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SUBJECT · NONCAPITAL PROJECT PAPER (PROP)
AGRICULTURAL TECHNICAL SCHOOL

REFERENCE ·

COUNTRY: COSTA RICA PROJECT No. 515-11-110-113

SUBMISSION DATE: May 15, 1969 ORIGINAL X REVISION No. ___

PROJECT TITLE: AGRICULTURAL TECHNICAL SCHOOL

US OBLIGATION SPAN: FY 1969

PHYSICAL IMPLEMENTATION SPAN: FY 1970 THROUGH FY 1971

GROSS LIFE-OF-PROJECT FINANCIAL REQUIREMENTS:

U. S. Dollars	$350,000
U. S. owned local currency	---
Cooperating country cash contribution	200,000
Other donor	---
Total	$550,000

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PAGE 1 OF PAGES 16

DRAFTED BY	OFFICE	PHONE NO.	DATE	APPROVED BY:
A. Muller Ronald F. Venezia: mce	Program		5/15/69	Lawrence E. Harrison Mission Director

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AID-5-39 (5-62) (Do not type below this line) PRINTED 12-63

A. SUMMARY DESCRIPTION

A shortage of skilled personnel exists at all levels of agriculture in Costa Rica. The most serious shortage, however, is the lack of practical agricultural technicians such as extension agents, assistant credit agents, farm managers and similar personnel, especially in areas distant from the capital. While the University of Costa Rica has graduated more professional agricultural experts than all the other Central American universities together, after five years of university training in San José, these graduates are not eager to live in rural areas without substantial additional compensation. Even where university graduates are employed in such jobs as extension and credit agents, the lack of a trained assistant greatly reduces their effectiveness. The secondary schools with agricultural courses do not yet have sufficient equipment or agricultural teachers with sufficient training to produce the kind of graduates who could fill the needs for the less skilled range of agricultural technicians.

This project envisages the establishment of a technical school of agriculture at the post-secondary level, modeled after Honduras' highly successful Zamorano School,* which will, after a two-year intensive course operating eleven months each year, graduate approximately 50 well-trained, field-oriented agricultural technicians annually. About half of the students' time will be spent in practice work on the training farm to be developed at the technical school. The farm will be typical of the conditions of the rural area, but modern as to techniques of operation.

Each student will acquire skills in proper land usage, machinery maintenance and repair, control of plant and animal pests and diseases, drainage and irrigation practices, livestock management and other farm management operations. Classroom and laboratory instruction will be oriented towards providing an understanding of the scientific principles underlying sound agricultural practices and how such principles may be applied in the field.

An American technical advisor will be placed at the school during the first year of operation. He will collaborate with the Director in the organization of the academic and field practice operations and in their daily implementation. It is proposed to seek qualified Peace Corps Volunteers as teachers in some courses. Some prospective teachers may be sent to the U.S. on scholarships for training in teaching methods and for courses in applied agricultural sciences.

A National Commission for the Organization of Technical Schools of Agriculture at the Post-Secondary Level was appointed by the President of Costa Rica in June, 1963. This Commission will appoint an Administrative Board for the Technical School which will in turn name the Director, who will be responsible to the Board for carrying out its policies and who will have the responsi-

* Zamorano School graduates, largely because of their practical field orientation, are prized -- here and in other countries -- by large agricultural operations, fertilizer companies, etc.

bility of supervising daily operations of the school and proper management of the physical plant and funds.

The GOCR will be responsible for the costs of annual operation of the school, including staff salaries, student maintenance, and expenses related to the operation of the physical plant and its upkeep.

The total start-up cost of the project is $450,000. Initial costs of construction, equipping, and training instructors for the school will be borne by AID at a cost of $350,000 of which approximately $130,000 will involve US procurement. The Costa Rican contribution during the initial two years of the project will be the land, valued at $100,000 and $100,000 for staff expenses. Thereafter, $175,000 will be required annually for operating and replacement costs.

B. SETTING

In recent years, the efforts of both the public and private sectors involved in agricultural development programs have been increasingly handicapped by a serious lack of qualified technicians and professionals. The shortage of skilled agricultural personnel exists at all levels, but the greatest shortage is in the lack of practical agricultural technicians working in rural areas. The supply of extension agents, assistant credit agents, farm managers, and similar personnel is entirely inadequate, especially in regions distant from the Capital. There exists no post-secondary institution to provide the type and number of technicians needed.

In 1967, following a trip made a year earlier by the President of Costa Rica, members of the National Assembly visited the Escuela Agrícola Panamericana in Zamorano, Honduras, to assess the feasibility of establishing similar schools in Costa Rica. A short time after this trip, USAID/CR was requested by the Ministry of Education and the University of Costa Rica to initiate studies and to evaluate agricultural education needs and to assist in solving the problems uncovered. These studies and reports on agricultural education in Costa Rica were made in 1967 under the USAID/CR-University of Florida Contract la-261 as follows:

1. "Agricultural Manpower Needs of Costa Rica - A Projection to 1980". This report showed the need for 900 more university trained professionals by 1980 than can be presently produced, the need for at least 300 more graduates annually of secondary schools with vocational agricultural courses, and particularly the urgent need to create new technical agricultural schools at the post-secondary level.

2. "An Evaluation of Agricultural Education at the Secondary School Level in Costa Rica. This report showed that the program must be strengthened to give the results desired and included recommendations for improving the program of studies.

3. "An Evaluation of the Undergraduate, Graduate, and Research Programs in Agriculture at the University of Costa Rica" and "Survey of Higher Education and Research in the Area of Animal Science" are two reports on the College of Agriculture which indicated the deficiencies in the present programs and gave recommendations as to how more and better trained graduates could be produced.

4. "A Proposal for Sub-Professional Agricultural Education in Costa Rica." This report emphasized the urgent need for new technical schools of agriculture at the post-secondary or intermediate level.

Copies of these studies were transmitted to AID/W and are on file at the USAID.

Although the University of Florida studies show a requirement for improved and expanded agricultural education in almost every field and at every level, they highlight the lack of technicians with substantial practical training (beyond the secondary level) but less than four to five years of University. No institution to provide post-secondary agricultural training exists in Costa Rica except the University, and the University has no program except the five year degree (and recently, following an A.I.D. recommendation, summer refresher courses). The need for intermediary level practical agriculturalists has been met to a very limited degree by Costa Rican graduates of the Zamorano School. This supply is totally inadequate, especially as the Zamorano course has been lengthened. Thus the key problem toward which this project is addressed is meeting the desperate need for a larger number of agricultural technicians with more practical training than could be provided by even the best secondary education, but without the liberal arts, theory, and advanced training provided by the University.

As a result of the above mentioned studies and the demonstrated interest of the President, a Presidential Commission was formed in June, 1968. This Commission, comprised of the Ministers of Agriculture, Education, and Planning, the Rector of the University of Costa Rica, and the Dean of the University of Costa Rica's Faculty of Agriculture recommended to the National Assembly a new law of Agricultural Education. This law is now under study in the Assembly and is enjoying bi-partisan support.

In the interim, the USAID/CR began preparations, now well underway, of an intensive study of the total agricultural sector, leading towards a broad agricultural loan program in FY70 or 71. The main focus of this program will be to broaden agricultural development in the '70s to include those tens of thousands of farmers, for the most part with small land holdings and producing for domestic consumption, who have not participated in the export-oriented, essentially large farm agricultural development of the last five years. It is already obvious that this effort, combined with the recently approved $2 million IDB loan for creation of regional agricultural service centers, will place a substantial new strain upon the already inadequate human resources available for agricultural development in Costa Rica.

C. STRATEGY

The USAID has for the last several months been conducting a broad agricultural sector analysis, including a proposal for a program of agricultural education. This analysis has demonstrated that any substantial increase in activity in agriculture, especially in the areas that affect the small farmer (such as extension, supervised credit, farm planning activities), will require many more technicians than now available to carry out. More specifically, both the USAID and the IDB are seriously concerned with this problem and have suggested to the Presidential Commission that steps must be taken now to produce the technicians needed in the early 70s. For its part, the Mission has carefully studied the various possibilities of providing such training, including upgrading one or more of the existing 8 secondary schools with agricultural curriculum, creating one or more new institutions, and developing a shorter practical non-degree course in the University. Unfortunately, the secondary schools do not provide even adequate secondary training in agriculture now. With the exception of one private school, the secondary schools do not have living accommodations, substantial land, or other facilities that would advance the project. Moreover, the public secondary schools are an integral part of the national free education system and subject to political and regional pressures that would make it difficult to upgrade to a post-secondary level a select few of these schools. The Mission concluded that there is much to be done to improve the secondary schools and that such improvement, requiring several years, would unacceptably delay this project.

Creation of a technical level course at the University would be difficult as the University farm is not close to the main campus where class and most laboratory facilities are located. The University has been unwilling to develop sub-professional programs in other fields such as accounting and nursing and would probably not break its high prestige wall for agriculture. However, the great objection to use of the University is that it is in San José. Once the boys have lived two years in the city, the proportion returning to and making their futures in the rural areas would be much reduced. We also considered placing the intermediary level school within the University framework but located elsewhere, but it does not appear that such a system provides advantages even though it risks making the intermediary level schools the poor cousin in both faculty and funds to the University itself.

Thus we concluded that the best method to follow was to establish a new institution taking advantage of facilities and land now being under-utilized for other purposes. To that end the Mission on 31 October 1968 submitted an Intensive Review Request to AID/W for $1.2 million to finance the construction of two Vocational Agriculture Institutes. AID/W has informed us that while it considers the project to be well conceived and valuable, at the same time it does not wish to consider this high local-cost project outside the context of a broader agricultural lending effort. Since such a loan package is still at least 8 months from submission for review and 1½ years from implementation, we are now faced with the prospect of losing the broad consensus that has been created within the GOCR and the UCR and, in effect, deferring the project beyond the mandate of the present Presidential Commission. For its part, the Commission has already submitted the project to the Legislative Assembly. They are ready to move now.

We, therefore, proposed that, to take advantage of the present momentum, the USAID provide immediate financing for the implementation of one Vocational Institute, with the remainder of the education "package" to be deferred to the broader agricultural loan. Such a strategy will allow us to reinforce the demonstrated GOCR initiative now. It will also assure the availability of qualified middle-level personnel during implementation of the broad agricultural program. Finally, it will provide experience on which to base future expansion of the agricultural education system and will also serve as a training facility for faculty and administrators.

This PROP, therefore, calls for the construction of one vocational agriculture institute in the town of Liberia, Guanacaste.

The site of Guanacaste was selected for various reasons, the most important of which are:

1. There is a secondary agricultural institute in Liberia which now enrolls 1,000 students and under-utilizes 500 acres of fertile land. Present facilities, while very inadequate, provide a foundation for the project.

2. In the Guanacaste region the predominate crops are corn, rice, beans, sorghum, cattle, and a variety of vegetables, including tomatoes and melons. These crops are those traditionally raised by the small farmer and are, for the most part, in short supply.

3. The school will be located near an IDB financed Regional Agricultural Center of the Ministry of Agriculture where students can have contacts with extension programs.

4. There exists nearby the MAG Agricultural Experiment Station of Taboga, where contacts with the investigation of agricultural problems, both in crops and cattle, can be maintained.

Purpose

The type of agricultural technician which this new school is designed to produce has not been produced by other schools in this country. The fundamental objective is to prepare rural youth for specific types of useful work in rural areas through intensive individual training in the modern techniques of agriculture, enabling each student to acquire the agricultural skills and the mechanic ability indispensable for his career. Such a program emphasizes learning by doing.

The overall program will not be in any manner an abbreviated or watered-down copy of a university course in agriculture. It will be patterned after the program of the Zamorano School, which has placed over 1,000 practically trained technicians in agricultural operations in the last 20 years. Not having acquired a university degree, and graduating from

practical schools in rural areas after two years of intensive training, the students will have become oriented towards acceptance of work opportunities in rural areas, rather than towards prestige positions in the Capital, and thus make their contribution to the transformation of traditional agriculture. The graduates will work on farms and with farmers, and the application of their knowledge of technological advances in agriculture should have a significant impact on increasing the food supply of the nation.

Organization

The full course in the new technical school will consist of a two-year intensive program, operating eleven months of each year to provide maximum training and best use of the facilities, with each year divided into three trimesters. It is planned to have approximately 50% of the students' time spent in agricultural practice training under expert supervision. Classroom and laboratory instruction will be oriented towards providing understanding of what scientific principles underlie sound agricultural practices and how such principles are applied in the field. Students will be able to understand the reasons why modern techniques lead to increased agricultural production.

A National Commission, appointed by the President of Costa Rica, responsible for planning the organization and the operating criteria of the new school, has been functioning since June, 1963. This Commission will be replaced, when the planning and design stage is completed, by an Administrative Board, named by the Commission, for the school consisting of a representative of the Ministry of Agriculture, a representative of the Ministry of Public Education, a representative of the University of Costa Rica, the Director of the school, and a representative of the region where the school is to be located. The Administrative Board will assume responsibilities as soon as the construction stage begins and will be responsible for policies involving the operation of the school. The Director will be responsible to the Administrative Board for carrying out its policies, for supervision of daily operations and for the proper management of funds.

Student Body

Regional students from neighboring countries are to be accepted, as capacity permits, to provide an opportunity for interchange of information on Central American agricultural problems, and for laying a foundation for future understanding and relationships. This can be considered as one of the educational objectives to be achieved.

Most of the students will come from the regions where the school is located, but students from all rural parts of the country will be admitted under a selection process which establishes as a basis the possession of a secondary school diploma. The school will provide an opportunity for technical agricultural education for the many who can not afford the lengthy university course or can not enter the university because of lack of space.

Eighty graduates from the vocational agricultural program in the High School in Liberia, Guanacaste, indicated their desire in 1968 alone, to matriculate in a new technical school of agriculture in that region, and in the last two years 65 graduates of the High School in Santa Clara have done the same. There will be similar interest shown by a large number of graduates from the other 8 schools. The High School at Nicoya, Guanacaste (enrollment 1,000), located 300 miles from the Capital, and having no program in agriculture, has requested such a program, and even requested that the technical school be located there. A letter from representatives of the student body to the Presidential Commission for the Organization of Technical Schools of Agriculture indicated the interest of many students in the Nicoya High School to attend such a school. There is a serious problem for the many annual graduates of that school to find other work than in agriculture, and their appeal for an opportunity to study agriculture deserves recognition.

There are other High Schools that a e urban only in that they are situated in small towns, such as San Isidro del General, San Vito, and Siquirres, all located 100 miles or more from the Capital, drawing many students from the rural areas outside of the town. Many of their graduates will not find employment except in agriculture in the area. The critical situation in Costa Rica as regards population increase is well known, and the efforts of the GOCR to provide education, with over 35% of the annual budget dedicated to this at all levels, will fall short of the demand of students to gain entrance to schools at all levels.

Physical Facilities

A main building will be constructed housing two classrooms and two laboratories with stockrooms, offices for the Director, Secretary, Accountant-Registrar, professors, a library, three toilets and a general storeroom. Two dormitories will be built housing a minimum of 50 students each, two to a room, with a general storeroom a d service room and adequate sanitary and bathing installations. A dining facility will be built, housing appropriate kitchen and food storage installations. Also a small laundry. A Director's house will be built, a house for unmarried teachers and four houses for married teachers. Livestock units will be constructed for poultry, hogs, and dairy cattle and a small veterinary laboratory. A farm shop will be constructed and a shed for agricultural machinery, and adequate units for electricity and water supply. Building designs are completed and ready for execution.

Proposed Teaching Staff

The teaching of agricultural subjects and supervision of agricultural operations will be organized in three departments, i.e., Animal Husbandry, Field Crops and Horticulture, with a department head in charge of each. These three professors together with five others will teach a total of 21 agricultural courses. Four courses, designated possibly non-agricultural, i.e., Botany, Chemistry, Mathematics and Spanish, will be taught by two additional teachers, who will cover material related to agricultural courses and deemed neces-

sary for students preparing for careers in agriculture. Four field practice instructors will complete the teaching staff.

Although there are available for teaching positions at the new school graduates of the Escuela Agrícola Panamericana fully capable of imparting sound instruction in agricultural field practices, it may be necessary to send some of them to the U.S. for training in teaching methods and in applied agricultural science courses. Up to 5 professors may be trained in the U.S. over a three year period. Some candidates for teaching positions already have teaching experience.

Technical Assistance

The Agricultural Education Advisor, formerly Director of the Zamorano School, has been brought to Costa Rica and grant funded under the USAID/CR-University of Florida Contract (261-a) and has been engaged in developing plans for the establishment of the school, including designs for buildings, cost estimates, procurement lists, study plans, and organizational structure.

It is planned to place at the school an American technical advisor for a period of two years. The duties and responsibilities of the technical advisor will consist primarily of collaborating with the Director in the organization of the academic and field practice operations and their daily implementation. The technical advisor will teach agricultural courses in the fields in which he is competent. He will orient and instruct other teachers in modern methods of teaching agriculture in classroom and laboratory courses as well as in field training in techniques of modern agricultural practices. He will participate in the programs of field training and the management of the school farm, and will assist in preparing reports for the Administrative Board and USAID/CR. He will live on campus.

Peace Corps volunteers may serve, at least temporarily, as teachers.

Funding

The USAID proposes that $350,000 of FY69 AG funding be provided for this project, to cover construction, procurement, and participant training costs during CY69 and CY70, to be distributed as follows:

	AID	GOCR
CY 1969		
Construction	$175,000	
Procurement	80,000	
Teacher Training	12,500	
Operations		$ 10,000
Land & Facilities		100,000
Sub totals	$267,500	$110,000
CY 1970		
Construction	25,000	
Procurement	20,000	
Teacher Training	12,500	
Technical Assistance	25,000	
Operations		90,000
Sub totals	$ 82,500	$ 90,000
Total	$350,000	$200,000

It is hoped that funds will be made available in time to permit construction during the remainder of CY69 and opening of the school in March 1970, the formal date for resumption of the school year in Costa Rica. This date is probably optimistic, however, and it may be necessary to inaugurate operations either during the 1970 academic year or in March of 1971.

The low proportion of GOCR contribution is due to the present austerity program now in effect in government spending. Beginning in CY71 however, the GOCR will be contributing $175,000 annually to the operations of the school. This contribution is distributed as follows:

	No.	Salary	Total
Salaries and Wages			
1. Director	(1)	$ 6,500	$ 6,500
2. Professors (Head of Departments)	(3)	5,500	16,500
3. Other Professors of Agriculture	(5)	4,500	22,500
4. Instructors in Field Practice	(4)	3,000	12,000

	No.	Salary	Total
5. Professors of non-agricultural subjects	(2)	$ 4,000	$ 8,000
6. Registrar - Accountant	(1)	3,000	3,000
7. Secretary	(1)	3,000	3,000
8. Minor employees	(9)	1,000	9,000
9. Cooks and helpers	(8)	625	5,000
10. Farm laborers	(8)	625	5,000
			$ 90,000
		GOCR Bonus	8,000
Sub-total			$ 98,000

Maintenance of Physical Plant and Administration

1. Electricity and Water	$ 2,000
2. Maintenance and operation of tractors and vehicles, insurance	3,000
3. Office and library expense (texts for students)	5,000
4. Care and feeding of livestock	6,000
5. Up keep of buildings and lands	1,000
6. Miscellaneous supplies and materials for agricultural departments and laboratories	15,000
7. Replacement of equipment and livestock	4,000
8. Seguro Social, Pensions	1,000
Sub-total	$ 37,000

Student Maintenance

Sub-total	$ 40,000
Food, lodging, laundry	
Scholastic supplies, travel	
Total	$175,000

While the general education budget of the nation is 35% of the total budget, it is far too small to meet the needs of the rapidly expa ling population. Efforts to improve agricultural education in existing institutions have been very limited because of shortage of funds. Given the high priority of the project and the substantial commitment of the GOCR for operational costs, ($175,000 annually), it is considered justifiable that AID assist in constructing and equipping the new technical school of agriculture, in providing technical assistance and a teacher training program. The GOCR has obtained an agreement for the free use of the lands where the school will be located, including 200 hectars for farm practices. Funds are anticipated from private donors to help replace equipment and livestock.

D. TARGETS

The basic target is the annual production of 50 technicians starting, at the latest by early 1973, possibly earlier. An additional target is the professional upgrading of agricultural technicians presently in Costa Rica. Over a three year period, five Costa Ricans with agricultural degrees will receive advanced training in US universities. These graduates will be incorporated into the school's faculty and will provide instruction not only to the students but to the resident faculty as well.

The production of a significant number, annually, of graduates from technical schools of agriculture will back-stop rural development programs in many areas that are now scarcely within the market economy of the country. The small farmers in such areas will benefit from the modern techniques introduced by these graduates, who will make up an important sector of the Agricultural Extension Service. Many of these technicians will contribute to the effectiveness of rural credit programs by becoming credit agents and appraisers. It is anticipated that at least a third of the graduates will go into production agriculture, sooner or later, on their own, using modern techniques, improved planning and managerial practices. In the programs for the diversification of crops, many technicians will be needed, both by the private and public sectors, which will compete for their services.

An important aspect of the project is that hundreds of students will be drawn, over the years, from the now nearly isolated rural areas to study in a technical school of agriculture in a rural area, and that they will return to neglected rural areas where they will contribute towards increased agricultural production, towards raising annual incomes and promoting agricultural and social development. This project will affect hundreds of rural families who in the past have been almost completely left out of the normal economic and democratic processes of the country. It will contribute to the more efficient use of agricultural resources of Costa Rica in many ways, such as making present land more useful through the introduction of more productive crops and crop varieties, by raising soil productivity, by controlling diseases and pests, by irrigation and drainage, by the proper mechanization of soil preparation, planting, cultivation and harvesting. The project will contribute not only to economic progress but also to the development of social capital.

E. COURSE OF ACTION

By the middle of 1969 the National Commission, through an appropriate lawyer, will have drafted a law to be ratified by the National Assembly creating the Post-Secondary Technical School of Agriculture. The budgetary provisions of the GOCR for operating the school will be incorporated in the law, on an annual basis.

During the latter part of 1968 the National Commission developed the organizational infrastructure of the school, a staffing pattern, a curriculum and an annual operation budget. The Commission

also developed the statutes regulating the responsibilities of the Administrative Board of the School and those of the Director. The Commission assigned to the Chief Architect of the National Planning Office, with collaboration from the Chief Agricultural Engineer of the Ministry of Agriculture, the preparation of the designs and cost estimates of the main buildings and agricultural units of the school. Lists of equipment and supplies and their estimated costs have been prepared, also.

Disbursement of AID funds will take place over an 18 month period, beginning after July 1, 1969 and ending December 31, 1970. Disbursement of GOCR funds will begin in 1969 with the appointment of the Director of the school by the Administrative Board, members of which will be named by the National Commission as soon as the National Assembly passes the law creating the school. In 1970 the Director will begin to use GOCR annual operation funds for the daily functioning of the school.

No AID funds will be disbursed until the law creating the school has been passed. The first of the AID funds to be disbursed will be those which will cover initial building and procurement for construction costs. It is expected that this will occur towards the end of 1969, followed by further disbursements later in the year. Procurement of school equipment, livestock, supplies, and library materials to be purchased with AID funds will be initiated during the last half of 1969 and continued during early 1970. AID disbursement for teacher training will be made for the first scholarship candidates during the last half of 1969 and for the second group in 1970. Monthly disbursements for the Technical Advisor will begin in January, 1970, and continue during that year. USAID/CR will have monitoring responsibilities during the construction stage and the same for all procurement. Progress in the operation of the school will be monitored by AID for three years, at least.

NONCAPITAL PROJECT FUNDING (OBLIGATIONS IN $000) PROP Date 5/15/69

Table 1 TECHNICAL Original X

Page 1 of 2 PROJECT TITLE: AGRICULTURAL ~~VOCATIONAL~~ SCHOOL Rev. No.

COUNTRY: COSTA RICA Project No. 515-11-110-113

Fiscal Years	AP	L/G	Total	Cont 1/	Personnel Serv. AID PASA CONT	Participants U.S. CONT Agen.	Commodities Dir. & US Ag. CONT	Other Costs Dir. & US Ag. CONT
Prior through Act. FY 1969								
Oper. FY 1969	AG	G	350	25	25	25	100	200
Budget FY 1970 2/								
Total Life	AG	G	350	25	25	25	100	200

1/ Memorandum (non-add) column.

2/ Future obligations for this project shall be financed under loan funding.

Table 1
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Project No. 515-11-110-113

Exchg rate $1 = 6.65

Fiscal Years	AID-controlled Local Currency U.S. owned	AID-controlled Local Currency Country-owned	Other Cash Contribution Cooperating Country	Other Donor Funds ($ Equiv.)	Food for Freedom Commodities Metric Tons (000)	Food for Freedom Commodities CCC Value & Freight ($000)	Food for Freedom Commodities World Market Price ($000)
Prior through Act. FY 69							
Oper. FY 69			110				
Budg. FY 70			90				
B + 1 FY 71			175 1/				
B + 2 FY 72			175				
B + 3 FY 73			175 1/				
All Subs.							
Total Life			200 1/				

1/ Represents annual GOCR contribution to school's operations and shall continue into indefinite future date. GOCR contributions for FY 71 and beyond are therefore not listed on face sheet and subsequent "total life" figure above as AID contribution to this project terminates FY 69.

BOONSTRA