

PD-AAA-662-D1

AID 1020-25 (7-68)

PROJECT APPRAISAL REPORT (PAR)
(U-446)

SECURITY CLASSIFICATION: UNCLASSIFIED

001 PROJECT NUMBER: 515-11-680-085
(515-11-640-083)

002 PAR AS OF: MO. 16, DAY 30, YR. 70

003 U.S. OBLIGATION SPAN: FY 66 Thru FY 72

004 PROJECT TITLE: GENERAL ASSISTANCE TO EDUCATION

008 COOPERATING COUNTRY - REGION - AID/W OFFICE: Costa Rica -- LA

Reference Center Room 1656 NS

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 19)	780	590	128		81	30		19	509	13	
PROPOSED OPERATIONAL YEAR (FY 19)	241	234	6						234	1	

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : N/A Operational Year Program : N/A

007 IMPLEMENTING AGENCY TABLE

If contractors or participating agencies are employed, enter the name and contract or PASA number of each in appropriate spaces below; in the case of voluntary agencies, enter name and registration number from M.O. 1551.1, Attachment A. Enter the appropriate descriptive code in columns b and c, using the coding guide provided below.

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR 2. LOCAL CONTRACTOR 3. THIRD COUNTRY CONTRACTOR 4. PARTICIPATING AGENCY 5. VOLUNTARY AGENCY 6. OTHER:	0. PARTICIPATING AGENCY 1. UNIVERSITY 2. NON-PROFIT INSTITUTION 3. ARCHITECTURAL & ENGINEERING 4. CONSTRUCTION 5. OTHER COMMERCIAL 6. INDIVIDUAL 7. OTHER:	N/A				

PART I - PROJECT IMPACT

I-A. GENERAL NARRATIVE STATEMENT ON PROJECT EFFECTIVENESS, SIGNIFICANCE & EFFICIENCY.

This summary narrative should begin with a brief (one or two paragraph) statement of the principal events in the history of the project since the last PAR. Following this should come a concise narrative statement which evaluates the overall efficiency, effectiveness and significance of the project from the standpoint of:

- (1) overall performance and effectiveness of project implementation in achieving stated project targets;
- (2) the contribution to achievement of sector and goal plans;
- (3) anticipated results compared to costs, i.e., efficiency in resource utilization;
- (4) the continued relevance, importance and significance of the project to country development and/or the furtherance of U.S. objectives.

Include in the above outline, as necessary and appropriate, significant remedial actions undertaken or planned. The narrative can best be done after the rest of PART I is completed. It should integrate the partial analyses in I-B and I-C into an overall balanced appraisal of the project's impact. The narrative can refer to other sections of the PAR which are pertinent. If the evaluation in the previous PAR has not significantly changed, or if the project is too new to have achieved significant results, this Part should so state.

008 NARRATIVE FOR PART I-A (Continue on form AID 1020-25 I as necessary):

The General Assistance to Education Project was initiated in FY 1966. Its principal objectives were: 1) to assure the success of previous U. S. assistance projects that were phased out and terminated before July 1, 1965, and 2) to influence developments in a wide variety of educational activities including those involved in the regional elementary textbook program. In view of the first ob-

(See Continuation Sheets)

MISSION DIRECTOR APPROVAL → SIGNATURE: *Ronald A. Nicholson* Acting Director DATE: June 15, 1970

UNCLASSIFIED SECURITY CLASSIFICATION

jective and the fact that no PAR has ever been submitted on this project, it would be impossible to describe adequately its effectiveness and full impact without reviewing at least the overall inputs and principal accomplishments of the projects that preceded it. Furthermore, since the [project itself has been phased down to only one activity, that of Textbook Development and Production] (reported in the Joint Project Implementation Plan -PIP- submitted on November 6, 1969), a brief examination of its principal achievements is also most useful.

A. PRIOR PROJECTS

U. S. assistance in Education began in FY 1956. Although complete and detailed records of projects are not available, figures from the USAID Controller's office reveal a total U. S. input of \$2,111,000 for all projects from FY 1956 to FY 1965, inclusive, of which the amount of \$516,000 was for participant training, \$647,000 for technicians, \$109,000 for contract services, \$752,000 for commodities, and \$87,000 for other costs. GOCR contributions were also significant and were the crucial factor in the projects' success.

Accomplishments were notable and, with those realized under this project, were largely responsible for the sector and goal plan achievements described hereinafter. By June 30, 1965, the following were the most significant results obtained by joint U. S. and GOCR efforts:

1. Vocational Education. With U. S. technical and financial assistance, a vocational education program was initiated by the Ministry of Education during FY 1956. Its primary objective was to provide opportunities for training for five years at the secondary school level in industrial trades, agriculture, and home economics to prepare the needed semi-skilled manpower for industry, commerce, and agriculture and to provide schooling beyond the elementary grades for a large number of youths who, for one reason or another, could not continue their formal education beyond the sixth grade.

The U. S. assisted in the establishment and development of five (5) industrial vocational schools and nine (9) vocational agriculture schools in convenient areas of the country. Curricula were developed, personnel were trained on-the-job and through participant training programs, and financial assistance was given towards the construction of thirty-four (34) shops and the purchase of all the equipment and hand tools needed to begin the program.

2. Industrial Arts Education. In addition to the vocational education program, the U. S. assisted in the establishment of an Industrial Arts program in existing secondary schools in grades 7-8-9. This program is designed to provide training in basic manual skills and to explore talents and interests of pupils to help in guiding them into appropriate fields of study and endeavor. Financial assistance was given towards constructing and equipping four (4) shops, which served as models for establishing more departments in secondary

schools in other parts of the country. Personnel were trained on-the-job and through participant training in the U. S. and third countries.

To prepare competent teachers for this program the U. S. assisted in the construction and development of an Industrial Arts laboratory in the School of Education in the University of Costa Rica. This facility is being used for the preparation of new teachers and for vacation programs to train and upgrade teachers already in service. The courses are also offered to students as electives for credit towards degrees in other fields.

3. Normal School Education. U. S. assistance included technical and financial contributions towards the establishment and development of three Normal Schools, with a total enrollment capacity of 1,500, designed to prepare more and better elementary teachers and eventually provide enough qualified teachers to staff all of the elementary schools (Grades 1-6) of Costa Rica. The curriculum was formulated for a two-year course beyond the secondary school diploma. Since the inception of U. S. assistance to this program, in 1959, 5,140 graduates have been produced for the elementary schools of the country.

As an integral part of each Normal School, a six-grade elementary Laboratory School was established and developed to serve as an observation and practice teaching situation for the Normal School students, as a center of observation and orientation for teachers already in service, and as a situation for experimentation with new instructional procedures and materials. For that purpose, the best teachers available are selected to staff the school and the enrollment is controlled at 30 pupils per teacher.

U. S. financial contributions covered approximately one-half of the cost of constructing 29 new classrooms, 3 libraries, one student dormitory, storage and sanitary facilities, and administrative offices, as well as, the cost of remodeling 15 classrooms in one of the schools.

The directors and teaching staff of all three institutions received training on-the-job, in seminars and workshops, and through the U. S. participant training program.

4. Participant Training. From FY 1956 through FY 1965, 122 Costa Rican participants received the training referred to in Paragraphs 1, 2, and 3. They were distributed in the following broad categories; namely, 46 in Vocational and Industrial Arts Education, 14 in higher level education (University professors at the graduate level), and 62 in Normal School Development, Educational Supervision and Administration, Guidance, Methods of Instruction, Material Development, and Elementary Textbook Development and Production. These 122 grants involved 1,416 man-months of training, or an average of 11.6 months per participant, at a total cost of \$516,000, or an average cost of about \$4,230 per grantee. Almost all of the returned participants are still engaged in Education, many occupying key positions in the system, in the Ministry of

Education as Directors of Instruction, Vocational Education, Industrial Arts Education, and Research and Planning; as Normal School Directors; as University and Normal School professors; and as Vocational School directors and teachers. The fact that these trained people returned to, and continue to work within, the system has been of immeasurable value to the improvement of education in Costa Rica.

B. GENERAL ASSISTANCE TO EDUCATION

From the inception of this project in FY 1966, one direct-hire technician, the Education Development Officer, has been assigned to it. In addition an Elementary Education Advisor and an Educational Administration Advisor were recruited under one-year personal services contracts, an Industrial Arts specialist was employed for a period of three months, and fifteen short-term specialists were provided by A.I.D. under the National Education Association (NEA) Teach Corps program to work in various critical areas, namely, school organization, supervisor training, curriculum evaluation and construction, and physics and mathematics instruction.

Total A.I.D. input into this project from FY 1966 to FY 1969, inclusive, has been \$735,000, of which \$43,000 was for participant training, \$183,000 for technicians, \$477,000 for contract services, \$18,000 for commodities, and \$14,000 for other costs. The general assistance components involving advice in administration, curriculum, and planning were terminated in FY 1970. The Education Officer's position will be abolished upon his transfer during the fiscal year, and only the elementary textbook activity will continue. The project is scheduled to phase out in FY 1972, depending primarily on the rapidity with which the Regional Textbook Center and the Ministry of Education can develop the manuscripts and prepare the printing negatives. In the meantime, the Education Officer has trained a Costa Rican technician to continue the remaining physical implementation and maintain liaison between the Regional Textbook Center and the Ministry to assure continued coordination. Justification for this action on the part of USAID/Costa Rica is discussed in Section C - EXISTING EDUCATIONAL SITUATION.

This helps to explain the reason for apparent deviations of this PAR from the Joint Project Implementation Plan (PIP) submitted on November 6, 1969.

To complete the project in FY 1972, it is estimated that the total U. S. input will be approximately \$473,000, of which some \$430,000 will be for textbook printing under contracts with local printing firms.

Significant accomplishments under this project to date are:

1. Elementary Textbook Development and Production. Since the inception of the ODECA/ROCAP regional elementary textbook program, a total of 1,870,200 textbooks in Reading 1-6, Mathematics 1-3, Language 1-2, Social Studies 1-2,

and Science 1-3 have been produced, delivered to the Ministry of Education, and distributed for use in the elementary schools of the country. National and district supervisors, school principals, and teachers have been oriented in their use. Local printers have recently completed the delivery of 90,000 copies each of Language 3 and Social Studies 3, hence the total number of books that have been printed by USAID for Costa Rica is 2,050,200. In addition contracts have been awarded for the printing of 78,000 copies each of the Social Studies 4, Mathematics 4, and Science 4 textbooks.

To date the Ministry of Education has reprinted books as needed to take care of increased enrollments and worn-out and lost books as follows: 258,000 copies of Language, Mathematics and Reading in 1968 and 310,000 copies of Language, Mathematics, and Reading in 1969. A budget of ₡1,500,000 (approximately U. S. \$227,000) has been provided for reprinting in 1970 of 650,000 copies of Mathematics, Science, Social Studies, Reading and Language books, for which bids were solicited and contracts were awarded in May, 1970.

To assure optimum success of this important program, in February, 1970, the Ministry appointed, within the framework of the elementary education department, a full-time textbook coordinator, whose functions will be to provide the leadership and assume the responsibility for all aspects of the program, including warehousing and control, distribution to schools, orientation of supervisors, principals and teachers in effective use of the books, and reprinting of them in quantities needed each year. This official will also have the responsibility for an evaluation of the distribution, use, and impact phases of the program. She and a Ministry team are now being trained under a ROCAP-sponsored program in techniques of data gathering and interpretation as a part of the evaluative process to be applied this year and continued in the future.

2. Normal School Improvements. Improvements in the three normal schools and laboratory schools that were established with U. S. assistance included administrative refinements, better coordination between the normal schools and their laboratory schools, more complete and better-supervised student practice teaching programs, instructional methods at both levels, and the selection and use of teaching and learning materials.

An additional normal school was established by the Ministry with its own funds in 1967 to provide the opportunity for rural youths of a large area to study for the teaching profession. With this additional center the schools are producing all the elementary teachers needed to staff the schools. Consequently, it has now become fiscally feasible and professionally desirable to plan the institution of a third year of study in 1971 to produce better-prepared and more mature teachers. It is hoped eventually to provide the opportunity for, and require, a fourth year of normal school education to qualify for instructional service in elementary schools.

3. Supervision and the Improvement of Instruction. Utilizing the two personal services contract technicians and the National Education Association (NEA) Teach Corps program the ninety-two district supervisors were oriented in the functions of their positions and were helped to formulate, implement, and administer practicable supervisory programs designed to assist teaching personnel throughout the country to improve in service. In addition, the supervisors participated actively in all of the teacher training and orientation programs in which USAID was involved. These included: a) the normal school and laboratory school improvement programs through classroom visits, workshops, and conferences; b) curriculum reviews followed up by courses of study and recommendations aimed at effecting continuity of curriculum content from one elementary grade to the next and a narrowing of the curriculum gap between the elementary grades and the secondary school; c) intensive training in school organization, and follow-up, for the more than 2,000 teachers of one-, two-, and three-room schools, with emphasis on class scheduling, group teaching procedures, and the necessary curriculum and materials adaptations. The objective of this program was to eliminate, with the least possible delay, the excessive number of incomplete elementary schools to thus ensure that every child in Costa Rica can have access to at least a complete six-grade elementary education; d) intensive and extensive training in modern methods of elementary mathematics instruction and a resulting teachers' guide for all six grades; and e) a training program for teachers of secondary school Physics in practical laboratory instruction, which has not existed in the past because of lack of preparation and of laboratory facilities, using simple apparatus that teachers and pupils can make themselves at little or no cost, and the preparation and publication of a manual containing 28 experiments and specifications for making the necessary apparatus.

4. University and Normal School Textbooks. To provide students and professors of the University of Costa Rica and of the Normal Schools of the country with high-quality textbooks at prices they can afford, University Textbook Rental Library and Bookstore projects were initiated and developed for two years in the University and the Ministry of Education. Funds for this purpose were contributed by USAID in the amount of \$20,000; by the University, \$20,000; by the Ministry, \$2,000; and by the Regional Technical Aids Center (RTAC) in Mexico, \$32,000 in the form of a matching fund, or special drawing account. Thus a total of \$76,000 was made available for textbooks. To date 9,115 textbooks have been procured and 22,620 are on order for sale or rental to students and professors. Rental and sale receipts are being placed in a revolving fund that will be used exclusively for the purchase of more books thus guaranteeing the continuation of this program in the future.

5. Administrative and Supervisory Reforms and Refinements. During the life of this project several administrative and supervisory reforms and refinements have taken place and others are now being studied and/or planned for activation. While it cannot be claimed that they are altogether results of USAID Education projects, it is true that day-to day discussions and in-

terchange of ideas between USAID Education personnel and Ministry officials, many of whom were trained under AID programs, have succeeded in producing an awareness of the needs for them on the part of the officials and have helped in many instances to crystallize their thinking and provide guidance in the application of correct procedures. These changes may be stated briefly as follows: a) multigrade and group teaching have been adopted in hundreds of elementary schools thereby aiding them towards becoming complete 6 grade elementary schools; b) the practice of paying an honorarium to principals and teachers for administering final examinations has been discontinued and has resulted in substantial budgetary economies; c) bonds are now being sold for school construction, which is encouraging popular assumption of responsibility for education at the local level instead of depending entirely upon the national government; d) eleven subject matter supervisory positions have been created at the national level, so a full-time teacher improvement program is in operation and led by qualified people who are not burdened with administrative details; e) the curriculum of the elementary school is in the process of revision and complete courses of study for all subjects are being formulated, all under the leadership of the subject-matter specialists; f) the Personnel Office of the Ministry is being reviewed with the idea of revising its structure, streamlining its operation, and reducing the number of people employed; and g) the elementary school week has been lengthened from a minimum of 12½ hours to 18½ hours of instruction per week. These changes have resulted in a more efficient operation, cost reduction, and better instructional service.

C. EXISTING EDUCATIONAL SITUATION

During the fifteen-year period of U. S. assistance, from FY 1956 to FY 1970, inclusive, and especially during the Alliance for Progress years from 1961 on, Costa Rica has made great strides in Education which is now considered to be at a point of development where it can continue to progress on its own with required external assistance coming from UNESCO, private foundations, and other international lending agencies. U. S. technical assistance played a major role in achievement of these gains, especially those in elementary and vocational education in which the most substantial advancements have occurred, both quantitatively and qualitatively. This evaluation is borne out in the discussion that follows concerning the developments that have taken place in all facets of the educational system.

1. Elementary Education and Adult Literacy. Two of the principal goals of the Alliance for Progress were to eliminate illiteracy, and by 1970, to assure as a minimum access to six years of primary education for every school-age child in Latin America. Costa Rica is well on its way to achieving them. The two goals are so closely interlinked that they cannot be analyzed separately. In fact, if the second goal is attained, so will the first, albeit somewhat later through the process of population aging and the addition of annual quotas of 12-year-olds with better and improved educational opportuni-

ties.

The last national census taken in 1963 revealed that 14.31% of the population ten years or older were illiterate, which represented a substantial improvement over the 21.24% shown in the previous census of 1950. The criteria used were very lenient and broadly applied, hence a stricter measure of, for example, the standard of six years of formal schooling used in the United States, would result in a considerably higher percentage of illiteracy. However, since progress is determined by using the same data on definition of literacy, useful conclusions can be reached with respect to the improvements that have taken place since 1950 and 1963.

Data accumulated by the Ministry of Education indicate that illiteracy decreased to 11.13% in 1969, whereas the absolute number of illiterates remained almost constant, namely, 124,493 in 1963 as against 123,600 in 1969. The reasons for this situation are the large population increase during the period, the fact that many of the illiterates in 1963 are still living, and the further fact that, until about three years ago, there were large numbers of children who had access to less than six years of elementary school, and in many cases, to only one, two, or three grades.

In 1960 the total enrollment of the six grades of the elementary school was 203,000. In 1969 it was 348,049, an increase in nine years of 145,049, or 71%. At the same time the percentage of schoolage children not enrolled in school declined from 17% to 10%.

During the same period, the Ministry has decreased the number of incomplete (less than six grades) elementary schools from 1,129 out of a total of 1,600 schools involving 54,276 pupils, to 326 out of 2,382 schools in 1969 involving approximately 10,000 pupils. Hence the percentage of pupils not having the advantage of a full six-year education has decreased from 23% in 1960 to less than 4% in 1969. The task of complete elimination of incomplete schools still remains a difficult one to solve because of the dispersion of population in Costa Rica, a problem which is constantly growing, as agriculture expands into new geographical areas. For that reason, the Ministry requested the assistance of USAID in training the more than 2,000 teachers of one-, two-, and three-room schools to teach them how to organize their schools, prepare their schedules, and adapt their curriculum and materials to enable them to handle more than one grade daily and thus provide complete schools even where the enrollment justifies only a one-teacher school. UNESCO has also provided considerable assistance in this respect. Ministry officials estimate that, about 1972, all public elementary schools will be complete six-grade schools.

In order to upgrade the competence of the large number of elementary teachers already in service who had substandard qualifications, the Ministry established in 1955 an in-service teacher education institution called the Instituto de Formación Profesional del Magisterio (IFPM), in English the

Institute for the Professional Preparation of Teachers. Through summer and correspondence courses, 4,400 teachers were able to become fully certificated during the 14-year period of the existence of the school, which ceased to operate in 1969, when its purpose was considered to have been accomplished.

As mentioned before, the normal schools of the country have since 1959 produced 5,140 new teachers for the elementary schools. In 1959, there were 250 graduates, and in 1969, there were 518. It is interesting to note that the number of graduates increased sharply from 372 in 1962 to 564 in 1963, which was a result of the expansion of facilities carried out with U. S. assistance in order to begin providing more and better teachers to staff the schools. In 1964, there were 638 graduates, the largest number produced in any year. From then on a gradual tapering off to 518 in 1969 can be observed. The reason is, of course, that the normal schools were beginning to overproduce, especially since the IFPM was in the meantime providing the opportunity to teachers to improve in service and earn regular teaching credentials.

More and better-qualified elementary teachers coming from the system of normal schools and the IFPM and good textbooks being developed and produced for all pupils in the five basic areas of the elementary school curriculum are leading to improved teaching, which means more learning and less desertion. Besides, there is an ever-increasing awareness of the value of education on the part of parents throughout the country. In 1969 there were enrolled in night elementary schools about 7,000 youths and adults of age fifteen or over, and a new department of adult education has been established in the Ministry, not only to teach illiterates to read and write, but also to improve the quality of literacy and provide an opportunity for thousands throughout the country to acquire the six-grade elementary certificate.

Perhaps the most significant effect of the regional textbook program has been the creation of an awareness on the part of educators of the need for a thorough study and revision of the elementary school curriculum which has been considered outdated and unresponsive to the needs of modern society. As a result a revised curriculum is in the process of formulation, the program for the first year having been applied in March, 1969; in successive years the new program will cover the entire six grades. The program for the first year is very modern and functional. The concepts are relevant to the lives of the children and adaptable to the various regions of the country. The approach is an active one on the part of both teacher and pupil. Emphasis is upon the development of the child rather than on a rigid intellectual structure.

2. Secondary and Higher Education. While there still remain considerable roadblocks in secondary and higher education, Costa Rica has achieved considerable progress, especially in recent years. For example, in 1960 there were 33,315 students enrolled in secondary and higher schools, including vocational schools, normal schools, and the university, constituting 12% of the 262,000

population between the ages of 12 and 24. (This age group is used because in Costa Rica children normally enter the secondary school, grades 7-11, at the age of 12 and normally are out of school at the age of 24). By 1969, the number enrolled had increased by 170%, reaching a level of 90,174, which constituted about 22% of the 415,000 population between ages 12 and 24.

During the same years, the number of teachers employed in secondary and higher education rose from 1,770 to 4,020, an increase of 127% but some 43% lower than the increase in enrollment. The principal reason for this difference is that, because of increasingly-mounting educational costs, the Ministry of Education has had to increase its pupil-teacher ratio at all levels. In the University of Costa Rica, the only university in the country, the enrollment increased in 1969 by 3000 students over the previous year, hence classroom and other facilities have had to be used in double sessions pending the construction of needed facilities, and instructional personnel loads have had to be increased.

Progress has also been made from the qualitative standpoint. Curricula in the secondary school have been under constant reform since 1964 in an effort to render them less classical and more functional. Ministry personnel are constantly evaluating the effectiveness of the program and recommending and instituting needed changes. However, there is still a serious shortage of qualified secondary teachers. More than 50% are not certified. About 10% of these have merely the high-school diploma and about 50% are two-year normal school graduates, who have been trained for teaching in the elementary grades and in most cases lack the academic background needed to teach high school subjects, especially the sciences and mathematics.

Secondary Teacher Training. The University of Costa Rica has heretofore had the full responsibility for preparing teachers for the secondary schools, but the number graduated each year has fallen far short of meeting the needs. To help solve this problem, the Ministry of Education in 1968 established a Superior Normal School offering a four-year secondary teacher education course. Its 1969 enrollment was 1,796, which included 922 regular students and 874 teachers already in service. During the 1970 school vacation months of January and February, 1,340 in-service teachers attended the two-month course in an effort to upgrade their competency and acquire credits towards full certification. In addition, the Ministry is sponsoring numerous seminars and workshops to help the unqualified teachers to improve in service and the already certificated teachers to update their knowledge of subject matter and improve their pedagogical competence. A series of such training sessions is planned with UNESCO assistance for Science teachers throughout the 1970 school year in all areas of the country.

At the end of the 1969 school session the University graduated 170 high school teachers. This number is small compared to the actual needs of the school system, but it is expected that the two institutions together will begin to produce a sufficient number of teachers in about two years, when

more than 200 new teachers should graduate from the first regular class of the Superior Normal Schools. At the same time teachers already in service will also be attaining degrees from the latter institution. At the end of the summer vacation session in February, 1970, 81 of them received diplomas.

Nevertheless, the teacher shortage problem will take some time to solve even with the extra effort being exerted by all concerned, since more and more young people are graduating from a good elementary school program and are naturally clamoring for the chance for a secondary and even a higher education. Add to this the fact that laboratories and libraries are very inadequate and it becomes evident that it will take some time for Costa Rica to attain the desired quality of secondary education.

University of Costa Rica. The University of Costa Rica has developed to the point where it is the best in the Central America. The arts and humanities still take precedence over agriculture, engineering, and the sciences, but there is an increasing awareness on the part of university officials and people in general of the need for more graduates in these areas to contribute to the full economic development of the country.

As part of its development plans, the University proposes to establish an advanced studies program for the preparation of administrators and supervisors at both the elementary and secondary school levels, as well as, an institute of educational research either on its own or in cooperation with the other universities of the isthmus as a regional institution.

3. Vocational Education. The number of vocational schools in Costa Rica increased from four industrial and one agricultural in 1960, with a total enrollment of 673, to seven industrial and ten agricultural in 1969, with a total enrollment of 7,145. The number of teachers increased from 63 in 1960 to 302 in 1969. Thus, the number of students increased more than tenfold and the number of teachers about quintupled. The reason for the discrepancy is that it was possible for teachers with small groups to absorb more students and during the last two years the pupil-teacher ratio has been raised for budgetary reasons.

In 1964 under a general secondary education reform, the 5-year curriculum of the vocational education program was revised to include a sufficient amount of academic training to award to graduates the regular high school diploma and entitle them to pursue higher education, if they desire it.

With this enormous growth in enrollment and the plans the Ministry has for further program expansion, means will have to found to finance additional buildings and equipment, as well as, the training of new personnel and the upgrading of the personnel now in service. For that purpose the Interamerican Development Bank has already completed a thorough study of the vocational education program and recommended a loan not only to provide facilities but to train teachers as well.

4. Government Expenditures for Education. The following data illustrate the increasing efforts of GOCR to provide educational opportunities to all of its people.

The Education budget for 1970 has been tentatively approved at the level of Q287 million, which will represent in real terms an increase of 173% over the Q105 million expended in the year 1960. It rose from 27.6% of the national budget in 1960 to 35.5% in 1970.

The highest percentage of increase in expenditures occurred in the vocational education program budget, from Q1.3 million to Q13.3, or more than 1,000%. In the overall secondary education sector, which includes vocational, the increase was 320%, from Q15 million in 1960 to Q63 million in 1970. Primary education rose from Q70 million to Q167 million, or 139%. Higher education expenditures increased by 162%, from Q13 million in 1960 to Q34 million in 1970.

D. CONCLUSIONS

It is clearly evident that Costa Rica will wipe out illiteracy over the next few years by providing a complete six-year elementary education for all schoolage children and will speed up the process with its night schools and special adult literacy programs. The overall elementary education situation shapes up as follows: Enough teachers are being produced through the system of normal schools to staff all of the elementary schools throughout the country; supervision of instruction has improved, is still improving, and will improve even more substantially as a result of advanced supervisory and administrative courses to be provided by the university; a more functional elementary school curriculum is being developed and applied; and good textbooks are being provided through the regional textbook program for all children of all six grades in the five basic areas of the curriculum. The weaknesses remaining are the lack of sufficient classrooms to meet the ever-increasing enrollments (requiring double school sessions in the urban areas) and the need for more supplementary teaching and learning materials and audio-visual equipment to enrich instruction and provide the highest quality education.

At the secondary level, including vocational education, the problem is more difficult and will take more time to resolve. However, the structure now in existence for the preparation of teachers appears to be satisfactory and one which will, in due time, provide qualified teachers in the numbers needed. UNESCO is already providing technical assistance in the development of the Superior Normal School and to in-service training programs, and would undoubtedly respond favorably to requests for continued, and even expanded, assistance. With respect to the physical facilities needed, the Interamerican Development Bank has already made recommendations for a loan for vocational education, the World Bank has indicated an interest in considering requests

for loan assistance, and people in the communities are beginning to participate in the financial support of education through the purchase of construction bonds. In fact 1,000 elementary and secondary classrooms will be constructed in 1970 principally with funds derived from the sale of bonds.

It has not been the intent of AID Education projects to train all the teachers, build all the schools, and provide all the equipment and materials, but to assist the Costa Rican government in establishing the structure and developing the institutions that it needs to accomplish all of these things on its own and in the most efficient manner possible. This project and preceding ones have unquestionably succeeded in that respect and the GOCR has been and is making the effort to solve the quantitative and qualitative problems that impede the achievement of an adequate school system.

Quantitatively Costa Rica is achieving its goals at all levels of education except for a shortage of classrooms and equipment and a lack of adequate instructional materials. In that respect, it must face up to its problems and consider using the device of loans, for which the Interamerican Development Bank and the World Bank have already indicated their interest.

Qualitatively there still remains a great deal to be done as can be seen in the preceding discussions. However, all indications are that the system will reach a satisfactory level of excellence if the plans discussed hereinbefore, the plans of the GOCR itself, are carried out. UNESCO will undoubtedly continue to assist in refinements at the secondary level, UNICEF in the development of school gardens and nutrition programs and CARE in the child feeding program.

PART I-B - PROJECT EFFECTIVENESS

I-B-1 - OUTPUT REPORT AND FORECAST - (See detailed instructions)

19	2. ODE NO. ID/W JSE ONLY	This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				
			3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
				a. PLANNED	b. ACTUAL		
		<p>Number of elementary school textbooks printed, delivered to the Ministry of Education, and distributed to elementary schools throughout the country</p> <p>Number of elementary school textbooks now under printing contracts under FY 1968 funding</p> <p>Number of textbooks to be printed, delivered to Ministry of Education, and distributed to elementary schools throughout the country with FY 1969, FY 1970, FY 1971, and FY 1972 funds</p> <p>(Continued delays in manuscript production at ODECA/ROCAP regional textbook center have been made even greater by the Salvador-Honduras war. The net result of the delays is an increase in the total number of textbooks to be delivered by the end of the project, which is due to regular yearly increases in enrollment in all grades of the elementary schools. The new final delivery targets are reflected in Column 6 and are distributed by years as follows: FY 1971 - 371,000; FY 1972 - 340,000; and F Y 1973 - 140,000.)</p> <p>Total estimated number of elementary school textbooks to be printed, delivered to the Ministry of Education, and distributed to elementary schools throughout the country during the entire life of the project</p>	1,870,200			180,000	851,000
							2,901,200

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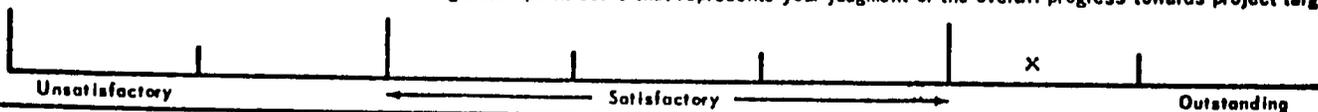
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PART I-B - Continued

010

B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

Place an "X" within the bracket on the following seven-point scale that represents your judgment of the overall progress towards project targets:



PART I-C - PROJECT SIGNIFICANCE

011

C.1 - RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions M.O. 1026.1)

This section is designed to indicate the potential and actual impact of the project on relevant sector and program goals. List the goals in col. b and rate potential and actual project impact in cols. c and d.

a. CODE NO. (AID/W USE ONLY)	SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
b. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)			
	(1) To establish and improve the institutions needed for the full development of the Costa Rican educational system.	3	3
	(2) To develop expertise in school administration and supervision, curriculum evaluation and construction, and instructional materials selection, preparation, and use.	3	3
	(3) To produce textbooks in the five basic areas of the elementary school curriculum (Reading, Language, Mathematics, Science and Social Studies) and orient personnel in warehousing and distribution procedures and in the effective	3	3
	(4) use of them, as a necessary tool for attaining quality education.		

For goals where column c. is rated 3 or 2 and column d. is rated 1, explain in the space for narrative. The narrative should also indicate the extent to which the potential impacts rated 3 or 2 in column c. are dependent on factors external to the achievement of the project targets, i.e., is there a substantial risk of the anticipated impact being forestalled by factors not involved in the achievement of project targets. If possible and relevant, it also would be useful to mention in the narrative your reading of any current indicators that longer-term purposes, beyond scheduled project targets, are likely or unlikely to be achieved. Each explanatory note must be identified by the number of the entry (col. b) to which it pertains.

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-25 I);

(1) and (2) These two sector and program goals are considered to have been achieved in a more than satisfactory manner, mainly because of the superior efforts of the GOCR. Hence, the only remaining activity is the continued production of textbooks.

(3) Achievements to date have been at a superior level. However, delays in manuscript production at the ODECA/ROCAP regional textbook center have been made even greater by the Salvador-Honduras war. Hence, final completion is scheduled for FY 1972.

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PART I-C - Continued

C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	Y
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	Y
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	N
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N

021 NARRATIVE FOR PART I-C.2 Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):

- 014 -- Other factors having a substantial favorable effect on project accomplishment were:
- a. A real awareness by GOCR and Costa Rican people in general of the need for quality education for everyone and their willingness and desire to provide the resources to achieve it;
 - b. Continued increase of education budgets for required services and improvements; and
 - c. Cooperation of UNESCO, CARE, and UNICEF in special areas of development, UNESCO contributing especially in the area of one-, two-, and three-teacher schools and in the development of the Superior Normal School designed to prepare secondary school teachers, and CARE and UNICEF in nutrition and school garden programs.

016 -- Project is subject to earlier termination as a result.

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

022 A-1 - INDIVIDUAL ACTIONS (See detailed instructions M.O. 1026.1). This is a listing of major actions or steps which were scheduled for physical start or continuing implementation in the reporting period as reflected in the Project Implementation Plan, Part I.

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
1	Negotiating and signing Project Agreement for FY 1970	x		
2	Advertising for bids for printing of Language IV, Science V, and Social Studies V textbooks and guides	X		
3	Awarding of printing contract for Language IV, Science V, and Social Studies V textbooks and guides	x		
4	Advertising for bids for printing of Mathematics V, Language V textbooks and teachers' guides	x		
5	Awarding of printing contracts for Mathematics V, Language V textbooks and teachers' guides	x		
6	Delivery of Language IV, Science V, and Social Studies V textbooks and teachers' guides to Ministry of Edu- cation for distribution and use in the elementary schools	x		
7	Delivery of Mathematics V and Language V textbooks and teachers' guides to Ministry of Education for dis- tribution and use in elementary schools	x		
8	Distribution of all textbooks and teachers' guides under Items 2 and 4 above to elementary schools throughout the country	x		
9	Negotiating and signing Project Agreement for FY 1971			
10	Advertising for bids for printing Language VI, Social Studies VI, Math VI, and Science VI textbooks and teachers' guides	x		
11	Awarding contracts for printing Language VI, Social Studies VI, Mathematics VI, and Science VI textbooks and teachers' guides	x		
12	Delivery of Language VI, Social Studies VI, Math VI and Science VI textbooks and guides to Ministry of Edu- cation for distribution and use in elementary schools	x		
13	Distribution of textbooks and guides under Item 10 above to elementary schools throughout the country	x		

NOTE: See Narrative I-B

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

In general, project implementation is (place an "X" in one block):

	(a) On schedule	
	(b) Ahead of schedule	
	(c) Behind schedule	X
BLOCK (c): If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.	(1) AID/W Program Approval	
	(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	
	(3) Technicians	
	(4) Participants	
	(5) Commodities (non-FFF)	
	(6) Cooperating Country	
	(7) Commodities (FFF)	
	(8) Other (specify): Regional Textbook Center Production	X

II-B - RESOURCE INPUTS

This section appraises the effectiveness of U.S. resource inputs. There follow illustrative lists of factors, grouped under Implementing Agency, Participant Training and Commodities, that might influence the effectiveness of each of these types of project resources. In the blocks after only those factors which significantly affect project accomplishments, write the letter P if effect is positive or satisfactory, or the letter N if effect is negative or less than satisfactory.

1. FACTORS-IMPLEMENTING AGENCY (Contract/Participating Agency/Voluntary Agency)

024	IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:	X	032	Quality, comprehensiveness and candor of required reports	
025	Adequacy of technical knowledge		033	Promptness of required reports	
026	Understanding of project purposes		034	Adherence to work schedule	
027	Project planning and management		035	Working relations with Americans	
028	Ability to adapt technical knowledge to local situation		036	Working relations with cooperating country nationals	
029	Effective use of participant training element		037	Adaptation to local working and living environment	
030	Ability to train and utilize local staff		038	Home office backstopping and substantive interest	
031	Adherence to AID administrative and other requirements		039	Timely recruiting of qualified technicians	
			040	Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041	IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP		
	PREDEPARTURE		052	Appropriateness of original selection	
042	English language ability (as required)	P	053	Relevance of training for present project purposes	P
043	Availability of host country funding	P	054	Appropriateness of post-training placement	P
044	Host country operational considerations (e.g., selection procedures)	P	055	Utility of training regardless of changes in project	P
045	Technical/professional qualifications	P	056	Ability to get meritorious ideas accepted by supervisors	P
046	Quality of technical orientation	P	057	Adequacy of performance	P
047	Quality of general orientation	P	058	Continuance on project	P
048	Participants' collaboration in planning content of program	P	059	Availability of necessary facilities and equipment	P
049	Collaboration by participants' supervisors in planning training	P	060	Mission or contractor follow-up activity	P
050	Participants' availability for training	P	061	Other (describe):	
051	Other (describe):				

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PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	064 NO COMMODITY ELEMENT		
					072 Control measures against damage and deterioration in shipment.
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).				P	073 Control measures against deterioration in storage. P
066 Quality of commodities, adherence to specifications, marking.				P	074 Readiness and availability of facilities. P
067 Timeliness in procurement or reconditioning.				P	075 Appropriateness of use of commodities. P
068 Timeliness of shipment to port of entry.				P	076 Maintenance and spares support. P
069 Adequacy of port and inland storage facilities.				P	077 Adequacy of property records, accounting and controls. P
070 Timeliness of shipment from port to site.				P	078 Other (Describe):
071 Control measures against loss and theft.				P	

Indicate in a concise narrative statement (under the heading a, Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-25 I as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance.

At this stage of project development the only commodities involved are materials needed for the printing of textbooks. Under contract provisions with local printers the paper and tagboard used for printing of the textbooks must be procured from the United States. Weight and quality are specified in the contracts signed with the local printers.

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PART III - ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter P if the effect of the item is positive or satisfactory, or the letter N if the effect of the item is negative or less than satisfactory.

SPECIFIC OPERATIONAL FACTORS:	
080 Coordination and cooperation within and between ministries.	P
081 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	P
082 Availability of reliable data for project planning, control and evaluation.	P
083 Competence and/or continuity in executive leadership of project.	P
084 Host country project funding.	P
085 Legislative changes relevant to project purposes.	P
086 Existence and adequacy of a project-related LDC organization.	P
087 Resolution of procedural and bureaucratic problems.	P
088 Availability of LDC physical resource inputs and/or supporting services and facilities.	P
089 Maintenance of facilities and equipment.	P
090 Resolution of tribal, class or caste problems.	P
091 Receptivity to change and innovation.	P
092 Political conditions specific to project.	P
093 Capacity to transform ideas into actions, i.e., ability to implement project plans.	P
094 Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	P
095 Extent of LDC efforts to widen the dissemination of project benefits and services.	P
096 Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	P
097 Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	P
098 Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
099 Level of technical education and/or technical experience.	P
100 Planning and management skills.	P
101 Amount of technician man years available.	P
102 Continuity of staff.	P
103 Willingness to work in rural areas.	P
104 Pay and allowances.	P
105 Other:	

In the space below for narrative provide a succinct discussion and overall appraisal of the quality of country performance related to this project, particularly over the past year. Consider important trends and prospects. See Detailed Instructions for an illustrative list of considerations to be covered.

For only those items marked N include brief statements covering the nature of the problem, its impact on the achievement of project targets (i.e., its importance) and the nature and cost of corrective action taken or planned. Identify each explanatory note.

106 NARRATIVE FOR PART III (Continue on form AID 1020-25 I);

GOCR is now spending more than 35% of its national budget on public education. It has established a satisfactory structure for administration of its school system; it has developed the institutions needed for the preparation of enough well-educated teachers to staff its schools; and it is modernizing its school curricula; in its efforts to provide quality education for all of its people.

Its support of the elementary textbook project since its inception has been outstanding. Funds have been provided to reprint textbooks in sufficient quantities to meet the needs of the elementary schools each year, and supervisors, principals, and teachers have been well oriented in the proper and effective use of the textbooks as they have been produced and distributed to schools throughout the country. In 1970, it is spending \$1.5 million (approximately US \$227 thousand) to reprint 650,000 copies of the books needed in mathematics, science, reading, social studies, and language. There is every indication that it will continue these efforts in the future even after U.S. input have been withdrawn.