

PD-AAA-330-B1

Proj. 5120296.1

PH-

259.

2 MAR 1972

5120296-(2)

ACTION MEMORANDUM FOR THE ADMINISTRATOR

THRU: EXSEC

FROM: AA/PPC, Philip  Birnbaum

Problem: Your authorization of the attached PROP, Brazil - Education Administration and Planning, Fundamental and Secondary, for \$6.1 million for the period FY 1972-76, is required before it can be implemented.

Discussion: The PROP has been reviewed by TAB as well as members of my staff. The conditions of approval have been inserted as a result of this review.

Recommendation: That you sign the attached project authorization with the qualifications set forward in Section IV, Block 1, indicating your approval of the project.

Attachment

I. PROJECT IDENTIFICATION

1. PROJECT TITLE Education Administration and Planning - Fundamental and Secondary		APPENDIX ATTACHED <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
3. RECIPIENT (specify) <input checked="" type="checkbox"/> COUNTRY <u>Brazil</u> <input type="checkbox"/> REGIONAL <input type="checkbox"/> INTERREGIONAL		4. LIFE OF PROJECT BEGINS FY <u>1962</u> ENDS FY <u>1977</u>	
		5. SUBMISSION <input type="checkbox"/> ORIGINAL <input checked="" type="checkbox"/> REV. NO. <u>9/22/77</u> DATE CONTR. NO. <u>AID/12-332</u>	

II. FUNDING (\$000) AND MAN MONTHS (MM) REQUIREMENTS

A. FUNDING BY FISCAL YEAR	B. TOTAL \$ 000	C. PERSONNEL		D. PARTICIPANTS		E. COMMODITIES \$ 000	F. OTHER COSTS \$ 000	G. EASA CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: \$ US <u>Cr2 5.75</u> (U.S. OWNED)		
		(1) \$ 000	(2) MM	(1) \$ 000	(2) MM			(1) \$ 000	(2) MM	(1) U.S. GRANT LOAN	(2) COOP COUNTRY	
1. PRIOR THRU ACTUAL FY	6.085	1.536	--	1.363	--	38	118	3.734	--	--	1.764	Unknown
2. OPRN FY 72	900	690	162	114	122	5	91	785	132	--	116	965
3. BUDGET FY 73	1.221	817	192	278	135	5	91	1.185	180	--	99	1.020
4. BUDGET 11 FY 74	1.282	882	192	312	135	5	90	1.254	160	--	110	1.050
5. BUDGET 12 FY 75	1.151	753	156	312	135	5	81	1.300	114	--	108	1.100
6. BUDGET 13 FY												
7. ALL SUBQ. FY	1.536	1.177	216	213	270	5	111	1.460	204	--	178	1.225
8. GRAND TOTAL	12.182	8.085	918	2.622	1.697	63	612	9.518	840	--	2.405	5.360

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR	(B) KIND OF GOODS/SERVICES	(C) AMOUNT
--	--	--

III. ORIGINATING OFFICE CLEARANCE

1. DRAFTER Edward Campbell ^{EC} ARA-IA/BR	TITLE Int'l Cooperation Specialist	DATE 2/11/72
2. CLEARANCE OFFICER George Phillips ^{GP} ARA-IA/BR	TITLE Dpty. Asst. Director Develop.	DATE 2/11/72

IV. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL

- PROP is approved for FY 1972 for 24 month period.
- Prior to proceeding with any further obligations under this PROP, (i.e. after 3/72 extension) the IA Bureau will review the provisions, conditions, and agreements included in the FY 1970 \$50.0 million education sector loan which relate to provision of technical advisory services and participant training in order to assure that any assistance provided under this project is neither duplicative nor in replacement for assistance contemplated under the loan.

(Continued)

2. CLEARANCES

BUR/OFF.	SIGNATURE	DATE	BUR/OFF.	SIGNATURE	DATE
			AA/IA	Herran Kleine <i>HK</i>	
			AA/TA	Joel Bernstein <i>JB</i>	
			AA/PPG	Philip Birnbaum <i>PB</i>	3/2/72

3. APPROVAL AAs OR OFFICE DIRECTORS

SIC	DATE

4. APPROVAL A/AID (See M.O. 1025.1 VI C)

SIGNATURE <i>John A. ...</i>	DATE 3/2/72
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ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT

Conditionas of Approval (Continued)

- (3) The IA Bureau will also determine whether the additional assistance as outlined in the PROP can be included under the present education sector loan via a loan amendment.
- (4) If it is demonstrated that DL financing is not appropriate, the IA Bureau will give consideration to the provision of this assistance under a block grant type arrangement.
- (5) The IA Bureau will recommend a system or procedure for conducting an annual intensive evaluation with the participation of the best available advisory assistance.
- (6) The Bureau will communicate its findings and conclusions on (2), (3), (4) and (5) above to the Administrator by June 15, 1972.

AIRGRAM

DEPARTMENT OF STATE

UNCLASSIFIED
CLASSIFICATION

BR

For each address check one ACTION | INFO | DATE REC'D.

TO - AID/W TOAID A 632

X

L. Tate
Logical Framework Matrix attached

COPY

FROM - RIO DE JANEIRO

DATE SENT
9/22/71

SUBJECT - Revised Noncapital Project Paper (PROP)
for Project 296.1 - Education Administration and Planning

REFERENCE - (1) TOAID A 1128, December 11, 1970 - PROP on Fundamental and Secondary Education
(2) STATE 013728, January 27, 1971 - Fundamental and Secondary Education PROP
(3) AIDIO 1115, May 22, 1971 - PROP Revision Draft

1. We are forwarding herewith the revised Noncapital Project Paper (PROP) for Project 296.1 - Education Administration and Planning. Attached at the end is the logical framework matrix sheet, as requested in AIDIO 1858. The earlier PROP, which received approval for FY 71 funding only, attempted to consolidate and expand upon activities which had earlier been carried out under two separate projects, 037.3 - Elementary Education Training in the KE and 042.1 - Secondary Education Planning.

2. The Mission recommends life-of-project approval for this PROP for the following reasons:

(a) The uncertainties that were explicit in the FY 71 PROP have been largely eliminated. The Brazilian Ministry of Education (MEC) completed its reorganization by March 1971, and created a Department of Fundamental Education (DEF) and Department of Secondary Education (DEM) to execute federal prog programs for grades 1-8 and grades 9-11, respectively. Both DEF and DEM are committed to assisting the State Secretariats to develop strong planning capabilities and to improve their administration of state school systems. The Secretary-General's office within MEC will coordinate the activities of DEF and DEM to insure, integrated planning. An operating rationale has already been

Director
pty. D.
st. D.D. ✓
pty. ✓
File
Destroy
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Action

JL
EC

PAGE 1 OF 2

DRAFTED BY: RRFC:RSqueener/nwg OFFICE: RRFC PHONE NO.: 337 DATE: 9/15/71 APPROVED BY: JN Fox, D/ADER

AID AND OTHER CLEARANCES
HRO: HLask *HLask*
FRFC: BChapnick *76*

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developed for the Brazilian technical assistance team attached to DEF and for their U. S. advisors provided under the San Diego State College Foundation contract. These U. S. advisors have precise job assignments and a good professional working relationship with their Brazilian colleagues. DEM is beginning to recruit technical assistance staff, and the same close fit between U. S. advisors and Brazilian staff is expected.

(b) As the FROP explains, the project is closely linked to two USAID education sector loans totalling \$ 82 million, matched by \$ 82 million in cruzeiro ~~counterpart~~ counterpart. Before receiving major assistance under Sector Loan II, a state must first produce a comprehensive educational plan that meets standards established by MEC.

(c) The project will also facilitate the effective implementation of priority projects described in MEC's Sector Plan, 1972-74. Among these projects is the implantation of a new system of Fundamental Education, which is designed to provide eight free years of pre-adolescent education to all Brazilian children, with the dual purpose of individual self-fulfillment and orientation to the world of work.

ROUNTREE

NON CAPITAL PROJECT PAPER (PROP)

I. PROJECT IDENTIFICATION

1. PROJECT TITLE
 EDUCATION ADMINISTRATION AND PLANNING

APPENDIX ATTACHED
 YES
 NO

2. PROJECT NO
 512-11-680-296.1

PAGE 1 OF 14 PAGES

3. RECIPIENT
 BRAZIL

4. LIFE OF PROJECT
 BEGAN FY 1962
 ENDS FY 1977

5. SUBMISSION
 ORIGINAL
 REVISION

II. FUNDING (IN THOUSANDS OF US\$ DOLLARS) AND MANPOWER (IN MAN MONTHS)

FUNDING BY FY	TOTAL	CONTRACTOR		PERSONNEL		PARTICIPANTS		COM-MODITY	OTHER COSTS	LOCAL CURRENCY (Exc. US\$) = 1:5.37	
		\$000	MM	\$000	MM	\$000	MM			US\$	US\$
1. PRIOR ACT. FY	6.085	3.734	-	4.536	-	1.363	-	38	148	1.764	UNK
2. BUDGET FY 72	900	785	132	690	162	114	122	5	91	146	965
3. BUDGET FY 73	1.221	1.105	100	847	192	278	435	5	91	99	1.020
4. BUDGET FY 74	1.289	1.254	100	832	192	312	435	5	90	110	1.050
5. BUDGET FY 75	1.151	1.100	144	753	156	312	435	5	81	108	1.100
6. BUDGET FY 76-77	1.536	1.460	204	1.177	216	243	270	5	111	173	1.225
7. GRAND TOTAL	\$12.162	\$9.513	840	\$8.885	918	\$2.622	\$1,627	\$63	\$612	\$2.405	\$5.360

OTHER DONOR CONTRIBUTIONS

A. NAME OF DONOR
 NO OTHER DONORS

III. MISSION CLEARANCE

1. DRAFTER: AJDOLIO, HRO

2. MISSION CLEARANCES

H. LUSK, CHIEF, HRO _____
 W. GELBERT, ACPR _____
 W. ALLIS, D/AID _____

A.1 - GOAL

TO IMPROVE THE EFFICIENCY AND EFFECTIVENESS OF FUNDAMENTAL AND SECONDARY EDUCATION SYSTEMS WITHIN BRAZIL.

A.2 - MEASUREMENTS OF GOAL ACHIEVEMENT.

1. REDUCTION IN AVERAGE NUMBER OF STUDENT YEARS REQUIRED TO PRODUCE A GRADUATE IN FUNDAMENTAL AND SECONDARY EDUCATION (IMPROVEMENT OF STUDENT FLOW THROUGH THE SYSTEM).
2. SCHOOL SYSTEM SERVES A LARGER PERCENTAGE OF APPROPRIATE AGE GROUP. (MEC GOAL - BY 1974 TO REACH 80% OF 7-14 YEAR GROUP. BY 1980, 100%).
3. IMPROVED QUALITY OF GRADUATES.
4. REDUCTION IN PERCENTAGE OF UNQUALIFIED TEACHERS. (MEC GOALS - REDUCTION IN UNQUALIFIED TEACHERS OF 80% GRADES 1-4, AND OF 70% GRADES 5-8, BY 1974. 100% BY 1980) AT SECONDARY LEVEL TO GOO TRAINED BY 1974.
5. IMPLEMENTATION OF EDUCATION REFORM ACT. (MEC GOAL, BY 1980)
6. REORGANIZATION OF STATE SECRETARIATS ALONG FUNCTIONAL LINES. (SEE P.5 FOR SCHEDULE)
7. INCREASED COORDINATION OF STATE AND MUNICIPAL SYSTEMS. (BEGIN 1972, COMPLETE 1980)
8. EXISTENCE OF PERIODIC REVIEW OF STATE EDUCATIONAL PROGRAM WHICH LEADS TO PROGRAM REVISION. (BEGIN 1972, COMPLETE 1980).

A.3 - ASSUMPTIONS OF GOAL ACHIEVEMENT.

THAT THE MINISTRY OF EDUCATION AND CULTURE (MEC) WILL INCREASE ITS ASSISTANCE TO THE STATES AND PROVIDE CONDITIONS SO THAT THE STATES CAN:

1. IMPLEMENT A REVISED CURRICULUM WHICH IS ATTUNED TO STUDENT POTENTIAL.
2. GRADUALLY IMPLEMENT THE EDUCATION REFORM LAW.
3. OBTAIN SUFFICIENT FUNDS TO FINANCE NEEDED IMPROVEMENTS AS WELL AS TO MEET EXISTING LEGAL REQUIREMENTS.
4. ESTABLISH OBJECTIVE PROMOTION REQUIREMENTS BASED ON THE REVISED CURRICULUM.
5. USEFULLY EMPLOY TECHNICAL ASSISTANCE.
6. ORGANIZE AND OPERATE STAFF TRAINING PROGRAMS INCLUDING PARTICIPANT TRAINING SELECTION.
7. REORGANIZE THE STATE SYSTEM AND COORDINATE IT WITH THE MUNICIPAL SYSTEM.
8. ASSUME RESPONSIBILITY FOR AN ANNUAL REVIEW OF THE STATE'S EDUCATIONAL PROGRAM.

PROJECT PURPOSE.**B.1 STATEMENT OF THE PROJECT PURPOSE.**

TO DEVELOP IMPROVED PLANNING AND ADMINISTRATIVE CAPACITY WITHIN THE MEC AND THE VARIOUS STATE SECRETARIATS OF EDUCATION FOR FUNDAMENTAL AND SECONDARY EDUCATION.

B.2 END OF PROJECT STATUS.

1. EXISTENCE WITHIN DEPARTMENTS OF FUNDAMENTAL (DEF) AND SECONDARY EDUCATION (DEM) OF MEC, OF AT LEAST 30 FULL TIME, WELL TRAINED, STAFF CAPABLE OF:

- A) DEVELOPING FEASIBLE NATIONAL PLANS FOR EDUCATIONAL DEVELOPMENT;
- B) GIVING TECHNICAL ASSISTANCE TO THE STATES IN EDUCATIONAL PLANNING AND ADMINISTRATION.

2. EXISTENCE OF EFFECTIVE COORDINATION OF DEF AND DEM BY THE SECRETARIAT GENERAL.

3. EXISTENCE IN AT LEAST 16 STATES, WITH RESPECT TO FUNDAMENTAL AND SECONDARY EDUCATION, OF:

A) AN EFFECTIVE ADMINISTRATIVE ORGANIZATION WHICH DETERMINES EDUCATIONAL POLICY, IMPLEMENTS IT AND ASSURES COORDINATED ATTENTION TO:

- 1) EDUCATIONAL RESEARCH
- 2) CURRICULUM DEVELOPMENT
- 3) PERSONNEL POLICY INCLUDING TRAINING
- 4) INSTRUCTIONAL MATERIALS
- 5) FACILITIES
- 6) FINANCE
- 7) STUDENT ASSISTANCE

B) AN ADEQUATELY FUNCTIONING SYSTEM OF SUPERVISION FOR STATE, MUNICIPAL AND PRIVATE SCHOOLS;

C) A COMPETENT EDUCATIONAL PLANNING UNIT, ESTABLISHED BY LAW, OF TWO TO 8 FULL-TIME PROFESSIONALS, DEPENDING UPON THE COMPLEXITY OF THE STATE PLANNING TASK;

D) A MULTI YEAR, FEASIBLE, COMPREHENSIVE INTEGRATED STATE PLAN FOR

UNCLASSIFIED

IMPROVING AND EXPANDING THE EDUCATIONAL SYSTEM, REVIEWED ANNUALLY;

- e) EFFECTIVE IMPLEMENTATION OF EDUCATIONAL PLANS AGREED UPON BY THE STATES, MEC, AND APPROPRIATE REGIONAL AGENCIES, INCLUDING EVALUATION OF ONGOING PROGRAMS WHICH RESULT IN CONTINUATION OR REVISION OF EXISTING PLANS.

B.3 - BASIC ASSUMPTIONS, PROJECT PURPOSE.

1. MEC WILL CONTINUE TO FOCUS ON ADMINISTRATIVE REFORM AND INTEGRATED PLANNING AS ESSENTIAL FOR EDUCATIONAL IMPROVEMENT.
2. THE STATE SECRETARIATS OF EDUCATION WILL WANT TO IMPROVE THEIR PLANNING AND ADMINISTRATIVE CAPACITY.
3. SUFFICIENT QUALIFIED STAFF CAN BE OBTAINED TO FILL KEY FEDERAL AND STATE LEVEL POSITIONS.
4. EDUCATION WILL REMAIN A GOB PRIORITY AREA PERMITTING SUFFICIENT ALLOCATION OF FUNDS TO IMPLEMENT PLANNED REFORMS.
5. THE DEPARTMENTS OF FUNDAMENTAL AND SECONDARY EDUCATION COORDINATE EFFECTIVELY IN THEIR EFFORTS TO ASSIST THE STATES.

- PROJECT OUTPUTS.

C-1

OUTPUT TARGETS

C-2

MAGNITUDE AND TIMING

1. PARTICIPANTS RETURN AND ARE EMPLOYED IN KEY FEDERAL AND STATE POSITIONS.

- 1A. 5 MASTERS RETURNED '73, '74
- B. 20 MASTERS RETURNED '75, '76
- C. 10 MASTERS RETURN '77.
- D. 5 LONG-TERM PARTICIPANTS RETURN '73, '74, '75, '76, '77.
- E. 30 STUDY TOUR PARTICIPANTS RETURN FY' 72, '73.
- F. 15 STUDY TOUR PARTICIPANTS RETURN FY'74, '75, '76, '77.

2. VIABLE, INTEGRATED, STATE EDUCATION PLANS ARE PRODUCED.

- 2A. FY'72-6
- B. FY'73-4 & REVISION OF 6.
- C. FY'74-4 & REVISION OF 10.
- D. FY'75-2 & REVISION OF 14.
- E. FY'76 - REVISION OF 16.
- F. FY'77 - REVISION OF 16.

3. MEC TECHNICAL ASSISTANCE GROUPS ARE REORGANIZED AND EXPANDED.

- 3A. 30 STAFF APPOINTED AND TASKS ASSIGNED FY-72.
- B. 8 ADDED FY-72 - DEM
- C. 6 ADDED FY-73.

4. MEC TECHNICAL ASSISTANCE GROUPS HAVE CAPACITY TO GIVE TA TO STATES.

5. STATE PLANNING TEAMS ARE GIVEN PERMANENT STATUS.

6. STATE SECRETARIATS ARE REORGANIZED WITH IMPROVED TECHNICAL AND ADMINISTRATIVE OPERATIONS.

D. 10 ADDED FY-74
E. 6 ADDED FY-75

4 A. TECHNICAL ASSISTANCE RESULTS IN PLANS AS DESCRIBED IN 2.
B. ASSISTANCE GIVEN TO ALL STATES BY FY'75.

5 LEGAL ESTABLISHMENT:

FY'72 - 3
FY'73 - 2
FY'74 - 2
FY'75 - 3
FY'76 - 3
FY'77 - 3

6A SECRETARIATS STUDY ORGANIZATION

FY'72 - 2
FY'73 - 4
FY'74 - 4
FY'75 - 4
FY'76 - 2

B. SECRETARIATS:

(1) REORGANIZED TO PROVIDE FOR EFFICIENT POLICY DETERMINATION AND IMPLEMENTATION IN:

- RESEARCH
- CURRICULUM DEVELOPMENT
- PERSONNEL POLICIES
- STAFF TRAINING
- INSTRUCTIONAL MATERIALS
- FACILITIES
- FINANCE
- STUDENT ASSISTANCE
- SUPERVISION

FY'73 - 2
FY'74 - 4
FY'75 - 4
FY'76 - 4
FY'77 - 2

(2) EVALUATE ORGANIZATION ON BASIS OF OPERATION AND RE-VISE.

FY'74 - 2
FY'75 - 4
FY'76 - 4
FY'77 - 4

MEC DEVELOPS CAPACITY TO REVIEW STATE EDUCATION PLANS.

8. MEC OFFERS SHORT COURSES IN EDUCATION PLANNING.
 9. MEC DEVELOPS ANNUAL WORK PLAN FOR TA GROUP.
 10. MEC DEVELOPS ANNUAL PLAN FOR PARTICIPANT TRAINING.
 11. MEC DEVELOPS AND DISTRIBUTES MATERIALS WHICH CONTAIN GUIDELINES FOR PLANNING, ADMINISTRATION, PUPIL ACCOUNTING, BUILDING MAINTENANCE, ETC.
 12. MEC DEVELOPS AND IMPLEMENTS STATE AND NATIONAL PROGRAMS TO IMPLEMENT EDUCATION REFORM.
 13. MEC EVALUATES PROGRESS OF THIS PROJECT AND REVISES PLANS ACCORDINGLY.
 14. MEC EVALUATES AND REVISES TEACHER EDUCATION REQUIREMENTS AND PROGRAMS.
7. 22 STATE PLANS REVIEWED EACH YEAR WITH PROGRESSIVE IMPROVEMENT IN PLANS RESULTING FROM MEC SUGGESTIONS.
 8. FY'72 - 1
 FY'73 - 2
 FY'74 - 2
 FY'75 - 2
 FY'76 - 2
 FY'77 - 2
 9. FY'72-73-74-75-76-77.
 10. FY'72,73,74,75,76,77.
 - 11.A PLANNING FY'72, REVISED ANNUALLY.
 B ADMINISTRATION - 72.
 C PUPIL ACCOUNTING - 73.
 D BUILDING MAINTENANCE - 73.
 E. 2 PER YEAR THEREAFTER.
 - 12.A TA GROUPS EFFECTIVELY PARTICIPATE IN DEVELOPING AND IMPLEMENTING STATE AND NATIONAL PLANS AND PROGRAMS.
 B.EDUCATION REFORM IMPLEMENTED.
 13. ANNUAL PROGRESS REPORT SUBMITTED AND RECOMMENDATIONS IMPLEMENTED.
 - 14.A FY'72 - NEW EDUCATION LAW ADOPTED.
 B FY'73 - 1) INITIAL WORK WITH NORMAL SCHOOLS AND FACULTIES OF EDUCATION ON NEW CURRICULUM.
 2) INITIAL DEVELOPMENT OF RECOMMENDED CAREER STRUCTURE FOR TEACHERS.

- c. FY'74 - 1) INITIAL CURRICULAR REFORMS.
- 2) IMPLEMENTATION OF INITIAL CAREER STRUCTURE.

- d. FY'74, 75, 76, 77 - REVIEW OF PROGRESS AND IMPLEMENTATION OF NEEDED REVISIONS.

15. MEC SUPPORTS INDIGENOUS PROGRAMS TO DEVELOP WELL-QUALIFIED EDUCATIONAL PLANNERS AND ADMINISTRATORS.

- 15. FY'72 INITIAL PLANNING.
- FY'73 INITIATION OF COURSES IN AT LEAST 2 UNIVERSITIES.
- FY'74 EXPANSION TO 3 ADDITIONAL UNIVERSITIES.

16. STATES DEVELOP THE CAPACITY TO IMPLEMENT THEIR PLANS EFFECTIVELY.

- 16. PLANS ARE IMPLEMENTED WITH PROGRESSIVELY BETTER RESULTS.

17. STATES DEVELOP ADEQUATE SUPERVISORY SYSTEM.

- 17.A. SUPERVISORY SYSTEM COVERS ENTIRE STATE.
- B. COVERS STATE AND MUNICIPAL SCHOOLS.
- C. PROGRESSIVE INCREASE IN SUPERVISOR-TEACHER CONTACTS.
- D. SYSTEM IS ADEQUATELY FUNDED.

C.3 - ASSUMPTIONS, PROJECT OUTPUTS.

1. RETURNED PARTICIPANTS WILL BE WELL TRAINED.
2. RETURNED PARTICIPANTS WILL BE EMPLOYED IN KEY POSITIONS.
3. STATES WILL ESTABLISH PLANNING TEAMS CONSISTING OF QUALIFIED OR TRAINABLE PERSONNEL.
4. STATES, GIVEN TECHNICAL ASSISTANCE, WILL BE ABLE TO PRODUCE VIABLE STATE EDUCATION PLANS.
5. STATES WILL CONTINUE TO REVISE AND IMPROVE EDUCATION PLANS ONCE THEY ARE PRODUCED.
6. MEC WILL CONTINUE TO HAVE SUFFICIENT ADMINISTRATIVE FUNDS TO EXPAND ITS TECHNICAL ASSISTANCE GROUPS WITH QUALIFIED PERSONNEL.
7. MEC WILL REORGANIZE ITS TECHNICAL ASSISTANCE GROUPS TO MEET THEIR ADDED RESPONSIBILITIES.
8. U.S. TECHNICIANS WILL BE ABLE TO GIVE EFFECTIVE TECHNICAL ASSISTANCE TO MEC AND STATE PERSONNEL, PURSUANT TO THE TERMS OF THE PROJECT.
9. MEC PERSONNEL WILL BE ABLE TO GIVE EFFECTIVE TECHNICAL ASSISTANCE TO STATE GROUPS PURSUANT TO THE TERMS OF THE PROJECT.

- 10. STATE SECRETARIATS WILL TAKE THE ACTIONS NECESSARY TO HAVE THE STATE GOVERNMENTS FORMALLY IMPLANT EDUCATIONAL PLANNING GROUPS IN THE STATE ADMINISTRATIVE STRUCTURE.
- 11. THE STATE SECRETARIATS WILL BE STIMULATED TO WORK AT REORGANIZATION OF THEIR ADMINISTRATIVE STRUCTURE.
- 12. SUCH REORGANIZATION WILL LEAD TO MORE EFFICIENT OPERATION.
- 13. MEC WILL HAVE A SUFFICIENT NUMBER OF QUALIFIED PERSONNEL TO OFFER SHORT COURSES IN EDUCATIONAL PLANNING.
- 14. MEC WILL HAVE THE ESSENTIAL CONDITIONS NEEDED TO DEVELOP, PRINT AND DISTRIBUTE ESSENTIAL PUBLICATIONS.
- 15. MEC WILL CONTINUE ITS EFFORTS TO IMPLEMENT EDUCATION REFORM AND WILL DEVELOP PROGRAMS ESSENTIAL TO SUCH IMPLEMENTATION.
- 16. MEC WILL IMPROVE ITS CAPACITY TO WORK WITH THE NORMAL SCHOOLS, THE FACULTIES OF EDUCATION AND CENTERS OF TECHNICAL EDUCATION IN CARRYING OUT TEACHER EDUCATION PROGRAMS.
- 17. SUFFICIENT FUNDS WILL BE AVAILABLE TO IMPLEMENT A REALISTIC CAREER STRUCTURE FOR TEACHERS.
- 18. THE NEEDED EDUCATIONAL PLANNERS AND ADMINISTRATORS CAN BE DEVELOPED INDIGENOUSLY.
- 19. UNIVERSITIES WILL BE INTERESTED IN AND CAPABLE OF DEVELOPING PROGRAMS TO PRODUCE EDUCATIONAL PLANNERS AND ADMINISTRATORS.
- 20. EFFECTIVE IMPLEMENTATION OF STATE PLANS CAN BE ACCOMPLISHED.
- 21. A SYSTEM OF SUPERVISION WILL BE DEVELOPED IN ORDER TO IMPROVE THE EDUCATION SYSTEM.
- 22. STATES WILL HAVE INCREASED, CONSIDERABLY, THEIR ABILITY TO FINANCE AN ADEQUATE SUPERVISORY SYSTEM.

D. PROJECT INPUTS

A) <u>KIND OF INPUTS</u>	B) <u>MAGNITUDE OF INPUTS</u>	C) <u>DATE SCHEDULED</u>
<u>U.S.</u>		
1) LONG-TERM CONSULTANTS	9 MAN YEARS 13 MAN YEARS 10 MAN YEARS 5 MAN YEARS	FY-72 FY- 75, 76 77

2) SHORT-TERM CONSULTANTS	24 MAN MONTHS	72, 73, 74, 75
	18 MAN MONTHS	76
	6 MAN MONTHS	77
3) U.S. DIRECT-HIRE	2 MAN YEARS	72, 73, 74, 75, 76
	1 MAN YEAR	77
4) PARTICIPANT TRAINING		
A) LONG-TERM	5 AT 18 MO MASTERS	72
	20 AT 18 MO MASTERS	73, 74, 75
	5 AT 12 MO	72, 73, 74, 75, 76
	10 AT 18 MO MASTERS	76
B) SHORT-TERM	30 FOR SHORT-TERM STUDY TOUR	72
	15 FOR SHORT-TERM STUDY TOUR	73, 74, 75, 76, 77
5) COMMODITIES EDUCATIONAL MATERIALS	5,000/YR	72, 73, 74, 75, 76
6) LOCAL DIRECT-HIRE		
A) TECHNICIANS	3 MAN YEARS	72, 73, 74, 75, 76, 77
	2 MAN YEARS	77
B) SECRETARIAL	4 MAN YEARS	72, 73, 74, 75, 76
	2 MAN YEARS	77
7) ALLOWANCES, TRAVEL OVERHEAD, ETC.		72, 73, 74, 75, 76 77

BRAZIL, FEDERAL GOVERNMENT

1) EDUCATION TECHNICIANS	(20)	20 MAN-YEARS	72
	(18)	9 MAN-YEARS	72
	(28)	28 MAN-YEARS	73
	(16)	8 MAN-YEARS	73
	(36)	36 MAN-YEARS	74
	(18)	9 MAN-YEARS	74
	(42)	42 MAN-YEARS	75
	(18)	9 MAN-YEARS	75
	(46)	46 MAN-YEARS	76, 77
	(14)	7 MAN-YEARS	76, 77
2) SUPPORT STAFF	(14)	14 MAN YEARS	72, 73, 74, 75, 76, 77

- 3) ALLOWANCES, TRAVEL, SUPPLIES, ETC. \$ 300,000 A 72, 73, 74, 75, 76, 77
- 4) SUPPORT FOR STATE PLANNING TEAMS (MEC EXPECTS TO SUPPORT EACH STATE TEAM FOR 3 YEARS, GRADUALLY REDUCING AS STATE INCREASES SUPPORT. REDUCTIONS USED TO FINANCE ADDED STATES). \$ 1,500,000 A 72, 73, 74, 75, 76, 77

BRAZIL, STATE BUDGETS

ANNUAL AVERAGE

- 1. EDUCATIONAL TECHNICIANS 6 MAN YEARS PER STATE 72, 73, 74, 75, 76, 77
- 2. SUPPORT STAFF 3 MAN YEARS PER STATE 72, 73, 74, 75, 76, 77
- 3. ALLOWANCES, TRAVEL, SUPPLIES \$ 25,000 A PER STATE 72, 73, 74, 75, 76, 77

ADDITIONAL FINANCING

IF ESSENTIAL TO FINANCE THE FEDERAL AND STATE OBLIGATIONS, DESCRIBED ABOVE, COUNTERPART RESOURCES FROM USAID LOAN NO 512-L-081 MAY BE USED.

D.3 - ASSUMPTIONS, PROJECT INPUTS.

- 1. SAN DIEGO STATE COLLEGE FOUNDATION WILL BE ABLE TO SUPPLY THE NUMBER AND QUALITY OF U.S. TECHNICIANS NEEDED TO IMPLEMENT THE PROJECT.
- 2. SUITABLE CANDIDATES CAN BE MADE AVAILABLE FOR PARTICIPANT TRAINING AT THE APPROPRIATE TIME.
 - A) THE PARTICIPANT TRAINING PLAN WILL PROVIDE FOR RECRUITMENT.
 - B) SUFFICIENT LEAD TIME WILL BE PROVIDED TO ENABLE ENGLISH LANGUAGE COMPETENCY TO BE DEVELOPED BY THE CANDIDATES.
 - C) U.S. UNIVERSITIES WITH APPROPRIATE PROGRAMS WILL ACCEPT PARTICIPANTS.
- 3. U.S.A.I.D. GRANT FUNDING WILL BE SUFFICIENT TO SUPPORT THE PROJECT INPUTS REQUIRED OF THE U.S. IN THE PROJECT PROPOSAL.
- 4. GOB PROCEDURES AND FINANCING WILL PERMIT THE EMPLOYMENT OF HIGH QUALITY PERSONNEL FOR THE TECHNICAL ASSISTANCE GROUPS.
- 5. STATE PROCEDURES AND FINANCING WILL PERMIT THE EMPLOYMENT OF QUALIFIED PERSONNEL AT THE STATE LEVEL.
- 6. AS NECESSARY, AND IN ACCORDANCE WITH LEGAL BUDGET PROCEDURES, THE FEDERAL GOVERNMENT WILL SUPPLEMENT STATE TEAM SALARIES AND UNDERWRITE APPROPRIATE EXPENSES, USING, IF NECESSARY, COUNTERPART FUNDS FROM USAID LOAN NO 512-L-081.

E. RATIONALE.

POLICY, STRUCTURAL AND ADMINISTRATIVE CHANGES ARE TAKING PLACE RAPIDLY WITHIN THE BRAZILIAN EDUCATIONAL SYSTEM. THE GOB HAS SHARPLY INCREASED ITS EMPHASIS ON EDUCATION AS A PRIORITY FIELD FOR DEVELOPMENT. AT THE SAME TIME IT RECOGNIZES THE NEED FOR EFFECTIVE, INTEGRATED PLANNING AND FOR EFFECTIVE ORGANIZATION OF THE STATE ADMINISTRATIVE STRUCTURE FOR EDUCATION, IF THE RESOURCES ALLOCATED TO EDUCATION ARE TO RETURN MAXIMUM BENEFIT. USAID HAS REVIEWED ITS EDUCATIONAL ASSISTANCE PROGRAMS AT THE FUNDAMENTAL AND SECONDARY EDUCATION LEVELS TO DETERMINE HOW IT CAN RESPOND MOST EFFECTIVELY TO THE RAPIDLY EVOLVING BRAZILIAN INITIATIVES. THE RESULT HAS BEEN THE JOINT DEVELOPMENT OF THIS PROJECT TO ASSIST THE GOB AND THE STATES TO DEVELOP THE INFRASTRUCTURE TO PLAN, MANAGE AND EVALUATE THE LARGE SCALE EDUCATIONAL IMPROVEMENT PROGRAM WHICH IS BEING UNDERTAKEN. THIS PROJECT WILL NOT PROVIDE A MAJOR FINANCIAL INPUT FOR THE IMPLEMENTATION OF THE EDUCATIONAL REFORM PROGRAM. IT IS DESIGNED AS A "PRE-INVESTMENT" ENDEAVOR SEEKING TO CREATE CONDITIONS THROUGH WHICH A LARGER FLOW OF RESOURCES CAN BE EFFICIENTLY APPLIED TO IMPROVE, EXPAND AND REDIRECT THE BRAZILIAN EDUCATION PROGRAM. AT THE SAME TIME, SUCH EFFORT WILL INCREASE THE EFFECTIVENESS OF PRESENTLY AVAILABLE RESOURCES. THUS THE PROJECT IS RELATED TO USAID SECTOR LOAN FUNDING WHICH IS DESIGNED FOR IMPLEMENTATION ASSISTANCE.

THE MINISTRY OF EDUCATION HAS BEEN REORGANIZED AND IS ATTEMPTING TO IMPROVE AND EXPAND ITS CAPACITY TO PLAN AND IMPLEMENT EDUCATIONAL PROGRAMS COOPERATIVELY WITH THE STATES, TO EXERT COORDINATED EDUCATIONAL LEADERSHIP, AND TO SUPPLY TECHNICAL ASSISTANCE TO THE STATES AS NEEDED. MEC HAS DECIDED THAT PLANNED, SYSTEM-WIDE EDUCATIONAL REFORM MUST TAKE PLACE, THAT STATE PLANS MUST REFLECT NATIONAL PRIORITY GOALS FOR THE EDUCATION SECTOR WHICH INCLUDE EMPHASIS ON QUALITATIVE REFORM, INCREASED RELEVANCY TO BRAZILIAN DEVELOPMENT REQUIREMENTS AND REALITIES, AND MORE EFFECTIVE MANAGEMENT AT ALL LEVELS.

FOR THESE REASONS MEC AND USAID HAVE JOINTLY DEVELOPED THIS PROJECT WHICH HAS TWO BROAD FOCI: 1) THE CONTINUOUS IMPROVEMENT OF MEC'S CAPABILITY TO DO INTEGRATED EDUCATIONAL PLANNING, ON A NATIONAL SCALE, FOR THE DEVELOPMENT OF FUNDAMENTAL AND SECONDARY EDUCATION, AND, CONCOMITANTLY, TO DEVELOP ITS CAPACITY TO GIVE TECHNICAL ASSISTANCE TO THE STATES IN PLANNING FOR THEIR INDIVIDUAL SYSTEMS; 2) TO ASSIST MEC TO DEVELOP ITS CAPACITY TO PROVIDE TECHNICAL ASSISTANCE TO THE STATES FOR STRENGTHENING THE ADMINISTRATIVE AND MANAGERIAL CAPACITIES OF THE STATE SECRETARIATS OF EDUCATION, WHICH HAVE ULTIMATE RESPONSIBILITY FOR FUNDAMENTAL AND SECONDARY EDUCATION.

THE PROJECT IS DIRECTED AT IMPROVING MEC'S CAPACITY IN THE AREAS MENTIONED ABOVE. CONCOMITANTLY, THE PROJECT IS DIRECTED AT IMPROVING THE FUNCTIONING OF THE STATE SECRETARIATS AND, THEREBY, THE EDUCATIONAL SYSTEMS, OF AT LEAST 16 STATES. PROGRESS IN THE SYSTEM AND THE STATE SECRETARIATS WILL PROVIDE MEC WITH THE MEANS FOR ASSESSING ITS CAPACITY TO PROVIDE ESSENTIAL ASSISTANCE.

THE SCOPE OF EFFORT OF THIS PROJECT IS JUDGED FEASIBLE SINCE THE PROJECT REPRESENTS A CONTINUATION, ALTHOUGH WITH REVISED FORMAT, OF THE FORMER JOINT USAID/GOB EFFORT

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IN EDUCATIONAL PLANNING AND IN STRENGTHENING STATE SECRETARIATS. AS A RESULT OF THAT EFFORT MEC HAS DEVELOPED A TECHNICAL ASSISTANCE UNIT FOR THE DEPARTMENT OF FUNDAMENTAL EDUCATION WHICH HAS BEEN WORKING WITH 10 STATES IN DEVELOPING EDUCATIONAL PLANS. FOUR STATES HAVE DEVELOPED VIABLE PLANS AND ARE IMPLEMENTING THEM WITH ASSISTANCE FROM SECTOR LOAN I. THE LEVEL OF ACCOMPLISHMENT ACHIEVED IN THE PLANNING EFFORT THUS FAR INDICATES THE FEASIBILITY OF CONTINUED EFFORT BY USAID AND THE GOB IN THIS AREA, AND OF EXTENDING THE EFFORT TO ASSIST THE DEM TO DEVELOP A SIMILAR TECHNICAL ASSISTANCE UNIT. THE STRENGTHENING OF STATE SECRETARIATS, BEGUN ON AN EARLIER PROJECT, IS AN ESSENTIAL ELEMENT FOR SYSTEM IMPROVEMENT WITHOUT WHICH THE PLANNING EFFORT WILL BE LESS THAN MAXIMALLY EFFECTIVE. BOTH ELEMENTS SHOULD BE ATTACKED CONCOMITANTLY IN A PARTICULAR STATE. THE PROJECT IS DESIGNED WITH THIS APPROACH.

F. COURSE OF ACTION.

I. GENERAL.

THE RECENT ADMINISTRATIVE REFORM OF MEC CREATED THE DEPARTMENT OF FUNDAMENTAL EDUCATION (DEF) AND THE DEPARTMENT OF SECONDARY EDUCATION (DEM). EACH DEPARTMENT MUST DEVELOP A TECHNICAL ASSISTANCE GROUP CAPABLE OF IMPLEMENTING NATIONAL POLICY AND OF GIVING TECHNICAL ASSISTANCE TO THE STATES.

TO MEET THE PURPOSES OF THIS PROJECT AND THE COORDINATION RESPONSIBILITIES ESTABLISHED UNDER THE ADMINISTRATIVE REFORM OF MEC, THE SECRETARY GENERAL HAS A TECHNICAL ASSISTANCE GROUP WHOSE FUNCTION ALSO IS TO STUDY THE ACTIONS OF EACH DEPARTMENT AND COORDINATE THEM. IT ALSO GIVES TO THE TECHNICAL ASSISTANCE GROUP OF EACH DEPARTMENT THE GUIDELINES APPROPRIATE FOR A COORDINATED ACTION POLICY.

WITHIN DEF, THE TECHNICAL ASSISTANCE GROUP WILL BE SUBDIVIDED INTO 6 SUB-TEAMS. FIVE OF THE TEAMS WILL EACH HAVE RESPONSIBILITY FOR A GIVEN REGION OF BRAZIL AND FOR ALL OF THE STATES WITHIN THAT REGION. THE SIXTH TEAM WILL BE RESPONSIBLE FOR THE DEVELOPMENT OF SPECIAL PROJECTS AT THE STATE AND NATIONAL LEVEL. THIS WORK WILL BE COORDINATED BY A POLICY COMMITTEE RESPONSIBLE TO THE DIRECTOR OF DEF. THE CHIEF OF PARTY OF THE SAN DIEGO STATE COLLEGE GROUP WILL BE ASSIGNED TO WORK WITH THE POLICY COMMITTEE.

WITHIN DEM, A SIMILAR ORGANIZATION WILL EXIST FOR ASSISTING THE STATES, HOWEVER THE ORGANIZATION MUST ALSO REFLECT THE DIFFERENT CURRICULA OFFERED AT THE SECONDARY LEVEL. THIS MEANS THAT SPECIFIC GROUPS WILL BE RESPONSIBLE FOR: 1) INDUSTRIAL CURRICULA; 2) COMMERCIAL AND SERVICE CURRICULA; 3) AGRICULTURAL CURRICULA - AGAIN THE WORK OF THE SUBGROUPS WILL BE COORDINATED BY A POLICY COMMITTEE TO WHICH THE CHIEF-OF-PARTY OF THE SAN DIEGO STATE COLLEGE GROUP WILL BE ASSIGNED.

AT THE STATE LEVEL, TECHNICAL ASSISTANCE WILL BE PROVIDED BY A JOINT DEF-DEM TEAM, WHICH ALSO WILL BE RESPONSIBLE FOR ASSISTING THE STATE TO DEVELOP A PLANNING TEAM, STATE PLANS, AND REORGANIZATION OF THE STATE SECRETARIAT WHEN REQUESTED.

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U.S. TECHNICAL ASSISTANCE WILL BE SUPPLIED DIRECTLY TO EACH DEPARTMENTAL TECHNICAL ASSISTANCE GROUP THROUGH A UNIVERSITY CONTRACT TEAM OF 13 MEMBERS.

ALTHOUGH THE U.S. CONSULTANTS WILL HAVE SPECIFIC ASSIGNMENTS WITHIN DEF OR DEM IT IS EXPECTED THAT THE SERVICES OF EACH CONSULTANT WILL BE MADE AVAILABLE TO THE OTHER DEPARTMENT AS NEEDED.

COORDINATION OF THE WORK OF THE DEPARTMENTAL GROUPS WILL BE ASSURED THROUGH THE FOLLOWING:

- 1) GUIDANCE GIVEN BY THE SECRETARY GENERAL AND THE DIRECTORS OF DEF AND DEM.
- 2) FREQUENT JOINT MEETINGS AND CLOSE WORKING RELATIONSHIPS BETWEEN THE GROUPS PROVIDED FOR IN THIS PROJECT PROPOSAL AT THE SECRETARIAT GENERAL, IN DEF AND DEM.
- 3) THE FIVE U.S. CONSULTANTS ASSIGNED TO THE SUB-UNITS WITH REGIONAL RESPONSIBILITY WILL BE ASSIGNED TO BOTH DEF AND DEM FOR THIS PURPOSE.
- 4) THE U.S. CONSULTANTS EMPHASIZING INDUSTRIAL, COMMERCIAL AND AGRICULTURAL EDUCATION WHILE PRIMARILY ASSIGNED TO DEM WILL ALSO BE ASSIGNED TO DEF FOR THE PLANNING THE PRACTICAL ARTS PORTIONS OF FUNDAMENTAL EDUCATION.

WHEN THE PROJECT IS FULLY OPERATIONAL THE TECHNICAL ASSISTANCE GROUPS OF DEF AND DEM WILL EACH NEED TO CONSIST OF AT LEAST 30 MEMBERS, WITH SUBSTANTIAL SUPPORT STAFF AND WITH SUFFICIENT FUNDS TO PERMIT FULL-TIME WORK, ADEQUATE SALARIES TO ATTRACT HIGHLY QUALIFIED PERSONNEL AT THE STATE AND NATIONAL LEVELS, AND SUFFICIENT FUNDS TO PERMIT FREQUENT TRAVEL TO THE STATES.

MEC WILL BE RESPONSIBLE FOR IDENTIFYING THE 16 STATES TO BE GIVEN MAJOR ASSISTANCE. IT IS EXPECTED THAT ALL STATES REQUESTING TECHNICAL ASSISTANCE WILL BE GIVEN SUCH ASSISTANCE TO THE EXTENT POSSIBLE; HOWEVER, PRIORITY WILL BE GIVEN TO THE 16 STATES JUDGED BY MEC TO BE MOST CAPABLE OF IMPLEMENTING THE ACTIVITIES RELATED TO THIS PROJECT.

2. IMPLEMENTATION PLAN

SINCE A DETAILED IMPLEMENTATION SCHEDULE IS PROVIDED IN SECTION D - PROJECT INPUTS AND SECTION C - PROJECT OUTPUTS THIS SECTION WILL BE DIRECTED AT CRITICAL ELEMENTS OF THE IMPLEMENTATION PLAN NOT COVERED IN THOSE SECTIONS.

AS A RESULT OF A PREVIOUS PROJECT DEF ALREADY HAS ESTABLISHED ITS TECHNICAL ASSISTANCE GROUP. IN THE CASE OF DEM, THE FIRST STEP UNDER THIS PROJECT WOULD BE THE CREATION OF ITS INTERNAL TECHNICAL ASSISTANCE GROUP. THIS CAN BE DONE BY MODIFYING AN EXISTING GROUP. THE NEXT STEP WOULD BE THE FORMAL CREATION OF A JOINT GROUP.

SINCE IT IS CRITICAL THAT THIS EFFORT BE A COORDINATED ONE, TIME WILL NEED TO BE TAKEN TO ENSURE A COMMON ORIENTATION AND AGREED UPON GUIDELINES FOR BOTH DEF AND DEM TECHNICAL ASSISTANCE.

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UNTIL SUCH TIME AS CONTRACT STAFF CAN BE INCREASED, PRESENT CONTRACT TEAM MEMBERS WOULD WORK AT BOTH LEVELS. THIS SHOULD BE FEASIBLE SINCE THE EARLY EFFORT OF DEM WILL FOCUS ON GENERAL SYSTEM PLANNING. NEEDS FOR ASSISTANCE TO DEM IN SPECIFIC AREAS WILL BE MET THROUGH SHORT TERM CONSULTANTS UNTIL A FULL COMPLEMENT OF STAFF IS AVAILABLE.

WITH A COORDINATED PROGRAM A COORDINATED WORK PLAN FOR EACH YEAR MUST BE DEVELOPED. THIS IS PROVIDED FOR IN SECTION C. THE WORK PLAN, KNOWN TO BOTH GROUPS WILL THEN BE THE BASIS FOR IMPLEMENTATION OF THE PROJECT.

THIS PROJECT IS RELATED TO EXISTING AND PROPOSED SECTOR LOANS IN THE FOLLOWING WAYS:

- 1) THROUGH STRENGTHENING THE PLANNING AND ADMINISTRATIVE CAPACITIES OF STATE SECRETARIATS, THE PROJECT WILL, AS MENTIONED EARLIER ACT AS A "PRE-INVESTMENT" ENDEAVOR, ASSISTING STATES TO QUALIFY FOR PARTICIPATION IN LOAN FUNDED ACTIVITIES. AT THE SAME TIME THE STRENGTHENED ADMINISTRATIVE CAPACITY SHOULD IMPROVE LOAN IMPLEMENTATION ACTIVITIES.
- 2) SECTOR LOANS I AND II ARE DIRECTED AT ASSISTING MEC TO IMPLEMENT EDUCATION REFORM BUT MUCH OF THE DETAILED PLANNING OF NATIONAL AND STATE PROJECTS TO ASSIST IN THE IMPLEMENTATION WILL TAKE PLACE THROUGH THE EFFORTS OF THE NATIONAL AND DA GROUPS WORKING WITH STATE PLANNING TEAMS.
- 3) THE PROPOSED GRADUATE AND TEACHER EDUCATION LOAN PROVIDES SUPPORT FOR THE DEVELOPMENT OF PROGRAMS TO TRAIN EDUCATIONAL PLANNERS AND ADMINISTRATORS AT THE GRADUATE LEVEL. UNDER THIS PROJECT PROPOSAL MEC WILL ASSIST IN INITIATING SUCH PROGRAMS.
- 4) THE STUDY AND REVISION OF TEACHER EDUCATION PROGRAMS AND THE DEVELOPMENT OF A CAREER STRUCTURE FORESEEN UNDER THIS PROJECT WILL BE DIRECTLY RELATED TO IMPROVED STAFFING OF SCHOOLS TO BE CONSTRUCTED THROUGH THE SECTOR LOANS AND WILL COMPLEMENT STAFF TRAINING ACTIVITIES TO BE UNDERTAKEN THROUGH THE LOAN.
- 5) AS THE PARTICIPANT TRAINING ACTIVITY FORESEEN IN THE LOANS DEVELOPS IT MAY BE POSSIBLE TO REDESIGN THE PARTICIPANT TRAINING INPUT PROJECTED FOR THIS PROJECT.

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INPUTS:

U. S.

1. Long-term consultants.
2. Short-term consultants.
3. U.S. Direct hire personnel.
4. Participant training
 - a. Long-term
 - b. Short-term
5. Educational materials
6. Local direct-hire personnel.

BRAZIL

GOB:

1. Education technicians.
2. Support staff.
3. Finance for allowances, travel supplies.
4. Support for state planning teams.

STATES:

1. Education technicians.
2. Support Staff.
3. Finance for allowances, travel, supplies.

Implementation Schedule:

1. FY 72-9 M.Y.; FY 73-74-13 M.Y.; FY 75-76-10 M.Y.; FY 77-5 M.Y.
2. FY 72-75-24 M.M.; FY 76-18 M.M.; FY 77-6 M.M.;
3. FY 72-76-2 M.Y.; FY 77-1 M.Y.
4. FY 72-FY 76: 75 for M.A.'s; 25 for one-year, non-degree study.
FY 72-FY 77: 105 study-tour participants.
5. FY 72-76 : \$ 5000 a year
6. FY 72-76 : technicians-3 M.Y.; secretaries-4 M.Y.;
FY 77 : technicians-2 M.Y.; secretaries-2 M.Y.

GOB

1. 1972-38; 1973-44; 1974-54; 1975-1977-60
2. 1972-1977: 14 M.Y. per year
3. Cr\$ 300,000 per year.
4. An average Cr\$ 1,500,000 per year.

STATES

1. Average 6 man-years per state per year.
2. Average 3 man-years per state per year.
3. Average Cr\$ 25,000 per state per year.

Assumptions:

1. San Diego State College Foundation can provide the desired number and type of consultants.
2. Suitable candidates for overseas training can be located.
3. USAID grant funding will be sufficient to provide the project inputs needed.
4. GOB procedures and salary structure will permit employment of high quality technicians.
5. State procedures and salary structure will permit employment of high quality technicians.
6. GOB will supplement state team salaries as necessary and underwrite appropriate expenses of states.

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GOAL: Improve efficiency and effectiveness of fundamental and secondary education systems within Brazil.

Measures of Goal Achievement:

1. Reduction in average number of student years to produce graduate.
2. School system serves larger percentage of school age group.
3. Improved graduate quality.
4. Reduction in percentage unqualified teachers.
5. Implementation education reform act.
6. Reorganization of State secretariate.
7. Coordination of state and municipal systems.
8. Periodic review of state educational programs leading to revision.

Important Assumptions:

1. States will revise curriculum.
2. States will implement reform law
3. States will finance needed improvements.
4. States will establish promotion requirements linked to revised curriculum.
5. States will utilize TA.
6. States will conduct staff training programs.
7. States will reorganize education system in coordination with municipalities.
8. States will conduct annual reviews.

PURPOSE: Develop improved planning and administrative capacity within MEC and at least 16 state secretariats of education for Fundamental and Secondary Education.

Conditions at End of Project

1. DEF and DEM each have staff of 30 capable of developing national education plans and giving technical assistance to states in educational planning and administration.
2. Secretary-General's office, MEC, coordinates DEF and DEM.
3. Existence in at least 16 states, with respect to school education of:
 - (a) an effective administrative organization.
 - (b) a competent educational planning unit.
 - (c) a comprehensive, multi-year educational plan.
 - (d) effective implementation of plan
 - (e) an effective school supervision system.

1. MEC continues to focus on administrative reform and integrated planning.
2. State Secretariats interested in improving planning and administration.
3. Sufficient qualified staff to fill key federal and state posts.
4. Education remains a GOB priority.
5. DEF and DEM coordinate effectively.

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OUTPUTS:

1. Returned participants employed in key posts.
2. Viable state education plans completed and revised.
3. Organized and expanded MEC TA groups.
4. State planning teams given permanent status.
5. Reorganized state secretariats.
6. MEC review of state plans.
7. Short courses in educational planning.
8. Annual work plan for MEC TA groups.
9. Annual plan for participant training.
10. Guidelines for education planning, administration, etc.
11. Periodic evaluations by MEC.
12. Revision of teacher education programs.
13. Development of courses for educational planners and administrators.
14. Development of state supervisory systems.

Magnitude of outputs:

1. From 1972-1977, returnees include 75 M.A.'s; 25 persons with one-year, non-degree study; and 120 study tour participants.
2. 1972-6; 1973-4; 1974-4; 1975-2, with revisions each succeeding year
3. 1972-38; 1973-6 added; 1974-10 added; 1975-6 added.
4. 1972-3; 1973-2; 1974-2; 1975-3; 1976-3; 1977-3.
5. 1973-2; 1974-4; 1975-4; 1976-4; 1977-2.
6. 22 plans reviewed each year.
7. 1972-1; 2 each year thereafter.
8. One each year.
9. One each year.
10. 1972-planning(1); 1972-administration(1); 2 manuals each year thereafter.
11. Annually.
12. Completed in 1973-74.
13. 1973-Courses in 2 universities; 1974-in 3 additional universities.
14. Progressively.

Assumptions:

1. Returned participants well-trained.
2. Returned participants will be employed in key positions.
3. States appoint qualified people to planning teams.
4. States can produce sound plans with TA.
5. States will continue to revise and improve plans.
6. MEC will have sufficient funds to expand TA groups.
7. MEC will reorganize TA groups to meet responsibilities.
8. U.S. technicians can give effective TA.
9. MEC personnel can give effective TA.
10. State governments will formally establish planning groups.
11. State secretariats willing to reorganize.
12. Reorganization will increase efficiency.
13. MEC can offer short courses on planning.
14. MEC capable of developing and printing manuals and guidelines.
15. MEC continues educational reform.
16. MEC improves capacity to work with teacher education programs.
17. Sufficient funds for realistic teacher salaries.
18. Needed education planners and administrators can be developed in Brazil.
19. Universities interested in developing courses for educational planners.
20. System of educ. supervision will be developed in states.
21. States can finance supervisory system.

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SUBJ: REVISED NON CAPITAL PROJECT PAPER (PROP) FOR PROJEC
296.1 - EDUCATION ADMINISTRATION AND PLANNING

REF: STATE 216980

IN ACCORDANCE WITH ACTION SUGGESTED REF CABLE, MISSION SUBMITS
FOLLOWING ANNEX:

A. COORDINATION WITH OTHER DONORS:

AT PRESENT TIME NO OTHER DONORS HAVE CLOSELY RELATED PROJECTS.
ONE WHICH HAS SOME RELATIONSHIP IS UNDP PROJECT FOR TRAINING
TEACHERS THROUGH CENAFOP, A DEM AGENCY IN SAO PAULO. CONTACT
WILL BE MAINTAINED THROUGH DEM AS HIS PROJECT DEVELOPS TO
ENSURE NO DUPLICATION OF EFFORT OCCURS.

IT IS PLANNED THAT, WHEN APPROVED, COPIES OF PROP WILL BE
DISTRIBUTED TO OTHER ASSISTANCE AGENCIES. COVER MEMO WILL SUGGEST
THAT, SHOULD OTHER AGENCIES DEVELOP RELATED PROJECTS, WE EXPLORE
WAYS OF COORDINATING EFFORT TO MUTUALLY REINFORCE EPROJECT
GOALS. IF DURING LIFE OF PROJECT

IT BECOMES APPARENT PROGRAMS
OF OTHER DONORS CAN REPLACE SOME ELEMENTS OF THIS PROJECT.
IT WILL BE REDESIGNED TO TAKE ADVANTAGE OF THIS FACT.

B. ASSURANCE GOB WILL BE ABLE TO SUPPORT EDUCATION ESTABLISH-
MENT CREATED WITH ASSISTANCE OF PROJECT:
THIS PROJECT IS ESSENTIAL TO IMPROVEMENT OF EDUCATION IN BRAZIL.
WHETHER OR NOT ANY LOAN FUNDS ARE EXPENDED. LOAN FUNDS MAKE
IMPLEMENTATION OF A PLANNED PROGRAM FOR IMPROVEMENT AND

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EXPANSION OF EDUCATION MORE FEASIBLE AND MORE ABLE TO ATTACK A LARGER NUMBER OF VARIABLES THAN WOULD OTHERWISE BE POSSIBLE. PLANNING AND ADMINISTRATIVE REFORM ARE JUST AS ESSENTIAL TO WISE USE OF BRAZILIAN RESOURCES, WHICH WILL BE 90 TO 95 PERCENT OF TOTAL AMOUNT SPENT ANNUALLY FOR BRAZILIAN EDUCATION, AS FOR WISE USE OF LOAN FUNDS. ANY STATE WHICH PARTICIPATES IN LOAN-FUNDED IMPLEMENTATION ACTIVITIES WILL BE EXPECTED TO PROJECT ITS REVENUE AND EXPENDITURE PROGRAM FOR FIVE YEARS TO DEMONSTRATE IT WILL HAVE FINANCIAL CAPACITY TO SUPPORT EXPANDED AND IMPROVED SYSTEM.

PROJECT INPUTS ARE ALSO DIRECTED TOWARD IMPROVEMENT IN GOVERNMENTAL INFRASTRUCTURE AT STATE LEVEL. IT IS BELIEVED IMPROVEMENT AT THAT MANAGEMENT LEVEL IMPLIES BETTER UTILIZATION OF HUMAN AND FINANCIAL RESOURCES.

C. ROLE OF INNOVATIVE ACTIVITIES:

THE PROJ IS PRIMARILY DIRECTED AT CREATING INFRASTRUCTURE THROUGH WHICH EDUCATIONAL SYSTEM CAN BE CONTINUOUSLY STUDIED, THROUGH WHICH PLANS FOR EXPANDING AND IMPROVING SYSTEM CAN BE DEVELOPED, AND THROUGH WHICH SOUND ADMINISTRATION WILL PERMIT PLANS TO BE IMPLEMENTED EFFECTIVELY. THESE ACTIVITIES ARE, IN A REAL SENSE, INNOVATIVE. HOWEVER IT IS EXPECTED THAT, IN PROCESS OF ASSISTING STATES IN PLAN DEVELOPMENT, NEW APPROACHES TO EDUCATION WILL BE CONSIDERED AS ONE OF ALTERNATIVES. IN FACT MEC IS ALREADY ESTABLISHING AGENCY TO COORDINATE EVALUATION OF VARIOUS EDUCATION TECHNOLOGIES AND TO PLAN FOR IMPLEMENTATION OF TECHNOLOGIES SUITABLE FOR BRAZIL. THIS IMPLEMENTATION WILL BE PRODUCT OF EVALUATION PROCESS AND NOT AN ISOLATED IMPLEMENTATION. ACTUAL IMPLEMENTATION OF NEW TECHNOLOGIES HAS BEEN FORESEEN AND SECTOR LOAN II, AS WELL AS PROVIDING FINANCING, REQUIRES ACTION IN THIS RESPECT.

D. EXTENT TO WHICH PROJECT IS ATTUNED TO PROJECTED BRAZILIAN MANPOWER REQUIREMENTS:

ONE ELEMENT OF EDUCATION REFORM LAW (5692, AUGUST 1971), ARTICLE 5, SECTION 2, B., REQUIRES THAT TYPE OF VOCATIONAL TRAINING OFFERED IN SECONDARY SCHOOLS BE IN CONSONANCE WITH NEEDS OF LOCAL AND REGIONAL LABOR MARKET AS DISCOVERED THROUGH PERIODIC SURVEYS. DEM HAS ALREADY ASKED THAT ONE TECHNICAL ASSISTANT BE SKILLED IN SUCH SURVEY WORK. IT IS THEIR RESPONSIBILITY TO CARRY OUT, WITH LOCAL AND REGIONAL ASSISTANCE, LEGALLY MANDATED SURVEYS. WHILE NO ONE CAN GUARANTEE SECONDARY SCHOOL GRADUATES WILL FIND JOBS WAITING FOR THEM, THIS PROBLEM OF RELATING TRAINING TO LOCAL AND REGIONAL NEEDS HAS BEEN FORESEEN AND IT IS EXPECTED THAT ATTEMPT TO RELATE TRAINING TO MANPOWER NEEDS WILL BE ONE

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OF REVOLUTIONARY ASPECTS OF IMPLEMENTATION OF NEW EDUCATION PROGRAM.

E. TIME FRAME OF ACTIVITIES INCLUDED IN PROP:

TIME FRAME ESTABLISHED FOR ACTIVITIES IN THIS PROP REPRESENTS MISSION'S BEST JUDGMENT, CONCURRED IN BY GOB, OF AMOUNT TIME NEEDED TO ACHIEVE GOALS OF PROJECT. MEC IS UNDERGOING ADMINISTRATIVE REFORM DESIGNED TO BRING IT TO GREATER FUNCTIONAL EFFICIENCY. AS PART OF ITS EFFORT IT HAS ASKED FOR TECHNICAL ASSISTANCE TO HELP ITS PERSONNEL ACHIEVE HIGHER LEVELS OF EFFICIENCY IN THEMSELVES, GIVING TECHNICAL ASSISTANCE TO STATES IN EDUCATIONAL PLANNING AND IN REVISING STATE ADMINISTRATIVE STRUCTURES. THESE SKILLS REQUIRE A CHANGE IN ATTITUDE AS WELL AS GREATER KNOWLEDGE AND THIS TAKES TIME. AT SAME TIME A NEW PHILOSOPHY OF EDUCATION EXPRESSED IN REFORM LAW IS BEING DEVELOPED AND IMPLANTED. SHORTEST ESTIMATE FOR IMPLANTATION THIS SYSTEM GIVEN BY MEC IS TEN YEARS. TIME FRAME ESTIMATES USED HEREIN BASED ON PAST SIX YEARS OF EXPERIENCE WITH THIS PROJECT AND ON EXPANDED OBJECTIVES OF PROJECT. SHOULD ESTIMATES USED HEREIN PROVE PESSIMISTIC AND MEC AND STATES DEVELOP NEEDED CAPACITY MORE QUICKLY, TIME FRAME WILL BE REVISED.

F. ALTERNATE STAFFING PATTERNS:

ADEQUATE TECHNICAL ASSISTANCE IS CRUCIAL TO SUCCESS THIS PROJECT. AMOUNT SUGGESTED IN PROP WAS JOINTLY AGREED TO BY USAID/RS AND GOB AFTER CONSIDERATION OF EXTENSIVENESS OF GOALS OF PROJECT, ACTIVITIES RELATED THERETO, AND RELATIONSHIP THIS PROJECT TO GOB IMPLEMENTATION PROGRAM OF \$164 MILLION, PARTLY FINANCED BY LOAN FUNDS. TO REDUCE THIS TECHNICAL ASSISTANCE INPUT BY MORE THAN FIFTY PERCENT, AS SUGGESTED, WOULD REQUIRE COMPLETE REDESIGN OF PROJECT. ALTHOUGH COORDINATED DEF-DEM ACTION HAS BEEN MAJOR OBJECTIVE OF USAID AND GOB, IT WOULD SEEM UNWISE TO SPREAD SUGGESTED REDUCED LEVEL OF TECHNICAL ASSISTANCE TO TWO DEPARTMENTS. BETTER COURSE OF ACTION WOULD CONCENTRATE THAT ASSISTANCE IN ONE DEPARTMENT AND RETREAT FROM ATTEMPT TO AFFECT THE WHOLE SYSTEM. MISSION SEES NO WAY TO IMPLEMENT THIS PROJECT, AS PRESENTLY DESIGNED, USING REDUCED LEVEL OF TECHNICAL ASSISTANCE SUGGESTED.

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