
THE SENATE DEBATES

(OFFICIAL REPORT)

FIRST SESSION 1999 – 2004

THE SENATE

Wednesday, June 12, 2002

The Senate met in the Senate Chamber, Parliament Buildings, on Wednesday, June 12, 2002, at 11.20 a.m.

PRESENT

His Honour Senator Sir FRED GOLLOP, K.A.
(President)
His Honour Senator C. L. BOLDEN, C.B.E.,
(Deputy President)
Senator the Hon. G. S. H. MURRAY, B.A. (Econ.),
J.P. (Minister of State, Prime Minister's Office)
Senator T. E. BARKER, B.A. (Hons.) M.A. (Econ.),
J.P. (Parliamentary Secretary, Ministry of Economic
Development)
Senator P. C. GODDARD
Senator the Hon. Dame Patricia SYMMONDS,
D.B.E., G.C.M., B.A. (Hons.) (P.G.C.E.), J.P.
Senator Miss J. C. ODLE, J.P.
Senator J. E. D. WILLIAMS, B.Sc., M.B.A., J.P.
Senator D. D. MARSHALL, LL.B. (Hons.), L.E.C.
Senator D. L. HAYNES, S.C.M.
Senator K. D. SYMMONDS, LL.B.
Senator C. A. MASCOLL, B.Sc. (Econ.) (Hons.),
M.A. (Public Finance)
Senator LeR. H. McCLEAN, B.Sc. (Hons.)
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., GCM,
B.Com., Hon. LL.D. (U.W.I)
Senator B. R. COLLYMORE, C.M.G.
Senator the Rev. L. W. B. ROCK, M. Div.

Prayers were led by Rev. Father Errington Massiah.

MESSAGES FROM HIS EXCELLENCY THE GOVERNOR-GENERAL

Mr. PRESIDENT: I am in receipt of a letter from His Excellency the Governor-General dated June 9, 2002.

Dear Mr. President:

I shall be away from the island on 10th June, 2002, on a visit to St. Vincent and the Grenadines to attend the Funeral of Sir Charles Antrobus, GCMG, OBE.

In accordance with the provisions of Section 30(1)(a) of the Constitution it is proposed that His Honour Sir Fred W. Gollop, K.A., President of the Senate should be appointed to be my deputy during my absence.

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

I have the honour to be,
Yours faithfully,

C. STRAUGHN HUSBANDS
GOVERNOR-GENERAL
ANNOUNCEMENTS BY HIS HONOUR
THE PRESIDENT

Mr. PRESIDENT: I am in receipt of an apology for the absence of SENATOR the Hon. Dr. J. X. WALCOTT who is indisposed. In his absence, Senator the Hon. G. S. H. MURRAY will be the leader of Government Business.

PRESENTATION OF PAPERS

SENATOR THE HON. G. S. H. MURRAY: Mr. President, I am commanded to lay the following:

1. Annual Reports of the Child Care Board for the financial years April 1, 1995 to March 31, 1996; April 1, 1996 to March 31, 1997; April 1, 1997 to March 31, 1998 and April 1, 1998 to March 31, 1999.
2. Annual Report of the National Assistance Board for the financial year April 1, 1999 to March 31, 2000.

FIRST READING OF BILLS

SENATOR THE HON. G. S. H. MURRAY: Mr. President, I beg to move the first reading of the Mortgage Insurance (Amendment) Bill, 2002.

The question was put and agreed to.

ORDER NO. 1 – EDUCATION (AMENDMENT)
BILL, 2002

SENATOR THE HON. G. S. H. MURRAY: Mr. President, in introducing this measure, we know that education is one of the things that Barbadians hold dear to themselves and to their country.

Sir, education is the ladder by which many Barbadians over the last 50 years have enjoyed upward social mobility for the enhancement and betterment of the nation and the world because the products of the Barbados educational system have traditionally gone abroad to enhance the societies of other countries both regionally and internationally. It is one of the things we cherish dearly and for which we have a high reputation.

Therefore, the amendment to the Education Act, Cap. 41 is not meant to be a panacea to the ills that afflict the educational system because education is a dynamic process and it is not static. It reflects and foretells changes in society so from time to time, it is incumbent on the society and those who administer the affairs of that society to make the necessary adjustments in the system to cope with the dynamics of the process and keep the educational system on an even keel in order to produce the persons and skills required by the society to maintain its continued growth and development.

Sir, the amendments to the Education Act, Cap. 41, does a number of things. Broadly speaking they are meant to do three following things:

1. To make provision for the effective management of a programme of adult education.
2. To give the Minister the power to make regulations for the evaluation of teachers.
3. To make further provision for the conferring of education awards.

Sir, the question of adult education is one of which we can also be proud. It is fashionable to pay attention to tertiary education nowadays but very little accordance is given to the important role that adult education has played in Barbados.

Sir, adult education has a long and proud history and goes back to the days when a continuing educational programme for adults existed for some time at places like St. Leonards Boys' & Girls' School which was the main centre and there were other centres scattered around Barbados.

When I was growing up I also remember hearing people talk about going to the Evening Institute which catered to adult education.

Sir, adult education has existed for some time and it was phased out in the 1980s but it was then reintroduced in 1989 having provided a mixture of academic and commercial subjects and this worthwhile programme also helped many Barbadians to complete their secondary education.

Following the reintroduction of the programme a number of pilot centres were set up at the following secondary schools in January 1990:

Springer Memorial School which catered to persons in the St. Michael and central Barbados areas.

The St. James Secondary School which catered to persons from St. James, St. Peter, St. Lucy and part of St. Thomas.

The Grantley Adams School catered to persons from St. Joseph, St. Andrews and St. Thomas.

Christ Church Foundation School which catered to persons from St. John, St. Philip and Christ Church.

This programme offered persons opportunities for further enhancement of their studies, to gain additional qualifications in particular subject areas of their choice and

in those areas not previously available to them in their formal schooling. People also used it as a remedial catch up system to fill in the gaps and any defects that existed in their qualifications after leaving their formal education at secondary level.

In each of those three participating centres the principals of those schools perform the role of coordinator and are paid an honorarium of \$1000 monthly and instructors are paid \$30 per hour.

The coordinator plans, establishes and coordinates the entire programme at the centre and collaborates with teachers in the organisation of classes.

The system was at first subsidised by Government but this was all with the intention that the system should become self-financing and the subsidy came to an end around 1997 when fees were increased to absorb any deficit caused by the removal of the subsidy.

The fees presently charged are as follows:

Annual registration fee – \$30, non-refundable.

Academic subjects are \$80 per term for each subject, \$120 per term for two subjects, \$160 per term for three subjects and \$200 per term for four subjects. Computer related courses will be \$116 per term for each course. These are still reasonable fees when everything is considered.

Sir, despite the increase in these fees they are still substantially lower than what people have to pay at certain private institutions. It is felt that adult education programmes should remain a very integral part of the Barbados education system in order to retain the integrity of the system and to enhance its functioning. It was felt that a set of regulations should be compiled for the effective management of the system.

11.20 a.m.

Sir, in order to bring about these regulations, it would have to be an amendment of Section 17 of the Education Act, Cap. 41, to give the respective Boards of Management of the schools the authority to oversee the programmes while the coordinators, the Principals, would continue the management and curriculum aspects.

Sir, in all fairness to the system, I think that we have to give credit to the role provided by private institutions who have done yeoman service over the years. I call to mind places like the Metropolitan Night Institute, Urban Development College and the very popular and highly established Barbados 'O'Level Institute, which celebrated over twenty-years recently, that have offered hope for

persons who otherwise might not have thought that they would make it in the system and might not have had a chance to achieve the academic qualification that they would require in order to move on in life.

Sir, these private institutions have provided valuable service. I do not think that it can be said that any of them have had financial successes. I know that some of the managements of these institutions have spent a great deal of time and resource providing persons with scholarships, persons who needed the opportunity but did not have the financial means to get into the system in order to get their qualifications. Therefore, there is a great deal of sacrifice and commitment on their part and they provide a level of service to the community which goes beyond the payment of fees and the making of any substantial profit.

I think that they have to be commended for the role that they have performed. There are young adults who may not have applied themselves studiously to their curriculum when they were at school but have gained the prerequisite 'O' level and 'A' level qualifications and have gone on to the Barbados Community College and the University of the West Indies. These adults were able to achieve success and have gone on to make worthwhile contributions to the society in that regard.

Sir, adult education is a programme which I believe will be with us to stay. While the format might change from time to time as the needs of the society change and education advances and modifies, I think that it is fair to say that we will always possibly have persons who would be in need of this kind of system in order to allow them to achieve their ambitions and to fulfil their talents and abilities.

Therefore, I think that this amendment can only contribute to the betterment of that field and ensure that persons, in the future, who want to move in his field would be assured of a better run environment which would not in anyway endanger their abilities to complete their programmes and acquire the necessary qualifications.

Sir, the other aspect of the amendment has to do with the regulation of the evaluation of teachers. This amendment is an attempt on the part of those who manage the education system to ensure that focus is maintained on the quality and the accountability of those who perform the important role of teachers in our society. An educational system can only be as good, in many instances, as the teachers. The teachers not only impart knowledge to students, they set examples, motivate, counselors, mother and father figures.

The role of teacher in the educational system has to be seen as more than a person who is doing a job. They have to

be seen as persons with a profession, a commitment and a calling which, at one time is second only to that of the priesthood in Barbados. I think that teachers rank very high professionally.

Sir, there are persons who taught me at primary school and I still refer to them as Sir or Mister. My psyche refuses to allow me to regard them as anything less than Sir or Mister. I could not dare then regard them or call them by a first name or even by a last name. They would have made such an indelible imprint on my mind and whole being, I believe that I would have taken more chances in being irreverent to my mother than to these teachers. Therefore, that is a reflection of the veritable awe in which teachers have been held in Barbados for a long time.

Sir, those teachers who have been good teachers can be proud of their contribution to society. Their contributions are the ones which live on forever. Very often the persons whom they would have influenced, influenced their children and sometimes have become teachers themselves and influence future generations. Therefore, the contribution can be regarded as long lasting and eternal.

Sir, teachers have always played a very important role and have been the cornerstone and the pillow on which the education system is built. We also need the quality of the educational plant, the resources and tools and the quality of the students. Essentially, teachers are the lynch-pin in the education system.

Mr. President, with the attainment of the desirable goals of the university, the universal primary and secondary education, the important role of the teacher has become even more paramount.

Sir, the teachers' evaluation system seeks to replace the use of the existing Annual Reports which have become ineffective and disrespected, untrusting *et cetera*. It is akin to the Annual Confidential Report that applies across the Public Service of Barbados, which are often not applied properly or at all, which have become so meaningless that they often cause more harm than do the good which they are intended to do.

The annual report system in the Public Service is being addressed with the development of what is called a Performance Review and Development System which would be a system where persons would meet with their supervisors at a particular time of the year and there would be certain benchmarks and targets to get. At the end of the period, an evaluation of the progress would be made. If the targets are not attained, reasons are given why they were not attained and if there are deficiencies perceived in the employee's performance, it is pointed out to him or her and the employee is given a chance to remedy the situation, which would lead to a valuation at a period of time which takes into account a person's overall performance against

objectively set standards and is not, as it is felt, left to the whims, fancies and memories of supervisors or officers who might be tempted to judge people on what they can last remember about a person over the closest period of time, whether it is good, bad, or indifferent.

11.30 a.m.

Therefore, this performance review system which is well advanced in the public service is meant to give objective fair and professional approach to evaluation. The same system is being attempted where teachers are concerned. There is a book called "A Guide To Teacher Appraisal in the Primary and Secondary Schools" which bears out the philosophy that an objective system of appraisal provides timely, accurate and objective information about schools and teaching, learning strategies, improvement and the dissemination of best practices which are more likely to occur.

Through this system, teachers are expected to benefit from a system in which they have the opportunity to express their thoughts and ideas about what is called in the jargon of teaching – pedagogy, and have access to further professional development. Sir, this system, if one looks at its background, is one that has been advocated and talked about for many years. I think that they talked about such a system for fifteen years or more. I am glad to see that it has come into being.

There has been some controversy, as often attends instances when persons are trying to break new ground, but Government has not been unmindful of this controversy. The controversy, I think, has been centred around the need for more participation or consultation with the teachers in the development of the process, the procedure and the standards. It is my information that these concerns have been largely impressed and there has been a greater understanding and a sense of more reasonableness on both sides of this issue that is now allowing for a better operation of the process and it seems as though this new teacher appraisal system is on its way to a better life through its implementation.

There is a pilot scheme underway which was undertaken so that informed judgments may be made regarding the time lines, the resources, the clarification of roles and responsibilities and the actual instruments of appraisal. It is believed that the coming of this system would help further professionalize what is already a highly regarded profession. It will also bring further discipline to both sets of participants in the process, the administrators of the system and the teachers and I believe it will lead to a more trustworthy, enduring, open relationship in which persons feel that they have a say in the development of the procedure, in the management of the process, that their

professional judgment and skills are respected and there is a more humane approach to the administration of teacher appraisal in the future because of more objectivity that would have been injected into the system as it comes into being.

I, therefore, am very hopeful and confident that when it settles down the foundation will be laid for further enhancement of the whole educational process in Barbados to the betterment of all concerned, the teachers, the administrators, the students at every level and also of the general society at large which is highly dependent upon the teaching system for producing the quality and quantity of persons they need to meet the expectations of society and to fulfil certain goals.

That, Sir, is the context in which the amendment is being sought regarding regulations for the evaluation of teachers. The other aspect that is caught up in the amendment to the Education Act, Cap. 41 has to do with the conferral of awards in the educational system. The background to this is that the Education Act which provides for the conferral of awards was passed in 2001. However, it was found out that certain provisions falling under section 47(2)(a), (b), (c) of that measure were inadvertently omitted from the above amending Act and we have been advised by the Chief Parliamentary Counsel that the tidiest manner in which to rectify the situation would be to repeal the Act No. 221 of 2001 and have its provisions and the portion that was omitted in the current Bill.

As a result, the regulations which were approved and signed previously as a result of the passage of the earlier measure will now have to be reissued. The conferral of awards, Sir, is something Barbadians look forward to every year. It is an annual highlight in the life of Barbadian society when these awards are bestowed on persons through their performances in the academic arena.

Sir, we are fully aware of the prestige that accords the conferral of a Barbados Scholarship, an Exhibition and other such awards, and I think that while some persons see this as a form of educational elitism, we should never seek to apologise for the ongoing quest for excellence in education or any other sphere. I think that we should not feel guilty about it. We should not feel that anybody has been robbed or deprived of a chance of any livelihood because some persons or some schools from time to time either win or dominate this field.

I think what we need to do, Sir, is to applaud those who have been awarded for their excellence. The society tends to benefit in one way or another even if some of these persons go abroad to study and even work and live. Eventually, in

one form or another, Barbados benefits from remittance either of money, skills or prestige or the good name of Barbados.

Sir, we have to see ourselves as producing Barbados Scholars who are not just scholars. A Barbados Scholar should not be seen as a scholar for Barbados alone but, to my mind, as one who is a scholar from Barbados who, in essence, is a citizen of the world, who can go anywhere and perform at the highest level to the credit of himself and his country and therefore we need to do everything possible to encourage both the further provision of awards to Barbadian students at every level in every sphere and also to ensure that it becomes part of the culture of virtually every school in Barbados that to win an award, or the highest possible educational award in Barbados, should be part of the norm as it were to be seeking to get into a quote-unquote good secondary school or to get several 'O' Levels at CXC or to go to Community College or to go to university.

It should be a routine automatic gesture, an expectation on persons' part that they would want themselves, their charges or their children to aim for the attainment of intellectual excellence at every level in order to ensure that our society which is all the better because we have sought to elevate and have succeeded in elevating education to the pinnacle of national expectations.

As a matter of fact, there are societies in the world, some smaller, some larger, many better endowed economically which have not done as well or accorded the importance and prestige to education as we have and have, therefore, not enjoyed the benefits which they could have if they so had.

We know, Sir, that the educational system in Barbados is not perfect. We know that there are issues and personalities which from time to time will emerge to generate either wittingly or unwittingly certain concerns and certain anxieties in the society but I feel that essentially the Barbadian educational system is sound and successive Governments have paid their due regard to education and I have no doubt that these amendments are in keeping with that tradition and it is one which I am proud and privileged to be able to endorse in this measure and be able to maintain.

I have Sir, the highest honour in begging to move that this Bill be read the second time.

Senator LeR. H. McCLEAN: Mr. President, education, as the Minister quite rightly said, has been a vehicle by which many persons in Barbados, some of very poor means have been able to advance themselves over the years.

11.40 a.m.

Certainly, we saw something of a revolution in education in the 1960s when persons were given access to free secondary and tertiary education. The point is often made by the Barbados Labour Party that they were the ones who introduced free secondary education but one has to constantly remind them that it was the Democratic Labour Party who made sure that everyone had access to free secondary education and indeed, university education in this country.

While the Minister chronicled the Adult Education Programme, it was interesting that he made some blaring omissions. When one considers that the Acting Leader of the Senate is always ready to pat his party on the back for any achievements, one must wonder why in his chronicle, he omitted the times when these various things took place. For example, that the Adult Education Programme was started under the Democratic Labour Party Government. It was phased out in the 1980s by a Barbados Labour Party Government, also that it – I am using what the Minister said in his introduction – he said it was phased out in the 1980s and I must say that thanks to the present Government, we now have the benefit of technology, in being able to follow these debates even when we are not in this Chamber, so I had the opportunity of hearing the introduction made by the Honourable Member, the Acting Leader of the Senate. He did say that the programme was phased out in the 1980s and I am adding, Sir, that was under a Barbados Labour Party Government. It was reintroduced, according to him, in 1989 and that, I must remind him, Sir, was under a Democratic Labour Party Government. He went on to say that the subsidy for the programme was removed in 1996. Interesting enough, that was also under a Barbados Labour Party Government and at that stage fees were also increased for the students who were in this programme. I just wanted to put these points which were made by the Honourable Acting Leader of the Senate in context and what we are seeing, is that where the Democratic Labour Party has been constantly promoting adult education at every stage the Government has been attempting to reduce it. So it is to the credit of the Government then that they have broken that trend and today, they are seeking to do something positive about adult education so I give them credit for that, since this is a departure from their normal activities in this area.

Sir, why is there a need then to have programmes for adult education in the year 2002, considering that all children in this country have had access to primary and secondary education from as far back as the 1960s? I repeat, why should we need to have a programme of adult education at this time? That question could very well be asked by the casual observer.

There are two points which would come to mind when we think of this. One is that there are too many students who, when they have the opportunity to attend school free of

cost or of minimal cost, pay little or no attention to what is happening. Also, there are too many parents who do not insist that they take the opportunity to maximise the benefits they can obtain from having this education at their disposal.

As a result, we see many young people in this country now being barely able to write their names properly. A Member of Parliament only yesterday showed me a piece of paper on which an 18-year-old boy, who came and asked him to get a job for him and he asked him to write something about himself on that piece of paper. The only thing that the young man was able to write was his name in block letters at 18 years.

Obviously, Sir, something has gone wrong in our system. Is it that our educational system is failing many of the young people who are in schools, or is it that parents are not paying enough attention to what our children are doing? Sir, one must wonder why there is not this thirst for education which many of us had and saw being exhibited in our parents and grandparents, persons who themselves, may not have been educated, but insisted that their children or grandchildren were educated.

Sir, while we have that type of person, we also have those persons who have made a genuine effort but I see the Adult Education Programme as a means of upgrading their skills, continuing their education to ensure that they are constantly on the cutting edge, or to enable them to have the opportunities to advance in their careers.

Many persons, through no fault of their own, have not been able to obtain the necessary qualifications while at school, in order to pursue the careers which they might want to, and they take this opportunity to use the adult education programmes, whether it is the one provided by the Government or by the private institutions.

Indeed, Sir, whereas we need to do something about the first category I mentioned, we need to find solutions to the problem of those persons who seem not to take advantage of the opportunities which are given them. We need however, to give every encouragement and assistance to those persons who are genuinely trying to improve and advance themselves.

Sir, part of the problem with our educational system is that in recent years, there has been a lack of consistency. I must say that I am not satisfied that this present Government has any sound policy when it comes to education. It seems as though policy is dictated mainly by public relations gimmicks, what might be fashionable or what might gain some support at some given point in time.

Certainly, we saw something of a revolution in education in the 1960s when persons were given access to free secondary and tertiary education. The point is often made by the Barbados Labour Party that they were the ones who introduced free secondary education but one has to constantly remind them that it was the Democratic Labour Party who made sure that everyone had access to free secondary education and indeed, university education in this country.

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happening. Also, there are too many parents who do not insist that they take the opportunity to maximise the benefits they can obtain from having this education at their disposal.

As a result, we see many young people in this country now being barely able to write their names properly. A Member of Parliament only yesterday showed me a piece of paper on which an 18-year-old boy, who came and asked him to get a job for him and he asked him to write something about himself on that piece of paper. The only thing that the young man was able to write was his name in block letters at 18 years.

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Sir, while we have that type of person, we also have those persons who have made a genuine effort but I see the Adult Education Programme as a means of upgrading their skills, continuing their education to ensure that they are constantly on the cutting edge, or to enable them to have the opportunities to advance in their careers.

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This Resolution also deals with teachers' appraisal. Teachers' appraisal has been around from the early 1980s. In 1981 when I was vice president of the Barbados Union of Teachers, teachers' appraisal was one of the matters that was being discussed and it has continued to drag on over the years. The problem that arises every time teachers' appraisal is raised by the Barbados Labour Party is that teachers always have this fear that it is not a matter of appraising teachers to assist in their professional development but that it is going to be a measure that is going to be used against the teachers in some way and they have this constant fear that this is what they are coming up against. There are about three or four different committees in the Ministry of Education that one is supposed to go through before one could be promoted to the position of senior teacher or principal. People believe that it has become very subjective and that one cannot get a fair deal when dealing with a committee that is appointed by the Barbados Labour Party Government.

This raises the point of the need for a teachers' service commission. This is a matter that has been raised over the years by several persons. As the Minister quite rightly said, teachers make an invaluable contribution to the development of the country. Over the years, several teachers and leaders in the teaching service have proposed that there should be a teachers' service commission which would ensure that teachers are fairly evaluated so that the appraisal of teachers would not be subjected to any inputs which could be detrimental to their advancement and that promotions and matters dealing with teachers would be dealt with by bodies which are impartial and which would have the fairness and the transparency which the teachers desired. So I do not think teachers have any difficulty with teachers' appraisal *per se*.

The problem arises because the persons who have to implement these policies never seem to go about them in a manner which people can have any confidence in. Somewhere in this document it says that the process was supposed to have been started since 1996 and this is 2002 and it has not got off the ground yet. Persons who are supposed to do training for the appraisals have not yet been trained and a mass of confusion continues to surround this matter. So one has to be wary when you keep hearing these proposals coming.

I also want to deal with another section of people in this community whom I believe we need to pay special attention to. We have declared and have put laws in place to ensure that everyone has access to primary and secondary education but persons of the disabled community seem not to be able to benefit from this education. We keep hearing statements and public relations exercises about what is being done for the disabled but the fact still remains that the Government system of education is not designed to provide education for all of those persons in the disabled community who can benefit from it. This means that parents of disabled

children have had to find means of educating their children or helping them to achieve whatever they are capable of achieving. We have the Challenor School and the Learning Centre which are both private institutions. The problem is that these parents, in spite of the small subvention that is given to them which I believe they are in constant fear of losing, are still required to pay \$400 and sometimes as much as \$800 per term to educate their children at some of these institutions.

We also find that there is no provision to deal with those persons in our community who have passed 18 years old and have left those institutions. If we are talking about becoming the world's smallest developed nation, we cannot aspire to such lofty heights if we are not dealing with the basic things. If we are not dealing with providing the social systems and education for persons who are least able to look after themselves, how can we even aspire or talk about being a developed country?
12.00 noon.

A prerequisite to being a developed country must be that you are looking after those persons in the community who are not able to look after themselves. There was a Green Paper on disability but this has not been debated in this Chamber as yet and one has to wonder what has happened to that Green Paper which has been floating around for some time now.

Sir, we have to pay attention to these matters because Barbados is a country that prides itself on being in the forefront of signing on to the various charters in the international organisations with which it is associated. Sir, in the United Nations Declaration on the Rights of the Disabled Persons it says at No. 5 that disabled persons are entitled to the measures designed to enable them to become as self-reliant as possible. One of the means by which they can become self-reliant is by having access to education and training and being able to take advantage of those opportunities which will make them self-reliant. While we want to do everything possible to assist in the adult education for persons without disabilities, we need to make special provisions for those persons with disabilities who may want to take advantage of the adult education programme.

Sir, the charter also says at number eight that disabled persons are entitled to have their special needs taken into consideration at all stages of economic and social planning. Therefore, it is about time that we recognise this and not only pay lip service to the things that we sign on to in the United Nations and other international organisations but demonstrate that we believe in what we say. Sir, it is okay to make fancy speeches all over the world and give the impression that everything is great in this country but we

have to come back to the ground and examine what is happening to the people of this country.

Sir, the thousands of disabled persons in the country deserve a better deal. It is not fair to a parent who is struggling to deal with the problems that arise from having a child with a disability that the parent would now have to find money to pay for the education of that child.

I have heard of one parent who, in order to get his child into the regular educational system, was told that he would have to be at the school for four hours every day to help look after the child. This obviously meant that one of the parents could not take a job. If there are persons who are saddled with meeting the special needs of their children as well as being unable to work who get \$33 a week as a disability benefit and then if one of those persons past 18 years decides to practise a skill they will be threatened with losing the disability benefit of \$33 a week.

Sir, this is a strong indictment against a Government which boasts about taking a country forward and which produces a White Paper about preparing for the 21st century but yet has these archaic policies that go back to the middle ages. Sir, we have to be serious about what we are doing in this country, stop paying lip service and engaging in public relations gimmick because the people who suffer most resent this kind of behaviour from us as politicians. We have to change this attitude if we are to take this country forward. I am not seeing any thing in any of the legislation being brought by this Government which tells me they are seriously looking after the persons in this country who are least able to look after themselves.

Sir, I am happy that they have at least seen a glimmer of light and are doing something to improve the adult education programme at this time. It is the least the Government can do, given the fact that they have literally destroyed the programme over the years. I am sure if the programme was not phased out in the 1980s many Barbadians would have been able to benefit and would have been better off today.

Sir, we should not do things because it can benefit us from our public relation stunts for election purposes. Let us genuinely put policies in place which can benefit the wider cross section and as many people as possible in this community.

Sir, I am obliged to you.

SENATOR THE HON. Dame PATRICIA SYMMONDS: Mr. President, I do not want to spend too much time replying to Senator McClean but I do have to put the record straight about a few things. I think that even the

Honourable Senator would agree that I have had some experience in education.

I also feel that the myth that the Democratic Labour Party has started free education would have been dispelled by now. You have had such eminent educators like, Dr. Leonard Shorey and Sir Carlyle Burton who have written to inform the public about the facts on free education. 12.10 p.m.

We educators know that St. Leonard's, Princess Margaret, West St. Joseph and Parkinson Schools were all started in the 1950s and that was the beginning of free education. The Barbados Labour Party had always intended bringing free education but they wanted to ensure that there were places for everybody. Sir, when Senator McClean said that with the free education there were places for everybody, I excused him. Senator McClean did not seem to know when the operation started and claims that it has not yet begun. Private schools flourished, even when they completed the process of free education and they only needed a small amount of money to complete it, and there still were not enough places, hence bursaries and private schools. Many of these schools were fine schools which did a good job in supplementing.

SENATOR LeR. H. McCLEAN: On a point of order, Mr. President. I want the Senator to complete her point without interrupting her.

Sir, I think that the Honourable Senator is misleading us when she refers to the comments that I made. I made the point that the Barbados Labour Party talked about starting free secondary education but the Democratic Labour Party provided universal free secondary education. Sir, where the Honourable Senator talked about the private secondary schools, the Government of the day also ensured that those persons who qualified were also able to receive free secondary education, even though there were in private institutions.

SENATOR THE HON. Dame PATRICIA SYMMONDS: Sir, I am not sure I understand the last point that Senator McClean made and I will not go on except to repeat what was a fact. That could not be universal free education when parents had to pay school fees at private schools, Modern High School, Federal High School and the Cooperative High School. I could go on and on, Sir.

Sir, when it comes to the disabled, I am a life member of the Barbados Association for Mentally Challenged. I was also on the Committee and at one time Chairman of the National Children's Home which started the National Development Centre and which was supported in large measure by the private sector. Subsequently, Government

took over the National Development Centre and a subvention is given to them and to the Challenor School as well. Sir, when it comes to the Irvin Wilson School, they are doing a wonderful job and that is being run by Government. There is also the Alma Parris School which was set up by a Barbados Labour Party Government and caters for children who are mentally challenged and children who are slow learners.

SENATOR LeR. H. McCLEAN: On a point of order, Mr. President. I really need to have this matter clarified because the Alma Parris School, to the best of my knowledge, is listed as one of the secondary schools that parents are encouraged to put down as a choice when selecting schools for the Common Entrance Examination. Sir, for me to hear the Honourable Senator say that it is a school specifically set up for the mentally challenged, there is some inconsistency and I think that the Honourable Senator would need to clarify that.

Mr. PRESIDENT: Senator, you have to be careful not to make a second speech. I am not sure that is a point of order.

Please proceed, Senator.

SENATOR THE HON. Dame PATRICIA SYMMONDS: Sir, only Senator McClean seems to have deduced from what I said, what he just said. I am not even going to reply to that.

Asides.

SENATOR THE HON. Dame PATRICIA SYMMONDS: Sir, I want to refer to the question of appraisals. The Paper of Education Reform says:

“Teacher appraisal is to be considered a crucial importance in promoting the professional development of teachers and most important of all, once undertaken in a professional and systematic manner, it can have a positive affect on student learning and behaviour.”

Mr. President, in almost every part of the world everybody is appraised. Even in traditional professions, members are appraised by customers and clients, at universities, in terms of lectures, research and publications. Sir, if you are self-employed, you are appraised by the support of customers or discontinuance of the persons you serve.

A fundamental principle of the new teacher appraisal system is, there is collaboration between the appraiser and the person being appraised. Two aspects are valuable, the formative and the summative. The formative enhances the quality of the teachers’ performance and the summative

protects the people for whom the service is being delivered. It also protects the reputation of the profession. It is not intended to be punitive, absolutely not. There is nothing negative about evaluation.

Sir, it is a boom for those who are really doing their job and they have nothing to fear. It will also include a formal and written record of their work.

Mr. President, there is then the question of promotion. No one should be denied promotion. Promotion should not be based on meritocracy. Meritocracy cannot be objectively established without some form of appraisal system. An appraisal system will identify those areas where there is need for improvement.

I was pained and concerned when Senator McClean mentioned that persons who want to implement these policies have no confidence in the people responsible for it. I wish strongly to refute that statement. Where the charge of vitimisation or possible vitimisation is concerned, it shows a complete lack of confidence in the professionalism of colleagues, which teachers themselves insist exists.

I can assure the Chamber that there is high professionalism among the teachers in this country. Moreover, this appraisal system allows for discussion and appeal. The teacher has to sign the appraisal so that there are built-in checks and balances. It is not capricious. It is based on a mutual exchange of observations, discussions and explanations. I think, too, that the groundwork is being laid for meritocracy such as is wished for in the public sector. 12.20 p.m.

Senator McClean did not seem to know when this operation started and claims that it has not yet begun, but I wish to state most emphatically, Mr. President, that there was training at both levels, primary and secondary, in the general principles of teacher evaluation, especially in classroom observation. The training was conducted by principals and teachers who had been trained in this area and this included representatives of the teachers’ union. The trainers and the Minister of Education are in the process of evaluating that training and forms were submitted to those teachers and they have made some very good recommendations and those are being studied in order to determine what the next step will

I want to add that the whole thing has been conducted in the utmost amicability so that there is no question of the teachers being afraid. Senator McClean was right only in one respect when he said that it had been going on for 15 years, and even then he was not right because it had been going on even in my time and the time is ripe for it now and anybody who can see will say the Guide to Teacher Appraisal in Primary and Secondary Schools in Barbados will realise the thought and consideration that has gone into it, the training that has gone into it of teachers and principals

and the consultation in harmony with the Ministry of Education. Therefore, I think that in the shortest possible time this appraisal system will be very much in operation for the benefit of teachers and students.

I just want to refer briefly to the question of awards that our Acting Leader had mentioned and to point out that this Government, as usual, is being sensitive to the requirements of students and in this instance those at the Community College who could only win a scholarship or exhibition if they were doing 'A' Levels and who, by the change in this, will be able now, those over 20, to gain an award. It is a matter of justice. It is a matter of sensitivity. It is a matter of being fair to those schools which do not have sixth forms and, therefore, as an educator, I have the greatest possible pleasure in supporting this Bill. Thank you Mr. President.

SENATOR C. A. MASCOLL: Mr. President, I rise to make a contribution in this debate not to determine who provided free secondary education to Barbadians first because that is very well established if only in the psyche of Barbadians. So the Other Side does not have to wrest that from the Democratic Labour Party. No matter what you try to do, it is accepted in Barbados that free secondary education is associated with the Democratic Labour Party under the Errol Barrow regime. It makes no sense trying to argue that.

SENATOR Miss J. C. ODLE: Mr. President, on a point of order. I do not think that the speakers that spoke to the establishment of free secondary education were deceiving the Senate in anyway. It is not an argument, Sir. It is a fact and history will record it as such that free secondary education did in fact start under a Barbados Labour Party administration before 1961.

Mr. PRESIDENT: No point of order. Senator, you may reserve those comments and incorporate them into any speech you wish to make in the course of this debate.

SENATOR C. A. MASCOLL: Mr. President, in the early 1960s under that very visionary administration the secondary school arrangement actually had two types of schools: the grant-aided schools and the private secondary schools, and the abolition of fees that we all talk about was associated with the grant-aided schools at that time and there were several other initiatives that were taken to ensure that the environment within education was going to prepare the basis upon which sustainable development would occur within the Barbadian society as a whole.

On the question of the private secondary schools, it was the case that the Government initiated the removal of payment of fees for pupils in private secondary schools

taking public examinations at the time. Beyond that, it was the policy of the then administration to widen the base of training for teachers in the private secondary schools in the 1960s.

When we look at the measures put in place by the Democratic Labour Party during the early 1960s we cannot deny that those measures were revolutionary and that they are responsible for the success of the society that we now have within Barbados and the social revolution that we have seen. The emergence of the middle class in Barbados, the emergence of a wider ownership black class in Barbados is a direct consequence of the measures of the early 1960s. It cannot be disputed.

My concern today is to try to look at the amendment to the Education Act within the broader context of adult education and whether or not it is really going to allow for effective management of a programme of adult education. Before I get into the meat of my debate, I would suggest that that objective certainly cannot be accomplished by the amendment that is being made today to the Education Act. The objective Number One to make provision for the effective management of a programme of adult education is lofty but cannot be determined by the partial amendment being made to the Education Act.

Having said that, let me look at what adult education is really all about and if you accept that an adult is a person who is capable of voting it means that an adult could be of age 18 in Barbados and beyond. I hope, therefore, that in trying to provide a programme for that education that you are more concerned with providing education to people who are employed.

Therefore, the first requirement in understanding how to address the question of adult education is to understand what is its purpose. The purpose of education for adults would certainly be to enhance the skills of the adults with the end of ensuring that they become more productive citizens. If that is so, it means, then, that this adult education programme does not necessarily include the University of the West Indies or tertiary level education, because those individuals are adults but we take it for granted that they go there on the basis of what they would have acquired in their secondary education stage or some other form of tertiary education that qualified them to continue at the level of tertiary education.

I am saying that as far as adult education is concerned in Barbados, I would believe that the Government should be more focused on looking at enhancing the skills of the working population of Barbados. If that is the case, it means, therefore, that the trade unions in Barbados must play a major role in delivering any programme of adult education. 12.30 p.m.

The Trade Unions must play a major role, and I repeat that their role is presently not sufficient. Therefore, what I am suggesting is that an adult education programme must really be understood within the context of the ability to deliver that programme. If you are asking persons simply to go to some institution during the course of the evening after work to acquire a few skills, then that is not my concept or understanding of what an adult education programme should be, because persons who have responsibilities would find it very difficult for the family and everything else to execute the kind of advancement in the education that they would require.

This is why I am saying that an adult education programme which is conducted mainly by the Trade Unions, in collaboration with the private sector or the employers, would be far more effective and that is the point I wish to make at this point in time. I do not see the Adult Education Programme in the context of doing an entire year's work to do a CXC exam or to do an overseas examination. I see it as an attempt to offer those persons who would not go on to the kinds of levels of educational institutions, the opportunity to enhance their skills for the world of work.

Sir, in that context, I well remember when I was a little boy, my mother going to classes at Bethel on evenings to learn home economics and more about cooking and basically taking care of the family. My mother would not have had the benefit of a secondary education, where she would have gained any form of certification, but she was sufficiently capable of going to such an institution during the course of the evening to enhance her skills, which made a difference to her world of work because in her work she dealt with issues pertaining to home economics and care of the mentally ill at the Psychiatric Hospital.

Asides.

SENATOR C. A. MASCOLL: My father was a male nurse at the Psychiatric but the important thing to note is that an education programme that is catering to adults must really be talking about catering to enhance skills among the adult population.

Sir, if you are going to give them more knowledge which is hopefully the case, and you are going to allow it to be accommodated within a time that does not disrupt the family, then that extends to why I am suggesting that the example being provided by the Barbados Workers' Union Labour College, has to be more developed to carry forward the process of adult education in Barbados. Indeed, as far back as 1961, in the Democratic Labour Party's Manifesto of that golden period, it was said that facilities to be provided for adult education classes will be there, meaning schools and the like, and the advice and cooperation of the Barbados Workers' Union will be sought in the establishment of a

workers' college. We have seen the benefit of that and I am saying that let us understand that to effectively provide adult education to a wide cross section of individuals, not just a few, would require cooperation between unions and the private sector of Barbados but the private sector would have to be encouraged to facilitate any such exercise.

Let us not be fooled because we are in the education world of Barbados and we will soon be fooled when the results from the 11-plus comes back, because on the front page of the *Advocate* and the *Nation* newspapers, there would be about four or five young children who gain marks as high as 99 and A's in essays and the like and they will be parading. Then, the impression would be that our educational system is still sound and still delivering on the basis of a few individuals whose social environment might be appropriate to allow for such attainment at such early ages.

It is remarkable to discover in the reversals of educational attainment that occurs in Barbados, as individuals become more mature and more adult, that it becomes a question of looking within yourself, rather than relying on your home environment as the basis for good performance. It is remarkable that this happens.

Sir, I am therefore not going to be fooled that a programme because adult education means putting a few computers in a community centre, and then going around in a P. R. job as usual, and getting the Press to come in and having some write up that we are now into the new age of information technology and the communities have at their disposal, computers to allow them to surface the net and to go all over the world and acquire new knowledge and have new vistas of opportunity as a Barbadian people. Now that is narrow in its concept and it is purely about sustaining a system that deals only with a minority, and once you can get a minority to achieve, you feel comfortable when the majority is left behind.

Suffice to say that this position that I have reached was borne out of knowledge given to me by the Government side, because only two to three years ago, I heard the then Minister of Education say that 70 per cent of all persons leaving school in Barbados leave without any form of certification. Indeed, I suppose that at the time, the Minister of Education was making a major point for the need for EduTech, not recognising that in fact she had exposed a major weakness in the educational system of Barbados, that it continues to cater to only a select few in the higher categories of learning expectation.

Sir, I would not be bought by that kind of achievement and standard in believing that this constitutes attainment of the level required in Barbados to sustain growth.

SENATOR THE HON. G. S. H. MURRAY: Mr. President, on a point of order. The Honourable Senator is misleading the Chamber when he seeks to establish a rationale for EduTech based on 70 per cent act of certification. Sir, EduTech is not the main focus. EduTech is meant to prepare this society, the children of this society and the future generations to deal with the world of technology that is abounding and mushrooming all around us.

SENATOR C. A. MASCOLL: Mr. President, I consistently smile in this Chamber when those kinds of interventions are made. They serve only to disrupt the flow of the person on his or her feet.

Mr. PRESIDENT: Senator, I do not think you should say that because the Honourable Senator making a point of order may be under the impression, although from your point of view, there should be another impression.

I do not think you can say it was an intention to disrupt the proceedings that certainly was not my interpretation.

Please proceed.

SENATOR C. A. MASCOLL: I accept your wise wisdom and counsel, Sir, but in all fairness, the need for a programme of adult education really requires a wider investigation of what it is we are seeking to achieve as a country. I am of the view that if it is conceptualised in a broader frame, to understand the importance to which training can play a part in enhancing productivity gains within the economy and consequently, enhancing the quality of life for Barbadians, than that is the basis upon which I would see the need for a comprehensive adult education programme.

It is in that context therefore, that we have to look at the way in which we have been playing around with the adult education classes across Barbados over the last three or four decades. On the one hand, as was pointed out by Senator McClean, we have had situations in which the Other Side has in fact engaged in restricting adults access to education that would enhance the opportunities for growth in either their work environment or their own social environment. We need to have a broader understanding of what adult education really implies.

12.40 p.m.

It is in that context that I am saying that the amendment being made here would not serve to enhance the effective management of a programme for adult education. So in my view the objective of the amendment is absolutely ridiculous.

I have heard discussions on the rationale for an appraisal system of teachers. I do not have access to what is

contained in the appraisal system but I suspect that students do not get an opportunity to evaluate teachers in the primary schools or even in the secondary schools of Barbados. I say that because I have never heard anyone on the Other Side saying that in the process of evaluating teachers performance, students at secondary schools will be given the chance to put on a form, in a letter or some means of communication their concept or opinion of the teachers performance over the course of the semester or the year. In the absence of that, I think that any appraisal system would fail because while we may feel that young persons do not have the wherewithal to make such evaluations, it is absolutely necessary that the person receiving the service be given an opportunity to evaluate the service. We should not feel that it is presumptuous of students to want to evaluate teachers in the secondary schools or otherwise.

I said that because as a part-time teacher at the University of the West Indies from early in the semester the students are given forms to evaluate me as their teacher and those scores are then used to provide me with a final opinion of my performance over the course of the semester in the particular course. Having been very well evaluated by students, I would say though that I suspect that in the secondary school environment that students may not use the correct criteria for evaluation because at that stage in their lives it is very difficult to be openly objective because they are still forming a personality and a person's hair, mode of dress or the shoes they wear may irritate them to the extent that they do not like them and on the basis of that they may evaluate the teachers' performance. Perhaps that is the reason but I am still saying that notwithstanding the potential for such to occur that students should still be empowered enough to be allowed to give some form of evaluation in the teachers' performance over the course of the year. It is an absolute must as far as I am concerned.

In terms of the conferral of awards, I have my own position on the conferral of awards for academic achievement because I have known over the years, especially at secondary school, that for the first two terms of the school year there will be a number of boys in the class who will not perform who would come last, 23th or 28th and then when exam time comes around they always end up in the top five or top nine students within that class. I am not sure what it has to do with but I am saying that in my secondary school career I have seen fellows make miraculous jumps from being very average students to being outstanding students during examinations. That told me something a little later in life when I reflected on it that some people are better able to take pressure than others and although a fellow might not be too attentive in those two terms when the time came for examinations because of his almost loose characteristics and his indifference towards the school work that in itself was the major plus at exams time where he was able to shed all the stress and remove those sorts of pressures from around him.

I know this only too well as a parent because I have been able to predict my elder daughter's performance academically and to this day I am bang on target because I was always able to interpret that as she got more mature she would become a much better student. I do not have to worry about the second daughter because I can tell from even now that notwithstanding a miracle her achievement academically is going to be outstanding, so I do not have to worry about my second daughter. I could tell from early that my first daughter does not take anything in life seriously and her attitude towards academia is somewhat like that. However, as she gets older, she would perform better and to this day I am not disappointed in that respect.

I said all of that to say that in the conferring awards, we must look for a broader framework rather than just the question of results at exam time. I think the system is going to be challenged to look for a way of really doing that because you can have persons in secondary schools who only focussed on the academic side and then there is a young man who plays every conceivable sport for the school or who debates for the school and takes up time to do extracurricular activity for the school which cannot be removed from his overall performance as a student. So to narrowly define and confine the attainment of achievement within the context of academic work, to my mind is wrong. The evidence though is there to show that most students over the years, for certain in the 70s and 80s when I paid attention, who did very well in exams were also fairly well balanced students as far as participation in extracurricular activity is concerned.

Mr. President, I introduced myself early in the batting order of this debate because I suspect that this debate will degenerate to one of who provided free secondary education for Barbadians but that really should not be the focus of this debate because this debate is about a much bigger problem which we have to address within the context of Barbados' progress and development, that is, how do we re-educate in many respects the adults in Barbados because they are the ones believe it or not who would determine not only the economic outcome but the social outcome of Barbados. Therefore, we have to be careful because as I speak to you less than 15 per cent of the adult population will go on to the tertiary level of education in Barbados and while we respect those who are able to do so, we must remember that some 85 per cent would not be able to do so.

So while we believe this is where we have to concentrate any educational programme to cater to the few who would go on, we should really be focussing on the majority who do not. So how do we enhance the skills of workers who would not have that sort of academic background is the real question for us to answer. How we solve it is the solution for the productivity driven wages increases that we have been talking about. Productivity within the workforce can only be enhanced by introducing

skills that can be acquired through training. How we compensate them is essential and exceedingly important.

I did not want to end on this note but an appraisal system is critical to the extent that it is what you use to evaluate the performance of the worker. The performance of the worker is critical to the extent that it is only meaningful if it carries forward the institution. That is important if the worker performance has been enhanced which really means that he or she has been more productive.
12.50 p.m.

If that is so, it means that your attempt to compensate the individual must be based on a measure called productivity. This Government has been trying for the last eight years to find a means of linking wage increases to productivity and they have failed and will continue to fail for the next 25 years as well.

Sir, it does not make any difference who takes over the reigns of Government as it relates to productivity-based measures because it is an extremely difficult thing to do in any economy especially in the public. We have to appreciate that public sector reform as being conceded now is very inappropriate in the context of what this Government is seeking to do.

Sir, public sector reform is *sine qua non* for economic advancement of this country. In the absence of a productive and efficient public sector there cannot be development and growth in the private sector where this growth is critical because the private sector is where we earn our foreign exchange and develop ideas and systems so to a large extent the public sector is just a facilitator. This whole amendment is technically linked to all of that but this administration does not think holistically, it is about chopping and changing, doing and hoping...

Mr. PRESIDENT: Senator, your time is about to expire.

SENATOR C. A. MASCOLL: Thank you, Sir. It is important that the amendment be seen within a wider context and understanding of what adult education is about.

Mr. President, I thank you.

SUSPENSION

SENATOR THE HON. G. S. H. MURRAY: I beg to move that the Senate be suspended until 2.00 p.m. today.

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

RESUMPTION

Mr. PRESIDENT: This Sitting is resumed.

SENATOR Mrs. P. E. RICKINSON: Mr. President, I rise to support the Education (Amendment) Regulation, 2002. I would like to congratulate the Ministry of Education for the strides they have been making in education. As a nurse I have to say that I feel if health could do what education has been able to do, we would be a long way towards health development in Barbados and the sorting out of the Queen Elizabeth Hospital.

Sir, in particular I would like to congratulate the Ministry regarding Section 5 which speaks to the manner in which evaluations are to be conducted.

Sir, I think that is the way forward not only for the teaching profession but also for the nursing and other professions. I am saying this because it will cut down on what is called supersession in the public service. Sir, when the time comes for promotion people recommend their friends even though they do not have the fact to back up their decisions. This has caused a lot of discontentment not only in the nursing profession but within the entire public sector.

Sir, if one is going to implement a form of appraisal, workers should be evaluated throughout the year, given the choice and opportunity to improve and grow so that productivity will be increased. I am not too sure what happens in the teaching service but I know that in the nursing service, the workers will work for one year and at the end of the year if you are not a friend of the person writing the report, you are given an adverse report. If you challenge the report they will tell you that they heard things about you, yet throughout the year absolutely nothing was said to the worker. They also write on the evaluation form "not ready for appointment" or "not ready for promotion" and, Mr. President, these middle management people get away with this behaviour.

Sir, when it comes to teachers evaluation, I sincerely hope this will not happen. I feel that middle management needs to be educated on how to appraise workers and help them to grow and improve productivity.

Mr. President, there is another thing that these middle managers tend to do. When workers are given grade A, the reports are sent back stating that it is impossible for a worker to get grade A so the evaluation forms have to be filled out all over again. Of course, I brought this to the attention of the Ministry of Health but nothing was done about it. Sir, it is felt that the subventions need to be spread among all the trade unions and not just the big unions where most of the money for continuing education goes.

2.10 p.m.

Sir, the middle managers would not release the workers for continuing education. Classes are being conducted three times a year for continuing education. Even though the middle managers are given notice of these classes three months in advance and the class is for only a day, some of them refuse to release the workers to be involved in continuing education. It is not the Government to blame. The middle managers do not understand the importance of such classes and are short changing the junior workers in this country.

Sir, they tell the employees that they always go off to continuing education classes and we have a lot of work to do. They do not understand that it will help to improve the worker. If the worker is educated, that worker can impart that knowledge to other employees and by extension the morale and the productivity of the department.

Sir, we need to have continuing education for middle management persons and they are young people that I am talking about. The middle management persons are those persons who were recently promoted and who should know better. Some of them are victimising some workers and if these workers belong to a certain trade union they would tell you that you cannot go to classes. They would say things like, 'I do not know why you are in that union. I am not going to let you go to the classes'. Sir, these are things that are happening in the public service and if employees are deprived of attending classes things cannot improve and one has to find a way to deal with these matters.

Adult education is not only the upgrading of skills. It is also the introduction of skills. There are some people who have missed the boat and who suddenly realise that unless they get qualified, they cannot get a job or keep a job. Some of these people attend evening classes. The evening classes that are run by government have been very beneficial to workers in affording them the opportunity to upgrade their academic qualification.

Sir, when I worked in the Civil Service, in some departments officers were given time to attend courses and sometimes these courses were paid for by the government. Whereas, when you come to the nursing service, it is very difficult to get time off to attend any courses. There are the nurses in management positions that are blocking progress in this country and something needs to be done about and it must be done quickly.

I am glad that the awards have been extended to the Barbados Community College. As a former teacher of the college, they are people who missed out on some of these awards and these awards cannot be backdated. I sincerely hope that the nurses would be able to benefit from some of these grants, awards and scholarships.

Sir, it would be in the Government's interest to pay for nurses to go to Jamaica to do advance nursing rather than attend the University of the West Indies to acquire a degree as I did in order to qualify for a better job. Some nurses go to the university in the evenings to get a degree and they are nurses with all sorts of degrees who are employed at the Queen Elizabeth Hospital. It would be better for them to have a degree in the health area which would be of benefit to the hospital rather than have a degree in general studies like history and sociology. Sir, when that happens, it is a loss to the nursing profession. They might not be a loss to the health care system but to the nursing profession.

I support this Bill and I congratulate the Ministry of Education in their work and I wish them continued success. I would like to see the Ministry of Health take a leaf out of the Ministry of Education's book.

I thank you.

SENATOR Sir JOHN STANLEY GODDARD: Mr. President, I believe that this Government and previous Governments have made a significant contribution to the development of the education system in Barbados. I am not going to spend any time in trying to assess the value or the different contributions made by the different Governments.

Adult education flows naturally and this is one of the benefits that the University of the West Indies has conferred on Caribbean society. There was a time when we thought education ended when we completed our secondary education, only to realise that adult education is the continuation of childhood education, in the process of lifelong education. I am not referring to adult education as tertiary education. I am seeing it as an extension of the secondary education in adulthood.

I would like to spend more time on the evaluation of teachers. Much emphasis has been placed and considerable amounts of resources have been assigned to school buildings and computing equipment under the EduTech 2000 programme, and I have no quarrel with that. That is very desirable and important in the early part of the twenty-first century. However, the training and the evaluation of teachers is equally desirable and important. Performance appraisal is an important management tool in the process of teaching, training and evaluating teachers.
2.20 p.m.

The performance appraisal system is a formal evaluation of performance against established objectives and standards. In other words, as far as possible, try to remove the subjectivity from that evaluation process. I think it is important to note that the primary focus of teachers needs to be on improved student learning and achievement. Too often we pay attention to school buildings and the equipment. Just

as in the medical profession we pay so much attention to hospitals and equipment. They are very important but the function of a hospital is the delivery of health care. Education is all about the delivery of education to young boys and young girls.

It is, therefore, important to know that all teachers are teaching to the best of their ability in order to ensure that students receive the best education possible. There have to be aspirations to standards of excellence. The knowledge of teachers is important, but more than that their knowledge needs to be assessed. There has to be clear and fair standards for measuring how they will actually teach in the classroom and a process to help them improve. Too often an appraisal system is seen as a witch hunt to weed out those who are not performing. That is a wrong impression. It is to assess as objectively as possible the persons being evaluated or assessed to find means of improving their performance because they must benefit and in the case of the schools the children must benefit.

The standards that are established will need to be consistent. We need consistent criteria for measuring such things as teaching skills and a teacher's ability to communicate. We all know teachers who have had it upstairs in their brains but they did not have the ability to impart that knowledge, to motivate their students. That is an important part in the appraisal process.

Appraising, as a previous speaker said, is not restricted to teachers. In almost every sphere of life today, certainly in the private sector, as Senator Murray said, the Government, the trade unions, professions, there has to be a standard system of appraising performance. We can no longer be satisfied with the attitude 'it will do'. We must know when to determine that it will not do and what can be done to increase performance.

Teachers need to understand that consistent performance at an unacceptable level, despite efforts at improvement, will result in disciplinary action including dismissal. No one should feel that they have an appointment for life if experience shows they are not performing. It is not fair to them, to the school and it is not fair to the children whom they have been appointed to teach.

I was very pleased when Senator Dame Patricia Symmonds made reference to The Guide to Teacher Appraisal. I was not aware of it and I am glad to know that the document exists. The fact that I did not know it existed encouraged me to do some research on the internet and I came across Equality in the Classroom Act, 2001 of Ontario, Canada. It was approved in the year 2001 and it arose out of the Ontario Teachers Testing Programme that had previously been announced in May 2000.

I am raising this point because I did not think it was necessary for us to reinvent the wheel but Dame Patricia has indicated a lot of work has already been done on that locally. For those who may be interested, I can give the website because it contains a host of information: <http://www.edu.gov.on.ca>. If any Senators are interested I can share that with them afterwards.

I am prepared to make a document of the House an overview that was published this year on the Ontario teacher testing programme. If I may just quote briefly from this document it says:

“Several initiatives are being implemented as part of the Ontario teacher testing programme in 2002.

1. All new teachers in Ontario will now have to take qualifying tests before they can teach in an Ontario classroom.
2. To maintain their professional certification, teachers must now take courses throughout their careers to continually update their knowledge and skills.
3. Principals must now evaluate teachers’ ability to use their skills and knowledge in the classroom on a regular basis using Made in Ontario evaluation standards.”

One additional element that is being planned as part of this teacher testing programme is an induction or mentoring programme that would provide new teachers for the guidance and advice of experienced teachers. I think that is very important. Older teachers with experience being permitted and encouraged to pass on knowledge and their skills to younger teachers.

Mr. President, the success of the implementation of any performance appraisal programme in any sphere of activity requires time for preparation, for consultation and acceptance by the persons that would be affected. That acceptance is very important. An appraisal programme cannot be imposed successfully. It has to be sold. It has to be fair and relevant and become part of the organisational structure where it is being introduced. In the school setting, it must benefit and be seen to benefit both the students and the teachers. In other words, it must be a win-win situation.

Mr. President, I could not complete my small contribution to this debate without making reference to co-education. Co-education was introduced in Barbados in the late seventies, which means that we have had 25 years experience with it. I am not a teacher but I have had children and I have grandchildren who are going through the

secondary school phase of their education. I have spoken to many parents and I have spoken to many teachers on the question of co-education and I am yet to be convinced that it has been any resounding success but, as I say, I am not a professional in this field.

Whatever my opinion and perception may be is probably irrelevant but something that has been in existence for 25 years surely needs to be assessed as well as to whether it should be continued in its present form or continued in some kind of modified form or some sort of experimentation done or plans to discontinue it. These are some of the options. I am therefore calling on Government to initiate an appraisal of the co-educational system that exists in Barbados at the present time.

With those remarks, Sir, I do support this Bill.

SENATOR P. C. GODDARD: Mr. President, in rising to join this debate, I wholeheartedly support this Bill. However, I would like to refer to Senator Mascoll’s contribution where he showed some promise in understanding that adult education needed to have a wider perspective. He nibbled at the subject without really understanding the crucial aspect of adult education in today’s world.

The body of knowledge is growing so rapidly in the world today that it is imperative that we create a culture of continuing education not for “workers” but for all segments of our society.
2.30 p.m.

It must start at the top of organisations. Certainly professional bodies have already understood that it is critical for them and their members, to undergo continuous education and to this, I must congratulate the Barbados Medical Association for the work that they are doing in this regard, and also the accounting professions and the legal professions. They recognise that the world is becoming a more complex place that both business and science and other areas of activity are becoming very complex and specialised. Therefore, it is imperative that we get a culture of continuing education going in this country. It is not just to be focused on the lower level of employees within organisations, but I think that other Senators have touched on areas which indicate that there is a critical need for middle management education, and that came through in the contributions about evaluations.

Senator Sir John Goddard also touched on this when he spoke about evaluation and about continuous internal training throughout the period of their employment. In other words the knowledge that is coming to bear on us is changing and being updated so rapidly, that no longer can a teacher of science rely on his notes of five years ago to teach a class in biology, chemistry or physics. Sir, to illustrate this,

with the discovery of the DNA molecule, and the analysis of that DNA molecule, in botany, scientists have now realised that the plant classifications of the past 100 years now have to be totally reevaluated in light of the DNA of the plant material that they have to hand. This is going to revolutionise botany as we all knew it at school 20, 30 or 40 years ago.

Mr. President, adult education needs to be supported by the business community, professional bodies, trade unions and the Government. No one institution can do it all, and we need to maximise the utilisation of our physical assets to be able to deliver the adult education requirements of this country. This means that though a school may be a public institution that does not mean that it could not be utilised as a private institution for a period of time when that school is not in use in the normal course of events, for adult education.

I think that this Bill, Mr. President, goes some way to improving the aspects of young adult education and continuing at certain levels. I would also wholeheartedly support the evaluation exercise that is to be conducted under the auspices of this Bill. A guide of The Teachers' Appraisal in the primary and secondary schools in Barbados is here, Mr. President, and I believe that it is already a document of the Senate, if not I would like to make it one. Sir, this is a very thorough document, it has to be well-administered but I do think that this will launch us into a new area of teacher excellence in this country.

While we are talking about that, Mr. President, I want to be very clear that the teachers that we all admired or remembered from our school boy and girl days, were teachers who did not only impart knowledge to us in a classroom but who also set an example of ethics, behaviour, dress, good manners. Those things, Mr. President, are supremely important in the education of a child. I sense, Mr. President, that these things have lapsed, not just in Barbados, but there seems to be a global relaxation of what I call good manners, of people being polite to one another. These are the areas that I would like to see have special attention in our educational process.

I never forget a teacher always reminding us that it was not correct to behave in such and such a manner. He always lectured to us when a boy went off course, in using the cricket vernacular and even though I am no great cricketer, Mr. President, I understood what he was talking about. So with those few remarks, Mr. President, I wholeheartedly support this document and look forward to the increasing importance or understanding of the importance of adult education in its fullest sense for all segments of the society as a life long learning experience.

Thank you, Mr. President.

SENATOR K. D. SYMMONDS: Mr. President, in

rising to support this Bill, I would want to take two approaches. The first one is to deal with the politics of the amendment to the Education Act in particular, as it refers to the effort on the part of Government to enhance the management of the programme of adult education in Barbados.

Most importantly in this regard, Sir, I would want to make the point that in the last couple of years, the Auditor General in his report, made reference to the need for us to improve the inadequate accounting records that are kept, in particular, this adult management programme, but other programmes as well and the need for us to be very clear about the purchasing of equipment, inventory, *et cetera*.

Understandably so, the Opposition has from time to time sought to highlight the queries and observations coming out of the Auditor General's Report. I think, Sir, that the Government at the outset should be complimented for urgently recognising the need to overcome the deficiencies in the accounting system, such as did exist, that can result in wastage, over expenditure, misappropriation, and any of those other ills which any responsible Government would want to ensure are avoided.

2.40 p.m.

In my view, it was particularly unfortunate that we have heard the complete submissions of both Members of the Opposition without hearing them speak to the financial implications for good governance coming out of this amendment to the Education Act, Cap. 41.

Having said that, I think that one of the other considerations that we have to look at is what is the role played by adult education in Barbados. Obviously, it has had its remedial element and it has given persons a second chance. Some would describe it as a stopgap opportunity to develop skills which they did not leave the secondary school system with and where the formative education years are revisited via the adult education process.

Senator Mascoll stumbled across a good point, I said stumbled because in my view he did not develop it, and it ought not to pass unnoticed. Sir, in Barbados, we are not alone by any stretch of the imagination, and the Caribbean, is collectively a set of post-colonial societies trying to develop an education system which has pretty much mirrored one another across the Caribbean as we develop. When one looks at the structure and the function of the education systems in the Caribbean, one would notice that they effectively mirror the social and economic needs of the colonial period which is not surprising.

Persons who have written our political sociology have repeatedly made the point that the education systems are often the tools of the society within which they function.

There are tools used to advance the needs of those requirements of the society as they are understood at the time of the education system. One of the problems in my view is that for sometime adult education in Barbados has continued as though it were nothing but an expansion upon an old form of education so that at the age of 25 or 35 or whatever age it is, a person goes back to school via evening classes and effectively does little more than gain a CXC certificate in English or Mathematics.

Sir, when one looks at the system of education which we have benefited from, I think all of us in this Chamber, and I observed keenly Dame Patricia's interest, the reality is that we have as a people pretty much gone through an education system which has given us two alternatives. On one hand, one has been almost streamed from the time one enters secondary school to go through the system and come out with ones 'A' levels and so be able to go into one of the so-called professions failing which one enters the Civil Service and effectively places oneself in the middle management of the economic system. There are those on the other hand who did not succeed as well and effectively are almost consigned to a life of manual labour. That is perhaps simply putting it but for the benefit of this debate I do not think that we need to go much further but broadly speaking that is how it has functioned.

Of course, there is another set of the society who by virtue of hereditary benefits has been able to almost bypass the direct necessity of education and has been able to walk into a business interest and have control of large tracks of land and is able to dictate the pace of those persons in the professions.

Sir, the critical point is that this function much of which continues today works well for a colonial type economy. The demands on the economy of Barbados and the requirements for our human resource products are vastly different in 2002 in a globalized era than they were in 1961 and 1966.

Sir, without trying to take anything away from those persons who would have been at the forefront of the education debate in the 1960s the reality is that we cannot allow ourselves to be sidetracked about the question of free education. It is a well-done deal. To my mind, there is a larger question, which has to be what is the role of adult education in Barbados today, how do we see it as equipping or re-equipping citizens to more effectively contribute to a modern economy, to more effectively compete within a modern economy and to more effectively earn their way in the world. We must try to rise above the traditional political divide, to the extent that there is any on the issue of education, and deal with the question of the role played by adult education.

While recognising and completely supporting this measure, one of the concerns I have has to do with the extent to which, albeit largely a private sector initiative, the kind of leadership that is being given which would cause us to reflect upon adult education in such a way as to ensure that certain components are put into the education programme which will better enable us to enhance the effort at re-equipping and retraining those citizens who were previously undertrained, mis-trained or ill-trained. To me that is where this adult education exercise has to be seen.

I firmly believe that the manpower needs in Barbados today are radically different from those which existed before. If we are to build a modern economy and provide skills and services that such an economy will need to continue then we have to recognise that the basics, reading, writing and arithmetic, will always have its place but one has to make this society more computer literate.

I will pause at that point because part of the contribution from one of the Members of the Opposition was to try to make light of the exercise which has been taking place across the communities in Barbados. In fact, it was actually said, I cannot remember by whom so I cast no blame, that the programme is almost like window dressing, that you have these computers and you call in the Press and it is a propaganda exercise in public relations but nothing could be further from the truth.

A critical component of this society has to be the recognition that a technological leap has taken place across the world. In a knowledge-driven society, we have to be part and parcel of that technological advance. I have no difficulty in recognising that, but politically speaking I was lambasted almost into nonexistence by an overwhelming mandate that this Government has which is that no one should be left behind, that was part of an election campaign. No one being left behind is not just a slogan. In every community, persons of my age, at age 35 most persons have families, have started their way in the world and have their children, let alone those in the 40s and 50s who were bereft of the kind of exposure that young students are having now through the EduTech Programme.

A father cannot effectively inform his son or his daughter or effectively lend the kind of guidance and appreciate the importance of this exercise. If you listen to some of the call-in programmes in Barbados, you would recognise that many times people call in to question the importance of the laptop computers for youngsters and whether that should be a priority. Sir, these questions would be answered if our adults had a better understanding of and were appreciative of the invaluable role that computer literacy and the new technological era has to play.

To that extent, when the community centres at Black Bess and Speightstown, St. Peter; Weston, St. James; Bonnetts and Bush Hall, St. Michael; St. Elizabeth, St. Joseph; The Valley, St. George and St. Marks, St. Philip are opened they will not be a public relations campaign for Government or a light political point. It will be strictly speaking part of a process of national self transformation which is allowing an adult population to come to pace with opportunities that they have previously missed.

2.50 p.m.

This is not to cast any blame on the previous Government because in the 80s it was not a critical issue and we did not know that by the year 2002 it would be the most important issue for a developing society to have to deal with.

Sir, we are able to deal with adult education in a way in which we defined clearly the kind of courses and opportunities that we are extending to the public beyond the traditional reading, writing and mathematics. Sir, I accept those as basics but I believe we must seek to look at the components in our economy which have to be strengthened and we must seek to provide leadership to the extent that Government is involved in this exercise.

Sir, Government's involvement in the exercise has been made a political point in this Chamber. Honourable Members said that the programme was stopped in the 1980s, then restarted and I think we have to rise above this trite because we are no longer in an age where Government must do everything and be the panacea for all things. Incentives must continue to be put in place so as to ensure that the 'O' Level Institute and others which do a similar job for the adult population be continued and to ensure that the entrepreneurs who run these institutions be given the necessary incentives to expand on these kinds of initiatives.

Sir, having done that, we then come back to the question of trying to look at the component parts of our economy which would cry out for greater investment, attract a greater interest from youngsters at school and from our workforce.

Sir, adult education is an area which has been under-utilized, under-exploited or under-explored at the secondary level but there are component courses which can be used to stimulate the interest of a student in that direction.

In an emerging and developing economy we have to try to stimulate an interest in those persons who are trying to capitalize on opportunities for one reason or another which have been missed out on in their secondary years. If we cannot stimulate such an interest in those persons in their

post secondary schooling stages, then we are failing as a society.

Sir, if I could caution the Chamber, it would be to say that we cannot wait for market forces to eventually dictate to us that we may be producing too many lawyers for example. We have to recognise that it may take a generation or two from today for us to come to terms finally with the fact that too many people believe that the only role for an attorney is to sit in a court in Bridgetown because in Japan and the United States many persons with the qualification of an attorney find themselves in several other areas other than sitting in a court room.

Sir, we have inherited a colonial form of education which has served us well but that was for a particular time frame. I speak as the youngest member of either of the two Chambers of Parliament and I, therefore, have to speak against the background of a future for Barbados. My generation and generations behind recognise that the University of the West Indies will throw out many economists but the possibility exists that they might just be considered quasi clerical officers in the public service of Barbados.

Sir, we have to look at different sectors in our economy and position ourselves in such a way that Barbados can improve on the way in which our human resource product is directed or encouraged to go into some of these sectors.

Sir, I cannot understand how we can believe that we will succeed if we are ingrained to believe that we should be doctors or lawyers and that you will be a failure if you try to explore a new path. Sir, this attitude is being dealt with as we evolve as a society. I believe we are in danger if we do not ensure that the adult education programme is dynamic, visionary and broad in its scope that it seeks to target some of those sectors of the society which have hitherto been under-explored and we try to develop a cadre of persons which can effectively put their skills to work in those sectors. I have no doubt in mind that there are a number of areas in our economy which can benefit from that kind of development. Sir, I also want to make a point on the question of the evaluation of teachers. However we look at it, one of the areas that we have to recognise that needs to be addressed in this country is the question of attitudes. Senator Phillip Goddard dealt with it in a broader way in terms of manners and dress code *et cetera*. Sir, there has to be, in my way of thinking, a connection with what is deemed to be a form of education which taught us about Lord Nelson's victory, Columbus' alleged discoveries and the law of physics. It teaches you little about your sense of duty to country in terms of governance. It teaches you little about civic responsibility.

3.00 p.m.

Sir, for example, I did not do the Civics of Barbados Course when I was at secondary school.

Asides.

SENATOR K. D. SYMMONDS: Sir, I can only speak for my school.

I can honestly say that I went to University of the West Indies. A lot of people who would have gone into the social science programme with me were being exposed for the first time to the basics of political science. The point I am making is that out of this comes an appreciation for one's social and political environment.

I believe that it is easy to look at a generation that is crying out to find their place in today's world, however ill-directed they may be. It is easy to look at a generation that resorts to incidences of unseemly behaviour and to cast an aspersion on that generation. I do not make an apology for their behaviour because most of the time the behaviour is downright unacceptable but there is a causal factor behind a lot of it.

I think that if at the age of twelve you are not being taught to better come to terms with certain attitudes of fostering certain senses of social value as part of your education system, then the education system itself is to some extent failing that generation.

Sir, it makes it worse if part of your adult education process, which has been described in this Chamber as rehabilitative in nature, must also take into consideration the need to address issues of attitudes and civic responsibility.

I do not think that any of us living in today's age could underestimate the importance of trying to engender a greater sense of civil responsibility in the population. I do not think that is possible, Sir.

I make the point that very often there is a failing to understand the connection between history and our culture in the education system. We very often tend to speak of things in segmented ways. We had an extensive debate on culture not so long ago but the matter is, the education system should also be part of the process of cultural awareness, a part of a process of self-evaluation and building self-esteem.

I think that the experience is, dealing with persons, very often you find that a person who has been under-educated in the traditional system, under-exposed, who looks for eternal and parental guidance in someone's expertise. He will depend almost exclusively on his priest and that is not a bad thing at times. He will depend almost exclusively on his lawyer. He will give to the politician all deference of respect and will depend on the politician in eternity. Sir, that is not

what an educated society should be about.

In my way of thinking it should be towards self-awareness and with that self-emancipation. I believe that we should be addressing social attitudes and helping persons through the process of recognising their civic responsibility and come to terms with the fact that they have a role to play in shaping their external environment. Through that exercise we are, therefore, enriching our population, that is the way that I tend to read it, Sir.

Sir, to that extent I would suggest that government departments should perhaps involve themselves more directly into the education process. For example, the role of the Ministry of Culture could be a wonderful role in that regard, because much is being done through the Ministry of Culture to make this society not only aware but finding itself and being in the broader world and that applies to a number of other governmental departments.

Sir, with those words I support the Resolution. I honestly believe that there is a need for us to look carefully at the programme that we call adult education in Barbados and to seek to place that programme of vocation on a footing that allows it to interlock smoothly with the requirements of the economy, the sectors of the economy that need to have greater investment and to look at the shortcomings that we experience socially and to find a way to fill those shortcomings. If we can improve upon our social and economic systems via the route of adult education, then we have gone a long way in solving a lot of our problems.

I, therefore, will once again commit myself to supporting this Bill.

SENATOR THE REV. L. W. B. ROCK: Mr. President, thank you for giving me the opportunity to make a small contribution to this debate. I think that it is true to say that all administrations, past and present, have contributed to the achievements in education which we can proudly boast of. I am sure that the citizens and residents of this country are particularly grateful for those contributions and expect that this administration and administrations to come will continue to build upon the foundations that have been laid and continue to provide the sort of education which is appropriate to the times in which we live to meet the challenges of these times.

In the presentation made by the Leader of Government Business for today, he drew our attention to the section of the Bill which relates to the awarding and rewarding of those who have excelled academically. It is good that such incentives have been provided in the past and that we will continue to provide those incentives. There are ways of

encouraging, ways of challenging students to give of their best and to continue the proud record of those who have gone before them.

I want to focus my contribution not so much upon the high-flyers but to ask God to give attention and concern for those students who are slow learners and some of who go through our education system and at the end of it they have nothing to show for it.

I believe that we have overlooked these at our own peril. I am not here in any way blaming the teachers because they have a very difficult job in the context in which they fulfil their vocation or profession to give the sort of individual attention which many of these slow learners require and need. It is important that what the administration has been able to do so far needs to be built upon and with a sense of urgency.

3.10 p.m.

I think it is tragic and demeaning and must affect the self-esteem, if there is any, of students who go through the system, who are promoted from one form to another and at the end of the day you can say that they are functionally illiterate. My appeal is for the investment of more human and financial resources to meet this particular challenge which faces us. I do not think that it is far-fetched to suggest that there is a linkage between those persons who go through the system and come out with very low self-esteem, equipped to do very little and the environment of violence and crime in our society.

I think it is because of this, that there is this urgency which faces us and the challenge to try in our educational system to address this particular matter and help those who need even more help than the high flyers so that they can come to grips with who they are themselves and be able to develop whatever potential that there is.

My appeal, as we discuss this whole issue of education, is for an urgent response to equip more teachers to provide remedial teaching in the classroom and to help to develop whatever potential, and there is some potential in those who are slow learners. I want also as we discuss the whole question of adult education to suggest that we broaden the concept of adult education and see, as part of the challenge in broadening it, the equipping and enabling of parents to understand what is their particular role in the educational system, to help them see that they have a supporting role to play, to help them to see that part of their own education is to stand with the teachers and principals, the headmasters and the headmistresses and enable them to fulfil the particular function which is theirs.

If as part of the system of adult education we see this

as also applicable, then I believe that we will also be helping to contribute towards an environment of security which teachers need to provide the sort of instruction and to be motivated to give of their best. We need to help teachers to have an environment of security and safety where they want to teach and where they are not looking forward to the time of their retirement to get out of it but to some extent they are lamenting that they have to leave the school because there is so much that they still have to do. I believe that where the environment is secure, where they are motivated, where they feel they have the support of parents, then our teachers would be able to give of their best.

With these few words, Sir, I would like to support this amendment.

SENATOR C. K. LAURIE: Mr. President, of course, it is not any surprise to me that we have had this debate on education and at no time did anybody mention the fact that we need some agricultural education. This is not unusual if one looks at the development of agricultural education. Twenty to thirty years ago in the primary schools there were school gardens but you only worked in the school garden if you came to school without shoes. From that time, there was a certain stigma attached to working in the school garden and that still exists today.

I remember that we had a small UNDP project looking at mini-hydroponics and we found we could take a shipping container and knock out a few slats, put in a piece of plastic, put some sand in it and we could grow 30 heads of lettuce in one shipping container. We went to a secondary school as one of the places we thought that this would be applicable and we planted the lettuce seedlings for them and gave them the solution to water and all they had to do was to spend five minutes watering twice a day, the morning and the evening.

They grew 30 heads of lettuce and they sold them to the canteen for \$60 and they pocketed the \$60 and had no intention of going any further. They were not going to buy seedlings and they were not going to buy the solution and material. That was the end of that. They made the \$60 and the teacher apparently had no way of encouraging them to go further.

The Barbados Community College and the Samuel Jackman Prescod Polytechnic are doing a really fantastic job under great odds to try to teach agriculture but you cannot teach agriculture in the classroom. You have to have a practical farm. Once the Samuel Jackman Prescod owned a place in Eckstein Village and if any of you ever visited there, this is probably the most difficult place to have a park because you are totally surrounded by a village, you are

on marl, very poor soil and, of course, these places are not funded at all because they are not considered high priority. At no time in any of those institutes is there any adult education. There has been no attempt to bring farmers into those institutes and train or retrain them in the new technology that is available today.

I was appointed to a committee with representatives of the Ministry of Education and the Ministry of Agriculture to look at the site because during the time of the SIDS Conference when we put up the farm just adjacent to the Community College, the Principal came to me and said, "can we possibly keep this thing running?" Unfortunately, the private owner of that farm who had lent us the land for that particular project said no, he does not want this as part of the Community College so that fell through.

We appointed this committee and we looked at sites at Codrington, Waterford and various other parts of the island and the Animal Nutrition Unit at the Pine and it was very clear that there were very great advantages to the site at the Animal Nutrition Unit. Primarily, it was within walking distance from the Community College and Samuel Jackman Prescod Polytechnic so it meant that you did not have to get buses. One of the sites we looked at was at Hope in St. Lucy and I could say that was hopeless because you would spend half the day travelling there and back.

What you want to do is to encourage these kids to come to the Community College before classes start and go into the farm, do the little chores that have to be done on a daily basis and then attend classes and then they would have practicals on the farm. Having the two organisations on the same site I saw as a plus, because then we would get a little competition between the two to see who could produce the most, whose plots look the best, whose animals look the best. Nothing happened. I kept calling and I would see the principals of these places and ask what is happening but there was nothing, no money.

The other thing that was brought up by the Ministry of Agriculture as being a serious problem in the Pine was praedial larceny. I said, "Look, praedial larceny is like any other problem that a farmer works on a daily basis and, therefore, these kids should be trained in how to catch thieves, how to shoot them, how to do whatever you have to do with them. You have to teach these kids how to survive in this kind of procedure. There should be a class in praedial larceny and use all the things that we have learnt."

You are laughing about that but I went to a fish farm in Jamaica and they had two towers, one diagonally across from the other. I asked what is that for. He said, "That is where we have the rifleman." I said, "What are you doing? Do you shoot people?" He said, "Absolutely. We don't try to wound people. We shoot them dead." I said, "So what happens

then?" He said, "I don't know. We call the police and they take the body away and that is the end of that." Death by misadventure. He said, "We do not have any security guards other than these two guys who shoot people dead."

That particular farm shot three people. It is unbelievable but that is what happened there. They claim that that was sufficient deterrent.

Talking about the question of funding, we have something that was talked about in Parliament three years ago and it took three years to come to fruition, the Agricultural Development Trust that was eventually changed to the Agricultural Development Fund. That Fund we passed here in this Senate sometime last year. Surely, the people in the Ministry of Agriculture knew that that legislation was coming. They must have seen the legislation in its draft form. Were they prepared for it? It took about three months from the time that it was passed here to the time the Minister declared the Fund open. Open to what? To this day, six months later, they do not even have an application form. I went up there the other day and a fellow gave me a draft of something that they are preparing.

The Prime Minister said to me the other day, "You are talking about the needs of the sheep industry. Go to the Agricultural Development Fund." I think he was shocked to find out that the fund is not ready to be disbursed. It is \$28 million and it is growing daily. All of the taxes on land are going into this Fund. Surely, for something that is so important as to have a proper farm we could divert some money from that Fund and put it into a farm and that would lead to a big improvement in agricultural education.

SENATOR Miss J. C. ODLE: Mr. President, I rise to give support to this Bill before us and to make a few comments. We are looking at education and almost specifically, adult education, teacher evaluation and the conferral of awards and I believe we can speak a little more broadly on the issue of education.

Speaking firstly to the issue of adult education, some excellent comments and suggestions were made in the Chamber already today and I would not need to go over them again but I cannot help but refer to comments made by Sir John Goddard as he referenced the whole issue of teacher training. It has always puzzled me why it is in Barbados that most teachers come into the system fresh from their academic training from university or after their higher exams. I often wonder if it would be wiser to have had formal teacher training before taking on the job.

I think we well recognise that while we may know our subject whether or not we can impart that subject to someone else is a very salient point that needs to be considered. If we do not, there will be a great deal of tension

both on the part of the deliverer of education and the person who is trying to receive it. It could lead to all kinds of confusion, contentions, deviant behaviour *et cetera*. I think that we recognise in our system today that very often students may seem to be underachieving but the question really ought to be put whether they are receiving the education as they should. This is not an attack on persons who are not trained but a call to ensure that, as Sir John made the point, that in Ottawa one had to pursue teacher training, a diploma or degree before going into the classroom. Sir, this is something that I would really like presented almost immediately.

3.20 p.m.

I know that at Erdiston there are teachers in the system now, who go in and do further certification and diploma education *et cetera* and I know that all sorts of areas are covered during this programme. I want to laud Erdiston in that regard, because I believe that the persons who participate in those programmes are able then to dispatch their responsibility as teachers and to extend their education more widely.

Sir, what I also recognise is that the training offered by Erdiston Training College, also equips the teachers to do better at the custodial side of their teaching responsibilities. I think we recognise that teachers are far more than just deliverers of academic education. They are very often parents, lunch ticket providers for many children, although within this system of education there is that provision. In the primary system of education perhaps we need to discover and encourage where necessary a broader base in the secondary level. I know if you are hungry you cannot study.

I believe that teachers, if given the opportunity by way of legislation passed, or encouragement to practise the whole question of teaching before going to the classroom, I believe that our society would be much better served.

Sir, Senator Symmonds spoke very well about the areas of adult education and he has spoken to a short list, which I can perhaps broaden, but would not take up the Chamber's time at this time to expand that list, except to say the areas where they were skill-centered needs to be embraced even more widely into the Adult Education programme.

I recall, although I was a very young girl at the time, the Girls Industrial Union which is a private entity but where many young women in particular learned all kinds of skills which gave them the opportunity to be independent and to earn revenue to support their families. I am suggesting that in the formal adult education programme, such as exists now in several of the secondary schools: Springer Memorial, St. James Secondary and Christ Church Foundation, that perhaps broader opportunities for skills ought to be enhanced.

Sir, we all know that very often, skills are linked to the theoretical side and the practical side. Obviously, in schools where there is no facility for the practical application, the theoretical component can be taught and then, other facilities that we have around Barbados which have provision for practical implementation could be utilised, so a cohesive blend between the classroom and physical plant to do skills training.

The whole question of an expanded adult education programme, as this Bill seeks to do by separating the responsibility from the coordinator to the broad use of the classroom is very important. Today, in Barbados we know of persons who are not in the same jobs that they started out in, they did not remain in them until their retirement age. If this is so, in life as one develops, one realises that one has other talents and skills that when you are a young adult, say a teenager, you have no idea or concept that you have the possibilities and the capabilities of achieving. Sir, the whole question of multi-skilled and equal tasks are very positive with the programme of adult education. I like to make reference from my own experience, because when I was a student at Christ Church Girls Foundation School, my head teacher, a former Senator in this Chamber, Enid Lynch, was one of the Principals who had what I call long sighted vision. Sir, even from as far back as the early 1970s when I left school, Mrs. Lynch put something on my testimonial and I really did not understand until the 1990s. I thought, goodness here it is this woman was seeing things that I did not even know I had. I give all my success, to date, Sir, to the direction of the management that lady had, in terms of managing students of the day.

I am certain that there are principals today, Dame Patricia Symmonds sitting right here on my left, Sir, would be one of the principals of that generation that could hold up many successful young Barbadians, of course it had to be women, because at that time the schools were girls' schools. She reminded me that before she retired, she had young men, so I say that there will be young men who could look back at their principal to see what contribution they made in their lives, in allowing them to expand their horizons by giving them that motivation that many young people today lack, and by giving them that little extra that so many teachers give to students so that they can reach their full potential. I want to laud the principals, that I alluded to, of bygone days and to suggest that I know we have principals and teachers today who would do the same thing.

Sir, that takes me very widely into the whole question of a teacher appraisal. Some of the information that has been alluded to already, a *Guide to Teacher Appraisal in Primary and Secondary Schools in Barbados* is quite a comprehensive document and I want to laud the Ministry of Education for the inclusive nature of the preparation of this document, the representative of the various teachers unions

and the Ministry of Education and Youth Affairs, the Ministry of Culture for bringing this document to this stage. I note with interest that there is an aspect of a Teachers' Self Appraisal Schedule that is included in this document.

Sir, I think this is very good. I believe that if we are able, sometimes if we are honest with ourselves and we have a guide to work from, it will only help us to do better what it is we set out to do. I note with interest that the examples in the schedules here, the teachers going through the programme they only have to say, yes, no, or not sure to the 37 questions that are outlined in their own appraisal.
3.30 p.m.

If we were to take a poll around this room right now regarding speeding, for argument sake, and we were asked, do we drive at full speed? I heard an aside saying never, but you would only have to say yes or not sure. One other comrade is saying that only women drive at full speed but we know that women have so many things to do in a day that they have to move very quickly, but they are always within the law though. If we were asked that question, how many of us could say with absolute surety, yes, no or not sure. Some would say never and some would say sometimes because we know what the truth would be. So I am suggesting that if the Teachers' Self Appraisal Schedule is broadened to include a couple more categories, the individual filling out the form would do a more accurate and in-depth self-searching to ensure whether or not they would be honest to themselves.

Sir, I think the whole question of teachers' appraisal is superb as it can seek to enhance the growth of the teacher because every single one of us has to learn over and over. Learning and education is not a stagnant thing. There is a continuous development as society and technology changes. How many of us five years ago could even use a computer? I hope by now that most of us in this Chamber have taken the advantage of these resource centres because they are community-based.

I heard a senator knocking the whole question of the community technology that is being made available in the community centres. Sir, I hope he would rethink his position because there are many people who do not have the opportunity in their home yet, it would be so great if they did and I am sure they are working toward it, who can go to the community centres and at least learn the basics of computerizing such as Microsoft Word to ensure that they are getting on stream with regards to that.

Sir, teachers' training could only lend itself positively to the development of teachers. I also want to suggest that new teachers in the system, perhaps in the first or second year whether or not they had the benefit already of the training or coming in green from the school system, would

need to be evaluated at least twice a year so that they can see how they are doing and be able to grow from strength to strength in that regard.

Mr. President, I support this Bill. I do not want to be redundant because when we spoke to the original Bill I would have alluded to it then but I want to say a few words on the whole issue of the conferring of awards. It concerns me that awards are still given today for academic brilliance only. I believe that we need to give consideration to individuals who excelled in other areas other than academia for receiving an award. I believe that this in itself will give more credibility to other areas other than academics. I am not knocking academics because we know that there is room for both.

We know in this Barbados in which we live today that a tremendous amount of entrepreneurial business exists for individuals who are not academics but who are skill-centred. I would continue to make the call for it because I am a skill-centred person myself. I will refer back to my youth because when I was getting ready to do what was then called 'the screening test' the then headmistress of the school of which I was attending said to me that I would never pass for any school if I do not take private lessons. My family could not afford to give me them and I did not get them but I passed for the Christ Church Foundation Girls School and not to pat myself on the back but I am proud of what I have been able to achieve because of the skills training that I had. So again I want to commend this Act to the Senate and urge that we give serious consideration to the conferment of awards in areas other than academic.

Sir, I support this Bill. On and on teachers for greater strength, on and on Barbadians to higher education from our adult education programme and on and on to a greater Barbados where everyone can take part in the whole development of the nation.

On another occasion when we speak to education I would want to speak in-depth to the whole issue of training for special needs. It is a very necessary and very specific area but I would not take the little time I have now to deal with it but I would want to speak to it in greater detail and hope that on another occasion we would have need to speak to further education in Barbados.

I thank you, Sir.

SENATOR T. E. BARKER: Mr. President, I rise to support the Bill before us noting that it has three main provisions:

- (a) to make provision for the effective management of a programme for adult education;

- (b) to give the Minister the power to make regulations for the evaluation of teachers; and
- (c) to make further provision for the conferral of awards.

The whole question of adult education has been aired today. However, what I would like to say is that it is almost a truism that adult education is a continuous process. The question of adult education is important because a lot of children for whatever reason do not take or are not able to take full advantage of either the primary or secondary education and so many of them finished school without having the number of certificates which would allow them to work in the area of their choice. So it is basically as a result of these students for whatever reason not fulfilling their potential at the secondary level...

This brings me to the whole question of the late starters. Many of the people who have done well in life had a weak educational background but because of their determination and others they were in a position to take advantage of what was there. We must ensure that there are provisions for the fellow who leaves school without certificates, if he has the money in his 20s to do what he was unable to do in his teenage years, because although it might be late he can still make a very useful contribution to society. We have to ensure that there are provisions for people to fulfil their ambitions in spite of certain circumstances.

The State has already paid for as much as 10 or more years to educate him, so I see nothing wrong in asking that individual, especially if he is working and wants to go to evening class to improve himself, to make a contribution to his education now that he is in a position to do so. He cannot expect the State to fully subsidise him all the days of his life. So I see nothing wrong with that philosophy. All we are saying to the man is that the State spent money on him years ago for education and he did not or could not make good use of it, so we are asking him to make some contribution toward his further education.

Sir, the cost of adult education is not the full cost because the deliverers of the service have a highly subsidised operation where they are the same school teachers and they are not depending on that *per se* for their whole existence. So to ask persons to pay \$30 or \$40 a month for lessons should be within the capability of anyone who is working. Because the State does not fully subsidise adult education, it does not mean that the State does not care about adult education but rather the State feels that in these circumstances persons ought to make some contribution toward their own education, so I see nothing at all wrong with that philosophy.

3.40 p.m.

Sir, the State has to ensure that operators are operating within the system sanctioned by the Ministry of Education because we do not want people to open an establishment and shortchange the public. The Ministry of Education has a duty to make sure that their programme is not shortchanging the public and that certain standards must be maintained. I believe we should have a regulated system to make sure that operations meet a certain standard.

Sir, a question was raised about education for the handicapped and the point was made that the Government is not cognisant of its role in ensuring that there are educational facilities for the handicapped. The fact that it is not specifically mentioned in the White Paper was used to condemn the Government for its attitude towards education for the handicapped. Obviously, Sir, that is not correct.

The fact remains that there is nothing wrong with the private sector seeing it as part of their social responsibility to help provide education for the handicapped. For example, the Children's Development Centre was built out of money raised by the private sector but Government gave a massive subvention to get that centre going. I believe that more of this should be done in our society because we should not wait on the Government to do everything. The Government sets the environment and has shown that they are willing to assist organisations in this venture.

Sir, there are a lot of state schools like the Irwin Wilson School and the School for the Blind and Deaf. I have a high regard for Combermere School because they took the lead in enrolling a blind person at that school who went on to University of the West Indies and did very well there. Sir, I declare an interest here because the young lady is related to me.

Sir, you do not always have to build a new school or institution but we have to make sure that the schools you have can cater to the needs of those who are disabled in whatever way so that they know that they are part and parcel of the whole society. We do not need to have a separate programme thing for them because they are part and parcel of the society and should not be treated as being separate. We have to try as far as possible to integrate them into the society. Sir, this is a bit too high for the Honourable Senator because he does not understand these things but we have to make sure that every adult in Barbados is in a position to realise their full potential.

Sir, I do not need to remind this Honourable Chamber that one of our slogans in the last elections was 'Each One Matters' and, Sir, no one will be left behind and this goes in the field of education as well.

The Bill also mentioned teacher evaluation. Sir, it is not always easy to measure the work of a teacher. I want to

go on record and say that my experience as a teacher shows that, by and large, our teachers have done a tremendous job over the years and are continuing to do a good job. The teacher evaluation could be a means of helping them to do better in that they are now in a position where they cannot only assess themselves but also to be assessed so that if they so desire they can improve on the delivery of services to the children.

I heard Senator McClean make the point that we want to unfair teachers but everybody knows that he is not serious about that statement. Everybody knows that this Government treats its citizens fairly and the record is there to show this. Our teachers do not have anything to fear because we even allowed them to take part in political activity because a person is free to do as he pleases. Nobody who is not seeking to score a political point would come here and make such a statement. Only someone who is seeking to score a political point would come here and make such a statement. This society is fair and we have people who are not afraid to challenge Government or afraid to criticise Government. That is part and parcel of the greatness of this nation.
3.50 p.m.

This thing about teachers' evaluation driving fear into teachers goes contrary to evidence. The teachers are cognizant of the fact that there must be some methodology because they know that within the teaching profession, while the majority of them are productive, there are still some teachers who might be giving the profession a bad name and that is a fact. It does not do any good to those who are trying their best to have their work hampered by some persons who are not doing what is expected of them.

Sir, if I was a teacher at this point, this is something that I would prefer to have. The unions and the Ministry need to sit down and make sure that the anxiety on both sides is thrashed out so that we can come to a proper methodology for this very important exercise. This Bill that we are seeking to amend would include a provision where the Minister can make regulations related to teachers evaluations.

Sir, there is the question of awards for scholarships and grants. I was in this Chamber in the early 1990s when the requirements for the Barbados Scholarships were changed. I was on the Opposition side then. I said that we are going to see fewer Barbados scholarships and it happened, but only for a year or two.

Sir, I know that when you give our young people a challenge initially there is a fall off but not for too long. Today the number of scholarships has surpassed the previous figure. Sir, although the requirements were made more difficult, more people achieved because they were motivated to succeed. Our young people said that you set the standard bar and we are going to show you that we can reach that standard.

Asides.

SENATOR T. E. BARKER: Sir, it brings out the best in a high jumper when you set a challenge.

Sir, I heard comments on the new requirements but I think that it is going to be something positive because our young people have it in them to be whatever they want to be.

Mr. President, this Bill in seeking to regularise the conditions as set out in Section 47 will remove any ambiguity that was in the present Bill. I am sure that the students will continue to do well.

I want to make a general point about education. Sir, on this Side we belong to a Party that has done a tremendous amount for education in this country. In the 1950s we found a situation where the school plant was rundown. Combermere School, which was formerly located on Roebuck Street, was in need of repair because the foundation cracked and the school was relocated. Coleridge and Parry School and Foundation School were in need of repairs and they have all been rebuilt and expanded.

Sir, in addition, the population increased and there was an urgent need for more school spaces. That was the starting point of the thrust in education in Barbados. Sir, it is alright to talk about free education in Barbados but if we do not have school spaces we would not be doing anything. Imperative at that time was to meet the needs of the expanding population.

Sir, I did some research on this when I was a student at the University of the West Indies. I looked at the private secondary education in Barbados. During the 1950s there was a tremendous expansion in private secondary education which showed that there was a demand for spaces in school that was not met by the State at that time.

For example, the Modern High School accommodated about 1 000 students and the school fees at this school was \$30 a term and the fees at Combermere School was \$9, and that is a fact. Sir, people were willing to pay the school fees because they saw education as a means of social mobility and they were willing to pay for education.

There were five secondary schools which were free in the 1950s. I have a lot of friends who were not able to get into the old traditional grammar school but they went to private secondary schools and they acquired a good education. Some of them went to the university with me and they did very well.

Mr. President, to talk about those schools not being schools would be to decry the work of men like Mr. Griffith who taught at St. Leonard's School. We had men like Mr. Griffith who made sure that boys and girls of the poor got a secondary education. To decry these private secondary schools is to fly in the face of history, because history will record that these modern secondary schools, as they were called in the 1950s, played a tremendous role in the transformation of Barbados.

Sir, when free education came in 1962, it was not totally free because at Combermere the school fees dropped from \$9 to \$3. When the free education came, the Barbadian public had already embraced education as the way forward. We had approximately twenty private schools all over the country providing a good education to Barbadians.

Mr. President, the result is, with the expansion of the schools that started in the 1950s, the need for private education declined and today there are very few private schools in Barbados. The State, building on the work done in the 1950s, expanded the number of school spaces at the secondary level to the extent where they can almost satisfy the student population at the state level.
4.00 p.m.

To talk about our party not being interested in education is to fly in the face of commonsense, logic and truth because the point is that when the history of this country is written as far as education is concerned our party can take pride of place. We can stand with and say we have made a solid contribution to the development of this country by ensuring that educational opportunities are there for all our people.

This point about the payment of fees at the polytechnic, the difference between our two parties is that we do not believe that we should sit with anybody and even discuss the possibility of making a poor boy have to learn to be a carpenter. As far as we are concerned, it is not even something to be discussed and our feeling was that it is a non-status, not for the agenda, because we are not going to charge a man to learn a trade. That is not our philosophy so to say it was on the agenda is wrong. These are things that we are not going to do. We are not even going to discuss making our girls pay to learn to be seamstresses while at the same time the people who learn medicine and law learn free. So we would not tell a fellow if you want to learn to be a carpenter or a bricklayer you have to pay and tell the doctor he can learn at a much higher cost to the State but the little boy from Bathsheba or Boscobelle he has to pull out money in order to learn to be a carpenter. Sir, that is the difference in philosophy between our parties. We were not prepared to discuss it. For us, it was not on the agenda.

For the "Dems", it was on their agenda and whether or not they could say that they were not going to put it on is beside the point. The point is that they discussed it, but we felt that this was not even a matter for discussion. Our social stability depends on our making sure that there are opportunities where every boy and every girl can fulfil their ambitions. That is what education is all about and why I want to commend this legislation to this Honourable Chamber and ask that they give it their fullest support. Thank you.

SENATOR THE HON. G. S. H. MURRAY: Mr. President, in winding up on what has been a most interesting and largely enlightening debate, I just want to make a couple things clear. First of all, for those who sought to pick holes into the merits of this measure, I want to remind them of an assertion which I made very early in the introduction to this debate. The amendment to this Bill, Sir, was not intended to be nor envisaged as being the cure-all of all the ills in education as a narrow sector far less to all the ills and deficiencies in the entire social system in Barbados. I want to make that strictly clear that this is merely part of an ongoing process and part of a system that we are seeking to enhance and redress.

Senator McClean made a couple of claims which I thought I must for the record deal with. His protestations about the IADB – he said the World Bank and I had to correct him – and the possibility of the government of the day imposing fees on Samuel Jackman Prescod Polytechnic and Community College students has been dealt with very effectively by other speakers, particularly Senator Barker.
4.10 p.m.

There was one particular aspect that I must clarify for the record, Sir, for the benefit of this Chamber. Senator McClean sought to show that this Barbados Labour Party has been historically and traditionally insensitive and uncaring about the situation and prospects and conditions for the disabled. He even was so bold as to say that there had been a Green Paper knocking around for quite some time and had not even made its way to the Chamber for debate.

Sir, my memory told me differently and when I checked in truth and in fact, the Green Paper on disability was debated in this Chamber on 28th April, 2001, more than a year ago. Sir, that is to set the record straight. It also reminded me that it was really unfair of Senator McClean to try to establish that the Barbados Labour Party Government was uncaring and insensitive to the peculiar needs of the disabled, particularly where education is concerned. When the Barbados Labour Party came into office in 1976, we found that they were putting 14 year-olds out of school, even before they were adults. So to try to establish that we were not sensitive or caring about the disabled or adult education, they were putting people out of school at 14 years old. We had to re-institute a school departure at the age of 16,

and that, Sir, is a demonstration of the fact of how we saw the role of education in the lives of children, far less, the special children.

Senator Mascoll on the other hand sought to show that the Government should be more focused on enhancing the skills of workers and that the classes for education of workers should be conducted more so by the trade unions than by the Government institutions. He made the assertion that adult education disrupts family life and when a person who is working and has a family has to attend a class on evenings, it disrupts the family life.

It would seem to me, Sir, that the logic of that is that even if you were to accept his premise that his role should be taken over by the trade unions, it would seem to me that workers would have to disrupt their working lives. They would have to leave work to go to a trade union institution to get an education. Even that is disruptive. The point is, Sir, that people have to get accustomed to the idea of making a sacrifice and making a contribution.

Senator Mascoll dealt quite clearly with the fact that people need to be able to contribute to their own development, particularly when the State would have previously invested in their earlier development on that score.

Therefore, I want to say that this measure is fully in keeping with the Government's philosophy and no matter that the Democratic Labour Party tries to bemoan the fact that we are prepared to, as they say P.R. the good things we do, we cannot help it because we are doing a lot of good things so there must be always good things for us to P.R.

If we are prepared to P.R. even the Resource Centres – not community centres, because we have gone beyond the traditional narrow community centre of the past – and are now embarking on a series of resource centres, where persons, Sir, of the most humble background, or the most “ordinary” background, the average ‘Joe Blow’ citizen in Barbados can go into these resource centres in their community and get exposed to the workings of the computer the world of the Internet, could get exposure to information, either formal or informal. They could embark on courses from around the world and various things that would enhance life and well-being.

Persons who have been to these resource centres that are springing up across the country through the Ministry of Social Transformation, tell me that it really is heart warming to see persons who are mechanics, carpenters, masons, vendors going in and sitting down and learning the world of the computers and accessing information and getting to see how they can enhance their businesses, and learning a different orientation and therefore a different perspective of the world. When that is translated into their workplaces, it

must make a difference in their world of work, their lives and the community and society. So we know we are on the right track and these are the things that we are prepared to P.R. rather than P.R. about the Democratic Labour Party all day, washing their dirty linen in public. We have the good things to P.R. and we make no apologies for it and we will P.R. them, if they want to call it P.R.

Sir, it really gives me great pleasure and I therefore move that, in a measure which is really to the benefit of all Barbadians and the future development of the Barbadian society, I beg to move that this Bill be read a second time.

The question was put to the Senate and agreed to.

On the motion of SENATOR THE HON. G. S. H. MURRAY, the Senate resolved itself into Committee on the Bill, SENATOR THE HON. DAME PATRICIA SYMMONDS in the Chair.

COMMITTEE

MADAM CHAIRMAN: The Senate is in Committee.

Clauses 1, 2, 3, 4, 5 and 6 were called and passed.

On the motion of SENATOR THE HON. G. S. H. MURRAY, MADAM CHAIRMAN reported to His Honour, Mr. PRESIDENT, the passing of one Bill in Committee and Mr. PRESIDENT resumed the Chair and reported accordingly.

On the separate motion of SENATOR THE HON. G. S. H. MURRAY, the Bill was read a third time and passed and cited as Education (Amendment) Act, 2002.

ORDER NO. 4 – RESOLUTION TO TAKE NOTE OF THE GREEN PAPER ON THE ESTABLISHMENT OF A NATIONAL SPORTS POLICY

SENATOR THE HON. G. S. H. MURRAY: Mr. President, in introducing this measure, I think that it comes at a most opportune time as you would be aware, Sir, and as all other Honourable Senators are aware it could clearly be said that the Barbadian society and indeed the societies in the region and around the world are now caught in a state of heightened sports consciousness, so to speak, because of a number of international events in various fields of sports have been played almost at the same time.

For example, last weekend we would have had a surfeit of sport when we had cricket, world cup football, boxing, basketball and lawn tennis. Therefore the world itself and given the technology of the satellite *et cetera*, and television,

the whole world is sharing in many of these activities. In the Caribbean, there is a cricket tournament underway between ourselves and New Zealand and therefore, not only are we seeing them, but they are seeing us, as we perform at home in this sporting venture.

Sir, like I said, this consciousness is at a very high stage and one only has to reflect to gauge the true measure of some of the full import of sport in the life and being of individuals and the society. One only has to remember what it was like in Barbados, the Caribbean and further afield not so long ago when the West Indian team was repeatedly losing. Sir, that had a tremendous down turning effect on the psyche of the peoples and the national and regional mood, as has happened with the recent victories that we have begun to enjoy, and there is now a different perspective, not only in the particular sport, but sport in general, but we see the victories as innovating and uplifting of the society and the moods of the people.

Indeed, Sir, I have a neighbour who lived in England for about 26 years and he tells me that when he lived in England, if the West Indians were beaten by England, he found it difficult to go to work for a year because his English colleagues would speak about the defeat, the English victory over the West Indies every working day for a year and it was very demoralising, not only to himself but there was just a mood of despair that prevailed among all West Indians when that happened. On the other hand, they would talk about their victory over England and that would pass over more quickly than the English would be prepared to let them, so therefore, Sir, sports means a great deal today.

Sports, Sir, plays a functional role in the life, function, well-being and development of a society in some form or fashion, whether it is basketball, tennis, tiddley winks, golf or squash. Therefore, it is not just a question of persons running about, but engages every social system, every society and every culture. It is not by accident then, Sir, that this is another social system, in the same way that you have educational systems, the legal system, a political system, an economic system, a religious system, sports is also universal. Sir, that means that it fulfills an inherent need in individuals, groups and societies all over the world. Those needs are needed to promote discipline, self-awareness, self-esteem, build camaraderie and social cohesion among teams.

Sir, a test match or a one-day international match at Kensington Oval brings together a diverse group of people from all social, racial, educational and religious backgrounds and that demonstrates an environment and atmosphere where there is interaction, camaraderie and social cohesion. This helps to diminish differences and curtails hostility because when people interact in a social environment, they begin to realise that people basically are the same at heart and in nature and that the superficial, racial or cultural differences really do not matter and fundamentally, we are all after the

same things in life.

Sir, this interaction builds solidarity. It helps in even breaking down political barriers. One only has to recall how history has accorded the importance that the ping pong diplomacy which took place in places like China in 1970s. One would recall that when communism was at its height in China – as you know China was one of the foremost and burgeoning communist countries in the world – this mammoth population was seen as a threat to the United States. It was also a treat to communism, democracy and capitalism. Sir, there was this hostility to capitalism and democracy, capitalism and communism, *et cetera*, and the step towards breaking down that barrier of hostility between the United States and China, and an avenue for improvement of affairs between the two countries, was opened through the staging of a ping pong – what we would call a table tennis – tournament between the two countries.

Then the relationship between China and the United States began to improve at a tremendous rate and that has made a lot of difference in the stability of the international political system and the stability of the world in general. Sir, sports have an important role to play in a society within a society, between societies and between and among nations, *et cetera*.

4.20 p.m.

That is why this Green Paper is such an important development in the history of Barbados as a society and in the history of sports in Barbados as a country because it is bringing together in a cohesive, documented and codified form our thoughts and our perspectives of sports in a coherent, constructed and structured manner and is not left to be seen as a collection of sporting activities. There is a philosophy and a thinking behind it as to how Government sees sports as a role in the society and above all what Government sees as its role in furthering the development of sports in this society.

This society has benefited tremendously from the benefits of sports. We have had sports personalities over the years who have performed locally, regionally and internationally with some success and Barbados has not only become to be better known because of their exploits and their achievements but our image has been enhanced. It has also taught Barbadians to see that not only education, but that sports is also a legitimate, *bona fide* and valid area of serious human activity that can bring benefits not only to the individual but to his team, his club, to society and to his nation.

Therefore, Government has formulated a national sports policy that would seek to devise and implement a structured and effective framework within which sports can

be used to address the many requirements of society. This policy, as contained in this Green Paper, spells out a process for the stimulation of sports development through institutional and organisational strengthening of national associations and sports agencies while at the same time urging on the public and providing a platform for the public to have a greater appreciation of and participation in sporting events.

This Green Paper on the National Sports Policy sees the National Sports Council which came into being on February 1, 1978 as playing an integral role in the furtherance of any national sports policy. The National Sports Council (NSC), by law, is mandated to develop, maintain and manage sporting facilities provided by Government for public use; to administer the funds of the Council and all government grants allotted to sporting organisations and to carry out any activity that appears to it to be requisite, advantageous or convenient for or in connection with the discharge of its function under the Act. Against that kind of historical and sociological background, I think it would be useful to spell out clearly in a very definitive manner what are the true objectives of the stated objectives that would constitute the elements in this National Sports Policy as envisaged in this Green Paper. These objectives would be:

- (b) the development and improvement of sporting facilities and venues;
- (b) the promotion and fostering of competitive sports;
- (c) the training and utilisation of proficient sports instructors;
- (d) the co-ordination of amateur and professional sports;
- (e) the promotion of a sports-for-all policy – that includes sports for people especially the disabled;
- (f) the development of a healthy and well-disciplined society – because that harps back to the Latin dictum *mens sana in corpore sano* ‘a sound mind in a sound body’.

It is felt that the discipline which these persons undergo to being a top-notched and first class sports person is translated into other areas of their life and is manifested in their professional, social and domestic life and those persons become better off because of it.

The objectives further include:

- (g) the development and stimulation of an appreciation and interest in sports;

- (h) the achievement of excellence and national prestige;
- (i) the enhancement of national goodwill and standing within the international community;
- (j) the promotion and development of sports as a productive sector of the economy.

Sports has a productive sector economy and I will deal with that. There is no doubt that when international and regional cricket is played in Barbados that it brings an influx of persons who come to enjoy the activity and when Barbadians go and share the occasion with the visitors it has a spinoff effect and brings a benefit to the society in the sense that it generates business activity because businesses and individuals in Barbados have to be engaged in providing goods and services to cater to that sporting activity. At the same time, persons in purchasing those goods and services spend much needed foreign exchange in Barbados' economy and the society benefits from it. Therefore, we need to see these as laudable and important objectives if the society is to truly benefit from all that a structured, cohesive and well-thought out national sports policy can bring to bear on national life in Barbados.

We see sporting facilities not just as pavilions and grounds for persons to run around on to get hot and sweaty. We believe that these sporting facilities can play a meaningful role in the development of societies and communities that is why wherever possible we have been combining sporting facilities with other facilities, for example, the provision of resource centres. In some communities, such as Black Bess, there is a combination of a resource centre where members of the society have access to computers so that they can acquire computer skills and that is combined with sporting facilities, recreation facilities and a combination of activities for organised sporting activities where persons in the community can either participate in those sporting activities, be spectators or to just go and enjoy the social occasion. Therefore, community sports centres must be developed as integrated sports facilities if there is to be a truly all-embracing national approach to the development of sports across the country. So wherever possible Government has been systematically providing sporting centres in communities to carry out this very important function.

The promotion and fostering of competitive sports is also another important area. We see this as a responsibility to a greater extent of the National Sports Council which will provide the requisite funding for programmes aimed at the improvement of athletes, the training of sports instructors and coaches for junior athletes and the development of overseas technical co-operation and sporting initiatives. In addition, the objective of this Sporting Policy extends to the point where it seeks to foster the development of proficient sports instructors and coaches.

In order for sportsmen to fully benefit from their activity and for the society to truly see the full benefits of engaging in these activities, persons must be provided with trained instructors, in the same way that we must provide trained teachers for the academic and intellectual development of persons at school, at the university and the Samuel Jackman Prescod Polytechnic (SJPP), so that persons can develop the right attitude, the right skills and the right techniques.

The development of persons who are to be top-notch athletes and sporting personalities cannot be just a matter of trial and error where someone who might have been an athlete or has an interest in an athlete or think they know about the various sporting disciplines can seek to coach and instruct others without having a proper and scientific basis for being able to engage in that activity. For example, a week ago I had the opportunity to address the Paralympic Association of Barbados and I was pleasantly surprised at how much is engaged in training Paralympics, persons who to all intents and purposes are disabled in some form. I addressed the opening ceremony of a workshop at the Barbados Community College in which they brought Paralympic coaches from Australia to impart their techniques and knowledge to Barbados' Paralympic athletes and their coaches.

4.30 p.m.

When I saw how they presented their skills, I had no idea that so much was involved in preparing these athletes for international sporting activities. This policy will also take care of that special area of need and persons will not be participating on their own but on the basis of sound, proficient coaching providing by persons who are certified coaches and instructors.

Sir, this is an important development because over the years there were persons who had good strong inherent ability to do well in sports but they lack the wherewithal to go further because of lack of coaching. We now do not have to depend on athletic scholarships from abroad which are usually snapped up by universities and colleges across the United States of America.

Sir, we said that in our educational system we would leave no one behind so in the same way in this sporting policy no one will be left behind either. We have fresh memories of the activity that took place at the National Stadium when there was a day of athletics for the seniors and the society was pleasantly surprised at the number of persons who came to participate and witness the event.

Sir, that was a turning point in the history of sports in Barbados and gives vindication to our sporting policy so that persons may not see themselves as being finished with sports because they are over the age of 50 but there can be well-

organised sporting activity that would engage their attention to contribute to their physical and mental well being and provide another area of activity for older people to engage in.

Sir, this sports policy will extend not only to the elderly but to people with disabilities and other individuals because we see this as being fundamental to the further social integration of persons within the community.

Sir, I would like to speak to the promotion of professional sports in more detail. The National Sports Council will be specifically mandated to conceptualise a framework to support the sound development of a professional and semi-professional sports league in Barbados involving a number of sporting activities and adult sporting disciplines.

Sir, we have spoken about this for a long time and if you take cricket which is the most popular sport, there was a time when it was routine for West Indian cricketers to be able to engage in activities outside the Caribbean on a regular basis in the English County league or Australia but bit by bit these avenues were shut off from these persons and it is felt that this is one of the elements that contributed to the decline in the skills of cricketers because they do not have the exposure or opportunity to engage in the various sporting environments on an ongoing basis and, therefore, when persons go to England and are exposed to that environment they have difficulties which they may have been able to counter had they been exposed to a similar environment before.

Sir, we feel if Caribbean cricketers and other sportsmen and women are to compete in the international arena, we must devise means for year round activities to keep their skills sharp so that they can earn a living.

We are long past the day when persons not engaged in tours – for example cricketers – have to look for jobs when they could be better engaged as coaches and instructors to keep their skills sharpened and, therefore, make them readily available for top-class competition which does not presently exist under the current system.

Sir, a professional sporting league is an automatic extension of the need of the society that would provide other avenues for sporting persons, and those who have passed their days as players could also bring skills and techniques as administrators and coaches to the development of the entire sporting arena.

Sir, the question of financing is a real issue but the point is that we should not refuse to dream big dreams because the means do not immediately exist before our eyes.

The world is changing fast and a lot of the fantasies that existed in the 50s are now virtually a reality. Sir, I refuse to believe that it is beyond the Barbadian or Caribbean society to be able to do this because we have the skills and ability as people to come up with realistic and creative means whereby we can have a professional sporting league in Barbados and the Caribbean. Sir, this brings me to the question of a Sports Promotion Fund. Under this policy the provision of a Sports Promotion Fund would be established for the purpose of spreading and promulgating the development of sports in general. We see such a fund as financed by private donations, international grants, subsidies from charitable and sporting bodies and government grants. Sir, we think that Government will have to play a role in such a sporting fund. We could not call on the rest of the society to finance an activity from which the whole society would benefit and the government not participate in such a programme.

4.40 p.m.

Sir, the Government already gives subventions to sporting activities in Barbados through the National Sports Council. Therefore, it is just another area of involvement through the Sports Promotion Fund.

The aim of such a fund will be to improve the international competitiveness of Barbadian athletes and to expand the scope of sports through the provisions of grants to sports organisations, athletes and instructors who are involved in sporting activities.

Mr. President, we therefore feel that a sporting policy is one which we have to take seriously. It is only a matter of time and it is part of the natural evolution of the Barbadian/Caribbean society where there has been a time-lag. We do not operate where one area, for example education, is receiving consideration and financing but the society evolves, not always at the same space, and the sports field is also evolving. We think that this sports policy is one which will help to bring about the evolution of the sports policy in general and sports will not be misunderstood as making sport or fun but that sports is a serious area that meets the inherent need in Barbadians.

Mr. President, I feel that one of the ways in which we can help people to see sports as an activity for engagement would be to put a system in place that makes sure that a person does not have to engage in sports to the detriment of academics. They can very often twin the two and one can contribute to the other. For example, I see it possible for a boy or a girl who might have sporting skills in some discipline, to have no fear of having to sacrifice one over the other, if there is a system in place where they know that if they go heavily on the academics they could still be able to pursue their sporting activities or if they go into sports, they would still be able to pursue their academic activities and that they are not conflictual but they are complementary. As

a result this would help to create a well-rounded person and that ultimately would contribute to a well-rounded society.

Sir, there is a multiplicity of sports in Barbados and it means that a variety of interests are being satisfied and catered to. Government has a responsibility to cater to these activities in the same way it does with education and health. This sports policy seeks to bring this into focus in a way that would lift the image and prestige of sporting personalities.

There is no doubt that Barbados has and continues to benefit tremendously in measurable ways from the glory that has been brought to Barbados through the being of the Right Excellent Sir Garfield Sobers even after he has officially retired. Those who witnessed the unveiling of the statue of the Right Excellent Sir Garfield Sobers on National Heroes Day, 2002, would have seen what the Right Excellent Sir Garfield Sobers represents to Barbados as a country.

Mr. President, people from New Zealand, Australia and England who are involved in tourism and even finance, say that you only have to mention the name of the Right Excellent Sir Garfield Sobers and people are in awe of his name and image. People visit Barbados to see where the Right Excellent Sir Garfield Sobers lived, to see Kensington Oval and that they can associate themselves with the Right Excellent Sir Garfield Sobers.

Mr. President, the statue which was unveiled a few months ago is not completed. There is lighting that is on order and will soon be in place and the landscaping is in progress. Sir, when all the work is finished at the Right Excellent Sir Garfield Sobers statue it will be no less impressive as the statues of 'Bussa' or Sir Grantley Adams. We intend to treat the Right Excellent Sir Garfield Sobers' statue with respect and give it its due regard.

Sir, plans are being developed, through the Beautify Barbados Campaign within the Ministry of Physical Development and the Environment, the area which is obliquely opposite the Right Excellent Sir Garfield Sobers' statue that abuts and abounds Forde's Road, Rendezvous. This area is going to be landscaped to create a cricket/stadium-like effect so that persons can see the Right Excellent Sir Garfield Sobers in a cricketing context. There are also plans to provide business opportunities for Barbadians living in that area to utilise the facilities to sell souvenirs of Barbados.

Right Excellent Sir Garfield Sobers' statue has already become a tourist attraction and when it is completed it will be something of which Barbadians can be very proud and some Barbadians can make a living out of the existence of this statue.

There are plans for other National Heroes. I would like to assure my colleagues of the Democratic Labour Party that we keep our promises and we will deliver on this one. The family of the Right Excellent Errol Walton Barrow has been engaged with the Ministry of Culture regarding plans for the Right Excellent Errol Walton Barrow. I have been informed that the sculpturer, a St. Lucian who has been chosen by the Barrow family, was in Barbados recently and he will send back to the Ministry a more detail presentation on that proposed project.
4.50 p.m.

Sir, I thought I would just use that to illustrate how a sporting personality can bring glory and benefit to a society and can personify the excellence of achievement. At a time when excellence was not even talked about in those terms, Sir Gary Sobers lived, breathed and performed it nonchalantly, automatically and spontaneously, and we would like to see him continue to live for a very long time as a living example and not only a national hero but an individual hero and a source of inspiration to other Barbadians.

We think that Sir Gary is the ultimate Barbados sporting icon at this stage and we feel that what he symbolizes can help inspire and galvanise our national sports policy that will see a society which is all the better for our sporting policy that has been thought out, planned and articulated and to which the society can have an input of their thoughts and suggestions as to how such a policy should be put into operation.

I beg to move that this Resolution do now pass.

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

SUSPENSION OF SITTING

SENATOR THE HON. G. S. H. MURRAY: Mr. President, I beg to move that this Sitting be suspended until 5.15 p.m. today.

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

RESUMPTION

Mr. PRESIDENT: This Sitting is resumed.

SENATOR C. A. MASCOLL: Mr. President, I rise to make a contribution to this debate, understanding fully the importance of sports to the Barbadian landscape. This document called a National Sports Policy does not do justice at all to the issues related to sports in Barbados. When you

look at the number of recommendations that have been put forward in the document, you wonder why it is that the document is such a scarce piece of material. One would have thought that the recommendations would have come from a fairly in-depth analysis of the sporting environment in Barbados and, therefore, it makes a mockery of the intention to state a national sports policy.

I do not say that lightly because we know that sports can be played by the young, the middle-aged, the old, in fact, almost everyone in the society has an opportunity to take part in some sport or the other and it tells you from that alone the importance of sports to a nation and the several different levels of involvement as it relates to sports.

To have merely put an executive summary followed by a philosophical overview, then some historical perspective and some objectives and to conclude the way we have done is to have done an inadequate job as it relates to the question of putting sports into a proper perspective in today's Barbados. Be that as it may, there are several areas that have been put forward for consideration in the recommendations of the document.

I really wish to know whether or not the Government is serious about developing sports as a major area of opportunity for Barbadians in a very meaningful way and not just in a political way.

I make that statement because I have recognised the abundance of lights being provided across the length and breadth of Barbados and I am eternally grateful that at last some consideration has been given to the pasture in the Farm Housing Area. That area has been a major force in football in Barbados. In fact, I have had the privilege of playing football or soccer as we call it for the Deacon's Farm in Division 1, and the most important part of that is that I have played, I think, in the best soccer game ever played locally and that is the view of several people in Barbados. This was a victory of Deacon's Farm, in 1987, over Gall Hill, a 4:2 victory that was a wonderful exhibition of skill and fitness.

I have also had the privilege, if I may say so, of going to trials for Barbados in football as well as cricket at the under-19 level and the good Senator on the Other Side would have been my senior at that time when the abundance of talent of the likes of Desmond Haynes, Malcolm Marshall, Franklyn Stephenson, Alvin Greenidge, a whole range of individuals who went on to play at the highest level during that period. So I understand the importance and relevance of sports to the Barbadian landscape, having been so intimately involved and having also played at the Division 1 level in volleyball and basketball and having played some road tennis not with the same degree of skill.

Let me also explain that this very frame which you happen to see before you was in fact able to deliver the victor ludorum at an inter-school match in the most unlikely event in 1976, in the discus and shot putt, and was able to win those two events quite comfortably, I must confess, against a very high-ranking set of six-foot tall individuals from Harrison College and Lodge who were able to weigh in at about 220 pounds. Just because of technical skills I was able to surpass the meaty structures that those fellows possessed.

Sports to me is like a second life. I cannot tell you what it has been for me in the month of June to be able to wake early and watch World Cup football immediately followed by cricket and then to watch the French Open and I look forward to the U.S. Open because I also admire golf. Boxing has reached such a low ebb that it is not even worthy of consideration, two useless characters engaging in a money-making affair. Really that is all that boxing was. Having grown up on the likes of Mohammed Ali and Joe Fraser and George Foreman, it would be indeed hard to watch Lewis and Tyson box even though I succumbed to the pressure and did. It certainly did not bring back any memory.

I am fully into sports and I understand the importance of sports and I look forward to a much better approach towards building a national sports policy for Barbados. 5.20 p.m.

Sir, on the question of training and educational programmes, yes, we need to do this but I think, somehow, we overemphasize the need for a sportsman to be academic and we never talk about the need for an academic to be a sportsman.

I listen all the time when debate raged about sports and the need for us to get people who are more academic involved in sports, not recognising, in fact, that to be a top player in any sport at world level, requires an intellectual capacity beyond the average. In every sport and you only need to sit and watch batsmanship at its highest level, fast bowling, soccer, golf and appreciate the level of intellect that is required to understand how sportsmen really function on the field of play in the several different disciplines. The nuances of sports in general are not as easy as we make them out to be. The angles required for a batsman in terms of the physics involved, it is almost a given and the angles involved in playing soccer, again is almost a given, so that we believe somehow that there is a distance between the so-called sportsman and academics when in natural fact, all that has happened is that the individual might not have gone through the formal training of understanding physics and the other requirements but he does understand and has the ability to coordinate eyes and hands and place spaces on field because he understands.

In fact, if you ever watched the game of NBA

basketball, and see the kinds of systems that are employed to create a basket and understand the intricacies of the game, you must appreciate that it takes a well skilled individual to be able to store information on systems that are used in basketball, in the way in which it is done. It looks simple but it is executed by top players. It requires a whole set of information for that individual or a group of individuals to be able to execute the playing of all games. Sir, soccer is an even more complicated sport but it does not look that way. It looks as though you are simply kicking a ball around but the level of intellect required in these games cannot be underestimated.

The question of the paralympics, if you appreciate that even for the physically able, maintaining a level of sporting discipline and sustaining it, is extremely difficult, so you can therefore understand what it is then to try to maintain such levels being challenged either physically or mentally. The actual athlete in that area is even more challenged to be able to deliver in the area of sports than it appears just from observation.

In terms of physical abilities, there was testing done in the United Kingdom to understand why it is that Courtney Walsh was able to bowl extensive spells. It was identified scientifically that he uses oxygen far more efficiently than the average human being. So it was not by accident that Courtney Walsh was able to run up and bowl a long spell and get even faster during the course of a spell, it is that when they did the physical, scientific analysis of Courtney Walsh, it was in fact identified that his use of oxygen was far better and far more efficient than the average individual. So too has Bjorn Borg, the ability to stay cool under pressure, because of his heart rate being much slower than the average sportsman. So that taking pressure for him was far easier than the more hypertensive kind of individual. Sir, there are individuals who have predispositions to handling stress and pressure.

Asides.

SENATOR C. A. MASCOLL: His capacity had to do with the technical ability.

Mr. PRESIDENT: Senator Mascoll, is this relevant to the Bill?

SENATOR C. A. MASCOLL: Of course, Mr. President, we are here speaking about a national sports policy.

Mr. PRESIDENT: But you are ranging rather widely and I would hope that you would establish relevance.

SENATOR C. A. MASCOLL: Yes, Mr. President. The relevance is established because if you look at the sporting

arena, you will see that you can have from cricket to golf, from soccer to...

Mr. PRESIDENT: You may need then more than the hour that is allocated to you.

Asides.

SENATOR C. A. MASCOLL: Mr. President, in actual fact then, this is one of my major criticisms of the National Sports policy. I feel that it should have been wider in terms of engaging several different disciplines that are in fact used, or can be entertained in a national environment.

Sir, when we look at the question of sporting venues, it is necessary that we develop and get lighting in many different areas of Barbados so as to be able to extend opportunities for play after it has become dark. I am saying that you need to take that policy beyond the mere provision of lights and look at what it is you can do for the communities.

I am of the view that in order to be an effective sportsman, several different areas of sports that require extreme physical competence, you need to put gymnasiums in place such that individuals can enhance their bodies and get fitter. I feel that a policy of sports should be accompanied by venues within the communities that allow individuals to get involved in training at the level of lifting weights and increasing and improving their capacity of the muscle to handle the excess grinding that it has to go through in the playing of sports.

Sir, that should not be taken lightly because I doubt for one moment that it was intended for an individual to play a sport – cricket – or a fast bowler to run up all day and bowl quickly, off a long run up, so that if you are going to be in a position to handle the various aspects of your sporting endeavour, it means that your physical and mental capacities must be lifted to a level to be able to deliver in those areas.

Sir, beyond the provision of light which is favourable, we need to look at developing venues which can allow the individual, as I said, to become even in better shape. Now that is accompanied, of course, by nutrition and for a long time in Barbados, especially in the area of football, it has been the case that several persons involved in the playing of football at the national level, have to work extreme hours, then leave work to go to play, even for the national team, and by the time they reach the Stadium, they are depleted in terms of their capacity to deliver, and we need to look beyond the mere training of the individual towards the nutritional concerns that are obvious in preparing an individual to be a major sportsman and especially to go on to the world stage.

Sir, of course there is a need for training but there is also a need for very good nutrition to ensure that these individuals are given the opportunity to reach their highest level of potential. Having said that, the question of supporting sports in Barbados will remain large. The establishment of a national lottery has been talked about now for many years in Barbados but how do we accomplish it, and how do we bring the various lotteries together, and how do we deal with the question of excess gambling in the country?

I am of the view that if we can establish a lottery that truly assists the development of sports, then, to my mind, that is a good thing because it is extremely hard on teams, even at the community level, to be able to secure sponsorship. So that in the absence of being able to do that, it means that the foundation upon which the national team would be built would be very shaky.

5.30 p.m.

So beyond the establishment of a national lottery for national teams, we have to look at the capacity of the private sector to assist in providing various levels of sponsorship for the many sporting disciplines across Barbados. It is a fact that your capacity to attract sponsorship lies in either the kind of sports you are playing or the area that you are from in Barbados. One will never hear certain sporting disciplines in Barbados crying out for financial assistance because it is well-known that they are better able to attract sponsorship than the less able sports.

There is an excellent sport we all know called road tennis which is indigenous to Barbados which was not played in any other region in the world but it is in danger now of being lost to some other area or a set of sponsors somewhere in North America. We should understand and appreciate that this particular sport has real capacity to bring communities together and since it is a very cheap sport to play in terms of the required equipment it should be encouraged at every level. All that is required in it is for standards to be established in terms of gear, discipline, nets and the size of the ball. These are there but they are not in any framework that seeks to control the sports of road tennis.

I am saying that there must be some kind of property rights that could be applied to the road tennis racquet which is a special racquet. This is where the legal profession could be utilised in terms of demonstrating and giving expression to that before someone comes in and steals our game from us.

Road tennis is a wonderful sport that is a combination of table tennis and lawn tennis. It is a beautiful sport in terms of the pace and the quality and skills that are required to become an outstanding road tennis player. So we definitely have to think in terms of protecting the sport from the vultures who are waiting in the wings to adopt this sport

as theirs. I feel that a National Sports Policy should put emphasis on the sporting discipline of road tennis in Barbados since it is unique in every sense to the Barbadian landscape.

The other area I want to speak about is softball cricket. I do not want to speak about the other kind of cricket. Softball cricket is very special in itself in that for a long time we have had organised competitions in Barbados and throughout the region but somehow we do not feel that it can be taken beyond the level of the region. Those of us who have played both hard ball and softball cricket would know that softball cricket has been a major base upon which eventual test players have launched either in improving their technical skills as batsmen or fielding or catching because if you could perfect these skills with the softer variety of the ball then it would be much easier to play hard-ball cricket. So softball cricket can be developed fully in Barbados but the intention has not been given in the way in which we have been doing so for a long time.

Mr. President, we are confused about the whole question of, do we give duty-free concessions or not on sporting goods. Prior to the introduction of the Value Added Tax (VAT) a policy was put in place by the Barbados Labour Party Administration to allow for a reduction in taxation on various sporting equipment but after the introduction of VAT, that idea went through the window. I do not know if the other Senators could recall, I cannot remember the year, but it has to be pre-1997 that there was a debate on the question of reducing taxation on sporting equipment in Barbados but then VAT came and the idea went through the eddooes because somehow VAT is this mysterious tax that cannot be restructured to reflect the national emphasis that has to be put in place. In a similar vein, and I will just draw this by way of reference, the whole treatment of funerals and funeral services. So there is a need to restructure VAT to allow for certain ease in certain areas of economic activity. There is no justification whatsoever for having to reimpose the level of taxation on sporting equipment as has happened in the post-VAT period in Barbados.

I turn now to the question of establishing sports libraries. I alluded to the fact that Courtney Walsh was studied to understand why it is that he was so capable and competent to bowl for long periods and still be so effective. The whole question of having material on our sporting life is extremely essential but it must be incorporated into a programme of information technology because you have to be in a position to be able to store data and retrieve it quickly. When we watch cricket on television now, we see that almost at the press of a button they can call up information as to who is the most economical one-day bowler and who did this and who did that. It is fascinating to see the kind of information that can be retrieved so quickly to make comparisons between players and across players and

between countries and across countries in the area of bowling, batting and fielding and why individuals accomplish certain outstanding feats in the area of cricket.

So in terms of the establishment of a library, I hope that the concentration here will not be on establishing a physical hard copy library but more on a library that will be able to adequately store information for the future and particularly to be able to retrieve that information as quickly as possible. While persons may like reading, it is going to be extremely difficult in the future for persons to have more time than they presently have to do the type of retrieval by way of reading that would be necessary if we do not embark on a programme to put most of the information on the computer and become more involved in that area.

There is definitely a linkage if you are going to establish a National Sports Policy between tourism and sports. The Democratic Labour Party Administration in the early 1980s or so indicated by way of its focus a policy mix between tourism and sports. It was very well executed with the abundance of the English tourists we were able to attract to Barbados during the 1980s. Could you imagine an administration having a direct policy to attract tourists from the United Kingdom to Barbados based on the question of sports and then for the Opposition to say that it was just a one-off situation that cannot be sustained? There is an intention now of the same Opposition party which has now become the government to focus on sports tourism after they criticised it as being a one-off thing. But I have lived long enough now in politics to understand that it is purely politics and that even when you put together something that has the ability to create wealth and opportunities for the goodly citizens of a nation, that it is perhaps the job of the Opposition merely to criticize.

5.40 p.m.

Sir, we have seen the linkage between sports and tourism and cricket and tourism and the truth is, given the present state of tourism, it needs any initiative that can assist to sustain it because we have failed to adequately manage our tourism product and if sports can accomplish that, it should be our guide in this respect.

Sir, it is going to be very difficult to create a professional league in the region so there has to be a relationship with the established colonial masters and these colonies in the area of sports if we are going to effectively develop professional leagues across the Caribbean. I do not say that lightly because our resources are too limited and, therefore, if we are going to contemplate going the route of the professional league in cricket, then we will need to be able to attract cricketers from other parts of the region and the U.K. to play within Barbados at the right time.

Sir, this is going to require a lot of planning because sometime last year I heard the then Minister of Education suggesting that there should be schools of excellence and that there should also be a school of excellence in sports.

Sir, could you manage a school of excellence in sports alone in Barbados? Even if you are able to attract the best sports people to that school then, who would they compete against? You cannot bring all the young men who play cricket together and then not have any competition for them to feed off. Sir, that would be a ridiculous situation but then again, we understand this Government.

On the question of coaches and instructors. Sir, because you are a good cricketer or footballer that does not make you a good coach because a coach has to be able to manage people and impart knowledge. In the area of training coaches, we have to make sure that we know exactly what we want to teach first and where we want to take sports in the region.

Sir, you cannot feel either that we have all that is required to be able to train an individual. We never felt that way in relation to law, nursing or political science because in the early 60s many of our people travelled overseas, acquired knowledge and then came back home. In a similar vein, even though we ruled the roost in cricket for about 15 years we never concentrated on exactly what it was that caused us to be on top of the world in cricket. We knew that we had the natural ability but we never concentrated on the intricacies of the game that we pretended to understand so well to allow us to master them and then rule the world in the area of cricket. While the gap between us and the rest of the world was pretty wide, the world then recognised that they had an opportunity to narrow that gap and they then embarked on the use of technology to reduce that gap. They used that technology so well that they were able to beat us in many areas of the game.

Sir, it is my belief that the major loss in sports was our inability to pursue the professional line after the demise of county cricket for us. We were not given the opportunity as Caribbean people to play in leagues or counties, and, therefore, we were never able to develop as professionally as we did in the early 60s and 70s. Sir, that was a major area of failure on the part of our cricketing expertise.

If we look carefully at our development as people, we would recognise that we cannot be so myopic as to feel that we need to cut every colonial link that we have had in order to prove that we are independent because the world has gone the other way. Whereas we are looking inwards, the world is requiring us to look outward and develop.

We continue to believe that being independent means that we have to be self-reliant only. Sir, that is not what it is about, it is the capacity to go out and gather for ourselves

from the abundance of resources around us in order to sustain ourselves. Independence is tested when you go elsewhere and engage other people but retain your identity. It does not have to do with cordoning off your space and feeling that you are independent because you are stronger when you confront other people and remain yourself. If we do not recognise this, we will be challenged for a long time as a country. This also applies to several other areas of endeavour like pulling down Nelson. We feel that to keep Nelson in the Careenage is a mark of independence but that is absolute rubbish. I have said before and I will say it again that Nelson has done nobody in Barbados anything wrong. All we need to do is keep Nelson as part of the past and I say that in the context of this whole thing about independence and sports that it is about identifying yourself as an individual.

Sir, the question of incorporating sports in the primary and secondary school curriculum. Most of us develop our sporting skills within the community playing football from morning until night as well as playing other sports. In my district, we organised sporting matches between Black Rock, Goodland, Richmond, the Orleans so there was no day that I could be on vacation that there was not a cricket game or football played. After setting my fly stick, catching a few wood-doves and breadfruit, I went to the sea. When I left the sea, I came back home, played cricket and football again.

Sir, we were able to hone our skills because we played cricket and football morning, noon and night and visited the library to make Mummy feel good. Sir, the emphasis was on playing sports and that was how we became good sportsmen so the community is important in sports.

There used to be community sports and games in Barbados and we would go to Trents and compete against all the various communities across Barbados in athletics, long jump, and all the different sporting disciplines.

There also used to be community debating and we went across the length and breadth of Barbados and represented the Deacons community in debating. We would go to St. Philip, St. John, Eden Lodge and represent the community so community is the secret to resuscitating sports within Barbados. As you will notice, there was a time when most sporting teams, at the BCL level, were from certain communities; so you could almost connect a cricket team and a football team with a community, then the support was tremendous because the players felt that they represented a community and that is the important part of it.
5.50 p.m.

In fact, we have almost gone full circle because having played for other clubs, many sporting people in Barbados

are forming their own clubs and sports within communities. Sir, that makes the difference because you are representing a community and that is very important.

Mr. President, on the question of establishing a secretariat. There is no doubt that you need to keep records and you need to manage the several different areas of sports. Establishing a secretariat is important but let us understand where we have to go. The existing National Sports Council does a reasonable job but we need to revamp the National Sports Council to become more focussed on what it is trying to achieve.

Sir, I got the impression over the years that the National Sports Council happens to be a place where you employ a few people who played sports at a particular level.

Asides.

SENATOR C. A. MASCOLL: Sir, we now have political candidates coming out of the National Sports Council and this is the kind of correlation that exists between the opportunity for jobs and the political environment.

Asides.

SENATOR C. A. MASCOLL: Mr. President, beyond that, there is the question of organising sports within the region. I am of the firm view, and it applies to sports, that if the region does not come together, even in the year of sports, there will be no region in the next fifteen to twenty years. It is not the Single Market and Economy. In every area of life, the region has to come together.

Sir, that may be hard for some people to understand, even some people who preach Pan-Africanism do not understand the importance of regionalism. I find it hard to understand that I can leave the Caribbean and travel across the Atlantic to Africa and embrace black Africans but I do not understand the need to embrace Caribbean people. I really have a distinct problem with this. I have problems in understanding why we do not see the need to organise and centre everything within the Caribbean around the region, not just an individual country within the region.

Sir, it makes sense to centralise sports in the area of cycling, football and cricket. The reason why we are so successful in cricket is because, notwithstanding the problems that we might have had over the years in well established regional cricketing competition, there is no regional football or basketball. We have weekend tournaments but I am talking about a well structured organised set of sporting activity that would cater to different age groups across the region in the various disciplines of sports.

Mr. President, let me make this point clear. I am not going back to Africa. I am a Caribbean person first and foremost. I have studied with African people who did not have much regard for me. If anyone wants me to go to Africa they would have to tie me and take me there. I am in the region and I am a Caribbean person and I am not even going to visit Africa. Sir, I would have to go to Africa in the spirit.

Some people wonder how I can locate a manufacturing plant in Trinidad and they do not understand why I cannot go to a Pan-African meeting overseas. The reason for this is, I am a Caribbean person first and foremost.

Sir, on the question of professional sports. We need to put aside some resources to assist our cricket and football. Sir, if you watch what is happening in the current World Cup Football, there is no gulf between football or soccer across the world. The arrogant Argentina has been accompanied by failure because they feel that to have a lot of persons playing in the Italian and Spanish League is the answer to good performance at the international level, they are no longer around and the arrogance of the French, similarly.

Sir, what has happened is, you can now purchase Coaches from around the world and let them bring their expertise to you, then take your resources, which you have in abundance, and mold them into teams and make them strong physically, that is what is important. Sir, because of that, the ability of people to ply their trade across the world, you now have soccer teams that are no longer wide apart, so that Japanese and Koreans look equally as capable as Argentines, Brazilians and Mexicans. In the Caribbean you have a situation where you have Mexico, the United States and Costa Rica teams from this region who have emerged as potential winners in the World Cup and this would have been unheard of in the last World Cup. All this is the result of the ability to acquire Coaches and to understand the soccer environment more intimately and to put systems in place to coach. You have a situation in which there are greater opportunities for the so-called less developed or developing countries.

6.00 p.m.

Beyond that, Barbados was able to defeat Costa Rica about two or three years ago. But look at what has happened, the gap now between Costa Rica and Barbados has widened considerably. We need to become more serious about it. It is not going to be easy, because it will require resources, but we also must not feel that we possess all the resources that are required in the area of sports. If we need to import some talent to assist us in the development of sports we must do so because games like soccer and cricket that look easy to play are not easy to play. They require some understanding. You can lose by simple things.

I sat this morning and watched the South Africa team lose a game that they should not have because of simple play which required a wall to be put up and it was badly constructed. The Spaniards simply kicked around the wall. It was simply the failure of the goalkeeper to put the wall adequately in place so as to deny Mendieta the opportunity to score.

I say all of this because I must confess to you that I really do love sports. I have a weakness for sports. Cricket I can watch all day and all night, do not get tired, wake up early and do it. I can watch golf once Tiger Woods is playing all day and all night. I can watch NBA basketball, every conceivable sport that you can think of. I can sit in front of a television set and watch and enjoy to the max. I feel honestly that in some areas Barbados will never be NBA players. We do not have the structure to be any major basketball player. The young men like it, but I can tell them that they can forget it. We can never go to the world level in the area of basketball. Certainly, in the area of cricket and road tennis and soccer with proper training we can approach qualifying for world cup.

We must be able to define for ourselves what we see as areas of opportunity in sports and not feel that we can play each and every sport to a level that can allow us to go on the world stage, because we cannot. There are certain basic requirements that we do not have and we must respect that. If we cannot do that, we are not even going to be able to plan a national sports policy because it is going to require us to take the limited resources that we have and allocate them efficiently across the various sporting disciplines to achieve the maximum of our potential in these various sports. It is going to require a very good infrastructure to be put in place, starting at the primary level, but most important at the community level to appreciate that that is where the passion comes from because you are representing a community rather than just a club from all over the country. I feel that community sports is a must.

In terms of getting this programme working, there must be seen to be a holistic approach, but I will still say that I am very saddened by the attempt to construct the national sports policy with this Green Paper, I have before me because it does not represent to my mind a real serious attempt at looking at national sports in Barbados because it has treated this whole matter too lightly and it is such a complex area of concern, such diverse skills to be able to put effectively a national sports policy in place. I feel that the Green Paper did not do justice to it but I look forward to seeing an adequate infrastructure to allow for us to feel good about at least being able to achieve a true national sports policy for Barbados. I thank you, Mr. President.

SENATOR D. L. HAYNES: Mr. President, I rise to support this Green Paper on a National Sports Policy. I do not have to do like Senator Mascoll. I think the world knows

my love for sports. Listening to Senator Mascoll, I wonder if Nelson played for the West Indies.

I believe that a lot of people were consulted to formulate this policy. I see here in front of me a Report on a meeting of the Minister of Labour and Sports, the Minister of State for Public Sector Reform, the Amateur Athletic Association, the Barbados Amateur Body Building and Fitness Association, the physical educators, the Basketball Association, the Chess Federation, the Football Referees Association, the Judo Association, the Barbados Olympics Association, Tae-Kwondo Association, the Volley Ball Association, Motor Sporting Club, the National Sports Council and I believe that all of these people got together and were actually discussing the anti-doping in sports and they were helping to formulate this policy.

Mr. President, I mentioned only a few months ago in this Honourable Senate the various institutions in Barbados, the Division of Youth Affairs and Sports, the Barbados Youth Service, the Youth Entrepreneurship Scheme and the National Sports Council. I went on to say that while these institutions are playing a critical role, I am of the view that their role should be expanded especially that of the National Sports Council. I am happy that someone is listening to me because I think that this Paper before me today if you look at some of the objectives:

“The development and improvement of sporting facilities and venues;

the promotion and fostering of competitive sports;”

There are loads of other objectives. This policy is only a start and I believe it needs to be implemented and there should also be a review of this policy as well.

Senator Mascoll spoke about the School of Excellence and he said something about cricket. I believe the School of Excellence was not only talked about on the lines of cricket but of athletics, football and a wide variety of sports. When he spoke about cricket and not being able to play competitive cricket among the schools, I think that was not really intended by the School of Excellence. I think it was also a situation where you want to get the best. As a matter of fact, if you look at the swimmers they are doing very well at the school and I think we have some very good young swimmers here in Barbados.

Mr. President, I would like to expand a little bit on the sports policy because I find that we are referring a lot to cricket and I do not have to convince Senators on the Other Side about cricket and my knowledge of the game but I w o u l d

like to make note that there are other sporting organisations in this island. You have a situation in which the netballers cry for help and there is a very well organised Volley Ball Association. The Barbados Cricket Association, I know that there was some talk when the Government of Barbados did give some assistance to the BCA.
6.10 p.m.

When you look at the amount of money that was put into the England tour in 1998, I think it was said that it generated about \$69 million into the Barbados economy and this to a large measure was facilitated by the Government assisting the Barbados Cricket Association (BCA) in improving the seating capacity at Kensington Oval. No one could argue the initiative by the Barbados Labour Party in supporting the Barbados Cricket Association because I think that we must be very serious about sports. I mentioned at a different forum that there are too many of us who are making sport at sports. I believe that we should be very much aware of financial benefits that sports bring to this country. When you look at the Masters football that was played only a couple months ago with the over 40s and you look at the athletic meetings that were here only a couple of months ago, and a lot of people visiting our shores, it is money for the hotel industry, the guys in the local shops and so forth benefit from it. If you look at the golf situation, you will find that the Masters Golf Tournament played at the Royal Westmoreland, as I mentioned before, the amount of mileage that Barbados received from that Masters tournament and you can go on. You know when we look at the sports, we do not really look at the average person, such as a cabby. We have some cabbies in St. James that I know that have been cabbaging for 40 years at Sandy Lane, so those guys also were benefitting from sports in Barbados.

I would like to congratulate the administration of sporting bodies in this country. I know for sure that it is not easy because, as Vice President of Carlton Cricket Club, it is very difficult to raise funds to keep the club going. One would think that just running a cricket club is a simple task but when you look at the expenses, you have the groundsman to pay, you have the water bill, the light bill and then you start a very young programme, whereas you are taking youngsters from schools such as the guys who played only a year ago for the Combined Schools and you are trying to get them to join the club and play in your club, it means that you have to get them in as a school boy member, which is about \$40 or \$50 and that is all they pay for the entire year.

It is not very easy and that is the reason why I would like to congratulate a lot of the administrators in this game, also, the games teachers, some of the journalists, the officials, *et cetera*. I mentioned that in this country, sports being an economic vehicle in bringing a lot of money to the country. I mentioned the fact that in 1998 the money that came from the England tour and we have Australia coming next year which is going to be another big tour. I know for

sure that if we can get the West Indies Cricket Board playing a vital role in assisting the hotels in making sure that their itinerary is produced at least a year in advance, I believe it can also assist the hotels and the tour operators. You need time to plan for these events.

Sir, as it stands right now, Australia is going to be here directly after the Gold Cup and there is no itinerary so as to know where the first test match is going to be played. You have the local guys, the Trinidadians, you have a lot of Barbadians going down to St. Lucia and so forth and we need to know these things in advance. I know when I was playing for Middlesex, for instance during the cricket season, I knew whom we were going to play the next season and the venue and so forth. I believe it is very important for the West Indies Cricket Board and a lot of the sporting organisations to make sure that they get their schedules published very early, because it is definitely going to help with the promotion and with the whole marketing of the events and I believe it gives people in Barbados who need to watch these events enough time to plan for them.

Senator Mascoll mentioned about the sports in the community. I believe that again, this Bill refers to a lot of the sports in the community. I find that, as a youngster growing up in a community, playing sports was a way of learning a lot of respect and how you should go about your life as a person. I know there were guys in my area that if they were to see me straying at some stage after you play the game of cricket and you go down the road and you decided to test your arm out at somebody's pailing, or if you were on the pasture and saw a wood dove, you might probably go for it and there were a lot of guys in the area who would stop you. In those days when they correct you, it is no way that you are playing that you are carrying an attitude because then they would go and tell your grandmother and then you know what is going to happen, you are not going to be on the playing field again and you love playing sports, you definitely do not want that to happen.

Sir, that is why I think that sports help with personal development and enhancement. For example, I heard the Prime Minister of this country stating that he would have loved to play cricket for the West Indies. When you think of the Prime Minister wanting to play cricket for the West Indies, I think that shows that cricket is recognised in a way that when you play cricket for the West Indies, you represent the entire Caribbean. As the Prime Minister of Barbados represents Barbados, so that is how important this sport is and that is how we should look at sports.

Mr. President, I bring you the sad news that we just got beaten in the One Day Game in Trinidad. I think that we

should spend time to look at criticising that word from Lewis' system more so than this sports policy, because at least I think that this policy here definitely is making a lot more sense than the back word from Lewis.

I mentioned early on in the Senate, Mr. President, that I think that the coaches in Barbados who were under the auspices of the National Sports Council should be looking at ways of improving and going to Erdiston College and so forth. I know for sure that we have a system in Barbados where a lot of our sporting organisations are crying out for good coaches. I think what I would like to see, as well, is that there should be some system in place where we can start looking to have people who are going to assess our coaches. It is very important that when we are coaching any discipline in sports that we know how to deal with children and further on know how to deal with people.

I know people are talking about having overseas coaches coming into hockey, football, even some guys were mentioning that the West Indies team seems to have a coach from overseas, because they say that we, as a people, tend to listen to other people before we listen to our own.

I know Senator Mascoll said that just because you play the game, it does not mean that you can become a good coach. I am saying that there are many people playing the games well who can relate and know a lot about the game. I feel that we should try to use those guys in a capacity where we can start having a look at assessing the coaches.

Aside.

SENATOR D. L. HAYNES: I agree that Stevenson would be a good coach. I am not too sure about the political skill.

Mr. President, I would like to go on to the facilities here because I think that implementing these programmes and this policy, I think we must also look at the infrastructure. We must look at facilities here for all different disciplines.
6.20 p.m.

I know that the Hockey Federation is crying out for improvement on the site there at the Sir Garfield Sobers Gymnasium. I know as well that the Barbados Cricket Association (BCA) is trying to acquire lands where the restaurant lobby used to be to improve Kensington Oval. When I went to St. Lucia over the weekend, I was very impressed with the whole programme there. However, if there is one criticism, you would think that after spending \$37 million on a stadium you would probably put lights to go all the way. One might probably think that the reason why they have not put in the lights is because they were running short of cash or have run out of cash or whatever.

I can see Barbados looking at such facilities and doing something with our national stadium especially when one looks at it from the road side. I think that we need to improve that. Barbados is the best island in the Caribbean and one would think the best in the world. We have lovely houses and cars and we need to have our stadium in a similar way so that people could sit comfortably and watch the sports that is being played not having to worry about getting up and losing their seat and when they come back, some guy wants to beat them because they are sitting in their seat.

Mr. President, we must also look at sports equipment. I still find it very strange that we live in Barbados and we do not have a bat manufacturer here where we can get a cricket bat. We still find it very difficult to get a lot of our cricketing equipment. The English get all of their equipment made in places like India and Pakistan and they put their logo on it and if you want to buy it would cost you about £40 or £50. They have 'Made in England' on them but they are really made in Pakistan or India. I do not see why we cannot look at ways to get our cricketing equipment and our sporting equipment. I do not want to stick to cricket alone but we should be able to get our sporting equipment made in those places so that they could be a lot more affordable to our people. A lot of guys come to me and tell me how difficult it is to get certain gear and we need to look at that.

Mr. President, the National Sports Policy speaks about the funding of a sports promotion fund. It says:

"A Sports Promotion Fund will also be established for the purpose of promulgating the development of sports in general. It will be funded by private donations, international grants and subsidies from charitable and sporting bodies and governmental grants. The aim of the fund is to improve the international competitiveness of Barbadian athletes and expand the scope of sports through the provision of grants to sports organisations, athletes and instructors involved in sports activities".

Mr. President, even though this is very nice in writing, we must be able to monitor this fund. One might even say that we might have to look at revisiting the Gaming and Gambling Act so as to have one lottery supporting sports, but I do not want to go down that line at the moment. We have the Olympio Lottery, the Barbados Turf Club Lottery and the Barbados Cricket Association (BCA) Lottery, so who is to say that the Barbados Football Association cannot have a lottery. We have to be careful with these things. There is the possibility here that any sporting organisation could be gambling and betting and can apply for a licence for that, but as I said before, I do not want to harp on that.

Now that this Green Paper is before us, I would like to see an action plan where the sporting organisations can

produce an annual programme to achieve the objectives of this policy. I believe that we have to monitor the results of this policy. As I mentioned before, I am asking that this policy be reviewed.

Mr. President, I am very happy that this document is before us and I wholeheartedly support it but I believe that it should be reviewed.

I am obliged to you.

SENATOR LeR. H. McCLEAN: Mr. President, the participation in sports is not only helpful in a physical way but in a mental way as well. To this extent, I want to urge parents who believe that they need to stop their children from taking part in sporting activities so that they can do well in school to desist from that because far from sports hindering their child's mental development, it will support and help to stimulate them mentally. Therefore, a sporting policy is extremely important in terms of its contribution to national development.

Sir, I have seen some interesting suggestions in this Green Paper but before I get to them, I would like to say that we must provide opportunities for young people, and not only young people because there are some sports that persons more advanced in age can still participate in but we tend to put emphasis on those sports that young people are involved who can excel in sports so that they can gain scholarships to go to a university where they can get the benefit of an education to take them into a career of their choice.

There are several Barbadians who have benefited in this way and in this regard I would like to put on record the outstanding contributions that have been made by persons like Jerston Clarke who, as coach of WIBISCO Stars, has been sending a considerable number of young people overseas on athletic scholarships. He is not the only one but I think he has made an outstanding contribution without any governmental involvement. He just loved what he is doing and he has been making a significant contribution to young people.
6.30 p.m.

From the time I was a student in university they appointed a gentleman who was responsible for developing sports at the university but to this day we do not have a sound sporting policy. We now hear that there are a few scholarships being offered at the university but there are no credits to be gained from these sporting activities. Mr. President, a person is given a scholarship to go to university because of his outstanding performance in sports and then that skill is destroyed since there is no time to participate in sports because he has to focus on the academic aspect. I hope the University of the West Indies will be more involved

when it comes to the development of sports and persons will not have to sacrifice their sporting careers because they want to receive an education.

Sir, then there is the problem where sportsmen and women are not able to participate at the maximum because of poor nutrition. Many sports people cannot afford the cost of the diet that is required if they are to perform at top level and this is because the cost of food to the average person is expensive much less the cost of the supplements which sports people need to build the kind of physical strength they require. Sir, we also have a situation where too many sportsmen and women are unemployed. One of our national coaches made the point that the biggest problem in training players is dealing with persons who are unemployed because the discipline nor the work ethic does not exist.

Sir, the private sector needs to make a greater contribution to our sporting policy. It has been mentioned that the private sector needs to give people time off for training and to represent the country. Even if an employer has the interest of his country at heart and may want to support our sports people, we must recognise that it is a cost to the employer and not every employer is in a position to bear this cost. Sir, there is a way in which the business community as well as the Government can make a contribution without either one of them suffering.

I am suggesting that if each sporting organisation identifies a core of persons who have the potential to represent the country and Government could then give the private sector a tax credit of 200 per cent if one of these persons is employed. If Government offers the employer 200 per cent tax credit when the employer has to give time off for training or to represent the country, the employer could then hire another person to do the work and he would suffer no loss financially because he was able to get the tax credit for the sportsman employed full time as well as the credit to cover the person who replaced him. I believe that this would be an incentive for the private sector to employ persons involved in sports. This would bring more sports people into the work environment which means they would be able to develop the necessary work ethics, be more responsive to coaching and would have an income to purchase equipment as well as the kinds of foods required.

Sir, I also notice that the Bill is suggesting that there should be duty-free concessions for equipment and food. This call has been made for several years now and one of the problems being encountered in this regard is the possibility that this concession could be abused. There is the possibility that persons could import all kinds of items claiming that they are sporting goods so there is great potential for abuse of the system. Sir, the solution to this problem is to have
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items purchased through organisations which would be responsible for the importation and receiving of these items duty free and would, therefore, be accountable for them. Recently, I heard someone make the comment that the Barbados Defence Force Football team should be the best football team in Barbados because they are the only people who are professional footballers. Sir, this means that they are the only people who were in a programme where they only had to play football. Therefore, it is felt that they should have been the best football team. I believe that many of those persons who are in that programme are not in it because they necessarily have a thirst for the sport. They probably see this as one way of getting into a field where they earn an income. 6.40 p.m.

Sir, if we look seriously at providing incentives for the sports people and the private sector, I believe that Government could significantly improve what is happening to sports in this country without incurring any high cost to Government.

We have sports which can be referred to as the 'mind games', to which we do not pay a lot of attention. Recently there has been an increase in activity in the area of Draughts and Chess. We have a Chess player who has reached the Master's level. We need to pay greater attention to these games. I am sure that there are many more 'Suki Kings' out there. We have a gentleman in Barbados by the name of Mr. King, probably one of the best brains that you can find anywhere in the world. Sir, for this gentleman to perform at the level at which he performed in Draughts to become a champion, obviously he must have an extremely good brain.

It is unfortunate that we have not paid the kind of recognition, in my view, to him. He has been honoured and I think that he has worked with the National Sports Council. Somehow, we need to give him the kind of recognition that he deserves. Suki King is the Right Excellent Sir Garfield Sobers of Draughts, in my view. He really deserves greater recognition and he needs to have the opportunity where he can help more people. I know that he helps with the Schools Tournaments. If we put the necessary programmes in place we would find that there are more 'Suki Kings' out there and they can come to the fore and be able to do Barbados proud.

Sir, when one of these persons represents Barbados on the world scene and does extremely well, I think that they give Barbados more publicity than we can afford to pay for. Therefore, I think that they are deserving of the greatest credit that we can give them.

Mr. President, I would hope that we can pay greater attention to what is happening in sports. The points which are raised in this Paper are too general without having any concrete plans which are being recommended. However, I hope that we would go on to the next stage and that the National Sports Council would be given the human and

financial resources which would allow them to put the necessary sports programme in place and that every Ministry recognises what input we can have in programmes like this, and the persons who are responsible for the finances would recognise that to put money in sports is not something which you should be stingy with. If sports is seen as a means of national development where young people are given the opportunity at making something of their lives, we should do everything that is possible in order to develop this area.

Sir, with these few words I would like to give my support to the Paper but hope that it can go further in developing a sporting policy in Barbados.

I thank you, Sir.

SENATOR K. D. SYMMONDS: Sir, at the outset I would like to correct a few inaccuracies that are now part of the record which have not been detected as they were uttered.

I think that I should start at Appendix II which refers to a meeting of the Sports Associations on February 12, 2000. Sir, it makes it abundantly clear that over twenty-three Associations across Barbados were consulted prior to the policy formulated. If you read the Report, you would see that their input formed part of the Report which now attracts our attention. There is a diverse array of associations from more commonly recognised sports, boxing, cricket and football, to the more esoteric Taekwondo, draughts and more technical sports.

Sir, what we have before us is a document which represents consultation with a wide cross-section of interested parties and it should not be seen as some willy-nilly exercise on Government's part. The substance of the Report does not in anyway speak to hopes, dreams and aspirations but reads very clearly a set of objectives, a rationale for the objectives and breakdown the way in which the policy will be incorporated. I think that when Honourable Senators speak to the Report, they could, in all graciousness, speak with an entire portrayal of that which the report contains.

Sir, students have long made the point that the British felt that their victory at the Battle of Waterloo was very much connected to discipline and organisation honed on the playing fields of Eaton. Sir, here in the Caribbean we have often made the observation that in small societies with over-populated urban areas where there is an abundance of young persons full of energy, but yet there is an absence of recreational facilities and organisations to hone and productively direct that abundance of energy that there has been a demonstration of socially cohesive behaviour. 6.50 p.m.

There is no doubt, therefore, that there is a usefulness to the whole question of a sports policy at a national level. Speaking to the Report, I am concerned about the role played by lotteries. I think page 3 of the Report makes it clear that there will be a National Sports Promotion Fund. I think that is how it is designated. It would seem to me that the Sports Promotion Fund – again, it is written in very decisive language – will also be established for the purpose of promulgating the development of sports in general and will be funded by private donations, international grants and subsidies *et cetera*.

Sir, the concern I have is that we have long understood that the lotteries in Barbados were aimed at least in part towards funding the development of sports. The reality that any of us who have ever canvassed a constituency have encountered is that at all levels you have clubs, sporting organisations, individual sportsmen and sportswomen who come to solicit funding and financial assistance, be it for football gear, for the cricket gear, or netball. It is not only the individual clubs or the individual sportsmen at a high level in terms of their national profile but right down the line.

Therefore, Sir, I think one can realistically ask the question as to where in effect is this funding going. I think that the effort to create a sports promotion fund is entirely desirable under the circumstances.

I would want to look at the question of the sports for all policy outside of the context of just incorporating the aged in the society and perhaps also those persons who are physically challenged and disabled in some way but also to look at how it must impact upon our national developmental programme. Physical development, in my view, has to be linked with sports development and one of the realities in Barbados is that our physical development plan has not yet seen or completely recognised the fact that we need to have increased access even if it be alongside the highways. Obviously, there is a limitation of space, but we need to have increased access for facilities for persons who are enjoying recreational pursuits of a sporting nature, those persons who are running, jogging, cycling and so on. Therefore the need to have an approach to the creation of infrastructure in the future which will see cycle paths and jogging tracks along the side of the highway as can happen even today when we have the shoulders which are largely under-utilised.

Sir, some discussion has ensued on the question of promoting professional sports and I get the impression that it is felt that it is something of a pipe dream. I agree entirely with Senator Mascoll's proposition that it should take place at a regional level, but I would want to say that what we have in effect done if we use cricket as a pilot project, as is suggested by the sports policy document, is to see it in a very limited way. Night cricket is an under-developed attraction in Barbados and we claim to be the mecca of the game in the

Caribbean. The lighting of not only Kensington but several other grounds is necessary, but above and beyond the lighting, it is necessary to recognise that we can, in fact, attract big names to regional teams and compete across the region in such a way that the gate receipts would be effectively what would finance the exercise.

The view, therefore, that professional sports in the Caribbean cannot get off the ground, I think is too near-sighted. There is also another reality that across the Caribbean there is an interest in a number of sports, for example, football and cricket, which would be amenable to the same pursuits that we are talking about. In addition to that, there is the whole question as to how the Sports Promotion Fund will impact on individual athletes in the pursuit of their endeavour.

If we take for example the Barry Forde of this world or the Daniel Coulthrusts, what we have are very talented young men out there doing their best to advance themselves and the country's interest and reputation but there is a shortage of cash flow which does not enable them to get the very best of equipment. Points have been made about nutrition and training but the reality is that sometimes we are talking astronomical figures. In Barry Forde's case, I think it has been made public that sometimes you are looking at over \$85 000 in the course of a year for training.

Sir, that is not a small amount of money and that is why a promotion fund set aside and funded by international organisations and charitable endowments is necessary so that persons with the capacity and that ability can effectively tap into the system. I would want to associate myself, therefore, with that aspect of the policy.

In speaking to the framework of a national sports policy, I think we also have to look at our schools and it is my view that the academic curriculum should deeply incorporate the whole question of physical fitness. I do not mean physical fitness from the perspective purely of the athletic competitor but physical fitness from the perspective of making young people more aware of the importance of their physical fitness and their general health. It is pointless, in my view, to sit here and talk about nutrition and diet when we know well that these things do not for the most part form a significant part of the school curriculum. It is not compulsory to do a course in health nutrition. I do not know what takes place today but I gather that that is not the case. In addition, it is very uncommon for discussions and seminars to take place within the sporting groups at school on the different types of performance enhancing drugs that are now being thrown at competitors willy-nilly and the effects of different types of performance enhancing drugs, the kind of education seminars and awareness programmes

that must go hand in hand with developing a sportsman whether he be a competitor or whether he is simply doing it for the purpose of recreation.

I think, Sir, that we have to bear in mind that a national sports-for-all approach to the policy must mean that you are also taking into consideration the recreational pursuit and those persons who are just enjoying sporting activity as a form of recreation. I think that the question of nutrition and all of those best practices for health and exercise have to be things that we engender at a very early stage.

There is another point about the accessibility to sporting facilities, particularly, I speak now about pavilions. Very often you have young people going to a pavilion on an afternoon. They may enjoy their pursuit of the game on a nearby playing field but the use of the pavilion is an important part of the whole exercise for the purposes of changing, the purposes of showering and even socialisation afterwards.

Again, the point has to be made that it makes no sense having that physical plant there but the plant remains inaccessible because of the fact that the watchman who should be there to open it did not show up or for one reason or the other it remains inaccessible.

7.00 p.m.

I have said, Sir, with respect to the whole question of computer centres that the presence of the plant, but the inaccessibility of the plant to the very people for whom the plant is created, will not create cohesion and will anger and frustrate the society. It is a very common experience in Barbados that the pavilions, for one reason or the other are not opened or that the lights on the court cannot be turned on or whatever. I think that once we look at those things and we get them right, then we are in a position to go somewhere towards achieving that which we seek to do via this document.

With those words, Sir, I would give my support to the Resolution.

SENATOR THE HON. DAME PATRICIA SYMMONDS: Mr. President, before I begin, I just want on a point of elucidation or explanation to assure Senator Kerrie Symmonds and those who have talked about nutrition, if they did mention it in the schools that most schools, at least at Level I and Levels II do home economics and it does include nutrition. Of course there is food and nutrition offered as a subject, even at CXC Level, so that in fairness to teachers and my former colleagues, I must assure you that children are being taught the importance of nutrition.

Sir, a national sports policy is very appropriate and timely. Developing countries have not focussed on sports to the extent that developed countries have, and this is

understandable, since health and education have had to take up a greater part of the budget.

Mr. President, the Barbados Labour Party, through prudent management has brought Barbados to such a stage of development that we can now turn our attention to sports. Medical research has shown the importance of sports. I think it is three and a half hours a week, exercise is recommended for individuals to keep healthy. As some Senators have indicated, we see people walking, people of all ages, around the stadium, the gymnasium or the Garrison, or even early in the mornings you will see them walking along the street, although that can be a bit dangerous because of traffic.

If people are convinced of the importance of exercise to their wellness, it will help to involve more of them in sports. Programmes in the schools and the community will also be very important, along with national activities. I have observed that one of the objectives of this is the promotion of sports for all. I find this very interesting because this seems to have captured the attention of practically all Honourable Senators who have spoken. In order for this to succeed, and I have mentioned this before, there must not only be a sports policy, but an awareness programme to sensitise people to what structure must be put in place and what mechanism must be used to support that policy. Not only must there be a message of the benefits of good health, discipline and self-esteem be disseminated, but the generating of incomes and career opportunities that can be derived.

It is also pleasing to note, Mr. President, that the Paper has mentioned, including community-based organisations, and their involvement is crucial. They must be brought into discussions and their opinions and findings spread widely. I know that it has been said, or pointed out that many of the sporting organisations, or practically all of them, were involved in discussions but I think that there must as well be a cohesive undertaking including the schools and the corporate people and indeed, almost the whole of Barbados. I think and I mentioned this before and I still hold to this view that there needs to be a national commission on sports and as a corollary to this stage, public hearing. One needs to hear the views, not only of the national associations but the wider public. Moreover, this policy must be a precursor to a specialist school for athletes. That has been touched on and it will involve a change in thinking. At first there may only be a limited number of people who can be involved, sports people, where the quality is high but this is also necessary for the development of sports in our country.

Another objective which I have noted is the training and utilisation of proficient sports instructors. I wish to elaborate on this a little more than some Senators have done although I will be brief. I understand that the coaches at

the National Sports Council are good but some need further training when dealing with elite athletes. There is one coach who has just come back from Canada and he has become a master trainer, so it has been called but there are more coaches wanted in swimming. Another pool, I understand, would also be very useful, particularly for those who live in the northern and central parts of the island because, who knows, there might be someone out there in the north, who with greater exposure could become a Mark Spitz.

The National Sports Council has not been able to satisfy all the requests for the 15 disciplines for which they are responsible and in which they coach, for example, cricket, football and volleyball. We know that Barbados has been the Caribbean Men's Champions for the past seven years and the women for the past three years.

Mr. President, I have spoken before, in fact, I have bemoaned the fact that there is a lack of a tennis coach because of the difficulty of acquiring anyone to fill the post and there is still that void. Sir, for the objectives to be realised, there has also to be greater commitment on the part of all who are involved in sports and these objectives have to be eagerly accepted by the population as a whole, not only members of national associations.

We should also support local competitions much more and not only regional and international ones. When we have international or regional games, there are large crowds but the week or two after and you have just local games and there are very few spectators.

I understand also that the National Sports Council is also trying to strengthen the management of clubs so that the associations can become stronger. Senator Desmond Haynes referred to the question of management. The Ministry of Education, Youth Affairs and Sports and the National Sports Council are to be congratulated on producing this policy. Since sports build character, helps us to accept defeat with acumen, and triumph with humility, and as we attain the objectives of this National Sports Policy, I think in the long run we may be able to say, as Franklyn Roosevelt once said, "sport is the very fibre of all that we stand for." I hope that we too, will be able to say that with pride that it is the very fibre of all we stand for.

With those few words, Mr. President, I am much obliged to you and I am very pleased indeed to support this Resolution.

SENATOR THE HON. G. S. H. MURRAY: Mr. President, I beg to move that this Resolution do now pass.

The question was put to the Senate and agreed to.
7.10 p.m.

ORDER NO. 5 – RESOLUTION TO APPROVE THE COM-PULSORY ACQUISITION BY THE CROWN OF TWO PARCELS OF LAND AT JACKMANS, ST. MICHAEL FOR THE CONSTRUCTION OF AN ACCESS ROAD TO A HOUSING DEVELOPMENT

SENATOR THE HON. G. S. H. MURRAY: Mr. President, this is a rather straightforward matter which has to do with the acquisition of two parcels of land totalling some 1 481.92 square metres when surveyed at Jackmans, St. Michael which would be used for the construction of an access road to a housing development project under the aegis of the National Housing Corporation (NHC).

I beg to move that this Resolution do now pass.

SENATOR LeR. H. McCLEAN: Mr. President, I believe that this land which is being acquired is to provide accommodation for the houses which are to be relocated from Lewis Gap. I am a bit surprised that it has taken this long to get here because from as far back as 1998 the people of Lewis Gap were assured that they were going to be relocated. This, however, does not stop the Urban Development Commission (UDC) from going into the same area where the houses are going to be relocated and putting in a paved road that is probably the widest road one would see in a housing development. It is amazing that a road that size was put into an area to service houses which are now going to be relocated there.

Mr. President, it seems as though there are times when we would do anything for narrow political purposes. However, I am happy that the people of Lewis Gap would finally be relocated since they are living in Zone 1 at present and have been unable to have access to waterborne facilities and the conveniences that go with modern living. So in that regard I support the acquisition of this land so that the people of Lewis Gap can be relocated and be able to enjoy a better standard of living.

The question that the Resolution do now pass was put to the Senate and agreed to.

ORDER NO. 6 – FINAL APPROPRIATION BILL, 2002

SENATOR THE HON. G. S. H. MURRAY: Mr. President, this is a measure which is to grant an additional sum of money out of the Consolidated Fund and to appropriate the same for the services of Barbados for the financial year ending March 31, 2002. Certain resolutions were passed during the financial year ending March 31, 2002 granting additional sums out of the Consolidated Fund for

the services of that year and to appropriate the same in a manner as mentioned.

Sir, the sums of money involved come to a grand total of \$148 422 004 and the breakdown is set out in the schedule. I therefore beg to move that this Resolution be read a second time.

On the separate motions of SENATOR THE HON. G. S. H. MURRAY, the Bill was read a third time and passed and cited as the Final Appropriation 2001 – 2002 Act, 2002.

ADJOURNMENT

SENATOR THE HON. G. S. H. MURRAY: Mr. President, that brings us to the end of today's business. I want to thank all Honourable Senators for their 'stickability' and their willingness to associate themselves with the measures which are to benefit the country. I, therefore, beg to move that the Senate do adjourn until Wednesday, June 19, 2002 at 11.00 a.m.

The question that the Senate do now adjourn was put to the Senate and agreed to and Mr. PRESIDENT adjourned the Senate accordingly.
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