

AIRGRAM

DEPARTMENT OF STATE

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FROM -

RIO DE JANEIRO

SUBJECT -

NONCAPITAL PROJECT PAPER (PROP)

REFERENCE

Secondary Education Planning and Consultant Services
Project ID 512-11-650-042.1

REFERENCE -

RPO 3029
AID/A - 147

1. USAID/Brazil requests that the subject PROP be approved by AID/W for the life of the project, subject, of course, to such revision as may subsequently be necessary under the provisions of AID H.O. 1025.1.

2. This project focuses on the improvement of educational planning capacity at both the federal and state levels of the Brazilian educational system by assisting the development of effective plans and planning organizations for education in general and secondary education in particular. As such, the project supports Brazilian educational priorities and is a cornerstone of U.S. loan and grant assistance to educational development in Brazil. With the numerous changes which are taking place in its educational system, e.g., the fundamental education concept, the project has already changed markedly in scope since its inception and will undoubtedly require further modification in the future. Nevertheless, the project, as broadly conceived in the PROP, will continue to provide assistance which is vital and necessary to educational development.

3. The following comments are in clarification of the questions in the airmgram under reference, which were raised during the AID/W review of the subject PROP:

A. (1) The MEC-state agreements under loan at 1 call for the professionalization of teachers, including their salaries. Moreover, the "1600 hour courses" for grade teachers, recently developed by MEC, create a new means for certifying teachers at a higher salary level. The MEC-state agreements provide that increased salary costs will be met by increasing the state educational operating budgets by

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state HEW

100 per cent a year up to 30 per cent of the total state budget.

(2) According to EPEM polivalente guidelines, greater economies per student graduate will accrue as the dropout rate decreases and the building use factor is increased.

(3) Higher student-teacher ratios are planned as a result of a decreased dropout rate, longer teaching hours, flexibility of school design and developments in educational technology and in new teaching methodology and instructional materials. *like what?*

(4) Costs must be defined in terms of goals. There is 50 per cent of the student population in the rural areas, and it will be years before eight years of education can be extended to most of them. While cost is only one prohibiting factor, all references to educational technology, etc., are considered in both loans to the extent that the country can afford them. *Does the PROP say this?*

(5) The project itself cannot address a decrease in hiring, except to the extent that better planning produces higher productivity from personnel already employed. ?

(6) The polivalente program, which is based on a more flexible curriculum, has already overcome much resistance to curriculum change. *The PROP says so.* However, there are limits to the flexibility which is desirable and manageable in the polivalente schools. A core of mandatory courses is necessary to the general education of a culture. Moreover, greater flexibility of curriculum would necessitate additional school hours, more subjects, less utilization of school plant and ~~higher~~ concomittant higher teacher per student costs. *Will what do you mean by flexible curriculum?*

P. (1) While the first education sector loan grew out of technical assistance to the secondary education planning teams, loan financing has never been an objective of the project. UNID technical assistance in educational planning is not limited to states which will draw on loan resources nor focused (soly) on the preparation of plans for loan support. The Mission will continue to supply a portion of its technical assistance effort in educational planning to federal agencies and states which do not share in the loan program, requiring the ~~constant~~ continued use of direct hire AID staff, contract advisors, participant training and limited commodities support. *WHY? EP*

(2) In some ~~similar~~ instances the elementary and secondary education projects provide assistance to the same agencies. However the assistance is largely of a different nature in that the elementary education project is concerned with general organization and management and the secondary education project with the development of planning capacity.

C. Coordination between EPEM and other organizations and assistance projects engaged in educational planning is the responsibility of the Secretary General of the Ministry of Education and Culture. The grant project provides technical assistance in planning, while the loan and its technical assistance component support the implementation of educational reform and development.

development, not planning.

This is a non-answer insofar as coordination of U.S. resources is

not so! EPEM AID. does this mean that planning at a low level is unnecessary?

D. USAID provides assistance to faculties of education through the SDSC team, working with EPEM, to improve university planning, staff, programs, courses, etc., and through the UEM team, working with PREEM, to implement the first sector loan. Technical assistance will be financed under the loan in its second year of operation. Participant training is provided in both the grant and loan projects. There is a vast need for improving teacher education and developing faculties of education, as well as for training educational managers and administrators at all levels. USAID activities in this area serve needs expressed by the host government and are not conflicting. Coordination is achieved through the Secretary General of MEC and the mission. ?? How about what the PROP says?

E Two to five shifts a day is not "an imaginative and efficient" use school facilities, rather, multiple shifts are a trade mark of the present inefficient school system. The FROP does not disparage multiple shifts within the Brazilian realities. Present programs encourage a third shift at night and an adjusted school program for older learners who work during the day. Community use of school facilities and adult educational activities in the evening and on weekends is also included in the polyvalente guidelines, as is the community use of new library facilities. Extensive use of school facilities is also projected during vacation periods. However, there is a point of no return to intensive scheduling, resulting in maintenance and other logistic problems.

K F. (1) The intention of the mission has never been to postpone the development of educational technology until 1972. Assistance in facilities planning during 1970 and in management during 1971 are establishing a firm base for educational technology developments in 1972 and are part of a planned sequence of activities based on a Brazilian timetable.

(2) Other mission activities, for example the NAS/CNPq workshops project, also assist in technological developments in Brazilian education.

(3) At present, educational technology is extremely expensive. The United States has not yet been able to afford its extensive application, even with substantial federal grants and inputs.

(4) Effective technical assistance in a developing country must maintain a careful balance between aspirations and realities, while at the same time stimulating innovation and encouraging national initiatives.

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