



# UWI TODAY

THE UNIVERSITY OF THE WEST INDIES · ST. AUGUSTINE CAMPUS

SUNDAY 28TH OCTOBER, 2012



## *The Life We Left Behind*

Disappearing Architecture is the title of a current exhibition at the **Alma Jordan Library**, featuring some of the work of artist, **Jackie Hinkson**. This building on the site of The UWI's Health Education Unit at Warner Street, was once the residence of the DMO for the St. Augustine area. It was later converted into the first Law School building (run by the Council of Legal Education). *For more on the exhibition, please see Page 13.* PHOTO: SAFIYA ALFONSO.

### ECONOMY - 04 *Building Resilience*

■ COTE 2012



### PUBLIC HEALTH - 14 *Walk for Sight*

■ Free Eye Care Symposium

### EDUCATION - 07 *Transforming Minds*

■ Premium Teaching Awards



### HONORARY GRADUAND - 10 *Playful Science*

■ Maureen Manchouck

## CAMPUS NEWS

# It's Half-Marathon Day!

The ninth annual UWI SPEC International Half-Marathon presented by First Citizens, got off in the wee hours of this morning, and by the time you read this, the challenge between the Kenyan athletes and the cream of Caribbean distance runners would have been decided.

The lead-up to this premier running event had been rife with speculation over the potency of what was deemed the Kenyan challenge – on the men's side, led by defending champion **George Towett**, who stopped the clock last year at 1:06:41, and **Stephen Tanui** who finished fourth in 2011. Leading the Caribbean pack was top Guyanese **Cleveland Forde**, T&T's **Richard Jones** who has always finished in the top five, St. Vincent and the Grenadines **Pamenos Ballantyne**, who was crowned T&T Marathon champion seven times, and Miami-based **Ronnie Holassie** who holds the national record for the 5,000m and the Marathon. The men's course record of 1:05:07 was set in 2006.

The women's race was expected to be an exciting contest between the Kenyan pair of 2012 T&T Marathon champion



Granny Luces



Charles Spooner

**Mary Akor** and **Judy Jesire Kimuje**, and T&T's **Tonya Nero** and Guyana's **Alika Morgan**. Nero recently set a new national record of 1:15:13 at the IAAF World Half-Marathon Championships in Bulgaria. The queen of local long distance running now holds four national records: her other records are in the 5000m, 10000 and the Marathon. The female course record of 1:12:08 was set by **Jemima Sumgong** of Kenya in 2006. Sumgong has since gone on to make a name for herself and in April this year placed second at the prestigious Boston Marathon.

The male and female champions are guaranteed US \$2,000 with an additional US \$1,000 for breaking the course record. The race started at 6am outside UWI SPEC at St. Augustine Circular, headed east on the traffic-free Priority Bus Route up to La Resource, D'Abadie, where runners have to turn around and head back to the start. Our photos from last year's event show two of the race stalwarts **Granny Luces** and **Charles Spooner**.



## FROM THE PRINCIPAL

## What Sets Us Apart



**Just yesterday** we bid adieu to the final graduating class of 2012. I am confident that our graduates will do well in their chosen careers, once they continue to have faith in themselves, to be humble and open to learning new things and bring the focus and discipline they have honed at UWI to whatever tasks they may face. This year, our graduates totaled 3,643: 2,710 at the undergraduate level and 933 at the postgraduate level (a 6% increase here). We conferred doctoral degrees on 22 PhD students, an unprecedented figure! As an institution that has traditionally distinguished

itself in the area of research, the UWI St. Augustine campus salutes all our young scholars and we encourage them to keep pushing the frontiers of inquiry, knowledge creation and knowledge transfer.

Continuing to excel in the areas of research and teaching and learning are key strategic priorities for our Campus and at graduation time, we not only share in the celebration of our students and their families, but it also renews the commitment of our staff to engage in the very highest levels of scholarly work and service to our country and region.

I have no doubt that this is what sets the UWI apart. I am extremely proud of all of our graduates and look forward to seeing them blaze new trails for the region, and distinguishing themselves in their respective fields as our eight honorary graduands have done.

Just this morning, we witnessed several athletes from around the world set out with a fervent spirit in the annual UWI SPEC International Half-Marathon. I am always inspired and awed by these athletes who push themselves to the limits of endurance through sheer willpower. It is another example of what can be achieved through dedication, perseverance and hard work. It is also a reminder that as the incidence of non-communicable diseases increases in the Caribbean and our population ages, we must also dedicate time for physical exercise, to challenge ourselves not only intellectually but physically. Health and wellness are the foundation of healthy families, a healthy workforce and healthy societies.

Next week, the UWI St. Augustine Campus will host its Family Day and I am looking forward to this event bringing together all our staff members and their families, in a relaxed setting of healthy, fun-filled competition and camaraderie.

**CLEMENT K. SANKAT**  
Pro Vice Chancellor & Principal

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Mrs. Dawn-Marie De Four-Gill

**DIRECTOR OF MARKETING AND COMMUNICATIONS (Ag.)**  
Mrs. Wynell Gregorio

**EDITOR**  
Ms. Vaneisa Baksh

**CONTACT US**  
The UWI Marketing and Communications Office  
Tel: (868) 662-2002, exts. 82013 / 82014 Or email: [uwitoday@sta.uwi.edu](mailto:uwitoday@sta.uwi.edu)

# COTE 2012

## *We still don't know what kind of society we are building*

For two days in October, The UWI's Conference on the Economy (COTE) brought together students and staff from each of its Campuses, as well as academics, researchers and representatives from universities and other institutions around the world.

Established by the Department of Economics in 2007, COTE has become an annual event, now in its sixth year. It endeavours to provide “a platform for the exchange of ideas and the presentation of new and innovative research in key areas related to the field of economics,” said Professor Clement Sankat, UWI St. Augustine Campus Principal, during his address at the conference's opening.

This year, motivated by the 50th independence anniversaries of both Trinidad & Tobago and Jamaica, the conference followed the theme *50 years of Managing for Development in an ever changing Economic Environment: Lessons Learnt and the way forward.*

Today, Caribbean islands are faced with the challenges of “high debt/GDP ratios, high levels of unemployment, negative balances of international trade, slow or negative growth, the high cost of energy, little or no progress in the diversification of their economies, crime, a perceived human resource mismatch, prolonged brain drain, climate change, a CARICOM that seems at times to have lost its way, a high food import bill, and NCDs (non-communicable diseases) and their impact on both the quality of life of citizens and on the demand for health care, just to name a few,” stated Martin Franklin, Head of the Department of Economics, in a welcome address that laid it out straight.

And so, through its panel discussions and poster presentations, he explained, COTE 2012 revisited “the experiences of Caribbean countries in managing their economies for development over the past 50 years with a

**THE PANEL DISCUSSION: ‘Education and Workforce Development’** was led by Dr Nicole Smith, Research Professor and Senior Economist at the Georgetown University Center on Education and the Workforce; Mr Peter Mitchell, Senior Planning Officer in the Socio-Economic Policy Planning Division, Ministry of Planning and the Economy; Mr Keith Thomas, Group Senior Vice President, Executive and Investment Committees' member, and Executive Chairman of the Information Technology, Communications Business Unit of Neal & Massy Holdings Limited; and Mr Ossie Warrick, Chief Education and Research Officer of the Oilfields' Workers Trade Union (OWTU).

view to identifying the lessons learnt and suggesting a way forward.”

This theme echoed through each session, in particular the armchair discussion which ended the conference's first day: ‘Education and Workforce Development’. The session was chaired by Dr. Ralph Henry, Consultant in the capacity of team leader of research teams on various projects, as well as Individual Consultant for a number of regional and international organisations in the Caribbean and South Africa.

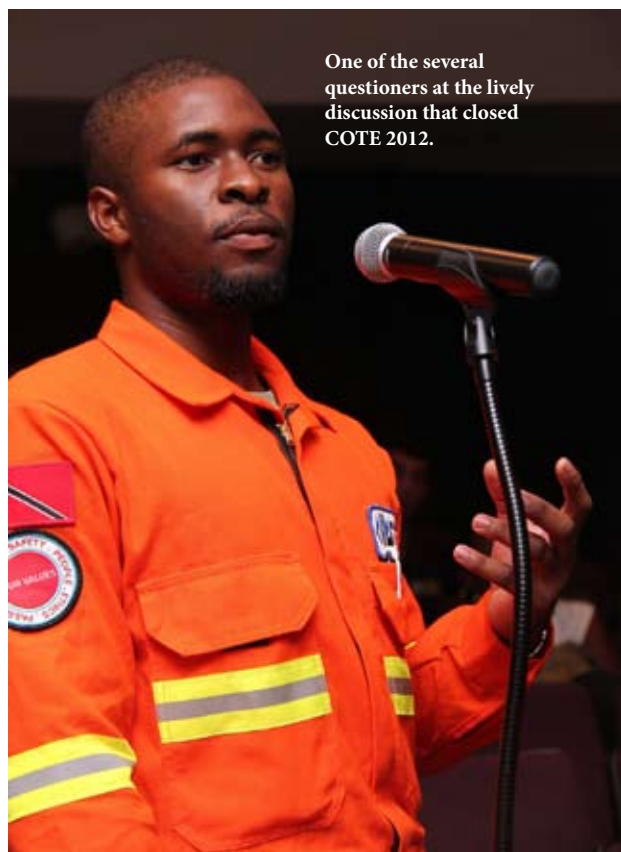
That night interested members of The UWI Campus community and the general public gathered at the Learning Resource Centre to listen to and participate in a lively discussion on the performances of new university graduates just entering the workforce. While each had their own experiences to inform their part in the discussion, there was consensus on one point – new graduates aren't performing

to their full potential in the workplace. Maybe they're not sure of exactly what their newly earned degree will afford them in terms of employment, suggested Dr. Smith. Or, as Dr Henry pointed out, do they need more time to adapt to the new skills they've gained? Mr. Thomas lent his own observation to the discussion – students don't leave university with enough of a “sense of self worth.” However, Mr. Warrick defended these new entrants to the workforce, “we haven't as yet come to terms with what kind of society we are building,” and it only makes sense that if you don't feel like you're part of a society, you fend for yourself. It seems that people are trained to work as individuals as “a lot of workers we see coming out are individualistic and materialistic,” he said.

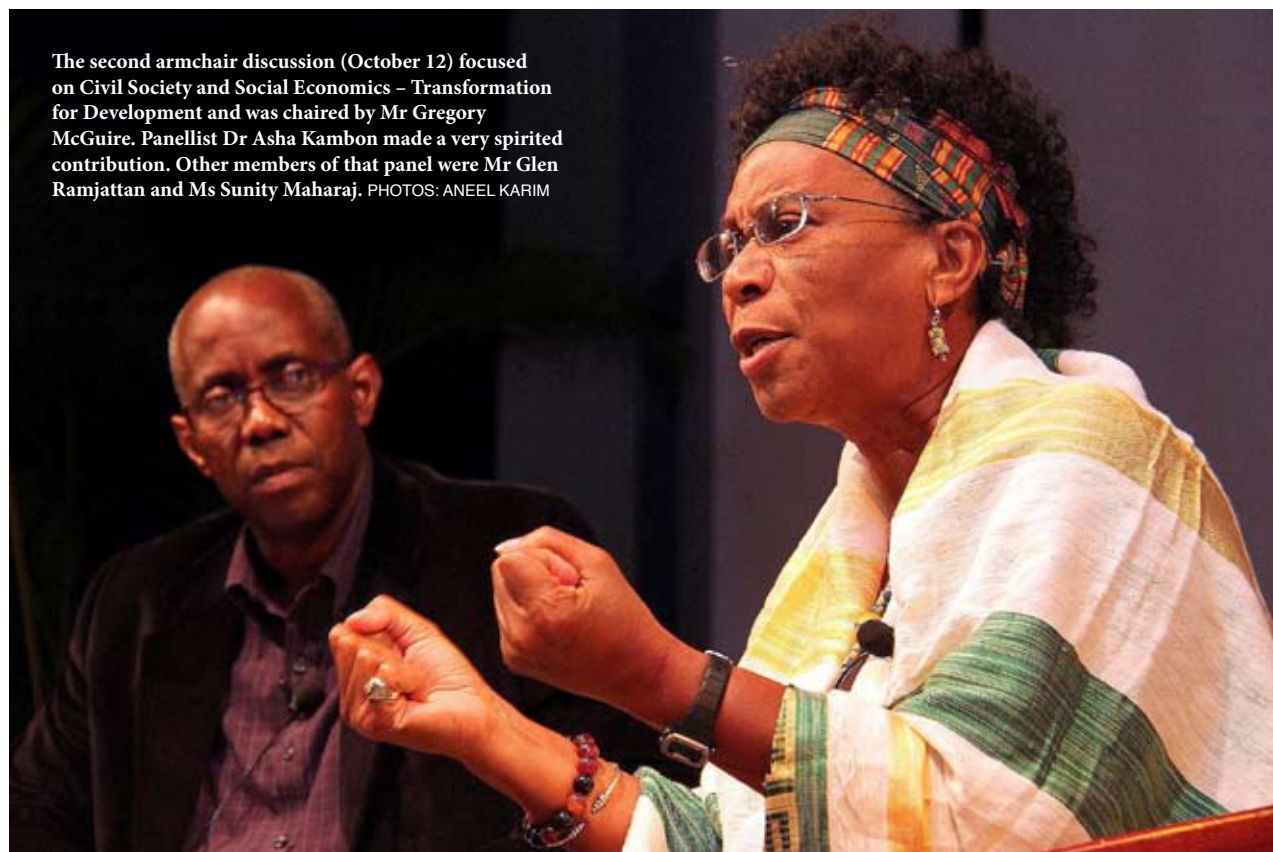
Regardless, Trinidad and Tobago and the region need to keep pace with the world and to do this, we must be competitive. If the workforce is being filled with underperforming university graduates, said Dr Henry, the older workers will have to pick up the slack, which could result in an older retirement age. Are we prepared for this?

All the panellists agreed that Trinidad and Tobago has put some things in place to ensure that we graduate students fully equipped with the skills they need for their chosen professions. For example, the GATE programme, pointed out Mr Thomas. With its new policy stating that any student benefitting from the programme must attain a GPA of at least 1.0, it has tried to put in place a system to weed out students who don't work consistently.

Each point led to another important point and the time just never seemed to be enough; that's why this has to be an annual event.



One of the several questioners at the lively discussion that closed COTE 2012.



The second armchair discussion (October 12) focused on Civil Society and Social Economics – Transformation for Development and was chaired by Mr Gregory McGuire. Panellist Dr Asha Kambon made a very spirited contribution. Other members of that panel were Mr Glen Ramjattan and Ms Sunity Maharaj. PHOTOS: ANEEL KARIM

# NIHERST Awards for 17

A total of 17 awards were presented on a glittering night in a ballroom on September 29, at the ceremony for the NIHERST Awards for Excellence in Science and Technology. The awards are co-hosted with the Ministry of Science and Technology and the Caribbean Academy of Sciences (CAS) and are part of NIHERST's wider mission to foster a national culture of science, technology and innovation.

The awards were presented in various categories, and five people, including St. Augustine Campus Principal, Prof Clement Sankat received gold, with silver for 12 other outstanding scientists.

The Rudranath Capildeo Award for Applied Science and Technology went to Prof Neela Badri: microbiology (specialising in food science and technology) and

Prof Anil Kokaram: electrical and computer engineering (specialising in signal processing).

The Julian Kenny Award for Natural Sciences was given to Prof John Agard: environmental management and sustainability. The Emmanuel Ciprian Amoroso Award for Medical Sciences was given to Prof Vijay Naraynsingh: medicine (specialising in surgery), and the Fenrick De Four Award for Engineering was given to Prof Clement Sankat: mechanical engineering (specialising in agricultural engineering)

The awards are presented in seven categories. The Fenrick De Four Award for Engineering is named after Fenrick De Four, the lead author of almost every national engineering code and standard in Trinidad and Tobago. The Emmanuel Ciprian Amoroso Award for Medical Science is named for Professor Emmanuel Ciprian Amoroso, a distinguished professor in the field of medical science research and education. The Rudranath Capildeo Award for Applied Science & Technology is named for Dr Rudranath Capildeo, renowned for his intellectual contribution to the fields of applied mathematics and physics.

The Julian Kenny Award for Natural Sciences is named for Professor Julian Stanley Kenny, zoologist, author and columnist. He taught for over 25 years at UWI, St. Augustine and was highly regarded internationally for his extensive knowledge and seminal research on the ecology of Trinidad and Tobago.

The Anthony Williams Award for Technological Innovation in Arts & Culture is named for Anthony Williams, an early steelpan innovator. The Frank Rampersad Award for Junior Scientist is named after NIHERST's first president, Frank Rampersad, a brilliant economist who supported indigenous research and development, and human capacity-building in fields of science and engineering that were critical to economic development. The Ranjit Kumar Award for Junior Engineer is named after Ranjit Kumar, a well-known legislator and civil engineer.

## ALSO HONOURED FOR OUTSTANDING CONTRIBUTIONS

**Prof Stephon Alexander**  
theoretical physics

**Dr Stephen Blizzard**  
aviation medicine

**Prof Brian Copeland**  
electrical engineering/innovation

**Dr Wayne Frederick**  
medicine (oncology)

**Dr Indra Haraksingh**  
physics and renewable energy

**Dr Patrick Hosein**  
electrical engineering  
and computer science

**Prof Aftab Khan**  
geophysics

**Dr David Prevatt**  
civil engineering

**Prof Indar Ramnarine**  
applied ichthyology/aquaculture

**Prof Samuel Ramsewak**  
medicine (obstetrics and gynaecology)

**Dr Sanjeev Seereeram**  
computer and systems engineering

**Ms Jo-Anne Sewlal**  
zoology (The Frank Rampersad Award  
for Junior Scientist)



Front from left: Dr Patrick Hosein, Prof Aftab Khan and Jo-Anne Sewlal. Back from extreme left: Prof Brian Copeland, Dr Sanjeev Seereeram, Dr David Prevatt, Prof Anil Kokaram, Prof Clement Sankat, Prof Vijay Naraynsingh, Prof Samuel Ramsewak, Prof Indar Ramnarine and Prof John Agard. PHOTO: STEVE MCPHIE



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Applications open in November.

## Until then, start your **UWI EXPERIENCE WITH A CAMPUS TOUR!**



Prospective undergraduates, primary and secondary school students, sign up for a tour of the St. Augustine Campus today! Tours are available daily, from 9 – 11am, and 12:30 – 2:30pm.

To book your Campus Tour, or to find out more about our special tours to the Eric Williams Medical Sciences Complex and The University Field Station, please call **662-2002 ext. 84324**, or e-mail **[campus.tours@sta.uwi.edu](mailto:campus.tours@sta.uwi.edu)**

# Now I'm a Believer!

BY DR. GELIEN MATTHEWS

*Lecturer, History Department*

Looking back on my year in the CUTL Programme, I am amazed by the complete transformation of my attitude towards this training. My enrolment was reluctant. I felt it was unnecessary as I produced fairly successful students. I had completed the Diploma in Education while I was still in the secondary school system. I did not have the time for the Thursday classes and the online assignments, and I was annoyed by the implication that the programme questioned my competence as a lecturer. Initially, the only reason I signed up was because personnel in administration advised me that successful completion of CUTL was tied to securing tenure at the institution.

Now, I am almost ashamed of the mental and affective opposition I had staged. I am not exaggerating when I say that CUTL was the greatest boost I could have given my teaching career. I enjoyed it thoroughly and its benefits cannot be overstated.

Perhaps chief among the advantages of pursuing CUTL was the opportunity to craft my personal teaching philosophy. I can't imagine now how I operated for over 20 years in education without consciously considering my perspectives on teaching and learning styles and methods, about the manner in which the classroom space was utilized and about the different characteristics of my learners. Developing my teaching philosophy over the year was an empowering and enriching experience that gave purposeful direction to the path I plotted to meet the needs of my learners.

Reflecting on teaching and learning was another valuable dimension of the CUTL journey. Through videotaping classroom activities, through peer observation sessions and through critical analysis of the events that both

videotaping and peer observing revealed, I became more cognizant of the learning needs of my students as well as of the strengths and weaknesses of teaching and was able to make the necessary adjustments to bring about the desirable outcomes.

CUTL catapulted me from being lecturer centred to being a student centred facilitator. It was my belief that I was fully responsible for all the teaching that took place in my classroom. I insisted on assessing only what I have taught and in marking all my scripts by a rubric unknown to my students and without any input from them. I now appreciate the value of collaborative teaching and learning and of students participating in think-and-share group activities. The more open the assessment method and the more responsibility that students are allowed to take for their own learning, the more liberating, meaningful and lasting will be the quality of their education.

Yet another feature of the CUTL programme that I must mention was the high premium it placed on outlining for students learning objectives and tailoring lesson presentations in keeping with these objectives as well as ensuring that assessments were aligned to the stated learning objectives. This strategy streamlined the teaching and learning experience, furnishing it with focus both for the teacher and the student.

Finally, CUTL has created a community of practitioners in education who, through their common training in teaching and learning at the university level, are now willing and able to support their colleagues. It has brought isolation to an end for we are now able to draw on our collective strength in areas such as education and technology, assessment and pedagogy.

## The Postgraduate Certificate in UNIVERSITY TEACHING AND LEARNING (CUTL)

**The Instructional Development Unit (IDU)**, at UWI St. Augustine piloted the Postgraduate Certificate in University Teaching and Learning (CUTL) in 2008. Since then the four-course, 15-credit programme has been offered annually to new teaching staff, and is now a contractual requirement. New teaching staff must show that they have started the programme before the end of their first contract with The UWI. Currently, there are 73 graduates of the CUTL programme and 34 staff members are enrolled this year.

The programme aims to provide staff who are well-versed in content knowledge and skill in their respective disciplines, with a broad foundational set of teaching knowledge and skills to enhance their teaching effectiveness. It can improve face-to-face and online teaching skills and techniques, and it works to develop a community which focuses on learner-centred teaching.

It introduces the jargon and terminology of teaching and learning, and opportunities to build knowledge and skills in the primary areas of effective teaching.

The four courses of the programme are as follows:

- **Teaching and Learning:** Theory-practice, which focuses on instructional design and delivery for higher education. The course also allows participants to consider their personal philosophies of teaching and learning as well as what it means to be an educator in the postmodern era, especially in the Anglophone Caribbean.
- **Assessment in Higher Education.** This course considers the questions of accuracy and appropriateness of assessment in the context of issues such as power, diminished student self-esteem and conditions of testing.
- **Advancing Teaching and Learning with Technology.** This course focuses on the use of innovative and learner-centred techniques in approaching teaching and learning by incorporating a variety of online instructional uses of appropriate technologies.
- **Reflective Teaching for Learning.** This is perhaps the most innovative of the courses in the programme and is designed to allow participants to develop a critically reflective teaching practice which empowers and aids them in applying acquired knowledge and skill in responding to various learning contexts. Reflective practice in this course includes investigating one's own biography, and reflecting on learning to teach and personal teaching philosophies.



Dr Gelien Matthews collects her award from St Augustine Campus Principal, Professor Clement Sankat, while Group President, Life, Health and Pensions at Guardian Life of the Caribbean Ltd, Ravi Tewari looks on. PHOTO: PIPS PHOTOGRAPHY

**READY TO LEARN:** Five members of UWI's academic staff were presented with the UWI/Guardian Life Premium Teaching Award in September. The 2012 awardees are Dr. Geraldine Skeete, Dept. of Literary, Cultural & Communication Studies; Dr. Gelien Matthews, Dept. of History; Professor Surendra Arjoon, Dept. of Management Studies; Dr. Sandra Reid, Psychiatry Unit, Dept. of Clinical Medical Sciences; and Dr. Chalapathi Rao, Pathology and Microbiology Unit, Dept. of Para-Clinical Sciences.

■ **CAMPUS NEWS**

# AN EXCELLENT NIGHT FOR R

In partnership with the National Gas Company of Trinidad and Tobago, The UWI held its **Research Awards Ceremony** on October 3, at the Daaga Auditorium.

This ceremony was hosted by the Office of the Campus Principal and celebrated some of the outstanding and accomplished researchers at the Campus within the past three years. It was themed *“Celebrating Research Excellence”* and comprised two primary award categories, the Faculty Awards and Campus Awards, which each had their own sub-categories. Additionally, graduate students who completed their dissertations in the academic year 2010/11 and received high commendation were acknowledged, along with their academic supervisors.

This ceremony evolved from discussions as far back as 2003, when the first Research Day was held in April. It stemmed from an understanding that if the University were to develop its research capacity and output, it needed to encourage and inspire external support for its efforts.

Those early Research Days and awards were meant to provide structured opportunities for the university to both highlight its research priorities and clusters and to celebrate the work of researchers.



*This ceremony was hosted by the Office of the Office of the Campus Principal and celebrated some of the outstanding and accomplished researchers at the Campus within the past three years.*

## THE WINNERS OF THIS YEAR'S RESEARCH AWARDS WERE:

■ **Faculty Awards**

Most Outstanding Researcher  
**PROFESSOR KIT FAI PUN**  
Department of Mechanical  
and Manufacturing Engineering  
Faculty of Engineering

**DR. BÉATRICE BOUFOY-BASTICK**  
Department of Liberal Arts  
Faculty of Humanities and Education

**PROFESSOR VIJAY NARAYNSINGH**  
Department of Clinical Surgical Sciences  
Faculty of Medical Sciences

**PROFESSOR DAVE CHADEE**  
Department of Life Sciences  
Faculty of Science and Agriculture

**DR. MOAWIA ALGHALITH**  
Department of Economics  
Faculty of Social Sciences

■ **Best Research Team**

Encouraging Multi-disciplinary Research  
**MFISHERIES (MOBILE FISHERIES)  
PROJECT TEAM**  
Team Leader – Dr. Kim Mallalieu,  
Department of Electrical and  
Computer Engineering,  
Faculty of Engineering

**TROPICAL MEDICINE CLUSTER:  
INFECTIOUS DISEASES**  
Team Leader – Professor Abiodun Adesiyun,  
School of Veterinary Medicine,  
Faculty of Medical Sciences

**PLANT GENETICS/  
BIOTECHNOLOGY GROUP**  
Team Leader – Professor Pathmanathan Umaharan,  
Department of Life Sciences,  
Faculty of Science and Agriculture

■ **Most Productive Research Department**

**DEPARTMENT OF MECHANICAL AND  
MANUFACTURING ENGINEERING,  
FACULTY OF ENGINEERING**  
Head of Department, Professor Edwin Ekwue

**DEPARTMENT OF LIBERAL ARTS,  
FACULTY OF HUMANITIES AND EDUCATION**  
Head of Department, Professor Valerie Youssef

**DEPARTMENT OF PRECLINICAL SCIENCES,  
FACULTY OF MEDICAL SCIENCES**  
Head of Department, Professor Jonas Addae

**SIR ARTHUR LEWIS  
INSTITUTE OF SOCIAL  
AND ECONOMIC STUDIES (SALISES),  
FACULTY OF SOCIAL SCIENCES**  
Director, Professor Patrick Watson



# RESEARCH



*Campus Principal  
accomplished researchers  
years.*



■ **Graduate Student and Research Mentor Awards**  
**MOST OUTSTANDING GRADUATE RESEARCHER**  
**DR. STEPHEN NIGEL GEOFROY**  
 PhD in Education (2011)  
 School of Education,  
 Faculty of Humanities and Education

**DR. ALBERT AUGUSTE**  
 PhD in Molecular Genetics (2011)  
 Biochemistry Unit,  
 Faculty of Medical Science

■ **Outstanding Research Mentorship**  
**MR. CAROL KELLER**  
 School of Education,  
 Faculty of Humanities and Education

**PROFESSOR CHRISTINE CARRINGTON**  
 Department of Pre-Clinical Sciences,  
 School of Basic Health Sciences,  
 Faculty of Medical Science

■ **Campus Awards**  
 Most Impacting Research Project  
**IMPROVING THE COMPETITIVENESS OF THE ANTHURIUM INDUSTRY**  
 Team Leader – Professor Pathmanathan Umaharan,  
 Department of Life Sciences,  
 Faculty of Science and Agriculture

Most Internationally Successful Research Project  
**PROJECT FOR ECOSYSTEM SERVICES (PROECOSERV)**  
 Team Leader – Professor John Agard,  
 Department of Life Sciences,  
 Faculty of Science and Agriculture

**TOP LEFT:** The awardees.

**TOP RIGHT:** Musical Director, Jessel Murray conducts the UWI Arts Chorale in one of their stirring performances on the night.

**ABOVE LEFT:** Chairman of the Campus Council Ewart Williams presented an award for the Best Research team to its leader, Dr Kim Mallalieu for the mFishes Project.

**ABOVE RIGHT:** Professor Pathmanathan Umaharan receives a Best Research team award from Ewart Williams for the Plant genetics/biotechnology group.

**LEFT:** Campus Principal, Professor Clement Sankat, poses with Professor John Agard, who received the Campus Award for the Most Internationally Successful Research Project, and Vice-Chancellor, Professor Nigel Harris.



## ■ UWI GRADUATION CEREMONIES 2012 HONORARY GRADUAND – MAUREEN MANCHOUCK

# THE QUEST TO BUILD NATIONAL CAPACITY

The UWI St. Augustine Campus conferred an honorary LLD on **Maureen Manchouck**, during its graduation ceremonies in October 2012. Mrs Manchouck discussed her ideas on science education with UWI Today.

***You have been a strong advocate for popularizing science education through a number of innovative programmes; if you had the resources what else would you do?***

For the last 20 years, my big, unfulfilled dream for science popularisation has been to see the building of a world-class, purpose-built national science centre. This should be the physical backbone or platform for all the programmes we offer: a fitting house to invite our people into and make them feel more at home with science and technology...an environment that inspires and showcases the very best of science and scientists – local, regional and international.

And I am pleased to say that it seems that that this dream will finally come true. In March of this year, Cabinet approved a 52-acre plot of land in Couva for the construction of a new national science centre. This centre is envisaged as a complex of facilities (viz. a science city) and will be built in phases. The building itself will be constructed as a giant exhibit and will serve as an exemplar of environmentally sustainable practice in building design. The facilities will include, in addition to the permanent exhibit galleries, an innovation centre purpose built for 14-24 year olds; a green outdoor space of relaxation and educational entertainment with experiments, an amphitheatre, etc. for use by the public; open-ended, safe 'learn-through-play' science experiences and programmes geared to young children from toddlers to eight-year-olds; an Ideas Gallery dedicated to blurring the boundaries between science and the arts and exploring the roles and relevance of new technologies; and scientific laboratories.

The Caribbean should have had a network of science centres by now, as was recommended in an IDB report almost 20 years ago by consultant, Prof Errol Miller. Twenty years ago, despite the fact that all around the world developing countries were recognising the important role of science centres, science popularisation here in Trinidad and Tobago



MAUREEN MANCHOUCK

was seen, at best, as the soft side of building scientific capability and, at worst, a luxury for only wealthy countries to invest in. NIHERST still managed to create the only science centre in this region. South Africa started off at the same time as we did with science popularisation and now has at least 25 science centres. The same goes for India. It established the NCSM in 1978 and that is today the largest network of science centres/museums under a single administrative umbrella in the world, with 27 facilities across the country and more on the horizon. And now, not coincidentally I think, these are two of the emerging BRICS countries. The establishment of science centres – vital education avenues in themselves – was reflective of a wider policy, which was being adopted in those countries, of embracing and investing in science education and scientific research. They are reaping the fruits of those policies today.

***In terms of science education, how do you feel the secondary school curriculum can be refined?***

Refinement of the curriculum in science education at the secondary level cannot be taken to mean tinkering primarily with subject matter/content, as important as this is, but it must also occur at the system level. Meaningful curriculum refinement in science, and in many other subject areas, must arise from the understanding that all students can benefit from relevant and appropriate science education experiences. But what is taught should not just be for the purpose of passing an examination. Nor should science subjects be options to drop halfway through secondary school if the student will not be pursuing them at higher levels. Science should be mandatory up to fifth form as is Math, English and Spanish. Every student should be leaving secondary school with a basic solid understanding of science that would be of some value to them later in their lives. This will be a stronger base for shaping a more scientifically literate society to fuel growth and innovation.

The secondary school curriculum is still largely a one-size-fits-all entity. What is clearly needed here is a science curriculum at the secondary level with explicit learning outcomes for all students, including the very able as well as those who are not likely to go

“Twenty years ago, despite the fact that all around the world developing countries were recognising the important role of science centres, science popularisation here in Trinidad and Tobago was seen, at best, as the soft side of building scientific capability and, at worst, a luxury for only wealthy countries to invest in.”

to tertiary education. The learning outcomes can be made compatible with CXC requirements as well as providing clear achievement challenges for a range of learners who may not be either interested in or capable of achieving the learning outcomes at CXC level. An important aspect of this approach is the need for the secondary system to establish clearly what secondary school graduation in this country means.

The unsatisfactory performance in science at the secondary level can be attributed to weak teaching as good and experienced science teachers are not to be found in large numbers throughout the school system. The importance of teacher education at UWI and in other tertiary institutions cannot be overstated. It is now widely understood that tertiary education accreditation and quality assurance are key reform elements in this area. A growing sense of professionalism in science education is an important prerequisite.

I also believe that in science education, as in many other curricular areas, a major refinement would be to put the curriculum on a credit basis including minimum credit requirements in science education and mathematics, which all students are required to meet. Of course, a number of students will exceed these requirements but we are concerned here with the education system being better able to enable all students to achieve their full potential and, in the process, provide the right type of output required for business, industry and responsible citizenship in a global context. Additionally, students of all subjects but especially science should work on projects and in teams to better prepare them for the world of work generally and of scientific research or innovative activity especially.

There is increasing understanding of these new imperatives as evidenced by the growing interest in the development of a seamless system of education and training from the preschool to the tertiary level, informed by a long-term perspective on the whole teaching/learning process, and characterised by fresh and innovative approaches to teaching, learning and curriculum development at all levels of the system. There is an urgent need for us to wean ourselves from rote learning in curriculum design and instruction. This reform cannot be confined to the secondary level and has to be complemented by reform throughout the system and, in particular, at the elementary and preschool levels. From the earliest ages, students need

to learn to work in ways that will better prepare them for real life situations, especially as scientists. These are basic skills for future scientists: working on projects and in teams; exploring solutions to problems in the community; the application of abstract concepts; as well as design and engineering principles.

It is clear to most educators globally that in science education there is a need to move beyond the traditional approach. I believe that considerably more resources need to be devoted to fine-tuning the science curriculum, conceptualised and operationalized in seamless system terms.

***Would you say that at 50, Trinidad and Tobago has earned an international reputation for innovation?***

No, I would not. Certainly not in terms of the understanding or context of innovation as a key driver of the global economy, i.e. innovation as knowledge, products and services that the world will want to buy from us. But to be fair, that is a relatively recent phenomenon of the past three decades or so, following the accelerated pace of technological development, and the birth and growth of knowledge economies. All countries, industries and businesses are striving to win at the innovation game, including giants like the United States, which from several indicators, is losing ground to other economic powers in terms of leading innovation.

So I would say that, at 50, we are at an awakening or turning point to reposition our economy, which is of course, what the current diversification thrust is all about: shifting the national mindset and attitudes away from the traditional economic and employment staples, towards wealth generation and finding solutions to our particular socio-economic and environmental problems, through greater innovation as well as entrepreneurship. Many things need to be in place for this to occur. The education I spoke about is key. But there also needs to be the development of a national innovation system, as well as, or rather including, much greater investment in scientific research and development (both basic and applied) in identified priority areas and sectors.

But we also need to remember, as we move forward, that we gave the world the steelpan. And we also need to remind the world that we did! The basis of any strong internal and international reputation for innovation that we develop in the future can certainly

start there. We have such a salient example or icon to show us that we can do it. We can and should believe in ourselves and we must align our resources and efforts with a new vision of who we are and what we are capable of doing, individually and collectively. If we don't understand the precious value of that instrument we created, then we cannot understand our future, what our particular path or patch in the global marketplace should be. We should not only be teaching our children how to play pan but we should ensure they understand the marvellous 'home-grown' science, technology and innovation that went into its creation and evolution, which continued with the more formal research into the G-pan. If we can do it with pan, we can do it with other things. This is not just about national pride and heritage. This is about the creative process, and the discipline required to take new ideas to the commercialisation stage. We have failed to really capitalise on the true economic potential of the steelpan and to turn into a more viable national industry with already existing markets all over the world.

So we have to have the collective understanding that greater innovation is what is needed for our survival and sustainable development down the road and we have to have the will to create the infrastructure for it.

***How do you feel about the conferral of this honorary degree?***

It is certainly a great personal honour and I am very grateful to the University for this recognition coming at the end of a 35-year career that has been devoted to building national capacity in science and technology. What is really good about awards of a certain distinction, particularly for people whose work or field is not well known or fully appreciated by the wider public, is that in drawing attention to the recipient, it draws attention to the arena in which that person has achieved. So by honouring me, UWI is also honouring science and technology. It is making a statement to our population of what it considers to be valuable to society. It raises the profile, however momentarily, of the importance of science popularisation, and of the persons and agencies that have been working alongside the formal education system to lay our country's science and technology foundation and framework for the future.

■ **UWI GRADUATION CEREMONIES 2012**  
**HONORARY GRADUAND – DAVAN MAHARAJ**

# I'VE NEVER WORKED A DAY IN MY LIFE

The UWI St. Augustine Campus conferred an honorary DLitt on **Davan Maharaj**, during its graduation ceremonies in October 2012. Mr Maharaj is managing editor of the LA Times, but began his journalism Trinidad. He shared some of his formative experiences with UWI Today.

**What was your childhood environment like?**

I was fortunate to have the best of both worlds. My mother and father were two people who valued and practised hard work. They also believed in friendships, public service, in being generous and charitable, and in making their community a better place.

**What or who was the biggest influence in that period?**

My parents, of course. My school principal, Winston Krishna Bhola, introduced us to different worlds by making learning fun. He taught us to dream big.

**When did you know you wanted to be a journalist? Was it before you went to work at the Express?**

I wanted to be a journalist the moment I stepped into the Express' San Fernando office. On my second day on the job, I wrote a story about broken cold storage facilities at the San Fernando Wharf. The next day I picked up the paper, saw my story, felt that proud excitement that comes with seeing your work published and said to myself: They pay you for this? Since that, I feel like I've never worked a day in my life. Journalism has given me a passport into people's lives and stories around the world. It's hard to replicate that access – to the poor and rich alike – in any other profession.

**In your career you have been involved in substantial journalism campaigns, such as the Living on Pennies series; you followed the (US) mortgage meltdown from early, and somehow managed to often be on the inside of breaking news and trends. For those of us who knew you from the early years, that nose for the news was your trademark. What extra sensory devices should a journalist have?**

Curiosity and the will to satisfy it. A good journalist must be prepared to be disappointed but also relish when hard work leads to the scoop. Journalism is the sort of craft that if you put in the time, work hard, and put serving readers as the main goal, you'll improve your chances of success.



MR. DAVAN MAHARAJ

**You've spanned quite a range of areas in the field of journalism: reporting, writing, editing, managing, in which domain do you feel most comfortable?**

I love it all. I think I'm most satisfied when I gather the best journalistic minds in a room and talk ideas: how to cover a hard-hitting story, how to write it effectively and hopefully, how to enjoy the fruits of the results.

**What do you think can be done to improve the quality of journalism in the region?**

The owners and practitioners in the media should constantly strive for professionalism. Telling people's stories and writing the first draft of history are important obligations. We have to get it right.

**What does this honorary degree mean to you?**

I'm humbled, especially since it comes from an institution like UWI. It's a tribute to my parents, my colleagues and my early journalism mentors, many of them who took the time with me at the Express. They taught me what striving for excellence was about.

## OUR 6 VALEDICTORIANS

The St. Augustine campus of The UWI named six valedictorians for the **Graduation Ceremonies** which took place from October 25 to 27, 2012.

**Kiron Neale** (Faculty of Science and Agriculture), **Denilson Christopher** (Faculty of Engineering and Law), **Sameer Alladin** and **Nara Anderson-Figueroa** (Faculty of Social Sciences), **Nayaatha Taitt** (Faculty of Humanities and Education) and **Maryam Mohammed** (Faculty of Medical Sciences) spoke on behalf of their graduating classes.

The previously named eight honorary graduands also addressed the ceremonial gatherings. The honorary Doctor of Law degree (LLD) was conferred on **Ronald Harford, Fr. Clyde Harvey, Alloy Lequay, Maureen Manchouck, Michael Mansoor** and **Deokinanan Sharma**. **Davan Maharaj** and **Therese Mills** received the Doctor of Letters degree (DLitt).



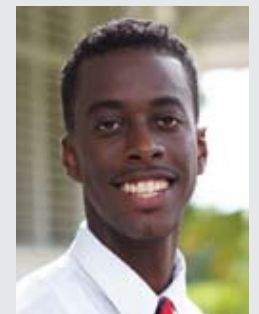
**KIRON NEALE**  
Faculty of Science & Agriculture



**MARYAM MOHAMMED**  
Faculty of Medical Sciences



**NAYAATHA TAITT**  
Faculty of Humanities & Education



**DENILSON CHRISTOPHER**  
Faculty of Engineering



**SAMEER ALLADIN**  
Faculty of Social Sciences



**NARA ANDERSON-FIGUEROA**  
Faculty of Social Sciences

## RESEARCH

# At 50, Fine Cocoa only gets Better

## *Cocoa Research Unit upgrades*

BY PROFESSOR PATHMANATHAN UMAHARAN

*Head, CRU*



After fifty years of existence, the Cocoa Research Unit has had its university status changed and is now a campus centre, henceforth to be known as the Cocoa Research Centre (CRC).

The Unit goes back a long way, if you consider its birth in 1930 as the Cocoa Research Scheme under the Imperial College of Agriculture.

In this sense, the Cocoa Research Unit has supported the global cocoa industry for 82 years.

Much of the world's pioneering work on cocoa propagation, shade and nutrition, fermentation, genetics, self-incompatibility system in cocoa, cacao pathology was done at this institution.

The CRC is custodian of the International Cocoa Genebank, Trinidad (ICG,T) regarded as the largest and most diverse collection of cocoa varieties, globally. The collection consists of over 2,400 varieties of cocoa planted in plots of 16 trees in 35 hectares of land.

We have supported research work in plant breeding, pathology, genetics and value addition. We work closely with several chocolate companies such as Cadbury's, Mars, Hershey's, Lindt and Sprungli, Valrhona and Guittard to address contemporary problems.

Current projects include one which deals with cadmium bioaccumulation of cacao, a problem beginning to affect the export of cocoa into Europe, improving resistance to black pod and witches' broom diseases, and improving quality, branding and value addition.

We provide training internationally on a 'needs' basis. During the last few years we have trained researchers and technicians from Honduras, Uganda, Ghana and Panama as well as from Grenada, St Lucia and St Vincent.

We are implementing a farmer field school programme (four years) with support from the Centre for Development of Enterprise (ACP/EU) in six countries in the region.

We are also implementing a partnership in conservation programme involving 50 farmers across Trinidad and Tobago, where we are duplicating small subsets of the genebank.

Current research focuses on genome-wide association studies, functional genomics and genomic selection. With renewed regional interest in cocoa, the CCR has revamped its support system to support local and regional research institutions and farmer organisations.

The CRC's work involves continuously seeking new avenues for funding, and disseminating its research findings in various local and international conference proceedings, newsletters and peer-reviewed journals.



## *Fête de la Cocoa*

The CRC celebrates its 50th Anniversary and World Cocoa and Chocolate Day 2012 with 'Spirit of Chocolate – Fête de la cocoa', on November 2-3, at the JFK Auditorium. This celebration will highlight the long history of cocoa in Trinidad and Tobago and its contribution to the world, the unique place that local cocoa occupies in the world and cocoa's role in the economic diversification efforts of this country. It also aims to garner support for the creation of a new cocoa industry based on the pillars of sustainability and value creation.

### FRIDAY 2ND NOVEMBER

9 – 10am

- Opening Ceremony
- Launch of Cocoa Research Centre
- Launch of signature premium dark chocolate ICG,T bar
- Video presentation
- Opening of Exhibition: Cacao Dreams: Chocolate Haven

10am – 6pm

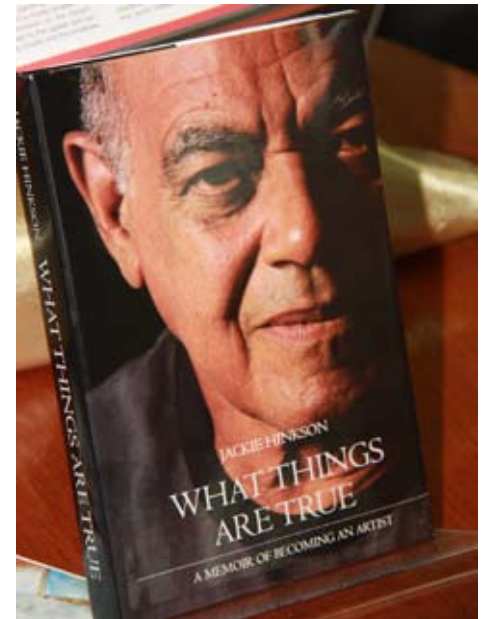
- Innovations in Chocolate Cuisine Competition – A Food and Beverage Challenge
- Exhibition, games, activities
- Food fest
- Genebank tour

### SATURDAY 3RD NOVEMBER

10am

- Launch of logo design competition
- Cacao Dreams: Chocolate Haven Exhibition
- Games, activities
- Launch of chocolate-making course
- Genebank tour

*To find out more, please contact the CRC at 662-2002 ext. 82115*



## Disappearing Architecture

**Disappearing Architecture** is the title of an exhibition currently running at the Alma Jordan Library of The UWI, which features work from Donald 'Jackie' Hinkson, noted artist.

The National Museum of Trinidad and Tobago had commissioned Mr Hinkson to produce a series of paintings on the architecture of Trinidad and Tobago in the 1980s. This significant body of work comprising 70 pieces, documents vernacular architecture, destroyed buildings and provides a resource to examine the use of buildings in Trinidad and Tobago. The curators tried to present private dwellings (humble and grand), public buildings (regal and derelict), multi-purpose facilities, our agriculture heritage, and our everyday visual experiences such as the village shop.

The exhibition at the Alma Jordan Library highlights 14 pieces from this national collection along with sketches from the artist's private collection.

Hinkson is one of the Caribbean's leading visual artists. Born in Port of Spain, Trinidad in 1942, he devoted his life to the creation of a body of art which reveals his abiding concern for Caribbean humanity both past and present.

In 1963, Mr. Hinkson received a scholarship from the French Government to study painting at the Académie Julien in Paris. He went on to earn a Bachelor's degree in Fine Arts, with distinction, from the University of Alberta. On his return to Trinidad in 1970, Hinkson became the first art teacher at his alma mater, Queen's Royal College (QRC), until he resigned in 1986 to become a full-time professional artist. In 2010, the Donald "Jackie" Hinkson collection was inscribed into UNESCO's Trinidad and Tobago *Memory of the World Register*. The UWI conferred an honorary degree on Hinkson in 2011.

## CAMPUS NEWS

# TO ELIMINATE AVOIDABLE BLINDNESS



Principal of the St. Augustine Campus, Professor Clement Sankat at the free UWI Symposium with Bhawani Persad, CEO of PAVI (Persons Associated with Visual Impairment) and Sharon Campbell, its First Vice President. The UWI World Sight Day symposium, “The Integrated Eye Care Team – Working Together to Eliminate Avoidable Blindness,” was hosted by the Faculty of Medical Sciences.

**Diabetic eye care**, childhood vision, eye injuries, corneal transplants and thyroid eye disease were among the subjects discussed when the Faculty of Medical Sciences of The UWI hosted a free symposium at the Eric Williams Medical Sciences Complex earlier this month. Lecturers in ophthalmology and optometry discussed various aspects of eye care, and testimonials were given by members of the public who had been affected by conditions such as glaucoma and cataract.

The theme of this third annual UWI World Sight Day symposium was “The Integrated Eye Care Team – Working Together to Eliminate Avoidable Blindness.” It is one aspect of the FMS’ association with World Sight Day observances, which are touched by its undergraduate Medical programme (established 1948), postgraduate Doctor of Medicine (DM) in Ophthalmology programme (established 2004) and

undergraduate Optometry programme (established 2009). Members of the Faculty as well as Minister of Health Fuad Khan joined Volunteers for World Sight Day at the eighth annual Walk for Sight around the Queen’s Park Savannah on October 7.

World Sight Day aims to reduce the prevalence of avoidable blindness and low vision through patient education and health promotion. Three-quarters of the world’s blindness is avoidable – either treatable or preventable – and 90% of avoidable blindness occurs in the developing world. People in developing countries are ten times more likely to be blind or visually impaired than those in the developed world. The World Health Organization (WHO) estimates that if no action is taken, 100 million people globally will become needlessly blind by the year 2020.



Minister of Health Fuad Khan joined Volunteers for World Sight Day at the eighth annual Walk for Sight around the Queen’s Park Savannah on October 7.



## Another PAHO head from UWI

A Caribbean national has been elected as the new Director of the Pan American Health Organization (PAHO). Dr. Carissa Etienne, a native of Dominica, was elected on September 19 by PAHO member states to lead the world’s oldest and foremost public health organisation.

A graduate of The UWI, Mona, Dr. Etienne will begin her five-year term in February, 2013, succeeding Dr. Mirta Roses Periago, who has been PAHO Director since 2003. She follows in the distinguished footsteps of UWI Chancellor, Sir George Alleyne, who served as PAHO director from 1995 to 2003.

Vice Chancellor of The UWI, Professor E. Nigel Harris, said, “It is really gratifying to hear news of another of our graduates achieving the commanding heights of their profession. UWI has managed to produce so many leaders from so many Caribbean countries in so many fields. We are hopeful that Dr. Etienne will achieve the considerable successes in PAHO of another UWI graduate who became Director of PAHO, our Chancellor, Sir George Alleyne. This is a proud moment for the Caribbean and for our University!”

Dr. Etienne is currently Assistant Director General, Health Systems and Services, of the World Health Organization (WHO) in Geneva. From 2003 to 2008 she served as Assistant Director of PAHO, WHO’s Regional Office for the Americas. In her native Dominica, she served as Chief Medical Officer, Director of Primary Health Care Services, Disaster Coordinator, and National Epidemiologist in the Ministry of Health. She also served as Coordinator of the National AIDS Program and as Chairman of the National AIDS Committee.

In her acceptance speech, Dr. Etienne said it was a great honour for someone from such a tiny island as Dominica to lead such an important entity as PAHO. “For a woman from one of the smallest nations in the world to be elected to the helm of our distinguished and beloved PAHO is truly an honour and a privilege for me and my country, Dominica,” she told delegates to the 28th Pan American Sanitary Conference, where she was selected ahead of four other candidates.

# Is there a CARICOM *business environment*?

BY DAVE SEERATTAN

Some of the most important factors affecting the competitiveness of Caribbean businesses include relatively low productivity, especially that of labour; small market size; low investment in research and development for product innovation; a relatively underdeveloped institutional framework to support business development; strategic mistakes by major corporations and a sometimes convoluted business environment. Moreover, the international industrial and business standards driving firms' ability to participate and compete in markets means that businesses now have to modernize and restructure their business processes and management systems.

Using indicators from the *World Bank's Doing Business Report 2012*, (which ranks 183 countries on a range of attributes important to successful business operations) the Region did not perform well relative to some of the more successful economies in terms of the general business environment (See Table 1).

This is not surprising given that businesses in the region have always complained about the bureaucratic process, the standards and rules they endure just to conduct business in national jurisdictions. You can imagine how much more complicated it gets trying to step across borders! The complaints are that these bureaucratic processes are unnecessarily complicated with parts of the process often controlled by a multiplicity of different, poorly staffed agencies. This results in a convoluted and lengthy process for business activities which require approvals or assistance from the State. Businesses also complain about a lack of transparency and inconsistency in the application of standards and rules.

There have been some improvements recently in areas such as dealing with construction licences (DL) and protecting investors (PI) but the region continues to do poorly in terms of enforcing contracts (EC), dealing with insolvencies (DI), registering property (RP) and getting credit (GC). Very importantly, the region also generally did poorly in terms of trade across borders (TAB). This implies that the legal/administrative framework in the areas of contract enforcement, business closure, property registration and trade facilitation needs to be simplified. Often, even if the legal framework for these activities is clear and well developed, the problem lies in the fact that government agencies charged with administering these processes are poorly financed and staffed, which leads to the approval process being unnecessarily lengthy and costly.

These indicators seem to corroborate the findings of a survey of very large firms by the CARICOM Secretariat in December 2009. The one exception in this regard was in the area of access to financing, which was not flagged as a binding constraint by the large firms surveyed. The development of a regional financial market based on large regional financial institutions, particularly from Trinidad and Tobago has made financing of large projects easier. The development of a nascent regional bond market has also helped in this regard. Nevertheless, small and medium enterprises, especially those engaged in non-traditional business activity, are still disadvantaged in this area and very likely contributed to the poor scores in the area of getting credit for many countries in Table 1.

These large firms also identified bureaucratic hurdles and the variety of different national rules, regulations and standards they must deal with when conducting business across the region as a major constraint. Issues flagged as

being important included transparency and predictability in the application of rules and standards. Other important constraints included the simplification and standardisation of customs procedures, speedier customs clearance and the standardisation of non-tariff standards such as labelling requirements and sanitary and phytosanitary standards. The firms surveyed also indicated that the harmonisation of legislation needed to be expedited in the areas of company laws, financial regulation, the licensing regime and intellectual property rights.

Dave Seerattan is an economist attached to the Caribbean Centre for Money & Finance.

The 5th Biennial International Business, Banking & Finance Conference (BBF5) will be held over the period May 1-3, 2013 at the St. Augustine campus of The UWI and at the Hyatt Regency Trinidad. It is being jointly hosted by the Department of Management Studies, the Caribbean Centre for Money & Finance and SALISES, and will feature discussions such as the above.

Table 1: The Business Environment in Caribbean Countries 2012 SOURCE: DOING BUSINESS 2010, WORLD BANK

ECONOMY	EDB	SB	DL	GE	RP	GC	PI	PT	TAB	EC	DI
Antigua & Barbuda	57	80	21	16	124	98	29	135	71	70	81
The Bahamas	85	73	79	105	177	78	111	56	48	123	34
Belize	93	152	9	53	137	98	122	55	107	168	29
Dominica	65	48	18	65	116	78	29	73	88	167	98
Grenada	73	60	11	39	154	98	29	91	40	162	119
Guyana	114	87	28	144	104	166	79	115	82	73	138
Haiti	174	180	139	75	131	159	166	118	145	96	162
Jamaica	88	23	49	112	103	98	79	172	97	126	26
St. Kitts & Nevis	95	64	16	33	164	126	29	133	44	114	183
St. Lucia	52	53	13	13	115	98	29	52	110	165	58
St. Vincent & the Grenadines	75	58	6	21	141	126	29	73	38	101	183
Suriname	158	173	98	38	170	159	181	34	105	178	157
Trinidad and Tobago	68	74	93	24	175	40	24	65	52	167	98
DR	108	140	105	123	105	78	65	94	45	83	154
Costa Rica	121	122	141	43	46	98	166	138	73	129	121
Singapore	1	4	3	5	14	8	2	4	1	12	2
Ireland	10	13	27	90	81	8	5	5	21	62	10
Malaysia	18	50	113	59	59	1	4	41	29	31	47

Notes: EDB denotes the ease of doing business, SB denotes starting a business, DL denotes dealing with construction licenses, GE denotes getting electricity, RP denotes registering property, GC denote getting credit, PI denotes protecting investors, PT denotes paying taxes, TAB denotes trading across borders, EC denotes enforcing contracts, RI denotes resolving insolvency.



## Dance Ensemble in Taiwan

The UWI Festival Dance Ensemble attended the first Global Dance Summit in Taipei, Taiwan, in July. The Summit combines the work of two major international organisations, Dance and the Child International (daCi) and World Dance Alliance-Asia/Pacific (WDA-AP) providing a forum for discussion between dance educators, teachers, researchers and students to advocate for dance education and affirm the role that dance plays in young people's lives.

The Ensemble presented workshops on folk dances of Trinidad and Tobago, a performance of "Reminiscing Haiti" and a paper presentation in Dance Dialogues titled Community Dance – Tradition, Identity and Change: The Prime Minister's Best Village Trophy Competition".

# UWI CALENDAR of EVENTS

## OCTOBER – NOVEMBER 2012

### T&T: 50 YEARS AHEAD

Mid-November  
Shaw Park, Tobago

In commemoration of Trinidad and Tobago's 50th Anniversary, the Open Lectures Committee hosts a panel discussion titled, 'Trinidad and Tobago: the Next 50 Years'. Panellists include Dr Rita Pemberton, Senior Lecturer, Department of History; Dr Hamid Ghany, Senior Lecturer, Department of Behavioural Sciences; and Dr Winford James, Lecturer, School of Education. The discussion will be chaired by Professor Stephan Gift.

For further information, please contact Ms. Patricia J. Sampson at 662 2002 Ext. 82392 or [patricia.sampson@sta.uwi.edu](mailto:patricia.sampson@sta.uwi.edu), or contact Ms. Shelley-Ann Patrick-Harper at 662-2002 Ext. 82635 or [shelley.harper@sta.uwi.edu](mailto:shelley.harper@sta.uwi.edu).

### UWI SPEC INTERNATIONAL HALF-MARATHON

Today  
Sports and Physical Education Centre  
UWI St. Augustine Campus

Today the ninth UWI SPEC International Half-Marathon, sponsored by First Citizens takes place. The 13.1 mile race is run along the traffic-free Priority Bus Route (PBR) to the La Resource junction in D'Abadie, before doubling back to UWI SPEC. The course is complete with markers and water stops at every mile for the running convenience of the athletes from around the world including the Caribbean, USA, Latin America and Europe.

For further information, please contact The UWI SPEC at 662-2002 Ext. 82660, or 83556 or [specinfo@sta.uwi.edu](mailto:specinfo@sta.uwi.edu).

### HEALTH AND GENDER LECTURE SERIES

7 November, 2012  
Institute of International Relations  
UWI St. Augustine Campus

The Institute for Gender and Development Studies (IGDS) hosts the first in its Lunchtime Seminar Series titled 'Introductory Lecture Series on Health and Gender'. This is a joint initiative between the IGDS and the Faculty of Medical Sciences. The seminar begins at 12.30pm, and features Dr. Paul Kadetz, Lecturer at UWI's Masters in Public Health programme, who will speak on the topic 'Paternalism and Resistance: problematising global maternal health policies at local levels'.

For further information, please contact the IGDS, at 662-2002 Ext. 83573/83577 or [igds@sta.uwi.edu](mailto:igds@sta.uwi.edu).

### FÊTE DE LA COCOA

2-3 November, 2012  
JFK Auditorium

The Cocoa Research Unit (CRU) celebrates its 50th Anniversary and World Cocoa and Chocolate Day 2012 with two days of games, competitions, exhibitions and a tour of the International Cocoa Genebank. This celebration aims to raise awareness of the public profile of cocoa by highlighting the long history of cocoa in Trinidad and Tobago and its contribution to the world.

For further information, please contact the CRU at 662-2002 Ext. 82115.



## UWI TODAY WANTS TO HEAR FROM YOU

UWI TODAY welcomes submissions by staff and students for publication in the paper. Please send your suggestions, comments, or articles for consideration to [uwitoday@sta.uwi.edu](mailto:uwitoday@sta.uwi.edu)



### SOLUTIONS TO COMPETITIVENESS CHALLENGES

5-6 November, 2012  
Hyatt Regency Trinidad  
Port of Spain

The Caribbean Centre for Competitiveness (CCfC) hosts the region's first Competitiveness Forum, themed 'a Solutions Agenda to Key Competitiveness Challenges'. This forum will address the critical competitiveness challenges facing the Caribbean, including unlocking financing for Small and Medium Enterprises (SMEs), human capital development models for competitiveness and the internationalization of SMEs.

For further information, please contact Karen Lee Lum, Project Officer, CCfC, at 662-2002 Ext. 83938/9 or [ccfc@sta.uwi.edu](mailto:ccfc@sta.uwi.edu).

### KOREAN FILM WEEK

7-10 November, 2012  
Centre for Language Learning  
UWI St. Augustine Campus

The Centre for Language Learning collaborates with the Embassy of the Republic of Korea to host Korean Film Week. Five Korean language films will be screened over the four days at the CLL Auditorium, exposing patrons to the language and culture of the Republic of Korea.

#### FILM SCHEDULE

7th Nov: 6.30-8.30pm – Pacemaker  
8th Nov: 6-8pm – Scandal Maker  
9th Nov: 3.30-5.30pm  
(for secondary school students)  
6-8pm – A Barefoot Dream  
10th Nov: 2-4pm – Papa  
3-5pm – Le Grand Chef

For further information, please contact Vanessa Williams at 662-2002 Ext. 83896 or [Vanessa.Williams@sta.uwi.edu](mailto:Vanessa.Williams@sta.uwi.edu).

### HEALTH CARE QUALITY AND DELIVERY

17-19 January, 2013  
Hyatt Regency Trinidad  
Port of Spain

In light of the country's recent challenges regarding quality health care, the Faculty of Medical Sciences recognises the need for the creation of a committed workforce within the Caribbean's health sector. As this is one of its major responsibilities, the Faculty will address these challenges with its conference, titled 'Improvement in Health Care Quality and Delivery: Making a Difference'.

For further information, please contact the Conference Secretariat, at 663-6311, 645-3232 Exts. 5020 or 5025 or [conferencehcq@sta.uwi.edu](mailto:conferencehcq@sta.uwi.edu).