



THE PROVIDER NEWS

Published by the Caribbean Fisheries Training and Development Institute

January 2010
Volume 2 Issue 4

Podcasting in Your Nets

"... even when he not casting his nets, Johnny listening to his lessons you know, taking in some podcasts right on his headset – why? because there are lots of ways to learn even by simply listening..."



With technical assistance from the Distance Learning Secretariat (DLS) of the Ministry of Science Technology and Tertiary Education, we spent the past few months developing a series of podcasts for fishermen—educational material in individual units or pods—which when loaded on to their cell phones transformed the phone into a teaching tool.

The topics for study covered in this pilot series were:

- Preparing to go to Sea
- Rules of the Road
- Engine Maintenance
- Fishing Methods
- Handling of Fish on Board the Vessel

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From the Desk of The Principal

Year 2009 has been a very successful one for us. Overall, we trained about four hundred students over the range of our course offerings. We were able to expand our outreach to young people by venturing into the schools and we continued to partner with BGT&T in training of the North Coast fishermen. We produced and successfully tested our podcasts which is our initial step in offering distance learning opportunities to fishing communities both locally and regionally.

I wish to thank the staff of the Institute and all our suppliers who helped us to achieve our objectives this year. A special “thank you” to Mr. David Jordan, Director, International Trade and Investment of the Ministry of External Affairs and International Trade and Investment, St.



Tullia Ible,
Principal

Lucia, and Mr. Rufus George, Chief Fisheries Officer who facilitated our visit to St. Lucia.

As we prepare to celebrate Christmas and Carnival, both people festivals, I wish to draw your attention to Guidelines from the Ministry of Health, which have been reproduced in this newsletter for persons organizing or attending mass gatherings, with a view to reducing the spread of Influenza A/H1N1.

If you must use alcohol to celebrate, please remember to have a designated driver who will get you home safely.

Let me wish all a safe and happy New Year.

Podcasting in Your Nets (continued)...



We wish to thank the fishermen of Claxton Bay and Tobago who participated in this project. Their response to this new learning modality was so enthusiastic that we were encouraged to take it further. So in September, we introduced the idea to the Fisheries Division of St. Lucia and a group of fishermen there who were delighted with the convenience of having the information on their phones, with the additional benefit of being able to replay the material any number of times, learning at their own pace.

Collaboration with the Department of Electrical and Computer Engineering, UWI


Now quite fortuitously, we have been able to enter into a collaboration with the Department of Electrical Engineering, University of the West Indies (UWI) who

will be helping us to develop the systems necessary to integrate podcasting and online learning into our training systems at the Institute.



Dr. Kim Mallalieu, Head of the Department and a team comprising Kevon Andrews, Wayne Sarjusingh and Candice Simonta-Dyer will be looking at:

- interactive voice response systems;
- an appropriate methodology for implementing mobile location-based services using available GSM compatible technologies and;
- developing a mobile suite of applications which collects and transmits to fisher folks' cell phones information of interest to them.

We'll have a lot more to say about this project in the new year. 



Discussing the needs of fisher folk—Ms. Joan Gouwer de Chabert, (centre), Ms. Candice Simonta-Dyer (right), fisherman, Mr. Patrick Bharat (left)



Reaching Out to the Caribbean



View of Castries Harbor

In September, the Principal, Ms. Tullia Ible and the Training Officer/Vice Principal, Mrs. Joan Gower de Chabert met in St. Lucia with key stakeholders from the fisheries sector to discuss initiatives for meeting the training needs of the sector. Mr. David Jordan, Director, International Trade and Investment

of the Ministry of External Affairs, International Trade and Investment graciously coordinated our visit.

We were also able to share our podcasts with staff of the Fisheries Division of St. Lucia along with a group of fishermen. Coverage of this activity by the local television station

certainly helped spread the word of our project for having fishermen use their cell phones as an educational tool.

One thing we soon realized—we would have to produce a version in Creole for the fisher folk in St. Lucia. □



Meeting with Fisheries Division staff and members of the private sector at Fisheries Division office in St. Lucia



Mr. Keith Nichols, Head, Environment and Sustainable Development Unit, the Organization of Eastern Caribbean States (OECS) and CFTDI Principal, Ms. Tullia Ible, following their meeting at OECS headquarters in St. Lucia.



Mr. David Jordan (in blue shirt) Director, Trade and Investment, St. Lucia listening to the views of a group of fishermen in Castries.



Never too late to learn. St Lucia fishermen participate in a Podcasting workshop in Castries.



Mrs. Joan Gower de Chabert and Fisheries Assistant at Vieux Fort Landing site.

Podcasting: “Listen & Learn”

By Candice Sankarsingh

Liaison Officer, Distance Learning Secretariat, MSTTE

“I give a vagrant two dollars and he pelt it back at me, Mr. Speaker He tell me \$2 can’t even buy water in the City. This yeast like a parasite growing on the economy, Mr. Speaker The only thing that

doh have no yeast is my salary. Rice raisin’ higher than meh rag, Flour raisin’ higher than meh rag...”

YEAST by KMC—Carnival 2009



Podcasting script writing session. From left, Michelle Pierre Gill, Sherma Gomez, Joseph James, and Llewellyn Ellis

You hear a catchy song on the radio and within seconds you have recorded the melody and if not all the lyrics, the chorus is already registering itself somewhere in your subconscious. It stays with you and you find yourself humming it throughout the day secretly anxious to hear it again on the airwaves.

Ever wonder why reading the same paragraph above would not have the same immediate impact on some of us? Without the right motivation, the written text might just remain lifeless, dull and completely ineffective for some people. There’s nothing WRONG with people like us. It just means that we might be

auditory learners, that is, people who learn best through verbal lectures, discussions, talking things through and listening to what others have to say.

Howard Gardner, an American psychologist who is best known for his theory of Multiple Intelligences, maintains that human beings possess different learning styles and that some learning styles are more developed than others. This challenges us not only to broaden our understanding of the process of learning but to also develop new approaches of inclusion when planning for learners.

Podcasting as a means of providing an alternative path to access learning is therefore of particular interest. A ‘podcast’ is a digital media file which is easily distributed over the internet using syndication feeds for playback on portable media players and computers. Simply put, it’s something you listen to. Podcasting combines the benefits of the broadcast nature of radio with the flexibility, listener control and personalization of recorded audio. People use it for all kinds of things: news, entertainment, marketing etc.

However more importantly, some Training Institutes are developing podcasts into learning objects (audio files that have an educational purpose). If a podcast is something you listen to, then why not go a little further and make it something you can listen to and learn from? Audio-based learning projects in developing African & Latin American Countries are already being used as ‘bridging’ programmes for identified groups of persons with low levels of literacy, persons suffering from disabilities and marginalized communities.

Podcasts, being MP3 files can be optionally transferred to a variety of mobile devices to be listened to on the move. If you think about it really, these devices have become part of our everyday activities and include music players such as iPods, as well as many modern mobile phones, handheld computers and personal digital assistants referred to as PDAs. The activity of Podcasting bodes well for the realization of true mobile learning.

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Guidelines for Mass Gatherings During a Pandemic

From the Office of the Director Health Education Division,
Ministry of Health. 24/6/09

Guidelines

The following guidelines are issued for persons organizing or attending mass gatherings to promote the safety and welfare of all citizens, and reduce the spread on Influenza A/H1N1:

Patrons of Mass or Social Gatherings

- Persons who do not have flu like symptoms, and have not been in close contact with a suspected Influenza A/H1N1 case may freely participate in social and mass gatherings.

- A person who has been in close contact with a person confirmed to have A/H1N1 infection over the last 10 days, should stay at home and away from public places like work, school, malls, church and other social gatherings for seven days after symptoms start, or until 24 hours after symptoms clear, whichever is longer.

- Persons with flu like illness symptoms (which include fever plus cough, sore throat, body aches, headache, chills or fatigue) should stay home from work, public places and mass gatherings for seven days after symptoms start, or until 24 hours after symptoms clear, whichever is longer, and seek medical advice.

- Persons, who are experiencing fever and the other flu symptoms mentioned while at a mass gathering, should immediately return home. Contact your doctor or the medical services and stay away from work or public places until symptoms clear or until seven (7) days after symptoms start (whichever is longer).

Stay home if you have the flu or flu like symptoms (fever plus other flu like symptoms including sore throat, cough, body pains, headache), for 7 days after your symptoms start or until you have 24 hours after symptoms disappear, whichever is longer. This is to keep from infecting others and spreading the virus further. Seek medical attention if you experience worsening symptoms including:

Emergency warning signs for adults:

- Difficulty breathing or shortness of breath
- Pain or pressure in the chest or abdomen
- Sudden dizziness and confusion
- Severe or persistent vomiting

Emergency warning signs for children:

- Fast breathing or trouble breathing
- Not drinking enough water or other fluids
- Not waking up or not interacting
- Being so irritable that the child does not want to be held
- Vomiting and diarrhoea
- Other conditions like diabetes or asthma that gets worse



Guidelines for Mass Gatherings During a Pandemic (continued)...



The public is reminded that personal hygiene measures are the main prevention strategies for spread of Influenza A H1N1. Flu Prevention practices include:

- **Respiratory Etiquette:** Cover your nose and mouth with a tissue when you cough or sneeze or sneeze into your sleeve or elbow if you don't have a tissue handy. Throw the tissue in the bin after using and wash your hands with soap and water
- **Hand Hygiene:** Wash your hands often especially after coughing or sneezing with soap and water or at least 20 seconds. Alcohol-based hand sanitizers containing at least 70% alcohol can also be used to clean hands. Avoid touching your eyes, nose or mouth.

Social Distancing:

- Avoid close contact with persons who have flu like symptoms (fever, cough, sore throat etc). Keep at least six feet away from them.
- Limit personal contact like shaking hands, hugging and kissing at this time as these increase risk of spread of bacteria and viruses from person to person.
- Do not spit on the ground. □

Podcasting: “Listen & Learn” (continued)...

Podcasting is not a new technology but rather a new innovative method of web-based broadcasting that may be used to transfer digital audio content to these mobile devices.

Podcasting serves anytime and anywhere mobile learning and can be considered as a complimentary tool to e-learning due to some of its inherited educational advantages. For many people, listening may be more attractive and less tedious than reading. It is well known that human beings have used listening

as a primary method for thousands of years in the learning process. Listening may motivate learners who do not like reading and even those who cannot read. Careful and creative design and scripting can make content more attractive to learners. In order to cater to audio learners, course content could be mixed with insertions such as popular sounds or speech backgrounds. It may require us to think outside of the box for a change.

The Distance Learning Secretariat of the Ministry of Science, Technology & Tertiary Education is charged with the responsibility of re-engineering and connecting Learning Access and Human Development and has

been experimenting with this idea of ‘learning through listening’ through the execution of its pilot project Podcasting in Your Nets. With the kind cooperation of the VUSSC Community of Practice within the Caribbean Fisheries Training and Development Institute, the DLS is testing the emerging trend called ‘mobile learning’ and through the delivery of learning content to marginalized or outlying communities such as fishing villages via mobile phones. □

Remembering Michael

As we begin the New Year, let us take inspiration from this very enlightening and heartwarming speech by the late King of Pop. He made immense efforts in his lifetime to transform his own pain by helping to bring healing and wholeness to others through his music and his humanitarian work. Here he speaks with much honesty, wisdom and humility. It allows us to understand who he was just a little better, and perhaps appreciate him not only for his genius, but for his tremendous kindness and compassion.

Heal the Kids

Transcript of a speech by Michael Jackson
Oxford University, March, 2001



Thank you, thank you dear friends, from the bottom of my heart, for such a loving and spirited welcome, and thank you, Mr. President, for your kind invitation to me, which I am so honored to accept. I also want to express a special thanks to you Shmuley, who for 11 years served as Rabbi here at Oxford. You and I have been working so hard to form *Heal the Kids* as well as writing our book about childlike qualities, and in all of

our efforts you have been such a supportive and loving friend. And I would also like to thank Toba Friedman, our director of operations at *Heal the Kids*, who is returning tonight to the alma mater where she served as a Marshall scholar, as well as Marilyn Piels, another central member of our *Heal the Kids* team.

I am humbled to be lecturing in a place that has previously been filled by such notable figures as Mother Theresa, Albert Einstein, Ronald Reagan, Robert Kennedy and Malcolm X. I've even heard that Kermit the Frog has made an appearance here, and I've always felt a kinship with Kermit's message that it's not easy being green. I'm sure he didn't find it any easier being up here than I do!

As I looked around Oxford today, I couldn't help but be aware of the majesty and grandeur of this great institution, not to mention the brilliance of the great and gifted minds that have roamed these streets for centuries. The walls of Oxford have not only housed the greatest philosophical and scientific geniuses—they have also ushered forth some of the most cherished creators of children's literature, from J.R.R. Tolkien to CS Lewis. Today I was allowed to hobble into the dining hall in Christ Church to see Lewis Carroll's *Alice in Wonderland* immortalized in the stained glass windows. And even one of my own fellow Americans, the beloved Dr Seuss graced these halls and then went on to leave his mark on the imaginations of millions of children throughout the world.

I suppose I should start by listing my qualifications to speak before you this evening. Friends, I do not claim to have the academic expertise of other speakers who have addressed this hall, just as they could lay little claim at being adept at the moonwalk—and you know, Einstein in particular was really TERRIBLE at that.

But I do have a claim to having experienced more places and cultures than most people will ever see. Human knowledge consists not only of libraries of parchment and ink—it is also comprised of the volumes of knowledge that are written on the human heart, chiseled on the human soul, and engraved on the human psyche. And friends, I have encountered so much in this relatively short life of mine that I still cannot believe I am only 42. I often tell Shmuley that in soul years I'm sure that I'm at least 80 and tonight I even walk like I'm 80! So please harken to my message, because what I have to tell you tonight can bring healing to humanity and healing to our planet.

Through the grace of God, I have been fortunate to have achieved many of my artistic and professional aspirations realized early in my lifetime. But these, friends are accomplishments, and accomplishments alone are not synonymous with who I am. Indeed, the cheery five-year-old who belted out *Rockin' Robin* and *Ben* to adoring crowds was not indicative of the boy behind the smile.

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Reeling Them in Young

(the fishers not the fish)

Recently, the Institute hosted introductory programmes for students of secondary schools. During the two-day sessions, the students learnt techniques for handling and processing of fish, sensory evaluation skills to determine the quality of fish on sale and actually prepared a variety of dishes in which fish was the main ingredient.

Students from the St. James Government Secondary School, the Diego Martin North Secondary, and Trinity College in Moka participated. Students from Trinity's aquaculture project were also involved. □



Students with Board Member, Diego Martin North Secondary, Ms. Juditha Fitzwilliam (second from left) and Technical Instructor, Ms. Muriel Quamina (third from right)



From left, Training Officer/VP, Joan Gower de Chabert; Tullia Ible, Principal; Diane Job, Chairperson, St. James Secondary; and Muriel Quamina, Technical Instructor

Some of the Savory Fish Dishes Prepared by the Students



*Smoked Fish in Stuffed Tomatoes
prepared by students of
Diego Martin North Secondary School*



Nutty Grouper Salad, and Salted Fish and Cassava Balls prepared by students of St. James Government Secondary School

The Day Trinity College Visited CFTDI



What's on the menu? Trinity College students team up in the kitchen



Trinity college students with Principal, Ms. Baisden, and Teacher, Ms. Joanne Graham-Stenson



Aspiring fishers—Trinity College students listen to a classroom presentation



Trinity name a fish salad after their school

Meeting Home Economics Teachers in St. Lucia



The Principal, Ms. Tullia Ible, and Vice Principal, Ms. Joan Gower de Chabert had a captive audience when they presented the Home Economics teachers of St. Lucia, with an overview of a specially designed programme for teachers' education in the field of Home Economics, with specialization in fish handling and utilization.

Remembering Michael (continued)...

Tonight, I come before you less as an icon of pop (whatever that means anyway), and more as an icon of a generation, a generation that no longer knows what it means to be children. All of us are products of our childhood. But I am the product of a lack of a childhood, an absence of that precious and wondrous age when we frolic playfully without a care in the world, basking in the adoration of parents and relatives, where our biggest concern is studying for that big spelling test come Monday morning.

Those of you who are familiar with the *Jackson Five* know that I began performing at the tender age of five and that ever since then, I haven't stopped dancing or singing. But while performing and making music undoubtedly remain as some of my greatest joys, when I was young I wanted more than anything else to be a typical little boy. I wanted to build tree houses, have water balloon fights, and play hide and seek with my friends. But fate had it otherwise and all I could do was envy the laughter and playtime that seemed to be going on all around me. There was no respite from my professional life. But on Sundays I would go Pioneering, the term used for the missionary work that Jehovah's Witnesses do. And it was then that I was able to see the magic of other people's childhood.

Since I was already a celebrity, I would have to don a disguise of fat suit, wig, beard and glasses and we would spend the day in the suburbs of Southern California, going door-to-door or making the rounds of shopping malls, distributing our Watchtower magazine. I loved to set foot in all those regular suburban houses and catch sight of the shag rugs and La-Z-Boy armchairs with kids playing Monopoly and grandmas baby-sitting and all those wonderful, ordinary and starry scenes of everyday life. Many, I know, would argue that these things seem like no big deal. But to me they were mesmerizing.

I used to think that I was unique in feeling that I was without a childhood. I believed that indeed there were only a handful with whom I could share those feelings. When I recently met with Shirley Temple Black, the great child star of the 1930s and 40s, we said nothing to



each other at first, we simply cried together, for she could share a pain with me that only others like my close friends Elizabeth Taylor and McCauley Culkin know.

I do not tell you this to gain your sympathy but to impress upon you my first important point: It is not just Hollywood child stars that have suffered from a non-existent childhood. Today, it's a universal calamity, a global catastrophe. Childhood has become the great casualty of modern-day living. All around us we are producing scores of kids who have not had the joy, who have not been accorded the right, who have not been allowed the freedom, or knowing what it's like to be a kid.

Today children are constantly encouraged to grow up faster, as if this period known as childhood is a burdensome stage, to be endured and ushered through, as swiftly as possible. And on that subject, I am certainly one of the world's greatest experts.

Ours is a generation that has witnessed the abrogation of the parent-child covenant. Psychologists are publishing libraries of books detailing the destructive effects of denying one's children the unconditional love that is so necessary to the healthy development of their minds and character. And because of all the neglect, too many of our kids have, essentially, to raise themselves. They are growing more distant from their parents, grandparents and other family members, as all around us the indestructible bond that once glued together the generations, unravels. This violation has bred a new generation; Generation O let us call it, that has now picked up the torch from Generation X. The O stands for a generation that has everything on the outside—wealth, success; fancy clothing and fancy cars, but an aching emptiness on the inside. That cavity in our chests, that barrenness at our core, that void in our centre is the place where the heart once beat and which love once occupied.

And it's not just the kids who are suffering. It's the parents as well. For the more we cultivate little-adults in kids' bodies, the more removed we ourselves become from our own child-like qualities, and there is so much about being a child that is worth retaining in adult life.

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Photo News

All Aboard

The Institute continues to make its resources available to students engaged in research projects. This year the Institute responded to a number of requests from other educational institutions who sought the input of CFTDI in the delivery of their curriculum. Those schools included COSTATT, St. George's College, Barataria, and our regular client, the University of the West Indies (UWI), St. Augustine.



Class in session—COSTATT students with their lecturer, Dr. Patton, centre



Students of the Environmental Health Class, COSTATT, view fish handling practices on board the MV Provider



Pondering a possible career in the maritime industry? COSTATT students take in a presentation on the programmes offered by CFTDI



Fishy business—students of the Geography Class of St. George's College, Barataria listen attentively to a presentation on the Fisheries Sector for their School Based Assessment project: Challenges of Small Scale Fishing

Photo News

Set to Sail

Recent graduates celebrated after successfully completing CFTDI's two-month Coastal Navigation course. This programme covers the theoretical and practical aspects of navigation and requires the participants to carry out day and night sailings using charts to navigate their passage. These successful students can now safely navigate a vessel of 500 GRT (gross registered tonnage) or less in or near coastal waters and will be able to form part of a navigational watch. The students found their overall experience at the Institute to be quite positive, and were extremely appreciative of their lecturer, Mr. Joseph Ramnath, and the staff of the Catering Department who prepared their meals.



From left: lecturer, Mr. Joseph Ramnath, and Coastal Navigation graduates, Aaron Barcant, Kelvin Kissoon, Carlyle Martinez, Joel Pascall, Riad Ramcharitar, and Anthony Riley



Riad Ramcharitar, presents a bouquet of flowers to the Principal, Ms. Ible on behalf of the Coastal Navigation class

Remembering Michael (continued)...

Love, ladies and gentlemen, is the human family's most precious legacy, its richest bequest, its golden inheritance. And it is a treasure that is handed down from one generation to another. Previous ages may not have had the wealth we enjoy. Their houses may have lacked electricity, and they squeezed their many kids into small homes without central heating. But those homes had no darkness, nor were they cold. They were lit bright with the glow of love and they were warmed snugly by the very heat of the human heart. Parents, undistracted by the lust for luxury and status, accorded their children primacy in their lives.

As you all know, our two countries broke from each other over what Thomas Jefferson referred to as "certain inalienable rights". And while we Americans and British might dispute the justice of his claims, what has never been in dispute is that children have certain inalienable rights, and the gradual erosion of those rights has led to scores of children worldwide being denied the joys and security of childhood.

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Remembering Michael (continued)...

I would therefore like to propose tonight that we install in every home a Children's Universal Bill of Rights, the tenets of which are:

1. The right to be loved without having to earn it
2. The right to be protected, without having to deserve it
3. The right to feel valuable, even if you came into the world with nothing
4. The right to be listened to without having to be interesting
5. The right to be read a bedtime story, without having to compete with the evening news
6. The right to an education without having to dodge bullets at schools
7. The right to be thought of as adorable—(even if you have a face that only a mother could love)

**But if you don't have that
memory of being loved,
you are condemned to search
the world for something
to fill you up.
But no matter how much
money you make or how
famous you become,
you will still feel empty.
What you are really
searching for is
unconditional love, the one
thing that was denied
to you at birth.**

Friends, the foundation of all human knowledge, the beginning of human consciousness, must be that each and every one of us is an object of love. Before you know if you have red hair or brown, before you know if you are black or white, before you know of what religion you are a part, you have to know that you are loved.

About twelve years ago, when I was just about to start my *Bad* tour, a little boy came with his parents to visit me at home in California. He was dying of cancer and he told me how much he loved my music and me. His parents told me that he wasn't going to live, that any day he could just go, and I said to him: "Look, I am going to be coming to your town in Kansas to open my tour in three months. I want you to come to the show. I am going to give you this jacket that I wore in one of my videos." His eyes lit up and he said: "You are gonna GIVE it to me?" I said "Yeah, but you have to promise

that you will wear it to the show." I was trying to make him hold on. I said: "When you come to the show I want to see you in this jacket and in this glove" and I gave him one of my rhinestone gloves—and I never usually give the rhinestone gloves away. And he was just in heaven.

But maybe he was too close to heaven, because when I came to his town, he had already died, and they had buried him in the glove and jacket. He was just 10 years old. God knows, I know, that he tried his best to hold on. But at least when he died, he knew that he was loved, not only by his parents, but even by me, a near stranger; I also loved him. And with all of that love he knew that he didn't come into this world alone, and he certainly didn't leave it alone.

If you enter this world knowing you are loved and you leave this world knowing the same, then everything that happens in between can be dealt with. A professor may degrade you, but you will not feel degraded, a boss may crush you, but you will not be crushed, a corporate gladiator might vanquish you, but you will still triumph. How could any of them truly prevail in pulling you down? For you know that you are an object worthy of love. The rest is just packaging.

Friends, let me paint a picture for you. Here is a typical day in America: six youths under the age of 20 will commit suicide, 12 children under the age of 20 will die from firearms—remember this is a DAY, not a year—399 kids will be arrested for drug abuse, 1,352 babies will be born to teen mothers. This is happening in one of the richest, most developed countries in the history of the world.

Yes, in my country there is an epidemic of violence that parallels no other industrialized nation. These are the ways young people in America express their hurt and their anger. But don't think that there is not the same pain and anguish among their counterparts in the United Kingdom. Studies in this country show that every single hour, three teenagers in the UK inflict harm upon themselves, often by cutting or burning their bodies or taking an overdose. This is how they have chosen to cope with the pain of neglect: an emotional agony.

In Britain, as many as 20% of families will only sit down and have dinner together once a year. Once a year! And what about the time-honored tradition of reading your kid a bedtime story? Research from the 1980s showed that children who are read to, had far greater literacy and significantly outperformed their peers at school.

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Last Act for the Bluefin

Editorial from the New York Times

Published: November 9, 2009

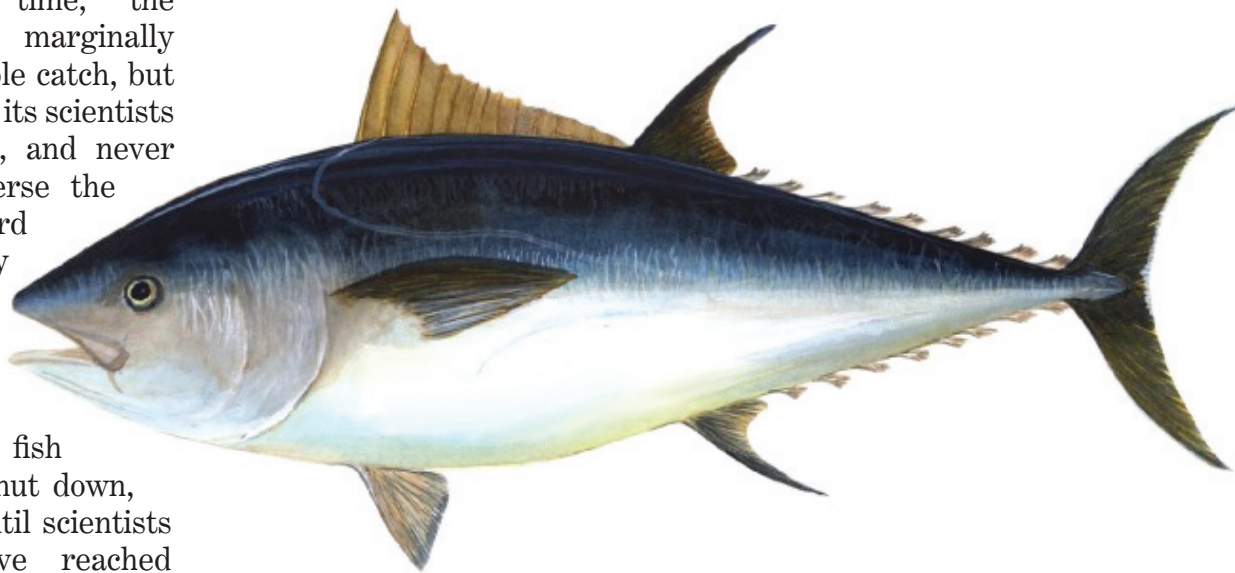
The international commission that sets fishing limits for tuna and other large migratory fish is meeting in Brazil. The commission faces a depressing reality: the bluefin tuna in the eastern Atlantic and Mediterranean is headed toward commercial extinction.

From time to time, the commission has marginally reduced the allowable catch, but never by as much as its scientists have recommended, and never by enough to reverse the fish's plunge toward extinction. The only quota that will make a difference is zero. The tuna fishery in the Mediterranean, where most of the fish spawn, should be shut down, pure and simple, until scientists say the fish have reached sustainable levels.

The United States delegation to the talks should settle for nothing less. If the talks produce only a reduced quota — given the makeup of the commission, that could happen — then the United States should join Monaco and other nations that have been pressing to put tuna on the international list of endangered species. Such a listing would allow fishermen to sell bluefin domestically but would make the high-volume international trade illegal, finally giving tuna a chance to recover.

Scientists say that over harvesting (much of it illegal) has caused a 72 percent decline among adult bluefin tuna in the eastern Atlantic and Mediterranean over the last 50 years. The smaller western Atlantic stocks have shown similar declines but have now stabilized, partly because

European countries with big industrial fleets are sure to argue that dropping the allowable catch to, say, 15,000 tons a year from the present 22,000 tons will do the trick. It won't. We know the commercial stakes are huge: bluefin fishing is a billion-dollar business that is driven by a global



of rigorous compliance by the United States.

Though shutting down a fishery is a drastic step, scientists increasingly believe that it is the only way to save the fishery, and that it has to be done soon, before the species reaches a point of no return. That happened to the North Atlantic codfish, while closing nursery areas to commercial fishing allowed the swordfish to rebound.

appetite for tuna, particularly in Japan.

But what these governments and their fishing interests need to recognize is that unless something is done now, soon there will be no tuna left to fish. □



Remembering Michael (continued)...

And yet, less than 33% of British children ages two to eight have a regular bedtime story read to them. You may not think much of that until you take into account that 75% of their parents DID have that bedtime story when they were that age.

Clearly, we do not have to ask ourselves where all of this pain, anger and violent behavior comes from. It is self-evident that children are thundering against the neglect, quaking against the indifference and crying out just to be noticed. The various child protection agencies in the US say that millions of children are victims of maltreatment in the form of neglect, in the average year. Yes, neglect. In rich homes, privileged homes, wired to the hilt with every electronic gadget. Homes where parents come home, but they're not really home, because their heads are still at the office. And their kids? Well, their kids just make do with whatever emotional crumbs they get. And you don't get much from endless TV, computer games and videos

These hard, cold numbers which for me, wrench the soul and shake the spirit, should indicate to you why I have devoted so much of my time and resources into making our new *Heal the Kids* initiative a colossal success. Our goal is simple: to recreate the parent/child bond, renew its promise and light the way forward for all the beautiful children who are destined one day to walk this earth.

But since this is my first public lecture, and you have so warmly welcomed me into your hearts, I feel that I want to tell you more. We each have our own story, and in that sense statistics can become personal. They say that parenting is like dancing. You take one step, your child takes another. I have discovered that getting parents to re-dedicate themselves to their children is only half

the story. The other half is preparing the children to re-accept their parents.

When I was very young I remember that we had this crazy mutt of a dog named "Black Girl," a mix of wolf and retriever. Not only wasn't she much of a guard dog, she was such a scared and nervous thing that it is a wonder she did not pass out every time a truck rumbled by, or a thunderstorm swept through Indiana. My sister Janet and I gave that dog so much love, but we never really won back the sense of trust that had been stolen from her by her previous owner. We knew he used to beat her. We didn't know with what. But whatever it was, it was enough to suck the spirit right out of that dog. A lot of kids today are hurt puppies who have weaned themselves off the need for love. They couldn't care less about their parents. Left to their own devices, they cherish their independence. They have moved on and have left their parents behind.

Then there are the far worse cases of children who harbor animosity and resentment toward their parents, so that any overture that their parents might undertake would be thrown forcefully back in their face. Tonight, I don't want any of us to make this mistake. That's why I'm calling upon all the world's children—beginning with all of us here tonight—to forgive our parents, if we felt neglected. Forgive them and teach them how to love again.

You probably weren't surprised to hear that I did not have an idyllic childhood. The strain and tension that exists in my relationship with my own father is well documented. My father is a tough man and he pushed my brothers and me hard, from the earliest age, to be the best performers we could be. He had great difficulty showing affection. He never really told me he loved me. And he never really complimented me either. If I did a great show, he would tell me it was a good show. And if I did an OK show, he told me it was a lousy show.

He seemed intent, above all else, on making us a commercial success. And at that he was more than adept. My father was a managerial genius and my brothers and I owe our professional success, in no small measure, to the forceful way that he pushed us. He trained me as a showman and under his guidance I couldn't miss a step. But what I really wanted was a Dad. I wanted a father who showed me love. And my father never did that. He never said I love you while looking me straight in the eye; he never played a game with me. He never gave me a piggyback ride; he never threw a pillow at me, or a water balloon. But I remember once when I was about four years old, there was a little carnival and he picked me

Remembering Michael (continued)...

up and put me on a pony. It was a tiny gesture, probably something he forgot five minutes later. But because of that moment I have this special place in my heart for him. Because that's how kids are, the little things mean so much to them and for me, that one moment meant everything. I only experienced it that one time, but it made me feel really good, about him and the world.

But now I am a father myself, and one day I was thinking about my own children, Prince and Paris, and how I wanted them to think of me when they grow up. To be sure, I would like them to remember how I always wanted them with me wherever I went, how I always tried to put them before everything else. But there are also challenges in their lives. Because my kids are stalked by paparazzi, they can't always go to a park or a movie with me.

I hope that they will always focus on the positive things, on the sacrifices I willingly made for them, and not criticize the things they had to give up, or the errors I've made, and will certainly continue to make, in raising them. For we have all been someone's child, and we know that despite the very best of plans and efforts, mistakes will always occur. That's just being human.

And when I think about this, of how I hope that my children will not judge me unkindly, and will forgive my shortcomings, I am forced to think of my own father and despite my earlier denials, I am forced to admit that he must have loved me. He did love me, and I know that.

There were little things that showed it. When I was a kid I had a real sweet tooth—we all did. My favorite food was glazed doughnuts and my father knew that. So every few weeks I would come downstairs in the morning and there on the kitchen counter was a bag of glazed doughnuts—no note, no explanation—just the doughnuts. It was like Santa Claus. Sometimes I would think about staying up late at night, so I could see him leave them there, but just like with Santa Claus, I didn't want to ruin the magic for fear that he would never do it again. My father had to leave them secretly at night, so as no one might catch him with his guard down. He was

scared of human emotion; he didn't understand it or know how to deal with it. But he did know doughnuts.

And when I allow the floodgates to open up, there are other memories that come rushing back, memories of other tiny gestures, however imperfect, that showed that he did what he could. So tonight, rather than focusing on what my father didn't do, I want to focus on all the things he did do and on his own personal challenges. I want to stop judging him.

So what if they grow older and resent me, and how my choices impacted their youth? Why weren't we given an average childhood like all the other kids, they might ask? And at that moment I pray that my children will give me the benefit of the doubt. That they will say to themselves: "Our daddy did the best he could, given the unique circumstances that he faced. He may not have been perfect, but he was a warm and decent man, who tried to give us all the love in the world."

I have started reflecting on the fact that my father grew up in the South, in a very poor family. He came of age during the Depression and his own father, who struggled to feed his children, showed little affection towards his family and raised my father and his siblings with an iron fist. Who could have imagined what it was like to grow up a poor black man in the South, robbed of dignity, bereft of hope, struggling to become a man in a world that saw my father as subordinate. I was the first black artist to be played on MTV and I remember how big a deal it was even then. And that was in the 80s!

My father moved to Indiana and had a large family of his own, working long hours in the steel mills, work that kills the lungs and humbles the spirit, all to support his family. Is it any wonder that he found it difficult to expose his feelings?

Is it any mystery that he hardened his heart, that he raised the emotional ramparts? And most of all, is it any wonder why he pushed his sons so hard to succeed as performers, so that they could be saved from what he knew to be a life of indignity and poverty?

I have begun to see that even my father's harshness was a kind of love, an imperfect love, to be sure, but love nonetheless. He pushed me because he loved me. Because he wanted no man ever to look down at his offspring. And now with time, rather than bitterness, I feel blessing. In the place of anger, I have found absolution. And in the place of revenge I have found reconciliation. And my initial fury has slowly given way to forgiveness.

Almost a decade ago, I founded a charity called *Heal the World*. The title was something I felt inside me. Little did I know, as Shmuley later pointed out, that those two words form the cornerstone of Old Testament prophecy. Do I really believe that we can heal this world that is riddled with war and genocide, even today? And do I really think that we can heal our children, the same children who can enter their schools with guns and hatred and shoot down their classmates, like they did at Columbine? Or children who can beat a defenseless toddler to death, like the tragic story of Jamie Bulger? Of course I do, or I wouldn't be here tonight.

But it all begins with forgiveness, because to heal the world, we first have to heal ourselves. And to heal the kids, we first have to heal the child within, each and every one of us. As an adult, and as a parent, I realize that I cannot be a whole human being, nor a parent capable of unconditional love, until I put to rest the ghosts of my own childhood. And that's what I'm asking all of us to do tonight. Live up to the fifth of the Ten Commandments. Honor your parents by not judging them. Give them the benefit of the doubt.

That is why I want to forgive my father and to stop judging him. I want to forgive my father, because I want a father, and this is the only one that I've got. I want the weight of my past lifted from my shoulders and I want to be free to step into a new relationship with my father, for the rest of my life, unhindered by the goblins of the past. In a world filled with hate, we must still dare to hope. In a world filled with anger, we must still dare to comfort. In a world filled with despair, we must still dare to dream. And in a world filled with distrust, we must still dare to believe.

To all of you tonight who feel let down by your parents, I ask you to let down your disappointment. To all of you tonight who feel cheated by your fathers or mothers, I ask you not to cheat yourself further. And to all of you who wish to push your parents away, I ask you to extend you hand to them instead. I am asking you, I am asking myself, to give our parents the gift of unconditional love, so that they too may learn how to love from us, their children. So that love will finally be restored to a desolate and lonely world.

Shmuley once mentioned to me an ancient Biblical prophecy which says that a new world and a new time would come, when "the hearts of the parents would be restored through the hearts of their children". My friends, we are that world, we are those children.

Mahatma Gandhi said: "The weak can never forgive. Forgiveness is the attribute of the strong." Tonight, be strong. Beyond being strong, rise to the greatest

challenge of all—to restore that broken covenant. We must all overcome whatever crippling effects our childhoods may have had on our lives and in the words of Jesse Jackson, forgive each other, redeem each other and move on.

This call for forgiveness may not result in Oprah moments the world over, with thousands of children making up with their parents, but it will at least be a start, and we'll all be so much happier as a result. And



so ladies and gentlemen, I conclude my remarks tonight with faith, joy and excitement.

From this day forward, may a new song be heard.

Let that new song be the sound of children laughing;
Let that new song be the sound of children playing;
Let that new song be the sound of children singing;
And let that new song be the sound of parents listening.

Together, let us create a symphony of hearts, marveling at the miracle of our children and basking in the beauty of love. Let us heal the world and blight its pain. And may we all make beautiful music together.

God bless you, and I love you.

Michael Joseph Jackson:
August 29, 1958–June 25, 2009 □



CARIBBEAN FISHERIES TRAINING AND DEVELOPMENT INSTITUTE

Training Administration
 Telephone: (868) 634-4528/1635
 Fax: (868) 634-1635
 E-mail: cftdi@tsstt.net.tt

MARITIME TRAINING PROGRAMME

1st Semester 2010

COURSE	DURATION	JAN	FEB	MARCH	APRIL	MAY	JUNE
Basic Safety Training	9 days		1 \longleftrightarrow 10	1 \longleftrightarrow 10	12 \longleftrightarrow 21		7 \longleftrightarrow 16
Boat Master III	10 days			15 \longleftrightarrow 26		10 \longleftrightarrow 21	
Advanced Fire Fighting	5 days				19 \longleftrightarrow 23		
Medical First Aid	5 days		8 \longleftrightarrow 12				
Outboard Motor Maintenance	5 days			8 \longleftrightarrow 12			
Efficient Deckhand (Seaman Class II)	10 days						1 \longleftrightarrow 15
Engineering Rating Category II	8 weeks		1 \longleftrightarrow 31				
Coastal Navigation	8 weeks				5 \longleftrightarrow 28		
CPSC	5 days				26 \longleftrightarrow 30		