
THE SENATE DEBATES

(OFFICIAL REPORT)

FIRST SESSION 2003 – 2008

THE SENATE

Wednesday, December 6, 2006

The Senate met in the Senate Chamber, Parliament Buildings, on Wednesday, December 6, 2006, at 11.10 a.m.

PRESENT

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

Her Honour Senator Dame Patricia SYMMONDS, D.B.E., G.C.M., B.A. (Hons.) (P.G.C.E.) J.P., (Deputy President)

Senator the Hon. Miss L. V. EASTMOND, LL.B. (Hons.), LL.M. (Minister of Commerce, Consumer Affairs and Business Development)

Senator T. E. BARKER, B.A. (Hons.), M.A. (Econ.), J.P. (Parliamentary Secretary, Ministry of Finance and Economic Affairs)

Senator R. W. GRANT, B.A. (Econ.), G.Dip., M.A., J.P. (Parliamentary Secretary, Ministry of Tourism and International Transport)

Senator I. St. C. LINTON

Senator Miss S. C. V. Husbands, B.A. (Hons.)

Senator Miss P. E. PARRIS, J.P.

Senator G. P. I. GOODING-EDGHILL

Senator G. P. B. NICHOLLS, B.Sc., (Hons.), LL.B. (Hons.)

Senator F. J. STUART, B.A., LL.M.

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

Senator the Very Reverend H. E. CRICHLAW, G.C.M., B.A. (Hons.) (Dunelm)

Senator Sir Allan FIELDS, K.C.M.G.

Senator Dr. F. L. CHANDLER, Ph.D., B.Sc. (Hons.)

Senator A. A. BYNOE

Prayers were led by Rev. Father Errington Massiah.

Mr. PRESIDENT: The Senate is in session.

ANNOUNCEMENTS BY HIS HONOUR THE PRESIDENT

Mr. PRESIDENT: I have received excuses for the absence of Senator Erskine Griffith and Senator Dr. Lowe. Senator Griffith is out of the island on Government business, and Senator Eastmond will perform duties of Leader of the Senate for today. May I also add that I have received an apology from Senator Newton, who is also out of the island.

PRESENTATION OF PAPERS

SENATOR the Hon. Miss L. V. EASTMOND: Mr. President, I am commanded to lay the following documents before the Honourable Senate.

1. Half-yearly reports on the Revenue Collection Departments for the periods October 2004 to March 2005, April 2005 to September 2005 and October 2005 to March 2006.
2. Value Added Tax (Refund) (Mervin Watson Electrical Contractor Limited) Order, 2006.

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

SENATOR the Hon. Miss L. V. EASTMOND: Mr. President, I beg to move that Standing Order No. 45(2) be suspended for the remainder of this Sitting.

The question was put to the Senate and agreed to without division.

INTRODUCTION OF BILLS

SENATOR the Hon. Miss L. V. EASTMOND: Mr. President, I beg to move that the following Bills be read a first time.

1. Technical and Vocational Education and Training Council (Amendment) Bill, 2006.
2. Defence (Amendment) Bill, 2006.

The question was put to the Senate and agreed to without division.
11.20 a.m.

PUBLIC BUSINESS

ORDER NO. 2 – TO MOVE THE SECOND READING OF THE DEFENCE (AMEND- MENT) BILL, 2006

SENATOR the Hon. Miss L. V. EASTMOND: Mr. President, this Bill is relatively simple. It is one that essentially requires that the age for enrollment into the Barbados Cadet Corp is reduced from 13 years to 11 years.

Sir, to give Senators some background to this particular Amendment, as we are all aware, the Cadet Corp was established in 1904, and it is the current Defence Force Act that gives it, its legal standing. With respect to the age limit, before the Defence Act was put in place, the age limit had not been established. Therefore, in the schools that traditionally maintained a Cadet Corp, Harrison College, the Lodge School and Combermere, they allowed students to join at 11 years old.

Sir, when the Act was established, the age limit was put at 13 years of age. We have a circumstance now, while 11-year olds may be allowed to engage in some type of training, they are not actually allowed to become members, and they are not allowed to engage in the full activities of the Cadet Corp. This Bill is seeking to ensure that when students enter secondary school, they can immediately join the Cadet Corp, fully, and engage in all of its activities.

We believe that the Cadet Corp has played a significant role in Barbados, in terms of instilling discipline in both boys and girls in our country. We also believe that it would be very useful for this to be extended, and to include more young people, especially at this very critical time in their development, when they are leaving primary school and making that very huge step into the secondary school system.

In addition, it is important that there are some disciplinary activities students can engage in, who have shown some propensity to be indisciplined at the primary school level, so we believe this is very important. When we reduce the age to 11, we believe that we would be able to increase the number of boys and girls that are members of the Cadet Corp and, therefore, swell the ranks of the Cadet Corp.

We believe the frustration some students face, in that they are only partly engaged in the activities of the Cadet Corp, when they enter secondary school, now they can fully embrace and benefit from the discipline afforded through that organisation.

Mr. President, I believe that all Senators here would be very pleased with this particular amendment. We have a situation where currently we have 21 schools involved in this activity at the moment, and one independent unit, bringing the units to 22, which is very good.

I also think that we would wish to commend those persons who were responsible over the years for supporting this particular activity, and putting a very keen interest, support, time and effort into the training of our young people at this very tender age. I know that we would all wish to thank them.

With these few words, Mr. President, I beg to move that this Bill be read a second time.

Mr. PRESIDENT: Senator Dame Patricia Symmonds.

Her Honour SENATOR Dame Patricia Symmonds: Thank you, Mr. President.

Mr. President, ever since there was flexible transfer to secondary school, some children have been entering at a younger age, this is in recent times, and that is the age when children are more attracted to cadets. They see them in the uniforms, when they watch parades, and many express the wish to join, but they cannot wear the uniform, as Senator Eastmond indicated, or officially become members. Therefore, they become frustrated and lose interest. Regrettably, for those reasons, too many of them are lost at that age and presently, the Cadets have waning numbers.

I think we are all aware that children, between 11 and 12 years old are more easily encouraged to be disciplined. They have not yet acquired teenage problems, nor are they going through an awkward stage. When they do reach their teens, problems can range from not wanting to be disciplined, not wanting to have their hair short, not cleaning their boots as regularly as they should, and they do not want

to give up time, even to go to camp at weekends and holidays, because then their social life can become circumscribed.

The benefits of being members of the Cadet Corp are enormous. They learn to be self-disciplined and that is distinct from possessing imposed discipline which, as we all know, is not the same, and is not as valuable as self-discipline. Other qualities acquired are punctuality, always being prepared, and they also recognise the value of team work and leadership.

They have to exercise leadership, because as one progresses in the ranks, that person assumes responsibility for others lower down, and reports to the superior. In addition, leaders are expected to organise events, such things as map work, and members meet every week. I think it is important to note that they do not only learn how to shoot, but to take care of a weapon and, especially, how to use it responsibly.

Mr. President, when I was the Principal of a school, and we became co-educational, one of the first things I did, with the strong support of my professional colleagues, was to ask the Chief of Staff, through the Cadet Commandant, to form a company at the school. I realised how good it would be for the boys, especially to expose them to be different and to possess different skills, such as first aid and map work and reinforce self-discipline. I have to say though, that quite a number of girls were also eager to join, and they too, made their mark in the Corp.

Interestingly too, I understand that a catering service is going to be established. Now, there are also Sea Cadets, which should add to the interest of those who wish to join and these, of course, are added benefits.

Therefore, I wish to give my wholehearted support to this Bill.

Thank you, Mr. President.

Mr. PRESIDENT: Senator Dean Crichlow.

SENATOR the Very Rev. H. E. CRICHLOW: Mr. President, I would like to support the Amendment. I spent many years in the Cadet establishment. I was a cadet from the age of 13. While at school, I was an officer in the Barbados Regiment, and later I commanded Number 3 company as captain. Mr. President, I would hate it to be thought that the cadets are only there for discipline. When we in Barbados speak of discipline, we think of military discipline and I think that is unfortunate because discipline is in everything we learn. Every subject and every

occupation has its discipline. If you are working nowadays as a carpenter or if you are using sharp-edged tools you have to learn how to use those tools carefully so as to avoid losing limbs and so on.

11.30 a.m.

Mr. President, we complain that our society is indisciplined, and for the most part that is correct. There is no queuing for the bus. Generally speaking, people rush and so on. A lot of this could be traced to the fact that there is an inadequacy in the society. For example, if you told a class of 24 children that there are 24 drinks in a case and each is to have one, before you could say now go and get yours, the whole class is on top of the case because somehow they feel that although you said that there are 24 of them and there are 24 drinks, they feel that when they get to the case, they would not be any for them, so they all have to rush at the same time.

Mr. President, when our people go to places like England and they go to the bus stop to catch a bus, the first place they go is at the beginning of the queue and the people would look at them as though they are insane and then they sheepishly would walk from the head of the queue to the foot and take their place.

Mr. President, as far as they are concerned it is them, the bus and home, and they fail to see the long queue – this could be in the heart of winter – of people waiting to take the bus. Sir, this again is because of the inadequacy here. The people over there know that a bus will come in five minutes and the conductor would say four please, and four people would go and get in the bus and then everybody would move up four paces and so on, but that is not so here.

Mr. President, all of the things we do in life involve discipline. I think that we are forgetting that and concentrating mainly on military discipline. If you ask most people about the Police Force and the Defence Force they would say they like to see the soldiers with guns and so on. This is supposed to be a democratic society.

Sir, it is that they tend to admire the strong man, the one who has the gun. For the most part the policeman has just a club, but that was well-designed. The Police Force is not a military force and people are not to think of policemen in terms of soldiers. There is a clear distinction between the two, and our people should be admiring the policemen in a better way than they are admiring the soldiers. I am not saying this against the soldiers, I am just saying that in a free democratic society like ours, the policeman is there to keep order. It is only in times of emergencies that you would want the soldiers to join the policemen and so on.

Mr. President, the Cadet Force is not there just to instill discipline into boys and girls. It is one of the youth activities that has a programme, it is mainly fun. People like to see order and our people enjoyed watching military parades like the Independence Day Parade which was very well done. I was very pleased to see that the cadets carried themselves in a mass fashion. I like their new uniform. I think that the cadet establishment will continue to flourish.

Mr. President, why I warn against this discipline is that in the old set up with the three schools, the Lodge School was the only one, as you, Mr. President, would remember, where you were forced to be a cadet. At times there were a lot of boys who did not want to be, and so it sometimes gained the reputation of being the rugged squad. The thing is that some of the boys did not want to be, but as in some of the best public schools in England, that is, the very private ones, you had to be a cadet. The Lodge School was the British public school of Barbados and so you had to be a cadet, and because you had to be, boys resented it.

Mr. President, when it was not made compulsory, you got a better cadet coming out of the Lodge School. The Lodge School and Combermere would always have cadet camps and these two schools would always join together to beat the College boys.

Asides.

SENATOR the Very Reverend H. E. CRICHLAW: Mr. President, I am talking about physical beating. Sir, all of us enjoyed the cadets. Along with the military discipline and so on, you were taught to recognise lawful authority. That is what some people do not do nowadays, they cannot distinguish between lawful authority and unlawful authority.

As Senator Dame Patricia pointed out, they are trained to be leaders because in war sometimes you could lose three leaders in one day and therefore these places have to be taken by the next in line. Mr. President, it is often quoted that every private soldier carries a general's baton in his haversack.
10.40 a.m.

Mr. President, by that it meant that if the Captain should get killed, then the Lieutenant takes his place. If the Lieutenant should get killed, then the second Lieutenant takes his place. It follows all the way down, from Sergeant Major, to Sergeant, to Corporal, to Private. Therefore, the rank of officer could rise very rapidly during war times.

Sir, Chess is like that too. Chess is a war game as well. If the smallest piece on the board, which is the pawn, reaches the 8th rank, it becomes a Queen. It becomes the most

important piece. Sir, this is to teach the cadet to prepare himself for responsibility.

Mr. President, I am not going to weary you with all the aspects of cadeting, but I am very pleased to see cadets are now at all the schools and that there is an open company as well. I found this when I went to Jamaica, where there were thousands of cadets. I am glad to see that the Cadet Corp is taking off in Barbados, where the corp is at every school. There is a problem, I see of getting uniforms for cadets. This is one difference between cadets and scouts. In the old days, the Scouts had to buy their uniforms, while the Cadets got theirs free. Now I understand that parent/teacher associations and schools generally, have to be raising funds to buy uniforms.

Mr. President, I hope that since this is so, that parents would want to encourage their children or wards to become cadets and would try to raise the money to buy the uniforms. There is a separate cadet establishment now and the Commandant is very keen to see the Cadet Corp, increase. I think that people generally ought to give cadets as much support as possible, but please do not frighten young people off the Cadets Corp by talking too much about discipline.

Sir, cadeting is fun and in having fun, meeting other boys and girls, going overseas to cadet camps, there is so much development taking place at that very crucial age. Sir, as we all know, the teenage years are the most rebellious, and if young boys and girls could readily see themselves as being part of a team, company or the cadet establishment and wear the uniform proudly, it would make a better Barbados.

Mr. President, I see they are having problems recruiting policemen and soldiers. At one time, the Barbados Regiment recruited most of its people from the Cadet Corp. It is, therefore, important that those who join our Defence Force should have a very stable background. They should have a foundation in cadeting because they would be given responsibilities that would require very quick judgment. In any case, while being in the Army, you are expected to be a gentleman.

Sir, officers in the Defence Force or Regiment are gentlemen by definition. Therefore, if our society is to remain stable, our security forces have to have a solid background in character building, as this is what cadeting is all about. One of the aspects of cadeting is that it builds character through military discipline. Sir, it is not just about giving discipline to boys and girls, society as whole, has to learn to be disciplined. People have to know that when they use paper cups, not to dispose of them indiscriminately but to dispose of them in a proper manner.

Mr. President, when we talk about discipline, let us remember we are talking mainly about adults because children are merely copying what adults are doing. Sir, for years, we have been trying to stop people from littering. We have a number of campaigns, such as "Keep Barbados Clean". Over the years, we have not been able to discipline adults but we have to let adults know that when we are talking about discipline, we are not only talking only about disciplining children but about disciplining the whole society.

Mr. President, it is good to hear that eleven-year olds will be able to join the Cadets Corp and not be recruits for two years before they can become members. Mr. President, I do support this Bill.

SENATOR the Hon. Miss L. V. EASTMOND: Mr. President, I would like to thank Senator Dame Patricia Symmonds and Senator the Very Reverend H. Crichlow, for their very interesting interventions. They are two individuals who clearly have great insight into the establishment and movement of the Cadet Corp, and of the contribution it has made to the Barbadian society as a whole and to Barbadian youth, in particular.

Mr. President, in those circumstances, there is no dissenting view and all Honourable Senators seem to agree with the purpose of the Bill. I would, therefore, 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. Miss L. V. EASTMOND, the Senate resolved itself into Committee on the Bill. Madam DEPUTY PRESIDENT in the Chair.

COMMITTEE

Madam DEPUTY PRESIDENT: This Senate is now in Committee.

Clauses 1 – 2 inclusive, were called and passed.

On the motion of SENATOR the Hon. Miss L. V. EASTMOND, Madam DEPUTY PRESIDENT reported to His HONOUR the PRESIDENT, the passing of the Bill in Committee and Mr. PRESIDENT resumed the Chair and reported accordingly.

On the separate motions of SENATOR the Hon. Miss L. V. EASTMOND, the Bill was read a third time and passed and cited as the Defence (Amendment) Bill, 2006 11.50 a.m.

ORDER NO. 3 – TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COUNCIL (AMENDMENT) BILL, 2006

SENATOR the Hon. Miss L. V. EASTMOND: Mr. President, this Bill seeks to amend the Technical and Vocational Education and Training Council Act, Cap. 43, to make better provision in relation to the pensions of officers. Sir, you would recall that TVET Council is a body corporate and has the responsibility for a number of matters with respect to vocational training and education of people in Barbados.

Its mandate is set out in the Principal Act, Cap 43 and includes advising the Minister on policy on reviewing the existing circumstances with respect to technical and vocational training; setting priorities for technical and vocational training; advising the Minister with respect to the resources that should be allocated to technical and vocational training and also, to ensure that the programmes discussed and developed are actually implemented. Finally, it has the responsibility to ensure that there are appropriate facilities and that the appropriate standards are met with respect to training so that individuals coming out of the various institutions across the island meet the required standard so that they can practise their craft not only in Barbados but across the world.

Mr. President, the issue that we are concerned with here, has to do with the pensions of officers, who are working with the Technical and Vocational Training Council. Sir, an amendment is being made with respect to Clause 10A. There is going to be introduction of a new Section 10A under Clause 2 of the Bill and the first part of it relates to public officers, who have been seconded to the TVET Council.

Mr. President, individuals who are seconded to the TVET Council, their service is to be treated as though it is pensionable service under the Pensions Act. This has to do with public officers, who are seconded to the Council and the service of those individuals, is to be treated as pensionable service. Sir, on the other hand, where there is a public officer, who is transferred as opposed to seconded, that person, who is transferred to an office in the service of the Council, or if there is an officer of the Council, who is transferred to the Public Service, the intention is that period of service is also treated as pensionable under the Pensions Act. Sir, essentially, those are the three aspects of pensions that we are referring to in this particular piece of legislation under this Bill.

Mr. President, the other point that has to be made is that when a public officer is transferred to an office in service of the Council or, when someone is transferred from

the Council to the Public Service, the Council must reimburse the Government for any of the pension that is paid with respect to the service under the Council. Essentially, this a precedent that has been set for some time and it is required that with respect to statutory corporations, concerning pensions, when that person is receiving his pensions and he has mixed service, service for a statutory corporation and service for Central Government as a public officer, that the statutory corporation is required to reimburse the Government with respect to that sum of money. Under Clause II, it says that the sum of money shall be refunded to the Consolidated Fund, as all monies payable as pension in respect of the service of that officer with the Council. Sir, the amount that relates to that period has to be reimbursed to the Government.

Mr. President, it would seem as though this is consistent with the policy of Government over the years and, therefore I commend this Bill to all Honourable Senators.

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

Mr. PRESIDENT: Senator Stuart.

SENATOR F. J. STUART: Mr. President, the amendments being sought are, not by any stretch of the imagination, controversial amendments. They seem intended to improve the functioning of the Technical and Vocational Education and Training Council, which was established in 1993 by the Technical and Vocational Education and Training Council Act so the Opposition is not in any way opposed to the amendments being sought.

I think that the amendments being sought provide an opportunity to make a few brief comments on the whole issue of technical and vocational education in Barbados. Perhaps not on technical and vocational education but on education as a whole because, for some time now, there have been studied attempts to draw a very sharp line of distinction between technical and vocational education and other education, sometimes called academic education. Sir, the argument usually is that the society is biased in favour of academic education and that there needs to be a change of gear, as it were, a shift of emphasis from the lopsided commitment to so-called academic education and a move in the direction of technical and vocational education, which the proponents argue better equip students and trainees for the world of work.

12.00 noon.

Sir, quite insidiously a kind of functionalism has crept into the education, where the purpose of education is now seen as equipping one to get a job, and it is now being thought that academic education, so-called, is less likely to achieve that objective than technical and vocational

education, and on the whole, technical and vocational education is more relevant to the needs of the society than the academic education, to which we have been committed over a number of years.

Mr. President, I have always considered the distinction between technical and vocational education and academic education to be a fraudulent one, because all education, ultimately aims to do the same thing, that is to equip man to live more comfortably in his environment and to manage the challenges thrown up by nature, as he lives in that environment.

Sir, the fact that some people end up in the society doing certain types of work, which require the use of the hands, so-called manual labour, does not mean, in my view, that these people did not need academic education, because whether one is working in the field or driving a bus, driving a plough, weeding beside the road, a seamstress, tailor or motor mechanic, the reality is, there are certain decisions one has to make, which one can only make sensibly, if certain basics of education have been imbibed and properly internalised.

Sir, for one thing, one always has to use the right methods, and all education, ultimately aims at the pursuit of ideal methods of thought, first of all, ideal reasoning processes, all education aims to equip people with a logic, the ability to make sensible decisions and to make reasoned decisions.

Sir, a bus driver or a ZR driver, who is not guided by logic, is a danger to the society. Therefore, it is pointless describing him, as somebody who did not have a particular kind of education, as against somebody who had a good academic education, because all education aims to get people to think rationally, and to pursue the kind of logical method that would make for the pursuit of decisions that are, at the end of the day, in the best interest of the society. Sir, no matter what job you do, no matter what your station in life is, you need logic. Sir, education, by whatever name called, is supposed to equip one with a logic.

Mr. President, in the pursuit of an ideal method of thinking, researching or processing information, one needs a logic, no matter what job one is doing, no matter what one's particular aptitudes may be.

Sir, not only does one need a logic, not only does one pursue an ideal method of thinking and reasoning, but one should also be taught to pursue an ideal quality of conduct, which involves, therefore, education making connection with issues of ethics. The distinction, ultimately between what is right, wrong, good, bad, useful, useless, blameless and blameworthy, all education needs to focus on this.

Mr. President, I have a sneaky suspicion that we have been losing sight of these requirements and we are now complaining about issues in this society that were on the horizon for some time, but we were not seeing them, because we pursued this untenable distinction in our educational system between academic education, which we claim is now of very little use, and technical and vocational education. Sir, we not only need a logic, but we need an ethic.

Sir, education, too, is of very little value if it does not make contact with a commitment to the pursuit of ideal forms and appreciation of beauty, an appreciation of the quest for perfection in what one does. This is really the study, ultimately, of aesthetics which will influence how one speaks, dresses, treats other people, how one pursues one's work, one's commitment to one's excellence, commitment to what is now being popularly called in Barbados, "Service Excellence". An education system that delinks from aesthetics, delinks from the pursuit of ideal forms, an appreciation of beauty is, in fact, falling short of national expectations.

Mr. President, in addition to that, it is my view that all education should pursue an emphasis on the study of what is the ideal form of social organisation, some kind of politics, because if we do not have some idea as to what form is social organisation, we may lose sight of the value of what we have and may be driven by winds and tossed hither and thither, following every wind of doctrine that passes along or that blows our way. Therefore, an understanding of ideal forms of social organisation and how best resources in a society can be allocated and utilised, and resources include human resources, are important to the validity of any relevant and useful educational system. The system, of course, also has to create a spirit of enquiry in those for whom it teaches and, those for whom it is responsible. Sir, when all is said and done, education should put us in a position where we can justify what we believe. We should have some sense of metaphysics, if I may use that word, the ultimate nature and quality, character of things. It really does not matter what vocation one pursues, if one's education is not propped up by a logic, an ethics, an aesthetics, a politics and a metaphysics, in my view, one's value to the society can be severely undermined. The society can be the loser in all of this.

12.10 p.m.

I think that what has been happening in Barbados is that too much functionalism has made its way into education. I even heard it coming out of the University of the West Indies, education for the workplace, as though the workplace is to be all and the end all of human existence. We have to learn to live with one another. We have to have a view of what is right and what is wrong and, of course, an appreciation of the beautiful.

I hope therefore that while we respect and accord due weight to the technical and vocational dimension of our education, we do not lose sight of the fact that persons with a technical and vocational emphasis also have to interact with other people in the society and there is a basic education with certain basic elements that every student in the society needs to be exposed to, if we are to secure the ideal of creating a genuine community in Barbados.

Sir, to the extent that the Amendments being canvassed here today are intended to make the Technical and Vocational, Education and Training Council more efficient, and to the extent that its objectives can be better achieved by these amendments, the Opposition is fully committed to the amendments and finds no fault with them. I just wanted to make those few observations. Sir, there tends to be, in the society, and I think we are reaping the whirlwind of it, the view that there is some sharp distinction, between technical and vocational education and training and other types of education.

Of course one hears it coming through annually. At primary school graduations, where distinctions are still being made between student, for example, who secure passes to what are called the older secondary schools and students who secure passes to the newer secondary schools.

School Principals as an article of faith, will announce to all Barbadians how many students in school manage to get into the older secondary schools as though the others have not achieve as well. And these cuttle distinctions continue and create a lot of unnecessary problems in the society. But there is a basic education to which all students in Barbados are entitled that must contain certain elements, if we are to live together, as one happy community here.

The Amendments contained in this Bill, Mr. President, find favour with the Opposition and can count on our support. I am obliged to you, Sir.

Mr. PRESIDENT: Senator Linton.

SENATOR I. St. C. LINTON: Mr. President, I rise in support of the amendments before us, when it comes to technical and vocational training in Barbados. Having a knowledge and understanding of what has taken place in this country, in relation to technical skills, trades, and so on. I will go a bit further than Senator Stuart this morning.

I grew up in a society where trades and skills in the forties and fifties were the number one means of employment, apart from agriculture and the sugar industry.

I can recall men and boys riding from St. Andrew and St. Lucy to St. Michael and Christ Church. I used to ride from where I lived in Bank Hall to Christ Church and around the country because I was in the area of the building trade at that particular time.

In my view, we had lost a lot of what Barbadians knew and the kind of work they produced. When you look at the old structures like the Public Buildings, where the West Wing, was just refurbished, when you go around the country at the various plantation homes that still exists and dwellings and you visualise the kinds of skills and work that came from the hands and brains of Barbadians, I would say in the fifties and sixties we lost a lot of those skills, because the emphasis was more then to academic skills and on to tertiary education.

I recall when the Technical Institute at Richmond was established, many Barbadians who had these skills in their brains and hands, had no means or anything to show that qualification and that skill. The Technical Institute came in and many of our tradesmen went on to study there and became outstanding technicians, and leaders and foremen in the construction and development of building in the society.

When secondary education came to its fullness in the 1960s there was a lack of emphasis on these skills and it was, as a Member of the Barbados Vocational Training Board in 1995, that I made a plea for establishing certification of Barbadian skills that existed. It was out of that era in 1993 and onward, as Senator Stuart mentioned that the TVET Council came into existence.

I remember the director, Mr. Trevor King, of the Barbados Training Board and I got to understand a lot of what was in store. It is interesting to note today that the work of the Barbados Technical and Vocational Training Institute, although it is young, in relation to time, a lot of good work has been done. I want to salute the Director, Trevor King and his workers for having done such a wonderful job in establishing the system which complements the Samuel Jackman Prescod Polytechnic and the BCC. Today these youngsters can move through the Samuel Jackman Prescod Polytechnic and the Barbados Community College and then into the University of the West Indies to become architects, engineers and so on.
12.20 p.m.

Mr. President, I am simply recalling the fact that a long time ago skills and technical knowledge were the means by which Barbadians were employed and they had the opportunity to travel across the world using those skills.

Mr. President, this amendment today puts an added factor to this, and I look forward to further development in Barbados in relation to technical skills and trades among our young people. I would therefore like to see the establishment of a full trade school in Barbados to complement the whole system of education development in Barbados. We are now going to have the University College of Barbados, but as I said to Government and to the leaders when I was on the Barbados Vocational Training Board, there is still something missing in the development of skills and technical understanding which can be accomplished by the establishment of a central trade school in Barbados.

Mr. President, one of the things that should come through an institution like that is a kind of co-ed system in which youngsters can be co-opted into such a school while in secondary school. They should be able to go to such a school one or two days a week according to the need, so that what Senator Stuart is talking about will be further enhanced in which you would not have an imbalance of education in your academics and so on.

Mr. President, one of the things – the Bible even brings it in – is that no matter what level of education you have, a skill is important. Sir, although you have qualifications in academics, sometimes having a skill becomes very important to the development of your life and your family. Therefore, I am pleading during this amendment for us to establish within the education system of Barbados a fully developed trade school with the ability to co-opt youngsters from the secondary system to be able to develop latent skills that will exist along with their ability for other education.

Mr. President, I strongly support this amendment that is before us, while at the same time making that call that I made ten years ago, for a trade school to be part of the educational system in Barbados.

I thank you, Mr. President.

SENATOR the Hon. Miss L. V. EASTMOND: Mr. President, I would like to start by thanking Senator Linton and Senator Stuart for their contributions to this debate on the Technical and Vocational Education and Training Council (Amendment) Bill. I am grateful for the insight which they have brought with respect to education in Barbados.

Sir, while I restricted my comments to the very technical nature of the Bill, I supposed now that I have an opportunity to make one or two comments.

I thought that Senator Stuart made a very interesting contribution. There are some aspects of it that I agree with. I too am concerned that there seems to be some emphasis now, even at our tertiary institutions, on educating students for a job that they are supposed to get somewhere out there. However, I do not believe that this is necessarily the right approach. There need obviously to be a balance and a blend of educating students with respect to acquiring certain technical skills and the ability to find work in the workplace, but I would like to suggest that a broader educational remit is necessary as Senator Stuart pointed out.

Mr. President, I have no difficulty in supporting Senator Stuart on this particular issue. We come from the same place and therefore it is not unusual that we should have similar views on some issues. I do believe that is a mistake. In my own experience, I ended up, for one reason or the other, taking A'level History at Queen's College under the influence of Mrs. Skeete.

Sir, Mrs. Skeete, as a teacher, was one of the most important individuals that ever came into my life from an educational perspective because her emphasis was on logical thinking and on doing the appropriate research. Mr. President, that has held me in good stead from secondary school to university, to the private sector, to Government. This was taught during A'level English History that many individuals would say has no relevance to Barbados. Mr. President, the issue was the process that you had to use in order to write that essay on which she spent quite a lot of time. She would spend an entire class reviewing the essays that we wrote and she was very harsh as well. An essay that sounded as though she was complimenting you on it, sometimes ended up getting a grade C, but that was okay because then when we did the exams all of us reached a very high standard, so I do want to agree with that perspective.

Mr. President, Government understands that there has to be a blend. Certainly, the University College of Barbados recognises in its mandate that students need to have choices. In the system that we have currently, if an individual wants to study, for example, Art/History that is something that is considered to be academic and therefore you would not see a person studying Art/History being given the opportunity to do woodwork or anything with their hands. The person who studies Art/History might very well get into costume-making and design and then that individual would not then have the tools to understand historically what has happened in terms of costume design, *et cetera* and then they would not be able to actually make these costumes or understand how they are to be made. Sir, there is quite a lot of money in that area of

activity that could actually be turned into quite a lucrative profession, so there is a need for a blend and a mixture.

Mr. President, when I was at the University of the West Indies, it was very difficult for anyone studying Law to be studying Spanish at the same time. Of course, we recognise now that if we were able to take a language like Spanish right through our school lives we would all be in a much better position at this point in time where now we have the opening up of Latin America and the Caribbean. Sir, at that time it seemed to be a very odd thing if we wanted to do Law and Spanish or if we wanted to do Information Technology and Spanish, the two just never seemed to go together.

Mr. President, what you are seeking to do is to ensure that you prepare the individual for the marketplace, whether or not that individual is going to be an employee or is going to set up his or her own business.

12.30 p.m.

Mr. President, therefore, with those few words on the broader aspect of education, 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. Miss L. V. EASTMOND, the Senate resolved itself into Committee on the Bill. Madam DEPUTY PRESIDENT in the Chair.

COMMITTEE

Madam DEPUTY PRESIDENT: This Senate is now in Committee.

Clauses 1 – 2 inclusive, were called and passed.

On the motion of SENATOR the Hon. Miss L. V. EASTMOND, Madam DEPUTY PRESIDENT reported to His HONOUR the PRESIDENT, the passing of the Bill in Committee and Mr. PRESIDENT resumed the Chair and reported accordingly.

On the separate motions of SENATOR the Hon. Miss L. V. EASTMOND, the Bill was read a third time and passed and cited as the Technical and Vocational Education and Training Council (Amendment) Act, 2006.

ORDER NO. 4 – RESOLUTION TO APPROVE THE
LEASE IN ACCORDANCE WITH SECTION 5 OF THE
CROWN LANDS (VESTING AND DISPOSAL) ACT,
CAP. 225, TO THE TRUSTEES OF THE BARBADOS
FOOTBALL ASSOCIATION OF A PARCEL OF
LAND, THE PROPERTY OF THE CROWN,
SITUATE AT WILDEY IN THE PARISH
OF CHRIST CHURCH IN THIS ISLAND
FOR THE CONSTRUCTION OF AN
INTERNATIONAL FOOTBALL
FIELD AND ASSOCIATED
FACILITIES

SENATOR the Hon. Miss L. V. EASTMOND: Mr. President, this particular Resolution has to do with the leasing of land under the Crown Lands (Vesting and Disposal) Act, Cap. 225.

Mr. President, as you would recall, this particular section allows the Minister, with the approval of Parliament, to sell, lease, exchange, grant, assign or surrender any such land, which is vested in the Crown. This particular Resolution refers to a parcel of land in Wildey, Christ Church, which is within the Garfield Sobers Sporting Complex. The intention is for this land to be used for the purposes of an international football field and associated facilities.

This step is very important, as it would allow a wide cross-section of Barbadians, both boys, girls, young men and young women, to have a facility of international standard, at which they could train, hone their skills and utilise their time in healthy and may I say productive activities.

As Senator Crichlow pointed out, discipline is found in every aspect of our life, and I would say that football, if taught correctly, if the appropriate circumstances are created for our young people, this would be an area in which strict discipline would be required, before players get on the field and in terms of one's health requirements; in order to be able to perform at one's maximum on the field; in order to ensure that one's team can actually win, because it does not make any sense if one's most important striker is sent off because of the lack of discipline. It is also appropriate off the field, as individuals would be representatives of teams that would be participating in this particular endeavour.

This is also an area in which we wish to see discipline instilled, not only in young people in Barbados because I do not imagine there is any restriction on those older folks also using the facilities, especially to play football. I suppose those of us who cannot play the game well, there is nothing preventing us from learning to play, at this point in time. Therefore, the facility could be utilised by many of us.

Mr. President, as we all know, the Garfield Sobers Sporting Complex is also utilised by other associations involved in various activities, such as hockey, tennis and swimming. Those activities are probably not as popular as football in Barbados, but they are also extremely important in instilling discipline in young people. Therefore, the addition of the football facility, in my view, is a natural extension to the building-out and development of the Garfield Sobers Complex, into a true sporting multi-purpose facility within Barbados, a small country with limited land resources.

Mr. President, the second Schedule to the Resolution contains information, which I think would be important for us to pay some attention to, in considering the passage of this Resolution. The land is meant to be leased for the construction of an international football field and associated facilities. The lease is to be for a period of 25 years, and that can be extended. The lease is subject to review in the 10th and 20th year of the term. The Barbados Football Association is to pay a nominal amount of \$1 000 per annum for the lease of the field. The Barbados Football Association has responsibility for the development of the site, the maintenance and upkeep of the property, the payment of land taxes, utility charges and other outgoings, and also for the insurance of the property.

Mr. President, we do believe that we have every confidence that all of these conditions, especially the requirements that fall to the Barbados Football Association, would be met, so that this particular facility would be consistent and would be kept in good order, just as the other facilities there are currently being maintained. Mr. President, the land in question is approximately 22 500 square metres.

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

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

ADJOURNMENT

SENATOR the Hon. Miss L. V. EASTMOND: Mr. President, we have concluded our business for today. I would like to thank all Honourable Senators for their contributions and I beg to move that this Sitting be adjourned *sine die*.

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

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