
THE SENATE DEBATES

(UNOFFICIAL REPORT)

PARLIAMENT 2013 – 2018

THE SENATE

Wednesday, June 29, 2016

The Senate met in the Senate Chamber, Parliament Buildings on Wednesday, the June 29, 2016 at 11.00 o'clock a.m.

PRESENT

Her Honour Senator Miss Kerryann F. Ifill, B.Sc. (Hons.), M.B.A. (President)

His Honour Senator the Very Reverend H. E. Crichlow, G.C.M., B.A. (Hons.) Dunelm (Deputy President)

Senator the Hon. Miss M. O. O. McClean, B.Sc. (Hons.), M.A., M.B.A. (Minister of Foreign Affairs and Foreign Trade) (Leader of the Senate)

Senator Dr. the Hon. E. R. Byer-Suckoo, M.B., B.S. (Minister of Labour, Social Security and Human Resource Development)

Senator the Hon. D. W. Boyce, B.Sc. (Econ.), M.B.A. (Fin.), CMA, F.C.A. (Minister in the office of the Prime Minister)

Senator the Hon. P. M. T. Todd, B.Sc. (Minister of State in the Office of the Prime Minister)

Senator H. A. Husbands, M.L.I.R., B.Sc. (Public Administration) (Hons.), Ed. Cert. (U.W.I.) (Parliamentary Secretary, Ministry of Education, Science, Technology and Innovation)

Senator J. Ince, J.P., B.B.A., M.B.A., DIP (Mgmt.) (Parliamentary Secretary, Ministry of Finance and Economic Affairs)

Senator Mrs. V. I. Sandiford-Garner, CIM, Dip. Mng., M.B.A. (Parliamentary Secretary, Ministry of Tourism and International Transport),

Senator R. A. Hunte, J.P.

Senator Rev. Dr. D. L. Durant, D.D. (Hon.)

Senator A. R. Worrell, B.A. (Hons.)

Senator Prof. Emeritus Sir Henry Fraser, K.A., G.C.M., B.Sc., MBBS, Ph.D., FACP, FRCP

Senator Dr. Sir Trevor Carmichael, K.A., L.V.O., Q.C., B.Sc. (Econ.), M.A., Ph.D.

Senator A. A. Adams, J.P., B.A., Ed. Cert., M.Sc. Ed.

Senator J. A. Watson

Senator Miss V. A. G. DePeiza, B.Sc. (Hons.), LL.M. (Merit),

Senator Sir Roy Trotman, K.A., M.A. D.D. (Hons.)

Prayers were led by Rev. Father Errington Massiah.

MADAM PRESIDENT: The Senate is in Session.

ANNOUNCEMENTS BY Her HONOUR THE PRESIDENT

Madam PRESIDENT: I am in receipt of excuses for Senator Lady Haynes and Senators Abrahams and Walcott who will be unable to joint us for this Sitting. I am also in receipt of the Minutes of June 1, 2016. If there are no corrections or omissions, I beg to move that these Minutes be confirmed.

PAPERS

SENATOR the Hon. Miss M. P. O. McCLEAN: Madam President, I am commanded to lay the following:

1. Technical and Vocational Education and Training (TVET Council) Annual Report, 2013;
2. Barbados National Insurance Board Report on the audit of the accounts of the National Insurance Fund for the year 2004;
3. The Supreme Court (Master of the High Court) Salary (Amendment) Order, 2016;
4. The Public Service (Teachers) Order, 2016;

5. The Audited Financial Statements and Annual Reports on the activities of the Board of Management of the Daryll Jordan Secondary School for the periods 2009-2010, 2010-2011, 2011-2012, 2012-2013;
6. The Financial Statements of Barbados Port Inc. at March 31, 2015;
7. Annual Report for the Barbados Port Inc., for the year 2015;
8. Civil Aviation (Air-Worthiness) (Amendment) Regulations, 2016;
9. Civil Aviation (Training Organisation) (Amendment) Regulations, 2016;
10. Civil Aviation (Air Navigation Services) Regulations, 2016;
11. The Civil Aviation (Air Traffic) (Accident and Incident) Investigation Regulations, 2016;
12. The Civil Aviation (Safety Management) Regulations, 2016;
13. The Civil Aviation (Aerodrome Certification) Regulations, 2016;
14. The Civil Aviation (Air Operator) (Certification and Administration) (Amendment) Regulations, 2016;
15. The Civil Aviation (Approved Maintenance) Organisation (Amendment) Regulations, 2016;
16. The Barbados Financial Intelligence Unit of the Anti-Money Laundering Authority Annual Reports, 2009-2012;
17. Magistrates' Court (Criminal Procedure) (Amendment) Rules, 2016;
18. Duties, Taxes and Other (Amendments) (Exemption) (University of the West Indies) (Africa World Documentary Film Festival) Order, 2016;
19. Duties, Taxes and Other Payments (Exemption) (Tangle Wood Family Trust Inc.) Order, 2016.

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

SUSPENSION OF STANDING ORDERS

SENATOR the Hon. Miss M. P. O. McCLEAN: I beg to move that Standing Order 45(2) be suspended for the remainder of this Sitting.

The question was put to the Senate and agreed to.

INTRODUCTION OF BILLS

SENATOR the Hon. Miss M. P. O. McCLEAN: Mr. President, I beg to move that the following Bills be read a first time:

1. Excise Tax (Validation of Fees) Bill, 2016.

The question was put to the Senate and agreed to.

PUBLIC BUSINESS

ORDER No. 1

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

MADAM PRESIDENT: Senator Husbands, you have the Floor.

Senator H. A. HUSBANDS: Madam President, it is with pleasure that I rise to introduce this Resolution, having spent most of my working life as a teacher.

11.57 a.m.

Wednesday, JUNE 29, 2016

Seq. 2

Senator H.A. HUSBANDS: ... Having spent most of my working life as a teacher - and as I say repeatedly, Madam President, I am but a humble primary school Social Studies teacher, whatever titles I may acquire either in this life or the next one - it is with pleasure that I have this honour to introduce this Resolution to this Honourable Chamber and to the public of Barbados today. Many of these Resolutions and documents that we deal with in this Chamber are written in a rather formal language, and that is the way it ought to be, but I suppose it is our responsibility to put this in a language more easily understood by members of the public. Those are the people whom we serve. What we are doing today with this Resolution, which gives effect to the Order, is creating in the teaching service a number of additional posts, in excess of 200, and then we would be in a position to appoint to the teaching service another 200 teachers.

One would remember that earlier this year, just a few months ago, the Government of Barbados took the unprecedented step of appointing to the teaching service in excess of 400 teachers. That is a matter that did not engage Parliament. Vacancies existed, and there were teachers in the system for many years delivering instruction in the classroom or running schools or whatever else teachers do, but were not appointed to the service; so earlier this year we filled 400-odd vacancies. We have a situation, and this is the kind of situation that exists throughout the Public

Service where a number of people are going to work every day but not having the full legal backing for their posts; so after we filled many of the vacancies that existed we are now at the stage of creating additional posts, in excess of 200, via this Order and this Resolution. The Public Service Commission would then be in a position, working with the Ministry of the Civil Service and the Ministry of Education, to fill those posts; because there are, as I have said, teachers who are currently in the classrooms who are needed by the system but do not work in an established position. We are making every effort to correct this anomaly, and as I said, this is a problem that plagues the entire Civil Service.

We have been able to do this: On one hand fill 400 vacancies and on the other hand create in excess of 200 additional posts. We will be in a position to fill those additional posts shortly, mainly because of the hard work and dedication of some people in the Ministry of Education, the Public Service Commission and the Ministry of the Civil Service. What this represents, I think, is a kind of model that can be used throughout the Public Service to fill many of the vacancies and so on that currently exist. What we had in the Ministry of Education were some people, led by the Chief Education Officer and the Permanent Secretary, who were committed to doing all the necessary background work and filling in all the little bureaucratic steps that had to be taken. It therefore took a team of people working over a number of months, almost exclusively on this -- I say "almost exclusively" with some caution because they still had to perform their day-to-day functions -- so that we could be in a position to take the steps that we are taking today. To those people, we the Government and the other officials at the Ministry of Education owe a debt of gratitude.

As I said, this Resolution gives effect to the Teachers Order 2016 which creates additional posts in the service. Here we must draw the distinction that really I am performing a Ministry of the Civil Service function. It is not the function of the Ministry of Education to work on the mechanics of this; this is a Ministry of Civil Service function, but for the purpose here in this Chamber it is wise that someone who would have a closer knowledge, both as a teacher and a functionary at the Ministry of Education, present this. It is a therefore a Public Service function that I am performing, and we need to make that distinction. The appointment of teachers and the creation of posts in the teaching service is not the function of the Ministry of Education. This is unprecedented. The fact that we appointed 400 teachers earlier, filled those vacancies and set up all the mechanisms necessary to appoint those people, along with the additional step that we are taking here today, means that by the end of the year we would have in quick time appointed to existing positions within the service in the region of 600 teachers.

As I said earlier, as a person who spent much of his working life in the classroom and who was also a member and a leader in the Barbados Union of Teachers, I consider this action by this Administration under the Democratic Labour Party to be unprecedented in the life of this country. I remember when I was a young teacher that the issue of appointments, as I remember it and as I discussed it with other people who were young teachers with me and who were at Erdiston and so on, did not seem to be as critical as it is today. I understand now, from talking to many young teachers, that a lot of the banks and financial institutions are unwilling to do business with them unless they produce evidence that they are appointed to the teaching service. That is one thing that has forced of necessity the issue of appointments. I remember that as a young teacher I taught for a number of years, went to Erdiston and was trained, and never had any discussion or argument with anybody about being appointed. However, one day a letter came to my house saying that I was appointed to the teaching service effective from back to the date on which I had joined the service. Times have changed, and these matters have become more critical and, in some cases, more contentious, but never in the history of the Civil Service -- certainly never in the history of the teaching service -- has such a step been taken; that within the short course of six months the Government could fill 400 vacancies, appoint teachers to their posts and then move to create 200-odd additional posts to appoint a further 200 persons to those posts. These additional appointments, as I take it, are largely in the private sector. It would therefore give teachers a greater sense of security.

11.44 a.m.

Wednesday, June 1, 2016

Senator Hon. H.A. HUSBANDS: (Seq 3)

These appointments as I take it, are largely in the private sector, so it would give teachers a greater sense of security, those young people who want to start out, regrettably in any case putting themselves in debt but I am sure that Senator Boyce would advise us that debt is not necessarily a bad thing, that is, debt that is managed properly, is not necessarily a bad thing.

Madam President, these people have now been given under this administration a further sense of security in proceeding with their lives and so on, and along with your appointment obviously comes certain protection in your job and so on, the fact that you cannot be easily, some people feel that because you are appointed that you cannot be terminated but you cannot be easily terminated, there is a process and so on and so forth for these things. Sir, there is greater security and some protection for these 600 odd people. Sir, along with that, we have to say to the people who benefitted already, the 400 who have benefitted

already and the 200 odd who will benefit in short order, we have to say to them that along with this new status comes greater responsibility. Just as I said earlier that the climate around appointments and so on in the public service and certainly in teaching that I know more intimately, just as that has become more contentious, it is also true that the work and productivity of teachers has come into greater focus in this society, so they have more rights and privileges, they have more stability in their careers but along with that, I hope that they are aware that it places even a greater burden on them.

Madam President, I am of the view and I have expressed it to teachers repeatedly that as teachers make greater demands, not necessarily for increase of salary, but greater demand for resources of the educational system, more and more in the future taxpayers are going to tie those demands for more resources to demands for results. They are going to say that you want more and more resources, that is fine, you can have them but we also as taxpayers and as parents of young children in schools and universities and so on, we want better results. They may even say we want the crime rate to be down. If you are doing such a good job, you are so well remunerated and you have all these resources, why is the crime rate so high? How many percentage points can we increase children performance in mathematics at CXC or mathematical at the Common Entrance level or some other demand that would be made, as you accept this new role.

Madam President, I am confident that large numbers of teachers work very hard in this society every day and do the right thing but as you accept this new status along with it will come new demands from other stakeholders in the educational system and you ought to be fully aware of this.

Madam President, this debate has set out, generally speaking, what we are doing here today, an important function, as I have said. It allows us the opportunity to focus on some other issue in relation to teaching and learning and in relation to the educational system and I want to address at least two of those because whenever I get the opportunity to speak in this Chamber I go over repeatedly, I think what the Ministry of Education is doing and some of the changes in place, the CVQs and so on and so forth and other things we are doing.

Madam President, as we are talking about teachers, I want to say to the public that this Ministry of Education is not only focus on appointing teachers and creating additional posts so that more teachers can be appointed but the key plank of the operation of the Ministry of Education under this Democratic Labour Party administration is the expansion and improvement of teacher education. Sir, as we speak, there are two things I am tying together. I am dealing with appointments and the speech and the unprecedented nature of the number people who are being

appointed and I also want to focus now on the issue of teacher training. I think this is also at the key when we talk about future needs and future demands on the productivity and improved performance of teachers that if teachers are not adequately trained and if the teachers are not well trained, then they have an argument in pointing at the State and to other resource providers to say, if only we were better trained, we could do x, y and z. I think the State is attempting to put a number of things in place and I would remind my colleagues in the profession that as we improve and as we provide greater stability in your professional life, and as we improve the quality of teacher training and expand the nature and quality of teacher training, those demands from the stakeholders and those demands from parents will increase and I hope you are aware of that.

Madam President, let me say what we are doing at Erdiston Teachers' College. Madam, as we speak, a major physical redevelopment of Erdiston Teachers' College is taking place. The Government is spending millions of dollars to retrofit the campus at Erdiston Teachers College. Madam, already the library is finished, we are interest he process of all of those rooms which were used as dorms when I was a student. Madam, I went to Erdiston' Teachers College so long ago, when students were still living on the compound. Madam, regrettably, all those old dorms fell into disrepair and, as we speak, the workmen are there redeveloping them and turning them into modern classrooms especially those on the eastern side of the compound. The library has already been redeveloped and the main building at Erdiston Teachers' College, the building of historic values, one would remember that we had a fire in the roof of that building and it has been very regrettably out of use for a number of year. Well, Madam, we are in the process of getting the tenders out for the redevelopment and restoration and perseveration of that historic building. I think that the work on that should begin as we go towards the end of the year. Madam, all the consultants and so on are at the stage of walking around and looking at it and so on.

Madam President, the major structure is still solid and in place thankfully and there is not much work to be done on the major structure but certainly it will be redeveloped and used for administrative purposes. Sir, the physical development, parking facilities and so on, we are on stream to get that corrected and get Erdiston Teachers' College redeveloped because, as I have said, it has to play an important role in the development of the teaching profession in Barbados. Madam, currently Erdiston Teachers' College offer the Diploma in Education for graduate teachers in the primary schools.

Sequence 1

Wednesday, June 29, 2016

Senate C 30 Seq 4 11.53 a.m.

Senator H. A. HUSBANDS: ... teaching profession in Barbados. Currently, Erdiston offers the Diploma in Education for graduate teachers in the primary schools. It offers the Diploma in Education for graduate teachers in the secondary schools; these are teachers with degrees but no teacher training. In September Erdiston will start - the applications are out and I think the closing date for applications was yesterday, I think, or someday this week, probably Friday if not yesterday - the Bachelor of Science in Education. This will be for people who want to enter the teaching profession, but it will also encompass persons who are currently in the classrooms teaching but are not yet qualified and that is going to be, I think, come September, a major development in the role played by Erdiston so we are moving gradually towards a system where perspective teachers will complete their training before they go into the classroom.

In the old days when I entered the teaching profession just out of school, I taught for six or more years, it must have been more, without the benefit of teacher training. There would be in the schools currently, a backlog of teachers who need to be trained and we are incorporating them into the Bachelor of Science and Education and the Diploma in Education for the secondary and primary that is currently going on, but we are moving gradually toward a system where people enter Erdiston and do their teacher training before going into the classroom. That is the modern and desirable approach and it is an approach that is practiced in developing countries around the world but there is still something to be said.

I remember, despite the fact that I said, that when I entered the teaching profession I taught for several years before going to Erdiston but in those days, when the old classrooms where a hall or there were two classes in a room, I remember my first teaching assignment was at Holy Innocents Primary School in St. Thomas. I taught in a room with a qualified teacher. No amount of training that I had after could meet the mentorship and training I received in that room with him on a daily basis. The things he taught me, 99 per cent were good, but a few little tricks of the trade. I value that very highly, not that I am, in anyway, disregarding the formal training I had after but what I went through in those years in that room ... I would hope that when we are fully integrated into the new system where people go to Erdiston before they go into schools that when they leave Erdiston and go into the classroom fully, that mentorship system would still be in place. This person that I worked with took it on his own initiative, probably saw me and saw what a bad job I was doing and decided that he could not allow children to be subjected to that level of teaching and he certainly taught me a lot in that room. I hope that mentorship system would be in place when these new

students with their newly minted bachelor's degrees go into the classroom.

The College is also placing great emphasis on early childhood education and special needs education and I am going to say a bit more about the early childhood education shortly. There is a certificate which would be for teachers who are currently in the system who are qualified but who want specialty training in special needs education and early childhood education. That initial teacher training that you received at Erdiston cannot allow you to be, in my view, an expert in everything or every aspect of teaching in dealing with dyslexia, autism, and all of these things that we focus on nowadays. It provides a broad, basic teacher training education so the opportunity must be presented at a later day for further advanced training in many of these specialities. There is also a training certificate for teachers of physical education, for both primary and secondary schools.

There is specialist training at the certificate level for teachers, tutors and instructors at the Samuel Jackman Prescod Polytechnic and the Barbados Vocational Training Board and those people who teach technical and vocational subjects in secondary schools. A lot of these people at the Barbados Vocational Training Board and the Samuel Jackman Prescod Polytechnic may have come into the field directly from industry and that is good. These institutions need people with industry experience but you also need people who can deliver the training that they are tasked to provide in a modern way with due regard to how students learn so there is a course that covers them. A lot of emphasis now is placed by the Government of Barbados, and rightly so, on this issue of science, technology, engineering and mathematics and Erdiston has taken on the role of providing specialist training for teachers of science especially in the primary and also in the secondary schools. This special course because last year, it is continuing this year. Every now and then within education there are trends which are flavours of the month and one has to be very careful in education that one is spending large amounts of money chasing after the flavour of the month. The reality though is that there is ample evidence to suggest or rather more than suggest - and I keep repeating this to students wherever I go -- that currently and in the future the more science, technology and mathematics and student knows the more prosperous or the more satisfying -- controlling for other things, of course, this is not to say that religious and moral education are not important but generally speaking, in the labour market ...

Senate C 26 Seq 4 12.03 a.m.

Wednesday, June 29, 2016

Senator H. A. HUSBANDS: I am not saying that Religious and Moral Education and so on are not

important, but generally speaking in the labour market there are greater opportunities and hence greater benefits the more Science and Mathematics that a student knows, and that is a reality. I do not want to give the impression that prosperity and happiness in life is related to Science. I am saying that in the labour market one is more likely to be successful or to achieve greater levels of success depending upon the amount of Science, Technology and so on that you know. It for this reason that the Government has been focussing more and more on these areas. There is ample evidence also to suggest that whether or not that premise that I just outlined is true that we have a weakness in Mathematics throughout the country.

There was a lot of debate recently about the Common Entrance Examination and the Mathematics Paper and whether it was too difficult or not. Well, that debate came to a screeching halt when it was noticed that there was very little difference between the average scores from last year and this year. After having said that, one must accept that an average of 48 in Mathematics is not good enough. The question is not whether the paper was more difficult or less difficult or whatever but that we recognise that we have a serious problem in the area of Mathematics and that we cannot develop the country to its fullest extent if this deficiency in the area of Mathematics goes uncorrected. Madam President, that ties in beautifully to the aspect of the training at Erdiston Teachers' Training College with an emphasis on training teachers in Science and Mathematics in an attempt to correct this problem that we confront. There is a problem in Mathematics. Whether the Common Entrance Paper was hard or easy is not the issue, there is a problem in Mathematics.

In education we debate these things all the time. When I was in labour issues there are issues that the labour people debate and then in education there are issues that the educators debate. Yesterday I had a big debate with some colleagues about whether the issue is really the Mathematics or the issue is Comprehension because some people say that the difference between last year's Common Entrance Examination and this year's Common entrance Examination is the number of words on the paper, and that therefore they feel that the weakness is the reading Comprehension and not so much in the Mathematics. Madam President, we would spend the remainder of the week debating that. Whenever teachers meet they would have big arguments about that and so on and so forth. The important thing is that we have a recognised weakness in Mathematics and we need to correct it.

This ties in, I think, beautifully to the point I wanted to raise as a separate issue, that is, the issue of nursery education. We have taken the decision - and I have spoken about this before -- and have started the construction, we are almost finish, of the first nursery school that we are building in conjunction with the Maria Holder Trust.

Madam President, I have to pause to give due thanks and regard to the Maria Holder Trust for the contributions they are making to Barbados, they are making several contributions, especially in this area of education and nursery education. We are constructing six nursery schools. One will be opened for the term in September in Gall Hill, Christ Church and the other one will be at Oldbury. There is a building when you pass the airport and you make that right turn instead of going straight on to Sir Roy's friend establishment, you veer right to the old Penny Hole, Gemswick, but somehow the place is given as Oldbury, there is construction going on on your right and that is the second school. I toured that one that is virtually completed at Gall Hill and it is going to be a fabulous institution.

What we are attempting to do there from that early stage is to integrate into the curriculum aspects of Science and Mathematics. Obviously, it is a nursery school so a lot of play is involved, a lot of touchy, feely exercises would be involved, but nevertheless there is going to be some emphasis even at that early stage on the development and attempting to correct the obvious problem we have in the area of Mathematics.

The teachers who will work at these schools have already started acquiring their specialist education with this emphasis. Remember I said that one of the courses that Erdiston Teachers' Training College is pursuing with some urgency is the Certificate in Early Childhood Education, so to get to work to teach in one of these nursery schools, along with having your basic teacher training certification, you would need to have that Certificate in Early Childhood Education, so that is extra, and specialist training to be able to work in one of these schools, so I think it presents tremendous opportunities for us.

Since September last year, the Erdiston Teachers' Training College has organised the Diploma in Education Leadership and Administration for current and perspective school leaders and administrators, otherwise called principals and senior teachers. In order to qualify to be a principal in a school in Barbados whether it is nursery, primary or secondary one would have to be in possession of that qualification in leadership. We are building a teaching profession that is better qualified or rather more certified because there is a difference. The person who was in the room with me when I started teaching other than the required O'levels and the Erdiston Teachers' Training College Certificate that he had - but I have already said the role that he played in my own development

Senate C30 Sequence 5

12.14 p.m.

Wednesday, June 29, 2016

SENATOR H. HUSBANDS: ... an Erdiston Teachers Certificate. That was the only certification he had. I have already talked about the role he played in my own development as a teacher and training me in the classroom, in the actual mechanics and so on of teaching. My point is, our teachers are more certified.

I was at a function recently, I was surprised to hear the number of persons referred to in the protocol of the ceremony as doctor. There were at least three of them in the audience. So we have the most qualified, more training, we are going to make a judgement about whether we have better teachers, but certainly on paper the teachers at any time in the history of this country are more certified and with more training both local, regional and international. That is why I say to them with all of this training, most of which has been provided out of the public purse, the time for accountability and the time to account for your performance, and the performance of schools in much greater detail than currently occurs will come very soon, and it will come either from educational administration, the Ministry of Education, or it will come by public demand and then the allocation of resources. So that

day is coming, but our teachers... we are pursuing it. We are doing the right things. We are providing all the opportunities and so on, but the time for transparency and accountability is at hand.

During the Easter vacation Erdiston does a number of other important courses for teachers in mental health, teaching the young and adolescent an important issue. I attended a meeting of teachers recently and there was a whole set of complaints about dealing with the young people and dealing with the adolescent. My view has always been that one of the things dealing with children is, we have to deal with their matters confidentially and we have to avoid labeling them too early because there is always the opportunity for whatever challenges these young people have to overcome these challenges and go on to lead productive and important lives. All of this training is taking place in the teaching service.

There is continuing education. We can go on to list all the courses that are going on during the evening in psychology. One of our Senators here can testify to the benefits of the course. When I first heard it I was informed Senator Crichlow is a proud graduate of the Basic and Advance Book binding course.

Asides.

SENATOR H. HUSBAND: Lifelong learning and he has started a new profession.

Asides.

SENATOR H. HUSBANDS: My point is, we are appointing the teachers, we are creating the posts to appoint even more teachers at unprecedented levels and we are reorganizing and developing the teacher training to the best of our ability with inputs from regional and international agencies, to the best of our ability to provide even greater professional advancement to our teaching profession, but at the same time to emphasise the importance for the need of accountability and improved performance in our schools especially in the areas of science, technology, engineering and mathematics.

Let me quickly talk about one other area, because there are several aspects to the education debate but I am going to stick largely to two.

It is customary to hear people question the amount of programmes or the nature of programmes provided for young people in this country, especially when we have this growing 'boys on the 'block' culture. I want to say that Barbados under the last administration and under this administration, have a multiplicity of programmes, sometimes programmes running over each other, programmes in conflict with each other aimed to benefit the young people. There are several of them in education.

I have spoken in this Chamber already about Schools' Positive Behaviour Management Programme which attempts to integrate the parents and all the stakeholders into moderated and improving behaviour of our young people. Mainly in the large number of our secondary schools are the Schools' Positive Behaviour Management Programme. This is one programme brought in under this administration. Under this administration the New Arises Academy has been developed and put into operation. The New Arises Academy provides specialist training and education with the appropriate social workers, psychologists and specially trained teachers for students who provide special problems in the school system, with expectation -- it is not a separate school that they are expected to go and remain for the entire school career. It is the aim to reintegrate these students back into the formal school system as soon as possible. I have been there. I have seen the operation. The decision has been taken not to put this school too much into the public affairs for obvious reasons. We do not want the place to be stigmatized, for the students to be highlighted in the bus stand or elsewhere. So that decision has been taken.

I have heard calls for the establishment of such a school. We have done it. The school is located in the compound of Erdiston. It is aimed to house about 60 students at its maximum. It has not yet reached 60 but it has provided for it psychologists, social workers, specialist trained teachers in many areas. Some of the areas I am not even too sure what there are, but specialist trained people. The aim of this school is to take those students who pose

additional problems in the regular school system, whether primary or secondary, bring them into the system with the assistance of their parents, and I understand from the Principal they have very good support from the parents of these students to moderate the young people's behaviour and reintegrate them. If a student is there too long, then we know we have a real big problem. The idea is to...

12.22 p.m.

Sequence 6

Wednesday, June 29, 2016

SENATOR H. HUSBANDS: ... to moderate the young people's behaviour and reintegrate them. If a student is there too long, then we know we have a real big problem. The idea is to moderate the behaviour and reintegrate them with follow-up activity into the school system. That school already currently exists.

Asides.

SENATOR H. HUSBANDS: New Arises Academy. It differs in several ways. There is more nonacademic care and attention and a less custodial environment than operates elsewhere. This is one of the main areas. What we want to get through, this is why it is not so much in the public domain. We do not want teachers, as they have done with other institutions, a student gives a little trouble and you send him or her down ... this is not like your escape trap. That is the point we want to get home, I think, to teachers in the system. It is not your escape valve to deal with some of the issues in your classroom, but to confront those students you think have serious problems.

I have spoken already about Counselors in primary schools. We have them. We do not have enough. We wish that the situation was not as it is that we could have more. The Ministry currently uses the services of psychologists in the private sector. So along with those in the Student Services Section in the Ministry of Education, the Ministry also uses psychologists in the private sector that the Government of Barbados through the Ministry of Education pay to deal with students with problems.

Also, I do not think I have said much about it in this Chamber before. Remember along with these things I have mentioned, the Schools Positive Behaviour Management Programme, the New Arises Academy counselors in primary schools, use of psychologists in private practice, the Student Services Section in the Ministry of Education, the Barbados Youth Service, and the Ministry of Youth run an array of programmes to help the youth of the country. This is only a very limited number of the programmes. The Youth Entrepreneurship Scheme, (YES, and so on and forth would come from a different time and is still

functioning. That is only a very small number of the programmes that are currently aimed.

Also, one has to take in mind that the school system, the curriculum is being revised in such a way, the introduction of the CVQs with emphasis on linking school and work and internships and so on and so forth, all of these are things that are occurring to assist the young people in our schools who may have challenges learning or otherwise, but the Aganar Programme is another one that is being run through the Ministry with the aim of improving and dealing with our young people in schools. Aganar, I am told, is a Spanish term meaning to win or to earn. It has been developed -- it is not an exclusive Barbadian development. It has been developed in Latin America and it is aimed at preparing young people, youth, for the world of work, to teach entrepreneurial skills and also to facilitate re-entry into the formal educational system.

So as we speak in Barbados, in addition to the myriad of programmes that I have outlined, both in the Ministry of Education and outside of the Ministry of Education, there is the Aganar Programme. I am saying this because I want to enter the debate in this country about what is being done for the young people, especially the young people that we may consider at risk. Are we providing enough opportunities? I am saying what we do. One may be of the view that we should do more, and we should always do more, but let's talk about what we are doing.

In nine of our secondary schools the Aganar Programme, and we could be restricted sometimes in these programmes by a lack of money. Money is an important thing. In nine of our secondary schools there is a special programme being run called the Aganar Programme, to win or to earn, which is aimed at preparing youth to enter the world of work to learn entrepreneurial skills, or to re-enter the formal educational system. It provides a set of alternatives for young people.

In these nine schools currently there are 700 students, in the nine schools, that is an average of almost a hundred students per school. In Phase 1 there are 413 students and in Phase 2 there are...

Madam PRESIDENT: The Honourable Member has four more minutes.

SENATOR H. HUSBANDS: Thank you very much.

My point is, the Aganar Programme is divided into four phases and it begins by using Sport as a means of development of these young people. In sports there is discipline, there is team work, communications, sporting activity, football, cricket, there are results oriented. So this is the basis, the first phase is an emphasis of youth and

sporting activity, but not mainly of the skill, although if you are going to use sport in this way, then you are talking about some sporting skills and so on, but what people call nowadays soft skills, teamwork, communication and discipline in order to play the game you have to be there on time. If you are engaged in competition, they say one thing that starts in Barbados on time is cricket. So you have to be on time. You have to be disciplined. You have to have the correct attire. All of these things have to come together before you go on the field. So that is the basis.

In Phase 2 they reinforce these skills through technical training. Now there is vocational activity, and there are several areas of vocational activity that are used to teach children these things. I feel we are not sometimes publicising, communicating well enough with the public to say what is going on in some of these educational institutions as we speak. This is not to say because we are doing these things there would not be setbacks, that young people would not be young people and do crazy stuff, do crazy things, but at the same time it is important we keep focused on what we are doing.

Phase 3 of the 'A ganar' Programme emphasizes practical experiences where they go out with their internships. A number of prominent businesses in Barbados have allowed these students to come in with their internships. We have to pause and thank the private sector because...

12.32 p.m.

Sequence 7

Wednesday, June 28, 2016

Senator H. A. HUSBANDS: We have to pause too and thank the private sector because we depend heavily on them in many of the programmes that we are currently running. Our Caribbean Vocational Qualifications have a work component and so we have to go around and literally beg employers to take on a few young people for two or three weeks to have them trained and work-place oriented. Ma'am, just as I spoke about the sporting activities the workplace also enforces teamwork and discipline, you have to be at work by a certain time, you also have to dress a certain way and you have to act in a certain way. These kinds of activities are important in assisting our young people and therefore we run a set of programmes in the Ministry.

Madam President, we are focusing on the appointments of the teachers, making them more stable in their careers and in their life so that they can go out and get on with their personal life because they are now being appointed in the Government Service of Barbados. As they say nowadays, we are raising the ante on teachers training,

making them more competent to meet the challenges they are going to confront in the classroom, while at the same time we are running a number of programmes for the young people. These are almost extracurricular activities but they are tied in with the curriculum in order to prepare these students for the world of work, in order to help them to develop their entrepreneurial skills, or for those who want to go on -- and this is important - we are not just turning out carpenters and masons, not that that is a bad thing but we are not labelling the young people, we are providing opportunities for them to make choices. Some of these young people may decide that they want to go back to school and spend more time in formal education and I think they ought to be encouraged to do so. We cannot neglect them.

Madam President, outside of the appointment of teachers I have only looked at two main areas that I consider to be important and interrelated in the entire educational process. I am convinced that despite the challenges that we have in the country at the moment, that we are on the right path, that we have the correct programmes in place to take this country forward and to lead our youth to more prosperous future. I thank you.

MADAM PRESIDENT: Senator Adams, you have the Floor.

Senator A. A. ADAMS: Madam President, I rise to give my wholehearted support to this Resolution in relation to the Public Service (Teachers) Order, 2016. I think I ought to start by saying that the Resolution, though it is dealing with the appointment of teachers, goes beyond that, because teaching and the idea of education is something that you cannot really discuss in a silo and therefore it is always important to have what one may call a helicopter view of the matters.

Madam President, I want to indicate that one of the important things that one should leave here or one who is listening should go away with is that the impasse which existed between the Ministry and the unions should now probably be put to rest or at least there should be a de taut and therefore one would hope that one does not have the towing-and-froing as one would have seen before.

I also want to say that it is not only the appointment of the teachers but that one would have to look as well about how teachers are given the relevant training and of course to what extent would their deployment serve the social and economic social needs of the country. Again, that is something that we ought to consider. I also would like to say that during the course of this debate some suggestions should come forth as to how we ought to improve our education system, which is a good system, but that we ought not to be complacent and feel that we have

found the Holy Grail and that there is always need for some suggestions and reforms.

Madam President, the other point that I hope would come out in the debate which I would try to look at is the extent to which language, and in this case the expressive arts, would be emphasised. I say that, Madam President, because I want to seek permission to pay a short tribute to a very outstanding Barbadian by the name of Austin “Tom” Clarke. As you know, he passed away recently. I want to pay respect to him as one of this country’s most famous literary sons. His full name, I think, is Austin Ardinel Chesterfield Clarke, famously known as “Tom”, that is by people of his generation but people generally call him “Tom”. He passed away last Saturday.

Madam President, like many other Barbadians I feel compel to make this short tribute to him for a number of reasons, one of those reasons is that he actually taught at my alma mater, so too did the Dean. The year that I got there was the year they both left. He did that before he went off to Canada. The second is that he pursued the self-imposed task of writing in a most unique style about the struggles and the resilience and indeed the naked struggles of ordinary working-class Barbadians. Thirdly, because he became Canada’s foremost black writer and in some ways you might say one of the famous black writers internationally, so that not only is he quintessential Barbadian, he is a Caribbean man and he is also an international man, and his method of writing for over 50 years expressed and represented the anguish, the angst and the protest of the Barbadian working-class.

12.43 p.m.

Wednesday, JUNE 29, 2016

Seq. 9

Senator A.A. ADAMS: ... His method of writing for over 50 years expressed and represented the anguish, the angst and the protest of the Barbadian working class, and you would say that he exemplified the work of the Mighty Gabby. Of course, while Gabby was mainly local, he was on the international scene. He was a very prolific writer. I might not be able to remember all of his works. I certainly cannot remember all but some of the works would be The Prime Minister, Growing Up Stupid Under the Union Jack, When Women Rule, Nine Men Who Laughed, and of course The Polished Hoe. Madam President, The Polished Hoe got the very highest accolades for a writer in Canada, and indeed also received the Commonwealth Literary Award. I just want to say that that is just a synopsis, a snippet, of his works, and in any country at all that kind of prolific writing should be extolled. In Barbados and in the Caribbean, I believe the only person who would probably equal or surpass him might be V.S. Naipaul. I think even

George Lamming, who is our revered writer, would not have been as prolific in his writings, certainly his novels and so on, as Clarke was.

Therefore, I would like to put this out there. I am speaking in the area of language; not just the idea of what they call nowadays in the primary schools the language arts, but I am speaking about the expressive arts. I think that this country, maybe even in conjunction with Canada, should look to have some fitting memorial for this great man. It could be a theatre that could carry his name, or his name and one or two other famous names, so that our young people would be able emulate this kind of work and be able to see how they can express themselves; not only from the standpoint of finding themselves and their souls but, in this present age in which we live, how they can make a living. They can be writers and they can write for the world. In that regard, I came across some writing recently from one of the newspapers in England, which at the time was having graduations for the children. A gentleman was asked to come to speak to the students, but he was ill and could not go. Instead, he wrote and offered them some advice. He said to them, “Practise any art, music, singing, dancing, painting, sculpture, poetry, short stories, and reportage.” He added, “Not necessarily to get money or fame but to experience becoming yourselves, to find out what is inside of you, and to make your soul grow.” That was the advice which he gave to those young people.

It is very important that we mention this, particularly in this Resolution, because it’s not a fad but our schools may go way too far maybe on the right or the left. I am speaking here of what Senator Husbands called the STEM (Science, Technology, Engineering and Mathematics) subjects, and we certainly want to promote those subjects, but at the same time we must not neglect the arts. I am therefore making this plea at this time that the arts be also emphasised, particularly at a time in Barbados, and in the world, when funding would be difficult and where in our schools sometimes the arts are crowded out and given low status in relation to other subjects. Resources are not prioritised for them, so you may find that in our schools, colleges and so on, the arts are stretched rather thin. We therefore want to make a plea here that emphasis be placed there, because if it is music you will need instruments and the instruments are costly. If they are into drama and so on, they may want to go to the theatre and the money for transportation and so on may not be there. We therefore need at this time to give some thought to this, because other than that we would be in great danger of losing that thing that gives us our soul in favour of other areas of study.

I like to go back to the fact where some writer said that schools are really moral communities, and if you were to concentrate and produce the most brilliant scientists and so on, but then he has no humanity or real moral standing,

you are really looking for trouble. What you may have on your hand is a very destructive person. Therefore, it is the arts that we also want to promote in our schools, and if we ought to do that, we will find a more tolerant society. We will find that our debates and our discussions will have that semblance of smoothness to them rather than antagonism. Therefore, I think that the country would be the better for it, and so I just want to say that I thought this would be a good time to put that kind of idea out there.

I also want to look a bit now at the Resolution and at this issue of appointments. I mentioned how it was a bone of contention between the Government and the unions, and I believe that this should probably knock the wind out of some of that contentiousness, and the claims and counter-claims. I say this because, as a former principal -- as a teacher too but as a principal - I always saw myself as an ambassador for the school, and as such, notwithstanding that there would be problems, you would scarcely ever see me bring the really contentious issues out into the public domain. Very often it is not good for the students, and it is not good for the country. To that extent, I would therefore appeal that there are avenues whereby these things can be discussed. Certainly the teachers do have problems. I have to stand up for the teachers, but at the same time I just want to repeat that I believe I belonged to more unions than Senator Trotman: the Barbados Secondary Teachers' Union (BSTU), Barbados Union of Teachers (BUT), BAPPSS (Barbados Association of Principals of Public Secondary Schools) and CTUSAB (Congress of Trade Unions and Staff Associations of Barbados). I have to put a side for them, but certainly the kind of traditional militancy, while it does not have to go away, ought to be moderated.

12.52 p.m.

Wednesday, June 29, 2016

Senator A.A. ADAMS: (Seq 10)

Madam President, certainly the kind of traditional militancy, not that it ought to go away but it ought to be moderated when one is dealing with the Ministry in the case, I think that there is a way in which that can be done. I believe that avenues for discussion and communication should be opened and, therefore, we will get away from that. I believe that I sound like an honest broker in that respect and that impasse therefore, should go away a bit.

Madam President, the other thing I want to mention is that the idea of the appointment of teachers and temporary teachers is nothing new. I am certainly one of the oldest people in this Chamber and I started to teach in 1961. Let me give a little history to the country about what happened in those days. You left schools with a lot of A Levels and O Levels and so on and what happened is that you did an induction course and by the time Senator

Husbands came along, they might or might not have had that course still going but after the induction course, the young prospective teachers were allocated to a school and taught for approximately two months without pay. Madam, you got up every morning and borrowed money from your mother and so on and you were under the eagle eye of the principal. This was a stage where there is a wide open school, the principal can stay on the platform and he is watching you all the time. Just in a little aside, at one time I was writing on the board and when I heard the shout, he had descended on the class like an Azorean and flogged virtually every person and then I was thinking that I might be flogged too. Madam, those were the kinds of 'heedy' days.

Madam President, what happened is that we had about two to four teachers at the school. The school only need one teacher and so it was very important for him to get the best because then he would know if you had those special qualities and so on to be a teacher. My mates were sent off, I think that they went into Civil Service and I was kept, and so here am I.

Madam President, after you got there, you were not on the pay sheet, so you got to know a new word that a lot of people did not know what it meant but having done Latin, I worked it out. They said that you were a supernumerary. I think that meant above the ordinary number that was there. Madam, when the pay came down, you did not get paid, all the others got paid and the headmaster would say to you that you have to go up to Bay Street, the building next to Bay Street Boys Schools. You go up there on the Saturday morning and sometimes when you get there your name is not down, and you have to borrow money to get back home. You have to bring the voucher to the building on the west wing, the Treasury was there then, and by the time you walked from Bay Street to get to the Treasury, the Treasury is closed.

Madam President, I am saying all to say that it was not all that easy in the good old days either, so eventually you went through all of that. I must say though that within a period of two years and a half or so, I was actually appointed. Senator Husbands was speaking about the difference between himself and the present day teachers. I am not sure if I could have borrowed money from the bank then as an unappointed teachers. Madam, in those days, the banks were so white, you could not dare to go to the manager to ask for any money. I would borrow the money from my mother, so when I got paid, it was \$88 a month, or \$22 a week, and I took the first set of money and I handed it straight to my mother. Madam, some weeks, I would borrow back all of it and then some of hers but nonetheless, I was still able to save. Madam, I am saying all of that to say that the new teachers are in a bit of a bind and, therefore, their pleas ought to be heard. They cannot go to the bank, they are in a state of "inbetweenity", they do not

know where they are, a month's notice, or sometimes two weeks notice or so and they are out of work and, as Eric Williams said, they are in a state of 'inbetweenity'. You do not know whether you are coming or going and a young teacher cannot confidently plan their future. Madam, sometimes there are even two teachers because sometimes there is a habit of a teacher courting a teacher and both of them are in the same position, so they are in a very difficult position. Madam, not to make the case for the union, they make their case themselves but the young teacher not only put pressure on the union but put pressure on the principal because for some reason or other, they think the principal has the power to do something.

Madam President, I remember when I went to both schools but I remember Coleridge and Parry in particular. Madam, when I got there, the school was in some local turbulence and apart from whatever else might be said, one of the things was that a lot teachers were not appointed and they were jittery, restless and so on and so before I could sit in the chair, they were on my back and some of them were senior teachers, who were acting for five and so on years. I did fight the case because the good thing about the head teacher is that he ought to fight the case for his staff and when one of the senior teachers got paid after about five years, he had a big party and he said, "Mr. Adams, you have to be there." Madam President, after we fought and got the money that was enough.

Madam President, I am saying all of that to say that although the fit might not be done in the right way, there is a kind of a case to be made for persons who are working for five, six, and seven years and not being appointment. Madam, at the same time when one has to call for meetings and so on, there is a civil way in which it ought to be done. Therefore, I want to indicate that. Madam, having said that, we want to say that when teachers are looking to be appointed that first they ought to be trained and we want to say that training, just as we spoke about the university because we are moving towards being trained as though you are at the university, that the training must be in areas, as mentioned by Senator Husbands, in areas that are useful to the economic and social development of this country and, therefore, courses may have to be reoriented.

Madam President, I have mentioned for example, that in the teaching of English and so on, it is not just the teaching of English just to know how many difficult conjunctions there are. I have not too long learned that there are about two or three difficult conjunctions, I thought there was only one, after all these years but, Madam, that is not the point. The point is that how the teacher of English is going to bring the subject alive and what we call the expressive arts and get the children miming and acting and writing plays and all that sort of thing and to show them that it is not only in getting their ideas in but that here in the country, we have just passed a

Cultural Industries Act, and we need to be able to in our institutions primary

Sequence 10

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Wednesday, June 29, 2016

RESUMPTION

ORDER No. (RESUMED)

MADAM PRESIDENT: This Sitting is resumed. Senator Worrell, you have the Floor.

Senator A. R. WORRELL: Thank you, Madam President. I rise to support the Resolution that is before the Chamber, The Public Service (Teachers) Order, 2016. I would also like to compliment Senator Husbands who did a very impressive introduction to this Resolution. It surely shows his commitment and passion for the teaching profession. He gave us a lot of scope in which we can carry this debate because it is not just a matter of the appointment or the creation of new posts for teachers within the teaching service in Barbados but also gives us an opportunity to look at an area which is very important to Barbados in terms of a ministry that receives probably the second highest vote in the Estimates and an area that for a number of years we have given credit to the level of development which this country has risen to because of the level of education to which our citizens have been exposed.

The teaching profession is very much responsible for moulding Barbadians and fashioning the type of society in which we would want to live in. It goes hand in hand along with the church in terms of developing and moulding the society. The church, the teachers and the parents carry a very important role, and today we are dealing with that one category of teachers and their importance to the development of this country. Within recent times a lot of focus have been on the school system within Barbados and many of us have not been too pleased with some of what has been reported in terms of the conduct within the schools of our students and to some extent the conduct of some teachers. This important today gives us an opportunity to examine that and also to speak about it and to some extent maybe offer some solutions that we can possibly implement in terms of taking this country forward.

We are within our 50th Anniversary of Independence and to some extent much of our laws and practices are pretty much the same as they were for many years and there is a need to modernise, to change, to deal with the times that we are in. As we are dealing with this

particular piece of legislation today where we are appointing or creating some level of security for a number of teachers within the profession. Over 400 teachers were appointed recently and this Resolution creates space for an additional 200 places. This is a tremendous support to the teachers' profession and would impact heavily on the lives of those persons who would receive that appointment.

There is a saying that to whom much is given much is expected and we too expect a lot in return from our teachers because they are responsible for moulding the children that they come in contact with on a daily basis. I am not saying that the job is that alone of the teachers or all of the responsibility is there on the teachers but they play a significant role. The parents also have their role to play as well but we would have another discussion where we can examine the role of the parents even more, but today the spotlight and the focus is on the teachers, the education system and the schools, and I would want to speak a little bit about that and some of the things that we would like to see happening within our school system, many of which were brought out by Senator Husbands. I would like to support those initiatives which he discussed in terms of the hope that one of these days in the near future that all of the teachers before entering the classroom would receive the necessary teacher training through the Erdiston Teachers' Training College. That is very important because that level of training in how to deliver a subject, how to manage a classroom, how to prepare demonstration tools and so forth is very important to help children to better grasp the concepts and to understand as well as to develop the confidence of the teachers to so that they would be able to properly translate the information to students and would also increase the level of learning which would take place in the classroom.

I am glad to see the improvements which are being made at the Erdiston Teachers' Training College. For a number of years we have boasted of that College in terms of doing significant work in providing the necessary training for teachers. I am also glad to see that under this Administration some much needed renovation and expansion are being done to that college and also enhancing its ability to meet the needs of the many teachers not only from Barbados because I believe that it still caters to some teachers from within the region as well who may come there for teacher training.

There is also a lot of work going on within the school system in terms of changing the syllabus to some extent. We have introduced the competency-based assessments within the school system and are moving away from the rigorous focus on English and Mathematics. Some schools at the secondary school level are now teaching skills so that in some schools you can do courses in cosmetology. You have always been able to do courses in woodwork and metalwork but some of the skills which

have not been traditionally taught in school are now being picked up and taught in a number of schools. For instance, you have St. George Secondary School which has become a centre of excellence for agriculture and greenhouse farming practices and things of that nature. These are things that have been changing over the years so that a number of schools have now developed to become centres of excellence for the non-traditional programmes and not just simply focussing on English, Mathematics, Physics, Geography, History and so forth, but giving children an opportunity to explore other areas.

We need to get to the stage where we develop quickly, even before the secondary schools, centres of excellence for the arts such as music, drama and general arts in terms of craft so that we can also develop centres of excellence for those areas and identify students who are gifted even before they reach secondary school because you can develop that skill and that talent from an early age in terms of opportunities for students who may be good with music in terms of playing the piano or the guitar or they may be good at dancing or poetry, singing or any of those areas so that you can help them to develop. We are developing culture or the creative industries in Barbados so we cannot just start when they reach 16, we need to start developing and crafting that talent and that ability from a much early age. That is something that we need to place more focus on in Barbados and within our educational environment as well. You would also find that students who have that exposure in art and music are able sometimes to apply that to other areas in terms of academics. It would help them to become focussed and to develop discipline so that they can translate that to other areas

Senate C30 Sequence 13

2.49 p.m.

Wednesday, June 28, 2016

Senator A. R. WORRELL: It would help them to become focussed and to develop discipline so that they can translate that to other areas, or it can also help to teach other subject areas such as mathematics or for them to recognise the importance of English and poetry. Ma'am, if you want to be a really good song writer or if you want to show your talent and creativity, even if you want to be a good artist you should have some understanding of the classics, you should have some understanding of the English Language and of poetry which will help you in terms of being able to develop that craft and that ability on. You do not just get up one morning and decide that you are going to write songs that would be sung by persons all over the world.

Madam President, we have the potential here that we could be writing songs for Rihanna, we could be writing songs for a number of artistes in Barbados now that we are in the Cropover festival, but it is a gift or a talent and you have to be able to craft it in such a way. Ma'am, if you think about some of the music that have been written by the Mighty Sparrow, some persons would try to do that now but it would not be played on the radio, but here we have the Mighty Sparrow who was able to write a song about the Queen and it was played on the radio up to the point that it may have been banned or it has become popular today, it is just the way how the language is used, how it is crafted and how one gets over the message. All of that is an ability that you can build on from the classics or in the classroom but you have to start developing that craft, that use of language and that skill from an early age. You have to perfect and build upon it as you go on.

Madam President, if one is serious about developing the creative industries in Barbados do not just start from pushing persons into programmes organised by the National Cultural Foundation when those persons are looking to leave secondary school, you need to start from early, you need to get it actively into our primary school programme, so I am hoping that we would see opportunities for teachers...

Madam President, I know there is a lecturer in Barbados, someone who has studied culture in Barbados as part of their thesis, who would have made the point that it is very difficult to get a position for a drama teacher within a primary school or a secondary school setting and that is something that they came back and started to work on, that is the focus of getting drama teachers, dance teachers, et cetera, within our primary schools and secondary school setting.

Madam President, this is a good place to have that discussion because we are talking about creating posts. When we are talking about creating posts for the teachers do not just look at posts for English, Mathematic or Chemistry teachers, but look at posts for teachers in other areas such as drama. Ma'am, how many of our primary schools have an actual teacher who is assigned to dance? How many of our primary schools have a teacher who is assigned to Art or who maybe actually someone who studied Art, who can call themselves an Art teacher? Ma'am, not just someone who gives children a scrapbook or scrap paper and tell them to draw a breadfruit or a beach scene but someone who has actually studied Art and could help them to bring that Art to life, to make it interesting, it is something that you would want to take home or to display in a museum. Ma'am, this is not just a teacher who may be gifted, who could draw Batman or Superman, but someone who has actually studied Art and would have gone through all the different presentations of Art. Madam President, we need to get persons with those skills into our

school system from an early stage, not just at the secondary school level but from the primary school level, so that we can start developing that talent and exposing our children to those areas.

Madam President, it is the same thing with athletics, to be Physical Education teacher you do not have to look as though you could run a quarter mile, but someone who knows that nutrition comes along with physical education; that physiotherapy comes along with physical education, someone who understands the disciplines, someone who understands the psychology in terms of being an athlete. You need to get that into persons with those skills sets into the school system from an early age.

Madam President, I recognise that the Barbados Community College has a very extensive programme in Physical Education which quite number of young people are doing, who are coming out to become personal trainers and so forth but you need to get them into the school system so as you could help to identify young talent within our school system.

Madam President, we do an excellent job in terms of NAPSSAC and BSSACC but then we fall off. We need to improve on it and do even more if we have specialist teachers within the primary and secondary school system to focus on those areas and moving us beyond just track and field but there are other sporting disciplines to which we can expose our children. As we are approaching the Olympics we will recognise that we could possibly have Barbadian teams going to the Olympics to perform in a wide cross-section of disciplines and not just in track and field or in the 100 metres or 400 metres but that there are a number of other disciplines in which we can possibly get our young athletes involved, but we need to get them started from an early age. Madam President, gymnastics is one of those things, one cannot start at age 21 and want to be an Olympic gymnast, I do not think it would ever work, that is retirement age possibly for most Olympic gymnasts, you cannot start at 21.

Madam President, I want to focus too on the area of professionalism within the teaching service and the need for greater performance evaluation within that service. Ma'am, I think that there is a need for the Ministry to probably do more surprised spot checks within the school system and actually look at how teachers are managing their classrooms, not only at the primary school level but at the secondary school level. In that way you may be able to, as Senator Husbands said, benefit from that mentorship. As Senator Husbands said, he benefited from that mentorship in his early days within the teaching profession, but that mentorship may not necessarily be so freely given now. You need to find a way of doing better evaluations within the school system and you can possibly weed out some of those teachers who may have some practices on which we

cannot necessarily build a proper educational system. We know that there are some practices within the teaching system that we would like to see removed. The only way that we can have those removed is if we find a way of being able to monitor teachers within the classrooms.

Madam President, I believe that may be the role of the Principal or the Deputy Principal but oftentimes these positions become busy on a daily basis with administrative duties and responsibilities and they do not necessarily get the opportunity to get out of their office and look through a class window to see how the teachers are performing and to make sure that the work is being done at a level which meets their expectation.

Ma'am, it is also to the responsibility of the Education Officers. Again, there may not be many of them to go around and they may not be able to get from school to school as often as you would like that to happen, so that we need to put some measures in place.

3.04 p.m.

Wednesday, JUNE 29, 2016

Seq. 15

Senator A.R. WORRELL: ... We need to put some measures in place, and I believe I heard Senator Adams mention it, in terms of evaluation and monitoring of the teachers, so that we can help them to improve on their delivery and to make sure that our children are exposed to the best teaching practices that we can afford in Barbados. We need to have those things in place. This Resolution deals with positions within the teaching service. It also covers guidance counselors as well. I do not think there is a guidance counselor in any primary school, but we have reached a stage in development within Barbados where children are going into our schools with a lot of problems, and things that may impact them from their home life they are bringing into the schools. A lot of our teachers have to deal with behavioural problems which children are bringing into the schools. If you are a teacher trained to teach maths, you are not necessarily trained to deal with a child who may be experiencing behavioural problems. That may not necessarily be your focus, and you have not cut out a significant portion of your day to deal with that. However, we have to be abreast of what is going on and face reality. A number of our children are being raised in households where the appropriate values are not being passed on. A number of our children are leaving homes each day and going to school without adequate supplies. There is no-one there to make sure that they have breakfast in the morning, to make sure they are appropriately dressed when they leave home to go to schools, or to even make sure that they did their homework or have their schoolbooks. There is no-one there looking at the overall

attitude or the demeanour which these students take to school. This causes a lot of problems within the classroom and within the school system, and we have been seeing a lot of these being highlighted, especially on the social media and in the mainstream media as well.

You cannot deal with these issues by just circulating the videos and the pictures and so on, and think that one day it will resolve itself. We have to put measures in place to help to correct them. We have to try to identify what are the major problems and what is the source of those problems. I think we have come to that stage where we must recognise that we need to have some social workers and more psychologists within the school setting. We are not just looking to identify students who may have learning disabilities or who may be dyslexic, but you also need to recognise that there are children who may have serious emotional problems. You cannot expect that they would be able to solve a simultaneous equation when they are worrying about challenging realities in their lives. Someone may be interfering with them or they may be exposed to behaviour which a regular eight-year-old child should not be exposed to. You therefore cannot expect them to learn the prime numbers or be even thinking about that when they have serious problems bothering them. It is not necessarily the role of the teacher to identify this, when most teachers have to deal with in excess of 20 children. If some teachers recognise that a child may have a problem and needs additional assistance, there should be a social worker or a psychologist within the school system to whom they can refer that child, so as to be able to start the process of getting the necessary counselling that would help to resolve whatever issue they may have brought to school. When a child comes to the school door with an issue, there should be someone within the school system who can identify it and help resolve it.

I am passing the message onto Senator Husbands that you go back to your Ministry and identify a way of getting some social workers and some psychologists into the schools. It may seem to be an expense but I think it would be a justified expense, because if we do not treat this problem, ten to 15 years from now this problem would mushroom into something much larger and would erode all of the social and economic gains which this country would have developed. A mere problem now which may cost an additional expense of about \$3 million in terms of hiring adequate amounts of social workers and psychologists within the school system is a drop in the bucket when you think about the hundreds of millions of dollars it can cost us if we have a society where persons are not functioning at the appropriate level. We need to think seriously about that and identify ways in which we can get the help to the young persons where they need it most in Barbados. The school is an ideal place to identify these challenges, and we do know that a number of our young people have very emotional and psychological challenges which will prevent

them from being able to understand and accept and appreciate the value of an education. We therefore need to treat that and realise that it is a priority, and put measures in place to deal with that. We will recognise the benefit of it down the road because we would help our young persons to adjust to challenges within the society as well.

I would also want to say that there is a practice going on within the secondary schools. What we are doing here today is correcting a wrong which really should not have existed, because we had quite a number of persons who were teaching not just for two years. I was amazed at Senator Adams, who said he was able to get his appointment after teaching for two years. That, for most people within the teaching profession, is a record because some of the persons who are benefiting today from this piece of legislation may have been teaching for over ten years, which should not have happened. We need to work and find ways of correcting that imbalance because, as Senator Husbands said, now we have empowered a number of people, 600-plus persons, who can now move forward with their lives and can now approach a bank, get a mortgage and really start to seriously focus on building families.

We have really empowered a number of persons within the school system. To some extent, we have also taken a major burden off the backs of some of these said teachers. If I may bring tales out of schools, some of these teachers without an appointment were made to do much of the grunge work within the teaching profession. When a particular task came up and the appointed teachers did not want to do it, the buck stopped with the ones who were not appointed. They had no choice but to do it. To some extent, that behaviour and that culture has developed within our school system, particularly in the secondary schools, and it has driven a number of talented persons who really had a keen interest in education and in teaching out of the school system. When you go into the school system as a bright-eyed and bushy-tailed young teacher, not appointed for a number of years, you realise that you are doing the grunge work because there are other teachers who have been in the system for a number of years but are not carrying their load but passing the work onto you. I am hoping that these ones who are being appointed today would not pick up the same practice under which they had to suffer. I am also hoping that this is where the evaluation and the monitoring would help, and that it would help to weed out that practice, because I know that we have lost a number of persons from the teaching service who were quite keen and willing to do an excellent job in terms of moulding the minds of young people. However, because of the way they were treated within the service, they had to get out; they had to escape.

3.07 p.m.

Wednesday, June 29, 2016

Senator A.R. WORRELL: (Seq 16)

... willing to do an excellent job in terms of moulding the minds of young people but because of the way in which they were treated within the service, they had to get out, they had to escape. Madam, now we do not want that, especially when we are saying that we need to attract more males to the teaching profession. We do not want that. We need to find a way to get the system to work better because it would benefit the country. We have to find a way to get the system to work better to benefit the young people, children within our school system. Madam, (1) we need to look at the social workers and the psychologists within the school, the evaluation and monitoring to make sure that the methods of teaching being used are to the standards that we would like to see within our school system, for a sector which takes over \$500 million each year out of the Government's purse, so we need to be seeing the returns for that. Just like Senator Husbands said, the onus would be on the teachers because, after all, you are receiving quite a bit so we need to see the output from what you are getting.

Mr. Speaker, yes, the Ministry has to do but also there is great responsibility on teachers. Madam President, with those few words, I support the Resolution. Again I would like to compliment the Ministry of Education and the Ministry of Civil Service for going that extra miles in making these 600 appointment available to persons who desperately needed them.

MADAM PRESIDENT: Senator Fraser, you have the Floor.

Senator Prof. Emeritus Sir Henry H.S. FRASER: thank you, Madam President. I have been a teacher of medicine, research and life skills for my whole professional life but my PhD gives me no authority to speak on as important a Resolution as this but I believe that my experience and my passion for teaching which I share with Senator Husbands does give me some justification for expressing just a few ideas.

Madam President, some years ago, I gave the Erdiston Teachers' College graduation address and my theme was that there were 10 essential features of a broad education both for a children and for secondary and tertiary education and they all began with E., the E of Erdiston, the E of education, the E of energy; effort; enthusiasm and the E of encouragement from the teacher; English is so essential, elocution; the ability to speak well; experience, which would lead to creativity; exercise as part of a healthy life and extracurricular events or activities. Madam, I congratulate Senator Husbands, Senator Adams and Senator Worrell for what I have considered today to be three of the most supremely thoughtful and relevant discussions on the subject of education that I have heard.

Therefore, I will not delay the Chamber long but I do have just a few additional points that I would like to make.

Madam President, I would share Senator Worrell's concern that having to formalize 600 posts at this time suggest years of failure to deal with the matter, 15 years or 20 years perhaps and this has led, I understand from my teacher friends, to a devastating effect on morale within the system. I would therefore venture to say that this is perhaps another example of the implementation deficit disorder, the IDD epidemic that seems to have gripped the society of Barbados with the turn of the millennium because it has certainly been going on for at least a decade and a half.

Madam President, my main concern is with primary education because like Senator Worrell I feel that it is at this point that the greatest opportunity for intervention, training and moulding in a societal way the character of our young people and here I would borrow the phrasing of Martin Luther King, who spoke of the content of our character and say that it is well recognised, universally recognised that it is in the first five years or six years that the characters of children are moulded and, therefore, that is an area of education that I think we need to concentrate on a great deal more strongly.

Madam President, Senator Husbands has made the point about the new emphasis on early childhood education which is distinctly the way to go but, of course, early childhood education does extend through the primary schools up until that critical and rather dreadful 11 Plus Examination.

Madam President, I would really quite like to know how many teachers are in primary schools who do not actually have the basic training, the Erdiston training in order to equip them with the skills that they need for primary school teaching. I am delighted to hear and I congratulate the Ministry and Senator Husbands for the presentation of all the things that are being done to improve the training at Erdiston but I would like to be sure that even that training when it does take place is adequately geared to the need of early childhood education. The psychology needed, the moral values that need to be taught and the basic life skills. Senator Husbands and Senator Adams have spoken of the good old days when they were mentored and if I go back half a little bit further, half a century or more further back to the great famous Augustus Rawle Parkinson, after whom the Parkinson School is named, he became a student teacher at the age of 15, and he was magnificently mentored at the Raoul Institute and he became a teacher whose guiding principles for his teaching career were the head, heart and the hand. Madam, I suspect that those fundamental elements of education, not just the ten I have mentioned but just those basic three are not perhaps sufficiently strong guiding principles in our primary education today.

Madam President, really, we do need the very best teachers in primary schools, so that no student should be failing the 11 Plus Examination or no student should come to that examination with the inability to do basic arithmetic, no student should be coming to the 11pe without being basically literate. We boss a great deal about our 98 per cent literacy in Barbados but simply as a physician dealing with adult patients in the hospital, I am aware of how many patients I had to look off, providing care in the hospital outpatient, who literacy ended at their ability to read and write their name under a sum. Sir, a considerable number, who over my years in the hospital sign their name with an X. Madam, in this day and age, there were people who were perhaps fifty or sixty years old but we know from the figures of the 11pe that we are failing an unacceptable number of our students because of inadequate teacher training and we do not actually know the ratio of students to teachers in the primary schools and that is another piece of data that I would be delighted to hear about.

Madam President, I congratulate the Ministry in what is being done to expand, improve and increase the trainee programmes because I hope that all primary schools teachers will soon be well trained and importantly, Madam President, adequately paid because there is a perspective in Barbados that primary school teaching is a last option, a final choice, that it is far less desirable than secondary school teaching. It is a specialty area of teaching and I think that it should be equally and adequately rewarded so that teachers that are attracted into the system will undergo the training and will rise in rank in exactly the same way as their colleagues in the secondary school. I think that it must be left as a second, third or fourth choice in life's careers choices but should be a choice that people will make much more anxiously and keenly.

Madam President, that leads me to the other issue about Erdiston, which I must mention. I think that when December comes, it will be four years that the Erdiston Great House, which I believe was a gift to the Government and they debated whether to move Queens College there or whether to create a teachers training college and happily it was decided to make it a teachers training college under Mr. Bayne was the first principal back in the 1940s. Madam President, I have been trying carefully to choose the right word to describe a building which is a historic treasure, a magnificent piece of architecture and a gift to the people of Barbados, which should remain abandoned for ...

Sequence 16

Insert s17 juliette

Wednesday, June 29, 2016

Senator R. A. HUNTE: ...is a teacher is a teacher no matter where they teach or where they have taught. All of us at some time were pupils in one form or the other. The teacher, of course, is a very important person or they are persons within our society because of what they are supposed to do. They of course, cut the pattern and the pupils stitch it together in their brains, and that is what they were taught, and then, of course, to present it later on in their lives as far as their education academically or otherwise is concerned.

Madam President, from day one - and day one I simply mean going back to the early 1960s... When you look at the salary scale, for example, in this Resolution and see that it goes for a teacher from just over \$2 000 a month up to a principal of nearly \$10 000 a month, that is a long way from whence they came some 50 years ago. Of course, everything has its own time and period. Of course, in those days whether you were a principal or an ordinary teacher you could not have gone to a bank to get a mortgage because we all know what the face of the bank was like and the reaction to ordinary persons in society, but yet those were the real disciplined days. Some of us have been to school longer than others but once we entered a school day in those days we would have been part of that discipline that was exhibited in our schools.

Madam President, I at some time grew up with an aunt who taught for over 50 years in the school system and for eight years as a pupil/teacher without a cent. Up to 1961 all my aunt, the late Lolita McBready, God rest her in her grave, was receiving \$80 a month. You heard Senator Adams earlier spoke about his \$88 a month, well he came later when there was a little increase. Of course, by 1971 it became an equal exercise because female teachers were getting less than their male counterparts in the school system, and that went from \$80 in 1961 to \$120 around some time in the 1970s or thereabouts, of course, with increases in between there.

What are the challenges now for teachers? I must say that a teacher is a teacher is a teacher and you cannot paint the behaviour of any one two, or three persons within a system or the whole system badly or with any negativism just because one or two might behave erratic, so respect is due no matter what.

The circumstances of which we grow in in respect of partitions in schools is understandable from a traditional point of view but certainly not acceptable. There are people who have been to three or four schools, whether it is a primary school, a private school or kindergarten if we should make a reference to that, but when they become now men and women they only speak about the secondary school that they went to; Harrison College, Combermere, Queen's College, The Lodge School and all of those institutions, they never spoke about the primary school

where it all started. They never talk about the little primary school where the lady used to keep, six, seven, eight, nine or ten pupils across the road. I been to Ms. Payne in Quakers Road at that time. That is where the discipline started. I remember I had to give a tribute at a funeral some years ago at the All Souls Church and the young lady was a former pupil of the Combermere and one or two persons who paid a tribute on the behalf of her all they spoke about, including someone who knew her well, is Combermere as though she started there. I said that in some sense has been lost and pushed into the background where the primary school education, and education in the true sense of the word not only to spell cat and rat and dog and fat but of course the discipline by a lot of those teachers in those days were the highest order but people only say in the end where they had gone as though nothing existed before.

Madam President, I heard what senator Worrell and Senator Fraser have said that what we are doing today should have been done a long time ago. Where are we going to apportion blame for that? If we are dealing with say 10 or 15 years ago, you can probably say that the Opposition Barbados Labour Party held the Government for 14 years and did not do what they were supposed to do because there was a lot of money stirring. You can apportion blame politically if you wish to do that, but if you want to be a little fair and a little square, whenever or wherever appointments exist, there is an immediate demand on the Treasury of the country. No matter what the circumstances are that money has to be found to pay those persons.

I think the word temporary is a usable word, it is a reality because what that word temporary has done over the years is to give the Government of the day, I am not talking about no party now, some elbow room whereby they can keep their budget within manageable circumstances. We could understand security of tenure. Everybody would wish that for everybody but that is the kind of elbow room that the Government, whichever Government, especially in

Senate C30 Sequence 18

3.40 p.m.

Wednesday, June 28, 2016

Senator R. A. HUNTE: Madam President, that is the kind of elbow room that the Government, whichever Government, especially in the economy such as this would have the elbow room in which to operate.

Madam President, if I wanted to be political again I can say that this situation of leaving things to be done and the Democratic Labour Party coming into office always seem to have to sort out these matters, one can go back to 1961 where salary increases were granted to the Public

Service in October, 1961, three months before an election. The budget for that financial year was \$26 million, those salary increases came to \$1 million which of course was a lot of money in those days, so that the budget would now increase to \$27 million. Here was a new political party, even though they had individuals in it at the time, persons who had some political experience, still found themselves with an Administration that they had to look to find that \$1 million because of the fact that the budget had now moved to \$27 million. Madam President, if these things are left to the Democratic Labour Party to fix, no matter the criticism that would be heaped on them, the Democratic Labour Party will fix them because that is the philosophy of the organisation to which I have been an Honourable Member for nearly 50 years.

Madam President, all of these things have a history behind them and since no one can stay up and speak about the future or what would happen tomorrow morning, furthermore the next two, three or four years, as we can see what is happening around the world where a lot of things are evolving; in some cases I may use the word collapsing around us. Ma'am, every day in developing countries such as ours we wake up with a challenge, the latest, of course, is Brexit, so that when you think that you have climbed up onto the window and you are peeping over the window sill and are seeing some light out there, you have to slip back down because of a dark cloud that is passing. Madam President, I have said it here many times that all around the world there are challenges, challenges and challenges.

Madam President, while we do understand the anxiety which exists among persons within the Public Service, whether teachers or other public servants and their uncomfortableness about not being appointed and because of demands from financial institutions as to their position with regard to appointment, so that whether it may be a motorcar, mortgage or you may have inherited a home from your parents and therefore you want to borrow money to extend or to repair. You do not have the money so that you are going to borrow it from the bank or the credit union but wherever you go people need proof or some kind of collateral so that you can have that loan, so that there is a demand, which is understandable, but the circumstances and the challenges to countries with economies such as ours is another matter.

Madam President, I have never served in any part of a Government Administration, I do not expect to, but I do know and understand clearly for over my years what happens to Government, it is giving here and taking from there; it is taking and collecting the taxes there, it is giving out on the other hand. Therefore, if the hands have become short and you cannot have as far a reach that you would want to take then it means that you would have to pull back here. Ma'am, that is what is about, it is about expenditure and income. Madam President, so that when I hear all the

barking around this country about Government not doing this or that, or that the Government does not care, I wonder sometimes if some of these people realistically check themselves. Ma'am, there was a recent Prime Minister who had lost the Government and I was not surprised that he did, of course, when he was being sworn in he collapsed. He collapsed because he had made a promise to the country in circumstances where everybody in the Caribbean were struggling, where his country has had two hurricanes, a flood, among a number of things, yet promised that he would immediately inject \$100 million into the economy while knowing full-well that he could not do it. Ma'am, the people grabbed at that bait and held onto it, but he only lasted for five years. That is the unfortunate circumstance where people today are so gullible, and I think they know better because of the exposure to what is happening around the world.

Ma'am, even my granddaughter 15 months can turn on the television, although she watches cartoons. Ma'am, people are exposed to what is going on, one does not now have to wait to listen to the BBC News at 7.00 a.m. like we used to do in those days to hear about the fighting in Algeria and so on. I remember distinctly, every morning as you wake up you would hear of the number of people who were killed in Algeria because there was a civil war there, that was back in the 1960. Today people turn on their television sets and can see what is happening around the world.

Madam President, this kind of going out there and confusing people's head and to tell them that a Government that had been working in the interest of the people does not care. Ma'am, for you to show that you care do you have to go alongside the road, put your feet in the gutter, wash your feet with the dirty, stinking water that is coming down? Well, then they should not want to see you again if that is how you want to demonstrate that you care about people. Madam President, this Democratic Labour Party has been working for the people since it came to office in 2008 and in circumstances in which we as a people all over the world have found ourselves in a state of economic confusion. This happens all over the world and we behave as though what happens elsewhere does not impact upon us, so that if you live in Barbados and as they say Barbados is part of Heaven, then hold up your hand, but everything that happens out there affects us here.

Madam President, we used to grow potatoes and yams in abundance, now we are importing them. I think that this kind of misleading and confusing people is within the school system to some extent too, that is why I said I do not want to point the whole system because of a few not-too-good teachers who do not set a good example. Let us face it, some teachers go to school as they like, some with their dress all the way up by their hips, with no regard or respect for those in the classroom.

3.49 p.m.

Wednesday, JUNE 29, 2016

Seq. 20

Senator R.A. HUNTE: ... That is why I say you do not want to paint the whole system because of a few not-too-good teachers who do not set a good example. Let us face it. They go to school however they like, with the dresses all up by their hips, with no regard or respect for those in the classroom. You expect this when they leave home or go home or go to school. It is true that a lot of what happens in the home some take with them, but a lot of things that happen at school they take home as well. Still, they are great institutions. This is not a condemnation, because I am not approbating and reprobating at the same time. Our institutions of learning are great institutions. You cannot brush everybody within the system because of some of the downfalls which do occur, but we cannot hide it. It is a fact of life. It is not a case of burying your head in the sand; we cannot do that. You cannot pick out a certain amount of teachers and say we will give them an increase and cannot give the others. We know that cannot happen. We know that it really cannot happen.

I listened to the words of the Minister the other day while he was speaking elsewhere, and he spoke about the number of teachers in the system; some 3 000. He spoke about the numbers of teachers in the primary school system; some 1 800. In fact, it has moved to about 1 800 in the primary system, but in the secondary system it has remained stagnant. I can understand calling for all of the psychologists, counselors and so on. All of that we can agree to but it is a question of the bottom-line. Let us not get away from that. When people work, they expect to see a cheque, whether it goes to their account or however you are going to pay them at the end of the month. This is a reality check. There is only so much you can do. There are teachers' strikes in Britain too. There are teachers' strikes in America; there was just one in Michigan or one of those places. People become frustrated at some time or the other even in the largest economies in the world; and America is the largest and richest economy. This is not the time now to be so partisan and expect the possible. I will not be in that. I have seen too much in my lifetime. I say this again, and I do not say it with any bitterness. I do not even say it being boastful, but if there is one thing that I understand, it is the political system in Barbados from 1960, in particular, until now. One thing which I clearly understand is that, and I am not going to get up and fool anybody here or elsewhere. We have come a long way, but to go out there and fool people to expect the impossible will not be done by me. It is not a part of my DNA.

I remember a couple years ago when you saw a lot of people demonstrating in front of the television cameras,

saying, "Man, our money has not come down yet." That was how they put it. The Government has some challenges with cash flow. Some persons do not understand that. If you work, you want to get your money. You have your rent to pay, your children to feed, all sorts of things. You have to pay the shop man who you credited the cigarettes and the rum from. That is clearly understood, so rather than having people demonstrating in front of the cameras and the newspapers and all sorts of things talking about not getting money this week and that it was delayed, what do you do? What nobody likes to talk about is the fact that you have to just temporarily lay them off and hope to call them back. If a fellow is at home, he wants money but at least he cannot look for it if he has not worked. That is a fact of life. If you have not worked, you cannot expect to get paid.

The elbow room which the Government has always had, as far as the Public Service was concerned, came to a screeching halt in 1995. An insertion was made into the Constitution at Section 110 A, which states quite clearly that there shall be no alteration to the disadvantage of workers in the Public Service.

Asides.

Senator R.A. HUNTE: Madam President, I will tell you something now. The persons who introduced that Amendment felt it was more affecting them -- I heard the little quarrels - than probably the ordinary man in the street. It was a question of the turkey and his crow. Since the parliamentarians' salaries are linked to the Public Service's salaries in terms of increases or decreases, they were affected.

MADAM PRESIDENT: The Honourable Member has three more minutes.

Senator R.A. HUNTE: I do not mind at all, Madam President. I appreciate it very much and shall make those three minutes very fruitful. Once you teach somebody something, for example if a carpenter teaches a young tradesman, whatever, somebody has to teach somebody at some point. What about the days of Al Capone? Scarface Nelson? Pretty Boy Floyd? John Dillinger? They were teachers too but they were teaching criminal acts and how to rob people. You cannot say they were less than teachers. They probably were not teaching them morals, but they were teachers nevertheless.

Madam President, I give my support to this Order. I think that the teachers in general are worth their salt. I understand what Senator Fraser spoke about. When he made reference to teachers, he spoke to the morale being down. That is understandable. What I am saying is that all of those things are understandable, but the reality is the reality if a Government's revenues have taken a dip. We have lost over \$200 million as far as our international

business companies (IBCs) are concerned. We have lost over \$200 million that this Government had to face as a decrease in revenue, and it had to send off a little delegation to Canada to try to see if they can sort of compromise and so on. We are a small, developing, open economy dependent on people, and those people are tourism or part of the tourism package. We cannot even speak about oil anymore; we see how that has been fluctuating. We cannot speak about copper; we have none. Zambia, as a result, is suffering the consequences of a dip in the cost of copper on the market. All over the world economies with or without natural resources have been taking a big, big hit, and now 'Brexit'. Madam President, I am much obliged and I offer my support to this Order. Thank you very much.

MADAM PRESIDENT: Senator Trotman, you have the Floor.

3.56 p.m.

Wednesday, June 29, 2016

MADAM PRESIDENT: Senator Trotman, you have the Floor.

SENATOR L. TROTMAN: Madam President, I thank you very much for acknowledging my wish to speed at this time. I wish to take note of the Resolution which is before the Senate and I wish to indicate that it is my wish to support the Resolution. I also take note of the wider scope which was provided by the leader of the debate for discussions on this item and I believe that was not done by accident by my friend, the leader in this case but I think that it was done because he is very conscious that there are a number of issues which everyone would wish to be clearing his or her soul or his organisation's soul on as they have taken place over that year or year and a half and though I wish to support this Resolution I would wish to take satisfaction from knowing that I have the scope to range just as widely as the leader in the debate did and to commence any sentiment I have by saying that I have a great concern as a former teacher and a former trade union leader as well over what appears as though it could become, if it has not already become a situation where we now have two war zones functioning within the educational system of Barbados.

Madam President, I am not going to be melodramatic or anything else but when I refer to the two areas, you would see that we have in the Senate and we have in the country to concern ourselves with what are prepared to do as a country and as a body of responsible persons to remove any indications or suggestions that there could be any such situation as that which I have just referred to. I refer, Madam, when it is transparency as a war zone or whether there is real war zone, I refer to the

position which developed over the last year, particularly between pupils and teachers. I refer secondly to the position which still is taking place today because as recently as yesterday, we heard from one of the leaders of one of the trade unions that the matters that constitute differences teachers and the representative of the employer, the employer being the Government of Barbados, the representative being the Government, that those issues have not been addressed and that succeeding meetings are supposed to held to treat to them, and therefore we should not consider that those issues had to do with the item which has passed in the Other Place and which is now before us.

Madam President, I am impressed by the number of practical initiatives which the education Ministry is seeking to implement to mould the young minds of our youth in the country and to provide additional opportunities to ensure that Barbados has the capacity in terms of the skills but also in terms of the mindset to be able to have our country progress as we had intended for it to progress to become a first world country if not by 2020 by any period as soon after that as maybe possible. Madam, I am impressed by the various avenues which the spokesman in this debate itemized and addressed and my only regret was that he did not spend time, or could not have spent more time in itemizing and explaining those initiatives for the wellbeing of the people. Madam, it would seem to me that in that area, we have the possibility to make our publics aware that the Ministry of Education, the Government of Barbados and, indeed all the people in the country have a concern with making sure that it is understood that all people in Barbados are the responsibility of all of those of us who have each of us a responsibility to be your brother's keeper and that means our sister's keeper as well, Madam.

Madam President, against that background we need to be concerned that there have been reports of teachers and pupils being involved in problems which reduce themselves to the physical. Madam, I am not going to go into detail, it would be high improper to do so but I would want the school children as well as their parents, and I would want the teachers as well as their supervisors to recognise that is nothing we should be boastful of. Madam, those people who believe our interest is to show our disagreement with a philosophical difference with somebody else, we should understand that we should get no pride whatsoever with downgrading our nation by trying to make sure that issues of that sort are front page from day to and what passes as the rag that we are supposed to read.

Madam President, I think we have to be recognising that we have tourism as the major activity by far that we rely on and that tourists in trying to make a decision to come to our country do not only recall what happened on their last visit to the country but now that we have this thing call the social media, they are quite to look to see what is of negative that they should be aware of before they

go to the travel agent to sign up and sign on, and our efforts should not be to bury anything under the carpet, I am not suggesting that by any means but by the same means, our effort should not be to take the miniscule and the insignificant and to gratify or a sense of seeking the melodramatic and then to push the issues beyond the promotions of what very often may be minimal disagreements. Madam, I am not suppose to treat to what happened in the Other Place but I heard that there was a teacher who reported to her ministerial superiors that ...

Sequence 21

Sequence 21

Wednesday, June 29, 2016

Senator Sir Roy TROTMAN: Protocol 6 says under agreement reached to the extent that such an agreement is possible. Now, we are finding a problem, I have for sure, in trying to find out whether that discussion was held and if it was not held why it was not held. It may be that not all four unions, I understand that there are four unions involved, may have been available at a given time, but I would like to be told that efforts were made to discuss this matter particularly since it offers something better than there was before to the group that is being impacted.

What would be the grounds that would be given for there not having been prior consultation? Furthermore, that would then beg the question... We have heard of the very exciting things that are taking place, the tremendous initiatives being taken by the Ministry of Education, Science, Technology and Innovation regarding the immediate future, and if opportunity allows, the mid-term and possibly the long-term future as well. As persons who have aspirations on the other side, I am sure they are looking at long-term initiatives.

The question being begged here is the question of whether discussions regarding those really exciting things that we have heard about have been held beyond what we have heard in this Chamber and whether they have been held with the trade unions that are the representative trade unions of the parties involved. I do not have the answer but I think that it would be useful for us to be able in this 50th Anniversary period as we prepare for us to be able to answer yes, and yes and yes to the questions that we are asking.

The Honourable Minister has reportedly made reference to two areas of mutual interest to the ministry and to the teachers themselves, and I would want to touch on them in the same regard looking at the wider ranging importance that attaches, reference to teaching councils and reference to teaching service commissions. I would want to do so because we have to seek to prevent the debilitating

practice of education firefighting. What I mean by that, Madam President, is a situation where the people who manage education and the people who are responsible for giving directions to education spend their time in putting out fires that have been occasioned by the lack of consultation and discussion and thereby causing situations to arise where we find ourselves with deficiencies, with deficits, gaps between those who speak and those who implement. A teaching council may be attractive to some persons but in my effort to give balance to this discussion, I have sought to discover whether it is a broad enough acceptance of it in the country to allow us to move ahead without consultation. I gather that several of the people in the teacher service find this arrangement, the teaching council, to be anathema, and they point to Jamaica and to Bermuda as being examples of areas where the teaching councils have been put down, have been put to the test and have been found to be sadly wanting. Now, if that is so, surely there is need for us to have a consultation. I do not say that there should be an abandonment of a council, I do not even say that there is any plan to go in that direction, I am merely saying that it is part of the fears which may be fuelling, from what they tell me, the concerns of some of the teaching profession.

On the other hand there are some persons who still go back to a position which the teachers have had for many years now, and which, my friend Senator Husbands may recall was part of the agenda which we put forward as leaders of an organisation which I am not at liberty to speak for anymore. I speak to a teachers' service commission. Some unions maintained that such a commission should be established. They are perfectly aware that if that were to happen there may be the need for a special teachers Chief Personnel Officer and that may have some ramifications for the Constitution as it is currently structured, but that is a matter for debate, for discussion and for persons endeavouring to win over the other side to a particular point of view. The thing is that if there is no consultation, if there is no discussion, then there cannot be any agreement and while there is no agreement we have the same problem we have where we have problems elsewhere knowing that while the grass is starving the horse is growing.

Asides.

Senator Sir Roy TROTMAN: Oh, it is the other way. I always get it that way that while the grass is starving the horse is growing but you prefer me to say while the grass is growing the horse is starving, it means the same thing for me. When there is confusion, there is confusion that is how I understand it. I am not claiming any knowledge as to what is technically better. Madam President, I would not want to mutter here that I want to make out myself as an expert in the teaching service. I was a lowly teacher a long time ago, a supernumerary like my colleague Senator

Adams. The only difference between us was that he rose to become a headmaster and I only rose to become a headmaster of a secondary school but mine was in 1971 and his was later so I was his senior.

MADAM PRESIDENT: The Honourable Senator has three more minutes.

Senator Sir Roy TROTMAN: That is very generous of you, Ma'am.

I merely wish to say though that even though I am not and I do not claim to be a teacher, I claim to understand and to want to repeat the advice given by Senator Fraser who earlier this evening said to us that an ounce of prevention is better than a pound of cure. I hope I got that one right this time, it sounds correct, and I hope that the sentiments contained in the words are sentiments which would govern our position on this issue of this particular item.

Senator Husbands has indicated that the teaching service stands at a departure point for some very exciting changes that are going to be taking place in this country in education. The central actors will be very critical in this exercise because we cannot do the splendid things which the Senator spoke of from the office of the Minister or the junior Minister or the Chief Education Officer. We have to do it by having all hands steering on deck and remaining on deck to ensure that the ship sails evenly. The central actors therefore need to be involved but they need to be involved from the ground floor level. We do not want

Senate C30 Sequence 23

4.30 p.m.

Wednesday, June 28, 2016

Senator Sir ROY TROTMAN: The central actors therefore need to be involved but they need to be involved from the ground floor level. We do not want them in for the cocktail parties at the end, we want them to be in when the planning is being done so that the benefit of all good thinkers, the benefit of their introductions and the inclusion of their views might be brought into the discussion so that we can do the best which is possible. We dare not set ourselves out into silos, as Senator Adams said earlier, where we look after only our own interest.

Madam President, in that regard, I want to say very strongly that I am very concerned about the impression which recently has been given, that school is a 9.00 a.m. to 3.00 p.m. schedule only. In the area where I have greater influence, I do not subscribe to the view that work is either 8.00 a.m. to 4.00 p.m. I believe that when you go to work, that your work is involved in helping the place you work

for in whatever ways you can to be as efficient and as effective as you can possibly serve to make it. I abhor an arrangement where there seems to be the need to defend a situation where kids who are on the schools' premises are given the impression that nobody has a concern for them until the bell rings at 9.00 a.m. I think we have to be more understanding of the reasoning behind having kids coming to school early. If people are not at school they are not at school and they deal with their business but I am referring to the statement that there is, that give the impression that we are not concerned.

Madam President, I am sure that that was never intended but one has to be careful of what one says publicly because when you speak publicly the person who is receiving what you say is not likely to translate that in your best interest, that person is likely to translate it in a manner that gives most credit to the writer or to those who pay the writer. I would therefore wish to have all sides in these disputes understanding that more thought and less speech might be what is required to take us over this hump along the way. I thank you, Ma'am.

MADAM PRESIDENT: Senator Byer-Suckoo, you have the Floor.

Senator Dr. the Hon. E. R. BYER-SUCKOO: Madam President, I thank you for the opportunity to speak in this debate. Of course, I do support the Resolution and like Senator Sir Roy, I thank Senator Husbands not only for his fine presentation this morning but for setting the field so widely that indeed it allows me to make this particular intervention this afternoon.

Madam President, in his presentation Senator Husbands spoke not only to the appointment of officers, which as I said I do support, we have all agreed it was a long time in coming, it is something that our teachers have been clamoring for. We are hopeful that among the activities and programmes planned within the Ministry would help us to improve the quality of education in Barbados. I am not suggesting that our teachers have not been performing because they have not been appointed but of course there is a certain sense of satisfaction that comes when one is appointed and secure in their tenure, that would, of course, lend itself to greater engagement and so we think that this could only auger well for the teaching profession and for the education of our students.

Madam President, Senator Husbands spoke to the training of teachers. Ma'am, because Senator Husbands went there I use this opportunity to speak to certain issues. Many of the projects to which Senator Husbands referred, he did identify that if some of them were not somewhat duplicated in other ministries that they were done in conjunction with other ministries, so that there have been some programmes for training of teachers. The Honourable

Member mentioned S.T.E.M. programmes that are being done with the students, that not only is that being done in the Ministry of Education, Science and Technology, and Innovation, but also in the Ministry of Youth Affairs and of course the Ministry of Labour is engaged in such projects as well and so I would want to connect what he was saying with the Human Resource Development Strategy.

Madam President, of course, it seems that every time I stand to speak in this Senate, I can speak to the Human Resource Development Strategy but if you know anything about the Human Resource Development Strategy, it does speak to a wide range of areas that allow me to speak and to be involved in so many areas. Within that Human Resource Development Strategy I find myself involved with IT projects, with agricultural projects, with S.T.E.M. projects, with educational areas, et cetera. It has been a wonderful exposure for me but we are coming to the end of that project now but I must say that it is a project that I do love, not because it has been in my Ministry for the last three years, but because it has started to make significant impact in the way we are approaching training, not only of students but of adults and professionals as well, helping that professional development.

The Human Resource Development Strategy, of course, is funded in part by the European Union and that funding comes to its end at the end of this year, but significantly what we are doing as we approach the end of this project is developing for Barbados a National Human Resource Development Policy. Ma'am, this policy has five pillars and I will not go into all of them but I will just use the occasion to highlight pillar three which speaks to the development of a demand driven professional development and training services. That is directly related to development of teachers in this particular instance, the Human Resource Development Strategy is concerned with professional development, including the professional development of teachers.

Madam President, pillar five of the Human Resource Development Strategy speaks to the enhancement of research, to improve innovation, entrepreneurship and development capacity. When I get to that area I will be speaking in support of the S.T.E.M. because in developing the Human Resource Development Strategy and now the Human Resource Development Policy we have identified and earmarked certain areas on which to focus, not only for human resource development but ultimately for the economic and social development of our country. Therefore, we have identified tourism, agriculture and also human resource development. We also identified the S.T.E.M. subjects.

Madam President, in the area of teacher training and development mention was made of the fact that we see in the Schedule 25 guidance counsellors. I know that as we

talk about Human Resource Development Strategy we have identified that there is a need to enhance guidance counselling services as well. Madam President, part of the challenge we face in human resource development is students identifying where they are best fitted and gearing their training in that direction, is that they have not had significant career guidance counselling. They might have had something of some sort but not of any major significance, that is not to say that some may not have had this kind of exposure but we found that that is not the case.

4.44 p.m.

Wednesday, JUNE 29, 2016

Seq. 25

Senator E.R. BYER SUCKOO: ... That is not to say that some may not have had that kind of exposure, but we have found that this is not the case, so part of what we have been doing in this strategy is enhancing career counselling. The National Employment Bureau, which is soon to be renamed, rebranded, refashioned and restructured, everything -- not retrofitted, though -- is to focus on the training of career counselors within that unit. Also, in conjunction with the Ministry of Education -- well, the Ministry of Education in the main - there is to be a National Career Planning Unit, and what is to happen through that unit is the training of guidance counselors. First of all, the unit will assess them to see how they operate in particular areas which we have identified as being significant for these guidance counsellors. I will not go into all of that since I am aware of how quickly 30 minutes pass. The unit is to assess, train and certify them up to Level 3 of the National Vocational Qualification (NVQ), and we have spoken before of NVQs and CVQs (Caribbean Vocational Qualifications). We will be training and increasing the capacity of guidance counselors in agencies such as the National Employment Bureau (NEB) through this National Career Planning Unit out of the Ministry of Education.

Closely aligned with that is labour market information, because if career counselors are to be able to direct students in terms of their chosen careers, it would help to have an idea of what is needed in the marketplace; what skills, what particular services, and what sectors need workers, so that we do not have an escalation of a situation that we see now. There are a lot of students coming out of university with degrees that are not applicable to what the labour market requires. We are therefore enhancing labour information even as the National Career Planning Unit is being designed and developed and other things are ongoing. Teachers and guidance counsellors would have access, and students would therefore be able to have their education driven by what the market demands. This is demand-driven education.

We are supporting the development of teachers. We are certifying this particular area of career counselling, and there are other areas that teachers can be exposed to under the Human Resource Development Strategy as, I am sure there are other areas for training through the Ministry of Education, to which Senator Husbands referred. As always, we are developing the NVQs and the CVQs so that teachers, like other professionals, can be certified and can chart their development upwards. That is what we want for our teachers. That is what we want for our professionals. Indeed, that is what we want for all workers in Barbados; that they can chart their careers upwards.

In the area of STEM (Science, Technology, Engineering and Mathematics) training -- as I said, we identified that as being an important area for the development of our economy -- going hand-in-hand with innovation, we envisage having young people especially coming up with fresh ideas, not only about technology, but ideas about how methods can be improved, how services can be improved; to be able to innovate, think of these ideas and then execute them. There are concerns that in our schools we are not producing thinkers or students who are innovative enough, and that is a question that has been asked in many corridors about our education system. We will be looking at STEM and innovation. Also closely related to that is entrepreneurship, because persons who are trained in science and technology and who are innovative and developing new products and ideas also can have an opportunity for entrepreneurship, and again create wealth. Especially in an era now where employment opportunities are limited, one can use that capacity to innovate, to use your training in science and technology, as well as your training in entrepreneurship, to create your own opportunities and create wealth for yourself. Aligned with that too is the new policy that has been developed by the Ministry responsible for small business development in micro, small and medium-sized enterprises. There is now a framework for the development of micro, small and medium enterprises, but I will not rush the brush on that. I am sure that is something on which we will have a more in-depth discussion eventually. All of that, again, is so that persons can take their innovative ideas and create enterprises for the generation of wealth.

In the Ministry of Labour under the Human Resource Development Strategy, I am pleased to say, we are also developing a blueprint for STEM and innovation. We have supported many initiatives in STEM and innovation. As I mentioned, we have identified agriculture as one. We have also worked with the Caribbean Science Foundation, and we are working with some green economy and green energy projects as well. All of these are areas that we see have potential for our young people, especially, to develop themselves, develop opportunities and achieve that development which they desire.

Mention was made of the fact that we brag about our high literacy rate. In fact, Barbados' 97-98 per cent literacy is one of the more recent figures, but we are among the top five in the world when it comes to literacy. The World Economic Forum, in a recent publication -- I am not sure if it was last year -- ranked Barbados' education system as No. 15 in the world. It is one of the highest in the world. Our maths and science also ranked highly. Our maths and science training ranked at No. 7 in the world, and that was coupled with other advantages that Barbados has, including our telecommunications network, our Information Communication Technology (ICT) development, our solid infrastructure and good institutions. Our financial market development is also rated highly, as well as our technology readiness and our labour market efficiency. All of these put together should say that Barbados is a place where we are seeing a lot of innovation, but that is not happening. The same World Economic Forum ranked Barbados as having an inefficient capacity to innovate, and when they ranked capacity to innovate they actually ranked Barbados at No. 57. We have a country where our education is ranked at No. 15, our science and technology training ranked at No. 7, but our capacity to innovate is ranked at No. 57. That is not to say that we agree and we swallow wholesale everything that we read in publications by any organisation, even the World Economic Forum, but there certainly is a disconnect and a disparity in that regard. That is corroborated, though, by the finding of the Global Innovation Report of 2015 which, again, says that the fact there are a low number of STEM graduates suggests that there is a limited capacity to innovate. Is it that our students are not capable of innovation? Is it that we are not teaching them in science and technology? No, clearly it is not and, I daresay, and I know Senator Husbands was saying this, that science and technology is not a "flavor of the month" thing. Science and technology is really the direction, or one of the key directions, in which we have to guide our children for the development of our economy, for generating new products and for seeing growth.

However, when we look at this disparity, we have to ask some questions, and it is those questions I will ask in the next few minutes, Madam President. First of all, are education reforms needed then to create the kind of scientists who will drive this innovation and research and development? Is it our education system? Do we need to look at education reforms, where those reforms mean teacher training? Do we have to train teachers in a different direction so that teachers put greater emphasis on science and technology training, or even if it is not formal science and technology training, do we have to train our teachers to stimulate our students to think and to ask the kinds of questions that scientists and researchers will ask?

4.45 p.m.

Wednesday, June 29, 2016

Senator Dr. the Hon. E. BYER-SUCKOO: (Seq 26)

Madam, those education reforms mean teacher training, do we have to train teachers in a different direction so that teachers put greater emphasis on science and technology training or even if it is not even formal science and technology training that our teachers can stimulate our students to think and to ask the kind of questions that scientists and that researchers will ask because it is not only about what you do in lab, innovative and science and technology is about seeing and asking questions and observing critically and looking for ways to improve and it does not have to be a scientific process, it does not have to be a technical process, it does not have to be with a gadget such as this, it could be a simple thing like the stairway, there must be a better way to get up the stairs in Parliament. I know many of our colleagues would not mind if there was a better way to get up the stairs of Parliament.

Asides.

Senator Dr. the Hon. E. BYER-SUCKOO: I did not look at anybody. Madam, the point is to be able to create a cadre of people who will look at a situation, identify that there must be a better way and set about designing that better way and then implementation and then to have the framework in place, which includes Government's policy, includes funding from institutions, whether they be banking institutions or non-banking institutions, grant funding, loan funding, whatever it is, for these persons to take those ideas and actually have them materialised. Madam, all of that has to come into play.

Madam President, the first question was, is it that we need reforms in our education, so that we create that kind of scientific thinking. Madam, closely related to that, do we have to equip our teachers to promote critical teaching and problem-solving skills. I think I spoke to that as I spoke to the first area, so what reforms are needed, do we need reforms and if so, what reforms are needed in our educational system to create these scientists and how better can we prepare our teachers and equip our teachers to promote critical thinking and problem-solving skills among our children.

Madam President, do our post secondary institutions and our tertiary educational institutions have the capacity to provide the right skills and competencies that are needed to develop entrepreneurs and business leaders, who can drive that innovative and then compete globally. It is one thing to have the problem-solving skills, to have the innovative ideas but then to have our institutions also at the same time that they are helping with STEM education, innovative and critical thinking also to introduce entrepreneurial skills, business skills and competencies, so that they can take the next step and create a business out of it. Madam, an idea in

a notebook, squibbled in pencil somewhere in a box is no use to anybody. I suspect that many persons, that would have been scientists in Barbados and, indeed around the world, who see inventions being unfolded and say, "I thought about that, you know. I have it squibbled in a book, I have it squibbled on a note pad or a napkin, it is somewhere in a box", but they never took that idea to the next stop, only to see somebody else come up with it, it is launched worldwide and it becomes a major project and it earns lots of money and they say that only if they had run with it but they did not think it would have gotten any sort of feedback. Madam, that is also necessary and that is something our teachers and schools have to be equipped with.

Madam President, I know our schools and our teachers are already significantly burdened. I do not know if they are over burdened, I would not want to say they are and then be chided but they have a lot on their plates already but this is something if we are looking to have our students and the next generation move in that direction, our educational system must be a step ahead and our teachers have to be a step ahead, so that our students can get there because they are not going to get there on their own. We can talk from now until and we can call the call-in programme and we can say what would really benefit Barbados is if we were like Singapore and if we were like Indonesia and if we were like other places and our students had an opportunity to develop all of these wonderfully innovative products and projects but unless we can actually put that into practice nothing will actually come of it, it would just be talk.

Madam President, along side that, what about our university. We have been talking about our school system but then does our university here have the capacity for research and development. Are they doing enough research and development. Do we have that cultural of research and development. Is there research and development to indicate what might be needed, to indicate what problems we have. Some will say, yes, there is plenty and maybe those are the folks who do know and who are part of it but then there are others who would say, no, we do not know of any or we have not heard of any but, Madam, is that being promoted.

Madam President, is our private sector engaged in research and development. Are they funding research and development. Are they even applying the evidence from research and development? Madam, with respect to the students, is there a mis-perception among our students about STEMM education. Is the way that science and technology and mathematics being presented. I have said that we have a highly ranked education system, or STEM training is highly ranked but then we are not seeing graduates coming out of schools with STEMM. Madam, even students who are doing sciences at CXC would then go on to the university and do something that is not at all

related to the sciences, they may do something not in the natural sciences but may do something in the social sciences. Madam, why is that, is there a mis-perception among our students about their ability to take it any further, about the applicability of doing sciences if they do not want to be a doctor or a civil engineer. Do they not know what other applications there are, in which that goes right back to the role of a guidance counsellor, who could tell them what other opportunities exist in all of the various area under science and technology.

Madam President, is there move that we have to do then to encourage our young people more as a community, more as parents, as teachers, as the Government. Is there more that we need to do to encourage our young people to generate new ideas, to innovate and to explore opportunities and even start to visualise that these opportunities can actually be for them a way of life, and opportunity to make a living. They look at it and say, no, it is not going to get me to be a doctor, it is not going to get me to be a civil engineer but unless they start to think not only as innovators and critical thinkers but unless they start to think as entrepreneurs as well, they cannot see the relevance behind running with this idea, taking it and developing something. We have to change the mindset of our teachers in terms of how they help our children approach. We have to change the mindsets of our children exposing them to the opportunities that exist behind STEM, because there is only so much they can get in terms of employment in the current industries that we have here in Barbados and, Madam, that is limited. We see that we have a challenge with youth employment, so we know we have to create some new things or create opportunities for young people to create new things and new avenues for themselves. Madam, that is something we have to do. We have to change the mind set too of parents because if parents that the child is wasting their time pursuing that pie-in-the-sky goal then it will come to nothing and the parent will decide to send the children to the university to do a nice, safe subject that when you are finished, you can go and knock on the door and get a job with X or Y. We would have spent money, we would have trained teachers and guidance counsellor in exposing our children to the wide range, the endless opportunities and endless possibilities that exist out there, only limited by their imaginations, and by the size of their imagination, we could teach our children that whatever they can dream, they can create and that can become for them their thing.

Asides.

Senator Dr. the Hon. E. BYER-SUCKOO: It is a part of our colonial culture, I agree, if I am allowed to hear and aside but unless we also.

MADAM PRESIDENT: The Honourable Member has five more minutes.

Senator Dr. the Hon. E. BYER-SUCKOO: Thank you, Madam President, I am just about done. We would also have to convince the parents of our students that there are opportunities here and that this can be a viable opportunity for the student because if you do not do that, you would not have their support, you would not have their funding when the student needs to go off and train in the necessary area. Madam, the other thing we would have to also tell our teachers, our parents and our students is ...

Sequence 26

Wednesday, June 29, 2016

RESUMPTION

ORDER No. (RESUMED)

MADAM PRESIDENT: This Sitting is resumed. Senator Watson, you have the Floor.

Senator J. A. WATSON: Thank you, Madam President. Madam President, education is, to my mind, the most important ministry in this Government or in any other Government in Barbados in fact, and teaching is the most important employment in any country, and so too it is in Barbados so that any measures taken for the improved conditions of the teaching profession would unreservedly be supported by me. For these reasons, Madam President, I wholeheartedly support this Resolution, The Public Service (Teachers) Order, 2016.

In starting off, I think I have to concur with Senator Husbands when he said that the Ministry of Education, Science, Technology and Innovation needs to have a more aggressive public relations programme. In fact, Madam President, he himself started the ball rolling today by an excellent presentation. We were given good insight into the many programmes and initiatives from the ministry. My hope, Madam President, is that he finds a way of continuing this PR programme because there are lots of not only misunderstandings but ignorance as far as the Ministry of Education, Science, Technology and Innovation is concerned and I think a good PR programme would probably improve the relationship between the Ministry of Education, Science, Technology and Innovation and not only the teachers but parents and the general public at large, so that I think he has a responsibility to make sure that aggressive programme is put in place.

Madam President, the school is an organisation like any other organisation. I say that because all organisations need management and governance and it needs to be guided by some sort of mission and it has to have some goals to which to aspire. In fact, Madam President, I want to say that maybe two or so years ago I was in the company of some people who were having a very spirited argument

or discussion about the teaching service. A few of them were senior teachers in our secondary schools, and I was fortunate because just before then I had a look at the website of the Ministry of Education, Science, Technology and Innovation and realised and that they had a very extensive site and a lot of information was on that website and I mentioned to those people that do you know that the Ministry of Education, Science, Technology and Innovation has a mission and that it has goals and they did not know. These were senior teachers at one of our leading schools in Barbados. That surprised me, Madam President, so the PR programme of which Senator Husbands spoke must be internal as well as external. I think that the teaching profession probably needs to know a lot more about the workings of the Ministry of Education, Science, Technology and Innovation.

Madam President, as I said just now, the schools must have a paradigm shift to bring it in line with what Barbados needs. I believe that one of the ways to first start that movement is by redefining what we call the school system. I want to suggest that we dump the word school system and adopt the word school sector and make that a worthwhile sector in our economy. I say that, Madam President, because as I said before teaching is the most important employment in Barbados. Teaching touches every single citizen of Barbados. There is not a person alive in Barbados who at one time or another was not in some way influenced by our teaching system in Barbados.

Madam President, I want to go back and just mention what I saw to be the Mission of the Ministry of Education, Science, Technology and Innovation. If I may read it, it came from the website of the Ministry of Education, Science, Technology and Innovation. It says the Mission is to ensure equitable access to quality education for all our citizens so that their potential is fully realised. The second one says: To assist in the development of responsible citizens who are disciplined, industrious, creative and confident and who can function effectively in a modern society. Madam President, there is only one change I would like to suggest there, that instead of saying telling teachers or the ministry that to assist in the development, is to say to be responsible for the development of responsible citizens.

Madam President, that brings me to what I have been saying all the time. I am very glad to hear some of the things that are happening. When I hear that the nursery school system is well on the way with schools being built and teachers being trained, I think we are very much on the right path because as you know, Madam President, no matter how strong or how well decorated or how pretty your superstructure is, if you do not have a good strong foundation that building will fall, and the nursery school is where the foundation is, and therefore when I hear about

nursery schools being planned and implemented I know that we are on the right track.

There are several areas of development of children. I do not pretend to be psychologist nor an early childhood educator but I know that there are certain things that children have to go through when they are growing up and if we are not sure about them or if we do not recognise them, then we may not staff those schools properly. It is not good enough for a child to go through nursery school, primary school, secondary school and tertiary level education and not be well grounded. Madam President, I am just going to mention these things, I am not going to go into them because I do not pretend to be an expert but at very early ages you need cognitive skills, you need solid and emotional skills, you need to be able

Senate C30 Sequence 28

5.39 p.m.

Wednesday, June 28, 2016

Senator J. A. WATSON: You may not be an expert but at very early ages you need to have cognitive skills, you need to have solid and emotional skills, you need to be able to use speech language skills, you need motor skills, both fine and advance motor skills. Ma'am, those things have to be grounded at the nursery level, not when you become 12, 13 or 14. A child at even six months should know how to do certain things and they do them instinctively; if a child sees something that it likes it will smile; if it sees something that it does not like then it will cry and therefore that child knows the difference very early. When a child is a little bit older and is doing something it knows that it should not be doing, when you appear that child will hide or would do something to cover up whatever it is that they were doing. If they were doing that they know to be good and that you wanted them to do they would rush to you and show you what they are doing. Those are the sorts of things that you would learn in a nursery school.

Madam President, I have mentioned here before that the important years of a child is from zero to five years of age and sometimes we do not quite understand the zero. The zero is pregnancy. My belief is that we have to start there because when a mother goes to the polyclinic during her pregnancy days she must be given some instructions, she must begin to learn the reactions of her child as it grows because very often we mistake what a child does and treat them accordingly. If we know how a child reacts to certain things we will treat that child correctly, and that sort of information can be given to a mother during her pregnancy. Madam President, when she sees that at a certain age and that child is not doing certain things then she would know that there is a problem and she should seek help. When she sees the child reacting a certain way

she should know what to do and how to treat the child and that can be done during pregnancy, so that is the zero that we talk about. Madam President, the other things is that in the nursery schools, of course, the professional teachers would know how to deal with those skills that I have just mentioned.

Madam President, when a child gets into primary school and leaves primary school going into secondary school there is always this complaint about the children coming into secondary school not being prepared. I mentioned earlier that the schools must be treated as an organisation. Madam President, I just mentioned the change of the term from school system to school sector, if our thinking is in that direction, then I would want to hear about things like an educational entrepreneur and a teaching entrepreneur. The reason for this is that we expect Barbados to produce entrepreneurs, we expect that when many people leave school to be able to create employment for themselves, to think critically, they have to be innovative and creative, but that is not going to drop out of the sky, that has to be cultivated from zero. When it is implanted there it will just flourish and the only thing the Government has to do is to create the environment where those skills will be able to be utilised.

Madam President, a lot of mention was made today of the creative industries. Even though there is a lot of talk about the creative industry, you would find that there are only a few people who are benefiting substantially from that sector and there could be a reason for that. Madam President, let me go back to the idea of the changing approach to the structure of the school. Madam President, the school is managed by a Principal, it has Senior Teachers, it has Form Level Teachers, it has students then, of course, it has the auxiliary staff. Madam President, if you are thinking of an educational entrepreneur you would know that the most important people to you are your customers and that you would have two types of customers, (1), internal customers which would be your Senior Teachers, teachers and students, (2), external customers which mostly would be parents but you would have other suppliers and whatever, but the people whom I am concerned about are the internal customers.

Madam President, I heard a very famous entrepreneur said once that it is not the customers who come first, it is the employees who come first, that once the employees come first then the customers would automatically become important, so that if you do the right thing with your employees then you do not have any problem with customer service, it just naturally follows. Madam President, there is the same thing within the school system, if our teachers see the students as their customers then they would be going all out to satisfy the needs of their customers. There would not be any question of

whether or not I am going to stay at school with one child until her parents collect her, that would be done naturally.

Madam President, there would not be any question about teachers being annoyed about a dull student or one who is giving trouble, they will always be finding ways of dealing with those students. Madam President, as you know, entrepreneurship is not about complaining, it is about identifying the problem and solving it, it is about being innovative and creative about any situation, you either will be solving a problem or you would be making something better. In the school system if we have that mentality then we will begin to see a shift in our citizenry.

Madam President, that is what our main concern has to be, because as it is now we have a serious problem and I do not think that we should trivialize it at all, this idea of 17-year-old and 18-year-old boys going to court for shooting somebody, where they are smiling and giving

‘high 5s’. Ma’am, that is foolishness, I think we have to find a way of stopping that kind of thing, so that you have a situation where you have to deal with that element that exists now and you have the opportunity to make sure that the ones who are coming afterwards do not go in that direction, so that the nursery and secondary schools should be used to make sure that sort of attitude, that sort of mind set among our young people does not continue.

Madam President, the ones that are existing right now we have to play hardball with, we cannot be soft in a situation like this. I think the people used to say a critical problem requires a critical response. Madam President, I believe the last time we were here I mentioned the idea of students having to go to school up to age 18. I believe that is one of the methods of combatting some of the crime. In fact, I was very pleased to hear this morning -- I did not know of it -- about this new school at Erdiston, New Horizon. In fact, I had something in my mind that was a little more stringent than that.

5.55 p.m.

Wednesday, JUNE 29, 2016

Seq. 30

Senator J.A. WATSON: ... In fact, I had something in my mind that was a little more stringent than that. Madam President, when you go to school up to 18 mandatorily, what will happen is that somewhere along the line you are either going to show aptitude academically or technically, or you are just going to be a “bad boy”. It is not difficult to stream those people. Those showing academic aptitude could go on; the technical could be streamed to the technical areas onto the Polytechnic and so on, but, Madam President, in terms of those deviant people

no boy at age 16 or 17 can be considered mature. I believe that a boy up to 18 should still be the responsibility of the State through the parents, so the parents must have the responsibility, and where the parents fail, the State must take on that responsibility. Therefore, Madam President, as early as possible and by this I mean five, six and seven years old, if you are showing serious antisocial behaviour, you need help to modify that behaviour. You do not need punishment as we do now. Punishment helps but in fact there is guidance that is probably more important. Therefore, the New Horizons Academy that was mentioned is a good idea. My idea before that was the idea of setting up such an institution within the Defence Force, and the reason why I suggested the Defence Force is because, more often than not, this problem arises from indiscipline, Madam President. You need an institution where discipline is of the highest order, and in Barbados that institution is the Defence Force, so that is why I would suggest that.

Madam President, even before you get there, when you are in kindergarten or nursery or whatever we call it, you should be able to be trained so that you know how to get along with people. I think Senator Husbands mentioned the idea of sports and play; those are the things that instill discipline in you. When you are in kindergarten, you have to know that if there are three of you playing together with a ball, each one must have a turn and you must await your turn. That sort of discipline takes place during play, and if you get that at that foundation level of nursery, chances are that you will not deviate on the way up unless something drastic happens.

Madam President, that principal who is an educational entrepreneur in the primary schools, as I want to refer to him, will have teachers. I am not sure about the structure in the primary schools. I believe they may still have senior teachers and teachers, but in any case, whoever his subordinates are, he should be able to guide them, because entrepreneurship also has to do with leadership and you must be able to lead the people who are your subordinates to reach and surpass the goals that you or the institution have set. The teachers themselves would then have the responsibility of making sure the students in that school do the best they can. At primary level I face it but I am not sure I agree with it entirely, but I accept that within the primary school system your goal is to pass the 11-Plus and to get into a secondary school. Until that changes, I am accepting that, and therefore the teachers must be able to coach their children to the point where they can do well in the 11-Plus to get into a secondary school.

Madam President, I am aware of a lot of problems that exist with various families in Barbados. I can understand that the ten-year-old student who goes home and sits at the table with his parents and has a good breakfast, lunch and dinner, who sees his or her parents interacting at a particular level of discussion, who has

access to books and magazines, who sees his or her parents reading the newspaper - even if that ten-year-old just reads the comics, he or she gets the feel of reading a newspaper -- is bound to do better than the student who goes home to a single mother or single father with five or six other siblings in the house, with the mother's boyfriend cursing, quarrelling or sometimes fighting. With the effort to be able to get a proper share of food, whether it be breakfast, lunch or dinner, if they are lucky to have all three, the nourishment is not going to be up there. That child must be at a disadvantage. How do you deal with that situation in the primary schools to make those two students as equal as possible? I think the goal said, "To ensure equitable access to quality education for all of our citizens." While that may be true, the education is being delivered but can it be received by the second child who I spoke about? Madam President, that is why I would always support the School Meals programme; I think it is an important programme for children of that kind.

I only recently learnt that in the secondary schools there is also a feeding programme for less advantaged people, and I am glad to hear that because, most of us know that any day you are at work and you get too hungry, you cannot work, and until you eat something you are not going to be producing anything. You are going to be just there until you go out and get something that will build your energy back up, even if it is an energy drink or something. Therefore, when a child goes to school after not eating dinner last night, after not eating breakfast, and goes into a classroom, you cannot expect that child to be as attentive as the child who left home after a good night's sleep, after having a great dinner and a great breakfast, and after being driven to school. How can you compare the two? Madam President, I do not have a lot of answers for that, but I think that is a consideration that the Ministry has to grapple with. If we are giving all of our citizens the opportunity, as you know, when there are disadvantages you have to give incentives to the disadvantaged to make them almost equal to the advantaged ones.

Madam President, in relation to the secondary schools I mentioned the idea of streaming those people. I believe I mentioned before that personal development is extremely important in the secondary schools, and I believe again that it is important that children keep coming up correctly. When you are in nursery school, for example, you learn how to do certain things, how to push your shirt in, how to comb your hair and all those little things, so that when you get into secondary school, you are versed in some basic things.

5.57 p.m.

Wednesday, June 29, 2016

Senator J.A. WATSON: (Seq 31)

Madam, tertiary level. I think it was mentioned a few times that all of our legislation should also take into consideration our social and economic development and more so our tertiary level education because that is where the step before the real contribution to our economy begins and while you are at university, you should be preparing yourself for the world of work.

MADAM PRESIDENT: Senator Watson, you have two more minutes.

Senator J.A. WATSON: Madam President, I did not expect the end to come so quickly. Madam, let me go on to quickly say that in terms of the paradigm shift of which I spoke where you are seeing the school as a sector rather than and that you are seeing the persons in that sector being entrepreneurial. There are certain prerequisites that would move that thought forward. Madam, in the teaching profession there are there three things that to my mind is most important and one, is recruitment. Madam, when you are recruiting a teacher, you are not looking for an employee, you are looking for a teacher. A teacher is a very special person, who must have certain qualities and empathy is important. I think that if you are going to be a great teacher, there are certain attributes that you must have and the Ministry in their recruitment or job descriptions must be cognisant of those attributes and make sure that when they hire teachers that they hire the right kinds of persons. Madam, the second one is training and it would be at two levels because you have the existing teachers who would have to be retrained to be teachers in this modern day and trained teachers in the way of being entrepreneurial and those who do not meet that requirement you might have to replace if they cannot get themselves organised in that direction.

Madam President, finally teachers must be protected in more than one way. Madam, since they are so special, they must be protected and given every opportunity to function correctly and one of those is what we are discussing today. Madam, teachers must not be doubtful about their jobs. You do not want them to believe that they cannot be diminished or disciplined but the fact of the matter is that a teacher must be secured in their jobs and secured in their jobs in a way that they can support themselves without a lot of problems. Madam, the increases in this legislation is very welcomed and also the fact that they are now being appointed.

Madam President, in my view, to have a school sector moving forward, our recruitment has to be good, our training has to be relevant and our legislation has to be one that protect and make our teachers feel and know they are special.

Madam President, with those few words, I thank you.

MADAM PRESIDENT: Senator Durant, you have the Floor.

Senator Rev. Dr. D.L. DURANT: Madam President, thank you. Madam, whatever Government does to make teachers more comfortable in their teaching profession must be encouraged. Hence, it is with great delight that I stand to just give a few comments to what was already said during the day. Madam, quite a lot has been covered, so quite a bit I will leave out of what I really want to say.

Madam President, Senator Husbands did an excellent job, as everyone has said, in presenting this Resolution this morning. He gave us a very good wicket to bat on and everyone has really been batting well so far. I too commend the appointment of the 400 teachers recently and also the creation of 200 additional posts in the teaching profession. I think that it a brilliant public relations move. Madam President, as a result of this initiative, I personally believe that among the teachers there will be greater sense of job security, a greater sense of confidence and comfort, greater stability, joy and peace and I am sure that it will redound to less absenteeism, greater punctuality and teachers also becoming about their teaching and the education of our children.

Madam President, I think that it has create the way and opened the door for teachers to continue to love the idea of getting into school and doing their job with a sense of pride and a spring in their step. I commend the work of the teachers in this island and I really that over the last 50 years, that the teaching profession has made a sterling contribution to this island Barbados and I support whatever is done in this Jubilee year to recognise the great work they have done, the foundation that they have laid in the development of Barbados and also in the education and development of our people. I would certainly whatever is done in this celebratory year of Jubilee for our teachers.

Madam President, I want to recommend that much more should be done also to encourage, to equip, to empower and to further educate. I love what Senator Husbands said earlier, the extensive training programme that is now being implemented upon what is already there. I really want to commend that effort, and I think that this can only augur well for the development of our children. Madam, also there is a need to maintain a high morale in the teach profession which I think is very much needed.

Madam President, I want to really ask the public bashing of our teachers in some of our radio call-in programmes to be discouraged. I think that is something that needs to stop because, to me, this only serves to embolden our young people to disrespect teachers and also emboldens parents as well to have there is this kind of aggressive behaviour towards our teachers. We must all work together to foster an environment where it is

conducive and where quality education is being undergirded and being released. It is only good for our country where a proper and a strong educational environment continues to prevail in Barbados. I think that we have an educational system that is second to none in the Caribbean, so I want that to really continue.

Madam President, one man said that children are like wet cement, whatever falls on them makes an impression and it is in that context that I want to say that it is very important for us to impress the right things upon the young minds, those young formative mind and make sure that we impress the right things upon them, so that solid foundation can be laid in their lives. Madam, in Deuteronomy where God himself instructs us. Madam, by us I mean it goes to parents first and the family. He instructs the idea of impressing his words, impressing the values, impressing the norms that are laid in the scripture upon the hearts of our children. He said it in verse 6:

“These commandments that I give you today are to be upon your hearts, impress them on your children.”

Sequence 31

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Wednesday, June 29, 2016

Senator Rev. Dr. D. L. DURANT: These things have a domino effect across the nations, and before that happens here I think we would want to make sure that we put things in place.

Our Senator, Sir Roy Trotman, mentioned today about the war zone. I really admire the terminology when he said war zone with reference to students and parents and their attitude towards our teachers. That is something that has to stop and I pray that this would not go any further.

I do not want to go over any of the other things that were mentioned, I just want to say that I really support this Resolution and I want to end with part of a verse, which is very familiar, especially in this time when people seem to be very uncertain and very fearful, which says: God is our refuge and strength, a very present help in the time of trouble, therefore we will not fear. All of the fear people are having especially in light of people falling down and dying and things like that is a spiritual matter that will be dealt with in the spirit, so let us look up and keep trusting in the Lord with all of our hearts leaning not up to our own understanding but in all of our ways acknowledging him and he shall direct our path and give us a wonderful educational environment for the development and training of our children.

Thank you, Madam President.

MADAM PRESIDENT: Senator Todd, you have the Floor.

Senator the Hon. P. M. T. Todd: Thank you very much, Madam President. I rise to give full support to the passage of this Resolution to approve the Public Service (Teachers) Order, 2016. I stand here as a proud Barbadian who would have been a teacher for close to 15 years primarily in the secondary school system but I did had a few weeks in a primary school many years ago, and I would really wish to take this opportunity to congratulate the teachers of Barbados for the yeomen service which they have given to the people of Barbados because as Senator Durant and others would have mentioned - I am no Latin scholar, I just had a few years at The Lodge School with the late Lee Harper Skeete after he retired as principal at the Foundation School, he taught us in lower first and first form at The Lodge School and then the late R. K. Hall, a Barbados scholar from St. John - there is a Latin phrase to suggest that a teacher serves in place of the parent, loco parentis.

I am saying that the role of the teacher is very important, they stand in the place of the parent during the period of the day that we have responsibility for the supervision of the future adults of our land and therefore I really would wish to congratulate those persons who have chosen teaching as a calling. It is a calling, Madam President, because you would have many teachers who would realise that persons with similar qualifications who go into other vocations, be it accounting, banking, management, engineering, architecture, land surveying, architectural science, medicine, insurance and so on, would be working for much more money and having many more perks as it were, be it travel, entertainment allowances, fully serviced company cars including SUVs, et cetera. Perhaps that is one reason why we are finding it difficult around the world to attract more men into teaching certainly at the primary and secondary level because traditionally the man is still expected to be the principal breadwinner of the family taking care of the wife and the children not being chauvinistic but offering the possibility of the wife choosing to be a stay-at-home mom to take care of the children so the man would be the principal breadwinner. Teaching is a career chosen not for the love of money but for the love of the service provided, moulding the lives of these young impressionable souls under their charge so I really would wish to salute these teachers.

This particular Order that we are looking at, Madam President, is very important because as other Honourable Senators mentioned, this improves the job security of teachers. There are a number of issues that I would wish to highlight having served in this vocation myself. For

example, we know that the new Public Service Act was passed and within that legislation public officers who would have been working continuously for three years at least up until a certain cut off period would be guaranteed appointment but the reality is that the number of established posts in the public service would be less than the number of these persons who qualified for appointment so that is why we need in teaching and other parts of the public service to address this matter and therefore the establishment of these 200 posts within the teaching service would go a long way to address this matter.

Moreover, Madam President, over and above this, over the years we would have had teachers for one reason or the other as others Honourable Senators would have mentioned serving continuously, unbroken service in many instances, for upwards to 10 or more years. I myself would have taught continuously, unbroken service, for seven years without being appointed. What would have transpired as occurred with other teachers is that as a temporary teacher one could only be guaranteed a contract for up to one year. You would get a letter from the Chief Education Officer informing the temporary teacher of their appointment which would go up until the end of August in many instances and then they would have to be renegotiated for the following September. Sometimes a teacher would be substituting for a teacher, the substantive holder of that post, who may be away on secondment to another educational institution such as the Barbados Community College, the University of the West Indies or in any other areas in the public sector or even in the private sector or they may be on contract teaching in Bermuda, the Cayman Islands, other parts of the Caribbean and even in Kentucky, the United States of America. On one occasion recruiters came from District 17 and 18 in the New York Brooklyn area in the ...Canarsie area recruiting dozens of Barbadian teachers to teach West Indian children in that educational system and when those teachers returned those replacement teachers would be out of a job and would have to compete throughout the system to seek to get an appointment elsewhere, so this could go on and on and one could go from school to school teaching continuously upwards to 10 years or more and not being appointed. I know that the trade unions would have been addressing these matters over the years so security of tenure is very important and therefore I fully congratulate this Administration for putting it on the front-burner and having this legislation before us today.

As other Senators would have mentioned, this creates a challenge for those persons not appointed to access simple loans be it for medical purposes, for education for themselves and their children, hire purchase agreements and car loans. Even the pay day loans operations require the applicant to be appointed so that this matter would really be

Senate C30 Sequence 33

6.29 p.m.

Wednesday, June 28, 2016

SENATOR the Hon. P.M.T. TODD: Madam President, I would also wish to say that as a mathematics teacher myself, I am very cognizant of the fact that mathematics...

Madam President, we heard about the emphasis that is very prevalent nowadays on the S.T.E.M. subjects and mathematics is central to this.

Madam President, I would wish to congratulate the Ministry of Education, Science and Technology, and Innovation for insisting, as I understand it, that in order for persons to enter the teaching service at the primary level, that apart from having five Caribbean Examination Council certificates or the equivalent, they must have among those subjects English Language, Mathematics, a science, and I think either History, Geography or Social Studies because Madam President, we know that a number of people over the years have had challenge assimilating the concept of mathematics and if they are not qualified to the extent of having Caribbean Examination Council certification in mathematics, then it would be very difficult for them to teach the basic numeracy and reasoning that will be required to adequately prepare their students for the Common Entrance Examination in mathematics. This then has a ripple effect when the student transitions into secondary school because in the first few years of that student's secondary career that student would be struggling in mathematics because of not having had the foundation and therefore there is the need to ensure that we have interventions in a very timely manner in terms of remedial mathematic teaching in the early stages of the student's secondary career.

Madam President, in fact, before I go into that, as I said, I would have taught very briefly for a few weeks at a primary school and I know that traditionally primary school teachers are expected to teach the full complement of subjects to that particular class to which they have been assigned. I think we can really look critically at the possibility, perhaps by way of pilot, of experimenting with the concept of providing a few specialist teachers for at least Class Four who may be interested in teaching mathematics alone or with science, especially remedial mathematics, to bring along those especially students who are having challenges in mastering those basic concepts because as we have said it is so very vital.

Madam President, just to give you a quick example without being too technical, when we go into secondary school that foundation work in the first two or three years

in the mathematics career of the secondary student is critical because we hear of subjects such as Algebra, using x , y , equations, linear equations, et cetera. Ma'am, in order for one to have a ghost of a chance of mastering or even comprehending the basics in Algebra one must understand what we call directed numbers or negative numbers so that, for example, $-2+-3=-5$, that is why $-2x+-3x=-5x$, so that if you do not understand $-2+-3=-5$, there is no way that one could understand that $-2x+-3x=-5x$. Madam President, the importance therefore of that foundation in terms of understanding the concept of negative numbers which is taught in the first year or two of a student's secondary school career, so that when they come to the Caribbean Examination Council, C.A.P.E. and university levels where you go into more advanced concepts in Algebra, without that foundation in negative numbers that student would be totally 'out to sea'.

Madam President, these are issues that we as a country have to address. In fact, I know that the Right Honourable Prime Minister makes the point, he having been a teacher initially, that perhaps we need to provide the position of what I think they call a master teacher, someone who loves teaching that particular subject, be it mathematics, English or what-have-you, so that they are not lost to the classroom as they seek to move up in their career in terms of remuneration going into senior positions of Government, be it a Year Head, Head of Department, Deputy Principal or Principal, because as the responsibility for managing the school's administration increases with those appointments there is that pressure to not have enough time for these Senior Teachers to actually interface in terms of classroom teaching and so on many occasions we may have Principals who, even though they may be willing, are just physically unable to devote enough time in the school day even to teach a single class and so they end up being not a teacher in teaching the children at least one class but just managing the school's operation. Furthermore, that Principal might have been an excellent teacher, as I am sure Senator Adams would have been prior to becoming a Principal. I Madam President, when I was a student at the Lodge School, the Principal at the time, C.D. Aurelius Smith, insisted that he would teach Science to students entering Lower First. Ma'am, that was a challenge for us because he kept us on our toes. I remember on one occasion one Monday morning we went up to present our homework and those of us who did not have our homework done were flogged on the spot.

Asides.

SENATOR the Hon. P.M.T. TODD: Of course, I was not flogged because I did my homework. Madam President, Mr. Smith actually took on the responsibility of teaching what we call the 4R, students who had repeated Fourth Form and it was their last chance to either go up or out of the school system. Madam President, many teachers

were afraid or reluctant to teach those students but the Principal took it upon himself to teach those students. Ma'am, nowadays the current reality is that most Principals do not teach a single class.

Madam President, the point I am making is that I agree with the point made by the Right Honourable Prime Minister about providing this special promotion where the seasoned teacher is able to get the increase in pay but can remain in the classroom if they so desire, as opposed to going into management in terms of being a Principal, a Year Head or Deputy Principal. Instead they can be this specialist mathematics teachers so that that well-experienced quality teachers is not lost to the actual teaching of the children on a day-to-day basis. Ma'am, these are areas that we can be innovative with to ensure that the final result in terms of the delivery of good teaching to our children and therefore the improved performance of the children is maximised.

Madam President, I would also wish to support those Honourable Members who would have made the point that areas such as the provision of school meals are very important aspects of the complete education of our children, that is why the late Right Excellency Errol Walton Barrow was so visionary in providing the School Meals programme to our children, of which opposition at the time were very critical of this initiative. I think it was being touted then that if they were to get into office they would bore holes in the pots and pans, so much were they opposed to this initiative but the late Right Excellency Errol Walton Barrow understood the fact that children could not fully assimilate the education provided to them at school on a hungry stomach. Therefore, I would wish to commend this Administration for, as Senator Watson mentioned, going very quietly into the secondary schools on a case by case basis...

6.38 p.m.

Wednesday, JUNE 29, 2016

Seq. 35

Senator Hon. P.M.T. TODD: ... Therefore, I would wish to commend this Administration for, as Senator Watson mentioned, going very quietly into the secondary schools on a case-by-case basis to provide the school meals service to those children in need without necessarily having them ridiculed by their peers, Madam President. I really would also wish to very quickly take this opportunity to commend those persons in various service clubs and church groups who feed the less fortunate in our centre. I would encourage them to maybe apply to the Ministry of Education or to work with other agencies such as churches so that they can have enclosed and more private facilities in which to feed these persons, because oftentimes we see the

homeless and others exposed to the elements and in full view of the public waiting to be served. I think that in order to ensure that more dignity can be assured, we can perhaps have a relationship with these very laudable initiatives, but with more privacy and convenience to the recipients. Their efforts are very laudable, because we should not be Darwinian in our approach to life in terms of the survival of the fittest, but we must really be our brother's keeper. It is not just about giving people a handout but rather a hand-up, and I congratulate the Vagrants and Homeless Society for really doing a tremendous job in actually reintegrating a lot of these persons back into mainstream society.

Madam President, in terms of the whole feeding programme, I would wish to congratulate as well the Minister of Social Care in The Other Place for taking the initiative to introduce a breakfast programme as a pilot in St. Michael Central, where the Government agencies have been actually providing breakfast to residents in that constituency; children in particular. It is absolutely deserving of applause, Madam President, because as we are saying, when those children get their school meals at school, a number of them may not be guaranteed a balanced meal for breakfast or dinner at home, so that any additional provision by Government and service agencies to ensure they can have nutritious meals throughout the day, and so that they can develop physically as they mature from childhood to adulthood, must be lauded.

I also know that a number of service clubs and churches within the City area such as the New Testament Church of God at River Road, the St. Patrick's Roman Catholic Cathedral and the St. Ambrose Anglican Church, have combined with the assistance of other agencies and benefactors from the private sector to launch a breakfast feeding programme at the St. Ambrose Church centre to feed the residents in the surrounding areas of the City, particularly the children, without creating any stigma. I remember the then President of the YWCA, at the launch of an event in which I participated, making the point that all were welcome, so that there would be no stigma in terms of the recipients being seen as less than the privileged persons in the society. Madam President, this sort of initiative goes a long way towards ensuring that the children are in a better frame of mind physically and mentally to excel academically when they go into their respective schools.

The issue of nursery education is also very critical because I remember going to Erdiston Primary School as a lad, and to the east of the school was the Erdiston Nursery. This was back in the early 1970s and there was just a handful of nursery schools in the country. Whether it is Montessori education or early childhood education, it is very critical. Many scientists argue that the children who get that early education actually get a headstart and are more likely to excel further on in their academic careers. I

myself did not benefit from nursery education. I went to a private school in the Jessamine Avenue area led by Mr. C.C. Parris who was a reverend and had a Pentecostal church by night, but during the day in the early 1970s he had us between ages 3-5 writing on slates. Madam President, when I went into Erdiston Primary in 1972 in Class 1, we were so ahead through Mr. Parris' teaching that I had mastered yards, feet and inches while the Erdiston Class 1 students had not reached there as yet. It did not surprise me at all when I ended up getting marks for Harrison College because of that early childhood education, Madam President.

I therefore really congratulate this Administration for going full steam ahead in providing additional nursery school positions in terms of schools being built and opened. As Senator Husbands mentioned, we have plans in collaboration with the Maria Holder Trust to actually provide more nursery school education throughout the country. We have a nursery section at the St. Ambrose School, fully built within time and on budget by this Democratic Labour Party Administration, where the children in that area are able to get high quality nursery education. I know a number of business houses have adopted schools within the City, and I believe that this can be extended by further benevolence from these good corporate citizens in our country. I encourage them to adopt more and more schools, and provide some audio-visual aids and other material to schools, such as outfitting libraries and so on. Do not leave everything to Government. These are the future workers and future leaders of our country, and as good corporate citizens, these businesses must be encouraged to give back some of the profits they would have gained from the patronage of Barbadian parents and guardians.

Madam President, as I seek to conclude I would also wish to encourage parents, as Senator Durant mentioned, to work hand-in-hand with our nation's teachers. Do not see them as adversaries. Teachers are representing parents in the school system. There is a common objective of ensuring that the children's welfare and wellbeing are optimal and very significant. Therefore, in terms of Parent-Teacher's Associations (PTAs), as the name suggests -- parents and teachers working hand-in-hand -- we need to see more parents and more teachers coming out to PTA meetings. Parent level meetings are also commonplace in many of our secondary schools, where at least once per year the parents are encouraged to come to the school after school on evenings and meet the individual subject teachers and form teachers face-to-face. Sometimes these events are planned and the teachers make themselves available, but some of the parents, whom the teachers would particularly wish to see because of certain challenges, are not present. I think parents must be encouraged to take their responsibilities very seriously and really take the opportunity to meet the teachers so that any issues can be

identified and any interventions made, and so that challenges can be addressed to the benefit of the children.

6.46 p.m.

Wednesday, June 29, 2016

Senator P.M.T. TODD: (Seq 36)

Madam President, what can happen is that if a parent or guardian sends signal to the children that teacher x or teacher y is not a good teacher and should not be teaching them and a lot of negative, it can undermine the respect which the children will have for that teacher. Madam, if a teacher is incot that incot must be addressed but I am saying that we should seek to put the welfare fo the children first and a parent must understand that if they do not support the effort of the teacher and if they undermine the authority of the teacher then, itfa, the children that they love and the teachers love could suffer from the point of view that if they disrespect the teacher because they think that my mother or father is suggesting that person is not a good teacher and the teacher is trying his or her best to teach that children but the child is all mix up and disrespecting disreg the teacher, the teacher has qualifications but the child end up disreg the teacher, not paying attention to their work and failing their examinations. Madam, is that what the parent wants, I am sure not. I am saying that we need to not see teachers at war with parents but working together and keep the chains of communication open so that issues can be addressed on both sides so that keeping the children well-being and welfare paramount, we can get the best results in terms of the performance of that child.

Madam President, finally, as I use up the last 30 seconds, I would also encourage the management and senior teachers to support the junior teachers, those rookie teachers some of whom may not have the Diploma in Education and Erdiston training and so they are learning on the job and rather than say that child X or child Y, does not give me trouble but they are giving you so much trouble. If a rookie policeman has a challenge on the beat and they radio in for assistance, the person at Operations Control does not pass judgement, you touch one, you touch all and there is backup because tomorrow that person may need the assistance.

Madam President, what can happen is that children are very intelligent, so they may be afraid of the principal, who can flog them on the spot, or the senior teacher but they know that the junior teacher does not have that authority, so if there is not that support, then the child can say that if it gives teacher X a lot of trouble, they will say that teacher has poor classroom management, so they will get fired. The child now gets very excited about giving trouble just to get rid of the teacher who may be too strict,

so we need to give that support to these junior teachers to help them along the way and as, Senator Dr. Byer-Suckoo mentioned, the whole issue of teacher appraisal where we have sessions where senior teachers bring the junior teachers to observe them in their classroom and then they can have a confidence to discuss how to improve teaching and vice-a-versa and that would go a long way.

Madam President, I thank you for giving me this time and I fully congratulate this administration for putting the welfare and the job security of our teachers to this high extent.

Madam, I support this measure. I thank you.

MADAM PRESIDENT: Senator McClean, you have the Floor.

Senator Hon. M. MCCLEAN: Madam President, I rise to speak very briefly on the Resolution, the Public Service (Teachers) Order 2016. I want to start by congratulating Senator Husbands for his usual excellent presentation. I think that in his presentation he not only presented the rationale for that but he also gave a very synopit but comprehensive overview to the initiatives of the Ministry of Education, Science, Technology and Innovation. I think the name of the Ministry is important. I have heard references to public relations but, as a person who would have spent some time in marketing, I am a little wary of this call for public relations. Madam, there is a lot of information out there and I believe that the Fourth Estate, the media, nee also to spend more time on highlighting the positive. I have heard several presentation and this is the forum here and in the other place where the public gets information so the notion that we have to run out there and do what people call PRR, there are several opportunities where information is shared. Madam, more can be shared but I do not think that is is necessarily the most critical thing. I think what is critical is that the initiatives are identified, implemented and the persons the beneficiaries undertake, as Senator Husbands suggested to assume the responsibility that flow from the rights and privileges which are created by this. Madam President, I want to say quickly that beyond providing job security, it is important to recognise that there is a strong focus on staff development intended, as we have heard, to enhance teacher performance and in this globalized world, I think that is absolutely critical. I would also want briefly to respond, if I understood correctly, a caution or concern expressed by Senator Adams himself a teacher of many year, and a principal and therefore, a manger of schools for many year. If I understood him there was caution expressed about the emphasis on STEM, science, technology, engineering and mathematics but, to my mind, this is not something that should be a concern because, in part, there is no intention on the part of Government and the Ministry of Education to ignore other critical subjects certainly

including the arts. Madam, I will share something later in terms of some of the initiatives. I am sure you would have heard not only today but previously from the perspective of our human resource development in the country, the work that is going on in the Ministry of Labour, Social Security and Human Resource Development, and that is also important. Madam President, I would want to suggest that in the context of all that I understand about STEM, science, technology, engineering and mathematics to be in relation to education that it is really an approach to teaching and developing in students the capacity to learn and to apply that learning and education. Madam, to me, if I am understanding some of the stuff I have read, what we are really talking about is the need to appreciate not only content, content being the science, technology, engineering and mathematics but also the philosophy which is imbued in a focus on STEM, science, technology, engineering and mathematics teaching. I would want to touch on that as we talk about engaging children in especially early childhood education. I think that as I listened to the presentation and as I read and follow what the Minister of Education and the Ministry of Education are doing and what has been articulated by Senator Husbands, there is a recognition of the importance of a foundation in mathematics and science learning. Why I think STEM, science, technology, engineering and mathematics is about innovation at the end of the day when you think of the subjects in there. We are talking then, as far as I am concerned and as far as I have sought to understand this about an approach to integration of knowledge which allows and builds on capacity to apply investigation, or to be investigative. It is about cross contextual learning, testing of ideas and, in essence... Asides.

Senator M. MCCLEAN: Madam, this is why I am happy to hear of the work of Erdiston. It is a movement away from passive instruction to a more active and interactive approach to learning. Madam President, if we do this, from my perspective now, as a person with a background in my early days of teaching in what used to be called personnel management and industrial relation, and later human resource management and other areas of management is that we are talking about an educational system which from very early seeks to build confidence, it seeks to imbue in students the ability to think critically and I do not think that critical thinking will only come... I do not believe in form necessarily. I heard some of the interesting ideas that would have been tabled by Senator Watson but I like to hold on to substance. We are talking about teachers and I believe that they should be called teachers. They can be creative, they can be innovative, yes, those are characteristics of entrepreneurship and so on but we are talking about teachers who have a very specific task and, as far as I am concerned ...

Sequence 36

Insert s37 julitte

Wednesday, June 29, 2016

Senator the Hon. Miss M. P. O. McCLEAN: ...therefore, Madam President, I see this Resolution, the Public Service (Teachers) Order, 2016 not just as an opportunity seeking to address a longstanding problem. I recognise the hard work that went into that because fortunately for me I was able to have sent to me one of the senior officials who would have been very much part of the process in terms of doing this so that experience is shared elsewhere. What it is really saying to us is that we are seeking to provide a level of security for staff because we recognise that the role and importance of our teachers are of such great necessity at this time that we can use that to further propel our students through strengthening our educational system.

Madam President, I am happy to hear all that I heard from Senator Husbands and I will use this opportunity, as I support this Resolution, to congratulate him, Minister Jones and the people in our education system.

With those words, Madam President, I am obliged.

MADAM PRESIDENT: Senator Husbands, you have the Floor.

Senator H. A. HUSBANDS: Thank you very much, Madam President. Let me begin in the wind-up of this debate by thanking Honourable Senators for their contributions to the debate. We now have a wealth of ideas and opinions that we can use to supplement what the Ministry of Education, Science, Technology and Innovation has done so far all in the interest of the young people of Barbados and in the general development of the country.

I made a number of notes and I want to respond to the various issues raised and I want to do so very quickly. I will deal first with the point made by Senator Todd in relation to the concept of master teachers. For a long time in education in Barbados and throughout the region this idea has been floated. What currently happens is that persons who are good teachers go into administration and become principals in order to get the improved compensation, but the skill of being principal is another skill set and if you are a good Mathematics teacher it does not mean that you will become a good leader of a school, the skills do not necessarily transfer, and that has been the challenge with which we have been confronted. When I was still in the classroom many years ago we investigated systems from the Bahamas and other places but to this day we have been unable to put into place the concept of the master teacher. I understand that even places like the Bahamas have gone back much to the old system.

Whatever we call it, we still have to be able to confront this problem and have our best teachers remain in the classroom, and that is an ongoing project. I said it is many years old but we are still working at it trying to perfect it and it is indeed a very good idea.

Senator Durant said that he was hoping that there would at least be two other secondary schools. I have spoken in the Chamber before about the Ministry of Education, Science, Technology and Innovation or rather the Government of Barbados/Caribbean Development Bank School Building Project. There are plans right now at the tender stage for the construction of several schools including two new secondary schools and some new primary schools. Speaking from memory, there will be a completely new primary school for Wesley Hall and a new primary school in St. John to alleviate some of the challenges that we have there, so the Government of Barbados/Caribbean Development Bank Project is well on the way. As a matter of fact, we are somewhat behind. We should have finished at least one secondary school already, but, as I said, there are issues around tendering and some other issues. We are so far advance of the project though that while the actual physical construction is still to be done, we have actually started training the teachers and principals in those schools because we expect to do mixed ability. In the Barbadian educational system we do not employ to any great degree mixed ability groupings, this is teaching children of different abilities in the same group, but considerable work has been done, teachers have been trained, a large group has just returned about a week or so ago from Canada seeing the operation of mixed ability classrooms throughout Canada, so a lot of work has been done. We are certainly working on the idea of new schools.

Senator Trotman raised several issues and I want to go through them carefully. I want to look first at this issue about children being left at school either early in the morning or late in the evening. I understand fully and agree fully with the position taken by Senator Trotman but there is actually one little wrinkle in that there are parents who take advantage of the situation. After all the teachers have their own responsibilities to their families to collect their children elsewhere and so on.

I know that in the days when I taught at Wesley Hall there was a woman who lived across the street from the school who raised her family out of keeping children after school and before school for a fee from parents. She would supervise their homework and so on and so forth. I feel that more of this could be done. I know that there are schools where some parents who may be unemployed at the moment but who receive basis training can keep children in the evenings and early mornings for a fee.

It is true that teaching, and I agree with Sir Roy, is not 9:00 to 3:00, that you have certain responsibilities after

3 o'clock. Teachers do not like you to say this but if you can remain until 5.30 p.m. to give lessons, you have some responsibility for children who remain on the compound after school is closed but they are parents and many evenings principals have to take children to the police stations. Many times when you hear on the radio about children who are missing or lost who are found very quickly thereafter, it is because principals had to take them to a police station because their parents did not come to collect them. Just as people take their ailing parents to the hospital and leave them at the hospital, people take advantage of the situation and leave their children at school. I am saying that we have to come up with more creative ways. There are at some schools already progressive initiatives to help solve this problem and these ought to be expanded and so on and formalised in many of the schools.

One of the schools that I noticed in the media recently that suffer apparently from this problem is because that school is not located immediately in a residential area and that complicates that problem even more, but there are a number of schools located near residential areas where they have developed initiatives to solve this problem.

Senate C30 Sequence 38

7.19 p.m.

Wednesday, June 28, 2016

Senator H. A. HUSBANDS: Madam President, there are a number of school located near residential areas where they have developed initiatives to solve this problem.

Madam President, the issue of Teachers' Councils and the Teachers' Service Commission is a funny one, let us deal with the Council first. When I left teaching years ago to go into other activities or rather, when I was in the Teacher's Union, I fully understood that the Teachers' Unions of the time were opposed to the Teachers' Councils, because the Councils involved registration and a number of other things that we were not in agreement with and there was a stalemate. I have come back to teaching to find that at least one of the Teachers' Union is in agreement with the Ministry for the establishment of Teachers' Councils.

Madam President, I kind of spoke out of turn at a meeting recently to ask the representative of the union if they were sure that this was what they wanted. I have the responsibility of chairing a meeting made up of representatives of the Ministry and the Union on this issue of the Teachers' Council, but I am still asking the... Madam President, it is true that with time perspectives would have changed, but putting on my old hat while sitting in this post I have asked the union if they are sure that this is what they

want. Ma'am, apparently in the years that I have been away from teaching there has been an agreement with the Ministry of Education, Science and Technology, and Innovation for the establishment of Teachers' Councils. Ma'am, that is where that one is at and it is a work in progress. Madam President, if it comes to fruition and there are shortcomings and issues, then we would have to deal with them at the time, but as we stand there has apparently been an agreement between one of the unions and the Ministry on the establishment of Teachers' Councils.

Madam President, the Teachers' Service Commission, another of those works in progress, again before I left teaching... This predates my entry into the teaching service, but there have always been discussions about the establishment of the Teachers' Service Commission. Ma'am, all the stakeholders have agreed but it is my assessment that not one of those stakeholders appears to want to take the lead and say they will establish that entity, but they have all agreed in principle that you should have a Teachers' Service Commission. Madam President, I suspect the hold back is that while the stakeholders have all agreed in principle, I think that secretly they may all have reservations about the necessity or the likelihood of creating another form of bureaucracy in the system. I believe that is the reason, that on all sides of the table they have reservations about this creation, because for the length of time that this issue has been on the table and all parties have publicly said that they do agree and that they want it precious little has been done to bring it to reality, so I suspect that privately and secretly they have their own reservations.

Madam President, on the issue of discussions with the unions, I was going to give a more detailed response but only Monday the Ministry of Education, Science and Technology, and Innovation met with one of the Teachers' Unions, with the Minister present and that meeting appears to have been rather successful. There was no actual agreement on any of the issues but discussions were carried on in good spirit, so that I will not go back, at least publicly, to some of the things that happened.

Madam President, in relation to this specific Resolution that we have here today, there was discussion of a sort because the Ministry here is responding to a demand of the unions. They union demanded and held meetings, whether one calls them industrial actions or not, to make the point clear that this was what they wanted. I do not think they ever expected that it would have come this quickly and efficiently.

Madam President, obviously when you are doing a process like this there are going to be challenges. I know that the Ministry has been meeting with at least one of the unions asking why was this particular person appointed, why was that person appointed, what about that person, and

so on and so forth, but the general principle and general outcome I think is well appreciated. As I said, I think that Monday's meeting has made some progress in the relations with the parties, so that I am not going to go back and blame anybody. I will leave it at that, but we hope to make it better in the immediate future. We will meet quite shortly with the other major Teachers' Union and I hope that the outcome would be similar.

Madam President, I used to know -- taught by Sir Roy -- that sometimes in these discussions it is better not to go to the media because sometimes you stake out positions that then make it difficult for a resolution to be achieved, so I am going to follow that principle here today and say that we have made some progress, let us hope that more progress can be made.

Madam President, Senator Fraser has made the point and it is true that this has been a long process, and in other part of the Public Service it is worse. I think what we have built here, though, is a model. I would suggest to the people I know who have been involved that they have constructed a model that allows us to do some of these things quickly and that there is no reason the same approaches that were used in this instance cannot be used. Ma'am, what we need are dedicated people, people who are willing to work to see it through to the end, people who are dedicated in getting the files and going through them on an actual day-to-day operation. Ma'am, I see no reason this cannot be set up as a model and can be extended to other areas across the Civil Service to have some of these backlogs in Customs, Prison Service, Fire Service, et cetera, cleared up. I am going to give a commitment to work in that area.

Madam President, an Honourable Member mentioned the area of religious education. The challenge that we have - and I say this all the time - in the old days when we were all Anglicans or when we all attended Anglican Church - with all due respect to my friend Senator Crichtlow - life was much easier. Ma'am, people say that we need more religious instruction in the school but my own experience is that teachers run into problems, not with students but with parents because this parent goes to church on Saturdays and believes that only 140 000 Christians will see the Promised Land, while on the other hand this other parent has their own beliefs, so those parents would all say to the school to leave the religious instruction for their church and themselves to teach to their students.

7.34 p.m.

Wednesday, JUNE 29, 2016

Seq. 40

Senator H.A. HUSBANDS: ... This one goes to church on Saturdays, that one believes that only 140 000 will go, and this one believes this, and they all say to the school, "Leave the religious instruction for me and my church." It puts the school in a very difficult position. Although I would say that I was at a school recently, and I heard a teacher giving morning assembly, and what she was doing was delivering the doctrine of her church. She was not talking only about the love of Jesus and so on to the children. The children were there looking at her, kind of with their mouths open, while she preached the doctrine of her church. I could see if another parent was standing there who attended another church, the parent would say, "I do not want my child exposed to that." The school is therefore confronted with that, but I believe that we still have to play some role. That morning assembly is the only time some of these young people have a moment of the day for reflection, and all these other religious things about whether you go to church on Saturday are adult issues. Children need that moment, that 20 minutes in the morning in a school or wherever, for some kind of reflection, and that is the role that the school would play using simple stories and so on about the life of Jesus and whatever. This debate and the rivalry has deepened to such an extent that the school is caught in a discussion and debate that it cannot control.

In terms of the need for counselors and social workers, I have said what the Ministry has done. I was surprised when I was the chairman of the board of the Samuel Jackman Prescod Polytechnic that an institution of that nature had very little student services; not only in counselling but in helping students. Many colleges and universities have study halls, where students who have problems in their courses can go and get assistance. We have not yet in our educational system reached that stage. We are making steps. We said that in the primary schools there are about six counselors who double as counselors/social workers. The Ministry has psychologists. We engage private psychologists on contract to work with some of the students. Every now and then you would read something in the newspaper about the Child Care Board and some unfortunate development and so on, but I know from interaction with the staff of the Child Care Board that they play a very strong role. All it takes is a phone call from the schools to the people at the Child Care Board, and they play a very strong supportive role. All of this is not to say that that is adequate. It is inadequate, but I do not want people to walk away with the impression that there are no support services in the schools for our students. We ought to be doing better. We are working towards doing better. I think the Ministry of Education is fully aware of the need in this area.

Senator Fraser mentioned the slave hospital at Grantley Adams Secondary School. This is the first time I am hearing of that, and I will certainly investigate it. I

know that with our Caribbean Vocational Qualification (CVQ) programme, the students at Grantley Adams have actually remodelled an existing building to be used in the cosmetology programme. They have done some very good work on at least one building, and maybe this could be incorporated into a similar programme. Madam President, these are the issues that I wanted to bring to the attention of the Senate and, as we say, with those few words I beg to move that this Resolution do now pass.

The question that the Resolution do now pass was put to the Senate and resolved in the affirmative without division.

INTRODUCTION OF BILLS

Senator Hon. Ms. M.P.O McCLEAN gave notice of The Civil Aviation (Amendment) Bill, 2016, and moved that this Bill be read for the first time.

The question that this Bill be read a first time was put and resolved in the affirmative without division.

ADJOURNMENT

Senator Hon. Ms. M.P.O McCLEAN: Madam President, I beg to move that this Sitting be adjourned until July 6 at 11 a.m.

The question that the Sitting be now adjourned until Wednesday, July 6, 2016, was put and resolved in the affirmative without division, and Her Honour the PRESIDENT adjourned the Sitting accordingly.

7.35 p.m.

CONTENTS

PAPERS

SENATOR the Hon. Miss M. P. O. McCLEAN.....1

1. Technical and Vocational Education and Training (TVET Council) Annual Report, 2013;
2. Barbados National Insurance Board Report on the audit of the accounts of the National Insurance Fund for the year 2004;
3. The Supreme Court (Master of the High Court) Salary (Amendment) Order, 2016;
4. The Public Service (Teachers) Order, 2016;
5. The Audited Financial Statements and Annual Reports on the activities of the Board of Management of the Daryll Jordan Secondary School for the periods 2009-2010, 2010-2011, 2011-2012, 2012-2013;
6. The Financial Statements of Barbados Port Inc. at March 31, 2015;
7. Annual Report for the Barbados Port Inc., for the year 2015;
8. Civil Aviation (Air-Worthiness) (Amendment) Regulations, 2016;
9. Civil Aviation (Training Organisation) (Amendment) Regulations, 2016;
10. Civil Aviation (Air Navigation Services) Regulations, 2016;
11. The Civil Aviation (Air Traffic) (Accident and Incident) Investigation Regulations, 2016;
12. The Civil Aviation (Safety Management) Regulations, 2016;
13. The Civil Aviation (Aerodrome Certification) Regulations, 2016;
14. The Civil Aviation (Air Operator) (Certification and Administration) (Amendment) Regulations, 2016;
15. The Civil Aviation (Approved Maintenance) Organisation (Amendment) Regulations, 2016;
16. The Barbados Financial Intelligence Unit of the Anti-Money Laundering Authority Annual Reports, 2009-2012;
17. Magistrates' Court (Criminal Procedure) (Amendment) Rules, 2016;
18. Duties, Taxes and Other (Amendments) (Exemption) (University of the West Indies) (Africa World Documentary Film Festival) Order, 2016;
19. Duties, Taxes and Other Payments (Exemption) (Tangle Wood Family Trust Inc.) Order, 2016.

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

SUSPENSION OF STANDING ORDERS

SENATOR the Hon. Miss M. P. O. McCLEAN.....2

INTRODUCTION OF BILLS

SENATOR the Hon. Miss M. P. O. McCLEAN.....2

1. Excise Tax (Validation of Fees) Bill, 2016.

PUBLIC BUSINESS

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

Senator H. A. HUSBANDS.....2

Senator H. Husband, 7; Senator A.A. Adams, 9, 10, 11.

RESUMPTION

Senator A. R. Worrell, 12, 13, 15, 16; Senator Prof. Emeritus Sir Henry H.S. Fraser, 16; Senator R.A. Hunte, 18, 20; Senator L. Trotman, 21; Senator Sir Roy Trotman, 22, 23; Senator Dr. the Hon. E. Byer-Suckoo, 23, 26, 27; Senator E.R. Byer Suckoo, 24.

RESUMPTION

Senator J.A. Watson, 27, 28, 29, 30, 31; Senator Rev. Dr. D.L. Durant, 31, 32; Senator the Hon. P.M.T. Todd, 32, 33, 34, 36; Senator the Hon. Miss M. P. O. McCLEAN, 36, 37; Senator H. A. Husbands, 37, 38, 40.

INTRODUCTION OF BILLS

ADJOURNMENT.....40

Senator Hon. Ms. M.P.O McCLEAN, 40.

SPEAKERS IN THIS ISSUE

ADAMS, Senator A.A.

BYER-SUCKOO, Senator Dr. the Hon. E.

DURANT, Senator Rev. Dr. D.L.

FRASER, Senator Prof. Emeritus Sir Henry H.S.

HUNTE, Senator R.A.

HUSBAND, Senator H.

HUSBANDS, Senator H. A.

McCLEAN, Senator Hon. Ms. M.P.O

McCLEAN, Senator the Hon. Miss M. P. O.

SUCKOO, Senator E.R. BYER

TODD, Senator the Hon. P.M.T.

TROTMAN, Senator L.

TROTMAN, Senator Sir Roy

WATSON, Senator J.A.

WORRELL, Senator A. R.

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EDITORIAL NOTES — NOT PART OF THE REPORT

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

EDITORIAL QUERIES

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

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

Q2. Order No. 1, missing sequences. The source is a merged file that still carries reporters' notes where takes were to be inserted: 'Insert s11 juliette' and 'SEQ 12 blank' after Senator A. A. Adams' speech, 'Insert s17 juliette' between Senator Prof. Emeritus Sir Henry Fraser's speech and Senator R. A. Hunte's, and 'Insert s37 julitte' in the middle of Senator the Hon. Miss M. P. O. McClean's speech. These takes are missing. The end of Senator Adams' speech, the suspension that preceded the first 'RESUMPTION', the end of Senator Fraser's speech, the start of Senator Hunte's and part of Senator McClean's are lost. Please supply the missing takes if available.

Q3. Order No. 1, suspensions. Two 'RESUMPTION' headings each followed by 'ORDER No. (RESUMED)' appear, but neither suspension is recorded. The Order number is missing from both. Printed as in the source.

Q4. Order No. 1, speech labels. Several speeches consist only of a sequence note such as '(Seq 3)', '(Seq 10)' or '(Seq 26)', with the text in the paragraph after. The President's call to Senator Sir Roy Trotman appears twice, and his label is given once as 'SENATOR L. TROTMAN'. Printed as in the source.

Q5. Take-slips. Some take-slips are dated 'Wednesday, June 1, 2016' and 'Wednesday, June 28, 2016' instead of 29th June. Printed as in the source.

Q6. Introduction of Bills and Order No. 1. The Leader of the Senate addresses 'Mr. President' when moving first readings, although the President is Madam President, and Senator A. R. Worrell says 'Mr. Speaker' near the end of his speech. The PRESENT list gives the Leader's initials as 'M. O. O.' rather than M. P. O. Printed as in the source.

DEBATE SUMMARY

(Editorial summary — not part of the record.)

The Senate met on Wednesday, 29th June, 2016 at 11.00 a.m., with the President, Her Honour Senator Miss Kerryann F. Ifill, in the Chair; prayers were led by Rev.

Father Errington Massiah. The President announced excuses for Senator Lady Haynes and Senators Abrahams and Walcott. The Leader of the Senate, Senator the Hon. Miss M. P. O. McClean, laid nineteen papers, among them the Public Service (Teachers) Order, 2016, the TVET Council Annual Report 2013, a series of Civil Aviation Regulations, 2016, and the Annual Reports, 2009-2012, of the Financial Intelligence Unit of the Anti-Money Laundering Authority. Standing Order 45(2) was suspended and the Excise Tax (Validation of Fees) Bill, 2016 was read a first time.

Under Order No. 1, Senator H. A. Husbands, who described himself as a former primary school Social Studies teacher and leader in the Barbados Union of Teachers, moved the Resolution to approve the Public Service (Teachers) Order, 2016. He said that earlier in the year the Government had appointed more than 400 teachers and was creating more than 200 additional posts, which would give teachers security of tenure and access to loans. He described the redevelopment of Erdiston Teachers' College and its Diploma in Education, the emphasis on science and technology, and the New Arises Academy for students with behavioural difficulties, and thanked the private sector for its support.

Senator A. A. Adams supported the Resolution, recalling his own early years as an unappointed teacher and arguing that union militancy should be moderated. After the suspension, Senator A. R. Worrell supported it but said many teachers had left the service because of how they were treated. Senator Prof. Emeritus Sir Henry Fraser shared the concern that having to formalise some 600 posts reflected years of failure, asked how many primary teachers lacked Erdiston training, and raised the condition of the Erdiston Great House. Senator R. A. Hunte recalled an aunt who taught for eight years as a pupil-teacher without pay and argued that the whole system should not be judged by a few teachers.

Senator Sir Roy Trotman supported the Order but raised reports of physical conflict between teachers and pupils, called schools a 'war zone' for some, and said the social partners under Protocol 6 should be involved from the ground floor. Senator Dr. the Hon. E. R. Byer-Suckoo, Minister of Labour, Social Security and Human Resource Development, spoke on training teachers towards science and technology and on persuading parents of the opportunities in such careers. After a further resumption, Senator J. A. Watson called education the most important ministry and stressed early cognitive skills and tertiary preparation for work. Senator Rev. Dr. D. L. Durant welcomed anything that made teachers more comfortable. Senator the Hon. P. M. T. Todd, a mathematics teacher,

spoke on job security, access to loans, STEM subjects and support for junior teachers. Senator McClean welcomed the work at Erdiston and saw the Order as addressing a longstanding problem.

In reply, Senator Husbands dealt with the points raised, among them children left at school after hours, religious instruction in a society of many denominations,

the need for counsellors and social workers, and Senator Fraser's mention of a slave hospital at Grantley Adams Secondary School, which he undertook to investigate. The Resolution was agreed to without division. Senator McClean gave notice of the Civil Aviation (Amendment) Bill, 2016, which was read a first time, and the Senate was adjourned until Wednesday, 6th July, 2016 at 11.00 a.m.