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Attached hereto is subject report, and comments made by
E. C. Campbell, Chief of Party, U.S.C.

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END-OF-TOUR REPORT OFProfessor John F. RoodUniversity of Southern CaliforniaSchool of Public AdministrationFrom July 1959 to April 19611. General Objectives and Specific Goals

The objectives of the task at the DASP School of Public Service, hereafter called the "Escola" are found outlined in the Contract namely: identification, selection, and orientation of suitable bolsistas for graduate study in the USA; collaboration in developing a more adequate curriculum in PA; collaboration with professors, including returning bolsistas, in developing and/or strengthening specific courses; development of library resources and usage; research; assisting in seminars, conferences, etc.; cooperating with other agencies and coordinating the program with other similar efforts particularly Point IV.

In addition to these objectives, common in all the participating institutions, the task at the Escola includes a special mission because of the nature of the institution, "to assist..... in improving its programs of training for government employees".

The Escola, a division of DASP, carries on 4 types of in-service training and scholastic courses. The "Escola" proper consists of a regularly accredited 3 year Colegio level "Tecnico de Administracao" containing basic courses in PA as well as general cultural courses; and "Cursos de Especializacao" or "Aperfeiçoamento" which are University Extension type courses in Personnel, Budgeting, Management, etc. There are presently about 450 students in these two types of scholastic courses. The third type of course "Avulsos", or "Separate" courses cover a wide range of government jobs. Regularly offered are: typing, accounting, filing, Portuguese, and numerous special classes set up on request, such as the job classification course presently offered. About 750 students are enrolled in those avulsos. The total registration of 1200 is down substantially from the previous years' 2000 attributable by the Escola to the new federal work schedule of 7 hours. (Extended in fact to 9 hours because of the 2 hours lunch period) introduced shortly before the beginning of the school year in February.

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The fourth and final type of course offered by the Escola is correspondence, with enrollment limited to 2,000, which reaches nearly in every corner of the country.

2. Problems. Favorable and Unfavorable Factors

The nature and structure of the Escola presented special problems. In the first place, the Escola is not a University although about a dozen University-level courses are given during the year. Secondly, being a governmental agency, all of its regular employees are necessarily federal employees, giving occasion for legal and administrative problems in the recruiting and selection of bolsistas. Thirdly, although possessed of certain powers to act in the field of in-service training, the Escola did not have final responsibility within DASP. There existed a Selection and Training Division which though moribund, presumably had over-all responsibility for training.

There were other inhibiting factors or problems which are well known such as part-time faculty; unsatisfactory wages, lack of recognition for training in P.A.; lack of merit system in the federal service etc. The Escola, further, suffers from inadequate and unsatisfactory physical plant. For example the Escola, regularly, has been completely without water.

On the other hand there were important favorable aspects of the job which aided immeasurably. First, the Escola warmly welcomed the collaboration of the University. When the American professors arrived, a pleasant, adequate office had been set aside for them and a full-time English-speaking counterpart had been assigned. From the beginning the American professors were invited to collaborate in practically every aspect of the Escola's administration and operations. Assistance and advice was continually sought by the Diretora, administrative staff, and leading professors, and our suggestions and requests received immediate and complete attention. As an aside, it could be said that we learned to be careful in this respect, because even casual remarks or off-the-cuff ideas sometimes received unwarranted attention by the Escola.

Another positive aspect of the job, for me, was my association with the second professor assigned to the Escola, Ivan L. Richardson, with whom I enjoyed the best of professional and personal relationships.

3. Summary of Activities

In order to carry out the work of the project, work committees

of professors were formed. Primary responsibility for the committee work, as between the American professors was as follows: Reed - In-Service Training, and Curriculum; Richardson - Library, Audio-Visual Aids, Research, Bolsistas. We both served on all committees.

In-Service-Training

It was said frequently by the Brazilians that there was no real organized in-service training in the Federal government. However, later, in our survey it developed that certain Ministries were carrying on training programs, in some cases, well developed.

The Committee decided that in the absence of an active In-Service Training Organ in the DASP the Escola should step right out in the initiative and to the extent possible organize and foment in-service training programs.

A visitation-survey program was undertaken in January 1960 for the purpose of determining existent training programs, needs; identifying and establishing contact with training people; offering training courses, or collaborating in developing training courses, whenever and wherever possible.

In the 11 months ending February 1961, the Committee made more than 30 visits, including repeats, to governmental agencies, generally being received by the top man as well as the persons charged with training (if any), and discussed training activities and problems, offering ideas and the Escola services. The idea was also put forward of periodic meetings at the Escola, It was hoped that a professional association would eventually develop from these regular contacts.

In the summer of 1960 the Director General of DASP formally established the Committee's work as an attribute of the DASP Escola.

It appears that this effort was to a degree successful. During 1960 the Escola was called upon for assistance in organizing training courses and for training material. The contacts proved invaluable in involving the Committee members in Seminars and Conferences. Six Round Tables and one 5 day training conference were held by the Committee.

Two outside factors temporarily slowed our effort down considerably - the move to Brasilia (April 1960) and the change of administration. During the latter half of 1960 the top people

in the Ministries were, or professed to be, too involved in these moves or expected moves to Brasilia to give proper attention to training. The period between the election and inauguration of Janio Quadros was a period of personal uncertainty for many of the top people, making it difficult to secure adequate attention to the problems of training. In addition the new federal law on Classification of jobs presented, it was argued, problems which made it desirable to postpone expanded training efforts.

In the light of these conditions, the Committee decided to attack the problem by arguing that training should be initiated as early as possible in 1960 to implement the new Classification Act. The Escola was prepared to train trainers in job classification for all the Ministries. The then Director General of DASP however, elected to defer any training until the details of the Act were studied and so the first course was not actually given until January 1961.

Early in 1960 the Committee drew up a proposed Federal Policy on Training based on material and ideas furnished by Roland Robinson, Point IV. This proposal was accepted by DASP but no action taken to carry it further.

At the same time the Committee drew up a reorganization plan for the Escola to carry out its functions as a training agency. This proposal was also well received by DASP but no further action taken.

Both of the above proposals have been re-presented to the new Director-General of DASP and there are indications that some early action will be taken.

It should be noted that the School of Public Service for the State of Guanabara solicited the collaboration of the Escola and took over these proposals and is today implementing them in a vigorous manner.

Curriculum

In the matter of curriculum at least two items need prior mentioning. First the path of development of the Escolas. As previously mentioned the Escola has two general types of courses: Collegiate and In-Service Training. The tendency is clear that the collegiate aspect of the Escola is growing as strongly as In-Service Training. The result predicted and intended by the Escola

professors from outside the Escola, who are charged with the proper administration of classes. Professors who do not properly attend to their classes will be replaced at the end of the term as well as some whose teaching is unacceptable.

Many other matters relating to curriculum and teaching such as new courses, audio-visual aids, methods of examination, outside reading, class participation and the like have been examined with the Diretora and individual professors. The Diretora is strongly committed to raise the qualitative level of course content and teaching. This will be an area of major effort for the American professors in the next tour.

As for new courses only one, Classification of Jobs, was given following our suggestion. Other courses developed were projected for 1960 but successively deferred because of difficulties attributed to the move to Brasilia, change of administration, etc.

Indicated is the need for extensive training of supervisors. In part, these and other additional courses depend on the Escola going on a full time basis.

Other activities of the writer related to the work done in the Library, Audio-visual, and Bolsista committees are fully reported on by Professor Richardson who chaired these committees.

4. Cooperation with other groups

The cooperation extended to us on the part of Brazilian Agencies and Institutions has been excellent. It is only to be regretted that it was not possible to meet more of the requests for personal services.

Cooperation from Point IV in my view has been complete. Assistance in personal matters as well as professional undertakings has been prompt and excellent. We have had many opportunities to work with Roland Robinson, Training Technician, and have called on him often for assistance and participation in Seminars and work conferences. His contributions are outstanding.

Other effective collaborations of a briefer nature came from George Pease and Ernest Barbcur in Position Classification. These technicians wrote the material and gave the classes in the initial course in Position Classification.

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The Fundação Getulio Vargas has responded to the Escola's requests, donating for example a complete set of the "Cadernos" to the Escola library.

5. Evaluation of Results

The enumeration of concrete actions taken, as related in regular reports, and partly touched on in this report and that of Prof. Richardson fairly supports a statement that the impact of USC in the Escola has been substantial.

It seems fair to say that our activities have provided a strong impulse in the Escola both as to internal development and impact on other governmental agencies, and that each aspect of the USC PROGRAM is well begun at the Escola. Perhaps more could have been done were the Diretora (or I) somewhat more aggressive particularly in the matter of a Presidential policy on In-Service Training and in instituting training courses. Perhaps we should have pushed her harder but when she evidenced real reluctance on pursuing matters further at the moment, we desisted in urging, deferring to her undoubtedly superior knowledge of the bureaucratic and political situations. The Diretora, also works as a full time teacher (mornings) for the State of Guanabara which, naturally, draws heavily on her time and energy.

On the whole, however, I am personally quite satisfied with the opportunities offered, the warm acceptance of the USC program and us personally, and the generally good results. I look forward to the next two years as a period of accelerated activity and accomplishment.

I cannot now evaluate the effectiveness of participant training since none have returned as yet to the Escola. However some general thoughts in this matter are contained in my recommendations below.

6. Recommendations

- a. It is my view that the USC effort in training professors here in Brazil should be intensified as rapidly and to the extent possible. This problem is well discussed in the Third Semi Annual Report of the University pp 10-11. I would only emphasize the fact that there is a great deal of teaching and training now going on in PA AND THE PROGRAM IS EXPANDING RAPIDLY. There is therefore the immediate and overriding

problem of collaboration assistance, and training of this substantial body of professors who now and in the foreseeable future will dominate the Brazilian teaching of PA. Nearly all do not speak English and in any event for various other reasons cannot study abroad.

It seems to me that we should give still more attention to the formation and training of Brazilians in Brazil both by applying additional efforts to such programs already under way and by adopting additional measures.

One of the ways of doing this would be as follows:

- (1) Encourage and actively support now the formation of adequate graduate schools of PA at URGs; Minas Gerais, F.G.V., and Salvador. These graduate schools should confer a masters degree based on a years study and thesis.
- (2) Give maximum attention to developing the graduate program at FGV into a school of high prestige capable of attracting graduate students from all Brazil. Needed would be a full time staff of highly qualified professors including 2 Americans.
- (3) Grant burses with an appropriate dollar per diem to selected professors presently teaching. These professors to devote full time to a program which would be divided between class room study, limited teaching, and collaboration and research with an American professor.

b. My second recommendation also discussed in the USC Third Semi-Annual Report relates to part time graduate study for government employees. I have believed for many years, based on my experience in the United States, that the true clientele for both undergraduate and graduate study in PA is found among governmental employees. I believe this is true also in Brazil. If this is true it follows that the Academic programs in PA should be designed for and, of course, available to the governmental employee.

c. My final recommendation is that we look carefully into the possibility of including the Catholic Universities in Rio and Sao Paulo within our program. I am somewhat familiar with work at the Catholic University in Rio which has well-developed Management and Supervisory courses in

the field of business from which it receives strong support.

During the coming year I would like to see the Catholic University in Rio with the collaboration of BEAP, the Escola, and USC offer two or three seminar courses for high level governmental officials. With this introduction and this experience with the University, we (and the University) could readily consider the nature of any future collaboration.

Comments on Terminal Report ofJohn F. Reedby E. C. Campbell, Chief of Party, U.S.C.

This circumstantial report gives a good picture of activities at the DASP Escola and presents an evaluation of the impact of our program upon the School. I agree that the program has produced substantial impact and that its future influence may well be even greater. The reception accorded our staff members there has been excellent and the continuation of Dona Stella as director is a good indication for the future. The division of responsibilities between Reed and Richardson has not prevented either of them from rendering aid to the other whenever necessary.

In general I agree with Prof. Reed's endorsement of a greater effort to train professors here in Brazil. Developments at EBAP and Rio Grande do Sul seem to indicate that this direction is being taken, though not to the point of excluding training of bolsistas in the U.S.A. Although Salvador is not yet prepared to undertake a graduate program, it may develop something in this field within a few years. The graduate programs at EBAP and Rio Grande do Sul are too new to permit of definitive evaluation at this time, but in the writer's opinion these schools are capable of producing competent teachers in the Public Administration field.

I agree with Prof. Reed's second recommendation, relating to part-time instruction in Public Administration for public employees. We have suggested to EBAP that steps be taken to enlarge the service to public employees by programming suitable to their free hours.

Although the number of schools that can be accommodated is limited, I should like to see our program extend aid through existing participants like the DASP School and EBAP to other schools like the Guanabara School of Public Service and the Catholic Universities. Such activity would not only help the non-participant, but also strengthen the participant institution.

May 1961.