

PD-AAA-333-C1

Contract No. AID-1a-332

Rio de Janeiro,
March 7th, 1967

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USAID - BRAZILIAN SECONDARY EDUCATION TEAM -

FIRST ANNUAL REPORT

I - Introduction

This report covers the first year's operation of the secondary education project, conducted jointly by the Brazilian Ministry of Education and USAID/Brazil, the latter through a contract with the San Diego State College Foundation (acting in this case as the contracting agent for the California State Colleges). The contract states the following:-

" The object of this project is to provide the counsel and advice of persons experienced in state-wide secondary education planning who will work with a Ministry - sponsored team of Brazilian educators in order to:-

1. - Develop secondary education plans for at least six important states, which can serve as models to other states;

2. - Train state people in the process of secondary education planning; and

3. - Train a corps of Federal Ministry of Education officials who are responsible for the nation-wide secondary education system, in the process of assisting states in their planning procedures. "

The general provisions of this contract were developed in September, 1965, and the contract executed on December 1, 1965. By that date, the California State Colleges had nominated the following four men from its various faculties to serve as the contract team in Brazil:-

Dr. Albert Hamel
California State College at Long Beach

Dr. Floyd L. Mullinix
Sacramento State College

Dr. Rudolph F. Sando
California State College at Los Angeles

Dr. Manfred H. Schrupp (Chief of Party)
San Diego State College

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The Chief of Party arrived in Brazil on January 4, 1966, the other three about February 1. The six-member elementary team from the State University of New York arrived at about the same time; many initial orientation activities were done jointly by the two teams.

It had been assumed that by the time the secondary team arrived in Brazil, the Ministry of Education would have completed necessary arrangements for the operation of the project, including the appointment of counterparts, providing office quarters and equipment, informing various states about the project, etc. On the basis of this assumption, the contract included the following provision:-

Within ninety (90) days after their arrival in Brazil the Contractors, working closely with their Brazilian team members and with the Ministry of Education, will be responsible for producing a work plan outlining in detail the steps to be taken over the remaining months to achieve the objectives of the project. During this initial ninety (90) day period the contract team members will to the extent possible familiarize themselves with the overall educational situation with particular reference to the secondary level. They will gather available statistical and background data and apprise themselves of the talent available in the Ministry of Education and Culture and other national agencies. They will then travel to not fewer than six states and during the time of approximately five working days in each state form judgements concerning the quality and quantity of state-wide educational planning done to that time and the staff available for planning activities in each secretariat. "

For a number of reasons, this work plan was not completed until six months after the contract team arrived in Brazil. Among the problems which prevented an earlier completion of this Phase I report were the following:-

- (1) While two counterparts had been appointed when the team arrived in Brazil, the other two were appointed in March and May, and one of the original counterparts was not cleared for full-time service until September 23.
- (2) The team moved into permanent office quarters on July 14. Makeshift arrangements before that were not conducive to effective operation.
- (3) The first announcement of this project to state officials was made at the Second National Conference on Education, held in April. Following the conference, letters were sent by Dr. Gildasio Amado, Director of Secondary Education in the Ministry of Education, to ten selected states, informing officials in these states about the availability of help from this team, and inviting their co-

operation . By the end of May, five states had replied favorably.

(4) Language instruction, on a four-hour-a-day, five-day-a-week basis continued until the end of May.

For these and other reasons, the first official visit to a state was not completed until the first week of June, and to the sixth and final state until the first week of August. The final report for this first phase, including the work plan called for in the contract, was completed on August 11, 1966.

The balance of this annual report will summarize general activities of the team during the first year, present an analysis of procedures (and of problems) in each of the six states in which we are now working, outline briefly plans for the second contract year, and finally, present an evaluation of our operation to date.

It should be noted that starting with January, 1966, monthly reports have been prepared detailing activities, problems and evaluations for that month, and objectives for the next month. These reports have been distributed to appropriate officials of USAID/Brazil and of the California State Colleges. In addition, the Phase I report summarized activities during the first six months, and set plans for the future. Most of what is contained in this annual report will of necessity be a repetition of material contained in previous reports, but usually in more summary form.

II - Phase -I Activities

The term "Phase I " has been used to designate the period covering approximately the first six months of the project, and culminating with the presentation of the Phase I report, previously mentioned. Many of the activities during this phase have been continued until now (and probably will continue into the second contract year). Nevertheless, the general orientation at that time shifted from exploratory activities to activities specifically designed for the eventual development of effective state plans.

Some of the major activities and accomplishments during this first phase are summarized below:-

(1) Four Brazilian educators of exceptional ability were appointed through the Ministry of Education to serve on the team. These are:-

Professor Geraldo Bastos Silva

Professor Pery Porto

Professor Theodolindo Augusto Cerdeira

Professor Vicente de Paulo Umbelino de Souza (Chief of Party)

The total group, four from Brazil and four from California, were officially designated as EPEM --Equipe de Planejamento do Ensino Médio (Planning Team for Secondary Education). A comment from the Phase I report bears repeating here: "... The eight-man team has developed into an integrated, smooth-functioning unit, ready to operate effectively, toward the accomplishment of its assigned tasks."

(2) Until the team was moved into its present quarters in Copacabana, meetings were held most afternoons in a conference room at the Ministry. These meetings served to develop common understandings, outline tentative plans for future operations, and orient the California component to Brazilian education and educational problems.

(3) On invitation of appropriate state officials, team members visited six states and developed tentative working relations with each. Subsequently, each state was assigned to a two-man "task group" from EPEM. The task group was to assume primary, but not total responsibility for the activities in the state. The six states, with the task group assigned to each, are as follows:-

Bahia	.....	Cerdeira and Hamel
Guanabara	.....	Bastos and Mullinix
Minas Gerais	.....	Fôrto and Sando
Pernambuco	.....	Cerdeira and Hamel
Rio Grande do Sul...		Fôrto and Sando
São Paulo	.....	Bastos and Mullinix

(4) Visits were made to a number of secondary schools as well as to other educational agencies. In addition, representatives of various agencies met with the team during this period.

(5) A number of documents were developed, designed to facilitate the compilation and analysis of data, guide educational planning, describe the purposes and operating rationale of EPEM, etc. In addition, a wide variety of resource materials was collected; some of particular pertinence was duplicated for distribution to state teams.

(6) Through a variety of procedures, cooperative working relations were developed with the elementary team. These relations were, of course, facilitated when the two teams jointly occupied office quarters. It became apparent, however, that this cooperation would have some limitation, because the basic assignments of the two teams differed.

(7) Undoubtedly, the most important and pervasive accomplishment during this six-month period can be described effectively by contrasting the status of the project between the beginning

and the end of the period. In February, four California professors were newly arrived in Brazil with little language competence, concepts about Brazilian education which were vague at best, future operational plans understood in only very general terms, and without the states being alerted to the existence of this project. Only two Brazilian counterparts had been appointed (and these on a part-time basis), no office facilities were available, no secretarial help provided. Six months later, a fully integrated eight-man team was operating full time in adequate quarters, two bilingual secretaries and a typist were at work, tentative working arrangement had been completed with six states, a large number of pertinent documents had been collected and others prepared, and most important, there was general agreement on our purposes and on our future operational plans. Phase I took twice as long as originally planned; in retrospect, it is now evident that this was time well spent.

III - Phase II Activities

Many of the same general activities carried on during Phase I were continued into Phase II. There were many conferences of the total team or of smaller groups, covering a wide range of topics. Additional documents were collected and analysed. Visits to the states were generally preceded and followed by briefing and reporting sessions involving the entire team.

The most significant and time-consuming activity in the office was the compilation and analysis of a wide variety of data about secondary education. Various forms were developed for recording data. It was first assumed that EPDM would do analyses for Brazil as a whole, and that with the experience thus gained, and using the results as a model, team members could then help state teams in comparable analyses of their own data. But it has become apparent that many states lack essential data, or simply do not know where to find it. Even a document as basic as the "Sinopse, Estatística do Ensino Médio", published annually by the Ministry, is seldom available for more than the last two or three years. (The only copies back to 1955 available to EPDM are the private property of a team member). Thus, the compilation and analysis of data for a five or ten year period, essential for making projections, would be impossible. Therefore, during the last several months, team members have been doing some of these compilations for individual states. Several hundred man-hours have been spent at the two electric calculators in the office, and the task is not yet completed.

During the latter part of December and into January, a statistician from IBGE was employed to help develop additional enrollment projections. In view of the fact that a full-scale analysis requires various forms totalling about 150 pages, more such help is crucial.

As previously stated, Phase I consisted of certain exploratory activities, including a visit to each of six states, and

the compilation of a report outlining future plans. In view of the basic purpose of this project, these plans necessarily focused primarily on working directly with the states to help develop plans for secondary education. On August 31, four members of EPDM left for a three-day visit to Belo Horizonte -- the first "re-visit" of a state, thus initiating Phase II of the project.

In the 34-week period from May 30 to January 21, EPDM made 36 official visits to various states. These visits totaled 104 days, and 378 man-days. Stated in another way, on about 60% of the working days during this period, representatives from EPDM were working directly with the states.

These visits varied widely in terms of activities and accomplishments. At times, very little was accomplished. Occasionally, the activities seemed purposeless and frustrating, but probably served to set the stage for more meaningful later visits. In some cases, however, real progress was made.

The six states have differed greatly in their readiness to move ahead in the development of educational plans. The true picture of both the successes and the failures during the first year can be best obtained from the following, which summarizes the activities, accomplishments, problems, current status and prognosis for each of the six states. These state reports were developed by the two-man "task groups" assigned primary responsibility for each state, as explained on page 4.

B A H I A :-

During 1966, five contacts (totalling 66 man-days) were made with officials from the state of Bahia: (1) in May, the Secretary of Education discussed educational problems and planning prospects with EPDM in Rio (the Secretary then spoke in favor of a "global" -- i.e. educational, transportation, health -- approach to planning, whereas EPDM explained its more restricted -- i.e. medium-level educational -- assignment in planning); (2) July 4-8, six team members (30 man-days) made an introductory visit and secured the appointment of a "state planning team"; (3) September 12-14, four members (12 man-days) made an exploratory visit, but not so much with the "state team" as with a "regional team" (the Secretary persisted in the global approach, geographically; while EPDM continued to press for state-wide, medium-level educational planning per se); (4) from September 23 to October 5 two members (16 man-days) made a field trip to the interior of Bahia with two members of the "regional team" in order to be familiar with what was regarded as "typical" of the majority of municipios so that, when Bahia was ready for state-wide planning and regional implementation in "ensino medio", EPDM would have a more realistic concept of interior conditions; (5) on November 28 and 29, four members (8 man-days) made a supervisory visit to see when the "state team" would be ready for a working session and whether or not state-wide plus regional planning could be done at the same time. Negotiation on these important preliminaries will need to continue, hopefully with success by March or April 1967.

To date, these two different planning teams (state and regional), as well as the Conselho, have received vigorous leadership from the Secretary of Education. Since the present administration in Bahia has given priority to the "regional approach" to planning, the state-wide group (in medium-level education) should be able to begin its vital part only after CONTAP funds are available.

EPEM work in Bahia, compared to some other more productive states, has been more deliberative and exploratory. This priority of "process" rather than "product" has been due, in part, to governmental flux, financial limitations, and honest differences of opinion within the power structure as involving educational planning. The all-important foundation work, however, is beginning to develop satisfactorily.

The exploratory phase should terminate soon after the governor-elect has taken office in 1967 and immediately after CONTAP funds have released 4 to 8 able members of the state planning team for full-time work. Then, EPEM will be able to begin with the all-important second phase: namely, the collection of relevant data toward the determination of goals and priorities. Later in the year, EPEM and the state-wide group should be able to coordinate this work with that of the regional group, toward meeting more discrete, regionally pertinent needs. EPEM has not yet progressed far enough in Bahia to make even a calculated guess as to when implementation may start.

GUANABARA: -

Twelve meetings were held between EPEM and education officials of the State of Guanabara from June 1 to December 31, 1966, as follows:-

1 - The first week in June, 4 members of EPEM met with the Secretary of Education to discuss objectives and solicit cooperation and involvement of state personnel.

2 - June 6, all members of EPEM met with the Secretary of Education and the Council of Education. At this meeting a planning committee (steering) was appointed and agreement was reached that technicians (hereafter called the Working Group) would soon be appointed.

3 - June 22, two members of EPEM met with the Planning Committee to encourage the appointment of the Working Group at the earliest possible date.

4 - June 28, two members of EPEM met briefly with the chairman of the Planning Committee to arrange for an initial conference with that Committee.

5 - July 11, five members of EPEM met for the first time with the Working Group to discuss and formulate procedures with respect to data collection and to assess the relevance of available data.

6 - July 12, six members of EPEM met with the Working Group and continued to explore the data available and best methods of collecting the data needed.

7 - July 13 and July 18, a continuation of the meeting of July 12.

8 - September 15 - Two members of EPEM met with the Working Group to distribute and discuss the guidelines for educational planning, including a "Model for Educational Planning" developed by EPEM.

9 - September 26 - Two members of EPEM met with the Working Group to assess the progress to date in data gathering; also to render assistance as needed.

10 - October 21, two members of EPEM met with the Working Group. Statistical data regarding student matriculation, teachers and establishments were distributed and discussed.

11 - November 22 - Four members of EPEM and the USAID Secondary Education Development Officer met with the Secretary of Education to discuss progress to date and to persuade him to make the necessary arrangements whereby the members of the Working Group could devote more time to educational planning. A measure of success was achieved in that the Secretary agreed to free three technicians of other duties thus allowing them to devote their assigned time to educational planning.

Although progress in the State of Guanabara has been slow, the situation now perhaps permits guarded optimism for positive results in 1967 for the following reasons. First of all, an organization has been established (the Planning Committee - Steering, and the Working Committee) composed of competent and dedicated people; three technicians on the Working Committee are now in a position to devote more time to educational planning. Moreover, additional technical assistance will probably be provided through the use of CORTEAF funds. The Council of Education, along with the Working Group, has moved to Rua Riachuelo 132, where working space, although not entirely adequate, is considerably better than it was in the previous location. Perhaps most encouraging of all, the Secretary of Education has emphasized his interest in rapid development of sound educational planning for the State. With his vigorous leadership major steps can be taken in educational planning in Guanabara during the ensuing year.

During the next several months the following activities appear to be most important:-

- 1 - Continue collecting additional data, particularly as regards teachers, curriculum, buildings and finance, and analyse these data.
- 2 - Secure an agreement between the Director of Secondary Education, IEC and the Secretary of Education, State of Guanabara on the best use of COITAP funds.
- 3 - Strive for a close relationship (free-flow of ideas) between the Planning Committee, the Secretary of Education, the Council of Education, the Working Group (technicians) and other groups and individuals with responsibilities for secondary education in the State.

MINI-3 G. RAIS: -

A total of nine visits totalling 70 man-days have been made to Belo Horizonte since the first visit in June. Both that visit and a subsequent one in August were merely exploratory in nature, the second one being necessary because no action had been taken and a new Secretary had taken office.

Supervisory visits were made in September, October (two visits), November, December and January, to assist in restructure of the Committee and to aid them in the collection of data. The several meetings in January, using 18 man-days of time, were devoted to a seminar reviewing and summarizing collected data. The members of EPEN also visited the teacher training program in Betim.

After preliminary negotiations, the Secretary of Education appointed a planning committee of nine members, but of these only three now remain. A committee coordinator has since been appointed by the Secretary, and the Chairman of the Committee (a separate post) is the Chairman of the planning group of the Conselho. Other members not yet officially affirmed, have joined the group: the Federal Sectional Inspector, the Regional Inspector of Secondary Commercial schools, a representative of the "Salario-Educativo" Commission, and the Regional Inspector of IBGE. Beside the Chairman, three of the official members come from the Secretariat and one from INEP.

The following educational problems have been discussed with the Group:

- 1.- The structure and organization of the Secretariat and the Conselho and the role of each in educational planning.
- 2.- Research necessary to complete existing data.
- 3.- Alternatives for an expansion policy and qualitative improvement of the educational system of the State.

4. - Enrollments, teaching staff and school buildings.
5. - Private and public schools.
6. - Training of teachers (Faculty of Philosophy and Normal School).
7. - Establishing and installing of new secondary schools.
8. - Lack of qualified technical staff in the State Secretariat of Education to assume the responsibility of public education.
9. - Regionalization, by municipalities, of the data on hand.

The commission has collected much useful data and additional research is under way, such as a school building survey and a survey of teacher training programs.

The following are observations for the continuation of the program:-

1. - The organization of the Planning Commission and its relationship to the State Council of Education and the State Secretariat of Education should be clearly defined.
2. - Other offices should be involved in this planning, such as the Secretariat of Finance, the Council of Development, Universities, etc.
3. - With the funds of CONTAP, the salaries of the effective Commission members should be complemented, so that they might devote full-time efforts to planning.
4. - As soon as conditions are favorable, the completed preliminary documents should be shared widely.
5. - Coordination between EPEM and EATEP must be achieved in order to avoid problems in the future.

PERNAMBUCO:-

Pernambuco has been visited four times (totalling 60 man-days) in 1966: - (1) August 8-12 (by 4 members of EPEM), (2) September 14-17 (4 members), (3) November 29 to December 2 (4 members), and (4) December 12-15 (2 members). Also, in January 9-13, 1967, two members flew to Recife to attend a conference sponsored by SUDENE.

The first visit was introductory in nature; and, since the Secretary had resigned just before, the team explained its mission to the new governor, the Conselho, and administrators in the Secretariat. In the absence of a chief education officer, the Secretary

of state promised to secure a decree by the governor which would create a state-planning team. This was done. On the second visit, EPEM had introductory sessions with the new Secretary of Education and with the team appointed by the governor. Since the team did not articulate with the Conselho (nor did it have liaison with the all-important SUDENE nor with the regional offices of INEP, the University, etc.) a restructuring of the committee seemed in order.

On the third visit, an exploratory one, EPEM met with essentially the same members but of a team reorganized as follows: The five members are, by and large, experienced functionaries in the department of ensino medio. The state team has two duties: (1) To propose solutions to specific problems handed to it by the Conselho and, when appropriate, to execute (this might or might not tie in with planning); and (2) to plan middle education for the state -- as-a-whole, as well as regionally. The problem of articulation with SUDENE etc. has not yet been resolved. The 4th visit was a working session with the research and statistical department in the Secretariat.

More worthwhile working sessions will be possible in 1967 when and if the state planning team has secured the active participation of the Human Resources Office of SUDENE and has involved decision-making authorities both within and outside of education, particularly the Secretary of Education and the Chairman of the Planning Commission in the Conselho. Financial assistance for salary supplements, supplies and equipment for the state-planning team is desperately needed: to-date, no member has been given either time, payment, or facilities for his work. Considering what time these members have given to meetings, discussions, and shirt-sleeve work in spite of non-support, achievements have been remarkable.

To date, a complete set of 1955-65 data on students has been developed. Preliminary discussion has broached the problems of regionalization for data collection, identification of problems, and implementation. In 1967, after COMEP funds allow 5-8 members to work full-time on planning, rapid progress should be possible in the projection of enrollments, the analysis of data, and the development of practical regionalization schemes.

RIO GRANDE DO SUL: -

During 1966 a total of five visits were made to Rio Grande do Sul by EPEM, involving 100 man-days of time. In addition, members of the state planning team met once with EPEM in Rio (December). The purpose of the first visit in May was to establish contacts with the Conselho, the Secretary of Education, state government officials, and various educational groups. The Conselho and Secretary requested the help of EPEM and on August 11 the "State Planning Commission" was formed.

Subsequent visits in September, October, November and January were supervisory in nature and were also devoted to seminars

on planning as well as discussion of specific educational problems of Rio Grande do Sul. In November four members of EPEN and the chairman of the State Planning Commission visited eight public and private schools in the interior of the state.

The State Planning Commission operates under the direction of the Conselho. It is composed of nine members-- four assistants to the Conselho, four from the Secretariat of Education (one each from the departments of Research, Industrial Education, Elementary Education and Secondary Education), and one additional member. This was an enlargement of a group of four members previously set up by the State Council of Education.

The Planning Commission is an integrated and able group, with good leadership, which bodes well for the future. And though the Council and the Secretariat are well integrated at the technical level on the Commission, continued work will be needed to achieve the same relationship at the administrative levels.

In the four seminars (September, October, November and January) the following subjects were discussed:-

1. - The responsibilities of the State Council of Education and Secretariat of Education regarding Educational Planning and the Law of Directives and Bases.
2. - The necessity of collecting and analysing data.
3. - Problems relating to the expansion and/or improvement of secondary education.
4. - Problems related to teacher preparation, primarily quantitative .
5. - Enrollment problems by levels of education.
6. - Problems of expansion of elementary education and its consequences on secondary education .
7. - Position of the University (Faculty of Philosophy) with regard to secondary education.
8. - Problems of the location of school plants. (A plan was developed by the Commission and approved by the Council).
9. - Regionalization and timing of the 10-Year Plan.
10. - Problems relating to school buildings.

During 1966 the work has progressed very well. The group is very eager for suggestions and has collected much additional

data as a result of discussions with EPSEM. The Council members have taken a keen interest in the work of the Committee and several members, including the president, are always in attendance.

The group is at the stage of analysing the data.

The following recommendations are made for continued effective work in Rio Grande do Sul:-

1. - Improved coordination regarding the role of the Conselho and Secretariat must be achieved if the Commission's work is to be effective.
2. - Means must be provided (by COMIAP funds) to release Commission members to work full time on the planning project.
3. - EATEP must coordinate their work in assisting the planning commission of Rio Grande do Sul.
4. - This state is presently well ahead of the others in its planning efforts. Thus, it is important that all members of EPSEM be kept fully abreast of operations there, including personal visits, so that developments in this state may be reflected in the work of other states.

SÃO PAULO:-

During 1966, seven visits were made to São Paulo, totaling 31 man-days.

The first, an introductory visit, July 25-29, was made by six members of EPSEM. During the 5-day visit the group met with the Director of Secondary and Normal Education and their technical assistants; the Directors of Industrial and Agricultural Education, and called upon the State Council of Education. At the time the Council was in recess, the group was briefed on the operation of the Council by the Administrative Assistant to the President (The President had recently resigned in order to take office as Secretary of Justice). EPSEM also visited INEP, the "Fundo Estadual de Construções Escolares", and the "Centro Regional de Construções Escolares".

The members of EPSEM were received by the Secretary of Education only one day before their departure. The EPSEM proposal for state-wide planning for Secondary Education was not accepted by the Secretary at this time. Instead, he requested EPSEM to give technical assistance in four specific areas of special interest to him, as follows:-

1. - To assist in a program for the establishment of "Ginásios Orientados para o Trabalho".
2. - To assist in the reorganization of the Secretariat.
3. - To assist in the development of an organization for

supervision of Secondary Education.

- 4. - To assist in the development of second-cycle Technical Education.

The decision was reached, after correspondence between the Director of Secondary Education, MEC and the Secretary of Education of São Paulo, to limit for the present time, the activities of EPEN in the State of São Paulo to the four specific areas enumerated above. A Brazilian member of EPEN returned to São Paulo on October 6 to confirm the agreement.

On October 13 and 14, two members of EPEN met with the Secretary of Education to discuss matters relating to a program of cooperation with the Director of Secondary Education, MEC, for the installation of "Ginásios Orientados para o Trabalho".

On October 19th, two members of EPEN were in São Paulo to interview the Coordinator of the Commission working on the reform of the State Secretariat of Education. The Coordinator agreed to send a rough draft of the reorganization to EPEN for examination and recommendations. However, the documents were never received. Consequently, there have been no further contacts in regard to this special area.

From October 27 to 30, and again on November 26 and on December 15, a Brazilian member of EPEN was in São Paulo to advise the Secretariat on the program for establishment of "Ginásios Orientados para o Trabalho".

To date EPEN's efforts in the State of São Paulo have not met with great success, except in providing assistance in regard to the establishment of "Ginásios Orientados para o Trabalho". However, a coming change in Government may bring a favorable opportunity for EPEN's activities, more in line with those carried out in other states. In this regard, contacts with persons who will occupy important functions in the coming Government have already been initiated. It is considered of utmost importance that these contacts be continued with a view to future articulation of EPEN with the permanent organs of educational planning in the State of São Paulo. This should be accomplished by mid-April.

SUMMARY OF STATE ACTIVITIES : -

As can be seen from this state-by-state analysis, progress in Rio Grande do Sul was remarkable, in São Paulo nil, and in the other four states it ranged between these two extremes. Reasons for lack of progress were different from state to state; however, two basic problems were relatively common to all cases:-

- 1.- Lack of money to free able personnel for full-time work on state planning teams, as well as for other purposes.
- 2.- Political changes, with new Secretaries of Education

in four of the six states during the Phase II period.

The availability of Cr's 422,000,000 in COMEAP funds for the second contract year will quite probably change the entire pattern of operation with the states. The major share of this amount will be made available to the states in order to free competent technicians for full-time service on state planning teams, and to cover other essential costs.

IV - Plans for the Second Contract Year

In the Phase I report, a work schedule was presented for the balance (1-1/2 years) of the current contract. This schedule was concerned basically with EPDM activities in relation to each of the states, rather than with general activities. Presented below is that section of the schedule starting in December, 1966:

<u>Com- pletion Date</u>	<u>Planning Activity</u>	<u>Role of the State Teams</u>	<u>Role of E.P.E.M.</u>	<u>EPDM Goes To the States for: -</u>
Dec. 1966	Determining new data which are needed for effective planning, setting methods of collecting it, and gathering of the data	To determine kinds of data needed; to develop forms & procedures for gathering the data; to gather and compile the data	To continue the group discussions; to assist in determining the kinds of data needed; to assist in developing procedures for gathering data	3 weeks
Feb. 1967	Analysis of the data	Development of a report of the findings of the data showing needs for expansion, improvement, finance, projections, etc.	Continue the group discussions; assist in the analysis by development of appropriate tables, graphs, charts, maps, etc.	2 weeks
March 1967	Establishment of goals and priorities; preliminary development of projects implementing goals	To establish goals; to establish priorities with time schedule; to develop first implementation plans	To continue the group discussions; to review goals and priorities; to suggest implementation steps	2 weeks

April 1967	2nd group of 12-month part- icipants select- ed	To nominate persons for such train- ing	To screen and re- commend persons for this train- ing	No special trip needed
July 1967	The preparation of a state plan and the first projects for its implement- ation	To prepare the plan, to prepare some projects for its imple - mentation to secure support for the plans and its im - plementation	To assist in the preparation of the plans; to advise on projects and assist with their implement- ation; to suggest ways of coordination between the study team and the power structure	2 weeks
Dec. 1967	Implementation and evaluation of the state plan; pre- paration of the final report of EPFM	Evaluation of the state plan and reform- ulation	Assist in the evaluation; to pre- pare the final report of the project	As needed

This schedule seemed a reasonable one in August, 1966. Several factors have made it difficult or impossible to implement in all the states. In only one state will an analysis of the data be well along by February, 1967. However, several other states are nearly up to schedule, and with help of CONTAP funds, work should proceed more rapidly, and the above schedule, at least in general terms, should prove workable. By May 1, it is expected that a more realistic schedule will be available.

Besides the continuing work with state teams, as indicated by the above schedule, other activities will include:-

1. - Continued collection and analysis of Brazil-wide data
2. - Conferences of representatives of all six states, probably in Rio de Janeiro. The purpose of these conferences will be to provide an opportunity for state teams to exchange information, and for EPFM to discuss with these representatives matters of common interest.
3. - As some states develop a greater measure of self-sufficiency, similar projects may be started in new states, as recommended in the Program Agree - ment and the Contract.
4. - As basic plans are developed in each state, it is clearly evident that new problems will be discovered and additional projects established to resolve these problems. It is intended that major effort be devoted only to such of these special projects as

contribute significantly to the basic purpose of developing plans for secondary education.

- 5.- The availability of CONTAP funds should make it possible to initiate special research and development projects at the federal level, as well as within the states.
- 6.- Most important, actual "plans" should be completed in all states currently involved in the project. These plans should be in a form appropriate to the Federal Council of Education. However, state planning teams must be encouraged to consider these plans as interim, and to consider the planning process as a continuous one.
- 7.- It is planned to have two replacements for current team members on board no later than September 1, 1967, and two more by February 1, 1968. Thus there will be sufficient overlap to facilitate continuing progress.

EVALUATION

In retrospect we can more clearly see and analyse the conditions which have tended to impede our progress during the first year. As we look forward we can also see that some of the conditions which have created problems and thus tended to slow down progress, no longer exist -- still others persist and are likely to be factors to contend with during the ensuing months. Some of the conditions which have, in varying degrees, impeded progress during the past year are as follows:-

1 - We were late getting started with an effort of the full 8-man team. First of all the four American team members were involved in language instruction 4 hours per day until the end of May, and general orientation required many additional hours during this period, thus limiting the time that could be spent on the project. Furthermore, the Brazilian counterparts were not in a position to devote full-time to the project. Only two of the members had been appointed by February 1 -- one of whom was not cleared for full-time service until September. The other two members were not appointed until March and May respectively.

2 -Members of the State Planning team have not been able to devote their full-time and efforts to educational planning. Typically, a member of a State Planning Team is employed one-third to one half time (12 - 20 hours per week) by either the Secretariat or the Council of Education and holds at least one additional position for pay. The commitment to the planning team has not decreased accordingly his other job responsibilities -- in fact in so many instances, what little time can be spent in educational planning becomes "the labor of love". This condition is very likely to persist until ad-

ditional funds can be channeled into the planning effort.

3 - The dynamics of politics (frequent changes in personnel) in the States has contributed to stops and starts, changes in direction, and even indecision with respect to educational planning. By the end of March 1967, there will have been a change in the Governors in 4 of the 6 states in which we are working; the Secretary of Education will have changed at least once in 5 of the States. Hopefully, the present Governor in the respective states will remain in office for the next 2 - 4 years. However, it is doubtful that the same tenures will be enjoyed by the present Secretaries of Education.

4 - It is felt that EPEM has not had sufficient contact with the Federal Council of Education. It might also be said, although perhaps of lesser importance, that we should strive for closer relationships with the Ministry of Planning, SPBA, Grupo de Coordenação do Setor de Educação and IBGE (Serviço de Estatística da Educação e Cultura).

5 - The concept of our role was not made entirely clear. For instance, although the general purposes of the project had been explained to representatives of the California State Colleges and were reflected again, in very general terms, in the contract, there were items in the Program Agreement with the Government of Brazil that were not reflected in the contract. While this confusion resulted in no serious problems, it did become necessary for EPEM to develop plans sometimes in the face of differential expectations by USAID and MEC .

6 - Some of the states are still marking time with respect to accepting their full responsibilities for Secondary Education, as announced in 1961, Law of Directives and Bases. Perhaps the basic reason for this condition is the general antipathy toward change -- in this case, particularly the reluctance to make the necessary changes in the state structure for the administration of a state system of secondary education.

7 - There is belief shared by the state education officials in several, if not most, of the states that secondary education planning should go along hand-in-hand with elementary education planning. EPEM has, of course, agreed with this approach, but has not felt competent to furnish specific help in elementary planning. However, recent agreements between USAID and MEC should now make it possible for EPEM and EATEP to achieve better articulation and coordination of efforts in at least three of the states.

Although we have been confronted with several problems that have tended to impede our progress from time to time, we have however achieved a measure of success toward the accomplishment of our objectives. Our major accomplishments are as follows:-

1 - EPEM has developed into a smooth functioning eight-man unit. Moreover, the Brazilian members have already developed considerable competence to serve as MEC-DES planners of secondary education on a continuing basis.

2 - Through the efforts of EPEM, State Planning Teams have been established in five of the six states in which it was initially agreed that the group would direct its efforts. These teams, although at varying levels of accomplishments, have made fair to good progress toward the collection and analysis of data regarding Secondary Education.

3 - EPEM has developed a "Model for Educational Planning", and also "Guidelines for State Planning Groups", to be used in securing data and assessing the current status of secondary education. These instruments have made it possible for EPEM to effectively coordinate the efforts of the respective State Planning Teams.

4 - EPEM has compiled and summarized Brazil-wide statistics concerning students and teachers in secondary schools, 1955-1965. Moreover, student enrollments, based upon the past 10-year growth pattern, have been projected for Brazil and for 4 States (Minas Gerais, Pernambuco, Rio Grande do Sul and Guanabara) year-by-year through 1976.

5 - Through the efforts of EPEM, a climate has been developed where it now appears that the elements of the respective State Governments responsible for secondary education planning, particularly the State Secretaries and the Councils of Education, are beginning to work together harmoniously and effectively towards state-wide planning for secondary education.

6 - Most important of all, this contract has had a catalytic effect, both at the Federal and State level. Because of it, things are happening that quite likely would not have happened otherwise. In one year, no miracles have been produced, but Brazil is now becoming definitely committed to secondary education planning; it is far ahead of where it would have been if EPEM had never been formed.

It should be added that the success achieved by EPEM, in a very large part, can be attributed to the very excellent support given to the group by Dr. Gildasio Anado, Director of Secondary Education, MEC; Dr. Ardyin Dolio, USAID Secondary Education Development Officer, and other USAID officials.

M.H. Schrapp
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