Youth Sport in Trinidad and Tobago

Extending the Possibilities and Pathways for Post-Secondary School Participation

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ABSTRACT

Sport in Trinidad and Tobago (T&T) emerged out of centuries of occupation by different colonisers becoming more entrenched through the influences of the British. Continued but intermittent successes at the international level have led to increasing attention being directed to youth sport development within recent times. Whilst this has been unfolding at the national level, schools have been utilising resources within their command to keep youth involved in sport.

This study primarily focused on youth sport practices in the senior comprehensive schools (SCS), a school type that was created and continuously reconfigured to meet the changing demands of education. In spite of a series of transitions, sport arose and persisted within these institutions carrying greater and greater significance as time elapsed. Whereas the SCS contributed to youth sport engagement at schools, community sport clubs and their respective National Governing Bodies (NGBs) working within the framework of a new service company, The Sport Company of Trinidad and Tobago (SPORTT), which operated under the aegis of the Ministry of Sport (MOS), provided additional opportunities for sport engagement. Efforts at these two levels however, appeared not to have produced maximum or prolonged benefits. Attrition rates in youth sport engagement at both school and community levels appeared to be sufficiently high, especially after students completed secondary schooling.

The study therefore reports on research that investigated sport provision for youth in T&T, and specifically addressed coherence in provision across school, club, community and representative contexts. It followed the qualitative tradition and utilised an interpretative approach that bore a critical edge. Data was generated from investigations in three regional SCS school sites, and from participants in their homes and work places. Data collection involved conducting interviews with sport students past and present, as well as teachers, principals and professionals in the field of physical education and sport, and the collection of documents from the different sites. Analysis utilised a thematic approach within an iterative process.

Findings revealed notable tensions and fragmentation in provision, particularly relating to (i) NGBs' continued focus on elite development to the detriment of mass participation and capacity building; (ii) a relative lack of support in the community (with the exception of cricket); and (iii) pedagogical experiences and opportunities for young people within and beyond school characterised by disconnections. Discussion focuses on insights arising from an engagement with data and literature on education and sport policy, youth sport practices and physical education and sport pedagogy internationally. Recommendations arising from the research draw attention to actions needed to achieve coherence in sport provision for young people with a view to maximising pathways for sustained participation at all levels.

DEDICATION

To my dear husband and loving son

Keith and Junior

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T&T	Trinidad and Tobago
NGB	National Governing Body for sport
MOE	Ministry of Education
MOS	Ministry of Sport
SCS	Senior Comprehensive School
SPORTT	The Sport Company of Trinidad and Tobago
HPE	Health and Physical Education, compulsory lower school subject
CSEC PES	Caribbean Secondary Examination Certificate in Physical Education and Sport, the upper school elective exit subject
CXC	The Caribbean Examination Council
NASC	National Advisory Sport Council
NSA	National Sport Authority
NC	National Curriculum
NCSE	National Certificate of Secondary Education
SEMP	Secondary Education Modernization Programme
EAAP	Elite Athlete Assistance Programme
PSS	Past Sport Students
T1	The title given to the most senior teacher, with 11 & 111 according to the rank of the other two respectively
S1	Numerical code applied to PES students. No ranking exists; students were simply numbered in numerical order, hence S2, S3 etc.
THS	Tambran High School
PHS	Peewah High School
SHS	Sapodilla High School

A VIGNETTE

Peewah High School, sometime in 2007

Anton: So you've almost completed the MPhil…?

Karen: Yeah, but I'm not sure of what I want to do. PE seems so narrow; there is hardly any room for upward movement.

Anton: Then move over to Social Studies / Sociology… cause your first degree is in Sociology, isn't it?

Karen: Yeah, but Social Studies seems to be stagnated also.

Anton: Maybe, but I think it is the better of the two options….

Karen: Really, but I…..

*Anton: … because you **DON'T** want to be teaching PE when you get older…*

Anton was answering for me, basing his response on his perception of PE. He spoke as if the choice was a 'no brainer'; and I did/said nothing to convince him otherwise. What followed however was a series of questions concerning what I felt was important and what I believed I stood for: an internal turmoil as a result of trying there and then, to get an insight into what the latter part of my professional career would look like. I was sure that I mattered to my students, that I was the conduit through which they were experiencing success and fun at the same time, things that they were not experiencing in some of the other areas of their school life. I was thrilled by the look on their faces when perhaps for the first time in life uncoordinated students completed head or hand stands in the gymnastics classes. I aided in bringing smiles to faces, but it seemed not to be enough for me.

It took months of rumination and introspection to arrive at a point where I felt I had mustered enough confidence to respond to Anton, if he accosted me again. I was sure that Social Studies was far too sterile for my personality, even though PE did not exhibit a very bright horizon. I was also sure that what I craved was far more

important than financial remuneration, though I needed money to live. I was never perturbed about going the extra distance for students, or by running back and forth to raise funds to acquire uniforms; attending events, officiating at games and managing teams. For me those were just regular occurrences, but for students it seemed insufficient. They just needed more. The challenge therefore was to find a balance between what I felt I could do for them, and what I needed to do for myself as I approached the latter part of my career.

I believe that fate stepped in and aided in resolving this dilemma. Circumstances surrounding my embarkation on this doctoral journey could only be described as incredible. The thousands of students that I have carried in my heart over the thirty odd years of my teaching career may not know why I needed to do this, but I do. Maybe in the end they will understand why I persevered with them in the area of physical education and sport (PES), and why I had to run off on them, for the second time in the last few years. I thus make this herculean effort on behalf of the many disenfranchised youth of my beloved country. I hope I did the right thing in the end.

PROLOGUE

This study investigated issues relating to possibilities and pathways for youth[1] in sport in Trinidad and Tobago (T&T), with a view to identifying ways in which these possibilities and pathways may be enhanced to sustain sport engagement after completing secondary school. Primarily, it focused on practices in Trinidad, but incorporated perspectives gleaned from Tobago without seeking equality of coverage. Spawned out of my professional experience and knowledge of education and sport practices in the above country which extended over four decades, it attempted to accomplish several things. Through theory and data the research

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[1] Oxford dictionary defines youth as, 'the period between childhood and adult age' (Oxford Dictionaries Language Matters, 2015a). Others however believe that a definition for youth is far more complex involving biological, psychological and or sociological features that can be mapped from early teen years to young adulthood (Griffin, 2008). For the purpose of this study youth is used to describe young people between the ages of 15 to 28. When the word 'student(s)' is used it connotes those who had been attending school at the time of the study, while 'past sport students' are school leavers, all of whom fall within this category.

sought to provide understandings of the structures that underpinned youth sport in T&T. In particular it focused on sport practices in the senior comprehensive school (SCS) context, a school type for which sport had increased in significance over their many decades of existence. In seeking answers to the genesis and maintenance of sport as a practice in these schools, I considered the inextricable link that existed between broad educational endeavours and sporting practices in both national and school contexts. Notwithstanding personal experience and opinion, my aim was to reflexively unravel the complexities within these issues and present insights as to how the sport life of students could be extended well beyond the secondary school years. Additionally, the study sought to ask questions of the adequacy of current policies, structures and provision in youth sport toward informing practice in the broad field of education, and youth sport in T&T in particular.

Map showing the location of Trinidad and Tobago

CHAPTER ONE

INTRODUCTION

OVERVIEW

The study was located in Trinidad and Tobago (T&T). This chapter therefore provides an overview of the historical antecedents that shaped culture and society in the Caribbean, of which T&T is a part. It explains how sport emerged as a cultural expression of transported peoples as they made sense of new realities, namely, emancipation from slavery and the cessation of the Indentureship scheme (see below). It also outlines how struggles for equity and inclusion within this new environment gave rise to an education system that, together with club community efforts, were sites for the early expressions of sport in T&T.

Having established that youth predominantly experienced sport in two settings, namely, schools and community sport clubs, which are overarched by national institutions, I describe the organisational structure of secondary schools in T&T. I then locate the senior comprehensive schools (SCS), the main research site for the study, within the structures of the Ministry of Education (MOE), bringing insights into their placement, role and significance in the education landscape of T&T. (In Chapter Five I provide a full discussion on the SCS). This is followed by a scrutiny of one of the examinable subject area through which students experience some school sport namely, Health and Physical Education (HPE). I do this to introduce possible connections between HPE and the general conduct of sport in these schools.

Sport in the SCS context is then outlined. It is presented as being fuelled by efforts in talent spotting for elite development. It is discussed as arising out of a mixture of factors namely, the coming together of students who were deemed to be low academic performers, and adults who were responsible for educating them. Within this new environment, principals, teachers and students combined their efforts and found creative ways to allow some sport to thrive.

In terms of the national context, efforts to solidify sport development practices are presented as largely disconnected, yet somehow accounting for significant sporting successes in athletics and cricket among others in recent times. In light of this I

review the second area of focus for youth sport, namely, the community. Here I examine the operations of sport clubs and at the same time, I highlight areas of discord as clubs assumed new directions imposed by a national agency, a representative of the Ministry of Sport (MOS). I underscore that, given history and culture, and in spite of efforts at school and community levels, there continues to be high attrition rates from sport among youth, especially after they have left secondary school.

In 2012, the government of T&T claimed to be revisiting the notion of establishing sport as a business enterprise (Ministry of Finance and the Economy, 2012). This strategy included efforts to develop career pathways and possibilities in physical education and sport (PES) as alternative income earning options for youth. In light of pronouncements made approximately 10 years ago (Ministry of Sport and Youth Affairs, 2002), with seemingly little impact, I introduce insights from an unpublished study, *'Careers in Physical Education and Sport: The Perceptions of Students in a Single-Sex School'* (Lawrence-Ince, 2010). I suggest that findings from this study can potentially inform further research that is concerned with possibilities and pathways for continued youth sport engagement after leaving secondary school.

A summary of the issues that give justification and significance to the study follows. The overarching question, three sub research questions and the organisation of the thesis concludes this chapter.

A final point to note about this chapter is that aspects of it draw heavily on my personal and professional experience as a physical educator. This reflects both a distinct absence of original research addressing the developments and issues I discuss, and in parallel, the professional perspective that inspired and informed this study.

THE SPORTING CONTEXT AND LANDSCAPE OF TRINIDAD AND TOBAGO

A Brief History of the Peoples of Trinidad and Tobago

Indigenous peoples of Trinidad, the Carib and Arawak (also called Tainos) Indians, observed Columbus' ships landing on the shores of this West Indian[2] island in 1492 (Heuman, 2006; Kinetika, 2005). This marked the commencement of Europe's exploitation of the region using forced labour of the indigenous peoples in the first instance. At the beginning of the eighteenth century a lucrative sugar industry was developed based on the slave labour of generations of African peoples (Bridenaugh & Bridenaugh, 1972). The abolition of slavery in the British West Indies in 1834 resulted in a drastic shortfall of labour required to keep the remaining sugar dependent colonies afloat. Efforts to secure a steady supply of labour saw immigrants from different parts of Europe and Asia, such as China, Mauritius, Spain and Portugal, coming to the West Indies, until a system of Indentureship[3] was instituted in 1845 (Emmer, 2007). Movement of peoples over the years that followed the emancipation of slavery resulted in Trinidad becoming one of the most cosmopolitan regions of the Caribbean.

Tobago, located approximately 83 kilometres north east of Trinidad (World Atlas, 2015) was also sighted by Columbus in 1492. However, finding it to be strategically located, European colonizers such as the Spanish, Dutch, British and French fought over it for many years (My Tobago: The definitive visitor guide, 2008). By 1814 under the control of the British, sugar production that flourished utilizing African

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[2] West Indies was a term coined by Europeans after Columbus' first voyage to the Americas. Columbus believed that he had landed in India when he had instead landed in what we now know as the Caribbean, a chain of islands scattered in the Atlantic Ocean stretching from North to South America. Europeans continued to use this misnomer to differentiate the region from the East Indies (South & South East Asia). The term West Indies is now mostly used in connection with cricket, 'The University of the West Indies', and some postal addresses (Oxford Dictionaries Language Matters, 2015b).

[3] Indentureship was the name given to the system of contracting waged labour from India to work in certain Caribbean territories for a period of five years. Over its many years of existence (1845-1871) it attracted hundreds of thousands of Indians who were fleeing poverty, high unemployment rates and decaying social conditions at home. Almost none that came to Trinidad returned to India, opting instead to accept a gift of land upon completion of their contract (Emmer, 2007; World Atlas, 2015).

slave labour drastically declined by 1847. Having no further use for Tobago, the British in 1889 made it a ward of Trinidad, hence Trinidad and Tobago (T&T). Tobago at that time was occupied predominantly by descendant of African slaves. It maintained a measure of financial independence developing its agricultural base alongside its tourism industry, the latter becoming its main revenue earner (Trinidad and Tobago Chamber of Industry and Commerce, 2015). Trinidad on the other hand, with the aid of expertise that was external to it, developed lucrative petroleum and gas industries, making T&T perhaps the richest of all Caribbean countries with continued projections for growth in these sectors (Government of the Republic of Trinidad and Tobago, 2013b; World Atlas, 2015). A point to note is that Tobago did not have the same level of immigration as Trinidad post emancipation, rendering it an almost homogenous part of the twin island state.

Early Expressions of Sport

Trinidad and Tobago thus evolved out of a combination of influences arising out of centuries of occupation and colonisation by Europe. Spanish and French occupation lasted until 1797, while the British ruled from 1797 until independence in 1962 (Trinidad and Tobago Tourism Corporation, 2014). It was however the British occupation that had the greatest and most lasting impact on every area of life (Brereton, 1996), including sport. Sports such as cricket, golf and horseracing became well entrenched by the turn of the twentieth century, with football and volleyball being introduced around the 1930s (Tourism Development Corporation of Trinidad and Tobago, 2014). During that time, local sport clubs in disciplines such as golf, cricket and football were also established in T&T. Social class determined who, how and which sports were practiced in the communities in which clubs functioned in those early days (Lawrence-Ince, 2010).

Prior to independence, sport in the 1950s appeared to have existed without an overarching policy framework. Nevertheless, sport grew in popularity with cricket in particular becoming quickly diffused into communities especially where the East Indian immigrants had settled. It rose to immense cultural significance for a diasporic people and soon became the embodiment of resistance to colonial rule, and prospects of future hopes (Beckles, 1995). Former West Indies fast bowler

Michael Holding, in an interview in the film production *Fire in Babylon*, stated that cricket West Indian style was dubbed a *calypso style* by the colonial fore runners (Riley, 2010), reflective of the carnival street festivals that took place in the islands post emancipation. Gay abandon in celebration of freedom from rules and confinement became enmeshed in the culture of the Caribbean, especially in T&T I argue, the home of calypso[4]. Perhaps this mentality had inhabited almost all areas of life in T&T including sport where, not until 1980s, a ministry specially created to manage sport - The Ministry of Sport, was finally established (Ministry of Youth Sport Culture and Creative Arts, 1988).

Education was perceived by the British as a way to keep the ex-slaves loyal to Britain (Besson, 2011). The emerging African intellectuals also believed it to be one of the keys to decreasing the gap that existed within the social classes, while at the same time freeing the post emancipation society from the influences of colonialism (Wong, 2015). Many of the church/board schools established at this time were small and overcrowded, too few in number, unable to cater to all levels of the society, and at the secondary level were predominantly for male students. This system of schooling also reinforced the structured inequality of the day, with attendance being reserved mostly for the privileged, until the Education Ordinance of 1851 resulted in the establishment of a school in every ward of Trinidad (Brereton, 1996). Notwithstanding the imbalance within the education structure, it was schools, combined with the few sport clubs such as Petrotrin, Paragon, Harvard and Venture formed mostly in the urban areas, that were sites for the early expressions of sport in T&T, adopting and somewhat mimicking those practiced by the British (Lawrence-Ince, 2010; Tourism Development Corporation of Trinidad and Tobago, 2014).

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[4] Calypso is a style of Afro-Caribbean music that originated in Trinidad and Tobago during the early to mid-20th century. It consisted of syncopated African rhythms, typically with words composed around a topical theme. Calypso became the voice of a liberated but politically conscious people, who were attempting to free themselves from the vestiges of colonialism (Trinidad and Tobago Tourism Corporation, 2014).

It can be argued that independence from British colonialism in 1962 may have offered an opportunity to develop culturally relevant youth sport policy in T&T. As indicated previously, this did not take place until the 1980s. Sport however, continued to emerge, apparently as a way to explore new avenues of self-expression arising out of centuries of subjugation. Lawrence-Ince (2010) claimed that many disjointed efforts in school and community persisted, and with the exception of cricket, no cohesive policy framework appeared to be in the offing. It is hence somewhat difficult to understand how, through this seemingly fragmented and ad hoc 'system' that reflected elements of colonial influence, significant sporting successes at the international elite level were produced over many decades, including for example Hasley Crawford, 100 M gold medal winner of the 1976 Olympic Games. Colleges, somewhat reflecting school life in middle class England, managed to produce teams to compete in several sporting disciplines including football, cricket and field hockey, largely through the aid of a pool of willing administrators, teachers, parents and community well-wishers (Lawrence-Ince, 2010). At the same time, cricket, football and other major games were also present at the community level via clubs working through their respective National Governing Bodies (NGBs).

Having established that early expressions of sport in T&T arose out of efforts in two contexts namely, school and community clubs, I now take a closer look at the education system in T&T. Specifically, I locate the senior comprehensive schools (SCS), sites of the study, as a particular type of institution in the education landscape of T&T. I also review the examinable subject of HPE that emerged out of curriculum development efforts that were geared towards modernising the education system.

The Secondary School System of Trinidad and Tobago

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┌─────────────────────────────────────────────────┐
│         THE MINISTRY OF EDUCATION (MOE)           │
└─────────────────────────────────────────────────┘

  ┌──────────────────────────────────┐
  │  BOARD SCHOOLS                   │
  │  Also called Church or 'Prestige' Schools │
  └──────────────────────────────────┘

     ┌──────────────────────────────────────┐
     │  TRADITIONAL SECONDARY SCHOOLS        │
     │  Almost the same ranking as the board schools │
     └──────────────────────────────────────┘

      ┌──────────────────────────────────────┐
      │  PRIVATE SECONDARY SCHOOLS            │
      │  Legal connections only with the MOE  │
      └──────────────────────────────────────┘

       ┌──────────────────────────────────────────────┐
       │  COMPOSITE & HIGH SCHOOLS                      │
       │  A fraction higher in rank to the SCS, but more recently built │
       └──────────────────────────────────────────────┘

        ┌──────────────────────────────────────────────┐
        │  SENIOR COMPREHENSIVE SCHOOLS (SCS)            │
        │  Formerly Junior & Senior Comprehensive Schools │
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Figure 1: The Ministry of Education and the hierarchical arrangement of secondary schools

This study was located in the secondary school context in T&T, which consists of many types. Government assisted secondary schools (also called church or board schools) make up approximately 15 to 20 percent of all secondary schools. Salaries of teachers are paid by the government, but responsibility for the day-to-day operations of the schools lies with school boards. By legislation, *The Concordat of 1960*, *Assurances for the Preservation and Character of Denominational Schools*, these schools promote their respective religions (Ministry of Education and Culture Trinidad and Tobago, 1960), and are often referred to as the 'prestige' schools because of their ability to attract the highest academic performers (top 20 per cent from the secondary entrance assessment (SEA) examination, Figure 1, pg. 2). The second category of schools is the government secondary schools (also called

modern secondary schools, numbering approximately 10). These are followed by private secondary schools, which are owned and operated by individuals and organisations.

As these comments indicate, a hierarchical system appears to exist amongst the government secondary schools in T&T. Whilst the modern secondary schools occupy almost the same status as the church/board schools, the rest of the government schools are located below these first two tiers. These contained sub divisions namely, the composite and high schools, and the former junior[5] and senior secondary schools, which have all been recently converted to regular five to seven year secondary schools. The composite and high schools are few in number, ranked just above the last tier, and are smaller and different primarily because of physical design.

For the purpose of this research project the words 'Senior Comprehensive Schools' (SCS) denotes that group of schools, the focus of this study, that were recently renamed and converted to five and seven year schools. These are ranked last within the structures of the MOE (See Figure 1).

The Senior Comprehensive Schools (SCS)

The SCS came into existence around the mid to late 1970s. They were created in response to the call for more spaces at the secondary level for students at the 11 plus age. Though constructed long after the church/board schools, they were part of government's original plan for education contained in *The Education Act of 1966*, and later in the Draft Plan for Educational Development in Trinidad and Tobago, 1968-1983 (Government of the Republic of Trinidad and Tobago, 1974). The combination of the church schools and the traditional secondary schools was

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[5] The former Junior Secondary schools, smaller in size to the SCS, were very recently converted from three year schools (students 11-14 yrs.), to five and seven year schools. They are not part of the study. The SCS were originally two year schools (students 15-18 yrs.), but were gradually converted to seven years (11-19+). These are the focus of the study. These two categories of schools are treated as one group in Figure 1 because they have had similar student intake from inception to present. They are all now (nick) named SCS for convenience.

insufficient for the population growth at that time, hence these schools filled a gap that existed in the education system. SCS were fully equipped with multi-purpose facilities, huge playing areas, and a range of resources to allow for the development of the trades, creative and performing arts. SCS however had to settle for the lowest academic performers from the primary school exit examination and thus progressively became sites for and connected to low academic performers, learners of the lowest socio-economic bracket, some with learning disabilities, and above all, sites for chaos and failure. Perhaps in light of the combination of these factors sport emerged to enhance the image of these schools that could not compete in the academic arena (see the SCS in Chapter Five).

The development of the SCS was also connected to changes in the teaching environment in T&T. Teacher training and development became necessary to coincide with skills-based curricula that were created for the SCS. Moreover, recruitment was undertaken to address the shortage of PE teachers which was exacerbated by the creation of the SCS. Curriculum documents in PE, (which later became HPE), were also developed, and adequate timetabling was provided to underpin a broad based education thrust (Ministry of Education, 2008). The creation of the SCS thus resulted in more students being able to attend secondary school and by extension participate in individual and team sport. From personal experience, I would argue that the SCS contributed significantly to the many secondary school sporting organisations and championships that exist today in T&T.

In keeping with the aim of this study, I critically examine HPE, the school subject in which students experience some sport. I do this in order to explore the ways in which it prospectively connects to extended sport engagement for youth in T&T during and beyond their school lives.

Curriculum Change - Health and Physical Education (HPE)

The government of T&T considered that reforms in education held the key to attaining developed nation status. New pathways for the achievement of specific educational goals were as such articulated in the *Vision 2020 Draft National Strategic Plan* (Ministry of Planning and Development, 2005). It led to

government's adoption of a massive scheme called the Secondary Education Modernisation Programme (SEMP), which government believed could radically revolutionise the education system. Committed to producing "a united, resilient, productive, innovative, and prosperous nation with a disciplined, healthy, happy and well-educated people built on the enduring attributes of self-reliance, respect, tolerance, equity and integrity" (Ministry of Planning and Development, 2005, p. 10), the government obtained loans from the Inter-American Development Bank (IADB) towards this end. Policies generated as a result of this financial infusion were centred on output in terms of programmes and infrastructural change, a condition of the loan agreement. Curriculum documents, teacher education workshops, construction and or renovation of schools subsequently took centre stage. In particular, the somewhat loosely structured physical education, became the highly standardised (if only on paper) HPE. This marked a transition from the provision of predominantly non-assessed movement education and (major) games training, to frequent assessment of students in a variety of sporting disciplines and theoretical topics, and compilation of marks (Ministry of Education, 2008).

The lower secondary schools National Curriculum (NC) comprising eight (8) core subjects including HPE, became a key driving force within the plan to modernise education (Ministry of Education, 2008). The NC is pursued by students ages 11 to 14 in forms one to three (See Figure 3). Schools in the last tier of Figure 1, the SCS, were the biggest subscribers to HPE, simply by virtue of the number of its student population over the years (See Chapter Four). The design and resourcing of these schools also favoured the delivery of HPE. Course coverage of HPE included theoretical components such as anatomy and physiology, fitness and performance, health and wellness, first aid, among others, with practical areas such as gymnastics, and several major games such as football, cricket, netball, volleyball, basketball, squash, golf and athletics (Ministry of Education, 2008). The overarching objective of the subject is connected to essential learning outcomes such as aesthetic expression, citizenship and personal development among others. Other objectives pointed to opportunities for the development of sport, for example; "HPE provides opportunities for students to demonstrate proficiency in a variety of sport skills" (Ministry of Education, 2008, p. 24).

From its (HPE) inception in 2008, an overt emphasis on examinations run by the National Certificate of Secondary Education (NCSE) – the examination body for the NC, overtook the NC of which HPE was a part. However, as these eight NC examinations played no part in determining student placement at the upper secondary level (fourth form, 14 years+), they had limited significance for schools and students alike[6]. The MOE intimated that this was an attempt to create a transcript for every child in the nation, a claim that could be viewed as connected to a broader policy agenda and perceptions of education modernisation. Notwithstanding intermittent dissent from students, teachers and school administrators, all students did the examinations as they were compulsory. In my professional experience many students appeared to be relieved to be rid of HPE and proceed with their other 'more important' subject options at the upper level.

Health and Physical Education appeared to be overshadowed by institutional mandates with teachers required to present a total of 18 sets of marks, two per term[7] per student (a course mark and an examination mark), over the three year period. Additionally, the stated objective of students being able to demonstrate proficiency in several sporting disciplines (Ministry of Education, 2008), became somewhat subordinated by the production of marks in keeping with the drive towards academic excellence that appeared to have consumed T&T. Although several workshops were convened to update PE teachers on the NC, teachers believed that training was insufficient in so far as it related to areas such as orienteering, camping, swimming and water safety, which continue to receive little to no attention from my experience. Curriculum delivery over the years had thus settled into giving students exposures and experiences primarily in the major games, areas in which teachers believed they possessed competence.

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[6]The eight (8) subjects of the NCSE's National Curriculum are Mathematics, Social Studies, Science, Health and Physical Education, Visual and Performing Arts (Music, Art and Drama), Technology Education, Spanish and English Language (Ministry of Education, 2008).

[7] Each academic year in the school calendar has three terms: Term 1 – Sept. to early Dec.; Term 2 – Jan. to end Mar.; Term 3 – Apr. to early Jul.

Several aspects within HPE remained the same amidst the transition to the NC. Curriculum continued to reflect a focus on exposures to major games with neglect of other areas such as outdoor pursuits. Additionally, many teachers functioned in schools with large playing surfaces (e.g. basketball and tennis courts in particular), that lay dilapidated and or damaged in the same way as other equipment needed for the development of sport, as I had observed. Operating within an environment that seemed to be focused on 'academic excellence', HPE appeared to be immersed in a struggle for identity and parity with other subject disciplines.

Arrangement of School Examinations in T&T

> **University and other Tertiary Level Institutions**

> **Upper Secondary School** – students 16 to 18 years
> Students write CXC's Caribbean Secondary Examination Certificates (CSEC), which includes Physical Education and Sport (PES) as secondary exit examinations; called CSEC PES[8]
> **NB.** CXC's Advanced level exam (CAPE) are also done in the upper school (18 to 21 years)
> **SAME INSTITUTION**
> **Lower Secondary School** – students 11 to 14 years
> The National Curriculum (8 core subjects including HPE, Foot Note 5, where students write National Certificate Secondary Examination (NCSE)

> **Primary School** – students 5 – 11 years
> Students write the Secondary Entrance Assessment (SEA)

Figure 2: School and Examination Structure in T&T

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[8] CSEC PES, the written PE subject for upper school students, will henceforth be called PES. PES will also come before professionals in the field of PES i.e. PES professionals, and students in the examination class i.e. PES students. References to PE and sport in the school setting will continue to be 'PE and sport'.

Sports in the SCS

Schools have historically played a central role in the development and provision of youth sport in T&T, with colleges (church/board schools, See Figure 1) traditionally dominating in several sporting disciplines. SCS however, have wrested some of the sport success out of the hands of the colleges through a pathway that appeared to be facilitated by the PE department's alignment with the sequence model of Murdoch's (1990) heuristic cited in Pope (2011). This model in part pivots on the premise that PE ought to prepare young people for participation in sport, among other things. PE teachers seemed to have acted on this belief, selecting able looking students from the PE classes to supplement the pool of students who entered the SCS possessing skills from sport participation in their respective community clubs. These 11 years[+] participants made up the various sport teams that represented their school at all levels and types of sport competitions. Their development continued throughout school life with PE teachers taking responsibility for coaching, if it was an area in which they believed they had the required competence. In the absence of PE teachers, coaches were brought into the schools to assist with preparation of teams for competitions. Hence from the outset, sport was noticeably emphasised, a practice that seemed significantly aided by principals.

As noted above, there has been a great deal of speculation by professionals across physical education and sport regarding the SCS' objectives for sport participation. It can be argued that sport was a medium that provided opportunities for students to meet and communicate with others, or for them to adopt and learn different social roles and skills, or to adjust to team objectives such as cooperation (Council of Europe, 2001). In my view however, sport presented opportunities to profile the low ranked institution as a sporting force to be reckoned with, and, in the absence of academic excellence, to showcase SCS as viable options for the average and above average academic performers. Whatever the reason, most SCS pursued competitive sport with great tenacity, employing the strategy of talent identification toward elite development. Several teams of differing age ranges in a variety of sports were as a result common in the SCS. However, as a professional, the clear impression I was left with was that many students did not continue participation in sport beyond school years.

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In my experience the role of the PE teacher in ensuring sport provision for youth in T&T was one that lacked definition, often changing in response to policy. Over time PE teachers had gone from equipment/team managers to counsellors and even financiers. Over the last decade pressures had been exerted through ministerial policies for teachers to upgrade their qualifications in keeping with international trends. This resulted in a marked withdrawal from sporting activities. Sports such as athletics, netball and basketball suffered a lack of attention as a result. Pathways to sport development may or may not have included teachers over the years, but my observations were that a reduction in PE teacher presence in sport efforts became the norm in many SCS.

In sum, from my observations as a PE teacher for approximately three decades, students seemed to enjoy the interactions HPE offered especially in the practical areas previously outlined. However in view of subject selection patterns in form four there seemed to be little desire by students to pursue the upper level associated school leaving subject - the Caribbean Secondary Examination Certificate in Physical Education and Sport [9](CSEC PES), in which there is a huge sport focus, or to further pursue sport beyond the curriculum and schooling. For example, in any given year in the SCS, out of a possible one hundred and seventy five students graduating in form three post HPE, approximately 15 students may select and pursue the sport rich CSEC PES in the fourth form. HPE seemed to lack an inner substance that made it attractive as a subject option for the fourth form student.

While many international commentaries have directed attention to tensions between PE[10] and sport (see Chapter Two), my experiences in T&T did not indicate notable

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[9]The Caribbean Examination Council (CXC) established in 1972 is the body that governs secondary schools' examinations across the Caribbean. These examinations are known as the Caribbean Secondary Education Certificate (CSEC) at the form 5 level (students 16+). There is CSEC in Mathematics, Spanish, Social Studies, and English Language etc. CXC examinations have replaced the General Certificate of Examinations once run by the Cambridge University, England (Caribbean Community (CARICOM) Secretariat, 2011).

[10] PE, physical education, generally denotes the school subject in any part of the world, which includes HPE and/or PES in T&T, unless these two are otherwise referred to individually, i.e. HPE or PES.

tensions or conflict. Rather, the situation seemed characterised by a 'disconnect'. The two seemed to function with minimal relation to each other, with sport, which occurred through administrative efforts in collaboration with a host of actors in the school setting, enjoying the greater share of school resources. The apparent disjuncture between HPE and sport was reflected in the way in which students who were actively engaged in sport, in and out of the HPE setting, were happy to complete the compulsory HPE examination and then select upper school subjects, such as Social Studies, Principles of Business, Agricultural Science, Mathematics and the like, that were in no way related to HPE, in this case, the PES[11].

Youth Sport Clubs in T&T

In this segment I examine the second setting in which youth experience sport, namely community clubs. This aspect of the introduction and background to the study reflects my many years as an executive member of an athletic club in central Trinidad, as an official in basketball, athletics, and cricket, and as a netballer who played for at least five clubs in different parts of Trinidad over a period of four decades. I draw attention to the structures that have overarched youth sport and at the same time, I underscore the disconnection that exists between school and community sport.

Sport clubs are part of the fabric of T&T society and are visible in most communities. Although they operated without an overarching structure up to the 1990s, clubs accounted for many successes at the elite level of sport. Without exception, individuals attaining the status of national 'sporting heroes' had in their early years belonged to sports clubs, and would pay homage to them whenever an opportunity presented itself. Personalities such as 2012 Olympic Gold medallist

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[11] CSEC PES or PES is CXC's PE exit examination for the upper level of secondary school. The examination is made up of three parts; a written paper, practical assessment of sporting disciplines such as football, cricket, squash, golf, martial arts etc., and a project where students are required to plan and execute an activity/event in which they perform designated roles such as coaches, referees etc., (based on the Sport Education 'SE' pedagogical model) (Caribbean Examination Council, 2003). Students pursuing this subject were not only afforded opportunities to be immersed in more sport, but in a more comprehensive way.

Javelin, Keshon Walcott; 1996 & 2000 Olympic Silver and Bronze Medallist 100M & 200M, Ato Boldon; Dwight Yorke and Shaka Hislop, world renowned footballers are just a few of the local sporting heroes whose talents were developed in the club system. In an interview with the British Broadcasting Corporation (BBC), Test Cricket record holder Brian Charles Lara for example, spoke highly of the many years (age six to 16 years), he spent at Harvard Cricket Club honing his batting skills and cultivating a love for cricket before transitioning to Queens Park Cricket Club (Lara, 2014).

Clubs work closely with their respective NGBs. Governing bodies are the conduits through which clubs access technical assistance and funding, and the channel through which government policy relating to sport becomes enacted. They are the connections to the MOS and all the benefits, financial and technical, that could accrue from the relationship. The governing bodies for cricket and football in particular are extremely aggressive and competitive in their recruitment and overall operations, with devoted members and unparalleled developmental programmes which cater to the needs of every age group and ability in any part of the country. Sponsors are on board from primary school to the tertiary level with involvement becoming more pronounced at the semi and professional stages. A standard practice of clubs however, especially in athletics and football, was its continued focus on the United States, England and Europe for academic/sport scholarships and contracts for their members. It is very likely that most clubs possess an elite focus. Though sport for all might be espoused, it ultimately received the same lip service in T&T as reported elsewhere internationally, such as England and the United States (Green, 2007).

My experience suggests that the majority of youth become members of clubs with the aim of securing a future in sport chiefly as a professional performer. Whilst there might be limited research in T&T as to why individuals join clubs, the pathways presented by most clubs are centred on opportunities primarily to become professional athletes, with few opportunities in areas such as coaching or administration. The lure and glamour of a possible elite sport life that can consume young club members appeared to transcend ethnicity and socioeconomic

background. Only a small minority would have secured membership for recreational purposes, and this too quickly changes to how to acquire benefits down the road. For students of lower socioeconomic status, their focus appeared to quickly shift to gaining benefits from sport participation, and based on my experiences, persevere under arduous conditions to achieve this goal. Conflict between work load at school and club responsibilities often exist posing even greater challenges to already struggling students.

According to Siedentop (2002), the preservation, protection and enhancement of sport practices is an objective that should exist in all national associations and sport clubs. It is unclear as to how faithful clubs in T&T have been to this ideal. In my experience, coaches and administrators alike tend to typically maintain a narrow focus on performances of their athletes as a measure of their own successes. The more athletes gain scholarships, contracts and selection to national teams the greater the kudos for the club organisation (Lawrence-Ince, 2010). Approaches to coaching have become more and more scientific to produce these ends. Over the last two decades however, clubs appeared to have a limited focus on creating pathways for youth who may not have attained standards for elite participation and who withdrew from sport because of this.

The Contemporary Context - Youth Sport in T&T
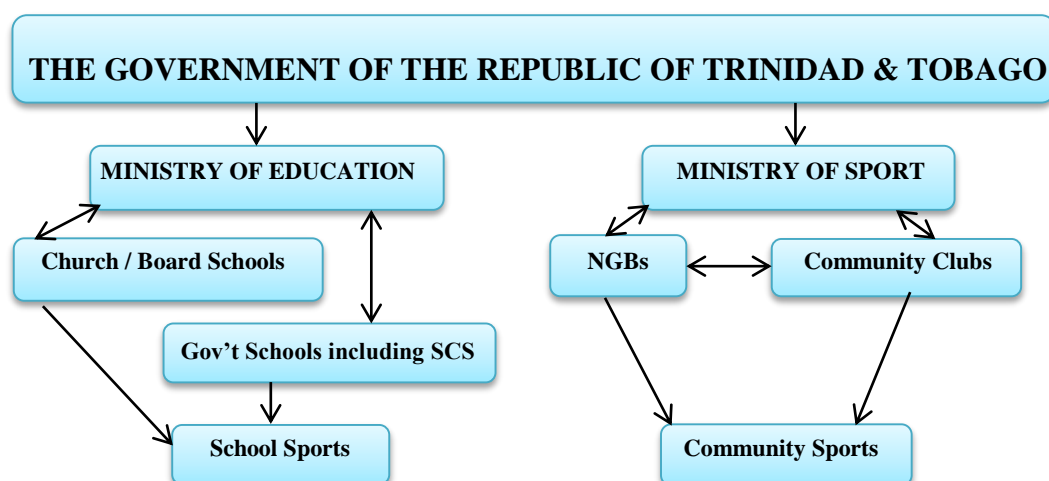
Figure 3: The Current Arrangement of Sport in T&T

Figure 3 outlines the current arrangement of youth sport in T&T. It is a picture that conveys disconnection between the two major entities responsible for youth sport, the MOE and the MOS, and one of the major concerns that underpinned this study. Notwithstanding this and having drawn attention to youth sport in school and community settings, I now examine the broader policy structures of youth sport in T&T.

By the end of the 1980s an overarching policy framework for youth sport development in T&T began to emerge. The framework appeared to have arisen in response to the numerous calls to transform the delivery systems for sport (McCree, 2009), and perhaps also in response to continued but sporadic success at the elite level. Two significant developments along this journey were the establishment of the National Advisory Sport Council (NASC) in 1974, which lasted for approximately four years, succumbing to political interference and internal strife. The second was the production of the *White Paper on Sport, 1988* directed toward the establishment of a *National Sport Authority (NSA)*. The NSA was set up to fulfil approximately 29 functions which included supporting recreational, community and competitive sport; mounting training and coaching programs; funding and monitoring the performance of NGBs; facilities construction, security and management of sport; athletic educational development through sport scholarship schemes; the conduct of sport research, an information centre and repository of sporting data and statistics; codes of conduct for sporting competition and arbitration, and the development of sport as an industry (Ministry of Youth Sport Culture and Creative Arts, 1988). Many of these measures could not however be implemented at that time because of economic recession brought about by drastic falls in oil prices (McCree, 2009).

By 2002 policy positions resembled those of many developed nations where mass participation was being twinned with elite development (Ministry of Sport, 2002). This new look 2002 version, *The National Sport Policy of T&T,* arose out of recommendations of the *White Paper on Sport, 1988* and perhaps in response to global sporting trends moreover. At that time also (2002), the recession had lifted and government through the Ministry of Sport (MOS) attempted several initiatives

to solidify practices in youth sport development. McCree (2009) asserted that these new attempts by government to develop sport could be viewed as a strategy within the New Public Management (NPM) approach, and as such was a reflection of policy convergence present especially in other parts of the developed world.

The NPM approach possessed particular features. It included a more entrepreneurial and managerial focus on public policy formulation that concentrated on performance targets, competitiveness, efficiency, accountability and results. Moreover, McCree (2009) drew attention to the fact that policy statements contained in the new T&T sport policy that was driven by the NPM approach reflected a resurgence of past attempts (of 1988) to transform the sport delivery systems, although the current context (of 2002) of new policy pronouncements was considerably different from that of previous attempts. Similar to the analogy of placing 'new clothes on an old body', new policy positions were embraced based on borrowed policies from the developed world (in this case Australia) (McCree, 2009). These newly adopted policies were injected into an equally new delivery system, an arm of the MOS called the Sport Company of Trinidad and Tobago (SPORTT)

The Sport Company of Trinidad and Tobago rolled out assistance and programmes at two levels; the Elite Athlete Assistance Programme (EAAP), and their community outreach programmes (The Sport Company of Trinidad and Tobago, 2009). Elite athletes must have reached international standards to qualify for assistance, standards they attained through coaching and support at their respective clubs. Strategic government support (outside of available facilities) had almost never preceded elite development; not by policy or financial provision. The athlete was essentially on his/her own in terms of attaining national and international standards.

In one of its other initiatives the MOS made attempts to assist with the development of sport in schools by dispatching their coaches of different sporting disciplines. Many of these coaches were former elite performers who represented T&T in different sporting disciplines. For example, most of the netballers who were part of the world championship team of 1979 (called the seventy-niners) were hired as

netball coaches to work with the MOS. The appointment of coaches to aid with sport development in schools was however a dismal failure because of dishonest practices of some coaches as I had experienced, a situation which gave rise to suspicion about the function and purpose of coaches in schools.

The withdrawal of MOS coaches from schools in the early part of the twenty-first century did not seem to adversely affect sport development in schools. Internal coaching arrangements of schools remained intact. What this occurrence confirmed however, was that government had little interest in what Green and Oakley (2001) described as a unified approach, where entities such as the Ministry of Education (MOE) and MOS would work together to solidify an approach to youth sport development in T&T. Instead, organisations with various responsibilities for sport delivery were completely disconnected from each other (See Figure 1). The MOE was satisfied to support and regulate youth sport development in schools, whilst the NGBs with their many clubs scattered throughout the length and breadth of the twin island state, all newly overarched by SPORTT, attempted to ensure that there were some community provision. It was therefore no great wonder that little if any collaboration existed between schools and sport clubs, perhaps reflecting the disconnection within ministerial bodies for sport.

Opinions regarding the youth sporting context in T&T have thus repeatedly pointed to the presence of tensions and fragmentation between the MOS and the MOE within recent times. Additionally, the historical context of sport described early in this chapter appeared to be characterised by gaps and disconnections. It was amidst these observations that my search for possibilities and pathways for continued sport engagement originated.

PERCEPTIONS OF POSSIBILITIES AND PATHWAYS IN PE AND SPORT

The interests and concerns underpinning this study brought statements by government into focus. For example, the MOS claimed to be revisiting of the concept of sport as an industry, perhaps because of continued but sporadic international sporting successes of nationals. First in the *White Paper: The Establishment of a National Sport Authority for the Republic of Trinidad and*

Tobago (Ministry of Youth Sport Culture and Creative Arts, 1988), then in the *National Sport Policy of Trinidad and Tobago, 2002* (Ministry of Sport and Youth Affairs, 2002), and finally in the *Budget Statement of 2013* (Ministry of Finance and the Economy, 2012), government expressed the intention to "promote and facilitate the development of sport as an industry that will contribute to the earning capacity of the individual as well as the national economy" (Ministry of Sport, 2002, p. 5).

One of the measures outlined to achieve the government's intention toward sport as an industry was the establishment of PE programmes at all educational levels. The sport development phase within this initiative would be enhanced through the provision of sport coaching throughout the education system, an attempted measure that I had already described as a failure. Notwithstanding this, government's insistence on leveraging sport as an industry may be worthy of some consideration in light of high unemployment rates among youth in T&T (Ministry of Finance and the Economy, 2012). The then Minister of Finance in the Keshon Walcott's 2012 Olympic Gold Medal victory reception, outlined the government's position as one that supported investment in youth sport as a pathway toward careers, and as such career guidance should support sport as an alternative career choice for post-secondary school life (Ministry of Finance and the Economy, 2012). The issue of career generation in PES as a possible pathway emerged against this backdrop. As such I offer findings of a study that is intended to give additional perspective to the government's intentions.

Previous Study

An unpublished case study on 'Careers in PES: The Perceptions of Students in a Single-Sex School' conducted in a church / board secondary school revealed several pertinent concerns (Lawrence-Ince, 2010). Primarily students claimed to possess limited knowledge of careers in PES. They were uncertain as to how to embark on such a career pathway and were therefore incapable of making decisions regarding what they did not know. Students were not fully aware of financial remuneration for certain careers in PES, such as coaches and trainers, and they had only a cursory knowledge of remuneration for those involved as professional performers in sports.

Though students believed that one could be sustained in a career in PES, for the most part, they remained uncertain. Some students believed that a career in PES could only be pursued if they work in tandem with traditional careers. Students further believed that careers in PES were in conflict with more traditional careers, which were visible and gave a greater appearance of stability. They consequently opted for what represented stability to them.

Students concluded that the current academic structure of schools did not allow for, nor did they encourage the pursuit of careers in PES. Successful completion of CSEC PES notwithstanding, students believed that subject offerings, subject clustering practices and timetabling arrangements did not allow for the pursuit of PES as a career. Hence for them, no one was expected to pursue a PES career upon entering secondary school. Rather, students believed that members of society expected them to pursue subjects that will launch them into traditional career areas such as medicine, law and accounting.

The perceptions of these students may not have applicability to all secondary school contexts. However in my view, the T&T government's recent pronouncements regarding career development in PES warranted further exploration of career options in this area as possible pathways for continued sport engagement. This study hence focused on the lower ranked SCS to determine students' interest and desire in pursuing career pathways in the area of PES.

SUMMARY OF THE HISTORY, CONTEXT AND ISSUES PERTAINING TO THIS STUDY

An overview of the history and context of the study uncovers several concerns. Historically, sport development in T&T did not have a unified approach, but disparate outcomes and moderate successes in youth sport appeared to have occurred through the disjointed efforts of school and community undergirded by the development of a cadre of teachers and other professionals. Within recent times however there had been renewed attempts to strengthen and regularise (not unify) the operations of NGBs through the combination of a borrowed idea (Sport Policy, 2002) and a service company called SPORTT. Operating within this new framework youth sport clubs had not realised any apparent change; their structures

continued to support elite development to the detriment of mass participation. Moreover, perhaps with the exception of cricket, clubs had not appeared to have diversified with the result that participants who had not attained the elite level continued to withdraw from sport as no other option seemed to be on the horizon for them.

The SCS came into existence to satisfy the need for more secondary school spaces for students. Ranked lowest in the hierarchy of secondary schools, adults in the school setting perhaps felt it best to engage students in sport, each school pursuing its own pathway possibly based on resources, as a strategy to gain some significance in an unfriendly education environment. SCS however remained disconnected from community clubs and from the MOS by extension. HPE, the school subject through which students experienced some sport, is a compulsory component of students' education in the SCS. While HPE appeared to be enjoyed by students during their schooling, my observations were that HPE appeared to possess no real appeal to keep students interested in it or sport in or out of school. The way in which the subject was presented may have accounted for this.

School sport within the SCS seemed to have a healthy following based on numbers recruited and prepared for team and individual competition at the regional and national levels. It enjoyed a peaceful coexistence with HPE, with almost no connection existing between the two. Participation in school sport was significant in terms of numbers, but a relatively high dropout rate was the pattern for after school life. Attrition appeared to be a feature of club and school sport life especially for students of the SCS. Hence this study was positioned amidst an increase in sporting icons juxtaposed with the falling away of student participation in sport after school had ended. Previous unpublished research (Lawrence-Ince, 2010) suggested that schools were not configured to support the pursuit of careers in PES, however recent governments' insistence on the establishment of sport as an industry validates the inclusion of broader issues such as career development in PES, towards arriving at possibilities and pathways for continued sport engagement.

THE SIGNIFICANCE OF THE STUDY

The study is significant because it considers and connects a variety of issues that impact upon opportunities, and youth's ability and willingness to continue sport participation after they have left secondary school. It firstly examined the structures that have overarched youth sport in T&T to understand why efforts at development had not yielded greater results in neither mass participation nor elite development. The study further sets up the SCS as a prototype and a medium through which we can examine the outworking of policy at the macro level, (encompassing, - educational policy of the MOE, and sport policy of the MOS), and at the micro level, involving sport practices at schools. The intention was to generate valuable insights and lessons for the way forward in youth sport that could inform future policy and practice. It is my hope that the study will give rise to a government initiated internal audit of structures, practices and processes surrounding youth sport in T&T. This is, in my view, essential if sport in T&T is to be more accessible to more youth, and if opportunities, spaces and methods are to be created that can hone the latent talent in T&T. Finally, it is hoped that the research will address the dearth in PES literature in the Caribbean and lay a foundation for further research undertakings in the discipline.

RESEARCH QUESTIONS

The following are the research questions pursued in this study.

Overarching Question:

How can school and community sport provision be enhanced to extend possibilities and pathways for all young people in Trinidad and Tobago?

Sub Research Questions:

1. How have curriculum practices affected sport provision for youth in T&T?

2. What factors impact upon young people's decisions to take part in sport and remain involved after completing secondary school?

3. How have policy frameworks influenced sport provision for youth in T&T?

ORGANISATION OF THE THESIS

The thesis has 11 chapters each carrying its own introductory remarks. The first chapter, 'The Introduction', provided the context for the study bringing insights into practices in the two settings in which youth experience sport. Moreover, it highlighted the complexities and disconnections that currently characterise youth sport in T&T.

The second chapter, 'Youth, Sport and Physical Education – Themes and Perspectives', presents an interrogation of the literature on physical education and sport, as well as literature on the overall conduct of sport in community and international settings. The 'Theoretical Framework' through which the findings are discussed is presented in chapter three.

'The Research Methodology', chapter four, follows the literature review. It outlines the theoretical paradigm and the choice of methodological tools used for the research. I provide justification for the strategies selected for data collection and analysis. Ethical considerations, limitations of the study and a summary conclude this chapter.

A 'Prelude to the Findings', chapter five, follows the methodology chapter. In it I present a more detailed outline of the creation of the SCS as well as a background and a rationale for the three schools selected for the study.

There are three findings chapters numbered six, eight and nine. The first of them, 'The Schools', addresses information that emanated from the setting of the three schools. A 'Profile of the Participants' chapter seven, provides background information on the PES professionals and the past sport students of the central school, Peewah High School. This chapter appears between the three findings chapters and is used as a strategy to connect this set of participants with the data that immediately follows. The second findings chapter numbered eight, 'School and Community in Trinidad', is concerned with the sport practices in the community and national settings, whilst the third findings chapter numbered nine, 'Tobago', deals with youth sport in Tobago.

A 'Discussion' of the findings is contained in chapter ten. Here I combine data with theory to unravel the complexities within the issues encountered in the field.

The 'Conclusion' chapter eleven, is a summary of all that the research attempted to address. I explained what was done, why and how it was done and what was uncovered as a result. Additionally I present implications of the study and some keys to unravelling the policy puzzle that existed in the youth sport context in T&T. The chapter ends with final reflections and take home messages from the research.

CHAPTER TWO

YOUTH SPORT AND PHYSICAL EDUCATION - THEMES AND PERSPECTIVES

CHAPTER OVERVIEW

In this chapter I interrogate literature on PE and school sport pertinent to my interests, as well as literature on government involvement and support associated with sport, particularly youth sport. First, I briefly review why youth participate in sport, and the ebbs and flows within the global context of youth sport. Amidst increases in sport provision for youth and reports of decline in participation rates, I discuss government agendas for continued investment in youth sport.

I next review PE and school sport, as the contexts within schools in which youth experience sport. The aims and benefits of these two contexts and the status of PE in particular are outlined. The intersection between them is highlighted as contested and characterised by tensions. Two school/community partnerships initiatives in England and Australia respectively, which were directed towards enhancing sporting provision for youth by combining PE and sport, are reviewed. The discussion of these two initiatives primarily centres on potential problems that can be encountered within attempted partnerships and as such is reported as a lesson drawing/lesson learning exercise. Volunteerism and leadership in sport and careers in physical education and sport are discussed as two additional but perhaps underserved pathways for continued youth sport engagement. The chapter concludes with a brief summary.

WHY SPORT?

Many reasons have been advanced to explain why youth participate in sport. One perspective is that youth feel a sense of empowerment, achieve social competence and positive identity and generally acquire opportunities for building lifelong skills (Côté, Strachan, & Fraser-Thomas, 2008). Henderson and Madrigal (1990) stated that parents, acting on the belief that their children have some form of sporting ability, take the initiative to enrol their children in sport (Horn & Harris, 1996). Children then migrate from the carefree expressions of play to the "institutionalised

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competitive activity that involves rigorous physical exertion and the use of complex physical skills, in which participation is motivated by a combination of personal enjoyment and external rewards" (Collins, 2007, p. 15). Whatever the case, sport has grown in significance for youth evidenced by participation levels around the world (Siedentop, 2002). Notwithstanding this, discussions in the literature acknowledge the factors that affect participation rates, and the ensuing ebbs and flows as part of the landscape of youth sport.

Global changes in the conceptualisation of sport have resulted in sport becoming a big business worthy of attention from different sources. Coakley (2010) claimed that starting in the United States and England in the 1980's, youth sport became a career pathway and the main source of income for many adults. It led to youth being pressured to specialise early in sport with countries feeling legitimate in exerting this pressure because of the successes of the athletes of the Communist bloc. This trend of specialisation realised billions of dollars of profit for owners, investors, sports men and sports women alike, turning sport into a massive business enterprise and making participating even more attractive for youth (Cashmore, 2000; Gilchrist & Holden, 2011; Jarvie & Thornton, 2012; Kirk, 2005; Murphy, 2000; Smith & Porter, 2004; Woods, 2002). The potential to earn huge sums of money as perhaps perceived by youth coupled with organisations' need to fulfil a variety of agendas discussed below, may have given rise to increases in sport participation among youth. Increases in participation notwithstanding, a number of issues have increasingly affected the ability of youth to participate in and continue sport especially after leaving secondary school. I address some of these concerns below.

YOUTH SPORT PARTICIPATION – EBBS AND FLOWS

Reports of increases in participation in youth sport across different jurisdictions appeared to be juxtaposed with concerns for who were the real beneficiaries (Coalter, 2007b). Horne, Tomlinson, Whannel, and Woodward (2013) claimed that approaches of Western nations were characterised by fragmented organisational structures that were plagued with competing and conflicting ideologies regarding the role of sport, and that this resulted in problems in youth sport provision. The United States for example, attempted to cultivate elite athletes for national teams

alongside ensuring mass sport participation among youth (Green, 2007). However because sport development pathways had emerged through three entities that were part of a disjointed system; the private sector, the school system, and the municipalities, and because of the desire to produce elite athletes, efforts at mass participation were substantially constrained (Bowers, Chalip, & Green, 2011). In England, amidst reports of fragmentation within entities responsible for youth sport delivery, Nicholson, Hoye, and Houlihan (2011a) and Phillpots (2011) contended that authorities were expected to support lifelong and grass root youth sport participation simultaneously. Ultimately however, efforts tended to be skewed toward the creation of a large pool from which to 'cream off' and eventually produce young delegates for elite sport development.

Cook and Dorsch (2014) contended that the institutional arrangement of youth sport could have a negative effect on access to provision. Sport New Zealand (2013) for instance, claimed to have thousands of youth across New Zealand participating in sport through government funded initiatives via KiwiSport. Keat and Sam (2012) however, were not convinced that government's priorities would remain stable enough to support new initiatives for inclusion of more youth, especially rural Māori and those youth involved in minor sports. Similarly, Australia boasts of one of the highest participation rates in the developed world, claiming that as at 2012 60 percent of young persons aged five to 14 participated in at least one organised sport (Australian Bureau of Statistics, 2013). Notwithstanding this, Adair (2010) had previously argued that key norms and power relationships within society established social boundaries within sport. As such a class system based on economic wealth has contributed to the exclusion of minority groups, and in particular, the marginalisation of the indigenous peoples.

Amidst reports of discord within organisations responsible for youth sport delivery, (as described in relation to T&T in chapter one), mega organisations such as the International Olympic Committee (IOC) and Federation Internationale de Football Association (FIFA) have also initiated programmes in many countries of the developing world. These were created to address issues such as poverty, social integration and morality (Hylton, 2011). The International Olympic Committee

(IOC) developed Youth Olympic Games (the first in 2012), Sport for Hope, and Magic Bus (Kay, 2009), whilst FIFA developed GOAL among others (Fédération Internationale de Football Association, 2014; International Olympic Committee, 2013). Since 1999 to present through its GOAL initiative, FIFA has implemented 668 projects in 202 member associations. It could be suggested that these efforts have given rise to more opportunities for youth sport engagement especially at the community level; or as posited by Naul and Holze (2011), it may be a reaction to interests that are aligned with technical innovation and economic enterprise. Whatever the reason for the investment, Kay (2009), reporting on one of the sport initiatives in India, revealed that female participants aged eight to 20 felt a greater sense of empowerment and assertiveness on account of participating in a programme that fell under the rubric of sport for development.

Whilst the literature suggests that youth may be seduced by the lifestyle they believe elite sport could afford, inter and intrapersonal factors may negatively affect participation (Lobo & Tcha, 2003). Lack of time and financial resources, inability to access facilities, the impact of family members, friends, teachers, and officials in sport organisations; or struggling with issues of self-concept, self-management, managing stress all impacted on youth's ability to continue sport (Brackenridge, 2007; Fraser-Thomas, Côté, & Deakin, 2005). Literature also reported that abusive coaching behaviours may be prevalent in youth sports systems internationally (Brackenridge, 2007; David, 2005), and that resultant policy development has been hampered by the lack of adequate surveillance of these behaviours (Cook & Dorsch, 2014). Pressure to win, that can lead to burnout, sustained and extreme physical fatigue, problems balancing the requirements of their dual endeavours, namely sport and school work, are also identified as impacting youth's ability to remain in sport (Coakley, 1992; O'Neill, Allen, & Calder, 2013; Wankel & Berger, 1990).

As noted above, some young people place themselves under extreme pressures and endure great hardship to continue sport engagement (Siedentop, 2002). Further, the day to day stresses of life and the ever increasing range of options that promote more sedentary lifestyles, some of which include the use of smart devices, have progressively distracted youth from exercise and sport participation (Collins, 2004).

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In spite of this many youth have opted to and found ways to continue sport engagement. Several reasons could be advanced to explain what determines participation and for how long.

Kirk (2005) contended that youth who benefit from early learning experiences are more likely to continue involvement in physical activity, including sport. Drawing on the works of Bloom (1985), Ericsson, Krampe, and Tesch-Römer (1993) and Kalinowski (1985), Kirk (2005) suggested that individuals who reach the top of their respective fields typically move through three phases. These are early, middle and later years, one being contingent upon the other, with the early phase perhaps being the most significant. Similarly, Côté and Hay (2002) suggested that young people were socialised into sport by firstly sampling from a variety of activities at an early age in an environment that emphasised play and enjoyment. They later progress to more deliberate training where they maintain interest and motivation because of fulfilling experiences in those earlier years. This led Kirk (2005) to conclude that early years interactions were critical to the development of physical competencies that promoted lifelong participation. He argued that contributions of PE specialists at the secondary level when students had reached the age of 11 to 14 may be too late, as motivation, self-concept and perceptions of confidence may already be entrenched at that age. Kirk further affirmed that primary school experiences alone may be insufficient in promoting continued participation at the end of secondary school.

Other research reported that youth participation in sport may be significantly determined by social context (Thompson & Humbert, 2003). Dishman and Sallis (1994) for example, suggested that young people may model the behaviour and activity patterns of those within their environment. In other words, how youth are socialised often determined if they participated in sport. Moreover, they may draw strength from a network of supporters that value sport engagement, or they may be susceptible to pressure exerted on them to perform. Other studies conducted in Sweden revealed that students who continued sport after school life considered themselves physically competent in a wide range of physical skills by the age of 13 (Jakobson, Lundvall, Redelius, & Engström, 2012). They had more experience, a

greater repertoire of physical skills as well as a special taste for sport in difference to their peers who did not participate in sport. Findings additionally revealed that students liked doing sport with their parents and with sport organisations to which they (parents) belonged.

Research in South Korea has further identified that youth who continue sport after secondary school benefitted from parental support (Kim & Cho, 2002). They claimed that through acts of positive reinforcement, parents played a major role in influencing youths' decisions to participation and remain involved in sports (Lee, Lee, & Min-Haeng, 2004). Youth reported that parents, friends and teachers found it important for them to continue sport participation after leaving school. They were hence encouraged, convinced and expected to continue. Support, which included meeting basic needs and being able to maintain patterns of behaviour, aided youth in continued sport engagement.

Factors that contributed to decline in sport participation were also recorded. According to Lee et al. (2004) the most dramatic decline in sport participation tended to occur between adolescence and young adulthood. Research conducted among university students in South Korea identified this period of transition as one that created shifts in routine and habits that were once stable and under the control of youth. This trend was also evident in England. Reports indicated a 1.6 percent decline in sport participation within the age group of 16 to 25 between 2007 and 2012 (Scott-Elliot, 2012). Competition from the attractions of the digital age, loss of interest, demands of other interests and or competition from other interests, and difficulties with access, were cited as reasons for the decline in participation. In the period 2013-14 Australia reported decreases in sport and physical recreation participation rates within the age range 15 years and above (Niedorfer, 2015). Likewise, Kimm et al. (2002) found that the decline in physical activity including sport among adolescent (black and white) girls 16 & 17 years old in the United States, was mostly attributed to weigh gain, pregnancy and smoking.

Amidst a proliferation of efforts in youth sport development by governmental and mega organisations in the developing parts of the world juxtaposed with decline in participation especially post-secondary school, governments still appear to be

investing heavily in youth sport development. In the following segment I review possible reasons for this.

GOVERNMENT INVESTMENT IN YOUTH SPORT

Several theories attempt to explain how sport policies are framed and why governments invest in youth sport, versus for example, investing in youth music, or youth art. Perhaps it has to do with what sport is perceived to be and what could potentially be achieved through sport. Apart from sport being big business capable of generating billions of dollars in revenue, it is also of strong global and cultural significance to most developed and developing nations (Bergsgard, Houlihan, Mangset, Nodland, & Rommetvedt, 2007; Cashmore, 2000; Dyreson, 2010; Green & Houlihan, 2005; Hill, 2003; Pope & Nauright, 2010; Synder & Spreitzer, 1974; Whannel, 2008). Moreover, the nature of sport seems to facilitate and encourage governments' manoeuvrings. It is a relatively low cost high visibility tool that seems to have its own appeal (Houlihan, 2011b). Houlihan (2011c) and Green (2007) propose that sport possesses an inherent malleability that allows it to both attract youth and at the same time, attempt to meet a wide range of sporting and non-sporting objectives espoused by governments (Hoye, Nicholson, & Houlihan, 2010). In the educational setting especially, sport seems to be the focus of much attention by governments.

Grix and Carmichael (2012) maintained that in spite of explanations from governments as to why youth sport attracts so much attention and investment, a great degree of uncertainty remains. Drawing on Green (2004), the duo argued that government provides so much positive rhetoric on the benefits of sport that this question remains unanswered, giving rise to scepticism regarding governments' real intentions (Bailey, 2007). As noted by Houlihan (2011b), governments' exploitation and claims of sport serving different objectives seems to be somewhat of a smoke screen. No one will argue if huge amounts of funds were to be invested in, for example, improving the health of the nation's youth; indeed sport for its own sake may not be able to withstand such criticisms, not being as laudable an objective as national health improvement. This desire of governments to aim sport at a variety of moving targets has resulted in it becoming highly politicised, with most industrial

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countries reaching a position where their sport and politics are inextricably linked (Hylton, 2013).

Although government investment in youth sport continues, trends across countries reflect that sport policies have in the main been short-termed in focus as a direct result of governments' shifting priorities (Nicholson, Hoye, & Houlihan, 2011b). Houlihan (1997), Green (2004) and Green (2006) believed that this makes it difficult to see the continuous shifts in governments' policy positions regarding sport. Hence, couched in ideals such as nation building, crime reduction and economic regeneration among others (Green, 2004), governments continue to syphon millions of dollars towards activities that benefit just a few. The 'feel good' aspect of international sporting success keeps governments fused to elite development in preference to mass participation, whilst the promise of potentially lucrative rewards and the glamour and glitz of sporting success keep youth seduced (Collins, 2008; Green, 2007; Grix & Carmichael, 2012).

Patterns of government investment in youth sport across jurisdictions seem to be increasingly similar, perhaps due to a history of borrowing of practices. In the next chapter I further explore theoretical insights and concepts that can help explain trends and practices that have been reported over several decades. Green and Oakley (2001) for example, describe how, fuelled by the successes of the former German Democratic Republic (GDR) and the Soviet Bloc (USSR), countries of the Western world subsequently embarked on "less defined approaches to elite sport development that were based on these Eastern models" (Green & Oakley, 2001, p. 248).

A practice adopted by the Communist Bloc that was apparently borrowed by several countries of the western world is talent identification for elite development (Green & Oakley, 2001). It involved the scientific and rational selection of boys and girls in their early childhood, and exposing them to the best facilities, coaching and training. Highly qualified scientists from all branches of sport were assigned to selected youth with performances being monitored in the two major youth sporting events (Petry, Steinbach, & Burk, 2008). Participants were "restricted to a very narrow range of sports, particularly those in which a German tradition was evident"

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(Merkel, 1999, p. 100). Perhaps learning from communist countries has resulted in Australia for instance, being able to boast of possessing one of the most developed systems for talent identification. It utilises computer generated programmes that select, test, grade and sift young athletes from high schools throughout Australia over long periods of time ultimately placing them in sporting events that are suited to them (O'Connor, 2011; Riordan, 1991; Ziemainz & Gulbin, 2002). Investment in youth sport over the years has thus become far more strategic and sophisticated.

As indicated above, investment at the school level became part of governments' extensive manipulation of youth sport especially after the post-World War 11 era (Houlihan, 1997). The education systems of countries such as Germany, England, Canada, Cuba and Jamaica were as such transformed to include sport schools, and coaches became a normal feature of schools (Bergsgard et al., 2007; Petry et al., 2008; Pettavino & Pye, 1996). In many instances, attention was directed to enhancing links between school, club and community provision. New Zealand for example, by the latter part of the twentieth century sought to develop stronger links between schools, sport clubs and community organisations through the *Moving through Sport* initiative. The aim of this initiative was to keep youth engaged in sport whether as participant, manager or coach for longer periods of times (Grant & Pope, 2007). Other school and community youth sport initiatives were continued through KiwiSport (Sport New Zealand, 2013), whilst in England and Australia respectively, there were Youth Sport Trust initiatives, and Triple G (Casey et al., 2013), both discussed later in 'The PE and Sport Interface – Partnerships in Action'.

In contrast to the above examples, schools and communities in T&T continue youth sport development efforts with little or no collaboration evident between them (discussed in Chapter One). Through the assistance of SPORTT, a number a community based sporting programmes are being rolled out throughout the country (McCree, 2009; The Sport Company of Trinidad and Tobago, 2013). Programmes focus on coaching young athletes in the fundamentals of the sport or providing intermediate training to ensure that there is improvement in skill and understanding of different sports. Programmes are conducted during the holiday periods. Similarly, and perhaps reflecting what Hill (2003) describes as the reciprocity between politics

and sport where sport is seen as influencing policy and vice versa, the MOE instituted a system via *Circular Memorandum #71* (Appendix H), that allowed principals to recruit suitable candidates to coach sports in schools after school hours (Permanent Secretary Ministry of Education Trinidad and Tobago, 2006). The suggestion behind this measure is to support sport development efforts that already existed in schools. Community efforts in youth sport may appear to be broad based, however at the school level efforts revolved around elite development for the year round schedule of school sport competitions.

Having established that internationally, government investment in youth sport in the school setting has been pronounced, the following segment examines the areas in schools in which youth experience sport in T&T, namely PE and school sport. The aim here is to highlight the nature of the shifts, which have been taking place between these two elements.

PHYSICAL EDUCATION AND SCHOOL SPORT (PESS)

Physical education and sport are often portrayed as binary entities or as a unitary one (Gulliver, 2003; Pope, 2011). The following discussion highlights how deeply interwoven they both are and the difficulty that arises in attempting to delineate them. Having said that, I undertake a critical scrutiny of PE to provide insights into the extent to which it could or have aided in enhancing provision for youth sport in the school setting. I first offer global perspectives on the current status of PE, amidst the many aims and benefits it is espoused to achieve. The literature also highlights the complexity of the space shared by PE and school sport and the on-going tensions that exist as a result.

The Interface between PE and School Sport

According to Grant and Pope (2000) the place of sport within education has been debated without resolution by governments, interest groups and teachers. More than that, within the school setting several 'red flags' have been hoisted because of what Houlihan (2000) regards as the intersection and tensions that exist between school sport and PE. Whilst PE has been espoused to contain values and benefits outlined above, school sport is not a level playing field where all persons and schools can

compete on equal terms (Marchant, 2013). As observed by Marchant in relation to some schools in England, goals relating to education and team work seemed to be sacrificed for the glory of a filled trophy cabinet. Further arguments suggest that sport had no place in the school curriculum, while others affirm that sport as an aspect of culture is too important to be left to chance (Grant & Pope, 2000). Arnold (1997) suggested that irrespective of reported negative practices, sport is concerned with ethical principles and moral values which are justified in the broad field of education. It is an important component of world cultures and the cornerstone of PE, possessing the ability to support the educational objectives of PE (Corbett, 1999; Donovan, Jones, & Hardman, 2006; Marshall & Hardman, 2000).

Tinning (1995) has advocated that sport should not be the central focus of school PE, and to allow PE to be distilled to sport is equivalent to selling the subject short. Penney (2008) affirmed that PE had always been enmeshed within discourses of health and sport, and educators should therefore not be afraid to reaffirm education as the core business of PE. Notwithstanding this, practices in England and other parts of the world seem to suggest that achievement in sport is more valued than broad based participation that is promoted by PE. Kay (2003) for example, noted that there seemed to be a shift from teaching students to coaching students through the many initiatives that have been introduced in some English schools. This has caused Fry and McNeill (2011) in reference to observations in Singapore, and Kay (2003) of England to conclude that school sport appeared to be threatening the existence and future of PE. Perhaps it is the way in which sport has been promoted in schools, with its emphasis on elitism, competition and trophies, that has given rise to these concerns (Grant & Stothart, 2000; Marchant, 2013).

Ongoing tensions were also reported to exist between what is taught as PE in schools (possibly inclusive of sport skills), and what was done at the coaching level in the community. For example, Stothart (2000) observed practices at the schools level in New Zealand, which he believed was not restricted to this territory. He claimed that there was an expectation that PE would assist students in attaining balanced lifestyles possibly with and or through a strong emphasis on acquisition of skills for competitive sport engagement. Marchant (2013) and Kay (2003)

contend that maintaining balance between the educative requirements of PE and the demands of sport appear to be an expectation or even a requirement of PE teachers. In other instances, a series of initiatives have sought to solidify sport within the contexts of the school and school/community (Flintoff, 2003; Flintoff, Foster, & Wystawnoha, 2011). Penney (2000) has long questioned the outcome of such strategies in so far as they affect the future of PE. She noted that:

> The ever blurring boundaries between PE and sport, the strengthening of association with PE and sport development, and the continued resourcing of PE by sport, could lead to 'physical education' being regarded as more appropriately located outside of, rather than within, school curricula (Penney, 2000, p. 102).

It is possible that boundaries are no longer blurred and in some instances, PE has already been consumed by sport. Chappell (2013) for example, revealed that many schools in England no longer differentiated between PE and sport, and that the two terms were being used interchangeably (Gulliver, 2003; Pope, 2011). "Students just did sport" Chappell affirmed, "taught by specialists for a few hours per week, and by their team and individual coaches on other occasions" (Chappell, 2013, p. 39). In other schools, sport characterised by huge interschool fixtures, was compulsory and by extension, PE became subordinated by external pressures to provide sport for students (Hardman, 2008; Kirk, 2012). It can be argued that in those instances objectives associated with PE seemed less preferred perhaps being difficult to measure, whilst the results of competitive sport programmes were quite obvious (Chappell, 2013; Whitehead, 2010).

Pope (2011) suggested a possible resolution to the contestations between PE and sport. He contended that a focus on definitions of the two fields should be avoided as both appear to be continuously evolving and constrained by political and other forces. Instead attention should be drawn to the many forms a possible interface between the two could take. This argument seems fair, as according to Donovan et al. (2006) and Marshall and Hardman (2000), sport and games form a significant parts of many PE programmes, and have been used as the foundation upon which sport provision for youth could be enhanced. They further affirmed that high level

elite performance can emanate from a contrived curriculum, but that it should be made available to all students (Stidder & Hayes, 2012). In the view of Grant and Pope (2000) and Tinning (1995), the PE curriculum should thus find ways to appropriately locate sport because of the undeniable relationship between the two. This may well be "the most productive way forward if our focus is on developing new policy and pedagogic relationships" (Pope, 2011, p. 274). Therefore in attempts at recreating PE, one should ensure that associated interfaces such as sport are appropriately located within discourses in policy development (Penney, 2008).

The appropriate role and place for PE in the development of school sport is seemingly an unresolved issue in many settings. Pope (2011) cautions against positioning PE beneath or before sport, as this could result in the danger of PE becoming a precursor to and a vehicle for elite development (Green, 2008; Kirk & Gorely, 2000). What is more, PE has its own worth offering something to all students irrespective of limitations or abilities. It can thus assume a complimentary role by assisting students to learn and perfect skills, and condition the body for sporting activities (Dept. of Education New Zealand, 1980). A worthwhile option that may potentially serve the interests of both PE and sport was highlighted in Pope's discussion of *The Integration Model* as proffered by Murdoch (1990). It advocated that ensuing policy place the needs of youth at the centre of discussions (Murthy, 2005; Pope, 2011). Curriculum development should hence be directed towards attaining cohesion within content, philosophy, goals and objectives (Bulger, Housner, & Lee, 2008; Stirling & Belk, 2002), a process that is undergirded by communication, coordination and connections among the various stakeholders (Murdoch, 1990).

The role of the PE teacher, amidst suggestions of tensions and multiple expectations within this role (Armour & Jones, 1998; O'Connor & Macdonald, 2002), may be pivotal to the achievement of the combined or independent goals of PE and sport. Chappell (2013) affirmed that there is a role for the PE teacher in sport development, and that this role should be determined from the outset. He proposed that PE teachers provide the foundations of physical literacy and education upon which sport could be built. Moreover, Green, Smith, and Roberts (2005) contended that

participation in sport had become part of the culture of youth largely because teachers had facilitated the introduction and development of a wide repertoire of sporting and lifestyle activities, underscoring the significance of their role to the sport development process. Ultimately, whatever change at the policy level requires a concomitant change in practice and attitudes by PE and sport professionals alike (Pope, 2011).

The PE and Sport Interface – Successes and Challenges

Attempts at partnerships between PE and sport have resulted in measured success amidst challenges to attain programme objectives. For example in the United Kingdom, concerns about high levels of childhood inactivity and a lack of international success in sport resulted in a combining of efforts to provide additional provision in youth sport (Flintoff, 2003). Arising out of the foreshadowed concerns the Youth Sport Trust (YST), an independent charity, was formulated in 1994. Its chief aim was to develop opportunities in youth sport through coordinated links, networks and partnerships between PE and sport in schools, and sport in the local community setting (Youth Sport Trust, 1994). The School Sport Co-ordinator Programme (SSCP) was developed as an initiative of YST, which revolved around building partnerships in families of schools. Moreover, it attempted to foster social inclusion to allow for participation of the once underrepresented groups such as young women, the disabled, ethnic minorities groups and youth from the lower socio-economic backgrounds. Research undertaken by Flintoff (2008) reported that at least in one partnership school this did not occur.

In parts of Australia attempts have been made to link school and community sport to improve activity participation in girls through the Triple G programme (Casey et al., 2013). Programme design was centred on alignment between the PE curriculum, and coaching and instructional approaches in the community physical activity setting. The programme involved modifications to the PE curriculum to include activities such as football and tennis, and the involvement of sport coaches, fitness instructors and additional resources for the school component. Previous attempts at promoting increased physical activity during PE and/or outside of school realised

short-termed positive changes, having little to no positive effect on increased physical activity levels outside of school.

Learning within the collaborative process and the ability to make adjustments might be the points to underscore within the two foreshadowed initiatives (Power, Sheehan, McCarthy, & Carnevale, 2010). In the case of School Sports Co-ordinator Programme, Flintoff et al. (2011) reported challenges in the implementation stages. These included teachers experiencing disruptions and changes in their work lives and professional identities. What was more, entities external to schools appeared to be pursuing their own agendas, and quality of experiences was sacrificed to ensure that time allotted for sport engagement for students was achieved, amidst pressures to constantly hit shifting targets in order to qualify for the next round of funding. In the case of Triple G, in spite of reports of increased participation levels in sport and physical activity, Casey et al. (2014) gathered useful insights into potential problems associated with collaborative approaches for continued activity participation for girls. Despite problems of implementation and uncertainty as to whether objectives were met in the case of the School Sports Co-ordinator Programme (Bergsgard et al., 2007; MacPhail, Gorely, & Kirk, 2010), multicomponent interventions involving collaborations between school and community was suggested as a means of promoting increased activity levels including sport, among youth (Simon et al., 2006; van Sluijs, McMinn, & Griffin, 2007).

Whilst the success of these initiatives remains a debatable point, research appeared to support access to community provision as one of the preferred measures that could potentially keep youth engaged in sport post-secondary school. Balish and Côté (2014) and Roberts (1996) found in Canada and England respectively that there was a positive relationship between community provision by way of access to facilities, programmes and the like, and sustained youth sport engagement more so than school-club links. They determined that community provision curbed dropout rates in youth sport especially in the late adolescence period.

Aims and Benefits of PE and School Sport

Many aims and benefits have been ascribed to PE and school sport historically and internationally. One of the stated aims of PE is to serve the production of sports persons and encourage lifelong participation (Siedentop, 1994). PE has been associated with aiding in the development of lifelong habits as well as in the transmission of culture of a society, part of which is sport (Grant & Pope, 2000). Studies have variously shown that quality PE and school sport can add value to a child's overall education and assist with the development of interpersonal and social attributes such as self-confidence, self-esteem, and respect for self and others (Almond, 1997; Bailey, 2009; Bailey et al., 2009; Guttmann, 2003). Students becoming more competent in the physical environment and displaying a willingness to adopt a healthy lifestyle has been linked to PE (Penney, 2000). PE is also believed to have the potential to create a foundation of related skills, knowledge and understanding. These attributes can have significance in different learning contexts beyond school life, and can perhaps aid in youth sport development (Penney, 2004).

Further commentaries affirm PE and school sport as having positive effects on academic performance. For example, studies in Ireland showed that increasing the time students devoted to PE & school sport did not harm their academic performance as promoted in many schools. Rather, it enhanced students' academic performance although they continued sport participation in the period prior to their main exit examinations (Bradley, Keane, & Crawford, 2013). Similarly, research suggests that PE is associated with enhanced academic performance because of the way in which it increases blood flow to the brain thereby improving mental alertness (Bailey, 2006). Citing studies in France, Bailey (2006) concluded that although more investigation was needed, the available research suggests that increased levels of physical activity in schools as provided through PE, did not interfere with students' achievement in other subject disciplines. Bailey further reported that in many instances, PE was associated with improvements in all round academic performance.

The Status of PE

Almost two decades ago Evans, Penney, and Davies (1996) postulated that PE faced an unrelenting status problem. In the context of education it was regarded as marginal to the school's curriculum and by extension, not of equal status as the more 'academic' subjects (Penney, 2004). Based on global status reports of PE, not much had changed. Armour (1999) further claimed that attempts to prove that PE was comparable with other 'academic' activities have only had marginal success. For example, the introduction of a theoretical examination, was viewed by teachers (in T&T as well), as a status enhancer. Armour and Jones (1998) however, argued that the examination meant that PE had lost the advantage it held over other subjects of being practical. More than that, the examination raised further argument as to the nature of the subject and the theory that related to it.

Questions surrounding the nature and content of PE are therefore by no means new. Shehu (1998) and Tinning (1995) for example, contended that the pristine nature of PE ought to be maintained. They cautioned against the incursion of sport related pedagogical models onto the PE curriculum. Conversely, Kirk (2012) in more contemporary commentaries, affirmed that PE with its sport-technique-based approach had grown quite obsolete. He argued that the many forms of physical culture, including sport, have given PE its public legitimacy. Physical culture had undergone radical and far-reaching changes, while PE remained static for the past several decades. Furthermore, PE in its multi-activity sport-based form had long failed to meet its main objective of preparing students for engagement in lifelong physical activity (Green et al., 2005). Kirk (2012), following Penney and Chandler (2000), Crum (1993) and Locke (1992) affirmed that PE is in need of aggressive renovation if it is to remain relevant and have a future in the school curriculum in the twenty-first century.

Marshall and Hardman (2000) have reported on the ongoing low state and status of PE in schools internationally. Findings from their world-wide survey revealed that PE suffered low subject status, deficiency in the number of properly qualified personnel, loss of time allocation in timetables, and diversion of resources to other specified areas such as Science. They found that though provisions were made via

policy for the inclusion of timetabled PE, teachers would on several occasions, not teach the subject, set it aside to accommodate the requirements of other subjects, or just occupy students' time as they saw fit. Hardman (2008) subsequently reported that there have been some positive developments in terms of governments' legislation and making provision for PE, but these were juxtaposed with policy rhetoric and continued adverse practice short comings. Despite governments' commitment via legislation to improve provisions for PE, in reality, implementation action was slow and the subject continued to be pushed to the periphery when governments and curriculum authorities considered educational priorities (Penney, 2008). Hardman (2008) highlighted that quality of delivery remained wanting especially in the underdeveloped and developing regions of the world amidst the frequent tendency by governments for its objectives to be interwoven with health and sport (Evans, 2004).

In sum, the status of PE invariably seemed grim internationally, including T&T. In T&T it continues to be a feature of an overcrowded national curriculum at the primary level that, as in other countries, emphasised academic performance (Petrie & lisahunter, 2011). Possibly because of the presumed value that is inherent in it, and to position governments in a positive light regarding their concern for health and other pressing national issues, PE continues to have a presence in school curricula (Burrows & Ross, 2003; Hardman, 2008). Hence set against the almost exclusive focus on literacy and numeracy in the school setting, the status of PE seems far from strong (Penney, 2008). At the secondary level in many jurisdictions, PE often assumed the appearance of "participation in a series of sporting experiences with teaching directed towards improving competence in them" (Penney, 2004, p. 138). Notwithstanding the foreshadowed contestations, Smithells (1974) affirmed that it is possible for some of the objectives of PE to be achieved through sport.

POSSIBILITIES AND PATHWAYS

This study is concerned with extending the possibilities and pathways for post-secondary school sport participation in light of high attrition rates especially after students have completed secondary school. In this segment I engage with two

concepts namely, 'Volunteerism and Leadership in Sport' and 'Careers in Physical Education and Sport'. These two are offered as possible additional pathways for youth sport engagement because of how they could be positioned to aid in youth sport. They were hence areas of concern to the study.

Volunteerism and Leadership in Sport

The literature is replete with the many benefits that can be derived from active participation in sport, such as the health benefits and the development of interpersonal and social skills. Participation however should not be only conceived as the competitor role, though this might be the normal tendency. Involvement in the organisation and provision of sport in other capacities provides opportunities for the exercise of civic responsibility, the transference of skills for increased employability and the promotion of social inclusion (Coalter, 2007a; Kay, 2009). Studies in England revealed that 33 percent of the adult population was involved in groups, clubs, and other organisations pertaining to sport, in addition to following sport on television and other media (Coalter, 2007a). This represented the largest single category of social participation.

Volunteers provide the core support for sport in the United Kingdom (Eley & Kirk, 2010), and indeed in many parts of the world. They fulfil key roles in NGB's, sport clubs, and in community, national and international mega events. Eley and Kirk (2010) highlighted the link between volunteering and leadership in sport and the creation of provision in youth sport. They claimed that this combination contributed to the development of personal skills, which youth can use to provide opportunities for other youth to participate in sport. Kay and Bradbury (2009) note that "sports volunteering empowered young people with skills, knowledge, experiences and commitment that appeared likely to contribute to the building of social capital" (p. 136). In a study undertaken by Kay and Bradbury (2009) youth claimed to have acquired improved organisational skills, confidence in interacting with others and an increased sense of self-worth through volunteering.

Gaskin (1998) affirmed that youth must have a satisfactory volunteer experience if they are to remain interested in volunteering. Opportunities should contain fun-

filled learning experiences, the possibility to attain qualifications, and youth should feel a sense of empowerment. Eley and Kirk (2010) further contended that volunteering is particularly important to youth who realise that they may never reach the elite level of their selected sport, but wish to maintain involvement through coaching, management or administration. Moreover, they advocate volunteering as an ideal tool for the development of positive attributes, such as citizenship, which will have desirable impacts for adulthood. It is hence integral to the socialization of youth into sport while simultaneously assisting in building the foundation for sports development (Donnelly & Harvey, 2011). In T&T however, volunteering has not been advocated or presented as an alternative way for youth to maintain engagement in sport as I have observed, and as such most volunteers tend to be few, and from the adult and or senior citizens' populations.

Careers in Physical Education and Sport

A range of contemporary concerns have prompted considerations of the broad field of career development in the area of PES in particular. The rapid expansion of sport as an industry demands that information about careers pathways in PES be explored. More than that, research suggests that as early as 10 and 11 years old, students were already seriously considering their future careers (Pyne, Bernes, Magnusson, & Poulsen, 2002), making the discussion on careers in PES extremely pertinent to the school setting.

Several dynamic global issues have shaped the theory and practice of career development as summarised by Herr, Cramer, and Niles (2004), and PE and sport must be responsive to these ongoing processes. Transitions to transnational and global economies, dramatic shifts in occupational structures, high unemployment rates among youth, demands for higher levels of flexibility and teach-ability in the labour forces of industrialized and developing nations, contemporary shifts in social values and in the meaning of work, and changes in the organisation of work and in the composition of the labour force, have converged to increase the significance of the practice of career development. Although these have placed immense challenges on career development practices, Herr et al. (2004) argue that systematic approaches should be a normal occurrence at schools. Drummond and Stoddard

(1991) further postulated that career counselling should be part of the intervention for youth career development. I argue that in the case of T&T where career pathways in PE and sport appear to be slow to emerge, career counselling in this area may be a worthwhile intervention at the secondary school level.

According to Kirk (2005) early learning experiences combined with personality characteristics contributed to a strong foundation upon which careers in PE and sport could be generated and sustained. Kirk further reported that the quality of early experiences had a positive influence on career choices made by youth in the area of PE and sport regardless of their ability. Similarly, Kalinowski (1985) proffered that whatever was done in the early years would have the greatest impact on the achievement of skill competence. Further arguments by Côté, Baker, and Abernethy (2007) suggested that the early years of children's lives should involve sampling from a range of sporting activities. They argued that if these early experiences possessed quality children will not only develop physical competencies, but most importantly, these experiences will positively influence feelings of proficiency that are essential for continued sport participation in whatever form. To this end Kirk (2005) advocated the concentration of resources in the formative years of seven to 11 to increase the likelihood of lifelong sport participation.

Parkhouse (2005) asserted that with sport growing into a multi-billion dollar industry in various parts of the world, several related areas continue to expand rapidly. As a result career opportunities in areas such as sport science are becoming available to youth who may be suitably qualified. Simultaneously, there has been a broadening of 'PE' to include academic sub disciplines such as athletic training, biomechanics, exercise physiology, sport management, sport psychology and sport pedagogy. It is interesting to note that although a wide variety of career opportunities exist within sport and sport related fields, Onifade and Awosika (1993) contend that research suggested that students still may not know of the various career options available. Following on from this suggestion, Webb and Hodge (2003) contended that universities must do more to attract youth to careers in the area(s) of physical education and sport.

CHAPTER SUMMARY

The chapter commenced with an explanation as to why youth participated in sport and why sport became a burgeoning industry especially in the latter part of the twentieth century. It examined global trends in youth sport participation offering explanations as to why governments continue to invest heavily in youth sport in spite of high attrition rates especially in the period that followed the end of secondary school life. PE was discussed to determine the extent to which it could support school sports. Despite the many aims and benefits of PE its status in the school curriculum was deemed to be far from strong. The interface between PE and school sport was reviewed and was deemed to be associated with complexities and contentions. Notwithstanding these tensions, theorists agree that PE had a role to play in the development of school sport. Two school/community youth sport initiatives were discussed in attempts to unearth lessons that could be drawn from forming partnerships towards enhancing sport provision for youth. The chapter concluded with a review of two arguably underserved areas, volunteerism and leadership in youth sport and careers in PE and sport, as possible areas of opportunities for continued youth sport engagement after school life had ended.

The sporting contexts in T&T are multi-levelled; school, community and national, as well as multi-dimensional, and as such enmeshed in complexity. This level of complexity requires an appropriate framework that would facilitate exploration of the issues that concerns the study and provide learning for charting the way forward in youth sport in T&T. Thus in the next chapter I present the theoretical framework, an engagement with policy discourses that has informed the study and provided a focus for analysis and discussion.

CHAPTER THREE

THE THEORECTICAL FRAMEWORK

OVERVIEW

In this chapter I look to the literature for ways in which to engage with policy as it relates to research concerned with education, and provision for youth sport and PE. In so doing I present the theoretical lenses for the study and introduce the key concepts. I commence with definitions and understandings of 'Policy' and explain the role of policy makers in light of these pronouncements. The next segment incorporates the work of Ball and colleagues in a treatment of 'Policy Analysis'. 'Policy as Text' and 'Policy as Discourse' follow, and are discussed as the first part of the theoretical lens. Drawing once again on the work of Ball and colleagues I highlight 'Policy – Responses in Context', framing the discussion around the various actors as they interact with policy in the school, community and national setting.

The second part of the theoretical lens, 'Policy Borrowing/Transfer, Policy Taking, and Policy Learning' is then presented. I suggest that these concepts that have been applied to the global homogenisation of educational practices in the broad sense (Steiner-Khamsi, 2004), are valuable to employ in considering the current condition of PE and school sport, and youth sport in community and other settings. This theoretical framework, a compilation of concepts namely, 'Policy as Text', 'Policy as Discourse', and 'Policy Borrowing/Transfer, Policy Taking, and Policy Learning', was drawn upon to provide insights into policy issues in PE and youth sport. It does not claim to completely explain all that youth sport is in T&T.

POLICY

In order to explore the impact of policy, an appreciation of how it is conceived is crucial (Flintoff, 2003). Policy is complex, meaning different things to different people (Malcolm, 2008). It can be viewed as a "continuously contested process in which there are struggles over values, interests and definitions; they reflect conceptions of how individuals, schools and knowledge in society are and ought to be" (Penney & Evans, 2005, p. 22). Similarly, policy involves human actions which

are aimed at achieving goals, or human action intended to resolve or improve identified problems (Bloyce & Smith, 2010). In the case of PE and sport, policy attempts to address, direct and curb divergent issues through guidelines that regulate practices (Hoye et al., 2010). Struggles with identifying the essence of the practices of PE and sport and its boundaries when related to recreation, games and physical activity however exist (Bergsgard et al., 2007). The proliferation of descriptions and attempted definitions of PE and sport coupled with pressures from national and international sources make it difficult to constrict the policy field of sport in the broad sense, and sport in education (PE) more specifically. This lack of clarity of the field (Bergsgard et al., 2007), and the pressures exerted by global processes lead to blending and overlapping of policy especially in the context of schools (Palmer, 2013).

It is also important to understand 'the people factor' and the role of power and control in policy. As observed by Gale (2003), policy emerges as a product of struggle, conflict and compromise (Ball, 1993); it is a constrained enterprise where those involved in the process eventually arrive at temporary settlement through negotiation. As a dynamic process, policy generation thus needs to be understood as anything but linear (Malcolm, 2008), but yet deeply interspersed with varying values. Smith and Platts (2008) further observed that policy developers at the ministerial level function as complex networks of different individuals and groups who are likely to pursue their own perceived interests and objectives, which may, may not, or only very partially coincide with the broader objectives of the wider group. They additionally deal with and are affected by competing demands that fall beyond their control, and changes in trajectories and variations in governments' priorities (Bloyce & Smith, 2010; Green, 2007). Their roles and responsibilities are typically ambiguous varying considerably within and between organisations (Bloyce, Smith, Mead, & Morris, 2008; Houlihan & White, 2002).

Above all, the primary purpose of policy making must be pursued and understood within the confines of attaining goals that are driven by context (Wilson 1989, as cited in Dery, 1998). As such, both unanticipated consequences and intended outcomes are likely to follow because of the presence of forceful constraints

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(Wildavsky, 1987). Dery however, drawing on Wildavsky, believed that these need not be negatively viewed as they often addressed problems that were not anticipated, especially where policy spaces had grown increasingly dense. Unexpected outcomes should then be an accepted dimension of policy developments in policy spaces that are acknowledged as complex and contested as exist in the youth sport contexts in T&T. The study hence addresses how sport policy within school and community settings could be unravelled and explained in light of the foreshadowed understandings.

Policy Analysis

It is difficult to analyze, understand or explain the complexity and scope of policy in the educational setting and furthermore, in relation to policy developments or initiatives that span education and sport. Houlihan (2000) suggested that the scope of educational policy results in the school becoming "an arena in which a complex range of interests, both internal and external to the school, attempt to assert control over policy. These interests were represented by teachers' unions, subject specialists, political parties and employers' associations" (Houlihan, 2000, p. 172). Additionally, written, verbal and pedagogical texts in the area of PE and sport, which are all representations of policy, are neither simple, stable nor predictable, but subject to interpretation (Malcolm, 2008). The combination of these factors led Ball (1994) to conclude that one theoretical position may be insufficient to analyze and explain the workings of the state and wide-ranging outcomes of policy interpretation and implementation.

Much in the same way as policy generation, Ball (1993) posits that policy analysis must be viewed as processes and outcomes, as language and practices which shape and intersect with context. Penney and Evans (1999) stated that:

> Neither making nor implementation of policy is confined to a single site, particular individuals or specific moments in time. What is regarded as implementation is continually made and remade throughout the process, rarely being constrained or framed by decisions and actions of others (p. 21).

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As Dale (1992) concluded, severing implementation from formulation not only represents a distortion, but a serious misunderstanding of the role that policy is intended to play. Analysis of policy should hence bring together analysis of education systems and policies, especially those that take account of people's perceptions and experiences (Ozga, 2000).

Policy as Text

Ball (1994) used a postmodern approach, ascribing life-like qualities to his proffered analysis of policy text. He posited that while policies "do not normally tell us what to do, by their wording (text), they create circumstances through which a range of options become available, are narrowed or are changed" (Ball, 1994, p. 19). He further argued that policies are representations, which are encoded and decoded in complex ways. Policy is thus emphasized as both contested and changing, "always in a state of flux, and as such for any text, a variety of readers will produce a plurality of readings and meanings" (Codd, 1988, p. 239). Moreover, texts are products of compromises by authors at various junctures (Ball, 1993). However as a consequence, text produces animation by actors, and in the case of this study, by PE teachers, involved in the implementation of a HPE curriculum guide, for example. They thus engage in "making meaning, being influential, contestation, constructing responses, dealing with contradictions and attempting representations of policy" (Ball, 1994, p. 12). In the end, neither authors nor actors have complete control over the meanings that are ascribed to or extracted from written policy.

Policy analysis must also consider policy collision, which occurs when "policies and texts that are in circulation contradict, inhibit or otherwise influence the possibility of the enactment of preexisting ones" (Ball, 1993, p. 13). Ball explained that when these collisions occur policy becomes difficult to be accommodated as they confront other realities that exist within the context, examples of which were highlighted by Flintoff (2003) in her report on the changed roles of teachers during England's implementation of the Schools Sports Coordinator Programme. Riseborough (1993) contended that teachers are often forced to make secondary adjustments on account of policy incursions and collisions. These adjustments

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sometimes include covert and or disruptive behaviours, which can give rise to power struggles within and beyond the policy process.

Power and power relations within the policy process are crucial to the analysis of texts. Webb and Macdonald (2007) affirmed that "power is central to the operation of social relations within bureaucracies such as schools" (p. 280). Foucault (1988) emphasised that power is always productive; it will always lead to a result. From this perspective policy texts do not simply change power relations, but rather they enter into and inhabit them in multi-dimensional ways. Redistribution and disruption of power relations are possible and actors may or may not take action accordingly (Ball, 1993). In their investigation of teachers' careers and leadership in the subject of PE (Queensland, Australia), Webb and Macdonald (2007) reported that one of the ways in which power transformed relations was by acts of exclusion, where some PE teachers were excluded from discussions on opportunities for promotion and professional development.

In contrast to reports by Webb and Macdonald (2007), where opportunities for promotion were discussed and remained within an apparent privileged power enclave, Ball (1993) proposed that policy analysis should promote power sharing. It should not only embrace the inevitability of changing relationships but should embrace the concerns of students and teachers alike in more active ways. Power sharing would promote actors from a position of acting at the behest of those who were outside of the school setting, and being the last link in the chain of decision making, to a place of partnership within the policy process (Penney & Evans, 2005).

Policy as Discourse

The concept of discourse is central to exploring the complexities and politics of policy in education, and in PE and sport settings (Penney & Evans, 1999, 2005). Discourse is primarily concerned with language and meaning and the examination of communication, narrative or dialogue in order to gain new insights (Ball, 1993). It is a concept that permits the examination of knowledge and power, and the relationship between the two. In Keech's examination of policy in the PE and school sport setting in England, he observed that "policy makers and politicians thought

within a discourse framework which reflected their own value systems and beliefs" (Keech, 2013, p. 181). Following Penney and Evans (1999), Keech (2013) recognized that these were the values and beliefs that got promoted and expressed, while others were marginalized or overlooked. Discourse analysis then becomes important as it enables us to understand what is incorporated in policy texts and talk, what determines why things get included or excluded, and how policies are understood and represented (Keech, 2013).

Ball (1994) drew insights from Foucault in describing discourse as an analytical tool. Foucault (1989) did not restrict discourse to simply being about objects (such as texts), but rather he affirmed that discourse created objects and proceeded to conceal the same objects that it invented. Ball (1994) thus interpreted discourse analysis as aiming to provide understandings as to how truth and knowledge (created objects) were produced, and how power was exercised (Ball, 1993). Understanding that various discourses will be differently positioned in policy is key to appreciating slippage and the dynamics of policy that was underscored by Ball (Malcolm, 2008). "Slippage" occurs between the original and the reinterpreted policy resulting in a series of different policy texts, which are transformed from their original states into hybrids (Bowe, Ball, & Gold, 1992; Penney & Evans, 1999). Flintoff (2003), reporting on the schools sport coordinator programme, disclosed that the scope for slippage was quite significant because of the number of stakeholders and the range of agendas they represented.

Ball (1994) synthesized a more expansive explanation of the process of policy analysis. In it he attempted to capture the complex interplay between text and discourse, and the involvement of actors at schools as part of this process. From this perspective policy can be understood as framing and forming the substance of personal and professional life for those that inhabit school spaces (Penney & Evans, 2005). Penny and Evans' (2005) emphasis has thus been that policy analysis in PE and sport must be set against how past policy in education and beyond it has and continues to play a role in framing contemporary PE, and how institutional, national and global circumstances, either collectively or separately, intersect in this process. This dynamic, ongoing and contested relationship between history and context

(Ozga, 2000), points to a new type of engagement with policy that concerns a bridging of the gap between the policy making and the implementation process, as previously stated. This study is thus positioned within the discourses of a more expansive engagement with policy towards extending possibilities and pathways in sport for students in the SCS. The next segment reviews policy responses in the school setting, which once again underscores the complexity of the policy space within schools.

Policy – Responses in Context

Schools primarily exist to meet a range of objectives that often compete with each other. In T&T these include the production of healthy citizens who can contribute to nation building, the attainment of academic achievement and the production of competent sports persons among others (Vision 2020 Multi-Sectoral Group, 2008). Such wide ranging goals may or may not consider the power of context and the two-way relationship that exists between policy and context. Further, schools also possess factors that act as constraints and or enablers of policy enactments (Ball, Maguire, Braun, & Hoskins, 2011), and as such cannot be separated from context.

Schools have particular histories, infrastructures, staffing profiles, leadership experiences, budgetary situations, and teaching learning challenges, which mean that policy will be responsive to school context. Schools also differ in their student intake, their ethos and culture (Ball, Maguire, & Braun, 2012). In other words, when policy enters schools it creates context, and context profoundly affects PE teacher practice impacting their philosophies giving rise to reinforcement, adaptation or change in views and practice (Green, 2008). PE teachers as actors therefore have the potential to influence decisions regarding PE and sport in the school setting in T&T. In a case study of a secondary school in England for instance, Armour and Jones (1998) reported that teachers engagement with PE and sport ranged from providing students with experiences which contribute to holistic development, to scouting and preparing individuals and teams for sport participation. In contrast with Green (2008), Armour and Jones (1998) posited that these practices were contingent on their philosophical orientations and the requirements of the context,

and not necessarily on formal school policy. In other words, what actors believed guided them.

Ball et al. (2011) reported on teachers' responses to policy in context. They discovered that junior and newly qualified teachers, teaching assistants and even the more experienced teachers exhibited policy dependence and high levels of compliance. They looked for and needed guidance and directions rather than attempting to be creative (Chappell, 2013), a dependence which infiltrated classroom practice. As previously noted by Houlihan (2000), actors who can potentially influence policy are located in and out of the school setting, but those who are in the schools can "assume different positions in relation to policy, including positions of indifference or avoidance or irrelevance" (Ball et al., 2011, p. 625).

The interaction among actors, policy and context can create uncertainty during implementation. Actors often rely on key mediators to relate policy to context and as such "response to policy will be constructed in context, offset against a range of circumstances and expectations" (Ball, 1994, p. 19). Furthermore, enactment of policy relies on things like commitment, understanding, capability, resources, practical limitations, cooperation and compatibility. Teachers and principals may be proactive, "but their interpretations and reactions to policy may not be constructed in circumstances of their own making" (Ball, 1994, p. 18). Hence one cannot predict or assume how policy will be acted on in every setting; what their effects will be or what room for maneuvering actors will find for themselves (Beilharz, 1987). Ball (1994) therefore explained that to fully understand the impact of policy there is a need to look at how it constrains, and how actors go about the exercise of agency in their respective contexts.

Malcolm (2008) suggested that too many people in the school setting still regard policy as somewhat distant. They believe it to be something that most people involved in PE and sport particularly, feel the effects of, or might be required to respond to but that are not directly involved with. Fairclough (2010) added that it would be useful if actors saw policy as never being neutral or random, but either

reaffirming or challenging social, cultural and political interests. It is hence unavoidably tied to issues of equity since not all concerns, for example in the youth sport context, can be represented equally (Penney & Evans, 2005). Additionally, issues of access, opportunity, sustainability and interest all affect the innovation that principals and PE teachers are expected to display regarding PE and sport (Keech, 2013), a situation which often gives rise to formulation of policy to cope with existing circumstances.

The above discussion draws attention to the interplay between policy and context, and the 'reactiveness' of actors within their respective policy spaces. Based on this premise it is evident that policy practices will vary from school type to school type and from school to school within a particular typology irrespective of geographic location. In essence, 'one size cannot fit all'. The literature suggests that policy spaces are avenues within which actors possess the ability to define what occurs, when and by whom (Fitz, Davies, & Evans, 2006). Mindful of this contrast between how policy was informed in the SCS (see Chapter One) and what is advocated in the literature, I examine why lesser developed countries seem to look to the more developed parts of the world, adopting policy for whole country diffusion in seeking answers to education problems.

Policy Borrowing / Transfer and Policy Taking, and Policy Learning

Policy borrowing and policy transfer[12], so called in the field of political science has a long tradition in vocational education and training (Steiner-Khamsi, 2012). Arising out of the broader field of comparative education it is an iterative process that involves the adoption of policies across a number of different nations, and subsequent adaptations within those individual nations (Chakroun, 2010; Dolowitz & Marsh, 2000). Phillips (2004) confirmed that there was often a catalyst that sparked this cross national attraction. It might be political change or systemic collapse, internal dissatisfaction among the citizenry, negative evaluation from

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[12] Policy borrowing and transfer is spoken of as a continuum in the literature (Steiner-Khamsi, 2012). In this study they combine to form one concept, but will also be separated in reference to the respective end of the continuum, that is, either the beginning of a process – policy borrowing, or the end, policy transfer.

international organizations, new alliances and configurations with larger more powerful states, or the desire to incorporate new technologies and innovations. In some instances policy borrowing that spans international contexts and that reflects widespread influence of particular discourses, is called a globalization of education policy. This is indicative of the tendency of countries to look at 'what works' in other contexts (Whitty, 2012), and in the case of T&T, 'not to reinvent the wheel'.

Countries of the developed world have long borrowed from each other. The policy relationship between Britain and the United States in education and other areas for example, was brought about by a hectic transfer of neo-liberal reforms that included free trade, extensive economic liberalization and reductions in governments' spending in order to enhance the role of the private sector in the economy (Steiner-Khamsi, 2012). Educational borrowing thus became of particular interest to countries that faced economic crisis (Gonon, 2012), as was the case in T&T during the 1980's and 90's. The popular view of politicians, bolstered by 'statistical evidence', was that education reform would solve some of the problems of the economic crisis. Thus by the turn of the twentieth century no nation in the industrialized world could insulate its economy or its education system from global economic pressures (Dolowitz & Marsh, 2000). No one wanted to fall behind international trends. As observed by Parsons (1995, p. 234):

> as the world economy is transformed by new modes of production and trade, and transnational corporations and institutions come to exercise more influence and power, so the capacity of national policy makers to frame their own agendas is diminished.

Aided by the explosion of information, policy makers increasingly looked to other political systems for answers to internal problems. Dolowitz and Marsh (2000) affirmed that knowledge and ideas about institutions, programmes, policies, and about how these worked in different parts of the world were sought. Further, they claimed that very often little attention was paid to the socio-political context and realities of the country that borrowed these policies. Keat and Sam (2012), in discussing policy reform in youth sport in New Zealand, cited Glazer's (1988)

argument of changes in public policy. They claimed that "policy change in the form of the introduction of new policy instruments, do not so much solve public problems as they expand them, change them and generate further issues along the way" (p. 3). Moreover, policy change through borrowing especially in some of the lesser developed countries of the world was part of a package for structural over haul and adjustment to the public sector at large, a condition for receiving financial and technical aid (Steiner-Khamsi, 2012). As such in the latter part of the twentieth century T&T secured Inter-American Development Bank (IADB) loans for a structural rebuild following the years of the recession of the 1990's. The Secondary Education Modernization Programme (SEMP) (key elements of which were allegedly borrowed from the Atlantic Provinces in Canada), arose out of that thrust. Policy borrowing or transfer is consequently about economics, control and power, where for the most part, the borrowers (the subordinate groups), and the lenders (the owners of the power), never change (Robertson, 1991; Rose, 1991).

Whilst policy borrowing and transfer represent movement of policy *across waters*, 'Policy Taking' also has relevance to this study. It concerns the workings of policy within a particular context after they were considered and perhaps implemented. Described by Dery (1998) as policies arising as by products framed by constraints and possibilities of other policies, policy taking has bearing, especially perhaps in the school setting where principals and teachers attempt to cope with existing policies. Whereas policy making presumed control over key variables that shape policy in a given area (Hirschman, 1967), Dery (1998) recognized policy taking by contrast, as "the pursuit of a given set of objectives, which are shaped by the pursuit of other objectives" (p. 165), where control of variables may not be so definite. In other words, the dilemma is resolved with 'Policy by the way' – that is, policies that are made, or by-products of policies made and implemented to pursue objectives different from those of the original set of policies. According to Majone, 1980, cited in Dery (1998), a critical interdependence as such exists within policy, making policy development a process that is shaped by, occurs in and simultaneously defined by context (Penney, 2008).

The concepts of policy borrowing and transfer, and policy taking are hence useful analytical tools applicable not only in the broad field of education, but also in PE and sport more specifically. As theoretical lenses they become triggered when issues within a phenomenon, in this case youth sport development in T&T, appear to be irrational and contradictory (Steiner-Khamsi, 2012). Inconsistencies ultimately make sense if we pay attention to the societal implications of cross national policy attraction or acknowledge the economic and political rationale for policy borrowing and transfer (Schriewer & Martinez, 2004). The local policy context hence becomes the unit of analysis, in this case the SCS schools, governing and ministerial bodies for sport, as they provide clues for understanding why a borrowed reform resonates, what policy issue it pretends to resolve and which actors are mobilized (Steiner-Khamsi, 2012). The outworking of policy in this regard is best investigated utilizing methods that incorporate interpretation and critical inquiry.

As previously stated, the interplay between policy and actors is determined by context, the capture of which is one of the objectives of this study. Pressman and Wildavsky (1973) noted that policy implies theory; they become programmes only when by assertive action conditions for enactment are created. Each policy thus could have multiple programmes and an equal number of interpretations (Dolowitz & Marsh, 2000), and as noted by Ball et al. (2011), especially in the context of schools. According to Keat and Sam (2012), Penney and Evans (1999) and Ball (1993), therein lies the problem. Original objectives of borrowed policies become subordinated by the realities of context. This study therefore sets out to engage with and remain grounded in the realities of the specific contexts as outlined above.

Concerns with the outcomes of policy borrowing and transfer as part of educational reform led governments to focus instead on policy learning (Chakroun, 2010). As a development strategy it involves deliberate attempts to adjust the goals or techniques of policy in response to past experiences and new information, making it more readily embedded in national contexts. Learning takes place when policy changes as a result of such a process (Hall, 1993). Whilst the educational transfer process may suggest reforms that are imposed (policy lending), and or voluntarily

sought or accepted action (policy borrowing), policy learning places a strong emphasis on the development of national capacities to lead the design and implementation of reform (Ochs & Phillips, 2004). It supports processes for outward engagement through peer learning, whilst retaining an emphasis on the national context (Nikolovska & Vos, 2008; Sultana, 2008).

'Policy Learning' therefore seems to be the more effective way for governments to inform policy development. It draws lessons from available national and international evidence and experience interweaving them into new policies that are more pertinent to socio-economic and political realities (Chakroun, 2008; Grootings, 2004; Raffe & Spours, 2007). The first requirement is the building of a knowledge base from national and international experiences on the particular field and disseminating this knowledge to policy makers. Workshops and peer learning through visits to other countries follow, and finally there is involvement of other stakeholders to assist in collectively moving the process from examination of current systems to formulating new ones based on national context (Nikolovska & Vos, 2008; Sultana, 2008). This study is hence designed and viewed as an opportunity to promote the process of policy learning.

CHAPTER SUMMARY

This chapter commenced with an expansion of policy, underscoring the role of policy and the difficulty of developing policy within the field(s) of PE and sport. It discussed the roles, struggles and influences on those involved in the process of policy development. The complexity of the policy analysis process, both text and discourse, was highlighted in relation to potentially resolving the many problems that plague youth sport. Arguments suggest that policy analysis consist of a complex interplay between text and discourse influenced by power and context. Drawing on these understandings the theoretical framework for the study, which utilized a compilation of concepts namely, 'Policy as Text', 'Policy as Discourse', and 'Policy Borrowing/Transfer, Policy Taking', and 'Policy Learning', was then discussed. I argue that these concepts, though grounded in discourses of education in the broad sense, can be applied to analysis of issues in the area of PE and sport in T&T.

The next chapter discusses the paradigmatic concepts that underpinned the study, the methodological tools utilized to capture the data, and the processes that informed the analysis and presentation of the data.

CHAPTER FOUR

THE RESEARCH METHODOLOGY

INTRODUCTION

This research presented an opportunity to unravel some of the complexities that exist in the youth sporting context in Trinidad and Tobago, of which I was a part. Its main purpose was to understand how school and community sport provision could be enhanced to extend possibilities and pathways for continued sport engagement for youth in the years that followed secondary school. My search to acquire knowledge of the above concerns informed the theoretical underpinnings of the study. In this chapter I outline and provide justification for the choice of the theoretical paradigms and methodology for the study. The key tenets of this qualitative case study research design that incorporated interpretive and critical perspectives are presented. I conclude the chapter with the ethical considerations and the limitations of the study.

JUSTIFICATION FOR THE RESEARCH DESIGN

One of the functions of the research methodology is to provide the philosophical framework that supports the concerns of the research (Lather, 1992). From the outset I adopted the stance that truth was subjective. The way in which I saw and understood reality and the world was different from how others understood it, and that would be their reality. The position from which I viewed the world; what I look at, the lens and tools I used to clarify the images and the things that I reflect on influenced the framework, the research questions and how these questions have been examined (Denzin & Lincoln, 2005; Patton, 2002). I understood as well that knowledge was created through a process of sharing and negotiation. I acknowledge that these all had a profound influence on how information was viewed, gathered and analysed (Grix, 2001). Consequently, how I reported the world of others would be based on these considerations (Anderson & Arsenault, 1998).

Aware that my views would significantly influence the selection of perspectives I considered a framework that facilitated the extraction of meaning as issues became unravelled (Schwandt, 1997). As a result of this I chose the qualitative tradition,

which permitted the exploration of the essences of experiences. The qualitative approach allowed me to identify and extract problems and patterns of practice within the youth sport contexts with a view to gathering (Audi, 1999), through meticulous attention to research protocols from the conceptualisation of the framework to the reporting and discussion of the findings. More than that, the qualitative paradigm allowed me to obtain in-depth understanding of the meanings and descriptions of situations as presented by individuals (Pope, 2006; Schwandt, 2003). The position hence adopted allowed me as the researcher to study things in their natural settings in an attempt to make sense of and interpret the many phenomena located in the context of the study (Denzin & Lincoln, 2000).

The Interpretive Approach

The study was primarily and interpretative one which sought to arrive at the finer details of the daily lives of the participants. To explore how participants experienced sport in their respective settings I felt that I needed a multi-method focus that involved both understanding and interpreting actions of individuals in different settings (Creswell, 2013; Guba & Lincoln, 1994). Anderson and Arsenault (1998) contended that meaning is derived as a result of interpretation, which facilitates unravelling, iteration and interrogation, which once again affirmed the qualitative tradition as the preferred form of inquiry for this research. I also believed that the participants would be receptive to this form of interaction, enabling me to be an active learner who could tell the story from the perspectives of the participants (Creswell, 1994). Simply put, the qualitative approach allowed the participants to tell their respective stories of how sport was experienced and its impact on their lives, and for me to then carefully interpret and report these experiences. It is this quality that allows it to be highly persuasive (Eisner, 2001).

Context is a powerful determinant of human experiences (Kincheloe & McLaren, 2005). Context shaped how sport was delivered and experienced by the participants. For each environment there were different issues to be considered and engaged with, especially for the participants in the school context. As a researcher I needed to be continuously mindful of the power and influence of context throughout the data collection process (Merriam, 1998), and of how past context and personal

experience would influence what I heard and saw. These understandings informed my questioning techniques since it was my aim to conduct an inquiry that would make the world of youth sport in T&T visible through my interpretation of shared experiences (Denzin & Lincoln, 2000). I thus embarked on this study regarding it as a search for "culturally derived and historically situated interpretations of the social life-world" (Crotty, 1998, p. 67), that was youth sport in T&T.

Combining Interpretivism with the Critical Perspective

As highlighted above, the research sought to extract conceptions of youth sport that were related to the contexts of school and community (Pope, 2006), which arose out of interacting with the cultural conditions of T&T. However my ideals and beliefs also featured in the way in which the research was conceived (the choice of what to study), how it should be undertaken (the methods and processes), and how the results should be interpreted (Bryman, 2001). I was also aware of the importance of what students and those positioned to secure their interests say, and of how this could significantly contribute in matters that concern students (Houlihan, 2011c; Leren, 2006). Although my personal professional concerns undoubtedly drove the research from the outset, I was never the less committed to bringing to the fore, the interests of sport students from the lower socio-economic bracket. I believed that their sport interests had not been represented and as such needed to be at the fore of my inquiry.

Apart from the search for meaning, I felt that the research needed to be positioned to incorporate a critical examination of the institutions that were responsible for the delivery of youth sport. The interpretive approach satisfied the desired meaning seeking requirements of the research (Schwandt, 2003). It was however unable to give a complete account of social conduct because of its neglect for how political and ideological contexts shaped human behaviour (Cohen, Manion, & Morrison, 2007). Furthermore, I wanted to locate the research within an agenda for change in terms of the way in which youth had been experiencing sport in T&T. I believe that this could be achieved through questioning and engagement with texts and actors in real life situations. In so doing the underlying political forces at work could be exposed (Gibson, 1986; Wexler, 1991) to arrive at explanations for the condition of

youth sport. My own tendency to challenge the status quo meant that elements of the critical paradigm would shape the methodological approach and processes.

Incorporating a critical approach brought several significant elements to the study. I was mindful that many of the issues in youth sport in T&T were ensconced within the political processes of the day and shaped by entrenched patterns of practice within different groups. These political processes and ways of operating within youth sport were in need of reinterpretation towards change and improvement (Kincheloe & McLaren, 2005). Utilising the critical approach hence permitted thinking that was centred on political agendas within the context of the study. Its focus on enlightenment, power relations, moving beyond surface illusions, and the rejection of economic determinism facilitated questioning of the status quo (Gibson, 1986; Neuman, 2006; Wexler, 1991). Additionally, the critical perspective accepted that individuals' views of themselves and their world had grown increasingly subordinated by social and historical forces within their respective contexts (Kincheloe & McLaren, 2003). The critical perspective moreover, allows for the exploration of how past and present political and social processes (Wenger, 1999), such as schooling and youth sport practices affect the lives of young people in T&T. As such, new insights for the envisioning of possibilities and pathways (Chaffee, 2006) in youth sport in T&T could emerge.

THE CASE STUDY APPROACH

One of the things that I was acutely aware of in T&T was the regional and local differences in provision of PE and sport for youth. I felt that I needed a strategy that permitted comparisons across the different geographic locations (see Chapter Five), while at the same time tapping into the individuality of specific contexts and the lived experiences of the participants. Having made the decision to examine how school and community sport provision could be enhanced to extend possibilities and pathways for all young people, I opted for a case study approach (Flyvbjerg, 2011).

The qualitative case study approach permits an intensive complete description and analysis of a single instance, phenomenon, or a social unit (Merriam, 1998). In this

instance, the case study was the methodological approach used with the case also being the object of the study. The case study approach permitted the acquiring of insights, and the discovery and interpretation of issues in youth sport that were peculiar to the three case study schools selected. It hence facilitated the drawing of comparisons between issues in the sport contexts of T&T. Each selected school (see Chapter Five for explanation of selection), possessed a different quality and as such needed investigation in this way. Further, the case study approach supported detailed and in-depth data collection from semi-structured face to face interviews, focus group interviews, and a variety of documents that were rich in context and content (Creswell, 2013). Additionally, Yin (2009) contended that the case study makes possible the investigation of issues, in this case policy and provision in youth sport, locating them within real life contexts. It allows the researcher to understand the how and why of contemporary events, problems and situations in ways that do not require control over the objects of the study (Yin, 1994). The case study approach thus provided a distinct opportunity to highlight the experiences of participants in the youth sport context in T&T, and for readers to understand their perspectives on these issues more clearly (Cohen, Manion, & Morrison, 2011). Unlike other forms of research the case study approach seemed appropriate for dealing with complexities in the youth sport setting, and pointing to issues that required further and continued exploration (Yin, 2009).

For a focused case study to provide insights into a broader phenomenon, it must be representative of a broader case or issue (Gerring, 2007). In this instance the broader phenomenon is youth sport in T&T, whilst the case is sport in the SCS. I hence chose the typical case study approach to facilitate this aim. Gerring (2007) also stated that the strength of the typical case study is in its ability to be representative of a wider population thereby allowing investigation into cross-case relationships. Additionally, the typical case study displays a common set of characteristics and values, which in this case were schools that commenced as two year schools and were then transitioned away from their original intentions into five and finally seven year schools; schools possessing the full complement PE teachers numbering three, and a class that had written the CSEC PES examination. This allowed for the relationship within and among the three schools to be explored. Moreover, Yin

(1994) contended that the a typical case study could be the preferred design if there is need to illuminate a set of decisions; why they were taken, how they were implemented and with what results. This was applicable to this study of how sport provision for youth in T&T could be enhanced.

Although the case study allows the researcher a degree of malleability, it has its limitations. According to Cohen et al. (2011) case study as a research strategy lacks generalizability except where other readers or researchers see their application. They are not easily open to cross checking, hence they may be selective, biased, personal and subjective (Merriam, 1988). Case studies are also prone to problems of observer bias, despite attempts to address reflexivity. In spite of the stated weaknesses case study has been proven to be methodologically sound in process and design (Yin, 2009). In my view its usefulness for this study far outweighed its limitations, discussed later in this chapter.

RESEARCH METHODS AND PROCESSES

In this segment I outline the methods and processes adopted to gather the information and the steps taken to analyse and present it. I illustrate why each particular method and step taken were deemed appropriate and justifiable to the research design. The strengths of the methods selected are presented, but at the same time their limitations are also highlighted. I outline these procedures to provide the reader with a depiction in sufficient detail to show that my conclusions were justified.

Selection of Schools and Participants

One of the chief considerations was choosing the prospective participants. In terms of school selection I was aware that there are only 16 SCS scattered across T&T, with just one in Tobago. I also considered that the PE fraternity was comparatively small, but well connected and that it was very likely that I would meet friendly people who were willing and cooperative. I decided on purposeful sampling (Patton, 1990) of the SCS, one from North, Central and South Trinidad respectively, numbering three. The rationale for school choice is located in the demographic features and sport history of these three geographic regions. I argue that although

T&T is a cosmopolitan nation, the different geographic regions carry their own flavour by virtue of their ethnic and socioeconomic condition (more on the selected case schools in Chapter five). The three selected schools; their principals, PE teachers and PES students formed the cases, which were the major sites for the collection of the data.

Prior to school selection I developed criteria that I felt were essential to achieving the goals of the study. Schools had to have a full complement of PE teachers, numbering three (to facilitate focus group interaction), and must have had a class (form five students) that had written PES exit examination (to facilitate focus group comprising students). I applied these criteria to ensure as far as possible that the selected schools were sites from which I could learn a great deal about issues of central importance to the study (Patton, 1990). Once selected I adopted the following pseudonyms for the schools: Case One – Tambran High School (THS); Case Two – Peewah High School (PHS); and Case Three – Sapodilla High School (SHS). The one school in Tobago had just one PE teacher at the time of data collection, which could not permit the focus group interaction.

Data collected from the schools sites sought to bring understandings of youth sport practices from the perspectives of school participants at various levels. I could have included participants from a wide cross section of the school population as I was aware of the common practice in all secondary schools in T&T of adults of the school population, irrespective of occupation, assisting with youth sport. I was however interested as well in gaining perspectives on design and delivery of the PE curricula and their possible connections to sport in the school setting. I therefore decided to conduct interviews with the principals, PE teachers and PES students of the three schools. This reflected recognition of the need to gather valuable insights from the perspective of those that had greater interaction with policy pronouncements than other members of the school community. The interviews with the principals (semi-structured interviews), and the PE teachers and PES students (focus group interviews) constituted the three case studies.

Nine past SCS sport students of the central school and nine professionals in the field of PES were purposefully selected. Purposeful selection involves identifying and

selecting individuals or groups of individuals that are especially knowledgeable about or have experienced the phenomenon of interest (Creswell & Plano-Clark, 2011). The sample of past sport students and professionals in PES was also biased as it systematically excluded some members of the intended population (Taylor-Powell, 2009). As stated by Daly and Lumley (2002), bias in sampling can be useful in qualitative research as it allows for the exploration of mutual trust established over years between researcher and participants, which can as such contribute to the validity of the study. Moreover, bias can be used to persuade the reader that the phenomenon is well understood by the participants making the data more believable.

I was aware that the experiences of past students could vary depending on the sport in which they were involved. I therefore attempted to get participants who were involved in different sports so that perspectives could cover a wide range of concerns. The same principle was applied to selecting the professionals in the field of physical education and sport. This group consisted of physical education and sport officers, sport officers and administrators attached to the MOS, a sport lawyer, coaches and a retired director of PES, numbering nine. Here I drew on my many years of experience as a PE teacher and my involvement in sport to select the first three participants based on their availability, with the rest being added as time elapsed. I was also aware of the importance and sensitivity of socio-political and economic issues within the twin island state, and of how exclusion of perspective from Tobago could be viewed. As the one SCS in Tobago could not be included, I was determined to gather insights from one PES professional, a proportionate number to the number of PES professionals interviewed in Trinidad. This was in keeping with my overall intention of gathering information from a wide cross-section of participants to arrive at a credible and authentic representation of the participants' reality.

Arriving at the required number of participants had its share of challenges. It involved making several phone calls upon arrival to Trinidad. To save time and money for phone calls I enlisted the services of the secretarial staff of the school that I taught in (the central school selected for the study) to arrive at a suitable southern SCS school. Once this was finalised I began making contact with physical

education and sport officers (PESOs) attached to the PES curriculum division of the MOE. This also proved difficult, possibly because it was assessment time in the academic calendar. In the end two were willing to give up some of their time to be interviewed. Though there was initially some reluctance, they however furnished contact for the Executive Manager of the Sport Development and Performance Unit at the Sport Company of Trinidad and Tobago. He in turn offered phone contact for the Sport Officer in Tobago. The aforementioned were examples of snowballing that was initiated through discussions with some of the participants (Denscombe, 2010), as well as illustrations of the advantages of being an insider (Unluer, 2012). These aided tremendously in achieving the desired quota of professionals and past SCS sport students.

Data Collection

In keeping with case study tradition of drawing on multiple sources of data, a variety of information gathering strategies were employed. The major source of information for this study was however gathered from semi-structured and focus group interviews, as well as document analysis. I chose these strategies as I was interested in unearthing and understanding from the perspectives of the participants, experiences and opinions that were related to youth sport in T&T. The interview strategy in particular also assisted with triangulation. According to Merriam (1998) triangulation, which involves using multiple sources of data, allows the researcher to establish credibility in case studies. This is the major strength of the case study method discussed by Yin (2009), since it allows for the development of convergent lines of inquiry, with the different sources of data being used to corroborate the same facts. Yin (2009) further contended that multiple sources of information allows the researcher to address a broader range of historical, behavioral and attitudinal factors.

I collected all the data for the study in Trinidad over a period of 14 weeks. I enlisted the assistance of a friend and stenographer in my country to assist with transcription of the 28 interviews. To ensure alignment between what was transcribed and what was recorded, I sat with her at the end of every day to listen to interviews. This

turned out to be a very useful exercise. It constituted the first phase of the data analysis where I was able to look for naturally emerging themes.

In situations where I perceived that sufficient data for analysis may not have been collected, and where reentry into the field may have been impractical, I employed a simple strategy. I collected telephone numbers from participants to ensure that contact was maintained. This also assisted to some degree with member checking as well as to clarify what was already collected. Phone contact also assisted me when dealing with small unintentional gaps that were evident in the data collection process. I attributed this to human error on account of inexperience. I however was committed to collecting as much data as possible to assist with some of these unforeseen issues. Below I describe the nature, strengths and weaknesses of each strategy. This is followed by an outline of the interview process for each strategy selected.

Semi-structured Interviews

The interview is possibly the most widely used form of data collection in social research. It is perhaps preferred because it mixes both more and less structured questions (Anderson, 1998). It is a data collection method where, although the questions are predetermined, the interviewer is free to ask for clarification (Griffee, 2005). Flexibly worded as well as open-ended predetermined questions are features of this interview strategy (See Appendices one to five). Moreover, the semi structured interview allowed for more specific types of information to be extracted from the respondents while at the same time allowing the individual to define the world in his / her own unique way (Merriam, 1998; Patton, 1990). This permitted me to respond to how the information unfolded and to further probe issues of importance. In my view, this type of flexibility was extremely useful especially for an emerging researcher.

Strategies for information gathering are not without their limitations. The semi-structured interview is no different and as such the researcher must be mindful of this. For example, Patton (1990) stated that many important topics cannot be covered in this manner and hence significant data could be omitted. The researcher

is thus advised to continuously refer to the interview schedule, which would have captured all the concerns of the research. The challenge then is to ensure that there is a natural flow during the interview, while at the same time safeguarding all the major concerns that the research is attempting to address. Interviews can also be time consuming (Opdenakker, 2006). Good planning and preparation makes the process more efficient. The semi-structured interview may however not be the most feasible strategy when attempting to interview large groups in a short period of time.

The instruments used for the semi-structured interviews though differing according to category of participants, were comprised of approximately 20 questions. As the schedule served as a basic guide rather than a recipe to be followed to the letter, it allowed me to develop a high degree of rapport with the participants (Denscombe, 2010). Conversations were therefore relatively free from a hierarchical arrangement that could potentially disrupt the flow and authenticity of responses. In total, 21 face to face semi-structured interviews were conducted, with one done by through phone and skype totaling 22; 10 with the professionals in the field of physical education and sport (nine only were used), three with the principals of the case study schools, and nine with the past SCS sport students.

The Interview Process

I was able to establish contact with many prospective participants prior to arriving in Trinidad. I did this via Skype and email. One of those was the former vice principal of the central SCS where I taught. Prior to my return to Trinidad for data collection she had been promoted to principal of a northern SCS. I felt lucky that I knew her and was sure that permission to conduct research in her new school would be more or less a formality. Indeed upon contacting her via email I was granted permission for her school to be used as one of the case study sites for data collection. Upon arrival in Trinidad I thought it prudent to commence data collection at that site because of this development. However, when I arrived at her school on the first day in the field I was surprised to learn that her SCS did not fit my set criteria. It did not have three PE teachers, nor was there a PES form five class. That negative occurrence however turned out to be a huge turning point in the data collection

process. After several phone calls (to a few SCS making inquiries based on my criteria for school selection), this principal connected me to another northern SCS. She also introduced me to the principal, her colleague of the north SCS that formed part of the study. With permission eventually granted from the principal of the north school I was able to take that precedent set into the southern school and central schools selected for the study. Possible restrictions to the school sites were as such removed.

In my very first interview with the principal of the northern SCS I noted with interest the posture that she adopted. The tone of her responses led me to believe that she assumed a position of authority. I was happy to temporarily surrender/share power with her to allow the interview to progress. In the early stages of the interview I felt that she had misunderstood a question, which I restated wording it differently. She however skillfully reinforced what she had previously stated and proceeded to furnish additional information to clarify her point. I was forced to accept her response. The incident signaled to me that I had to give principals a chance to talk. I could not assume that I had answers to questions. Although I was an experienced teacher and researcher I was apparently perceived as a junior officer in the teaching fraternity, subordinate in rank and service to her/them. I was prompted thus to make subtle adjustments to the questions addressed to principals to reflect a diminished role on my part, and to acknowledging that answers may not be straightforward, and meanings may not be definitive mirroring a singular reality (Hsiung, 2010).

During the many face-to-face interviews I realized that I was required to assume different roles. I had no way of anticipating my effect on the participants, especially the professionals in the field, six of whom I had known for a long time. Mindful that it was impossible for me to remain outside of the subject (Anderson, 2008) of youth sport, I attempted to carefully craft an environment that was conducive to knowledge production. My role then was that of a partner, as I sought to manage varying degrees of 'awestruckness' that became manifest with my appearance as a New Zealand doctoral student and researcher. The past SCS sport students on the other hand, still referred to me as 'Miss', making it very difficult to be deposed of

the power and authority that they believed I still held. My presence however did not diminish my commitment to the process of learning and the deep sense of responsibility that it evoked (Shaw, 2010). I remained steadfast in my resolve to preserve the integrity of the research. These occurrences signaled that I needed to be aware of and manage potential drawbacks, some of which are outlined above, of being an insider (Unluer, 2012), and a researcher who was part of the arrangement of youth sport in T&T.

Most of the semi-structured interviews were scheduled by appointment. They were held mostly in the morning period (in offices), with the rest at evenings (in homes or fast food outlets) to suit the work schedules of the past SCS sport students. All of the participants were happy to share whatever time it took for the interviews to be conducted. As far as possible I tried not to conduct interviews on consecutive days. This allowed me some space to listen again, refer to and augment my field notes and engage in reflexive thought. During those prearranged gaps I also sought ways to deepen the interaction with future participants by reexamining the interview schedules looking for ways to improve on them.

To prevent monotony I sampled from the different classes of participants for interviews; e.g. one PES professional, followed by a past SCS sport student, then a principal etc. Using two recording devices assisted me to be organized for the interviews and for the transcription that was taking place simultaneously. The duration of the interviews ranged from forty-five minutes to one hour and thirty minutes.

Focus Group interviews

The study involved six focus group interviews. Theorists have offered differing views for the use of the focus group interviews as a strategy for gathering information. There was however sufficient evidence to convince me that it was the best strategy to bring together groups of people to share their beliefs, experiences and perceptions on a certain topic (Edmunds, 1999; Kitzinger & Barbour, 1999; Krueger, 1994; Morgan, 1997), in this case school and community sport provision in T&T. It is the actual interactions and sharing of information among group

members that is one of the crucial features of this method. The focus group is intended to be more of a discussion forum in which participants are involved in the exploration of interactions in a feedback/feed forward manner (Mansell, Bennett, Northway, Mead, & Moseley, 2004). The intention was that rich data in the area of youth sport in T&T would be generated as a result of this group interaction. The information gathered using this strategy can aid in the emergence of theory (McNiff & Whitehead, 2005).

As a data collection strategy focus groups are also useful for triangulating with more traditional forms of data collection (Morgan, 1997), as previously stated. They were complimented by the other types of interviews and by the collection of documents for analysis from different sites. Discussions in the focus group revolved around specific issues, which gave rise to insights that may not have otherwise been captured in the straightforward interview. It hence assisted me to understand why participants felt the way they did about certain issues, while at the same time allowing them opportunities to interrogate their peers to understand reasons for holding certain views (Bryman, 2001). Focus group interviews proved to be a productive strategy especially for interviewing students who seemed to be more given to refuting the arguments of their peers, thereby creating an atmosphere that was filled with friendly rivalry.

As a strategy the focus group interviews is not without its limitations. I was cognizant that the entire research process; the topic, the group interactions and the corresponding questions were all driven by my decision to pursue the study (Litosseliti, 2003; Morgan, 1997), and managing several variables within the process could be considered a limitation. Although this was so, it did not diminish the usefulness of the focus group interview as a strategy. Additionally, the focus group interview may be applauded for the freedom and the apparent control that is given to the participants, but in reality it is the researcher who has carefully crafted the environment and the framework that facilitates the interaction. Morgan (1997) as such cautioned about the seduction of this flexibility. It meant that as the researcher I had less control over the data that would emerge when compared to face-to-face interviews that utilize a loosely structured interview schedule.

The Interview Process

Focus group interactions had to be carefully planned. I arrived in Trinidad after school had ended for the academic year for my target group, the form five PES students. These students were immersed in preparations for their main exit examinations, the Caribbean Examination Council's (CXC), Caribbean Secondary Examination Certificate (CSEC). I was able to make connection with one PE teacher from each of the three schools that functioned as gate keepers. After a huge amount of effort we were able to gather a group of student participants from each school that was willing to come earlier or remain in school after their scheduled examination. In two of the three schools classrooms were pre-booked, most of them being utilized for the large volumes of students from school and community that wrote annual examinations. Where this was not possible as in the northern school the interview took place on the stage of the multi-purpose hall. There were as such many interruptions and distractions. This particular interview had already twice been postponed. I therefore had no choice but to do the best that I could. A total of six focus group interviews were conducted; one from each school's PES class, and one with the PE teachers from each of the three case schools. The duration of the interviews ranged from fifty five to ninety minutes (Appendices 4 & 5).

All interviews involving teachers and students took place in the schools. I had to be very sensitive remembering that students were in the middle of their exams and that I was encroaching on their good nature and time. The interviews for the most part notwithstanding, once commenced, went according to plan though students displayed signs of fatigue. They were however willing to make good on the opportunity to state their case on an issue that was evidently dear to them. There was also evidence of an uneven distribution of power within students groups. The more prominent the student in terms of sport achievement the more confident he seemed (groups were dominated by boys) and hence shared from this place of confidence and even dominance. Some students were a bit more reserved in the group setting because of this and had to be encouraged that their responses were valid and valued. In some instances there was the expected bantering, but I ensured that this was well measured and did not hamper the generation of responses.

Ultimately students displayed an appreciable degree of understanding of how the process was to evolve.

Focus group interviews with teachers also went according to plan though there were some postponements as in the case of the north school. In all instances teachers were willing to share of their own expectations and disappointments that was part of teaching PE and being involved in sport in T&T. Interviews with and among peers carried yet another flavour. In all instances teachers were in such a hurry to acknowledge their limitations, and that truly amazed me. Here again my role was that of partner in meaning-making, while exercising a high degree of self-consciousness as well as being the voice of conscious (Anderson, 2008). Aware that I was required to maintain a professional distance in spite of my closeness to the subject matter I attempted to craft the interaction to both give power to this group of participants while simultaneously engaging with the issues at hand. This sometimes resulted in slight deviations from the schedule, but it did not detract from the richness of the data that eventually emerged.

Documents

The collection, review and analysis of documents was used to supplement the other research tools and information collected. Document analysis is an unobtrusive method that is rich in portraying values and beliefs of participants in the setting, and can be useful in developing an understanding of the setting or the group studied (Marshall & Rossman, 2011). Marshall and Rossman (2006) further claimed that review of documents allows for analysis, which entails the systematic examination of patterns of communication. Merriam (1998) additionally described documents as a ready-made source of information that is easily accessible to the imaginative and resourceful researcher. She purported that its presence does not intrude upon or alter the setting in ways that the presence of the researcher can, nor are they dependent on human beings whose cooperation is essential for the success of the study. In other words, documents provide a rich source of information that is stable and available at any time to the researcher rendering it one of the most reliable forms of information. I was as such interested in documents that contained information on the history of the three schools and records of their respective

sporting history and achievements. Documents also had to contain information from the MOE and the MOS regarding education and sport policy and practices, inclusive of curriculum documents in HPE and PES.

Based on previous interactions I had observed how committed other secondary schools in T&T have been in documenting historical and other events of their schools' existence. This however had not always been the case with the SCS. In the southern SCS there was an extensive amount of documentation on the school's history, achievements and the waves of transitions that it had undergone. Very little documentation existed in the northern school. The interview with the principal hence assisted with information about the history of the school. The central SCS had recently celebrated its twenty-fifth anniversary and had compiled a school magazine to mark this occasion, a copy of which was given to me. In total I collected from the SCS school magazines, pamphlets, correspondence from the MOE, journals and curriculum documents for analysis. Documents were more readily available from the curriculum division PES and from the Sport Company of Trinidad and Tobago.

Field Notes

During the various interviews I made quick jottings in my journal whenever the opportunity presented itself. These served as daily reminders of what transpired in the field as well as cues for adjustments in the interview process. These descriptive and reflective notes were reviewed after each interview while the events were fresh in my mind. Hammersley and Atkinson (1995) described the inherent advantage of this type of information gathering technique as one that gives concrete descriptions of social processes and their contexts. Field notes also assisted in averting situations where I felt that students in particular were responding based on what they perceived they were expected to say. Certain areas of the interview schedules were therefore highlighted in anticipation of this eventuality. The early emergence of themes was also documented during these note-taking exercises.

Data Analysis
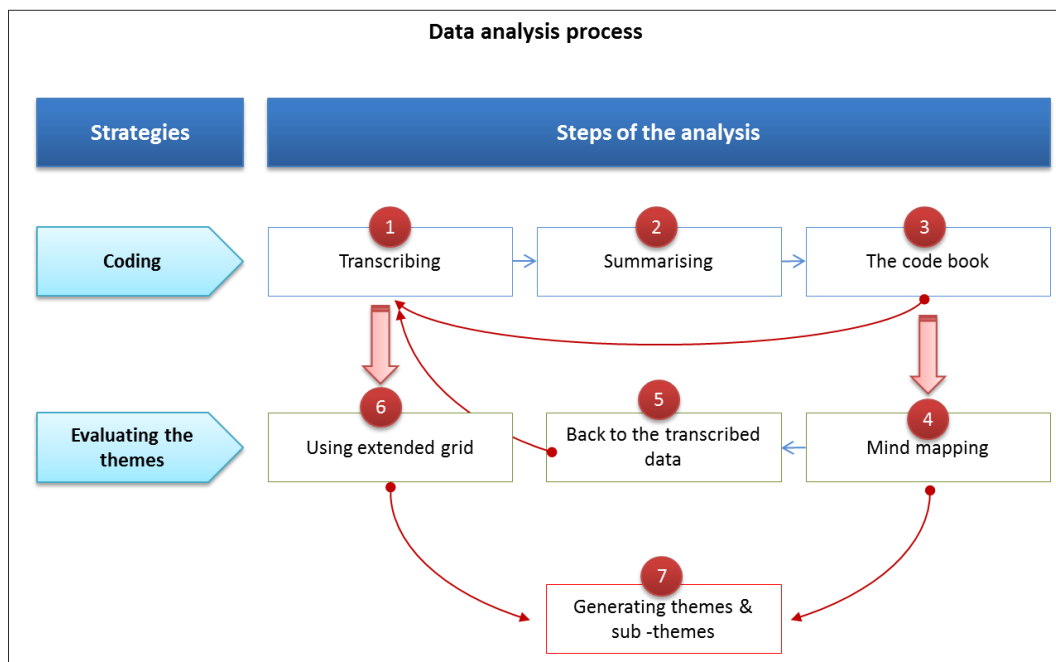
Figure 4: Data Analysis Process

For me analysis, as depicted in figure 4, and interpretation commenced upon entry into the field; as I took notes and (mentally) during the many interviews (Henn, Weinstein, & Foard, 2006). However upon my return to New Zealand I had to decide on the steps to be taken to extract and present the many stories that were told by the participants. These accounts were not simply representations of the world, but elements of the world that participants experienced and described (Hammersley & Atkinson, 1995). Procedures for analysis hence bore features of these considerations.

With twenty-eight interviews in hand, I decided that I needed an analytic method that was flexible. It additionally had to facilitate the search for and examination of patterns across the language (Clarke & Braun, 2013). The method needed to provide a framework within which the meanings of practices and experiences of the participants could be adequately explained. It also had to facilitate moving back and forth through the various stages of data analysis until the process was complete. With this in mind I opted for the thematic approach so first named by Merton (1975), and later developed by Aronson (1994), Attride-Stirling (2001), Joffe and

Yardley (2004) and Tuckett (2005). I condensed and used four steps of this approach as proffered by Braun and Clarke (2006).

Phase 1 – Making Sense of the Data

After my return to New Zealand I spent the following two months listening to, reading and re reading the interviews. Once again I looked for alignment between audio and written text making corrections where necessary. Next, I began summarizing and sampling from the interviews recognizing that not all the data collected would have immediate relevance. I felt that it might be more efficient to deal with fewer pages with bulleted points instead of long pages of endless text. I established two columns; one contained summarized statements of the participants while the other contained broad headings under which these statements could potentially fall. At the end of this exercise I had 28 three page documents. I was able to temporarily set aside the lengthy original documents.

Phase 2 – Formulating Codes

The aim of this second phase was to generate thick and broad labels of important features of the data. Guided by the loosely constructed research questions I began to look for ways to further reduce the data. To facilitate this I established a codebook. It initially had three segments, one for each case school e.g. Case 1, Case 2 & Case 3. Under each case school I plugged in the tentative research questions. I inserted the names of the participants, statements (short phrases) made and the page number of the actual interview. Displaying the data in this way allowed me to see similarities in responses across the various sets of participants. (Table 1)

Table 1: Sample of the Code Book

CASE 1 – Tambran High School		
Sub RQ 2. What are the factors that influence decisions to participate and remain involved in sport?		
Pseudo	*Statements*	*Page*
Principal Jane	*Lack of interest, school support*	*6*
Anna	*Incentives, getting students to remain motivated*	*2, 3*
Mervin	*Disappointments, unfulfilled expectations, drive*	*4, 5*
Professionals in the Field of PES		

At the end of this exercise I had extracted and compiled information from all the participants of the three schools; the principals, teachers and students. I repeated this exercise for the data from the PES professionals as well as the past SCS sport students, inserting information immediately below the case schools. All of the statements of the participants that related to each research question were now in one place. The data was once again reduced.

Although this exercise was very useful I still had not arrived at codes. To achieve this I manually transferred all of the data to a mind map made of newsprint on the wall of my room. I felt that I needed to see all of the data displayed in one place instead of contained in several pages of the codebook. Once again I utilized columns and rows to form a grid in which I arranged the data according to the research questions and the five categories of participants. The data was not only further condensed but this arrangement permitted the emergence of codes, which captured both words and concepts (Clarke & Braun, 2013) that were not as easy to see before. As these emerged I labeled and tagged them with colored post-it stickers. Codes began to assume prominence one over the other. This required tags of different sizes, so that some stickers were literally larger than others according to how frequently statements were made. When coding was completed I used colored cotton yarn to connect codes from one group of participants to the other. In the end all of the large same colored stickers were connected with matching colored yarn based on the issues that they represented. It was also evident that some of the issues that emerged were overlapping from one research question or group of participants to the other and hence not resident in one place. This crisscrossing and overlapping of the different colored yarn connected the issues forming somewhat of a three dimensional maze across the wall. Though it was intricate and complex, I was able to see consistencies in responses across the range of participants. (Table 2)

Table 2: Mind Mapping

Sub RQs	Case 1 THS	Case 2 PHS	Case 3 SHS	PES Prof	PSS of SCS
1. How have curriculum practices…	-Teachers' role -Curriculum issues		-Principal's vision		
2. What are the factors that ….	-Family support			-Love for sport -Mentors -Comm. support	-Acad'ic perf vs. sport
3. How have policy frameworks influenced ….	-Community support		-Focus on acad'ic performance		-No tertiary collaboration

Phase 3 - Constructing and Defining the Themes

Themes are coherent and meaningful patterns in the data that are relevant to the research questions (Braun & Clarke, 2006). They are large all-embracing headings that point to particular issues that were repeated across the data sets. In my search for themes I drew on the analogy proffered by Braun and Clarke (2006). Whilst the codes were likened to bricks and tiles, the themes were the walls and roof panels, the structural elements that support the production and the presentation of the findings. With large amounts of data however the task of building these structural elements became one of demolition and renovation, moving back and forth as I attempted to absorb as many of the smaller issues under the potential themes. It was time to return to the original data. With the codebook in hand and the mind map in front of me I constructed yet another grid. Whereas the last phase resulted in the shrinkage of the data, on this occasion I sought to expand it again using only the information that was highlighted in the codebook and on the wall. I then extracted according to page number and respective interviews, copying and pasting large chunks of the original interviews to construct these grids. To these extracts I added my own interpretations of the data, bearing in mind that meanings were co-constructed between researcher and participants. Once again I worked through the research questions and the various categories of participants. (Table 3)

Table 3: The Grid

CASE 1 THS		
Sub RQ 1: How have curriculum practices in PES affected sporting provisions for youth?		
Evidence / Data	**Themes/Subthemes**	***Interpretations/Discussion***
Prin. Jane: *I do not feel (sport developed) it was because of PE in the lower school.. in these schools students who did not get very high marks were originally placed here, teachers found that we needed to provide a wide base of extracurricular activities, as a result football especially was really developed ... a lot of these guys who many times really could not 'string a sentence together...,'* ***PE Dep't*** ***(T1)Anna:*** *In the beginning (when they came from primary school) I had to let students know what PE was all about. They felt that once they heard the word PE, the word 'play' came into mind...*	**- Policy Outcomes** **- Teaching & Curriculum**	*PES had not aided in, nor was it connected in any significant way to the development of sport in Tambran HS. Evident disjuncture between the two…* *Ability in sport was connected to low academic performance, and SCS was inextricably linked to that…* *The absence of primary PE resulted in a lack of preparedness for students' sporting engagement*
Sub RQ 2: What are the factors that impact upon decisions to participate and remain involved in sport after school life?		
(T3) Gwen: *All those sports that are called 'fringe sports'; they are allowing themselves to be called fringe because they are not going into the community and making themselves visible…*	**- Community Support**	*There were limited sporting provisions in communities to support students' continued sport engagement…*
Sub RQ 3: How have policy frameworks influenced sporting provisions for youth?		
(S1) Ken: *In my community, we have a recreation ground that Brian Charles Lara put down for us and we make use of it: we have football, we have cricket…*	**- Community Support**	*Community leaders/heroes were at the forefront of providing sporting opportunities for youth of THS...*

Five tables several pages in length were produced in this manner; one each for the three case schools (3 in total) and one each for the professionals in PES and the past sport SCS students (2 in total + 3 = 5). At that time themes developed were considered tentative as their names changed from time to time. My aim was to ensure that the most convincing and compelling story was being told (Braun &

Clarke, 2006). Additionally, I intended to construct themes that were so broad that they easily facilitated the emergence of sub themes, which I tried to restrict to no more than four.

Phase 4 – Writing Up

Once I was sure of the definition of the themes and the stories that each could potentially tell I began the write up phase. This too was quite complicated as I attempted to ensure that these analytic narratives were interwoven one with the other giving rise to vivid, coherent and persuasive stories (Braun & Clarke, 2006). As a consequence the order of presenting the themes and subthemes changed from time to time, until I was satisfied with the overall representation of the salient issues that were captured in the data.

ETHICAL CONSIDERATIONS

All research, qualitative and otherwise, are built upon ethical standards. Important ethical considerations must be addressed prior to commencing the research and must be adhered to for the duration of the research process. A good research design must include measures which are aimed at protecting the well-being and interest of all of the participants (Stringer, 2004). There is no single law in existence that regulates research ethics. The responsibility for ensuring ethical conduct in research therefore ultimately lies with the individual researcher (Anderson, 1998), and must feature as a crucial part of the research design (Merriam, 1998). Ethical approval for this research was sought and granted by the University of Waikato based on Human Rights Ethics Regulations of the year 2008. (See Appendix G)

Cohen et al. (2011) and Bryman (2004) suggested key areas to address in order for research to be considered ethical. Firstly, research must adhere to the credo of 'do no harm'. This is based on the need to protect the rights of the participants, which can be achieved by ensuring that the research was theoretically sound, of social significance and that research procedures aligned with a high degree of ethical conduct (Tolich & Davidson, 1999). I hence ensured that I exercised sensitivity and good judgement so that potential harm could be minimised.

Informed consent is the most fundamental principle for ethical acceptability in the research field (Anderson, 1998). Consent forms (See appendices A to F) were distributed to all of the participants though most of the adult participants waved them off affirming that they were not needed. All of the students stated that they were of age to give consent for themselves. I however obtained written consent from the three principals whom I regarded as custodians and managers of the case study schools. All participants were informed of their right to withdraw at any time during the data collection, if they felt uncomfortable or threatened. My research goals, procedures and potential implications of the study were also made known to them. All participants were provided with the opportunity to verify interview data. Only a small proportion however utilized the opportunity to do so. Pseudonyms were used in order to protect identities and ensure anonymity.

LIMITATIONS OF THE STUDY

This study is not without its limitations. Firstly, it is limited to the perceptions of principals, teachers and students of a particular school type that had undergone tremendous transformation over the past few decades. School sport practices in other types of secondary schools may differ. Further, the experiences of other teachers and students may be different from those interviewed. Findings therefore cannot be applied to the entire population of students who participate in sport in the secondary school setting. The views of the PES professionals were that of only nine where dozens more existed. Though many similarities existed within their responses, the number interviewed and the selection method may work against the research having a general application. Many of the PES professionals were personally known to me. This may have impacted on the objectivity that both they and I brought to the research project.

Potential sources of distortion may have existed in the data range. The manner in which I as the researcher was perceived in the situation and the potential anxieties and eagerness of the participants especially the students, could have accounted for this. To address this distortion, I reminded participants that they should not anticipate or state what they believed I wanted to hear, but that they should answer sincerely and frankly from their best recollection. The information collected from

the students was done when students had already been dismissed from school and were in the midst of preparation for their most important end of form five examinations. They were hence sometimes unsettled and inattentive. To deal with that occurrence I repeated questions in different ways to ensure that they all had a chance to participate in the focus group interviews. This meant that the interviews went a bit longer than anticipated and tiredness also set in.

The past SCS sport students were of one school only, Peewah High School all of whom I had known during their school years at the school. It was virtually impossible to get participants from the other two schools because of the restrictions of time and because I had no real way of contacting them. Reports on the experiences of past SCS sport students will thus be limited to the students of Peewah High, and may not be applicable to the general population of past SCS sport students.

CHAPTER SUMMARY

This chapter focused on the methods and processes used to gather and present the data. I summarized the sampling procedures and data collection strategies, highlighting the rationale, the strength and weaknesses of each. Additionally, I provided a rationale for the choice of a thematic approach to analyze the data. For each phase I outlined in detail the steps taken and the result of the process. I provided tabular examples of procedures employed to aid in this regard. I ended with strategies adopted for the writing up of the findings. In the following chapters I present the findings of the research. I commence with a prelude in which I introduce the case study schools.

The findings of the research will be presented in the Chapters Six, Eight and Nine. However before I do so I set the scene of the schools that formed the case studies took place in the 'Prelude to the Findings'. I also provide justification for my choice of schools, which is contained in the respective demographic features of the communities from which the schools were drawn.

CHAPTER FIVE

PRELUDE TO THE FINDINGS

Before I present the findings I clarify some key concerns of the study. As stated in chapter one, I chose Senior Comprehensive Schools as the main sites for the data collection. It is essential that I give an expanded historical overview of the SCS as a school type in T&T, and similarly, add detail to the rationale for the selection of the three case schools. This will provide a backdrop against which I engage with the data elicited from the participants of these three schools.

I commenced this study with the intention of interrogating participants in the twin island country of T&T. I wanted to understand how sport was being developed in the school setting, projecting these insights into the broad practices of youth sport in T&T. One of the key findings was the disparity that existed between sport practices in Trinidad and in Tobago. The findings were so significantly different that I chose to present youth sport in Tobago in a separate chapter later in the thesis. The first findings chapter hence concerns the three SCS schools below that are located in Trinidad.

THE SCS – A PARTICULAR SCHOOL TYPE

The information for this segment is drawn from many sources. It incorporated information gleaned from several government documents, schools magazines, journals and pamphlets[13], interviews with principals, my experience as a past student in one of the first established SCS, and as a teacher in two separate SCS for over 24 years.

The establishment of 16 SCS was part of a bold experiment by education planners to provide universal education for the citizenry of T&T. The initial intake consisted of above average performers who were not placed in the traditional and modern secondary schools, but in Junior Secondary Schools (JSS) after completing the Secondary Entrance Assessment Examination (SEA). This was due to a lack of

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[13] Names of schools will not be displayed in the references to preserve the anonymity of the institutions.

spaces in the traditional secondary schools. Whereas students of the traditional church/board and modern secondary schools spent all of their five to a maximum of seven years in one location, students of these new SCS were made to spend three years (forms one through three) in one school, the JSS, and further two (forms four & five) in another, the SCS, totalling five years for secondary schooling. From the time of inception in the late 1970's to the date of conversion into seven year schools in the late 1980's the SCS had a combine annual fourth form intake of approximately 11,000 students (Ministry of Education Trinidad and Tobago, 1993), making these two year schools responsible for the educational needs of the greater percentage of secondary school age students at that time.

From the outset, the creation of these schools was problematic reflecting an absence of stability. Whilst teachers were permanently appointed to teach in the SCS, students' schooling was broken up into three and two year stints respectively, the latter portion spent in the SCS. In many instances it meant that SCS students had to commute longer distances than from their previous schools. In other instances students who once commenced school at 12 noon, the start of the PM shift in their previous school, were now required to arrive at school for 7.45 am in their new school arrangement. Late attendance and a general tone of unsettledness were as such some of the features of the SCS. In hindsight education planners felt that the social ills associated with the double shifted JSS (7.45 to 12.00 noon AM shift & 12.15 to 5.15 PM shift) from which students transitioned to the SCS, were sufficiently grave and warranting attention (Ministry of Education Trinidad and Tobago, 1993). As a consequence all JSS were de-shifted (changed from two shifts to one regular session, 8.00 am to 2.30 pm) on a phased basis starting from 1994, and all SCS converted from two to five and later seven year schools.

As the decades elapsed changes in the composition of the intake in response to Education for All (EFA) (Ministry of Education Trinidad and Tobago, 1993), were made. As such, other negative perceptions regarding this system of schooling began to emerge. Primarily, they were perceived as sites for low academic performers. Insights gained from the interviews and my 32 years of teaching experience revealed that progressively, many of its students came from poor families, lived in

dysfunctional domestic arrangements, had learning disabilities and were not socially well adjusted, problems that this particular school type was never equipped to handle. Moreover, SCS were required to exist in an environment that emphasised and endorsed academic excellence. Over the ensuing decades the combination of these factors coupled with a chronic teacher shortage and lack of equipment for certain subject areas, further relegated the SCS to a chaotic institution status where there were low expectations for student success.

The purpose behind the creation of the SCS was outlined in the *Draft Plan for the Educational Development in Trinidad and Tobago* (Government of the Republic of Trinidad and Tobago, 1974). The schools were called comprehensive because it was an attempt at a system of education that not only catered for students doing academic subjects, but also allowed for two other streams to function in tandem with core subjects such as Mathematics and English. These streams were the Pre-Technical stream, which comprised subjects such as General Drafting and Home Economics; and the Craft stream that carried subjects such as Auto Mechanics, Welding and Wood Work, facilitated by the National Examination Council (NEC). The SCS however, have also been sites of continuous policy changes by the MOE, the latest being the introduction of the Caribbean Vocational Qualification (CVQ) (Caribbean Community CARICOM Secretariat, 2007), as it attempted to grapple with the challenges of providing meaningful educational experiences for students to meet the demands of an ever changing local and global environment. This replaced some of the pre-technical and craft areas. Some SCS were converted from co-ed to single sex, and then back again to co-ed (Spence, 2010), whilst others were required to absorb special students, as in the case of Peewah High School in 2004. Above all, SCS were also all renamed, an attempt by the MOE perhaps to treat with the stigma that had been attached to this particular school type as suggested by some educators.

An important characteristic of the SCS was the way in which they were built. They followed an English design of several adjacent two and three storied buildings interspersed with large single storied ones. There were large fields located far from the administrative hub of the school. SCS contained no gymnasium or stadium, but

were constructed on vast land holdings, which suggested that there were perhaps expectations for future development as time elapsed. Outdoor courts were also part of the design, and for the first time, large volumes of sports equipment became part of the make-up of secondary schools. Consequently, the SCSs were quite distinctive from their 'more prestigious' secondary counterparts constructed in the early to middle part of the twentieth century.

There are many views regarding how and why sport developed at the SCS. These will be explored in chapter six. What was however clear, was that the onset of the SCS marked an irrevocable change in secondary school sports, by their early and sustained dominance in some sporting disciplines, especially football. Success notwithstanding, youth sport though appearing to be well tolerated in the SCS, remained a highly contentious issue at the various levels being severely affected by factors that were both internal and external to the school context. As such, I decided to look to the SCS school system to understand how and why sport developed and how it was sustained. I also wanted to glean through the eyes of these institutions, some of the dynamic school/community/national issues that continue to impact sporting provisions for youth. I do this in order to arrive at ways in which sport provision could be both enhanced to extend possibilities and pathways for youth.

CASE ONE – TAMBRAN HIGH SCHOOL (THS)

THS is located in the foothills of the Northern Range in Trinidad. The town of San Paulo in which it is located had a population of approximately sixty thousand people. The population consisted of a mixture of races that represented a variety of employment interests such as public service, manufacturing, production and agricultural sectors. Many of the main streets of San Paulo are essentially business districts which encompass stores for auto parts, hard-wares, super markets, fresh fruit and vegetable shops as well and shops for garden supplies. It is said to be one of those towns that never sleeps as it connects with several outlying areas of North Trinidad. San Paulo is very significant to Trinidad being the third city of the country, larger than the capital Port of Spain. In the latter part of the twentieth century economic opportunity brought segments of the rural population into the town because of its proximity to the country's capital. As such the town continues to be

transformed by the free movement of people in search of opportunity for upward mobility (Kirchheimer, 2012).

Sport has always been an important aspect of community life in San Paulo and as a result it has produced prominent sports persons in a variety of major sports. To date this town has produced world renowned cricketers such as world record holder Brian Lara, and the Bravo brothers. Additionally, many of our national champions in athletics, the middle and long distances in particular, hail from this geographic area. Football and netball are also well represented at the club and national levels in this region.

THS drew its student population from this demographic. It had an initial intake of approximately one thousand students in September, 1979 comprising form 4 students only, aged 14 years and above. This cohort spent two but no more than three years in the school. In those early days THS was forced to share premises with another newly opened SCS that was located a few kilometres away. By 1980 however the school was able to host students in its own location spread over several acres of land, as was the practice with the establishment of all SCS. By 1988 THS had its first intake of form one students (11 years and above), thereby converting from a two-year school to a five-year school. In 1997 form six students (aged 17 and above) were added making it a full seven-year school. All SCS were eventually made to follow in this direction by the MOE.

THS boasted many successes in sport among which was the capturing of the Secondary Schools' Intercollegiate Football Championship in 2007. Additionally, teams performed creditably in basketball, cricket and netball at the secondary level. Sport development at THS had not however been a linear and deliberate undertaking as its success may suggest. In fact, it was made clear from the outset by the principal that it was the nature of the school, its student intake and their perceived needs, combined with physical amenities and resources that dictated how sport unfolded and continued to be played out in THS, and not from any particular initiative from the MOE. Out of a student population of approximately eight hundred, a mere 60 could be considered as being seriously involved in sport at the time of data collection. Over the years the school continued sport practices through

its own internal efforts and collaborations with entities that were external to the school.

CASE TWO – PEEWAH HIGH SCHOOL (PHS)

Aruna, in which Peewah High School is located, is a small town located in west-central Trinidad. It is comprised of many small communities and villages which are occupied by a predominantly East Indian population, but interspersed by a significantly growing African population. Several schools, churches, temples, mosques and businesses are evenly scattered throughout the communities and villages. One significant landmark of this town is the temple in the sea which was built by Siewdass Sadhu in 1947. This temple is a common site of worship for Hindus and is also a well-known tourist attraction (TriniView.com Reporters, 2010).

Aruna had been a sugar producing village that expanded after the arrival of the railroad. This occurrence opened up central Trinidad to development and population movement in the middle of the twentieth century. Better access to transportation allowed the village to expand into a transportation hub in central Trinidad where it further evolved into a centre for commerce for the surrounding areas and rural communities. Aruna had seen major changes and growth due to a number of factors. These included the construction of new schools in the area, the establishment and expansion of business into the area and an increase in tourism. Major structural changes however occurred in the past few years when the main sugar producing state owned company, Caroni 1975 Ltd., was closed in 2003. The closure affected hundreds of thousands of lives as this company employed a significant percentage of the rural population of central Trinidad (TriniView.com Reporters, 2010).

Over the last two decades Aruna had been plagued by increasing crime due to unemployment, high levels of illiteracy and overall difficulty coping with the previously mentioned structural changes. As a result, a range of small businesses such as vendors of clothing, dry goods and food items; small operators of auto and appliance repair enterprises, taxi drivers and the like have materialized. Public sector employees and those involved in the manufacturing sector commute from

Aruna to their various places of employ, while former Caroni workers use lands given as part of their separation package for agricultural purposes (TriniView.com Reporters, 2015). These are the people that make up the population from which Peewah High School derived its student intake.

Like Tambran High, in 1979 Peewah High was forced to share compound with another SCS located in the southern part of Trinidad. This meant that it commenced operations in a facility that was quite a few kilometres away from the main catchment area of the student population. It did this on a shift basis. Peewah High utilised the afternoon session while the host school made use of the morning period. In February of 1980 the school finally moved into its own facility which was located on a sprawling approximately 23 acres of land in the heart of central Trinidad. It is still one of the largest school sites in T&T. Peewah High offered a broad range of curriculum subjects to form four and form five students, later adding sixth form courses. In those days teachers and students worked tirelessly to plant grass to establish the football and cricket fields that were still in existence at the time of data collection.

Peewah High always strived to establish itself as an institution that focused on the all-round development of its students. Over the years it has participated with credit and sometimes distinction in the secondary schools' drama festival, essay writing competitions, national quizzes sponsored by the oil and gas companies, public speaking competitions, secondary schools' debates, model United Nations Assemblies and the like. But it is in sport that Peewah High had really made its mark. In 1983 the school won its first cricket national secondary schools' championship, while at the same time achieving the best academic results of all SCS. By the year 2005 Peewah High became a national force in athletics, male cricket and football, and maintained creditable performances at the zonal level in girls' cricket, netball and football, and boys' basketball. It however topped off its sporting accomplishments in 2012 by winning the prestigious Intercollegiate Football Championship, which was preceded by a steady trickle of athletes

representing country at the successive CARIFTA [14] and International Games. Approximately 120 out of an approximate population of 850 students were actively involved in sport at the time of data collection.

Peewah High students seemed to have benefited from sport engagement in the dozens of sport clubs that are scattered throughout central Trinidad. Cricket in particular, being the preferred sport of the former indentured Indian labourers, and football were well diffused in central Trinidad. Hence upon entry to the school some students displayed a high degree of skill in cricket, football and athletics. In the early to mid-nineteen nineties a sports committee comprised of willing members of staff including the PE department was formed. The committee was responsible for managing the various sport teams and raising funds for the hiring of coaches to work with students mainly in cricket and football. Later coaches were used for further development in netball and basketball. Although this committee ceased to exist in the strictest sense, there was still a solid core in the school community, which included four cricket coaches, a manager of a national football team, a student football referee, a physical fitness trainer, a member of a state board, and a paid football coach among others, all facilitated by the principal who assumed responsibility for the development of sport.

CASE THREE – SAPODILLA HIGH SCHOOL (SHS)

Sapodilla High School (SHS) is located in the area that is generally called the south land. More specifically, it is in the ward of Peyton Hill, neatly tucked away in the foothills of the southern range in the nation's second city, San Fernando. The south land has been long associated with two contrasting hallmarks; the base of the country's lucrative oil and gas industries, and a concomitant neglect of development

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[14] CARIFTA is the acronym for Caribbean Free Trade Association, an entity that was founded by a number of Caribbean states in 1965. It's intention was to unite these economies and to give them a joint presence on the international scene. In 1973, CARIFTA became the Caribbean Community (CARICOM) (Caribbean Community CARICOM Secretariat, 2011), but the CARIFTA name was maintained for the running of a regional athletics and swim meet among the Caribbean regions, where its venue would change every year. Many athletes between the ages of 17 to 20 do their best to qualify for these games and represent their country.

of the area by the central government. By 1956, approximately 30% of San Fernando's labour force worked at the oil refinery with another 50% directly employed in the oil industry. By this time also San Fernando had become widely regarded as the industrial capital of T&T, with a population of approximately 60,000 comprising an even mix of races many of whom were employed in this key oil and energy centre (TriniView.com Reporters, 2007).

Sapodilla High School (SHS) opened in 1976 in the same way as Peewah and Tambran High, sharing facilities with another SCS in central Trinidad on a shift basis. Its first intake of students numbered over 1200 all of the same age range, 14 to 16 years of age (Samaroo, 2006). In those days southern Trinidad had been producing a relatively high number of sports persons that represented T&T in several sporting disciplines. Personalities such as Hasley Crawford, T&T's first Olympic Gold Medallist 100 M; Victor Ogarro, national basketball icon, and Roger Gibbon, Pan American triple gold medallist in cycling were all sons of the southern soil of Trinidad. It was hence no small wonder that just one year after the school began it had already formed teams and was competing in basketball, both male and female, football, netball and athletics. By 1980 Sapodilla High was crowned national champions in secondary schools' basketball (male). In the few years that followed many past students of Sapodilla High featured prominently in the national men's basketball squads.

As the decades progressed, Sapodilla High established itself as an institution that provided opportunities for its students to experience a wide range of co and extracurricular activities in areas such as music and drama festivals, school debates, quizzes, science fairs, mathematics Olympiads and beauty shows (Samaroo, 2006). The school however consistently continued its domination in basketball, but also performed creditably in football, cricket, athletics, badminton and netball. Like other SCS, and possibly because of infrastructural damage suffered due to earth movement (large long cracks and undulating floors were visible in buildings), Sapodilla High was targeted by the MOE for remodelling. New buildings were erected alongside existing ones, with temporary classrooms constructed on the basketball court. At the time of my visit, blocks targeted for demolition lay

abandoned, while others were in an incomplete state. The principal informed me that the MOE, for reasons that were unclear to him, had ceased paying the contractor who completely abandoned the project that commenced in 2008. As such, Sapodilla High School, winners of the national secondary schools' volleyball champions of 2013, looked a picture of complete physical disarray. Out of a population of approximately 800, an estimated 60 students were actively involved in sport at the time of data collection.

The following chapter outlines PE and sport practices within the three schools through the eyes of the school occupants namely, principals, PE teachers and students who had written the PES exit examination.

CHAPTER SIX

RESEARCH FINDINGS ONE - THE SCHOOLS

Findings of this thesis are arranged into three chapters. These chapters constitute the first stage of analysis that was based in part on my interpretations and impressions as an insider, of events as they unfolded in the field. There was no intention at that time to answer the research questions or to incorporate literature. Each chapter therefore has its own focus in the research and gives rise to particular theoretical insights.

In this first chapter I present the findings from the three case schools as a collective. Information from the principals, PE teachers and PES students will be drawn upon to give attention to youth sporting experiences at school with some overlap in the community setting. The decision to combine data from the three schools rather than presenting each as its own case, reflected the clarity and depth in relation to commentary on specific issues, which came through more resolutely when presented together. With this approach I highlight the multifaceted nature of the issues in youth sport development in the three schools as well as in the sport environment in Trinidad more broadly. Many similarities regarding youth sport development existed in the three schools. However, there were also issues that have decidedly set them apart.

Three themes were derived from the data analysis process described in chapter four. The first 'The SCS and Sport Development' gives an overview of the commencement of the SCS and how sport became established as a practice in the SCS. Other factors that influenced sport in some way are also highlighted. The second 'The SCS Sport Participant' highlights the lived experiences of the SCS students as sport participants addressing factors that inhibited and or contributed to sport engagement. 'PE in the SCS' examines the extent to which PE supported sport engagement given its current state and status in the SCS. The chapter ends with a summary of all the issues presented.

THE SCS AND SPORT DEVELOPMENT

Principal Dean of Sapodilla High and Principal Jane of Tambran High shared similar views of the commencement of the SCS. Dean offered a comprehensive explanation:

> The SCS followed an English model for comprehensive education, which included vocational and academic subjects. There were large building, and fields with no gymnasium. Information about this school type was obtained through consultation, then copied and brought here. It was also around that time that government was trying to get all students to go to secondary school. The schools were part of that plan, starting with the junior secondary schools and then moving to the SCS.
>
> <div align="right">Principal Dean (SHS)</div>

A borrowed idea aimed at supporting the education drive of T&T in the 1970s accounted for the commencement of the SCS. The data additionally revealed that a combination of factors appeared to have accounted for the commencement and continuation of sport in these schools. It incorporated old practices, new approaches, principals working through their respective visions, policy at the ministerial level and teachers performing a variety of roles. Principals and teachers shared their views on overall practices.

Old Practices and New Approaches

Principals, based on their previous knowledge of the SCS, explained what they believe to be the circumstances surrounding the commencement of sport in the schools. Their views though somewhat disparate included statements that they believed to be true. Two out of the three believed to a large extent that it was the specific nature of the school, community sport provision as well as the willingness of adults of the school community that determined how sport developed. Principal Jane of Tambran High generalized that, *"low academic performers were placed in these schools; teachers found they needed to provide a wide base of extracurricular activities, and as a result football especially was the sports, which was really developed initially."* Jane further elaborated, *"Many of the students actually played sport in their community, so you find that teachers felt that there was somewhat of a base to start some kind of sport to give students something else to pursue."*

Principals and staff appeared to generally believe that the right set of factors were present in the SCS to allow some sport to take place. As stated by Jane starting with football, sport in most of the SCS began to mushroom. Principal Harry of Peewah High noted that, *"These schools don't get top academic students. If we concentrate only on academics we'll fail the students and frustrate ourselves. Principals felt they had to engage students in sport; as a Principal you come into the school, you see all this equipment/facilities; there must be some purpose for this."*

Principals and staff were also aware that there were societal and ministerial pressures regarding students' academic performance. In spite of this Harry, in somewhat of a break from tradition, immediately signalled his unwillingness to succumb to pressures from any source regarding academic performance, opting instead to facilitate students' achievement of their best potential in whatever field they were able to. This would be developed further in 'Vision of the Principal – Peewah High'. For him the presence of low academic performers was not necessarily a bad thing. When combined with the presence of equipment and facilities for PE and sport development, he believed that significant gains could be had as indicated above.

Principal Dean of Sapodilla High however, held a slightly different view regarding sport development at the SCS.

> The design of the SCS never favored sport development. In many of these schools sport was thrown aside; the fields were too far some teachers would say. I believe in T&T, two things make a school significant; these are academics and sport. Football has the ability to draw the public, and that is what happened with the SCS; football was used to assist the image of the schools.
>
> <div align="right">Principal Dean (SHS)</div>

Dean made a distinction between sport development that could perhaps hold some benefits for low academic performers, in contrast with the views of his other two colleagues, and the need for the SCS to derive some form of recognition. He believed that school status could only be achieved in one of two ways, namely, football (sport) or academics. It was this quest for status in an academically driven environment he argued, that had given rise to the commencement of a strong football culture in the SCS, as well as the other types of secondary schools as he

noted in the interview. Dean held his ground regarding the commencement of sport in the SCS in deference to the views of his two colleagues.

PE teachers also claimed to have historically played a significant role in sport development in schools through talent spotting and the sourcing of coaches, and this practice continues. PE teacher Ramchan of Peewah High identified a critical issue regarding sport development in schools. He spoke of an old practice of the existence of relationship between teachers and coaches procured by the school, and of how it had facilitated the expansion of opportunities for students. He declared, *"We are not coaches, however we can and have employed coaches, trainers, etc. that can further develop the skills when we spot it. We have facilitated that. Coaches can help build our students so that they could eventually become professionals."* Mervin from Tambran High drew attention to the contribution he had more recently made in relation to opportunities for girls. He reflected that, *"I got involved with girls' football when I came here. I am a football coach. The boys had their coaches but the girls had nothing; since I started with them they've improved; we do better in competitions."*

Anna of Tambran High spoke more generally about recognising and trying to encourage interest and ability in sport over the years she had taught. She acknowledged that as a PE teacher she was fortunate for the opportunity to see students as they interacted with sport in the PE environment. She explained that,

> All of our sporting children; we see them in the PE class, and once I see the 'sport' in them we encourage them, show them avenues; a primary school teacher spoke of Avril in terms of netball. But when she came to this school I saw her other potential. I took her to trials and she won [the Shot Putt event]. She went to nationals and she won her age group. I then took her to the field coach of Able Athletics Club and I said, 'I have a child for you'. I organized to get her to her first training session.
>
> (T1) Anna (THS)

Anna's efforts did not stop with talent spotting. She also arranged for the identified student to have the necessary exposure to and support for her sport of choice. To Anna's credit Avril represented T&T in the shot put and discus at international events.

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Possibly based on the belief that sporting engagement could lead to a sense of worth and fulfillment for disadvantaged students, PE teachers at the SCS became involved in sport development in varying degrees. As a result of this ethos however, a link began to emerge between low academic performers and sport, much in the same way as low academic performers and the SCS. Principal Jane of Tambran High recounted.

> A lot of these guys who many times could not string a sentence together, excelled in sport. They came to school to play sport. The practice was if you're not working well, go join the football team; hence after the football season is over, it is either they are just walking around the school or they drop out.
> <div align="right">Principal Jane (THS)</div>

Although other sports began to develop concurrently, it was football that was positioned as a social tool in the SCS. As outlined by the principal above it was used as a temporary holding bay for athletically gifted but recalcitrant young males, giving to them a sense of status and worth that they possibly did not have before. Some may have complained that fields were far from the schools as reinforced by the principal Dean of Sapodilla High, but others within the school community found ways to allow sport to thrive, albeit in football in the initial stages. Apart from what football could allegedly do for the image of the SCS, there also emerged an altruistic approach to sport development. Adults appeared to believe it to be an act of goodwill to engage students of low socio-economic backgrounds in sport. Against this backdrop sport in the SCS arose and continued to be built on talent identification for elite development practiced by PE teachers, with unwavering support coming from the principal in office.

The Vision of the Principal

The three case study principals confessed that upon appointment to the SCS they developed a vision of what they hoped to achieve during their tenure. As outlined in chapter one, principals have tremendous responsibilities and wielded a significant amount of power over their respective schools. Very little can take place within their schools without their expressed permission. Consequently, it was her/his drive, interpretation of and interaction with policy, and use of available or

procured resources that determined the status of sport in the SCS[15]. Principal Jane of Tambran High rehearsed her approach to move sport forward in her school. She explained that, *"The school is part of the community, and sport is an opportunity for us to partner with the community. We work with the Sport Company of Trinidad and Tobago (SPORTT); they use our school as one of their bases for community programmes."* Jane's vision for sport in Tambran High was thus comprised of existing internal arrangements coupled with collusions that involved external entities.

Harry of Peewah High had an all-encompassing vision. One of his main goals was the restoration of lost ground in cricket in particular, which he achieved shortly after his appointment. His approach to sport development appeared to be a bit more strategic, as the data will later reveal. He believed that:

> Sport is an extremely important part of this school, because it contributes to the all-round development of students. My goal is to establish us as a premiere all round school where we could win everything! One of my goals when I first came here was to get back at the top level of cricket and this year we achieved that.
>
> <div align="right">Principal Harry (PHS)</div>

Principal Dean of Sapodilla High also had high hopes for his school. He declared that, *"My vision for this school is to make it a school of choice and yes, sport is a part of it in relation to students being able to achieve whatever they are able to. Some of them might be able to move forward utilising sport as a career."* The connection between the low scoring SCS student and their perceived ability in sport was once again made.

The goals of these three principals included the development of sport to whatever extent it could be made possible. Whether it was in concert with the community, or deepening and diffusing efforts at school sport development, or making a variety of sporting options more available, they were committed to sport flourishing in their

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[15] Principals of government schools received budgetary allowances ranging from TT$750,000 to $1.5 million (US$125,000.00 – 250,000.00) annually. SCS by virtue of size of physical plant and staffs would fall in the highest bracket of these allowances (Government of the Republic of Trinidad and Tobago, 2013a).

schools. Articulated vision however, is not the same as attained vision as several factors determined the extent to which vision could be achieved. In the following segments I juxtapose the expressions, efforts and activities of these three principals of SCS schools that were located in different geographic regions. My aim is to bring to the fore how diverse factors irrespective of geography, could either facilitate or undermine vision especially as it related to sporting provision for youth in the SCS.

Tambran High School

Principal Jane of Tambran High operated from the premise that the school was a microcosm of the community in which it was located. As such, she adopted a more collaborative approach to sport development and continued sport engagement, an approach that revolved around the concept of school as community. She believed that this was needed to ensure that at least the elite sport students had a chance of pursuing sport in a more balanced and meaningful way after they completed schooling. Jane insisted that, *"As a principal, I am not going to understand talent alone; you have to perform [academically]."* Jane registered her refusal to be a school administrator that did not insist on academic achievement though she was aware that her students were low academic performers. She was also aware of the contest between academics and sport but believed that for students to go further in sport the two must be combined. She embarked upon a series of measures and school interventions to assist the sport participant to attain the minimum academic qualification of successful secondary schooling. Jane gave examples:

> With the policies that we have put in place a few of them [footballers] went on to sixth form; so we have them for a longer time. In fact last year there was a guy, who is now on a scholarship, and he finished form six; he wanted to drop out [his club responsibilities clashed with school attendance]. I allowed him to come to school after training whatever time that was; he got a scholarship in the end.
>
> <div align="right">Principal Jane (THS)</div>

Jane further revealed that, *"Another student dropped out to work; there was no father at home. He felt he needed to take care of his brother and mother; we helped that one also. In all instances the foreign universities wanted to see their scores from this school."* Jane believed that the school was doing what it could to help develop its students, especially those who had sport talent. Her strategies may have

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reflected a somewhat elite focus, but she appeared to be open to other arrangements that may draw more students into the sport net. She further believed that for youth sport to thrive in her school, it had to be a joint effort that involved other stakeholders. Jane reiterated that:

> The school is part of the community. We work with the SPORTT and they use our school. They advertise different disciplines and bring in coaches etc.; we have a sponsor for our football team, they give a lot of financial support. We have a very dynamic counselor in this area; he is really big on getting the youths in the community involved in sport. He uses our grounds for football and basketball.
>
> <div align="right">Principal Jane (THS)</div>

In addition to collaborating with various stakeholders Jane also displayed the altruistic quality that partially accounted for sport development in the SCS in the early days. She insisted that keeping the students for a longer period of time provided a sanctuary especially for the elite sport student. Educators at all levels have argued that the SCS student simply needed a bit more time to fulfill what his counterparts in the so called prestige schools fulfilled within the given five years of secondary schooling. This principal seemed to have facilitated this need through her own creative interventions. It appeared as she had affirmed Tambran High as a site for policy generation in her relational approach to sport development and continuity.

Peewah High School

Despite the difficulties of operating within what he believed to be the never-ending policy incursions of the MOE (discussed in 'The Weight of Policy'), from the outset Principal Harry saw the SCS and their low academic performers as an opportunity to do something unique.

> The school is so large it should be easy to do well both academically and in sport; we try to cater for everyone. Why can't we have 11 good footballers, 11 good cricketers, 20 good academic students, 10 good netballers, and things like that? Or, why should we have only one good cricket team; one cricket team is just 11 students. These schools were never built to compete with the so called prestige schools, so scholarships cannot be our main focus.
>
> <div align="right">Principal Harry (PHS)</div>

Principal Harry made it clear that he intended to do all that he could to allow students of his school to flourish in whatever area, including sport. Though not openly stated,

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his was an approach that reflected the concept of broad based participation working in tandem with elite development. Additionally, he appeared unperturbed by societal pressures exerted upon schools to excel academically. Not only was he required to defend his position, which often ran contrary to popular educational practices as he confessed in the interview, but Harry believed that PE could aid in this regard and backed up his beliefs with action. For example Ramchan, his most senior PE teacher and the purchasing officer[16] confirmed that, *"Whatever we request [sport equipment etc.] we usually get. The administration is very supportive of sport and PE in this school."*

To aid progress towards his vision for sport, Harry used his initiative and influence to procure vital resources for his school. Once again the altruism that aided the commencement of sport development at the SCS became evident. This single action of Principal Harry highlighted below, resulted in the employment of a struggling past student, who was coincidentally a qualified fitness trainer, being added to his staff. Harry declared that:

> I saw an opportunity for an On the Job Trainee [OJT], Reno in PE, because with three PE teachers and so many students, I know that the teachers could do with some assistance. He does more than he's supposed to do, and he made the difference to us in winning the national championship [in football] this year. I know the placement officer for OJT. I called her up and told her, send Reno here!
>
> <div align="right">Principal Harry (PHS)</div>

I could not say with any certainty how so many like-minded persons such as coaches, a football referee, a qualified fitness trainer, a sport manager and a member of a state board could have all been assembled at the same institution (see Chapter five). What was unmistakable however, was that their expertise and access to resources were harnessed by Harry to set Peewah High at the very top of secondary schools' football with other sports to follow, if the trend continued. I regard his actions as operating above the limitations of policy. He may have been constrained

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[16] The purchasing officer liaises with sport goods stores for the purpose of sourcing, costing and purchasing PE equipment for the department. He also keeps records which are audited at least twice a year.

by the presence of only three PE teachers, and the fact that low academic performers were sent to his school. Yet in spite of this, Harry creatively crafted an environment that allowed for more students to access more sport.

Sapodilla High School

By contrast, upon entry into the southern school approximately three years ago Principal Dean of Sapodilla High found himself in an unusual position. The school was one of many that was targeted for rebuild by the MOE and as such appeared to be in a state of complete disarray as previously described (see Chapter five – 'Prelude to the Findings'). In keeping with his vision for sport and his new appointment as Regional Director of Athletics he set about creating avenues for students of his school to experience more sport. Dean explained that:

> I fixed the field when I came. We have cricket and football coaches; I am trying to get an athletic coach, but that is difficult. I am the coordinator for athletics in Greenland [the educational district within which Sapodilla High falls]. I can see Greenland having an area like here where we can do athletic training; the idea is to extend the age [of participation]; entice them. Volleyball has been doing well and I encourage that. We do not have use of the basketball court; temporary classes have been built on it.
>
> <div align="right">Principal Dean (SHS)</div>

Dean believed that there was a direct link between use of the field and sport development. He hence paid immediate attention to field refurbishment upon appointment to and arrival at Sapodilla High. He also seemed to be aware of the link between student induction into valuable sporting experiences, and sport development. However, for all of his good intentions, Dean seemed not to have the desired cooperation from his PE teachers to achieve his vision for sport at his school, to the point where he believed that sport at the school was at a decline. He attributed this to several factors such as the pervasive culture of the SCS and the perceived inertia of the PE teachers. Dean explained that:

> Whatever cultural tradition that was built up in sport [in this school] was never really strong, so sport is on the decline. The kind of culture that I want in this school is one where students will want to come in and participate. Right now it is toxic and 'lackadaisical."
>
> <div align="right">Principal Dean (SHS)</div>

He further believed that:

> It must start in PE. The PE teachers are supposed to take them out there, enthuse them; but that is not happening. A certain amount of laziness has stepped into the role of PE teachers; it is very difficult to get the PE teachers to utilize the field. I have been constantly upgrading the field and they still do not utilize the field."
>
> <div align="right">Principal Dean (SHS)</div>

Principal Dean linked the culture of the school to the performance and attitude of the PE teachers at his school, and vice versa. He immediately identified and expressed an expectation of his staff that will be further explored in the following segment on 'The role of the PE teacher'. To strengthen his argument about the need for the use of the field to aid in the development of sport, Dean made a very insightful comparison. He believed that in terms of sport development the church/boards schools held a distinct advantage over the SCS. Some may argue that his comparison was harsh as the student intake from the church/board schools was comprised of high academic performers whose family occupy the higher socioeconomic ranks of the society and as such have access to all kinds of resources. But there seemed to be some merit in his argument. Dean contended that:

> The problem with the SCS is that there is no succession that allows for the maintenance of a culture. In the church/board schools, the culture is maintained because of their hiring process; they hand pick their principals and teachers. In the SCS anybody could come in and change the culture; and that is what is affecting these schools, the inability to maintain a positive culture.
>
> <div align="right">Principal Dean (SHS)</div>

He further argued that, *"In the church/board schools the fields are always in use. Every lunch time there is activity on the field; inter-class or inter house. The church schools are getting more of their students involved in sport, more so than the SCS."* Dean confessed to attending a board/church school and was moreover, in favour of several of their practices, especially those that revolved around the procurement of staff and their strong tradition of succession planning. It is possible that Principal Dean's new role as coordinator of athletics in his educational district and his accompanying fervor may be accounting for and adding to his frustration of not getting athletics 'up and running'. He additionally lamented the absence of strong leadership in the SCS, which he believed was needed to create and maintain the right environment for sport development. Dean explained that:

> Everything needs a champion to run with the thing; to motivate and move children takes a lot; they've [students] gotten accustomed to the culture here, so they get very lazy also. The problem with the SCS is that when that champion goes, things fall apart. In the church schools there is succession planning.
>
> <div align="right">Principal Dean (SHS)</div>

Building a strong culture was at the heart of how Dean planned to transform sport at Sapodilla High. Though he was clearly unable to influence procedures for staffing the SCS, he believed that he knew the way forward. However, whilst he contemplated this, Dean also grappled with conflict that was occasioned by changes in policy, which seemed to have undermined the achievement of his vision for sport. These will be discussed in the segment below.

The Weight of Policy

The data revealed that the principals of all of the case study schools have interpreted, interacted with, formulated and implemented policy to allow sport to develop in their respective SCS. Principal Jane of Tambran High in concert with school and community stakeholders formulated and implemented policy to ensure the survival of sport. This included policies for use of the school for sport development in collaboration with SPORTT, reconfigured guidelines for school attendance for elite athletes, and the development of criteria for sports students accessing a repeat year in the school (discussed below). At Peewah High Principal Harry used his influence to procure a formidable array of human resources, more recently a qualified fitness instructor, to aid in the development of sport. In spite of this at least one principal underscored the ways in which he believed some of MOE's policies seemed to be negatively impacting sport development and overall sport interest for students in the SCS.

Principal Harry of Peewah High appeared to be aware of policy influence on sport development, more so than his other two colleagues. Though Jane commented more generally that students were opting to spend time on technological devices instead of participating in sport (also discussed below), and Dean was critical of MOE's policy for hiring teachers, it was Harry who emphasised that some of the MOE's initiatives were potentially hampering sport development efforts at the SCS. For

example, MOE's distribution of free laptops[17] to all form one students upon entry into secondary school was believed by Harry to be one of those factors that undermined sport in schools. Harry observed and complained that in his school many students were no longer playing organised games at lunchtimes, preferring instead to spend time on their newly acquired laptops. A lunchtime practice in his school was the lending of sport equipment to students who would either engage in free play or potentially develop skills for sport engagement. This was supervised by the PE department. Harry noted a decrease in student participation in these lunch time activities because students preferred to play games on their laptops.

Harry further lamented MOE's policy regarding PE teacher quota, no more than three per secondary school, a situation which caused him to hire an OJT to assist with PE and sport (see also *'PE in the SCS'* below). Harry viewed this policy on PE teacher quota as one of those factors that was working against more students benefitting from the sport rich PES. Whilst the MOE may have been perceived to be implementing measures that were working against sport development, it had coincidentally, aware of the remit and shortage of the PE teachers, made provisions for schools to acquire coaches to aid in the development of sport. Circular Memorandum #71 November, 2006, *'Guidelines for the Recruitment of Coaches in Schools'* (See chapter two and Appendix H) was introduced into schools in 2007 to assist in that regard[18].

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[17] The laptop initiative is a pillar of the eConnect and Learn (eCAL) Programme. The primary objective of the programme is to 'leverage the potential of Information and Communication Technology (ICT) to significantly enhance the T&T education system through the provision of laptop computers to secondary school students' (Ministry of Education Trinidad and Tobago, 2010, p. 1).

[18] Circular memoranda are dispatched to schools to update them with current developments, or to correct or address emerging issues within government and government assisted schools. Under the Education Act of 1966, all circular memoranda issued by the MOE via the Chief Education Officer become legal and binding upon entry into schools (Government of the Republic of Trinidad and Tobago, 2013a).

Policy Confusion

The above circular memorandum seemed to have given rise to different interpretations. Principal Harry of Peewah High appeared to have interpreted the policy document to the extent where he believed coaching expertise could reside within the school community, inclusive of PE teachers. Applying the spirit of the policy, which was to procure coaches to assist with the development of sport at his school, Harry recruited and paid four qualified cricket coaches [19] who were coincidentally members of his staff: a Social Studies teacher (Level 11 coach), two safety officers and a maintenance worker (Level 1 coaches). For reasons that I could not explain, Principal Dean of Sapodilla High seemed to have arrived at somewhat of a split interpretation of this particular policy. On the one hand his interpretation excluded two members of his PE department from performing the role of paid coaches (it was not made known to me whether or not they were suitably qualified in cricket and netball respectively), whilst on the other he seemed to be veering towards his preferred option for developing athletics, the PE teacher originally from Cuba now resident in Trinidad.

The curriculum division of physical education and sport seemed to have arrived at yet another interpretation of the policy document. Based on the questions that were asked of me by my immediate supervisor (prior to doctoral studies), it was clear that the curriculum division believed that this expertise should perhaps come from outside of the school community, and in particular, not from within the schools' PE department. It is possible that the curriculum division and Principal Dean of Sapodilla High had certain expectations of PE teachers, having the awareness that PE teachers had traditionally assisted with sport coaching for free. This practice was still evident in two of the three SCS, outlined below by Principal Harry and PE teacher Ramchan of Peewah High in the segment, 'The Role of the PE Teacher',

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[19] I was personally asked by my immediate supervisor and PES officer in curriculum development to verify the qualifications of these officers, which I did with the Cricket Development Officer of the Trinidad and Tobago Cricket Board, a trainer of cricket coaches.

and above by PE teacher Mervin of Tambran High, 'Old Practices and New Approaches'.

Whilst sport at Peewah High appeared to be benefitting from the provisions enshrined in Circular Memorandum #71, the issue of sport development at Sapodilla High seemed to be contentious at best. On the one hand the MOE who felt that the qualifications of the Cuban jumps coach were sufficient to hire him as a PE Teacher 111 (the highest teaching grade at secondary school), now cited an apparent conflict of interest by its unwillingness to sanction payments for athletic coaching done by him after school hours. The remaining two PE teachers appeared to be withholding their coaching services, opting instead to enforce MOE policy of payment for coaching done after school hours. Principal Dean affirmed that teachers' interpretation of and unmet expectations in regard to this particular policy seemed to be at the heart of teacher function / withdrawal at his school. He was of the view that the addition to his staff of a qualified jumps coach (high, long and triple jump) from Cuba would auger well for the development of athletics in his school as well as the educational district over which he had control. This however was not to be. The principal lamented that:

> Because he is a teacher in this school, MOE does not want to make [sanction] him a coach, which I find ridiculous. I'd rather pay him than to pay someone else, which is what they want me to do. So he's not helping this school. He's at Taps [a church/board school], he is their [paid] fitness coach. It's as if he's a traitor.
>
> <div align="right">Principal Dean (SHS)</div>

Dean encountered a similar situation with the other two members of his three-member PE department (two males and one female). In the other two instances the related sport disciplines were cricket and netball respectively. He further reported that:

> He's [the other male PE teacher] not staying on evenings to help [with cricket]; he doesn't help so I got a cricket coach and paid him. He says why I am not paying him; he withdraws. It is becoming like that. The female PE teacher, when I ask what is wrong with netball, it's the same. A student came here on transfer, she said she came to play netball but there is no netball. I approached the teacher and she is speaking about payments.
>
> <div align="right">Principal Dean (SHS)</div>

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Dean seemed to have empathized with his teachers, though appearing to be hankering over unmet expectations of his PE teachers. He never the less confessed somewhat cynically that:

> I am starting to understand the concerns of the PE teachers and times have changed; to be teaching in school all day and then to coach in the evening; and I have no problems paying; but that is where it is going. It has to do with time and payment.
>
> <div align="right">Principal Dean (SHS)</div>

Dean believed that in all three instances, their withdrawal that he read as lack of initiative and enthusiasm was severely affecting possibilities for further sport development at Sapodilla High. Though he vocalised agreement with the coaching policy arrangement, at the time of data collection, he had not offered to pay for the services of the female PE teacher for netball coaching, nor did he reverse his decision to pay an external coach instead of or in addition to the other male PE teacher for cricket coaching. Dean had reserved the right to decide to pay (or not) for services, some of which he apparently believed should be *pro bono*. In this instance, the vision of Principal Dean regarding sport development at his school was thwarted; squeezed out by the limitations of the physical environment (new and old abandoned buildings, some temporarily but randomly located and preventing the development of sport facilities), and PE teachers' (mis) adherence to the policy, Circular Memorandum #71, *Guidelines for the Recruitment of coaches in Schools*.

Policy, Sport Engagement and Academic Achievement

The SCS were enmeshed in an environment that highly regarded academic achievement. The fact that the schools were comprised of low academic performers did not in any way diminish the pressure exerted to score high in examinations. Moreover, students who participated in sport in the reconfigured SCS were expected to fulfill the requirements for successful completion of secondary schooling by attaining a full certificate, that is, a minimum of five Caribbean Examination Council's (CXC) passes in subjects of their choice, (established in law) just as their counterparts in the church/board schools. The drive towards academic achievement that commenced in the primary school outlined in chapter one, continued to dictate the pace for students in the SCS. Principal Jane of Tambran High emphasized that,

"As principal, I'm not going to understand talent alone; you have to perform [academically]; our policy on repeating[20] [form five - the level that students write exit examinations] to play football is, they [students] have to get X subjects if they want to play football. You're not coming to school to play football; it [Tambran High] is not a football school."

Principal Dean of Sapodilla High seemed to be a bit more sympathetic when he stated, *"People still expect these students to get five (5) CXC passes, because they believe that this is what success is".* Keno of Peewah High, aware of these expectations, was convinced that, *"I had to stop playing [football] because I realised I had a lot of work to do, because CXC examinations were near".* Principals Jane and Dean's comments have brought the students' dilemma to the fore. Students were forced to respond to these expectations that were placed on them by both school and the society at large. The data revealed that some students ceased their sporting engagement as examinations drew near, with a great likelihood to never recommit to sport as they did prior to examinations.

Principals may believe that sport engagement should be tempered with academic achievement, but for the SCS student it was often one or the other. The principal of Tambran High particularly felt compelled to maintain a measure of parity with other schools that were comprised of high academic achievers. The other two principals were aware of ministerial and societal pressures exerted on their students to perform well at the schools' exit examinations, but have not made it the most important component of their respective visions. Though they were so inclined, it did little to

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[20] Repeating – used to describe the act of a student, having failed or not satisfactorily passed CSEC subjects in his/her first attempts, gaining the benefit (not a right) to rewrite all or some of the CXC CSEC exit examinations to move toward acquiring a full certificate, i.e. passes in five subjects which includes Mathematics, English Language and a Science subject. Fees incurred from this benefit are paid by the state. It is hence a hotly contested commodity in the SCS where there is a high likelihood that many students may not at the first attempt, gain the full certificate. Students who participate in sport are often the primary beneficiaries of this benefit, with principals having the last say on who actually benefits from this MOE policy.

diminish the constant conflict that existed between sport engagement and academic achievement for the SCS sport student.

Contributors to Continued Sport Engagement

All three schools developed policy to support students' sporting endeavours. The adopted policies e.g. attending school after morning training (at Tambran High) were geared towards assisting students to balance their sport life and academic pursuits. In situations where family support was absent the school played a vital role. Support for student sporting engagement at Tambran High was also evident at the community level. This occurred largely as a result of the principal's collaborations with community stakeholders as outlined in 'Vision of the Principal – Tambran High School'. However, whilst this was taking place, teachers were also called upon to give financial and parental support. Anna, PE teacher of Tambran High reported that:

> Avril endured many hardships. She lived in Hillside, came to school here, and trained a fair distance from where she lived. Avril did not have parental support, but she had her coach and her teachers, and we formed network of support for her. Sometimes I would give her money; sometimes Mervin would drop her, make sure that she gets to training; I started to go to meets with Avril because her mother was never there.
>
> (T1) Anna (THS)

Both Anna and Mervin, teachers at Tambran High had gone beyond the call of duty to ensure that Avril had a chance to pursue sport. Apart from the Principal's own initiatives, teachers had, without being prompted in any way, rallied around this elite athlete to ensure her sporting future.

In the case of Peewah High, the principal assembled pertinent resources to assist with sport development. With the presence of a cadre of sport professionals as part of the staff and student population, Peewah High was able to support the formation and development of age specific teams in football and cricket; for example, under 14, under 16, seniors, championship etc. Other sports that were well supported in Peewah High were netball, badminton, table tennis and athletics. A vibrant past pupils' presence encouraged by the principal also aided in the support and the development of sport at the school.

Principal Dean of Sapodilla High supported sport for students. Though policy incursion, for e.g. the rebuild/transformation of the school, and the fallout from Circular Memorandum #71, affected how much he could accomplish especially in the area of athletics, he remained committed. He confirmed that volleyball and football players and enthusiasts were secure.

Apart from what the schools were able to implement to assist with students' sport engagement other factors impacted upon their decisions to participate and remain involved in sport. Support in many forms seemed to be the key determinant of continued sport engagement. Anna, teacher of Tambran High confirmed that:

> Parental support, financial assistance, as well as commute distance; these determine students' continued sport engagement; if you have the activities in the community, the students don't have to go far. In the case of football and cricket, the support might be there; also sometimes it's according to the sport; some sports appear to be better supported than others.
>
> (T1) Anna (THS)

Various individuals acting as mentors provided the impetus for individual students' sporting aspirations. Will of Peewah High appeared somewhat unique in being supported by both parent and officials from his football club. He proclaimed that, *"My mother is my biggest source of support. She is responsible for me reaching this far in football."* The support of both officials and parent allowed him to move through two elements of sport. He was both a player and a qualified FIFA referee. He explained how this occurred:

> I was always 'running lines' [officiating] for my club at a very young age; the club officials decided to send me to do [football] refereeing. I passed the test and got my FIFA refereeing license. Now I am a qualified referee. I get paid to do games.
>
> (S2) Will (PHS)

In this example, mentors at the club level encouraged and even facilitated the efforts of Will. He confessed to being quite fulfilled because of his additional responsibilities through which he earned much needed income.

Victor, also a student of Peewah High was one of the few students of secondary age who was paid a stipend by his club to play cricket at the highest club level. In addition to the support that he received from his mother, Victor also had a 'cushion'

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from his club that assisted with his everyday expenses. He beamed that *"I am currently playing at the premiership level. My mother supports me all the way; my club also provides a lot of the finances. I get money every season."*

Sporting heroes such as world record holder in cricket Brian Lara, have aided in developing youth sport at the community level. Though he no longer resided in the community in which Tambran High is located, students of the school were beneficiaries of provision that gave inspiration to youth. Ken reported that:

> In my community, we have a recreation ground that Brian Lara developed. The councillor for the area ensures we have football and cricket and other sports. Many youths in our area want to be like Lara and the Bravo brothers. The community is continuing to be more and more involved in sport. We are the only community that has a lawn tennis court.
>
> <u>(S1) Ken (THS)</u>

Based on Ken's comments it appeared that the combination of the efforts of sport stars community leaders/mentors and the availability of many options impacted not only students from Tambran High, but youth from that particular community in general.

Students seemed to be encouraged to continue sport when there was a potential for rewards. They appeared convinced that lifestyles of some of the national sport stars, images of which they were bombarded with, could be attained. In some instances, as in cricket for example, students expressed a desire to remain in sport for the sake of sport involvement. However for the most part, the SCS student saw sport as a way out of their existing conditions and into a life of plenty. As such, they persisted. Victor of Peewah High was an example of that drive towards the glamourous lifestyle. Victor declared that, *"I really love cricket. I enjoy myself when I'm playing and that is the most important thing. I saw Brian Lara playing and I believe that I could achieve in the same way as he did."* Victor maintained his love for cricket though he was paid a stipend by his club to play. He claimed to have been captivated by the image of a successful Brian Lara, and that this had buoyed his sense of self belief.

The sport of cricket seemed to have led the way in terms of how students' sporting aspirations could be financially supported after leaving school. Brian and Ramesh,

students of Peewah High were deeply involved in club cricket. Brian explained that, *"There is always somebody that is willing to sponsor a cricket competition; take responsibility. People in the community support these"*. Additionally, Ramesh affirmed that, *"There are many cricket [board] competitions and festivals all over the place ... evening to night [day/night]. There is 10/10, and after that there will be the 20/20. There are many prizes to be won also."*

The data revealed that the issue of financial and other rewards that can be gained from a profession in sport kept students centred on their respective goals. Lew, a student at Sapodilla High felt that, *"Sport can hold a bright future for youth. It can take them out of poverty and bring them into a better place. You can earn a salary,"* while Mona (at the same school) believed that, *"If you do well in sport in school, you can get a scholarship; so it helps with your future. I see myself not really playing sport, but working with teams as a physiotherapist."* Kerry of Tambran High, a budding professional footballer, contended that:

> In the next five years or so I see myself playing football away [abroad]. Sport is a big money-making thing. Sports like cricket, football, and basketball are money-making things. Sports could get you a job in the security forces in T&T. If young people really take sports seriously, some of us could make it real big.
>
> (S2) Kerry (THS)

Anna, PE teacher of Tambran High, who acted on Avril's behalf because of the absence of parental involvement, confessed that:

> Many times Avril wanted to drop out but she had a picture of a house with a swimming pool stuck on her wall that she looked at all the time. If anyone speaks to Avril now she will say that that is what she looks at up to today.
>
> (T1) Anna (THS)

Evidently for SCS students, many of whom came from homes with financial problems, the prospect of gaining meaningful employment and fulfillment through one form of sport or the other, was a tangible possibility. Lew, Ramesh, Mona, Kerry and Avril were as such representative of the enduring quality of the sport student from the SCS, who believed that their options might be limited in the event that they do not attain a full certificate as, according to the principals, *"Low*

academic performers were sent to the SCS, but were still expected to unrealistically obtain a full certificate upon completion of their secondary school life."

SCS sport students often transfer in and out of sporting disciplines because participation in one appeared to be potentially more beneficial than the other. Anna PE teacher at Tambran High, who was also very active in sport at the community level, identified the practice of students moving and negotiating their way in and out of different sports based on what opportunities they perceived to be obtainable. She gave an example: *"Some [students] move from sport to sport until they settle on one, or they drop out. I know a student who moved from netball to basketball and is now on a basketball scholarship; she felt basketball was more supportive of her sport goals, and she saw where she could be rewarded for her efforts".* Her views were not only relevant to students of Tambran High, but her movement through other jurisdictions suggested this to be one of the trends that existed in the youth sporting context in Trinidad.

Whilst some students underscored the potential for financial reward as a motivating factor, those who were already being rewarded felt deeply encouraged to continue sport. Denny (of Sapodilla High), still in school but already a starter in the national volleyball team; Victor (of Peewah High), paid a stipend by his club to play cricket; and Will (also of Peewah High), a qualified FIFA referee earning an income from refereeing football matches, all felt fulfilled because of their income earning ability. Denny for instance, described life as a national volleyball player. He quietly but confidently stated that, *"At my level it gets easier. I am playing on the national team now. Before it was difficult, I had to pay for everything, but not now."*

Students also gave their views on additional things that kept them motivated. The more established players for example, inspired Kerry of Tambran High. He stated that, *"The older players [community stars], influenced me to play football. Sometimes they would come out and 'take a sweat' with us; they really encourage me."* Joel from the same school confessed that the many successes of his club, as well as his coach who acted as his mentor, inspired him from an early age. He claimed that, *"I started to play football at the age of 11. I still play football for the*

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same club and we have reached very far. We've travelled to many different countries. My coach encourages me a lot."

So far the data has painted a picture of uncertainty mixed with few prospects for students who were desirous of engaging in sport after they have left school. While some support and opportunities might be available they did not sufficiently outweigh the negative factors that students have and will be forced to grapple with after they leave the school environment, which seemed to act as somewhat of a sanctuary for their sporting endeavours. The question that thus remained was what kept the youth involved in sport despite the many negatives factors that existed in their sporting environment.

Several factors clearly combined to aid students' continued sport engagement. Summarising the many statements made by the students, it became evident that there were many important determinants for continued sporting engagement. The data suggested that students' determination, desire, their self-management skills, and choices made assisted and underpinned their efforts to continue sport. In an environment that contained negative practices, attractive distractions, competing interests and opportunities to make life changing decisions, many students opted to retain and even intensify their respective levels of sport engagement.

Many of the SCS sport students interviewed reported increased levels of zeal and made projections regarding their future in sport. Additionally, as was the case with Brian of Peewah High, others showed great resolve in the face of adversity. He maintained that:

> No one supports me. I have to work part time to support myself; but I believe that I could make a living from cricket and that is why I continue. Many things come to challenge you, to see how good you are, what you are made of. Some people have stopped, but not me.
>
> <u>(S5) Brian (PHS)</u>

PE teacher Anna shared some of the intimate details of Avril's strivings. She revealed that, *"Avril [16yrs old at the time] was living with a middle aged man while attending school to assist her mother, who never supported her, to pay her rent. She had to press through that to reach where she is today."*

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Amidst negative factors several sport students of the SCS have signaled a desire to remain involved in sport. They have identified love, enjoyment, a sense of self-fulfillment and the potential for reward as the main reasons for sustaining their future sporting engagement. Though there were challenges, desire and determination continued to fuel their efforts. Ramesh of Peewah High was firm in his resolve. He stated, *"Sometimes I get discouraged by what goes on in cricket, the favouritism and things like that; but cricket has done too much for me as a person; there is no way I could stop playing, there is nothing to replace that feeling."* Will also of Peewah High stated: *"I had some bad experiences with coaches in football, but I was able to overcome that and I am a referee now, so it doesn't matter anymore, I really love football and will not stop being involved in one way or other."* The words of Ken of Tambran High summarised the sentiments of many of the students interviewed. He emphasised that, *"I became a sportsman because I love sport. In the next five years I see myself still playing volleyball and reaching very far in it, because I love sport."*

Role of the PE Teacher

As indicated above, PE teachers believed that they had a role to play in sport development and that they were indeed fulfilling that role. However, in addition to teaching PE, talent spotting and coaching sport among others, in all three schools the vision of the principal for sport seemed to be intertwined with their expectations and perceptions of the PE teachers' role. This role was deemed an important determinant of sport development. Although this role was not always clearly defined, principals believed they knew when these roles were not being satisfactorily performed. Jane of Tambran High for example, registered her dissatisfaction commenting that, *"More could be done in the field events like the javelin, lower down [in the lower school] to enthuse these students; wider exposure to the different disciplines, instead of focusing on the football, cricket, netball and basketball."* In this particular school the principal's view of PE teachers' efficacy was connected to their overutilization of the multi-purpose hall, and an apparent overemphasis on some of the more common sports.

Principal Dean of Sapodilla High shared the same view as his colleague Jane on use of the multipurpose hall. For him however, the condition at his school seemed to be worse. He claimed to have worked tirelessly to repair the damage done to the field on account of the construction work, but his PE teachers appeared to be indifferent to his efforts. He complained that:

> There seems to be this misinformation that the multi-purpose hall is the only place to have [PE] practical activities. The hall must be equally shared; they [PE teachers] behave as it's theirs. I see javelin and shot putt done in a little space outside of the hall and not on the field. I want to see cricket, football and athletics taking place on the field. I renovated the field and it is not happening; it's a sad thing for me and in my view, negatively impacting sport in this school, except for football.
>
> <div align="right">Principal Dean (SHS)</div>

Dean was clearly distraught over PE teachers' refusal to use the field to aid in sport development. He insisted that:

> PE can be used to encourage sport. The issue is to engage the students. Students are not interested; not just in sport, but in many subjects. Once we can get them engaged through PE we can get them into sports, but it is not being done. Teachers here do too much classroom work. I see teachers giving the students badminton racquets and shuttles, but there is no teaching; so to me it's a matter of leadership.
>
> <div align="right">Principal Dean (SHS)</div>

This particular interview was frequently interrupted by Dean's tirades that were centred on PE teacher efficacy and their overall refusal to display what he deemed 'leadership' qualities. Though Dean conceded that the SCS student had lost interest in most things, his other two colleagues Jane and Harry along with him, believed that there was a greater role for PE teachers to play in terms of sport development. While Principal Dean of Sapodilla High complained about his PE teachers, they conversely maintained that they were doing all that they could to ensure sporting provisions for their charges. During their interview, the focus group with PE teachers of Sapodilla High, they described measures that included exposing students to a wide range of sport skills, spotting talent for further development, and assisting with the procurement of coaches as needed. It was however interesting to note that at Peewah High where Harry 'approved' of his PE teachers' approaches to curriculum delivery, sport seemed to be thriving. Here the link between teachers'

actions and enhanced sport provisions and sport development seemed to be a bit more evident. Harry of Peewah High reported that:

> I've noticed that the PE department uses their lunch times and after school to set up badminton nets, table tennis boards and netball poles in the hall; a lot of students who may not have had the opportunity to do so get involved and that spurs them on to stay back in the afternoon, continue practicing, join a club. Teachers doing a little extra; it's definitely helping.
>
> <div align="right">Principal Harry (PHS)</div>

The way in which teachers gave of their time and engaged with students was apparently having a favourable effect on students' sport engagement and sport development at Peewah High. PE teacher Ramchan pointed out that:

> We play *with* the students; I think that is important. In this way we bond with them; they respond better to us, try to please us. So far from what we've started, I have been able to get a number of students to join badminton and table tennis clubs, and they are doing well there.
>
> <div align="right">(T1) Ramchan (PHS)</div>

In terms of provisions PE teachers at Peewah High have looked to some of the less popular sports and seemed to be reaping rewards for their efforts, as confirmed by the principal.

THE SCS SPORT PARTICIPANT

Many factors impacted upon students' decisions to participate and remain involved in sport. The data pointed to both negative and positive influences which were often interwoven one with the other. I discuss both sides in an attempt to highlight the complex circumstances that students navigated their way through if they desired to participate and remain involved in sport. Information from all of the school participants is presented, however the voices of the PES students of the respective classes, many of whom were dedicated sport participants, are highlighted in order to draw attention to the status of youth sport development in Trinidad.

Inhibitors to Continued Sport Engagement

Notwithstanding the seemingly positive environment created for sport in two of the three schools, PE teachers identified factors that they believed were generally working against students' sport engagement. The data revealed that community provision had not been properly targeted in many instances. Moreover, provision

tended to focus only on a few sports, and often times sport programmes that were available were not suited to the sport participant who had just left school. The teachers and students of Tambran High had first-hand experiences of these occurrences. Gwen pointed to a preferential rather than a strategic approach to providing sporting opportunities. She complained that, *"The people who are in charge of sport, if they were netballers or swimmers; you would see a thrust towards netball or swimming, no real balance."* She further argued that, *"Those sports that are called 'fringe sports' are allowing themselves to be called fringe because they are not going into the community and making themselves visible."* For Gwen this lack of visibility of some NGBs meant an absence of other sporting options in the community. Anna, teacher of Tambran High, also reported on the discord that was evident in the way in which sport occurred in the community saying that:

> Football fields designed for use by the community youths are used by other organizations such as the police. There are good facilities in some areas, but no programs to get or to keep the youth involved. The 'Hoop of Life' [basketball programme] is not reaching the people that it is supposed to. For the youth who played basketball in secondary school, he cannot be absorbed in that programme because the guys who are playing there are seasoned [grown] men.
>
> <div align="right">(T1) Anna (THS)</div>

The police were present on community fields as sport participants because of an apparent absence of sport coaches. In other instances, initiatives by the Ministry of Sport (e.g. Hoop of Life[21]) that were present in communities were not created with the sport school leaver in mind. Additionally, Tina, student of Tambran High, who wanted to continue playing netball, found that those facilities did not exist in her

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[21] 'Hoop of Life' is a basketball project designed to bring 'Hope for Life' and generally provide opportunities for advancement toward a positive sustainable future for young people between the age group of 16 to 35 in so-called "at risk" communities. It is a collaborative effort among several government and non-governmental organisations. 'Hoop of Life' was launched on Wednesday 17th October, 2012 with more than 60 teams having registered with a total of 720 players. Competitions in 2012 took place in 12 communities around the country, paying a weekly stipend of $250 to participants over a six month period (Ministry of Sport Trinidad and Tobago, 2012).

community. She lamented that, *"My community mostly does football and cricket. We do not have anything for other sports."*

Raj, PE teacher of Sapodilla High claimed that facilities for only certain sports were available in his community. During the focus group interview Raj highlighted, using the story of a student he knew, how lack of community facilities ended the sporting prospects of a student who played field hockey. He claimed that, *'In many instances there is either a lack of facilities or an inability to access them. If students are not involved in football or cricket, they have problems of access in the other sporting disciplines."*

There seemed to be no connection between the school sports and community sport provision. For example, Tina of Tambran High referred to above, was introduced to netball in the PE class in form one, while Peter of Peewah High was exposed to badminton also in form one. During the years that followed they both developed a fondness for their respective sport and played in school whenever the opportunity presented itself, often with the assistance and supervision of their PE teachers. They felt they finally found a sport that suited them. At fourth form they elected to do PES as one of their exit examinations. It hence became necessary for them to deepen their knowledge and refine their skills in their sport of choice in preparation for external moderation by subject examiners.

Though Peter of Peewah High and Tina of Tambran High had both developed a love for their sport of choice, they were also aware that there were no facilities in their respective communities to continue sport participation in those two areas. Peter confessed that, *"Basketball, cricket and football are the main things in my community, there isn't anything else,"* with Tina making a similar report above. PE teachers may have claimed to be giving a wide variety of sporting experiences to students at school, however when students were about to leave school they were already aware that provision for continuing these sporting activities were non-existent in their respective communities.

Amidst the disconnection between school sport practices and community sport, other factors that were external to the school environment were also determining

students' ability to continue their sport life. Mervin, PE teacher of Tambran High spoke from his own experiences. He lamented that, *"NGBs are not opening up and allowing youths to get involved. They do not give information nor do they reveal opportunities in sport. There is no encouragement for youth participation."* Based on Mervin's report youth were neither encouraged to function at the organisational level of institutions, nor were they made aware of opportunities to pursue other interests, such as officiating and coaching in sport.

Sport at the institutional level seemed to be ordered and funded in a preferential and hierarchical manner. This relegated some sports to the status of 'fringe' as indicated by Gwen above, with cricket and football being the most visible because of their ability to attract funding. It was therefore evident that exposures and experiences in some of the less popular sports during school life were just that; experiences that were confined to the school environment, a point that was unearthed from the interrogation of the participants. Some organised team sports (football and cricket in particular) may possess the likelihood for survival beyond secondary school, but some of the 'fringe sport' though offered in the PE setting for the most part, lived and died in the school setting.

Participants identified dissonance between initiatives stemming respectively from the MOS and the MOE. There appeared to be an absence of collaborations nationally and/or locally, which worked against the sport student who wanted to continue their sport engagement after school life. PE teacher Diana of Sapodilla High argued that:

> The MOS and the MOE are not seeing things the same way. They are not seeing how students could have a sporting future. They both have separate agendas… They are not giving children options other than academics, if you can't make it academically, then you are not good enough.
>
> <div align="right">(T1) Diana (SHS)</div>

Diana's sentiments seemed to have struck at one of the core problems with sport in Trinidad. She believed that sport had the potential to gain greater significance to students and the society at large. However there appeared to be no shared vision regarding sport by the entities that were responsible for youth sport. Instead there seemed to be an absence of political will that had apparently become submerged in the pervasive environment of T&T, which focused on academic achievement.

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Based on the accounts of the participants, conflict and discord between those that were supposed to deliver sport to youth seemed to be a frequent occurrence. Principal Dean of Sapodilla High commented on this propensity toward discord. He related that, *"The field needed fixing. I asked the MOS, they said no because they will get in trouble with the MOE's facilities company. MOE's facilities company said yes, but there were problems there also, so nothing further has happened."* It was therefore difficult for him to see how the best interests of sport students could be served in this environment.

Disparity in funding for different sports also affected how much the sport student could do in pursuit of his/her sport goals. Karl for example, an aspiring cyclist and student from Sapodilla High, was unhappy with the distance of his commute for training. He confessed to not having trained for months because of this. Karl stated that, *"Some sports get more funding than others. We still do not have a proper cycle track in South, so I have to go far to train and that could be very hard sometimes."* Karl highlighted the existence of an apparent hierarchy of sporting NGBs, which became an issue when the time came to allocate funding, a point already underscored by Gwen of Tambran High.

Principal Dean of Sapodilla High believed that the corporate sector did not look favourably on assisting with sport in the SCS. He believed that corporate enterprises appeared to have aligned themselves with top academic performing schools. Hence apart from the gridlock produced by the dysfunctional relationship between the MOS and the MOE, he was also buffeted by corporate enterprises in his community in his attempts at sport development at his school. He claimed that:

> The corporate people do not help much; the NGOs and the other organisations that could significantly help, help schools where they believe they will get better recognition. So the schools that have [church/board schools], get more than the schools that do not have [meaning the SCS].
> <div align="right">Principal Dean (SHS)</div>

According to this principal, help for school sport development may be obtainable, but often it may not be accessible to the SCS but rather to the more prestigious church/board schools. Once again the perceptions that surround the SCS, a site for low academic performers who had little likelihood of succeeding, seemed to have

preceded them. Organisations preferred to be aligned with schools that mirrored success that would enhance their image, as highlighted by Principal Dean.

The SCS sport participant not only faced an absence of community provision, but he/she also grappled with negative institutional practices. Ramesh, student of Peewah High complained that:

> There is a lot of bribery and favoritism in cricket. You could be training hard and showing promise; someone passes a bribe and you don't get selected. Coaches and managers are getting/taking money, and the ones with the talent have to sit on the bench. Also, if selectors do not like you, that is it [the end] for you.
>
> <div align="right">(S1) Ramesh (PHS)</div>

Negative institutional practices, such as favouritism and the inability to capture the attention of selectors were not only evident in the sport of cricket. Whilst Ramesh complained about his experience in cricket, Ramon the PE teacher born in Cuba who functioned as a specialist athletic coach for selected athletes claimed that:

> They do not recognize the upcoming athlete, even if he places second; he is not given assistance to truly develop. He is only seen at the baseline, and not as how he could potentially be. You are not shining, so they don't care about you; you are pushed aside. Some athletes need a little more than others and this is not considered.
>
> <div align="right">(T3) Ramon (SHS)</div>

Ramon identified an apparent flaw in the sporting arrangement of Trinidad, which was the tendency to focus primarily on the elite performers. It was a practice that he believed to be working against the aspiring athlete and wider participation. Ramon recognized the issue of not giving time for those who developed at different rates as connected to this systemic defect.

Principal Harry of Peewah High believed that too many negatives had become synonymous with governments' approach to youth sport development in T&T. He claimed that:

> The government really has no vision for youth sport development. Things are done too haphazardly, in a reactive way. If there was a vision things would have started from the primary school just as Maths and English. Too much money is wasted on some programmes…, and a lot of corruption; so provision are not reaching youth.
>
> <div align="right">Principal Harry (PHS)</div>

Reactive responses e.g. erecting swimming pools because of the Olympic success of a national swimmer; the absence of checks and balances for proposed initiatives resulting in wastage and corruption, and a continued practice of resourcing primarily at the elite level, were all features of sport in Trinidad. According to Harry, it was not the most efficient use of resources and as such youth were not benefitting from the current arrangement of sport.

Students' perceptions of careers in PES also acted as a potential inhibitor to continue sport engagement. Whilst some SCS students may have believed that a financially rewarding future could be had through sport, others seemed less convinced. In the segment below I highlight the response of this particular student of Sapodilla High. I felt it was important to position the responses of this student as it related to the sentiments of the majority of students interviewed.

Nigel was a transfer student from a church/board. He was accepted into Sapodilla High and into the PES class to repeat form five, but more importantly, to augment the school's championship football team's prospects in national competitions. This is/was a common practice among secondary schools, (called 'player importation[22]', supported by the MOE) that fiercely competed for top honours in the secondary schools football competitions. He therefore was not a 'pure' SCS student and as such thought and even behaved, as I observed, differently from the rest. Possibly because of the degree of uncertainty that he perceive to be existing within the sport environment, Nigel exercised the right to explore other options though he loved sport. He surmised that:

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[22] Player importation is practiced by many secondary schools for which success in sport has great significance. It is done especially in cricket and football. A student from another school may be recruited to play sport for another school. The flow is two way; from church/board schools to other secondary schools and vice versa.

> If you know you are getting a good job in sport with a fixed salary that you can live comfortably, it would be profitable. But if you stayed in sports and you are struggling, it is better to have another option. For some people they choose the better way [another option], rather than the hard way, even though they really love sport.

<div align="right">(S4) Nigel (SHS)</div>

In the case of this student, a keen footballer, he reserved the right to exercise choice by ensuring that he had options outside of sport. This was due largely to what he perceived within the sport environment in T&T. Whilst the SCS sport students had not articulated career options outside of sport, Nigel had obviously processed information and was positioning himself accordingly. It was also interesting to note that he dubbed continued sporting engagement as a potential livelihood, *'the hard way'*. Though he used different words his views were aligned with Principal Harry, and PE Teacher Ramchan of Tambran High who stated, *"I don't think there is sufficient to encourage and support youth to remain in sport, though there is the possibility that they can achieve and live a fruitful and glamorous life."* Evidently, perceptions of careers and opportunities in sport, were also determining students' choices to remain involved in sport.

Ramchan of Peewah High further shared that lack of basic amenities was one of the main reasons why the SCS child was forced to discontinue sporting engagement, especially after leaving school. He maintained that, *"The number one thing that stops the SCS students is poverty; lack of finances. So they have to work. If they have the financial support they could go on without having to work; they could pursue their sport life."* Lack of finances appeared to be a common occurrence within the population of the SCS student making the likelihood of continuing sport after leaving school quite slim.

Ramchan and Burton of Peewah High underscored school practices that were both deliberate and subtle, but which discouraged existing and potential student sport participants. Burton for example, cautioned against a common practice in the PE practical class. He explained that, *"Sometimes the way we teach, those who can't play well are demotivated. They're not winning. If you're not winning, then why play? The bottom line seems to be winning; so we send messages. In game situations*

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we play for points. It's the nature of it; there are winners and losers." Ramchan spoke specifically about what some schools were actually practicing in order to keep their elite performers in school for a longer period of time. He pointed out that:

> Some secondary schools use [abuse] their sport students. They allow them to repeat, and enrol them in the 'A' level Caribbean Advance Proficiency Examination (CAPE) programs that they are not qualified for, when their [institutions'] focus is only on sport. What happens then to students' academics; they don't really care about that.
>
> <div align="right">(T1) Ramchan (PHS)</div>

Whilst altruism may have been evident in the way in which sport developed in the initial stages at the SCS (as identified above in Tambran High), the desire to win transformed practices. The data further revealed that there were a number of practices, in and out of school, that were potentially injurious to sport participants. These included students being encouraged to miss classes to represent school if competitions were held during school hours, over training leading to injury, or training that resulted in students getting insufficient sleep and being unable to function in school as a result. Lilly witnessed this first hand at Peewah High. She shared that, *"I go to the stadium [in central Trinidad] at nights to exercise and I see students from our school still waiting on their coaches to arrive. In school the next day they are unable to function; they fall asleep on themselves in class."* Teachers believed that these practices led to disenchantment and eventual withdrawal from sport as many students feared completing school without the basic academic qualification.

PE teacher Burton of Peewah High commented on the absence of mentors as he reflected on his own experiences. He held that, *"Students leave school and they lose their mentors; nobody to push them, give good advice. Mentorship is a very important thing, because parents do not always see the value of sport."* Observations of Ramchan and Burton of Peewah High may seem unrelated, but they however both addressed the issue of support, financial and otherwise. Burton dealt specifically with the role played by mentors, that of intermediaries, to ensure that students were able to continue participation after school, especially if parents were not on board, as was often the case with the SCS student as they pointed out.

The lack of motivation and the ability to remain focused seemed to be affecting SCS students' involvement in sport. Anna, PE teacher of Tambran High noted that, *"Students are not staying motivated. Recently there were three girls who were members of the national under 16 netball team."* Perhaps thinking that the opportunity to perform national service in this way should be a significant motivator to students, Anna commented, *"Only one of them is still around; two of them have since dropped out because of pregnancy."* Staying motivated and not succumbing to distractions and poor choices were also challenges of the SCS sport participant. Principal Jane and the PE teacher of Tambran High lamented the choices, such as stated above, that some of their students were making. She stated that:

> In the past students were more interested in sports unlike nowadays… there are many distractions like television, the Internet, cell phones, relationships. Before students wanted to go outside and play, but now they want to be on Facebook, with the cell phones etc.
> <div align="right">Principal Jane (THS)</div>

At the end of school life students were faced with the realities of adult life and must make life choices. Principal Harry of Peewah High argued that, *"There are insufficient opportunities for students after they leave school to make a livelihood out of sport. Earning a living becomes more important, football or any other sport isn't providing him with the money to sustain himself and his family."* Past sport students were thus forced to make decisions regarding their own and sometimes their family's survival. Lilly, PE teacher of Peewah High agreed with Mervin of Tambran High stating that, "*In a lot of instances the avenues [for continued sport engagement], apart from the participant role, are not well known."* As such the recent sport participant school leaver seemed to be without options for on-going participation.

PE, SPORT AND THE SCS

As outlined in chapter one, PE at the secondary school level in T&T is layered. It is made up of two distinct subjects, namely Health and Physical Education (HPE) – for all students in forms one through three, ages 11 to 14 in the lower school; and the Caribbean Secondary Examination Certificate in PES (PES), one of many school exit examinations – selected students forms four & five, ages 15 to 18 in the upper

school – (see Figure 3, Chapter one). PE therefore is the generic expression used for convenience.

Part of my scrutiny of HPE was centred on understanding the extent to which it (PE) was connected to sport development in the school setting. As stated in chapter one, the National Curriculum (NC) which is comprised of eight core subjects of which the new HPE was one, was introduced into schools in 2008, with PES being introduced in 2003. PE teachers in the SCS had to engage with these two curriculum documents at varying intervals of their teaching careers, and could speak to their respective value as they related to sport development.

Notably, the data revealed that there was little or no connection between PE and sport. It did not appear to be a precursor to sport nor did it aid the efforts of those already involved in sport. The data further highlighted ways in which structural deficiencies including an absence of PE readiness because of the lack of primary school PE, the nature of HPE, misperceptions and low subject status, and time tabling arrangements have all worked against the potential for PE to resource sport in the SCS setting. Participants from the three schools gave their views in regard to the issue of the connection between PE (lower school HPE and upper school PES) and sport.

Few students of the SCS intake had previous PE and sport knowledge and experience from the primary level. The students who displayed competence in sport during PE classes in the SCS were believed to have acquired their skill through club community efforts. Apart from that, the vast majority of students lacked the readiness for upper school PES and sport. Gwen, PE teacher of Tambran High contended that:

> In primary school students were made to concentrate more on the SEA [primary school exit examination], so there was no room for PE & sports. When they come to the secondary school some of them do not want to do PE; they can't catch a ball; they can't jump and land properly. In form one, we have to go way back because as they get older, the skills are harder to acquire.
> (T3) Gwen (THS)

Anna also lamented the lack of physical literacy displayed by the SCS student, which appeared to become more severe as they grew older. She claimed that, *"In*

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the beginning I had to let students [11+] know what PE was about. They think it's 'play'. Then they get to form five [16yrs+] you have to actually teach them [in preparation for the PES]; they are not sport inclined, they have no coordination, nothing."

Lilly of Peewah High drew attention to yet another disadvantage of students who did not benefit from PE in the primary school. Whilst Gwen and Anna of Tambran High identified a series of physiological limitations associated with the primary school intake, Lilly believed that the mental fortitude for sport was absent in successive SCS intakes. More than that, she believed this to be a factor that had implications for how and what she taught. Lilly claimed that, *"Students have reservation about their own skill level coming from the primary school. They see others performing well and feel intimidated; it affects them psychologically, so we do the best we can"*

The teachers described the new SCS students as having difficulties with performing physical tasks in the PE practical setting. Teachers believed that students displayed diminished confidence in the movement environment and an overall absence of fundamental movement skills. These ultimately affected and even determined what teachers believed they were able to deliver regarding PE and sport experiences.

The sport development that took place at the school was perceived by principals to have little or no connection to HPE or PES, the PE subjects (see Chapter one). Principal Dean of Sapodilla High explained that, *"It [sport] had nothing to do with PE. These are what we call failing schools in an inequitable environment with unrealistic expectations placed on students to succeed. Schools like these therefore may believe that sport is another way to showcase success."* As indicated above, this sentiment was also shared by the Principal Jane of Tambran High. Any connection between PE and sport was hence strongly refuted by two of the three principals, preferring instead the initial suggestions of sport development occurring because of the SCS's quest for success of some kind, and as part of a humanitarian approach to dealing with low academic performers.

By contrast, Harry, principal of Peewah High believed that such a link existed, albeit not in the most overt manner. He argued that, *"A lot of the students come in with the raw talent, with no formal training or reason why they do something. The PE program shows them the science behind the sport."* Like Harry, Anna of Tambran High also claimed to see the link between PE and sport. She perceived that, *"through PE students can become involved in sport. I have introduced a wide range of sporting activities, but students seem less inclined toward sport."* Whatever the strength of this link, it did not however smoothly progress and grow into sport provisions, sport development or continued sport engagement for students. Apart from the students who had already invested in sport and understood its language, PE seemed not to be speaking in any significant way to students' willingness to become involved in sport. Low interest levels amidst negative practices previously mentioned may be accounting for this.

Whilst teachers were perhaps aware of the connection between PE and sport in the broad sense, they felt limited in what they could achieve in sport through HPE in particular. They affirmed that both the nature of the school intake, and lower school HPE restricted what they could offer students. Mervin of Tambran High registered his disenchantment with the way in which the HPE was organized. He contended that, *"I came to secondary school from primary with enthusiasm to do a lot of practical. However, when I got here I found I had to do a lot of theory. I had to teach students to pass an exam at the end of form three."* Ramchan of Peewah High expanded on Mervin's response. He however believed the problem with the HPE to be more acute than outlined by his counterpart from the North. He revealed that:

> It is a real problem trying to teach the children things they are not ready for. When they come to us literacy and numeracy are very poor; they have few movement skills; then we bombard them with a PE curriculum that is heavily loaded with theory, the practical suffers because they get de-motivated when they see all this theory; they withdraw, lose interest.
>
> (T1) Ramchan (PHS)

Ramchan's response reinforced Mervin's negative perceptions of HPE as related to the SCS student. Ramchan reported problems such as deficiencies in literacy and numeracy, and believed this problem to be particularly severe because his school was located in central Trinidad (Central records the highest level of illiteracy in

T&T). Although their emphases were different, they both acknowledged that there was a mismatch between students' physical and academic abilities, and the requirements of the HPE curriculum. Ramon of Sapodilla High further alluded to structural problems with the HPE. He was convinced that, *"There is no interconnection between PE and other subject disciplines; there is no way for students to transfer what they learn in theory into the practical domain. They do not get a broad view of all that sport is."*

The teachers also noted several problems connected to the delivery of the HPE curriculum. They made the connection between the absence of primary school PE and the current sport readiness level of successive intakes of the SCS. They deduced that low academic performers from the primary schools were now low academic performers in the SCS, who had to cope with the same challenge of meeting academic requirements albeit in a new school arrangement. Hence two dilemmas faced both teachers and students; meeting the requirements of an academically driven education environment, of which HPE as a subject area was part, and the absence of basic motor skills to perform PE practical activities and to potentially aid sport development. Teachers further believed that the current version of the subject reflected a disconnection between PE and sport giving rise to an incomplete view of sport as a domain. In agreement with the Principal of Peewah High teachers believed that these low scoring students, some of whom were perceived to be gifted in sport, should be the beneficiaries of a more sport enhanced version of PE that can aid present sport development and future sport engagement. They claimed this not to be the case at the time.

Several negative perceptions seemed to be associated with PE in the SCS. As already reported, PE was perceived to be 'play' by new students coming to the SCS. Principal Jane of Tambran High insisted that, *"Too much takes place in the hall; you need to have these children running up and down the place."* For Jane, *running up and down the place,* meant that real PE was taking place. She perceived that nothing significant regarding PE and sport could occur in such a restricted area. Conversely, PE teachers believed that the subject was not well supported and regarded, and that this attitude was a direct result of government's position or lack of one on the issue

of sport development, a position that was reflected at a national level. Mervin of Tambran High confirmed that:

> There are teachers who tell students. "You're not doing PE; you're doing Science". It is a cultural thing; our government and the society in reference to PE and sport…; is not something that people focus on much. It's play to them, so they don't see the importance of it for the development of the person or for sport.
>
> <div align="right">(T2) Mervin (THS)</div>

Anna of the same school held a similar view. She commented that, *"Students are guided by their parents. Parents still don't understand what PE is about. Many students in the Science classes want to do PES, but if they make the choice with the teachers and parents they will choose Science; not PES."*

Based on the experiences of Mervin and Anna it was apparent that many aspects of the prevailing culture have influenced students' perceptions and decisions regarding PE and sport. They both felt that the indifferent attitude displayed by the government toward PE and sport was diffused into all the ranks of the society. The focus on academic performance penetrated even the SCS that were comprised of low academic performers. Teachers also dealt with negative attitudes towards their choice of vocation, another reflection of a societal orientation towards PE and sport. Raj of Sapodilla High lamented that, *"The goal of this school is to get scholarships in mathematics and science. The focus is never on PE. It's not a big thing; people laugh at you when they hear that you're teaching PE"*. Burton of Peewah High recounted that, *"People were shocked when I told them that I was teaching PE, to them it was beneath me and what I could have achieved."* Teachers across the three jurisdictions reported similar experiences.

Further negative attitudes towards PE were underscored by Ramon and Diana of Sapodilla High. Diana recalled departmental meetings (PE was placed in the science department in all three schools) where, *"they discussed everything else and then they would ask about PE. They don't really take us on. I don't feel that we belong there."* Ramon also observed certain practices in his school. He noted that, *"PE is looked upon as something that is small, and the rest of the subjects are bigger/better than us. A student can miss a PE class, or they do not bring their text*

book and it is no problem." The collective sentiments of the teachers reflected a societal condition that challenged everything they believed in. Practices at the school level appeared to be dismissive at best with perceived indifference at the societal level. Teachers moreover confessed to having difficulties remaining motivated in such a negatively charged environment in order to continue the delivery of PE to their students.

Timetabling practices within the SCS were believed to be contributing to the unfavourable image of PE. PE teachers felt that the creation of the PES as one of the many exit examinations at the secondary level would aid the overall image of PE. However the presence of this sport rich variant appeared to have neither aided the flailing fortunes of PE in particular, nor sport in the broad sense. Anna commented that, *"PES is not well clustered[23]. Students have to choose between it and Science; it should be in the same stream. A students may want to do auto mechanic or music, but they want to do PE also, but PE does not appear in those clusters."* Anna may have believed that school practices were deliberately employed to restrict students from accessing the Caribbean Secondary Examination Certificate in PES, but the Principal of Peewah High brought clarity to the actual dilemma that was faced by principals, staff and students. The MOE was keen to introduce the PES as an exit examination in 2003 (Caribbean Examination Council, 2003). However

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[23] An example of **Subject Clustering** in the SCS
Students have **ONE** of sometimes 11 choices of columns on arriving at the fourth form level (14+ years). Students pursue these same subject disciplines until they write examinations at the end of form five (a two year programme, but in the same institution). Choices are made with parents and or advising Deans of Discipline. PES will appear in only **one** cluster because of staffing limitations.

MODERN STUDIES 1	SCIENCE 1	BUSINESS STUDIES 1
Mathematics	Mathematics	Mathematics
English Language	English Language	English Language
Social Studies	Biology	Principles of Business
Integrated Science	Chemistry	Principles of Accounts
Physical Education & Sport	Physics	Social Studies
Principle of Business	Additional Mathematics	Spanish

from that time to the point of data collection wider subject diffusion was not possible. Principal Harry of Peewah High explained that:

> It's a real pity we can't have more students doing the PES. Most schools have only two, three maximum PE teachers. The MOE will not appoint more because that is what they allocate and schools have to live with that; principals have to stay within those confines, so staffing right now only permits one form four and one form five class for PES.
>
> <div align="right">Principal Harry (PHS)</div>

Both principal and teachers were aware of the importance of the PES in so far as it related to providing additional and significantly deeper sporting interactions for students. Though the subject was created to aid the image PE, it was not well diffused into the schools' population on account of ministerial policy. Three PE teachers per SCS, each with a population of well over eight hundred students, meant that only one class could be timetabled for PES. According to Harry, this was an arrangement that in essence debarred many more students from accessing and benefitting from PES. Alternative pathways and possibilities in sport therefore remained hidden from the vast majority of students.

In sum, several factors seemed to have encroached upon the possibility for PE to deliver more sport to students. Notwithstanding the introduction of HPE and the PES, PE continued to struggle for status in an academically driven environment; its ability to connect to and enhance sport, appearing to be virtually lost.

CHAPTER SUMMARY

This chapter examined the sport development context in Trinidad through the eyes of three similar school types located in geographically distinct areas. It was revealed that in the early days, sport emerged out of the combination of a set of unique circumstances namely, a coming together of low academic performers into institutions that were filled with equipment and facilities potentially for the development of sport. Altruistic adults placed in this environment believed that sport would serve a dual purpose: provide relegated students opportunities for self-expression and success, while at the same time giving a much needed boost to the image of the institutions. Although the three schools shared similar challenges having had the same set of past and present policy influences, differences existed

within their modes of operations regarding sport development. Ultimately however, sport development at the SCS appeared to be in constant conflict with academic achievement.

A number of intertwined but powerful factors impacted upon students' choices to maintain sporting engagement. Amidst positive and negative factors some students have persevered due largely to intrinsic and extrinsic motivation, and a great deal of determination. Youth sport development in Trinidad seemed to be immersed in an environment that was characterized by negative institutional practices, insufficient support at the community level, and a high degree of dysfunction and discord in community provision coupled with significant wastage and allegations of corruption.

PE in the SCS was perceived to have little or no connection to sport development in the SCS. In particular, the presence of the sport rich PES as an exit examination had neither aided the floundering fortunes of PE in the broad sense, nor sport in particular. At all three school sites PE and sport were believed to be low on government's agenda and as a corollary, did not occupy a place of pride in the societal context. Successive intakes of SCS students had no significant previous sporting knowledge and experience because of the absence of primary school PE. They therefore lacked the physical literacy to sufficiently appreciate and pursue sport.

Ultimately what took place at the schools in the name of sport was shaped by policy and interpretations of it in specific contexts. While policy originated from above (from the MOE), for the most part sport provision and experiences were determined by policy implemented on the ground by former and current principals. The data further revealed how vision for sport development could supersede (Peewah High School), dovetail with (Tambran High School), or succumb to (Sapodilla High School) policy influences. The principals' perceived abilities or lack thereof, do not however diminish the huge amounts of dysfunction, dissonance and fragmentation that existed in both the youth sport context and indeed in PE in Trinidad, a situation that may not sufficiently support meaningful and rewarding youth sport engagement, enhanced provision and extended possibilities and pathways.

In the next chapter I provide a profile of the next set of participants, the professionals in the field of PES and the past sport students of the central school, Peewah High. It provides background information on the participants and outlines the interests they represent and how these were drawn upon for the study.

CHAPTER SEVEN

PROFILE OF THE PARTICIPANTS

In this chapter I introduce the second set of participants, most of whom were connected to the school system for several years. Whilst the profile of the schools in chapter five 'Prelude to the Findings' provided the context within which participants at the school level were experiencing sport, the following descriptions provide background and insights into the lives of these participants who operated outside of the school setting. I draw on their experiences that extend from school to community and the national context.

PROFESSIONALS IN THE FIELD OF PHYSICAL EDUCATION AND SPORT (PES PROF)

The compilation of participants represents several concerns in youth sport in T&T. Though availability was one of my reasons for selection of participants, I also aimed to cover a wide demographic spread in terms of age, occupations and concerns that they represented and interacted with. Participants hence wore several hats and functioned in different capacities during their life span. The selection covered officers who had functioned in teaching and administrative positions in school and community contexts, participants that functioned at different levels within National Governing Bodies and other sporting organizations, public officers who were involved at the national level of sport policy development and implementation, and past and present sport participants within a wide spread of sporting disciplines. My aim was to gather perspectives that would allow for drawing of comparisons across philosophical orientations in policy fields such as elite development and mass participation: and for examining institutional practices and lived experiences through the eyes of these participants.

PES Prof (1) Trent

I came into contact with Trent approximately eight years ago in one of the many athletic meets at the national stadium in T&T. Trent taught at all levels in the school system in Trinidad. He understood the dynamics of sport development at schools having assisted in developing athletics, hockey and cricket at the secondary school in which he taught. Upon obtaining his first degree in PE from a university in

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England and following a stint in a secondary school in T&T teaching PE, Trent was appointed to the post of director of PES in 1984. His contribution to the development of PE in T&T, his subsequent tenure as a university lecturer in PE and sport, and his work with athletics in school, community club and national bodies for sport meant that he brought useful insights into PE and youth sport policy development and implementation at all levels. Trent was retired at the time of the data collection, yet still at the forefront of sport development in his community. He also provided an immense amount of the historical context of PE and sport in T&T that had not been documented.

PES Prof (2) Carol

Carol attended the teachers' training college whilst teaching at the primary level, specialising in PE after completing two years of studies. She returned to the primary school but was eventually transferred to the secondary school that was adjacent to the one that I taught in. We became colleagues from that time to present. Possessing a master's in education with a focus on curriculum studies resulted in Carol being promoted to the position of physical education and sport officer (PESO) with direct control over the development of athletics. As a supervisor of curriculum practices in the secondary schools Carol brought perspectives on PE pedagogy, the intersection between education and sport policy, and the relationship between the MOE and the MOS.

PES Prof (3) Mary

Mary was another physical education and sport officer (master's degree in education) attached to the curriculum division of the MOE. She was one of the foundational PE teachers at Sapodilla High School whose efforts contributed significantly to it becoming a force in secondary school sport such as football, basketball and netball. Mary was one of the more recognized level one athletics coaches that was certified through the International Amateur Athletics Federation (IAAF). More than that, she was a community sport activist and maintained a healthy involvement in coaching, officiating and the overall development of athletics in T&T. Her contribution to this research drew on experiences gained at

school, community and national contexts as they relate to policy implementation within sport practices.

PES Prof (4) Alvin

Alvin taught at all levels of the schooling system in T&T, with most of his teaching centred on PE. We met at an in service retraining certificate course for selected PE teachers in 1990 and developed warm collegial relations since that time. Alvin worked as a PE facilitator particularly assisting primary school teachers with teaching PE. Attaining the master's degree in education allowed Alvin to lecture PE at teachers' college, function as a physical education and sport officer and eventually head up the PE curriculum division of MOE. Three years ago Alvin was promoted to the position of Executive Manager, Sport Development and Performance Unit of SPORTT. His job required him to be immersed in the outworking of the many objectives outlined in the Sport Policy of T&T, 2002. He hence brought a wealth of knowledge on youth sport development from different perspectives to the research. Alvin maintained his executive membership of the national secondary schools' football association, experiences from which were also drawn upon.

PES Prof (5) Persad

Persad began teaching at the primary school 1972. From primary he went on secondary school where he spent 25 years until the time of retirement. We were colleagues working together at Peewah High School until that time. Persad played cricket for many years at division one level for his southern club, later transitioning to cricket coaching. Having attained the requisite qualifications he worked tirelessly at developing community and national cricket programmes. In 1998 Persad was appointed Territorial Development Officer attached to the Trinidad and Tobago Cricket Board (TTCB) with responsibility for the development of cricket in T&T. Since that time he has travelled extensively developing and implementing programmes and training coaches across the Caribbean and other parts of the cricketing world. He is intimate with what is needed to develop sport literally from the ground up. Persad's experience across school, community and national levels

allowed him to bring significant impact to policy development and implementation within the ranks of cricket.

PES Prof (6) Slim

Slim was born and has lived in Tobago for all of his life. He had been involved in sport in one way or the other during that time. Slim taught at primary and secondary levels for close to thirty three years with direct involvement in the Curriculum Division as the Director of Sport in Tobago from 2001 to 2010. He was then promoted to the job of Policy and Research Officer for the Division of Education in the Affairs of Sport. While at primary school Slim was involved as a teacher and games coach for netball, football and basketball until moving on to the secondary level to continue in the same fashion. Additionally, he was the national men's basketball coach for three years. Although basketball was the primary sport that he coached, Slim is a certified coach in cricket, football, athletics, hockey, netball and basketball. Slim is an icon in sport in the island of Tobago making significant contribution to the sport success that the island boasted of over the years.

PES Prof (7) Ramon

Ramon was born and raised in Cuba becoming involved in sport from a tender age. At the age of 17 he decided to deepen his commitment to becoming a national athlete. He became a successful national high jumper as a result. At the peak of his career he commenced studies in chemistry, eventually switching to PE so that he could retain deeper involvement in sport. While at a Cuban university he met and married his T&T wife and migrated to Trinidad in 2005. Ramon taught PE in the participating southern SCS, Sapodilla High School. He coached long, high and triple jump to various athletes, and functioned as a fitness trainer for the football team of a southern church/board school. His experiences within the Cuban sporting system was drawn upon to allow for comparisons between what obtained in Cuba and what unfolded at school, community and national levels in Trinidad. Ramon wore two hats in the study: a PE teacher in the south participating school, and a PES professional who coached high, long and triple jump.

PES Prof (8) Lolita

Lolita was T&T's first female Olympic athlete. In 1972 at the age of 16 Lolita travelled to the Munich Olympic Games to represent T&T in the 200m. She confessed to being completely shaken by the killing of the 11 Israeli athletes and officials that took place in the Olympic village in which she stayed. Her performance hence was below expectations. Upon her return to Trinidad she obtained a scholarship to the United States where she pursued studies in physical education. During her time in the US she raised her children, competed in athletics and obtained two additional masters degrees. As she moved from place to place in the US she developed athletics wherever she lived. However her desire to contribute to youth sport in the land of her birth resulted in her return to Trinidad in 2013. She gained employment as a sport officer at the Sport Company of Trinidad and Tobago (SPORTT) with direct responsibility for national governing bodies (NGBs) for sport. Her varied perspectives on youth sport development were drawn upon, especially as she interacted directly with NGBs that functioned under the newly formulated SPORTT.

PES Prof (9) Mark

Mark was an avid sports person. He went to one of the all-boys church/board schools in the capital of Trinidad. While there he represented his school in football but confessed to it not being his primary interest as there were expectations for him to follow in the family business and become an attorney at law. After he had become established in law practice he reported that a friend introduced him to the concept of sport law. He felt that it was the opportune time to combine the two things that he loved. Mark began buying books, reading and writing articles thereby establishing himself as one of the few (self-taught) lawyers in the country that practiced law with a slant towards sport. From 2006 to the time of data collection the primary focus of his practice in law has been centred on sport. During that time Mark also worked with the Trinidad and Tobago Olympic Committee (TTOC) functioning as the executive treasurer involved with the day to day running of the TTOC. Mark worked as legal counsel for the MOS for a brief period of time becoming familiar with the development of policy for the youth sport in T&T.

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PAST SCS SPORT STUDENTS (PSS)

The following is a profile of the nine past sport students of Peewah High School in central Trinidad. These past students were selected because they were from the school where I taught. Having had a long standing relationship with them and not knowing any of the students past or present from the other two schools, I opted to use these willing and available young adults. Participants were selected from a wide range of sporting disciplines in my attempt to ascertain the extent to which institutional practices within the different disciplines and personal experiences were similar or different. Through the data collected from these nine participants, I attempted to map the pathways to sport engagement and present insights into issues that prevented or assisted sport engagement, especially after transitioning to after school life.

PSS (1) Andy

Andy (24) began playing football in primary school. He represented Peewah High in football at the highest secondary level. He was a prolific striker and goal scorer. Andy wrote FIFA referees' examination while at school at the age of 18 and subsequently switched from player to official. He was the youngest FIFA referee in T&T's elite group earning his living by officiating in scores of matches each month. Andy comes from a family that played sport both recreationally and professionally. It remained his biggest source of support.

PSS (2) Kate

Kate (24) was widely regarded as possibly one of the best athletes of Peewah High. She represented both her club, primary and secondary schools in athletics; the 400 & 800m, javelin, discus and long jump, at the national level. She used football, cricket and netball as her off season training excelling in those disciplines as well. Kate initially discontinued sport engagement because of her inability to balance the requirements of school work with training. She attempted restarting but stopped finally because of marriage and her religious beliefs. Kate's family was also involved in sport with a younger brother being selected to the national under 20 cricket team.

PSS (3) Frank

Frank (27) came from a long line of middle distance athletes. Both his parents and cousins have all been avid middle distance runners. Frank commenced competitive athletics in primary school and subsequently represented his schools and club in athletics at the highest levels. He competed creditably as well in Caribbean meets. Things however changed when he became a member of the T&T Defence Force. Although he represented this governmental institution locally, Frank ceased participating in sport because of his inability to balance the requirements of work at the T&T Defence Force, which he represented in athletics, and training. He was recently married and lived with his wife in central Trinidad.

PSS (4) Leela

Leela (27) was the twin sister of Frank. They were called the 'running twins' of Peewah High. Leela's pathway was however somewhat different from that of Frank's. After representing school and club in athletics at the highest national levels, she obtained an athletic scholarship to a university in the United States. While on scholarship Leela sustained debilitating injuries that forced her to stop running. To maintain her scholarship Leela obtained additional qualification as a level one athletic coach and functioned as the assistant coach in the athletic programme at her university. Upon completing her first degree Leela returned home and like Frank, became a member of the Defence Force. She was desirous of continuing athletic coaching in Trinidad but was still working through how this could be made possible.

PSS (5) Shama

Unlike the other past sport students Shama spent the first five years of secondary schooling at another school transferring to Peewah High to be a part of the sixth form school for advanced level studies. At the time of her arrival at Peewah High she was already a national junior champion in badminton. At the age of thirty two Shama still represented her country in badminton, and having obtained the requisite qualifications, added refereeing to her portfolio. Shama won a scholarship to Cuba

to pursue a first degree in physical education. A few years later she won a second scholarship to pursue the Master of Science, Sports Psychology, at a university in Wales. Shama worked at SPORTT as a sport psychologist (junior) and sat on the executive of the NGB for badminton. Shama came from a family that was heavily involved in sport.

PSS (6) Judy

Judy also came from a family that was heavily involved in sport. Her mother was an athlete for many years and her uncle owned the dojo (a gymnasium like facility) where she did her martial arts training. Judy became deeply involved in martial arts in primary school and felt that she would never look back from there. Judy (24) was one grade away from the black belt at the time of her school exit examinations at the advanced level. She claimed to have experienced great difficulties in maintaining her training schedule while focusing on the requirements of examinations. She discontinued training completely when she was accepted to the northern university. Judy later graduated with a first degree in Agricultural Business in addition to having a one year old daughter.

PSS (7) James

James (23) was the younger sibling of Judy. He represented his school in athletics and later in water polo. James participated in several sports but believed that with the right programme and support he could aim for an athletic scholarship to the United States. However just at the time of his peak he was forced to withdraw because of lack of parental support. Training sessions were ending much later than anticipated and his father disapproved of the time that he came home from training. Later when James finished school and began to work, he tried to reignite his athletic training. He however felt that he had fallen too far behind his contemporaries and finally ceased all sport engagement.

PSS (8) Matt

Matt (23) represented his school in cricket at the premier division, the highest level of secondary school cricket. Matt was one of the cricketers who complained bitterly

about favouritism within the ranks of cricket in T&T, and being overlooked for selection to national junior teams. This however had not discouraged him. He continued to play for his community club at the intermediate division and plans to never stop playing cricket. Matt had benefitted from strong parental support for all of his aspirations. His father aged 65 at the time of data collection still played for the same team as Matt. He was also enrolled in a trade school at the time of the interview.

PSS (9) Mario

Mario (22) was the younger brother of Matt. They both played cricket for the same school Peewah High, and club at the same time. Mario however additionally represented his school in football at the highest secondary level. Mario was both a wicket keeper and a goal keeper. His best achievement would be assisting his school's football team to win the national inter collegiate (INTERCOL) title in 2012. In spite of this achievement Mario had chosen to discontinue football and deepen his commitment to cricket. Whilst he believed that his chances for a successful career in cricket were good, he confessed to not making it a priority at that time. Instead he chose to focus on his club commitments as a wicket keeper and his new job at the National Cricket Centre in central Trinidad. Mario credited all of his success to the unwavering support of his mother (a sport photographer) and his father, an avid cricketer.

The next chapter focuses on the findings in the school and community settings in Trinidad. Discussions draw on the responses of all the participants where relevant, but they will specifically focus on the responses of the PES professionals and the past sport students of Peewah High School.

CHAPTER EIGHT

RESEARCH FINDINGS TWO –SCHOOL & COMMUNITY IN TRINIDAD

In this second findings chapter, I present results from my investigation of other sporting contexts in Trinidad. Chapter six examined sport development in the SCS school setting, and determined it to be characterised by disconnections among entities responsible for sport delivery, lack of collaboration between schools and community clubs, negative practices within organisations responsible for sport delivery resulting in limited opportunities for continued sport engagement. This second chapter however, further pursues the youth sport interface between school and community in Trinidad. To achieve this I simultaneously engage with the data collected from the nine professionals in the field of physical education and sport (PES professionals), and nine past SCS sport students of Peewah High School in central Trinidad.

The chapter opens with brief additional insights into the school sport context from the perspectives of the PES professionals. I felt I needed to add their views as seven of the nine were senior PE teachers who were deeply involved in sport development at their respective schools, of which six were SCS. Some of their views contrast somewhat with those offered in chapter six. Views of these participants also give further insight into sport development in the school setting in the general sense, highlighting practices that became the norm in secondary schools' sport context more generally.

As explained in chapter seven, the past SCS sport students had all represented their school, club and or country in their respective sport. I drew on their recent but fond memories of sport engagement as they transitioned to the world of work. Discussion addresses how and why some were able to continue their sport engagement and why others had not, and considers how their experiences at the community and national level aligned with policy positions and practices espoused by the PES professionals. I juxtapose the responses of the two set of participants to bring deeper understandings and ultimately a clearer picture of the Trinidad youth sport context. Two broad themes provide the structure for the chapter; firstly 'Youth Sport

Development in Trinidad', under which I explore the sub themes 'School Sport Development', 'The NGBs and Sport Development', 'The Model of Cricket', and 'Sport on the National Agenda'. The second theme 'Past SCS Sport Participant' has one sub theme, which is 'Support for Sport Engagement'.

SPORT DEVELOPMENT IN TRINIDAD

In this segment I present additional data on school sport development, the role of the NGBs, and sport in the national context. The data revealed that there were recent attempts through the SPORTT to address some of the shortcomings identified in youth sport development in Trinidad. I examine the role of SPORTT and the ways in which the NGBs were impacted by its presence. More than that, operations of SPORTT are explored in so far as they may relate to the notion of sport being placed on the national agenda. However before presenting the foreshadowed perspectives I look once again to this next set of participants, the PES professionals, for insights into sport development at the SCS.

School Sport Development

In seeking to deepen my understanding of how sport developed in the SCS, I asked the PES professionals some of the same questions that I asked the case study school participants, namely, the principals and PE teachers. Responses revealed both alignment and contrast with the perspectives gained in the school sites. The idea of sport for school recognition once again came to the fore, but the views of Alvin from SPORTT contradicted the information offered by Principal Dean regarding practices of the PE teachers and the onset of sport in the SCS outlined in chapter six. Alvin explained that:

> The SCS principal and staff concentrated on sport to get recognition for their school, whilst the other school types looked for academic recognition. The thrust was not PE, but sport; facilities were never developed for PE; it was expected that PE teachers would use the multipurpose hall, but they had to compete with many other activities; because whoever was involved in education planning saw sport as PE.
>
> (PES prof. 4) Alvin

Whilst Dean's contention about the development of football in the early days were aligned with Alvin's view, there was however disagreement as to the use of the

multipurpose hall. Alvin, a former PE teacher, highlighted how the expectations of the PE teacher were enmeshed in the pervasive (mis)understandings of PE and sport; that is, PE did not need much more than shared use of a multipurpose hall, and that sport was PE and vice versa. The flexibility that was expected of PE teachers then, in terms of their roles and responsibilities, was the same thirty years ago when Alvin was a teacher, as present day. They were expected to improvise to conduct PE classes as well as assist with sport development. Hence perceptions and treatment of PE and sport had seemingly not changed across two different eras; the nineteen seventies when SCS were constructed, and the time of data collection in 2013.

PES professional Trent's contribution to the debate regarding the genesis of sport in the SCS was in agreement with what Principal Dean offered. He claimed that, *"Principals generally believe that to be outstanding their school must be outstanding in some area; whether it is drama, music, sport. Many schools held their focus on sport, particularly football and cricket."* For the most part, there was significant consistency across the range of participants regarding the commencement of sport development in the SCS. Misperceptions of sport and PE however had not changed over the years.

The perspectives of the PES professionals highlighted additional issues in school sport development that transcended the boundaries of the SCS. These appeared to be current features of school sport development across Trinidad. Trent registered his disappointment claiming that:

> PE teachers bring experts into the schools to gain glory in sport, and they [coaches] just coach a few. Too many children at an early age are eliminated before they can get an opportunity to fully participate. They cater only for the quick learner, but there are many more who for several reasons, possibly parental emphasis/insistence on studies and so on, may defer or may need a different arrangement; these are neglected and very often they get frustrated, they lose interest long before they start, simply because of the kind of system we have here.
>
> (PES prof. 1) Trent

Alvin made an insightful observation as he commented on the same issue of coaches in the school setting. He maintained that, *"Coaches are not teachers; they come into schools and their focus is very narrow; they don't understand maturity, that some develop later than others; some actually develop after leaving school and*

often there is nothing to absorb them then." Alvin concurred that the introduction of coaches into the school setting had not focused on enhancing provision or expanding participation for more students to benefit from sporting engagement, but to the contrary, their presence ushered in a trend in schools' sport development where the focus was on gaining that competitive edge in team sports particularly.

Alvin's concerns about the negative aspects of coaches' presence in schools was one that continually received attention by the PE curriculum unit of the MOE, which he headed up before he was promoted to SPORTT. It was one of the main reasons behind the curriculum division assuming responsibility over many team and individual sports once they were played in the secondary schools governed by the MOE. Carol's view coincided with that of Alvin's. She emphasised that, *"NGBs must work through curriculum if they are to access the schools".* It was however a responsibility that the curriculum division was ironically unable to properly discharge because of a shortage of personnel.

Carol complained bitterly about the mismatch between the work load and salaries within the division, an issue that she believed affected sport in the school setting. She claimed that, *"It is just four of us carrying the responsibilities for sport and PES curriculum load, which is enormous. It's a very hurtful situation. They [MOE] keep telling us that things [salaries] will be rectified, but it's not. So I am not killing myself."* Carol and her other three colleagues were designated physical education and sport officers, a lower paying designation than the curriculum officers, though they subsequently became qualified for the job of curriculum officer. Prior to becoming qualified they fulfilled all the responsibilities of curriculum officer although they possessed only a first degree. All other officers in the curriculum division were dubbed curriculum officers and paid accordingly.

Four curriculum officers were deployed across the eight educational districts in T&T. In addition to the salient matters of curriculum delivery they were attempting to supervise the operations of the NGBs as they interacted with the government schools' sporting populations. Moreover, these officers were reeling from being consumed by years of policy wrangling within the MOE over their statuses. Carol further lamented that:

> PE is always at the bottom and it will take years to get the value across to people; our positions are not as yet corrected. If new officers come in they will get the designation of curriculum officers, but the old ones like the four of us..; they're reluctant to correct our positions. They seem to be waiting for us to retire. Some past officers of this PE curriculum unit have been promoted or seconded to other sporting institutions, but because of us not being regularized [changed in designation and remuneration – from physical education and sport officer to curriculum officer] they are not sending replacements; so we are overworked and understaffed.
>
> <div align="right">(PES prof. 2 Carol)</div>

Carol described a battle between themselves, the PE curriculum unit, and the MOE that had been raging for years. The staff dwindled due to promotions, (as in the case of Alvin), but no replacements were sent. Amidst this situation their workload had not diminished. The output and enthusiasm that was needed to aid in sport development was however inadvertently reduced. Carol's dilemma and that of her few colleagues was so severe, she confessed to them not being able to discharge one of the main functions of their curriculum unit (always called curriculum unit because it is part of and located in the same facility as curriculum units for other subject disciplines). They were unable to assist teachers with the HPE, which she believed could aid in the development of sport, if in her words, it (the HPE) was 'done properly'. She reported that:

> If we can get HPE going we will get more children involved in sport for longer periods of time, but right now it is not done well, and it is reflected in the marks that students get. We just handed it to teachers and we did not assist where they had problems. They don't know the HPE syllabus and they don't use it as it should to allow children to enjoy it; and we as officers, we don't have enough time, we are under stress; overworked and underpaid and demotivated; we don't get to assist the teachers who seem limited in what and how they teach; it's just four of us.
>
> <div align="right">(PES prof. 2) Carol</div>

PE and school sports seemed to be enmeshed in a series of problems. A skeletal, demotivated curriculum staff was responsible for providing clinical supervision to hundreds of PE teachers among other things, tasks they could not possibly perform. Carol explained that many of the PE teachers were not sufficiently familiar with the HPE, had no technical assistance to implement it, and their methods of delivery were limited. Carol however equated competence in HPE to marks obtained. For her, the higher the mark the more accomplished the student in HPE, solidifying the HPE's nexus to marks as noted by PE teachers in chapter six. Mary confirmed some

of the views of her curriculum colleague. She however added a key dimension that she believed to be affecting HPE and sport when she claimed that:

> Too much is done in the primary; everyone who has an idea for something, from spelling bees, mathematics marathons etc., want to do it in the primary school; hence sport and PE are choked out. So nothing [PE and sport] in the primary schools and underserved [HPE] in the secondary schools because of poor teaching. We have a good HPE programme…. Of course we 'use stuff' from other places; we do not re-invent the wheel, but it is still a good programme.
>
> <div align="right">(PES prof. 3) Mary</div>

Mary underscored the point that was similarly argued by the PE teachers in the three case schools. She reiterated that not only was the primary school a crowded curriculum space that could not accommodate PE and sport, but also that the survival of PE and sport at the secondary level was further undermined by issues that were centred on teacher efficacy. As such both Carol and Mary contend that students in forms one through three were not having the best possible outcomes from their PE experiences. Mary highlighted the practice of 'using stuff' from other jurisdictions, but she did not see this as a deterrent to the development of PE or school sports.

Notwithstanding the concerns of the PES curriculum division, coaches in secondary schools became a reality by the mid to late 1990s as outlined in chapter one. Whilst in some settings this might have been desirable, reservations were raised because of coaching practices, some of which were already highlighted by the PES professionals. The connection between success in school sports and school status intensified the drive to win coveted sport titles over the years. Schools had thus become more deliberate in their approaches to sport, hence the hiring of coaches. In such instances as outlined in chapter five, talent identification for elite development had long replaced the original lofty ideals that may have once underpinned the need for sport to be developed in schools, especially the SCS.

Recent efforts by MOS to support sport in the school setting seemed not to have resonated with the MOE. Although there had been reported failures in MOS's past attempts to support sport in schools, there seemed to have been a resurgence of the

dispatching of coaches to schools. Carol reported on these initiatives. She explained that:

> There are coaches from Cuba [attached to the MOS] but they work in different locations in Trinidad. The problem is that we cannot monitor them, so they do what they want, where and when they want. A badminton coach for example, is at the indoor facility in central Trinidad on certain days and she goes to certain schools in the community on other days. The MOS says that they are following international trends by teaching sport skills in primary school camps, and their coaches seem to be doing the same in schools, both primary and secondary. We at curriculum PE in the MOE promote teaching of fundamental skills in the primary schools; co-ordination etc; they teach sport skills.
>
> <div align="right">(PES prof. 2) Carol</div>

A lack of collaboration between the MOE and the MOS was evident in this arrangement. MOE seemed only partially aware of the operations of the coaches dispatched by the MOS, but once again insisted that they were responsible for providing oversight for what coaches did in schools as schools fell under the jurisdiction of the MOE. There was also a measure of discord between what the MOE deemed suitable pedagogical approaches to teach/coach particularly at the primary school level.

Whether from the MOS or not, coaches became a feature in secondary schools especially, inclusive of the SCS, as they pursued sport success. However as coaches became a more prevalent feature in schools, there seemed to have been a concomitant recession of the PE teacher in the role of 'sport development officer/facilitator'. According to the Carol, certain factors were perhaps accounting for this. She believed that:

> Teachers today are not like teachers of yesteryear; there is no deep commitment. Athletics for example has fallen because of this. Back then a teacher would go into the school population and scout the raw talent and work with students. Today, if there are no students who are in athletic clubs teachers are not bringing teams to track and field meets.
>
> <div align="right">(PES prof. 2) Carol</div>

Mary also, current physical education and sport officer (she reminded that their status was still PESO), and a former PE teacher of Sapodilla High School, agreed with Carol. Their comments aligned with the views expressed by Principal Dean of Sapodilla High. Mary stated that:

> Teachers are not taking initiative; they are not doing anything extra. How could you be a PE teacher and there is no sport that you love and you want to share with the students after school? During the day you teach, but it is many times after school that we look for ways to have the talent develop.
>
> <div align="right">(PES prof. 3) Mary</div>

Though she spoke disappointingly about the performance of PE teachers, she however hastened to add balance to her comments:

> The other problem is that if and when sport begins to emerge, it automatically becomes the job of the PE teacher. Is it not a school team? Must the PE teacher leave school to accompany teams every day? So some of the good ones withdraw because of those unrealistic expectations, and the respective sport falls down.
>
> <div align="right">(PES prof. 3) Mary</div>

Possibly in response to unrealistic expectations, three PES professionals, Mary, Carol and later Alvin all reported an absence of initiative and commitment displayed by PE teachers. PE teachers were also implicated for the level of PE and sport awareness that students possessed. Alvin declared that, *"Teachers have to be advocates for their subject; they must sell their subject. I am not certain that students are receiving the full benefits of the experiences they should get in PE and sport."* Once again teacher involvement was heavily linked to sport engagement/development at schools. The extent to which one impacted the other might be debatable in some circles, but PES professionals believed that the implications were clear.

Whilst there might be a role for the PE teacher to play in sport development at the school level, Alvin insisted that for sport to become truly developed there must be deliberate efforts at the national level to build capacity. He stressed that there must be attempts to develop a cadre of sport professionals among other things, to strengthen a development thrust.

> The Southern University is the one who provides our teachers for PE; but which university is producing our coaches, our athletic trainers, our sports psychologists? All those things are important related areas. In terms of managers, both universities are producing sport managers. But that is just one career; most students probably believe that out of PES you could become a PE teacher only.
>
> <div align="right">(PES prof. 4) Alvin</div>

Trent, a former university lecturer in PES, shared the same concerns regarding the most established tertiary level institution in Trinidad. He confirmed that, *"For some reason the Northern University felt that their programme was more for adults, and therefore never targeted the schools. PE was included as part of a Dip. Ed. [Diploma in Education] programme."* The contention of Alvin and Trent spoke to larger policy issues. Notwithstanding their concerns, it may well be a case of the "chicken and egg" analogy. University programmes that can generate professionals in PES were nonexistent because sport was not well developed and as such professionals were not needed. Conversely, the argument could also be that sport was not well developed because there were no professionals to underpin a development thrust. Whatever the version, it referred to a situation that Alvin in particular, frustratingly acknowledged as being well beyond his control.

Persad, a former PE teacher of Peewah High, offered a perspective that was somewhat contrary to Alvin and Trent's accounts. He claimed that there were a few programmes available at the Southern University. However, like the PE teachers of Peewah High, he believed that sport opportunities and pathways may be available at the tertiary level, but accessing them remained a problem. He argued that:

> The Ministry of Tertiary Education has a responsibility to outline these [sport related] offerings to students, in terms of courses, scholarships, and programs that are available. I have seen some of that taking place, but a lot of the info is still kept in secret.
>
> (PES prof. 5) Persad

In summary, the PES professionals believed, as evidenced by the practices and reports of PE teachers and coaches, that there was a one dimensional approach to sport development. They affirmed that any sport development thrust must be supported by efforts at capacity building and accompanying programmes from tertiary level institutions. They saw a role for teachers that included sport development and advocacy for their subject area. Professionals further lamented the narrow focus on elite development pursued by schools, to the detriment of widening of sport provision for more students. Amidst inter-ministerial conflicts between the MOE and its physical education and sport officers, perceptions of teacher inefficacy and lack of collaboration between MOE and MOS, HPE and school sport remained under supported at the secondary school level.

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The NGBs and Sport Development

It could be suggested that discussions on how provision in youth sport could be better enhanced may revolve around the function of the various governing bodies for sport, the NGBs. They interpret and interact with policy that they eventually implement. Whilst the new systems and structures of the SPORTT may have just begun to take root, the data unearthed the many problems associated with the NGBs in so far as they related to youth sport development. From the outset Alvin of the SPORTT, who had oversight of the NGBs, lamented the relationship between NGBs and schools. He stated that:

> One of my biggest peeves is the relationship between schools and the NGBs; if we're serious about youth sport development…, almost all of our youths are in schools and you would expect that type of marriage relationship or bond between the schools and the NGBs, but this is not the case. Cricket has a good relationship and schools really get support and service from that NGB; volleyball as well to a lesser extent, hence the reason why we are doing much better in cricket because of that relationship.
>
> <u>(PES prof. 4) Alvin</u>

Andy, past SCS sport student of Peewah High, held the same view as Alvin. He contended that, *"TTFF (T&T Football Federation - NGB) needs to go into schools; I wrote the FIFA exam while in school, other students could too. I'm currently the youngest referee in the T&T elite group. Schools are where you find all the youths."* Andy confessed that his becoming a FIFA referee had nothing to do with an initiative from the NGB for football, but rather it was mentors in his own football club that were responsible for what he had achieved.

From the participants' perspective not only were the NGBs almost invisible in schools, but they seemed to foster discord between themselves and the schools. Alvin explained that, *"There is always a rift or a tug-of-war between clubs and school. Coaches are actually encouraging students not to participate in sport for their school, but only for their respective club."* A territorial mentality was evident in the way in which coaches particularly in athletics interacted with student athletes. Alvin described this as a failure in the way in which sport was ordered in Trinidad. He further affirmed that, *"The coaches in this country accentuate skill; they don't look for an athlete or for someone who can actually be made fit for sport."* Hence

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club coaches, as obtained in schools, chiefly followed the route of talent identification for elite development.

Whilst schools may have made efforts to provide opportunities for wider student sport participation, as in the cases of Peewah and Tambran High, this was not the case with sport clubs. Their thinking appeared to be aligned with the philosophy of their respective NGBs. Competition seemed to be endemic within and amongst the NGBs, especially among those that were 'less recognized', not having the same measure of success as some of the others. Mark, a sport lawyer, reported that, *"There is huge competition for funding with the more popular sports like cricket, football and maybe athletics getting more attention, more of the lion's share. The other sports tend to suffer."* As such, some sporting disciplines seemed to struggle with perceptions of insignificance owing to a shortage of 'podium' success.

Funding, which seemed to be allocated based on visibility and performance, added to the pressures that some NGBs had undergone. A significant amount of funding came from the central government, making sport significantly intertwined with politics. The influence of politics on sport in Trinidad was demonstrated in a variety of ways. Mark explained that:

> Sport is very dependent financially on the government; it is not autonomous; there is always that political element. It really doesn't matter who [which government] is in charge; if the government changes, there is a project that was started; the new government changes it; not necessarily because they have a better idea, but this is how politics goes. That causes unexpected hiccups and hindrances, in terms of implementation, so things take longer than they actually should. Also there might be someone driving a particular initiative, but it just doesn't fit their political agenda, so things move slowly. We can't seem to get away from that fact [political involvement]; in a country of 1.3 million people it's always there.
>
> <div align="right">(PES prof. 9) Mark</div>

Shifting priorities and changes in political agendas seemed to be determining sport provision and the rate of delivery. The fickle nature of politics seemed to be responsible for a high degree of interference and instability in the sporting context of Trinidad, which ultimately affected the quality and rate of delivery of sport provision for youth.

As outlined above, NGBs were dependent on state funding, however there were new conditions outlined by SPORTT for accessing these funds. Alvin explained, *"NGBs are required to become more organised; develop performance standards and deliver these according to time lines, as well as show evidence of capacity building in terms of training more coaches and officials."* Becoming organised however, seemed to be a huge undertaking and an ongoing process for some of the NGBs. Persad, the development officer in cricket reported that:

> Within the last two years or so there has really been a big effort mainly through the SPORTT to help sport to get organised. There are so many sporting bodies without an office; people's offices were in the trunks of their cars. Now we are seeing a number of them getting their own offices. It's difficult but the help is there. The SPORTT is reaching out with a lot of programs to help NGBs, but to access these they have to be well organized, have their business plan, pre and post-competition projections etc.
>
> (PES prof. 5) Persad

It was evident that this infusion of assistance exposed the many problems that existed within the structures of the NGBs. Alvin believed that first and foremost, the, *"Wrong persons are in key jobs in the NGBs, preventing development from occurring. Some end up in the sport because their children are involved…, they probably volunteered; some end up in the executive by default because nobody else wanted the job."* Mark also confirmed the staffing problem. He claimed that in terms of human resources, *"We are short in terms of number, skill, training and expertise. People are educating themselves in different fields, but we still don't have enough human resources. We don't have enough people thinking about genuine development instead of grabbing glory and limelight."* Mark further expanded on some of his personal experiences. He stated that:

> As an attorney, I've had to deal with a lot of conflict within the NGBs in the last few years; power struggles. That has hurt the internal organisations. In the end the youth suffer; it's self-serving; no teamwork evident, no succession planning; no one wants to move over, make room for another, and help him to grow. Internal power plays retard the process of sport development.
>
> (PES prof. 9) Mark

At the time of data collection, Shama, a past SCS sport student had only recently become involved in the administration of the badminton NGB. She lamented the occurrences within this particular NGB:

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> We have to blame the administrative people [in the badminton NGB] who have come through the years; it's not encouraging for others; we [badminton] have such a bad reputation… when it comes to approaching the government for assistance, they're suspicious of us. I have seen people who just come into the organisation because they have someone involved and they just want to push that person.
>
> <div align="right">(PSS 5) Shama</div>

Years of frenetic activity of the NGBs have been thrown up. It was evident that there was a legacy of problems with individuals who made themselves available to function in NGBs. Problems ranged from lack of qualification for the particular function, operating from inaccurate premises, an absence of succession planning, and functioning to fulfil individual agendas. The irony here was that some of these same individuals may have had good intentions from the outset as noted by Alvin, but they seemed to lack the necessary expertise to move the organisations forward.

Ramon further observed that NGBs were lacking in supervision, a problem he observed though they were supposed to be under the intense scrutiny of the SPORTT. He revealed that:

> The authorities are not assisting the clubs or giving regulations to the clubs, it is still not enough. They just know that there are 'x' clubs in football and 'y' in athletics etc. They do not know who is coaching the athletes or who has qualifications, whether they are professionals, what and how they do things, what facilities are like, what programme they follow and if these are good. Without knowing these things the process to get good athletes will be very slow.
>
> <div align="right">(PES prof. 7) Ramon</div>

The data further suggested that NGBs seemed to be devoid of an overarching vision to guide their operations. Lolita, perhaps drawing on her years of living abroad, shared from her many meetings with the heads of various NGBs. She declared that:

> NGBs are not sure of their purposes, jobs or goals; their focus is too much on national qualification [of athletes] and not on what is happening on the ground. There are communication problems within and amongst the respective parts; lots of changes are taking place and everyone seems to be responding to the changes in different ways; so it appears as if everyone is doing his own thing.
>
> <div align="right">(PES prof. 8) Lolita</div>

NGBs seemed unable to keep abreast of the many changes that were asked of them by the government institutions responsible for sport. These changes appeared to have challenged their current orientation, which was one that focused on podium

glory. Additionally, poor communication resulted in a lack of clarity. Interpretations and responses to these requirements therefore varied reflecting further chaos.

It was possible that the condition of the NGBs was a reflection of the organisations that were supposed to provide support and guidance to them. Mark explained that, *"There is insufficient clarity of roles and functions in governments' institutions for sport. Various institutions are placed there, but sometimes there is overlapping of roles and functions which leads to duplication of effort; so there is wastage."* Moreover, Mark alluded to two of the same problems with sport in Trinidad that were raised by Principal Dean of Sapodilla High School in chapter six. Mark reaffirmed the absence of succession planning, and the absence of strong leadership to drive initiatives, but he also noted that, *"A lot of things are spoken about or get started; discussions and stakeholder consultations etc., but then it doesn't get very far. Because the person to drive it either isn't there or unable to, so there is the lack of leadership."*

The problems highlighted in the school setting were evident in the NGBs as well as in the government institutions for sport, as highlighted by Mark. The absence of planning and consistency was apparently transmitted and became noticeable in the arrangement of the respective sport as captured by past SCS sport student Andy, who was involved in football for almost all of his life. He explained that:

> In football you go through different stages in national training. When you move from under 15 to under 17, you face two different structures in each grouping; you're always starting over; there is no continuity. When you qualify and make it to under 20, yet another structure kicks in; so football is going downhill because our programmes are not consistent; it's the same with other sports.
>
> (PSS 1) Andy

In making his comparison, Andy was happy to report that his findings were based on his own research and first-hand experience as a FIFA referee. NGBs may have been focused on podium glory, but their practices seemed to have fallen short of what obtained in other jurisdictions that had the same type of focus i.e. elite development, according to Andy the FIFA referee and Lolita, who lived in the United States for many years.

While Alvin lamented the absence of the NGBs in the schools, other PES professionals reported their absence in the community. Persad commented on the current operations of some NGBs. He stated that:

> NGBs have not gone to the population, into the communities; that is where the people are, the talent is there. Too many try to get thirty people to form a team. All those community programmes of the past are gone because NGBs started looking at training elite people to save money. They may not get the best, but they put out a national team and go to a big tournament.., and that's their main aim.
>
> (PES prof. 5) Persad

Persad perceived that the limited focus of the NGBs may be based on the need to survive. He could not say to what extent funding may be determining their operations, but the process he outlined using simple mathematical formulae, revealed how economically expedient it was for a NGB to focus primarily on elite development instead of mass participation. Persad explained:

> If I am developing a cricket programme, I would put a cost for each participant for the duration of the programme. This cost includes the man hours for coaching, cost of transportation, equipment, refreshments, incidentals etc.. For example, let's say one participant costs TT$300.00 [US$50.00] for a particular programme, but I have to train 80 participants in each of 20 districts, and I may do this twice perhaps thrice a year; so you see how it adds up.
>
> (PES prof. 5) Persad

Based on Persad's calculations and inferences it is possible that NGBs may have chosen to concentrate their efforts at the elite level in preference to diffusion throughout the lower ranks.

Physical education and sport officer Mary also lamented the absence of the NGBs in her community. She cautioned that, *"That 16 to 19 age group; we are failing them; because there is nothing for them in the community. If we don't pull this group together, boys will find something else to do and it would not always be something good."* Andy also believed that more could be done in his community. He stated that, *"There is a field right after my street; nothing takes place on that ground. It is a very good ground, one of the best. There are stands and there is a court; and there is nothing, nothing taking place there."*

Perhaps the greatest indictment against the NGBs, with cricket being the exception (as confessed by Alvin of SPORTT), and one that has been echoed by several of

the participants throughout the entire process of data collection, was their almost complete absence in the community. Not only were they silent in the communities, but the PES professionals outlined the NGB's system of sport development that had become the norm in Trinidad; a creaming off at the top for elite development. It was this pervasive elite development ethos that had apparently trickled down into the school setting perhaps because school sport coaches came from clubs, and possibly because podium glory was still a huge obsession of certain schools and segments of the society.

The Model of Cricket

Throughout data collection many references were made to the way in which cricket became organised in T&T. Cricket clearly stood apart from other NGBs in its organisation and practices. Here I draw on the experiences of the territorial development officer of cricket, whose decades of experience and expertise were sought after in many of the Caribbean regions. He reported that in the 1970s a commission of inquiry was held to understand how cricket could be better developed and serve the people of T&T. As a direct outcome of the inquiry Persad stated that, *"Cricket went into the communities and it was managed by the people in the communities."* Persad spoke in detail about the vision and the general organisation of cricket. It commenced with cricket establishing a strong base from which it became very organised and focused. Persad was somewhat reminiscent when he shared that:

> Cricket had its home for more than 20 years and this is where we are now [in a modern facility spread across several acres of land in central Trinidad]. That was when we had the beginning of zones; there were eight zones in the country, with each zone possessing its own management committee. They came together and formed the Cricket Board. I think this organisational structure and reaching out to communities is what really sets us apart from all the others [NGBs]. All cricket clubs feel part of the structure of the administration.
>
> <div align="right">(PES prof. 5) Persad</div>

The cricket board's involvement in schools did not stop with the seamless integration of schools' into the structures of the board. Schools were supported to the point where secondary schools' cricket as an association became an independent entity that received support from the Cricket Board. Persad explained that, *"Secondary schools are very autonomous needing less help from us. We however*

train their coaches; it's part of our mandate. There's a lot of collaboration on all sides, in both primary and secondary schools." Cricket has also widened its reach. Persad boasted that, *"We have developed programmes for girls and young ladies also. We have hundreds and hundreds of girls playing cricket in T&T now."*

According to Persad the structure of cricket in Trinidad has attracted the attention of the neighbouring Caribbean regions. He explained:

> I travel a lot in the Caribbean doing development work; a lot of people say you have something good going on there; at any time we [T&T] has six to eight individuals on the West Indies cricket team; and in other types of engagements; players playing in the Big Bash in Australia, in the Indian Professional League (IPL) etc,.
>
> <div align="right">(PES prof. 5) Persad</div>

Persad was questioned about the cricket model being borrowed from another country. He explained that it was more a case where citizens were very fond of cricket and it was therefore the responsibility of the board to ensure that as many persons as possible were given a chance to experience the game at whatever level and in whatever capacity. He concluded that:

> The Cricket Board trains thousands of children down at the lower level thereby creating a wide competitive base. This will eventually cause better ones to get better and move up the ladder, like a pyramid; so when you get to the top, you would have come through a whole connected structure.
>
> <div align="right">(PES prof. 5) Persad</div>

Arguably the concept of empowering the community blended with mass participation and elite development had given cricket its success over the decades.

Whereas sport initiatives attempted by the MOS revealed dissonance between itself and the MOE as highlighted above, the developmental officer for cricket reported on the operations of his NGB in the school setting, which were seemingly characterised by harmonious collaboration. He explained that:

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Schools are part of the cricket board. The Secondary Schools' Cricket League is an independent body of secondary school teams and teachers; the same obtains at the primary level, and there is a lot of collaboration among us. We run primary school cricket programs; we have eight centres, one in each educational district. There are 10 coaching sessions every Saturday afternoon where we have eight of our best coaches, plus a national player. We are very active in schools and community.

(PES prof. 5) Persad

In terms of provision and extended possibilities for sport engagement, and based on the findings in the previous chapter, cricket seemed to be ahead of the rest of NGBs. Persad acknowledged, *"Cricket is occupying an enviable position where there's a lot of money churning over. A lot of clubs help sponsor and take care of their young players."* Furthermore, it became diffused in the school at both primary and secondary levels, having attracted significant funding to do so as reported by the development officer.

Cricket however had not been immune from some of the negatives practices that were found in the sporting context in Trinidad. Persad echoed the points made by the students of Peewah High in chapter six. He lamented that, *"Coaches may be bias and malicious; they might have a favourite in a group and they push that guy. I told my son [a keen spin bowler] to make sure he was qualified first and then go into sport."* The issue of favouritism was again reported. Possibly because of the potential for a youth to earn large sums of money as professional cricketers, coaches have allegedly responded to whom they found favour with as reported by the students of Peewah High. Youth as such may veer away from sport in disenchantment or opt for academic exploits in addition to sport engagement as described by Nigel of Sapodilla High School in chapter six, and advised by Persad the developmental coach for cricket.

Sport on the National Agenda

The term 'national agenda' is being used loosely here. I say national because in this segment I examine the implementation phase of initiatives that were planned a few years before the time of the data collection, which seemed to suggest that youth sport was placed on the national agenda. These measures were adopted by the SPORTT via the national sport policy published in 2002. To present a more

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comprehensive picture of sport I examined, through the eyes of the Past Sport Students (PSS) and the PES professionals, these initiatives that were implemented by SPORTT, with efforts being concentrated in Trinidad. At the same time however, I provide insights into what participants believed must occur for youth sport to be viewed as being placed at the forefront of a national agenda.

There is an historical oversight regarding the way in which things are done and spoken of in the twin island state of T&T. The word 'national' is used, but often what is spoken of exists only in Trinidad, the larger and more financially viable of the two islands. Hence 'national agenda' may appear to be the commonly used expression, but in this case, the *National Sport Policy 2002* speaks specifically to what obtained in Trinidad. Being governed by the Tobago House of Assembly and as such having responsibility for its internal affairs, Tobago retained its own arrangement for sport as will be outlined in chapter nine.

Alvin reported on the efforts of SPORTT for the last six to eight years. SPORTT's new approach which was underpinned by several initiatives appeared to have signalled more deliberate involvement by government in sport. He explained that:

> The SPORTT [established in 2006] is a service company, and the implementation arm of MOS responsible for monitoring, assisting, facilitating and evaluating 15 NGBs for sport. We give financial, social and technical support; we help them to develop and grow. They must show projections for growth, set targets etc.
>
> (PES prof. 4) Alvin

Alvin gave additional insights into the new structures for sport in T&T that the SPORTT was trying to achieve through the various NGBs. He explained that:

> NGBs must now submit their operational plan; they sit with officers of SPORTT and work out their key indicators; the targets which are written into their service level agreement. Some of their goals must include elite or high performance goals; building capacity goals, and total participation goals. Funding is then based on achievement of these goals. We have a lot of activities taking place in the community, not just programmes, but massive facility development has been taking place alongside youth sport programmes. The elite athlete sponsorship is also up and running, and this goes along with the camps to promote mass participation. We are encouraging and assisting NGBs to train more coaches to support community efforts.
>
> (PES prof. 4) Alvin

It may have appeared that sport had been placed on the national agenda, a thing that several of the participants had clamoured for throughout the duration of the data collection. However the imposition of measures some eight years ago seemed to have caused a high degree of unsettledness within the ranks of the NGBs as reported earlier by Lolita who stated that, *'everyone was responded to the changes in different ways'*. Further, Alvin recounted that his unit, *"encourages national governing bodies to move towards mass participation; to build capacity, attract new members, expanding and eventually become self-sufficient. We want them to be weaned off dependence on government funding."* However, as reported by Lolita and Mark that was not the case. Lolita confirmed that there was a continued *"focus on national qualification"* and not enough on, *"what took place on the ground."* Mark described earlier incidents where he was forced to arbitrate in internal disputes of NGBs. Hence the data strongly suggested that transference and internalisation of the new philosophy in youth sport development as envisioned by SPORTT still had not taken root within the NGBs.

There was however increased sport provision at the community level, but these appeared to be disconnected from each other. Carol reported that:

> There are a lot of vacation camps being conducted by the MOS. There are a lot of programs; [Ministry of] Community Development might have a program, MOS might have one and many children go..; and they are being conducted in a professional way; so I think in a few years if it continues we will see some progress; also there is variety..; cycling, kayaking and so on. I'm not sure of the outcomes of these; we don't measure, research and document these things.
>
> <div align="right">(PES prof. 2) Carol</div>

The extent of collaboration and assessment within these efforts were unclear to Carol. It could as well be as described by Mark, *"an overlapping of roles and activities resulting in wastage,"* as according to Carol at least two entities were conducting programmes at different intervals. Ramon also commented on this apparent absence of cohesion in the way in which sport was arranged in Trinidad. He emphasised that:

In T&T, it is a case where I deal with my stuff and you deal with yours; so you have the MOS, the SPORTT, and the Olympic Committee; everything is separate; everybody thinks differently. The education system here is focused only on academics; it has not absorbed sport. This is why Trinidad has so many problems in youth sport.

<div align="right">(PES prof. 7) Ramon</div>

The PES professionals revealed additional problems in the arrangement of sport in Trinidad in spite of efforts by SPORTT. Whilst Carol unearthed the absence of follow up and documentation that would aid in future planning as one of the many problems, Ramon addressed a more fundamental problem; that of disparity in philosophies with each entity pursuing its own agenda. Though Ramon was from Cuba having only recently migrated to Trinidad, his observation were aligned with Alvin's concerns. Alvin lamented that, *"we still do not have a seamless arrangement for youth sport as obtains with our neighbours Jamaica, for example; their coaches are in the schools at both levels [primary and secondary], but it is not so here."*

Other participants reported on deficiencies that did not align with a more strategic approach that may be part of youth sport being placed on the national agenda. Victor, a student of Peewah High, PES professional Mary, and Mervin, a PE teacher of Tambran High, all believed that efforts at school and community levels should be combined. Victor stated that, *"the government needs to send coaching staff into the communities where the youth can come and train…; there will be more chances for students to participate if we have coaching clinics'.* Mary stated that, *"that crucial link between school and community is missing. Whatever little that is taking place in schools is not backed up by community efforts".* Mervin's explanation is an elaborate expansion of the responses of the other participants:

We need to get the coaches to come to the communities; not just to visit but to establish bases for these students. We must have that community bases with consistency located in the major communities such as [he gave examples]; so that we could have intercommunity sporting events. The schools must become involved as well, both primary and secondary, so that there is more collaboration and integration; so even after the child has left school he / she could still come back into the school yard because he knows that training in a particular thing takes place there. This is where I can do football, or there is where I can continue netball, cricket or basketball. So they are not just limited by school life, but they can go further.

<div align="right">T2 Mervin (THS)</div>

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Principal Jane of Tambran High; Peter, Brian and Brendon, students of Peewah, all shared similar views with the principal of Peewah High on missing elements of a more strategic approach. They believed that collaborations, which only marginally existed according to Harry, could include the business sector perhaps based on a legislated incentive scheme. Harry suggested that:

> The government needs to develop a policy that says for example, all state companies should sponsor a sport team; whether is cricket, football, volleyball or something, as part of a tax incentive scheme. The National Gas Company for example, declared a billion dollars in profit; Petrotrin [The National Petroleum Company of Trinidad and Tobago]…, hundreds of millions dollars profit declared; they could spend five million dollars in sponsorship. It is a way of helping youth involved in sport because they will be gainfully employed in something; it could aid in reducing crime as well and there is no additional expense to the government.
>
> <div align="right">Principal Harry (PHS)</div>

Mark in alignment with Harry believed the foreshadowed approach, *"will keep our talent at home so they don't have to look to a Manchester United or a Chelsea; our local thing would be good enough for our professionals and semi-professionals."*

Like Mervin (PE teacher of Tambran High), Harry further believed that government's efforts towards youth sport should have a concentration of provision at the primary level with the same intensity as the teaching of subjects like mathematics. He stated that, *"PE should be part of the primary school curriculum, and qualified people should be hired to teach it. We should not depend on a teacher; a teacher might know a little football, but that may not be sufficient. Specialist people should be hired."*

Almost all of the teachers and students interviewed believed that PE could be leveraged in efforts to bring youth sport to the forefront of national endeavours. Some of their responses are given. Ramchan of Peewah High insisted that, *"we should cut back on the theory, and do more of the practical areas. This might be the last opportunity for some of these students to experience sport because of the home environment. We need to maximize the time that they spend here doing more sport skills."* Burton PE teacher, also of Peewah High added, *"I would like to see included in PE more experiences in sporting disciplines and events. Give students an idea of exactly what takes place in a sport moment; the logistics in running a*

tournament etc." Ken, student of Tambran High believed that, *"we should have PE for at least three days in the week with more sport in it; it should be compulsory like English. In that way it's more in your face; eventually students will more enjoy PE and want to take part in sport."* Ken saw a connection that perhaps could be useful. He believed that frequency of PE experiences would impact positively on students' desire to participate in and remain engaged in sport.

Alvin from SPORTT and past sport student of Peewah High Shama concurred with the comments of PE teacher Ramon of Sapodilla High. He added that:

> What is learnt in [PE] theory must become practical. How? We can make provision for students to visit the MOS, let them see the different departments at work; or we could take them to specific national training areas and all the areas that sport is affiliated with, so they get a broader view of the pathways they can pursue; we keep them excited in so doing. PE should not be restricted to the schools; all other related areas of PE and sports must become more visible to students.
>
> <div align="right">(PES prof. 7) Ramon</div>

Principal Jane believed that any national thrust must include members of communities in collaboration with community partners. She affirmed that, *"children and their parents must become involved at the community level, because the school is part of the community; it must be seen as an opportunity for partnership with other community members and stakeholders."* PES professional Mary commented that, *"the community must take charge of it. I could build facility and fix grounds [fields] and they become white elephants because there is no community interest; so it comes back to the community."* She additionally shared similar views to Mervin, PE teacher of Tambran High when she stated, *"you could have one community going up against the other and you build that camaraderie and change T&T. In my community, if we continue the way we are going we will be a force to be reckoned with in this country."*

PES professional Mark questioned the notion that sport was placed on the national agenda with the recent activities of SPORTT. He pointed to an important component that was still missing. He stated that:

> Those responsible for youth sport still do not speak with one voice. I am not saying that we have to agree on everything or how we accomplish everything; but we have to have a collective vision where we believe and we know with a certain amount of clarity, this is the direction we are going. This is our common goal, and with this common goal, we are all going to play our part for the greater good and for attaining this goal.
>
> <div align="right">(PES prof. 9) Mark</div>

Ramon, a PE teacher and coach at Sapodilla High, identified with the views of Mark, the sport lawyer. They both complained that entities responsible for youth sport were not working together to achieve the same goals. Ramon expanded on what Mark had offered:

> The two Ministries have to work together. The MOE has to know how the MOS system works. One ministry cannot have a sporting event that falls in the examination time of students. Sport programmes ought not to interfere with students' ability to do well in examinations. The two ministries must have better communication systems; one must not look as if it undermining the other. They must have the same vision towards the same goals. Every component part has to see that it is dependent on the other for success, and it is not so right now.
>
> <div align="right">(PES prof. 7) Ramon</div>

Above all, participants believed that there needed to be an articulated change in philosophy that overarched everything that concerns youth sport. Mark believed that, we must get everyone, not just people in the PE fraternity, but teachers and principals outside of the PE setting to *"think that this is an integral part of the holistic person; it is not a distraction from the academics; but important to developing an all-round student. That has to be the language that we speak at all levels.* Mark further added that, *"We need to show more support for those involved in sport, see sport as important to culture; we are still not where we are supposed to be in terms of support for sport as a nation."* Carol, physical education and sport officer, further added that, *"we have to work towards getting people in the nation to think in a different way; changing mind-sets is hard work, so we need to have the media on board and work on the educative part of PE and sport, work on getting people to love sport"*

Amidst what appeared to be the absence of key structures to support a national drive towards youth sport, Alvin nevertheless provided evidence of increased sport provision. He advised that, *"There is a professional football league where young*

people are paid for playing football," and, *"sponsors are on board right now, they are sponsoring primary cricket, football and track and field; they have taken over all of primary sport. Another large gas company sponsors secondary schools' football."* Lolita confirmed that, *"Officers work in community mega holiday camps [experimentally done], which are being rolled out in several disciplines to assist NGBs with talent identification for elite development."* Hence there was evidence of elite development, and mass participation that took place during the school break. Alvin insisted that the intention was to, *"give the experiences and exposures; assist the NGBs with the hope that they will follow on."*

Many positive signs in sport development in Trinidad emerged from the data, which could result in enhanced sport provision. However the persistence of old habits in NGBs and their coaches were also apparent. The lure and drive towards elite success had not as yet been diminished and NGBs were still not evident in some communities as reported by past SCS sport student Andy, physical education and sport officer Mary and participants in chapter six. NGBs continued to, according to Trent, *"dispatch their less qualified coaches to under 15, and under 17 developmental levels, especially in football, and reserve the better more qualified coaches for the elite teams,"* This practice contrasted with what obtained in cricket according to Persad. Additionally, whereas cricket took responsibility for training and upgrading their many coaches, in other sporting disciplines, Trent lamented that, *"Many of the NGBs don't see the need for upgrading the standard of their national youth coaches"* and, *"there are several problems with coaching depth at the junior levels and these are not being dealt with by the respective NGBs."* Youth sport development may have been placed on the government's agenda, but the absence of cohesion and collaborative efforts, and the inability and or unwillingness of NGBs (with the exception of cricket) to truly embrace change meant that the optimum opportunities for enhanced sport provision and extended possibilities and pathways were still not being realised.

I now look to the perspectives of the past sport students. The views of these participants were especially important in light of the main objective of the study, to uncover how school and community sport provision could be enhanced to extend

possibilities for continue sport engagement, especially after secondary school had ended. Their accounts of the post school sport life; the support systems and interactions at the organisational levels were drawn upon to give insights into the 'how' and 'why' they were able to sustain (or not) sport engagement.

THE PAST SCS SPORT STUDENT

This section brings to the fore the views and experiences of the nine past SCS sport students of Peewah High. Although these students were randomly selected primarily based on availability, they coincidentally possessed many things in common. Firstly, they all commenced their sport life in the primary school. They were all encouraged to participate in sport by parents, and later nurtured, mentored and developed by coaches in their respective sport clubs. They all represented their school in one or more sport for all of their school life, and were all supported throughout their sport life by their parents and relatives. Hence 'Support' as a sub theme, which took many forms, was the overarching factor that accounted for the commencement and the continuation of their sport engagement, just as was the case with the sport students of the three case schools in chapter six. The voices of the past students are blended with those of the PES professionals to offer additional revelations of youth sport as a practice in Trinidad.

Support for Sport Engagement

Support for sport engagement for the past SCS sport student worked somewhat in an antagonistic way. Where support was evident and constant students' sport life thrived. The opposite was also true; in its absence efforts were either made difficult or complete disengagement was the outcome. Frank for example, felt that there were no structures in place to allow him to continue training when he became a member the Defence Force. He confirmed that:

> It was very hard for me to be training and working. I was always tired. I had to choose one. In Trinidad the way programs are set up; they do not cater for sportsmen and if you have to choose whether to work or to continue in sports almost everyone would choose work, because you have to survive.
> <div align="right">(PSS 3) Frank</div>

Frank was convinced that he was unable to do justice to his work and still perform creditably as an athlete. He believed that he had reached a cross road in his life. He

felt he had to secure his future and as such chose his stable job over trying to balance the two activities. Frank confessed to wanting to continue for a while longer, but believed that support was not forthcoming from his employer, the government of T&T.

Kate was one of the more gifted athletes that attended Peewah High School. She was proficient in netball, football, and several athletic events in which she competed at the national level with distinction. She however claimed to struggle to maintain training times in athletics, which she finally settled on, as she neared Caribbean Advanced Proficiency Examinations (CAPE). Kate complained, *"I was away from school very often to compete, and had to do a lot of catching up."* She eventually had to cease sport participation. PES officer Carol summarized the plight of the SCS sport participant. She confessed that:

> Children who represent school are supposed to get extra assistance, but that does not happen. They are taken to play sport, but no teacher would sit with them and do a little extra; this is disrespectful to the child; they represent the school, and administrators are smiling when trophies are won, but the child does not get the support that he needs. So he loses out and he becomes disenchanted.
>
> (PES prof. 2) Carol

Judy and James were in similar predicaments regarding the lack of support to continue sport. Judy's sport of choice was martial arts, karate, whilst James was involved in athletics. Judy felt that her dojo, *"could have been more flexible allowing her to train at times that were more suited to my academic life."* James claimed that, *"my father was not happy with the times that I was coming home after training, and there was no one to pick me up after training."*

Of the nine students interviewed only four were still heavily involved in sport at the time of data collection; Andy, Shama, Matt and Mario. Four also; Frank, Kate, Judy and James were completely disconnected from sport, except for being the intermittent spectator. In all cases of cessation the lack of institutional and parental support, and inflexible training times were the main contributing factors.

Leela, one of the nine students interviewed, also ceased competitive sport engagement. Her situation was however, rather unique. She admitted that, *"I*

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suffered stress fractures to both fibulas while on athletic scholarship in the United States." This was not the end of her sport life. To maintain her scholarship Leela took courses in athletic coaching and became an assistant coach in the athletic programme of her university. Upon completion of her studies and her return to Trinidad, Leela faced a dilemma. She wanted to continue her athletic coaching but confessed that, *"I don't know how to transfer what I know into this environment, even though I'm from here; there is no system here that compels students to perform and I cannot impose that on them, structures here are too loose."* Leela did not quit because of this occurrence for she truly desired to remain involved in athletics, the sport she had loved for almost all of her life. She therefore sought ways to make herself more relevant to the Trinidad sporting context by searching out programmes that would embellish her skills set. She admitted that what she found perplexed her. After making inquiries at the Southern University she revealed that:

> Their coaching programme is full time for two years; four years part time; that does not make sense especially for an adult. How could an adult attend? Who is taking care of him and his family while he studies? In the United States my Level One course was for a few but very intense days. If you are a sports person getting a certificate in the same field should not take so long. In the United States the Level Two athletics programme is one week long, but intense. Additionally, coaching here does not give an income; I must have a stable job before I decide to do the programme.
>
> <div align="right">(PSS 4) Leela</div>

In Leela's view the arrangement of the course offering was a deterrent to any aspiring athletic coach, whom, in the T&T context may not earn a living by so doing, but may do it out of love for sport. Despite this situation Leela insisted that she knew, *"A lot of people who wanted to get into it [the programme], but there appears to be a shortage of insight into how to get into it,"* thereby echoing the same sentiments as the PE teachers of Peewah High. Leela conducted further investigations into the possibility of pursuing courses in Trinidad that were sanctioned by the International Amateur Athletic Federation (IAAF). She summarised her encounters with representatives of the NGB for athletics. She stated that:

> There are different cliques operating in the NGB's. I ask this particular person; what must you do to be enrolled, if there is another [IAAF] coaching course coming up, because I was aware that the NGB offered, like a three day course and so on? He said that he did not know. He is on the NAAA [National Association of Athletics Administrations, the NGB for athletics] board, and he is saying he doesn't know. So it makes you sit and wonder if we are really serious.
>
> <u>(PSS 4) Leela</u>

In the end Leela frustratingly concluded that, *"If I were in the United States I would still be coaching."* For her there was no real incentive to remain involved in sport, though confessing her love for it. The same charge that was levelled against the NGBs by PE teacher Mervin of Tambran High, re NGBs not opening up to assist youth in chapter six, was experienced first-hand by Leela. Mark also lamented this pervasive practice in NGBs. He stated that, *"Information gathering and sharing is absent; opportunities for youth to get or remain involved all depend on which sport it is, what the particular agenda or motivation might be. It's still too incidental; not very strategic with clear pathways outlined."* The apparent lack of possibilities may end Leela's dreams of coaching in Trinidad.

Lolita echoed these sentiments relating to the issue of not knowing how to transition into other pathways of sport. Apart from her job as Sport Officer with SPORTT she also functioned as an assistant coach in an athletic club in east Trinidad. She lamented that, *"There are young people who never made a CARIFTA team; they are discouraged and are quitting sport. We have to lead them into different pathways, help them attend coaching schools, become qualified officials etc. There's very little movement towards this."* Lolita suggested that this was when the mentorship and leadership roles of the coach should come to the fore. However this was not the case, at least in her club. She reported that, *"Not all athletes will make it to the Olympics or CARIFTA, so what can the club offer then. Some coaches only see 'running' [competing] and nothing else. They don't see the whole young person, that these kids need training and development in other areas."*

Lolita also pointed to an issue raised by Mark regarding leadership in sport. It was an issue that was once again identified as one that hindered opportunities for youth and retarded progress in sport more generally. She lamented that, *"Sometimes it is a case where the leader of the club is the one who is hampering this kind of*

progress, because their knowledge base is limited; they don't see the bigger picture." Hence a youth who had dedicated years to competing to assist in building his/her club, was not getting the required support or exposure to provision which allows him/her to migrate into other areas of sport engagement.

Further insights into experiences of the past sport students revealed their sources of support that existed amidst some challenges. Whilst lack of support and the inability to balance competing interests may have accounted for sport engagement coming to an end for four (possibly five) of the nine participants, the four that have persisted shared on the types of support that continued to buoy their efforts.

Andy gradually transitioned from playing football to refereeing football. Andy confirmed that, *"my uncle and this gentleman [club mentors] saw me officiating; they created the opportunity for me; I assisted in a game and was seen by an official. He told me about the FIFA exam and that was it."* However despite the presence of strong support his sport life was not without its share of challenges. Andy shared that, *"I was invited to try out for national duty [as a footballer], but got turned down for guys who were more popular; who played at all the different age levels. I performed better than them but was not selected."* The issue of favouritism that was highlighted in cricket by Persad and students of Peewah High, and in athletics as identified by the Cuban jumps coach Ramon (see Chapters six and eight), was also evident in football.

Andy additionally reported on an issue that was raised by Shama above. He affirmed that,*" there is too much fraud and corruption in sport in T&T. Money is always there. This is a rich country, but still national players that I know have to fund themselves. That is very discouraging for youth."* Andy confessed to being terribly disappointed with what he experienced and by what he knew some youth had gone through. He shared the same view as the Principal Harry of Peewah High in chapter six, that funding had been allocated for sport, but provision seemed not to be reaching youth.

 In the midst of this negative environment Andy continued to hold out hope for youth sport in T&T because of his own good fortune. He revealed that, *"I can't*

believe the respect that I've earned as a competent official. I was able to move through the ranks faster than most because of my ability as a player." He confessed that, "*This experience has really changed my life.*" Andy may have been disenchanted but maintained that, "*I really love football; so I switched to refereeing and I am happy with my decision.*" As stated previously, he believed that other youth could benefit in the same way despite negative occurrences.

At the age of 32, Shama still represented T&T in badminton. She confessed to not realising the extent of the sacrifice her parents made for her to remain in badminton. She confirmed that, "*badminton is a very expensive sport.*" Her parents were not however able to shield her from other problems that plagued her sport life, some of which she believed were on account of her sport of choice, and it not receiving the recognition and the support as others. As explained previously, SPORTT provided oversight, financial and other support to 15 NGBs. Badminton was not one of the 15. It remained under the authority of the MOS. Hence from the outset funding was a major problem. Shama reported that, "*We have very challenging circumstances in that we don't get financial support; it's hard to get to use facilities and things like equipment is always expensive.*" Additionally, Shama conceded that, "*we do not always get the assistance from the corporate sector; sometimes we fund ourselves. Through it all, I love sport and badminton so I continued, but I understand when people give up because it could be very challenging.*"

Another important issue that was raised by Shama was the low status of some sports. Badminton was not one of the more prominent sports in T&T. Shama complained that, "*in badminton, no one knows you. I walk down the road, I am a national champ and no one knows me. If I were in cricket it would have been different. Sometimes I wonder if I have chosen the wrong sport.*" She further contended that, "*we do not get scholarships as easily as some of the other sports. When we have tournaments, we have to beg the media for coverage, and they just give us a small space on the last day of competition.*" The sense of insignificance and the overall status of badminton as experienced by Shama was not aided by the actions of its executive as related by Shama previously in 'The NGBs and Sport Development.' In the end she confessed that, "*I would not trade it or have done differently because of all that*

I have achieved and all the experiences and people that I have met." Shama felt that paying for her own travel arrangements to represent her country in past competitions was unforgiveable, but she persevered because of her love for sport.

Matt and Mario were brothers. Matt attended Peewah High for all of his secondary school life. Mario joined him there for his final year of secondary schooling via player importation (for football and cricket) described in chapter six. They both had cricket in common; both representing their school at the premiership division and played for the same club with their father. Parental and support from relatives was a key driving force for them. Notwithstanding this, they reported that:

> With cricket, you get through based on who you know; it is more politics and favour. So I stop trying to get selected to anything, I prefer to stay in my club only. You could be performing well, at the top of your game, but it boils down to who they prefer over you.
>
> <div align="right">(PSS 8) Matt</div>

All of the participants that were involved in cricket shared the same concerns. Students of Peewah High, the development officer, and the two past SCS sport students raised the issue of favouritism in cricket. Players allegedly gained selection if they found favour with the coaches and selectors. Despite this occurrence both Matt and Mario (brothers) admitted to what kept them still involved. They both claimed that, *"love for sport keeps us going. We love cricket; you get to meet and know people too. Sometimes you spend so much time on the field with someone and you really get to know them, appreciate them."* Mario had since given up a promising career in football (as a goal keeper) opting instead to remain with cricket alone. They both jokingly agreed that they would stop playing cricket when they have reached the age of 80. In the end all of the past SCS sport participants conceded that one must have the ability to rally through high and low periods, be able to balance several things at the same time and just not give up. A deep sense of determination was evident, which also contributed to their continued sport engagement.

I thought of using 'love for sport' as a sub theme under which to present some of the findings. I however elected not to do so. Based on the data collected, I have realised that the love that these young people felt for sport was not a fleeting

sentiment that overwhelmed them overnight. Rather, love for sport was borne out of years of it being nurtured, supported and encouraged by parents, coaches and mentors. Little reference was made to personal and financial rewards. Sport had a healthy following in the family setting from which these youth came and as such its emergence to prominence in their lives was more of an organic occurrence.

The PES professionals also offered information on those factors that they believed impacted upon youths' decisions and ability to participate and remain involved in sport. Trent, retired PES professional for example, lamented the practices of some SCS that he knew of. He claimed that, *"Students dedicate themselves to sport while in school. They never get encouragement or assistance with lessons so they leave with no passes; they may look to the clubs but cannot afford it, so they are lost; fall by the wayside."* Additionally, Trent believed that, *"there are students with a variety of domestic problems which are militating against their participation and moving forward in sport, often times with no one to assist them,"* a position that was maintained by all three principal and PE teachers of Tambran and Peewah High. Alvin (of SPORTT) also believed that many SCS sport students, *"fell through the crack because they didn't get academic support to successfully complete school and hence became drawn into negative behaviours at the community level at the end of school life."*

Conversely, Trent outlined how his community embarked on plans to get more youth to become more involved in football. Following the example of cricket, this east Trinidad community pooled its resources so that football could be accessed by more youth. Trent revealed that, *"people were made to feel a part of the organisation, not just mere players. Decisions come from all of us. We are the executive but the floor members must guide us. People got a sense of belonging and ownership."* In so doing the efforts of Trent and community leaders resulted in enhanced sport provision and prolonged engagement, commencing with football as confessed by Trent, being experienced by youth. Trent's belief was that, *"let the elite remain at that level; we just want the youth to continue playing. We don't want them to get cut off as often happens after being unsuccessful at that [elite] level."*

The focus on creating layers in the sport arrangement in Trinidad was at the heart of Trent's actions.

Ramon reported on some of the difficulties experienced by both coaches and athletes in Trinidad. He claimed that:

> I used to coach triple jump to a very gifted athlete. I would go from San Fernando [industrial capital of Trinidad and location of Sapodilla High where he teaches] to Toco [approximately 125 km] twice per week. I had no support even after requesting it from the MOS. I continued to support his training financially as well because I saw his talent. The second year that I worked with him, he became a national athlete representing T&T in CARIFTA and Pan Am Games placing first and second. It was very difficult for me with no vehicle, so I had to stop training him.
>
> (PES prof. 7) Ramon

The issue was not only the absence of support for students' sport engagement, but coaches as in the case of Ramon also struggled to continue giving coaching and financial support to those youth who may be in need.

Persad firmly believed that students extended sport engagement depended on community provision. He stated that continuing in sport after leaving school, *"depended on whether or not facilities and programmes were available in their respective communities"*, once again drawing on the example of cricket. He claimed that, *"a lot of them [youth] stick with the cricket because everywhere you turn or twist there's a cricket club. We cannot say the same for badminton, tennis, netball or volleyball or those things."*

Mark affirmed that interest levels in sport have over the years diminished as, *"youth have become more drawn to options that involved the use of technological devices."* He believed that the natural inclination to sport, the attraction that it once held for youth was becoming gradually eroded by other interests, though the possibility that elite sport engagement could lead to financial wealth still existed. Mark claimed that, *"opportunities to actually practice as a sporting professional are not yet enough, and those who perform at the elite level know that the career of an elite athlete is very short."* He further argued that, *"it's very difficult for an athlete to stay local and really thrive; we have a lot of home grown world class athletes, but many times they have to get out there to gain that competitive edge."* He concluded

that several may not be able to afford this, but as stated by Ramon, *"you're taking too long to attain standards; the years have passed and you are getting older, your peers have gone ahead of you; so you stop and that is the end of you."* Ramon cautioned that the lack of systematic monitoring and evaluation that he observed in youth sport in Trinidad did not auger well for the enthusiastic youth involved in sport.

CHAPTER SUMMARY

This chapter examined the sporting context in Trinidad from the perspectives of nine PES professionals and nine past sport students of Peewah High School. The data revealed that there were more similarities than differences in the interpretations as to how sport developed in the SCS. Chiefly, it was revealed that the misperceptions of PE and sport that were present decades ago persisted and continued to govern the way in which sport and PE were regarded and resourced in the school setting. Furthermore, the presence of coaches in the school setting to facilitate elite development was a prominent feature of schools' sport development, whilst at the community level a lack of cohesion and collaboration amongst those responsible for sport delivery was evident amidst reports of increased provision at the community level.

The data also revealed that there were high levels of dysfunction within the ranks of NGBs. Despite the appearance that sport had been placed on the national agenda and in spite of the intervention of a new delivery system for sport that revolved around SPORTT, NGBs had difficulties dealing with change, they significantly focused on elite development to the detriment of mass participation and lacked the ability to build capacity. Moreover, they were relatively absent in school and community, with cricket being the exception. Though cricket was held up as a possible model to be emulated, accusations of nepotism registered by students of Peewah High present and past, were corroborated by the development officer attached to the cricket board.

As was the case in the school setting in chapter six, support was the overarching factor that aided extended youth sport engagement. It took many forms and in its

absence, some past sport students were forced to withdraw from sport engagement. Ultimately, all past SCS sport students spoke of their love for sport, being inducted into the sporting way from an early age. It was possible that the four that remained involved in sport were beneficiaries of a better network of support than the five who eventually succumb to the different demands placed on their lives. Positive signs in the sporting landscape of Trinidad were reported by three of the PES professionals, however significant problems continue to affect provision in youth sport at all levels.

In the next chapter I examine youth sport development in the sister isle of Tobago through the eyes of one of the more prominent personalities of the island, where significant differences in philosophy and operations appeared to have existed.

CHAPTER NINE

RESEARCH FINDINGS THREE - TOBAGO

Tobago is the smaller of the two main islands that make up the Republic of Trinidad and Tobago. Its population at 2011 stood at approximately sixty thousand, less than half percent of the population of the country. While Trinidad is multi-ethnic, Tobago's population is primarily made of persons of African descent, who mainly worked in the hotel and tourism industries, and the public sector. Within recent times a growing proportion of Trinidadians of East Indian descent and Europeans had taken up residence there. As such between 2000 and 2011, the population of Tobago grew by more than 10 percent, making it one of the fastest-growing areas of the country (My Tobago: The definitive visitor guide, 2015).

Tobago is inextricably linked to Trinidad because of its dependence on central government located in Trinidad. Tourism, its main source of revenue, is promoted around its many white sandy beaches and the variety of aquatic activities that they encourage (Trinidad and Tobago Chamber of Industry and Commerce, 2015). Local government functions in Tobago are handled by the Tobago House of Assembly, funded by central government. Within this structure are several divisions that function as ministries. The division for Education, Youth Affairs and Sport, under which the Department of Sport falls, is responsible for sport development on the island (Tobago House of Assembly, 2015).

Sport development in Tobago was reported through the eyes of one of the more prominent figures in youth sport in the island, thus representing limited coverage of issues in the island. From the outset Slim affirmed that sport in Tobago was guided by the same *National Sport Policy of T&T, 2002*, with a few tweaks to suit the circumstances of the island. The findings revealed that for the most part the theme 'Support for Sport Engagement' was the key factor that aided Tobago's youth to realize the success in sport that it boasted of. Emerging naturally from this theme were the sub themes 'School Support', 'Building Capacity' and 'Creating Layers and Opportunities'.

SUPPORT FOR SPORT ENGAGEMENT IN TOBAGO

The data revealed that several things were taking place side by side in the arrangement of sport in Tobago. These were all done collaboratively with each segment supporting the other.

School Support

Perhaps the most obvious difference between sport in Trinidad and in Tobago was the fact that coaches were present as staff in both primary and secondary schools. Their focus was not necessarily an elite one, but rather it was based on the delivery of an instructional programme that was integrated into the schools' curriculum. Slim explained that:

> The department of sport has school based programmes. Their coaches go into the primary and secondary schools in the various disciplines and provide instruction. When it's time for competition they prepare the teams; there is collaboration taking place all the time, because if you are talking about specialist preparation and training, it may not reside within the school population of teachers.
>
> <div align="right">(PES prof. 6) Slim</div>

There was an acknowledgement that expertise to develop sport may not reside in the school setting, a view shared by Principal Harry of Peewah High. As such teachers were freed of that expectation, unlike the situation that existed in Trinidad. Teachers however did not recede into the background because of the appearance of coaches. Instead teachers were reported as being elevated to the status of mentors for youth involved in sport. Slim pointed out that, *"teachers are the main people in my view, who are dedicated beyond what is normally expected; they stick with the youth and go behind them and give enormous amounts of encouragement; parents assist as well."* Slim outlined a system of support that involved support not only for athletic ability. He affirmed that, *"we assist a number of students; they have gotten athletic scholarships in football, basketball, athletics and other areas."* However there was also guidance and support for those who wanted to explore other possibilities in the field of physical education and sport. He reported that, *"we have as well, a number of young girls who just did PES; I think four are now training to become FIFA referees. The school also encourages that."* These were the type of

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students he contended, that served as mentors and role models and students wanted to emulate them.

Building Capacity

The activities previously outlined by Slim were a small part of a deliberate plan to improve sport provision in the community. From the secondary schools flowed a steady stream of students pursuing sport courses at the Southern University in Trinidad. In contrast to what was reported in Trinidad of pathways not being known, Slim reported that, *"mentors in Tobago, teachers and the like, search out and directed students to these course offerings so that in time, Tobago would possess a layer of sport professionals that would assist in further sport development."* Slim continued:

> We are trying to build that capacity within the communities and encourage community participation. We have facilities in the communities; we need to now empower them to run their own community programs as a precursor to going into big competition. Persons who may not have the physical capability to become athletes are encouraged to participate as officials. There is no big pay day for any referee or umpire, but there are some students who have also pursued that.
>
> <div align="right">(PES prof. 6) Slim</div>

Slim expanded further on the organization of sport in Tobago. He reported that, *"there is also training of the human capital. Persons are sent on training programs to become better developed and informed coaches. We believe that if we are to improve the output, we must improve the instructional base."* Slim confirmed that the structure had produced a significant coaching depth to the point where he declared that Tobago had, *"the highest percentage of cricket coaches per population in the English speaking Caribbean."* The attempt to build capacity was done in tandem with a thrust to develop sport facilities across the island. Slim confessed that, *"we now have a disproportionally high number of sporting facilities per capita."*

Creating Layers and Opportunities

Perhaps one of the most significant pillars of Tobago's approach to sport development is the creation of opportunities. This informed the creation of layers of participants all done through the Department of Sport. Slim described a structure

that contained, *"a number of community based and school level programs, which presented organized activities for many young people."* There was the coaching outreach programmes where, *"coaches in the various disciplines would go to the primary schools in particular and begin to impart the fundamentals in netball, basketball, football and so on."* Additionally, he claimed that:

> There are so many options available that it is almost impossible for a youth not to be absorbed; we have small goal football, netball, cricket and basketball that have grown in popularity in schools. We also have a huge amount of wind ball cricketers. Swimming is gaining interest and opportunities in other aquatic sports are being explored, being a small island and a tourist destination.
>
> <div align="right">(PES prof. 6) Slim</div>

According to Slim, layers have thus smoothly emerged from this arrangement. He explained that there were firstly, the 'dedicated sweat men.' These were located at the bottom of the pyramid that would have inadvertently arisen. Slim claimed that 'sweat men' had, *"no intention of participating in formal competition, but would have all the necessary paraphernalia needed for rigorous participation in sport on almost a daily basis."* He explained that there were no age limit or gender restriction in this group, though he called them 'sweat men'. The second layer consisted of, *"people participating in competitions e.g. football, cricket and netball etc. They really have no intention of becoming elite athletes. They are competitive; not totally recreational. Essentially they just want to have a serious competitive opportunity. These are located below the elite level."* All community sport engagement was supported by the Department of Sport through continuous upgrading of facilities, its coaches, officials, and most importantly funding from the Tobago House of Assembly (THA).

The elite programme in Tobago was pegged to the school system. Slim revealed that, *"it is comprised of those persons who came out from the various school coaching programs via the Department of Sports. There are coaching outreach programmes where the students who show an aptitude for certain disciplines are put into elite programs."* Support for the elite athlete was also very structured. Because of the size and financial realities of Tobago Slim stated that, *"it was more financially practical to have a virtual institute for sport than to construct a large facility."* He explained:

> For example, if athletes need rehabilitation, we send them to a physiotherapist or a gym instructor and so on. In that way, we don't necessarily have to put up a specific building with a huge cost of ownership – we may not have the numbers to justify that. We are accessing the same services that are required to run an elite program, so we outsource; that has been phased into our operations. Elite athletes do not absorb the cost of their development on their own.
>
> <div align="right">(PES prof. 6) Slim</div>

Slim confessed that the system could not work without a significant amount of collaboration. He reported that coaches moved from school to community rendering assistance as outlined and guided by the Department of Sport. *"When the schools have their meets they get technical support from officers. They prepare the different ranks of participants for competition."*

The system of sport development employed by Tobago has resulted in significant success over the last two decades. Slim boasted that:

> Tobago zone, the smallest educational district [in T&T], has won the National Secondary Schools Championships for 21 consecutive years; a case of success encouraging and breeding more success. So there is tremendous success at the youth sport level, primary and secondary, and a growing number of sporting heroes that campaign on the international scene. Students are encouraged by this.
>
> <div align="right">(PES prof. 6) Slim</div>

Slim estimated that youth participation rates in sport was as high as 75% because of existing structures. It was also evident that a philosophy that was different from what obtained in Trinidad drove youth sport development in the island. He believed that, *"homogeneity as well has aided our sport thrust.* Slim affirmed that, *"Tobago did not have to struggle with issues of ethnicity and religion in the same way as Trinidad did,"* being the more diverse of the two islands. He claimed that, *"In terms of participation..; it's due to culture. I know that a large part of our Indian population [especially found in Trinidad] is not overly interested in physical education and sport. They are largely unaffected and uninterested in sport".*

Similar factors, highlighted by principals and PES professionals in Trinidad, influenced youths' decisions to participate and remain involved in sport in Tobago. As was the case in Trinidad Slim believed that in Tobago, *"unplanned pregnancy, and getting sport old [too old to be concerned with sport as other 'more important'*

things such as employment must be the main focus] quickly", were some of the issues influencing youths' decision to continue or remain involved in sport. He explained that students believed that sport engagement was reserved for school life only. Past sport students upon investigation have said to him, *"I am too old for that [sport] now; it's time to work now, Sir."* Slim also felt that, *"becoming modernized…; we are now traveling; students don't walk and run to school anymore; they don't pelt [throw stones at] mangoes anymore. You have to now make a more deliberate attempt to gather children's competencies in sport, almost for them to survive."* Some of these same factors were identified by Mark, the sport lawyer from Trinidad. As was found in Trinidad many youth involved in sport grappled with financial problems, but it was more likely that, *"preference for the sedentary life and absence of family interest,"* may also be accounting for youth not opting for sport in Tobago, according to Slim.

In spite of reports of many positive signs for youth sport in Tobago, Slim however hastened to highlight problems that have affected sport provision. He stated that:

> I think we need to be more deliberate; there is room for improvement in that area. You get the impression sometimes that some of the things that happen were not anticipated outcomes. There are programs that are too slow in coming forward when they are needed. Things need to be better defined and widely articulated. What is taking place should be known throughout the entire island. A child in Pennsville must have the same information, experience, knowledge and expectation as a child in Northside or Happydale.
>
> <div align="right">(PES prof. 6) Slim</div>

Slim's reservations notwithstanding, sport in Tobago appeared to be more unified than what obtained in Trinidad. It flowed from a different philosophical orientation, one that considered the need for sport to be developed as a means of survival for youth. In contrast to Trinidad, sport was inextricably linked to the school system in Tobago and was supported financially and otherwise by the Department for Sport. Deliberate attempts at capacity building to ensure its survival were also reported. Sport development involved empowering the community so that it had a sense of ownership as outlined by Persad of the cricket board and Trent of east Trinidad in chapter eight.

CHAPTER SUMMARY

This chapter examined youth sport development in Tobago from the perspective of one PES professional. It highlighted significant differences in orientation and practice within the twin island state. Sport was an integral part of the school curriculum and was continuously supported at all levels by the Department for Sport. A two tier system existed side by side: those were mass participation and elite development. Sport in Tobago thrived due to the establishment and expansion of an instructional base, building capacity, creating layers and opportunities and empowering communities to take ownership of their sport interests.

The next chapter provides a discussion of the data presented in the three findings chapters. The research questions are addressed through a combination of the views of the participants and the literature reviewed.

CHAPTER TEN

DISCUSSION

Whereas the findings presented in chapters six, eight and nine constituted the first stage of analysis, this chapter deepens the analysis by dissecting the data sets which were then enfolded into the literature in attempts to answer the research questions. In the first segment I use theory to address concerns that are centred on *curriculum practices and their effects on sporting provisions for youth,* tracking the many issues uncovered in the school setting. Through studies conducted in different parts of the world and the data presented, I next engage with *factors that impact upon decisions to take part in sport, and remain involved after completing secondary school*. The theoretical framework will also be drawn upon where necessary to address this concern.

In the third segment I once again use the theoretical lenses to examine *how policy frameworks had influenced sport provision for youth* at the community and national levels. Finally, I focus attention on the overarching question that underpinned this study, which was *how can HPE and sport provision for youth in T&T be enhanced to extend possibilities for all young people*.

As highlighted in the introduction, the research examined how PE and sport could be positioned to extend possibilities for youth in T&T. However the findings pointed to the majority of this chapter being centred on developments in Trinidad, as there were distinct differences in youth sport practices between the two islands. As such, discussions on the three sub research questions would revolve around issues in Trinidad, whilst findings for Tobago will be drawn upon to discuss the overarching question.

THE EFFECT OF CURRICULUM PRACTICES ON SPORTING PROVISION FOR YOUTH

Curriculum practices are those learning experiences that have been crafted by different persons in a variety of sites to provide students with general skills and knowledge (Marsh & Willis, 2003). This expansive definition suggests that a multitude of issues could potentially become the focus of policy development, ranging from the creation of institutions to day to day classroom activity. In light

of this definition it is possible that schools' responses to policy developments may not be anticipated by those instigating curriculum reform (Ball, 1990). As discussed in chapter one, curriculum practices in the SCS had been predicated by education policies, many of which appeared to have been borrowed from other jurisdictions in government's attempt to initiate education reform. This seemed to be a common practice in the developing world, as emphasised by Dolowitz and Marsh (2000) and Gonon (2012). Two of these borrowed policies were the introduction of the SCS as a particular type of school outlined in chapter four, and the introduction of the national HPE, part of the Secondary Education Modernization Programme scheme, described in chapter one.

In the following sections I do two things. In terms of curriculum practices and their effect on sporting provision for youth, I critically examine the nature and consequences of policy borrowing/transfer in the creation of the SCS. How sport arose out of this borrowed initiative will also be discussed. I next examine the other segment of the borrowed practices, the national HPE, the subject discipline through which students at the SCS experienced some sport. I do this to highlight how HPE as a curriculum venture interacted with and or affected sport provision for youth in the SCS.

The SCS - Limitations of Policy Borrowing / Transfer

The design, structure and purpose of the SCS stemmed from models that existed in the developed world. These ideas were subsequently transported to T&T in government's attempt to "equalize the uneven rate of transition from primary to secondary education" (Ministry of Education Trinidad and Tobago, 1993, p. 49). Problems associated with transferred policies outlined in chapter three, according to Dolowitz and Marsh (2000) and Steiner-Khamsi and Waldow (2012), were that they paid little attention to the socio-political context of the country that had borrowed, and did not consider that policy change may create further problems in addition to the ones that the borrowed policy was attempting to correct (Keat & Sam, 2012).

As explained in chapter five, the SCS came into existence in the late 1970's wielding a curriculum that emphasised technical vocational and creative/ performing arts subjects such as welding and plumbing. Practices were aligned to educational reform that were evident in England and Canada (Government of the Republic of Trinidad and Tobago, 1974), two regions that were developed and distinctively different from T&T. As indicated in chapter five, the main thrust behind the creation of the SCS was to solve the problem of a short fall in citizens with skills to match the burgeoning industrial sector in T&T. Based on the many restructuring efforts by the MOE outlined in chapter five, and principals' reports on the performances of students over the years, the problems that the SCS were attempting to resolve remained. Associated problems highlighted in chapter six, namely, chaotic institutions that were sites for low academic performers, and the release of a vast number of unemployable youth have remained a feature of T&T's educational and economic landscape.

Sport in the SCS - A Function of Policy Taking

A concern of this study was to understand how sport commenced and persevered in the SCS, given the acknowledged problems within the context of this school type. Given the perhaps fluid nature of the SCS context I felt that the concept through which I endeavour to examine policy issues should possess that same measure of malleability. I believe that the concept of 'policy taking' as conceptualised by Dery (1998), provided an opportunity to explain how sport arose in the SCS.

Perhaps recognising an obligation to positively profile the SCS, adults in the school community aided by principals sought ways in which to develop sport. As noted by Green (2007) and Houlihan (2011a), like many governments, teachers and principals abandoned any pretence of pursuing objectives that may have aligned with mass participation, opting instead to pursue elite development through talent identification. In attempts to exercise agency in response to context (Ball, 1994), in terms of sport delivery, policy emerged from within the ranks of actors in the SCS in a policy space that appeared to have been vacant. No evidence existed in any of the schools in the study that suggested how sport was to be developed, outside of entrenched patterns of practice that were established as school lore. Each school

hence pursued its own agenda based on the idiosyncrasies, focus and resources available to the principal in office.

Whilst lateral policy borrowing and transfer may have accounted for the commencement of the SCS, I argue that 'policy taking' (Dery, 1998) in particular, was also evident within the sport practices of the SCS. Policy taking "denotes the pursuit of a given set of policy objectives, which is primarily or entirely shaped by the pursuit of other objectives" (Dery, 1998, p. 165). Also referred to by Dery (1998) as 'policy by the way', these resultant policies are by products created and implemented to pursue objectives that are different from and perhaps in addition to those of the original set of policies. In other words, the MOE through policy borrowing/transfer created the SCS with two main purposes in mind: to support a skills-based economy commensurate with a massive industrialisation thrust, and to create more secondary spaces in keeping with universal education (Government of the Republic of Trinidad and Tobago, 1974). Whilst coming to terms with what they perceived the requirements of their new schools environment to be, principals and teachers entered a sport policy space, that of sport development, that had not been previously occupied. They considered both constraints and contextual influences of the SCS, that is, low academic performers, large school plant with equipment and facilities for the development of sport, and poor school image. Through policy taking or policy by the way, they formulated policy to develop sport. The pursuit of sport was hence shaped by and through the pursuit of educating students in the SCS setting.

As previously established, "most policies are either by-products or primary to a degree, each contributing to the context within which different policies may co-occur. Policy makers may wish to make policy but inevitably, end up adjusting to neighbouring policy" (Dery, 1998, pp. 163,164). In a minor deviation from Dery, principals functioning as policy actors not only made, but at the same time, adjusted to overarching educational policies. An inevitable inter-relatedness of policy appeared to be at the heart of Dery's contention, making it pertinent to the discussion of sport policy development in the context of the SCS. Not only were sport policies by-products of educational policy, but emerging and idiosyncratic

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sport policy of indeed all the secondary school types significantly contoured operations of the secondary school system. The MOE as such intervened with policy for the conduct of sport, adjusting to the amorphous but unrelenting mechanism that sport turned out to be for schools. Policy produced by the MOE included regulations for rewarding student athletes, and guidelines for the recruitment of coaches to aid with sport development in schools outlined in Circular Memorandum #71 (Permanent Secretary Ministry of Education Trinidad and Tobago, 2006), as discussed in chapter six.

Sport in the SCS hence emerged as a result of several unwritten and written traditions. These were explored and expressed through language and discourses, based on the value systems and beliefs of authority figures, in this case principals (Keech, 2013). Green and Oakley (2001) illustrated how sport practices across different jurisdictions had grown to resemble each other more and more because of how sport had increased in significance. This they claimed was evident in the countries such as Germany, England and Australia. The same could be said for sport in the SCS setting where similarities were more notable than differences. Some of these practices were player importation and manipulation of the repeating system highlighted in chapter six, especially in football and cricket. In the case of the SCS where a substantial number of students were low academic performers, utilising the sixth form system to absorb underqualified academic performers who were also talented sport persons was the norm. In keeping with the reciprocal nature of policy, where sport influenced policy generation and policy in return determined sport practice (Gilchrist & Holden, 2011; Hill, 2003; Palmer, 2013), principals of the SCS manipulated ministerial policy. They created new ones, such as allowing students to attend school after training, that aligned with the needs and abilities of the SCS students thereby ensuring that sport took place. The salience that sport had assumed for the SCS resulted in a lowering of the qualification bar for the sixth form intake, which permitted and attracted many students to the SCS to participate in sport.

The MOE outlined several policies for the running of the SCS. These policies both inhibited and enabled the innovation that teachers and principals could display regarding sport. Although this interplay within policies was spoken of in the field

of education by Ball et al. (2011) and Keech (2013), it aligned with the predicament of actors in the SCS as they interacted with sport. All three schools were thus required to operate within the combination of inhibitions and enablement to allow sport to flourish.

Sport participants in the SCS appeared to face challenges to balance their academic and sport life. The MOE's regulations for start and end time of the school day had to be adhered to by sport students notwithstanding this challenge. However as students became more involved in sport, the likelihood of keeping regular school hours was threatened, and if this rule was to be strictly applied some sport students may not have been able to attend school regularly. Similarly, sport students did not always attain the full certificate of five Caribbean Examination Council subjects in the first attempt, perhaps warranting an opportunity to repeat examinations. Criteria for and determination of who were the beneficiaries of the 'repeat system' (almost all beneficiaries were sport students) was left to principals. Thus policy created by the schools which were supported by the MOE both shielded and facilitated efforts of sport students. Resolution to problems within this policy space of youth sport in the SCS was achieved through what I deemed 'complimentary policy' outlined in Figure 5.

Complimentary Policy
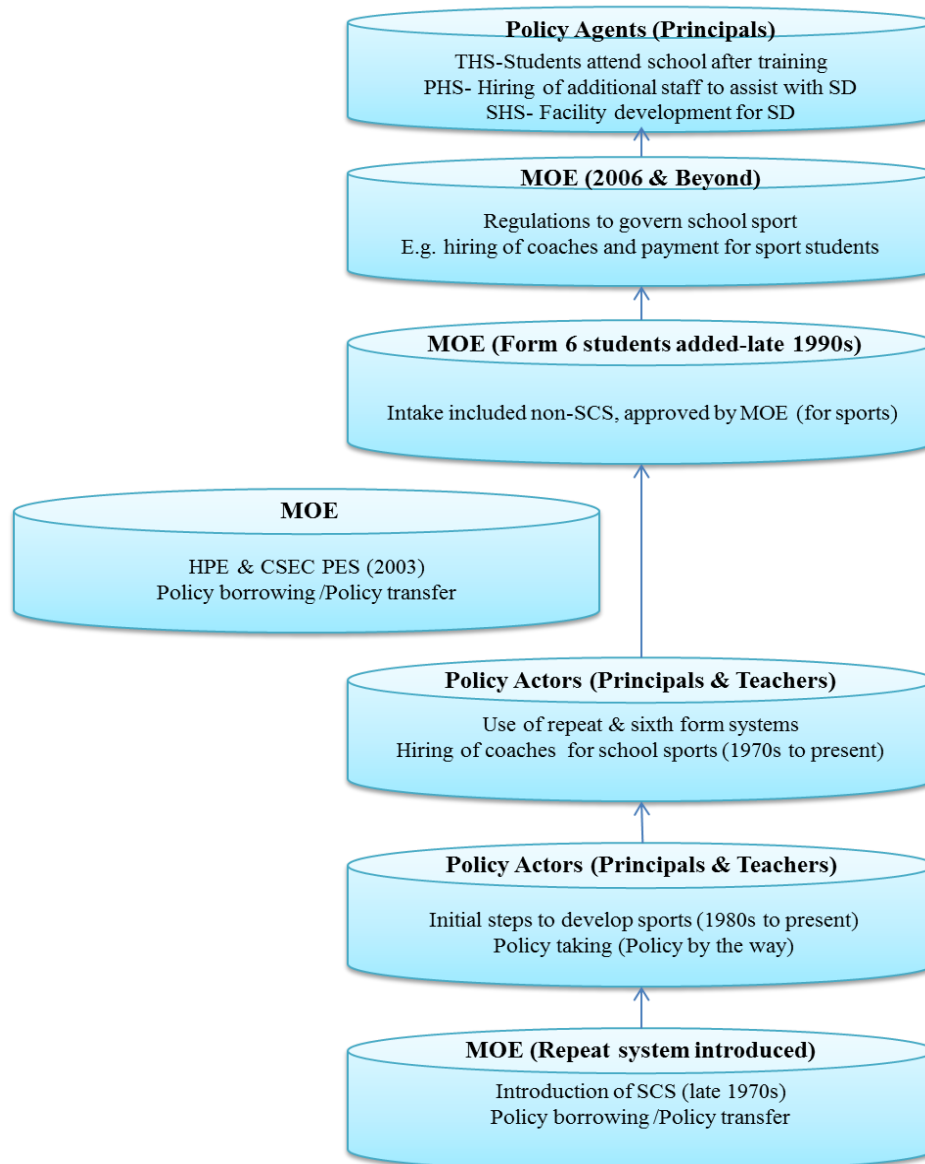
Figure 5: The Complimentary Policy Continuum – Sport Development in the SCS

I define complimentary policy as policy that overlay each other and by alternating action, the previous forms the basis for and assists the more recent in the achievement of the same set of goals. From the outset, principals operating within the context of the SCS, displayed initiative, and though differences within schools were observed, the driving force behind efforts was to allow sport to thrive. Measures adopted by principals were subsequently overlaid by MOE's guidelines, which over the decades had neither hampered nor suppressed initiatives of principals for the most part. For example, the principal of the Tambran High

allowed some students to attend school after morning training with their sport club, and determined the criteria for repeating examinations. At Peewah High the principal procured a formidable team/staff of sport professionals to assist with sport development at his school. In Sapodilla High though frustrated by the backlash of one particular policy and a perceived lack of cooperation from the PE staff, the principal continued efforts in sport provision such as facility development, to support students' continued sport engagement.

Policy Variance

The data additionally revealed that one of MOE's interventions transformed a problem that it had intended to solve, a claim made by Wildavsky (1987) in his discussion on how policy unfolded in the school setting. Based on the data collected from the principal of Sapodilla High, discussed in chapter six 'The Weight of Policy', all three PE teachers of the school believed that they were suitably qualified to benefit from the provision made by the MOE regarding recruitment of coaches (Permanent Secretary Ministry of Education Trinidad and Tobago, 2006). The principal however arrived at an interpretation that excluded two PE teachers but found favour with the one originally from Cuba, whilst the MOE held that an apparent conflict of interest existed, because he (the Cuban PE teacher) was a PE teacher at the school. In the end teachers withdrew their support for sport while the principal exhibited high levels of frustration over an apparent inconsistency in the application of the guidelines.

A contrasting response to what transpired in Sapodilla High regarding the policy for the procurement of coaches existed at Peewah High. Teachers and auxiliary staff members appeared to have met with approval from the principal and satisfied the MOE's criteria for coaching in their school. Reasons for one set of school officers receiving approval over the teacher at Sapodilla High were unclear to me, a short coming in the data collection being unable to obtain a clear explanation for the variance from the MOE.

On face value the policy for the procurement of coaches was intended to boost sport development efforts in schools. Its aim was to provide an additional avenue for

principals to acquire and pay for coaching out of the huge annual government subvention that was granted to schools. However prior to the circular arriving at schools, several PE teachers, such as Mervin of Tambran High, had spent time and money to attain qualifications for coaching sport, perhaps believing that it would aid them in sport development at school and community. It was therefore not surprising that some had an expectation to be paid for what they had been doing for free for so many decades. Expectations of Principal Dean of Sapodilla High however did not coincide with teachers' desire to earn additional revenue. An apparent breakdown in communication between PE teachers and principal followed by tensions, thwarted efforts in sport development at this particular school. Notwithstanding this exception, for the most part, policies handed down by the MOE regarding sport complimented what principals had already formulated.

The policy variance outlined above brought other important issues to the fore. Whilst the occurrence highlighted how patterns of policy application affected teacher function, it additionally underscored the importance of power. Ball (1994) insisted that in the absence of clarity, actors will exercise agency in a loosely defined policy space, as was the case with sport in the SCS, and power struggles will ensue. Both principal and teachers had similar interpretations of the policy regarding payment for coaching done after school hours, and perhaps shared the same vision for sport development at the school. However the data revealed that the principal acting on expectations of PE teachers believed that they should assist in providing sport opportunities for students in the absence of payment and/or clarity on the policy regarding payment for coaching. Perhaps as well, Dean superseded the spirit of the policy believing himself to be the only one with power. Instead of attempting to mediate and or pay disgruntled PE teachers to coach sport, Dean determined how he would utilise the hundreds of thousands of dollars allocated by government and at his disposal. Teachers however held their ground. In other words, different policy actors at different levels were doing different things, which revealed the multidimensional nature of power (Webb & Macdonald, 2007). Ultimately over the years of the power struggle occasioned by policy incursion (Riseborough, 1993), students could not potentially benefit from additional provision in sport.

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The PE Teacher in Sport Development

Chappell (2013) believed that the PE teachers' role in sport development should be clearly defined and that this should be done from the outset. Apart from the many duties they discharged, some teachers additionally acted as mentors and guardians of sport participants in the SCS, doing more than their share to ensure that students were able to pursue sport. As exhibited in the incident above (Policy Variance) there appeared to be a relationship between PE teacher function and sport development in the SCS, and in some instances it was an expectation of the system and a curriculum demand as revealed by Chappell (2013), Keech (2013) and Marchant (2013). It is also possible that this relationship might be a reflection of the relationship between PE and sport; one that is riddled with contestation, suspicion and tensions (Houlihan, 2000). Perhaps what is advocated by Stothart (2000) may have some salience in the SCS context. He surmised that there is a relationship between PE and sport and that teachers should refrain from ignoring this. It may not be that teachers had ignored this inter-relatedness, but rather possibly because of their perception of the examination driven HPE and an accompanying narrow construction of sport as outlined by principals, they believed PE and sport to be disconnected without HPE being potentially able to resource sport.

In sum, the SCS, its purpose, structure and curricula, were established through policy that was borrowed and transferred to T&T. As a school type the SCS were created to provide more spaces and a different type of educational opportunity for a large percentage of the population. They initially wielded a curriculum that focused on technical vocational education, the creative and performing arts, later adopting the NC as its main course offering in the lower school, which including HPE. Sport emerged as a result of tradition and became established in policy by principals and teachers in the first instance, and later by the reactive nature of the MOE. Though coaches were later added as sport became an important part of the fabric of the SCS, teachers and principal remained the main fuel behind the SCS sport development thrusts, which were generally done through talent identification. Much sport was realised in the SCS through this system over the years. However teacher function and role appeared to be one of the main factors that had both negative and positive impact on sporting provision for youth in the school context.

In chapter one I explained that two separate PE subjects exist in the SCS. These are the HPE and PES. HPE, which entered the SCS when they (SCS) were already entrenched in their sporting ways, was diffused throughout the school for students in forms one to three, whilst PES was comprised of one or two small classes of students in keeping with PE teacher quota, who were being prepared for it as one of their five or six exit examinations in forms four and five. Teachers in the study could not ascertain with any degree of certainty the exact intentions of HPE regarding school sport, though objectives for the attainment of proficiency in sport were outlined in the curriculum guide (Ministry of Education, 2008). In light of stated objectives I felt it prudent to examine HPE giving it its own focus in the discussion.

Primarily, teachers believed that HPE ought to be the conduit through which students experienced more in-depth sporting interactions notwithstanding that many of them came into the SCS without an appropriate sport foundation. Additionally, HPE was the subject that had whole school diffusion to students whom teachers believed were at an age when sport could perhaps still be readily introduced, absorbed and enjoyed. This belief was somewhat contrary to Kirk's (2005) view, that at age 11 it might be too late to form positive lasting habits in sport. Moreover, almost all of the students who made up the PES classes were already proficient in sport and members of school and /or community teams/clubs. In my experience proficiency in sport was the chief reason for students choosing upper school PES as an exit examination as discussed in the findings. Hence in terms of discussing curriculum practices as they related to extending possibilities and pathways, the national HPE had broader relevance.

PE Teachers - Policy Actors in HPE

As explained in chapter one, national HPE like all other subjects in the NC were designed for diffusion into all school types for students aged 11 to 14. The curriculum guide emphasised as one of its objectives, that students should demonstrate proficiency in various sporting disciplines (Ministry of Education,

2008). However in the participating schools there appeared to be a gap between pedagogical practices and the realisation of sport outcomes.

Some of the discussions in school were therefore centred on HPE's ability to resource sport in keeping with the objective that students will have opportunities to demonstrate proficiency in various sporting disciplines (Ministry of Education, 2008). Part of the problem seemed to be teachers' lack of clarity as to what HPE was supposed to achieve in terms of sport, given the schools' intake of students and HPE's focus on marks. It is possible that curriculum guides were written in language that legitimised and justified sport in the eyes of the state, and within a discourse framework that reflected certain values and beliefs (Keech, 2013; McCree, 2009). Vague references to sport development contained in the HPE curriculum guide may have been considered appropriate and reflective of contemporary practices in designing curriculum. However these statements did not provide clarity as to what students' attainment of said objectives should look like. As illustrated by Ball (1994), some teachers henceforth engaged in making meaning, making secondary adjustments on account of policy incursion (Riseborough, 1993). They constructed responses to align with objectives that would benefit the learner in the SCS, many of whom did not possess the requisite physical literacy upon graduating from primary school.

Teachers additionally sampled from the HPE curriculum guide activities that they believed would be most enjoyable and beneficial to students. They lamented the crowding of the curriculum space at the primary schools, which resulted in PE being 'choked out', an observation of Dery (1998) and Houlihan (2000) having examined educational practices in certain jurisdictions. Physical education and sport interactions were hence almost non-existent for many poorly coordinated students who were made to focus on the main primary school exit examination, according to teachers.

Thus the HPE curriculum offered teachers an opportunity to explore a range of options that became available to them (Ball, 1994). Teachers' interpretation and enactment of policy was dictated by the context in which they found themselves, a context over which they had no control (Ball, 1990; Ball et al., 2012; Beilharz,

1987), and one which affected their practices and philosophies (Green, 2008). In all three schools teachers displayed a high degree of alienation from policy discourses, its products and its outcomes. Their general policy responses were automated, dictated by the need to furnish marks for a national database of students' scores. How teachers acted was based on the meaning they derived from policy, which varied from teacher to teacher and from school to school, as contended by Codd (1988) in his appraisal of teachers' responses to policy. In this environment there was therefore no policy dependence displayed by teachers in deference to what was highlighted by Ball et al. (2011). Rather, as was discovered in the case study by Armour and Jones (1998), pedagogic emphases and approaches were largely determined by philosophy; some focused on teaching sport skills whilst others on holistic development for later life. In some instances teachers described confusion, pressure and powerlessness on account of policy as indicated by Ball et al. (2011), though this was combined with the exercise of agency. Policy in the school setting in general, was supposed to provide guidance to teachers (Chappell, 2013). However in this instance it did not.

Evidently, in light of its current status, the potential for HPE to assume a role in sport development as the SCS appeared to be quite slim. Apart from the demand to produce marks for a national database, teachers perceived that gaps existed between students' academic ability and the stated objectives of the theory-based HPE curriculum. Teachers further lamented students' lack of sporting ability which acted as a trigger for the direction in which they believed they could go regarding sport. A broad pathway from HPE to sport participation in line with stated objectives could not be established. In fact, there was an evident disjuncture between PE and sport with sport, being the far greater asset to the SCS, enjoying the larger share of schools' attention and financial resources.

Echoing reported international observations, the status of PE at the SCS appeared to be far from strong (Fry & McNeill, 2011; Hardman, 2008; Kirk, 2012; Penney, 2008; Penney & Chandler, 2000). Teachers lamented that the subject was marginalised to the periphery, its tenets were misunderstood in the school setting, and the general population had no real appreciation for it or sport. One of the few

'positives', (and I say positive guardedly), was the fact that HPE existed as one of eight core subjects of the national curriculum. Its nexus to the SEMP initiative described in chapter one, and the belief in marks by the population at large may hold out some hope for the survival of HPE. Ultimately it was felt that HPE in its current form was not a suitable vehicle of sport provision for youth, neither could interest in it be sustained beyond the age of 14.

FACTORS THAT IMPACTED UPON YOUNG PEOPLE'S DECISIONS TO TAKE PART IN SPORT, AND REMAIN INVOLVED AFTER COMPLETING SECONDARY SCHOOL

Discussion of this question will draw especially on the responses of the sport participants who were in the schools at the time of data collection as well as from those that had left the SCS. The views of other participants who have had direct contact with youth in the arena of sport and the relevant literature will also be drawn upon.

The Drawbacks of Policy Borrowing / Transfer

As already established, the design, structure and purpose of the SCS stemmed from models that existed in the developed world. Ideas were subsequently transported to T&T in government's attempt to "equalize the uneven rate of transition from primary to secondary education" (Ministry of Education Trinidad and Tobago, 1993, p. 49). Dolowitz and Marsh (2000) and Steiner-Khamsi and Waldow (2012) claimed that borrowed and transferred policies paid little attention to the economic and socio-political context of the country that had borrowed, and hence did not consider that policy change may create further problems in addition to the ones that the borrowed policy was attempting to correct (Keat & Sam, 2012).

Principals and teachers of the three schools claimed that the SCS students came from challenging socio and economic conditions, and needed some type of support for many of their school endeavours. However in keeping with the above claims of Steiner-Khamsi and Waldow (2012) and Dolowitz and Marsh (2000), no evidence existed to suggest that support for sport engagement was built into the initial structures of the SCS. Instead as reported in the data support arose in a reactive manner out of altruistic acts by teachers and principals, which later got some

support from the MOE. Additionally, the problems for which the SCS were designed to resolve not only remained, but according to Keat and Sam (2012), new problems were created. T&T still suffers a shortfall in skilled persons for the industrial sector. More than that, the continuous reconfiguring of the SCS has transitioned them away from their original focus to one that is centred on academic excellence. The drive towards academic excellence placed the SCS student at a disadvantage and as such has produced a high failure rate as reported by Principal Dean, who deemed the SCS failing institutions. It also contributed to sport students discontinuing sport engagement as they neared the time of their main examination as reported by Keno of Peewah High, as well as after they had left school in preference of work to support family and themselves, as stated by Principal Harry of Peewah High.

Early Learning Experiences

Other factors impacted on youth's decision to take part in sport, and to remain involved after completing secondary school. Research suggests that early learning experiences that were varied and fun filled were crucial to the development of a lifelong habit of sport participation (Côté & Hay, 2002; Kirk, 2005). Data from principals, teachers and professionals in the field of PES in this research effort, revealed that early learning experiences in the sport were almost absent for primary school students because of a crowded primary school curriculum that emphasised academic achievement (Houlihan, 2000; Petrie & lisahunter, 2011). Because PE featured in the primary school curriculum, teachers in T&T were expected to teach it. However, based on reports by curriculum officers and teachers, PE was not taught resulting in students not benefitting from early varied movement experiences which included sport, as advocated in the literature. Teachers reported that by the time of arrival students who had been transferred to the SCS did not feel competent and confident in a sport environment.

The sport students, both past and present, had by contrast benefitted from sporting experiences at the primary school age. These were however made available to them predominantly through membership with community clubs. They did not sample from a variety of disciplines as suggested by Côté and Hay (2002), but rather they

chose their discipline and stuck with it throughout early, middle and later years. Moreover, and possibly because of the lack of opportunities for sport engagement in their primary schools, students and parents looked to the community for pathways to progress towards competence in the respective sport. Simply put, community provisions came to the rescue of participants who were determined to pursue sport in the absence of primary school experiences, as reported by Kirk (2005) in studies in England. They were later nurtured and supported by coaches and parents in their sporting endeavours.

PE and School Sport

The literature converges with the data regarding the status of PE and its possible connection to sport. Notwithstanding reports of some positive developments within PE, these were comingled with policy rhetoric and continued adverse practice short comings (Hardman, 2008). Some teachers believed that there existed many negative sentiments towards the subject discipline both in school and within the wider population, a view that was in alignment with Hardman. This resulted in a lack of interest in the upper level variant of the subject (PES), which carried a greater sport focus. Possibilities for continued sport engagement in different forms were hence obstructed. Additionally, reports of PE being used to deliver sport in England for example, had been met with some success, but these were juxtaposed with challenges in the implementation stages and pressures to meet shifting targets (Flintoff et al., 2011), with some instances of PE being sacrificed for sport (Chappell, 2013). These occurrences call into question the role of PE in so far as it related to students decision to take part in and remain involved in sport after leaving secondary school. As contended by Pope (2011), this role of PE appeared to remain unresolved.

The Role of PE Teachers

The role that PE teachers in the three participating schools assumed in terms of the sport varied from school to school. The data revealed that whereas some teachers believed that they should teach sport skills towards building sport, others believed in giving students exposures to a variety of activities with no real emphasis on specific sport disciplines. As discussed in chapter two, Armour and Jones (1998)

and O'Connor and Macdonald (2002) claimed that although tensions may exist within this role, their role may be pivotal to the achievement of the goals of PE and or sport. Chappell (2013) added that there is a role for PE teachers in school sport, but that this role should be clearly defined from the outset. In the absence of clarity teacher responses will be varied perhaps based on philosophical outlook as obtained in the schools. The data additionally revealed enthusiasm on the part of some teachers who employed different measures to ensure that students experienced some sport. Green et al. (2005) confirmed that sport had become part of youth culture largely because teachers facilitated the introduction and development of a wide range of sporting activities. Their roles in assisting with continued youth sport engagement after leaving secondary school cannot be overstated.

Support in Many Forms

Youth who benefitted from different types of support were more likely to continue sport after completing secondary school. In its absence sport participants appeared to struggle to maintain a measure of stability in lifestyle. Gucciardi and Jackson (2015) believed that the most severe decline in sport participation took place when students were faced with changes to their established routines and had far more issues to simultaneously juggle. Many of the past sport students had to manage work and training, or work, studies and training. Attrition in this group of the study was more than fifty percent with only four of the nine being able to continue sport.

In terms of support for sport engagement, perhaps the best lessons for the way forward could be drawn from the past sport students. In all instances this group of participants drew inspiration from adults in their immediate environment. This included parents, coaches and mentors that formed part of a network of emotional and financial support, which aided with stability (Kim & Cho, 2002; Lee et al., 2004). Thompson and Humbert (2003) proposed that youth participation in sport may be significantly influenced and determined by their social context. These participants were all inspired by the actions of those around them who aided in maintaining routines, and who evidently valued sport engagement. Structural problems such as lack of time and inability to access facilities; and intra and interpersonal problems such as self-management, shifts in routines, and impact and

influences of persons were all mitigated when youth had support from trustworthy adults (Crawford, Jackson, & Godbey, 1991; Lobo & Tcha, 2003).

Principals and teachers believed that support for sport engagement was perhaps one of the most important factors that aided students both in and out of school. In relation to support from school the concept of complimentary policy used to account for the practice of sport in the SCS (discussed under research question one), is once again drawn upon to explain support for student sport engagement. In this instance, I draw on the discussion posited by Wildavsky (1987) regarding governments' activities in the area of educational policy. He observed how governments filled once relatively empty policy spaces with programmes. As time elapsed and programmes grew in quantity policy spaces became dense with large but interrelated interdependent programmes. Any major move within this policy space he argued, set off a series of changes, many of which inevitably transformed problems that they were originally supposed to solve (Glazer, 1988; Keat & Sam, 2012), suggesting that conflict will be the outcome. This argument can be applied but perhaps only in part to support for the sport participant in the SCS. As previously noted principals and teachers exercised agency to allow sport in the SCS to thrive. Policy derived, in addition to and in response to MOE's policies, gave rise to a somewhat strong and supportive environment in which poor performing students from the lower ranks of society could continue sport. Collectively over time, their policies may have filled the sport policy space, but the conflict alluded to by Wildavsky (1987), Keat and Sam (2012) and Glazer (1988), did not essentially arise. Instead, their measures appeared to have extended the school and sport life of many students, as policies seemed to have complimented each other.

Participants affirmed that support was critical to the students continued sport participation and for the realization of additional possibilities and pathways. They agreed that support took many forms and that it was especially needed for the SCS student many of whom came from poorer homes. Whilst youth in the study drew support from a network of supporters who valued sport (Dishman & Sallis, 1994), support via community provision was also crucial (Balish & Côté, 2014; Roberts, 1996), particularly at times of transitions such as upon leaving secondary school

(Gucciardi & Jackson, 2015; Kim & Cho, 2002; Lee et al., 2004). Balish and Côté (2014) and Roberts (1996) found in Canada and England respectively, there was a positive relationship between community facility provision and sustained sport engagement by youth.

Perhaps the biggest form of support for student sport engagement came from the students themselves. In several instances outlined in the data, students 'backed' and encouraged themselves amidst many negative occurrences. A great sense of self belief was evident. Students in the study did not respond to expectations and pressures placed upon them by adults as reported in the literature (Dishman & Sallis, 1994; Lee et al., 2004). Instead the data reported that students got involved and remained in sport because of love for sport primarily, but also because they experienced a sense of fulfilment and believed, based on their skill level, that there may be opportunities for financial rewards.

Perceptions of Careers in PES

The perceptions of careers in PES had an impact on decisions to remain involved in sport at the end of secondary school. Participants believed that careers in PES appear not to give a sense of stability. This perception was in alignment with the findings of the unpublished study on careers in PES, which pointed to students opting for more traditional career pathways such as medicine, accounting and law (Lawrence-Ince, 2010). At least one student and several adult participants believe that there is insufficient at this time to attract a student to a career in PES. PES professionals, teachers and principals believed that the pathways were not clear, they were not well known, and there were issues of access and availability at universities and national governing bodies (Onifade & Awosika, 1993). Moreover, findings pointed to an absence of structures at the school level, that was needed to connect to and support the pursuit of PES career options despite government's continued rhetoric regarding developing sport as an industry (Ministry of Finance and the Economy, 2012; Ministry of Sport and Youth Affairs, 2002; Ministry of Youth Sport Culture and Creative Arts, 1988), discussed later in its own segment. Based on the responses of participants, perceptions of careers in PES appeared to have not changed over the last four years. Whilst several of the SCS students

seemed willing to remain with their career choices in PES, adults however expressed their doubt as to their viability.

POLICY FRAMEWORKS AND THEIR INFLUENCE ON SPORTING PROVISION FOR YOUTH

The sections above focused mainly on youth sport practices in the school setting. In this segment I look to the community and the national context to bring understandings of the conduct of youth sport in T&T through the voice of the PES professionals and the past sport students. I also draw on developments in Tobago and cricket, which I place alongside practices in Trinidad. Once again the concepts 'policy borrowing and transfer', 'policy taking' and 'policy learning' will be applied in the discussion.

As previously stated, sport development practices in all secondary schools began to resemble each other possibly through policy transfer and policy taking. As revealed by the principal of the south school, sport was one of those things that made a school significant and as such several schools irrespective of type pursued sport development vigorously, with principals being the chief drivers behind it. Without a doubt conditions in the SCS were different from their more prestigious and well established counterparts who could do more in sport particularly because of their ability to attract corporate funding (Chappell, 2013). Church/board schools in T&T had long developed sporting systems based on strong networks of community and corporate support, and had competed successfully against all other school types. Yet amidst sometimes unrealistic expectations, changing roles and accusations of lack of advocacy and inefficacy, teachers assisted with sport development in the SCS. Coaches were later added as a key ingredient to sport development. School practices appeared to be a mere reflection of practices at the community level. Sport clubs and their respective NGBs, perhaps with the exception of cricket, displayed the same self-regulation that was evident in schools, until recent incursions from the SPORTT.

Sport Development in T&T

As revealed by the PES professionals youth sport in T&T at school, community and national levels was plagued with several problems. Firstly, there were too many organisations responsible for sport development, organisations that had little or no relationship with each other. Some of these were the MOE, the MOS, the Ministry of Community Development, and not-for-profit organisations who undertook projects. This practice of several organisations being responsible for youth sport was evident in England around the turn of the century prior to efforts towards a more targeted approach to develop youth sport (Green, 2006; Houlihan, 2000; Kirk, 2005). It also reaffirmed the notion of youth sport as a 'crowded policy space' (Houlihan, 2000). In T&T where there was a high level of political interference, this level of fragmentation appeared to be a normal occurrence. Each organisation pursued its own set of policies and its own agenda, resulting in discord and many starts and stops as recorded in the data. As explained in chapters one and eight, SPORTT was therefore commissioned in 2006 to address these apparent dysfunctions.

A cursory look at sport development in T&T would show resemblances to practices adopted internationally. In England and New Zealand, Sport England and SPARC respectively were established to provide oversight and funding for NGBs and other organisations involved in youth sport (Bergsgard et al., 2007; Green, 2004; Houlihan, 2000; Keat & Sam, 2012). In the case of T&T, SPORTT was created as a service company to minimize the high level of bureaucracy that undermined efforts in youth sport. It was responsible for 15 NGBs, compelling and at the same time assisting them to become better organized to fulfil the objectives of the *National Sport Policy, 2002*.

An in-depth examination into the T&T *National Sport Policy 2002* however revealed several things. McCree (2009) purported that the T&T's government policy on sport resembled practices seen in the developed world which bore the same twinned focus previously mentioned, and that this signalled a new approach to sport development and delivery globally (Houlihan, 1997, 2011a; Hylton, Bramham, Jackson, & Nesti, 2001). McCree further contended that T&T sport

policy reflected the new public management (NPM) approach; a more entrepreneurial and managerial approach to public policy formulation that focused on performance targets, competitiveness, efficiency, accountability and results, all undergirded by the state who assumed the role of facilitator as opposed to controller of the development process (Sutton, 2006).

McCree's argument was centred on the ways in which organisational change within the national governing bodies for sport in T&T resonated. He believed that these changes were forced through the influence of an external entity, SPORTT, which followed a model for sport development (the NPM) that was evident in Australia (McCree, 2009). Whilst his foreshadowed contention may be true, I extend his argument encasing it in the concepts of 'policy borrowing/transfer', in light of the manifest problems that were thrown up in the data. I argue that constraints within the overall context in which the *White Paper* on sport development in T&T was framed (1988) outlined in chapter one, prevented implementation. The new environment within which T&T *National Sport Policy 2002* was formulated was filled with economic wealth, suggesting that many options regarding policy formulation could be explored. However, and perhaps because of the ease with which policy could be borrowed (Dolowitz & Marsh, 2000), sport policy was borrowed and transferred to T&T. Policies hence had little regard for the socio-economic, cultural and political differences between the two territories, namely Australia and T&T.

The *White Paper* on sport development of 1988 was formulated at a time when T&T was experiencing severe economic decline. One of its recommendations was the establishment of the National Sport Authority (NSA) set up to fulfil some twenty-nine functions which included supporting recreational, community and competitive sport; monitoring, funding and supporting NGBs, and the development of sport as an industry. Recommendations of the White Paper however could not be implemented because of a lack of funding, also outlined in chapter one. At that same time sport in T&T was pursued largely for recreational purposes with intermittent sprinklings of elite successes. My argument here is that whilst sport in T&T struggled for status, at that same time around the end of the twentieth century,

sport in Australia was strongly linked to national identity, deeply intertwined with media interests, bolstered by political intervention and as such was well established in mass participation and elite development (Green, 2007; Hoye et al., 2010).

From an external perspective significant gains in Australian sport particularly at the elite level, set it apart from other jurisdictions. By 1981 Australia established its Institute of Sport, and by the late 1990s it had developed one of the most sophisticated systems for talent identification (Green & Oakley, 2001; Riordan, 1991; Ziemainz & Gulbin, 2002). By 2002, the time of the formulation of T&T's national sport policy, Australia through *Active Australia* had deepened its community sport thrust through programmes such as *Aussie Sport*, *Willing and Able*, and the *Indigenous Sport Programme,* and as such reported a 33% sport and physical activity participation rate among adults. To boost community efforts Australia, through the Australia Sport Commission (ASC), attempts to maintain a clear developmental pathway from school PE to international performance were solidified (Australian Sports Commission, 1999). The literature suggests that Australia's strategy is perhaps more focused on creating pathways to elite development in preference to mass participation (Hoye & Nicholson, 2011), which further calls into question T&T's borrowing of their sport policy.

In contrast to sport development efforts in Australia outlined above, T&T's efforts had not realised significant success. McCree (2009) affirmed that by 2002 plans for supporting recreational, community, and competitive sport, funding for coaching and training programmes, and the development of sports scholarship schemes through the establishment of the National Sport Authority still had not been achieved. This led to the establishment of SPORTT in 2006. Moreover, as reported by the participants, efforts to solidify sport in schools in Trinidad to underpin the development of sport as an industry (Ministry of Finance and the Economy, 2012; Ministry of Sport, 2002; Ministry of Youth Sport Culture and Creative Arts, 1988), had not as yet materialised.

In essence, the context of the 1980's sufficiently constrained the implementation of proposals of the *White Paper*. A change in economic fortunes brought about the development of the T&T sport policy 2002 at a time when the country had been

experiencing successive economic booms. The dilemma of sport development appeared to have been resolved through 'policy by the way', by products (policy 2002) of the original policy (of 1988), implemented to meet a different set of objectives from the original conditions (Dery, 1998). In policy taking a critical interdependence thus exists between policies as illustrated by McCree (2009); in this case, the *White Paper of 1988* and *T&T Sport Policy 2002*. Whilst policy taking may have been responsible for the generation of the 2002 version, policy borrowed and transferred also brought *T&T Sport Policy 2002* into existence as previously noted, evidenced by new alliances and configurations with larger more powerful states, in this case Australia; the desire to incorporate new technologies and innovations, the NPM approach; and looking for what worked in other jurisdictions irrespective of significant differences between borrowing and transferring countries (Dolowitz & Marsh, 2000; Phillips, 2004; Whitty, 2012). As Keat and Sam (2012) have highlighted, policy borrowing often expands problems and generate further issues instead of solving problems, as revealed in the data.

The changes forced upon the NGBs by SPORTT were equivalent to a tremor in the organisation of sport in T&T. Essentially, they were ordered to get organised within a particular framework, deliver success defined by international qualifications/standards and medals, or risk not receiving government funding at a time when funding was plentiful. There however appeared to be gap in the language, intent and overall philosophical orientation of the *National Sport Policy of T&T, 2002* and the current state of NGBs. More than that, there was an apparent mismatch between the seemingly archaic structures of NGBs, cricket being the exception, and the modernisms espoused by the relatively new SPORTT, the delivery arm for the sport policy 2002. Simply put, square pegs were being forced into round holes.

The data additionally revealed that the incursion of SPORTT resulted in policy interpretations and responses that were shrouded in uncertainty. Individuals no longer felt secure in their respective roles. The new requirements of the NGBs exposed the fact that the wrong persons were in leadership positions, and that there was no evidence of succession planning or efforts at capacity building. Instead, internal wrangling, power plays and lack of collaboration were frequent occurrence

among officers within and amongst NGBs with each pursuing his/her own agenda. These occurrences may have been present before the introduction of the SPORTT, but its incursion may have accentuated the chaos that characterised the operations of NGBs. As was the case in England when it attempted to modernize the development of sport at the latter part of the 20th century through transferred policy, efforts were characterised by discord, mistrust and wastage of resources as there was significant overlap (Carter, 2005; Green, 2004). Perhaps the biggest indictment against NGBs as highlighted by participants, particularly the PES professional with direct oversight for NGBs (Alvin and Lolita), was their overt absence within the community, in contrast with the claims of Roberts (1996) in reference to England, where community provisions was most significant in reducing the dropout rate in sport participation among adolescence.

As had been the case in several jurisdictions, some highlighted in chapter two, sport development in T&T did not have a unified approach. Professionals in the field of PES lamented the fragmentation and suspicion that existed among the entities responsible for sports delivery namely the MOE, and the MOS and their many branches. The MOE believed that it ought to provide oversight for all activities including sport, which took place in schools, while the MOS felt responsible for providing community interactions for youth, but apparently not in collaboration with the MOE. NGBs, with the exception of cricket, pursued their own agendas focusing on elite development to the detriment of widespread participation. SPORTT on the other hand focused on and serviced 15 NGBs, whilst other 'less significant' sporting bodies struggled for support having to remain under the MOS, which assumed more of the policy management role. In the end, the outworking of policies did not have a significantly positive impact on youth sporting provision, but rather the existing frameworks have highlighted how joined up approaches could not be supported in spite of the utilization of policy taking, and policy borrowing and transference.

ENHANCING SCHOOL AND COMMUNITY SPORT PROVISION TO EXTEND POSSIBILITIES AND PATHWAYS FOR ALL YOUNG PEOPLE IN T&T

In discussing the overarching question of how possibilities and pathways for continued sport engagement after completing secondary school could be extended through enhanced school and community sport provision, the study signalled several things. Firstly, it is positioned as rejecting the notion that policy must be borrowed and transferred from other jurisdictions because of their success levels in international sporting events. Instead the recommendations of the many participants were drawn upon and supplemented with insights from the literature reviewed to address the overarching question. Ideas captured from the data on 'Tobago' and the 'Model of Cricket' were also utilised in recognition of the apparent successes in youth sport provision that were highlighted within the operations of these two sectors.

Policy Learning within an Integrated Approach

Although participants believed that some success could be had from sport induction in the early secondary years, they believed that ideally, the primary school years should be the age for such activities. This was in agreement with the claims of Kirk (2005) who underscored the importance of early learning experiences as discussed in chapter two and in the addressing the second research question above. In the case of the primary schools in T&T where PE teachers and some PES professionals reported that PE had been underserved, they believed that there should be training and releasing of personnel to ensure that PE and sporting provision were made available to all students at primary schools as observed in schools in Jamaica. Support at the primary level facilitated students believing themselves to be physically competent in a wide range of sport skills, so that by the time of entry into secondary school sport participation would be a more natural activity that they could potentially pursue well into adulthood (Jakobson et al., 2012). Participants believed that primary schools should therefore be treated as the base of a structure for sport development, as was practiced in neighbouring territories such as Jamaica and Cuba. Policy learning from the neighbouring regions was advocated as one of the ways forward for sport development in Trinidad.

The PES professionals believed that a concentration of efforts at the primary level should form part of a unified approach to developing youth sport and extending possibilities and pathways beyond secondary school. Like Kirk (2005), they identified community provision facilitated by a strong NGB presence as part of the drive towards creating an expansive base for sport. Their contentions were aligned with that of Siedentop (2002). He outlined a more cohesive approach in which NGBs had a pivotal role; that of preserving, protecting and enhancing sport practice; of investing themselves for years into practices that would result in others benefitting from their efforts. The fragmentation, lack of clarity regarding roles and pursuit of inaccurate agendas that existed within and amongst NGBs was contraindicated for community provision, as reported by participants. SPORTT may have been assisting NGBs to become better organised, but there needed to be a change in philosophical orientation and an equipping for function in alignment with collective goals. In other words, NGBs can aid in creating a social/community context that encourage youth to participate in and enjoy sport for sport sake (Thompson & Humbert, 2003).

Locating Sport in PE

Participants believed that there was a role for the school, and more specifically HPE, to play in the attainment of any goal related to youth sport. Although tensions and debate between the two appeared to be almost absent in contrast to Grant and Pope (2000) and Houlihan (2000), PE teachers however lamented the current marginalized status of PE (Marshall & Hardman, 2000; Penney, 2008), and in the case of HPE, its focus on theoretical components and the compilation of marks. They conceded never the less, that the attainment of some of the goals of PE were perhaps tied to sport (Stothart, 2000), that sport made up a significant part of the PE programme (Donovan et al., 2006; Marshall & Hardman, 2000), and as such could be used as the foundation upon which sport provision for youth could be enhanced. As indicated by Pope (2011) in his discussion of Murdoch (1990), participants affirmed that a more integrated approach was needed. They further contended that there was sufficient space in the schools' curriculum for PE to seamlessly accommodate sport. Like Stidder and Hayes (2012), Grant and Pope

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(2000) and Tinning (1995), participants believed that there was an undeniable relationship between PE and sport, and that high level elite performance can emanate from a blended curriculum that can serve the interest of both entities.

Although previous discussions on the effect of curriculum practices on sport provision were centred on participants' views of the HPE, they also believed that there was a role for upper school PES. Because of the sport emphasis of PES and the numerous sport roles that students were required to perform as part of the course offering (foot note #8 in chapter one), teachers believed that at the secondary level coaches should be features in schools. More coaching staff in schools meant that PE teachers could do more and more students could be serviced by PES. Whilst teachers appeared to be satisfied with upper school PES they argued that lower school HPE was in need of an overhaul if it was to enhance its relevance and have a future in the school curriculum in the twenty-first century (Green et al., 2005; Kirk, 2012; Penney & Chandler, 2000). They suggested that the emphasis on theory and marks should be replaced by a focus on assisting students to achieve proficiency in sport skills in alignment with objectives stated in the curriculum guide. Teachers shared the view that PE should retain the only edge it held over many subjects of being unashamedly practical though educative in nature (Armour & Jones, 1998).

Sport on the National Agenda

Participants believed that sport should be put on the national agenda in the real sense of the expression. They affirmed that collaborations should involve school and community as well as the involvement of relevant ministries such as the MOE, Ministries of Health, Public Information, Community Development, and the MOS. They claimed that efforts should commence with a massive education drive to disseminate information about the importance of sport to a developing society and the many benefits that could be derived at community and personal levels. Although participants could not say with certainty what collaborations could look like, there were allusions to variants such as the school sport coordinator programme and Triple G attempted in England and Australia respectively (Casey et al., 2013; Flintoff, 2003).

Participants further contended that the society had become too academically oriented and that this drive for academic excellence commenced and became entrenched at the level of primary schools (Petrie & lisahunter, 2011). Moreover, they believed that the entire education system needed reworking, placing PE and sport on an even keel with other subject disciplines instead of them (it) being marginalised to the periphery (Hardman, 2008; Penney, 2008). Mind sets therefore had to be changed, they claimed, and a love for and a culture of sport needed to be developed through political will. Participants shared the view that youth sport ought to be promoted as worthwhile and seen as serving several positive goals inclusive of but not limited to the educative goal, the public health goal and the elite development goal (Siedentop, 2002).

Learning from Tobago and Cricket

Tobago boasted approximately 75% of the youth population being involved in sport or physical activity. The PES professional claimed that Tobago had been guided by the *National sport policy of T&T 2002*, but added what Slim referred to as a few tweaks to suit its very different population demographic and unique cultural make up. It was very likely that Tobago, in sharp contrast to Trinidad, may have been guided by the tenets of policy learning, where deliberate attempts were made to adjust goals and techniques of policy in response to past experiences and new information, making it better embedded in national contexts (Chakroun, 2010). Additionally, the data suggested that policy formation in Tobago resulted from lessons drawn from national and international experiences and evidence that they availed themselves to (Chakroun, 2008; Grootings, 2004; Raffe & Spours, 2007). Similarly, the data confirmed that there were continued efforts at training and developing personnel supported by the involvement of various stakeholders in attempts to build capacity (Nikolovska & Vos, 2008; Sultana, 2008). Tobago, as was illustrated in the school sport coordinator programme in the UK, also included non-traditional and alternative sporting activities such as golf and swimming which encouraged wider participation (Keech, 2013). As a corollary, the officer from Tobago not only boasted of high sport participation rates, but also of the multi layered approach to developing sport that built capacity, and ensured succession and continued youth participation at all levels.

Like cricket, administrators in Tobago had taken sport to the community allowing for partnerships to be forged in the process of development. Where it was reported in the data in the case of cricket and Tobago that the community took ownership of sport, it bore fruit in alignment with the recommendation of Roberts (1996). Furthermore, community support in terms of access to facilities and programmes was an overarching factor that sustained youth sport engagement and curbed dropout rates in youth sport especially in the late adolescence period (Balish & Côté, 2014; Roberts, 1996) in these two sectors. The officer for cricket boasted that there were many opportunities for youth in cricket possibly because there were cricket fields visible in all the areas of T&T, both urban and rural. In support of his claim, all the youth cricketers interviewed without exception conceded that they had no intentions of ceasing participation though they may become diminished in capacity. This was not just because of the ease of access to facilities, but perhaps because policy makers saw cricket as important to youth and central to culture. They believed it to be worthy of transmission to future generations, as well as serving educative, health, elite and social goals of youth sport (Siedentop, 2002). It was therefore no small wonder that youth cricketers interviewed reported having so much fun playing cricket; negative institutional practices, winning or losing were not the most important things, but rather spending time with and making new friends were thrills that they lived for.

Sport as an Industry

The government of T&T agreed that sport was big business (Gilchrist & Holden, 2011; Jarvie & Thornton, 2012). In his budget speech of 2013 following the Olympic gold medal victory by Keshon Walcott, the then Minister of Finance made this proclamation. More than that, the government signalled its intention to leverage recent successes to generate on-going revenue and business opportunities for youth in sport (Ministry of Finance and the Economy, 2012). These however were not new statements having been echoed by previous governments (Ministry of Sport and Youth Affairs, 2002; Ministry of Youth Sport Culture and Creative Arts, 1988). Uncertainty remained as to what sport as a business would look like in T&T. The data from Tobago revealed that there were efforts at diversifying sport to attract and build sport tourism thereby creating more opportunities for youth employment and

engagement in sport. A number of aquatic sports was being considered as additional offerings for youth in this regard. Some participants in Trinidad believed that for sport to appear to be a business enterprise possibilities must first materialize and appear to be enjoyable, rewarding, attractive and/or sustainable for youth. Participants across the two islands believed that there were youth who would continue participating in sport for sport sake, but that there were those as well who would remain interested because of the likelihood of earning an income, and this too ought to be encouraged and facilitated.

Consequently, the data reaffirmed the importance of greater efforts being made to expose and develop career pathways in sport for youth. Participants lamented the lack of collaboration between tertiary level institutions and secondary schools, a factor that was contrary to the suggestions in the literature. Research revealed that students were seriously considering careers options from early ages, and as such schools were responsible for providing exposures to programmes on how to review career information and options (Pyne et al., 2002). What was more, the ever changing nature of the world and the world of work increased the significance of the practice of career development (Herr et al., 2004). Perhaps mindful that numerous career opportunities were becoming available for students trained in sports (Parkhouse, 2005), and perhaps in pursuit of establishing sport as an industry, Tobago promoted some of its teachers to the ranks of talent scouts in the first instance. Later some progressed to mentors and guidance officers who directed students into the many areas of sport, such as officiating, where they could continue participating in sport.

Volunteerism, Leadership and Mentorship in Sport

Volunteerism is an avenue that appeared to have only received marginal attention in the youth sport context in T&T. It as an area in which opportunities are provided for the exercise of civic responsibility and the honing of skills that may increase employability (Coalter, 2007b; Kay, 2009). This concept in my view seems to be immensely neglected, a spirit that is barely alive in T&T sport. Literature highlighted that successful sporting systems around the world were built on the efforts of volunteers (Chalip, Johnson, & Stachura, 1996; Eley & Kirk, 2010),

making volunteerism an area of sport that may need another look at as an additional pathway for post-secondary school participation in T&T. There was almost no evidence that youth were encouraged in this area in spite of arguments that they could have rewarding and meaningful experiences (Gaskin, 1998). PES professionals attributed the absence of considering options outside of the professional performance role to the one dimensional views of coaches in particular. There was evidence of participation in sport for its own reward, but in contrast to research conducted by Eley and Kirk (2010) in England, volunteering in the area of coaching, management or administration was absent in the data.

Almost all of the youth sport participants ascribe their choices and successes in sport to the inspiration received from a sport icon or someone who acted as a mentor. Similarly, some of the adult participants interviewed saw mentorship as crucial especially for the SCS student who often found difficulty in visualizing pathways forward in sport, or in any other area for that matter. One of the teachers interviewed confessed to having lost his mentor as a young athlete and that it changed the entire course of his life. The data strongly suggested that in the case of Trinidad there was desperate need for mentors to perform leadership roles in youth sport development. Mentorship and leadership in sport had not been sufficiently explored in the youth sport context in Trinidad. I argue that it may be a critical issue warranting its own attention in discussions of how possibilities and pathways for post-secondary school sport participation could be enhanced and extended.

CHAPTER SUMMARY

The data and the literature have converged on how possibilities and pathways for post-secondary school participation could be extended. Firstly, participants recommended that sport must be placed on the national agenda through collaborative efforts to engender more love and acceptance for sport by youth. Suggestions included training more personnel for school community efforts and using the media as part of a massive education drive. They believed that PE and sport should be made to adopt a more central role in the school curriculum and be accorded the same merit as other subjects thereby deemphasizing the pernicious drive toward academic excellence that had consumed primary schools. Principals,

teachers and PES professionals argued that the primary school curriculum should be adjusted to accommodate sport aided by coaches, so that students could benefit from early experiences in sport that were both fun and enduring. Additionally, primary schools should align with their community and secondary counterparts to create a unified approach to sport development where insights are gained through learnings from home and abroad. Teachers affirmed that HPE in particular, needed to be renovated, shifting its focus away from the compilation of marks towards assisting all students to attain proficiency in various sport skills. They believed that there should be more teachers at the secondary level to allow more students' exposure to PES, the subject that facilitated students' interaction with careers in PES. Qualified sport coaches should also be a feature of secondary schools working closely with teachers and NGBs in their respective communities.

Based on discussions in the literature and the views of participants, there is strong advocacy for moving away from the tendency to borrow and transfer policy that may not be contextually appropriate. Instead the successes at the elite level and participation rates in Tobago reveal many lessons that can be learnt. Accordingly, participants advocated that sport should be serviced by and situated within communities since students were from communities. Involvement and ownership at community level proved to be the key to the success that Tobago together with cricket, shared. The data revealed that community efforts in cricket and Tobago, which were part of a massive diffusion drive, were not isolated but were done collaboratively with a variety of stakeholders including NGBs, governmental agencies and the corporate sector. Additionally, in the case of Tobago, teachers served as volunteers and mentors who assisted with career development, and this aided in extending possibilities in sport participation for youth. The issues of volunteerism, leadership and mentorship in sport were found to be underserved in T&T and in need of a revisiting in terms of extending possibilities and pathways and as part of enhanced provision post-secondary school participation. Sport as an industry in Trinidad could perhaps emerge organically from such an arrangement, attaining some of the reported successes of cricket and Tobago. *Let the elite be elite* argued the sport officer. New structures and thinking and community provision

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would encourage other layers to be formed giving rise to extended possibilities and pathways for continued sport engagement in whatever form throughout the lifespan.

The final chapter of the thesis summarises all that the research addressed. It points to considerations that may potentially resolve some of the problems that youth sport in T&T appeared to be enmeshed in. It further underscored some possible implications of the study and provided take home messages from the research endeavour.

CHAPTER ELEVEN

CONCLUSION

SUMMARY OF THE STUDY

What I did and Why

This dissertation commenced with a narrative. It sought to highlight the internal conflict I experienced as a physical education teacher in a school that contained predominantly students of the lower socio-economic bracket. It was a conflict spawned by the desire to move on in the area of my qualifications, namely education (curriculum development) and sociology, or remaining a PE teacher in the SCS. My experiences led me to believe that students of the SCS appeared to have fractional success in many of the academic areas, but had experienced the 'high' of success in sport in and out of the PE setting. Despite the tenacity of principals and teachers many of these students were unable to continue sport engagement after they had left secondary school. The research was thus conceived to uncover how school and community provision could be enhanced to extend possibilities and pathways for continued youth sport engagement. In keeping with this objective the research was directed toward unearthing factors that led to high attrition rates and to suggest possible issues that could be engaged with to address and potentially arrest this occurrence. The complexity of the issues that emerged informed the selection of the methodological and theoretical tools.

Why I used what I used

Combinations of methods and concepts were used in this study. The research questions and interests were key to selecting the appropriate approach, which involved combining the interpretive and critical paradigms. The strength of the interview as a strategy for data collection came to the fore. Free flowing discussions were permitted through the use of this strategy, which moreover provided opportunities for participants especially teachers, to share their thoughts. My role as interviewer was pivotal in this regard. The act of restoring/giving voice to the different types of participants was hence an essential aspect of the research. Students in particular knew what worked for them, what interested them, and what

they did not profit from (Leren, 2006). Their concerns therefore needed to be heard. Leren (2006) further acknowledged that school systems, such as school sport, are integral to students' development. Students should as such be included in the decision-making processes regarding issues that concern them. The same principle is applicable to teachers, principals, past sport students and PES professionals.

One of the concerns in this research was to understand the reason behind the creation of the SCS, and the purpose for which sport participation was driven. The study also considered that T&T is a developing country that leverages its oil wealth to attract partners in many aspects of development, and in so doing perhaps reducing its output in policy creation. The research hence had to have a strong focus on policy formulation and implementation in education broadly and in youth sport development in particular. The concepts of policy as text and discourse, policy borrowing/transfer, policy taking and policy learning were utilised to explore the intersection between education and sport, and to tease through the many contestations that existed within the sporting landscape of T&T. Dolowitz and Marsh (2000), Dery (1998) and Ball (1993) asserted that given the increasing reliance of policy-makers upon policy borrowing and transfer and policy taking there needed to be a critical engagement with emerging issues of such practices by those who were interested in the workings and influence of public policy. These concepts were therefore useful for discussing the macro concerns of the study i.e. the creation of the SCS, the development of the national HPE and the formulation of national sport policy; and the micro issues, sport development at the SCS and the role of principals and teachers in so far as these all related to enhanced provision for extending possibilities and pathways for continued youth sport engagement.

What I Found

I embarked upon a meaning seeking journey where I sought to understand the reasons behind the responses of actors in their respective contexts (Schwandt, 2003). In this case the actors were principals, teachers, students past and present, and PES professionals. To facilitate this goal of the study, I assumed a posture that rejected the notion that things were how they were supposed to be. Instead, I sought to restore actors' belief that their opinions mattered, as highlighted by Wexler (1991).

It became apparent that issues of power were deeply embedded within the interactions of actors, and that the out working of policy in context played a significant role in the development of sport in the SCS and in T&T. It also became evident that the school was a microcosm of the wider society. The dysfunction that was visible in sport development in the school setting was in reality a reflection of what took place at the community level, within the NGBs and indeed in the entire governmental machinery that was responsible for the delivery of youth sport. There were however, a few contrasting reports as represented by cricket and sport in Tobago. Outside of those exceptions fragmentation, contention and uncertainty were the order of the day. Moreover, this doctoral journey may have commenced with the intention of unravelling the complexities of the youth sport context in T&T, but it additionally became a journey into the discovery of self, a past student of a SCS. Participants believed that my role as researcher and advocate was an important one, a belief that for me aided in validating my choice to remain in the area of PE and sport. I now see myself as somewhat of a torch bearer for an issue that was patently close to the heart of the participants and those that care about underprivileged students.

Almost all of the sport participants who participated in this study wanted to continue engaging in sport in one form or other. Although some had already ceased sport engagement at the time of data collection they still held out hope to attain this goal. Without reservation support in a variety of forms or the lack thereof either accounted for those who were able to continue, or accounted for those who could not continue sport after leaving secondary school. Furthermore, those that continued sport benefitted from a strong foundation that was built in the primary stages of their lives and as such sport participation was a more natural activity. The presence of HPE in the secondary school had little or no effect on them because their efforts were rooted in whatever community provision and parental support was available to them. Few sport participants of the SCS demonstrated the required initiative to attempt alternative sporting activities perhaps not having benefitted from meaningful exposures to possibilities and pathways that were different from the performer role. With the exception of Tobago, adults appeared to have not seen the need to point the way as to how life with sport could be extended well beyond

the walls of the SCS, perhaps because of the belief that they just did not exist. Sport participants were therefore satisfied with their original choices for the most part and sought ways to improve on their individual performances.

IMPLICATIONS OF THE STUDY

The Current State of 'Play'

Based on all that was unearthed in the study youth were not realising the greatest benefits from the current arrangement of sport in T&T. An elite focus at the school level and problems with community provision limited possibilities and pathways for wider and continued youth sport participation. In spite of policy being implemented on the ground (in schools) and from above (the MOE and MOS), youth were essentially not well supported in their sporting endeavours and as such became causalities of policy disorder. The study therefore suggests that there should be a reengagement with policy that would position and address the needs and experiences of youth in terms of their desire to participate in sport and extend their sport life.

Rethinking Policy

Developing policy for youth sport in T&T requires a new way of thinking. Although the interconnection and interdependence among countries have increased because of economic relations and globalisation, policy development should not be regarded as an enterprise that is best served by borrowing from abroad. The data and the literature indicate that T&T ought to be seeking unique ways, perhaps through policy learning, to attain parity in sport with the developed countries, especially in light of wealth accumulated from the oil and gas industries. Furthermore, policy development and implementation ought not to be viewed as distant and residing only in one location or source of power. Rather it should be a process that arises out of interests and needs of those within the context of T&T. In other words, what was created in England, Canada and Australia was specific to those countries and therefore may not be compatible with T&T.

Policy development should thus focus on how the sporting interests of SCS students and indeed all youth in T&T, could be targeted in the school and community

settings in one seamless arrangement. Given the many short comings of the present sport delivery systems juxtaposed with the problems faced by the SCS student, school and community collaborations may provide answers for the way forward. The two PE subjects in the SCS, namely HPE and PES, must be positioned in these conversations. Dominant discourses in sport development efforts at school and community appeared to be centred on elite development though there continued to be policy rhetoric concerning mass participation. Whilst elite success might be one of the more visible manifestations of governments' investments in sport, the research suggested that there is also merit in strategically directing school and community sport provision to facilitate increased participation. Previous unpublished research (Lawrence-Ince, 2010), revealed that students of the church/board schools perceived careers in PES to be unstable and not holding the same status as traditional careers. By contrast, some students of the SCS signalled a desire to move forward in careers in PES. Their needs must therefore be accommodated.

Unravelling the Policy Puzzle

Evidently, the implementation of policy clusters was significant to how sport unfolded in the various contexts. In terms of developing youth sport policy for the future, the task ahead clearly addresses how coherence and the best outcomes for young people could be achieved amidst a disjointed and contentious sport system. Considering that new sport policies in the SCS were built upon preceding ones, which were framed by history and context (Ball et al., 2012), a good starting point may well be an engagement with what transpires in the school setting. Concerns could be centred on how policies adopted at the school level were supported by complimentary policy efforts at the ministerial level. These efforts coagulated over time producing some results. Although the greatest possible outcomes may not have been achieved, practices in the schools can prove to be useful lenses.

It is also important to note the unevenness of the policy terrain within which principals operated. Whilst I acknowledge that no policy arrangement leads to perfect outcomes I argue that many of the difficulties presented in the context were as a result of policy borrowed and transferred to the T&T context. In all three

schools sport unfolded based on the vision of the principals as they were enmeshed in their respective contrived contexts. As policy agents principals and teachers navigated their way through interwoven policy webs in education and sport. Furthermore, principals who wielded huge amounts of power, seemed to have shown tremendous initiative in often adverse circumstances. Leadership therefore, in enforcing, interpreting, recreating and implementing policy, was at the heart of their operations.

Clues to unravelling the policy puzzle of the sport context of T&T could thus be gleaned through principals' actions imbedded in the complimentary policy continuum. Whilst this is not a call for 'the lone ranger approach' to implementing policy, insights from the various contexts can have significance for efforts at policy development at all levels. Keys to unravelling the policy puzzle are hence drawn primarily from the interactions of the principals and teachers in the school setting, as well as observations in community and national settings in sport in T&T.

1. *Policy must be framed in context.* The entire research resonated with the problems created by policies that were borrowed and transferred to the T&T context. Commencing with the creation of the SCS, the HPE and finally the *National Sport Policy of T&T, 2002*, there was overwhelming evidence that these modes of operation were more harmful than useful to the education and sporting contexts of T&T. Of significance was the way in which policy transfer impacted the education system, particularly the SCS. These 'experiments' were still considered failing institutions operating in an inequitable education environment. It may well be that sport indeed came to the rescue of the beleaguered SCS giving some sense of identity to youth and successive adult members of the schools' populations over the years.

   Policy formulation must hence arise out of observed best practices locally and abroad and be driven by pertinent literature and research. It must also consider the unique needs of the T&T culture and context. In other words, context matters.

2. *New policy should complement workable existing policy.* Drawing on occurrences between SPORTT and the NGBs highlighted in chapter eight, it was evident that sudden and radical changes in policy created huge turbulences within the NGBs. What commenced as well intended created additional problems, which thwarted efforts in youth sport provision. In the school setting principals incrementally developed policy for sport and found the MOE to be a willing accomplice to achieve sport outcomes.

   There was also evidence that school and community efforts were disjointed with each pursuing its own agenda. Despite measured success schools however were on a positive trajectory in terms of identifying and putting into place a variety of support structures that were needed for sport to thrive in the SCS. Moving forward, community initiatives must not only compliment what already existed in schools, but must have layered approaches to support as existed in schools, especially for the SCS student whose lives were often submerged in domestic challenges.

3. *The language of policy must not produce ambiguity.* Whilst there was agreement that actors will apply different interpretation and arrive at different meanings, policy ought to seek complementarity. Objectives in the HPE when interpreted resulted in teachers' construction of pathways to achieving objectives based on their understandings in the first instance, and the competence of the learner community within which there was vast variability. Little uniformity or success was recorded in the attainment of the sport related HPE objective.

   Policy must 'connect the dots' for actors. HPE contained objectives for the achievement of sport proficiency as outlined above. However the pathway to achieving this objective was not clearly outlined in terms of pedagogical approaches. Moreover, teachers could not say with any degree of certainty how far along a competence continuum they should/could go, and or, if sport, given the physical literacy levels of the SCS intake, should be the outcome. In the end, policy was adopted based on individual perception, philosophy and competence of teachers.

4. *Policy must not appear to have variability in application and implementation.* The above point addressed the language of policy, but here I make a plug for the implementation of policy. Whereas it was already reported that policy should be grounded in context and as such may have a degree of variability, policy that dealt with remuneration for services rendered for example, should be clearly communicated and appear to have an even application. In the case of Circular Memorandum #71 discussed in chapters six and 10, actors may have felt that they were treated unfairly, but it may well have been an absence of communication amongst all parties concerned, which led to beliefs of variability in application. The appearance of policy variableness in interpretation and implementation, and perceived discrimination led to sport being severely affected in one school.

5. *Policy must demonstrate alignment and relevance.* It was evident that a huge gap existed between learners and lower school HPE, both in physical and academic competence. Participants believed that the current nature of HPE bore little relevance for the student intake in the SCS and as such it could not be foundational to a sport thrust. Actors additionally believed that HPE was applied as a 'broad brush' which could not potentially speak to the needs of a diverse group of learners as obtained in the SCS.

6. *Policy must be framed as attempting to accommodate the views of actors.* In all of the settings actors appeared to have had no inputs into the generation of policy, which affected them. They were therefore at variance with policy and could not exhibit a sense of ownership to processes enshrined in policy. At the national level NGBs responded unevenly and somewhat negatively to policy incursions that were coercive and perhaps exceeding their current capabilities as recorded in chapter eight. At schools teacher estrangement from policy processes was unearthed. Equally resonating at the school level was teachers' automated compliance to continuously furnish marks for HPE when they clearly disagreed with this requirement. The overt absence of partnership in policy implementation made it difficult for more favourable outcomes for youth to be realised.

7. *Policy must attempt to reasonably empower actors.* Actors displayed a high degree of disempowerment both in the school and community settings. Teachers believed that they were limited in what they could achieve through lower school HPE because of the need to continuously produce marks. NGBs on the other hand appeared to be overwhelmed by the new requirements placed on them by the SPORTT. Whilst there was proof of dysfunction within their modes of operations, the disempowerment felt by the onset of the SPORTT proved counterproductive to sport development. In the case of principals who displayed tremendous initiative and creativity, their efforts in youth sport provision were sufficiently constrained because of how policy requirements in one area impacted policy implementation in another.

8. *Policy must include mechanisms for evaluation of implementation.* Evaluation of implementation is critical in determining if objectives were met. It is an important lesson learning exercise. Evaluation provides important clues to what needs to be redone thereby assisting in charting the way forward. The study revealed that since implementation no real evaluation had taken place within the HPE. It hence continued not to address the realities of the SCS child.

Final Thoughts on Assessment and Evaluation

Whereas keys for unravelling policy issues could address problems in youth sport in T&T, the research also signalled a need for assessment and evaluation of implemented policy. At least three PES professionals pointed to an absence of monitoring in the first instance, as well as an absence of measures for assessing and evaluating initiatives that were implemented. Teachers also pointed to the mismatch between sport programmes that existed in some communities and the needs of the SCS student who had recently graduated from school. Assessment and evaluation towards the implementation of new programmes could aid in these situations. It could highlight gains, shortfalls and losses. Coalter (2010) and Smith and Platts (2008) reminded that assessment and evaluation should be built into policy from the outset as part of an on-going process, and not be treated as an event. It is possible

that assessment and evaluation resulted in the continuous reconfiguring of the SCS, the introduction of the HPE, and the establishment of SPORTT. The research suggested that there should be on-going assessment of these existing structures that would chart the way forward for future sporting possibilities and pathways that are designed with youth in mind.

EPILOGUE

I commenced this thesis with a vignette in which I prefaced some of the struggles that I had experienced as a teacher of physical education. It highlighted the ruminations of a PES professional trying to arrive at the best possible career option given qualifications and experience. Having arrived at a crossroad where I reflected on my own purpose coalesced with the need to give back to my country's youthful population, the opportunity to pursue this study came into view. The choice of what study to undertake was fueled by the need to stay true to myself and relevant to the needs of the space that I had occupied for the last thirty years. The doctoral journey which arose out of my struggles for professional identity, additionally became a journey into the discovery of self, a past student of a SCS.

Challenges along the way were encountered; in my personal life and in my professional outlook. In hindsight I realized that I was perhaps being beta tested in preparation for the outcomes of a journey of this nature. Challenges existed as well in efforts to assume a new student identity. With some assistance from new friends, I was however able to position this new persona as an eager learner rather than as constrained by the new student identity. This strategy ushered me more readily into new levels of engagement with what the task required of me.

My take home message from this research would be the 'power of agency' as exercised by the three principals interviewed. I walk away from this project with a renewed respect for the work that principals do in schools. As policy actors they operated with a fearlessness with which they procured every possible resource, turning it into something tangible and meaningful for the benefit of their students. They were beacons of hope for students who wanted to participate in sport within a complex and fluid educational environment. This ought not to be the model for

youth sport development in T&T at the school level, I contend. However lessons on how to harness and measure power amidst limited resources to achieve goals, were well learnt. A glimpse into the sporting future of T&T does not appear to be promising given the propensity for chaos alongside notable negative practices, but I believe that the research acquitted me with a balanced mix of tools, lessons and experiences to assist me in making a difference.

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APPENDICES

April 24th, 2013

The Principal,
St. Augustine Secondary School,
Gordon Street,
St. Augustine

I am the beneficiary of a University of Waikato, New Zealand, International Doctoral Scholarship. I request your kind permission to conduct my research study at your school using it for a case study. My topic is*: Youth Sport in Trinidad and Tobago: Extending the possibilities and pathways for post-secondary school participation.* In accordance with the University of Waikato Ethics requirements, I would like to inform you of my details as well as give an outline of my proposed research.

Name: Karen Lawrence-Ince

Qualifications:
Teachers' Diploma, Valsayn Teachers' College, Trinidad
Bachelor of Science, Sociology (First Class Honours), the University of the West Indies, St. Augustine, Trinidad
Master of Philosophy, Education (High Commendation), Curriculum Development Physical Education and Sport, the University of the West Indies, St. Augustine, Trinidad

Professional experience:
I have been employed with the Ministry of Education for the past 20 eight (28) having taught at all levels of the system. For the past 18 years I have taught physical education and sport at the Junior and Senior Secondary levels. I have also been a Part Time lecturer at the University of the West Indies (UWI), St. Augustine, and College of Science Technology and Applied Arts of Trinidad and Tobago (COSTAATT). During my tenure with the Ministry of Education I was employed for one year as a curriculum writer developing curriculum documents in physical education and sport for the upper secondary level.

Proposed dates of data collection:

Start in April, 2013- End in July, 2013
What is the purpose of my research?

The study will attempt to do the following:

- Critically assess the youth sport environment in Trinidad and Tobago to gain an understanding of past and present contexts, policies, partnerships, provisions and practices, with a view to seeing how these could be enhanced
- Examine curriculum practices over the years to see if and how they align with stated objectives, and if they could be reconfigured to extend possibilities for the youth
- Unearth factors that contribute to or undermine participation in sport for the youth
- Explore and suggest possible opportunities and pathways to make sport more accessible and inclusive for the youth
- Add to the dearth of literature in the Caribbean as a region and lay a foundation for further research undertakings in the area of PES.

What format will the research take?

The research will follow the qualitative tradition utilizing case studies and focusing on the perspectives and experiences of the participants. The qualitative research design is chosen to gain a detailed view of the topic, and to present plausible answers to the foreshadowed problem. My research will be located in the critical paradigm and as such will require participants to critically examine institutions and practices with a view to arriving at possible future sporting pathways for the youth.

What data collection will be involved in the research?

- Collection and perusal of school records and other documents
- Focus group interviews with teachers
- Interviews with the principals
- Focus group interviews with students

What are the potential benefits for the teachers and the school?

Teachers will be benefit from sharing professional practice and participating in edifying discussions with peers. They will be given a voice to make contributions on issues that concern them. Schools will be required to revisit their history, mission and current practices in PES. This could aid in bringing about changes in the practice of PES.

What will the research involve?

The research will involve semi structured face to face interviews and focus group interactions in the data collection phase. For the three schools that are selected the researcher will be required to be present in the school at intervals to observe pertinent practices and take notes. Schools will also be required to assist with documents and records to gain background knowledge of the institution.

Confidentiality
The identity of the school, the teachers and all student participants will remain confidential. Pseudonyms will be used in any written reports. Participants will be provided with a summary of their comments to review, amend, and validate after each interviews and focus group session.

Declaration
If you take part in this study, you have the right to:
- Refuse to answer any particular question, and to withdraw from the study at any time.
- Ask me further questions about the study during the time of your school's participation.
  I can be contacted on 672 4135, 756 6048 or kwl3@students.waikato.ac.nz. If concerns are not allayed through this method, you may wish to approach my chief supervisor, Professor Dawn Penney. She may be contacted at 001 868 07 838 4500 ext: 7735 or d.penney@waikato.ac.nz
- Be given access to a summary of the findings from the study when it is concluded. Findings will also be reported through published papers and conference presentations. Any work collected for data from teachers or students will not be used in any other way than for the purposes of the project.

If you agree to take part in this study, please complete the attached consent form and I will collect on my next visit.

Thank you for your consideration and assistance.

Yours Sincerely,

Karen Lawrence-Ince
Ph. D Student
Faculty of Education
Department of Sport and Leisure Studies
University of Waikato

PRINCIPAL CONSENT FORM

(Please complete both copies, retaining one for your records, and returning the other for our records.)

Research Title:
Youth Sport in Trinidad and Tobago: Extending the possibilities and pathways for post-secondary school participation

Principal: _____

School:_____

- I have had the opportunity to discuss this research project and understand any data collected i.e. audiotapes of the interview and/or examples of documents, will uphold my anonymity and that of the school.
- I have the right to withdraw my school from the research at any time.
- I understand my role and responsibilities in this research, and thus give my informed consent to participate.

Signed: _____

Dated: _____

Contact phone number: _____

Yours Sincerely,

Karen Lawrence-Ince
PhD Candidate
Faculty of Education
Department of Sport and Leisure Studies
University of Waikato

April, 2013

....
....
....

My name is Karen Lawrence-Ince and I am the beneficiary of a University of Waikato, New Zealand, International Doctoral Scholarship. I wish inquire of your willingness to participate in my doctoral research study. It will involve consenting to be part of focus group interviews where, along with your peers, you will be allowed to give your perspectives on issues related to the practice of Physical Education and Sport in Trinidad and Tobago. The process will involve two questions and answer sessions each lasting no more than 90 minutes totalling 3 hours.

Research Title:
Youth Sport in Trinidad and Tobago: Extending the possibilities and pathways for post-secondary school participation

What is the purpose of my research?
The study will attempt to do the following:
- Critically assess the youth sport environment in Trinidad and Tobago to gain an understanding of past and present contexts, policies, partnerships, provisions and practices, with a view to seeing how these could be enhanced
- Examine curriculum practices over the years to see if and how they align with stated objectives, and if they could be reconfigured to extend possibilities for the youth
- Unearth factors that contribute to or undermine participation in sport for the youth
- Explore and suggest possible opportunities and pathways to make sport more accessible and inclusive for the youth
- Add to the dearth of literature in the Caribbean as a region and lay a foundation for further research undertakings in the area of PES.

What format will the research take?

The research will follow the qualitative tradition utilizing case studies, which focus on the perspectives and experiences of the participants. The qualitative research design is chosen to gain a detailed view of the topic, and to present plausible answers to the foreshadowed problem. My research will be located in the critical paradigm and as such will require participants to critically examine institutions and practices with a view to arriving at possible future sporting pathways for the youth.

What is in it for the teacher?

Teachers will be benefit from sharing professional practice and participating in edifying discussions with peers. They will be given a voice to make contributions on issues that concern them.

What data collection will be involved in the research?
- Collection and perusal of curriculum and other related documents
- Focus group interviews with physical education teachers

Confidentiality

The identity of the school, the teachers and all student participants will remain confidential. Pseudonyms will be used in any written reports.

Proposed dates for data collection: Start in May, 2013 End in July, 2013

Declaration

If you take part in this study, you have the right to:
- Refuse to answer any particular question, and to withdraw from the study at any time.
- Ask me any further questions about the study that may arise during your school's participation. I can be contacted in Trinidad on 756-6048, 672-4135 or kwl3@students.waikato.ac.nz.   If concerns are not allayed through this medium, you may wish to approach my chief supervisor, Professor Dawn Penney. She may be contacted on 001 868 07 838 4500 ext: 7735 or d.penney@waikato.ac.nz
- Be given access to a summary of the findings from the study in the form of a user-friendly document when it is concluded. Findings will also be reported through published papers and conference presentations. Any data collected from teachers or students will not be used in any other way than for the purposes of the project.
- Withdraw from the study at any time and my data withdrawn up until I have approved my section of the transcript.

If you are in agreement with your role in this part of my study, please complete the attach consent form. Thank you for your consideration and assistance.

Yours faithfully,

Karen Lawrence-Ince
PhD Student
Faculty of Education
Department of Sport and Leisure Studies

TEACHER CONSENT FORM

(Please complete both copies, retaining one for your records, and returning the other for our records.)

Research Title:
Youth Sport in Trinidad and Tobago: Extending the possibilities and pathways for post-secondary school participation

Teacher: _____

School: _____

- I have had the opportunity to discuss the research project and all my questions satisfactorily answered by the researcher.
- I understand any data collected i.e. audiotapes of the interview and/or examples of documents, will uphold my anonymity and that of the school.
- I have the right to withdraw from the research at any time and any data, up until the point of data analysis.
- I understand my role and responsibilities in this research, and thus give my informed consent to participate.

Signed: _____

Dated: _____

Contact phone number: _____

Sincerely,

Karen Lawrence-Ince
PhD Student
Faculty of Education
Department of Sport and Leisure Studies
University of Waikato

April, 2013

Dear Parent/Guardian

My name is Karen Lawrence-Ince. I am currently pursuing a Doctorate at the University of Waikato, New Zealand. I write to seek permission for your child to be involved in my research work, which will be undertaken at his / her school.

Research Title
Youth Sport in Trinidad and Tobago: Extending the possibilities and pathways for post-secondary school participation

What is involved in the research?

The research will involve critically looking at sporting practices in Trinidad and Tobago to see how and if they could be improved for the benefit of all young people. As such, several persons including students will be asked to respond to simple questions as part of the data collection process.

When will the research start and end?

The data collection phase in which your child will be required to be part of will commence in May, 2013 and end in July, 2013.

What is in it for your child?

Your child will benefit by being able to have a say on issues that affect the youth population of his / her country. He /she will also have an opportunity to exchange views and share ideas with peers.

What will your child be asked to do?

Your child will be asked to be part of focus group interactions where he / she will be allowed to give free and frank views on a number of issues related to sporting practices and provisions in physical education and youth sport in Trinidad and Tobago. The assistance given by your child will be done on a voluntary basis.

What will the information be used for?

The data collected will be used in my thesis. I may also use the information gathered to present at conferences and to write academic papers.

How will your child's identity be protected?

I will ensure that your child's identity is protected by referring to him or her in my thesis, academic papers, and or conferences by the use of pseudonym. If your child prefers to be called by his / her true name, and you are in agreement with this, I will refer to him or her by first name only. The data gathered will be stored securely by me during the project in a locked filing cabinet or password-coded on my laptop. After the research is completed, data will be stored securely for five years by the University and then destroyed.

How will you receive information about the research?

I will provide the participants with a summary of the findings of my study. This will be contained in a user-friendly document.

Other matters

If you have any questions about the research, please contact me at 672 4135; 756 6048 or kwl3@students.waikato.ac.nz. If concerns are not allayed through this medium, you may wish to contact my chief supervisor Professor Dawn Penney. She may be reached at 001 868 07 838 4500 ext: 7735 or d.penney@waikato.ac.nz. Please tick (✓) the box below to indicate consent for your child's participation in this research and return the signed form to me via the school's PE teacher. Thank you for your consideration and assistance.

Yours faithfully,

Karen Lawrence-Ince
PhD Student
Faculty of Education
Department of Sport and Leisure Studies
University of Waikato

Parent/Guardian informed consent

I have read and understood the information provided on the proposed research,
Youth Sport in Trinidad and Tobago: Extending the possibilities and pathways for post-secondary school participation.

☐ I consent to my child's participation in the research.

☐ I do not consent to my child's participation in the research.

Name:

Child's Name:
Relationship to child:
School: Date:

May, 2013

Dear Student_____

I am Karen Lawrence-Ince and I will be pleased if I could conduct focus group interviews with you and some of your colleagues at times that are convenient to you. At these two (2) sessions I will ask a variety of questions related to the provisions and practices in physical education and sport, and you will be allowed to answer based on your experience or knowledge. You will also be given the opportunity to add or respectfully disagree with the views of your peers.

The reports that will be generated from the data collected will not include your name. I do this to preserve your identity at all times. If during the time of interviews you wish to leave the exercise, you are free to do so without any negative feelings coming towards you.

The school will receive a copy of my research finding. My results may also be reported through published papers and conference presentations. If you have any queries about the study please contact me at 756 6048 or kwl3@students.waikato.ac.nz.

Please tick (✓) the box below to indicate if you agree or disagree to participate in this research and return the form to me via your PE teacher.

Thank you very much for your kind assistance

Yours sincerely,

Karen Lawrence-Ince
_____

Student consent

I have read and understood the information provided on the research project,
Youth Sport in Trinidad and Tobago: Extending the possibilities and pathways for post-secondary school participation.

☐ I agree to participate in the research.

☐ I do not agree to participate in the research.

Signed: _____

Name: _____

School: _____

Date: _____

APPENDIX E: LETTER TO PAST STUDENTS & SIGNED CONSENT

May, 2013

Subject Teacher's name
XXX Secondary School
Trinidad

Dear Past Student,

My name is Karen Lawrence-Ince and I am the beneficiary of a University of Waikato, New Zealand, International Doctoral Scholarship. I wish inquire of your willingness to participate in my doctoral research study. It will involve consenting to participate in face to face interviews that form part of a case study, where you will be allowed to give your perspectives on issues related to the practice of Physical Education and Sport in Trinidad and Tobago. Below are some details about the research project.

Research Title:
Youth Sport in Trinidad and Tobago: Extending the possibilities and pathways for post-secondary school participation

What is the purpose of my research?

The study will attempt to bring understandings to the current physical education and sporting climate that exists in Trinidad and Tobago. It is hoped that these understanding will assist in the generating much needed debate at the policy level, and ultimate change in the provisions and practices of PES. This change will engender movements towards making sport more accessible and widely diffused thereby creating more opportunities for the honing of the tremendous talent that the region is naturally endowed with. The study is aimed at revisiting existing structures locally and regionally with a view to arriving at networks, partnerships and practices that would culminate in a drive towards excellence in all areas of sport. Finally, it is hope that the research will address the dearth of literature in the Caribbean as a region and lay a foundation for further research undertakings in the area of PES.

What format will the research take?

The research will follow the qualitative tradition utilizing case studies and focusing on the perspectives and experiences of the participants. The qualitative research design is chosen to gain a detailed view of the topic, and to present plausible answers to the foreshadowed problem. My research will be located in the critical paradigm and as such will require participants to critically examine institutions and practices with a view to arriving at possible future sporting pathways for the youth.

Proposed dates for data collection: Start in May, 2013 End in July, 2013

What data collection will be involved in the research?

- Interviews with past sport students, siblings and parents
- Pertinent records of sporting experiences

Confidentiality

All participants will be asked for their informed consent to participate prior to the commencement of the project. The identity of all participants will remain confidential. Pseudonyms will be used in any written reports.

Declaration

If you take part in this study, you have the right to:
- Refuse to answer any particular question, and to withdraw from the study at any time.
- Ask me any further questions about the study that may arise during your school's participation. I can be contacted in Trinidad on 756-6048, 672-4135 or kwl3@students.waikato.ac.nz. If concerns are not allayed through this medium, you may wish to approach my chief supervisor, Professor Dawn Penney. She may be contacted on 001 868 07 838 4500 ext: 7735 or d.penney@waikato.ac.nz
- Be given access to a summary of the findings from the study in the form of a user-friendly document when it is concluded. Findings will also be reported through published papers and conference presentations. Any work collected for data from teachers or students will not be used in any other way than for the purposes of the project.
- Withdraw from the study at any time and my data withdrawn up until I have approved my section of the transcript.

If you are in agreement with your role in this part of my study, please complete the attached consent form. Thank you for your consideration and assistance.

Yours faithfully,

Karen Lawrence-Ince
PhD Student
Faculty of Education
Department of Sport and Leisure Studies
University of Waikato

PAST STUDENT CONSENT FORM

(Please complete both copies, retaining one for your records, and returning the other for our records.)

Research Title:
Youth Sport in Trinidad and Tobago: Extending the possibilities and pathways for post-secondary school participation

Name: _____

- I have had the opportunity to discuss the research project and all my questions satisfactorily answered by the researcher.
- I understand any data collected i.e. audiotapes of the interview will uphold my anonymity.
- I recognise that my opinions as a sport will be valued.
- I have the right to withdraw from the research at any time and any data, up until the point of data analysis.
- I understand my role and responsibilities in this research, and thus give my informed consent to participate.

Signed: _____

Dated: _____

Contact phone number: _____

Sincerely,

Karen Lawrence-Ince
PhD Student
Faculty of Education
Department of Sport and Leisure Studies
University of Waikato

APPENDIX F: LETTER TO PROFESSIONALS IN THE FIELD AND CONSENT FORM

May, 2013

Subject Teacher's name
XXX Secondary School
Trinidad

Dear Professional in the Field,

I am the beneficiary of a University of Waikato, New Zealand, International Doctoral Scholarship. I wish to inquire of your willingness to participate in my doctoral research study. It will involve consenting to participate in face to face interviews where you will be allowed to give your perspectives on provisions and practices of Physical Education and Sport in Trinidad and Tobago. The process will involve you participating in two 90 minutes sessions. My details are as follows:

Name: Karen Lawrence-Ince

Qualifications:
Teachers' Diploma, Valsayn Teachers' College, Trinidad
Bachelor of Science, Sociology (First Class Honours), the University of the West Indies, St. Augustine, Trinidad
Master of Philosophy, Education (High Commendation), Curriculum Development Physical Education and Sport, the University of the West Indies, St. Augustine, Trinidad

Professional experience:
I have been employed with the Ministry of Education for the past 20 eight (28) having taught at all levels of the system. For the past 18 years I have taught physical education and sport at the Junior and Senior Secondary levels. I have also been a Part Time lecturer at the University of the West Indies (UWI), St. Augustine, and College of Science Technology and Applied Arts of Trinidad and Tobago (COSTAATT). During my tenure with the Ministry of Education I was employed for one year as a curriculum writer developing curriculum documents in physical education and sport for the upper secondary level.

Research Topic:
Youth Sport in Trinidad and Tobago: Extending the possibilities and pathways for post-secondary school participation.

Proposed dates of data collection:

Start in May, 2013- End in July, 2013

What is the purpose of my research?

The study will attempt to bring understandings to the current physical education and sporting environment in Trinidad and Tobago. It is hoped that these understanding will assist in the generating much needed debate at the policy level, and ultimate change in the provisions and practices of PES. This change will engender movements towards making sport more accessible and widely diffused thereby creating more opportunities for the honing of the tremendous talent that the region is naturally endowed with. The study is aimed at revisiting existing structures locally and regionally with a view to arriving at networks, partnerships and practices that would culminate in a drive towards excellence in all areas of sport. Finally, it is hope that the research will add to the dearth of literature in the Caribbean as a region and lay a foundation for further research undertakings in the area of PES.

What format will the research take?

The research will follow the qualitative tradition utilizing case studies and focusing on the perspectives and experiences of the participants. The qualitative research design is chosen to gain a detailed view of the topic, and to present plausible answers to the foreshadowed problem. My research will be located in the critical paradigm and as such will require participants to critically examine institutions and practices with a view to arriving at possible future sporting pathways for the youth.

What data collection will be involved in the research?

- Interviews with professionals in the field
- Documents and policy statements re-provisions an practices in physical education and sport

Confidentiality

All participants and will be asked for their informed consent to participate prior to the commencement of the project. The identity of all participants will remain confidential and pseudonyms will be used in any written reports.

Declaration

If you take part in this study, you have the right to:
- Refuse to answer any particular question, and to withdraw from the study at any time.
- Ask me any further questions about the study that may arise during your school's participation. I can be contacted in Trinidad on 756-6048, 672-4135 or kwl3@students.waikato.ac.nz.   If concerns are not allayed through this medium, you may wish to approach my chief supervisor, Professor Dawn

Penney. She may be contacted on 001 868 07 838 4500 ext: 7735 or d.penney@waikato.ac.nz

- Be given access to a summary of the findings from the study in the form of a user-friendly document when it is concluded. Findings will also be reported through published papers and conference presentations. Any work collected for data from teachers or students will not be used in any other way than for the purposes of the project.
- Withdraw from the study at any time and my data withdrawn up until I have approved my section of the transcript.

If you are in agreement with your role in this part of my study, please complete the attach consent form.

Thank you for your consideration and assistance.

Yours faithfully,

Karen Lawrence-Ince
PhD Student
Faculty of Education
Department of Sport and Leisure Studies
University of Waikato

PROFESSIONAL CONSENT FORM

(Please complete both copies, retaining one for your records, and returning the other for our records.)

Research Title:
Youth Sport in Trinidad and Tobago: Extending the possibilities and pathways for post-secondary school participation

Name: _____

Organisation: _____

- I have had the opportunity to discuss the research project and all my questions satisfactorily answered by the researcher.
- I understand any data collected i.e. audiotapes of the interview and/or examples of documentation, will uphold my anonymity and that of my organisation.
- I recognise that my expertise as professional in the field will be valued.
- I have the right to withdraw from the research at any time and any data, up until the point of data analysis.
- I understand my role and responsibilities in this research, and thus give my informed consent to participate.

Signed: _____

Dated: _____

Contact phone number: _____

Sincerely,

Karen Lawrence-Ince
PhD Student
Faculty of Education
Department of Sport and Leisure Studies
University of Waikato

APPENDIX G: Ethics Approval

MEMORANDUM

To:	**Karen Lawrence-Ince**
cc:	Professor Dawn Penney Professor Brian Findsen
From:	**Associate Professor Linda Mitchell** Chairperson, Research Ethics Committee
Date:	14 January 2013
Subject:	Supervised Postgraduate Research – Application for Ethical Approval (EDU110/12)

Thank you for submitting the amendments to your application for ethical approval for the research project:

Youth sport in Trinidad and Tobago:
Extending the possibilities and pathways for post secondary school participation

I am pleased to advise that your application has received ethical approval.

Please note that researchers are asked to consult with the Faculty's Research Ethics Committee in the first instance if any changes to the approved research design are proposed.

The Committee wishes you all the best with your research.

Linda Mitchell

Associate Professor Linda Mitchell
Chairperson
Research Ethics Committee

APPENDIX H: CIRCULAR MEMORANDUM NO 71

File E: 36/7/10

> FROM: Permanent Secretary
>
>   Ministry of Education
>
> TO: Principals of Primary and
>
>   Secondary Schools
>
> DATED: 2006 November 27
>
> SUBJECT: Guidelines for the Recruitment of Coaches in Schools

It has become necessary to introduce guidelines for the recruitment of coaches in schools. As you are aware, Physical Education teaches are responsible for implementing the programme of work for students at all levels and specialized expertise is required to equip students with the relevant skills necessary to compete in the various sporting disciplines.

At present, there are no coaches employed with the Ministry of Education. This expertise is provided by the Ministry of Sport and Youth Affairs which has a cadre of 17 coaches on its establishment. This number of coaches is insufficient to meet the demands of all the schools in the education system and as such the practice of recruiting coaches has developed as an interim measure.

In order to assist Principals and standardize the recruitment of coaches, the following guidelines are provided:

    i.   Objectives: the objectives of recruiting coaches must be to:
        a) Provide schools with qualified coaches.
        b) Assist schools with the development and implementation of their sporting programmes.

ii.   Criteria: Persons selected as coaches must meet the following criteria:
   a) A minimum of 3 CXC/GCE O' level Subjects inclusive of English Language
   b) A recognised certificate in the relevant discipline of sport
   c) Evidence of a minimum of three (3) years coaching experience
   d) Possession of a Coaching Theory certificate

iii.   Procedures: The following procedures should be adopted.
   a) Interested Coaches must be invited to submit applications to the Principal of the school.
   b) The applications must be accompanied by all the relevant documents in respect of qualification.
   c) Applicants should be selected on the basis of the Job Specification (Job Specification is attached at Appendix 1)
   d) Applicants must be interviewed. This interview panel must consist of at least two (2) representatives of the school, one being the Physical Education Teacher.
   e) The Principal will notify the successful coach.
   f) Details of the person selected must be forwarded to the Physical Education and Sport Officer 3, Curriculum Division and copied to the Director of Finance and Accounts for ease of payment.
   g) A register of coaches hired must be maintained by all schools detailing name, address, sporting discipline, period of employment and amount paid.
   h) A simple contract should be entered into between the Principal or his designated representative and the coach to be hired.
      (A specimen of the contract is attached at Appendix II)

iv.   Stipend: In respect of both the Practical and the Theory, the following stipend is recommended.

v.
   a. Certification in particular sport from recognised body (16-20 contact hours) or 'D' Coaching License   -$40.00 per hour
   b. Certificate Level 1 (30 contact hours) or 'C' Coaching License   -$50.00 per hour
   c. Certificate Level 2 (50 contact hours) 'B' Coaching License   -$60.00 per hour
   d. Certificate Level 3 or 'A' Coaching License   -$70.00 per hour

JOB SPECIFICATION

GAMES COACH

Kind of Work

Technical work in the field of sport

Distinguishing Features of Work

An employee in in this class is responsible for planning and implementing programmes of training in sporting activities for students. Work also includes improving motor skills of trainees, monitoring the progress and development of sporting activities advising on care and use of equipment. Work is performed within prescribed guidelines and is reviewed by a superior for adherence to policy and for effectiveness.

Examples of Work

Plans, organised and implements programmes of training in sporting activities for students.

Designs programmes for the general improvement of motor skills among trainees.

Monitors the progress and effectiveness of activities in terms of the prescribed goals.

Advises on the design of skill tests in games.

Advises on the care and proper usage of all games equipment and sporting facilities.

Liaises with Physical Education and Sport Officers to ensure co-ordination of programmes.

Performs related work as may be required.

Required Knowledge, Skills and Abilities

Knowledge of training methods applicable in coaching at various levels.

Knowledge of the rules and rudiments of certain specific games.

Ability to demonstrate motor skills in at least two games with competence.

Ability to express ideas clearly, both orally and in writing.

Ability to foster and maintain good working relationships with associates and trainees.

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Minimum Experience and Training

Considerable experience in sport and possession of coaching certificates in at least two disciplines and training as evidenced by a minimum of 3 CXC/GCE O' level subjects; or any equivalent combination of experience and training.

Additional Stipend

Coaches with additional qualifications will receive an additional amount of

$10.00 per hour for (i) and (ii) and $5.00 per hour for (iii) and (iv) listed hereunder:-

Additional Qualifications

    (i)   Certificate Physical Education (UWI) (720 contact hours)
    (ii)   Certificate in Art and Science of Coaching (UWI) (324 contact hours)
    (iii)   Coaching Theory Certificate (16) contact hours.
    (iv)   Physical Training Instructor- Certificate (Ministry of National Security)

iv **Coaching sessions**: the following guidelines are suggested for the coaching sessions

- Development session   – one (1) hour
- Team preparation   – two (2) hours
- Minimum number of students   15 students per session

5. Please be guided by the contents of this Circular memorandum.

Angella Jack

Permanent Secretary

APPENDIX 1: INTERVIEW SCHEDULE FOR PRINCIPALS

Preamble: *Thank you for agreeing to participate in my study. You are under no pressure to be right or wrong, or to say what you think I may want you to say. All I ask is that you furnish answers from the best of your recollection. If after the first session you have found that you did not do justice to a particular question, make jottings of your concerns and these could be addressed in the following session.*

Background

1. How long have you been principal of this school?

2. What is your recollection of the history of this school?

Policy and Curriculum Issues

1. Why were these types of schools (SSS) created? Do you know?

2. How and why have overall educational practices in the school changed?

3. Give an overview of physical education and sport in your school over the years. What changes have you noted, and what brought about these changes?

4. What is your vision for the institution and where does PES factor into this vision?

5. How would you describe the current arrangement of PES in your school?

6. What do you think PES should do for students, and is it achieving those goals? If so, how, and if not, why not?

7. If you are allowed to make changes to the HPE and PES curriculum guides, what would these changes be?

8. What do you see as the role of the teacher in the day to day delivery of the PE curriculum?

9. What do you believe are the changes that should be made to improve the overall presentation of PES to extend possibilities for youth?

Policy and Social Issues re participation

1. What do you think is responsible for students withdrawing from sporting activities after they have left secondary school?

2. How could this trend be reversed?

3. What can schools do to assist students who would like to remain involved in sport but have difficulty in so doing?

4. How can other community entities, such as clubs, Ministry of Sport and Youth Affairs, and different business interests, become involved to prolong sporting engagement for youth after they have left school?

5. What do you see as the way forward for Youth Sport in Trinidad and Tobago?

6. How can your school be positioned to facilitate the achievement of these ends?

APPENDIX 2: TEACHERS' INTERVIEW SCHEDULE FOR FOCUS GROUP DISCUSSION

Preamble: *Thank you for agreeing to participate in my study. You are under no pressure to be right or wrong, or to say what you think I may want you to say. All I ask is that you furnish answers from the best of your recollection and knowledge. The session will be enriched if you make allowances and listen for opportunities to feed back and forth from the given responses. If after the first session you have found that you did not do justice to a particular question, make jottings of your concerns and these could be addressed in the following session.*

Background

1. How long have you been teaching PE?

2. What made you become a PE teacher?

3. What are your vision and philosophy for PE?

4. What do you think PE should do for students?

Policy and Curriculum Issues

5. From your knowledge of the PE curricula documents and from your own experience, to what extent do you think that stated objectives are being achieving?

6. What can be done to ensure that objectives are achieved?

7. Describe your current role as a PE teacher.

8. If there was one (1) thing you could do as a PE teacher, what will it be?

9. If you were allowed to make changes to the curriculum, what would those be?

10. (For PES, PE teachers) What do you think of the structure of the CSEC PES project as it relates to extending possibilities and pathways for youth? (Based on SE model)

11. What would you change in the presentation of the subject PES (upper secondary level) to attract more students to the subject and to encourage more participation in sporting activities?

12. What would you change in the current structure of school PE (lower secondary level), to encourage students to continue participating in sporting activities?

13. What are some of the proposals that you would present to administration that would assist in ensuring wider participation in sporting activities at the upper level, and how can PE / PES be positioned to aid in that regard?

Policy and Social Issues re participation

14. What can schools do to assist students who would like to remain involved in sport but have difficulty in so doing?

15. How can other community sporting entities, such as clubs, Ministry of Sport and Youth Affairs and different business interests, become more involved to prolong sporting engagement for youth after they have left school?

16. From your experiences what do you see as the biggest hindrances to students' continued participation in sport after they have left school?

17. What would keep students engaged in sport after they have left school?

18. What do you see as future possibilities and pathways in sport for youth, and to what extent can school arrangement of PES facilitate these?

APPENDIX 3: STUDENT INTERVIEW SCHEDULE FOR FOCUS GROUP DISCUSSION

Preamble: *Thank you for agreeing to participate in my study. You are under no pressure to be right or wrong, or to say what you think I may want you to say. All I ask is that you furnish answers from the best of your recollection and knowledge. This group session will involve everyone giving their feedback around certain questions. Each person will be allowed equal opportunity to respond to any and all of the questions. If you wish to add to what your friend has said, that is allowed. If however you wish to disagree with what a previous speaker has said, please do so in a very respectful manner, refraining from name calling and or abusive language.*

Background

1. How old are you and how long have you been involved in sport?
2. What influenced you to become involved in sport?
3. What do you hope to gain from your involvement in sport right now?
4. Do you see yourself involved in sport in 5 to ten years from now, and in what role?
5. Who or what are the things that encourage and influence you the most in your sporting life?

Curriculum Issues

6. What did you enjoy best and what did you like least in PE classes?
7. Did your school PE experience help or not help your sport life? Explain.
8. What would you change about PE classes?
9. In your view, why should more young people become more involved in sport?
10. How could the school assist in achieving this?
11. What would you say were some of the benefits of doing the class project re SE model? How did it impact on your knowledge and appreciation of sport?
12. What was it like having to perform the role of a sport professional? What did you learn; what were the challenges?

Policy and Social Issues re participation

13. How do you think the community and other organisations can be of help to get more youths involved in sport?
14. What would help you to continue in sport after you have left school?
15. What would prevent you from continuing in sport after you have left school?
16. What would you change in your sporting arrangement to bring about the best outcome for you?

APPENDIX 4: PAST STUDENTS INTERVIEW SCHEDULE

Preamble: *Thank you for agreeing to participate in my study. You are under no pressure to be right or wrong, or to say what you think I may want you to say. All I ask is that you furnish answers from the best of your recollection. The contributions of parents and siblings are of great value to this particular interview. I therefore encourage this type of interaction. If after the first session you have found that you did not do justice to a particular question, make jottings of your concerns and these could be addressed in the following session.*

Active Past Student	Inactive Past Student
Background ✓ How old are you? What is your sport of choice and how long have you been participating? ✓ Give a background of your sporting activities before entering secondary school. ✓ Why did you choose to become involved in sport? What were your biggest influences? ✓ What did you / do you hope to gain from participating in sport? Did you achieve that *(possible career opportunity)*?	✓ How old are you? What was your sport of choice? Up to what age were you actively involved? ✓ Give a background of your sporting activities before entering secondary school. ✓ Why did you choose to become involved in sport? What were your biggest influences? ✓ What did you / do you hope to gain from participating in sport? Did you achieve that?
Curriculum Issues ✓ When you entered senior secondary school, what in your sporting life changed and how? What were some of the challenges and some of your achievements? ✓ What was your PE experience like in school; give some of the highs and lows? ✓ What keeps you going now that you have left school *(influences and motivators)*? ✓ What / who is your greatest source of support?	✓ When you entered senior secondary school, what in your sporting life changed and how? What were some of the challenges and some of your achievements? ✓ What was your PE experience like in school; give some of the highs and lows? ✓ What made you stop? When did you realise that you could go no further? Was there an intervening event? ✓ What / who was your greatest source of support?
Policy Structures past and present ✓ Describe the structures around you that are assisting the fulfilment of your goals?	✓ Describe the structures around you that are assisting the fulfilment of your goals?

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✓ What would make your efforts less burdensome? ✓ What are differences in how things were done in the past when you began your sporting career? How are they different from now? ✓ Give some of your best and some of your worst experiences as a participant in sport. ✓ What could be done to assist young people to participate in sport beyond their secondary school years?	✓ What could have been done to make your efforts less burdensome? ✓ What are the differences that you observe now that may have assisted you? ✓ Give some of your best and some of your worst experiences as a participant in sport ✓ What could be done to assist young people to participate in sport beyond their secondary school years?

APPENDIX 5: INTERVIEW SCHEDULE FOR PROFESSIONALS IN THE FIELD OF PES

Preamble: *Thank you for agreeing to participate in my study. You are under no pressure to be right or wrong, or to say what you think I may want you to say. All I ask is that you furnish answers from the best of your recollection and knowledge. If after the first session you have found that you did not do justice to a particular question, make jottings of your concerns and these could be addressed in the following session.*

Background

1. What is your profession and how long have you been?

2. What made you decide to become involved in sport in this way?

3. What are your perceptions of Youth Sport in Trinidad and Tobago?

4. What do you believe sport should be doing for young people in Trinidad and Tobago; what should be the agenda?

5. To what extent is the existing agenda serving the purposes of youth sport?

6. What have collaborations between your organisation and schools look like?

7. What were some of these objectives; were they achieved and how?

8. Apart from collaborations, what are some of the other initiatives that were geared toward including more youth in sport? (Community etc.)

9. What future pathways and possibilities for youth have been the foci of your organisation?

10. What particular initiatives were attempted to keep youth engaged and what were the outcomes?

11. What if any, change we can now witness as a result of these outcomes?

12. What were some of the factors that assisted and or hindered students' participation in sport after they left school?

13. Are there genuine opportunities in sport for youth in Trinidad and Tobago?

14. What are the pathways to these opportunities? Do you think that these are known to youth?

15. What needs to be change in the organisation of youth sport and what are your suggestions for the way forward?