Lesson Plan

Examining the Socio-economic and Health conditions of Afro-descendants in Costa-Rica

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Introduction

Overview

In this project, students will learn about the socio-economic and health conditions of Afro-descendants in Costa Rica by examining various sources of data, published studies, and journal articles. Afro-descendants comprise a minority share of the total population in Costa Rica, and the focus will be on examining if disparities exist in educational attainment, employment opportunities, occupational mobility, and health. First, students will use various analytical tools to examine raw data from the census as well as from published results in policy publications to investigate whether there are differences in the socio-economic and health status of Afro-descendants in Costa Rica and the rest of the population. Further, students will conduct literature reviews to situate their analyses within the historical and political context of Costa Rica. Finally, they will present their research in the form of a PowerPoint presentation which will include their empirical findings, discussions, and critical analyses around issues of race and economic inequality.

Note to instructor
This plan can be used as is for learning about Afro-descendants in Costa Rica, but can also serve as a guideline to examine disparities between ethnic groups in any other country.

Learning outcomes

- Locating and extracting data from various sources, in this case, Census of the National Institute of Statistics and Census of Costa Rica (INEC), United Nations Educational, Scientific and Cultural Organization, and United Nations Development Programme (UNDP).
- Cleaning, processing, and visualizing extracted data using Excel.
- Comparing socio-economic variables such as educational attainment, employment rate, sectors of employment, and mental health across ethnic groups.
- Devising alternative strategies when the desired data is not available.

- Drawing inferences from the data analyses and situating them within the historical and political context of a country.
- Summarizing findings and drawing conclusions from your study, such that it will be relevant to educators, researchers, and policy makers.
- Presenting findings in the form of a PowerPoint presentation.

Project Outline

There are seven main activities in this lesson plan, and we envision this as a 5-week long project that can be incorporated in a course or serve as a 1 credit standalone course. Below is a list of each activity and the hyperlinks to the required resources.

Activities

1. Understanding the demographic composition of a country
2. Examining educational attainment across ethnic groups
3. Examining employment outcomes (labor force participation, unemployment rate, economic dependency ratio) across ethnic groups
4. Examining sectors of employment across ethnic groups and how it relates to economic mobility
5. Examining health indicators across ethnic groups
6. Situating results obtained in activities 1-5 within the historical and political context of the country
7. Creating a Power-point presentation to present findings and analyses

Week 1 — Activity 1: Understanding the demographic composition of a country

Outline

In this activity students will learn how to identify sources of data for their empirical analyses. They will first examine whether the data have information for their research question. In this particular case, students were interested in finding out if socio-economic and health disparities exist between Afro-descendants in Costa Rica vs the rest of the population. This entails getting access to information disaggregated by race or ethnic groups. Sometimes the census provides information on the demographic make-up by ethnicity, but does not provide information on socio-economic variables by ethnicity. Students will learn how to devise alternative strategies to get the same information. In this case, they considered the province where the largest percentage of Afro-descendants in Costa Rica reside. While this lesson will equip students with important skills to examine data and devise strategies to deal with challenges, it will also help them think critically about inequalities in data collection and data presentation.

Learning outcomes

- Locating foreign country data sets
- Determining which data sets are most helpful - using translation software such as Google translate (https://translate.google.com) when necessary
- Navigating through data sets and import into spreadsheet editing software (Google Sheets / Microsoft Excel)
- Cleaning and formatting relevant data to obtain required information
- Learning how to visualize in the form of a pie chart using spreadsheet editor chart function
- Providing explanations for visualized data
- Devising alternative strategies when relevant data is not available (in this case considering province-level data when data was not broken down by ethnic groups)
- Developing an understanding for why disaggregated data (data presented by various categories) is important
- Understanding the implications data (or lack thereof) can have on racial inequality

Instructions

Part I. Examining the demographic composition of Costa Rica by ethnic groups

Research the Census 2000 and Census 2011 provided by the Census of the National Institute of Statistics and Census of Costa Rica (INEC) website.

1. First, go to the Census 2000 webpage: https://inec.cr/estadisticas-fuentes/censos/censo-2000?filtertext=etnia

Figure 1.1. Population Census for 2000 from INEC in Spanish showing which file was downloaded to examine the data

2. Click the Google Translate icon on the upper right corner of the page to translate and navigate the page. Remember to search for the keyword in Spanish, not English.

Figure 1.2. Population Census search results for 2000 from INEC in English showing which file was downloaded to examine the data

3. Next, go to the Census 2011 webpage: https://inec.cr/estadisticas-fuentes/censos/censo-2011?topics=91&page=9
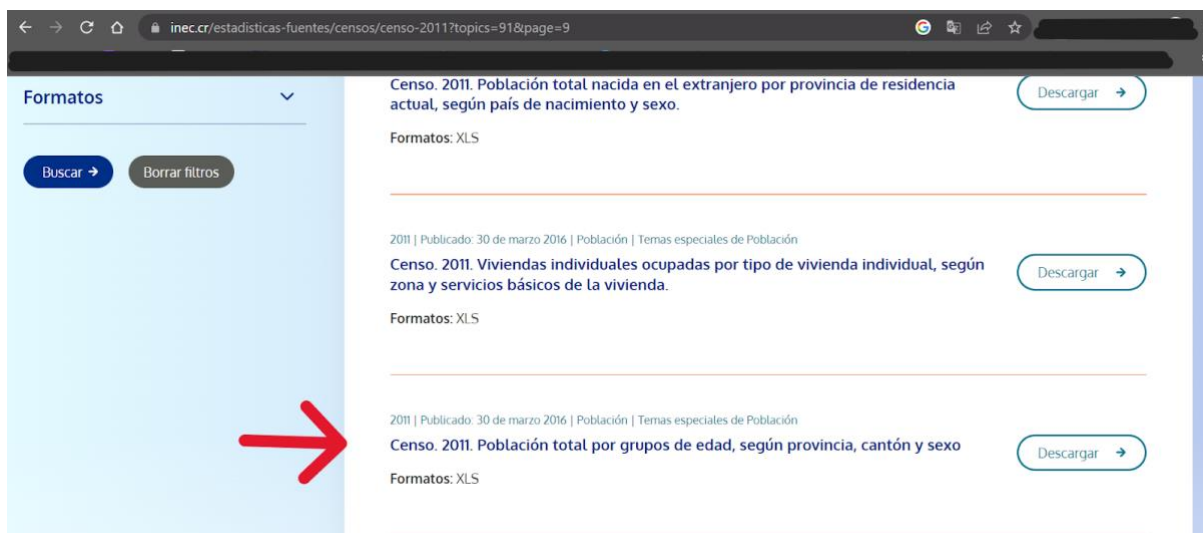
Figure 1.3. Population Census search results for 2011 from INEC in Spanish showing which file was downloaded to examine the data
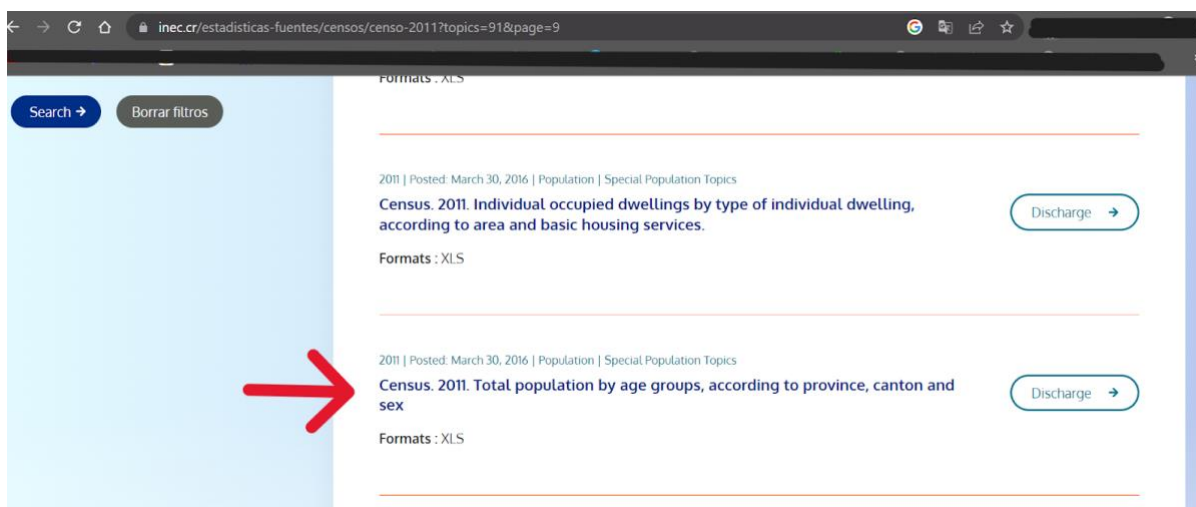
Figure 1.4. Population Census search results for 2011 from INEC in English (after translating) showing which file was downloaded to examine the data

4. Download the two census files in xls format and input the data into Excel/Google Sheets.
5. Format the data and find out the share of each ethnic group of the total population by calculating percentages. You can learn how to calculate these by watching this video: https://www.youtube.com/watch?v=SrW0B5eFgXg

Ethnicity	Percent Totals
Indigenous	1.68%
Black or Afro-Costa Rican	1.91%
Chinese	0.21%
Other	93.66%
Did not answer	2.55%

Table 1.1. Population Distribution by Ethnicity for the year 2000

Ethnicity	Percent Total if Answered 'Yes'
Indigenous	1.13%
Black or Afro-Descendant	0.77%
Mulato (Mixed Black&White Parents)	4.73%
Chinese	0.38%

White or Mestizo (European & Black ancestry)	87.97%
Other	0.65%
Neither	2.47%
Undeclared	1.90%

Table 1.2. Population Distribution by Ethnicity for the year 2011

6. You can also visualize this information by creating a pie-chart. Consider watching this video on how to create a pie-chart:
https://www.youtube.com/watch?v=0WNJkBXywMU

7. Now search the database for any of the variables you're interested in examining, say "Education". Go to the INEC page for the 2011 census (https://inec.cr/estadisticas-fuentes/censos/censo-2011?topics=91&page=9) and click on the "Theme" search bar. Select 'Education". This should provide links to all data about educational outcomes. Search for whether you find any information on educational attainment by ethnic groups. What do you find?

Note to instructor
The students will not be able to find this information by ethnic groups. They can then be directed to consider Part II of the exercise, where they find out which province has the largest concentration of Afro-Costa Ricans.

Part II. Determining which province of Costa Rica has the largest concentration of Afro-Costa Ricans

Analyze the Census 2000 data to identify which province of Costa Rica had the largest concentration of Afro-Costa Ricans.

1. Take the relative percent of ethnicities for each province to Costa Rica as a whole.
   a. Consider watching this video on finding relative frequency:
      https://www.youtube.com/watch?v=4tTiffMaxqw

2. Findings should conclude with Limón having the largest Afro-Costa Rican population in Costa Rica.

Ethnicity	Limón	Costa Rica	Relative Percent
Indigenous	25,016	63,876	39%
Black or Afro-Costa Rican	54,131	72,784	74%
Chinese	877	7,873	11%
Other	254,073	3,568,471	7%
Did not answer	5,198	97,175	5%
Totals	**339,295**	**3,810,179**	**9%**

Table 1.3. Population of Limón and Costa Rica by Ethnicity (INEC 2000)—Limón has the highest concentration of Afro-Costa Ricans.

3. Create a pie graph depicting the ethnicity distribution in the province of Limón and a bar graph of the relative percent of ethnicity in Limón to Costa Rica.
   a. Consider watching this video on creating a pie chart in Excel: https://www.youtube.com/watch?v=wIt5K3Uu8kA

Discussion Questions

1. What are the differences in data collection between Census 2000 and Census 2011?
2. Were you able to find data on socio-economic and health indicators by ethnic groups? If not, how did you get around this problem?
3. Watch this video featuring Dr. Rhonda Vonshay Sharpe to continue this discussion: https://www.epi.org/multimedia/i-want-to-see-myself-in-the-data-with-rhonda-sharpe/
4. What is disaggregated data and why is it important?
5. What are some of the issues one can run into if one does not have access to disaggregated data?
6. How is policy influenced by data? What are some of the policy repercussions you can think of?

7. What are some solutions one can come up with in case you don't have disaggregated data?

Week 2 — Activity 2: Examining Disparities in Educational Attainment

Outline

In this section, students will examine if any disparities exist in educational attainment across ethnic groups. Understanding how differences exist at various levels of educational attainment by ethnic groups can provide important insights into inequalities in access to educational opportunities, and can be helpful for policy makers to understand where they can intervene to reduce disparities. In this exercise, using Census data from INEC, students will examine differences in educational attainment across residents of Limón, which has the highest concentration of Afro-descendants, and all of Costa Rica (Part I). They will supplement this analysis by using data by ethnic groups for educational attainment that is available from the United Nations Educational, Scientific and Cultural Organization (UNESCO) in Part II. . They will learn how to draw important conclusions from their analyses about the consequences of racial inequality in educational attainment on economic opportunity and well-being of Afro-descendants in Costa Rica.

Learning outcomes

- Developing an understanding for why educational attainment data is important for socio-economic status of an ethnic group
- Determining which data sets to use to obtain relevant information (using translation software such as Google translate (https://translate.google.com) when necessary)
- Learning how to extract data from filters when information is available to obtain disaggregated data
- Navigating through data sets and import into spreadsheet editing software (Google Sheets / Microsoft Excel)
- Cleaning and formatting relevant data to obtain required information
- Learning how to visualize in the form of a pie chart using spreadsheet editor chart function
- Summarizing findings and providing explanations for visualized data
- Understanding how differences in educational attainment between ethnic groups at various levels can explain inequalities in economic mobility

Instructions

Part I. Using the Census data for examining educational attainment outcomes

1. We established in Week 1: Activity 1 that data disaggregated by ethnic groups is not available in the census data, so we will consider data broken down by ethnic groups.
2. Go to the INEC Census 2011 website that will provide this information. The link is provided here: https://inec.cr/estadisticas-fuentes/censos/censo-2011?filtertext=poblacion%2520de%252015&page=2

Figure 2.1: Information on educational attainment data from INEC Census 2011 in Spanish

3. Click the Google Translate icon on the upper right button of the page to translate and navigate the page. Remember to search for the keyword in Spanish, not English.
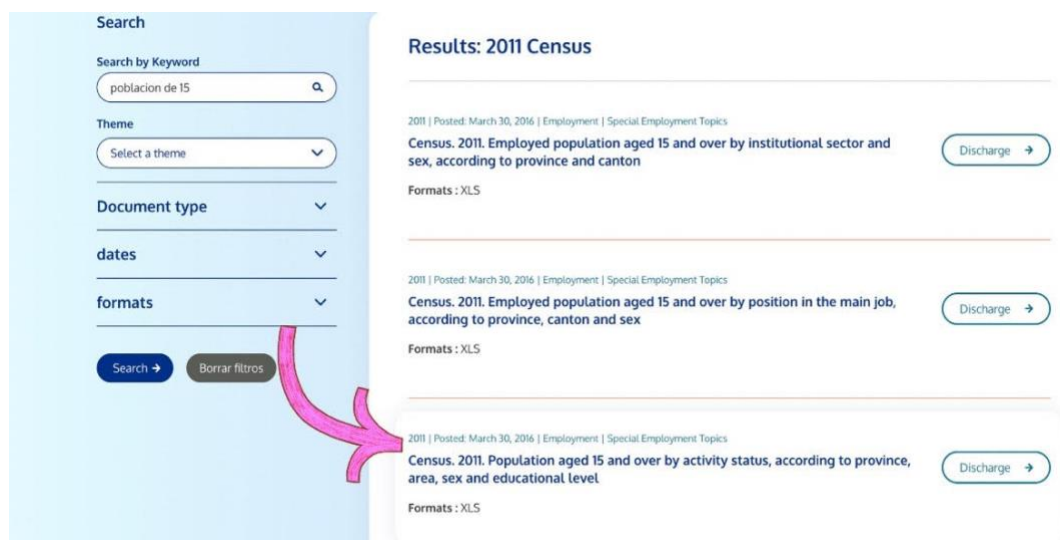
Figure 2.2. Information on educational attainment data from INEC Census 2011 in English, showing the file that was downloaded for the analysis

4. Download the file "Population aged 15 and over by activity status, according to province, area, sex and educational level" in xls format and input the data into Excel/Google Sheets

5. Calculate the percentages for each category of educational attainment for Costa Rica and the province of Limón. You can learn how to calculate these by watching this video: https://www.youtube.com/watch?v=SrW0B5eFgXg

Education level	Percent
No Formal Education	3.74%
Elementary Incomplete	14.97%
Elementary Completed	30.57%
Did Not Complete High School	18.47%
Completed High School	11.33%
College	20.92%
Total Costa Rica	**100%**

Table 2.1: Levels of Educational Attainment for Costa Rica

Education level	Percent
No Formal Education	7.84%
Elementary Incomplete	22.62%
Elementary Completed	34.91%
Did Not Complete High School	17.01%
Completed High School	8.21%

College	9.40%
Total Limón	**100%**

Table 2.2: Levels of Educational Attainment for Limón

6. You can also create a pie-chart to visualize this data. In the spreadsheets, select the data first, click the insert tab, then chart to pick the pie you want to create a pie chart to show education attainment in CostaRica. To learn how to do this, watch this video: https://www.youtube.com/watch?v=0WNJkBXywMU
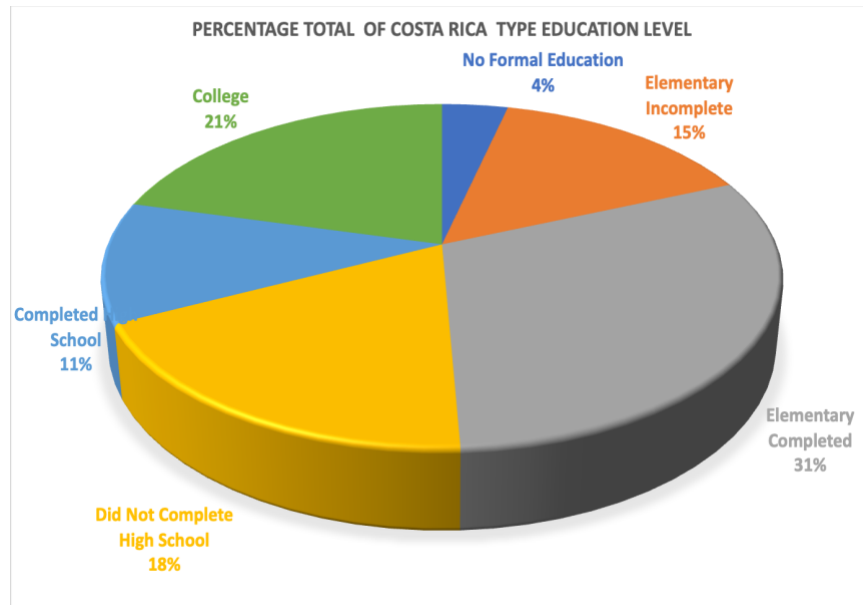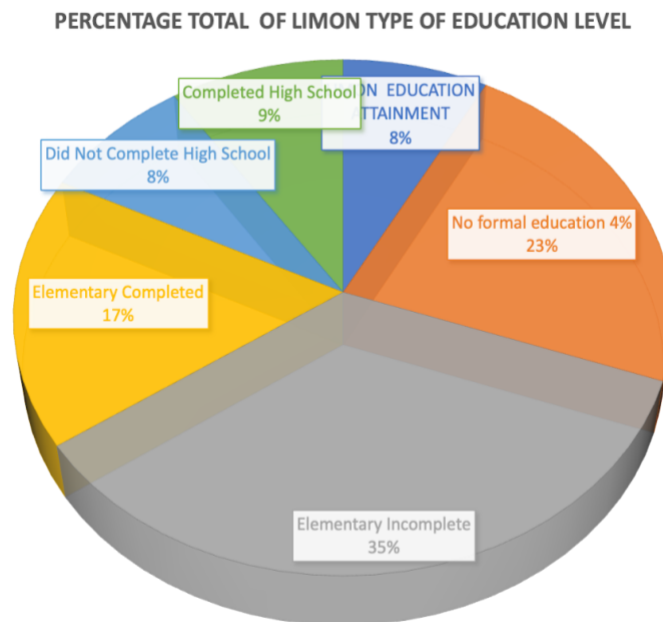

Figure 2.3: Percentages across educational categories for Costa Rica

7. Note: always make sure you click on the data before creating your pie chart or else no data (chart) will be shown.

Discussion questions

1. What do you observe across various categories for educational attainment for residents of Limón vs Costa Rica?
2. How are these differences in educational attainment going to impact residents in Limón when they seek employment opportunities?
3. What could explain the fact that college educational attainment for Limón is less than half when compared to Costa Rica?

Part II. Using UNESCO as a data source to obtain educational attainment information for Afro-descendants in Costa Rica

Data on educational attainment by ethnic group is available on the UNESCO website, however, students will have to learn how to extract their data. They will use this exercise to learn how to obtain such data, and also to determine whether the inferences they made about Afro-descendants using the census data are corroborated by this analysis.

1. Visit UNESCO website: https://www.education-inequalities.org/countries/costa-rica#dimension=%7B%22id%22%3A%22ethnicity%22%2C%22filters%22%3A%5B%5D%7D&year=%222011%22
2. On the right of the page, there are various filters, make sure Ethnicity is checked, and the year 2011.
   a. Because we are looking at Ethnicity as a filter for Education, we need to find data having these filters. There is data for years after 2011, but they only check off one education measure whereas 2011 has many measures.

Figure 2.5: UNESCO website showing the filters used to obtain information on educational attainment across ethnic groups

3. Once the page shows 2011 data, open excel or google sheets and manually input the percentages of Afro-Costa Ricans and overall average. Make one column for Afro-Costa Ricans, one column for overall average.

UNESCO 2011 (Ethnicity Filter Applied)		
Education	Black or Afro-costa rican	Overrall Average
Pre-Primary Attendance	28%	17%
Never been to School	5%	1%
Over-age Primary School	10%	11%
Out of School Children	1%	6%
Primary Graduation Age	94%	94%
Primary Graduation 15-24	96%	94%
Transition Rate to Lower Secondary School	59%	87%
Out of School Adolescents	15%	9%
Lower Secondary Completion Rate	28%	64%
Lower Secondary Completion 15-24	50%	61%
Transition Rate to Upper Secondary School	96%	84%
Out of School Youth	11%	24%
Upper Secondary Completion Rate	65%	46%
Upper Secondary Completion 20-29	53%	44%
Higher Education Attendance	14%	26%
25-29, 2 yrs uni	7%	25%
25-29, 4 yrs uni	7%	21%
30-34, 4 yrs uni	12%	22%
Less than 4 yrs of schooling	2%	1%

Table 2.3 Table obtained using the data through filters on the UNESCO webpage

4. Once all data is inputted, create a graph comparing the two columns.
5. Format the table and chart using format options. Make sure the chart has the appropriate axis, title, and legend.

Discussion questions

1. In what ways is this data more detailed than the census data?
2. Do your findings from this analysis mirror the trends obtained from the census data analysis? In what ways?

Note to instructor
Even though the students found the statistics they needed more readily from the UNESCO data, they were encouraged to use the census data to provide province-level comparisons. This helped them develop data analysis skills (they needed to find the correct tables, extract the data, compute percentages, and chart the data) and also helped them verify if this was a good proxy for what they were trying to examine. In this case, the general trends from the UNESCO data matched their provincial-level analyses, suggesting that their methods would be useful in providing some information when alternative sources are not available.

Week 2 — Activity 3: Examining employment outcomes across ethnic groups

Outline

In this activity, students will learn how to examine employment outcomes for Afro-descendants and compare them with average employment outcomes for Costa Rica. This will be done using the provincial-level analysis as discussed in Activity 1 and executed in Activity 2 using data from the 2011 Census of the National Institute of Statistics and Census of Costa Rica (INEC). In addition, students will examine these outcomes from a report by the United Nations Development Programme (UNDP). They will analyse differences in employment outcomes across several variables such as unemployment rate, labour force participation, and economic dependency. In addition, they will also examine shares of employment of ethnic categories in various occupations to obtain an understanding of employment opportunities available to Afro-descendants. These results will be further analysed in the context of educational attainment results obtained in the previous section. Students will then discuss the implications of their findings on economic welfare and economic mobility of Afro-descendants in Costa Rica.

Learning Outcomes

- Understanding why employment outcomes are important to understanding the socio-economic status of a community
- Locating various sources of data that are useful for the analysis (In this case data from the Census and the United National Development Program were used)
- Determining which data sets are most helpful - using translation software such as Google translate (https://translate.google.com/) when necessary
- Navigating through data sets and import into spreadsheet editing software (Google Sheets / Microsoft Excel)
- Cleaning and formatting relevant data to obtain required information
- Learning how to visualize in the form of a pie chart using spreadsheet editor chart function
- Summarizing findings and providing explanations for visualized data
- Being able to compare outcomes across different ethnic groups
- Relating findings for employment outcomes to educational outcomes

- Drawing inferences from data about how employment trends determine the earnings potential, and what implications they have economic welfare of an ethnic group

Instructions

1. Research the Census 2011 to find information on employment outcomes at the province-level. Here is the link to the page with the data: (https://inec.cr/estadisticas-fuentes/censos/censo-2011?topics=305%252C614).
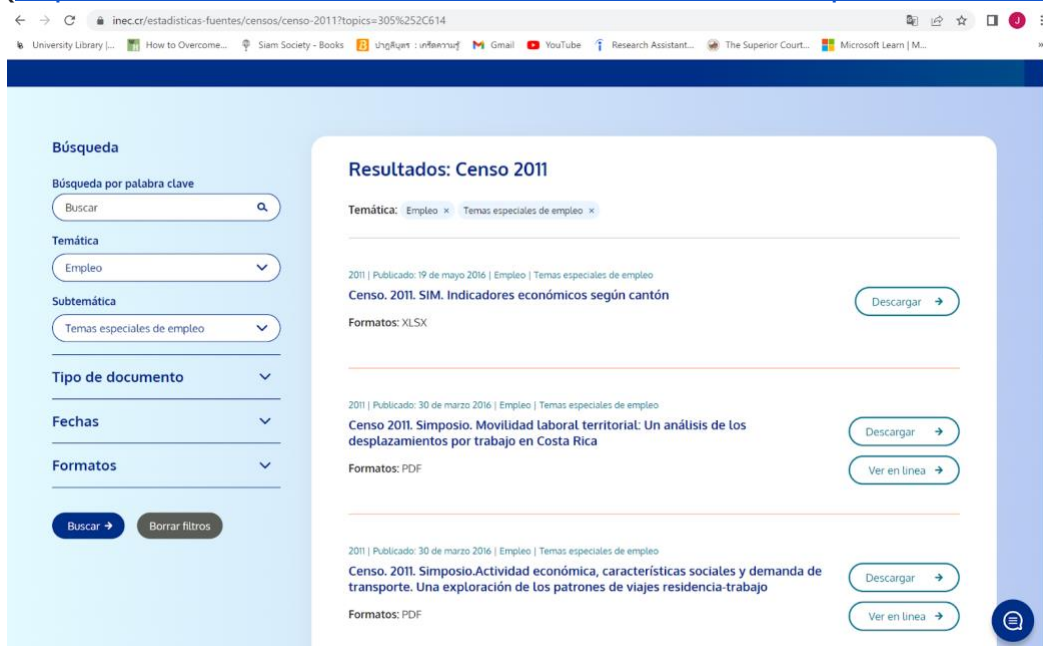

Figure 3.1: Information on employment data from INEC Census 2011 in Spanish

2. Click the Google Translate icon on the upper right button of the page to translate and navigate the page. Remember to search for the keyword in Spanish, not English.
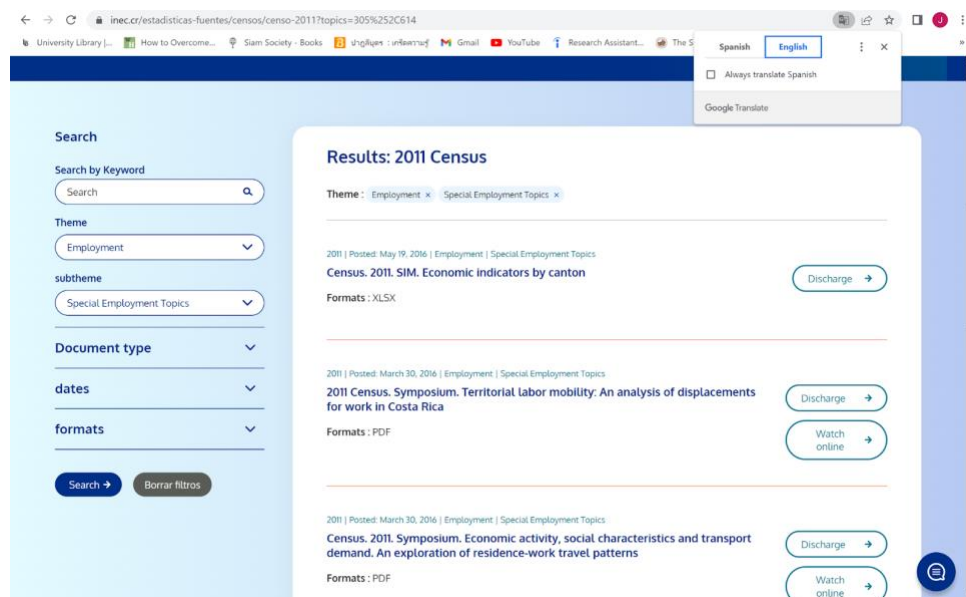
Figure 3.2: Information on employment data from INEC Census 2011 in English (after translating)

3. Download the census files that contain the data regarding the working population in Costa Rica and the working population in Limón categorized by ethnic ancestry, employment status, occupational types, and job positions.
4. Input the data into Excel or Google Sheets.
5. Create pie charts and bar graphs for the census data using the ethnic ancestry as a main object followed by the fields like employment status, occupational types, and job positions.
6. You can use this video to learn how to create a Pie Chart (https://www.youtube.com/watch?v=hElkEzAjd5o).
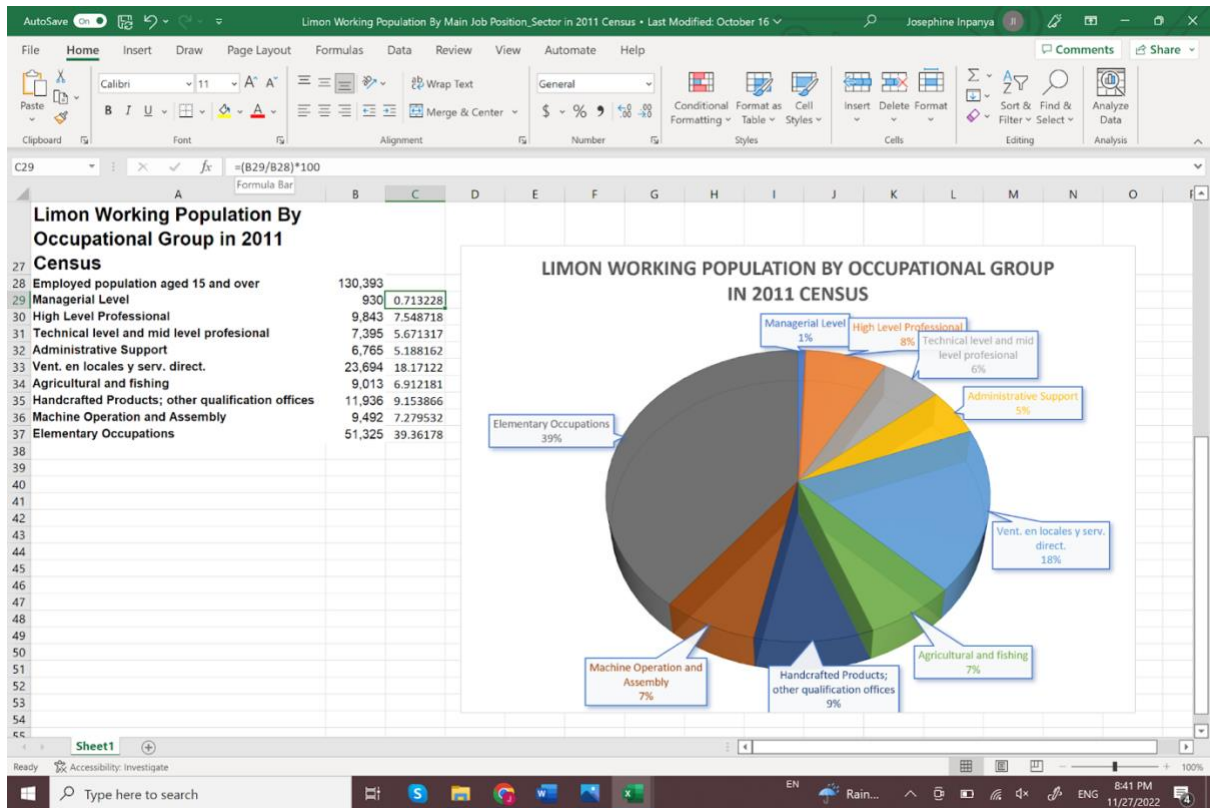
Figure 3.3: Screenshot of the excel sheet with the pie chart that was created using the data on employment from Census 2011, INEC

7. You can use this video to create the bar graphs (https://www.youtube.com/watch?v=lUjZa4YBixI&t=245s)
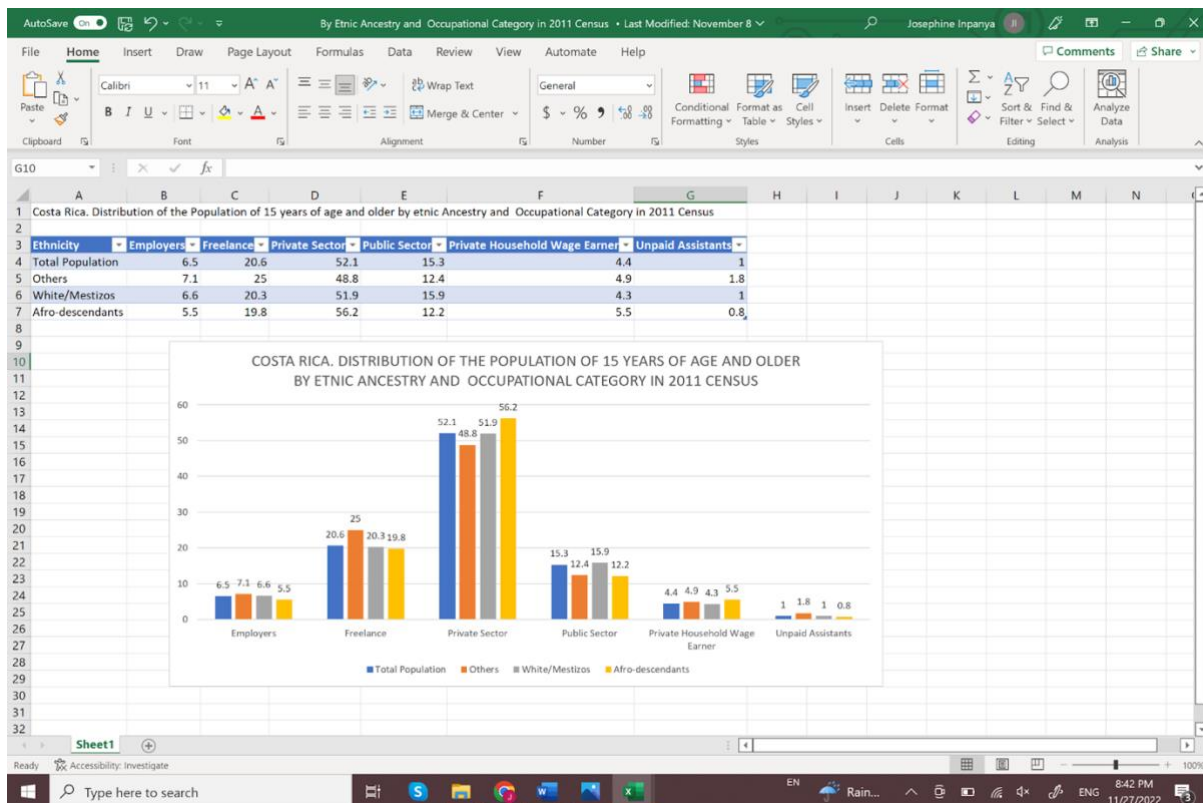
Figure 3.4: Screenshot of the excel sheet with the pie chart that was created using the data on employment from Census 2011, INEC.

8. Use the UN Development Programme Study "Situación socioeconómica de la población afrodescendiente de Costa Rica" (socioeconomic of the population afro-descendant from Costa Rica) to examine employment outcomes across ethnic groups for Costa Rica. The link to the study is as follows: https://redinterculturalidad.files.wordpress.com/2014/09/situacic3b3n-socioeconc3b3mica-de-la-poblacic3b3n-afrodescendiente-de-costa-rica-informe-pnud.pdf

9. Focus on Chapter 3 "Empleo y mercado laboral en la población afrodescendiente de Costa Rica" (Employment and working market in the population afro-descendant from Costa Rica).

10. Convert Costa Rica Economic Indicators selected according to ethnic ancestry, area of residence, and sex from the 2011 census chart into to Excel/Google Sheets or any other editable format.

11. Create the Bar Graphs from the Excel/ Google Sheets data. You can use this video to learn how to create bar graphs: https://www.youtube.com/watch?v=lUjZa4YBixI&t=245s

Discussion Questions

1. Why is it important to study employment trends across ethnic groups?
2. What do you observe about labour force participation, unemployment rate, economic dependency across the ethnicity groups?
3. Can you provide any explanations for the rate of economic participation of Afro-descendants that you observe in light of the analysis on educational outcomes in Activity 3?
4. Can you comment on the opportunities for income growth based on the analysis on employment across occupation groups for Afro-descendants?

Week 3 — Activity 4: Analyzing Sector of Employment data across provinces

Outline

In this activity, students will delve deeper into employment data for Costa Rica to determine the sectors Afro-descendants are mainly employed in. This will be done using the provincial-level analysis as discussed in Activity 1 and executed in Activities 2 and 3 using data from the 2000 and 2011 Census of the National Institute of Statistics and Census of Costa Rica (INEC). Using the two years a decade apart will allow students to understand if there are changes in shares of employment across occupational categories or if sectoral employment trends have persisted. With this data they will be able to hypothesize why Afro-descendants in Costa Rica might have limited upward mobility compared to the rest of the country. In a follow-up exercise, students will understand how history and attitudes towards the Black population in Costa Rica has played an important role in determining the employment structures and economic status of Afro-Costa Ricans.

Learning outcomes

- Understanding why examining employment shares across various sectors of employment are important to understanding the socio-economic status of a community.
- Locating various sources of data are useful for the analysis (In this case data from the Census and the United National Development Program were used).
- Determining which data sets are most helpful - using translation software such as Google translate (https://translate.google.com) when necessary.
- Navigating through data sets and importing into spreadsheet editing software (Google Sheets / Microsoft Excel).
- Cleaning and formatting relevant data to obtain required information.
- Learning how to visualize in the form of a pie chart using spreadsheet editor chart function.
- Summarizing findings and providing explanations for visualized data.
- Being able to compare outcomes across different ethnic groups.
- Relating findings for sector of employment shares to employment outcomes and educational outcomes.

- Drawing inferences from data about how lack of mobility across sectors of employment (more importantly to sectors of employment with higher wages) can cause rigidities in economic mobility and adversely impact economic welfare.

Instructions

- Determine what data sets would be most useful for the section / project agenda (in our case we wish to compare the employment of residents of Limón (afro identifying majority) to the rest of Costa Rica). Also what year(s) are you looking for?
  - What organization(s) collect this kind of data and do they have varying years available – In this case the census data was most appropriate
  - Census data varies by country - research which organization / database in the country in question collects the data you wish to utilize.
- INEC (https://inec.cr) is the home of census data for Costa Rica - see screenshots and direct link of page used for data set.
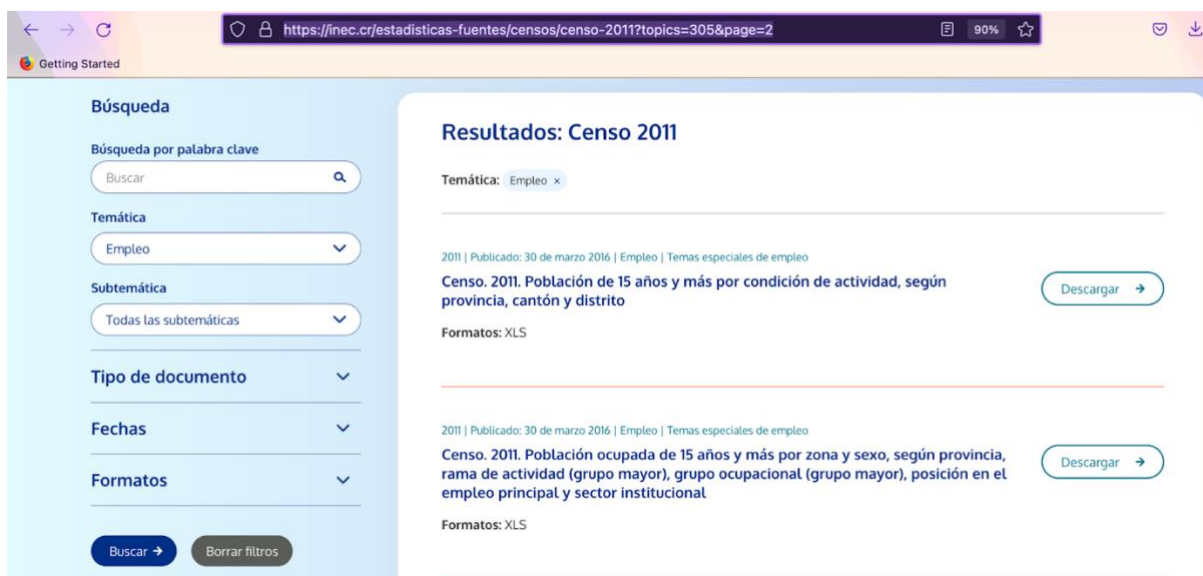- Here is the link used to obtain information for sectoral employment in 2011: https://inec.cr/estadisticas-fuentes/censos/censo-2011?topics=305&page=2

Figure 4.1: INEC page for sector-level employment by province for the year 2011

- At this point an online translation tool will be necessary (for non-Spanish readers). Some browsers (firefox, chrome, safari) have built in plug-ins to translate web pages. One can use Google Translate (https://translate.google.com) when necessary.

- Using the database search capabilities, search through the available spreadsheets.
- Download whichever spreadsheets may be of interest to the research topic. In this case, data on sector-level employment at the province-level was downloaded. Use google translate to translate downloaded data into English.
- Spreadsheets may be opened with Microsoft excel. If this program is unavailable you may utilize Google Sheets's open & import function to view spreadsheet(s) at no cost.
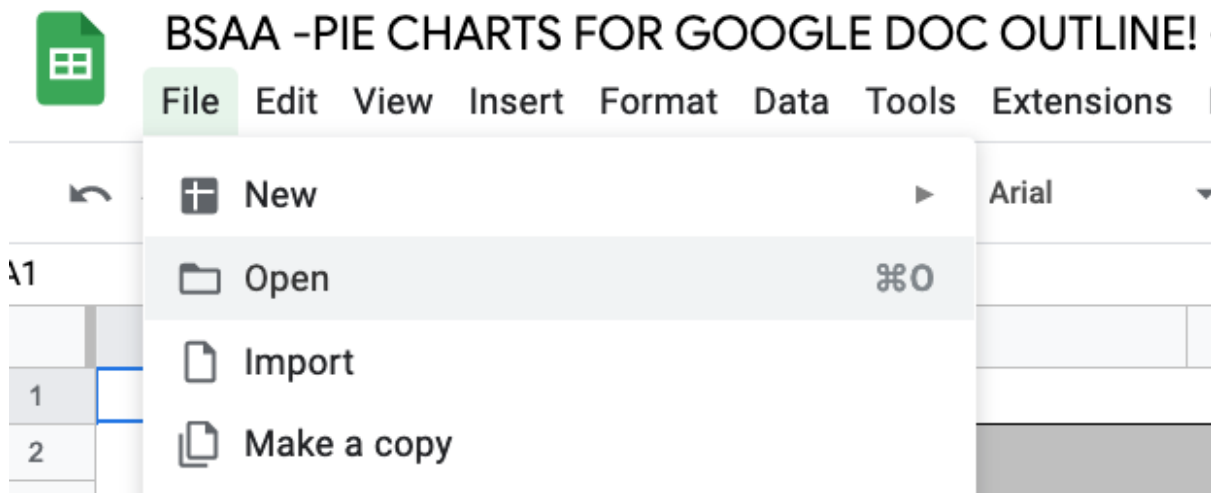

Figure 4.2: How to open a file in excel (Click on "File" in the upper right hand corner, and select "Open").

- Individual cells need to be translated to view - copy/paste function into Google Translate (https://translate.google.com).
- After determining what data to use, select, copy and paste onto an empty spreadsheet so a graph may be made.
- In order to create a graph with google sheets, highlight the cells to be utilized (naming accordingly) and then click on the graph function to create a graph / chart of your choice (bar or pie).
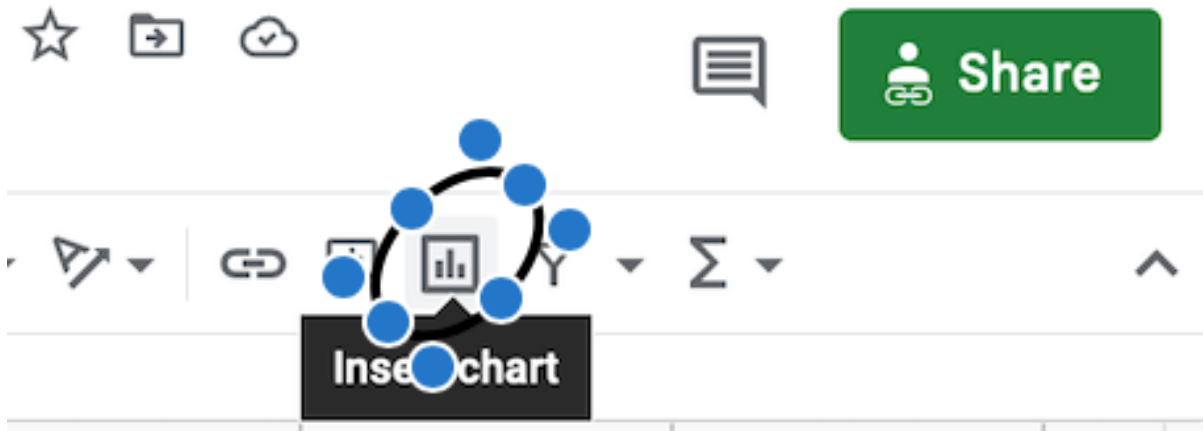
Figure 4.3. How to insert a chart in Excel.

- Here is the link to a video for help with creating bar graphs in google sheets: Creating Double Bar Graphs in Google Sheets (https://www.youtube.com/watch?v=4VLgUbDXWn0&t=208s)
- Repeat these steps for your analysis for 2000.

Discussion questions

- Once you visualize your data, what are some of the important sectoral trends you notice?
- Which sectors are residents of Limón mainly employed in? What about the residents of Costa Rica?
- Has the employment structure changed much for residents for Limón over the decade of your analysis?
- Can you comment on the income earned by workers in the various sectors that are provided in your analysis? Does this shed any light of the earning prospects of residents of Limón?

Week 3 — Activity 5: Examining health conditions of Afro-descendants in Costa Rica

Outline

In this activity, students will examine whether there are any differences in health outcomes for Afro-descendants in Costa Rica when compared to the average population. They will use data at the province-level and compare data on health indicators for residents of Limón v/s all of Costa Rica, following the analysis in Activity 1 and similar to the approach in Activities 2-4. Differences in health outcomes would suggest differences in access to medical and health resources. This analysis will be helpful for policies aiming to reduce disparities by highlighting areas where resources need to be targeted to improve health outcomes for Afro-descendants in Costa Rica.

Learning outcomes

- Understanding why examining health indicators is important to understanding the welfare of a population group
- Locating various sources of data are useful for the analysis (In this case data from the Census and the United National Development Program were used)
- Determining which data sets are most helpful - using translation software such as Google translate (https://translate.google.com) when necessary
- Navigating through data sets and import into spreadsheet editing software (Google Sheets / Microsoft Excel)
- Cleaning and formatting relevant data to obtain required information
- Learning how to visualize in the form of a pie chart using spreadsheet editor chart function
- Summarizing findings and providing explanations for visualized data
- Being able to compare outcomes across different ethnic groups
- Determining how differences in health outcomes or lack of access to healthcare by a particular ethnic group can impact their welfare and contribute to racial inequality.

Instructions

- Determine what health indicators would be useful in examining for your analysis. This will also largely be determined by the availability of data. For this study, "persons with at least one disability", "population over 65 with at least one disability", and "percentage of insured population" were considered.

- Use the website https://inec.cr for obtaining this information. Select "Social" in the search bar for "Theme" for the year 2011. Select the file "Disability and Insurance" indicators by canton and district.
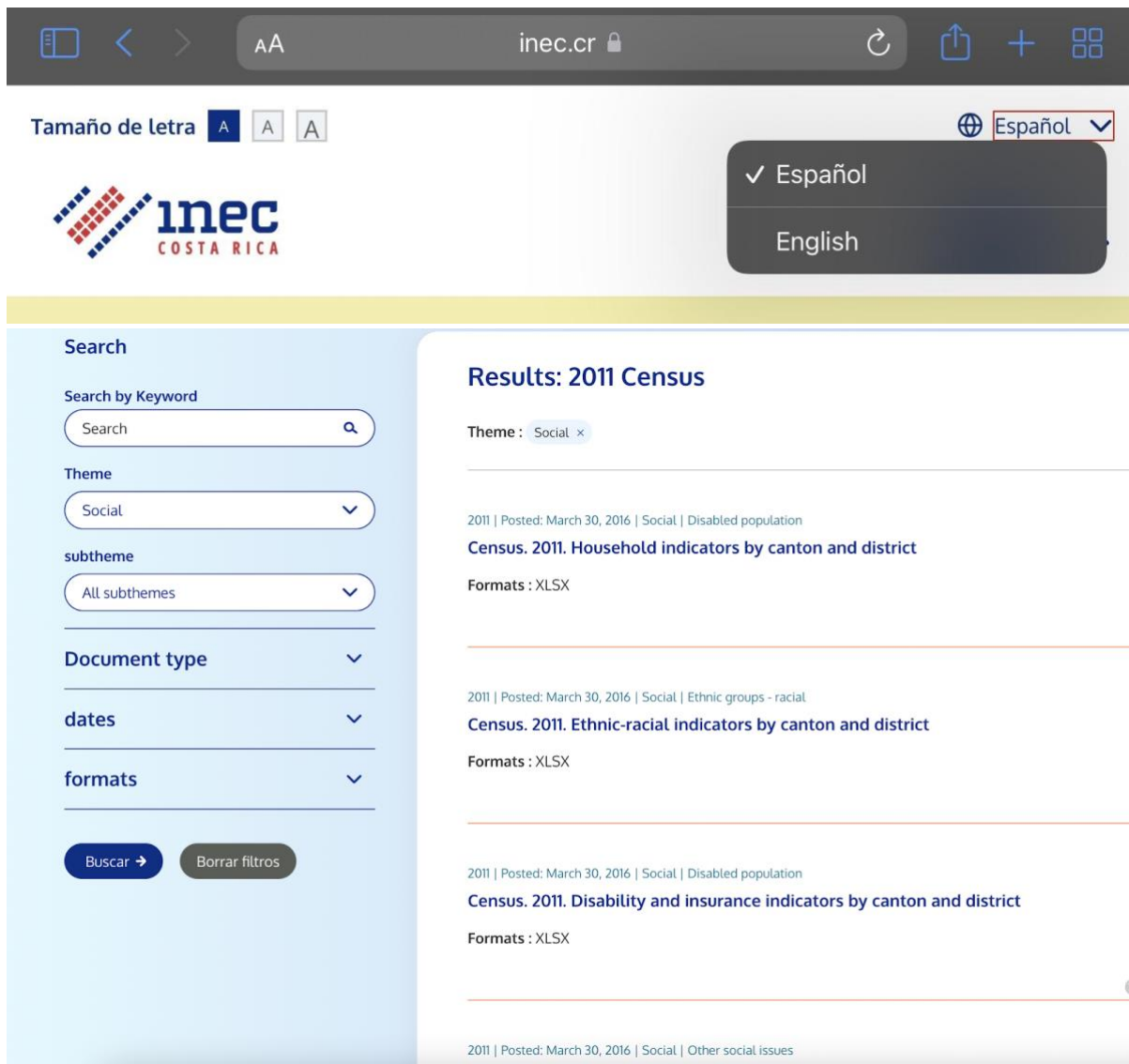

Figure 5.1: Search results for "2011 Census" of INEC Costa Rica website. In the top right corner beneath the web browser bar, is a globe shaped icon and a drop-down menu that allows users to change from the original publication language of Español to English.

- Input your own data by using excel or google sheets (How to find the average is shown below).
  - You can remove topics and data from the spreadsheet that are not necessary for your research
  - For this analysis, I calculated the average across districts for each of the selected health indicators. For this, I used the average function on Excel and selected the column (using shift +down arrow) with the information for my indicator of interest (say "persons with at least one disability") and pressed the "enter" or "return" key. This is shown in Figures 5.2 and 5.3.
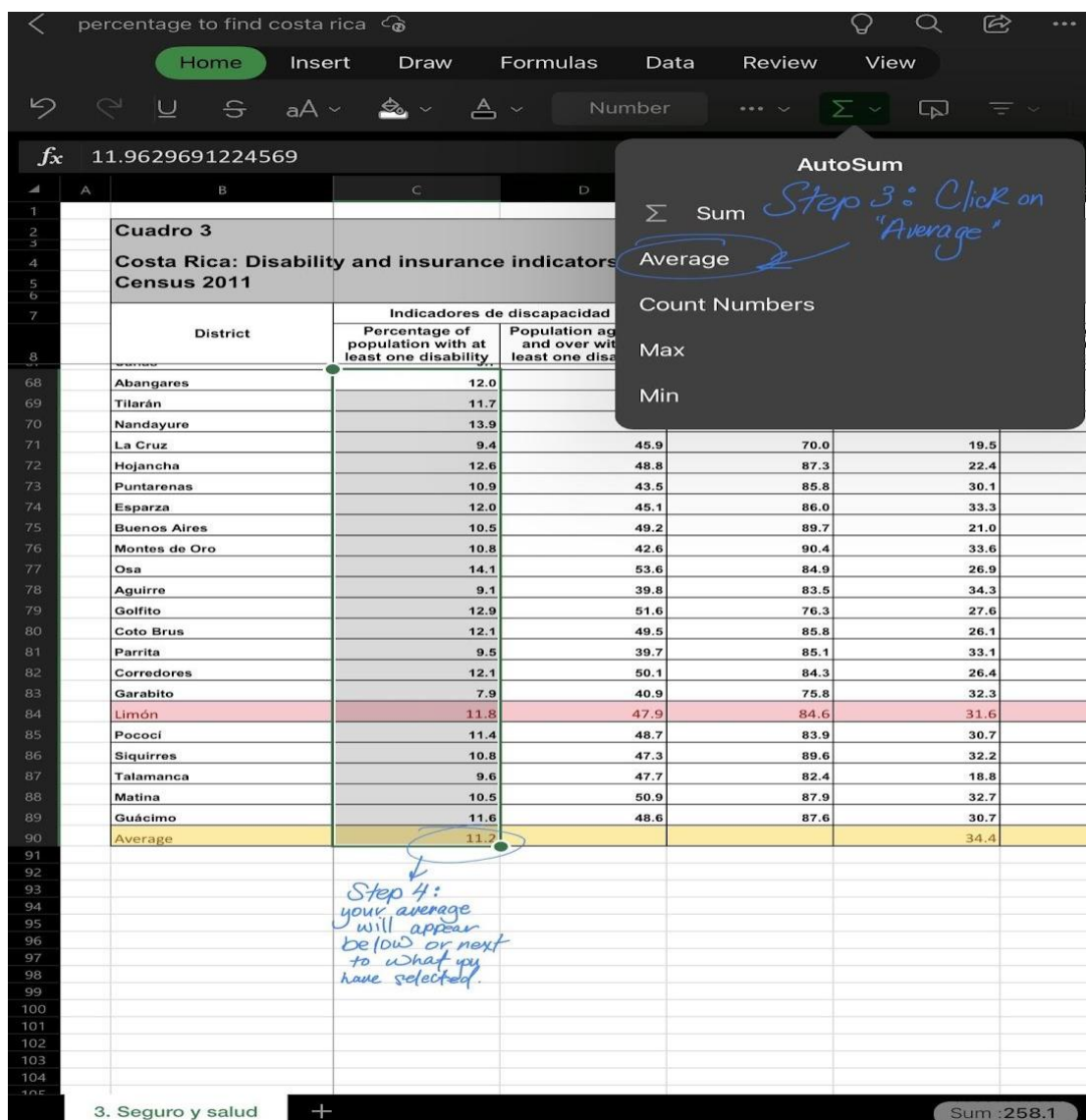

Figure 5.2. Screenshot showing the selection of "auto sum"— a function with a "sigma" sign on the top toolbar of the screen. A drop-down menu appears, where the "Average" function is selected.

Home   Insert   Draw   Formulas   Data   Review   View

Number   ...   Σ

Step 2:
look for this icon on the home tab in excel.

fx 11.9629691224569

		District	Indicadores de discapacidad		Indicadores de asegur	
			Percentage of population with at least one disability	Population aged 65 and over with at least one disability	Percentage of insured population	Percentage of th direct insured population
68		Abangares	12.0	47.0	80.8	
69		Tilarán	11.7	42.3	86.3	
70		Nandayure	13.9	51.1	85.1	
71		La Cruz	9.4	45.9	70.0	
72		Hojancha	12.6	48.8	87.3	
73		Puntarenas	10.9	43.5	85.8	
74		Esparza	12.0	45.1	86.0	
75		Buenos Aires	10.5	49.2	89.7	
76		Montes de Oro	10.8	42.6	90.4	
77		Osa	14.1	53.6	84.9	
78		Aguirre	9.1	39.8	83.5	
79		Golfito	12.9	51.6	76.3	
80		Coto Brus	12.1	49.5	85.8	
81		Parrita	9.5	39.7	85.1	
82		Corredores	12.1	50.1	84.3	
83		Garabito	7.9	40.9	75.8	
84		Limón	11.8	47.9	84.6	3
85		Pococí	11.4	48.7	83.9	
86		Siquirres	10.8	47.3	89.6	
87		Talamanca	9.6	47.7	82.4	
88		Matina	10.5	50.9	87.9	
89		Guácimo	11.6	48.6	87.6	
90		Average				3

Cuadro 3
Costa Rica: Disability and insurance indicators by canton and district Census 2011

Step 1: Select the column or row you want to find the average of

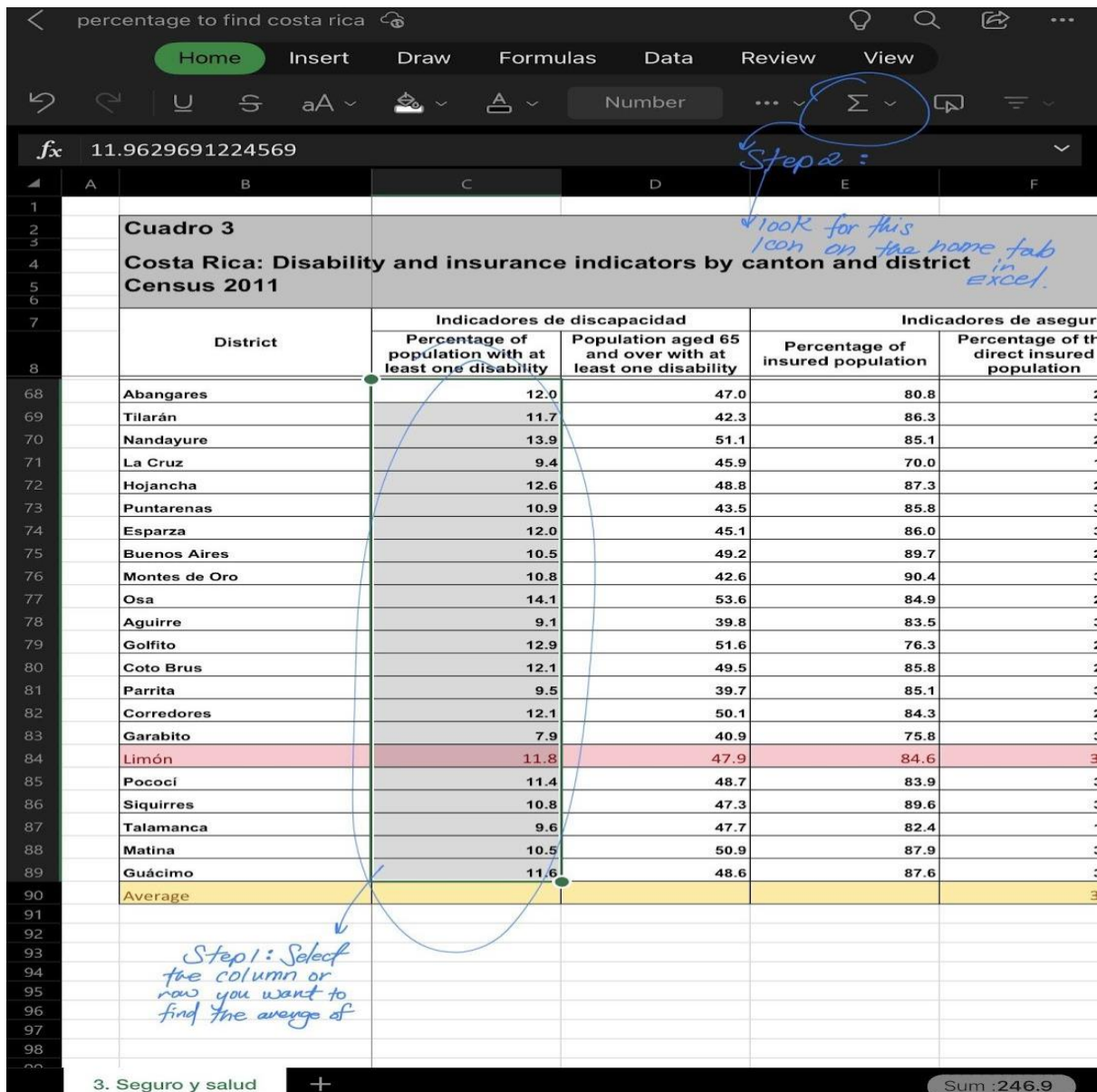3. Seguro y salud   +   Sum : 246.9

Figure 5.3. Screenshot showing the selection of the column "Percentage of population with at least one disability" across various districts to provide the average for all of Costa Rica

- Now display the information in the form of a bar-graph. Select information across all health indicators for Limón and the average obtained all districts for Costa Rica. Examine the differences between the two.

Discussion Questions

1. Why is it important to study the differences in health indicators and outcomes between ethnic groups?

2. Do you observe any differences in the health indicators you selected between residents of Limón and the average for Costa Rica?
3. How can socio-economic status of an ethnic group impact its health outcomes?
4. What are some of the ways in which policies can address the disparities in health outcomes across provinces and ethnic groups?

Week 4 – Activity 6: Understanding these results in the context of the history of Afro-descendants in Costa-Rica

Outline

In this activity, students will read and examine academic papers that analyse how historical trends and events shaped the lives of Afro-descendants in Costa Rica. They will develop an understanding of Costa Rica's colonial past and how attitudes towards Afro-Caribbeans that immigrated to participate in railroad construction and banana plantations were weaponised in the form of economic policies to restrict their migration to other parts of the country and limit their economic mobility. They will learn how to contextualize their findings from their empirical analyses in the history and politics of Costa Rica. In addition, they will be able to evaluate how persistent the effects of such policies are, by comparing the status of Afro-descendants of Costa Rica as described in these studies to what their analyses reveal about these populations today.

Learning outcomes

- Understanding the importance of literature to provide historical context for research topic(s).
- Critically read the academic materials and analyze issues facing the Afro-Caribbean population in Costa Rica.
- Situating empirical findings within the historical and political context of a country
- Learning how to utilize data to craft a "story" in the context of a literature review
- Summarize findings and provide relevant discussion questions which may be applied to future research
- Understanding how past policies, attitudes and trends contribute to "institutional racism" which creates structural barriers for the improvement of the socio-economic and health status of Afro-descendants in Costa Rica

Instructions

- The activity will start with sharing an opinion poll with students as a preliminary exercise - to gather their general understanding of the Black population in Costa Rica.

- Steps on how to create a google form are presented below.
- In order to create your own poll visit Google Forms (https://forms.google.com) and create a new form.
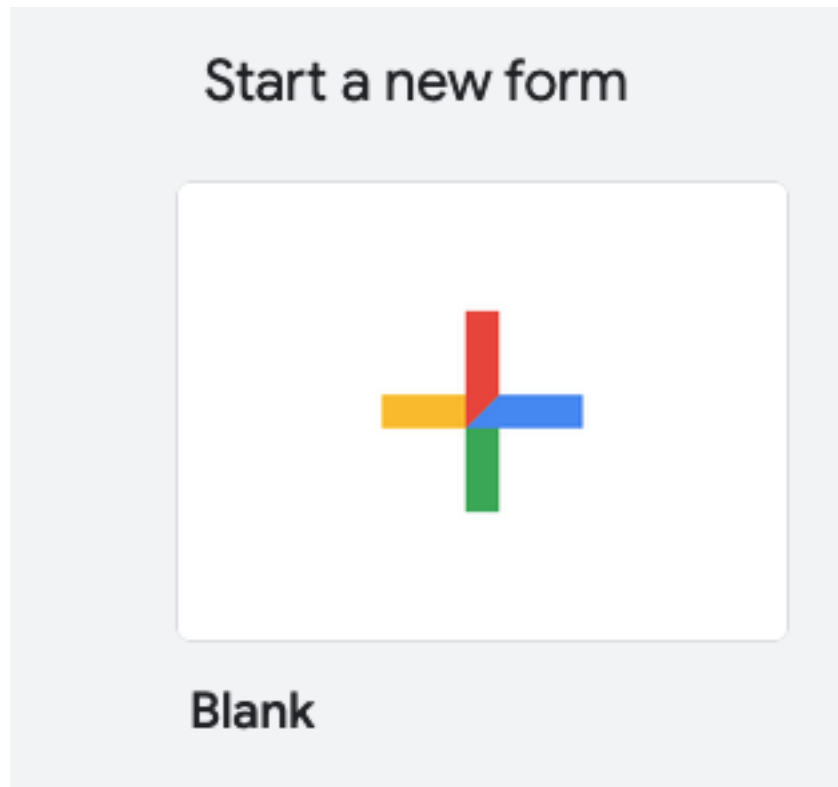

Figure 6.1: How to create a new form showing the "plus" sign to be clicked in order to do so

- From here you'll be able to start editing your form - If you would like to alter the color of the form use the style toolbar on the top right corner

Figure 6.2: Image of paint tray on the google form

- Formulate the questions you would like to ask - you have multiple options for types of questions including, short answer, multiple choice or checkbox
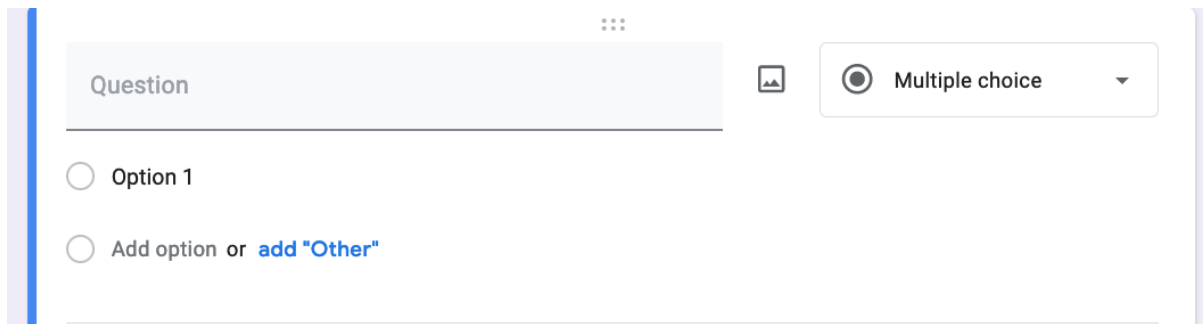
Figure 6.3: "Multiple Choice" option on the google form

- Once done the form is able to be shared directly from the web page via the SEND button on the top right hand corner.

Figure 6.4: Send button on the google form

- You are able to send the form to multiple recipients at once here.

Figure 6.5 Email the form to intended recipients of the poll

- Share this poll with students as a preliminary exercise - to gather their general understanding of the Black population in Costa Rica: https://docs.google.com/forms/d/e/1FAIpQLSdexK_7_vrJ3CBj6ID27ZmxOgK8ntDwLZ8f5q4ctZJIJxjWag/viewform?usp=sf_link

Preliminary Questions for Readings

Series of questions to gather students' current understanding of Blackness in Costa Rica

1. Are Black Costa Ricans evenly distributed throughout Costa Rica or do most of them reside in specific provinces?
   Spread Out
   Reside in specific Provinces
   I don't know
2. Would you consider Costa Rica to be a Black country?
   Yes
   No
3. Is it possible to be Black and Hispanic?
   Yes
   No
   I don't know
4. What would you guess to be percentage of the overall Costa Rican population who identifies as Afro-Descendant?
   10% - 20%
   21% - 40%
   Over 40%
5. If you had to guess, what industry / sectors do you believe Black Costa Ricans are employed in mostly?
   Technology
   Agriculture
   Tourism
   Finance / Banking
6. Do you believe Black Costa Ricans have less, more or about the same access to education compared to the rest of the country?
   Less
   More
   About the same

- Now read the following paper by Cathy McIlwaine: McIlwaine, C. (1997). Vulnerable or Poor? A Study of Ethnic and Gender Disadvantage Among Afro-Caribbeans in Limón, Costa Rica. European Journal of Development Research, 9(2), 35. https://doi-org.bmcc.ezproxy.cuny.edu/10.1080/09578819708426689

- Most of these resources are available in Academic Search Complete, Ebook Central, and JSTOR. Access to these resources was obtained from Borough of Manhattan Community College's library website (https://www.bmcc.cuny.edu/library/find/).
- After reading pages 39-43 please share this 4 question multiple choice quiz: https://docs.google.com/forms/d/e/1FAIpQLScmTnrDcb5k5qy-vd5dH4cJWTa0yS8gvVpcKfAygJ4TRMSBqQ/viewform?usp=sf_link

Vulnerable or Poor Reading
Questions for students after they have read the McIlwaine excerpt

1. How did Keith acquire the land for banana cultivation?
   He purchased it from the Costa Rican government
   Acquired land as an inheritance
   Attained via land grant by Costa Rican government
2. What is the province of Limón referred to as?
   Land of Afro people
   Mixed Village
   Africa of Costa Rica
   Province of "los negros"
3. What year did Keith's company merge with the Boston Fruit company creating the new entity, United Fruit Company?
   1880
   1885
   1889
   1899
4. Before becoming a banana cultivating region, the region of Limón was primarily utilized as a coffee trade route. Via what form of transportation was trade possible?
   Ship
   Trucks
   Train (railway)
   Horseback

- Each question can break out into a side discussion.

- ○ Discuss Keith's acquisition of land via land grants - how countries invite foreign investment / multinationals and its "cost" to the host country.
  - ○ Discuss Marcus Garvey and the UNIA - its overall significance to the black freedom struggle.
  - ○ Marcus' influence to Black folks all throughout the diaspora.

- Identify the vulnerabilities of the Afro-descendant population in Costa Rica throughout the historical timeline
- What are their socio-economic circumstances and disadvantages?
- What occupations were Afro-Descendant women typically employed in?
- Why do you think the Afro-descendant population moves abroad?

Now, let's refer to the empirical analyses to gain insights into the findings:

- Read the research topic from Activities 1-5 in this Lesson Plan.
- Find the correlation between them and examine carefully.
- Now try to explain these results based on your learnings from the above reading.
- Can you comment on how ethnicity interplays with socioeconomic opportunity and vulnerabilities at a local and national level?
- In case you want to delve deeper into the literature and gain a better understanding of the socio-economic status of Afro-Costa Ricans, please refer to the Appendix, which provides a list of readings as well discussion questions around this topic.

Week 5 — Activity 7

- Present all your findings from Activities 1-6 in a PowerPoint presentation.
- Make sure you include the most important graphs and data for each section. The graphs should be informative and legible.
- Please include the sources of data for all graphs and figures.
- Summarize your findings for each section.
- Provide a short discussion of your results and analyses.

References

1. Google Translate: https://translate.google.com/
2. Costa Rica census 2000: https://inec.cr/estadisticas-fuentes/censos/censo-2000
3. Costa Rica census 2011: https://inec.cr/estadisticas-fuentes/censos/censo-2011
4. United Nations Educational, Scientific and Cultural Organization's (UNESCO) data source: https://www.education-inequalities.org/countries/costa-rica#dimension=%7B%22id%22%3A%22ethnicity%22%2C%22filters%22%3A%5B%5D%7D&year=%222011%22
5. United Nations Development Programme (UNDP), 2013. "Situación socioeconómica de la población afrodescendiente de Costa Rica" (https://redinterculturalidad.files.wordpress.com/2014/09/situacic3b3n-socioeconc3b3mica-de-la-poblacic3b3n-afrodescendiente-de-costa-rica-informe-pnud.pdf)
6. Carlos Gradín, 2016. "Race, Ethnicity, Immigration, and Living Conditions in Costa Rica," Review of Income and Wealth, International Association for Research in Income and Wealth, vol. 62(S1), pages 90-119, August.
7. Guerrero, José, 'Cómo se quiere que sea Costa Rica, blanca o negra? El problema racial del negro y las actuales contrataciones bananeras', *La Tribuna*, 13 Aug. 1930
8. Harpelle, Ronald N. "The Social and Political Integration of West Indians in Costa Rica: 1930-50." *Journal of Latin American Studies*, vol. 25, no. 1, 1993, pp. 103–20. *JSTOR*, http://www.jstor.org/stable/157659. Accessed 8 Nov. 2022.
9. Cathy McIlwaine (1997) Vulnerable or poor? A study of ethnic and gender disadvantage among Afro-Caribbeans in limón, Costa Rica, The European Journal of Development Research, 9:2, 35-61, DOI: 10.1080/09578819708426689
10. Tech Insider. How To Make A Bar Graph In Excel https://www.youtube.com/watch?v=Q8fkJjp4hjc
11. Tech On the Net. How to create a Pie Chart in Excel. https://www.youtube.com/watch?v=wIt5K3Uu8kA
12. How to find percent totals: https://www.youtube.com/watch?v=SrW0B5eFgXg
13. How to find relative frequency: https://www.youtube.com/watch?v=4tTiffMaxqw

Appendix

Additional Readings

1. Jimenez. (2020). Realidades y desafios de la educacion intercultural bilingue y la interculturalidad: el caso de las personas afrocostarricenses/Facts and Challenges Facing Bilingual Intercultural Education and Interculturalism: A Case Study of Afro-Costa Ricans. Educación (Universidad de Costa Rica), 44(2). https://doi.org/10.15517/revedu.v44i2.39338
2. Harpelle, R. N. (1994). Ethnicity, religion and repression: The denial of African heritage in Costa Rica. Canadian Journal of History, 29(1), 95. https://doi-org.bmcc.ezproxy.cuny.edu/10.3138/cjh.29.1.95
3. Hernández. (2012). Racial subordination in Latin America : the role of the state, customary law, and the new civil rights response. Cambridge University Press.
4. Purcell, T. W., & Sawyers, K. (1993). Democracy and ethnic conflict: Blacks in Costa Rica. Ethnic & Racial Studies, 16(2), 298. https://doi-org.bmcc.ezproxy.cuny.edu/10.1080/01419870.1993.9993783
5. Vandegrift, D. (2008). "THIS ISN'T PARADISE—I WORK HERE": Global Restructuring, the Tourism Industry, and Women Workers in Caribbean Costa Rica. Gender and Society, 22(6), 778–798. http://www.jstor.org/stable/27821694
6. Vandegrift, D. (2009). "First Time Days and the Development Life: Afro-Costa Rican Narrative Memory and the Critique of Racial Inequality in Global Restructuring." Latin American and Caribbean Ethnic Studies, vol. 4, no. 3, 255–70, https://doi.org/10.1080/17442220903331613.
7. Lennox, C., & Minott, C. (2011). Inclusion of Afro-Descendents in Ethnic Data Collection: Towards Visibility. International Journal on Minority and Group Rights, 18(2), 257–275. http://www.jstor.org/stable/24675773

Discussion Questions (for some of the additional readings)

- Go over the reading Lennox, C., & Minott, C. (2011). Inclusion of Afro-Descendents in Ethnic Data Collection: Towards Visibility. International Journal on Minority and Group Rights, 18(2), 257–275. http://www.jstor.org/stable/24675773
  - o Pay Attention to page 258 - 262.
  - o Why is the Afro-descendant population's inequalities less visible than other ethnic groups?

- - What are the examples of social invisibility of Afro-descendants in Costa Rica?
  - Do you recognize the causes of their social invisibility?
- Debate question — Do you agree or disagree that "statistical invisibility of the Afro-descendant population" was named as a major barrier as well as a lack of affirmative action policies"? (Lennox and Minott, 2011)
- In the English version of"Realidades y Desafíos de La Educación Intercultural Bilingüe y La Interculturalidad: El Caso de Las Personas Afrocostarricenses", what do you think to create barriers in education for the Afro-descendant population?
- Lists the events when the Costa Rica government oppressed the African descent population in the 1930s in "Ethnicity, Religion and Repression: The Denial of African Heritage in Costa Rica."
- Focus on Chapters 2, 4, and 5 on "Racial Subordination in Latin America: The Role of the State, Customary Law, and the New Civil Rights Response," What are the laws that oppressed the Afro-descendant population in Costa Rica? How do they fight back the social injustice in the country?
- In "Democracy and Ethnic Conflict: Blacks in Costa Rica," Explain how the idea of racial democracy in Costa Rica perpetuates the social immobility of the Afro-descendant population.
- In "'This Isn't Paradise—I Work Here': Global Restructuring, the Tourism Industry, and Women Workers in Caribbean Costa Rica," Identify the employment of First World women, Nicaraguan women, and Afro-Caribbean women. Do you think their gender and ethnicity correlate with their job sectors?
- Do you agree or disagree with the idea of Black Identity VS Mixed Nation in "First Time Days and the Development Life: Afro-Costa Rican Narrative Memory and the Critique of Racial Inequality in Global Restructuring"?