

EDUCATION AND EDUCATIONAL PLANNING
IN BELIZE

A Thesis
Presented to
the Faculty of Graduate Studies
The University of Manitoba

In Partial Fulfillment
of the Requirement for the Degree
Master of Education

by
Josephine Wilson
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ABSTRACT

The purpose of this study was to provide a description of educational planning and the planning process in Belize; a developing nation of Central America, formerly known as British Honduras.

Five questions guided the study and these were directed at the historical, social and economic context of Belize, and at the cultural and linguistic divisions which influence educational planning in the country.

The procedures used in the study consisted of an examination of relevant documents, and an analysis of the results of interviews.

The study indicated that the citizens of Belize are demanding a widening of the goals of education as they recognize its importance for development. However, it was found that problems such as regional disparities of educational opportunity, language diversity as well as financial limitations, prevent the full realization of these objectives.

Educational planning in Belize was shown to be government-dominated with little if any input from citizens. The Cabinet exercises a tight control over the whole process, such that plans drawn up by the Ministry Development Committee must be approved by the Cabinet Development Committee, after which they become part of the overall government plan.

It was found that the dual control of education by Church and State created tensions between the two parties. At present control of secondary education rests almost entirely with the various

denominations for whom it is becoming increasingly difficult to keep pace with the expanding system.

Based on the findings of the study, twelve areas of concern were considered. These included the dual system of education; disparities existing between city and rural schools, English as a Second Language; the Common Entrance Examination; the involvement of citizens in educational planning; the need for agricultural expansion and the problems of school leavers.

Seven recommendations for further study were also presented, some dealing with areas recommended above for practice. In addition were the following: the effects of the expansion of education on development; the achievement patterns of bilingual children; British and Belizean education in the nineteenth century; and non-formal education in developing countries.

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CHAPTER 1

STATEMENT OF THE PROBLEM

INTRODUCTION

The purpose of this study was to provide a description and analysis of educational planning in Belize: a developing country with British traditions, which has governed itself, except for matters of defence and foreign relations, since 1964.

Belize, formerly known as British Honduras, is situated along the Eastern (Caribbean) coast of Central America, on a long, tapering isthmus which it shares with six Spanish speaking republics: Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica and Panama. The country is bordered on the North and Northwest by Mexico, and on the West and South by Guatemala. Due to its British Colonial traditions, Belize identifies more, in matters of education, with the British and ex-British Caribbean countries, than with her closest neighbours; and yet, due to her geographical position and her multi-cultural, multi-lingual heritage, she is also quite distinct from them.

Most developing countries, at least since the early nineteen sixties, have been committed to changes and improvements in their educational systems. During these years UNESCO conducted many educational planning missions in the developing countries of Asia, Africa, the West Indies, and Latin America, with the expressed

objective of accelerating educational expansion in those countries.¹ However, the targets set, often proved unfeasible in the light of reality, and it has become obvious that "educational systems cannot be realistically planned without taking careful account of the needs and constraints of their economic and social context."²

Belize is a poor country with an estimated \$500.00 per capita income in 1975.³ The population of 120,000, living in a land area of 8,866 square miles, gives Belize one of the lowest population densities in the world: about fourteen per square mile. However, the natural population growth of 3.74% per annum has brought about a population structure in which 49.3% are under the age of fifteen.⁴ The economy is overburdened, since it has to bear the costs of essential government services, of which the social services, including education, amount to about one third of the budget.⁵ Attempts to invite foreign investment, especially from North Americans, have met with little success. In fact, not only have investors generally shown a reluctance to invest, except in partnership with local interest--a rare opportunity due to lack of Belizean funds--but they have instead engaged in land speculation in both tourism and agriculture.⁶ Belize

¹Philip Coombs and Jacques Hallak, Managing Educational Costs (O.U.P., New York), p. 23.

²Ibid., p. 25.

³Belize: New Nation in Central America (Cubola productions, Benque Viejo del Carmen, n.d.), p. 18.

⁴Ibid.

⁵Ibid.

⁶C.H. Grant, The Making of Modern Belize (C.U.P., 1976), p. 235.

is characterized by uncleared jungle and swamps; it has to contend with the ever-present threat of devastating hurricanes and in spite of the potential of soil and climate, more food is imported than exported.⁷ In such a country, how to plan for development is a difficult and pressing problem.

THE PROBLEM

The following questions were addressed in order to provide a meaningful description of educational planning in Belize. These five questions which form the focus of the study throughout, will be dealt with in-depth, as part of the narrative.

1.0 The historical and social context of education planning in Belize.

The first problem was to describe the historical, social and economic background which influenced educational planning in Belize.

1.1 What are the historical factors which affected educational planning in Belize?

1.2 What are the social factors which affected educational planning in Belize?

1.3 What are the economic factors which affect educational planning in Belize?

2.0 The cultural and linguistic context of educational planning in Belize.

The second problem was to describe the cultural and linguistic divisions which have influenced educational planning in Belize

⁷P.A. Furley and A.J. Crosbie, The Geography of Belize (Collins, London and Glasgow, 1974), p. 43.

2.1 What are the cultural differences which have influenced educational planning in Belize?

2.2 What are the different linguistic backgrounds which have influenced educational planning in Belize?

3.0 The institutional framework of educational planning in Belize.

The third problem was to examine the role of the Minister and the other participants in the educational planning process in Belize.

3.1 What is the role of the Minister in educational planning in Belize?

3.2 What is the role of the Head of the Central Planning Unit in educational planning in Belize?

3.3 Are there other persons whose roles can be defined in the planning process? If so, what are their roles?

4.0 Policy articulation and formulation and its relationship to educational planning in Belize.

The fourth problem was to examine how policy is articulated and formulated, and how it is related to educational planning in Belize.

4.1 How is educational policy articulated in Belize?

4.2 How is educational policy formulated in Belize?

4.3 How is educational policy related to educational planning in Belize?

5.0 Short-range and long-range educational goals in Belize.

The fifth problem was to identify the educational goals in Belize, both short and long-range.

5.1 What are the long-range educational goals in Belize?

5.2 What are the short-range educational goals in Belize?

5.3 What are the general goals related to problems of education in a multi-cultural and multi-lingual society?

RESEARCH PROCEDURES

The procedures used in this study consisted of an examination of relevant documentary evidence, and an analysis of the results of interviews.

Sources of Data

1. Documentary Evidence. The following documents were examined: Government of Belize Development plans; Department of Education annual and triennial reports; the Easter Report on the Education system of British Honduras, 1933-34; the Dixon Report on the Initiation of Jeanes Supervision in British Honduras, 1936; Report on the UNESCO planning mission in British Honduras, 1964; statistical reports, circulars and policy statements published by the Ministry of Education or by other advisory bodies, as well as by various school and college administrators.

2. Interviews. The study also employed interviews with persons holding key positions in education and related fields. The following persons were interviewed:

- (a) The Head of the Central Planning Unit, Government of Belize
- (b) The Permanent Secretary, Ministry of Education
- (c) The Chief Education Officer, Ministry of Education
- (d) The Principal Education Officer for Secondary and Higher Education

- (e) A District Education Officer
- (f) The Community Development Officer, Ministry of Education
- (g) The Principal of Belize Teachers' Training College
- (h) The Principal of St. Catherines Academy, Belize City
- (i) The Principal of St. Michael's School, Belize City
- (j) The Principal of the Ecumenical High School, Dangriga
- (k) The Principal of San Pedro High School, Ambergris Caye
- (l) Former Chief Education Officer
- (m) A member of the Board of Governors of the Ecumenical High School, Dangriga

Interview procedure. A semi-structured interview guide was used and a separate schedule prepared for each interviewee; however, as far as possible the same questions were used for each interview.⁸ The interviews were not taped, since it was felt that officials are often uninclined to speak freely or disclose information in such circumstances.

THE IMPORTANCE OF THE STUDY

It is hoped that a study of how educational planning has developed in Belize will be useful to educators in other developing countries who are attempting to modernize their systems. The study will demonstrate that planning and the results of planning are

⁸See Appendix A for list of questions.

influenced to a very large extent by geographic, social, cultural, economic and political realities.

DEFINITIONS OF TERMS USED IN THE STUDY

Brief definitions are given here of terms which might possibly be misinterpreted.

Articulation (of policy)

Clear, distinct, unambiguous written expression, by those persons responsible for policy making.

Culture

The body of customary beliefs, social forms and material traits constituting a distinct complex of traditions of a racial, religious or social group: that complex whole which encompasses knowledge, belief, morals, law, customs, opinions, religions, superstition and art.

Educational Policy

A set of decisions about educational goals, and the methods chosen to attain them.

Historical Context

The historical base, both general and more specifically educational, from which present educational planning must develop if it is to prove successful.

Social Context

The existing background of society; the product of the

community's history, with which educators must be in tune, but which it must in turn transform, in order to create a new one, more developed and informed.

Social Division

The division of society into traditional groupings, whether based on religious, linguistic, economic or educational similarities.

ORGANIZATION OF THE STUDY

Chapter 2 describes the geographical, historical, social and economic context of Belize; while Chapter 3 traces the development of education and educational planning in Belize from the early days of colonization to the present day. Chapter 4 summarizes and discusses the issues and conclusions reached in the study, and makes suggestions and recommendations based on them.

CHAPTER 2

THE GEOGRAPHY, HISTORY, ECONOMY AND SOCIAL STRUCTURE OF BELIZE

THE GEOGRAPHY OF BELIZE

Belize is a small country having an area of 8,866 square miles which includes the Cays. Formerly known as British Honduras, it is bordered on the north and northwest by Mexico and on the west and south by Guatemala, while to the east lies the Caribbean sea.¹ The country is long and narrow extending for 174 miles from north to south, while at its widest it is only seventy miles from east to west. The frontier with Mexico follows the lower part of the Hondo River to its mouth; the frontier with Guatemala runs for many miles along the mountains in the west and for a short distance along the Sarstoon River in the south. Compared to most other Central American and Caribbean countries, Belize is very sparsely populated with a density of less than fourteen persons per square mile for a total of 120,000.²

The Maya mountains, an eastward extension of the much higher mountain chain which forms the backbone of Guatemala, take up over one third of Belize. They rise sharply from the surrounding lowlands to a rolling plateau generally below 3,000 feet in altitude (See Figure 1, p. 2). This plateau is composed of ancient sedimentary

¹See Figure 1, p. 10.

²D.A.G. Waddell, British Honduras (O.U.P., 1961), p. 57.

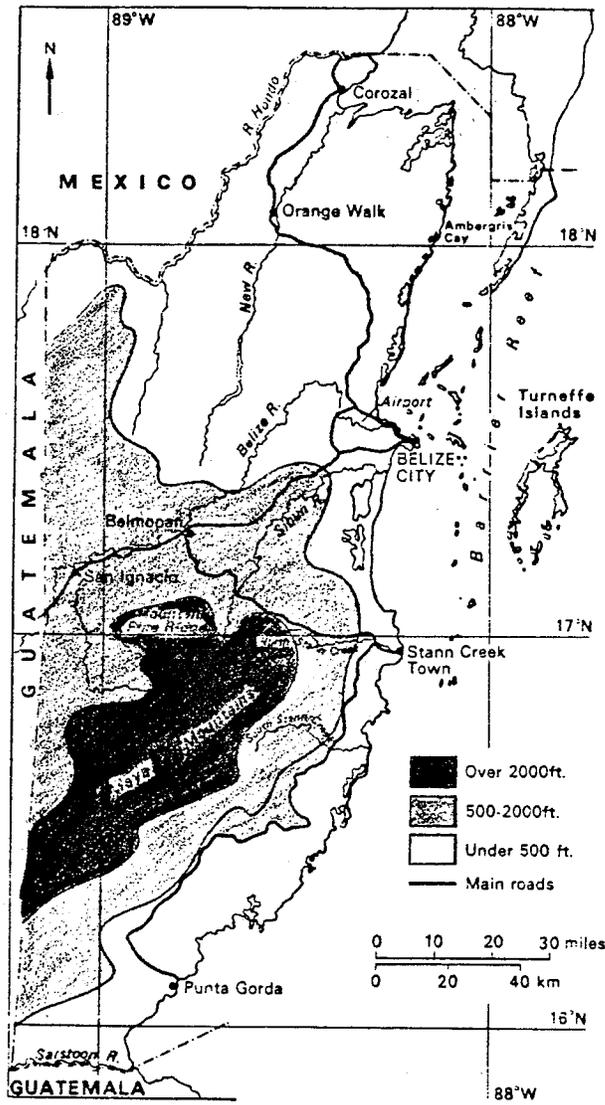


FIGURE 1

Belize: Position

Source:

John Macperhson, Caribbean Lands (Longman Caribbean Ltd., 1963), p. 158.

rocks, mainly sandstone and shale with many granite intrusions which have brought minerals including gold and tin to the surface. Weathering of the granite itself has produced "kaolin" or white china clay. However, as the various mineral deposits are so difficult of access, little is known about them and no mining operations have yet been attempted.³

The northern lowlands consist of limestone slopes and plains mostly under five hundred feet in elevation although on the mountain sides it is higher, giving rise to typical Karst⁴ scenery. The southern lowlands contain a greater variety of sedimentary rocks, including limestone, while the hills are generally low and rounded.

The coastal strip connecting the northern and southern lowlands is only about ten miles wide since the Maya mountains end very close to the sea. Coastal currents depositing sediment have formed sandbars across river mouths. In this way lagoons are formed, some of which have been entirely cut off from mountains and which flow for long distances in a north-easterly direction towards the sea. These are often bordered by swamps, and in places they broaden into lakes. In the coastal waters there are numerous reefs and sand and mangrove cays many of which are large enough for the

³Macpherson, op. cit., p. 158.

⁴"Karst" is the name given to areas of limestone which develop types of scenery quite different from other kind of rock. Here great caves exist high above the level of the rivers and towering hills surround swamp-filled hollows. Karst is named after a district in Yugoslavia where the process responsible for these features have been studied intensively. See P.A. Furley and A.J. Crosbie, Geography of Belize (Collins, London and Glasgow), p. 5.

cultivation of coconut groves and the maintenance of fishing communities. The main reef, farther offshore, extends for almost the whole length of the coast and attracts tourists from many parts of the world; it is the largest unbroken Barrier Reef in the Western Hemisphere.⁵

Belize is situated between latitudes 16°N and 18°N in the path of the Trade Winds, therefore it has a climate similar to the rest of the Caribbean region. Mean temperatures on the lowlands range from 81°F (27°C) in August to 75°F (24°C) in February. On hot summer days the temperature may rise to 97°F (36°) while when a cold north wind or "norther" is blowing it may fall to below 50°F (10°C).

As Figure 2 illustrates, rainfall increases rapidly from north to south due to the location of the mountains.⁶ Near the Mexican border there is an average of only fifty inches per year, while the south has an average of one hundred seventy-five inches. The hot rainy season lasts from June to October and the cool dry season lasts from December to May in the north, but only from February to April in the south. During the months of August and September in particular, there is always the danger of hurricanes, and Belize was severely struck in 1931 when at least a thousand lives were lost, and again in 1961 when casualties were fewer due to improved warning systems.⁷

⁵Macpherson, op. cit., p. 158.

⁶See Figure 2, p. 13.

⁷The West Indies and Caribbean Year Book, 1976-77, p. 126.

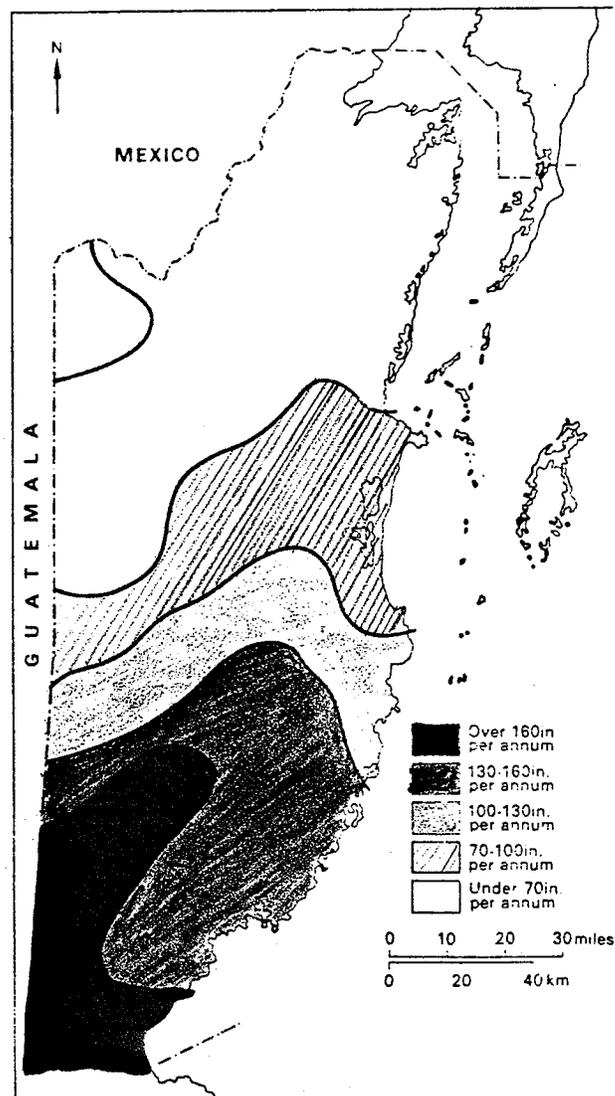


Figure 2

Belize: Rainfall

Source:

Macpherson, op. cit., p. 159.

As can be seen in Figure 3 almost ninety per cent of Belize is covered with tropical forests containing a great variety of trees including mahogany, rosewood, bulletwood, various types of palm and sapodella from which chicle is obtained. Cedar and breadnut grow on both northern and southern plains while pine trees flourish on "ridges"⁸ where the soil is poor or gritty. Swamp vegetation covers the lowest waterlogged land and mangrove forests fringe the coast as well as the lower parts of river valleys and some inland lagoons.⁹

The principal towns with the exception of Belmopan, the new capital city, Benque Viejo del Carmen, San Ignacio near the western boundary and Orange Walk Town on the New River are situated on the coast. Belize City, the former capital and the industrial centre of the country lies slightly north of centre on a tributary of the Belize River; Dangriga (formerly Stann Creek Town) some forty miles farther south, and Punta Gorda about twenty-five miles north of the mouth of the Sarstoon River. The new capital city, Belmopan, is situated fifty miles upstream on the Belize River.

AN OUTLINE OF THE HISTORY OF BELIZE

A thousand years before the first Europeans set foot in Central

⁸In Belize the term "ridge" refers to a distinctive type of vegetation characterized by stretches of open grassland with a scattering of pine trees. These ridges running parallel to the coast are, in fact, backbones of former coral reefs now covered by more recent sand and gravel brought down by rivers from the mountains. See William David Setzekorn, A Profile of the New Nation of Belize (Dumbarton Press, Newark, California, 1975), p. 7 and P.A. Furley and J.A. Crosbie, op. cit., p. 5.

⁹See Figure 3, p. 15.

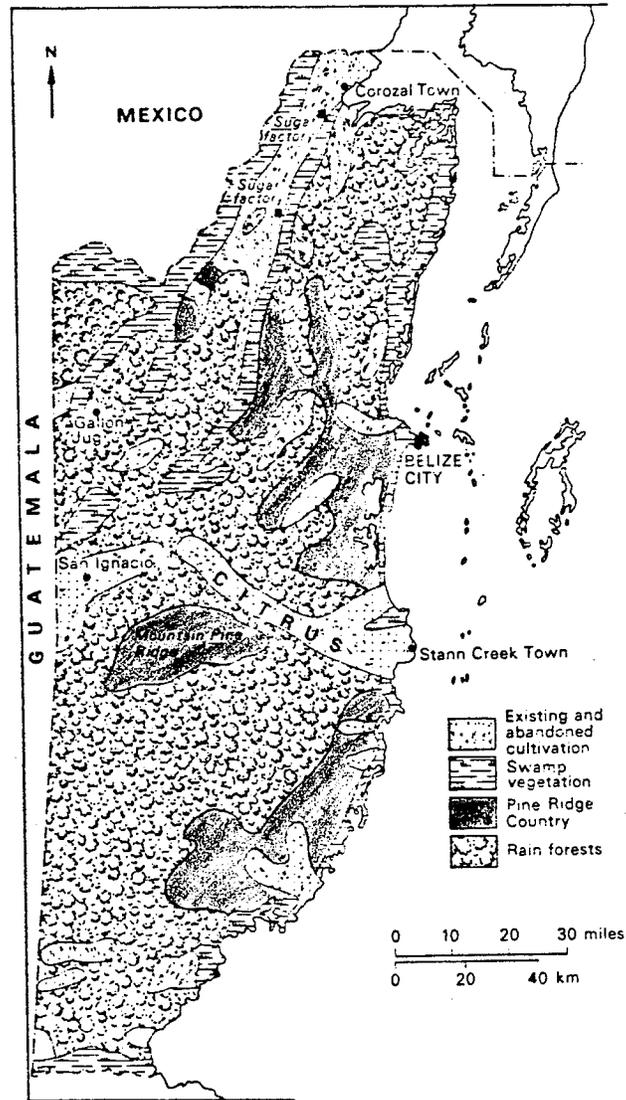


Figure 3

Belize: Land Use

Source:

Macpherson, op. cit., p. 163.

America, the Mayan Indians had established a magnificent empire which reached its peak between the fourth and ninth centuries.¹⁰ This great civilization, based on agriculture, extended through parts of Mexico, northern Honduras, Guatemala and Belize and reached a very high level of scientific, mathematical, artistic and architectural achievement. The Maya built roads, even though they had no wheeled vehicles to use them; they invented an accurate, complex calendar, an advanced system of mathematics involving the zero concept, a functional form of writing and more impressive yet, they designed and constructed ceremonial buildings of great beauty and stateliness, the ruins of which may be seen at several sites in Belize.¹¹

The first Europeans to sight the coast of what is now Belize were a party of Spaniards who in 1506 sailed along the coast of the Yucatan peninsula. However, due to the fact that the rain-forests and swamps were so unattractive, no attempt at settlement was made at that time. Little did these sailors realize that this land had once been the home of a most interesting and advanced civilization, because by that time the Mayan people had deserted the area, allowing the forest to creep back and hide their cities and temples. The reason for the northward migration of these Indians is shrouded in mystery and can only be a subject for surmisal. Possibly war or disease or a revolt of illiterate peasants against the priestly elite caused the

¹⁰ Belize: New Nation in Central America (Cubola Productions, Benque Viejo del Carman, n.d.), p. 2.

¹¹ David M Pendergast, Altun Ha: A Guidebook to the Ancient Maya Ruins (The Government of Belize, 1976), passim.

exodus.¹²

Thus it was that the Central American coast, deserted by the Mayas and unsuited to the Spaniards, became the haunt of buccaneers who learned to navigate the channels through the offshore reefs. They hid their ships on cays and river mouths and attacked Spanish treasure ships leaving Mexico, Panama and Colombia. The actions of these individuals soon came to be regarded as legitimate, and they became accepted as a kind of adjunct to the British navy, quite distinct from the far less reputable pirates. It is interesting to note that the word "buccaneer" is derived from the Carib Indian word "buccan" or "smokehouse" where these natives preserved their meat, "boucan", by cutting it into long strips and drying it over a slow wood fire. This practice was adopted by the buccaneers as a far more succulent alternative to salting.¹³

Soon, however, a growing European market for the dye-producing logwood growing in abundance along the Yucatan and Belizean coasts encouraged a number of buccaneers (later known as Baymen) to settle as cutters and traders of this valuable commodity. While the exact date of the first such settlement in Belize is not known, it is probable that sometime during the latter part of the seventeenth century, a small group of logwood cutters was established at the mouth of the Belize River.

¹²D.A.G. Waddell, British Honduras (O.U.P., London, 1961), p. 2.

¹³J. Burdon, Archives of British Honduras, Vol. 1 (Sifton Praed and Co., 1931-1935), passim.

The logwood trade lasted until the nineteenth century when the invention of synthetic dyes, having a greater colour range, drastically reduced the demand. The place of logwood was then taken by mahogany, and numbers of African slaves were imported from Jamaica¹⁴ who soon outnumbered the Europeans. The position of the British settlers was a precarious one due to the fact that in the treaties between Spain and Britain their rights had never been clearly defined; as a result, Spaniards would often seize their ships and destroy their homes. After numerous such attacks on their settlements, the British finally defeated the Spaniards in the decisive Battle of St. George's Caye.

The British settlers developed gradually a form of government by which a "Public Meeting" passed and executed laws and annually elected magistrates. However, in 1784 the British appointed a superintendent to act in the capacity of a junior governor.

Early in the nineteenth century when the population numbered, some two hundred whites, one thousand coloured people¹⁵ and free Negroes and three thousand slaves, several thousand Black Caribs from St. Vincent were deported to Belize after an unsuccessful revolt

¹⁴C.H. Grant, The Making of Modern Belize (C.U.P., 1976), p. 42.

¹⁵These "coloured" descendants of Baymen and their Negro slaves were later classified as "Creole" (from the Spanish criollo meaning native of the locality) and these became the elite; a cultural group having a set of values derived in large part from the Anglo-Saxon countries and speaking Creole, essentially a mixture of English and African dialects, which suffers no social stigma and is more widely spoken than either English or Spanish. See C.H. Grant, op. cit., p. 14.

against the British. Many of the descendants of these people now form a distinct agricultural and fishing community on the southern coastal plains.

In 1834 the British government proclaimed the Emancipation of Slaves, and in 1854 a Legislative Assembly was formed consisting of eighteen elected members and three official members nominated by the Superintendent. In 1862 British Honduras was declared to be a Crown Colony and the Superintendent was named Lieutenant Governor.

Towards the middle of the nineteenth century, Spanish refugees settled in and around Corozol in the northern part of the country after fleeing from a Mayan uprising in the Yucatan.¹⁶ About the same time small groups of Mayas began moving across the Mexican and Guatemalan frontiers into Belize. This movement has continued to this day and Mayas now form about seventeen per cent of the population.

An Anglo-American treaty, confirmed by Guatemala in 1859, extended the southern frontier of Belize from the Sibun to the Sarstoon River, thus doubling the area of the country. Since then Guatemala has repudiated this agreement, partly on the grounds that Britain has failed to fulfil a clause promising to share the cost of building a road from the capital of Guatemala to the Caribbean.¹⁷

During the strictly Colonial period, what little economic

¹⁶The northern areas of Corozol and Orange Walk became culturally an extension of Mexico. By 1861 the Creole population had become a minority and thirty seven per cent of the population were Spanish-speaking whites and Mestizos (Spanish speaking of mixed Spanish-Indian blood) and eighteen per cent were Indians.

¹⁷Draft Treaty between U.K., N. Ireland and Guatemala, Article 5.

growth existed, continued to be tied to the exportation of timber. However, the British civil servant system soon brought law and order as well as public education to the colony. The first schools were founded by Christian missionaries of various denominations and to this day the majority of schools are controlled by the Churches. The Anglicans were the first on the scene in the form of government-paid representatives of the Church of England, (the first primary school was established in 1816) followed by the Baptists in 1822 and the Methodists in 1826. The Roman Catholics' first representative, a Franciscan priest arrived in 1832 but by 1856 Roman Catholics outnumbered Protestants everywhere except in Belize City where the Anglicans maintained the largest following.¹⁸ The rivalry between the denominations eventually led to a proliferation of schools as well as creating divisiveness among the population.¹⁹

The first Education Act was passed in February 1850 entitled "An Act to provide for Additional Schools for the Benefit of every Denomination of Christians in the Settlement of British Honduras, and to make certain Regulations for the Government of such schools and of the Honduras Grammar School". By this Act a Board of Education was established and the sum of one thousand pounds was placed at its disposal for educational purposes.

¹⁸C.H. Grant, op. cit., p. 53.

¹⁹J.C. Dixon, Report on the Initiation of Jeanes Supervision in British Honduras (unpublished manuscript), p. 6.

²⁰Department of Education Report, December 1945, Section 1: General History and Introduction.

The world economic depression of the 1930's²¹ had its effects on Belize as elsewhere, and since, in addition to this, a severe hurricane had destroyed Belize City and other areas of the country in 1931, its economy was completely dislocated and it became totally dependent on Great Britain for grants and loans. In 1935 a new constitution was formed providing for six elected members out of a council of fourteen. During the period 1950-1960 trade unions were formed and the People's United Party came into existence. The newly formed P.U.P. had as one of its immediate demands the introduction of universal adult suffrage. This goal was achieved in 1954. By the terms of the 1954 constitution, the Legislative Assembly was to consist of nine elected members, three nominated unofficial members and three official members. The Executive Council included the Governor, the three official members of the Assembly, two of the nominated unofficial members and four of the elected members. Nevertheless at this time the Governor retained his reserve powers. In 1960 a further advance towards self-government was made when the Legislative Assembly was expanded from fifteen to twenty-five members, and the Executive Council featured a majority of elected members. The Governor now remained on the council as chairman but he no longer had a vote. In 1963 a new constitution accorded complete internal self-government to Belize which took effect in 1964; but unfortunately, due to the Guatemalan claim, this has not been followed by complete independence. At the present time, matters relating to foreign

²¹See C.H. Grant, op. cit., Chapters 2 and 3 for information contained in this paragraph.

affairs and defence are still in the hands of the British, through their appointed Governor. However, on June 1, 1973 the old name of British Honduras was replaced by that of Belize. The system of government is based on the British Parliamentary System with some local adaptations. Political parties may be freely formed but basically a two-party system operates; the P.U.P. and the U.D.P. (United Democratic Party) which was formed in 1974 as a coalition of various opposition groups.

THE ECONOMY OF BELIZE

As noted above, the logwood trade begun by the earliest settlers lasted until the nineteenth century when, as a result of the production of synthetic dyes, exports declined and eventually became negligible. Similarly the export of chicle for the making of chewing gum also rapidly declined when artificial methods of producing it were invented. Mahogany sales rapidly declined during the depression years while large areas of both mahogany and pine trees in the forests of the northern district were devastated by the hurricane of 1931.²² Finally by 1960 all accessible forest areas had been so sorely depleted that all exports ceased.²³ However the Forestry Department is now attempting to regenerate forests and control their resources.²⁴

Agriculture in Belize has always consisted primarily of subsistence farming, although at various times a number of crops have

²²C.H. Grant, op. cit., p. 62.

²³John Macpherson, op. cit., p. 161.

²⁴P.A. Furley and A.J. Crosbie, Geography of Belize (Collins, London and Glasgow, 1974), p. 37.

been cultivated for export. Nevertheless only two of these have been consistently successful; sugar cane and citrus fruits. In 1936 a small factory was built near Corozol in the north to produce both white and brown sugar. In 1959 the Commonwealth Sugar Agreement allotted Belize an export quota of 25,000 tons at a time when actual exports were virtually nil. Since then an additional quota has been granted by the United States and a further market established in Canada. By 1975 the output was about 70,000 tons and sugar formed almost fifty per cent of the country's exports.²⁵

The main citrus-producing area in Belize is the Stann Creek valley, situated on the alluvial coastal lowlands which support high yields of quality grapefruit and oranges.²⁶ Two factories process the fruit, and these products, fresh, frozen and canned form about twenty per cent of the total Belizean exports.²⁷

Cultivation of cocoa and bananas has declined in recent years but there are plans to step up production. Coconuts and cohune nuts have also decreased in importance. A small quantity of rice has for a long time been grown in parts of the lowlands, but more recently a new area opened up in the Belize River valley using modern mechanized methods, and as a result the country was self-sufficient in rice by 1972.²⁸

The present population, amounting to 120,000 having a density

²⁵ Macpherson, op. cit., p. 162: See Table 1, p. 24.

²⁶ See Tables 2 and 3, p. 25.

²⁷ Macpherson, op. cit., p. 162.

²⁸ Ibid.

of only fourteen persons per square mile, is far too small to make use of the potentially good agricultural land which amounts to about thirty-eight per cent of the total land area.²⁹ Immigration of experienced farmers from more densely populated countries would seem to be the answer, but Belize does not have the wherewithal to sustain such an enterprise involving of necessity an unprofitable gap of some years before new crops would be ready for market.

Table 1
Value and Balance of Trade*

	Imports B.H. \$	Exports B.H. \$	Balance of Trade B.H. \$
1966	38,761,885	19,238,687	19,523,198
1967	36,951,914	20,469,880	16,482,034
1968	44,200,780	25,194,355	19,106,425
1969	49,350,562	28,080,064	21,270,498

*Adapted from The West Indies and Caribbean Year Book, 1976-77.

In recent years, pastures and herds have been improved, particularly in the northern lowlands.³⁰ There is great potential here for export, and the construction of a meat-packaging plant in 1970 is providing motivation for development as well as an outlet for

²⁹ Belize: New Nation in Central America, p. 18.

³⁰ P.A. Furley and A.J. Crosbie, op. cit., p. 38.

pig production.³¹ By 1972 Belize had become self-sufficient in beef but not in dairy products although the supply of poultry and eggs are increasing.³²

Table 2
Sugar Production*

	1968	1969	1970	1971	1972	1973
Tons Cane Ground (1,000 long tons)	642.51	528.72	675.17	N/A	667.65	760.00
Export Value B.H. \$ Million	9.94	9.58	N/A	14.41	N/A	19.50

*Adapted from W.D. Setzekorn, op. cit., p. 246.

Table 3
Citrus Production*

	1968	1969	1970	1971	1972
Production (Boxes million)	0.96	1.13	0.81	1.30	1.36
Export Value B.H. \$ Million	3.2	4.4	N/A	4.4	4.4

*Adapted from W.D. Setzekorn, op. cit., p. 247.

Although Belize is within easy reach of some of the finest fishing grounds in the Caribbean, local fishermen are restricted to

³¹Ibid., p. 36.

³²John Macpherson, op. cit., p. 164.

the coastal waters by the smallness of their boats. Nonetheless sufficient fish are caught to provide for the local market, and an export trade in lobster, conch and shrimp is developing. In some cases sailing boats and fishing smacks are being replaced by large powered boats complete with refrigeration and processing facilities.³³

There is no doubt that in order to achieve economic independence, Belize must export more and import less. The difficulties to be overcome, however, before the trade gap can be closed are very grave and the problems are unlikely to be solved for many years to come. The lack of mineral resources, the lack of a skilled labour force, the sheer lack of numbers of potential farmers, the lack of money to build the facilities needed to provide for a viable tourist trade, the lack of adequate protection against hurricanes, the lack of people with training in management or in the professions, the lack of land communication with neighbouring countries and until recently (July 1979) the lack of a good deep-water port,³⁴ all these combine to hinder a country which in many respects is the envy of her neighbours.

³³P.A. Farley and A.J. Crosbie, op. cit., p. 38.

³⁴On Thursday, July 12, 1979 Mr. George Price, the Premier of Belize officially opened the new deep water pier which cost eighteen million dollars through a loan from the Caribbean Development Bank. Unfortunately, even now only two small ships with drafts of up to fifteen feet can be accommodated at one time although there is also a barge ramp which can service two medium sized barges. In order to accommodate modern container ships and ocean going vessels it would be necessary to extend the pier for another half mile at a cost far beyond anything which the government of Belize could possibly sustain. See The Reporter, Belize, Sunday, July 15, 1979.

THE SOCIAL STRUCTURE OF BELIZE

Belize is a complex of different ethnic groups, each with its own language, tradition and way of life. As we have seen, the history of the Belizean people is one largely of forced immigration. The British buccaneers, their slaves--some deported Caribs from Jamaica, others, Africans captured from Spanish vessels--Indians and Chinese brought in as indentured servants, Spanish-Indian refugees fleeing from the Yucatan, and Maya Indians re-entering from neighbouring territories; all of these diverse peoples found a home in British Honduras.³⁵

The original formation of Belizean society--the admixture of African slaves and the British Baymen--became known as Creoles. The lighter-skinned peoples who were second or third generation Belizeans set the standard, and as more and more Africans who themselves came from widely divergent tribes, arrived in the country, they were forced to become "creolized" or assimilated into the dominant class.³⁶

Thus it was that the first and dominant group of the society was formed, upon which developed a stratification based not as much on wealth and position as on the percentage of assimilation with the Creoles achieved by each individual or family. The test of creolization was by skin colour--light brown rather than black--and knowledge of the Creole language, a mixture of English and tribal languages. Creole is spoken throughout the colony to this day and

³⁵ See Table 4: Population Breakdown by Ethnic Origins, p. 28.

³⁶ William David Setzekorn, *op. cit.* pp. 27, 28.

due to the high status of the group, there is no stigma attached to it.

Table 4
Population Breakdown by Ethnic Origins
(Based on 1970 National Census)

Amerindians	13%
Africans (pure Africans and Creoles)	50%
Black Caribs	7%
Mestizos (Mixed European and Maya Indian)	22%
East Indian	1%
European	4%
Others (including Lebanese, "Syrian" and Chinese)	3%

The Africans were divided into several classes; the soldiers who were trusted to bear arms in defence of the settlement; the skilled craftsman, the wood-cutters, the house servants and at the bottom of the social scale the agricultural field labourers.³⁷ The heritage left by this rigid scale is still felt in present day society especially in the scorn for physical labour of any kind, and more particularly for work on the land.

After the Creoles, the largest influx of immigrants to Belize were the so-called Mestizos or "mixed" races fleeing from the War of the Races in the Yucatan in 1848. These people are a Spanish-Maya Indian mix who settled mainly along the Hondo River near the northern

³⁷Ibid., p. 29.

border with Mexico. Some worked as log-cutters, others as small farmers cultivating maize and raising pigs. However, their greatest contribution to the Belizean economy was the sugar cane which they brought with them. Their linguistic influence is greatly felt in the country as about forty per cent of Belizeans now claim Spanish as their mother tongue. It was also this large group of Roman Catholics who were responsible for changing Belize from a predominantly Protestant community into one in which sixty per cent of the population are of that faith.³⁸ It was this sudden increase in the population and the distance of the new settlements from the principal administrative and social centre of Belize City which opened up new opportunities in the civil service first for educated African Creoles and later for the Mestizos.³⁹

The Amerindians are descendents of three distinct tribes from three separate regions who have retained their separateness. All however live in remote regions of the country and carry on subsistence farming on small plots of maize, black beans and tobacco and raise pigs and cattle. Their way of life is based on the shifting cultivation of one to ten acre plots of land.⁴⁰

The East Indians are mostly descendants of rebels in the 1858 Indian Mutiny deported to British Honduras by the British government as forestry workers. However, most of them were attracted to the sugar estates and small plantations established by American exiles in

³⁸C.H. Grant, op. cit, p. 53.

³⁹D.A.G. Waddell, op. cit., p. 65.

⁴⁰William David Setzekorn, op. cit., p. 17.

the 1860's.⁴¹ Today they are to be found in all parts of the country, a rather poor subservient class, low on the social ladder.

The Black Caribs⁴² form a separate ethnic group who through endogamy have retained their racial characteristics and life style. They have traditionally made their living by fishing but in recent years they are becoming farmers. Integration into the Belizean community is slowly taking place but there is a snobbish attitude towards these Negroes who speak an Indian language form and retain Indian cultural traits.

There are a number of Lebanese mercantile families living in Belize and these people are successful businessmen. Another group generally known as "Syrians" consists of immigrant traders who originated in any of the French-speaking areas of North Africa and Southwest Asia.

The Chinese came to Belize as the result of an Immigration Fund set up in 1864 by the government to help landowners to develop an agricultural industry. At this time the economic situation was severely depressed owing to the continued depletion of mahogany reserves as well as to the drop in world market prices for this commodity due to the introduction of iron and steel for ship building. There was a great deal of discrimination practiced against these orientals who were at first sent to the northern areas around Corozol.

⁴¹C.H. Grant, op. cit., p. 50.

⁴²The Black Caribs are descended from a mixture of West African slaves shipwrecked off the coast of St. Vincent and Indian Caribs indigenous to the area. See C.J.M.R. Gullick, Exiled from St. Vincent (C.J.M.R. Gullick, 1976), p. 6.

They were strongly resented by the Mestizos of the area and so were later transferred to the Toledo District.⁴³ The pattern of prejudice has continued, and only a few groups of Chinese remain, living mostly in Belize City and Punta Gorda; it is obvious that on the whole they have not prospered.

It is evident from this account that the social system of Belize is actually based on slavery. There was, however, a difference between the development of such a society in Belize and that of other Caribbean colonies.⁴⁴ Whereas in the West Indies, for example, the sugar plantations were generally run by ruthless managers appointed by absentee landlords, the log-cutters in Belize, whose lands were constantly being threatened by Spaniards settled in the country permanently. For this reason, master and slave worked together in a totally different relationship from that existing in the plantations. Slaves working in the forests had to be trusted with machetes as well as with guns for hunting game, because for six months of the year the work was carried on in isolated areas. Furthermore, it was comparatively easy for slaves to escape into the adjoining Spanish colonies, where if they became Roman Catholic they would be set free.⁴⁵ The settlers, in constant fear of a Spanish attack, could not risk losing their slaves, and especially could not risk an

⁴³ Setzekorn, op. cit., p. 24.

⁴⁴ See Grant, op. cit., p. 41 ff and Richard O. Buhler, "Slavery in Belize" in John Maher, ed., Readings in Belizean History, Vol. 1 (BISRA Belize City, 1978), p. 23.

⁴⁵ Buhler, op. cit., p. 23.

uprising; therefore it was essential for them to take whatever steps were necessary to prevent their slaves from becoming too discontented. Nevertheless, in spite of these unusual conditions, slaves in British Honduras did rebel from time to time on account of harsh treatment. In fact, on one such occasion in 1773 slaves killed two of their white masters.⁴⁶ In addition, there were a number of desertions of slaves reported. There are also accounts of punishments "ranging from death and mutilation to perpetual imprisonment"⁴⁷ being inflicted on deserters, while punishment for minor offences such as insolence towards the mistress of the house "could be one hundred lashes on the bare back and a 'tour' around the town at the cart's tail."⁴⁸

Slavery, the importation of indentured servants and other forms of enforced immigration were all the unfortunate results of colonialism which, quite apart from its manifestations of physical harshness, consistently suppressed all customs, institutions or religious beliefs regarded by the dominant society as inferior or barbaric. Cultural cruelty resulted in far-reaching consequences for Belize, just as it did for other colonial countries. As Mr. I.E. Sanchez, Chief Education Officer, said in an address to teachers

To be colonized means to be dehumanized, to be depersonalized and to be pitted one against the other. But colonization does more; it imposes an inferiority and dependency complex on the colonized; it severs the colonized from their history, tradition

⁴⁶ Grant, op. cit., p. 43.

⁴⁷ Ibid.

⁴⁸ Ibid.

and culture. Thus a foreign culture is superimposed on the colonized while at the same time the colonized is degraded and made ashamed of his past, in fact of his whole self.⁴⁹

SUMMARY

Belize, a small tropical country in Central America, at one time, in the distant past, the centre of a great Mayan civilization, was first colonized by British settlers in the early seventeenth century. The basis for the settlement was the logwood trade which was developed with the help of African slave labour. Out of the inter-marriage between the British Baymen and their African slaves a distinct Creole culture was born. This group formed the basis for a rigid stratification of society and all later immigrants were rated with respect to their dominant race. The various immigrant groups, whether fleeing from adversity, like the Mestizos or whether brought into the country as indentured workers like the East Indians, have all contributed to the economy of the country and to the diversity of its culture. The settlement became a Crown Colony in 1862 while in 1954 under a new constitution universal adult suffrage was introduced. In 1964 full internal self-government was achieved but due to the Guatemalan claim, total independence is not feasible. The old name of British Honduras was replaced in 1973 by that of Belize.

⁴⁹I.E. Sanchez, "The Role of History in Belize" in Maher, op. cit., p. 69 (This was originally an address given to teachers by Mr. Sanchez).

CHAPTER 3

THE HISTORY OF EDUCATION AND EDUCATIONAL PLANNING IN BELIZE: THE FRAMEWORK FOR PLANNING AND THE PROCESS

THE HISTORY

Education and religion have been inextricably intertwined in Belize ever since the first missionary schools were established early in the eighteenth century. In fact, in 1850 when the first Education Act was passed, only one Government school existed, the Honduras Grammar school mentioned in the Act.¹ As previously stated in Chapter 2, p. 20, this Act established a Board of Education; provided for additional schools for "every denomination of Christians"; made regulations for the government of these schools and for the Honduras Grammar School, and set aside 1,000 pounds for educational purposes.² However in 1868 the Honduras Free (Grammar) School was abolished, together with the Board of Education, whose powers were then taken over by the Executive Council of the Colony. The Colony at that time was governed by the Governor-in-Council, and the Council was a nominated body.³

In 1879, the Rev. John Jackson was appointed as the colony's

¹Department of Education annual report, 1945, Section II.

²Ibid.

³British Honduras Department of Education Triennial Report, 1952-53-54 (British Honduras Printing Department, n.d.), p. 1.

first Inspector of Schools, but a separate Department of Education was not established until 1891; until that time, all official work was carried out at the Colonial secretary's office.⁴ By this time, there were thirty-five denominational schools with 2,994 children on the rolls and an average attendance of 2,013. The total annual Government expenditure was \$11,920 (Belizean dollars).⁵

As a matter of interest, and to be fair to the British Colonial Government of the day, it was not until 1833 that the Government in England began to give grants to church schools.⁶ At that time an Act was passed limiting the labour of children under thirteen to eight hours a day, and between thirteen and eighteen to not more than sixty-nine hours per week. It was only in 1870 that the first Education Act was passed providing for public elementary education in England and Wales.⁷

The Pupil-Teacher System

The extremely serious problem of the inadequacy of trained teachers, was met to some extent by the Code of 1894 with the introduction of the pupil-teacher system; and it is of interest to note that in 1901 after a few years of using it, this statement was made in a Government report:⁸

⁴ Ibid.

⁵ Ibid.

⁶ Marjorie and C.H.B. Quennel, A History of Everyday Things in England, Vol. 4, p. 22.

⁷ Ibid.

⁸ British Honduras Department of Education Triennial Report, op. cit. p. 1.

. . . up to the present time, it (the pupil-teacher system) has not been productive of very satisfactory results. This is due to inefficient methods of training. In some schools, the original object for the introduction of the system was not kept in view, and the pupil-teachers were employed in the capacity rather of Assistants to the principal teacher.

The writer of the report added the following:

The foregoing statements might have been written at the present time (1945), as they are true of the pupil-teacher system now obtaining.⁹

The Education Ordinance 1926

The Education Ordinance of 1926, laid the legal foundations of the educational system. By it the central government retained control of education through a re-instituted Board of Education, while effective control and management of the schools continued to rest with the Ministers of religion in the local Districts. Each denomination was represented on the Board by a general manager of schools, who was responsible for their operation, and for the expenditure of government grants to schools for construction or other purposes.¹⁰

The devastating hurricane of 1931 caused a most serious decline in the revenue of the country, with the result that amendments had to be made to Board rules to provide for a lessening of expenditures. Reduced block grants were paid to managers to cover the costs both of operating their schools, and paying the teachers. Previously teachers' salaries had been paid directly by the

⁹ Ibid.

¹⁰ Ibid.

Government, and under this emergency arrangement teachers very largely bore the brunt of the cut in government financing. This system continued until 1935.¹¹

The Easter Report

In 1933, Mr. B.H. Easter, Director of Education for Jamaica, was appointed by the Secretary of State to hold an enquiry into the system of Education in the colony, and to make recommendations regarding the most economic use of the funds available for education.¹² The enquiry was conducted in 1934 and his report formed the basis for the reorganization of Primary education in the colony.¹³ The first step towards this reform was the appointment of a Superintendent of Education. The chief recommendations of the Easter report were as follows:

1. Only in exceptional cases should new schools be recognized for the purposes of grants-in-aid.
2. Steps should be taken to organize a local teacher-training centre, and to explore the possibility of recruiting teachers from secondary schools.
3. The employment of agents of the "Jeanes" teacher type to assist in the supervision of schools and the training of pupil-teachers should be considered by the Government, in the hope that this might improve the quality of education, especially in the rural

¹¹Ibid.

¹²B.H. Easter, Report of an Enquiry into the Educational System of British Honduras, 1933-34 (Belize, 1935), passim.

¹³British Honduras Triennial Report, op. cit., pp. 5-7.

areas.¹⁴

4. A technical or trade school should be established for the teaching of Manual Training and Domestic Science.
5. The primary curriculum should be revised.
6. The system whereby the Inspector of Schools was required to examine children individually should be abolished.
7. A Director of Education should be appointed.

The Dixon Report

Acting upon Mr. Easter's recommendation that teachers of the "Jeanes" type should be employed, the Governor, Sir Alan Burns solicited the aid of the Carnegie Corporation of New York in initiating the scheme. As a result, the Carnegie Corporation made a "generous grant of \$13,500 to the Government to be used for this purpose over a period of three years".¹⁵ Accordingly in July 1936, Mr. J.C. Dixon, Supervisor of Negro Education for Georgia, was invited to British Honduras to investigate and advise upon the best means of initiating the system. Dixon reported in detail on the education system in the colony, and his critical appraisal of it, is to a large extent still applicable today.¹⁶

¹⁴The "Jeanes" system originated in the Southern United States, where these teachers were specially trained to act as supervisors of teachers (British Honduras Triennial Report, op. cit., pp. 5-7).

¹⁵Department of Education Report, op. cit., Section II.

¹⁶J.C. Dixon, Report on the Initiation of Jeanes Supervision in British Honduras (unpublished m.s.), passim. See also C.H. Grant, The Making of Modern Belize (Cambridge University Press, 1976), p. 89.

In the first place, Dixon pointed out that for the Jeanes supervisory system to work, local teachers should be trained for these positions. However, there was a good deal of opposition to this proposal since in the composition of the local schools, there was not only a denominational split, but also a split along national lines. The teachers of the Catholic schools, especially those in supervisory roles, were largely from the United States, while in the Protestant schools they came mainly from Great Britain or the West Indies. There was no likelihood, therefore, that local teachers would be acceptable as supervisors. To Dixon this whole attitude seemed tragic, in that it seemed to him to be an admission that not only were there no good teachers in British Honduras, but even that the possibility of training such teachers was lacking. He felt that the system was designed in the interests of these "foreign" teachers rather than in the interests of the children of British Honduras. This whole question of denominational education caused Mr. Dixon a great deal of distress. He found it impossible to separate church and school in his report, as he noted how each denomination vied with the rest in setting up schools with missionary zeal. He remarked on the fact that "in a small village where there are hardly enough children for one school, one finds two or more schools of different churches competing for enrollment and attendance".¹⁷

Dixon noted that there was even a duality in the control of the individual primary schools, due to the fact that both the school managers who reported to their particular Church Minister, and the

¹⁷ Ibid., p. 6. See also Norman Ashcraft and Cedric Grant, "The Development and Organization of Education in British Honduras", Comparative Education Review, Vol. XII, No. 2, June 1968, p. 171 ff.

Superintendent of Education, who reported to the Department of Education, supervised the teachers who consequently did not know exactly where their allegiance lay. Nevertheless, he realized the great contribution the churches had made to education in the colony, but felt that the time had come when this whole matter should be unravelled and a decision made as to the real purpose of education in British Honduras.¹⁸

In the case of the Jeanes recommendation, a compromise was reached, and three specially selected supervisors from Jamaica were appointed to the staff of the Department of Education in July 1937.¹⁹ Their chief duty was to supervise the work of the schools, particularly those in rural areas, with a view to improving the standard of teaching and the curriculum generally. However, nothing was done, or perhaps could possibly be done, about the criticisms made by Dixon on the denominational or Church-State control of the schools; and little has changed in this respect to this day.

The West India Commission

A West India Royal Commission visited British Honduras in November 1938. The members reported on the school system, and listened to reports from the General Managers of the schools, but nothing seems to have come of this investigation.²⁰ Similarly, in 1941 Mr. S.A. Hammond, Educational Advisor to the Comptroller for

¹⁸Ibid. See also Grant, op. cit., p. 96.

¹⁹Department of Education Report, op. cit., Section II.

²⁰Ibid.

Development and Welfare in the West Indies, visited schools in Belize (City) and the Belize and Stann Creek Districts and discussed practical educational matters, and especially teacher-training which he recommended should be undertaken in the Colony. The writer of the report goes on to point out that "his (Mr. Hammond's) proposals have not yet (1945), for various reasons, been implemented".²¹ The fact that these last two investigations took place, is mentioned here only to emphasize the number of external foreign advisors who came to British Honduras, reported, advised and departed, leaving scarcely a trace behind them.

Secondary Education

Secondary Education, like Primary, owes its inception also to the churches. The first regular Secondary school to be established, was the Wesleyan High School for boys which was founded in 1882. This school was closed in 1895 and reopened in 1919.²² From 1932 to 1937 it was merged with St. George's College under the joint management of the Methodist and Anglican Churches.²³ In 1938 the school was resumed under its present name, Wesley College.

St. John's College originated in a school established in 1887 by Father Cassian Gillet, S.J. of the English province of the Jesuit Society, however, the school is now conducted by the Jesuit Fathers

²¹Ibid.

²²Ibid.

²³Canon Blackett, former Chief Education Officer, personal interview, July 25, 1979.

of Missouri.²⁴ St. Catherine's Academy for girls was founded in 1883 by the Roman Catholic Sisters of Mercy, while the Anglican Diocesan High School for girls (now St. Hilda's) was established in 1897. The Anglican Diocesan School for boys was established in 1921 and is now operating as St. Michael's School. All these schools are in Belize City, and all the buildings were destroyed in the 1931 hurricane, after which new buildings were constructed.²⁵

Government Reports

In the 1940-41 Annual Report of the Department of Education, it was stated that for many years to come, the Colony's chief educational need would be for trained teachers, since at that time only a very small proportion had had any training at all. The plan to send promising teachers to training colleges abroad was initiated in January 1941 with the sending of two men and one woman to college in Jamaica for three years training. After these students returned in 1944, the plan was to send four students annually and then to have these students return to British Honduras to teach for seven years.²⁶ This plan was only partially implemented due to lack of funds.²⁷

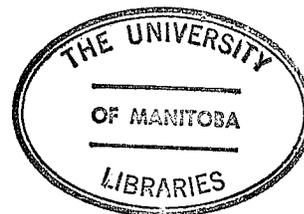
The 1945 Annual Report points out that there are still no institutions for higher learning in the Colony, but that the British

²⁴Department of Education Report, op. cit., Section II.

²⁵Sister Mercy, Principal of St. Catherine's Academy, personal interview, July 21, 1979.

²⁶Annual Report of the Department of Education, 1940-41.

²⁷T. Palacio, Principal of Belize Teachers' College, personal interview, July 16, 1979.



Honduras Ordinance of 1944 provided for an award in alternate years beginning in 1944 for University training abroad to Native British Hondurans or British subjects domiciled in the Colony. The Cambridge Higher School Certificate was to be the qualifying examination.²⁸

By this time (1945) there were seventy-six Primary schools conducted by religious denominations with the help of grants-in-aid from the government, and two schools wholly under government. There were also thirty-three unaided primary schools, some denominational and others conducted by private persons. As for the secondary schools, these were entirely supported by the religious bodies, who relinquished a small measure of control with regard to buildings, staffing and curriculum, in return for recognition by the Board of Education as schools at which government scholarships were tenable. These scholarships were awarded annually to students from both aided and non-aided schools.

By the Education Ordinance of 1926, the Government was empowered to declare education to be compulsory for children aged six to fourteen, in any particular area. However, it was not until 1945 that this was enforced by two school attendance officers in the city of Belize and in the rural areas by the police. The fine for non-attendance was five cents, and by the end of 1945, average attendance had reached eighty per cent, which was higher than that of the West Indies.²⁹ This is particularly remarkable in view of the fact that fees of five cents per week were still being charged.

²⁸Department of Education Report, op. cit., Section III.

²⁹Ibid.

During 1945, the recommendations of the 1933 Marriott-Mayhew Report³⁰ on education in the West Indies were discussed, especially the idea of the Modern Schools which were to provide courses of a practical nature. Arising out of this, the Colony's Development Planning Committee recommended that a centre in Belize should be established where pupil-teachers could be trained.³¹ Reference was also made to the proposal of the Easter Report³² to set up a technical or trade school where Manual Training and Domestic Science could be taught. However nothing came of the discussions at that time, although it was noted in the report that Gardening in Punta Gorda Roman Catholic School had been extended to include Agriculture, supervised by the Department of Agriculture. In a further attempt towards the teaching of occupational courses, it was also reported that boys above compulsory school age were being withdrawn one day per week from Gardening and Handicraft to spend their time at the Junior Fisherman's cooperative. Here the students were shown how to make and use the "seine", a type of fishing net.

The West India Royal Commission of 1938 had recommended the abolition of the pupil-teacher system, but this was not considered practicable until secondary education was available for the majority

³⁰ Some other recommendations of the Marriott-Mayhew report were the improvement of teacher-training facilities and the reorganization of curricula. See Shirley C. Gordon, Reports and Repercussions in West Indian Education 1835-1933 (Ginn and Company Ltd., 1968), pp. 155-186.

³¹ Annual Report of the Department of Education, 1945, op. cit.

³² For a summary of the Easter Report, see Chapter 3, pp. 37-38 of this thesis.

able to benefit from it, or at least until the teaching profession became more attractive to students from the existing secondary schools.³³

The first Development Planning Committee was set up by the Governor in 1945, and the then Acting Director of Education was appointed a member. The purpose of the committee was "to draw up sketch plans of development for the whole of the development and welfare policy of the Colony over a period of the next five to ten years".³⁴ Unfortunately, nothing ever came of this scheme, at least not in tangible form. However, in the following year, whether contained in the Plan itself is difficult to determine, the primary curriculum was revised; the first primary certificate examinations were held; and some of the recommendations of the West India Commission were implemented.³⁵ There was to be less of a strictly academic approach, and studies were to be more closely related to the life of the children. It was easy to make the recommendations, but with the lack of trained teachers too difficult to implement them successfully.³⁶

Higher Education

In 1952, a Government Secondary Technical School was opened,

³³Annual Report of the Department of Education, 1975, op. cit.

³⁴Annual Report of the Department of Education, 1946 (unpublished M.S.), part 1, Section III.

³⁵Annual Report of the Department of Education, 1946, op. cit. part 1, Section IV.

³⁶Canon Blackett, personal interview, July 25, 1979.

then in 1972 it was reorganized with a view to making it a purely technical institution, geared to serve the technical needs of the society.³⁷ This institution is now known as the Belize Technical College, and is still operated solely by Government. When the college published its first prospectus, the then Minister of Education, the Honourable Guadalupe Pech, wrote the following in the foreward:³⁸

For a developing country whose economy is largely based on agriculture and its industrial outcomes, the training institutions of Belize must provide the necessary skilled men and women to operate and maintain the machines, and to work in the laboratories and offices attached to these industries. In support of these industries, Government and other organizations must provide and maintain an infrastructure of roads, electricity, water, telephones and so on. Here again we need technicians and skilled workers.

In 1954 Government opened a Training College for teachers, and shortly afterwards, in the same year, the Jesuits of St. John's also did the same.³⁹ This was yet a further example of duplication of effort based on competition and, on the part of the Catholics, fear of government control. The country was at that time maintaining two training colleges which in 1957 had a total enrollment of only fifteen; ten at the government school and only five at St. John's. Fortunately, however, common sense prevailed, and in 1965, due partly to the proposals of the UNESCO team,⁴⁰ the Government Training College (renamed St. George's in 1958) and St. John's Teacher's College

³⁷ Canon Blackett, personal interview, July 27, 1979.

³⁸ The Hon. Guadalupe Pech, Belize Technical College Prospectus, 1972, p. 2.

³⁹ Canon Blackett, personal interview, July 27, 1979.

⁴⁰ See page 50 below for a record of the UNESCO report.

amalgamated to form the Belize Teachers' College. Table 1 on the following page shows the enrollment of the Colleges from 1954-1978.

In a message to the Belize Teachers' College on the occasion of its twenty-fifth anniversary in 1979, the Minister of Education, the Honourable Elizio Briceno wrote:⁴¹

From 1941 to 1954, our primary school teachers used to go to Jamaica for training. Fifty-three teachers were trained under this scheme. However, with the rising of the nationalist movement in the early fifties, it became imperative for our teachers to be trained at home, not only because training at home would emphasize the Belizean environment and problems, but above all because it would take cognizance of the Belizean aspirations for nationhood.

To my mind, it was not simple historical coincidence that the establishment of teacher education and the introduction of universal Adult Suffrage both took place in 1954. It was the concrete result of a people's awakening and a definite step towards their taking control and directing their future.

The Education Ordinance 1962

By the Education Ordinance of 1962, three major changes were instituted as follows:⁴²

1. The general direction and control of the Department of Education was entrusted to the Minister of Education.
2. The head of the Department of Education was empowered to make rules dealing with all matters relating to education.
3. The Board of Education was replaced by the Primary Education Board, and the Advisory Council for Secondary and Further Education. These bodies were to be merely advisory.

⁴¹The Hon. Elizio J. Briceno, Souvenir Brochure, Belize Teachers' College, 1979, p. 2.

⁴²Annual Report of the Department of Education, 1962-63.

Table 5

Yearly Intake of the Belize Teachers' College 1954-1978

YEARLY INTAKE 1954-1978				
<u>Year</u>	<u>Gov't Training College</u>	<u>St. John's Teachers' College</u>	<u>Total</u>	
1954	15	3	18	
1955	10	55	15	
1956	10	5	15	
1957	10	5	15	
St. George's Training College				
1958	15	12	27	
1959	14	9	23	
1960	12	9	21	
1961	12	7	19	
1962	12	13	25	
1963	12	16	28	
1964	25	18	43	
BELIZE TEACHERS' COLLEGE				
	<u>2-Yr. Primary Course</u>	<u>1-Yr. Primary Course</u>	<u>1-Yr. Jr. Sec. Course</u>	<u>Total</u>
1965	35	13	--	48
1966	--	47	33	80
1967	--	76	19	95
1968	--	80	22	102
1969	59	31	--	90
1970	58	--	--	58
1971	58	--	--	58
1972	60	--	--	60
1973	60	--	--	60
1974	58	--	--	58
1975	64	--	--	64
1976	80	--	--	80
1977	79	--	--	79
1978	81	--	--	81

PRESENT DAY ENROLLMENT

First Year: 76

Second Year: 73

Total: 149

Table 5 (continued)

NUMBER OF GRADUATES UP TO 1978			
2-Yr. Primary Course: 553		1-Yr. Primary Course: 208	1-Yr. Jun. Sec.: 55
TOTAL: 816			
NUMBER OF GRADUATES FOR THE LAST 3 YEARS:			
	<u>Male</u>	<u>Female</u>	<u>TOTAL</u>
1976	17	39	56
1977	16	23	39
1978	21	33	54

Source:

Belize Teachers' College, Silver Jubilee Celebration Programme, 1957-1979, p. 23.

United Nations Surveys

In 1963 a United Nations Economic Survey Mission criticized the literary bias and irrelevance of education to the economic life of the country.⁴³ As a result, a planning committee was formed of seven people familiar with the system, plus a representative of the Government Planning Organization, to study the education system. The recommendations of this committee were intended to make education consonant with the political, social and economic life of the country.⁴⁴ However, before any action could be taken, in 1964 a UNESCO team was commissioned, at the request of the Government, to undertake a comprehensive survey of the dual education system, in order to make recommendations for its improvement.⁴⁵ The mission consisted of the leader, C.L. Germanicoos, a specialist in general education and educational planning; M. Gaskin, an economist and S. Syrimis, a specialist in technical and vocational training. The first two were from Great Britain and the third from Cyprus. During approximately five weeks in the country, they held talks with Ministers, government officials, school managers, teachers and representatives of commerce and industry.

The Mission recommended that primary education should be structured to extend from age five or six to age eleven or twelve. At eleven plus, the child should be transferred to some form of

⁴³Ibid.

⁴⁴Canon Blackett, personal interview, July 27, 1979.

⁴⁵Report of the UNESCO Educational Planning Mission to British Honduras (Paris, 1964), *passim*.

secondary education to be organized as follows:

1. a three year course along vocational lines, followed by
2. a two year course culminating in the General Certificate of Education "O" (Ordinary) level examinations, and
3. a two year course leading to "A" (Advanced) level examinations.

The Mission also recommended integration of the Department with the Ministry, in such a way that the Principal Secretary would become the Minister's chief executive and advisory on general policy; the Chief Education Officer would become the principal professional advisor and planning officer, who would also be responsible for translating policies into projects. While the Permanent Secretary would be responsible for the clerical staff, the Chief Education Officer would exercise immediate control and direction over the professional officers. The Mission also advised that a National Council for Education representing a wide spectrum of society be instituted in lieu of separate advisory boards.

As both Easter and Dixon had done before them, the members of the Mission criticized the denominational system, and the dual Church-Government responsibility for the education of the Colony. The report went on to point out that the government had allowed the Churches to control secondary education to the extent that their differing programmes were not necessarily consistent with national goals. The commission suggested that the only way by which national goals could be achieved was by a joint effort by all those in the education field and by insistence upon central supervision and control

by the Ministry of Education.⁴⁶

Dual Control: The Attitude of Government

However, the Government and the Opposition Party at that time both accepted the part the Churches played, not only in education, but in the society as a whole. The P.U.P. believed that there was a causal connection between a religiosity of a country, and the development of democratic institutions.⁴⁷ The Opposition Party, the N.I.P., also assigned to the Church a prominent place in the political process. It claimed that the active role of religion in the education system "is a precious heritage that all political parties and all far-seeing citizens want to see continued in this country".⁴⁸

The imbalance of the dual system of secondary education, had by this time reached almost ludicrous proportions. In Belize City, there were eight secondary schools, six of which were receiving grants-in-aid, with a total of only 1,484 students.⁴⁹ Nevertheless, the government claimed that finances prevented it from assuming a more positive role. As the P.U.P. declared in 1966:⁵⁰

⁴⁶Ibid. See also Norman Ashcraft and Cedric Grant, "The Development and Organization of Education in British Honduras", Comparative Education Review, Vol. XII, No. 2, June 1968, p. 174.

⁴⁷C.H. Grant, The Making of Modern Belize (C.U.P., 1976), p. 298.

⁴⁸The Belize Billboard, May 5, 1959, as cited by C.H. Grant, op. cit., p. 298.

⁴⁹Annual Report of the Department of Education, 1965 (unpublished m.s.), p. 67.

⁵⁰Senate Debate, 13 December 1966 as cited by Grant, op. cit., p. 303.

The question of government control would be contrary to the National Manifesto . . . (whose policy is not to assume too much initiative but) to support and encourage educational progress in plans devised and set in operation by the private institutions existing in the country--this is a good thing, especially under the present circumstances where government has limited resources.

The outcome was a government bill in 1964 which conferred statutory recognition on the St. John's College Associate Degree, modelled on the American pattern.⁵¹

Government Development Plan 1964-70

The Government Development Plan 1964-70 was drawn up "in a democratic spirit; a small planning unit was set up in the Ministry of Finance and Development to conduct the work of the planning".⁵² The aims of the plan in summary were:

1. to increase the national income
2. to increase employment
3. to balance the budget, and if possible to create a surplus
4. to make total exports exceed imports of consumer goods.

Plans for increasing the tourist industry were also proposed. However, education took a back seat, and little planning was done beyond a discussion of the UNESCO proposals. However, at least two of these proposals were implemented during the next few years.

Implementation of UNESCO Recommendations

In 1969, Government established the first Junior Secondary

⁵¹Grant, op. cit., p. 303.

⁵²Government Development Plan, 1964-70 (unpublished m.s.), p. 1.

School in Belize City, based on the UNESCO model providing a free three year vocational programme. On completion of this course, promising students are offered a further two year free tuition either at the Belize Technical College or at an Academic Secondary School. A second Junior Secondary School has since been opened in Belize City as well as a Comprehensive School in Belmopan which offers five year courses in academic, business and vocational subjects.⁵³ However, parents generally regard all these schools as second-best, and prefer to pay fees for their children to attend academic secondary schools if they pass the Common Entrance Examination with a high enough percentage.⁵⁴

In 1971 the UNESCO recommendation regarding the integration of the Department of Education with the Ministry was implemented by the merging of these two bodies. However, the proposal whereby the Chief Education Officer would become the planning officer has not yet materialized; in fact it is only very recently that long-range plans for establishing a planning officer in each Ministry are being devised. The problem is that lack of funds prevents the hiring of personnel qualified in this field.⁵⁵

⁵³Ministry of Education Mimeograph: Education Systems of Belize.

⁵⁴Most of the persons interviewed made this point.

⁵⁵J. Borland, Head of Central Planning Unit, personal interview, July 20, 1979.

The Present System of Education⁵⁶

Administration and supervision. All matters relating to education are the ultimate responsibility of the Minister of Education who has considerable powers under the Education Ordinance of 1962 and Amendment Ordinances of 1967, 1970 and 1971. To advise him is a National Council for Education consisting of the Chief Education Officer and fifteen members appointed by the Minister.

Responsibility for the administration of the system lies with the Permanent Secretary. The Chief Education Officer functions as the chief professional officer and as advisor to the Permanent Secretary and the Minister of Education. There are two principal education officers, one for the primary system and the other for secondary and higher education. There are five District Education Officers, one officer in charge of examinations, one responsible for the Curriculum Development Unit and one who directs Rural Education and Agriculture.

There is a dual system of school management and considerable powers are given by law to Managing Authorities who are representatives of the churches in Belize.

Primary Education. Education at this stage is universally free and compulsory by law between the ages of six and fourteen years. There are eight grade levels known as Infants I and II and Standards I to VI.

⁵⁶Information pertaining to the present system of education is taken from a Ministry of Education Mimeograph entitled Education Systems of Belize.

At the completion of the primary course pupils may write three examinations.

1. The Primary School Certificate Examination which is open to all students in Standard VI and to private students.

2. The Government Scholarship Examination, which is open to all Belizeans between the ages of eleven and thirteen (90 scholarships are awarded annually by order of merit from the results of this examination).

3. The National Common Entrance Examination conducted jointly by the Belize Association of principals of Secondary Schools and the Ministry of Education. This examination (known also as the "eleven plus") is written by students between the ages of eleven and twelve and is the chief criterion for selection of students to secondary schools.

Special Education System. There is one school, the Stella Maris for the physically handicapped and one school, the Lynne School for the mentally retarded.

The Secondary School System. Government schools consist of:

1. The Belize Technical College
2. Two Junior Secondary Schools
3. The Belmopan Comprehensive School
4. The Belize Vocational Training Centre

All other secondary schools are private and offer at least four year academic courses leading to the General Certificate of Education "O" (Ordinary) levels conducted by Cambridge or London Universities or by the Associated Examining Board. Three of these schools offer a

further two years of instruction leading to "A" (Advanced) levels.

Teacher Education System. The only institution awarding a Trained Teachers' Diploma is the Belize Teachers' College which offers a two year intra-mural course followed by a one year internship programme in a primary school.⁵⁷

Adult Education System. This system is operated by Government Ministries, by the Extra-Mural Department of the University of the West Indies, and by voluntary organizations such as 4-H Clubs, the YWCA and the Christian Social Council. Clerical, Commercial and Craft courses are offered as well as courses leading to G.C.E. "O" and "A" levels.

Government Draft Plans

In 1970 there was a further attempt at a Government Development Plan for the years 1970-1974.⁵⁸ The planning this time was a little more realistic, but was never undertaken. In the planning section on education the document states that education and the development of the nation's resources are closely related, and that therefore schools and colleges must develop the human resources which will shape future patterns of national life, enhance potential earning power and make use of resources more effectively.⁵⁹ The main objectives of the plan

⁵⁷With the establishment of BELCAST in 1979 a tertiary year has been added to provide teachers for secondary schools. See below p. 58.

⁵⁸Mimeograph: Draft of Development Plan, 1970-74.

⁵⁹Ibid.

were:

1. to relieve shortages of skilled manpower
2. to equalize economic opportunity among all Belizeans

These goals were to be achieved by:

- (a) providing Primary Education for all
- (b) providing sufficient secondary schools to educate those with recognized abilities
- (c) organizing the entire system to meet the manpower needs of the nation.

It was also announced that the Ministry would conduct a survey of all educational institutions to collect data, assess needs and the best methods of making improvements. One of the goals stressed in the document was that of increasing the ratio of trained teachers to students, bearing in mind that 5,000 more school places would be needed by the end of the plan period. In addition, attitudes favourable to agricultural development were to be fostered, and manpower skills such as masonry, carpentry and machine shop were to be encouraged. As for secondary education, more places would be needed, and therefore new schools, especially a new Government Junior Secondary School would be built, and more government scholarships would be offered. The acute shortage of secondary school teachers would be alleviated by recruitment from abroad on three year contracts. Technical education would be expanded to include auto-mechanics and business education. More university scholarships would be made available, especially in the area of agriculture and engineering.

Even though the previous plan had never been published, work

began on a new plan for 1974-76, based on the recommendations of the 1969 UNESCO Educational Planning Mission in British Honduras. This plan also remained in draft form and never saw the light of day.⁶⁰

The goals stated were:⁶¹

1. to improve the quality of education at all levels
2. to orient the education system towards developing the needs of the country
3. to improve and expand the scope of training at university, professional and technical levels
4. to ensure that resources are fully utilized in the interests of the social and economic goals of the country.

Primary schools were to emphasize gardening for children over ten years of age, and science also was to be stressed. School Broadcasting, which had begun in 1960, was to be extended to include Adult Education. Vocational workshops were to be provided for adults and school leavers.

Government Development Plan 1977-79

In 1977 a new Development Plan was finally published, the plan period being two years, 1977-1979.⁶² The opening paragraph of the section on Education consists of a quotation from the Manifesto of Independent Belize, 1974-1979, as follows:

⁶⁰Mr. I.E. Sanchez, Chief Education Officer, Personal Interview, July 20, 1979.

⁶¹Mimeograph of Draft of Government Development Plan, 1974-76.

⁶²Government Development Plan, 1977-1979 (published m.s.), Chapter IV, Section 9(a), Education, p. 1, ff.

The Government will provide education for all the Belizean people to satisfy their individual capacity and to meet the needs of an independent Belize. It is not the intention of this objective, however, to create by higher education a privileged class of elite citizens who will perpetuate the social injustices of colonialism.

The document goes on to state that Government will support the Church-State school system, but wherever this system is unable to provide for the needs of a community, Government will supply the necessary services. The objectives for education during the plan period were:

1. to provide primary education for all Belizeans
2. to improve the quality of education at all levels
3. to orient the educational system toward the developmental needs of the country
4. to improve and expand the scope of training at the university, professional and technical levels
5. to ensure that resources devoted to the educational system were fully utilized in the interest of social and economic goals
6. to provide continued support for the Church-State school system.

It was estimated that the primary school population would increase at the rate of approximately two per cent per annum. This would mean that by the end of the plan period, there would be 34,879 primary school children as against 32,242 in 1975. As Table 6 on the following page illustrates, in order to provide for this increase in school population, 2,655 new school places would have to be provided. In addition, it would be necessary to provide some 1,500 more places

to relieve present over-crowdedness. As for teachers, at the end of 1975 there were 1,190 teachers, only twenty-six per cent of whom were trained. With a school population of 32,242; this meant that there was one trained teacher for every seventy-five children, and one untrained teacher for every forty-two children. The new building for the Belize Teachers' College had just been completed in 1976, and it was hoped that it would provide for an annual output of one hundred teachers, thus making a total of 740 by the end of the plan period. (This forecast is also included in Table 6 below.) In the meantime, untrained teachers would be recruited from the graduating class of secondary schools and given "short teachers' courses, which will provide them with the necessary teaching background."⁶³

Table 6

Forecast for Primary School Children and Teachers
During the Period 1977-1979 (1975 figures are
given for comparison purposes)*

Year	Children	Teachers		
	Number	Trained	Untrained	Total
1975	32,242	428	762	1,190
1977	33,543	558	682	1,240
1978	34,213	640	630	1,270
1979	38,897	740	570	1,300

*Adapted from Government Development Plan, 1977-1979
(unpublished m.s.), p. 1.

⁶³Ibid., p. 2.

It is reported in the planning document that a Curriculum Development Unit had been established to provide new syllabuses in all subject areas and for all levels of the primary school system.

The new syllabuses would seek to:

1. emphasize the development of attitudes favourable to agricultural activities
2. provide the required manpower skills of the country
3. provide the Belizean youth with a better understanding of his national culture, history, natural resources and problems, and so allow him to contribute to political and economic independence and the progressive enrichment of its culture.⁶⁴

In dealing with Agricultural education at the primary level, it is stated in the document that Agriculture is the most important sector on which the future of the economy depends. A pilot project was to be carried out in conjunction with the Ministries of Agriculture and Community Development, and with the cooperation of voluntary organizations. The project was to involve ten rural primary schools in the Toledo, Stann Creek and Belize Districts.

With regard to secondary education, the document notes that provision for secondary level education must be undertaken in the light of a careful examination of its distribution and expansion; in order that realistic (sic) plans may be formulated for coping with the increasing demands for secondary school places, and with the imbalances in the distribution of opportunity for secondary education between Belize City and the other areas of the country. The proposals for the plan period therefore were:

1. to complete the merging of the two secondary schools

⁶⁴Ibid.

operating in Corozol Town into a Corozol Community High School.

2. to establish three more Junior High Schools in the rural areas, each with a strong bias towards rural development and agricultural education

3. to provide the Belize Junior Secondary School No. 1 with an additional building for its Industrial Arts programme

4. to assist the recognized secondary schools to expand their accommodation and improve their facilities.

As for secondary teachers, in order to improve the quality of teaching and to increase the number of graduate teachers from 38.5% to 60.6% of the total number of teachers, as shown in Table 7 on page 64, it was proposed to:

1. initiate a programme to enable Sixth Form graduates to do professional courses at the Teachers' Training College
2. provide additional university scholarships to teachers who are eligible for entrance to universities and who show interest in returning to serve the people
3. continue to recruit teachers from abroad until nationals have been trained to replace them.⁶⁵

With regard to Technical education, the Plan calls for 540 students by the end of the Plan period to be enrolled in the Belize Technical College in order to satisfy the demands of the economy for skilled workers. The college had recently expanded and would be turning out twice as many graduates as formerly. Students would prepare not only for the G.C.E. examinations but also for the internationally recognized technical examinations of the City and Guilds institution of London.

⁶⁵ Ibid., p. 4.

Table 7

Forecast of Secondary School Students, and the
Projected Requirements for Secondary School
Teachers During the Period 1977-1979*
(1975 figures are given for comparison purposes)

Year	Students	Teachers		
	Number	Graduates	Non-Graduates	Total
1975	5,200	125	200	325
1977	6,100	152	228	360
1978	6,700	212	213	425
1979	7,400	285	185	470

*Adapted from Government Development Plan, 1977-1979
(unpublished m.s.), p. 3.

Recognition is given in the document to the fact that skilled labour is an important factor in development, particularly in the case of such skills as masonry, plumbing and carpentry. In addition to the Vocational workshop in Belize City which was completed in 1974, to accommodate sixty-two students, part-time classes were being held for the adults and school leavers in other parts of the country. During the Plan period, it was proposed to enlarge the Vocational workshop to accommodate one hundred and twenty students and to extend this type of training to all Junior Secondary Schools.

As for Adult Education, it is proposed that an Adult Education Planning Team should be formed to advise on ways of improving and expanding available facilities and services. The team would be asked to give emphasis to:

- (a) using the facilities of the Vocational Training Centre and the Junior Secondary and Secondary schools for vocational education;
- (b) providing basic education to drop-outs and those with low levels of ability in literacy; and
- (c) providing courses to those seeking university entrance qualifications and those seeking to complete high school and sixth form education.⁶⁶

Further mention is made (see page 59 above) of the need for an Adult Education Broadcasting service, and also of the plan to include in this, lectures and discussions involving teaching methods, school management and other aspects of teacher education.

Educational Achievements

An objective often affirmed in the annual reports of the Department of Education was that of providing Primary education for all children. Referring to this goal in the 1969 report the statement was made that "with an estimated 95% of these children (of school age) enrolled in the primary schools of the country, it can be said that this objective has very largely been achieved".⁶⁷ In fact, because of this, Belize has achieved a literacy rate estimated at anywhere from 93% to 98%.⁶⁸

Improvement in the quality of education, is a most difficult area to evaluate. Certainly by the establishment of the Curriculum Development Unit, a serious attempt was made to achieve this goal. The new unit has been responsible for setting up a number of

⁶⁶ Ibid., p. 5.

⁶⁷ Department of Education annual report, 1969, Section I.

⁶⁸ All Ministry officials interviewed agreed on an approximate percentage within this range.

conferences and workshops for teachers. The officers involved with curriculum planning have undertaken evaluations of some of their guidelines. For example, visits were made to schools to assess the work done in Infant School (Grades one and two) Science and Social Studies.⁶⁹ At that time, 1976, from data collected, it was found that 75 teachers along with 2,000 children were involved in the trial programme. The exercise helped members of the C.D.U. to identify resource teachers who could provide them with valuable ideas and act as leaders in the districts where they were teaching.

Recognition has also been given by the C.D.U. that Belize is a multi-cultural and multi-lingual country.⁷⁰ Whereas English is the official language and the medium of instruction in the schools, the first language of some of the children may be Creole, Spanish, Garifuna (spoken by Carib Indians) or Maya of which there are three distinct dialects.⁷¹ In addition, the C.D.U. has expressed the need for textbooks dealing specifically with Belize.⁷² A beginning has been made in this direction, although the lack of funds again makes such an undertaking extremely difficult. Secondary schools and tertiary colleges are also desperately in need of books dealing with Belizean studies, History (of Belize), Geography, Botany and so on. All these are essential if students are to be educated as Belizean

⁶⁹Ministry of Education Newsletter, No. 3, n.d., p. 5.

⁷⁰Curriculum Development Unit Mimeograph, "Towards a Language Arts Curriculum for Infant Schools", 1977, p. 2.

⁷¹Canon Blackett, personal interview, July 20, 1979.

⁷²Ministry of Education, "Focus", November, 1979, p. 5.

rather than as colonial people.⁷³

Concentration of the Curriculum Development Unit on the primary years of schooling is a serious attempt to improve the basic groundwork of education at a level where there is the greatest hope of success.⁷⁴ For the quality of education to improve perceptibly in the higher grades the average level of academic education of the teachers must be raised. To that end, teacher training is now being provided at a tertiary level for post sixth form students, in the new BELCAST College as described below on p. 70-71.

In order to improve and expand the scope of technical training and so orient the system towards the needs of the country, the Secondary Technical School was reorganized in 1972 and renamed the Belize Technical College. No data seems to be available as yet to show to what extent the statement of the Hon. Guadalupe Pech quoted on page 46 above that "the training institutes of Belize must provide the necessary skilled men and women to operate and maintain the machines . . ." is being borne out by the facts.

Although several attempts have been made at emphasizing the natural sciences, particularly with respect to agriculture, limited success has been achieved.⁷⁵ Similarly with regard to gardening courses in primary schools, although the results of a pilot project in agricultural education in selected rural primary schools are being

⁷³T. Palacio, personal interview, July 16, 1979.

⁷⁴I.E. Sanchez, personal interview, July 20, 1979.

⁷⁵Development Plan 1977-1979, p. 3 and I.E. Sanchez, personal interview, July 20, 1979.

awaited with great anticipation by the authorities.

This unrealistic optimism is the reason for the fact that finances were not available to build the three new Secondary schools proposed in the plan. Similarly the scheme to provide "new syllabuses in all subject areas and for all levels of the primary system" was impossible to attain within the two years of the plan period. Furthermore textbooks, reference and resource materials are not available and cost considerable time and money to produce.

One of the goals of the government as expressed in the Manifesto is to eliminate the elitist society which they consider to be the result of colonialist education policies. In an attempt to overcome the inequalities inherent in the system, Junior Secondary Schools (two so far) have been established where no fees are payable. After completion of primary education, students may spend three years in these schools where the emphasis is on Vocational training, after which they are eligible for a further two years free tuition, either at the Technical College or at a Secondary School. The public, however, generally prefer to pay fees for their children to attend secondary schools if they pass the entrance requirements, believing that their children will otherwise be at a social disadvantage.⁷⁶

In order to advance still further towards the provision of secondary education for all capable of benefitting from it the Government has established a Comprehensive School in Belmopan, the new capital of the nation. This school offers five year courses in academic as well as Vocational subjects, such as Business Studies,

⁷⁶Canon Blackett, personal interview, July 27, 1979.

Home Economics, Woodwork, Metalwork and Agriculture. However, owing to the fact that at present there is no alternative secondary school in the city, there seems to have been little overt parental reaction to it. It is generally agreed, nevertheless, that in time parents will become dissatisfied, and that should a private secondary school be established in Belmopan, they would be prepared to support it with their fees.⁷⁷

It is obvious that the improvements to the system of education have been considerable since internal self government was established in Belize. However, lest the part played by the British colonial government be ignored it is worth bearing in mind that the groundwork for development had been laid and that present achievements owe a great deal to past organization.⁷⁸

Organizational Drawbacks

From the time of the very first Development Planning Committee set up by the Governor in 1945⁷⁹ in which "sketch" plans for a period of the "next five to ten years" were requested, there has been a tendency on the part of Government (a) not to leave sufficient time for the planning process, and (b) not to take sufficient account of the existing financial limitations imposed by the economic situation

⁷⁷With no statistical data to back up their statements, interviewees generally held these views.

⁷⁸Surprisingly several of the persons interviewed made this point without any prompting by the interviewer.

⁷⁹See above page 45.

in the country, and thus to draw up unrealistic plans.⁸⁰ On a number of occasions draft plans have been drawn up, time passed, the Plan period was over and little or nothing had been accomplished.

A further issue related to the structure of educational planning in Belize is the fact that the only government specialist in the field of planning is the Head of the Central Planning Unit. In other words, there is no one in the Ministry of Education who is qualified in any special way with respect to planning. Similarly in the case of other specialists such as statisticians or cost analysts and the like. These are not regarded as being necessary to the system, since it is felt that the compilation and analysis of statistical data requires only general secretarial qualifications and moreover it is considered too costly to hire trained personnel for these positions. As a result, very little has been accomplished in the way of gathering reliable data on which comprehensive educational decisions can be based.⁸¹

Current Achievements

Nevertheless, in spite of these organizational drawbacks, and perhaps because both the government and the churches are committed to improving education for all Belizeans, tremendous studies are being taken, and some very exciting ventures are even now being embarked upon. An example of a cooperative effort, which has great potential for success, is the emergence in September 1979 of BELCAST: Belize

⁸⁰ These points were made by several officials interviewed.

⁸¹ A Ministry official expressed this view.

College of Arts, Science and Technology.⁸² This College is organized as a collegiate institute providing education at the tertiary level with the Belize Teachers' College, the Belize Technical College and St. John's College Sixth Form as its constituent colleges.

Responsibility for the management and development of the college is in the hands of a governing body. Membership of the governing body includes representatives of the constituent colleges the Department of Extra-Mural Studies of the University of the West Indies, the Association of Principals of Secondary Schools, and the Ministry of Education. The College now offers courses at three different levels, each covering an academic year of full-time studies as follows:⁸³

(a) first year sixth form or Junior College, (b) second year sixth form or Junior College courses and (c) third year courses. The third year courses will lead to an advanced diploma in one of three areas: (a) Education--sponsored by Belize Teachers' College, (b) Accountancy --in consultation with the Belize Association of Accountants-- provided by St. John's College sixth form, (c) Mathematics and a technical subject--sponsored by the Belize Technical College. As the Minister of Education referring to BELCAST, told more than one hundred and forty teachers at the Ninth Annual Convention of the Belize National Teachers' Union, this time "things are coming together

⁸²R.G. Leslie, Principal Education Officer for Secondary Schools and Secretary to the Planning and Coordinating Committee of BELCAST, personal interview, July 20, 1979.

⁸³S. Satchwell, Principal of St. Michael's College and member of the BELCAST Planning and Coordinating Committee, personal interview, July 12, 1979.

rather than falling apart".⁸⁴

The Caribbean Examination Council

Belize, in education, as well as in its trade relations, is making an effort to break away from its dependence on British institutions. Whereas so far, the school system has culminated in the British General Certificate of Education at the "O" and "A" levels; beginning in the summer of 1979, the first steps were taken towards entering students in the secondary Education Certificate of the Caribbean Examinations Council (C.X.C.).⁸⁵ This council was established in 1972 by agreement between thirteen Commonwealth countries of the Caribbean. This was followed by a Supplemental Agreement amending the former one, and signed by eleven Caribbean governments, including Belize. The examinations were set for the first time in June 1979, at the "O" level only, in English, Mathematics, Geography, Caribbean History and Science. The council plans to increase, from year to year, the range of subjects so that eventually the services of the overseas examining bodies may be phased out entirely.⁸⁶ So far, secondary schools accustomed to preparing students for G.C.E. "O" and "A" levels, are approaching the C.X.C. examinations very cautiously indeed.⁸⁷ The schools are fearful that standards will not be maintained, and therefore they are encouraging

⁸⁴ See The New Belize, Volume IX, No. 5, May 1979, p. 15.

⁸⁵ R.G. Leslie, personal interview, July 20, 1979.

⁸⁶ See The Belize Times, Wednesday, January 17, 1979.

⁸⁷ Sister Mercy, Principal of St. Catherine's Academy, personal interview, July 11, 1979.

students to write one or two C.X.C. examinations in addition to the British G.C.E. In this way, the schools are assured of maintaining their standards, and at the same time will have a source of comparison between the two sets of results.

Educational Financing

A measure of the planning done without due regard to the availability of financial resources, may be gained from a Ministry report on educational financing dated February 1978 which stated that the new curriculum

will demand a superior quality of teacher, effective organization within the school structure, and adequate financial provisions for buildings, workshops, equipment, facilities and materials.

Educationists must learn from workers in other fields-- particularly in the field of management--new approaches to organization and personnel development. At all levels education must go out into the community in search of relevance, and to further its commitment as an agent of national development, reinforcing the economic and social structure of the Belizean society. We do not expect to see in our schools thirty-five or forty students at desks, with blackboard and chalk, from term to term and year to year, but we expect teachers to include some practical and vocational training, particularly in agriculture in their curriculum. To implement these new approaches will require adequate funds for equipment (cameras, film strips, slides, projectors, tape recorders, radios et alia), materials in abundance, and travelling expenses.

Thus governments like our Belizean Government, committed to modernizing educational systems so that they produce young citizens imbued with zeal to build new communities and nations, regard additional financial provision as a priority. At the same time, the community must recognize that it too has a contribution which it must make, for after all, the school is in the community and exists first of all to serve the community.⁸⁸

The report goes on to indicate the various sources of funds for

⁸⁸ Mimeograph of Ministry of Education Report on Financing, February 1978, p. 1.

education. In the first place, in 1977 the Government of Belize allocated B\$6.1 mn out of a total of B\$38 mn to education, that is twenty-one per cent of the Budget. In 1978 B\$8.3 mn out of B\$42.8 mn was allocated, that is about twenty per cent of the Budget. Out of the funds, Primary receives 50% of the allocation, secondary, including Technical and Vocational receives 25%; Teaching Training or Teacher Education gets 8%; Library Services and Archives are allotted 1.5% and Administration and Supervision 5.5%. Primary education is aided by a system of grants as follows:

1. 100% grant towards salaries and allowances
2. supplementary or per capita grant
3. 50% grant towards buildings, furniture, insurance,

apparatus and books.

Secondary education has a set formula for grants based on enrollment and the number of graduate teachers on staff. However, the principals of various secondary schools agreed that Government grants accounted for roughly 50% of their total budget, and that a great deal of fund raising was necessary in order to make ends meet. Another source of funds is the aid given by foreign agencies to assist with capital expenditure in terms of school buildings and equipment; for example, the British Development Division; the European Development Fund, which it was hoped would finance three new rural Junior Secondary Schools, CIDA, the Canadian International Development Agency, which is interested in assisting with Technical and Vocational Education and Rural Development; the Peace Corps who assist with personnel; CARE, Cooperative America for Relief Everywhere, which assists with equipment and is involved in REAP--

Rural Education and Agriculture Programme; and finally the N.G.O.'s, non-Government Organizations in Canada who have been approached to aid Churches in Belize with school buildings.

Nevertheless, in spite of everything there seems to be an amazing ability on the part of Belizean officials to "muddle through",⁸⁹ and as one official put it:

As all those involved in the process of educational planning are aware, plans and planners are not infallible; errors occur and these have to be revised in the light of new developments, because there is only so much money available and we Belizeans have to make the best of the situation.⁹⁰

THE FRAMEWORK AND PROCESS OF EDUCATIONAL PLANNING IN BELIZE

Educational Planning Defined

There have been many attempts at defining educational planning and at least four different traditions on which planning theories are based.⁹¹ According to Freedman and Hudson, a useful way of looking at planning is to consider it as an activity concerned with the "linkage between knowledge and organized action".⁹² However, Coombs, although he first indicates the difficulty of defining the rapidly growing and

⁸⁹Canon Blackett, personal interview.

⁹⁰I.E. Sanchez, personal interview, July 20, 1979.

⁹¹The four traditions are: 1. philosophical synthesis, 2. rationalistic, 3. organization development, 4. empiricism. See John Freedman and Barclay Hudson, "Knowledge and Action: A Guide for Planning Theory" in Planning Perspectives for Education, A.P. Johnston and James F. McNamara, eds. (M.S.S. Information Corporation New York, 1975), p. 9.

⁹²Ibid.

complex subject, states that educational planning is:

. . . the application of rational, systematic analysis to the process of educational development, with the aim of making education more effective and efficient in responding to the needs and goals of its students and society.⁹³

Most definitions of educational planning include preparation for the future as an essential ingredient.⁹⁴ A definition emphasizing this aspect is proposed by Coombs:

Educational planning deals with the future, drawing enlightenment from the past. It is the springboard for future decisions and actions, but it is more than a mere blueprint, planning is a continuous process, concerned not only with where to go, but with how to get there and by what best route.⁹⁵

It is rare, nevertheless, to find any mention in these various definitions of testing future planning against previous achievement or lack of achievement. However, Miklos, et al. do propose five possible steps in the decision-making process which although excluding implementation include the monitoring of goals. The five steps suggested are:

1. the identification and refinement of alternative goals.
2. the development of alternative means for achieving selected goals.
3. the identification of the most promising (most efficient and effective) means.
4. monitoring the extent to which goals have been achieved.
5. on the basis of information gained, revising means and possible goals or targets.⁹⁶

⁹³ Philip Coombs, What is Educational Planning? (Paris, UNESCO, 1970), p. 14.

⁹⁴ See E. Miklos, et al., Perspectives on Educational Planning (Human Resources Research Council), p. 6.

⁹⁵ Coombs, op. cit., pp. 14, 15.

⁹⁶ Miklos, et al., op. cit., pp. 6, 7.

A definition developed at the Inter-American Seminar in 1958 reads as follows:

The overall planning of education is a continuous, systematic process involving the application and coordination of social research methods and of principles and techniques of education, administration, economics and finance with participation and support of the general public in private as well as state activities, with a view to securing adequate education for the people, with definite aims and in well-defined stages and to provide everyone with an opportunity of developing his potentialities and making the most effective contribution to the social, cultural and economic development of the country.⁹⁷

Even this all-inclusive statement omits the monitoring aspects, nevertheless it is otherwise the ideal towards which all systems would do well to aspire; however, developing countries such as Belize do not have the resources, financial or human, with which to carry out such lofty processes. For the purpose of this study, therefore, educational planning will be viewed as a decision-making process by which choices are made in keeping with broad national objectives, bearing in mind the political, social and especially the economic realities of the situation. Coombs and Hallak have pointed out how essential it is to test the economic feasibility of plans, particularly in developing nations where shortages are severe; and they are able to prove how successfully cost analysis can be used as part of the planning process, and what penalties are suffered when it is neglected.⁹⁸ This has been demonstrated in Belize where, as indicated above, plans have often been aborted for lack of funds and

⁹⁷ UNESCO, "Elements of Educational Planning", The Organization, Paris, 1963, as cited by Don Adams and Robert M. Bjork, op. cit., p. 142.

⁹⁸ Philip H. Coombs and Jacques Hallak, Managing Educational Costs (O.U.P., 1972), p. x.

a lack of reliable data.

Educational Planning in Belize

As part of the overall Government Development planning, educational planning in Belize is very tightly controlled by the government at cabinet level.⁹⁹ It is the politicians therefore who formulate policy largely based on electoral promises which are in turn based on the Manifesto for an Independent Belize. In the Manifesto the promise is made that "the Government will provide education for all Belizean people to satisfy their individual capacity and to meet the needs of an Independent Belize". Also expressed in the Manifesto is the determination not "to create by higher education a privileged class of elite citizens who will perpetuate the social injustices of colonialism". The Cabinet Development Committee chaired by the premier in fact controls the whole process of planning. The members consist of the Ministers of Finance and Economic planning, Works, Agriculture, Education, Housing and Trade and Industry. The secretary of the Committee is the Head of the Central Planning Unit.¹⁰⁰ The C.D.C. is responsible for planning, for implementing the plan, for maintaining a constant watch on progress and for reporting to the nation. The executive arm of the Cabinet Development Committee is the Central Planning Unit.¹⁰¹

⁹⁹R. Castillo, Permanent Secretary, Ministry of Education, personal interview, July 20, 1979.

¹⁰⁰Ibid.

¹⁰¹J. Borland, personal interview, July 20, 1979.

Its function is to advise on economic matters and planning; to help to coordinate the proposals of the Ministries in the Plan, to keep the Plan up to date; to report to the C.D.C. on the progress of the Plan preparation; to make studies as bases for policy recommendations; to collect, compile and interpret statistical data; to have representation on all Ministry Development Committees; to convene the Central Coordinating Committee and to maintain liason with the District Committees. Thus both the formulation and the final articulation of all plans are the responsibility of the executive arm of the C.D.C.

Although ultimate responsibility for educational matters under the Education Ordinance of 1962 and Amendment Ordinances of 1967, 1970 and 1971 rests with the Minister,¹⁰² nevertheless, as is evident from Figure 4 on the following page, his plans only form a part of the overall Plan for the country. For this reason, all such plans must be approved by the Cabinet through the Cabinet Development Committee, whose Secretary is Head of the Central Planning Unit. This Central Planning Unit is represented on the Ministry Development Committee which is chaired by the Minister, while the permanent secretary is the Deputy Chairman. The Assistant Secretary acts as Secretary of the Committee, while the membership consists of a representative of the Central Planning Unit, Heads of Departments, and other such persons as the Minister may invite. In practice, the Chief Education Officer is very much involved at this level.¹⁰³

¹⁰²Education Systems in Belize (unpublished m.s., 1977), p. 1.

¹⁰³I.E. Sanchez, personal interview, July 20, 1979.

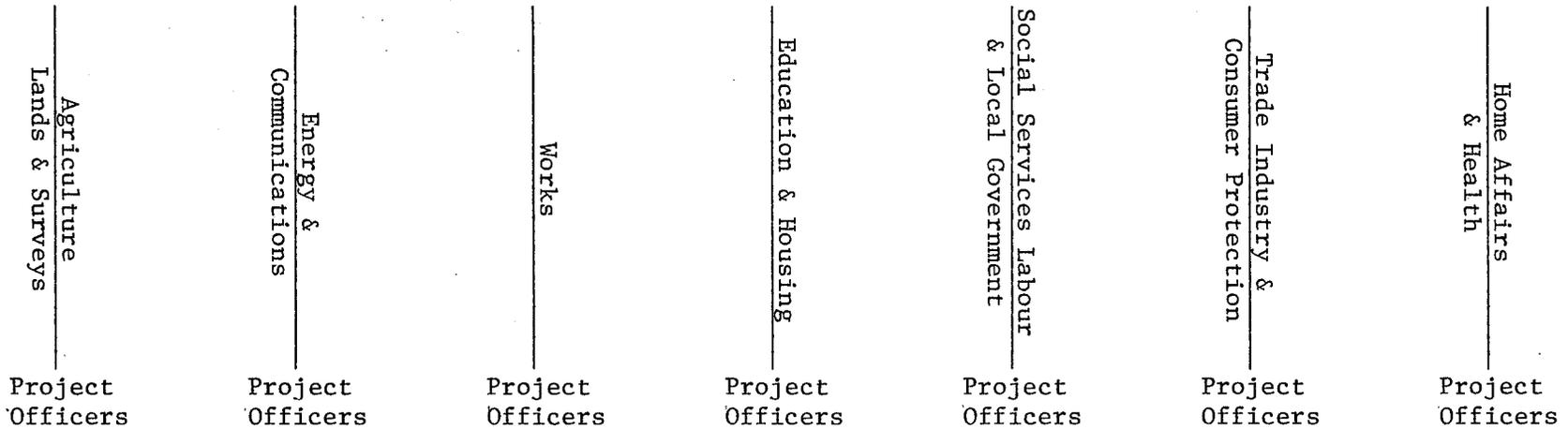
CABINET

Cabinet Development
Committee
(Chairman: Premier)

National Economic
Development Council
(Testing Ground for Government
Policies and Programmes
Secretary: Head of C.P.U.)

Secretariat
Central Planning Unit
(Executive arm of C.D.C.)

Ministries Development Committees



Central Coordinating Committee
(Convenor: Head of C.P.U.)

District Coordinating Committee
(Convenor: Head of C.P.U.)

Corozol Orange Walk Cayo Belize Toledo

Figure 4*
Organizational Framework of Planning

*Adapted from Ministry of Education Mimeograph.

District Involvement in Planning

After the UNESCO report of 1964,¹⁰⁴ a serious effort was made by the Ministry to involve the District Education officers and school Principals in educational planning through their District Committees. However, it seemed that this only led to frustration, since each District naturally was anxious to improve its own facilities, and if such requests were turned down, for one reason or another, there was disappointment, and a feeling that the government wasn't really interested in their input. Because Belize is such a small country, news travels very fast, and when one District received a benefit while another was refused, jealousy and bitterness ensued. Thus by the time of the 1977-79 Plan, efforts to involve people at the grass-roots level had all but died out.¹⁰⁵ A fresh attempt is now being made to deal with this problem, but there is no guarantee that it will prove fruitful.

Future Plans

Future Development Plans will stress the fact that there are two major obstacles standing in the way of the country's future development; the small domestic market and the shortage of skilled personnel particularly at the intermediate and supervisory levels.¹⁰⁶ It is believed that the market size could be extended by improving

¹⁰⁴For the report of the UNESCO Educational Planning Mission see pp. 50-52 above.

¹⁰⁵Several officials made this point during personal interviews.

¹⁰⁶J. Borland, personal interview, July 20, 1979.

and extending the existing road system, particularly between the main producing and consuming centers. More important still, is the need to increase exports by exploring new markets and improving those in the Caribbean and Central America. These markets are essential for an increase of foreign exchange earnings required for the acquisition of machinery and other equipment for the expansion of production. In addition, some means must be found to reduce the country's reliance on imports of food and other articles. However, there is no doubt about the need for education to prepare the people to take full advantage of the opportunities which will arise through the development process in the years ahead; therefore great emphasis must be placed on educational planning.¹⁰⁷ Special attention will be given to education at the primary, technical and vocational levels. Particularly important will be training in special skills such as woodwork, masonry, engineering and commerce. In agriculture, it is proposed to upgrade the skills of the farmers through short training seminars, demonstration programmes and other measures. The aim is to train citizens in such a way that they will be able to participate in the overall economic and social development of the nation.

Agriculture

The Belize School of Agriculture will continue to train would-be farmers who should then set an example to the general farming population. However, one secondary school principal expressed the hope that eventually the school might expand into a post-secondary

¹⁰⁷I.E. Sanchez, personal interview, July 20, 1979.

institution;¹⁰⁸ he felt that justice could not be done to the subject at the high school level, although the C.X.C. (Caribbean Examination Council) had proposed, setting an examination in Agriculture. This administrator felt that it would prove too costly and too time-consuming and that it would prove far too difficult to find qualified high school staff to teach the subject.

The development of Agriculture is vital to the nation, but it will be a long time before prejudice against the idea of working on the land is obliterated. Students scorn agriculture, and little is being done to make farming more attractive to young people.¹⁰⁹ The Agricultural school is in Belize City, which in the view of one gentleman interviewed is "in the wrong place".¹¹⁰ In his opinion, students in the city are not interested in farming, and he pointed out that an Agricultural school had in fact been opened in Dangriga but it had fallen through for lack of interest, and as he said "it is only through the Primary schools that it will be possible to attract young Belizeans towards agriculture." The reason for this attitude stems naturally from the days of slavery when even among the slaves themselves, those who tilled the soil were of the lowest class. Now the aim of most students is to get an education so that they can work at an office job.¹¹¹

¹⁰⁸A. Flores, Principal, Ecumenical High School, Dangriga, personal interview, July 17, 1979.

¹⁰⁹Several interviewees made this point.

¹¹⁰Rev. Eric Richards, Member of the Board of Governors of the Ecumenical High School; Dangriga, personal interview, July 18, 1979.

¹¹¹Several interviewees, especially principals, made this point.

The Need for Teachers

The need for more trained teachers both primary and secondary is obvious in the extreme. Although again and again in the plans recruitment from abroad on two or three year contracts is mentioned, the fact is that the only such teachers available are those from the Peace Corps or occasional volunteers. Funds simply cannot be provided and recruitment without a reasonable salary offer is just not feasible.¹¹²

The Problem of Rural Education

It is even more essential that trained teachers are found willing to teach in the primary schools in the rural areas. Whereas the education system purports to be offering equal opportunities for all, rural children find themselves at a double disadvantage. In the first place, the quality of teaching is usually very inferior because teachers on the whole are attracted to the city and secondly, even if they succeed against all odds in gaining admittance to a secondary school, the cost of transportation and room and board falls upon parents who in all likelihood can ill-afford the cost. Furthermore, for a rural student to win one of the ninety scholarships offered annually by the government is extremely rare, and even then, only if they can be shown to be genuinely in need of assistance is help given towards their room and board.¹¹³ In addition, since children

¹¹²S. Satchwell, personal interview, July 12, 1979.

¹¹³Canon Blackett, personal interview, July 27, 1979.

with differing linguistic backgrounds are largely to be found in the rural areas, the problem is compounded. This is especially evident among the Maya Indians who generally dwell in the more remote regions of the country and who remain less assimilated than the rest of Belizean society. Of the three groups of Mayas each speaking a different dialect, the Kekchi tribe, living in villages in the Punta Gorda District, are even more isolated than the others, and generally have feelings of inferiority when placed in a school environment.¹¹⁴ Therefore teachers trained in English as a Second Language as well as in an understanding of the cultural background of these children, are essential if equality of opportunity is to become a realistic goal.

The Minister of Education, the Honourable Elijio J. Briceno,^v in an address to the graduates of the Belize Teachers' College in July 1979, had this to say on the subject of teachers for rural schools:

You are now trained teachers. The country needs you to give service to the rural schools. Managers of schools often complain that trained teachers do not want to serve in rural schools, yet this is where they are most needed. In this country, graduates of the teachers' college are free to choose where they serve. We depend on their commitment to education and their sense of justice, for them to choose to work in our rural schools. There are quite a few countries where teachers who get their education at public expense, are required to serve in the rural areas, not only for them to get their diplomas but also for them to fulfil their bonds. Graduates, we hope that we will never need to make this requirement in Belize, but if we have to, for the public good, then we shall not shirk our responsibility. Meanwhile, within our limited resources, we are constantly seeking to improve both the living and working conditions of teachers in the rural areas. Additional financial incentives are also being

¹¹⁴ Canon Blackett, personal interview, July 27, 1979.

provided so as to attract trained teachers to our rural schools. All we are asking is for you, graduates of Belize Teachers' College, to serve in the rural areas out of a sense of duty.¹¹⁵

Non-Formal Education

The need for integrated planning efforts to develop the rural areas are obvious. Formal education, unless it is specifically geared towards raising agricultural productivity or to improving the quality of life, is artificial and irrelevant; out of touch with reality.¹¹⁶ The Social Development Department of the Government and several voluntary agencies have established groups and societies through which some meaningful activities are pursued, such as food preparation, sewing, gardening, arts and crafts, construction works on a self-help basis, animal husbandry, food preservation, sports, cultural activities, etc.¹¹⁷ Most villages have formed Village Associations and have constructed community centres. The Government encourages these groups in the field of agricultural development in an effort to provide for local needs and develop a spirit of cooperation. Women's associations have been formed also, the members of which share their experience and develop their skills in sewing, cooking and other household activities, including budgeting techniques. Young people in rural areas are encouraged to participate in youth

¹¹⁵ See The Belize Times, Wednesday, July 11, 1979.

¹¹⁶ See Richard D'Aeth, Education and Development in the Third World (Saxon House/Lexington Books, 1975), p. 109.

¹¹⁷ D. Gill, Community Development Officer, personal interview, July 20, 1979.

programs and in 4H work.¹¹⁸

In the 1977-79 Development Plan, the Government through its Social Development Department pledged itself to support all the above-mentioned groups as well as providing also for Urban Community Development.¹¹⁹ Among the latter were Home Economics classes, youth camps and hostels. However non-formal education of this type is not an object of pride among officials, and they are much more committed to the provision of formal schooling, and to the lock-step process by which students pass on to the next stage by means of examinations. Even in the case of adult literacy drives, there is always the hope that at some point the student will be able to fit into the regular system.¹²⁰

Conclusion

The Government of Belize in its efforts to overcome the aftermath of colonialism, and to provide quality education for all Belizeans, has made some remarkable gains. However, the enthusiasm displayed by so many of those actively involved in the planning process is not always based on the realities of the situation either in terms of finances or in terms of the availability of resources whether human or material. If a planning unit manned by specialists were to be set up in the Ministry of Education, the input from that source would be much greater and much more likely to succeed.¹²¹

¹¹⁸J. Borland, personal interview, July 20, 1979.

¹¹⁹Government Development Plan, 1977-79, op. cit., p. 6.

¹²⁰The majority of interviewees held this opinion.

¹²¹J. Borland, personal interview.

SUMMARY

This chapter has outlined the history of education in Belize from the time of the first Education Act of 1850 to the present time. The duality of the school system, controlled both by the religious denominations and by the government was discussed along with the problem of fragmentation in a country so lacking in resources. The colonial stratification of society was shown to have been transferred to the schools where equality of opportunity does not exist for the children of the lower classes especially for those living in the rural areas.

The institutional framework for planning in Belize was examined and was found to be a tightly controlled organization of which the Cabinet through its Cabinet Development Committee is the central authority.

The government's commitment to education was shown to have resulted in many achievements, in spite of the often unrealistic and financially unfeasible plans it has formulated; and although it gives support to non-formal types of education, it appears to be more firmly committed to a rigid pattern of formal, coordinated schooling.

CHAPTER 4

SUMMARY, ISSUES, CONCLUSIONS AND RECOMMENDATIONS

The ex-British colonies of the Caribbean in general are demanding a widening of the aims and objectives of their educational systems. The recognition of the importance of education for development has been increasing even since the United Nations replaced the League of Nations after the Second World War.¹ The organization, from its inception, provided an arena for a discussion of goals for underdeveloped nations which set the stage for the beginning of the decolonization era. By the nineteen sixties, as more colonies gained their independence, and poor nations became more heavily represented in the United Nations Assembly, greater opportunity for the interchange of ideas was available. Furthermore, in 1973, when the underdeveloped yet oil-producing countries suddenly quadrupled the price of oil, economic power served to strengthen the Third World voice.² Regardless of whether or not these rich nations are prepared to endorse the demands of the less fortunate, nevertheless, they have been instrumental in focussing attention on the problems of development.

Structured educational planning in these nations is a new phenomenon, and this study was undertaken in order to examine the

¹See Richard D'Aeth, Education and Development in the Third World (Saxon House/Lexington Books, 1975), pp. 2, 3.

²Ibid.

social, historical and institutional framework of education in one of these countries, believing that these are crucial for this process. Five questions guided the study and were directed at the specific context of the study, namely Belize. The questions were concerned with the historical, social, cultural, economic and institutional frameworks of educational planning in Belize, and with its policy articulation and formulation, as well as with the short-range and long-range educational goals of the government. This chapter provides a summary of the findings, outlines issues and conclusions, and makes recommendations for practice, and suggestions for further study.

SUMMARY

The Case of Belize

The Historical and Socio-Political Context. The historical background for educational planning was examined in the light of the socio-political forces which influenced educational development. It was shown that thus a stratified society became established, which transferred into the education system, stressed differences between types of education as well as differences within stages. The first schools were missionary schools, and the churches have, to this day, maintained a share of the control of primary, and almost total control of secondary education. Advance towards independence has brought in its train a far greater commitment to education; and in ideal terms has spelt the breakdown of the system whereby elite citizens receive a different education from those of the lower classes. In practice however, deeply ingrained attitudes towards class structure, as well

as the influence of the Churches with their elite-type secondary institutions, have impeded change, and have caused the planning process to be fraught with difficulty. The stated government objectives of equality of opportunity are negated also by the poor quality of teaching in the rural areas (the majority of teachers seem to be attracted to the cities), and by the paucity of secondary school places. Not only are children at the age of eleven selected for secondary education on the basis of competitive examinations, but in addition, they have to pay fees, a fact which causes yet further discrimination against the poorer classes, especially if they come from the rural areas, and have to pay for living expenses in the city. Even students on free scholarships may apply only for assistance towards their room and board.

The issue of a curriculum and textbooks relevant to the needs of Belizeans were discussed, and the fact that a Curriculum Planning Unit has been established in the Ministry was regarded as a hopeful sign for the future. The teaching of students, whose first language is not English, will hopefully be reflected in the curriculum, since these children are of concern, living as they do for the most part in rural areas where there is an extreme shortage of qualified teachers.

The need for people skilled in trades, and for technicians, has posed serious problems for the country; therefore one of the goals of the government is to provide more technical and vocational training. Above all, the need to reduce imports, especially of foodstuffs, has placed a strong emphasis on farming. The traditional scorn for the land, based on the slave system, has made it imperative

for Government to make provision for training in agriculture, both as part of the regular school system as well as in non-formal types of education.

The Institutional Context. Educational planning in Belize was shown to be government-based and strongly Cabinet controlled. Moreover, educational planning is undertaken by the Cabinet Development Committee through its executive arm, the Central Planning Unit, and not directly by the Ministry as in some ex-colonies. Even though the Minister of Education does chair a Ministry Development Committee, all plans become part of the overall Government Plan and as such must be approved by the C.D.C. Some attempt has been made in the past to allow District Education Officers and school principals some measure of input into planning at the Ministry level; but due to inter-District rivalries this has not proved successful. The aim is eventually to establish a planning office in each Ministry, but financial considerations have so far prevented the realization of this goal.

ISSUES AND CONCLUSIONS

Belize

The Social Context. Belize, like other developing countries, has had to face the problem of increasing demands by society for education, especially at the Secondary level. Parents, on the whole, are not so much concerned with what their children are being taught, but are most anxious that they gain admittance to the prestigious secondary schools, in order that their opportunities for upward

mobility may be enhanced.³ However, since there are not nearly enough secondary places available, the National Common Entrance Examination, taken by 11 year olds continues to be the main criterion for selection. In addition, students hoping for free tuition may sit for the Government Scholarship Examination, open to all Belizeans between the ages of eleven and thirteen. Thus at the completion of the primary school course, pupils may be subjected to three examinations:

1. The Primary School Certificate Examination;
2. The Government Scholarship Examination; and
3. The National Common Entrance Examination.⁴

The Common Entrance Examination. It is the Common Entrance Examination however, about which there is considerable controversy. This examination is conducted jointly by the Belize Association of Principals of Secondary Schools and the Ministry of Education, and it makes use of standardized placement tests. There are many reasons for the criticisms leveled against this selection system. Many argue that the demands made on an eleven year old child and on his parents are too great; while others maintain that this examination simply perpetuates the old elitist system. It is indeed quite obvious that a child coming from an educated background has a far better opportunity of getting a place in a high status secondary school,

³Most of those interviewed made this point.

⁴Education Systems of Belize (Mimeograph of Ministry Report, n.d.), p. 1.

than one raised in a disadvantaged rural home. Private elementary schools also coach their students for the entrance examinations, and consequently these pupils take up a high percentage of available places.⁵ Since this method of selection does not provide for equality of educational opportunity, it is not consistent with the avowed goals of the government; therefore in the future, some other means of approaching the matter of public demands for education must be devised.

In Great Britain, the reorganization of secondary education began in 1965 with government Circular 10/65 which stated that the objective was to end selection at 11+ and to eliminate segregation in secondary education.⁶ It is worth noting in this regard that a British study undertaken in the early seventies showed that of one thousand boys who did not succeed at the 11+ examination seventy-five per cent passed the G.C.E. "O" level examinations in five or more subjects. This compared very favourably with the fifty-six per cent of all grammar school leavers. In addition, one third of these also passed two subjects at "A" level, while at least twenty per cent went on to university.⁷ Thus a system is being promoted in Belize which has long since been found to be discriminatory in the country of its origin; and the stratification imposed by the colonizer is being

⁵ Several persons interviewed presented these views.

⁶ Robert Bell, et al., eds. Education in Great Britain and Ireland. A Source Book (Routledge and Kegan Parl in Association with the Open University Press, 1973), p. 112.

⁷ Ibid., p. 122.

perpetuated by a "neo-colonial" government.

Government Secondary Schools. The introduction by the Government of Junior Secondary Schools as separate institutions concentrating on Vocational training, are not acceptable to parents, ambitious for their children. Although, through these Junior Schools, entrance to the Belize Technical College or to Secondary Schools is a distinct possibility, parents nevertheless feel that children, admitted to these schools, are at a social disadvantage. In Belmopan, the new capital city of the nation, the Government has opened a Comprehensive School offering five year courses in academic as well as vocational subjects, such as Business Studies, Home Economics, Woodwork, Metalwork and Agriculture. However, owing to the fact that at present there is no alternative secondary school in the city, there seems to have been little overt parental reaction to it. It is generally agreed, nevertheless, that, in time, parents will become dissatisfied and that should a private secondary school be established in Belmopan, they would be prepared to support it with their fees.⁸

The Position of the Private Schools. The private schools, especially the elite institutions offering sixth form courses, are in a far better position than the rest with respect to availability of qualified teachers and material resources. Although Government grants cover only approximately half the total cost of operating

⁸With no statistical data to back up their statements, interviewees generally held these views.

such schools, financing is also provided through school fees, through fund-raising events, through the generosity of wealthy benefactors, and, in the case of the Catholic schools, through the non-payment of salaries to members of religious Orders.⁹ Government schools, on the other hand, suffer not only from a lack of trained teachers, but also from overcrowding, and from a serious shortage of basic books and equipment. Thus the disparity increases as the number of students increases, and competition for places in the high-status schools becomes ever more fierce.¹⁰ It is therefore obvious, that if national goals are to be realized, a change in the educational structure is necessary in order to create a more even distribution of resources, both human and material.

The Institutional Context. Reference has been made in Chapter 3 to the fact that the planning undertaken by the Ministry Development Committee, operates largely as a closed body responsible to the Cabinet. Although under the Minister there is an advisory council, the National Council for Education, consisting of the Chief Education Officer and fifteen members appointed by the Minister, this body, in fact, has no real input into the planning process. Similarly although there are fourteen education officers, five of whom are stationed in the out-Districts, none of these has any influence on planning. The Principal Education Officers, one in charge of primary education and the other in charge of Secondary and Higher education

⁹Sister Mercy, personal interview, July 16, 1979.

¹⁰Canon Blackett, personal interview, July 27, 1979.

may bring recommendations to the Chief Education Officer who in turn may advise the Minister. Historically there has never been input from the grass-roots of the educational system, and in recent years, particularly since the UNESCO mission of 1964, attempts to rectify this situation have been thwarted due to jealousies and rivalries between the various Districts. The result is that planning at the Ministerial level is sometimes quite divorced from reality, and the public at large as well as Education Officers, school principals and teachers, feel justifiably that they are simply the recipients of dictated policies.¹¹

Dual Control. Rapid expansion of the education system in Belize has meant also a significant increase in personnel on local governing boards. Since dual control is in effect, the question arises as to how Government will be able to deal with the situation, should one of the governing bodies make decisions not congruent with national goals; as it stands at present, the Minister has little power to control such an eventuality. Related to this fact is yet another concern: how can it be determined at what point the authority of the government holds sway, and at what point the local authority is in charge? There is a gray area here, which results in tension between the two powers. The Ministry, on the one hand is at present attempting to tighten its control; however, should this course of action prevent experimentation in the schools, the resultant rigidity would stifle initiative. Thus while the Ministry needs power

¹¹ Education Officers interviewed voiced these opinions.

to coordinate the system, local boards need to maintain their freedom to seek new ways of improving education in their schools.¹²

AREAS OF CONCERN

Some problems face the government of Belize as it plans for the education of its citizens. However, situations often exist in a country, which may not be apparent to an outsider, therefore, it is fully recognized that these comments may not be entirely valid. Nevertheless, twelve areas of concern will be considered on the basis of the issues and conclusions of the study.

1. As the education system continues to expand, to a remarkable extent for such a small country, it seems that it is becoming ever more difficult for the churches to bear the full burden of planning for their systems. Perhaps, therefore, in view of this problem, a coordinating council might be established consisting possibly of education officers, members of governing bodies of private schools, and members of the Belize Teachers' Union. The function of such a council could be to provide direction for the schools and assist in the planning of Secondary education.

2. Dual control sometimes leads to tension between the two parties, Church and State, although up to the present time a strong commitment to education; on both sides, has generally overcome differences. However, some means of settling disputes, acceptable to all concerned, may have to be found. One possibility might be for the Ministry of Education to be accorded certain powers of supervision

¹²Canon Blackett, personal interview, July 27, 1979.

which would become effective only in the event of an impasse occurring; another workable solution might be for an arbitration committee to be set up for this purpose, composed of representatives from the Ministry and the Churches, along with other impartial persons elected by these two bodies.

3. The government of Belize is still trying to find a way to deal with the disparities which exist between the schools in the cities and those in the rural areas. One possibility might be to require teachers to teach in rural schools for a certain period during their early years of employment. Such a scheme would not only help towards providing equality of opportunity for all children--a stated goal of the government--but would also be a means of valuable professional development experiences for the teachers. However, as the Minister of Education, the Honourable Elijio Briceno pointed out in an address to the 1979 graduating class of the Belize Teachers' College, a number of countries already have this requirement, but he added that he would prefer teachers to volunteer for rural service "out of a sense of duty."¹³ The minister also mentioned that some financial incentives were also being provided and still the teachers were opting for the city jobs. Perhaps these incentives might possibly be increased sufficiently to compensate teachers for the lack of facilities in the country districts, in much the same way as school Boards in isolated areas in Canada pay a "northern" or "isolation" allowance to attract teachers to their districts.

¹³This speech is quoted in part in Chapter 3, page 85 of this thesis.

4. The Curriculum Development Unit has recognized the fact that for large numbers of children, English is a second language. It is also evident that it is in the rural areas that the problem is most severe. For these reasons, and subject to the availability of qualified personnel, it might be worth considering the inclusion of a short, intensive unit on English as a Second Language which all Primary teachers would be required to take during the course of their training. Should it be felt, however, that such a mandatory course might prove too unpopular, perhaps special credit might be given for it instead, which could qualify a teacher to receive added salary benefits.

5. Because of the controversy surrounding the Common Entrance Examination, consideration might be given to the formation of a committee consisting possibly of education officers, principals and teachers of both Primary and Secondary schools as well as representatives of the Belize Teachers' Union and parent interest groups, to act as a task force to study this matter and to bring recommendations to the Minister. Such a task force might find it a valuable exercise to examine the situation existing in various countries where this examination is still in effect, and in others where it has been abolished or is in the process of being phased out.

6. A situation which seems to cause some problems for the government in its planning for education, is the fact that the Curriculum Development Unit is responsible for curriculum at the Primary level only, and has no input whatsoever into the development of Secondary courses. Even though Secondary programmes are to a large extent determined by the requirements of external examinations,

nevertheless it might be helpful to both systems if there could be a smoother transition from the one to the other. Perhaps this might be accomplished if the C.D.U. were to have its terms of reference widened to include the coordination of Primary and Secondary curricula, in consultation with school principals and teachers.

7. There seems to be considerable concern, particularly on the part of parents, regarding the three examinations at present often taken by a child completing Primary school. Possibly the Primary Certificate Examination might be taken only by those children not transferring to Secondary Schools, while the Common Entrance Examination might be used in lieu of the Government Scholarship Examination. Such a move would lessen the strain on eleven year old children, while also preventing any possible indication of social class among the candidates. Another possible solution to this problem might be to have all eligible students write the Primary Certificate Examination and to use these results, combined with term-work evaluations, as a basis for entry to Secondary schools, as well as for the awarding of scholarships.

8. While it is evident that Ministry of Education officials in general would welcome participation and involvement by citizens in the planning process, difficulties in the implementation of this goal have not yet been overcome. It is possible that a national conference on education, such as that held in Nigeria in 1969,¹⁴ might act as a catalyst by bringing educational issues out into the open. A

¹⁴See A. Babs, Fafunwa, History of Education in Nigeria (George Allen and Unwin Ltd., London, 1974), p. 210.

momentous occasion such as this would be likely to promote widespread interest and participation by representatives of various organizations, both professional and lay. In addition, workshops and conferences conducted by specialists, Ministry of Education officials, representatives of the Belize Teachers' Union and the Principals' Association, might also be organized for the purpose of encouraging all concerned to work with pride towards the continued improvement and expansion of education throughout the nation.

9. One serious problem facing the government of Belize is the acute shortage of Secondary school places. The new BELCAST college having now been established, some consideration might be given to centering all sixth form courses there. This would free Secondary places in those schools previously providing such courses, and in view of the small number of students involved, might possibly be accomplished without the need to hire additional staff.

10. Since the development of agriculture is a national priority, one serious problem facing the government is the fact that farming is traditionally scorned in the country. Possibly one way to raise the status of agriculture might be to expand the Belize School of Agriculture into a post-secondary institution providing a three year course leading perhaps to a diploma in agriculture. A program such as this could place graduates on the same scholastic level as those completing the tertiary year at BELCAST, and might also lend impetus to agricultural courses now being conducted in Primary and Junior schools, as well as to those being offered in less formal settings.

11. It is generally recognized in Belize that the need for

the country to become self-sufficient in food is paramount. Unlike many other Third World countries,¹⁵ in spite of the fact that large areas of land are utilized by sugar plantations and citrus groves, Belize does not suffer from a shortage of potentially productive land. However, some excellent government schemes to attract citizens to engage in farming do not seem to be meeting with the success they deserve.¹⁶ One possible solution to this problem might be to set up some form of work experience for Junior Secondary students and school leavers whereby these young people would benefit both educationally and financially from their labours. In some other countries, China for example, it has been shown that students who discover for themselves the market value of proper land-use, are also likely to derive personal satisfaction and self-fulfilment from the experience.¹⁷

12. A problem which exists in Belize, as it does in most countries including Canada, is the fact that some children leave school before they have acquired the skills they need to function in society. While some excellent examples of non-formal education already exist in Belize, it might prove advantageous for the government to institute some programmes particularly suited to the needs of these school drop-outs--or "push-outs" to use the term

¹⁵ Frances Moore Lappe and Joe Collins, "Food First".

¹⁶ Rev. E. Richards, personal interview, July 18, 1979.

¹⁷ The view that satisfaction is to be gained through combining education and productive labour is one shared by Marx and Dewey, and it formed the basis for Mao Tse-tung's educational policies. See Susan L. Shirk, "Work Experience in Chinese Education". Comparative Education, Vol. 14, No. 1, March 1978.

employed by the Government of India in a 1974 report on non-formal education.¹⁸ These courses might be conducted in classrooms, farms or workshops on a strictly informal basis, and might possibly help to promote among these young people a high level of interest and pride in their country.

RECOMMENDATIONS FOR FURTHER STUDY

It is recommended that the following be undertaken with respect to Belize.

1. A study of alternatives to the Common Entrance Examination.
2. A study of methods of involving citizens, both professional and lay, in the planning process: the advantages and disadvantages of such participation.
3. A study of the effects of the expansion of education on development.
4. A study of the disparities existing in the educational system, and their effects on the achievement of children.
5. A study of achievement patterns of bilingual children,
 - (a) in rural areas
 - (b) in urban centres.

¹⁸The term "push-out" was used in a booklet issued by the Government of India Ministry of Education and Social Welfare entitled Main Schemes of Non-Formal Education in the Fifth Five-Year Plan. The term was used to balance the "pull" of the home--the needs of parents for unpaid labour against the "push" given to "flagging" pupils by outdated curricula, traditional testing, etc. See Roger Iredale, "Non-Formal Education in India: Dilemmas and Initiatives", Comparative Education, Vol. 14, N . 3, October 1978.

6. A comparative study of British and Belizean education in the nineteenth century, to determine whether in fact "Colonial" education was different in intent from public education in the Mother country.

7. A comparative study of non-formal education in those developing countries whose governments make provision for this as part of their Development Plans: an evaluation of such programmes in relation to the needs of Belizeans.

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Arano, A., District Education Officer, Punta Gorda.

- Blackett, Canon J.L., Former Chief Education Officer.
- Borland, J., Head of the Central Planning Unit.
- Castillo, R., Permanent Secretary, Minister of Education.
- Flores, A., Principal, Ecumenical High School, Dangriga.
- Gill, D., Community Development Officer, Government of Belize.
- Leslie, R., Principal Education Officer in Charge of Secondary and Higher Education, Registrar for BELCAST, Belize.
- Mercy, Sister, Principal, St. Catherine's Academy, Belize City.
- Nunez, A., Principal, San Pedro High School, Ambergris Caye.
- Palacio, T., Principal, Belize Teachers' College.
- Richards, E., Reverend, A Member of the Board of Governors of the Ecumenical High School, Dangriga.
- Sanchez, E.I., Chief Education Officer, Ministry of Education.
- Satchwell, S., Principal, St. Michael's College, Belize City, President of Belize Principals' Association.

APPENDICES

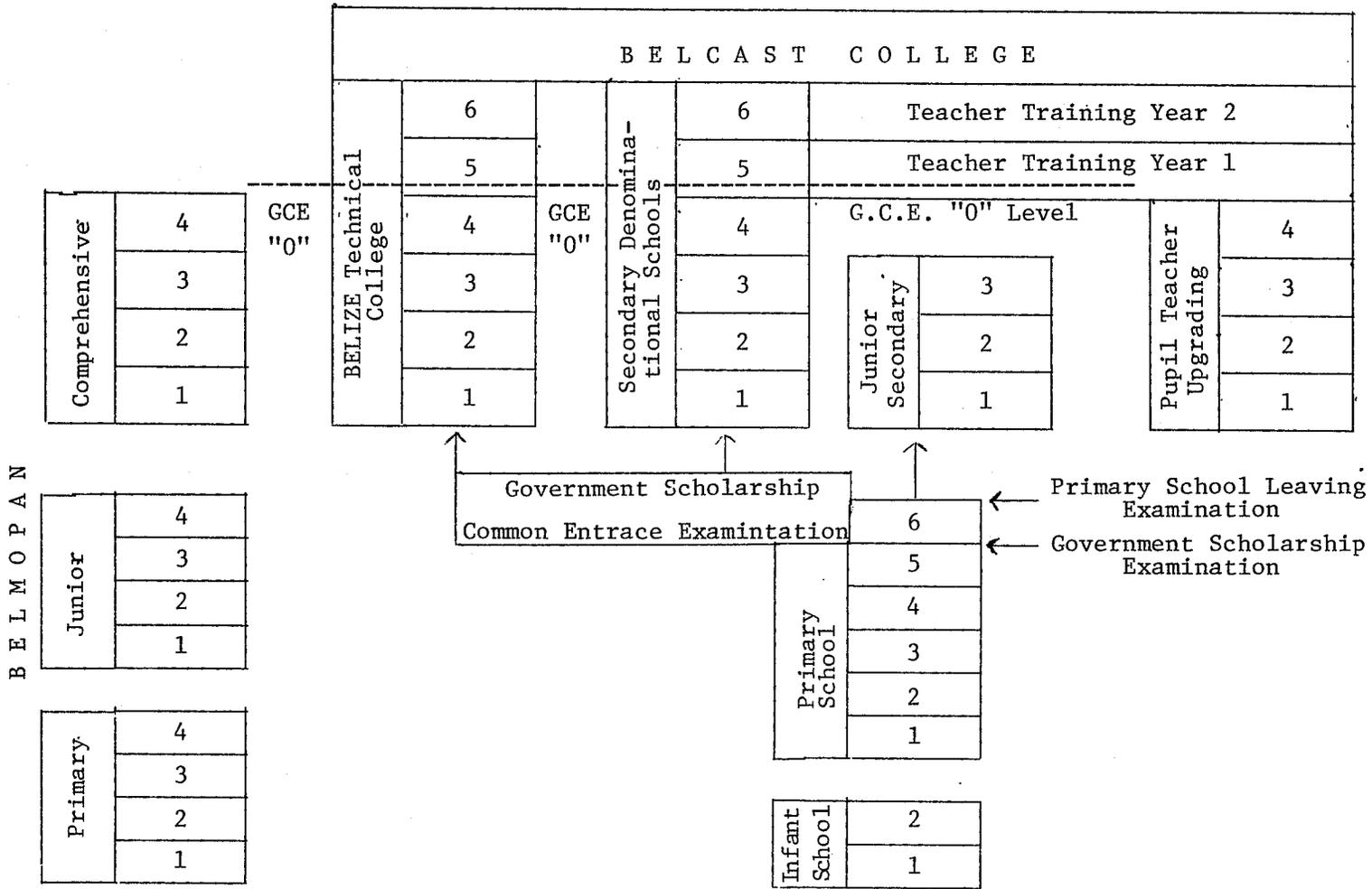
APPENDIX A

Interview Guide

1. Was educational planning undertaken in Belize prior to 1964?
2. If so, who were involved in the planning?
3. To what extent were these plans implemented?
4. What planning has been done since 1964?
5. Who is involved in present day planning?
6. What are the present general goals of education?
7. How are needs identified and goals established?
8. Is planning geared towards the modernization of society?
9. What are some of the social factors which influence planning?
10. What are some of the historical factors which influence planning?
11. How is the progress of planning evaluated?
12. Is free, universal education a priority?
13. What other priorities exist?
14. To what extent is non-formal education included in present day planning?
15. To what extent has there been a manpower planning approach?
16. In view of the severe shortage of teachers, what plans have been made to attract students into the teaching profession?
17. What do you perceive as the most pressing problem in educational planning in Belize?
18. What other problems exist?
19. To what extent does your organization influence educational planning?
20. Do you personally exert any influence on educational planning in Belize?

APPENDIX B

The Educational Structure of Belize*



*Adapted from a Ministry Statistical Digest.

APPENDIX C

Data on Secondary Schools*

1. Total Enrollment in December 1978Belize City (60.2%)

1. Belize Technical College:	
a. Senior Sec. (125) Pre-N (55) & Com. (90)	- 270
b. Building (55) & Engineering Trades (95)	- 150
c. Sixth Form (107) & Sec. (27)	- 134
d. Technician Courses in Building (28) & Eng. (29)	- <u>57</u>
	611
2. Belize Junior Secondary No. 1	- 280
3. Belize Junior Secondary No. 2	- 308
4. Excelsior High School	- 186
5. Nazarene High School	- 173
6. Pallotti High School (Girls)	- 296
7. St. Catherine's Academy (Girls)	- 340
8. St. Hilda's College (Girls)	- 332
9. St. John's College (Boys)	- 471
10. St. John's College Sixth Form	- 156
11. St. Michael's College (Boys)	- 193
12. Wesley College	- 305
13. Belize Vocational Training Centre (B.V.T.C.)	- 39
14. Belize Continuation School (Girls)	- <u>79</u>
TOTAL IN BELIZE CITY	1,769

Belize Rural (1.8%)

15. King's College	- 69
16. San Pedro High School	- <u>45</u>
	114

Cayo District (13.0%)

17. Belmopan Comprehensive* (only School with Form V)	- 437
18. Sacred Heart College	- <u>375</u>
	812

Corozal District (9.0%)

19. Corozal Community College	- 439
20. Adventist Vocational College	- <u>121</u>
	560

Orange Walk District (4.3%)

21. Muffles College	- 271
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Stann Creek District (8.7%)

22. Ecumenical High School	- 545
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Toledo District (3.0%)

23. St. Peter Claver College	- <u>189</u>
TOTAL (Sec. & Tertiary) e.g., Sixth Forms	6,260

2. Breakdown by Form and Courses

(a) Enrolment, Repeaters & Drop-outs (Sec.)

Category	Form I	Form II	Form III	Form IV	Form V	Total
1. Enrolment	1,934	1,491	1,393	1,041	54	5,913*
2. Repeaters	195	102	69	26	--	392
3. Drop-Outs	39	27	26	12	--	104

(b) Sixth Forms, Business, & Technician Courses at
Tertiary Level (Post-Sec.)

Courses	1st Yr.	2nd Yr.	Total	R	Drop- Outs
1. 'A' Levels	114	98	212	9	0
2. Business & Sec.	29	49	78	1	1
3. Technician In (Bldg.) & (Eng.)	24	33	57	3	5

3. Staffing

(a) Total Full-time Staff (358)

	M	F	T
Nationals	164	138	302
Non-Nationals	24	32	56
	188	170	358

(b) University Graduates (125) 35%

	M	F	T
Nationals	46	35	81
Non-Nationals	22	22	44
	68	57	125

(c) Part-Time Staff (52)

	M	F	T
Graduates*	19	12	31
Non-Graduates	8	13	21
	27	25	52

Total in Tertiary Courses	- 347	M	3,032
Total in Sec. Ed.	- 5,913	F	<u>3,228</u>
TOTAL SEC. & TER.			6,260

Source

Ministry of Education Mimeograph.

APPENDIX D

Growth in Primary School Enrollment 1930-1978*

Year	Number of Schools	Enrolment
1930	75	7,754
1940	79	9,985
1950	90	11,588
1955	95	13,744
1960	123	21,264
1964	133	24,329
1965	139	25,268
1966	147	26,206
1967	153	27,419
1968	160	28,495
1969	163	29,676
1970	164	30,060
1971	167	30,842
1972	167	30,751
1973	171	31,347
1974	173	31,610
1975	179	31,738
1976	183	32,567
1977	185	33,105
1978	189	33,817

*Adapted from Ministry of Education Statistical Digest.

APPENDIX E

Recurrent (Actual) Expenditure on Education
for Financial Year Ending December 1974*

1. By Government

	Personal Emoluments (1)	Travel & Subsistence (2)	Materials & Supplies (3)	Other Operating & Maintenance (4)	Grants & Contributions (5)
General					
Administration	113,121	7,001	1,652	1,337	602,592
Educational System	86,066	8,635	10,396	109,624	--
Government Schools	377,916	602	36,845	3,337	2,107
Grant-Aided Schools	2,396,322		4,914	--	460,245
Examinations	--	--	--	39,130	--
Scholarships	--	--	--	116,533	--
Belize Teachers College	85,175	5,102	7,003	--	--
Belize Technical College	179,504	575	22,244	1,382	--
Vocational Training	20,953	470	1,778	222	--
Total Recurrent	3,259,057	22,385	84,832	271,565	1,065,244

	Awards & Indemnities (6)	Public Utility Services (7)	Equipment (8)	Rent of Property (9)	Total
General Administration	38,950	--	--	--	764,953
Educational System	--	595	--	--	215,316
Government Schools	--	9,818	690		431,315
Grant-Aided Schools	--	1,603	--	120	2,863,204
Examinations	--	--	--	--	39,130
Scholarships	--	--	--	--	116,533
Belize Teachers College	--	3,497	--	--	100,777
Belize Tehnical College	--	9,683	--	--	213,388
Vocational Training	--	877	--	--	24,300
Total Recurrent	38,950	26,073	690	120	4,768,916

Explanatory Notes: General Administration (5) Grants and Contributions include National Library Services, U.W.I, teaching hospital and University of West Indies.

Educational System (4) Other operating and maintenance services include Training of Teachers, Transportation of School Children

Grant-Aided Schools (1) P.E. include salary grants for teachers, allowance to student-teachers at Belize Teachers' College

(5) Grants and Contributions include: Grants to secondary schools.

2. By the Private Sector

(a) CHURCHESPrimary Education

\$30,000 (Recurrent) - Expenditure incurred on maintenance of buildings, furniture, etc., and on office staff.

\$28,831 (Capital) - School buildings, furniture and equipment

Secondary Education

- Includes the undermentioned estimated costs:

\$ 88,455 (Recurrent) - Personal emoluments and other charges

\$142,598 (Capital) - School buildings, furniture and equipment

Higher Education

\$20,375 - Persons pursuing studies abroad which are financed by their churches.

(b) PRIVATEPrimary Education

- This includes the following estimated expenditures:

\$ 80,000 - Fees by pupils attending private elementary schools

\$ 30,000 - Textbooks and exercise books by pupils attending private primary schools

\$474,150 - Textbooks and exercise books by pupils attending Government and Government-aided primary schools.

Secondary Education

\$775,360 - This sum represents amounts received in fee endowments, sale of textbooks, fund raising activities, etc.

Higher Education

\$611,250 - Estimated cost of scholarships such as Commonwealth Scholarship Awards, awards under the Michigan Partners and Canadian International Development Agency Programmes & PARQ.

(c) VOLUNTEERS

<u>Primary Education</u>	- No volunteer teaching service provided in 1974
<u>Secondary Education</u>	
\$107,120	- Estimated value of services provided by teachers Secondary teachers based on the total cost of such services
<u>Teacher Training</u>	- Estimated value of services provided by volunteer teachers based on the local cost of such services.
\$32,112	

SUMMARY

Source of Expenditure	Recurrent	Non-Recurrent	Total
Churches	\$ 138,830	\$171,429	\$ 310,259
Private	\$1,970,760	--	\$1,970,760
Volunteers	\$ 139,232	--	\$ 139,232
TOTALS	\$2,248,822	\$171,429	\$2,420,251

*Adapted from a Ministry of Education Statistical Digest.