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FROM - **USAID/SAN JOSE**

SUBJECT - **Non Capital Project Paper
GENERAL ASSISTANCE TO EDUCATION**

~~XXXXXXXX~~

COUNTRY: COSTA RICA PROJECT: 515-11-680-085

SUBMISSION DATE: October 11, 1968 ORIGINAL X

PROJECT TITLE: General Assistance to Education Project

US OBLIGATION SPAN: FY 1966 THROUGH FY 1971

PHYSICAL IMPLEMENTATION SPAN: FY 1966 THROUGH FY 1972

GROSS LIFE-OF-PROJECT FINANCIAL REQUIREMENTS:

US dollars \$ 1,168,000

US owned local currency 0

Cooperating country cash contribution (420,000 colones) \$63,158

Other Donor 0

TOTALS \$1,231,158

1/ Exchange rate \$1.00 to ₡6.62

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1	OF 12

DRAFTED BY <i>R. B. Black</i> POL:nd:av	OFFICE Education Division	PHONE NO.	DATE Oct. 11, 1968	APPROVED BY: <i>R. B. Black</i> R. B. Black, Director
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AID AND OTHER CLEARANCES

R. L. Nicholson PO

W. Krauss Jr

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A. SUMMARY DESCRIPTION

The purpose of this project is to assist the Ministry of Education in carrying out reforms which will improve the quality and output of its educational system without a substantial increase in expenditures. Specific A. I. D. objectives, therefore, include helping the Ministry: a) increase its efficiency in planning, administration, and school operation; b) develop, produce, procure, and effectively use textbooks and other instructional materials; c) in cooperation with the University of Costa Rica, assist in the initial implementation of the proposed university efficiency loan.

B. SETTING**1. The General Situation in Education**

The last Costa Rican general census, taken in 1963, provides the following picture of the country's educational situation:

- a. 81% of the population had some formal education;
- b. 41% of the population were graduates of at least the third grade;
- c. 10% of the population were graduates of the sixth grade;
- d. 1.9% were graduates of the secondary school or higher;
- e. 1.2% of the population were university graduates.

While it is true that some substantial improvements in education have been made since 1963, nevertheless, the rapid annual population growth rate of 3.9% and the annual school enrollment growth rate of 8% require ever-increasing amounts of government resources just to keep even.

2. Specific Problems Needing Attention

In addition to the problems mentioned above several other issues should be identified:

- a. Costa Rica requires only 13 hours of elementary school instruction per week for each student (U.S. average 25 hrs.), probably the lowest in Central America and Panamá. Such a short instructional period makes it virtually impossible for the elementary students to receive an adequate exposure to the rapid advances of knowledge in the areas of science and mathematics.
- b. The lack of school facilities at both the elementary and secondary levels has resulted in double sessions. As a result, a great majority of the students in Costa Rica go to school only in the morning or in the afternoon. This situation makes other statistics, such as number of students in school and the number of teachers available, very deceptive. It also causes needless duplication of teacher and administrative time. Often schools operating in the same building

on different time schedules also have completely separate sets of materials and equipment.

- c. Administrators at all levels, secondary and elementary, are untrained. A section for advanced training in administration was begun this year in the faculty of Education of the University.
- d. The fact that only 10% of the population has graduated from the sixth grade, points to the serious problem of high elementary school attrition. Moreover, the dropout rate in the rural schools (92% of all schools) is about double that of the urban areas. Rural instruction suffers from poorer quality teachers using out-dated methods, the need of parents to use the children as auxiliary wage earners, the lack of modern and adequate educational material in required subjects, and, as in many countries, an irrelevance of the curriculum to the life patterns of the rural dweller.

3. Required Costa Rican Self-Help Measures

If Costa Rica is to achieve feasible and necessary progress in the educational sector it will have to take the following self-help measures:

- a. One half of Costa Rica's population is 16 years of age or younger, hence the demand for education is increasing at a very rapid rate, in fact, above the rate of GNP increase. It is clear, therefore, that an awareness must be developed by all Costa Ricans of the implications of rapid population growth for future educational progress.
- b. The GOCR must take a hard look at the deficiencies and inefficiencies of the administration of its school system and be prepared to institute the reforms needed to provide more training for more people without substantially increasing the already large commitment of its resources to public education.
- c. Funds were appropriated in the 1967 Ministry of Education budget for the reprinting of those elementary school textbooks already developed and produced with AID assistance, and an adequate amount has been included in its proposed 1968 budget to continue reprinting of books as needed for the 1969 school session. Such procedure must be continued in the future in order to upgrade the standards of elementary education in Costa Rica and contribute to the Central American integration movement.
- d. The key people in elementary education in Costa Rica are the district supervisors

Efforts must be exerted by Ministry officials towards increased and improved supervisory and administrative techniques that will result in better school organization, thereby achieving more cost effectiveness and an improved instructional performance on the part of the teachers. Such a measure will undoubtedly succeed in reducing failures, repeaters, and dropouts, and lead to the existence throughout the country of complete elementary schools available to all of the people.

- e. More school facilities must be provided in order to take care of the increased demands for education and to eliminate the double sessions that are far too prevalent, thus providing for the student a fair and adequate number of hours of daily instruction.
- f. Practically all of the financial support for education is at the national level, with very little contribution by the local communities. A structure for increased community participation would help to resolve the preponderant problem of ever-increasing expenditures for education, which already are at more than 35% of the national budget and 6% of the GNP. Unless such a development occurs, the central government of Costa Rica will be forced to continue increasing its yearly education budget, at the expense of urgent economic infrastructure.
- g. Costa Rica must find a solution to its serious secondary school teacher problem. Since more than 50% of the present secondary instructional staff are Normal School graduates, who were prepared to teach in the elementary schools and not at the high school level, or undergraduate university students, the quality of secondary education is very poor, and of course, the university program is weakened as a result. A newly-created Superior Normal School established in January, 1968, will undoubtedly contribute gradually to the solution of this problem, however, more coordination is needed between the Ministry of Education and the University of Costa Rica to arrive at a clearer definition of the respective roles and functions of the two institutions.

C. STRATEGY

The highest priority for overall educational improvement in Costa Rica is reform of the Ministry of Education's administrative structure and policies. For the past year USAID has provided a contract Educational Administration Advisor who has been conducting an in-depth study of the Ministry's administrative practices which, if changed, could produce substantial budgetary savings. Disappointingly, however, the Ministry of Education has shown little interest in the study and in taking meaningful action to implement suggestions.

reforms. In view of this clear lack of interest on the part of the GOCR, USAID has made the decision to begin phasing down direct technical assistance beginning in FY 1969.

Therefore, with the exceptions of relatively small inputs during FY 1969 for the second year training for two participants, and NEA Teach Corps consultants for summer 1969, AID assistance will be limited to one Educational Development Officer and, through him, continued support for the regional textbook program for elementary schools.

Related to, but not an integral part of, the General Assistance to Education Project, is the proposed A. I. D. University of Costa Rica Efficiency Loan (IRR approved December 12, 1967). The loan would permit the UCR to make sub-loans available to students to permit full-time study in pre-determined fields of high developmental priority. It would similarly make sub-loans available to professors to do advanced graduate study in the United States. A percentage of the individual loan, however, would be forgiven for each year the professor taught full-time at the University. It is expected that the Educational Development Officer will devote a large portion of his time to negotiating and preparing the loan paper for this program.

In addition to monitoring the textbook program, the USAID Educational Advisor will assist Ministry Officials in a program of supervisor and teacher orientation in the effective use of the books. The teacher orientation program will utilize the multiplier technique, wherein district supervisors, selected normal school personnel, and school principals are given training and they in turn organize workshops in their respective area for the training of all of the elementary teachers who will use the books. ROCAP and ODECA provide during the school vacation period, when these training sessions are held, orientation teams of competent subject matter specialists who have been trained in the regional center in San Salvador.

Support of this program by GOCR up to now, is assuring the attainment of the stated goal and there is every indication of its intention to continue assuming financial support throughout the life of the project and after its termination in FY 1971. Such material support has been in the form of budgetary provisions for the reprinting of textbooks for which USAID has already fulfilled its obligation of providing a sufficient number for the first two years. In 1967, GOCR budgeted and spent U.S. \$43,000 for this purpose, and it has included in its 1968 budget the amount of ₡550,000 colones (US\$83,000) to print books in the number needed for the 1969 school session. Adequate and secure textbook warehouse facilities have been provided by the Ministry and a satisfactory distribution system has been in effect for the last two years.

D. PLANNED TARGETS AND RESULTS

USAID has a commitment to continue financing the printing of elementary textbooks in

cooperation with the regional textbook program until all projected titles have been produced for the six elementary grades in the five basic subject matter areas of reading, mathematics, language, social studies, and science. Current ROCAP estimates are that the final USAID obligation will be in FY 1971, with the physical implementation of the titles involved occurring in FY 1972. The anticipated results are that every elementary school child will have at least one textbook in each one of the basic subject matter areas; teachers will have been trained in the effective use of the books; an important step will have been taken towards decreasing the number of school dropouts and failures, teaching and learning procedures will improve; Costa Rican personnel, through participation in the actual development of this project, will be trained in writing and editing textbooks, and in the management of a national textbooks program; a contribution will have been made towards uniformity in educational programs throughout the region; and an awareness of the common interests of the people of Central America will have been developed.

USAID financing and technical assistance for textbook rental libraries, established in the University of Costa Rica and in the three normal schools, in Heredia, San Ramon, and Liberia, ended in FY 1969. Over 1,556 books have been procured or are in order and it is expected that through these libraries high quality textbooks can be made available to students and professors on a rental or purchase basis at prices that they can afford.

E. COURSE OF ACTION

1. Progress to Date

Since the inception of the regional textbook program in 1963, 1,732,200 elementary textbooks have been produced under this project in Reading 1-6, Language 1-2, Mathematics 1-3, Science 1-2, and Social Studies 1-2, for use in the schools of Costa Rica. Under FY 1968 funding 348,500 books will be produced before the beginning of the 1969 school session. In cooperation with the Ministry of Education a plan was formulated and implemented for a more effective and efficient operation of the regional textbook program, including production, warehousing, control, distribution and use.

Improvements have been made in the three normal schools, including administrative refinements, better coordination with the laboratory schools, practice teaching programs in selected public schools, group teaching procedures, etc.

Through a series of workshops utilizing the NEA Teach Corps, approximately 2,000 teachers of one, two, and three classroom schools were trained in multiple-grade teaching group teaching methods, school organization, and materials and curriculum adaptations as part of a reform by the Ministry to increase the number of complete six-grade elementary schools throughout the country.

The 88 district supervisors of Costa Rica were trained for six weeks in the functions

of their positions, the application of effective supervisory techniques, and the formulation of supervisory programs for their districts.

An educational administration advisor was recruited under contract for one year to study the overall administrative structure of the Ministry of Education at both the Ministry and local school levels, which will be completed in October 1968, with recommendations for improvements and refinements aimed at greater administrative and cost efficiency in public education.

Two university textbook rental library and bookstore projects were implemented, one in the national university and the other in the Ministry for the three normal schools. Thus far 1,556 textbooks have been procured under these projects through RTAC in Mexico.

From FY 1968 funds AID supplied three NEA Teach Corps specialists to assist the Ministry in a general evaluation of its primary and secondary curriculum and to develop recommendations for improving articulation between grades and between the primary and secondary levels. Special attention was also given to improving mathematics instruction with an NEA advisor lecturing on this subject at the normal schools. Participant grants, one in primary school and the other in secondary school, administration and supervision were made. \$10,000 was obligated for the university and normal school library program and funds were provided for the printing of Mathematics IV, Social Studies III, Science III, and Language III.

2. Detailed Course of Action and Inputs during FY 1969 and FY 1970

Under FY 1969 funding, USAID will furnish the services of one direct hire Education Development Officer and has programmed \$4,000 for two short-term NEA consultants during summer 1969. In addition, USAID will assist the following supporting activities:

- a. USAID will provide advisory services to the Ministry in the administration and supervision of the textbook program. It will also provide a liaison function between ROCAP and the Ministry, and will finance the printing of the two of the following textbooks and teacher's guides:

<u>Title</u>	<u>No. of Textbooks</u>	<u>No. of Guides</u>	<u>Amount Budgeted</u>
Mathematics V	64,000	4,000	\$43,000
Science IV	83,000	4,000	<u>50,000</u>
		TOTAL	\$93,000

The above figures include the first printing plus an additional 20% representing the second year's reprinting, all in one operation, to take advantage of better unit prices under larger quantity contracts.

- b. Two participant training grants for study in the U. S. will be provided in FY 1969 to continue the grantees already in training in Supervision for an additional year in order that they may be able to earn degrees. Such procedure will not only provide the opportunity for more training and more acquired knowledge, but the degrees will give these two leaders a prestige that they will need in their roles as leaders in supervision and administration upon their return to Costa Rica. The Conditions and requirements in "GOCR Ministry of Education Inputs" (Page 9) apply in these cases. Continuation of this training will require \$12,000 in FY 69 funds.

FISCAL YEAR 1970

- a. Under FY 1970 funding, USAID will furnish approximately ^{eight} ~~six~~ months of service of the direct hire Educational Development Officer whose position will then be phased out with Residual supervisory responsibilities vested in the Program Office.
- b. The printing of four textbooks and teacher's guides in the quantities indicated will be provided:

<u>Title</u>	<u>No. of Textbooks</u>	<u>No. of Guides</u>	<u>Amount Budgeted</u>
Science	70,000	4,000	\$55,000
Social Studies IV	83,000	4,000	45,000
Mathematics VI	60,000	4,000	45,000
Language IV	83,000	4,000	<u>35,000</u>
		TOTAL	\$180,000

FISCAL YEAR 1971

Under FY 1971 funding the USAID will attempt to complete the textbook program by providing the textbooks and teacher's guides listed below:

<u>Title</u>	<u>No. of Textbooks</u>	<u>No. of Guides</u>	<u>Amount Budgeted</u>
Language V	75,000 UNCLASS,	4,000	47,000

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	<u>No. of Textbooks</u>	<u>No. of Guides</u>	<u>Amount Budgeted</u>
Language VI	60,000	4,000	38,000
Science VI	60,000	4,000	55,000
Social Studies V	75,000	4,000	48,000
Social Studies VI	60,000	4,000	<u>39,000</u>
		TOTAL	\$227,000

3. GOCR Ministry of Education Inputs

It is estimated that in FY 1969 and FY 1970, the Ministry of Education will contribute its own resources to ensure the success of the project in the approximate amount of US \$160,000.00 each year. In FY 1971 and subsequent years following termination of the project, the Ministry will have to continue providing funds for the reprinting of textbooks as needed, and undoubtedly in increasing amounts as the number of titles increase, the books for the higher grades cost more, and more copies are needed because of more extended use over the years.

The amount of \$160,000.00 may be broken down about as follows:

- a. Payment of international travel to and from the point of initial training for participant training grants provided by USAID, estimated at \$1,000;
- b. Provision of released time for professional personnel for attendance at seminars and other meetings essential to this program, estimated at \$5,000;
- c. Office space and utilities for U.S. technicians and local staff working in this project, estimated at \$5,000;
- d. 1968 Budget for the reprinting of elementary textbooks, for 1969, \$ 550,000.0 (\$83,000.00) which is expected to increase in FY 1969 and future years
- e. Personnel services for the control and distribution of elementary textbooks and the orientation of teachers in the use of the textbooks, estimated at \$10,000.00;
- f. Facilities for warehousing and transportation involved in the distribution of elementary textbooks, estimated at \$15,000.00;

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- g. Salaries of personnel assigned to ROCAP-ODECA as members of the textbook authorship and research teams, estimated at \$6,000.00;
- h. Cash contribution by the Ministry and the university towards the continuation of the University Textbook Rental and Bookstore program \$6,000.00
- i. Personnel, space, equipment, and other facilities needed to operate the lending libraries and bookstores estimated at \$10,000.00;
- j. Trust Fund budget in support of this project estimated at \$19,000.00

Note: All colón conversions into dollars in this section are calculated at the official rate of exchange of 6.52 colones to the dollar.

NONCAPITAL PROJECT FUNDING (OBLIGATIONS IN \$000)

PROP DATE No/Day/Yr
Original _____
Rev. No. _____
Proj.No. 515-11-680-085

Table 1
Page 1 of 2
COUNTRY; Costa Rica Project Title: General Assistance to Education

Fiscal Years	Ap	L/O	Total	Cont ^{1/}	Personnel Serv.		Participants		Commodities		Other Costs	
					AID	PASA	CONT	U. S. Agencies	CONT	Dir U.S.Ag	CONT	Dir & U.S.Ag
Prior through Act. FY 1968		0	600		78	75	31		18	384	14	
Oper. FY 1969			135		26	4	12		N/A	N/A	N/A	83**
Budg. FY 1970			206		20*	-	-		-	-	-	160
B + 1 FY 1971			227		N/A	N/A	N/A		N/A	-	N/A	227
B + 2 FY _____												
B + 3 FY _____												
All Subs.												
Total Life			1,168		130	79	43		18	384	14	500

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^{1/} Memorandum (nonadd) column

* Ed. Dev. Off. position to be phased out
** Publishing contracts for elementary textbooks shown under other costs beginning FY69

Table 1
Page 2 of 2

Exchg rate \$1= 6.62 Colones 1/

Project No. 515-11-680-085

Fiscal Years	AID-Controlled		Other Cash Contribution Cooperating Country	Other Donor Funds (\$ Equiv.)	Food for Freedom Commodities		
	Local Currency U. S. Country owned	Country owned			Metric Tons (000)	CCC Value & Freight (\$000)	World Market Price (\$000)
Prior through Act. FY <u>1963</u>			185				
Oper. FY <u>1969</u>			209				
Budg. FY <u>1970</u>			115				
B + 1 FY <u>1971</u>			120				
B + 2 FY _____							
B + 3 FY _____							
All Subs.							
Total Life			420 <u>2/</u>				

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1/ As of preparation date

2/ Amounts include Trust Funds contributed by GOCC for operation of the project, amount budgeted each year for reprinting of elementary textbook titles, and the contributions by the Ministry and the University to the Rental Library and Bookstore programs.

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SUBJECT - Review of General Assistance to Education PROP-515-11-680-055, *055*

REFERENCE - Revision No. 1

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1. The AID/W PROP Review Panel reviewed The General Assistance to Education PROP on August 8, 1970. The project has been approved for life-of-project funding (through FY 72).

2. Review Panel did, however, feel some concern about one aspect of the project. Based on a reading of the revised PROP, textbook production tended to be described as an end in itself. As a result, other aspects of the project such as, teacher training in the "Effective Use of Books, and Improvements in Teaching and Learning Procedures", appeared to receive less attention than they perhaps deserve. This view was substantiated to some degree by the seemingly small OOCR budgetary allocation for control and distribution of textbooks and "The Orientation of Teachers" (P. 5, Revision No. 1). AID/W suggests that USAID assure itself that this concern on the part of AID/W has been adequately taken into consideration.

ROGERS.

PAGE 1 OF 1

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FROM. **USAID/SAN JOSE**

SUBJECT. **Non Capital Project Paper
GENERAL ASSISTANCE TO EDUCATION**

REFERENCE.

COUNTRY: **COSTA RICA**

PROJECT: **515-11-680-085**

SUBMISSION DATE: **July 29, 1970**

REVISION: **No. 1**

PROJECT TITLE: **General Assistance to Education**

US OBLIGATION SPAN: **FY 1966** THROUGH FY **1972**

PHYSICAL IMPLEMENTATION SPAN: **FY 1966** THROUGH FY **1973**^{2/}

GROSS LIFE OF PROJECT FINANCIAL REQUIREMENTS:

US Dollars **\$1,148,000.00**

US owned local currency **0**

Cooperating Country cash contribution **\$1,400,000.00**

Other Donor **0**

TOTALS \$2,548,000.00

1/ Exchange rate \$1.00 to \$6.62

2/ Project implementation extended one year due to delays in delivering
of negatives by ODECA

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DATE

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APPROVED BY:

Lawrence Harrison, M.D.

AID AND OTHER CLEARANCES

O. Castro, PA

R. Venezia, IDD

P. Ercis, PO

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A. SUMMARY DESCRIPTION

The purpose of this project is to assist the Ministry of Education in improving the quality and productivity of its elementary education system by producing the OEBCA/ROCAP elementary textbooks and to provide general overall advice in administration, planning, and curriculum development. During the fifteen-year period of U. S. assistance, Costa Rica made great strides in education as explained in the FY 71 CFS. The USAID now considers the educational system to be at a point of development where it can continue to progress basically on its own with occasional external assistance coming from UNESCO, international lending agencies, and private foundations. For that reason, all phases of the program have been terminated except the continued production of the OEBCA/ROCAP elementary textbooks, which is planned for completion in FY 1972.^{1/}

Support of the textbook program by the GOCR is well-established and there is every indication that it will continue to assume financial support throughout the life of the project and after termination of USAID assistance in FY 1972. Such material support has been mainly in the form of budgetary provisions for the reprinting of textbooks for which USAID has already fulfilled its obligation to provide sufficient quantities for the first two years of use.

Details and substantiating data regarding educational development may be found in the Project Appraisal Report (PAR) (U-446) submitted on this project on June 15, 1970.

B. SETTING

There is a real awareness by GOCR and the Costa Rican people in general of the need for quality education for everyone and a willingness and desire to provide the resources to achieve it. 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 at all levels to provide educational opportunities for all of its people. In short, it has been and is making the effort to solve the quantitative and qualitative problems that impede the achievement of an adequate school system.

As a result Costa Rica is now considered to be at a point of development where it can continue to progress basically on its own with any occasional assistance in the future coming from UNESCO, private foundations, and international lending agencies.

UNESCO provides technical assistance in the development of the Superior Normal School and in in-service training programs, and would undoubtedly respond favorably to requests for continued assistance. With respect to the physical facilities and equipment needed, the Interamerican Development Bank is in the process of negotiating 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

^{1/} The original termination date of FY74 was not feasible due to delays in delivery of negatives from the Regional Center. Accordingly, projected funding in FY 69 and FY 70 were reduced and an additional year added to the total project. The total cost remains basically unchanged.

support of education through the purchase of construction bonds. In fact, 1000 elementary and secondary classrooms are being constructed in 1970 principally with funds derived from the sale of bonds.

It is now clear that AID assistance is no longer critical to the continued development of Costa Rican education. Therefore, this project has been phased down to only one activity, that of Textbook Development and Production. The Education Officer position was abolished upon the incumbent's transfer during the second half of FY 1970. However, prior to his departure he trained a Costa Rican employee to continue the physical implementation of the textbook program in FY 1971 and FY 1972, and to assist in maintaining the necessary coordination between the Ministry and the Regional Textbook Center.

C. STRATEGY

USAID has a commitment to continue financing the printing of elementary textbooks in cooperation with the regional textbook program until all projected titles have been produced for the six elementary grades in the five basic subject matter areas of reading, language, mathematics, science, and social studies. The Mission estimates that the final obligation will be in FY 1972, with the physical implementation of the titles involved occurring in the first-half of FY 1973.

The anticipated results are that every elementary school child will have at least one textbook in each one of the basic subject matter areas; teachers will have been trained in the effective use of the books; teaching and learning procedures will improve; Costa Rican education personnel, through participation in the actual development of these projects, will be trained in writing and editing textbooks and in the management for a national textbook program; and a contribution will have been made towards uniformity in educational programs throughout Central America.

D. PROGRESS TO DATE

1. Since the inception of the regional textbook program in 1963, 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 Costa Rica. National and district supervisors, school principals, and teachers have been oriented in their use. Local printers under contract with USAID 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 to 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. Funds were provided by USAID in FY 1970 for the printing of 75,000 copies of Language 4 and 62,000 copies of Social Studies V.

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: 256,000 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 in 1970 for re-printing 650,000 copies of Mathematics, Science, Social Studies, Reading, and Language books, for which bids were solicited and contracts were signed in May, 1970. Adequate

and secure textbook warehousing facilities have been provided by the Ministry and a satisfactory distribution system has been established.

To assure optimum success of this important program 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, and reprinting of books 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. This official and a Ministry team are now being trained under a ROCAF-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. Course of Action and Inputs during FY 1971 and FY 1972

Under FY 1971 funding, USAID will furnish the services of one direct hire local technician, who will assist in maintaining liaison between the Ministry and ROCAF and plan and supervise the printing of the following textbooks and teachers' guides:

<u>Title</u>	<u>Number of Textbooks</u>	<u>Number of Guides</u>	<u>Amount Budgeted</u>
Science 5	70,000	4,000	\$54,000
Mathematics 5	70,000	4,000	52,000
Language 5	70,000	4,000	44,000
Social Studies 6	65,000	3,500	43,000
Language 6	65,000	3,500	41,000
		TOTAL BUDGETED	\$234,000

FISCAL YEAR 1972

Under FY 1972 funding USAID will attempt to complete the textbook program by providing the textbooks and teachers' guides listed below:

<u>Title</u>	<u>Number of Textbooks</u>	<u>Number of Guides</u>	<u>Amount Budgeted</u>
Mathematics 6	70,000	4,000	55,000
Science 6	70,000	4,000	65,000
		TOTAL ESTIMATED COST	\$120,000

Note: The quantities of books to be printed are based on estimated enrollment figures provided by the Ministry of Education. They include, not only enough books for the first year of use, but an additional 20% to cover the second year's needs, all done in one operation, in order to take advantage of better unit prices under larger quantity contracts.

3. GOCR Ministry of Education Inputs

It is estimated that in FY 1971 and FY 1972, the Ministry of Education will contribute its own resources to ensure the success of the project in the amount of US \$325,000.00 each year. In FY 1973 and subsequent years following termination of the project, the Ministry will continue to provide funds for the reprinting of textbooks as needed.

The amount of \$325,000.00 is broken down as follows:

- a. 1971 budget for the reprinting of textbooks, estimated at \$3,000,000.00 (\$300,000.00) and the same amount or more in 1972.
- b. Personnel services for the control and distribution of textbooks and the orientation of teachers, estimated at \$10,000.00.
- c. Facilities for warehousing and for transportation involved in the distribution of textbooks, estimated at \$15,000.00.

Note: All colón conversions into dollars have been calculated at the official rate of exchange of 6.62 colones to the dollar.

NONCAPITAL PROJECT FUNDING (OBLIGATIONS IN \$000)

PROP DATE No/Day/Yr

Rev. No. 1

Table 1

Page 1 of 2

COUNTRY: Costa Rica Project Title: General Assistance to Education

Proj No. 515-11-880-065

Fiscal Years	Ap	L/S	Total	Cont ^{1/}	Personnel Serv.			Participants		Commodities		Other Costs	
					AID	PASA	CONT	U. S. Agencies	CONT	Dir U.S.Ag	CONT	Dir & CONT U.S.Ag	
Prior through Act. FY	1970	0	780		128		81	30		19	800		13
Oper. FY	1971		241		6		-	-		-	234		1
Budg FY	1972		127		6		-	-		-	120		1
Total Life			1,148,000		140		81	30		19	863		15

^{1/} Memorandum (nonadd) column

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USAID/SAN JOSE TOAID A -135

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Table 1
Page 2 of 2

Exchg rate \$1= 6.62 Colones ^{1/}

Project No. 515-11-680-085

7

Fiscal Years	AID-Controlled <u>Local Currency</u> U.S. Country owned owned	Other Cash Contribution Cooperating Country	Other Donor Funds (\$ Equiv.)	Food for Freedom Commodities		
				Metric Tons (000)	CCC Value & Freight (\$000)	World Market Price (\$000)
Prior through Act. FY 1970		680				
Oper. FY 1971		350				
Enlg. FY 1972		400				
Total Life		1,400 ^{2/}				

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^{1/} As of preparation date

^{2/} Amounts include Trust Funds contributed by GOCE for operation of the project, amount budgeted each year for reprinting of elementary textbook titles, and the contributions by the Ministry and the University to the Mental Library and Bookstore programs.

AIRGRAM

DEPARTMENT OF STATE

Proj. 5150 085
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For each address check one ACTION | INFO

TO - AMEMBASSY SAN JOSE AIDTO A 31

Costa Rica

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DATE SENT

4/17/70

DISTRIBUTION
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FROM - AID/W

SUBJECT - PROP Review, Project 515-11-680-085
~~General Assistance to Education~~

REFERENCE -

- (a) TOAID A 765 (10/21/68); (b) CFS 71 dated 7/69;
- (c) Profite, LA/DR/ED, Costa Rica, 1967

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LA Projects Committee has reviewed with interest the PROP (ref a) submitted by USAID/San Jose. No formal action was taken inasmuch as USAID is phasing out educational assistance to the GOCR with the exception of the ROCAP-ODECA Textbook Printing Project due to terminate in FY 1971.

This PROP contains ~~at~~ still another reference to the "high level of literacy existing in Costa Rica." While Costa Rica is certainly ahead of many other countries and while it is devoting 40% of its budget to education there seem to be valid reasons for questioning an attitude of complacency for the following reasons:

(1) The MinEd claims one of the highest literacy rates in the world--88.5%--but this figure is based on a GOCR standard of completion of only two years of primary school. Even this "quality factor" may be skewed if the primary schools are operating generally on split-sessions and children are getting only 13 plus hours per week of schooling. Costa Rica's neighbor to the east, Panama, claims only an 80.5% literacy rate but to be "literate" requires the completion of six years of primary school.

(2) Some 30,000 children of eligible school age are not able to attend school. Most children only attend half-days;

(3) of those enrolled in the primary school, only 18% reach the sixth grade;

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DRAFTED BY DKroh Aluques	OFFICE LA/DR/ED LA/OPMS	PHONE NO. 20782 29882	DATE 4/14/70	APPROVED BY: Louis G. Slooper, LA/DR
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AID AND OTHER CLEARANCES
RTaylor, LA/CEN (draft)
CJohnson, LA/DP

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(4) of the eligible age group only about 10% enroll in high school, and of these only 37% complete their studies. It is unfortunate that 89% of the students are enrolled in the academic curriculum which is of little specific value unless the student goes on for more specialized training in the university;

(5) thus only a relatively few (4 out of each 100) graduates of any high school are even, at that age, able to enter into the mainstream of economic development in the country.

(6) The lack of military component in the Costa Rica budget makes the 40% figure difficult to compare with other countries. A better method of comparison would be dollar equivalence per school ~~attain~~ child.

(7) Costa Rica has one of the highest birth rates in the hemisphere-- differing estimates are all high, varying from 3.8 to 4.2. With practically all primary schools on double session, will the GOCR be able to cope with the flood of new ~~enroll~~ pupils?

Despite the above factors mission is, of course, correct that Costa Rica has made important strides in education. A significant question to be considered for the future by the GOCR and USAID relates to Costa Rica's total manpower needs for successful achievement of economic development goals. In the opinion of the USAID, will the education system as now constituted produce sufficient educated manpower of the quality and quantity needed to provide the management, professional, technical, administrative, clerical, and agriculture personnel needed to support hoped for GNP growth in the years to come? It would be useful to have USAID's thinking on this.

ROGERS