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The Belize National Report on Higher Education



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The Belize National Report on Higher Education

June 2005

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Table of Contents

1	HISTORICAL DEVELOPMENT.....	4
1.1	PHASES	5
1.2	MOST RECENT EVOLUTION.....	5
2	STRUCTURE AND FUNCTIONING	6
2.1	FEATURES	6
2.2	REGULATIONS	7
2.3	THE SUPPLY.....	8
2.4	SYSTEMS OF ACCREDITATION.....	10
2.5	PROCESS OF CREATION.....	12
2.6	PERIODICITY	12
2.7	INTERNATIONALIZATION.....	12
3	ACCESS AND DEMOGRAPHIC COVERAGE.....	13
3.1	REQUISITES.....	13
3.2	ACCESS BY ENTRANCE EXAMS	15
3.3	DEMOGRAPHIC COVERAGE	16
3.4	EVOLUTION	16
3.5	AVERAGE STUDY TIME	16
4	ADMINISTRATION AND MANAGEMENT	18
4.1	ADMINISTRATION.....	18
4.2	BOARDS OF MANAGEMENT	20
4.3	DEGREES OF AUTONOMY.....	21
4.4	ACCOUNTABILITY	21
4.5	OTHER ACTORS	22
5	PRINCIPAL ACTORS.....	23
5.1	STUDENTS, CHARACTERISTICS AND EVOLUTION	23
5.1.1	STUDENT POPULATION BY GENDER	23
5.1.2	STUDENT POPULATION BY COURSE OF STUDY.....	24
5.1.3	EVOLUTION	24
5.1.4	INTERNATIONAL MOBILITY	24
5.1.5	SCHOLARSHIPS	25
5.1.6	STUDENT GOVERNMENT	25
6	FINANCING	26
6.1	SOURCES OF FINANCING.....	26
6.1	ALLOCATION OF PUBLIC FUNDING.....	26
6.2	NATIONAL FUNDS.....	27
6.3	COST OF TUITION.....	28
7	RESEARCH	29
8	NEW INFORMATION AND COMMUNICATION TECHNOLOGY.....	30
9	RECENT INNOVATIONS, TRENDS AND FUTURE DEVELOPMENTS	31
10	ANNEXES	33

List of Figures

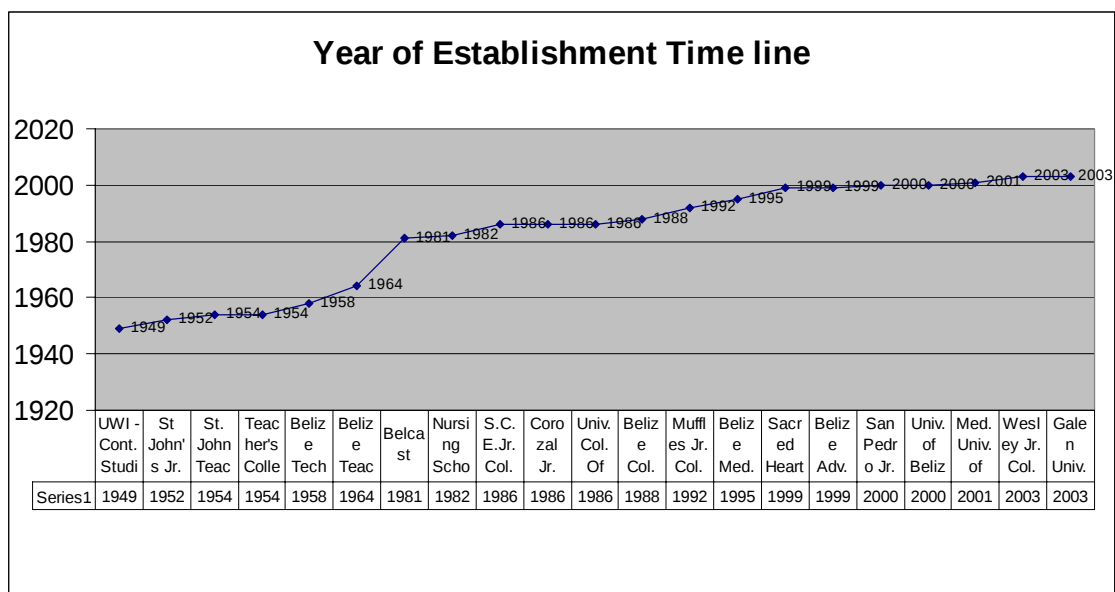
Figure 1: Year of Establishment	4
Figure 2: Proprietor of Institution	7
Figure 3: Associate's Degree Programs Populations.....	8
Figure 4: Bachelor's Degree Programs Populations.....	9
Figure 5: Master's/Medical Degrees Programs Population	10
Figure 6: External Evaluations.....	11
Figure 7: Admission Requirement: High School.....	13
Figure 8: Admission Requirement: CXC(including CAPE).....	14
Figure 9: Admission Requirement: ATLIB Exams	15
Figure 10: Total Tertiary Student Population by Gender	16
Figure 11: Senior Administrator Qualification (1)	18
Figure 12: Senior Administrator Qualification (2)	19
Figure 13: Type of Governing Body.....	20
Figure 14: Autonomy Classification.....	21
Figure 15: Male vs. Female Population by Institution.....	23
Figure 16: Certificate Programs Student Population	24
Figure 17: Main Funding Agent	26
Figure 18: Tertiary Education Expenditure (1).....	27
Figure 19: Tertiary Education Expenditure (2).....	27
Figure 20: Cost of Tuition.....	28

1 HISTORICAL DEVELOPMENT

Higher education, as we know it in 2005, in Belize, has come a very long way, mostly due to the recognition of the government and its social partners that a country's most valuable resource is its people. Whereas in its earlier days higher education, for the most part, presented the opportunity to an elite population to pursue an Associate's Degree, today it has managed to bridge the social gap and has provided ample opportunities to a larger population beyond the centralized Belize City populace. Additionally, the creation of the national university, The University of Belize (2000), has enabled proportionately larger numbers of Belizeans to pursue undergraduate and graduate programs of study.

For too many years, since its inception in the 1950s, higher education was accessible to Belize City residents who could afford to pay for tuition, books, and other fees. Very few residents beyond Belize City, except those who may have been awarded a scholarship, could afford to pursue an Associate's Degree Program. Having to pay boarding and lodging fees in the city, in addition to the tuition and book fees, made higher education exclusive. It can be said that five institutions of higher learning in Belize City, namely: the University of the West Indies Center for Continuing Studies, St. John's College Sixth Form, Belize Technical College, Belize Teacher's Training College, and the Bliss School of Nursing monopolized the offering of higher education, beyond the secondary school level, up until the establishment of the Corozal Junior College in the northernmost Corozal District and Stann Creek Ecumenical Junior College in the southern town of Dangriga, both in 1986.

Figure 1: Year of Establishment



1.1 PHASES

According to Mr. Ines Sanchez, historian and former Chief Education Officer, teacher education in Belize has evolved through very interesting phases. At its inception, in 1954, there were two teachers' training colleges. The government established its teachers' training college, which in 1956 became known as St. George's Teacher's College. Since it was then firmly believed that Catholic teachers should gain an opportunity to pursue teacher training at a Catholic institution, St. John's College also opened its teachers' college in 1954. Ten years later, both teachers' colleges amalgamated to form the Belize Teachers' Training College.

Interestingly, such amalgamation marked a very important turn in the history of higher education in Belize, for the next tertiary education institution in Belize did not emerge until 1981, a gap of 17 years, with the creation of the Belize College of Arts, Science, and Technology (BELCAST). It was under this new institution that the Bliss School of Nursing started offering associate degree courses in nursing in 1982. BELCAST marked the beginning of the concept of a national university, for it subsumed the teachers' college and the school of nursing. However, the BELCAST plan was radically changed in 1986, two years after Belize's first change of government. To substitute BELCAST, the University College of Belize, under the umbrella/management of Ferris State University, USA, opened its doors to offer Bachelor Degree Programs in Business Administration.

1.2 MOST RECENT EVOLUTION

In more recent years, Belize has furthermore seen the emergence of offshore medical institutions, namely: Central American Health Sciences University in Ladyville (1995), Medical University of the Americas in San Pedro Ambergris Caye (2001), and St. Luke's Medical University in Camalote (details not submitted).

Additionally, Belize has very recently seen the emergence of Galen University (2003), which started offering undergraduate degrees in Business Administration, the area of concentration of the University College of Belize, UB's mother institution, since its inception in 1986, under initial management of Ferris State University, USA.

It is noteworthy that between 1992 and 2003, five new junior colleges opened its doors to provide accessible and affordable higher education to rising numbers of Belizeans. Opportunities multiplied themselves with the founding of Muffles Junior College in Orange Walk Town (1992), Sacred Heart Junior College in San Ignacio (1999), Belize Adventist Junior College in Calcutta Village (1999), San Pedro Junior College in San Pedro Ambergris Caye (2000), and Wesley Junior College (2003) in the generally recognized as the poor south side of Belize City.

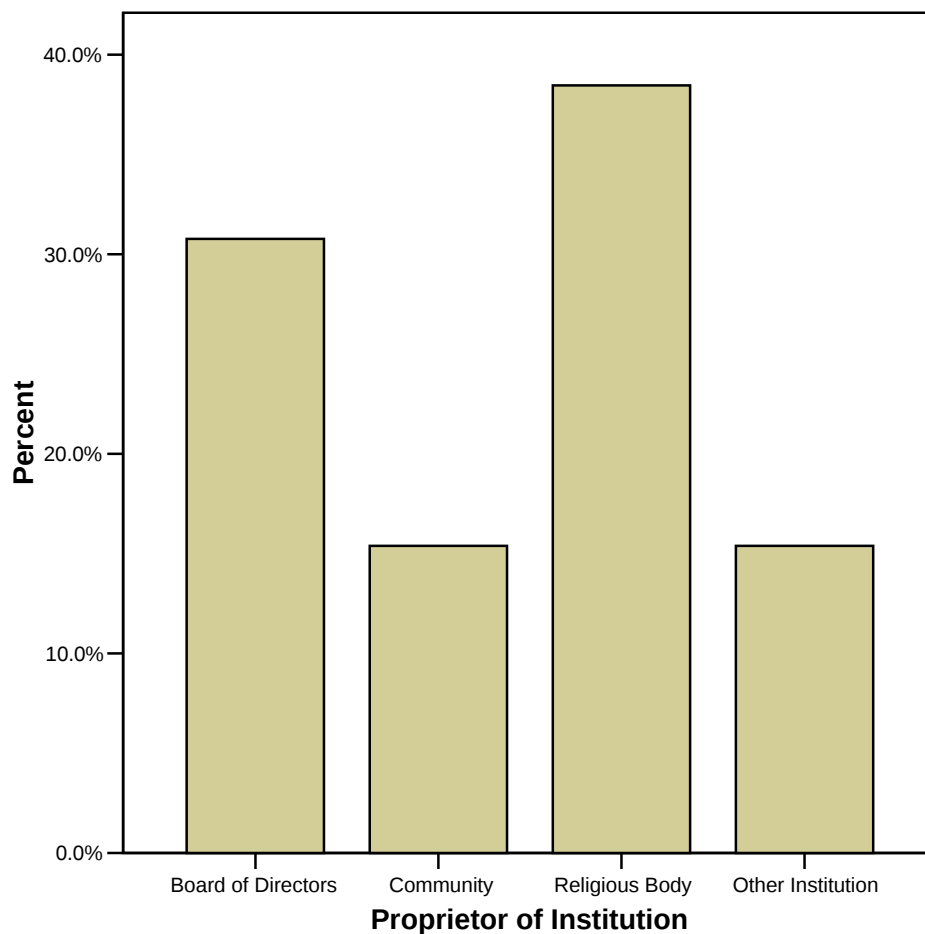
2 STRUCTURE AND FUNCTIONING

2.1 FEATURES

Since most of the junior colleges in Belize evolved as extensions of high schools, they share the campus with the high school. Subsequently, during their initial stages, they also shared the administration. It generally followed that the principal of the high school would also serve as dean of the junior college. Such trend has changed in recent years, for Corozal Junior College, Stann Creek Ecumenical Junior College, Muffles Junior College, Belize Adventist Junior College, Sacred Heart Junior College, and San Pedro Junior College have separate administrators. Muffles Junior College, as recently as 2003, moved to its own separate campus.

As can be noted in the bar graph above, 67 % of respondent institutions consider their status/nature as mixed—both the state and the church govern them. Whereas the Ministry of education pays 70% of salaries for faculty and staff, the institution is under the administration of a religiously affiliated body. Thus, 63 % of the eight junior colleges are governed by religious tenets and principles. The other 37% claim to be community affiliated, as opposed to being church affiliated, although 25% is clearly named in the standard of the church: Stann Creek Ecumenical Junior College and Sacred Heart Junior College. Thus, only 10% of all respondent institutions report themselves as autonomous.

Figure 2: Proprietor of Institution



Therefore, it is not surprising that particular religious bodies own 37% of all respondent institutions, 31% is owned by their board of directors, and the community owns only 16%. And the Church-State system of education continues to predominate. The remaining 16% of respondent institutions are classified as owned by other institutions, for the property titles are held in the names of the institutions themselves. Said institutions, are nonetheless, governed by religious entities.

2.2 REGULATIONS

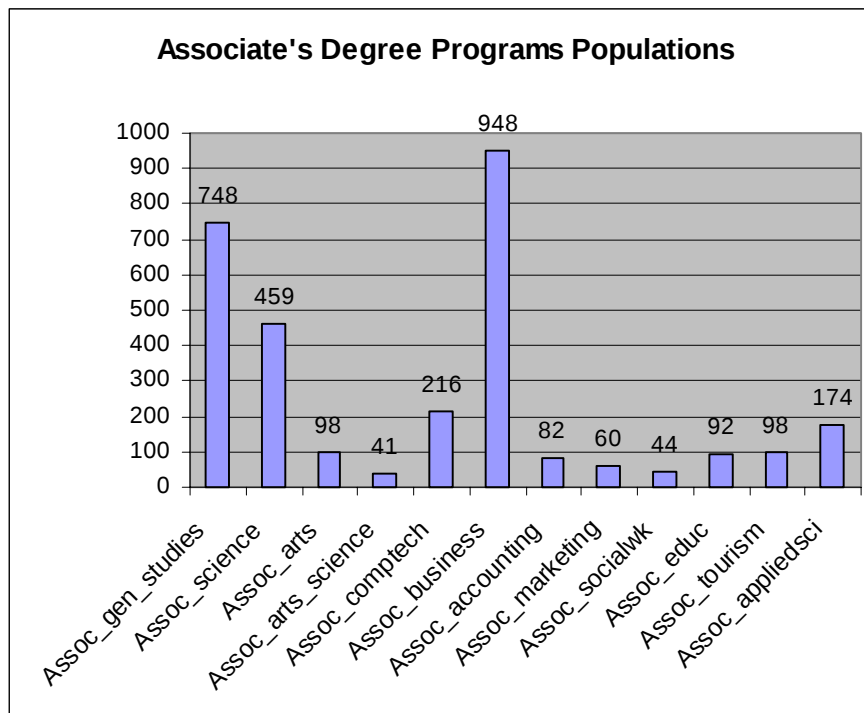
Thus, it is not surprising to discover that the HANDBOOK OF POLICIES AND PROCEDURES that governs high schools also governs these institutions. This handbook, produced by the Ministry of Education, contains all the regulations and laws that govern the structure and functioning of high schools. The Ministry of Education, in consultation with all relevant stakeholders, is producing the handbook, which will govern tertiary institutions. According to Ministry of Education officials, this process is about 80% complete. All best intentions indicate that the new handbook of policies and procedures

for tertiary education institutions will be ready for implementation in the new academic year, which begins in August.

2.3 THE SUPPLY

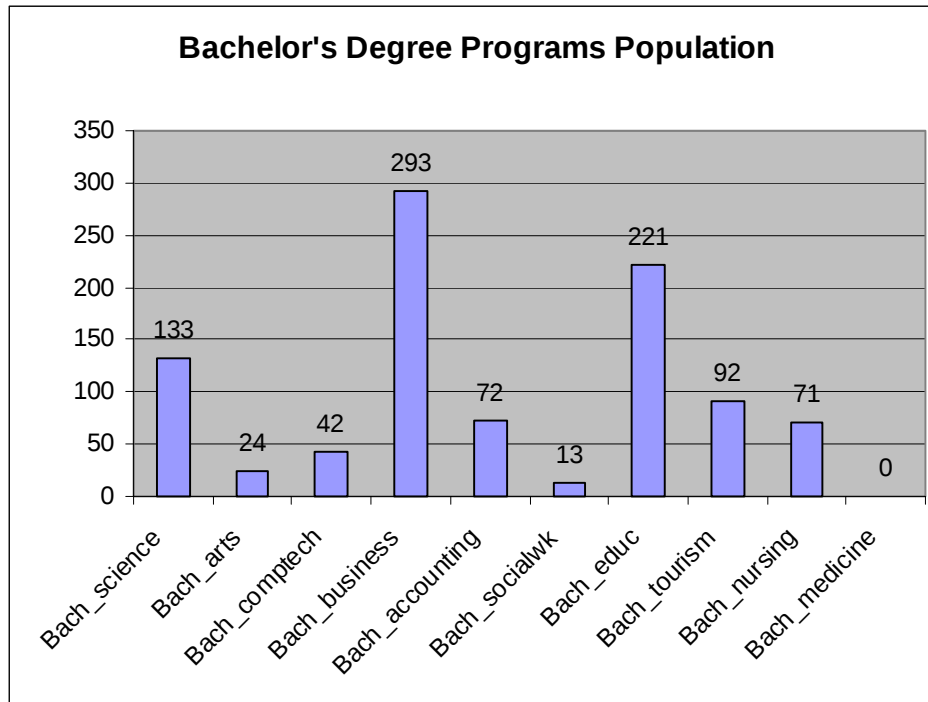
Whereas the supply of higher education in Belize has reached every district, 57% of the institutions are recognized as junior colleges. Thus, their primary concentration is to offer Associate's Degree Programs. 21.5% offers Medical Degree Programs—these institutions are recognized as offshore medical institutions, which sign a special charter with the Ministry of Education and are scrutinized by the Ministry of Health. The remaining 21.5% offers Bachelor's Degree Programs and a few Master's Degree Programs. So far, there is no postgraduate program being offered in Belize.

Figure 3: Associate's Degree Programs Populations



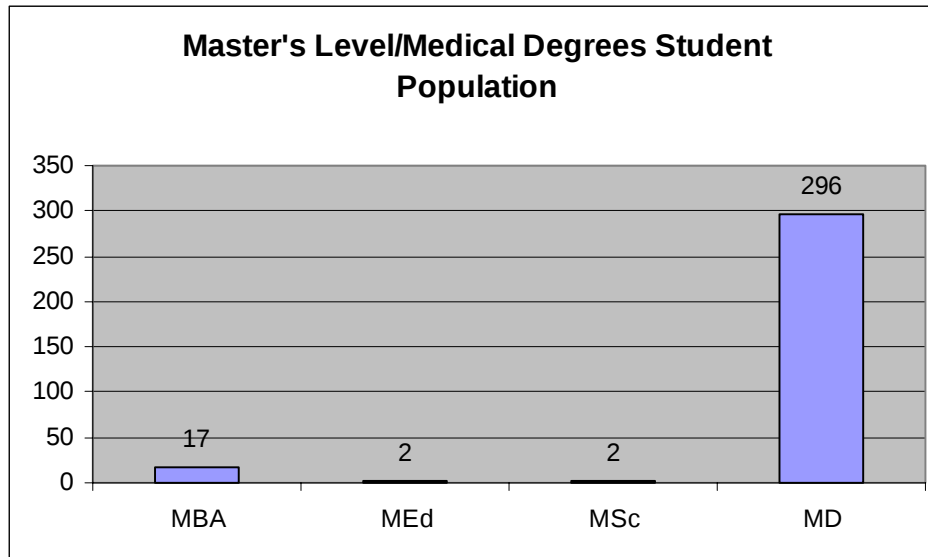
Thus, as reflected in the bar graph above, larger numbers of students are concentrated in pursuing Associate's Degree Programs in Business Administration and related fields. The emergent trend also suggests that growing numbers of students are pursuing studies in General Studies Programs. However, the number of students in education will definitely increase radically next year, for the Ministry of Education has granted permission to four junior colleges to offer an Associate's Degree Program in Primary Education, starting in August, 2005. These approved junior colleges are strategically located in the northern, central, western, and southern districts of Belize.

Figure 4: Bachelor's Degree Programs Populations



As can be noted in the graph above, the trend in the Bachelor's Degree Program in Business Administration and related fields is similar to the Associate's Degree Programs. However, the second largest population at this level is pursuing a Bachelor's Degree Program in Education. Moreover, there is a significant increase in the Science, Tourism, and Nursing Programs.

Figure 5: Master's/Medical Degrees Programs Population

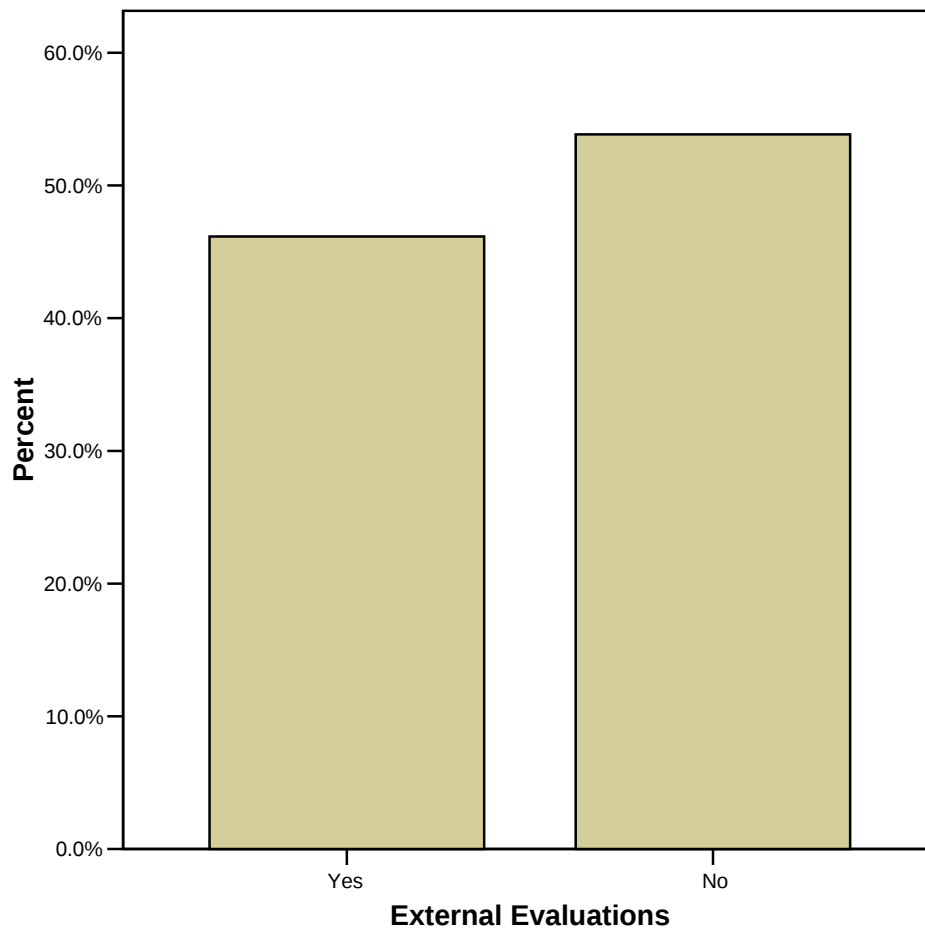


Although graduate studies course offerings are on the rise, they continue to represent minimal significance. Clearly the medical schools dominate this field, for they offer their services to 93.4%. It must be clarified, however, that this population of students largely comprises foreign students, who come to Belize specifically to pursue medical programs. A larger number of Belizeans are pursuing graduate studies in Belize; unfortunately, the University of Belize, who is hosting both a M.Ed. program in conjunction with the University of North Florida and an M.B.A in conjunction with the University of the West Indies, did not provide the details of the student population in those programs.

2.4 SYSTEMS OF ACCREDITATION

According to all respondent institutions they conduct annual internal evaluations. % of all institutions conduct the evaluation at the end of every semester, and % conducts the evaluation process at the end of each academic year.

Figure 6: External Evaluations



However, as indicated by the graph above, 47% of respondent institutions conduct external evaluations, while a significant 53% does not conduct any external evaluation whatsoever. This clearly indicates that mechanisms need to be implemented to ensure that all institutions conduct the external evaluation process within a specified and acceptable period of time to ensure validation and accreditation. Nonetheless, the absence of a handbook of policies and procedures to govern tertiary institutions creates the loophole.

The Ministry of Education, however, is taking necessary steps to create a National Accreditation Council (NAC). A bill for said legislation has already been submitted to Cabinet for ratification. Currently, said bill is in its review process. Thus, at least two institutions have already taken necessary steps to create an office of Quality Assurance, namely: Galen University and Sacred Heart Junior College. The trend suggests that the other institutions will conform in the near future.

Additionally, the Joint Board of Teacher Education (JBTE), University of the West Indies, accredits the teacher education programs offered currently by the University of Belize and St. John's College Junior College. Agreements have also been made to ensure that JBTE continue to accredit the new teacher education programs to be offered by

Corozal Junior College, Sacred Heart Junior College, and Stann Creek Ecumenical Junior College.

Moreover, in an attempt to seek to standardize tertiary education in Belize and in an effort to gain regional and international accreditation/recognition, the Ministry of Education is strongly promoting the adoption of the Caribbean Advanced Proficiency Exams (CAPE). The bill to adopt said exams was ratified by Cabinet in February of 2004, and mechanisms have been set in place to award the Belize Open Scholarship based on the highest achievement in CAPE. Moreover, the Ministry of Education is liaising with the Ministry of the Public Service so that all teachers and public servants may be remunerated accordingly if they successfully sit the CAPE.

2.5 PROCESS OF CREATION

According to the current laws and regulations regarding the creation of a new institution, the interested parties must apply to the Chief Education Officer. The Chief Education Officer, subsequently, verifies whether the proposed institution meets the standards required and whether said institution possesses the human, financial, and infrastructure resources to be established. Currently said regulations apply to primary, secondary, and tertiary institutions until such time as the handbook of policies and procedures for tertiary institutions is completed and ratified.

Similarly, recognized institutions must seek approval in writing from the Chief Education Officer in order to offer any proposed program of study. In her deliberations, the Chief Education Officer takes into consideration the national needs and the availability of financing to pay the salaries of the additional teaching staff that may be required to offer said program of study.

2.6 PERIODICITY

Apparently all respondent institutions conduct internal evaluations. A large percentage conducts these evaluations every semester, while others conduct them once a year. A few institutions conduct said evaluations every five years. Thus, on average, all institutions would conduct internal evaluations every two years.

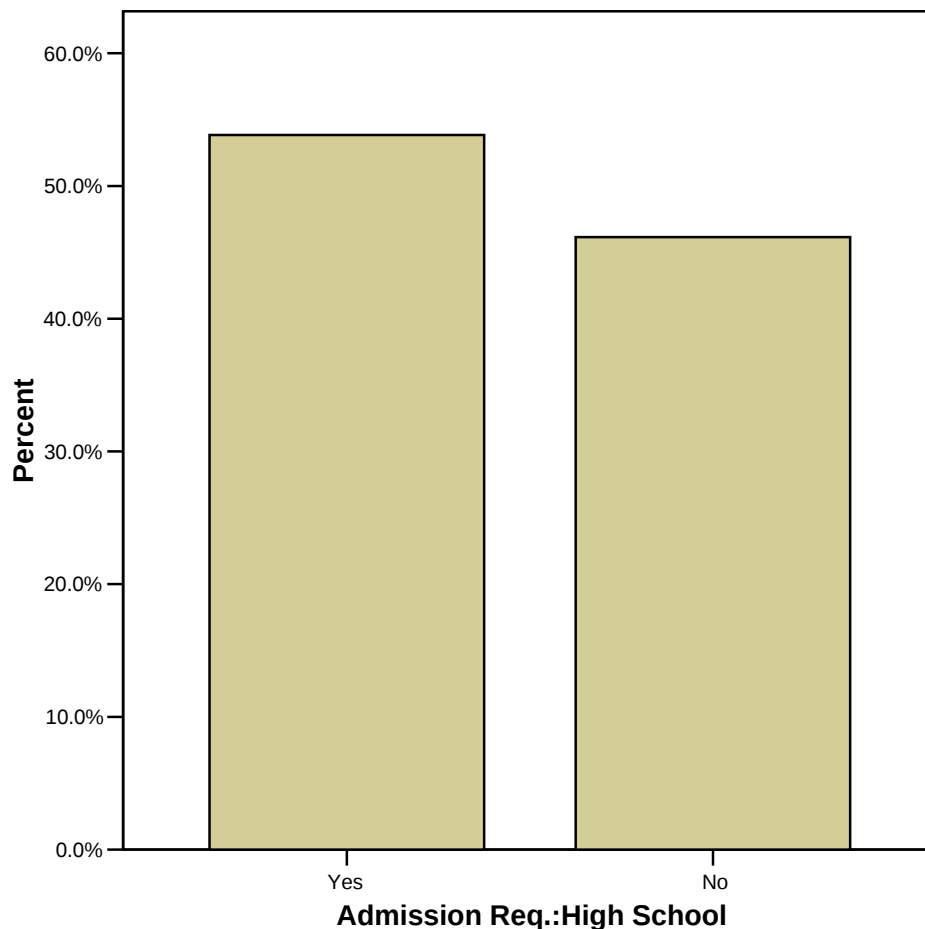
2.7 INTERNATIONALIZATION

The only program, so far, that is internationally evaluated/accredited is the Primary Teacher Education Program offered by UB and St. John's Junior College. The Joint Board of Teacher Education, UWI, plays a significant role in this process.

3 ACCESS AND DEMOGRAPHIC COVERAGE

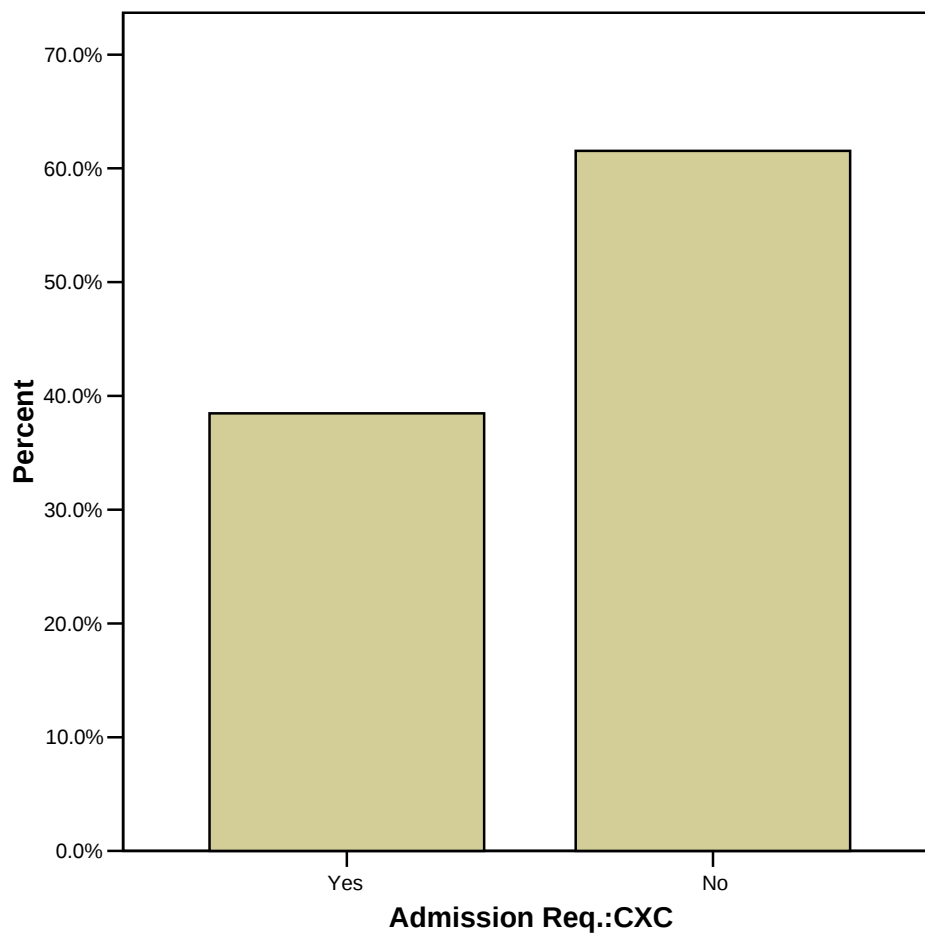
3.1 REQUISITES

Figure 7: Admission Requirement: High School



In terms of admission requirements, of all respondent institutions, 53% requires the high school diploma and transcript, whereas 47% does not require them. This result suggests that the other institutions recur to other admission requirements—the Caribbean Examinations Council (CXC) results and the results of the Association of Tertiary Level Institutions in Belize (ATLIB) Exam (see figures 8 and 9 for details).

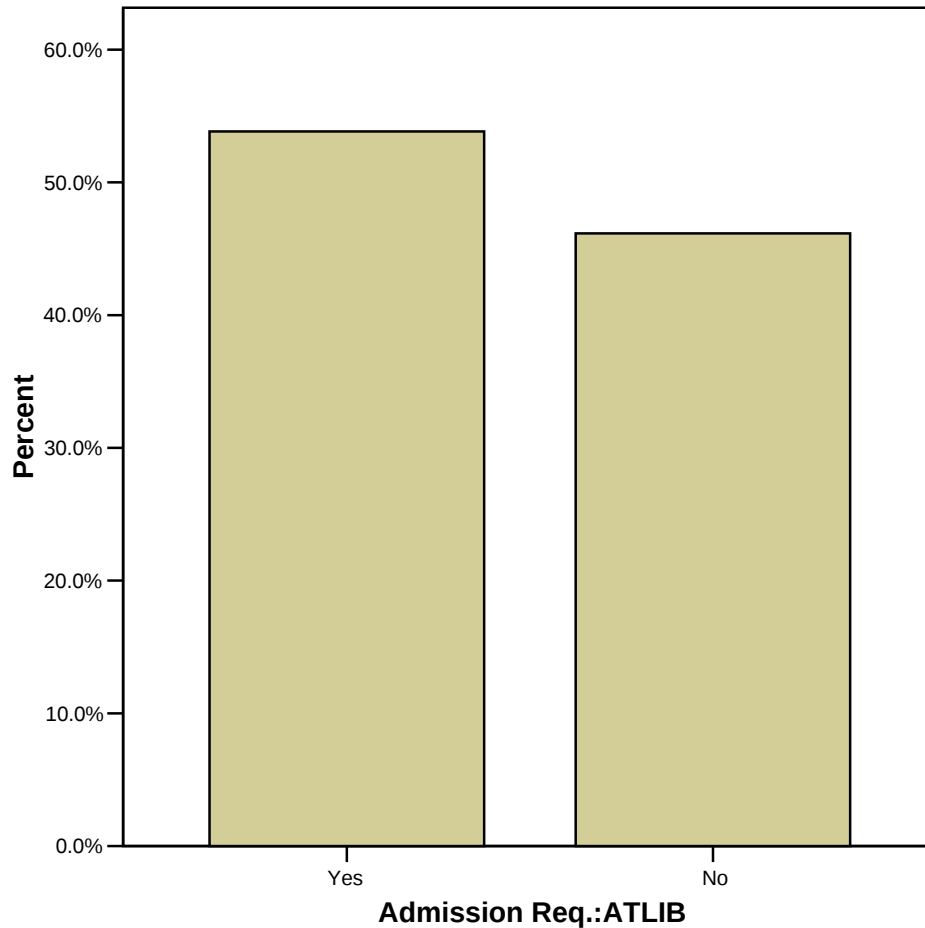
Figure 8: Admission Requirement: CXC (including CAPE)



This bar graph proves that 39% of the institutions require CXC passes, while 61% does not. The institutions, which demand that their students sit the CXC exams, consider the CXC examinations as a tool for external evaluation/accreditation.

3.2 ACCESS BY ENTRANCE EXAMS

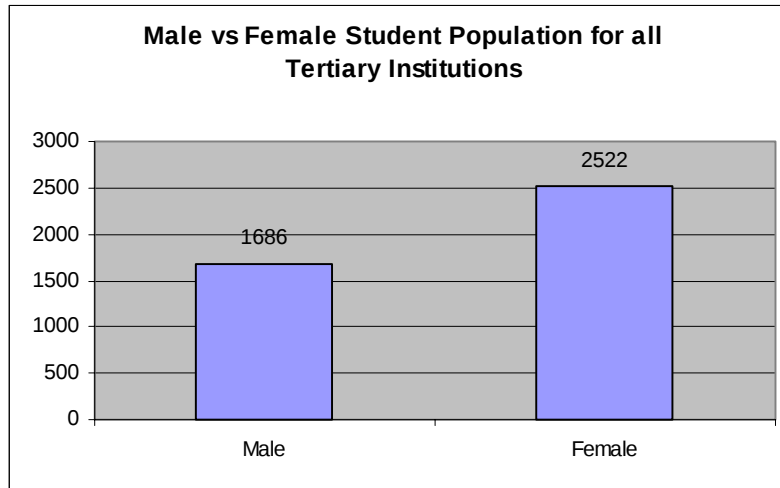
Figure 9: Admission Requirement: ATLIB Exams



Whereas this graph reflects that 55% of respondent institutions require that their applicants sit the ATLIB Exam, it is necessary to clarify that not all respondent institutions are members of the Association of Tertiary Level Institutions of Belize (ATLIB). In particular, the three offshore Medical Schools are not members of said association.

3.3 DEMOGRAPHIC COVERAGE

Figure 10: Total Tertiary Student Population by Gender



Although the figures provided to the researcher by the Central Statistical Office (CSO) in Belmopan indicate that slightly more female students are attending higher education institutions in Belize, the significant findings of this research clearly indicate the contrary. This bar graph proves that of the total population of students pursuing higher education in Belize, 60% is female and 40% is male. The entire population of Belize is 281,115 (CSO 2004); therefore, 1.5% of all Belizeans are pursuing higher education in Belize. Furthermore, the female students pursuing higher education in Belize represent 0.9% of the entire Belizean population, whereas the male students represent only 0.6%.

3.4 EVOLUTION

Related to the most recent evolution in 1.2 above, regarding the establishment of a significantly large number of higher education institutions, it is evident that larger numbers of students are gaining access to higher education. Moreover, it is important to note that female students are taking the lead. They significantly outnumber the male students even in programs, which have traditionally been dominated by male students, for example, Business and Science related fields.

3.5 AVERAGE STUDY TIME

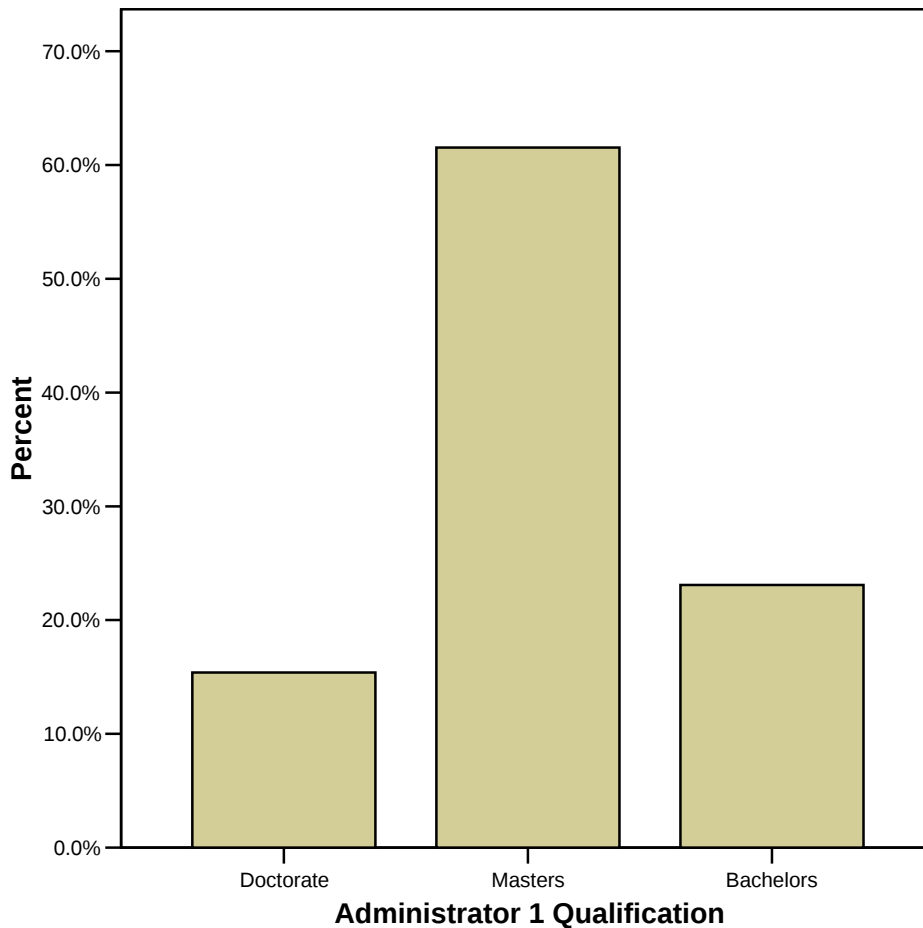
Generally, the Associate Degree Programs offered by all institutions require the students to spend an average of four semesters to complete the program. A few students, who may not have all the prerequisite courses for a particular program may complete said prerequisites during the summer sessions, or may need to pursue a fifth semester of studies. The same applies for Bachelor Degree Programs. The Master's Programs,

however, vary. Some programs are offered during the course of three summer sessions, while others are offered during four normal semesters. Each semester runs for an average of 15 weeks—a 3-credit course requires 45 contact hours.

4 ADMINISTRATION AND MANAGEMENT

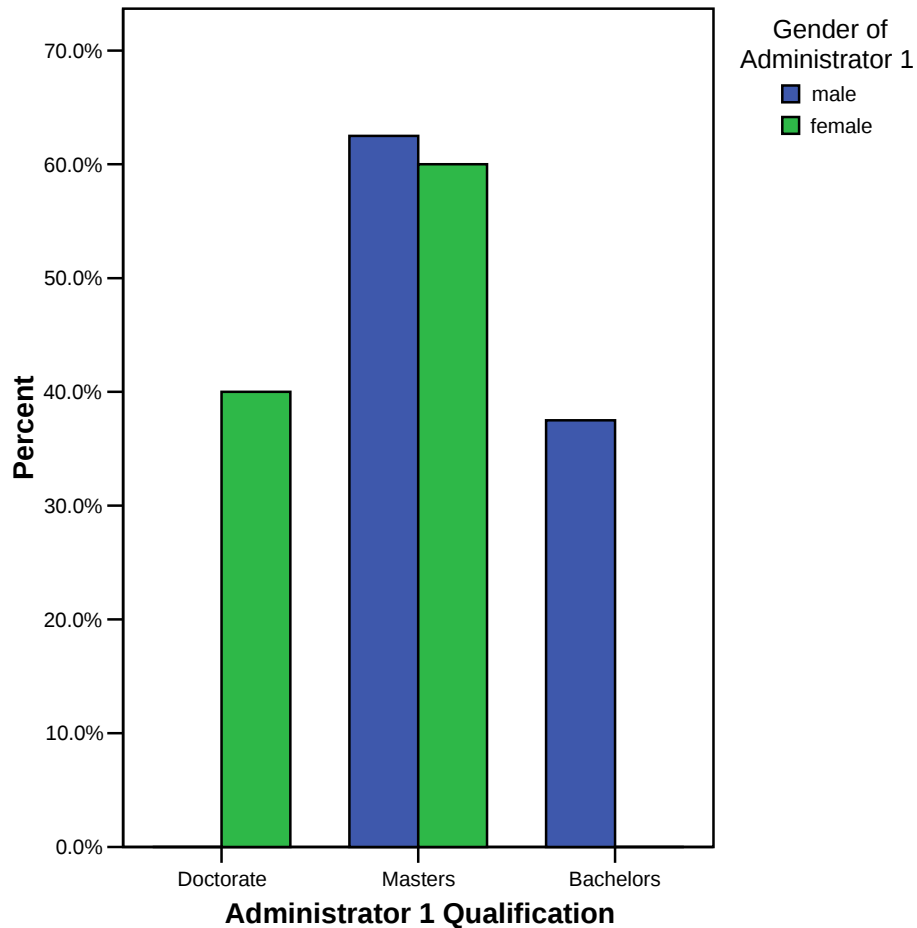
4.1 ADMINISTRATION

Figure 11: Senior Administrator Qualification (1)



Whereas 62% of senior administrators hold Master's Degrees, Deans, who hold only Bachelor's Degrees, lead a significant 23% of institutions. It is important to note here that 15% of senior administrators hold Doctoral Degrees—this percentage includes the University of Belize, Galen University, and the two offshore Medical Universities, who responded the questionnaire.

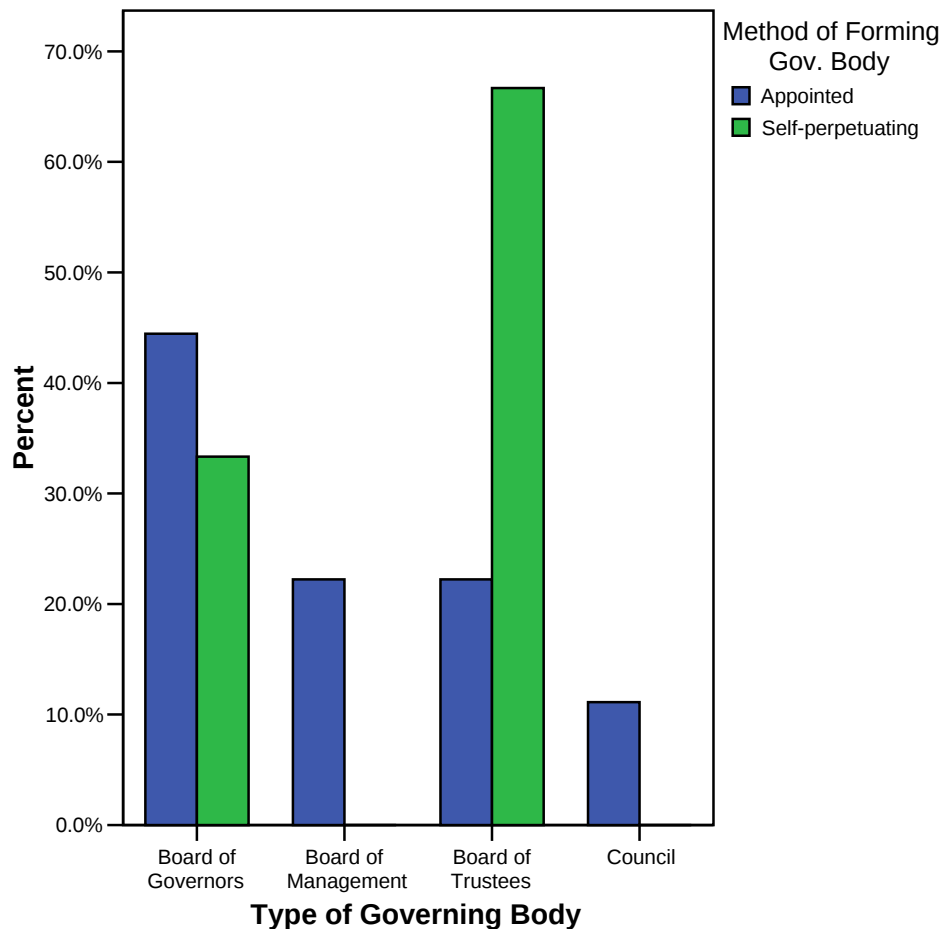
Figure 12: Senior Administrator Qualification (2)



Of major significance, this graph demonstrates that 100% of senior administrators, who hold Doctoral Degrees, are females, whereas 100% of senior administrators, who hold only Bachelor's Degrees, are males. Thus, the researcher is led to conclude that women can only become senior administrators if they hold Doctoral Degrees. The leadership in higher education continues to be dominated by male administrators—of a total of 08 junior colleges in Belize, 12.5% is led by a female senior administrator, who recently completed her Master's Degree through the UB-UNF cohort.

4.2 BOARDS OF MANAGEMENT

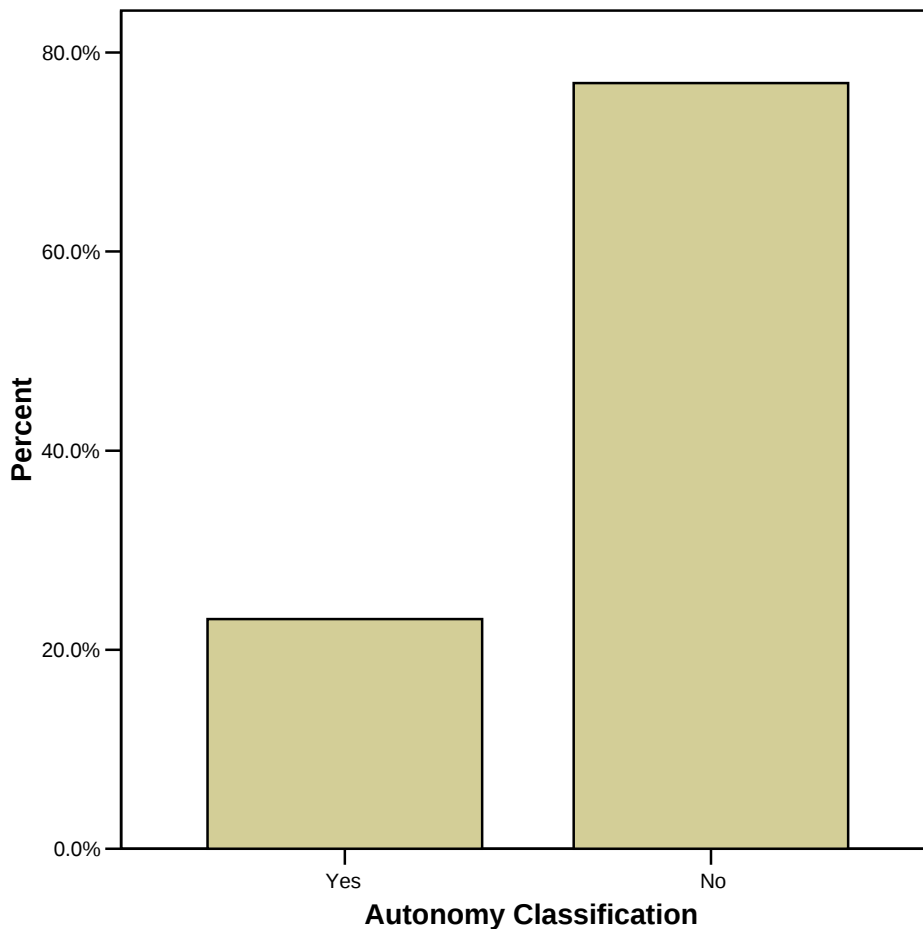
Figure 13: Type of Governing Body



Although the administration of higher education institutions in Belize is evenly split in terms of 50% being collegiate and the other 50% non-collegiate, they are all governed by either Boards of Governors, Boards of Management, Boards of Trustees, or a Council. According to this graph 100% of Boards of Management and 100% of Councils are appointed, whereas 33% of Boards of Governors and 67% of Boards of Trustees are self-perpetuating. Although they may have been appointed at their inception, the members themselves select the individual(s), whom they wish to fill any such slot that may be deemed vacant. It is important to note that the two respondent offshore Medical Universities reported that the Board of Directors own shares in the institution; thus, they have vested interests in the management of said institutions.

4.3 DEGREES OF AUTONOMY

Figure 14: Autonomy Classification



Given the nature of the Church-State partnership of education in Belize, even at the higher education level, 78% of all institutions reported that they do not consider themselves autonomous. However, although the Government of Belize substantially subsidizes the University of Belize (7.5m this fiscal year), UB considers itself amongst the 22% of institutions who are autonomous. Such is the case, for UB is governed by its own Charter through the UB Council. The two respondent offshore Medical Universities, of course, enjoy full autonomy, for they are privately owned.

4.4 ACCOUNTABILITY

Since the Government of Belize funds 70% of salaries to 100% of Junior Colleges (8), and substantially subsidizes UB (7.5m this fiscal year), the Ministry of Education holds

said institutions accountable. In an effort to make tertiary education more relevant and in an effort to improve the quality of education offered by all junior colleges, the Ministry of education has actively promoted the adoption of CAPE. The Cambridge Advanced level examinations (GCE) are gradually being phased out. Moreover, the Junior Colleges submit a salary requisition form every month in order to receive salary disbursements. Updates must be clarified with the Ministry of Education before any disbursement is made. Additionally, Junior Colleges must seek approval from the Ministry of Education in order to hire additional teaching or support staff.

4.5 OTHER ACTORS

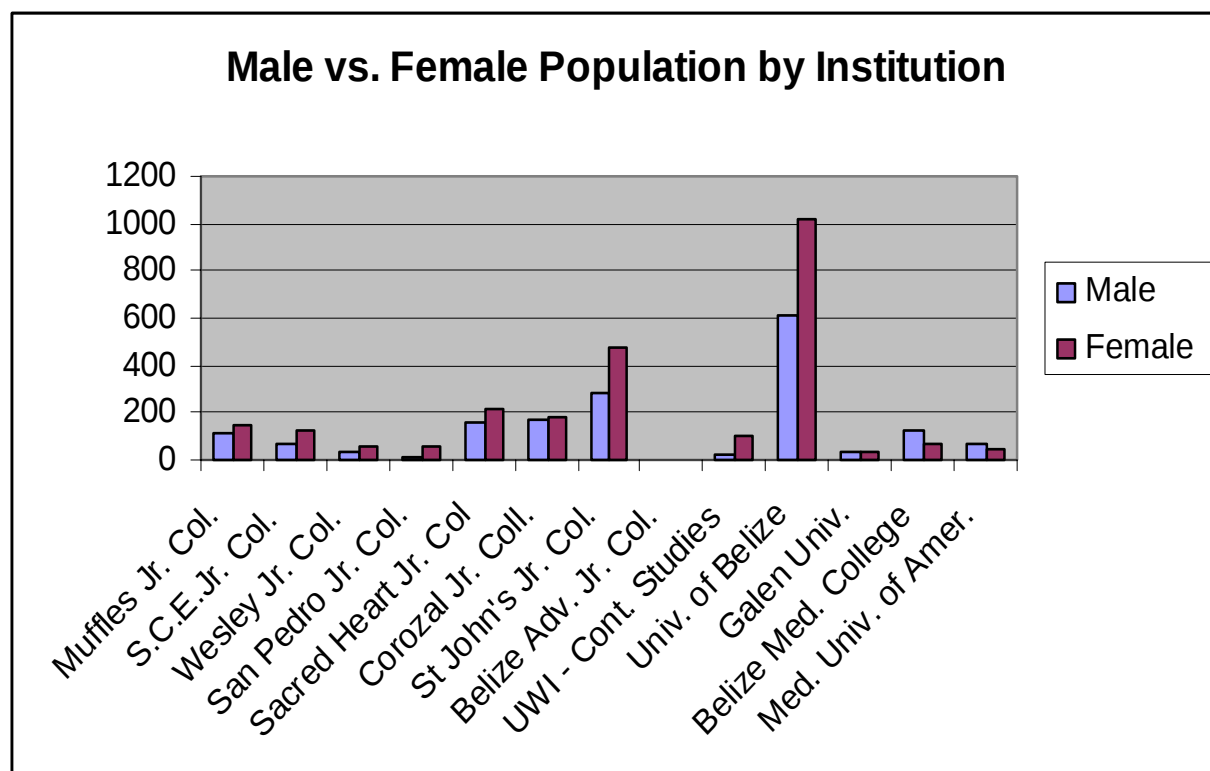
The managing authorities—Boards of Management, Boards of Trustees, and Council—comprise members of the business community, church, student government, and national government representatives. Thus, a cross section of the society is involved in managing higher education in Belize and in seeking to develop policies and projects that will promote national development. Moreover, the Belize National Teachers' Union is also a significant stakeholder. They have representation in the UB Council and are actively involved in the creation of the new handbook of policies and procedures for tertiary education in Belize.

5 PRINCIPAL ACTORS

5.1 STUDENTS, CHARACTERISTICS AND EVOLUTION

5.1.1 STUDENT POPULATION BY GENDER

Figure 15: Male vs. Female Population by Institution

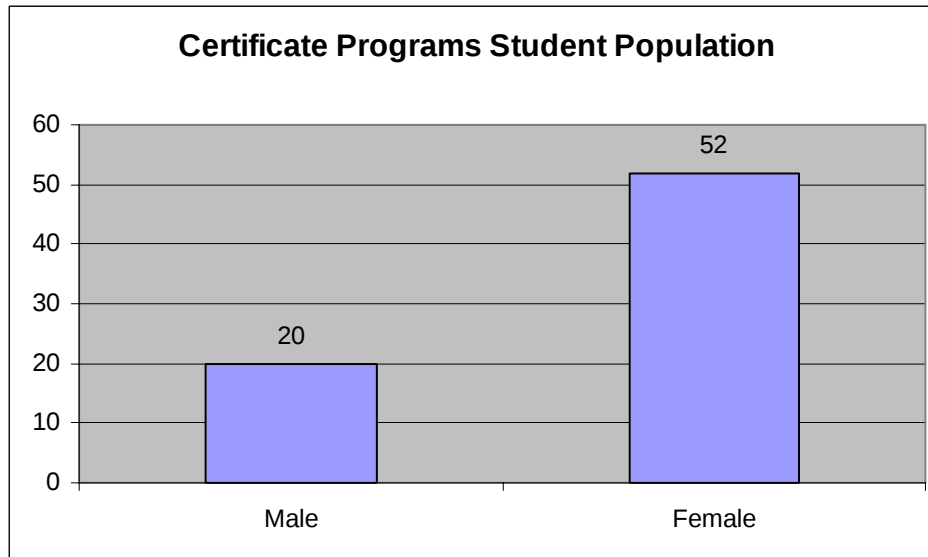


This graph clearly demonstrates that the female student population clearly outnumbers the male student population at all institutions, except for Galen University where there is an even distribution and for the two Medical Universities where the male population outnumbers the female.

Significant gaps occur primarily at the two largest Belizean institutions, namely: the University of Belize and St. John's College Junior College.

5.1.2 STUDENT POPULATION BY COURSE OF STUDY

Figure 16: Certificate Programs Student Population



Not surprisingly, too, it can be observed that the female population represents 72% of the student population pursuing Certificate courses.

5.1.3 EVOLUTION

Thus, the evolving trend suggests that the female population is either gaining more access to higher education, or that the female population is more motivated to pursue higher education programs. It should be interesting to explore the factors that deter the male population from pursuing higher education.

Similarly, the CSO in Belize, in its Labor Force Survey for the period 2001-2004, reports that significantly larger numbers of female students are pursuing Secondary Education. Therefore, it logically follows that more females will gain access to higher education although the difference between both genders is minimal in the total Belizean National Population.

5.1.4 INTERNATIONAL MOBILITY

According to the results of the research conducted, there is minimal, if any, international mobility. The presence of three offshore Medical Universities is the major contributor to this variable. Additionally, the Master's Degree Programs, which UB offers in

conjunction with both UNF and UWI, offer some semblance of international mobility. The UB/UNF M.Ed. Program requires candidates to pursue their final summer session at UNF in Jacksonville, Florida. Moreover, said programs require Professors from UB and UWI to travel to Belize to conduct most of the courses.

Nonetheless, the proposed Master's Programs with East Carolina University, USA, and Lethbridge University, Canada, will contribute to the internationalization of higher education. It is unfortunate to report that UB's faculty exchange program with East Carolina University was discontinued in 2000, with the creation of UB as a national university.

5.1.5 SCHOLARSHIPS

In terms of Associate's Degree programs, the Ministry of Education provides second-year-tuition scholarships to all junior college and UB students (9 out of 14 institutions). Additionally, every year, the Ministry of Education awards about 300 tuition scholarships on the basis of merit in the CXC secondary level results.

For the Bachelor Degree Programs at UB, the Ministry of Education also provides about 150 tuition scholarships in various programs. It is important to note that the Ministry is gradually decreasing its number of awards, particularly in the Bachelor's Degree in Business Administration.

Galen University, too, provides up to 50% tuition scholarships to Belizean students enrolled. Moreover, the Medical Universities offer a full scholarship to one Belizean student per annum.

5.1.6 STUDENT GOVERNMENT

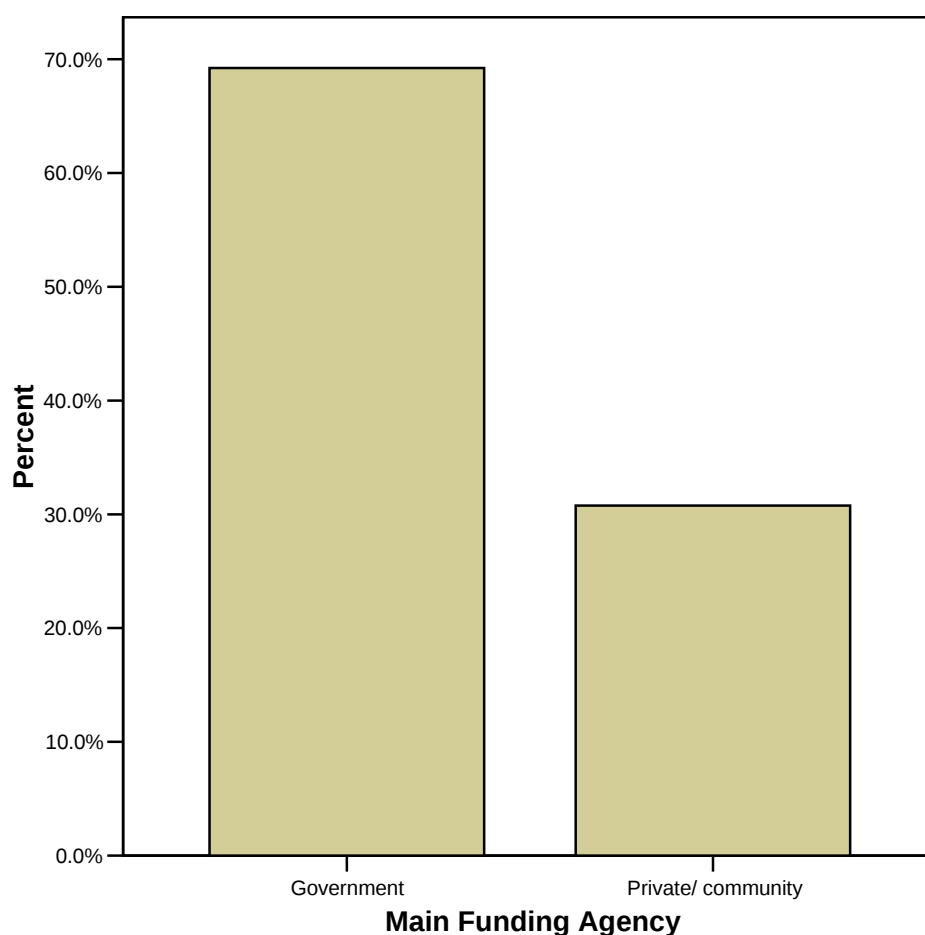
All student bodies elect their student government every academic year, with the exception of the Medical Schools.

Additionally, the UB student government president sits on the UB Council. The student government normally leads student activities as co-curricular activities, for example, Sports Day, Social Events, and Student Forums.

6 FINANCING

6.1 SOURCES OF FINANCING

Figure 17: Main Funding Agent



Whereas the Government of Belize (GOB) pays for 70% of salaries of 64% of all higher education institutions, the graph shows that GOB provides 70% of funding for all institutions. The remaining 30% of funding comes from the community and private donors.

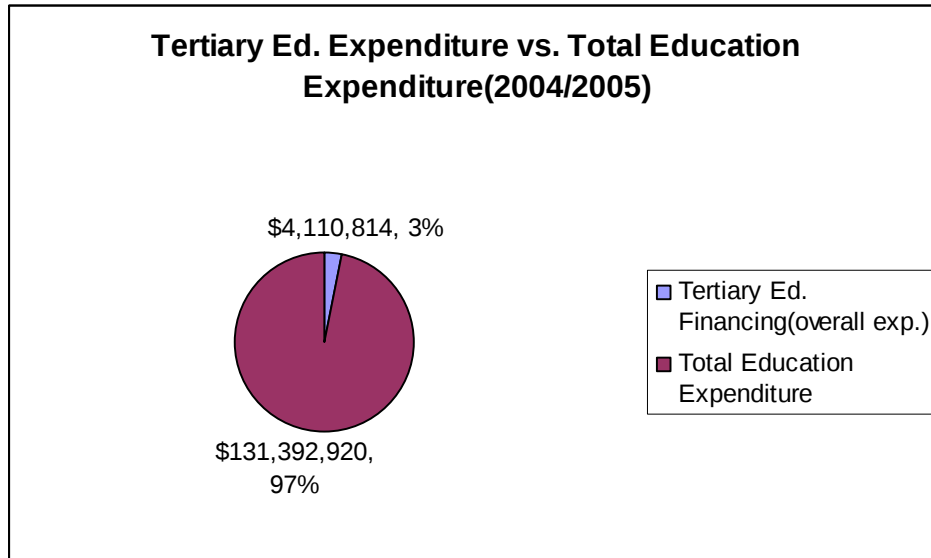
6.1 ALLOCATION OF PUBLIC FUNDING

Of the overall Recurrent and Capital Expenditure, the GOB allocates 23% towards education. As shown in Figure 19, Higher Education receives an allocation that amounts to 0.8% of the Recurrent and Capital expenditures. According to the Minister of Education, Honorable Francis Fonseca, the allocation for education has been steadily increasing for the past 06 years. Whereas in 1998 the allocation for education represented 17% of Recurrent and Capital expenditure, in the 2005-2006 national budget, education

receives an allocation of 23%. A similar trend can be reported for higher education, given the growing numbers of higher education institutions being established and the growing numbers of student enrollment.

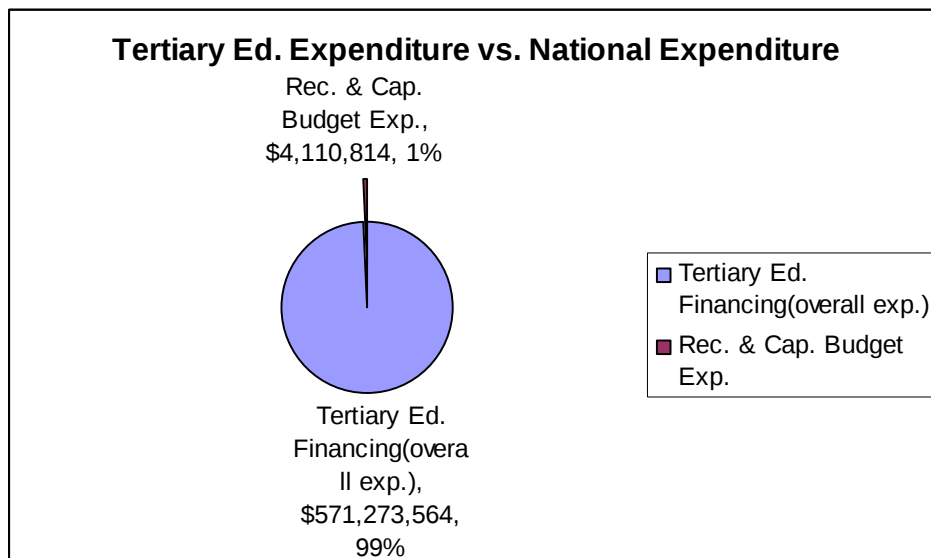
6.2 NATIONAL FUNDS

Figure 18: Tertiary Education Expenditure (1)



Thus, as revealed by figure 18, 3% of the allocation for Education goes towards financing higher education. However, the Ministry of Education further receives a separate grant, which is allocated specifically for higher education training.

Figure 19: Tertiary Education Expenditure (2)



6.3 COST OF TUITION

Figure 20: Cost of Tuition

COST OF TUITION BY INSTITUTION				
	Associate's	Bachelor's	Master's	Doctoral
Institution 1	\$30.00	.	.	.
Institution 2	\$28.00	.	.	.
Institution 3	\$30.00	.	.	.
Institution 4	\$45.00	.	.	.
Institution 5	\$30.00	.	.	.
Institution 6	\$30.00	.	.	.
Institution 7	\$30.00	.	\$500.00	.
Institution 8	\$30.00	.	.	.
Institution 9	\$90.00	\$100.00	.	.
Institution 10	\$29.00	\$90.00	.	.
Institution 11	\$400.00	\$400.00	\$600.00	.
Institution 12	.	\$266.00	.	.
Institution 13	.	.	.	\$660.00
Averages	\$70.18	\$214.00	\$550.00	\$660.00

According to Figure 19, the cost of tuition for Associate's degree Programs ranges between \$28.00 BZD per credit and \$400.00 BZD per credit. Thus, the average cost per credit hour is \$70.18 BZD. Clearly, with the emergence of new junior colleges in the different districts and towns, Associate's Degree Programs have become more accessible and affordable to larger sector of the Belizean populace.

The cost of tuition per credit hour for Bachelor's Degree Programs ranges from \$90.00 BZD to \$400.00 BZD. With a difference of \$310.00 per credit hour, it can be concluded that Bachelor Degree Programs are easily accessible in two institutions, whereas it is so exclusive at one institution. Of course, said institution is privately owned, whereas the institution with the lowest cost is subsidized by GOB.

Furthermore, the cost of tuition per credit hour for Master's Programs ranges from \$500.00 to \$600.00, while the cost of tuition per credit hour for Medical Degrees is \$660.00 BZD.

7 RESEARCH

According to the results of the research, 79% of higher institutions in Belize are concentrated in teaching, and only 21% is dedicated to teaching and research. Amongst the institutions that conduct research, we find the UWI School of Continuing Studies conducting research on Corporate Governance and in Organizational Behavior and Development issues.

Additionally, Galen University expects all faculty members to conduct research in their particular disciplines. According to Dr. Nancy Adamson, Provost and Vice-President at Galen, her faculty are currently involved in conducting research in Sustainable Development, Poverty in Belize, and Violence on Women And Children. They are also conducting research on quality assurance mechanisms at the higher education level.

Unfortunately, due to financial constraints, between 2003-2005, UB has required members of faculty to concentrate their efforts in teaching to reduce its wage bill for adjunct faculty.

Nonetheless, with the creation of its Consultancy Unit, the University of Belize is providing that much-needed aspect of research in higher education, as a national university. According to the President, Dr. Corinth Lewis, her faculty members conduct extensive research in the areas of Natural Resource Management and in Marine Studies. These activities are conducted in collaboration with counterpart international institutions. Furthermore, faculty members are encouraged, through the Consultancy Unit, to participate in research activities by way of consultancies with government, non-government, and private entities. Many of these consultancies require research in support of training, curriculum development, assessment of needs, and market surveys for various areas of the productive sector of Belize.

8 NEW INFORMATION AND COMMUNICATION TECHNOLOGY

Evidently, 100% of respondent institutions have computer labs where faculty and students gain access to the World Wide Web to conduct research and to utilize e-mail services.

37.5% of Associate's Degree granting institutions have designed web pages for their institutions and have developed or are in the process of developing fully computerized services for their institutions to store and retrieve student data and, subsequently, to conduct student services transactions by computer.

The University of Belize provides extensive Intra-net and Internet services to its six campuses. Therefore, students and faculty can easily access the World Wide Web to conduct teaching/learning related research.

The two respondent Medical Schools also conduct extensive research via the Internet. Moreover, their courses are easily available on the web. The Belize Medical College has complete wireless Internet access for its students and faculty, and their courses are easily available through the web. The Medical University of the Americas reports that they also require their students to utilize flash drives and faculty members, additionally, have access to LCD projectors and projecting microscopes to conduct their courses.

Galen University has a satellite system with high speed Internet services with campus-wide wireless access. In addition to having developed a web site for the institution, they encourage faculty members to design web sites for their courses.

Finally, it appears that only the UWI School of Continuing Studies utilizes extensive teleconferencing and Internet-based Learning as part of their curriculum.

9 RECENT INNOVATIONS, TRENDS AND FUTURE DEVELOPMENTS

The most salient recent innovation at the Junior College level is that 100% of respondents are conducting or have recently completed their program review. These institutions are developing and finalizing syllabi for all their courses. 50% of eight Junior Colleges have recently aligned their Associate's Degree Programs to qualify for the CAPE, CXC Associate's Degree Program. Thus, students completing an Associate's Degree at these institutions will also qualify for a regionally recognized Associate's Degree awarded and accredited by CXC.

25% of institutions are in the process of building construction to house their administrative offices, classrooms, and labs. This process has become necessary to meet growing enrollment demands, and follows the trend being set by Muffles Junior College, which has moved to a completely new campus, separate from its sister institution, Muffles College High School.

Whereas St. John's College Junior College has successfully completed a pilot project in the Associate's Degree in Primary Education Program, three additional Junior Colleges have been granted approval to offer said program. Thus, 50% of Junior Colleges will be offering a Teacher Education Program, starting in August 2005. This approval coincides with the government's priority of infusing quality education at the primary school level.

Furthermore, most Junior Colleges are preparing to implement other innovative programs. For instance, St. John's College Junior College is developing four-year programs in conjunction with St. Louis University and Regis University, USA.

Quite interestingly, whereas Sacred Heart Junior College has not taken steps to adopt the CAPE syllabi in its programs, it is seeking to establish a Memorandum of Agreement with Landivar University in Guatemala. According to Dean Daniel Gutierrez, his institution has come to realize that a large percentage of his graduates seek admission to higher education in Central America, as opposed to the Caribbean. Additionally, his institution is currently conducting a Teaching Internship Program with Oklahoma State University and developing an Environmental Science Project with State University of New York.

Similarly, in an effort to attract more students and in order to improve the quality of their program offerings, the Medical Universities in Belize are seeking to innovate their program offerings to make them compatible with medical programs in the USA and Canada. Furthermore, the Medical University of the Americas has recently invested heavily in infrastructure by building 30,000 square feet of usable space on prime land in San Pedro Ambergris Caye.

In terms of the Bachelor's Degree-granting institutions, the University of Belize, Galen University, and the UWI School of Continuing Studies are seeking to offer diverse Master's Degree Programs in order to make graduate studies more accessible and

affordable to larger numbers of Belizeans. Both the UB and UWI are currently offering an Executive Master's Program in Business Administration. For this current summer session, the University of Belize is poised to launch two Master's Degree Programs—an M.A. Degree in Multicultural Literature in conjunction with East Carolina University, USA, and a M.Ed. in Reading Program in conjunction with Lethbridge University, Canada.

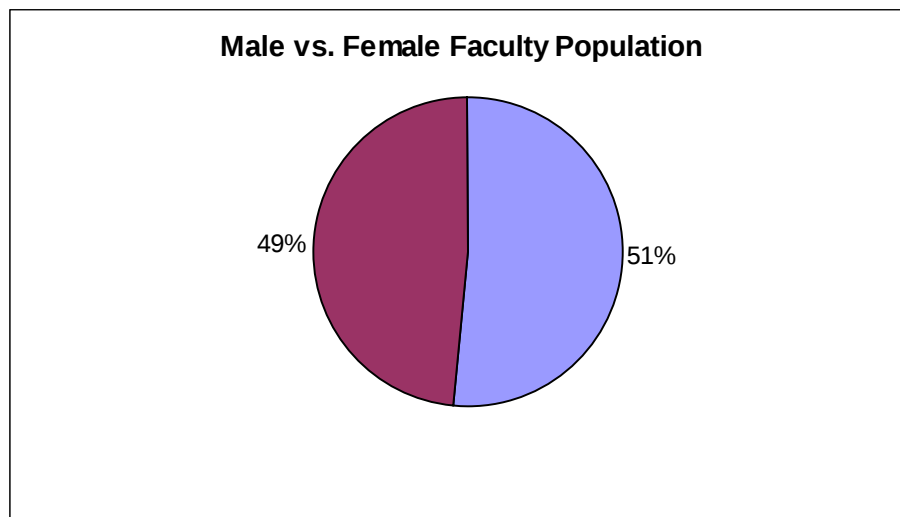
Since the University of Belize was established as a multi-campus university with six faculties in 2000, it has seen the need to restructure due to financing constraints. Thus, in 2003, UB underwent radical restructuring in terms of its faculties and administration. Now UB has only four campuses, with its Central Campus recently re-located to Belmopan, the Capital City. The structure of the Administration changed from one President and three Vice-Presidents to a President, Provost, Chief Financial Officer, and Human Resource Director.

In order to attract much-needed funding, a Development Office was established to develop grant proposals and to attract substantial sponsorship for UB. Additionally, the Regional Language Center, the Institute of Marine Studies, and the Natural Resource Management were identified for proactive marketing nationally, regionally, and internationally.

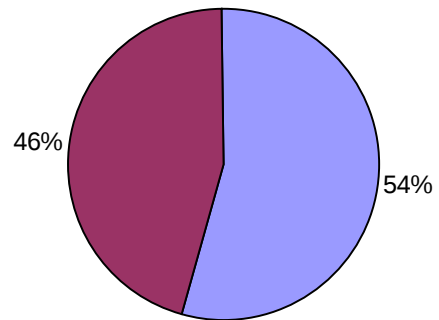
Finally a Consultancy Unit, modeled on one operating at and promoted by CSUCA, was established in the Faculty of Management and Social Sciences to coordinate research activities and to keep the research agenda alive at the university.

10 ANNEXES

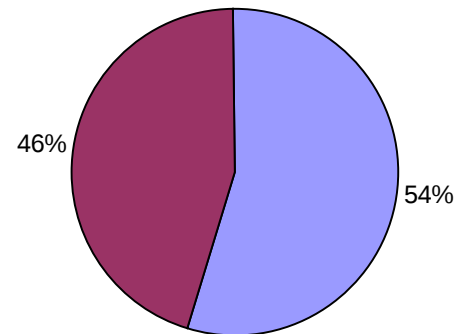
RELEVANT GRAPHS

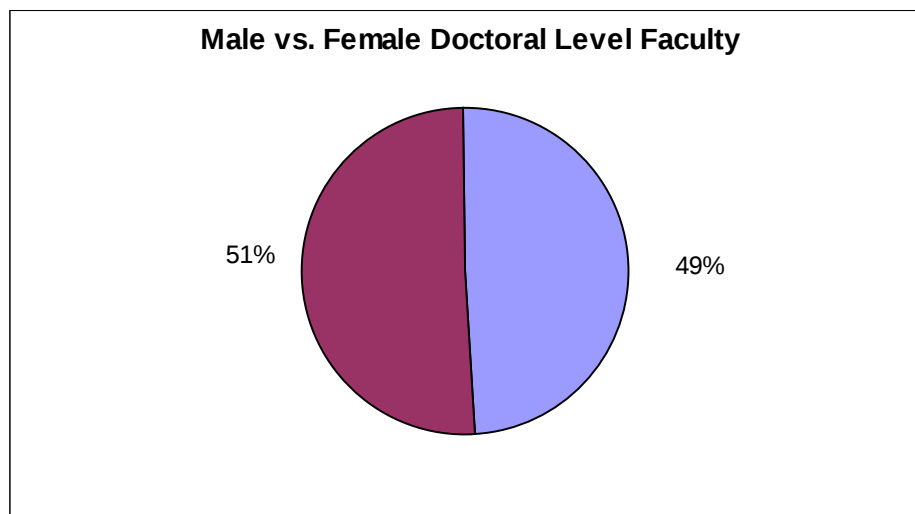


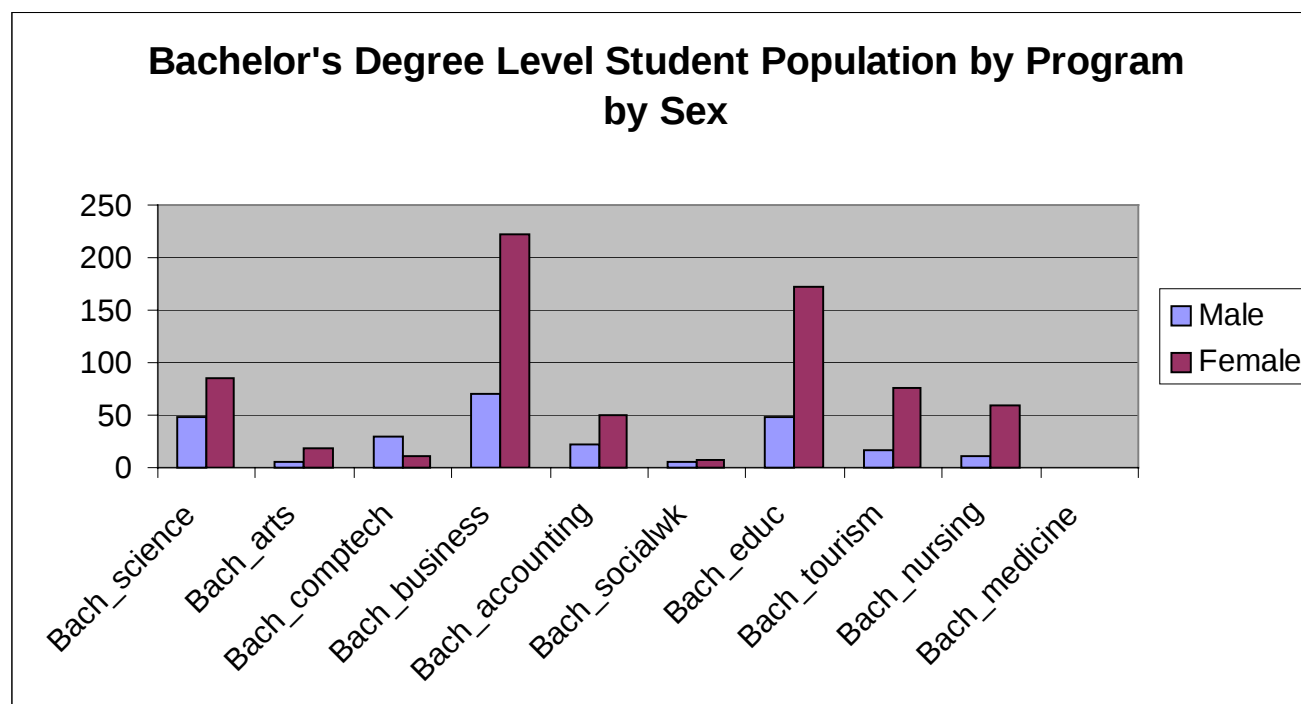
Male vs. Female Bachelor's Level Faculty

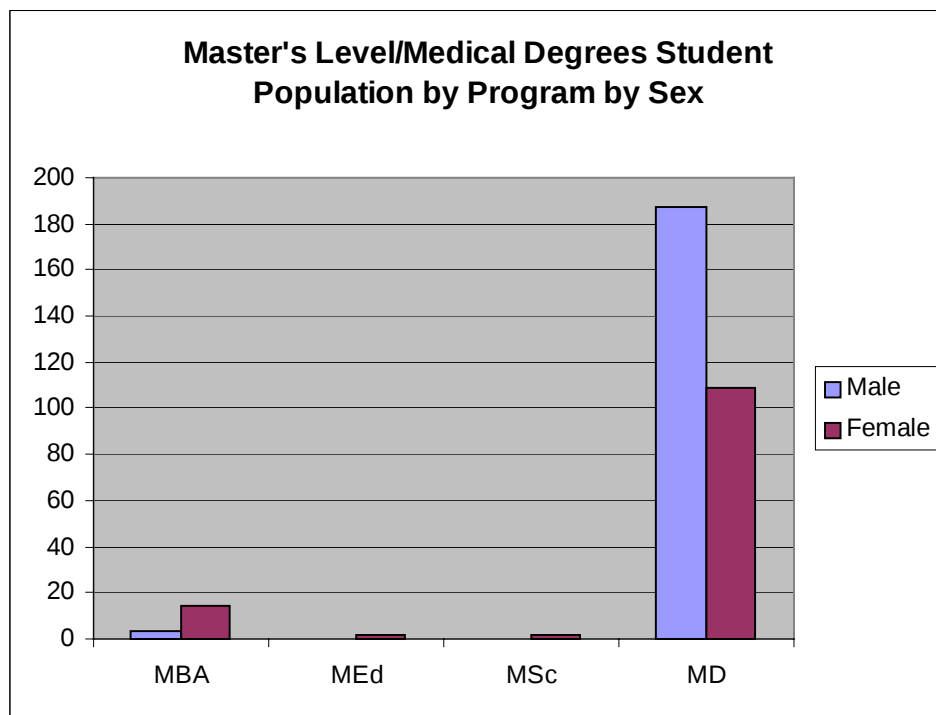


Male vs. Female Master's Level Faculty









Faculty Qualification Data Sheet

Number of Male Associate-level Faculty	Number of Assoc.-level Faculty	Number of Female Bachelors-level Faculty	Number of Male Bachelors-level Faculty	Number of Female Masters-level Faculty	Number of Male Masters-level Faculty	Number of Female Doctorate-level Faculty	Number of Male Doctorate-level Faculty	Number of Female Specialist Faculty	Number of Male Specialist Faculty
0	0	6	2	1	2	0	0	0	0
0	0	3	3	0	1	0	0	0	0
0	0	6	4	5	1	0	0	0	0
0	0	5	2	0	1	0	0	0	0
0	2	1	3	5	5	0	0	0	0
1	1	5	5	2	6	0	0	0	0
0	0	13	7	16	7	0	3	0	0
1	2	3	4	3	0	0	0	1	0
0	0	1	1	6	8	0	1	0	0
0	0	14	16	29	23	13	4	0	0
0	0	0	1	1	3	3	5	1	2
0	0	1	1	0	0	1	1	0	8
0	0	0	0	0	0	3	7	.	.
2	5	58	49	68	57	20	21	2	10