do we wish to do this? Why would this happen at this point in time. We were told that everything was in an advanced stage, that this was a major project designed to re-design Bridgetown, that we were going to have all kinds of repairs done to the Pierhead and we would see a new Bridgetown because it would sit nicely with the development of the new houses on Bay Street and that we would bring light to Bridgetown.

I am suggesting that the light has been removed from that project not only because of local circumstances but circumstances relating to the overall economic environment worldwide, and it is not the question of gloom and doom being preached here; it is that the delay in the execution of the project has put the whole economic assessment of the project up to scrutiny. The silence that we are hearing must be a silence of concern not only to Government but to the same BS&T which is supposed to be a major player in the development of Bridgetown.

If you were embarking on such a big project, unless you are really flooded with financial resources, you could not be involved in the kind of expansion that is occurring in the BS&T group. The purchase of the distributive arm of the

supermarket business, the potential siting of a Super Centre in Warrens between Galaxy and Chefette in spite of the fact that we were being told that PriceSmart and K-Mart represent serious threats to the supermarket business. There is still a sign up and I am asking for its removal if not I will continue to speak about it. There is a sign up saying, "Coming Soon. Super Centre at Warrens". Just below there is PriceSmart and just above there is K-Mart. I have difficulty in understanding how it is that we could be hearing of these several areas of expansion and in fact a concentrated effort to control the business integration is now vertical integration from the distributive to the retail arm, both within the supermarket business and in the hardware business.

What we are seeing in Barbados can very well be explained. There is no randomness in the behaviour of the BS&T group. It is all very well orchestrated and the fight is to consolidate and widen the base of ownership and therefore exclude competition. There is a very simple strategy being employed but I have real difficulty in understanding why it is that we need to make this amendment to the Special Development Areas Act at this point in time.

I am seeking an explanation for the amendments because something is wrong and the signals that are being sent are significant and serious. Signals are being sent by the private sector. While we may take these amendments lightly I am reading an awful lot into the amendments because this is finally the conviction that I needed that the waters up ahead are not as clear as we are hearing in this economy. I am asking for Government to provide an explanation as to precisely why the amendment is being made at this time and particularly what is happening with the Bridgetown Development Project. It is a major concern and it has been stalled and we understand why it is being stalled, but more importantly we also begin to understand the puzzle and the manipulations of the private sector, particularly that large player in the sector.

The second amendment on the refund of value added tax paid on local supply of inputs by an approved developer is a very instructive amendment because for a long time there was representation being made by house owners in Barbados that there was an unfair imposition of VAT on the contractors' fees in the building of a home which has to be passed on to the home owner. A representation was made to ease the pressure on potential home owners in Barbados by removing the VAT or finding some way to remove the VAT which is also imposed on contractor services. It is a major impediment to home ownership and should have been long ago given consideration.

I can anticipate what will happen next week. There is an attempt to dim the views but I will continue.

Mr. PRESIDENT: Order, please!

SENATOR C. A. MASCOLL: All of a sudden, there is an amendment made in the Special Development Areas Act that is very much similar to what was being requested by the average Barbadian as long ago as 1998. It was said, after people started to understand how that works, that the services provided by architects and contractors are vatable. There were some requests to the Government to ease the pressure of VAT. People can understand paying the VAT on inputs like toilets and furnishings but those additional taxes on those kinds of services are difficult to carry as well.

This is an appropriate time to ask Government to visit how it had imposed VAT on home building in Barbados. That itself can assist in reducing the overall cost of house building to the average Barbadian. What is good for the goose is good for the gander. If you can approve a refund of value added tax paid on local supply of inputs on such things like contract services and architectural services and all the other services provided locally, you can relieve these individuals of those taxes. There is absolutely no reason why such amenities cannot also be passed on to the local potential home owner.

Again, we find ourselves in a position where on the one hand we are seeking to encourage all forms of foreign investment, we are facilitating them, we are using the Special Development Areas Act which is really somewhat similar to the Fiscal Incentives Act, except that particular areas are identified where development can occur, but this Act is really a developer's Act and we know that foreign developers are going to benefit substantially from this Act.

That therefore means that we are seeking to facilitate as much as we can, foreign investment. How can it be that we would put all kinds of measures in place to allow a developer to develop a golf course in Barbados utilising 300 acres of land along with the houses of course. How could you facilitate that but seek on the other hand to discourage investment in K-Mart which is going to use four acres of land and hire 400 people, but you are encouraging another developer to use hundreds of acres of land to hire a few caddies. Mr. President, there is gross inconsistency in what we are doing. I am not really interested in K-Mart. I am interested in the principle because on one hand you are seeking to facilitate foreign investment and, on the other hand, you are attempting to deny certain types of foreign investment, and there has to be conflict in that because foreign investment is foreign investment and there is no real difference especially if you are talking about foreign exchange.

5.00 p.m.

We know that persons involved in tourism bring only the amount of money required to pay wages, utility costs and other costs and they keep the remainder overseas for the

most part. Why would someone invest in a hotel and then bring the money back to Barbados? They just bring enough to keep the hotel going and keep the remainder overseas. When we analyse the overall impact of foreign exchange gained, value added and the like, we cannot be narrow-minded and confine ourselves to particular types of investment while not seeing the others for what they are worth.

What would this British investor be involved with? Would this investor not be in business with BS&T who would be in retailing? If they are into the retail business, when they get profits, would the British investor keep the profits in Barbados? What therefore makes the British counterpart different to K-Mart? Sir, there is nothing that makes him different so I do not understand it. The British investor is not coming here to expand Bridgetown and bring a lot of tourists and, therefore, can we say that he is bringing foreign dollars? We can justify this type of investment but then we set up all kinds of committees and advisory councils to make a simple decision about K-Mart. Sir, I am concerned here with the principle, I am not interested in any of the enterprises because it does not make any difference to me. Mr. President, I cannot ever conceive of myself being a millionaire or owning any big money. I can conceive of myself being extremely happy with the precious little I have so I cannot see myself defending either PriceSmart or K-Mart. I am simply concerned about the overall principle.

Mr. President, I am sorry for extending this debate knowing that today is a critical day in the cultural affairs of Barbados and that most of us wish to be present, but I just needed to say a few things about these amendments because they are not innocent amendments being made. They are critical amendments and I wish for some elucidation on the part of the Government's side in terms of understanding precisely what we are doing and what we are seeking to accomplish by further amending the Special Development Areas Act while not doing anything to facilitate small business. I spoke of the potential relationship between these amendments and the Bridgetown development. Sir, when you look at Broad Street, from the bottom to the top, you have seen Plantations Limited being replaced by a credit union; very soon the old Royal Bank building will be replaced by a credit union and very soon decisions will have to be made about CIBC and Barclays Bank because they cannot co-exist. If there is a merger of CIBC and Barclays Bank, there is no way in which I can see two banks of that magnitude on one street in Barbados. Therefore we are beginning to see the changing, not only complexion, of Broad Street but the business character of Broad Street.

5.10 p.m.

Is it the intention of this Act to allow the credit union to get the special benefits under this Act? While the political answer to me may be "yes they will get the benefit", there is

nobody that I can think about because there has been an inquiry. If the credit union decides to renovate the old Royal Bank building, I am saying to this Honourable Chamber that there is no place in the legislation that tells them that they are entitled to special benefits as it relates to the removal or the non-payment of VAT or any other such thing that would be granted to these so-called special developers. A developer then for the purposes of this Act must be clearly stated.

Mr. PRESIDENT left the Chair and the HON. DEPUTY PRESIDENT took the Chair.

Mr. DEPUTY PRESIDENT: Senator, do continue.

SENATOR C. A. MASCOLL: Mr. Deputy President, the question is, would these amendments benefit local developers? Would these amendments allow particularly the credit unions to continue to show their faces on Broad Street? I am saying that inquiry has already been made as to whether such special benefits would be granted for those financial institutions. There has been no clear position stated. In fact, the interpretation that has been given so far, is that local developers of that kind are not entitled to any such benefits.

Asides.

SENATOR C. A. MASCOLL: Sir, what is being said is that you are renovating an existing building when you are building a completely new building.

Sir, that goes contrary to the spirit of employment creation which was supposed to be based on the tenets of creating new enterprises and expanding existing enterprises. Mr. Deputy President, when you check beyond the laws and the written stuff, there is absolutely no evidence as to whether the local credit unions are going to be in a position to benefit from such.

Sir, there is no doubt that this second amendment here would be a wonderful amendment if it is translated across the board, say in a housing project where you remove the word special and just talk about development areas. Mr. Deputy President, if you were to encourage local home owners to identify areas in Barbados for development and then regard them as special, you could set up a company to allow the potential home owners to be given the benefits derived under this Special Development Areas Act. Sir, for example, if you have 1 000 acres of land somewhere in the countryside, you as a Government put the essential services in, perhaps, you start with a well and the potential foundation for the plan, what you can do is establish a company that can look at all the contractual services that would be provided in such a project.

Sir, having identified that area, you can then facilitate the home owners by removing the VAT and all of these attendant services that you have in trying to create and develop homes for Barbadians. We know that there are taxes which they have to pay because they pay taxes on all the local supplies and inputs of which architecture will be seen as such. Sir, that amendment provides me with hope because it is something that I have been trying to suggest for a long time as it relates to house building in Barbados and not just the Special Development Areas Act. We can seek to reduce the overall cost of building in Barbados by addressing some of these things.

Mr. Deputy President, let me end by saying that if the Government is not careful, it would have presided over an economy that grew nine consecutive years but a nine-year period in which the value of land increased by 120 per cent; in which the cost of building increased by 80 per cent; in which the real spending power of average Barbadians declined in spite of the nine consecutive years of growth and, therefore, you would have created an economy in which the haves became better off and the have-nots were denied an opportunity to truly own a piece of land and certainly not a business in this new Barbados.

I thank you, Mr. Deputy President.

SENATOR T. E. BARKER: Mr. Deputy President, it is evident that the last speaker has not yet read the original Bill or the proposed amendment. I am reading from the Bill that was presented to us and was also presented to Senator Mascoll.

"The Bill would amend the Special Development Areas Act, Cap. 237A to make provision for

1. an extension of the development period from 10 years to 15 years;
2. a refund of value added tax paid on the local supply of inputs by an approved developer; and
3. the revocation of approved developer status in certain circumstances.

Sir, those are the three aims of this amendment.

Mr. Deputy President, with regards to the first one, we are hearing a lot of things about BS&T. I do not have to make any special pleading for BS&T...

Asides.

5.20 p.m.

SENATOR T. E. BARKER: The second point, as I said before, is a refund of the VAT. The point is, Sir, this is

not a new concession, it was there from the beginning, but all that has happened is that it had proven to be an administrative problem where we know, unfortunately that people look for every loophole in everything. A lot of people may have been using the provision of this order in a way that it was not intended, so that the Comptroller of Customs, who has the overall supervision of the VAT, made some requests that the VAT is paid at source, then persons have two years in which they can claim the refunds. This is a good way, Sir, of making it administratively tidy and to prevent dippy-doodling. Therefore, what is in this Bill is no new concession and we now have to ensure that it was handled properly because, Sir, at the end of the day, we still have bills to pay, offices to look after, so therefore, we have to make sure that the integrity of the VAT system is not compromised. There is nothing new about that, there is no magic in it and therefore, I understand Sir, that the last Senator who spoke – and he has to get into the newspaper – probably felt that this is a good opportunity to do so.

All that is happening, when this Bill was first proposed, is that we are making sure the same concessions that were given are tidied up, and if that is going to be the only thing that he wants to be remembered for in his contribution today, I wish him well. But I am sure that if he looks good, he can do better than that.

What is wrong with the third provision? The third provision says that you may have had an approved status in the beginning but, for some reason, you have not lived up to the requirements. Do not let us forget, Sir, that the Special Developments Areas Act, relates to a whole number of areas: Bridgetown, St. Lawrence, Bay Street, Scotland District, Speightstown, but also, Sir, it relates to specific activities. For example, water-based activities, cultural activities, hotels and restaurants activities, commercial and industrial buildings, residential complexes, and as this relates to different areas, one must carry out those specific activities within these areas. So that if a person has got a concession under the Act and it turns out that he was doing something else not specified in the Act, then the Minister of Finance has the right to say, "look, I gave you a concession for a restaurant, but why do you want to operate something else which was not specified under the term of the Act? Therefore, I am going to revoke your concession."

The point I am making is that there are specified in the legislation, activities and areas and we would want potential investors to stick to the terms of the legislation. All that the legislation sets out is that if one deviates from the terms of the agreement, then he can no longer qualify for concessions under the Act. Therefore, I do not understand for the life of me, Sir, why we are hearing about all sorts of nefarious things, just because we want to tidy up the Bill and to make sure that those persons who should benefit from the Bill are the ones to benefit.

We want to make sure that the integrity of the Treasury is maintained, so that when we have to do certain things, there is money because, in the final analysis, I am sure that Senator Mascoll, in his more modest moments, will compliment the Government for running what he refers to as a 'tight ship'. He has said that to me on many occasions, so therefore, how can one maintain good discipline unless one makes sure that his revenue base is secured. You have to make sure that when you give a tax concession it goes to the persons who should benefit, because we know that there is a propensity to evade paying taxes. Therefore, the Minister of Finance knows that he has a lot of social things to do, knowing that he has to make sure that the benefits of the economic boon are felt throughout the economy, has to make sure that any potential loopholes are secured and in doing so, there are certain things that must be done.

Mr. Deputy President, because it may sound good in the Press, Senator Mascoll attacks us, but it does not at all reflect what this Bill is seeking to do. It is incumbent upon all of us to address the Bill, to see what it is seeking to do and to comment on it, not to build a strong man and then to knock him down. He builds a strong man and then knocks him down and wants to get kudos for that.

Sir, I have no difficulty in recommending these Amendments to the Honourable Chamber. They are worthwhile and make sure that the Special Developments Act is evenly managed to the benefit of every citizen of this country. I thank you.

SENATOR THE HON. P. C. GODDARD: Mr. President, in wrapping up this debate, I must thank Senator Barker for his excellent response to a very well choreographed speech by Senator Mascoll.

It is very clear that this Bill is as a result of the commitments given by the Minister of Finance in his Economic Statement last September, and this is now bringing the legislation to book. It is now clear that it relates to the special development areas and for those concepts approved under the Special Development Areas Act. I think that we have exhausted this particular subject, and I now move that this Bill be now read a second time.

The question was put and agreed to.

On the separate motions of SENATOR THE HON. P. C. GODDARD the Senate resolved itself into Committee on the Bill, MADAM CHAIRMAN SENATOR THE HON. Dame PATRICIA SIMMONS in the Chair.

COMMITTEE

Clauses 1 – 5 were called and passed.

On the motion of SENATOR THE HON. P. C. GODDARD, MADAM CHAIRMAN reported to HIS HONOUR Mr. DEPUTY PRESIDENT the passing of the Bill in Committee and Mr. DEPUTY PRESIDENT resumed the Chair and reported accordingly.
5.30 p.m.

On the separate motions of SENATOR THE HON. P. C. GODDARD, the Bill was read a third time and passed and cited as the Special Development Areas (Amendment) Act, 2001.

SENATOR THE HON. P. C. GODDARD: It is anticipated that the Senate will meet next Wednesday, Thursday and Friday and that they will meet again on the following Tuesday which should be the last meeting for the Senate, for this session.

It is anticipated that the Senate will meet the following Wednesday to complete any remaining business. That will be the day after the Tuesday.

ADJOURNMENT

SENATOR THE HON. P. C. GODDARD: Mr. Deputy President, I beg to move that the Honourable Senate do now adjourn *sine die*.

The question that the Senate do now adjourn sine die was put to the Senate and agreed to and Mr. DEPUTY PRESIDENT adjourned the Senate accordingly.
5.35 p.m.

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The Senate met in the Senate Chamber, Parliament Building on Friday, August 3, 2001 at 10.00 a.m.

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MOTIONS RELATING TO THE BUSINESS OF THE SENATE

SENATOR THE HON. P. C. GODDARD 1

Standing Order No. 45(2) was suspended for the day's Sitting.

INTRODUCTION OF BILLS

SENATOR THE HON. P. C. GODDARD 1

PUBLIC BUSINESS

ORDER NO. 1 – THE UNIVERSITY OF THE WEST INDIES (GUARANTEE OF BONDS) BILL, 2001 2

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