

*Leave of Absence**Tuesday, September 26, 1995***SENATE***Tuesday, September 26, 1995*

The Senate met at 1.30 p.m.

**PRAYERS**[MR. PRESIDENT *in the Chair*]**LEAVE OF ABSENCE**

**Mr. President:** Hon. Senators, I have granted leave to Sen. The Hon. Barry S. Barnes to be absent from today's sitting of the Senate as he is out of the country on official business.

I have also granted leave to Sen. Ainsley Mark, Vice-President of the Senate, to be absent from today's sitting on account of illness.

I have also granted leave to Sen. Stanford Callender to be absent from today's sitting.

**SENATOR'S APPOINTMENT**

**Mr. President:** Hon. Senators, I have been advised that his Excellency the President has appointed Mr. Sankar Mahabirsingh to be a temporary Senator with immediate effect and continuing during the absence from Trinidad and Tobago of Sen. Barnes.

**OATH OF ALLEGIANCE**

*Sen. Sankar Mahabirsingh took and subscribed the Oath of Allegiance as required by law.*

**COMPANIES BILL**

Bill to revise and amend the law relating to companies and to provide for related and consequential matters, brought from the House of Representatives [*The Minister of Finance*]; read the first time.

*Motion made,* That the next stage be taken at the next sitting of the Senate. [*Sen. The Hon. R. Huggins*]

*Question put and agreed to.*

**SECURITIES INDUSTRY BILL**

Bill to repeal and replace the Securities Industry Act, Chap. 83:02 to establish a Securities and Exchange Commission in Trinidad and Tobago, to provide for the regulation of the security market in Trinidad and Tobago and for connected matters, brought from the House of Representatives [*The Minister of Finance*]; read the first time.

*Motion made*, That the next stage of the Bill be taken at the next sitting of the Senate. [*Sen. The Hon. R. Huggins*]

*Question put and agreed to.*

#### **IMMIGRATION (AMDT.) BILL**

Bill to amend the Immigration Act, Chap. 18:01, brought from the House of Representatives [*The Minister of National Security*]; read the first time.

*Motion made*, That the next stage be taken at the next sitting of the Senate. [*Sen. The Hon. R. Huggins*]

#### **GREATER MALABAR CHRISTIAN CENTRE**

##### **(INC'N) BILL**

Bill for the incorporation of the Greater Malabar Christian Centre and matters incidental thereto brought from the House of Representatives [*Sen. J. Rahael*]; read the first time.

#### **PAPERS LAID**

1. Annual audited accounts and financial statements of National Helicopter Services Limited for the year ended September 30, 1992 [*The Minister of Social Development (Sen. The Hon. Russell Huggins)*]
2. Annual audited accounts and financial statements of National Helicopter Services Limited for the year ended September 30, 1993. [*Sen. The Hon. R. Huggins*]
3. Annual audited accounts and financial statements of National Helicopter Services Limited for the year ended September 30, 1994. [*Sen. The Hon. R. Huggins*]
4. Thirty-Seventh Report of the Salaries Review Commission. [*Sen. The Hon. R. Huggins*]
5. Report of the Auditor General on the accounts of the Non Re-imbursable Technical Cooperation Agreement ATN/SF-3388-TT for the year ended December 31, 1994. [*Sen. The Hon. R. Huggins*]

#### **JOINT SELECT COMMITTEE REPORT**

##### **Adoption**

##### **1. Companies Bill**

##### **2. Securities Industry Bill**

**The Minister of Planning and Development (Sen. Dr. The Hon. Lenny Saith):** Mr. President, I beg to present the Report of the Joint Select Committee

appointed by the Senate and the House of Representatives to consider and report on the Companies Bill 1995, and the Securities Industry Bill, 1995.

**ORAL ANSWERS TO QUESTIONS**

**Software Plus Incorporated  
(USA Company)**

**40. Sen. Hydar Ali** asked the Minister of Finance:

With respect to the United States Company, Software Plus Incorporated, as mentioned in the budget statement of 1995, could the hon. Minister please state:

- (a) the address of this company;
- (b) the range of services provided by this company;
- (c) the number of citizens sent abroad to be trained by this company and the specific courses attended;
- (d) whether other firms, local or foreign, are also involved in this exercise?

**The Minister of Social Development (Sen. The Hon. Russell Huggins):** Mr. President, the address of Software Plus Incorporated, is Meadows Office Complex, 301 Route 17, North Rutherford, New Jersey, 07070, USA.

The range of services provided by this company include: the design, installation and maintenance of software.

Upon advice from its technical officers, the Government of Trinidad and Tobago decided against pursuing the option of having its technical staff trained by Software Plus Incorporated, as initially outlined in the 1995 Budget Speech. Accordingly, no citizen of this country has been sent abroad to participate in any training programme with respect to this company.

The general training of programmers in a programming language, as was the initial intention, is no longer considered to be a feasible option, given the paradigm shift from software design and development in-house, to the use of pre-written software packages. One example of this is the Government's need to put in place a computer software solution for the management of the human resources within the public service.

The approach being followed is to identify a software package that has a 60 to 70 per cent fit to the needs of the public service as outlined and then tailor this package as tightly as possible in order to fulfil the total systems requirements.

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Since the original exercise is no longer being conducted, this obviates the need for the involvement of firms local or foreign. As a consequence, there are no firms involved in the aforementioned exercise.

**Sen. H. Ali:** I wonder if the hon. Senator would tell us what impact this has on the march towards an enlightened liberated citizen operating in a global city of the Caribbean as stated in the Budget Statement?

**1.40 p.m.**

**National Insurance Act  
(Survivors' Benefit Provisions)**

**41. Sen. Diana Mahabir-Wyatt** asked the Minister of Social Development:

Would the hon. Minister indicate when the Government intends to amend the Survivors' Benefit Provisions of the National Insurance Act which discriminate against women by only paying survivors' benefit to a female contributor's spouse if he is mentally or physically disabled, but will pay the benefit to any spouse of a male contributor?

**The Minister of Social Development (Sen. The Hon. Russell Huggins):** Mr. President, hon. Senators are advised that issues with respect to gender discrimination will be addressed when the Fifth Actuarial Review of the National Insurance System is undertaken. This is expected to commence in the very near future.

**Sen. Mahabir-Wyatt:** Mr. President, could the Minister be more specific about the Fifth Actuarial Review? Is it this year or next year?

**Sen. The Hon. R. Huggins:** Mr. President, it will be undertaken this year.

**Widows' Benefit**

**42. Sen. Diana Mahabir-Wyatt** asked the Minister of Social Development:

Would the hon. Minister give the rationale behind the provision which states that a widow's benefit will only be paid to widows under the age of 55 for one year or until they remarry?

**The Minister of Social Development (Sen. The Hon. Russell Huggins):** Mr. President, hon. Senators should note that Regulation 14(e) of the National Insurance (Benefit) Regulations, Chap. 32:01, does, in fact, provide for a widow's benefit to a woman in the following circumstances:

- (a) At her husband's death where she has already attained the age of 55 years, or before that age if she is mentally or physically disabled.

- (b) She would attain the age of 50 years before a child, eligible for child's allowance becomes eligible by reason of age.
- (c) Until her youngest child becomes ineligible by reason of age to receive child allowance or until she remarries, whichever is the sooner.

It would appear that the drafters of this legislation had in mind that a widow who is under 55 years of age and without children, who is in receipt of Widows' Allowance, can return to the labour market. The chances are remote, however, for the widow who has children in receipt of child allowance or for the widow who is over 55 years old to return to work.

**Succession Act  
(Unproclaimed Section)**

**43. Sen. Diana Mahabir-Wyatt** asked the Attorney General and Minister of Legal Affairs:

Would the hon. Minister please state:

- (a) Why only one section of the Succession Act, passed in 1981, has been proclaimed?
- (b) When will the sections dealing with provisions for defendants be proclaimed?

**The Minister of Social Development (Sen. The Hon. Russell Huggins):** Mr. President, save for section 122, the Succession Act 1981 was scheduled to come into operation on a date to be fixed by the President by proclamation. Section 122 abolished estate duty in respect of the estate of any person dying on or after January 1, 1981. The effect is to relieve the tax burden of estate duty.

The other provisions of the Act relate to the transmission of real and personal property. They form one component of an integrated package of property-related reform legislation enacted in 1981. This package includes the following:

- (i) Succession Act 1981
- (ii) Landlord and Tenant Act 1981
- (iii) Landlord and Conveyancing Act 1981
- (iv) Trustee Act 1981
- (v) Limitation Act 1981
- (vi) Land Registration Act 1981
- (vii) Condominium Act 1981

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With the support of the Inter-American Development Bank, the Government has embarked on a reform programme with the objective of improving the legislative framework in respect of land tenure, creating a new land registry and modernizing the Registrar General's Department, the Department of the Director of Surveys and the Lands Administration Division of the Ministry of Agriculture, Land and Marine Resources. This property law package will be modified or replaced as considered appropriate in order to ensure consistency. Because the above Acts all relate to real property and will be affected by the reform programme, which is being undertaken currently, it is not expedient to proclaim them in the event that the reform programme will necessitate new legislation.

**Ombudsman's Special Reports**  
**(Mr. Kelvin Ramjohn)**

**48. Sen. Everard Dean** asked the Minister of Health:

With reference to the Special Reports Nos. 1 and 2 of 1995 of the Ombudsman, relating to the complaints on pension matters of retired public servant Mr. Kelvin Ramjohn, formerly of the Ministry of Health, can the Minister state what actions have been taken to address the concerns expressed by the Ombudsman and what is being done to bring the matter to a conclusion?

**The Minister of Health (Dr. The Hon. Linda Baboolal):** Mr. President, Mr. Ramjohn retired from the public service on November 7, 1989, on attaining the compulsory age of retirement of 60 years. Due to a shortage of qualified radiographers in the country, this officer was re-employed on contract for the following periods:

April 2, 1990 to July 7, 1991

July 15, 1991 to September 14, 1992

November 5, 1992 to November 25, 1994.

Mr. Ramjohn has been paid his civil service gratuity and pension, and his gratuity for his first contract period. However, in March 1993, during the process of verifying the computation of the contract gratuity due for the second contract period, the Internal Auditor discovered that Mr. Ramjohn was paid resident on-call overtime allowance for which he was not eligible over the period of May 1, 1984 to November 30, 1988, in the sum of \$143,583.66.

On June 24, 1996, the payment of resident on-call overtime allowance to radiographers attached to health institutions, other than the Port of Spain General

Hospital and the San Fernando General Hospital, was discussed at a meeting between officers of the Ministry of Health and the Chief Personnel Officer's Department.

By memorandum dated July 22, 1986, the Chief Personnel Officer advised that radiographers at the Sangre Grande Hospital did not qualify for the payment of a resident on-call overtime allowance. Mr. Ramjohn was so notified. However, he continued to submit claims which were paid, by mistake, on the part of the Ministry of Health.

The overpayment was reported to the Comptroller of Accounts with a recommendation that the indebtedness be written off. The Comptroller did not support this recommendation, but stated that the Treasury Department may be willing to support the write-off of the amounts received, amounting to \$74,632.66 by Mr. Ramjohn, prior to July 23, 1986. That is the date on which the Chief Personnel Officer's directive was issued.

Mr. Ramjohn was informed of the overpayment and was requested to make proposals for the liquidation of the debt. He indicated that he was not responsible for the overpayment and was of the view that he should not be made to repay the amount. Mr. Ramjohn's gratuity in respect of the subsequent periods, amounting to the sum of \$21,809.42 has been withheld as part payment of the overpayment. The Comptroller of Accounts is justified in holding the contract gratuity payments on the grounds that:

- (i) The payments of overtime allowances were made without the proper authorization.
- (ii) The payments were made to and accepted by, Mr. Ramjohn, after he was informed that he was not entitled thereto and therefore amounted to a payment of money on mistake of fact on the part of the payer, which the payer would be entitled to recover under the principles of restitution.
- (iii) Under the financial regulations such overpayments constitute a debt to the Government and the state can withhold moneys due to the debtor to recover the debt.

In the light of the concerns expressed by the Ombudsman, the advice of the Solicitor General was sought on the following issues:

- (i) Whether a debt under the financial regulations must be one following upon the decision of a court.
- (ii) Whether the Limitations of Personal Actions Ordinance Chap. 5 No. 6 binds the state.

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- (iii) The meaning of the word "debt" in the Financial Regulations, Chap. 69:01.

The Solicitor General is of the opinion that:

The debt referred to in Regulation No. 83 of the Financial Regulations is not only one following upon the decisions of a court, but also the unauthorised payment or the overpayment of salary, pension allowance, wages or other moneys which afford grounds for an action in law.

- (2) The Limitations of Personal Actions Ordinance Chap. 5 No. 6 does not bind the state.
- (3) The word "debt" in the Financial Regulations, Chap. 69:01 means an actionable debt.

**1.50 p.m.**

In view of the advice of the Solicitor General, Mr. Ramjohn cannot be paid his contract gratuity since he is indebted to the Government of Trinidad and Tobago in the sum of \$143,585.66. Further, in view of the aforesaid, the issue of compensation does not arise. Moreover, the Ministry of Health is presently considering various options available to it in recovering the outstanding amount.

Thank you.

**NIHERST**

**(Creation of Technical University)**

[Second Day]

*Order read for resuming adjourned debate on question [July 25, 1995]:*

*Resolved* that the Senate urge the Government to expedite the full implementation of the 1977 White Paper on Niherst so that a Technical University of Trinidad and Tobago be created having functional relationships with the University of the West Indies. [*Sen. Prof. J. Spence*]

*Question again proposed.*

**Sen. Hydar Ali:** Mr. President, I rise in support of this Motion by Sen. Prof. John Spence, and at the same time, I congratulate him on bringing it to the Senate and for the convincing manner in which he has presented his arguments. The Motion seeks to implement a plan that has been with us since 1977 when the White Paper on Niherst appeared. The Motion, by implication, also seeks to increase the proportion of young persons pursuing tertiary education. In particular, it seeks to create a technical university of Trinidad and Tobago with functional relationships with the University of the West Indies.



This Motion must not only be looked at from the point of view of the creation of a technical university of Trinidad and Tobago but, more importantly, from the point of view of the role of science and technology in our development process. This is even more crucial at this stage as we are constantly being reminded of the need to compete with other economies.

We do not have a chance in this competition if we do not devote resources to science and technology. These observations are well-known and have been documented in detail. In 1987, for example, the Cabinet of Trinidad and Tobago appointed a working committee on the restructuring of science and technology under the Chairmanship of Dr. Desmond A. Ali.

Of the five terms of reference the first two are the following:

- I. To consider and advise on the rationalisation of publicly funded institutions concerned with Science and Technology including the following:
  - Caribbean Agricultural Research and Development Institute (CARDI).
  - Caribbean Industrial Research Institute—(CARIRI)
  - The Institute of Marine Affairs—(IMA)
  - National Institute of Higher Education (Research Science and Technology) - NIHERST
  - The University of the West Indies (UWI)
  - Other research programmes and activities undertaken in the Public and State Enterprises Sectors.
- II. To consider and advise on the establishment of linkages between the institutions mentioned at (I) to ensure that:
  - (a) the programmes of research and development which are undertaken by the institutions, operating either individually or through multi-disciplinary teams drawn from the several institutions, respond to the perceived problems which producing enterprises encounter, or expect to encounter, in their growth and development.
  - (b) the results deriving from the Science and Technology projects undertaken are rapidly implemented by the producing enterprises and translated into production for socio-economic development and national reconstruction."

The final report, was presented to the hon. Minister of Planning and Development and Mobilization in November 1989. The report, in paragraph three, emphasizes the connection between technology and economic growth as follows:

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"3. Thus evidence and data have been accumulated over the years to validate the empirical observation that technology has been the critical factor in the long term economic growth of modern industrial societies. In these countries and in the Newly Industrializing Countries (NICs), technological change has led to quantum leaps in employment, productivity, income levels, quality and quantity of shelter, health care availability, life expectancy rates and generally improved standards of living. Concomitant with such improvements have come dramatic reduction in poverty, morbidity, infant mortality and illiteracy."

It is quite clear that we cannot afford to ignore a thrust in science and technology. When the Government holds up certain countries as exemplars to us, it must also tell us why they have attained such high status. It must also be prepared to undertake and encourage similar measures. No longer can we produce reports and White Papers and not implement the recommendations. In the last 18 years we have had—and this is from my knowledge—the White Paper on Niherst in 1977, the establishment of Niherst in 1984, the final report of the Working Committee on Science and Technology in 1989, from which I have just quoted, and now this Motion in 1995. The passing of time has shown that we can no longer afford to ignore our pursuits in science and technology.

With that very brief introduction of the importance of science and technology in our march towards the 21st century, I now turn to the resolution dealing with the creation of a Technical University of Trinidad and Tobago with functional relationships with UWI.

The mover of the Motion, Sen. Prof. John Spence, has quoted a recent World Bank publication which has put our enrolment ratio in higher education to be far below the world average. I think we can take these figures as accurate and not as controversial, as figures appearing and attributed to the World Bank, in yesterday's newspapers. These averages are very easy to calculate. Just find out how many people are in tertiary institutions, find out the size of the corresponding population and work out the ratio. I think we can put some trust in these figures.

By the way, our ratios are slightly higher in this age group than those for the rest of the Caribbean. If we want to know how we are faring with the rest of the world, we need to look at the enrolment ratios of other countries. For example, the percentage for the rapidly growing economies of South East Asia and Latin America is 20 to 30. So when we hail the achievements of these countries, we must realize that these have been achieved through training at the highest level.

Now that we belong to the Association of Caribbean States (ACS), we may have to do much to catch up with member states especially in the field of tertiary education because their percentages are fairly high.

**2.00 p.m.**

It may not be well known, but there are many tertiary level institutions, which I will refer to as TLIs, in the Caricom region and they have various levels of relationships with UWI. The present resolution can be viewed in the context of these relationships. This information may also help to allay any fears that this resolution may pose to those who are worried about the effects of it on Caribbean unity.

In July 1993, the Council of the University of the West Indies invited the Chancellor to establish a commission to review the governance of the university. The commission produced its report in July 1994 entitled: "A New Structure, The Regional University in the 1990s and Beyond."

In Chapter 7 of the Report, entitled: "The University and the Non-Campus Countries," the commission made five recommendations dealing with relationships among the TLIs. I would like to quote three of them. These are recommendations 41, 42 and 43. I mention these things because even a few years ago if I had heard about a university of Trinidad and Tobago being set up I would have become very worried, and I imagine there are many people who still hold that view.

Recommendation 41 states:

- "41. The tertiary colleges should be brought in as partners of the University to undertake as much teaching as is feasible from non-degree up to full degree level. The work carried out in University centres should be fully integrated into the tertiary colleges and arrangements should be made for the Resident Tutor's offices to be accommodated within the colleges. In some cases it may be appropriate to close the University centre and transfer its work into the college.
42. The proposed Board for the Non-Campus Countries and Distance Education should take over and manage the relationships between the various providers. This should include rationalising the structure and taking over direct responsibility for the delivery of effective programmes to the non-campus countries.
43. The tertiary colleges should be represented, through the Association of Caribbean Tertiary Institutions (ACTI), on the University and Campus

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Councils and the University be given representation on their councils. College staff who teach University courses should be given appropriate status in University departments and University staff should be assured that participation in outreach work in the non-campus countries should be regarded as integral to their responsibilities as members of the University's academic staff and should count for promotion on the same basis as teaching on one of the campuses"

This document was circulated throughout the university community and elsewhere. I think it was even published in the local newspapers and comments were sought on this report named, "The Governance of the University." Prof. Errol Miller of the Faculty of Education, University of the West Indies, Mona, has elaborated on these relationships and it is instructive to be aware of them. I shall read his comments on "Current Relationships Between TLIs and UWI":

"The current relationships and arrangements between TLIs and the University represent a collection of virtually independent agreements. They have evolved mainly by a process of accretion and have never been articulated or rationalized as part of any coherent or comprehensive framework. The current relationships and arrangements are therefore more easily described than systematically classified, although some classification is possible. The descriptions can be enumerated and labeled as follows:"

And he has them in descending order:

1. The Affiliation relationship. The Affiliate Institutions constitute the best defined relationship between UWI and TLIs. Their status is defined in the Ordinances of the University and the guidelines governing the relationship are fairly well set out in UWI regulations. To date, the Theological Colleges, which offered the highest level of tertiary education in the Caribbean before the establishment of the UWI, constitute most of the institutions that have been accorded this status.
2. The Quasi-Affiliation Arrangement. The quasi-affiliated institutions are those that have not been accorded the Affiliate status, but have program relationships with the University based on the guidelines for Affiliate institutions. This type of relationship is exemplified by the relationship between the College of the Bahamas which offers UWI BA and B Ed degree programs, and Mico College offering the B Ed in Special Education, based on guidelines used for Affiliate institutions. These colleges offer UWI degree programs, not offered on a Campus, as is the case with the Theological Colleges.

3. The Franchise Arrangement. In the franchise arrangement, TLIS teach all or part of degree, diploma or certificate programs offered on a specific campus. In this arrangement, colleges are allowed to teach for some program offered on a specific campus, provided their staff accept and teach the approved syllabi, their students sit the campus examinations of the particular Faculty, the Faculty approves of their staff, library and other facilities, and the Faculty offers technical assistance and support where this is deemed to be necessary. The franchise could cover one, two or all three years of the degree program or part or the whole of certificate or diploma courses. The arrangement is exemplified by TLIS such as Antigua State College and Sir Arthur Lewis Community College teaching First Year University programs in Arts and General Studies, Natural Sciences and Social Sciences; SALCC offering the entire B Ed programme; and Erdiston College offering the UWI Diploma and Certificate in Education."

The fourth type of relationship is the Validation Relationship.

"In the validation relationship, UWI is responsible for standards and quality control of programs offered by TLIS. This relationship is typified by the work of the Faculty of Education with teachers' colleges in the Eastern and Western Caribbean through the Joint Board of Teacher Education and the Eastern Caribbean Standing Conference. The essence of this relationship is that while UWI validates teacher education programs in these colleges, this is an autonomous activity which is not automatically integrated or articulated with UWI degree, certificate or diploma programmes of any campus.

5. The Accreditation Arrangement. In the accreditation arrangement, UWI grants advance placement to students from particular TLIS, in circumstances where these TLIS do not offer UWI programs or have their programs validated by UWI. This arrangement is typified by the relationship between CAST and the College of Agriculture and the Faculties of Engineering and Agriculture respectively where Diploma and Associate Degree holders, completing three-year programs, are given advanced placement into the second year of the UWI degree programs. Such arrangements are ad hoc and idiosyncratic.
6. The Matriculation Arrangement. In the matriculation arrangement UWI accords the qualifications offered by TLIS a particular matriculation status with respect to the entry of students of those institutions into the

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University. This is exemplified by the fact that UWI grants normal matriculation to students from Community Colleges holding Associate Degrees awarded after successful completion of two year programs predicated on CXC entry requirements."

So that we see, clearly, that UWI has had some experience in having relationships with institutions and what has been proposed here is something on a similar basis, but of course on a higher level.

Prof. John Spence, in his presentation, mentioned the Chancellor's support way back in 1988 for a consolidation of existing tertiary units into a single national institution. So here we have the head of the university supporting a move like this. So that one need not fear that such a Motion, if approved, would cause any ripples of discord in the Caribbean community.

The Desmond Ali report that I referred to, in discussing the networking of R&D Centres in community, had this to say:

"The University of the West Indies, St. Augustine Campus, will, subject to the constraints of its regional status, play a key role in the national system. The U.W.I represents the biggest resource in Tertiary Education, Training, Research and Development (TETRAD) funded by the Government of Trinidad and Tobago. The U.W.I., St. Augustine Campus will therefore be linked into the Network both as a R&D Centre and an adjunct to the Community College."

### **2.10 p.m.**

Mr. President, from links, relationships and networking among TLIs, I now move on to the establishment of a technical university of Trinidad and Tobago. Since this idea was mooted in the White Paper on Niherst, it has found support in many quarters. Since then, CAST, as referred to in a comment by Prof. Miller, (the College of Arts, Sciences and Technology) in Jamaica—according to the contribution made by Prof. John Spence—has been redesignated a technical university without any conflict with UWI.

In 1984, the idea of a technical university of Trinidad and Tobago was still alive, because when the Niherst Bill was being piloted in 1984, the Minister had this to say. I quote from *Hansard*—this is the Minister who was piloting the Bill and we heard about this Minister who had the fortunate position of not only being responsible for drafting the Bill, but subsequently, in his new status, piloting the Bill. He said:

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"Because in the White Paper, it was anticipated that Niherst would almost be the equivalent of the University of the West Indies in size and status, and this may well come. I do not know."

Mr. President, we now know that this has not come into being and I wonder how much effort was put in by the then Government to bring this technical university of Trinidad and Tobago to fruition. Certainly, it had the power at that time to accomplish this.

Sen. Prof. Spence lamented the fact that Hong Kong has set up a technical university, even though we have been talking about doing so 10 years before Hong Kong. After I heard this, I saw a recent advertisement for a post at that university, and some background information about the university was given. Just for information, I would like to read one paragraph which states:

"The Hong Kong University of Science and Technology (HKUST) opened in October 1991 as a technological university dedicated to the advancement of learning and scholarship, with special emphasis on research, postgraduate education, and close collaboration with industry and business. Enrollment is expected to grow to 7000 (FTE) by 1996—97, and possibly to higher levels in the future. The School of Science,..."

where this vacancy arose—

"which comprises five departments (biochemistry, biology, chemistry, mathematics, and physics), enrolls about one quarter of the university's undergraduate and postgraduate students..."

and there is much more information there, but I think that is enough to tell us the scope of the technical university of Hong Kong.

It is my hope, and I presume, that of all present, that an advertisement similar to that of the Hong Kong University of Science and Technology (HKUST) would appear in the near future, but under the heading of the Technical University of Trinidad and Tobago (TUTT).

Mr. President, in conclusion, in my quest for contemporary information—because I have been quoting some 1989 material, except for the last advertisement which was this year—I have sought the views of the prestigious Caribbean Academy of Sciences, based at St. Augustine. Senators may have seen an item in the *Trinidad Guardian* dated Monday, September 25, 1995. We do not know

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much of what goes on at the university campus, so I would like to read about this Academy:

"A Caribbean Academy of Sciences (CAS) which was inaugurated at an international seminar which was held in Trinidad in 1988, has a membership of 135 top regional scientists drawn from the agricultural, engineering, medical, natural and social disciplines."

In fact they publish a newsletter and I saw in the latest one that Prof. John Spence was interviewed.

As I said, I sought their views and I would just quote from the "*Summary of Views of the Caribbean Academy of Sciences in the Tertiary Sector*:"—

"Two major objectives of the Caribbean Academy of Sciences (CAS) are:

'To serve as a source of advice to regional governments and regional governmental and non-governmental organizations', and

'to raise the level of scientific consciousness in the region and increase the public understanding and appreciation of the importance and potential of science and technology in human progress'".

The Caribbean Academy of Sciences regards the tertiary sector, in particular the science and technology component of the tertiary sector, as critical to regional development. It is indeed concerned that the number of young people in the age cohort 18—24 in the tertiary sector in the region is 3—5 per cent when compared with 20 per cent in the rapidly growing economies of South East Asia. The deficiency in the region is particularly evident in the area of science and technology.

"A technical University in Trinidad and Tobago would certainly play an important role in addressing this imbalance. The role of this University should however be clearly defined. Its primary focus should be on regional technological development and the sustainable application and use of regional resources. Among the areas that this institution should address are:

1. Informatics with special emphasis on industry and business.
2. Solar technology"

I would not read the details that it gives here, but it does say that—

"There is no reason why all water heating in Trinidad and Tobago cannot be done by solar devices. There is also significant potential in the area of solar lighting.



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3. Regional Non-Metal Minerals.
5. Architecture and Building Technology"

Again, when I spoke to the person who gave me this information, he mentioned that our buildings are built in such a way that they could withstand hurricanes and earthquakes.

"6. Hydrocarbon Resource Development"

I thank Prof. R. Saunders, the Immediate Past President (CAS) for providing me with this information at such short notice.

Other than the mover of the Motion, we have had only one contribution on this Motion so far, and I gathered from Sen. Maloney that there is support—I hope that it is not just individual support, but governmental support. I hope he has enough sway to convince the Government, to which he belongs, to support this Motion.

Talking about support, very often—at least in my experience here—several Private Motions have been successful in this House and we heard nothing more about them. In fact, a previous Senator who, unfortunately, is no longer with us, had to ask at a subsequent time, what had happened to all those Motions that were in his name and had been passed. What has happened to them? I do not know whether I should take a hint from that and not ask.

Because of that, and because of all the whispers, I would like to see some urgent action on this Motion. Of course I am anticipating that it would be passed. In that respect, I propose an amendment which merely adds to the resolution, by taking out the full-stop and adding the following words:

"and to achieve this objective the Government of the Republic of Trinidad and Tobago set up a working group."

So that the amended resolution would read as follows:

*"Be it Resolved* that the Senate urge the Government to expedite the full implementation of the 1977 White Paper on Niherst so that a Technical University of Trinidad and Tobago be created having functional relationships with the University of the West Indies and to achieve this objective the Government of the Republic of Trinidad and Tobago set up a working group."

Mr. President, while I am still on the floor, I would like to recommend that Sen. Prof. John Spence, the mover of the Motion, be on that working group, and if I may be so presumptuous, I can offer any assistance to this group, if it so desires.

Thank you very much, Mr. President.

**Sen. Junior Barrack:** Mr. President, this Motion before this august Senate is one which deals with tertiary education, and not being a graduate of any institute of higher education, I would not pretend to be qualified to go into technical areas of a subject of this nature.

However, as a citizen of Trinidad and Tobago, I am fully aware of the importance of Trinidad and Tobago developing its human, material and natural resources. The way in which this may be achieved, as has been pontificated by speakers before, is through the development of technical skills through the tertiary level.

**2.20 p.m.**

The United National Congress will have no difficulty in supporting such a measure as proposed by Sen. Prof. John Spence. In essence, it is part of the philosophy of the United National Congress. It deals primarily with avenues which will assist our people in supplying themselves with the basic necessities of life, and also, for us to supply these basic necessities so that we can be comfortable and competitive with the rest of the world.

We are not about supplying potato chips in this era of massive and rapid technological development; we are considering Pentium—advanced computer chips. We would like to go in that direction.

I will have to deal with a serious accusation which was made by my colleague, Sen. Andre Maloney, when he was speaking in this debate on another day. It is very important that we do not misunderstand what I say in this Senate, and I know that we were quite good colleagues. I hope that the PNM is not putting any stumbling blocks in our way, because I would like us to continue having a very cordial relationship. Sen. Maloney said:

"I should also like to add that I would like to see that picture as being totally reversed and I should also like to hear strong and enlightening comments even from my fellow UNC colleague, Sen. Junior Barrack, who takes a totally different end and sends strong signals to many people in taking a particular stance."

Mr. President, this suggests that I am a prophet of doom and gloom, that I do not properly represent the mood in our society and that this is having some negative effect upon our population and can cause all kinds of riotous acts and so forth in the society. I would like to believe that [*Interruption*] I am glad to know that Sen. Dr. Lenny Saith is in my corner. He believes that I do no such thing.

It was said and it had to be dealt with. The Motion in paragraph three, says:

*"Whereas* the proportion 20—24 age group in tertiary education in Trinidad and Tobago is about 7 per cent which is far below the proportion in Latin America and North America; and..."

This age group represents a dynamic portion of our population: vibrant, energetic and in the prime of their intellectual and physical capabilities. If we only utilize a mere 7 per cent of that, and we are talking development and, as the Motion suggests, entering the global village and becoming the business and financial centre of the Caribbean, I believe we have to look at this matter very seriously.

Where I am sometimes accused of being a prophet of doom and gloom or taking a totally different perspective, I would just like to state that it is this very age group that is responsible for much of the crime that exists in our society today. If only we can channel that energy into a direction for development we would be, in fact, doing a great service, not only to ourselves in this generation, but to succeeding generations.

This is why sometimes I take a very heavy view of what the Government does to our youth, and which is sometimes interpreted as taking a negative view. The fact is that every word of this Motion suggests that successive governments have failed to do what everyone knows is the correct thing to do. You cannot take a positive view of this. How can you? One says the thing the way one sees it. You cannot paint a rosy picture of what is taking place with our youth; what is taking place in the secondary schools, which would have to be the second tier, if I may say so, in the foundation of the development of individuals capable of functioning in a tertiary educational environment. We must look at the way we prepare the youth.

Outside of a few of the junior secondary schools—which have now been disbanded, I am told—of the government secondary schools, particularly along the East-West Corridor, there has been total failure. These schools are acting as holding bays, like massive day-care centres for young men and women. That is what they are. At the end of the day, many of these students who attend these schools come out incapable of reading and writing.

When we speak about developing a foundation for our country to launch into the international, financial, economic and business arena, we must look at these issues seriously. There is also the aspect of the heavy emphasis on academic attainment.

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I sat in this Parliament and Sen. The Hon. Gordon Draper told me, if you did not go to QRC, then you are nothing. It means that those of us who did not attend QRC are morons.

**Mr. President:** Senator, I think you were born and grew up in Trinidad and you understand, and must have a sense of humour and know of the sort of, what we call, "picong" that goes around the place.

**Sen. J. Barrack:** Mr. President, I was on "picong" too. It is that kind of view that sometimes interferes with the development of the technical side of our educational system where, students who have a great capacity for developing in these areas, sometimes go the way of the purely academic.

### **2.30 p.m.**

I am of the view also that because of this over-emphasis on the academic, and because there are some people who—I would not like to go into this area because sometimes I step on corns—do not feel that a great part of the country should have access to certain facilities in education and access to a certain type of life—they are totally incapable of reaching out and bringing these people into the mainstream. When I say mainstream here, I mean what we consider as elite, that group of individuals who dominate our education and our intellectual system. They are totally incapable of bringing them in and that has a tremendous impact on our society.

I sometimes try to rationalize the philosophical perspective operating in the minds of the individuals who appear to be operating that way. It seems as though a certain group of people is left out, as though it should not be included, that the system as is, is quite comfortable with the level of its output. They are quite comfortable that certain groups are where they are and certain other groups are proceeding in the way they are. I sometimes get that kind of feeling. In terms of the amount of resources spent in the education system, there is no reason why we cannot produce more people of intellectual and technical competence in this country without adding to what we are now spending in the field. I have very little doubt about that.

There would be need to look at the delivery service: the teachers, the plant in terms of the equipment and the syllabus, in terms of the direction in which they point our students and what they hope to get in return for the time and resources spent in these institutions.

There seems to be the need for the students to have a certain enthusiasm for the absorption of the information made available to them. There seems to be a

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kind of indifference. The youths are not particularly enthusiastic to absorb what they are taught. I believe, if it is a question of motivation at the primary and secondary levels, we have an expert in the field, handsomely paid, and probably because he is doing a good job he is given additional responsibilities. I feel that he can work towards lifting the morale—if that is the problem—in the secondary and primary school system, so that we can start putting out quality individuals on a quantitative basis.

Right now, what is going on here is that we have, as I said, for the past 50 years, the schools that were producing the intellectuals in our society still continuing to do so. Some of them are trapped in their colonial cocoons, and have not been able to break out. That, too, is having a devastating effect on the ability of our country to go forward but, be that as it may, our population has increased, we have created more schools all over the country and we should try to get more from them based on what we are presently spending.

I believe what is required here at the tertiary level, according to Sen. Prof. Spence and most of the contributors that have gone, is that we should be implementing that aspect of the 1977 White Paper on the establishment of Niherst so that we can become more in line with what is current in the world today.

We, in the United National Congress, will support these measures. We believe Sen. Prof. Spence's long history of working in this area has given him a certain competence and expertise, so that he can properly represent people and the views here. Mr. President, Sen. Dr. Lenny Saith has made, as I have seen and read, some contributions in this respect in the past and I think that he is going to make a contribution today that would not be too personal, but would reveal some of the things that he planned to do for our children and for the development of Trinidad and Tobago.

**Sen. Capildeo:** Send Draper back to school.

**Sen. J. Barrack:** He believes he is a gnome, draped with wisdom because he went to a particular institution. Look at him! Full of himself! Dripping with arrogance! Relax yourself, you will be the first casualty of UNC's victory!

**Mr. President:** Sen. Barrack, are you through with your contribution?

**Sen. J. Barrack:** Mr. President, as I said, we have no problem with supporting this Motion, we commend it, but I believe such measures for the development of Trinidad and Tobago can only find and feel the fresh air of realization under a United National Congress government.

Thank you, Mr. President.

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*Amendment seconded by Sen. Diana Mahabir-Wyatt.*

**1.40 p.m.**

**Mr. President:** Senators are free to speak both on the motion and the amendment proposed.

**Sen. Rev. Daniel Teelucksingh:** Mr. President, I rise to support the Motion proposed by Sen. Prof. John Spence and I would like to join with the many others who congratulated him on taking from the archives, matters pertaining to education, especially tertiary education, such matters which have always been valuable but hitherto virtually ignored.

As he pointed out in his paper, one of the concerns is about the proliferation of institutions, advisory groups, councils and committees engaged in post secondary education. This has been a concern in 1977 and possibly before, and he is pointing out today in our own time how important it is that we look at the proliferation of various institutions again, some of which have been listed in his presentation and, of course, the more desirable approach he is advising and suggesting to the Government and the nation is the co-ordination and unification at various levels of tertiary education.

It is most disappointing that such important recommendations in the White Paper have remained in the archives for 18 years, and that is a long time. I wonder what we have been doing.

I would like to deal with two illustrations concerning a basic and fundamental problem raised by Sen. Prof. Spence in his presentation. The first one is about accreditation. These illustrations I bring to the attention of the Government and particularly, Sir, to the Minister responsible for tertiary education. The issue of accreditation for graduates from the University of the West Indies. It was only a few days ago it was brought to my notice that there were students, graduates, who met all the requirements for this practical subject which falls under the heading of "Technology"—the land surveying course. Incidentally, in the Niherst paper, reference is made to the land surveying programme which was a part of the Niherst recommendation in 1977.

I understand that there are about 100 students, since 1988 to now, who did the land surveying course. For this course in this field of technology, most of them graduated with a BSc in surveying and met all the requirements, passed all the exams and did 18 months equivalent to on-the-job training or the apprentice programme, and I have been reliably informed that to this date out of those persons who graduated in land surveying with their university degrees, only one

has been licensed. What is happening here? We have to do something about it. I understand that some of them have left the country.

I am coming to a comment made by Sen. Prof. Spence—and I agree with it in part—about dependence on external sources for our technology. Here we are having our own students, properly graduated, coming from the university, being frustrated and their studies and qualifications have not been recognized. Something has to be wrong.

About a year ago, the question of graduates from the School of Dentistry came up in the Senate. The hon. Minister in charge of tertiary education is aware of that. A few days ago, I was really disturbed to learn that the problem persists even though a year has passed. What is the position? Eighteen students graduated in 1994 from the School of Dentistry at the Eric Williams Medical Sciences Complex. I understand they have paid over that period a total of about US \$70,000 in fees. The matter is being considered and has been considered at various levels.

What has happened today about the recognition, and accreditation of these people who studied under the aegis of the University of the West Indies? I had heard it has been said from Members of the Government that the argument is the Government does not want to interfere too much in the affairs of the university. Do I get the feeling of helplessness somewhere in the society? We have a Minister whose portfolio is tertiary education.

In addition to this business of accreditation for graduates from the School of Dentistry, I have a copy of a letter written by the graduates now to another Member of Cabinet, the Minister of Health. The matter is coming to the Cabinet and I wonder when the Cabinet will say whether it has to do with recognizing the studies and certificates of those who have done the work in land surveying and now the School of Dentistry. I wonder how long there would be a kind of helplessness or a hands-off attitude to these problems.

Two previous speakers spoke about the young people in this country. It is the young people who have been frustrated, Sir. They have graduated from these faculties pertaining to technological studies, and you know, Sir, they never had this in mind, but they find themselves in want of something to do. They are serving as laboratory assistants, some go back to teach and so forth, some remain at home for the longest while. You talk about the brain drain? We have been encouraging this all along because of our apathy. We have to do something.

I am very happy that the first speaker on the Government side spoke on behalf of youth. The young people have been suffering so much; they have been very

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frustrated and have been giving up; those who can afford it leave this country. This gives me a bridge to get into a comment made by Sen. Prof. Spence and I would like to comment on this and add a little more to what he has said. I quote from his original presentation:

"Are we not now more dependent upon external sources for our technology?"

The answer is yes, Sir, because we have not been recognizing our own graduates and we have not been providing for, or encouraging them. This is one of the answers to a problem you have raised. "Are we not now more dependent upon external sources for our technology?" We are not recognizing them and they were leaving us long before 1977, and in 1995 they are leaving us. Graduates in the natural sciences—and this is so very important to this Motion proposed by the hon. Senator—have been frustrated in this country and we have to do something about it; the hon. Senator is correct. We have been dependent on external sources for our technology because we do not realize we have it here.

"What has happened recently with respect to our public utilities? "...

And there is an example quoted by the hon. Senator:

"Who would have thought that in 1994 we would have found ourselves unable to manage the electricity generating plant, and, we would have had to invite foreign technologists?"

That was one question raised by Sen. Prof. Spence. He then asked:

"Are we not having the same thing in 1995? Who would have thought in 1977 that we would not be able to run our Water and Sewerage Authority?"

**2.50 p.m.**

I want to add to this that I know that in WASA and T&TEC we have many engineers and technical people who have been trained right here. I firmly believe, following the course of events leading up to the two agreements with respect to these utilities mentioned by the hon. Senator, we have well-trained engineers in these places; most of them have been graduates of the University of the West Indies and performing well. But I do not believe this has been the reason that these two firms were divested. Somebody must correct me. That has not been it. There has been bad management.

If you talk about management and courses in management in Trinidad and Tobago, we have a proliferation of that, and well qualified too. They remain in Trinidad and Tobago and they write examinations from Birmingham and the



United States. They are well qualified in management also, in addition to the natural sciences and the practical subjects.

The nation knows that bad management is responsible for this. It is not a lack of brain power in Trinidad and Tobago, but a lack of will power and also political power which is responsible for these two matters raised by the hon. Senator.

I remember the Minister of Public Utilities saying to this honourable House in 1995, that one of the problems with WASA was that there have been water lines in this country that have not been changed for 30 years. That is the kind of mentality; this is what I mean when I say these utilities had to be divested not because of a lack of brain power in this country; it has to do with carelessness. These utilities have been run-down. You do not need somebody with an M.Sc from some place to change water lines. This is part of my problem.

I am very concerned about the divestment of these utilities, and maybe others also. Have they been a part of IMF/World Bank conditionalities and requirements? It had nothing to do with a lack of brain power. We have people with B.Sc.s and M.Sc.s all over this country who would love to work, practical people who are not being employed and not even recognized, and you are giving us the impression that we are looking for foreign technology? Not at all! These utilities have been allowed to run-down. Our own people did it. You and I know full well when those utilities were sold what happened to the money. The money was used to service the foreign debt. It has nothing to do with a lack of brain power in Trinidad and Tobago. That is most important.

I come back to my question of accreditation and recognition. That is the section of this Motion in which I am particularly interested. People come here from all parts of the world, from all kinds of universities; sometimes we do not even hear about the university; they come and they get jobs in the medical services, in the industries in Trinidad and Tobago and we recognize their qualifications, but our own people who are trained here suffer for many years and we do not recognize their qualifications. They have gone to our high schools; they have passed the necessary A'level subjects and other courses; we do not recognize them, but we recognize the people who have come from outside.

I would like to close by saying that just before we get on to the establishment of a University of Trinidad and Tobago, there is yet so much for us to do by way of formalizing, straightening and regularizing the work at the University of the West Indies. That is very important. I have very serious misgivings about having

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two parallel institutions. One is the premier institution and the other is a kind of second-rate institution. I have difficulties with that—struggling for recognition. If we are to have a University of Trinidad and Tobago at all, or some sort of a technical college of that kind, accreditation and recognition are most important.

I thank you very much, Mr. President.

**The Minister of Planning and Development (Sen. Dr. The Hon. Lenny Saith):** Mr. President, before I get into the meat of the Motion, and since it is still fresh in my memory I would like to respond to Sen. Rev. Teelucksingh on a couple of points that he has raised, starting with the recognition of our degrees from the university. I am not aware that there are any degrees from the University of the West Indies which are not recognized from an academic point of view. Any graduate of the University of the West Indies, as far as I am aware, who holds a degree, holds a recognized degree.

I think the two cases raised were that of land surveyors and the dental students. One has to distinguish between the degree which the university gives you and which has its recognition by the general academic community. For instance, will it be accepted as a degree that you could go and do post-graduate work in another university, with the ability to practise the professions which are controlled, in the case of the dental students, by the Dental Council under an Act, or in the case of land surveyors, by legislation that governs land surveyors?

So the fact that you have got a degree in our system—if you are an engineer you have to be then accepted by the Board of Engineering; if you are an architect, you have to be accepted by the Architects' Association; in the case of the dentists, the licence to practise is issued by the Dental Council which is set up under law, and which has its right to register dentists.

The problem the students at the University of the West Indies are having in respect of their ability to practise is a problem of the Dental Council not yet coming to an arrangement by which they would recognize the degrees that the university has granted these students to allow them to practise. In fact, my latest information is that it is now saying these students will have to sit an examination set by it, although they have passed the examinations of the university, and my understanding is that they have done extremely well.

Notwithstanding the difficulties in the initial stages of the faculty with problems of adequate staff and equipment, they have done extremely well. The external examiners have indicated that the standard is very high. A number of

graduates have been accepted in universities abroad to go on to do post-graduate work.

What the Government, through this Minister, is trying to do, is to have a meeting with the Dental Council and the university to see whether we can sort out the problem. This is not a Government matter, unless we repeal the Dental Profession Act. Similarly, with the land surveyors, it is not a Government matter. What the Government is seeking to do is to bring reason on both sides of this issue which, in my view, goes beyond mere teaching, but has to do with how professions manage themselves in the country.

### 3.00 p.m.

**Sen. Rev. Teelucksingh:** Mr. President, just before the hon. Minister moves on, he spoke about recognition. How can a graduate come from Howard University or from Edinburgh and practise medicine in this country without writing that examination in dentistry?

**Sen. Dr. The Hon. L. Saith:** Mr. President, one can only do so if one is registered by the Dental Council as a dentist. If one comes from Timbuktu and goes to the Dental Council to be registered, one would go through whatever procedures there are. If it says yes, one would have a licence to practise. If it says no, one would not have a licence to practise.

I am just making it quite clear that there is a distinction in the professions. I suppose the same thing should take place in the law profession; unless one is now licensed by the Law Association [*Interruption*] Sen. Capildeo, is that correct?

**Sen. Capildeo:** Mr. President, I was just speaking about that with my colleagues. If the profession was not fused—I have grave doubts about what we call "locally assembled graduates in law" being allowed to practise in the civil service—we would have had the same problem. It is a very real problem.

**Sen. Dr. The Hon. L. Saith:** I hope I have made the distinction quite clear. The fact that the university has granted degrees which are recognized academically must be divorced, in a sense, from a professional body which has the power to grant or not grant a licence. The Government really has to use moral suasion in this issue, as I said, outside repealing the Dental Profession Act and saying that somebody else would decide whether one is a dentist or not.

Mr. President, it was a pleasure to hear Sen. Prof. Spence on this issue. It took my mind back to 1977 when we had long discussions and arguments on the issue of where science and technology, and higher education, should go. The

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situation in 1977 led to the White Paper on Niherst, and it went through many changes before it ended up as Niherst. Basically, at the time, I think we were trying to find a single institution that would really deal with three matters.

Firstly, how does one co-ordinate, manage and develop research activity in the country? Research and development. Secondly, how does one create the capacity for developing and keeping on an ongoing basis, a review of science and technology policy? Thirdly, how does one deliver, what I like to call, post-secondary and adult education to the population, as from tertiary university education? Those were the three issues that faced us in 1977.

After much soul-searching and some travel to see other models, the concept of Niherst was formulated. As you know, for seven years nothing really happened, then the legislation of 1984 created Niherst. It created a Niherst, in my view, that was "neither fish nor fowl." While, in a sense, Niherst sought to do those things, the action that should have been taken to have them done was not taken. One could not, in fact, provide post-secondary and adult education and leave out from Niherst, John S. Donaldson Technical Institute, San Fernando Technical Institute and other institutions that were already providing that level of education.

One could not co-ordinate and develop research and development in the country and leave Cariri, the Institute of Marine Affairs and some of the research institutions out of Niherst. One could not develop a science and technology policy capacity in the country and still have a National Council for Technology—I think during the 1986 to 1991 period it was replaced by the Council for Science and Technology. In other words, one had a Niherst, but the tools by which Niherst could fulfil its mandate were not there.

As a result, over the years Niherst has had to find some way of justifying its existence. It sought to do this by creating some of its own teaching capacity. I believe right now there is a school of languages; a college of health sciences; an information technology college and a college of nursing. The college of nursing was, in fact, taken over from the Ministry of Health. So, there is some teaching activity going on at Niherst in these areas.

When I looked at the budget and the structure of Niherst in 1992—when we began to review Niherst, basically most of its efforts and money went into teaching—it was doing nothing on science and technology policy and very little in research and development except, perhaps to manage the OAS programme, which was a small one. The bulk of what it was doing was, in fact, teaching functions in very limited and specific areas. In a sense, Niherst has not done what the people who wrote the White Paper thought it would do.

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Today, in addition to those three problems, there is a fourth area that one needs to look at. That is, accreditation, not only at UWI, but also in the post-secondary and adult education field, especially where the private sector is beginning to get highly involved. Therefore, this is another area that the country has to find some means of dealing with.

As a consequence, in 1992, I asked for a total review of where we were in science and technology. As you know, in the Office of the Prime Minister, we created a Ministry of Science and Technology and Tertiary Education and placed Niherst, CARIRI, the Institute of Marine Affairs and some of the institutions involved in research and development there—with the exception of agriculture—which remained under that ministry. We began a process, carefully looking at these institutions to see how we would achieve the needs that were identified in 1977 which, to some extent, still exist; whether the Niherst concept was the way to go; whether there was another way of doing this, given the reality of what I would say is the unsuccessful Niherst model, and the reality of how organizations change, the resistance to change and how one can move organizations forward.

### **3.10 p.m.**

In late 1992, the Cabinet took a decision on my recommendation, and on the recommendation of my ministry for an interim arrangement where basically, we would seek to look at the research institutions to see whether these would be a gradual process by which one would co-ordinate, amalgamate and manage them.

In respect of Niherst, that we would separate the teaching function from Niherst and that it would, under the name Niherst, or some other name, concentrate on three areas; accreditation—because we felt that an institution should not be both a provider of education and the body responsible for accreditation—that Niherst would take the role of an institution that would be used by the Government for accreditation both for private sector delivery of education in this sector and the state.

Niherst would be the institution which would provide advice to the ministry on science and technology and also be the institution to keep science and technology under constant review and develop options. It would be the institution to coordinate and manage the research and development. It would not be a research and development institution in itself. In that context, Niherst was given a mandate to begin to look at itself under these conditions. In respect of the research and development institutions, the policy was to begin a gradual amalgamation where such amalgamation made sense. Where it did not, to give

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clear guidelines and directives to the institutions that were going to stand on their own, but to seek, through the board level by the appointment of people on the board, a measure of co-ordination and collaboration.

Let me deal with the research and development institutions. Since that time, the Government has taken the decision that an agricultural research institution is required, and one that can stand on its own.

The Ministry of Agriculture, Land and Marine Resources has been asked to work on proposals for the creation of an agricultural research institution standing outside the ministry. That work is also continuing as part of the total review of the Ministry of Agriculture and the institutional arrangements in the Ministry of Agriculture.

In the case of the Institute of Marine Affairs, it was felt that this is a very specialized area. There would be no major benefit to be gained in amalgamating IMA with anything else, and it should be seen not only as a research institute, but also as the institution through which the Government would seek to manage its coastal areas and more importantly, manage its economic zone—the 200-mile economic zone—which, if one looks at it, represents many more times the size of the land mass of Trinidad and Tobago. It would be given the mandate to create the expertise to develop the policy options which the Government would need in managing its coastal resources; its resources in the economic zone around the country and the environment of the oceans, seas and coast.

It was quite clear that there would be a significant role for the Institute of Marine Affairs. In addition, the Institute of Marine Affairs would be a vehicle by which regional management of these resources would take place because the seas wash our shores, and what happens to the waters off Grenada will, in fact, affect what is happening in Trinidad and Tobago.

The Government has now taken the decision to merge CARIRI and the Bureau of Standards. There is duplication of resources of laboratories for instance. You have to decide whether you are using the laboratories for testing in respect of meeting standards, or whether you are using them for industrial research. There is much equipment that is common, and there is duplication in library facilities, literature, and conference facilities, administration and a number of other areas.

A committee was set up comprising the Chairman and chief executive officer of CARIRI, the chairman and chief executive officer of the Bureau of Standards, and the Permanent Secretary in the ministry with responsibility for science and technology. That committee has reported. Its report, which has been accepted,

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said it is feasible to merge, and it was asked to prepare an implementation plan for the merger—because you need to think now about physical facilities.

How do you merge the staff, especially in one institution where, because of the way it was created—CARIRI through UNDP has a different culture and a different salary structure; the Bureau of Standards is more public service oriented. Many of the persons who came to the Bureau of Standards came from the public service on secondment and were then appointed there. You would need to marry the cultures of those institutions.

It has been asked to provide an implementation plan. In the meantime, I need to take to the Cabinet, very shortly, the appointment of the same board to both institutions to oversee the process of integration. As that integration is complete, or even while it is going on, depending on whether it is possible to do it or not, it is also envisaged that the Food and Drugs Division will also come into that institution; so there will be one institution dealing with food, drugs, general standards, industrial research—very much akin to the institution which exists in Singapore and Korea.

In the area of the teaching functions, the Government has set up a committee with the responsibility of making recommendations on how to treat with the teaching functions at Niherst. That committee was set up in January of this year and has since reported.

### **3.20 p.m.**

The nucleus exists with these four teaching groups in Niherst, languages and so forth, for what would be called—for want of a better word at this time—a Niherst-type training college. Where it goes in terms of reporting, what its organizational structure should be, how it should grow, whether it should bring other aspects of post secondary into it, all this is still being worked out by the committee. The Cabinet has taken a decision, in principle, that we are going to form some kind of college arrangement using the core Niherst teaching groups.

More than that, we are trying to develop a link with the University of the West Indies on this matter. What that link would be, we are not yet sure. We know that we want an autonomous organization. We know that we want it to be somehow linked with the University of the West Indies system. We want it to fill the gap between what the university provides on the tertiary level and, on the other hand, to fill the post-secondary needs of the country. We want its courses—diplomas, whatever is used—to be those that are recognized, not only in the

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country, but by the university in some way, and if it becomes necessary, for this to be a stepping stone to further training at the University of the West Indies. That work is ongoing and it is my hope that very soon we would be able to develop a plan of action on this matter.

There is, I believe, an association of tertiary institutions in which the University of the West Indies is involved and of which Niherst is also a part. Concurrent with that, of course, the Ministry of Education is also looking at the whole question of technical/vocational training in the country. Out of this analysis will come some new initiatives in technical/vocational training. It is my personal view that once these initiatives are finalized, then one would have to see whether that function remains in the Ministry of Education, or whether it also becomes part of that autonomous college of which we are thinking.

**Sen. Prof. Spence:** Mr. President, could the hon. Minister state, when he referred to the technical/vocational training, if he did include John S. Donaldson Technical Institute, the San Fernando Technical Institute and so forth?

**Sen. Dr. The Hon. L. Saith:** Yes, Mr. President. Also some of the technical/vocational training which is being done in the senior comprehensive schools as well. I think we need to look at what we are doing there to see whether that is the best way to continue to provide such training.

On the question of accreditation, the Cabinet has, in fact, taken a decision and mandated Niherst to take on that role. It is actively working on setting itself up to be the body that can, in fact, do that. It has been told that it does not need to have a large organization to do it, but that they should have a small core organization and they should buy resources as and when there is a need.

In its capacity as adviser to the Minister, and also, in its capacity as the institution that should really get involved in the science and technology policy of the country, the Minister does now, in fact, refer to Niherst those matters on which he needs advice in respect of science and technology. But more than that, Niherst was mandated to prepare a national policy on science and technology. That policy was submitted to Cabinet in March of this year. The Cabinet has looked at it, and it will be published as a Green Paper for public comment.

In developing this policy document, they were asked specifically to look at Trinidad and Tobago as it is today. We live in a changed world. The way we are operating our economy is different. We are no longer looking inwards, we are looking outwards and we have to be competitive, and efficient. Therefore, our



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science and technology policy must be geared, first of all, to the kind of training we are giving young people, and also the kind of assistance we need to give to our companies and industries to enable them to operate on that basis.

That document is ready and, as I said, it will be out as a Green Paper for comment. After considering the comments, we will then formalize a science and technology policy for the country which Niherst will have the responsibility for keeping under constant review. One thing that is quite clear in my mind is that these policies are not set in stone, they need to be constantly reviewed and brought up to date.

In respect of the co-ordination of the research and technology activity, because all these institutions, with the exception of agriculture, are under the Ministry of Science and Technology, by referring policy matters to Niherst, which the ministry would then pass on to its research institutions, one was getting the kind of coordination that was required. But more than that, NIHERST is being used more and more as the focal point for both national and international contact in respect of research and development.

It has now been designated as our focal point for the Commonwealth Science Council, for the OAS, for the Bolivia programme and for all our science and technology programmes. It will become the focal point for contact and, therefore, will be able to harness resources in the international arena and bring them into the country.

Niherst has also been given the responsibility for giving full effect to many of the technical agreements that we have signed. We have signed technical co-operation agreements with India, Mexico, Brazil and so forth, and they have just remained paper. Niherst has been mandated to take agreement by agreement, and begin to work towards expanding co-operation. It has done a successful job on the first one with India, and we have been able to identify a number of projects that can be undertaken under this arrangement—Mexico and Brazil are next.

### **3.30 p.m**

While I accept the spirit of the Motion, I just want to indicate that I do not think we would want at this stage to lock ourselves in and say that we must implement what was proposed in 1977. The issues, yes, remain the same, but the solutions may be slightly different. What I am seeking to put to this Senate is, we have been working on them all. In fact, the working group is already there, and the Government is very conscious—

**Sen. Prof. Spence:** The hon. Minister seems to be winding down, so may I ask him if he could now address what was my substantive issue? I refer to the White Paper but deliberately worded the resolution to take it away from that and address it to the setting up of a Technical University in Trinidad and Tobago in 1995. And the hon. Minister told us all about what happened to Niherst in the past, and what may happen in the future. I am less concerned about Niherst, I am more concerned about his views on the Technical University of Trinidad and Tobago.

**Sen. Dr. The Hon. L. Saith:** Mr. President, I think I have indicated quite clearly that the Government has to find a way of dealing with post-secondary and adult education. There is a niche for that, in my view, even if the University of the West Indies was the most effective organization in the world. Sen. Prof. Spence is well aware of my own views on the university, and I think I have been able to convey them to the university authorities and slowly we are looking at the governance of the university and the way it operates. In respect of post-secondary education, there is a need. I have indicated that some kind of college has to be set up. I would want to look a little more at what other options there are before I commit myself as to whether it should be a technical university, whether it should be as in Jamaica, a college of arts and sciences, a polytechnic or a community college. What I will say is that there is a need for some kind of institution to begin to address these issues and that is as much as I can say at this moment.

I hope I have been able to enlighten those Senators who wish to be enlightened—even those who did not go to QRC—on this matter.

I thank you very much.

**Sen. Dr. Rakib Buckridan:** Mr. President, I rise to address one or two areas on this timely, significant and very relevant Motion in the name of the Sen. Prof. John Spence—the matter of establishing a Technical University in Trinidad and Tobago.

As you know, there is an explosion of knowledge and technology in the world today. A computer of last year is completely out-of-date this year and so we have to keep abreast. As I said, it is a worldwide phenomenon. I am sure that many young people look at the university as an ivory tower and feel there is another area with which they may be quite familiar, at the concrete level, where mountains can be moved and where employment can be found. This has been recognized by some of the important persons in education in some of the developing countries to the point that there is a rivalry in the mushrooming of

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technical schools, technical universities rivalling the universities by way of the number of persons they can pull in.

Many young people, who would otherwise be on the street are now moving to some of these schools. I admire tremendously the proposals and suggestions of Sen. Junior Barrack along this line, where we find that when we look at the situation carefully—and I might add, which was done by a former Prime Minister of Canada, Pierre Trudeau some time ago. When looking at this kind of situation, he found, as was being suggested here by Sen. Barrack, that one could begin to actualize some of the inner resources of our young people in very constructive ways by bringing in energies from the drug world, and the lackadaisical liming situation into very constructive endeavours, and I support fully everything Sen. Hydar Ali had to say on the issue.

Surely, we know today that young people could not be bothered with some of the philosophizing that you might hear, and I remember these words:

"Myself when young did eagerly frequent doctors and saints and heard great arguments about it and about it, but evermore came I out by the same door wherein I went."

In other words, young persons can be moved more and more by applying at the concrete level some of their practical energies. Who wants to listen to lectures on navigation while the ship is sinking?

I, with all the people on this side, fully endorse this proposal by Sen. Prof. John Spence that the time is right; we certainly do need this kind of thing, not only for what it offers by way of skills that are very applicable but then again, as Sen. Barrack said, it can rescue young people from the drug world and we need this. We need to ask ourselves why there are so few persons between the ages 18 and 24 at university, when I am sure more of these persons can find job situations at a very practical level.

In fact, some of the universities in Canada and the United States are very disturbed about not being able to attract persons because they end up giving them fancy degrees for which they cannot find ready employment. With a practical degree, young persons feel they can get in there with a skill—whether there is a degree or not—and in very definite ways move the world physically. And so, I fully support this Motion wholeheartedly, 100 per cent.

**Sen. Everard Dean:** Mr. President, may I take this opportunity to congratulate Sen. Dr. Buckridan on his maiden speech in the Senate.

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What I want to do in the next few minutes is to be the devil's advocate and show my independence in the Senate. I am sure that my colleague, Sen. Prof. John Spence, will take it in the same spirit I am going to give it. It is really intended to provoke some information on the way he thinks as regards a University of Trinidad and Tobago.

To begin, may I ask the question: What is the real objective in pursuing this course of action to establish a Technical University of Trinidad and Tobago? Is there a need in this country to provide more technicians? Do we not have enough unemployed technicians in this country?

**3.40 p.m.**

Do we want to provide a different type of person from what comes out of the University of the West Indies? Already we have in place some schools that provide vocational training such as the John S. Donaldson Technical Institute, the San Fernando Technical Institute and related schools to this particular area. I think that we already have in place facilities for technical education at the University of the West Indies at great cost to the governments of the region, all of which are finding difficulty in upkeeping the University of the West Indies.

Travelling to St. Augustine a few days ago, I saw a lot of physical infrastructure taking place there and I understand that most of these structures are being built with foreign aid, and some of them particularly for technical education. Are we developing this breed of technician, or do we want to develop this university to be used as a foreign exchange earner so that the facility that is set up, wherever, could be used as a foreign exchange generating tool whereby students from all over the world could come here as they do with the Medical Sciences Complex? If this is the situation, then I must congratulate Sen. Prof. Spence on this Motion.

Are we going to develop a University of Trinidad and Tobago to compete with the University of the West Indies? Are we not producing enough engineers? There is the question of the 7 per cent that Sen. Prof. Spence referred to in his presentation. May I just, for the benefit of the argument, make a short quote from his presentation? It states:

"The development of higher education is correlated with economic development: enrolment ratios in higher education average 51 per cent in the countries that belong to the Organization for Economic Co-operation and Development (OECD), compared with 21 per cent in middle-income countries and 6 per cent in low-income countries.'

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I do not think Trinidad and Tobago could be referred to as a low-income country. Perhaps we are bordering on middle-income. We certainly were some years ago. But nevertheless our proportion seems to be about 7 per cent."

It is my view that the middle-income earners are a disappearing breed in this country. The numbers are decreasing every year and the perception that the middle-income group is increasing is no longer true. I wonder if we really need to provide more than that proportion of 7 per cent for our own needs. As I said earlier, if we are going to use this as a foreign exchange earner, then I have no problem with it.

I agree with the Senator who said that we must find jobs for these people before we set up a University of Trinidad and Tobago for technical education. We have many graduates—

**Mr. President:** Before you go further, I think Sen. Dr. Buckridan would like you to give way to ask a question.

**Sen. Dr. Buckridan:** I was just simply going to ask, really, whether it is so much a matter of the number of people we already have in the technical field or is it more a matter—as was cautioned by Sen. Rev. Teelucksingh, whose suggestion I thought was an excellent one—as to accreditation. I can tell you from my own personal experience. On Friday morning I turned on the tap for a shower; two drops of water came down. I have not had a drop of water since in my place. I wonder about the sense of responsibility or the quality of the technicians we have. When we have something like a technical university, I think we would become a little more careful about quality. I think the title was very well put. Sen. Dr. The Hon. Lenny Saith was mentioning—

**Mr. President:** Senator, I thought you wanted to get a matter clarified. Having spoken already, you are not allowed to make a second contribution. But if there is nothing that you would like to have clarified with Sen. Dean, I think you should leave it until another time.

**Sen. E. Dean:** Thank you, Mr. President. I was waiting patiently for the question, but it did not come. The question about going in the bath and not having a drop of water, I think if we have 10,000 engineers and we do not have the distribution system in place, the position would remain the same.

I will close by repeating what I said in my opening: Is it a follow-fashion scene that we are on? Is it really necessary that we set up a University of Trinidad

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and Tobago in 1995 or beyond, based on what was said in 1976? I think we are in different times and we must look at the situation differently.

Thank you very much, Mr. President.

**3.50 p.m.**

**Sen. Dr. Eric St. Cyr:** Mr. President, before I make a couple points, I want to say something very briefly about the access of graduates to registration in the professions, because we also faced that issue some years ago when we started training accountants at the University of the West Indies.

I think the professional associations are to be encouraged and congratulated on what I know they are doing, namely, safeguarding standards. I rather suspect that where persons registered were trained abroad, there was a natural restriction to the number who came for registration, compared with those who trained at home where the floodgates might open. I think that with wisdom and encouragement, we should move, but we sometimes probably need to apply a little more than wisdom and tact. After all, the Dental School took students six years ago and the profession would have had that length of time to prepare a position. I rather suspect it looks more like the dragging of feet on an issue that should have been resolved long ago.

The issue I want to address is that of human development. Increasingly, trade and wealth generally are more skill and knowledge in their content than physical material. So that any country keeping pace with international movement absolutely must pay extra attention to the development of its human resources.

I want to see a concept of education which is completely integrated from the primary through the secondary and into the tertiary levels. I believe that hitherto in this country we have looked at tertiary level education as an elite concept and very many people are still rather awed even by the concept of UWI right there in St. Augustine. We go past it to the left and right, but very few people dare think that they could just go in and be a part and parcel of it. I believe that a very simple concept of a Technical University of Trinidad and Tobago would blow that fear out of the hearts of so many people who just need access to new vistas and new areas of knowledge to set many people at liberty there.

We really want to develop a concept of education as a continuous process. I believe that too many people have agreed to stop after the primary level, and another set of people stop after the secondary level. Very many people stop after graduating as a medical doctor at 25 years of age, and one almost sees oneself at age 65 years at that same level. We really need to break through the barrier and

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get the concept of education as an ongoing process; everyone almost dropping off what they thought they knew 10 years ago and taking up what is a fresh bag, if not every decade, certainly in chunks of time like that.

To the extent that I think that a Technical University of Trinidad and Tobago would address some of these phobias in the society, I am fully in support of it.

Let me break in here to offer congratulations to Sen. Dr. Buckridan on his maiden speech, and to Sen. Dean whom I thought very brave in speaking from his heart in the way he did, because the concerns he raised are genuine and fill the hearts of many people.

There is a dire need for opening the whole system, raising levels of knowledge and expertise, and opening people's perspectives on all matters. Certainly, I would have no problem following a fashion which was really the correct fashion.

The functional relationship with the University of the West Indies is a practical area that we should want to work through. There are certain values which go with a university—such as freedom of inquiry; freedom of expression; freedom to teach—and once enshrined in an institution carrying the title of "university" they become sacrosanct, so that one wants to be sure that whatever institution one establishes, it is done on a good firm basis.

I had no doubt when I listened to the hon. Minister of Planning and Development that he would be very careful and wise before he moves in this direction, but I hope that even as we speak here, we could do something to cause him to go a little further than I sense he is willing to at this present time.

The two areas of training which one really addresses are manpower development—and I think that is what a Technical University of Trinidad and Tobago would do more than the other—and the other, inculcation of moral values and freedom of thought and expression. That is, liberating the human mind and spirit. I believe that in addition to the University of the West Indies, there should be a university of Jamaica, as we have had a University of Guyana. That has not really caused any problem in relationships, and perhaps, had we taken a more enlightened attitude to the University of Guyana when it was first founded, things would have been very much better there, and in the region as a whole. I think that there is room for an institution like this.

There is a proliferation of degree granting institutions in this country. There are many institutions affiliated to foreign universities granting Masters in Business

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Administration. There are universities granting Undergraduate Degrees at Maracas Valley and so forth. We really need to open up this issue and let those who would pay for their training and invest some of their time and money updating their skills and perspectives do so within an ordered framework.

Mr. President, with these brief remarks, I am fully in support of the Motion, and I would, perhaps, ask that the working party already in place which we heard of, start engineering a public debate and discussions on those issues.

Thank you very much, Mr. President.

**4.00 p.m.**

**Sen. Prof. John Spence:** Mr. President, I thank those Senators who have supported the concept that I have tried to put forward in this Motion. At the same time, let me congratulate Sen. Buckridan on his maiden speech and all the others who have supported this concept. I thank Sen. Dean for raising some issues because I had hoped, indeed, that there would be a debate rather than just a formal Motion.

Let me express my disappointment that there were no other contributions from the other side. Quite frankly, I had hoped that we would have had a thorough discussion on this issue. Even if Sen. Dean did not quite agree with some of the points I had made, I had hoped there would have been more contributions from the other side. I particularly express my disappointment that Sen. Draper has not contributed to the discussions, because in his capacity of looking after the development of human resources in the public service, I thought it quite important the way that is done.

Having said that, I would like to respond to the approach that has been outlined by Sen. Dr. Saith, and which is the approach that the Government is taking. Listening to him, it seems to me that there is no fundamental disagreement in what would eventually take place with respect to the way that we develop in Trinidad and Tobago. I have no doubt that in the long run the points that I have made will be apparent to all the persons involved in tertiary education, and that this is the way we would go. Not that we are copying the rest of the world, but this is certainly the way the rest of the world is going.

It would be very strange if we were able to develop and become competitive in some other way, not that we should not look at our own system and see what is best for us. It would seem to me strange that we could stay as we are, which is basically what would happen if we did not advance towards a technical university.



I very much gained the impression from listening to Minister Saith that he was saying that we really must stay as we are and move in very slow stages to change. Unfortunately, the world would not wait for us. I do not think that approach is going to suit our best needs. Let us look at some of the points that he made with respect to the way the system would develop.

First of all, he suggested that Niherst would do three things: Accreditation, advise on science and technology policy and co-ordinate and manage the research and development institutions. With respect to accreditation in the United Kingdom, indeed, this system worked for many years, in that there were universities and other institutions which also granted degrees. There was a central accreditation system which managed the other institutions that granted degrees.

The United Kingdom has moved away from that system now, and most of the other institutions have now become universities. So that the institutions in Trinidad and Tobago, which were equivalent to polytechnic in the United Kingdom, in the United Kingdom these are now universities to broaden the scope of involvement—as Sen. Dr. St. Cyr has put forward—and, perhaps, in a sense to demystify the university and to allow a much larger number of persons to receive that higher level of training in education so that they can meet the needs of the society.

The system of accreditation, to my mind, which Minister Saith outlined whereby Niherst will not have the in-house capability to do the accreditation but will buy it in, seems to be a very difficult one to manage. I, myself, sat on the committee of Niherst which was intended to do something like that. That is, we were to look at degrees from other countries and determine whether they could be registered as doctors, or allowed to be employed by the Government. This was a very difficult process because there was not the in-house capability. One was referring issues to the Professional Association of Engineers which would have its own agenda, quite correctly, or the Professional Association of Accountants and so forth.

I do not think that any accreditation system can run without that in-house capability. What the United Kingdom has now done with the few institutions that are still granting degrees but have not been converted into universities, is attached them to some existing university so that the accreditation is done, rather, by one of the other universities taking this institution under its wings.

I believe that if we had a Technical University of Trinidad and Tobago many of the institutions that are now mushrooming in the country to grant degrees,

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should be treated in that way. I have a great deal of doubt as to whether the accreditation system, as he outlined, would work unless we are prepared to spend much money in setting up the in-house capability in Niherst to carry out that accreditation.

The same thing, of course, applies to the science and technology policy. If Niherst is to be adviser on science and technology policy, it must have the in-house capability to do so, which means it has to enlarge its staff of scientists and technologists. There is no getting away from that and there is a cost to that. On the other hand, if there is an institution which already has that in-house capability it can be used for advice on policy, as well as other functions which are carried out at the university.

With respect to the co-ordination and management of research and development institutions, I think that the merging which is proposed is going in the right direction. There is probably as much duplication between the Institute of Marine Affairs and CARIRI as there is between CARIRI and the Bureau of Standards. The Institute of Marine Affairs also has analytical equipment, it also has a library, it also has information services. The argument that has been used to merge the Bureau of Standards, CARIRI, and I think there was a third one which the Minister mentioned applies equally to the other research and development institutions.

One has got to recognize that within a small country with a small population the real problem is getting the effective management of those institutions. This is something that we have never been able to really come to grips with. If there are a number of small institutions, as I said, in the presentation of this Motion, it means that there must be a certain capability to manage the science and technology institution for each of them. Our experience is that we find it very difficult to get those science and technology managers in Trinidad and Tobago—in most countries—but in the small countries it is extremely difficult. Unfortunately, the capability to run an institute of 10 people is very similar to the capability needed to run an institution of 100 people.

If you break up your 100 scientists into 10 separate institutes there would have to be 10 such persons. Otherwise, if you happen only to have one, nine of them are going to have indifferent management. And that is precisely the problem that we have. We are constantly battling with the fact that we do not have the sort of management that we should have in our science and technology institutions, and that is not going to change unless we decide that we are going to import our managers for the other nine. Perhaps, that is what we may in the end have to do.

**4.10 p.m.**

With respect to the college to which the hon. Minister refers, it seems to me that that, as it has initially been set up, would, in fact, have a limited range of teaching capability, as indeed, does Niherst now. It would suffer from all the disadvantages that Niherst has. So unless from the beginning, we are going to agree to amalgamate the other tertiary level institutions, like John S. Donaldson Technical Institute, San Fernando Technical Institute, ECIAF and so forth, we are really not going to have a viable institution. If this is a stepping stone in that direction, then I think we should say so and plan for it.

I am not suggesting that tomorrow morning we wake up and have a Technical University in Trinidad and Tobago. I am saying that that is where we should set our sights. The way that we achieve it may be, in the first instance, to take the institutions from Niherst, make them into a college and then negotiate whether we can amalgamate John S. Donaldson Technical Institute, San Fernando Technical Institute and so forth.

I think what the Minister may have outlined is the way that we would go about achieving that final objective. If we do not set our sights, we would have the same sort of situation that we have now, but instead of their being grouped together under NIHERST, they would be grouped together under a college, and in my opinion that would achieve very little.

The hon. Minister has referred to CAST in Jamaica. CAST is now designated by Act of Parliament as a polytechnic university, so Jamaica has gone in that direction. In Singapore, I am told, there is a population of 2.4 million people and there are five universities. The United Kingdom with a population of 40 million people, there are 101 universities. Again, if one looks at the ratio population, that is about one to every five hundred thousand people. So every country in the world is going in the direction that, to have a certain level of education one would need to have the system organized in a certain way, that means, in one's tertiary system one would have entities, which—for want of a better word—are called universities.

All that means, as Sen, Dr. St. Cyr pointed out, in the progression of training that would be given to your people, in the development of that human resource, one would have different stages and different systems that one would use along the way. What we are now recognizing is that in the tertiary level, the organization, the quality controls, the system of management, will be by way of what we call a technical university.

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It seems to me that if we have not recognized this in Trinidad and Tobago, we are really in for a very long haul and may fall by the wayside. We are constantly being told—and I agree that this is the case, whether I like it or not—we have opened up; we are now saying that we are competitive on a global basis. If we are going to be competitive on a global basis and we are not putting the infrastructure in our educational system to meet with that competitiveness, then we must be left behind. This is my whole fear and, indeed, the purpose of bringing this Motion at this time. It seems to me that, in fact, we were not really placing ourselves in the best position in developing our human resources to meet the competition that we say we will have to meet.

I very much urge the Government to rethink this one and I would be very happy to accept the amendment proposed by Sen. Ali, because it indicates that we would not leave the matter to rest, having had a couple of days of talk, but that we would go one step further.

My understanding, from what the hon. Minister said, was not that there was actually a working group, but that we are working towards that end. So I would still urge that he take on board Sen. Ali's amendment, and that, indeed, he set up a working group. There is absolutely no doubt that in Trinidad and Tobago there are too few persons at tertiary level education. In a sense it is a chicken and egg situation, because while it is true that there are persons who have graduated from the University of the West Indies and, perhaps, from John S. Donaldson and so forth who are not immediately employed, it is also true that there is not the activity in the economy to give them employment. To some extent that is because we have not yet trained our people to the levels that they should be trained to generate that activity.

I am not suggesting that we should have a large public sector establishment to employ all these people when they come out of these institutions, but that the institutions themselves be so structured and so oriented, that the people who come out will be the ones to generate activity in the private sector in order that our economy might move forward.

I would close at this point, again urging the Government to support, at least this step, in looking at the situation formally. If we agree that, at least, as Sen. Dr. St. Cyr said, we should start the debate, we should set up a group that will look at the issue and see whether, indeed, my interpretation of what the hon. Minister outlined—rather snail's pace progress—is what would suit our needs, or whether we have to take a bold step.

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I went back only to 1977, not to say that the situation was the same then, although in many instances it was, but to show that at that time we did have the bold vision—we did not take the step, but we had the vision. We are now worse off because we do not seem to have the vision even now, let alone, take the bold step. We are now content to make slow and gradual process and change with great caution. That would not do in today's world, Sir.

**Mr. President:** Hon. Senators, we have an amendment to the Motion from Sen. Ali which reads as follows:

That the full stop be removed and the following words be added at the end of the resolution:

"and to achieve this objective the Government of the Republic of Trinidad and Tobago set up a working group."

*Question, on amendment, put and agreed to.*

*Question on original Motion, as amended, put and agreed to.*

*Resolved:*

That the Senate urge the Government to expedite the full implementation of the 1977 White Paper on Niherst so that a Technical University of Trinidad and Tobago be created having functional relationships with the University of the West Indies and to achieve this objective the Government of the Republic of Trinidad and Tobago set up a working group.

#### ADJOURNMENT

**The Minister of Planning and Development (Sen. Dr. The Hon. Lenny Saith):** Mr. President, I beg to move that the Senate be now adjourned to Monday, October 2, 1995, at 1.30 p.m.

On Monday, we would continue the debate on the Bill to repeal and replace the Supplemental Police Act, Chap. 15:02. On Tuesday we will start the debate on the Companies and Securities Industry legislation.

*Question put and agreed to.*

*Senate adjourned accordingly.*

*Adjourned at 4.19 p.m.*