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MEC/GENERAL SECRETARIAT

PROGRAM FOR THE EXPANSION AND IMPROVEMENT OF EDUCATION - PREMEN

LOAN AGREEMENT 512-L-081

FINAL REPORT

PD AAP 788

This report closes the activities related to the Agreement signed by the Brazilian Government and the United States Agency for International Development. This was, without any doubt, an invaluable experience in the education sector which resulted in important impacts contributing to the quality improvement of the 1st and 2nd Levels of Education. We take this opportunity to stress an interesting fact, based on the experience of many institutions similar to FREMEN and which, perhaps, could be translated into the following statement: every implementation plan which is flexible and open will always lead to the finding of new and important objectives to be achieved. Many times, even secondary objectives, when achieved, become by-products which are more important than those outputs originally anticipated under the plan. In other words, every plan which has the necessary flexibility for the reformulation and redirection of objectives bears an immense benefit for the final output. FREMEN sought this flexibility, it carried out its projects under this policy and thus achieved many important by-products which were not initially anticipated. We are sure that by the results presented hereby by FREMEN fulfilled its mission and was able to identify and achieve many new objectives which at the end made final results to be more significant.

PERY PORTO

FREEM Coordinator

Rio de Janeiro, 1978

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ATTACHMENTS

I - I N T R O D U C T I O N

The 2nd Loan Agreement for the Education Sector (Loan 512-L-081), was signed by the Brazilian Government and the Government of the United States of America represented respectively by the Ministry of Education and Culture - MEC and by the United States Agency for International Development - USAID on June 17, 1971, when the Program under the 1st Loan Agreement was still being carried out.

For this reason, the Program under the 2nd Agreement was conceived as an extension and reinforcement of the previous program, with the purpose to contribute for the quantitative expansion, structural change and quality improvement of education in Brazil.

The peculiarities of design and execution of the new Program, under which it was anticipated the utilization of 100 million dollars, stemmed from several factors and conditions which should be pointed out.

First of all, the Program under the 1st Agreement aimed almost exclusively at the so called "ginásio", or the 1st phase of secondary education. The Program under the 2nd Agreement, since the beginning of negotiations, did not have that limitation and covered the entire regular teaching structure, except the higher education level. The 2nd Agreement thus covered the previously called elementary education and middle-level education - the latter divided into "ginásio" and "colégio" (junior and senior high school).

Besides, special emphasis should be given to the 2nd Agreement which was instrumental for the Brazilian school system structural change. This change which in fact started under the 1st Agreement with the construction of 200 "Ginásios Polivalentes" (multi-purpose schools) had become a national objective under Brazilian educational policy.

Actually, while the 2nd Agreement was being negotiated the Brazilian government involved in the establishment of new legal bases for the basic level of education as a continuation of the higher education level reform started in 1968.

The new directives and legal bases were consolidated and became Law nº 5692, promulgated in August 11, 1971, therefore, after the 2nd Agreement had been signed.

The Program under the 2nd Agreement was to contribute to a great effort by the federal government, through the Ministry of Education and Culture with the cooperation of the states, which consisted in the progressive implementation of the new law structure and the national education policy.

The new structure would be composed of a Fundamental Education or First Level of Education, one through eight years - replacing the old elementary school and junior high school; and a Second Level of Education, nine through eleven or twelve years.

Under the new education structure, Law nº 5692 adopted the same principle of synthesis of scientific-humanist general education and the practical-vocational education which were inserted in the objectives and curriculum conception of the multi-purpose schools. In fact, Law-5692 determines that in the last grades of the 1st Level of Education students' aptitudes are tested and work initiation is developed - which were inserted in the objectives of the Practical Arts curriculum of the Multi-purpose Schools.

The implementation of the new Law would be a complex process to take place gradually due to the difficulties involved in the change of our institutional structure for a long time established, simultaneously involving educational innovations with the technical-administrative reform of the state educational systems. The 2nd Agreement thus, in addition to extend and reinforce the Program under the 1st Agreement, would give support to this changing process.

Therefore, the Program under the 2nd Agreement did not aim at the implementation of a pre-defined school. The school units to be built, equipped and staffed by trained human resources would be defined by the participating states in accordance with their own overall educational plans for the reformulation of the state school system and the implementation of the new 1st and 2nd Levels of Education.

The preparation of those plans became a condition precedent for the Ministry of Education and Culture to consider the participation of a state in the Program. MEC developed a Technical Manual to orient and guide the states in the processes to be used for the description, analysis and needs of the educational reality and also to determine the criteria to be followed in the preparation of those plans. The plans would cover activities related to all sectors of strategical importance for the change and improvement of the educational system and would be executed during the four-year life of the 2nd Agreement, revised annually to be adjusted to the new emerging conditions.

The state plans were analyzed by MEC technical offices and approved by the General Secretariat resulting in the State Programs (partially to be financed by Loan 512-L-081 funds) which became the basis for the special MEC/State Agreements.

The 2nd Agreement Overall Program covered State Programs (composed of Projects and Sub-projects) and a National Program for the purpose of reinforcing and upgrading MEC Technical Agencies through the training of human resources, technical assistance, specialized equipment and support to the execution of basic programs, of a national nature, which would serve as models and source of experience for the states which, otherwise, would not be able to implement.

For the execution of the National Program special Agreements were signed in 1974 and 1975 by FREN and the following agencies: CEBRACE, CENESP, DEF, DEM, FENAME, INEP, Colegio Pedro II, PRONTEL, CAPES and SEEC.

For the execution of State Programs special Agreements were signed by the federal government and the following states: Ceará, Pernambuco, Santa Catarina, Goiás, Paraná, Rio de Janeiro and Rio Grande do Sul.

Projects financed under the 2nd Agreement, within National Program and State Programs, were the following:

1. Construction and Adaption of the School Building;
2. Equipment and Furniture for School Buildings;
3. Research and Educational Planning;
4. Methodological Innovations and Qualitative Improvement of Educational Systems;
5. Implementation of an Educational Information Systems;
6. Training of Human Resources;
7. Upgrading of Teachers and Technical-Administrative Personnel for the Educational System;
8. Teaching-learning Materials;
9. Development of Curricula and Programs.

In this connection, the 2nd Agreement instead of limiting to the construction and equipment of schools and the training of personnel, which were the purpose under the 1st Agreement, covered a much broader purpose including a great variety of projects. For the execution of those projects it was necessary to have specific Agreements entered into by the State Secretariats of Education and by other federal and state agencies.

Due to the greater complexity and to the larger magnitude of the 2nd Agreement, the agency established to administer the Program under the 1st Agreement was restructured by Decree-70067, dated January 26, 1972. In addition, its title became Program for the Expansion and Improvement of Education - FRENIA, with the elimination of the restrictive mention to secondary education.

II - P R O G R A M A D M I N I S T R A T I O N

For the expansion of the programs under the 2nd Agreement, FRENK added the Special Projects Management Office to the existing Management Offices for Construction, Equipment and Human Resources. Also, under the existing National Executive Secretariat three Sub-secretariats were added for Support, Finance and Operations.

The new administrative structure was integrated, at the national level, by the following units:

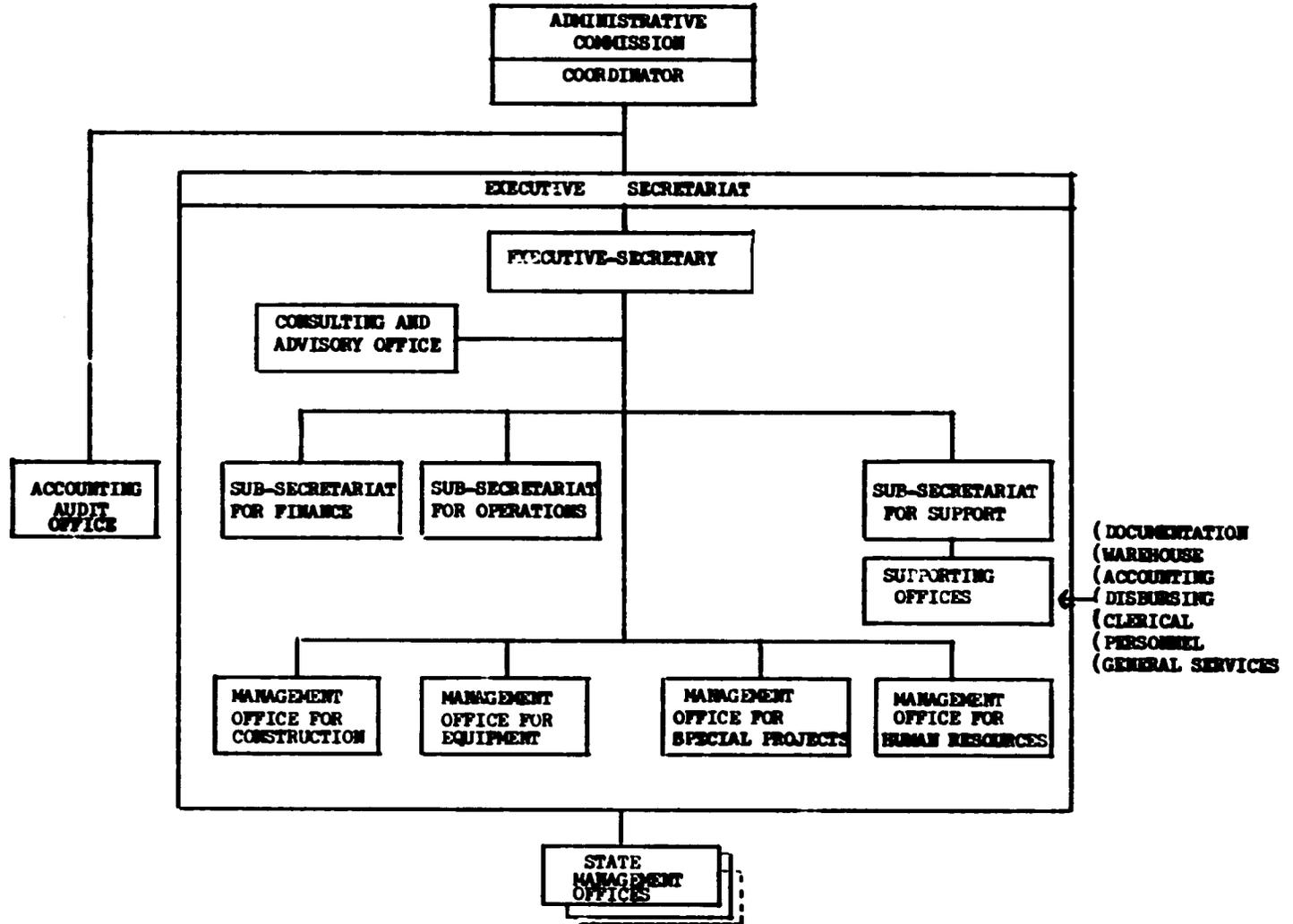
- Advisory Offices (Educational, Legal, Architecture and Engineering, Administrative)
- Consulting Office (Architecture and Engineering)
- Accounting Audit Office
- Support Offices (Accounting, Disbursing, Clerical, Personnel, Documentation, Warehouse, General Services)

Policy and higher direction were performed by an Administrative Commission, composed of seven members - which included the coordinator - nominated by the Minister of Education and Culture. Among other functions the Coordinator represented the federal government in all actions related to the execution of projects under the responsibility of the Agency.

For the follow-up of projects in the participating states Management Offices were established administratively subordinated to the National Executive Secretariat.

Staffed by one manager, sub-managers (for Construction, Equipment, Human Resources and Special Projects), technical advisors and support personnel, the State Management Offices represented the National Agency in all actions necessary to the implementation of projects in their respective state.

The organizational chart below summarizes FRENK structure specially designed for the 2nd Agreement.



Under the operational viewpoint, FREDEN was supported by the four National Management Offices and by the State Management Offices which functions were the following:

Construction Management Office:

- coordinate, direct and follow-up all activities related to school building construction;
- submit to the Administrative Commission for final approval proposed land sites for construction, selected by State Management Offices and preliminarily approved by the Architecture and Engineering Consultants;
- execute topographic surveys and soil testing;
- coordinate the design of architectural plans;
- execute open competitive biddings for construction works;
- inspect and supervise execution of construction works.

Equipment Management Office:

- execute planning activities, organize and control the purchase process for school equipment and furniture for the educational units implemented by FREDEN - with the collaboration of the Construction and Human Resources Management Offices;
- execute open competitive biddings for the purchase and transportation of school equipment and furniture - with the collaboration of the Commission for Biddings;
- coordinate planning activities, organize and control the transportation process for the goods purchased for the educational units;
- coordinate planning activities, organize and control the acceptance of school equipment and furniture from the suppliers;
- select the sites to be used as transit warehouses for storing school equipment and furniture;
- organize and control the transit warehouses and supervise the delivery of school equipment and furniture and shipment to the educational units.

Human Resources Management Office:

- plan, program, follow-up and evaluate the training of human resources for the 1st and 2nd Levels of Education in the participating states;
- execute special agreements and contracts with states and/or training agencies for the implementation of training courses - of all types - for 1st and 2nd Levels of Education per specific programming developed by each state;

- responsible for the fulfilment of FRENH commitments in special agreements and contracts entered into by states and/or training agencies;
- guide, follow-up and evaluate all activities developed by Human Resources Sub-management Office under FRENH Management Office in each state.

Special Projects Management Office:

- execute special agreements entered into by participating states for the implementation of Special Projects;
- guide, follow-up and evaluate all activities developed by the state workteams responsible for project implementation;
- coordinate the design of documents which define different types of educational units, in terms of: objectives, theoretical justification, organizational structure and educational specifications.

State Management Offices:

- maintain technical liaison work with state and municipal agencies and with training agencies;
- implement bidding processes and contracts for construction works by delegation of authority given by the Construction Management Office;
- take action for the execution of services related to topographic surveys and soil tests of land sites selected and approved;
- monitor construction work financial and physical execution until final acceptance;
- accept school equipment and furniture for completed school units;
- plan, guide, control and evaluate all activities related to the areas of Human Resources and Special Projects;
- analyze and submit technical opinion papers on work plans and reports related to the training of human resources and special projects;
- accompany FRENH technical advisors in their technical assistance and observation visiting trips.

III - M E C A N D S T A T E S C O M M I T M E N T S

In addition to the commitments assumed by the Brazilian Government (borrower), represented by MEC, with the Government of the United States of America, represented by the United States Agency for International Development - USAID, as set forth in the 2nd Agreement, several other Agreements were entered into by the federal government and the participating states, whereby mutual obligations were agreed upon.

Commitments Assumed by MEC

- Establish, under FIDES structure, an agency in each state, for the execution of the State Program and continuously monitor the State Educational Planning Process;
- Deposit with FIDE/FIDES account to the credit of State Program, the amount allocated to that program, annually corrected per the prevailing exchange rates;
- Negotiate, through FIDES, with the financing agency, the Tranche Release Agreements and its amendments,
- Receive from the state, in the FIDE/FIDES account to the credit of State Program, the amount corresponding to 20% of that Program, annually corrected per the exchange rates changes determined by the Ministry of Planning, in accordance with a disbursement chronogram prepared under FIDES coordination;
- Implement, through FIDES, according to approved chronograms, the State Program with funds from FIDE/FIDES account. State Program physical targets were to be revised annually in order to be compatible with unit cost evolution;
- Execute other FIDES administrative expenses with other funds from FIDE/FIDES account
- Make use, through special agreements, of services from other agencies necessary to the implementation of State Program;
- Supply, through FIDES, manuals, policies and procedures for the implementation of State Program, so as to assure acceptable minimal standards in terms of administration, education and architecture and engineering;
- Contract and finance, through FIDES, the services of architecture and engineering consultants necessary to implement State Program;
- Monitor the implementation of State Plan and annually evaluate the State performance in order to issue the necessary certificate to allow the continuation of State Program implementation for one more year;
- Provide, through FIDES, technical assistance to the State Secretariat of Education and other state agencies involved in the implementation of State Program.

Commitments Assumed by States

In addition to the preparation of the State Education Plan, initial condition for Program participation, each State pledged to create and/or maintain a planning office in the Secretariat of Education responsible for the control and follow-up of the plan.

Each State also pledged to provide the necessary structure to enable the implementation of activities proposed by the Plan. State architecture and engineering services necessary to construction activities financed under the Program were also to be made

available by the State. Other State Commitments were:

- Allocate, at least, 20% of its Participation Fund quota to education;
- Allocate, at least, 20% of budgetary expense to education, except as otherwise agreed upon by MEC;
- Make efforts to increase annually, in real terms, during the duration of State Plan, its expenditures for education;
- Make sure to add additional resources in future budgets for adequately operating and maintaining all facilities financed under the Program, including the payment of teachers and technical-administrative personnel and evaluation and supervision activities;
- Maintain payment of teachers updated and in accordance with prevailing legal provisions;
- Select the municipalities to participate in State Program and make sure that they make the same pledges referring to financial commitments and payment of teachers;
- Cooperate with MEC in the design of a program for the development of instructional materials for the purpose of increasing the use of text-books and other auxiliary means at state level;
- Make sure that in all schools financed under the Program necessary and sufficient educational materials were available for all students. Those materials could be financed under the Program or from other sources;
- Develop or update curricula guides taking into consideration the amplitude, sequence and contents of each grade and subject matter, in accordance with the principles set forth in Law-5692, dated August 11, 1971;
- Make efforts to find solutions for the repeaters and drop-outs by eliminating identified main causes;
- Cooperate with MEC in the design of pilot and innovative projects seeking to measure and solve educational problems and in the development of a program seeking to measure the State educational system efficiency;
- Develop and execute teacher and technical-administrative personnel training programs approved by MEC;
- Select professionally qualified personnel to administer school units built or rehabilitated by the Program;
- Make sure that all teachers selected for the school units built or rehabilitated under the Program were trained in the philosophy and educational program operations of their respective educational levels. This refreshing training could be administered by MEC under agreements with appropriate institutions;
- Equalize or exceed minimum salary levels set forth by federal government for the teachers of 1st and 2nd Levels of education. In addition to this, support MEC efforts to study and develop an structural career program and a realistic salary policy for the educational system personnel;
- Take all possible steps to stimulate and assure that administrators and teachers selected to work in school units built under the Program follow a work regimen of full-time basis with adequate salaries and incentives;
- Review the entire educational structure with the purpose of promoting the concept of an integrated educational program for the 1st and 2nd levels of education throughout the state;
- Submit to MEC, through FREMEN, a revision of the State Plan nine months after the Agreement signature date and annually thereafter;

- Make available adequate land sites for the construction of educational units anticipated under the State Program, following all the pertinent norms and procedures set forth by FREMEN;
- Study the location of educational units to be built under the State Program on the basis of objective criteria, with the purpose of:
 - 1st - achieving a substantial increase in the 1st and 2nd Levels of Education total enrollment and seek a reasonable improvement in the quality of education;
 - 2nd - assuring an adequate enrollment figure for the efficient utilization of the new facilities capacity;
 - 3rd - expanding and improving education opportunities until the last grades of the 1st Level of Education for low-income family children.
- Allow FREMEN Administrative Commission representatives and other agents designated or authorized by that Commission to visit all activities financed under the Program;
- Allow that construction works financed under the 2nd Agreement were adequately identified and publicized.

During the execution of the 2nd Agreement each participating state evaluated program implementation annually. Those evaluations disclosed the development of activities, successes, as well as the difficulties which, at times, hindered total fulfilment of agreed upon commitments.

Ever

IV - P R O J E C T S I M P L E M E N T E D

Projects financed under the 2nd Agreement were implemented through specific agreements entered into by States (State Program) and by MEC Agencies (National Program). The implementation of State Program was the responsibility of the Project Management Offices and is hereby reported by Management Office, followed by the National Program which implementation was supervised by the Sub-secretariat for Operations.

CONSTRUCTION MANAGEMENT OFFICE

The quantitative planning of school units was based on data which indicated a deficit in the number of school units in the states and municipalities participating in the Program.

In qualitative terms, the same standards used under the 1st Agreement were kept in the construction works with some improvements which resulted from the experience learned. Some factors, did not allow all targets to be fully met, these factors were:

- need to increase construction areas of school units to meet state program educational specifications;
- cost increase of construction per square meter;
- geographic spread of construction works making inspection difficult;
- diversity of types of units constructed, such as, Multi-purpose Schools (5th-8th grades), Multi-purpose Schools of 1st Level of Education (1st-8th grades), Inter-school Centers of 2nd Level of Education, 2nd Level of Education Multi-purpose School for Basic Training, Regional Education Offices;
- Administrative difficulties stemming from the multiplicity of agencies involved in decisions and work routine of an administrative or financial nature, such as federal government, state governments, local governments and the financing agency.

Execution Process

The construction works under the 2nd Agreement were executed by the joint action of the Construction Management Office, of the State Management Offices and the Architecture and Engineering Consultants.

The Construction Management Office was staffed with one Manager, one Sub-manager, architecture and engineering Advisors and support personnel for the performance of technical and administrative functions.

The Construction Management Office had as its chief function the general and final coordination of all technical activities necessary to the physical implementation of school units, from land site selection until final acceptance of the construction works by appropriate agencies.

The State Management Offices represented the Construction Management Office from selection of land sites and legal contacts with state and municipal agencies until the completion of bidding process and the employment of architects and engineers for the

inspection and follow-up of construction works.

In the 1st Agreement there was a provision which required FREMEN to contract the specialized services of a Brazilian consulting firm in the area of architecture and engineering (A&E) to study and develop plans and specifications - school unit model plans - and to approve all technical aspects of site and construction of each school to be built under the Program. In the 2nd Agreement, the A&E firm continued to work with the same functions assisting FREMEN in meeting programmed tasks. The A&E firm worked under the supervision of the Sub-secretariat for Operations and the participation of the Construction Management Office in the preparation of instructions, architectural plans, technical projects, work routines and the revision of FREMEN Technical Manual.

The bidding system used, which was open and competitive, followed the provisions set forth in Decree-Law nº 200. Biddings were held in a decentralized fashion, with the participation of the State Management Offices and the process followed the sequence below:

- publication of invitations;
- distribution of plans, drafts and data to applicants for the preparation of documentation to be submitted to FREMEN;
- submission of proposed bids;
- detailed review of proposed bids by the Management Office;
- qualification of applicant firms;
- publication of qualification results and date for opening bids;
- opening of bids;
- detailed review of bidding results;
- calculations and corrections;
- necessary negotiations (in the event that proposed price exceeded 10% over FREMEN basic price);
- classification of bidders, announcement of bidding winner, preparation of technical opinion and justification papers, necessary approvals;
- submission of all documentation to FREMEN Administrative Commission;
- final approval and authorization for contract signing by FREMEN Administrative Commission;
- submission of supplementary documentation by the winning firm;
- signing of contract;
- work order authorization;
- beginning of construction works.

FREMEN contracted all the construction works for the lowest prices submitted by winning bidders, provided that total amounts did not exceed 10% over the established basic price nor were below 20% under the basic budget.

Prerequisites to Construction Works

During the planning phase there were problems which were mostly resolved by the joint action of the Construction Management Office, the State Management Offices, the Architecture and Engineering Advisory Office and the A&E Consultants.

This stage included activities which were carried out, whenever possible, in the following order:

- constitution of the State Management Office;
- constitution of the A&E Consultants State Coordination;
- contacts among State Management Office, A&E Consultants Coordination, State Secretariat of Education and Local Governments for the selection of land sites;
- identification of educational needs;
- design of micro-location maps;
- approval of land sites by A&E Consultants, Construction Management Office and PREMEN Administrative Commission;
- execution of topographic surveys and soil tests;
- design of architectural plans, when necessary - in the event of special projects;
- adjustments and utilization of standard architectural plans;
- approval of architectural plans or adjustments by PREMEN Administrative Commission;
- design of earthwork plans, when necessary;
- bidding for earthwork services;
- bidding for construction works;
- contracting construction works;
- execution, inspection and supervision of construction works;
- acceptance of construction works.

Due to high cost of land in the selected municipalities, sites selected were not always those showing a viable economic utilization by private industry initiative. As a result sites selected were almost always below average quality. In order to compensate for that low quality the following procedures were adopted:

- stronger observance to the "Site Selection Instructions" jointly prepared by the Construction Management Office and the A&E Consultants;
- stronger motivation with local governments;
- continued assistance to local governments, from the information collection phase for the micro-location study until the phase of legal steps related to land donation;
- formal requirements from local governments to carry out supplementary works, such as: organization, earthwork, walling or fencing of school sites;
- monitoring the site donation process and rendering closer assistance in the selection of sites available for donation.

Inspection of Construction Works

Generally inspection was carried out by inspectors hired by the State Management Office and by the supervisors of the A&E Consultants Regional Coordinating Offices.

The inspection carried out by the State Management Office was the follow-up of all stages of construction works, through weekly visits - a minimum of two visits a week. The inspection carried out by the A&E consultants consisted of:

- regular visits to construction work, bi-weekly and non-scheduled visits whenever necessary;
- preparation of reports;
- submission of reports to the A&E Consultants General Coordinating Office for the preparation of by-weekly consolidated reports to be submitted to the Construction Management Office;
- monitoring and assistance, at supervision level, throughout the construction process, resolving problems and overcoming difficulties related to architectural plans, works or any other technical and legal aspect.

Inspection and supervision in addition to the above functions also carried out the following tasks: invoice release, contacts with constructing companies, identification and execution of additional services, specification changes - whenever necessary, construction material approval, approval of services and works, quality certification for work performed, technical clarification of doubts referring to architectural plans and construction works and provisional and final acceptance of construction works. Other difficulties were taken to the A&E Consultants General Coordinating Office and to the Construction Management Office.

FREMEX made a follow-up of all construction work in the participating states, through the A&E consultants which submitted bi-weekly reports to the Construction Management Office.

Under the 1st Agreement these reports were processed by computer. Under the 2nd Agreement, due to the substantial reduction in the number of school units, reports were tabulated and prepared by the A&E Consultants staff.

Innovations

To illustrate the innovating nature of the Program under the 2nd Agreement some initiatives are listed below:

- In order to meet their educational needs and adjust their plans to the new directives under federal legislation in the participating states, through their Secretariats of Education, indicated the types of school units to be built and participated in the design of educational specifications for the school construction planning;
- In the design of architectural plans there was the preoccupation to receive inputs and use the experience of other planning institutions located in the participating states. This happened in Paraná, Goiás and

- Rio Grande do Sul in the design of plans for Multi-purpose Schools, 1st Level of Education Multi-purpose Schools (1st-8th grades), and 2nd Level of Education Multi-purpose Schools for Basic Training (9th-12th grades);
- Also, some changes were introduced in the specifications of architectural plans due to a) the necessity of replacing materials which were not considered satisfactory per desirable standards and b) the need to experiment with materials and building processes which appear in the market during the 1st Agreement construction program;
 - To innovate standards, plans, specifications and general procedures FRESEN under the 2nd Agreement, in addition to continue the construction of Multi-purpose Schools (5th-8th grades) designed and developed new plans for the following types of school units: Multi-purpose School - 1st/8th grades (EP), Multi-purpose School - 9/12th grades (CP), Inter-school Center - 9th/12th grades (CIE), Expansion and Rehabilitation of 2nd Level of Education School, Special Education Integrated Center (CIESP), State Regional Education Office (IRE).

TABLES SHOWING SCHOOL UNITS BUILT AND EQUIPPED

1st LEVEL OF EDUCATION MULTI-PURPOSE SCHOOLS

2nd LEVEL OF EDUCATION MULTI-PURPOSE SCHOOLS

STATES (AND PROGRAMS)	1st LEVEL OF EDUCATION				2nd LEVEL OF EDUCATION			
	PROGRAMMED	RE-PROGRAMMED	COMPLETED	CANCELLED	PROGRAMMED	RE-PROGRAMMED	COMPLETED	CANCELLED
CEARÁ	6	+1	4	3	4	-	-	4
GOIÁS	3	+3	6	-	4	-	4	-
PARANÁ	5	+2	7	-	4	+3	7	-
FERNAMBUCO	5	+4	6	3	3	-	-	3
RIO DE JANEIRO	8	+1	7	2	-	-	-	-
RIO GRANDE DO SUL	29	-	18	11	1	-	-	1
SANTA CATARINA	-	-	-	-	10	-	4	6
COLÉGIO PEDRO II (MAT. PROGRAM)	-	-	-	-	1	-	1	-
TOTAL	56	+11	48	19	27	+3	16	14

STATE REGIONAL EDUCATION OFFICE*

STATE	MUNICIPALITY	PROGRAMMED	COMPLETED	CANCELLED
CEARÁ	IGUATU	1	1	-
	LIMOEIRO DO NORTE	1	1	-
	RUSSAS	1	1	-
	SENADOR POMPEU	1	1	-
	CRATO	1	1	-
	JUAZEIRO	1	1	-
	QUIXADÁ	1	1	-
	TIANGUÁ	1	1	-
	TAUÁ	1	-	1
	ITAPIPOCA	1	-	1
	CRATEÚS	1	-	1
	SOBRAL	1	-	1
	TOTAL	12	(8)	4
PERNAMBUCO	SALGUEIRO	1	1	-
	ARCOVERDE	1	1	-
	RECIPE	2	2	-
	TOTAL	4	4	-

* Construction area: 500 square meters per unit

1st LEVEL OF EDUCATION MULTI-PURPOSE SCHOOL

SCHOOL UNIT TYPE: EP (5th-8th grades)

CONSTRUCTION AREA: 2,542m² per unit

STATE OF CEARÁ

MUNICIPALITY	SCHOOL ENROLLMENT PER SESSION	NUMBER OF SCHOOLS		
		PROGRAMMED	COMPLETED	CANCELLED
FORTALEZA (Parangaba)	400	1	1	-
FORTALEZA (A. Bezerra)	400	1	1	-
FORTALEZA	400	1	-	1
FORTALEZA	400	1	-	1
JUAZEIRO	400	1	1	-
IGUATU	400	1	-	1
CRATO	400	-	1	-
TOTAL	2,800	6	4	3

1st LEVEL OF EDUCATION MULTI-PURPOSE SCHOOLS

STATE OF GOIÁS

MUNICIPALITY	SCHOOL UNIT TYPE	CONSTRUCTION AREA (M ²)	SCHOOL ENROLLMENT PER SESSION	NUMBER OF SCHOOLS		
				PROGRAMMED	RE-PROGRAMMED	COMPLETED
GOIÂNIA	EP 1st/8th	3,640	800	1	-	1
ANÁPOLIS	EP 5th/8th	2,890	400	1	-	1
JATAÍ	EP 5th/8th	2,890	400	1	-	1
CATALÃO	EP 5th/8th	2,890	400	-	1	1
MINEIROS	EP 5th/8th	2,890	400	-	1	1
ITUMBIARA	EP 5th/8th	2,890	400	-	1	1
TOTAL	-	-	2,800	3	3	6

1st LEVEL OF EDUCATION MULTI-PURPOSE SCHOOLS
 AND SPECIAL EDUCATION INTEGRATED CENTER (CIESP)
STATE OF RIO DE JANEIRO

MUNICIPALITY DISTRICT	SCHOOL UNIT TYPE	AREA (M ²)	SCHOOL ENROLLMENT PER SESSION	NUMBER OF SCHOOLS			
				PROGRAMMED	RE-PROGRAMMED	COMPLETED	CANCELLED
RJ/Barros Filho	EP 5th/8th	3,531	600	1	-	1	-
RJ/Jacarepaguá	EP 5th/8th	3,531	600	1	-	1	-
RJ/C.Grande I	EP 5th/8th	3,531	600	1	-	1	-
RJ/C.Grande II	EP 5th/8th	2,239	400	1	-	1	-
RJ/Fazenda Botafogo	EP 5th/8th	2,239	400	1	-	1	-
RJ/Ilha do Governador	EP 5th/8th	2,239	400	1	-	1	-
RJ/Inhoaíba	EP 5th/8th	2,239	400	1	-	-	1
NOVA IGUAÇÚ	CIESP	3,046	60	1	-	1	-
MACAÉ	EP 5th/8th	2,239	400	-	1	1	-
TOTAL	-	-	3,860	8	1	8	1

1st LEVEL OF EDUCATION MULTI-PURPOSE SCHOOLS

SCHOOL UNIT TYPE: EP - 5th/8th grades

CONSTRUCTION AREA: 3,030 M²

STATE OF PARANÁ

MUNICIPALITY	SCHOOL ENROLLMENT PER SESSION	NUMBER OF SCHOOLS		
		PROGRAMMED	RE-PROGRAMMED	COMPLETED
LONDRINA	560	1	-	1
PONTA GROSSA	560	1	-	1
CURITIBA I	560	1	-	1
AFUCARAMA	560	1	-	1
GOIO-ERÉ	560	1	-	1
ASSIS CHATEAUBRIAND	560	-	1	1
CURITIBA II	560	-	1	1
TOTAL	3,920	5	2	7

1st LEVEL OF EDUCATION MULTI-PURPOSE SCHOOLS

STATE OF PERNAMBUCO

MUNICIPALITY	SCHOOL UNIT TYPE	CONSTRUCTION AREA (M ²)	SCHOOL ENROLLMENT PER SESSION	NUMBER OF SCHOOLS			
				PROGRAMMED	RE-PROGRAMMED	COMPLETED	CANCELLED
OLINDA	EP 1st/8th	4,750	800	1	-	1	-
CABO	EP 1st/8th	4,750	800	1	-	1	-
VITÓRIA STO. ANEÃO	EP 1st/8th	4,750	800	1	-	1	-
RECIFE	EP 5th/8th	2,117	400	1	-	-	1
JABOATÃO	EP 5th/8th	2,117	400	1	-	-	1
GRANDE RCE. (Paratiba)	EP 5th/8th	2,117	400	-	1	1	-
G. RECIFE (Paulista)	EP 5th/8th	2,117	400	-	1	-	1
G. RECIFE (Mirueira)	EP 5th/8th	2,117	400	-	1	1	-
G. RECIFE (Ibura)	EP 5th/8th	2,117	400	-	1	1	-
TOTAL	-	-	4,800	5	4	6	3

1st LEVEL OF EDUCATION MULTI-PURPOSE SCHOOLS

SCHOOL UNIT TYPE: EP - 5th/8th grades -

CONSTRUCTION AREA: 2,344 m²

SCHOOL ENROLLMENT - STUDENTS PER SESSION: 400

STATE OF RIO GRANDE DO SUL

MUNICIPALITY	NUMBER OF SCHOOLS		
	PROGRAMMED	COMPLETED	CANCELLED
BAGÉ	1	1	-
N. HAMBURGO	1	1	-
P. FUNDO	1	1	-
STA. MARIA	1	1	-
SANTIAGO	1	1	-
SÃO BORJA	1	1	-
S. JERÔNIMO	1	1	-
IBIRUBÁ	1	1	-
ITAIÚÍ	1	1	-
JAGUARÃO	1	1	-
LAGOA VERMELHA	1	1	-
LAGEADO	1	1	-
QUARAÍ	1	1	-

(TO BE CONTINUED)

STATE OF RIO GRANDE DO SUL (CONTINUED)

MUNICIPALITY	NUMBER OF SCHOOLS		
	PROGRAMMED	COMPLETED	CANCELLED
ROSÁRIO DO SUL	1	1	-
STA. VITÓRIA PALMAR	1	-	1
SOLEDADE	1	1	-
TUPANCIRETÃ	1	1	-
VERA CRUZ	1	1	-
ALEGRETE	1	-	1
ALVORADA	1	-	1
CACHOEIRINHA	1	-	1
CANOAS	1	-	1
CRUZ ALTA	1	-	1
GRAVATAÍ	1	-	1
PELOTAS	1	1	-
PORTO ALEGRE	1	-	1
SÃO GABRIEL	1	-	1
SÃO LEOPOLDO	1	-	1
VACARIA	1	-	1
TOTAL	29	18	11

2nd LEVEL OF EDUCATION MULTI-PURPOSE SCHOOLS (CPHB)

STATE	MUNICIPALITY	SCHOOL UNIT TYPE	CONSTRUCTION AREA	SCHOOL ENROLLMENT PER SESSION	NUMBER OF SCHOOLS		
					PROGRAMMED	COMPLETED	RE-PROGRAMMED
P A R A N Á	MARINGÁ	CPHB	3,000	480	1	1	-
	LONDRINA	CPHB	2,900	480	1	1	-
	CASCADEL	CPHB	2,900	480	1	1	-
	FONTA GROSSA	CPHB	2,980	480	1	1	-
	PATO BRANCO	CPHB	3,000	480	-	1	1
	TOLEDO	CPHB	3,000	480	-	1	1
	GOIO-ERÊ	CPHB	3,000	480	-	1	1
TOTAL	-	-	-	3,360	4	7	3
G O I Á S	GOIÂNIA	CPHB	3,846	840	1	1	-
	ANÁPOLIS	CPHB	3,846	840	1	1	-
	GOIÂNIA (C.SILVA)	CPHB*	2,800	2,300**	1	1	-
	GOIÂNIA (CAMPINAS)	CPHB*	2,800	1,500**	1	1	-
TOTAL	-	-	-	5,480	4	4	-

* REHABILITATION

** TOTAL SCHOOL ENROLLMENT

2nd LEVEL OF EDUCATION MULTI-PURPOSE SCHOOLS

STATE	MUNICIPALITY	SCHOOL UNIT TYPE	CONSTRUCTION AREA M ²	SCHOOL ENROLLMENT PER SESSION	NUMBER OF SCHOOLS			
					PROGRAMMED	COMPLETED	RE-PROGRAMMED	CANCELLED
S A N T A C A T A R I N A	CRICIUMA	CIS	4,100	380	1	1	-	-
	BLUMENAU	CIS	-	420	1	1	-	-
	JOINVILLE	CIS	4,370	400	1	1	-	-
	LAGES	CIS	4,040	380	1	1	-	-
	ITAJAÍ	CIS	-	420	1	-	-	1
	RIO DO SUL	CIS	-	420	1	-	-	1
	MAFRA	CIS	-	420	1	-	-	1
	TUBARÃO	CIS	-	420	1	-	-	1
	FLORIANÓPOLIS	CP	-	480	1	-	-	1
	R. FORTUNA	CIS	-	420	1	-	-	1
TOTAL		-	-	4,160	10	4	-	6

2nd LEVEL OF EDUCATION MULTI-PURPOSE SCHOOL

STATE	MUNICIPALITY	SCHOOL UNIT TYPE	CONSTRUCTED AREA M ²	SCHOOL ENROLLMENT PER SESSION	NUMBER OF SCHOOLS			
					PROGRAMMED	COMPLETED	RE-PROGRAMMED	CANCELLED
P E R N A M B U C O	PETROLINA	CP		400	1	1	-	-
	ARCOVERDE	CP		400	1	1	-	-
	RECIPE	CI		240	1	1	-	-
TOTAL		-		1,040	3	3	-	-
C E L S A	PORTALEZA	CI		260	2	-	-	2
	SOBPAL	CI		200	1	-	-	1
	CRATO	CI		200	1	-	-	1
TOTAL		-		660	4	-	-	4
RJ	COLÉGIO PEDRO II	CP*			1	-	-	-
TOTAL		-			1	-	-	-
RS	CAXIAS DO SUL	CP			1	-	-	1
TOTAL		-			1	-	-	1

* Rehabilitation.

EQUIPMENT MANAGEMENT OFFICE

Execution Process

The Equipment Management Office kept, for this 2nd Agreement, the same line of action used under the 1st Agreement. This line of action consisted of:

- Survey of needs, maintaining close liason with the Human Resources Management Office. The survey of needs was carried out based on the analysis of curricula plans, with the purpose to determine:
 - . formal training level to be achieved;
 - . teaching processes to be used;
 - . number of units to be equipped;
 - . number of users to be supported.

At the same time, maintaining close liason with the Construction Management Office - based on "Educational Specifications for Multi-purpose Schools" and architectural plans - prepared comprehensive lists of school equipment, furniture and articles for each classroom and/or space unit.

- Preparation of documents, involving the following activities:
 - . list of specific articles of school equipment and furniture, by groups of materials;
 - . classification of articles in the above list, by category and code.

For carrying out these activities, the Equipment Management Office made use of the Equipment Manual which was prepared for the 1st Level of Education Multi-purpose Schools.

The Equipment Manual (MANEQ), composed of 9 volumes, provided the basis for the identification, delivery, distribution, placement, operation and maintenance of the equipment and furniture for the 1st Level of Education Multi-purpose Schools.

- Execution, this phase included:
 - . purchase-bidding process, follow-up of manufacture, delivery;
 - . storage - selection and rent of sites for transit warehouses;

- . transportation - bidding process, transportation and delivery to school units;
- . verification - preparation of "Inspection Term" and "Material Delivery Term";
- . placement - supervision, by an specialized official from FREMEX, of the equipment placement in each school unit.

FREMEX used the centralized purchase of school equipment and furniture following the same norms and procedures used for the Program under the 1st Agreement. Items purchased were stored in transit warehouses for subsequent delivery to school units. This routine proved to be satisfactory since school construction took from 8 to 10 months to be completed and the school unit could only receive equipment and furniture after all construction work had been completed and all teaching and technical-administrative personnel had been staffed. This centralized purchase process reduced costs and made control of school equipment and furniture delivery easier.

Task List

- Purchase

- . survey of needs
- . technical specifications
- . establishment of quantities per school type
- . bidding process
- . delivery by suppliers

- Storing

- . selection of sites for transit warehouses
- . storage of equipment and furniture

- Transportation

- . identification of school units to be equipped
- . bidding process
- . transportation
- . delivery to school units

- Acceptance of equipment at destination

- . establishment of norms and procedures for acceptance and inspection of equipment
- . preparation of "Inspection and Acceptance Terms"

- Equipment placement

- . supervision of school equipment and furniture placement

Transit Warehouses

Transit warehouses were used for receiving equipment and furniture from suppliers, by type of equipment and destination, and subsequent shipment to school units. For that purpose FRENEM established transit warehouses in Rio de Janeiro (RJ), São Paulo (SP), Sorocaba (SP), and Curitiba (PR).

Innovations

As set forth in MEC-State Agreements for the purpose of meeting participating states specific needs each state had the liberty of establishing the quantity and type of equipment and furniture required for its school units. Therefore, there was the introduction of new items and adaption of items to existing specification. Examples were diversified specifications of equipment and furniture for the 2nd Level of Education Inter-school Centers of Santa Catarina and the Multi-purpose Schools in the State of Rio de Janeiro.

The Equipment Management Office worked in close collaboration with the Special Projects Management Office for specifying books and other instructional materials for school basic library. The book purchases for those libraries were carried out through price quotation and consultations with appropriate publishers and transportation of books and library materials was carried out through specific price quotation.

HUMAN RESOURCES MANAGEMENT OFFICE

The activities of the Human Resources Management Office were characterized by a threefold effort:

- 1 - Execution of courses for training, improving and up-dating technical, administrative and teaching personnel for the 1st and 2nd levels of education in the states participating in the 2nd Agreement, embracing personnel to serve in the schools constructed under the FRESEM program as well as existing personnel staffed in state school networks.
- 2 - Improvement and up-dating of technical and administrative personnel of the Secretariats of Education of participating states.
- 3 - Graduate level specialization and improvement of technical and teaching personnel serving in schools constructed by FRESEM, State Secretariats of Education, universities and agencies of the Ministry of Education and Culture.

To achieve the objective proposed by each participating state in the 2nd Agreement, in regard to the training of human resources, the Human Resources Management Office worked with the State Secretariats of Education, training centers, and universities as executing agencies of the courses. With this involvement, the Human Resources Management Office had in mind the idea of an ever increasing integration of universities and the educational system which would seek alternative solutions for the problems of training and improving human resources for the 1st and 2nd levels of education in accordance with the real quantitative and qualitative needs of the states. The Coordination of Higher Level Education Personnel Improvement - (CAPES), was also one of the agencies involved in the execution of specialization and improvement courses at the graduate level.

The training of human resources in all participating states proved to be satisfactory, despite a certain loss of teachers and specialists due to the non-compliance of obligations assumed by State Governments under the agreements. This training, by calling on and obligating local human resources training agencies which were often not up to the needs of the educational system, intervened, in a sure way in the fundamentals for the preparation of teachers and, therefore, in the introduction of a new instruction mentality in the state.

Execution Process

The activities of the Human Resources Management Office were concentrated in three large areas:

- Training of human resources for the 1st and 2nd level of education schools constructed under the FRESEM Program.
- Training of human resources for the other 1st and 2nd level of education schools of the state education system.
- Training of technical and administrative personnel of the State Secretariats of Education.

Training of Human Resources for the 1st and 2nd level of education schools constructed under FREMEN Program

Within FREMEN's philosophy, special emphasis was given to the preparation of teaching personnel, technical personnel (directors, supervisors and education counselors) and administrative personnel (specialists, clerks, librarians and library assistants) to serve in the 1st and 2nd level of education schools.

Thus, before construction of these school units were completed, surveys were conducted in the states to determine whether existed personnel in sufficient quantity and with adequate preparation to guarantee that the schools could function properly.

First, the number and qualification of personnel needed to be assigned to each unit was determined, then a verification was made that such personnel were available within the network. With these data, it was possible to determine the types of courses to be offered in each State.

For teaching and technical personnel with degree, improvement courses of 320 hours duration were offered. The existence of teachers without degrees led to the giving of short-term licensing courses. The lack of properly trained technical personnel led to supplementary study courses for personnel with degrees who were going to dedicate themselves to these technical functions.

For the 2nd level of education schools, the deficiency of teaching personnel for the special training segment of the curriculum was given corrective support through Type I and II Courses specified in Ministerial Order 432/71.

At the time, when the survey of personnel needs for school units was made, a small margin of extra personnel was planned for in order to cover eventual drop-outs.

In each State, the team of the Secretariat of Education involved in planning human resources for the school units made an analysis of the physical, material and personnel conditions of the local training agencies with regard to their capability for conducting the necessary courses.

In summary, the planning of human resources for the schools constructed under the FREMEN program followed the items below:

- a) Survey of the human resources needs for each school unit (number of teaching, technical and administrative personnel to be assigned);
- b) Total human resources needed by all school units (with a small margin of excess);
- c) Survey of existing human resources in the state capable of meeting the previous item by number and qualifications;
- d) Determination of the human resources functional requirements situation for the new units (personnel employed by

the State or personnel to be hired;

e) Selection of a training agency on the basis of its capacity to adequately conduct the courses;

f) Determination of the types of courses to be requested of the training agencies:

- improvement - for teaching, technical and administrative personnel. Duration - 320 hours
Clientele - teaching and technical personnel with degrees;
- supplementary studies - to prepare school administrators (Directors), school supervisors (pedagogical coordinators) and educational counselors. Duration - 1,100 hours
Clientele - licenses teachers in any field;
- Type I and II Courses - qualification of teachers for the special training segment of the 2nd level of education curriculum;
- Type I Course - pedagogical supplementary courses for those having higher education diplomas.
Duration - 600 hours;
- Type II Course - for personnel having a diploma of secondary education technician.
Duration - 1,080 to 1,480 hours;
- Short-Term Licensing Course (1st level of education) - qualification of personnel to meet not only the general education segment but also the special training segment of the curriculum (practical arts, agricultural techniques, industrial arts and home economics).
Duration - varying in accordance with the field of study or subject matter and in accordance with the legal provisions of the Federal Council of Education;
- Intermittent Experimental Licensing Course (1st level of education) - for granting certificates to non-certified teachers, without taking them away from their teaching activities.
Duration - 1,600 hours;
- Additional Studies - to qualify teachers who graduated from 2nd level of education to teach in the 5th and 6th grades of the 1st level of education.
Duration - varying, depending on determinations issued by the State Educational Councils;

g) Analysis of Course Programs prepared by the training agencies - a prerequisite for any agreement with these agencies;

h) Execution of courses.

To participate in the courses, the candidates, with or without degrees, signed agreements by which they promised to render

services to the school network for at least two years. In the same manner, the state assumed the obligation to absorb trained personnel for the same length of time. This, however, did not prevent the number of candidates enrolled in the courses from exceeding, by a small margin, the number of personnel to be absorbed by the schools. In this case the agreements indicate that the state would contract, after the course, those with the highest marks, in accordance with the needs of the schools.

Training of Human Resources for other Schools in the State Education System

The Human Resources Management Office also dealt with the training of human resources of the state education network in accordance with the needs described by the Secretariats of Education.

These activities took place, not only through the various types of courses presented above, but also through other courses of different duration for improvement and up-dating which had as their purpose the addressing of deficiencies diagnosed by the specialized teams of the Secretariats of Education. These courses were given by universities or by training teams or agencies of the Secretariats of Education themselves.

Training of Technical and Administrative Personnel of the Secretariats of Education

The process of restructuring the Secretariats of Education to have them adjust to the new functions required by Law n° 5692/71, caused these Secretariats to program improvement and up-dating courses for their technical teams and administrative personnel in order to make them aware of the changes in the organizational structure and in the methodology of work.

Like the courses described above, these were included in the state plans to be implemented as part of the program.

In general, many of these courses were related to special projects activities developed by the technical teams of the secretariats.

The execution of these courses became the responsibility either of the technical team which developed the Special Project or they were administered by the training teams or agencies of the Secretariats. Some of them were conducted by universities or other specialized institutions.

There were also up-grading graduate courses, conducted by Brazilian universities, and master's degree programs conducted by American universities with the purpose of qualifying personnel for the technical teams of the Secretariats of Education. As this dealt specifically with the improvement of personnel at the graduate level, FRENTE arranged the execution of these courses through CAPES (Coordination of Higher Level Education Personnel Improvement), a specialized agency of the Ministry of Education.

The Human Resources Management Office put together for monitoring and control of the execution of the courses. The training agencies, in monthly or periodical reports, informed the Human Resources Management Office on the progress and development of

their activities. These reports were analyzed by that office and the results of the analysis were presented to the agencies with comments and/or suggestions for altering or adding activities.

As part of the monitoring and control process, there were periodic visits to the training agencies for a more direct contact with the teams conducting the courses and with the students for the purpose of proposing or discussing new activities to be developed by those agencies. Visits were also made to the Subsecretariats of Education when there was a need for planning or replanning activities.

CHARTS OF HUMAN TRAINING COURSES IMPLEMENTED

1 - SUMMARY CHART

P R O G R A M S	States Where Courses were given	Number of Courses	Total Class/Hours	Number of Trainees	
				Planned	Trained
STATE	CEARÁ	27	16,855.	1,482.	1,411.
	GOIÁS	37	33,647.	2,022.	2,094.
	PARANÁ	61	38,560.	1,369.	1,170.
	PERNAMBUCO	68	21,813.	6,353.	5,904.
	RIO DE JANEIRO	39	9,125.	6,571.	6,007.
	RIO G. DO SUL	44	35,538.	2,921.	2,666.
	SANTA CATARINA	38	9,035.	6,750.	6,472.
NATIONAL	Participating States and Territories	Number of Courses	Class/Hours	Number of Trainees	
	ES - DF - PE BA - SC - GO RS - PR - MG AP - SE - AM MA - CE - RJ PB - PI - MT PA - RN - AC RO	19	2,750.	1,059.	978.
TOTAL		333	167,323	28,527.	26,754.

C - STATE PROGRAMS

STATE	TRAINING INSTITUTION	GRADE LEVEL	COURSES			NUMBER OF TRAINEES		
			TYPE	NUMBER	TOTAL CLASS/HOURS	PLANNED	TRAINED	
CEARÁ	Centro de Educação Técnica da Bahia (CETEBA)	1	Degree Short-Term	4	7,200	24	24	
	Universidade Federal do Esp. Santo (UFES)	1	Degree Short-Term	1	1,290	6	8	
	Escola Técnica de Com. do Ceará (ETC/CE)	1	Refresher	1	320	40	42	
	Universidade Federal do Ceará (UFC)		1	Post-Degree Methods of Teaching	2	1,170	120	115
			2		1	600	60	33
			1	Degree Short-Term	2	3,210	80	80
			2	Degree Short-Term	1	1,515	50	13
			1	Refresher	2	570	66	46
	Secretaria de Educação		1	Refresher Seminar	2	466	72	72
			1		11	514	964	978
GOIÁS	Centro de Treinamento e Form. de Pessoal - (CENTREFOR)	1	Seminar	1	50	60	114	
	Secretaria de Educação e Cultura (SEC)	1	Seminar	10	572	802	856	
	Universidade Federal de Goiás (UFGO)		1	Degree Short-Term	13	23,255	635	603
			1	Degree Short-Term	3	3,200	270	269
			1	Post-Degree	3	3,300	75	65
			1	Refresher	4	1,280	120	120
Escola Sup. Educ. Física de Goiás (ESEFEGO)	1	Degree Short-Term	2	1,990	60	67		

(Cont...)

PERNAMBUCO	Secretaria de Educação	1	Seminars	40	2,693	3,436	3,142
		1	Post-degree Refresher	2	1,470	150	150
		1		3	660	665	665
	Universidade Federal de Pernambuco (UFPE)	1	Degree Short-Term Refresher	8	11,160	201	215
		1	Specialization	11	3,380	1,616	1,456
		1	Updating	1	480	25	22
2		Methods of Teaching	1	70	36	30	
			1	675	100	100	
	Fund. do Ensino Sup. de Pernambuco (FESPE)	1	Degree Short-term	1	1,225	124	124
SANTA CATARINA	Secretaria de Educação do Estado de Santa Catarina (SEE/SC)	2	Seminars	9	359	4,996	4,963
		1 and 2	Refresher	5	632	365	377
	Universidade Federal de Sta. Catarina (UFSC)	2	Methods of Teaching	2	1,200	90	77
		2	Degree Short-Term Refresher	1	1,480	154	111
		1		5	804	140	135
		Fund. Educ. da Região de Blumenau (FURB)	2	Refresher	9	2,700	240
Universidade p/o Desenvolvimento do Estado de Santa Catarina (UDESC)	2	Refresher	6	1,800	125	70	
	1	Seminar	2	60	640	640	
PARANÁ	Universidade Estadual de Ponta Grossa (UEPG)	1	Degree Short-Term Refresher	1	1,600	200	133
		1		13	4,160	240	157
		1	Degree Short-Term Refresher	13	20,380	228	202
		2	Methods of Teaching	4	2,520	120	120
	Universidade Estadual de Maringá (UEMA)	2	Methods of Teaching	2	1,260	60	54

(Cont...)

RIO DE JANEIRO	Secretaria Municipal de Educação e Cultura (SEC)	1	Seminars	14	1,600	3,558	3,536
	Universidade do Estado do Rio de Janeiro (UERJ) Universidade Federal Rural do Rio de Janeiro (UFRRJ)	1	Degree Short-Term	2	3,200	80	80
		1	Degree Short-Term	2	3,200	80	80
	Secretaria de Educação e Cultura do Estado do Rio de Janeiro (SEC/RJ)	1	Seminar	11	460	730	642
2		Seminar	10	665	2,123	1,669	
RIO GRANDE DO SUL	Universidade Federal do Rio Grande do Sul (UFRS)	1	Degree Short-Term	16	23,800	668	606
		1	Refresher	25	10,770	1,473	1,280
		1	Up-dating	3	328	780	780
TOTAL				314	164,573	27,468	25,776

OBS: Grade Level: 1 - Teachers Grade 1-8
2 - Teachers Grade 9-11

3 - NATIONAL PROGRAM

ADMINISTRATIVE ENTITY	Location Where Training Was Provided	Participating States and Territories	Courses			Number of Trainees	
			Type	Number	Class/Hours	Planned	Trained
C A P E S	Tulane University - New Orleans	ES, DF, PE, BA, SC, GO	Masters	2	12 months	8	8
	The University of Iowa - Iowa City	ES, RGS, DF, PR, MG	Masters	3	12 months	8	8
	San Diego State University	AP, SE, DF, AM, ES, PR, BA, MA, MG, GO	Masters	1	12 months	16	16
	UFRJ (Federal University of Rio de Janeiro)	CE, ES, GO, MG, PR, PE, RJ, RGS, SC	Post-Degree	1	180	69	57
	INPE - SÃO JOSÉ (National Institute of Space Technology)	BA, CE, ES, GO, MG, PR, PE, RJ, RGS, SC	Post-Degree	1	180	28	23
	UFRGS (Federal University of Rio Grande do Sul)	MG, PR, RJ, RS, SC	Post-Degree	1	300	34	23
	FUC (Catholic University)	BA, CE, ES, SC, GO, MG, PR, PE, RJ, SC, RGS	Post-Degree	1	180	36	30
	UFRGS (Federal University of Rio Grande do Sul)	BA, CE, ES, GO, SC	Post-Degree	1	180	35	25
	FUC/RS (Catholic University)	BA, CE, ES, GO, MG, PR, PE, RJ, RGS, SC	Post-Degree	2	540	105	87
	UFMG (Federal University of Minas Gerais)	BA, ES, GO, MG, PR, PE, RJ, RGS	Post-Degree	1	180	56	48
	UFBA (Federal University of Bahia)	BA, CE, ES, GO, PE, SC	Post-Degree	1	180	32	23
	UNB (Brasília Federal University)	ES, MG, SC, SE, DF, PI, CE, PB, AP, RJ, BA, PA, MT, AM, PE, RN, AC, RO	Post-Degree	1	180	22	20
TOTAL				16	2,100	449	368

(Cont...)

NATIONAL PROGRAM

2

PEDRO II	Faculty of Humanities (Pedro II -(FAHUPE))	Rio de Janeiro (Colégio Pedro II)	Post-Degree Refresher	1 2	600 50	30 580	30 580
TOTAL				3	650	610	610
GRAND TOTAL				19	2,750	1,059	978

Related Benefits

It is essential to emphasize the positive repercussions which the training of human resources had, particularly in regard to the Secretariats of Education and the Universities. This can be considered a by-product of the training and presents valuable possibilities for the Brazilian educational process.

In this context it is worth drawing attention to:

- The acceptance and approval by the Federal Council of Education of the teacher licensing plans developed by FREMEN to meet State needs

The deficiency of teachers with degrees and the need to prepare teachers in a short time to serve in schools constructed by FREMEN caused that agency plans for SHORT-TERM, INTENSIVE LICENSING PROGRAMS for the 1st level of education to the Federal Council of Education for approval. This way of licensing teachers permitted the preparation of teaching personnel to keep pace with schedules for the construction of schools.

For the duration of the 2nd Agreement, FREMEN obtained authorization from the Federal Council of Education to conduct the EXPERIMENTAL/PART-TIME LICENSING PROGRAM FOR NON-CERTIFIED TEACHERS IN SERVICE. This new type of licensing turned out to be highly advantageous to the States because it made it possible to improve the quality of their non-degree teaching personnel without taking them away from their activities. Once again, this represented an open attitude on the part of the Federal Council of Education and was proof of the confidence of the Council in the work developed by FREMEN, since for the first time, the Council permitted the counting of time in degree-related activities outside the university, as part of the total time required for licensing.

- The involvement of the State Councils of Education in the problem of the deficiency of teachers for the educational network

It fell to the State Councils of Education to authorize the functioning of Courses of Additional Studies to prepare teachers of the first four grades of the 1st level of education to teach in the 5th and 6th grades. These Councils were sensitive to the problem and responded to the requests made to them. In the same way the State Councils of Education found themselves involved in the MEC/USAID program because they had to approve the State Educational Plans which included activities related to the Loan Agreement.

- Making the Secretariats of Education aware of the importance of integrated planning as a way to achieve the objectives in question

The need to integrate the activities of the MEC/USAID Agreement with those of the Secretariats of Education, required the State Secretariats to create teams, or planning units for the purpose of applying scientific methodology to replace the random methods developed up to that time.

- Making the Secretariats of Education aware of the need to improve their human resources for support of the implantation of a process of change

The acceptance of this premise led the Secretariats of Education to include in their planning, not only the training of teaching, technical and administrative personnel which would serve in the new school units, but also the training of personnel in schools already functioning and of the Secretariats' technical teams, with a view toward the restructuring of the Secretariats.

- Interaction between Secretariats of Education and Universities

As training of human resources for the new schools was generally developed by universities, this provided opportunities for greater contact, communication and integration between Secretariats of Education and the Universities.

This enabled the preparation of teachers to operate within the reality of the situation of their schools, since the universities were better situated in the comparative educational context of the State. In the same way, the Secretariats of Education were able to recognize the advantages of using the potential of the universities in training and improving their human resources.

- Acceptance by universities of courses created by FREMEN to meet the needs of the States

On resorting to the universities for training of personnel for the new schools or even for the improvement of the instruction network, FREMEN had well defined study plans which were decisive in having universities believe in and accept this new mission, even though the courses required curricula and methods different from those of the regular courses given by the universities. It is important to point-out that many of the innovations introduced by FREMEN were later incorporated in the regular university courses.

In any case, the work which was to be developed by the teaching staffs of the universities represented a challenge to them and the persons who accepted this challenge also had the opportunity to develop their creativity in regard to that which was offered them as a concept by FREMEN and did not limit themselves to an attitude of passive acceptance.

- Continuing improvement of the work developed by the teams of the Secretariats of Education and Universities

The monitoring and evaluation by FREMEN of the activities developed by the executing teams represented a permanent stimulus for perfecting the work. This was facilitated by the flexibility of the activities and the autonomy of the teams, which reported directly to FREMEN their proposed methods and techniques instead of going through the organizations to which they were directly connected and might have delayed or blocked some of the proposals.

- Benefits acquired by the Secretariats of Education and universities as a result of the development of the program

In the curriculum of the 1st level of education schools constructed under the FREMEN program there was a part devoted to special training aptitudes, testing and work incentives. This had implications in construction design as well as requiring the definition, in cooperation with the universities, of a type of teacher who ought to be trained to serve in this area of the curriculum.

When Law-5692/71 was promulgated requiring special training at the 1st and 2nd levels of education, one of the few valid experiences which the Law recognized, and which is still in effect, was the work conceived by FREMEN and put into effect by the universities regarding the training of teachers and the special training at the 1st Level of Education in the schools built under the 1st and 2nd Agreements.

- Influence of the organization and work developed by the schools constructed under the Agreement on other schools of the State Educational Systems

There was no doubt that the existence of rationally constructed schools and the preparation of all teaching, technical and administrative personnel to serve them enabled an outstanding work which had the following aspects that can be pointed out as having influenced positively the other schools of the system:

- . giving importance to school planning, with the participation of the entire school staff;
- . continuous evaluation of the work developed, as a way of bringing about readjustments and avoiding distortions;
- . emphasis given to scientific education;
- . utilization of the school library as an integral part of class activities and, also, its utilization by the community;
- . school/community integration as a means of attaining effective participation of the community in school matters since the school is an instrument of the community;
- . a new concept of school organization and the way school supervision and educational counseling function.

Comparison of the Development of Human Resources between the 1st and 2nd Agreements

<u>Reference</u>	<u>1st Agreement</u>	<u>2nd Agreement</u>	<u>Consequences</u>
Planning	- The participating States with technical assistance of EPEM, prepared a specific plan for FREMEN.	- The participating States included in State Education Plans the projects to be developed by FREMEN.	- Greater responsibility and participation of the Secretariats, training agencies and FREMEN in the planning and development of the program.
Special Agreements	- Prepared following the detailed programming proposed by FREMEN to the training agencies.	- Prepared following the Project of Courses sent by the training agencies and approved by FREMEN.	- Better adjustment of program to clientele, with a vi w toward qualifying it for an efficient performance within its educational reality.
Recruitment	- Source and destination of clientele tied to the geo-educational area of the schools built by FREMEN. - Involving only personnel not connected with State Instruction Network.	- Source and destination of clientele were not limited to the geo-educational area of the schools. - Open to personnel connected or not with the State Instruction Network.	- Qualification of personnel from townships not benefitted by construction of schools. - Reduction of the number of non-certificated teachers, and providing opportunity for up-dating qualified personnel in the network.
Selection for Licensing	- Undertaken specifically for the clientele of the schools constructed by FREMEN, meeting pre-established norms, as jointly agreed by FREMEN and the State Secretariat of Education.	- Undertaken only in accordance with criteria and norms of the training agency.	- Elimination of differences existing between the selection for FREMEN courses of the training agency.

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Reference

Training Courses

1st Agreement

- Exclusively for personnel of the 1st level of education (Multi-purpose Schools from the 5th to the 8th grades and schools of 1st to 8th grades).
- Non-existent for the Technical and Administrative Personnel of the Secretariats of Education.
- Predominant involvement of the Training Centers in the execution of the Short-Term licensing Program in Practical Arts.
- Execution of a single type of Licensing Program - Intensive Short-Term.

2nd Agreement

- Offered to personnel for the 1st level of education (Multi-purpose Schools 1st/8th grades and schools of the State of education Instruction Network) and for the 2nd level of education (Inter-school Centers, Multi-purpose Secondary Schools of the State Instruction Network).
- Offered to the Technical and Administrative Personnel of the Secretariats of Education.
- Predominant involvement of the universities in the Short-Term Licensing Program prepared by the universities and analyzed by PREMEN.
- Besides the Intensive Short-Term Licensing Program there was the Experimental Part-Time Licensing Program.

Consequences

- Enlargement of the area served, reinforcing the State action in implementing Law 5692/71.
- Training of the Technical and Administrative Personnel of the Secretariats of Education with a view toward implementing the Administrative Reform, in accordance with one of the Special Projects programmed under the 2nd Agreement.
- Execution of planning integrated with the programming of regular university courses, providing opportunity, in the future, for students to use granted credits in the Full Licensing Program.
- Qualification of personnel in the areas of Sciences, Portuguese Language and Social Studies without taking the non-certified teacher away from his teaching activities.

SPECIAL PROJECTS MANAGEMENT OFFICE

The major innovation introduced in the 2nd Agreement, in relation to the 1st Agreement, was that financing was not restricted to the areas of construction, equipment and training of human resources. Projects in the areas of Research and Planning, Methodological Innovations and Qualitative Improvement of Educational Systems, Implementation of a System of Educational Information, Educational Materials and the Design of Curricula and Programs were developed with the objective of improving the administration and increasing the efficiency of the 1st and 2nd levels of education instructional system. To coordinate these projects, which were not part of the activities of existing management office (Human Resources, Construction and Equipment) FRENCH created, at the national level, an Special Projects Management Office (GPE) and a Sub-management Office in each state participating in the Loan Agreement, except Rio Grande do Sul.

Forty-seven special projects were implemented which had as their objective the organization, reorganization or improvement of the systems, services or essential sectors of administrative and/or technical education support, indispensable for the good performance of State Educational Systems. Two types of outputs were expected from these projects. The first, were those outputs which could be quantified and the others, which could be called by-products, as important as the first. By by-products we mean the effects caused by the development of the special projects on the total education system.

Projects Implemented

1) Educational Research and Planning

Within this project three research activities and four other activities related to the area of educational planning were developed.

Research on "THE SLOW LEARNER"

Before the implementation of the Santa Catarina State Educational Plan, initiated in 1970 and which introduced the automatic promotion system, the old system congested the initial grades due to many failures and resulting in accentuated distortions between the chronological age of the student and the grade he was attending.

To guide teachers in the application of the new evaluation system, the Secretariat of Education along with the Santa Catarina Development University (UDESC) prepared a "Manual of Evaluation for the 1st level of education". At the same time a system of observation was introduced, design to help the teacher register systematically the progress of students.

The Secretariat also developed special planning projects for slow learning students, the results of which indicated that between 20% and 30% did not learn to read and write after two years of schooling.

Based on the concept of the problem of the slow learner, a research project was formulated which collected the data needed to better understand the problem being investigated and made appropriate suggestions.

This research, published in 1974, was carried out by the Educational Research Center (CEPE).—

Putting together the results of those activities, it became apparent that there were innumerable causes responsible for the existence of students considered slow in the teaching-learning process.

The causes having been detected it became necessary to take measures which could correct the existing problems. Thus, originated the project called "ACTIVATION AND OBSERVATION OF THE TEACHING-LEARNING IN THE 1ST AND 2ND GRADES OF THE 1ST LEVEL OF EDUCATION" (PROJECT 4 under the Agreement) which, in order to provide a broader service, included indiscriminately all students in the 1st and 2nd grades of the basic schools and primary schools of the state network, joining the efforts of several agencies, namely: Assistant to the Student Sector, Santa Catarina Special Education Foundation, Human Resources Sector, Pedagogical Supervision Service, Curriculum Sector, Center of Instructional Learning Materials, School-Community Integration Service and School Building Sector.

The other two research projects stemmed from the requirements of Law 5.692/71 in regard to professionalization at the intermediate level, which resulted in the need for better information on the prospects of the labor market for technicians at that level.

These research projects contributed and are still contributing to the preparation of the Curriculum Proposals and the decision regarding the qualifications to be implemented, as well as the Planning of the Physical Network, not only in regard to new constructions, but also with respect to the distribution of students of the 2nd level of education throughout the network and the placing into effect of an inter-complementary mechanism.

In the State of Ceará, the research on the needs of the labor market was aimed at making a diagnosis of the local labor market so that the curricula teams could develop their activities on better bases and the planning and execution offices of the SEC-CE (Secretariat of Education and Culture of Ceará) could, on the basis of these inputs implement their tasks more efficiently.

In Pernambuco, a research project was developed with the participation of CENAFOR, on the labor market for middle level technicians which provided important data for the team responsible for the design of curricula and programs and the team carrying out the Activation of the Educational Counseling Project. In addition to this, the results of the research were used for feeding the needs of the new constructions, expansion and/or adaptations of school buildings.

In order to meet the educational sector growing need to increase the efficiency and productivity of its administration, the project called "Implementation of the Planning System in the Secretariat of Education and Culture" was developed in the State of Goiás.

It sought to provide the system with better conditions for performing its role in decision making and administration.

Another project had the objective of preparing the administrative infrastructure to guarantee the application of the Reform of the 1st Level of Education to the schools of the Municipal System.

In the State of Rio de Janeiro a project was developed for the establishment of an instructional material distribution system. Another project was developed under the title "Educational Specifications" to assist in developing policy and planning activities of the Secretariat of Education and Culture.

METHODOLOGICAL INNOVATIONS AND QUALITATIVE IMPROVEMENT OF EDUCATIONAL SYSTEMS

This area is characterized by the concern over rationalizing the use of human, material and financial resources in order to produce greater efficiency in the state education systems. The projects which were developed were related to the pedagogical supervision and educational counseling systems, the restructuring of the secretariats of education and education television.

The implementation of education television in Santa Catarina, on an experimental basis, was aimed at the modernization and efficiency of the educational process, within the context of educational technologies.

The agreement entered into by FREMEN on April 10, 1974 had as implementing agency the National Tele-education Program - PRONTEL, under the Ministry of Education and Culture.

The location selected for the experiment was the State Institute of Education because it had adequate physical facilities and qualified teaching personnel.

On the basis of PRONTEL line of action, and taking into consideration the areas of greatest need, the project had as its objective the integration of TV as an auxiliary element in the work of the teachers, supplementing the conventional structure of the 2nd level of education, providing instruction to this level of education, as well as attending, in some subject matters the students of the State Institute of Education.

The bottlenecks identified in the diagnosis of the State Educational Plans, such as the over centralization of decisions, lack of qualified personnel, problems of functional deviations, weak administrative support for technical functions, among others, led the States of Ceará, Goiás and Pernambuco to restructure their Secretariats of Education. These projects had an outstanding innovative character.

The reforms of the secretariats continued to take place gradually, becoming essential that the individuals involved in the

application of the new procedures had perfect knowledge of the changes to be introduced in the organization, their objectives and advantages. For this purpose, seminars were held for officials at various levels or departments, with the objective of studying the documents produced and better understanding their roles in the organization.

The reform projects were based upon modern principles of administration and in all states, regional education offices were created, coordinated by the central Secretariat of Education, in an attempt to have an effective decentralized administrative structure.

Besides this, the assignment of responsibilities in a clear manner designating the functions of each office, improved the flow of the central decision making process allowing the Secretaries of Education and their direct advisors to act in a more effective and coordinating manner.

Supervision projects were developed in the States of Paraná, Goiás and Rio de Janeiro. The teams acted in an integrated manner with those concerned with curricula and educational counseling. In general, they developed activities at all levels - central, regional and local - working towards helping school units to maintain themselves structurally and dynamically in consonance with the directives emanating from the Secretariats of Education.

The Project of activating Educational Counseling in the State of Pernambuco had as its principal objective to allow a greater number of students to be informed and counseled about the choice of their future professions. Initially that project was merely concerned with the utilization of pschyco-metric materials and other equipment to attend students who presented psychological problems. However, the Secretariat having been persuaded on the priority to develop a project which would permit students to make a more conscientious choice of courses offered under the 2nd level of education, opted to activate the educational counseling service. This project was intimately linked to that of Labor Market Research and the one on Curricula and Programs.

EDUCATIONAL INFORMATION SYSTEM

The EDUCATIONAL INFORMATION SYSTEM project, under national coordination, has as a general objective, the establishment of a system at state level to coordinate and provide data needed for decision making for state planning and administration at all levels of the state educational system.

The first negotiations with the states in the area of Educational Information began in 1973. At that time, the Education and Culture Statistical Service of MEC was diagnosing and defining its information system.

The first agreement was signed by CEARÁ on April 12, 1974. FREMEN and MEC/SEEC which provided the necessary technical assistance, began to make contacts with the Secretariats of Education of the participating states that were considering to implement projects in that area. There followed agreements signed by the States of Santa Catarina (August 5, 1974), Paraná (November 14, 1974),

Pernambuco (December 6, 1974), Goiás (December 13, 1974) and Rio de Janeiro (May 7, 1976).

In all the Agreements MEC/SEEC acted as the intermediary, responsible for the technical orientation of the project, provided through comments on work plans and reports, technical assistance visits, meetings etc. At the same time the coordination of the Statistical Information System was assured by SEEC through the National Program, in the same area, under the 2nd Agreement.

Until 1975 the Agreements on Educational Information were mainly the planning of activities needed prior to the implementation of any system, i.e., the conceptual definition of the system, its implementation strategy and overall plan. But because of limited financial resources and availability of time to execute these projects, PREMEX opted for the development of the system for producing statistical information, without losing sight of the use of this information for administrative and planning purposes.

In the States of Pernambuco, Ceara and Goias it was possible to initiate studies for the definition of a Management Information System (SIG).

TEACHING-LEARNING MATERIALS

Lack of textbooks in general, equipment and even simple expendable materials such as chalk, paper, cardboard and ink, among other deficiencies, have been noted in all the state educational systems.

This reality led MEC to take steps to implement activities related to research, specification, production and distribution of teaching-learning materials. As a result, the directives of a National Policy for Teaching-learning Materials suggested by the Task Force designated by Ministerial Order nº 630 of August 31, 1972, coincided with the initiative of some states which included projects in this area under their respective state educational plans.

Project-8 under the 2nd Agreement composed of appropriate sub-projects enabled the participating states to develop activities in areas such as:

- organization and improvement of a state entity with the principal responsibility for planning and implementing a System of Teaching-Learning Materials.
- the furnishing of books to libraries of the 1st and 2nd levels of education schools.
- furnishing textbooks to students of the 1st level of education through an agreement signed by the National Book Institute (INL).
- furnishing of other didactic materials, particularly audiovisual materials, to 1st and 2nd levels of education schools.

Although separate and distinct, the four areas above were interdependent in their educational aspect. So much so that the furnishing of books and all that was implied could not remain separate from the activities related to the furnishing of other teaching-learning materials.

Implementation of the Teaching-Learning Materials System -

The agreements signed by the States of Pernambuco, Ceará, Goiás, Santa Catarina and the Municipality of Rio de Janeiro were defined as instruments which provided conditions for establishment of systems for acquisition, production, distribution, utilization and evaluation of teaching-learning materials. These systems were developed basically at three levels:

- central level, within the structure of the Secretariats.
- regional level, in regional education offices.
- local level, in the schools of the state network.

The furnishing of adequate materials and equipment to the school network was not the principal characteristic of the systems. What was attempted was a continuous and orderly process of expansion and propagation of new ideas and solutions for the specific problems of learning. As terminals of the system, the schools were the destination of all that was produced or acquired. But they were also, and here was the innovative characteristic of the systems, units where production and experimentation activities of low cost materials took place, with the participation of teachers and students.

The furnishing of Basic Libraries for the 1st and 2nd levels of Education -

The objective was to provide the students of the 1st and 2nd levels of education conditions for research, study and recreation, offering teachers, technical-administrative personnel and the community a source of consultation for their cultural improvement and professional evolution.

To assist in implementing the so-called "Basic Libraries" the participating states were given a document containing suggestions for the preparation of bibliographic lists, according to subject areas. In accordance with the priorities given by the state curricula teams and on the basis of that document, the Secretariats of Education organized lists of book titles for these libraries.

Using the lists submitted by the Secretariats of Education, the manager of the Special Projects Management Office produced a single list of the books which were most requested. Thus, it can be considered that that list represented the needs of each State.

DESIGN OF CURRICULA AND PROGRAMS

The projects in this area developed in the participating states had the objective of preparing and utilizing integrated and

flexible curricula, including the development of manuals for teachers and appropriate didactic materials, so that they would be efficient instruments in the 1st and 2nd levels of education of state instruction systems.

The agreements included support to the already existing state curricula commissions or teams which were developing activities with technical assistance from DEF and DEM (Department of Fundamental Education and Department of Middle Level Education) which, in this case, continued as intermediaries in the preparation of curricula proposals which would be responsible to the new precepts of Law 5.692/71 - methodological guides and support materials - to meet the needs of schools and teachers.

Worthy of note was the integration of the curricula teams of the 1st and 2nd levels of education with those teams of school supervision - in publishing curricula proposals, generally through seminars - thus, permitting an exchange of experience among all elements concerned and a better receptivity as to the feasibility of proposals.

It is also interesting to point out that these activities were integrated with the educational counseling teams and with those teams of other special projects, principally the Teaching-Learning Materials and Educational Information teams.

SPECIAL PROJECTS MANAGEMENT OFFICE (GPE)

This Office, performing its functions on a full time basis, like the other offices of PREMEN, devoted itself to two types of activities. One, regarding the monitoring and control of development of Special Projects, and another connected with educational specifications and planning of the physical network. It participated also - by designation of the National Executive Secretariat (SEN) - in meetings, seminars and debates on pedagogical issues to the extent of personnel availability.

At an early stage the GPE concerned itself with activating the teams involved in the state planning offices in the preparation of agreement drafts and "terms of reference" based on the analysis of projects under State Educational Plans.

Continuing with its monitoring, control and evaluation of approved projects, the GPE analyzed work plans, reports, rendering of accounts and other documents produced by project executing teams, suggesting recommendations which were submitted to the State Management Offices, for discussion with the executing teams.

Besides these activities, the Coordinators of State Programs visited the states for meeting with the teams and the Sub-Management Units to discuss technical and administrative aspects of the projects. Whenever necessary the State Coordinator was accompanied by another advisor of the GPE, a specialist in the area of the project needing specialized assistance.

The instrument used for the execution of each of the Special Projects was the Agreement for the Projects was the Agreement for the Provision of Technical Services entered into by PREMEN and the participating State Secretariat of Education.

Details of each project were contained in the "Terms of Reference", an integral part of the Agreement. To prepare them, contacts were maintained between the GPE and the state teams and, in the cases of intermediation of MEC Offices, drafts were also analyzed by those offices.

The "Terms of Reference" contained the data described below:

A. Project Definition

- Preliminary considerations (brief project justification in view of specifically identified problems in the diagnosis and project relationship to State Plan and MEC Sectorial Plan)
- Characterization of the Project;
 - . brief description
 - . general and specific objectives
 - . targets
- Relationship to other projects and sub-projects of State Plan
- Current status of project (in the event that a project started previously)

B. Implementation Conditions

- Execution mechanism
 - . coordinating and/or executing office
 - . relationship with State Secretariat of Education Offices
 - . relationship with MEC Technical Offices
- Phases and physical implementation chronogram
 - . execution phases
 - . activities in each phase
 - . chronogram

C. Resources required

- Personnel (for coordinating and/or executing the project) personnel staffing chart broken down by:
 - . function
 - . qualification
 - . work schedule
 - . salary

- Material
 - . facilities, equipment and non-expendable materials broken down by:
 - . existing
 - . needed to improve working conditions
- Financial
 - . cost estimation

D. Financial Mechanism

- Disbursement chronogram, broken down by:
 - . phase and/or activity
 - . source of funds
 - . expenditure classification (payment of personnel, expendable and non-expendable materials, third party services, technical reserve, etc.)

E. Control and Evaluation

- Responsibility
- Indicators, instruments and mechanisms

In general, for planning purpose Special Projects were divided into stages, with the duration of one year. These stages were divided into periods varying in duration from 3 to 4 months.

Given the diversity of these projects, the GPE felt it necessary to establish uniform procedures for planning and collecting information for effective monitoring and control, otherwise it might run the risk of having a multiplicity of data complicating the system.

To resolve that problem the GPE proposed to the State Management Units and to the various Project Executing Team models which, after being analyzed at various levels, underwent needed changes and began to be used as instruments for planning, monitoring and control in regard to technical, administrative and financial aspects of the projects. The instruments used were:

- Work-plan - prepared by project executing teams and submitted to FREMEN one month before the beginning of the period. It was analyzed by the State Sub-Management Unit then by the GPE.
- Report - submitted 10 days after the end of the period. It received the same treatment as the Work Plan.
- Financial Report - it followed norms established by FREMEN/Sub-Secretariat for Finance. Submitted 10 days after the end of the period.
- Control Sheet - used to feed information to FREMEN Sub-Secretariat for Operations and also to give a general view of the project. These sheets registered the principal activities in the work plans for the periods, with anticipated dates for their completion, to be confirmed by the periodical reports.

- Overall Control Chart - one for each project, used to control the dates for the submission of plans, reports, and accounts and for the release of funds.
- Monthly Control Chart - used for monthly control of all project events pertaining to the above mentioned chart.

In addition to these documents the GPE also developed a Model for Annual Operational Plan and a Final Report, which after a phase of preparation and discussion in the GPE, were submitted to the State Management Units and Project Executing Teams for review.

These documents, norms, procedures and administrative work routines related to projects were discussed in meetings held with the Sub-managers for Special Projects in the participating States.

For the annual planning of activities of Special Projects in the States, the Sub-managers organized and held meetings with the respective Project Coordinators. Activities of these projects were discussed, planned and co-related to the Annual Operational Plan of the GPE.

OTHER ACTIVITIES

Design of Educational Specifications -

The School Building Construction and Adaptation Projects were aimed at expanding and improving the quality of the 1st and 2nd level of education. To accomplish this, it was proposed that school construction and equipment and furniture to be acquired be preceded by a diagnosis of the physical network and by a construction plan. One of the elements of this plan referred to educational specifications or the pre-establishment of the characteristics of the school unit "in such a way that they were in consonance with the educational policy prescribed in current legislation and developed through decisions adopted by the educational systems to which the school unit would be subordinated, beginning with the highest level-that of the federal sphere, down to the local entity-at the state or municipal level."

The design and/or follow-up of specifications for school buildings constructed and equipped with financial resources from the 2nd Agreement were placed under the Special Projects Management Office. Thus, that Office prepared educational specifications for the 1st and 2nd level of education schools, participated in work groups composed of architects and specialists in human resources in the examination of architectural plans, prepared operational documents for educational specifications and charts for quantifying classrooms, equipment and human resources.

Principal Outputs Produced

Among the principal effects or by-products generated by the execution of Special Projects the following are listed below:

CEARA

Research on the Labor Market Needs in the State Larger Development Nuclei:

- adjustment of curriculum proposals to the labor market needs;
- better arranged training programs for the 2nd level of education teachers;
- indication of the economy trends demanding preparation of teachers for corresponding sectors;
- more receptivity by industry to accept trainees from the State education system;
- more information on the labor market reality by the Secretariat of Education, Secretariat of Finance and Labor Ministry staffs;
- opportunity for the Secretariat of Finance to update its Tax Payer Roll;
- professional information to feed the needs of educational counseling.

Implementation of State Secretariat of Education Administrative Reform:

- decentralization of coordination through the activation of Regional Education Offices;
- simplification and flexibility of the decisionmaking process at central and regional levels;
- definition of personnel functions at different levels;
- definition and standardization of procedures for personnel, material, physical assets, general services, accounting and maintenance;
- integration of technical teams within the Secretariat;
- establishment of the monitoring, control and evaluation team;
- upgrading of personnel, through the human resources training program, to face change.

Educational Information System:

- larger information output for control and evaluation of the state educational planning;
- information output streamlining;
- greater reliability by educational statistical information users;
- exchange of information use;
- standardization of educational information systems involving state system (SIEPE/CE) and federal system (SIEEC/MEC);

- data collection in a better coordinator fashion;
- feeding of planning needs through requested data;
- decentralization of activities, through regional information nuclei, under Regional Education Offices;
- design of integrated norms in terms of state-municipalities;
- involvement of local governments in data collection;
- supplying inputs to other states developing similar projects, through documents produced.

Teaching-learning Materials (Basic Libraries):

- acquisition of 18 basic libraries for the 1st and 2nd levels of education schools and 17 sets of instructional materials for Regional Education Offices.

Teaching-learning Materials

- information on the reality of teaching-learning materials availability in the state school network;
- establishment of the Teaching-learning Materials Center (CEMEA);
- establishment of 4 multi-media centers in Fortaleza and 4 Regional Teaching-learning Materials Nuclei (NURMEEA) in the Regional Education Office in Fortaleza, Crato, Russas and Juazeiro;
- decentralization of Teaching-learning Materials System at regional level through the NURMEEA, and at school unit level through the multi-media centers.

Design of Curricula and Programs

- better performance as a result of studies and in-service training;
- standardization of curriculum components in terms of sequence and contents per grades;
- acceptance of a new concept of curriculum planning;
- upgrading of personnel staffed in school units involved in the teaching-learning process;
- effective participation of teachers in the preparation of School Annual Plans and in the design, reformulation and adjustment of curriculum proposals;
- interest shown by school units in adopting a curriculum evaluation methodology;
- more objective teaching to meet students' potentialities toward regional reality;
- support to the achievement of targets anticipated under the Educational Reform Implementation Plan.

PERNAMBUCO

Labor Market Research for Middle Level Technicians

- cooperation from SUDENE, through the Department of Human Resources, providing necessary data for the research;
- interest shown by industry toward research results;
- research results included:
 - . use of analysis in state educational planning;
 - . better adjustment between the supply of middle level technicians - coming out of the school system - and labor market demand;
 - . generation of information, in terms of prevailing qualifications, for the 2nd level of education teaching programs.

Implementation of Secretariat of Education New Technical and Administrative Structure and Evaluation of the 1st and 2nd Levels of Education

Reform Implementation

- elimination of unnecessary workload under the responsibility of central level decision makers;
- better communication among physical facilities and easier operational flow in the Secretariat of Education;
- better understanding by other entities of Secretariat work by means of seminars on planning, research and evaluation activities;
- information on the availability of teachers, per type and level of teaching, to supply inputs for the formulation of teacher training programs;
- establishment of technical teams at central and regional levels to allow educational counseling work to be carried out in a more systematic fashion;
- publication of documents on work oriented courses offered by the state school system.

Survey and Upgrading of Educational Information

- supply of quantitative and qualitative information generating a basic support for educational planning at all levels;
- development of a new mentality on the importance and accuracy of information in the planning process;
- better access for consultations and quicker response to information requests;
- inventory of all teaching units.

Implementation of the Audio-Visual Media Department of the Educational Technological Resources Department and Supply of Instructional Materials for School Units

- definition and progressive implementation of the Teaching-learning Materials System in the state;
- establishment of 11 Teaching-learning Materials Multiplying Centers;
- establishment of 11 Instructional Support Laboratories in Recife Schools to assist 54 neighbouring schools;
- supply of instructional materials to the state school network;
- policy formulation for the services of lending equipment and teaching-learning materials;
- acquisition of 24 mini-libraries for the Education Supervisory Nuclei;
- 25,690 students were estimated to be served.

Supply of Text-books for the 1st Level of Education Students

- distribution of 62,843 text-books (5th/8th grades) to 46 schools operating the "Book-Bank";
- motivation of students to make use of book banks.

Design of Curricula and Programs for the 1st and 2nd Levels of Education

- organization of school units in terms of distribution of subject matters and their respective time duration;
- directives to be followed by teachers both in state and private school systems;
- publication of documents prepared by state colleges of education as inputs and consultation materials for teachers and students.

SANTA CATARINA

Research on the Slow-learner Student in the 1st Level of Education

- inputs for the implementation of specific projects for the 1st and 2nd grades of the 1st Level of Education;
- motivation for Education Supervisory Services and Regional Educational Counseling Centers for promoting refreshing training courses.

Implementation of Educational Television

- establishment of TV closed circuit in the State Institute Education;
- personnel training for production, operation and reception activities;
- cooperation from other agencies, state and private, concerned with educational TV.

Activation and Monitoring of the Teaching-learning Process in the 1st and 2nd Grades of the 1st Level of Education

- motivation of literacy classes by teachers, school directors and parents;
- meetings and experience exchange among literacy teachers and monitors;
- training of literacy teachers and utilization of new methods and techniques;
- recognition of the importance of the 1st and 2nd grades as a basis for student performance throughout the full academic life;
- integration of school activities with those of health, agriculture and school food service;
- application of schooling tests to students of the 1st and 2nd grades aiming at a broader vision of student performance.

Implementation of an Educational Information, Control and Evaluation System

- establishment of an information system under the planning advisory office;
- streamlining of information collection process;
- survey of data in cooperation with SEEC/MEC and FIDGE;
- improvement of data collection instruments (from 1975 on all questionnaires were provided with filling in instructions);
- establishment, at regional level, of information sectors in the 14 Regional Education Offices;
- functioning of an integrated information system at state, regional and local level staffed by adequately trained personnel.

Teaching-learning Materials Center

- institutionalization of the Teaching-learning Materials Center (CEEA);
- fair distribution of materials, as well as timely replacement of basic materials to guarantee the continuation of the education process;
- acquisition and establishment of 132 school libraries and 143 Multi-purpose Science Basic Laboratories;
- better communication between CEEA and other Secretariat offices - especially curricula and supervision - aiming at a larger impact on literacy projects.

Curricula and Programs

- better technical performance on the part of the Curriculum Sector staff as a result of training received;
- inputs for the design of complete curricula for the 1st level of education schools;
- cooperation with CEEA in the design of specifications for books and instructional materials;

Curricula and Programs

- better technical performance on the part of the Curriculum Sector staff as a result of training received;
- inputs for the design of complete curricula for the 1st level of education schools;
- cooperation with CEMEA in the design of specifications for books and instructional materials;
- cooperation with the State Text-book Commission (CELDB) in the analysis and selection of text-books to be distributed to school units;
- cooperation with the School Building Division in the environment for the 1st Level of Education schools;
- participation in the selection of professional qualifications to be offered by the 2nd Level of Education Inter-school Centers of Criciúma, Lages, Joinville and Blumenau.

PARANÁ

School Supervision

- establishment of systematic contacts between the Secretariat and all school units of different types and levels throughout the state;
- monitoring and evaluation of the teaching-learning process in the school units;
- implementation and monitoring of Law nº 5692/71;
- better performance of teacher in the classroom due to training and orientation received;
- interrelationship between school supervision and curricula and programs.

Educational Information System

- activation of information through the development of studies and educational researches;
- increased capacity in meeting information requests by users;
- upgrading of personnel responsible for filling in statistical forms, at school level, through specific training;
- feeding in data to educational planning;
- standardization of concepts through the definition of appropriate nomenclature.

School Libraries

- acquisition of 17 libraries for Integrated Schools of the 1st Level of Education (1st-8th grades);
- acquisition of 11 libraries for the 1st Level of Education Schools (5th-8th grades);
- acquisition of 7 libraries for Multi-purpose Schools of 2nd Level of Education (9th-12th grades).

Curriculum Reformulation

- consolidation of the curriculum team within the organizational structure of the Secretariat of Education;
- interrelationship with the school supervision team;
- improvement in the design and/or feed-back to curriculum planning;
- concern to verify the impact of project activities on the teaching quality improvement in the classroom, through the monitoring and evaluation of curriculum policies;
- interrelationship with universities involved in FREMEN programs.

GOIÁS

Implementation of the Planning System in the Secretariat of Education

- decentralization of decision making and centralization of control through systematic mechanisms;
- interrelationship of educational planning with the state overall planning process;
- consolidation of policies, programs, methods and instruments related to educational planning;
- establishment of the planning system in the education offices of Goiânia, Campinas, Jataí and Aragarina;
- specialization of 76 officials staffed in the Sectorial Planning Coordinating Offices and Sub-sectorial Nuclei providing them the necessary scientific bases for running the system in short, medium and long terms.

Feasibility Study for the Implementation of an Educational Planning System at Municipal Level

- information on the educational and socio-economical reality in three municipalities selected for the study (Aparecida de Goiânia, Araçu and Goianópolis);
- participation of school directors and teachers of all municipal schools involved in the study in seminars, conferences and meetings;
- incentives for school organization, curricula and the rational utilization of resources;
- suggestions of measures to be taken for the implementation of the teaching reform in the selected municipalities.

Implementation of the Administrative Reform in the Secretariat of Education

- organizational restructuring of the Secretariat;
- rational personnel reassignment with reduction of employees;
- design and approval of a Regulation Chart setting forth norms, directives and functions for employees;
- personnel training for technical and administrative areas;
- institutionalization of control and evaluation of the State Educational System;
- decentralization of the Secretariat through regional education offices.

Implementation of the Pedagogical Supervision, School Inspection and Educational Counseling Systems

- interrelationship among these systems composing a single system with the purpose of meeting the needs of the 1st and 2nd Levels of Education more efficiently;
- interrelationship with the technical teams of Curricula and Program and Administrative Reform;
- personnel training to upgrade officials staffed in the areas of Pedagogical Supervision, School Inspection and Educational Counseling at central and regional levels and in the school units;
- assisting, until July 1977, to 171 municipalities, 1,234 school units, 303,318 students, 636 school directors and 703 clerical officials, through mobile technical teams;
- implementation of the Professional Information Centers.

Implementation of an Educational Information System

- establishment of work flow, work division and responsibility of the Education and Culture Statistical Information System of the Secretariat;
- decentralization of activities, through the establishment of Regional Information Offices;
- information on the educational statistics reality and identification of bottlenecks through an appropriate diagnosis;
- streamlining the generation of information;
- quicker supply of information with simplified data presentation;
- better information of school network physical facilities through the photographic survey of school units;
- exchange of information and experience with the IBGE foundation.

Teaching-learning Materials System

- establishment and institutionalization of a Teaching-learning Materials Unit (UMEA);
- establishment of two Regional Nuclei for teaching-learning materials in the Regional Education Offices of Goiânia and Jataí;
- consolidation of the Text-book State Commission (CELD) and the Book Bank into UMEA structure.

Library Materials for the 1st and 2nd Levels of Education School Units

- acquisition and distribution of 23 basic libraries with approximately 36,000 books.

Design of Curricula and Programs

- assistance to personnel at school units in the performance of their curriculum planning, execution and evaluation activities;
- establishment of a systematic curriculum planning process;
- evaluation process improvement;
- better judgment on the part of teachers in the selection of objectives and contents for the different curriculum areas;
- direct assistance to school units for:
 - . diagnosing curriculum needs;
 - . verifying applicability of policies set forth in official documents;
 - . proposing alternate solutions for deviations in the curriculum reform process;
 - . reformulating existing documents and designing others to meet actual needs of 1st and 2nd Levels of Education schools.

RIO DE JANEIRO

Educational Specifications for a 2nd Level of Education School

- upgrading of the technical team charged with the responsibility of project implementation;
- sensitizing all officials concerned with education toward a new policy for the construction and rehabilitation of school buildings;
- inputs for the 2nd Level of Education Curriculum Reformulation Project.

Education Materials Management System

- establishment of an standardized language for educational materials through the preparation of instruction manuals;
- standardization and control of materials providing automatic delivery of requested items to school units;
- training of personnel needed to operate the Educational Materials Management System;
- inputs for other states, through the publication of technical documents.

Implementation of Pedagogical Supervision

- initial push for the implementation of an Educational Supervision System in the state;
- organization of 16 Regional Teams to work in 16 state program areas;

- decentralization of educational supervision through Regional Teams;
- establishment of a mechanism to supply information needed to operate in the system (directives, norms and principles);
- school monitoring by one single educational supervisor.

Information System

- better services provided to educational agencies;
- inputs for educational system analysis at state, regional and municipal levels;
- streamlining and accelerating the process of data supply.

Implementation of an Audio-visual Curriculum System

- better services provided to educational agencies;
- inputs for educational system analysis at state, regional and municipal levels;
- streamlining and accelerating the process of data supply.

Implementation of an Audio-Visual Communication System

- establishment of 10 Multi-media Regional Units including personnel training to operate them.

Design of Curricula and Programs-Special Education

- development of a curriculum proposal for special education to supplement the general education curriculum segment;
- establishment of technical teams for the planning of special education program in 6 schools;
- establishment of a task-force for special education in the Curricula Laboratories;
- implementation of a special education program in three schools in Nova Friburgo and three schools in Nova Iguaçu.

S U M M A R Y O F S P E C I A L P R O J E C T S

2nd AGREEMENT PROJECT AREA	STATE	PROJECT TITLE	OUTPUTS PRODUCED (OTHER THAN THOSE PLANNED FOR)	
			NUMBER OF PERSONNEL TRAINED	NUMBER OF DOCUMENTS PRODUCED
Educational Research and Planning	GO	Implementation of the Planning System in the Secretariat of Education	412	4
	GO	Feasibility Study for the Implementation of an Educational Planning System at the Municipal Level	342	1
	CE	Research on the Labor Market Needs in the State Larger Development Nuclei	-	2
	PE	Labor Market Research for Middle Level Technicians	-	16
	SC	Research on the Slow-learner Student in the 1st Level of Education	-	1
	RJ	Educational Specifications for a 2nd Level of Education School	-	1
	RJ	Educational Materials Management Systems	55	19
TOTAL			809	44

Methodological Innovations and Qualitative Improvement of Educational Systems	PE	Implementation of Secretariat of Education New Technical and Administrative Structure and Evaluation of the 1st and 2nd Levels of Education Reform Implementation	69	16
	CE	Implementation of State Secretariat of Education Administrative Reform	1,056	24
	GO	Implementation of the Administrative Reform in the Secretariat of Education	629	10
	GO	Implementation of the Pedagogical Supervision, School Inspection and Educational Counseling System	1,243	16
	PR	School Supervision	1,963	26
	SC	Implementation of Educational Television	227	249
	SC	Activation and Monitoring of the Teaching-learning Process in the 1st and 2nd Grades of the 1st Level of Education	6,844	-
	PE	Activation of Educational Counseling	216	14
RJ	Implementation of Pedagogical Supervision	632	27	
TOTAL			12,879	378

Educational Information System	SC	Implementation of an Educational Information, Control and Evaluation System	86	5
	GO	Implementation of an Educational Information System	123	37
	PR	Educational Information System	3,385	5
	CE	Educational Information System	614	92
	PE	Survey and Updating of Educational Information	9	15
	RJ	Information System	-	5
TOTAL			4,217	159
Teaching-learning Materials	GO	Teaching-learning Materials System	380	11
	SC	Teaching-learning Materials Center	5,115	19
	RJ	Implementation of an Audio-visual Communication System	35	1
	PE	Implementation of the Audio-visual Media Department of the Educational Technological Resources Department and Supply of Instructional Materials for School Units	1,313	9
	PE	Supply of Text-books for the 1st and 2nd Level of Education Schools	-	-
	CE	Teaching-learning Materials (Basic Libraries)	-	-
	CE	Teaching-learning Materials	273	63

	GO	Library Materials for the 1st and 2nd Levels of Education School Units	-	-
	FR	School Libraries	-	-
	PE	Supply of Text-books for the 1st Level of Education Students	164	2
	RS	Teaching-learning Materials (Basic Libraries)	-	-
TOTAL			7,278	105
Curricula and Programs	SC	Curricula and Programs	1,216	13
	CE	Design of Curricula and Programs	6,100	21
	GO	Design of Curricula and Programs	393	28
	PE	Design of Curricula and Programs for the 1st and 2nd Levels of Education	576	23
	FR	Curriculum Reformulation	187	25
	RJ	Design of Curricula and Programs - Special Education	83	19
TOTAL			8,555	129
GRAND-TOTAL			33,738	815

V - FINANCIAL CONTROL AND EVALUATION SYSTEM

FREMEW coordination and planning of economic and financial activities, under the responsibility of the Sub-secretariat for Finance (SSF), were carried out in accordance with a Financial Control and Evaluation System. The main objective of this system was to produce standardized data to allow the SSF to be informed, at any given moment, on the budgetary and financial status of Programs and Projects being implemented by FREMEW.

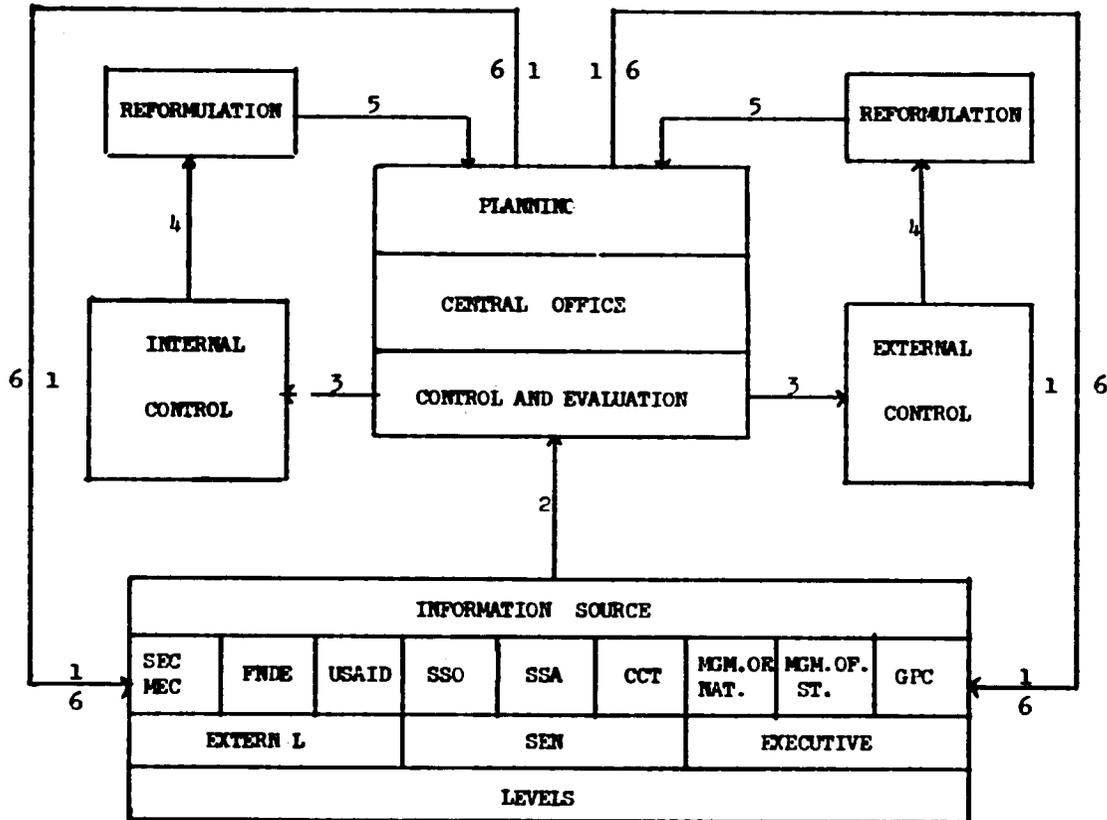
The SSF planning was based on data from MEC - Secretariat General, FNDE and USAID, on policies issued by FREMEW Executive Secretariat and on information from other Sub-secretariats, Project Management Offices and State implementing Agencies.

During the execution of the 2nd Agreement the following planning documents were developed by the SSF:

- Annual Program Budget Proposal;
- Pluri-annual Investment Budget Proposal;
- Sectorial Plan Proposals;
- Overall Application Program Proposal;
- FNDE Financial Application Plans;
- Annual Operational Plan;
- Overall Planning for Program Costs;
- Cost Planning by Program and Projects;
- Disbursement Chronograms.

The Financial Control and Evaluation System Operation is shown below. The basic unit was each project developed in the states. The parameter for measuring expenditures under each project was the percentage of actual disbursements in relation to anticipated disbursements in a given period of time.

FINANCIAL CONTROL AND EVALUATION SYSTEM OPERATION



REMARK: Figures indicate the direction of the cycle of activities and also of information flow.

Data received from different sources supplied the SSF with the necessary information for control and evaluation, within the External and Internal Control Groups. Therefore, Control and Evaluation used data (inputs) produced by Internal Control and the results (outputs) were sent to appropriate users outside FRENEN.

Internal Control sought to secure data for:

- Carry out and evaluate financial and budgetary planning;
- Evaluate financial and budgetary implementation;
- Evaluate program and project costs;
- Evaluate federal government and state counterpart contributions;
- Evaluate financial commitments set forth by national and international agreements;
- Evaluate project physical target development costs.

The system also aimed at adjusting and consolidating data collected in FRENEN with those produced by MEC for the purpose of securing uniformity at ministerial level.

The principal Internal Control instruments carried out by the SSF were:

- Control of expenditure appropriations and obligations;
- Control of FRENEN disbursement chronograms;
- Control of budgetary implementation by projects;
- Control of financial implementation by projects;
- Control of USAID disbursements;
- Control of state disbursements;
- Control of disbursement requests to FNDE;
- Control of expenditure distribution by object classification of financial application plans;
- Control of disbursement supplementation and cancellation;
- Monitoring of FNDE/FRENEN account;
- Control of application of funds by projects under each program;
- Control of USAID Tranche Release Agreements;
- Control of USAID annual commitments for state and national programs;
- Control of agreement and contract implementation;
- Control of submission of accounts under each agreement;
- Control of unliquidated outstanding balances.

The principal External Controls were:

- MEC General Secretariat monitoring reports;
- Annual Operational Plans - models A and B;
- USAID reports - models 1 and 1-A;
- USAID disbursement report to Central Bank of Brazil;
- Financial Control and Physical Target Evaluation Reports by States;
- MEC-IGF Auditing Division Control-Sheets;
- Annual Evaluation Reports - Conditions Precedent for each Tranche Release Agreement;
- Monthly Disbursement chronograms of MEC/USAID Agreements.

Other External Controls were used in relation to agreements entered into by SUBIN, DED, DSU, PIN, etc.

The full information cycle under the Financial Control and Evaluation System was processed in the following order:

- Financial planning, after the necessary adjustments of physical targets under the various programs by SSF, was sent to the implementing agencies through the Executive Secretariat (SEN).
- Following pre-established schedules and work routines implementing agencies forwarded information to the SSF.
- Preparation of Internal Controls, producing data required for the preparation of External Controls in accordance with specific procedures and schedules for each type of control.
- Evaluation analyses carried out by the SSF and External Control Offices produced changes, adjustments, recommendations, establishment of priorities and, finally, decisions.
- Reformulation of basic plans.
- Reformulation feedback was forwarded to SEN, external offices and implementing agencies, thus, closing the information cycle.

Since PREMEN basic programming was based in US dollars there was also the need to carry out control instruments in US currency.

Financial and Administrative Aspects

For the execution of the 2nd Agreement PREMEN had to follow USAID norms and financial implementation specific instructions as set forth in contractual clauses which established a different fiscal year period (July-June of each year) and other specific regulating procedures issued by USAID Implementation Letters.

On the other hand, under MEC structure PREMEN was a special mechanism ruled by Direct Administration that received funds from

the National Fund for the Development of Education (FNDE) which was ruled by Indirect Administration. In addition to be subjected to these two types of public administration PREMEN carried out the 2nd Agreement under Management by Objective style.

Based on the experience gained from the execution of the 1st Agreement PREMEN took the necessary steps in order to adjust itself to the different systems. Major difficulties were related to control and evaluation since USAID required from PREMEN program implementation through management by objective and MEC required from PREMEN the traditional program implementation quarter by under each Brazilian fiscal year as set forth for all offices ruled by direct administration.

The expenditure flow process and accounting records were adjusted to meet the new requirements under the Agreement and PREMEN adopted the Official Federal Government Chart of Accounts.

Decree nº 70,067 dated January 28, 1972, which created PREMEN, allowed the utilization of special procedures for application of funds by PREMEN in the implementation of international agreements. Among these procedures the following are pointed out: funds contributed to the Program under the 2nd Agreement were included in FNDE own budget in order to assure the transfer of these funds from one fiscal year to the next (financing continuity); establishment of the Sole Bank Account process for funds from all sources resulting in greater financing flexibility; and the implementation of its own analytical accounting records with authorization by MEC-IGF and by FNDE to take exceptional actions in relation to the implementation of the program under the 2nd Agreement.

The overall program under the Agreement was based on a fixed amount in US dollars and the corresponding costs in cruzeiros were progressively accumulated during the execution of the program in accordance with the US dollar exchange rate variations.

Financial planning and programming were on a pluriannual basis and funds were considered in blocks under the various sources to finance the implementation of different objectives as previously approved by MEC and USAID. Program implementation was evaluated and reformulated annually with MEC and USAID approvals.

Since required funds were provided by annual periods under FNDE own budget, disbursement of GOB federal funds allocated to the program - which were transferred from one fiscal year to another - were made available by FNDE according to appropriate disbursement chronograms. Contributions from State Governments were deposited according to a previously established schedule and release of USAID funds were requested according to program implementation progress.

Program Agreement was completed without the need from GOB federal government to make additional allocation of funds under its responsibility. These funds, due to efficient utilization, were sufficient to cover all deficits resulting from exchange rate variations and actual cost increases in relation to initial budget estimations.

In the course of program implementation financial inspection was carried out by "Tribunal de Contas" (Brazilian corresponding GAO agency), by the General Finance Inspection Office (IGF) under MEC and by USAID audits in Brazil and in the US.

Financial and Administrative Implementation System

Due to the magnitude of resources to be applied (US\$100,000,000.00) and to the complexity of programming and the innovative targets proposed under the Agreement, the Sub-secretariats for Finance, for Operations and for Support - as basic units for planning, programming and controlling - rendered direct assistance to the Administrative Commission, to FREMEN Coordinator and to the Executive Secretary.

As a consequence "FREMEM Manual A/6.2.6.1 - Administration" which established norms and procedures for the Agreement was formulated, and the following additional norms and instructions were issued:

- Financial and Administrative Norms for Implementing Agencies of State Programs under MEC/USAID Agreement n° 512-L-081/71;
- Instructions for the Rendering of Accounts;
- Instructions on FREMEM Agreements and Contracts.

The financial and budgetary flow of funds used under the Agreement is shown in Annex n° 1.

Funds Allocated and Made Available (see annexes n° 2 and 3)

The original allocation of funds under the Agreement, by source, was as follows:

USAID	US\$ 50,000,000.00
GOB -	
Federal	US\$ 37,753,694.00
GOB -	
States	US\$ 12,246,306.00
	<hr/>
TOTAL	US\$100,000,000.00
	<hr/>

As of June 30, 1977, when all USAID funds were to be completely disbursed, actual disbursement status was as follows;

USAID	US\$ 50,000,000.00
GOB -	
Federal	US\$ 46,934,390.70
GOB -	
States	US\$ 10,631,775.78
	<hr/>
TOTAL	US\$100,000,000.00
	<hr/>

On that date, considering GOB counterpart funding from federal and state governments, there was already a positive balance in relation to the initial estimation in the amount of US\$7,566,166.48.

From the CAPES and CENESP National Programs the amount of US\$540,844.60 was disbursed in the US under the Agreement estimated total.

From 1972 to June 30, 1977, dollar funds were made available under the Agreement, every year, as follows:

SOURCE OF FUNDS	B R A Z I L I A N F I S C A L Y E A R						TOTAL
	1972	1973	1974	1975	1976	1977	
USAID	-	1,936,414.53	2,836,871.90	14,750,792.41	23,663,012.47	6,812,908.69	50,000,000.00
GOB FEDERAL	1,333,333.33	2,456,461.53	7,931,428.57	15,590,613.86	9,686,192.53	9,936,360.88	46,934,390.70
GOB STATES	-	436,923.07	2,922,355.14	1,695,958.26	4,359,624.73	1,216,924.58	10,631,775.78
TOTAL	1,333,333.33	4,829,799.13	13,690,655.61	32,037,364.53	37,708,829.73	17,966,184.15	107,566,166.48

(See Disbursement Column, by year -
72/77 - Annex n° 2)

The graphic in Annex 3 shows estimated disbursements and disbursements actually paid out through June 30, 1977, by source of funds under the Agreement. The conclusion is that the largest variation was in relation to USAID disbursements which were made according to actual program implementation and not based on estimated disbursement chronograms. The reason for this was not to have unused balance of USAID disbursements which would imply in the payment of interest abroad.

Application of Funds (See annex n° 4)

State Program

As of June 30, 1977 USAID funds were fully disbursed and GOB funds were fully obligated and over 50% disbursed. It was anticipated that GOB remaining undisbursed funds were to be completely disbursed before December 31, 1977.

National Programs

Funds were completely disbursed by FNDE under Programs listed in Annex N° 5 graphic, with the exception of "Colégio Pedro II" which execution was directly carried out by PREMEN. Funds for this Program were fully obligated as of June 30, 1977 but not completely disbursed.

Administration and A&E Consulting Services

As of June 30, 1977 funds disbursed under this category had not exceed the ceiling set forth by the Agreement of 10% on total funding.

Program Development in Terms of Application of Funds

Annex n° 6 graphic shows that actual execution was rather different from initial programming due to Agreement peculiarities and complexity, as well as to the restraints of the Brazilian reality when actions depended upon regional conditions in the participating states and municipalities.

Reflexes on the Dollar Exchange Rate

Annex n° 7 graphic shows the actual exchange rate evolution in relation to the planned exchange rate, established by federal government and used for converting local currency allocated to the various budgets. From 1972 to 1975 the planned exchange rate was higher than the real exchange rate and from 1976 to 1977 the real exchange rate was much higher than the planned exchange rate.

During the initial three year period dedicated to planning details and preliminary basic actions - which is quite natural in the execution of any international agreement - there was a local currency availability carried forward to the ensuing year. This ensured to reach Agreement completion without the need of additional efforts from MEC to offset the deficit resulting from the cruzeiro devaluation and cost increases in 1976 and 1977 - decisive Agreement phase.

PREMEN, due to financial and economical internal actions, managed to handle Agreement funds under a tight control overcoming all problems and difficulties which stemmed from Program Agreement implementation.

Cost Summary (See Annex n° 8)

The graphic shows total cruzeiro and dollar costs applied through June 30, 1977. Blank spaces are to be used for filling in Agreement costs during the last six months of 1977 per previously established percentages under each source of funding. The graphic indicates that the total amount of US\$100,135,946.21 was committed which corresponds to Cr\$1,015,731,759.89.

Financial Commitments

By MEC

All Agreement obligations were met in terms of federal counterpart funding contributions and timely payment of interest to USAID.

By States

All obligations under MEC/State Agreements were met by the states both in terms of annual increases of their financial resources applied in education and the ceilings for the utilization of funds in education out of the Federal Participation Fund transfers to the states.

USAID audit which reviewed Program execution in July-August, 1977 found that all financial obligations had been met satisfactorily.

Control and Evaluation

In the course of Agreement execution tight financial controls were carried out making it possible for MEC and USAID, by means of periodic reporting, to secure all information needed.

Control and evaluation activities were based on FREMEN Financial Control and Evaluation System, as shown in Annex n° 9.

Conclusions

Under the administrative and financial viewpoint Program Agreement was carried out as required by the basic concepts of Management by Objectives.

Application of funds was accelerated in the decisive phase of program physical execution (1976-1977), because initial planning work related to project basic specifications required more time and less financial resources since expenditures were mainly to cover technical services.

Adjustments of the different traditional administrative and financial systems with the Management by Objective process, were made in order to seek more operational flexibility under the requirements of legal provisions.

Funds were adequately made available throughout Program Agreement implementation.

The execution of administrative and financial activities under this 2nd Agreement was improved and simplified due to the experience learned from the implementation of the 1st Agreement.

VI - N A T I O N A L P R O G R A M S

CEBRACE - (School Construction and Equipment Brazilian Center)

TREMEN/CEBRACE AGREEMENT

OBJECTIVES	TARGETS	OUTPUTS
<ul style="list-style-type: none"> - Plan, at the national level, physical facilities and equipment for school units, in order to meet 1st and 2nd levels of education specifications. - Standardize specifications considering diversity of social, economical, geographic and climatic factors. - Exchange, at international level, of experience, information and innovation under pedagogical, architectural, technological and administrative aspects. - Render technical assistance to federal, state and municipal agencies and to private institutions aiming at the development and improvement of 1st and 2nd levels of education school physical facilities and equipment. 	<ul style="list-style-type: none"> - Survey of state planning offices for school construction and equipment. - Methodology for designing school specifications. - Criteria for designing, approving and evaluating school construction projects. - Model architectural plans for 1st and 2nd levels of education schools. - Training of researchers and specialists. - Research on construction material specifications to be used in school buildings. 	<ul style="list-style-type: none"> - Catalogues - School specifications: <ul style="list-style-type: none"> . Methodology (Vol. 1) . 2nd Level of Education School (Vol. 2) . 2nd Level of Education Inter-School Center (Vol. 3) - Criteria for designing, approving and evaluating school construction projects. - 15 experimental model plans, making use of "Construction module system for metal structure school buildings." - 160 professionals trained, including: educators, architects, engineers, economists and sociologists. - Catalogue on school construction materials in 4 volumes.

OBJECTIVES	TARGETS	OUTPUTS
<ul style="list-style-type: none"> - Provide teaching-learning materials and specialized equipment for special education. - Upgrade personnel for special education. - Reformulate special education curriculum 	<ul style="list-style-type: none"> - Provide teaching-learning materials and specialized equipment for special education in the areas of: <ul style="list-style-type: none"> . mental deficiency (learnable) . sight deficiency . hearing deficiency . overgifted students - Upgrading and specialized training for: <ul style="list-style-type: none"> . CENESP technical team . Secretariats of Education technical teams . University teachers . Teaching and technical personnel engaged with special education - Design of curriculum proposal for special education in the areas of: <ul style="list-style-type: none"> . mental deficiency (learnable) . Sight deficiency . Hearing deficiency . Overgifted students - Organization and development of pilot project for testing curriculum model. 	<ul style="list-style-type: none"> - 6 special education school units adequately equipped in Par�, Bahia, Rio de Janeiro and Bras�lia. - 205 technicians trained in special education project planning, management, monitoring, control and evaluation. - 8 MS degrees in special education. - 2,690 teachers trained. - 1,843 technical staff trained. - 54 documents prepared <ul style="list-style-type: none"> . 6 proposals and 6 manuals . 8 proposals and 8 manuals . 8 proposals and 8 manuals . 5 proposals and 5 manuals - 6 pilot projects organized <ul style="list-style-type: none"> . 2 projects for sight deficient students . 2 projects for hearing deficient students . 1 project for mental deficient students (learnable) . 1 project for overgifted students.

PREMEN/DEF AGREEMENT

OBJECTIVES	TARGETS	OUTPUTS
<p>- Promote the development of curricula studies Needed for the implementation of innovations under Law-5692/71 relating to the 1st level of education</p>	<p>- Design and application of experimental models for curriculum planning:</p> <ul style="list-style-type: none"> . Integration of communication and expression areas . Science teaching projects . Integration of social studies area based on history . Integration of social studies area based on geography . Literacy teaching model . 1st level of education school administration alternative models. . Implementation of educational counseling service . Work oriented education in the 1st level of education: alternatives for the teaching of the practical arts. . Teaching-learning unit for the teaching practical arts in the 1st level of education - 6th grade . Teaching-learning unit for the teaching of the practical arts in the 1st level of education - 2nd and 5th grades <p>- Promotion of seminars:</p> <ul style="list-style-type: none"> . I Seminar on the Practical Arts . II Seminar on the Practical Arts . III Seminar on the Practical Arts . Seminar on Basic Studies . Seminar on Social Studies 	<p>- Publications:</p> <ul style="list-style-type: none"> . Integrated Principles in the Area of Communication and Expression . Science Teaching Project - 1st/8th Grades . Social Studies - Long-term Basis (3 Volumes) . Nature, Source of Resources - 5th Grade . Literacy Pedagogical Model . Alternative Models for School Administration - 1st Level of Education . Educational Counseling Service Model - 1st Level of Education . Work Oriented Education in the 1st Level of Education Schools . Work Oriented Education Teaching-learning Units - 6th Grade . Work Oriented Education Teaching-learning Units - 2nd and 5th Grades <p>- Human resources trained:</p> <ul style="list-style-type: none"> . All teachers and technical staff of schools which implemented new curricula . All technical staff of state curriculum commissions and teams

DEM - (Department of Middle Level Education - 2nd Level of Education)

FREMEN/DEM AGREEMENT

OBJECTIVES	TARGETS	OUTPUTS
<ul style="list-style-type: none"> - Overall: <ul style="list-style-type: none"> . Promote the qualitative improvement of technical staff involved in the planning, implementation and evaluation of 2nd level of education curricula - Specific: <ul style="list-style-type: none"> . Assist the states in improving the performance standards of their staff involved in the 2nd level of education . Promote training for DEM personnel involved in the coordination of the Educational Sectorial Plan for 1975/1979 	<ul style="list-style-type: none"> - Seminars to improve the curriculum planning, implementation and evaluation process <ul style="list-style-type: none"> . National Seminar on Professional Qualification Supply - 2nd LE (May-July 1975, Brasília - DF) . National Seminar on Professional Qualification Supply - Service Sector-2nd LE - (February-April 1977 - Rio de Janeiro, RJ) . Curriculum Regional Seminar North Region (September-October, 1977 - Belém, PA) . Curriculum Regional Seminar Northeast Region (November 1975 - Natal, RN) 	<ul style="list-style-type: none"> - 72 participants involved <ul style="list-style-type: none"> . Report on conclusions and recommendations - 100 copies - 86 participants involved <ul style="list-style-type: none"> . Report on conclusions and recommendations (2 volumes) - 100 copies - 44 specialists from state secretariats of education and DEM <ul style="list-style-type: none"> . Summary report - 99 specialists from state secretariats of education and DEM <ul style="list-style-type: none"> . Document on Curriculum Planning and Evaluation . Evaluation report
<ul style="list-style-type: none"> - Overall: <ul style="list-style-type: none"> . Develop the process of 2nd LE curriculum planning, implementation and evaluation as set forth by Law 5692/71 - Specific: <ul style="list-style-type: none"> . Render technical assistance to states in the 2nd LE Curriculum Area 	<ul style="list-style-type: none"> - Seminars <ul style="list-style-type: none"> . Curriculum Seminar - Curriculum Planning Model (February, 1976 - Brasília, DF) . Curriculum Regional Seminar Southeast Region (May, 1976 - Vitória, ES) . Curriculum Regional Seminar Centerwest Region (August, 1976 - Goiânia, GO) 	<ul style="list-style-type: none"> - 38 technicians trained for experimenting with the model <ul style="list-style-type: none"> . Pilot project to test model - 96 specialists from state secretariats of Education and DEM <ul style="list-style-type: none"> . Document on Curriculum Planning Model . Summary Evaluation Report - 65 technicians from state secretariats of education and DEM <ul style="list-style-type: none"> . Evaluation Report

(to be continued)

(Continued)

OBJECTIVES	TARGETS	OUTPUTS
<p>- Overall:</p> <ul style="list-style-type: none"> . Develop the process of 2nd LE curriculum planning, implementation and education <p>- Specific:</p> <ul style="list-style-type: none"> . Provide inputs for secretariats of education for curriculum evaluation 	<ul style="list-style-type: none"> . National Seminar on Professional Qualification Supply - Agriculture Sector (November, 1976 - Brasília, DF) . Curriculum Regional Seminar South Region (November, 1976 - Florianópolis, SC) <p>- Training Courses and Seminars</p> <ul style="list-style-type: none"> . Seminar on the implementation of ecology teaching in the 2nd LE (February, 1977 - Brasília, DF) . Seminar on the implementation of ecology teaching in the 2nd LE (March, 1977 - São Paulo, SP) . Training course - Study and Analysis of Evaluation of Curriculum Policies (August, 1977 - Fortaleza, CE) . Training course - Curriculum Evaluation Policies (September, 1977 - São Paulo, SP) <p>- Contracting of consultants for designing specialized technical works</p> <ul style="list-style-type: none"> . Consultants for testing curriculum planning model 	<ul style="list-style-type: none"> - 89 specialists involved <ul style="list-style-type: none"> . Report on conclusions and recommendations. . Evaluation Report - 65 specialists from secretariats of education and DEM: <ul style="list-style-type: none"> . Document on Curriculum Improv. and Eval. . Document on Evaluation of Teaching Programs . Evaluation Report - 17 specialists from DEM <ul style="list-style-type: none"> . Document on "Ecology a Proposal for 2nd LE Teaching" . Evaluation Report - 93 specialists from State of São Paulo educational System and DEM <ul style="list-style-type: none"> . Evaluation Report - 87 officials trained <ul style="list-style-type: none"> . Document on the methodology for designing an evaluation plan - 30 technicians from four state secretariats of education trained - Technical inputs for state secretariats of education involved

(to be continued)

(Continued)

OBJECTIVES	TARGETS	OUTPUTS
	<ul style="list-style-type: none"> . Consultants for designing technical documents . Contracting of printing services to publish documents . Contracting of consultants to teach in seminars and training courses 	<ul style="list-style-type: none"> - Documents produced: <ul style="list-style-type: none"> . Suggestions for Work Oriented Education Programs in Basic Qualifications . Evaluation and Monitoring Plan for Curriculum Planning Model . Curriculum Improvement and Evaluation . Evaluation of Teaching Programs . Methodology for Designing an Evaluation Plan . System for the Implementation of Educational Counseling National and Central Teams (25 teams) . System for the Implementation of Pedagogical Supervision National and Central Teams (25 teams) - 10,000 copies of "Curriculum Design Principles" - 10,000 copies of "Ecology a Proposal for the 2nd Level of Education" - 10,000 copies of "Suggestions for Work Oriented Education Programs in Basic Qualifications" - 10,000 copies of "Pedagogical Supervision and Educational Counseling as Teaching Improvement Factors" - 4 Ecology Courses - 5 Curriculum Regional Seminars - 6 Curriculum Evaluation Seminars

FENAME - (National Foundation for School Materials)

PREMEN/FENAME AGREEMENT

OBJECTIVES	TARGETS	OUTPUTS
<ul style="list-style-type: none"> - Provide the school built and equipped under the PREMEN program with text-books for the 5th through 8th grades students - Stimulate the production of books for the orientation of teaching-learning in the Practical Arts - 7th and 8th Grades- for the schools built and equipped under the PREMEN Program 	<ul style="list-style-type: none"> - Provide the multi-purpose schools built by PREMEN with text-books - Provide other schools built by participating states with text-books - Production, sale and distribution of instructional materials - Production of books to orientate the practical arts teaching-learning for teachers and students' initiation 	<ul style="list-style-type: none"> - See chart below - History of Brazil MEC copy-books - Geography MEC copy-books - Atlas of Potentialities - Compasses - Writing Pads - This target has not been achieved due to the lack of bibliography. Funds budgeted for this target were applied to in the above targets.

PREMEN/FENAME AGREEMENT

ACCOMPLISHMENTS 1974/1977

STATE	Nº OF SCHOOLS ASSISTED	Nº OF STUDENTS ASSISTED	MATERIALS DISTRIBUTED	
			BOOKS	MANUALS
Ceara	45	33.000	199.000	7.600
Goiás	18	6.598	33.000	1.190
Pernambuco	18	17.200	86.000	3.412
Sta.Catarina	40	24.000	113.400	4.516
Parana	5	8.400	42.000	1.339
Guanabara (1975)	3	5.400	27.000	855
Rio Grande do Sul	29	34.800	174.000	6.907
Rio de Janeiro	4	7.200	36.000	1.810
TOTAL	162	136.598	710.400	27.619

PREMEN/INEP AGREEMENT

OBJECTIVES	TARGETS	OUTPUTS
<ul style="list-style-type: none"> - Carry out a diagnosis of the students attending the four last grades of the 1st level of education relating to their aptitudes, interest and intellectual potentiality. 	<ul style="list-style-type: none"> - General planning - Studies of curricula and programs - Experimental application - Study and reformulation of final instruments - Printing of instruments - Sampling selection in 10 states - Selection and training of personnel to apply tests - Test application in 10 states - Correction and processing - Data analytical treatment - Summary and conclusion reports 	<ul style="list-style-type: none"> - Instruments produced, experimentally tested, reformulated and printed: <ul style="list-style-type: none"> . School Efficiency Tests: <ul style="list-style-type: none"> Portuguese Language Mathematics Social Studies Biological and Physic Sciences . Aptitude Tests: <ul style="list-style-type: none"> 5 types of tests . Vocational Interest Tests (T Level) . Social and Economic Questionnaires . Test Application Manual . School Information Questionnaire

OBJECTIVES	TARGETS	OUTPUTS
<p>- Transformation of a 2nd level of education building unit in Pedro II School in Rio de Janeiro, including: construction and adaptation, equipment and training of human resources.</p>	<p>- Rehabilitation of existing facilities in São Cristovao Campus, involving a construction area of 5,600 m².</p> <p>- Construction of new additional facilities- 6,000 m²</p> <p>- Additional equipment</p> <p>- Training of human resources</p>	<p>- 5 story building completed</p> <ul style="list-style-type: none"> . 36 classrooms . printing shop . parking lot . reception hall <p>- Buildings for:</p> <ul style="list-style-type: none"> . Administration . General services . Sports . Rest-rooms . Cafeteria . Classrooms for general education and practical arts <p>- Equipment for rehabilitated and new buildings</p> <p>- See Human Resources Training Chart - National Programs-</p>

FRONTEL (Tele-Education National Program)

PREMEN/FRONTEL AGREEMENT

OBJECTIVES	TARGETS	OUTPUTS
<ul style="list-style-type: none"> - Improvement of facilities and acquisition of equipment needed for the generation of matrices in educational and cultural program centers. - Establishment of an information sub-system within the National Tele-Education System - Training of human resources needed for the National Tele-Education System - Produce new educational technology systems adequate to national needs 	<ul style="list-style-type: none"> - Financial support to projects and entities, acquisition of equipments, installation of education radio and TV stations, construction and/or expansion of physical facilities for tele-education entities. - Production of film strips, slides and educational programs and/or program series for radio and TV - Training courses for radio and TV production technicians - Training courses to upgrade personnel of State Educational Systems for the utilization of educational technologies - Promotion and/or support to study meetings in the area of educational technologies - Specialization training courses for officials working in the area of control and evaluation of educational projects. 	<ul style="list-style-type: none"> - In the Educational TV Brazilian Center Foundation: <ul style="list-style-type: none"> . Completion of the 2nd phase of the 1st stage of tele-center expansion. . Financial support for equipment acquisition projects. - In the Pernambuco Federal University: <ul style="list-style-type: none"> . Completion of facilities for the training center . Completion of the Cinematographic laboratory - In the Bahia Institute of Education Radio Broadcasting <ul style="list-style-type: none"> . Completion of physical facilities - In the Educational TV Brazilian Center Foundation: <ul style="list-style-type: none"> <u>1974 - 1977: 723 programs produced</u> - 3 training courses conducted-400 hours duration each - 177 officials trained - 6 training courses conducted - 60 hours duration each - 227 officials trained - 5 seminars held with the participation of 210 officials - 3 in-service training courses conducted-104 hours duration each - 55 officials trained

(to be continued)

FRONTTEL - (Tele-Education National Program)

FRENCH/FRONTTEL AGREEMENT

OBJECTIVES	TARGETS	OUTPUTS
	<ul style="list-style-type: none">- Upgrading of personnel through scholarship grants - Technical and financial support for project design and implementation for the purpose of upgrading personnel in the area of tele-education and specifically for organized reception.	<ul style="list-style-type: none">- 2 officials completed the MS program in the area of communication at Brasilia University Foundation. - 9 training courses conducted - 120 hours each - 1,133 officials trained including: technicians, pedagogical supervisors, educational radio and TV monitors. - Production of 32 module packages of training materials for educational radio and TV.

SEEC - (Education and Culture Statistical Service)

FRMEM/SEEC AGREEMENT

OBJECTIVES	TARGETS	OUTPUTS
<ul style="list-style-type: none"> - Training of human resources in the area of Educational Information System - Meet the specific needs for training in the areas of educational statistics, data processing and technical operation of the Educational Information System - Update the set of educational statistics available within the historical evolution of education in Brazil - Collect basic material for the full operation of the National Educational Statistical Data Bank to be implemented within MEC under CENEEC coordination - Assure the technical and administrative coordination for the balanced operation of the Educational Statistical Information System throughout the country - Propose technical model of above system at central and regional levels to State Secretariats of Education - Provide technical and financial assistance to the State Secretariats of Education for the establishment of Statistical Information Nuclei per model proposed or approved by MEC/SEEC. 	<ul style="list-style-type: none"> - Training, upgrading, specialization and refreshing courses for technical personnel. - Completion of statistical data in historical series - Establishment of adequately equipped statistical information nuclei in the State Secretariats of Education and Educational Regional Head Offices 	<ul style="list-style-type: none"> - 29 training courses conducted during 1974/1977 - 1,270 officials trained. - Work completed and published: <ul style="list-style-type: none"> . Elementary education (1966/1970) . middle level education - 1st and 2nd cycles - (1966/1970) . elementary and middle level education - 1st and 2nd cycles - (1961/1965) . data analysis . charts for the period 1971/1975 . publication for the period 1956/1960) - 34 statistical information nuclei installed and equipped at central level - State Secretariats of Education. - 47 statistical information nuclei installed and equipped at regional level - Educational Regional Head Offices.

CAPEB - (Higher Level Education Personnel Training Commission)

FREMEN/CAPEB AGREEMENT

OBJECTIVES	TARGETS	OUTPUTS
<p>- Training of technical personnel from MEC, State Secretariats of Education and Colleges of Education</p>	<p>- Implementation of training programs at MS degree level and specialization in the areas of:</p> <ul style="list-style-type: none">. Planning. Economics of education. Special education. Educational program and project administration. Project design , management and evaluation. Teaching supervision. Educational research	<p>- See charts: Training of Human Resources - National Programs.</p>

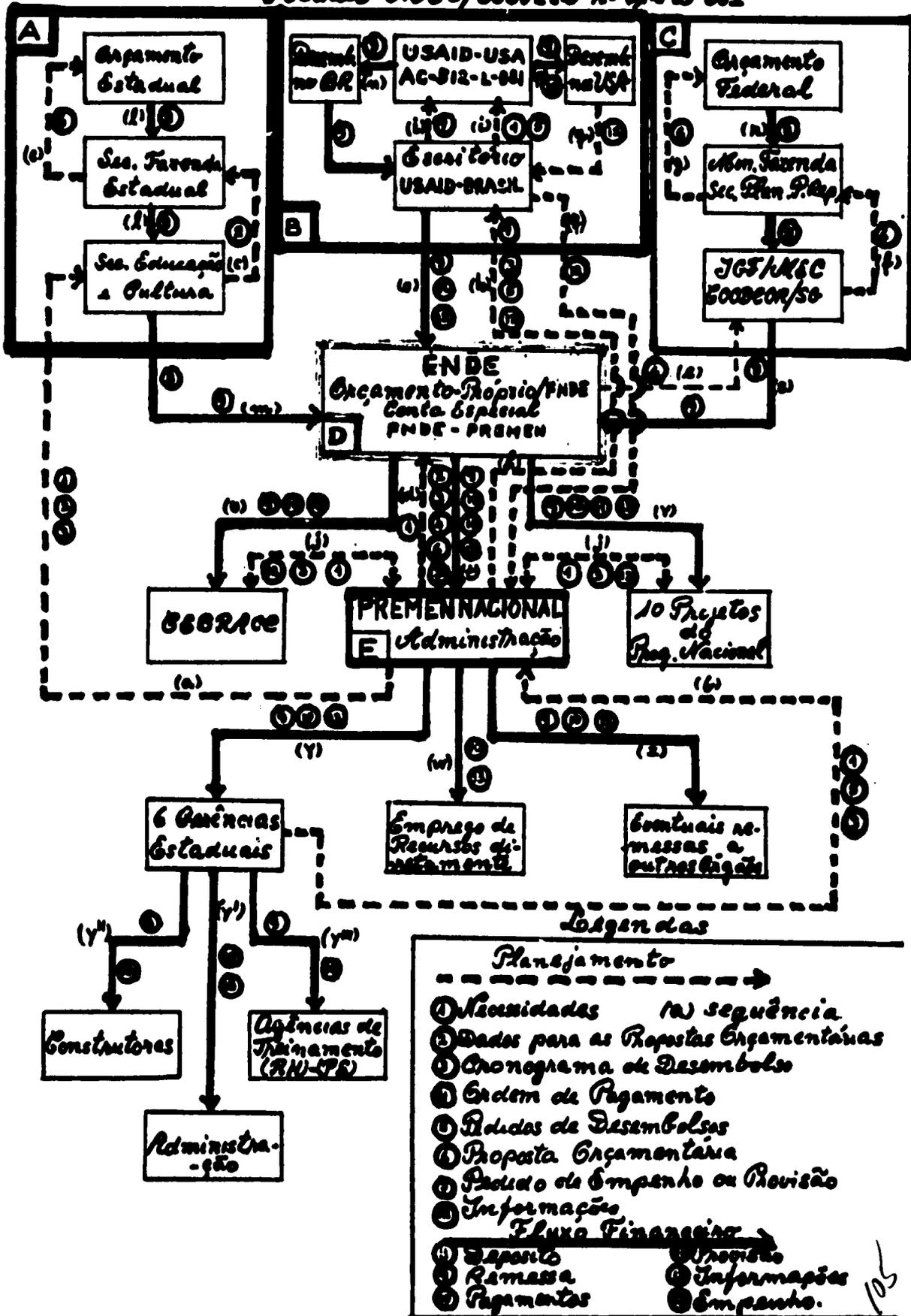
A T T A C H M E N T S

A T T A C H M E N T S

- 1 . **FRENCH Financial and Budgetary System Flow Chart**
- 2 . **Disbursement Status Graphic as of 6/30/77 - MEC/USAID Agreement 512-L-081**
- 3 . **Disbursements as of 6/30/77 - MEC/USAID Agreement 512-L-081**
- 4 . **Status of the Overall Application of Funds as of 6/30/77 - State Programs**
- 5 . **Status of the Overall Application of Funds as of 6/30/77**
- 6 . **Development of Program Agreement (512-L-081) under the Application of Funds Viewpoint**
- 7 . **US Dollar Exchange Rate Evolution in relation to the Average Rate Established by Federal Government**
- 8 . **Application of Funds as of 6/30/77**
- 9 . **Acronyms Used**

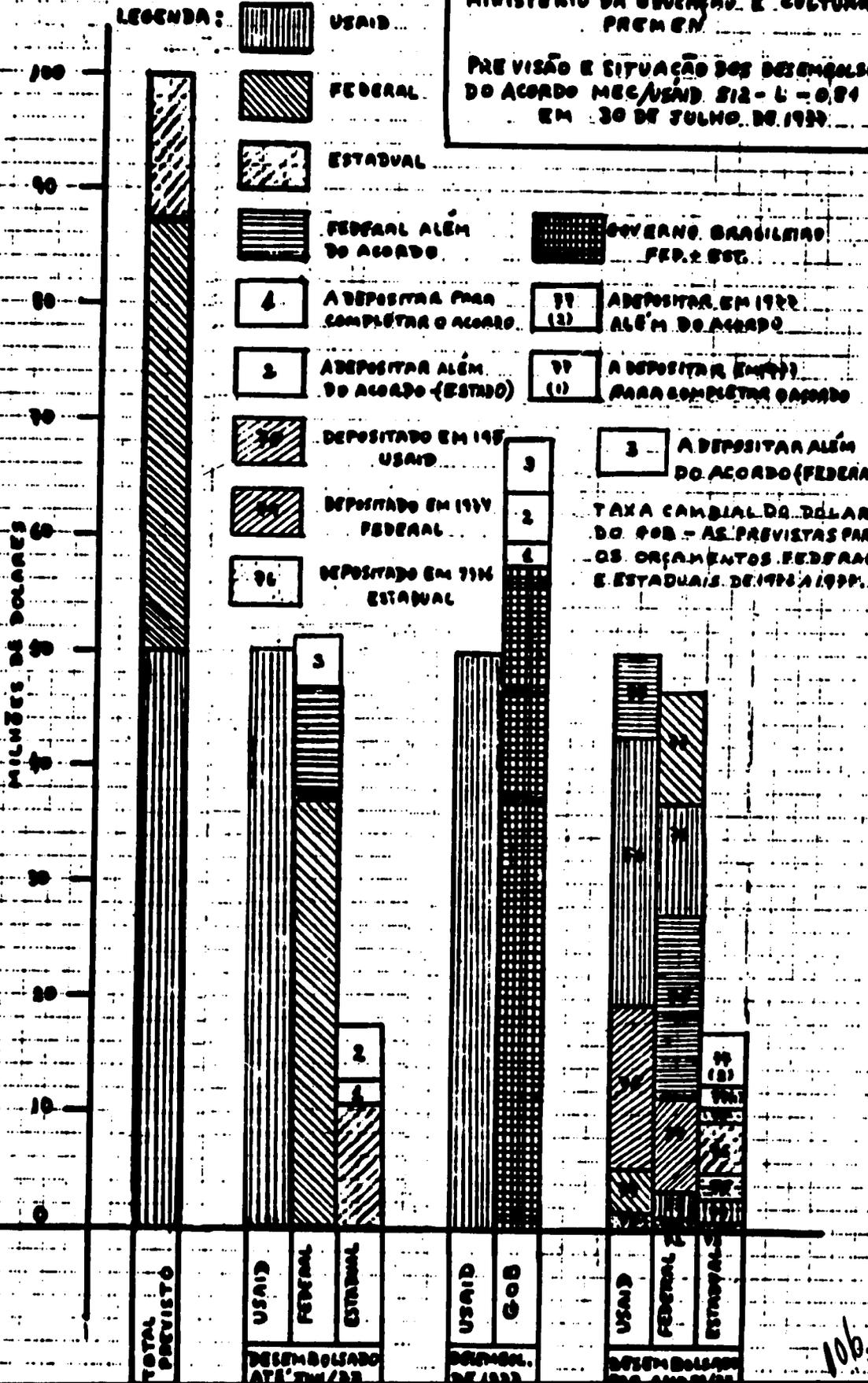
Fluxograma ~~de~~ Orçamentário e Financeiro do PREMEN

Acordo 0166/USL 19 nº 5/2-5-01

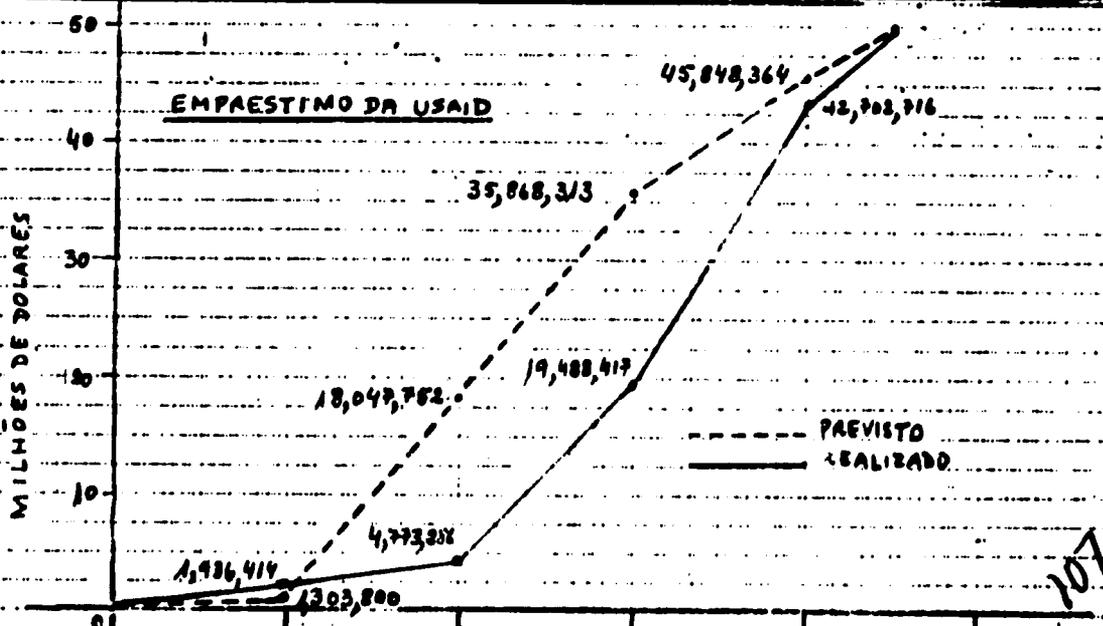
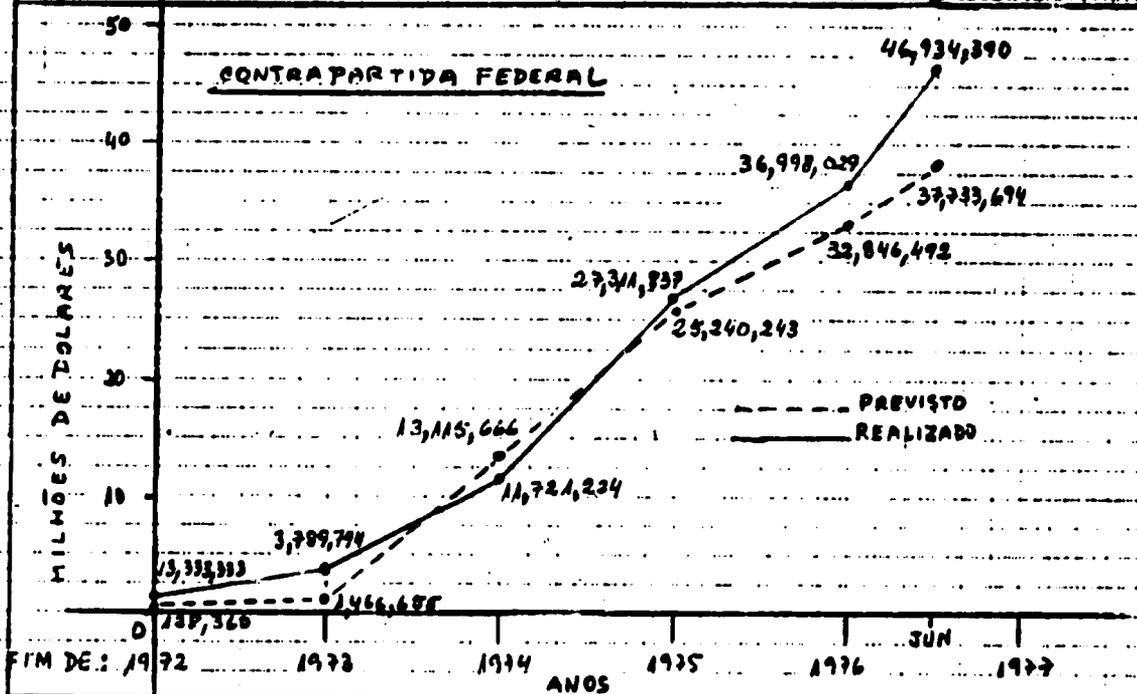
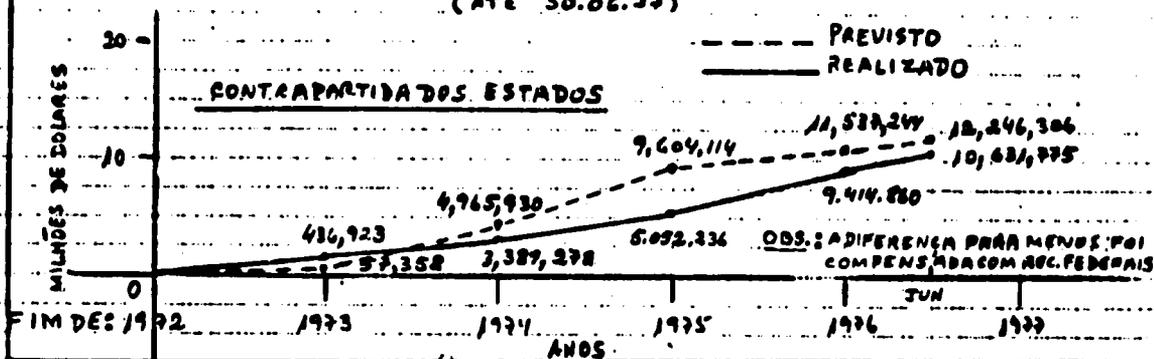


MINISTÉRIO DA EDUCAÇÃO E CULTURA
PREMEN

PREVISÃO E SITUAÇÃO DOS DESEMBOLSOS
DO ACORDO MEC/USAID 812-L-084
EM 30 DE JULHO DE 1959



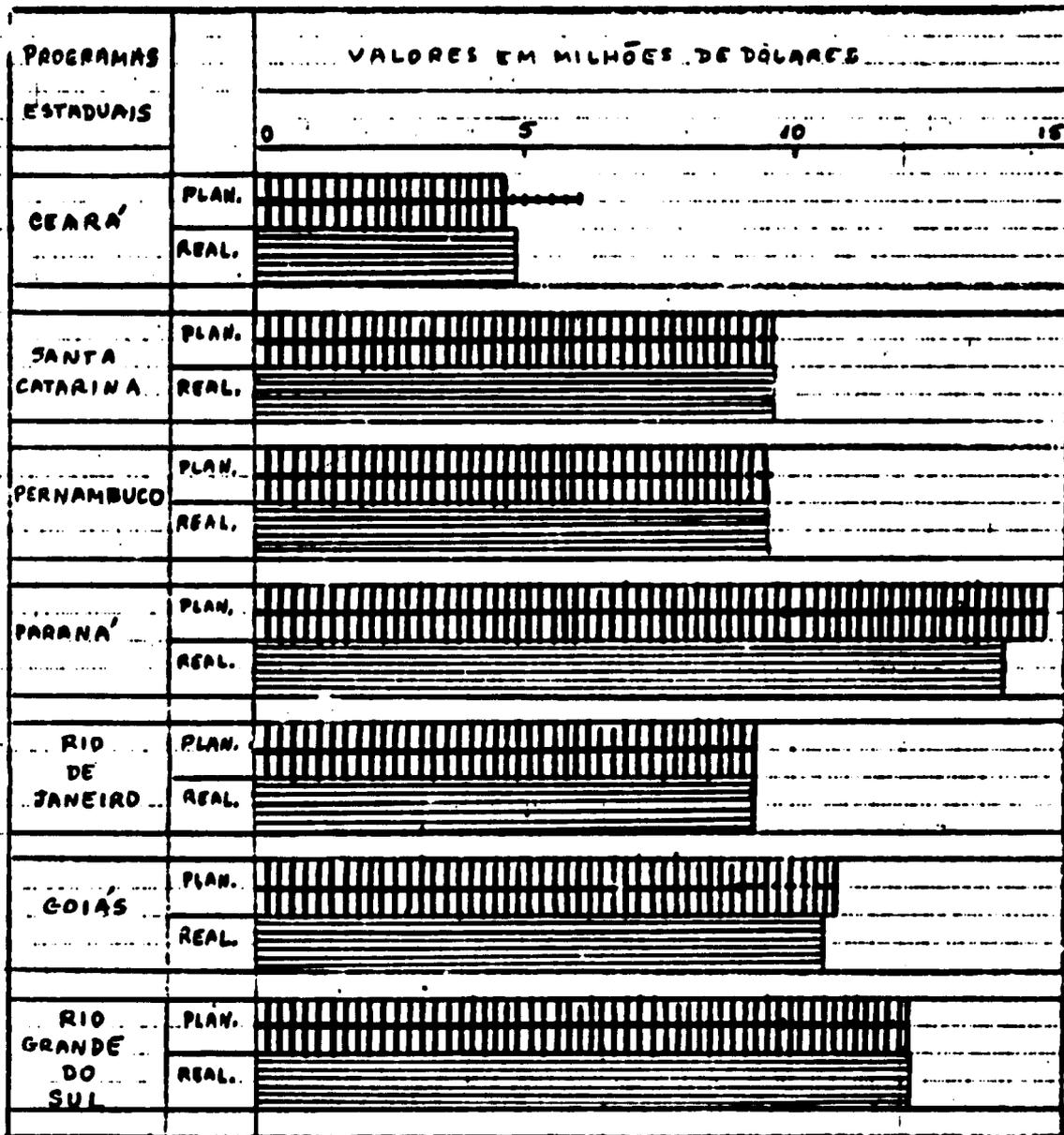
MINISTERIO DA EDUCACAO E CULTURA
 PROGRAMA DE EXPANSÃO E MELHORIA DO ENSINO
 DESCRITIVOS DO ACORDO MEC/USAID N.º 512-L-OR 2
 (ATE 30.06.77)



MINISTÉRIO DA EDUCAÇÃO E CULTURA

PROGRAMA DE EXPANSÃO E MELHORIA DO ENSINO - PAREM/1
(PROGRAMAS ESTADUAIS)

SITUAÇÃO DA APLICAÇÃO GLOBAL DE RECURSOS EM 30.06.1977

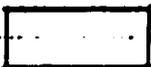


OBSERVAÇÕES :- DADOS DO FINANCIAL REVIEW DE 30.06.77

----- PREVISTO NO CONVÊNIO INICIAL

----- REPROGRAMAÇÃO DE 30.06.77 (ACRESSIMO)

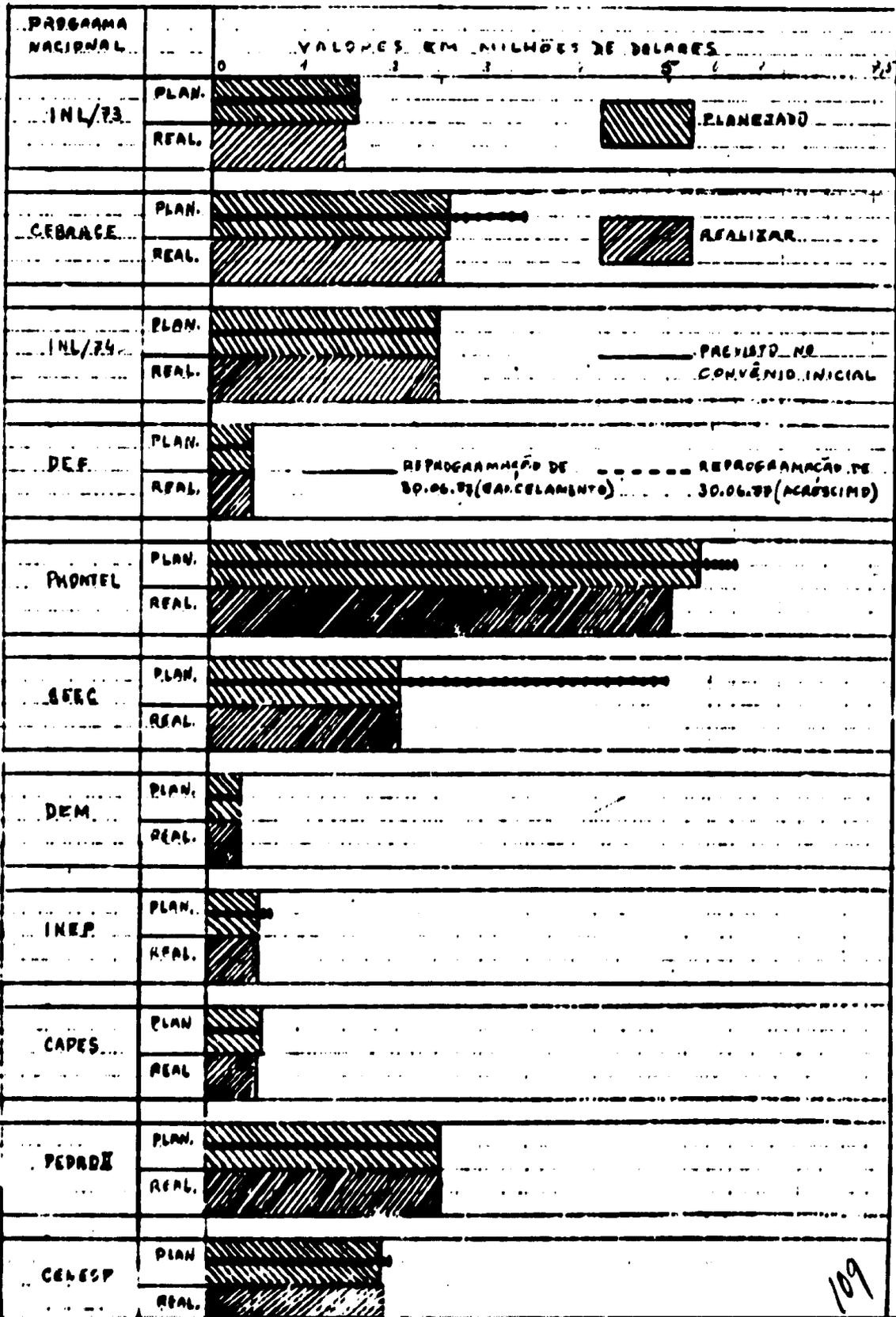
----- REPROGRAMAÇÃO DE 30.06.77 (CANCELAMENTO)



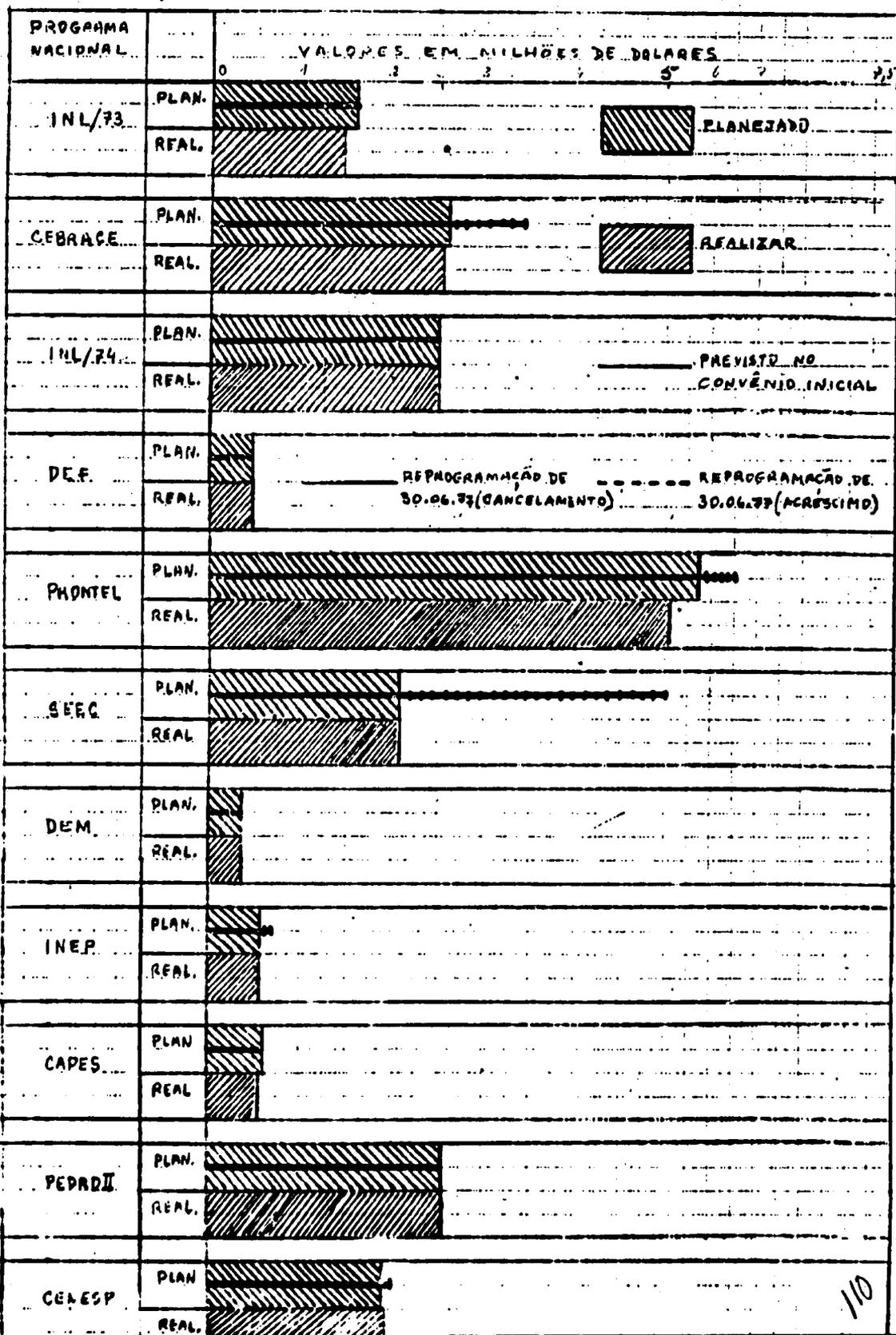
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MINISTÉRIO DA EDUCAÇÃO E CULTURA
PROGRAMA DE EXPANSÃO E MELHORIA DO ENSINO SUPERIOR
(PROGRAMA NACIONAL)
SITUAÇÃO DA APLICAÇÃO GLOBAL DE RECURSOS EM 30.06.1977



MINISTÉRIO DA EDUCAÇÃO E CULTURA
 PROGRAMA DE EXPANSÃO E MELHORIA DO ENSINO SUPERIOR
 (PROGRAMA NACIONAL)
 SITUAÇÃO DA APLICAÇÃO GLOBAL DE RECURSOS EM 30.06.1977



MINISTÉRIO DA EDUCAÇÃO E CULTURA

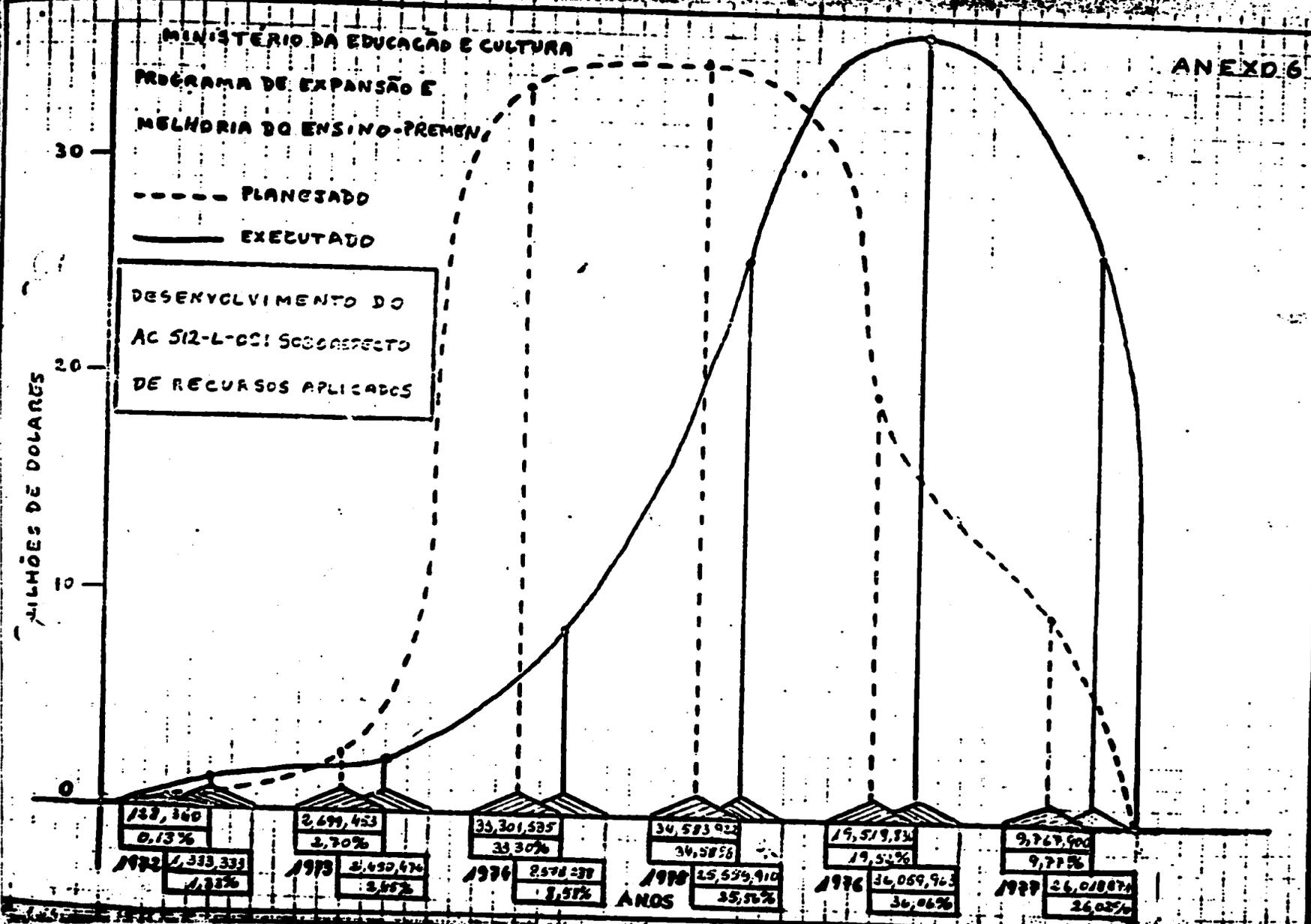
ANEXO 6

PROGRAMA DE EXPANSÃO E
MELHORIA DO ENSINO-PRÊMIO

----- PLANEJADO
—— EXECUTADO

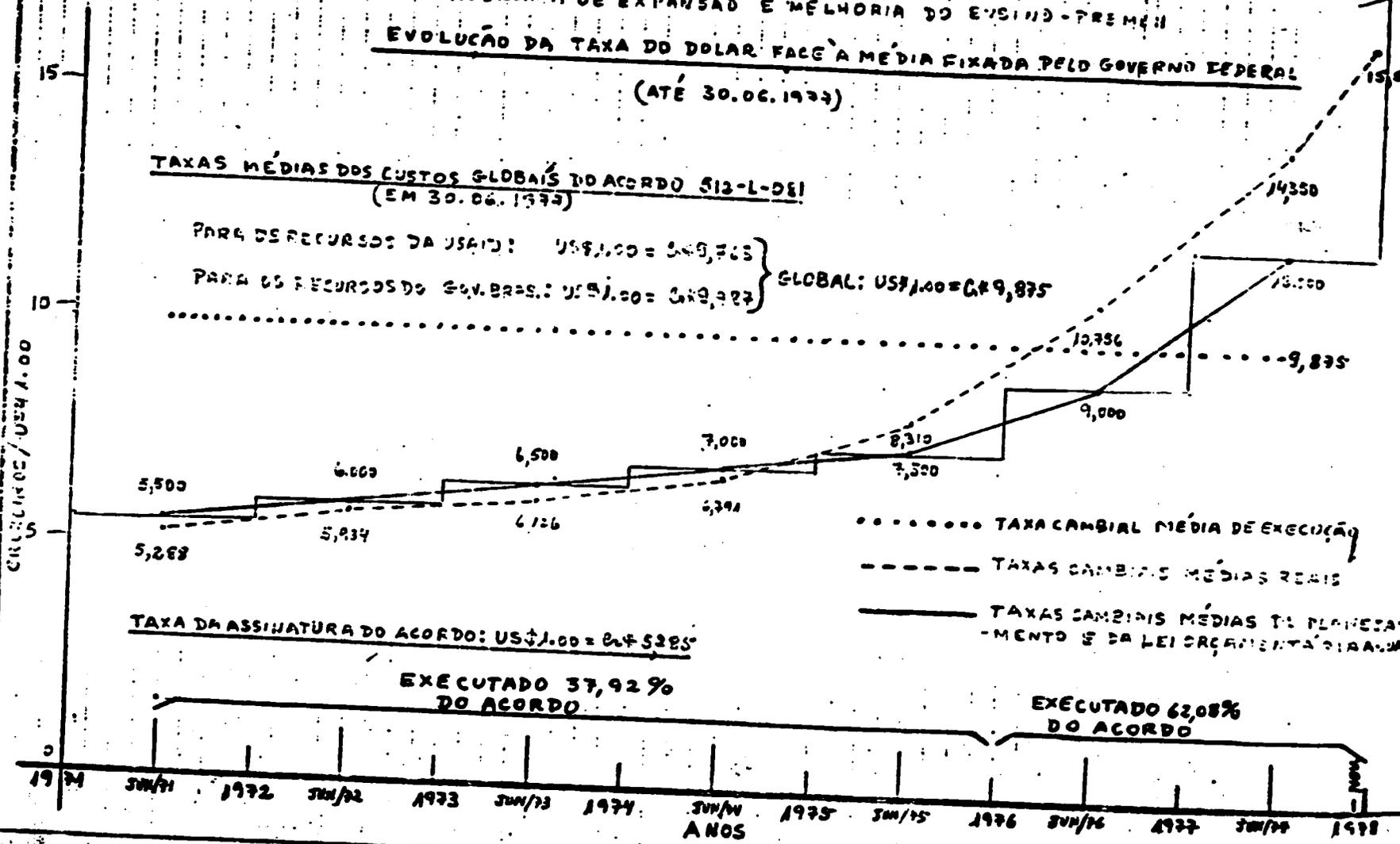
DESENVOLVIMENTO DO
AC 512-L-CC: SOBRE O ASPECTO
DE RECURSOS APLICADOS

MILHÕES DE DÓLARES



MINISTÉRIO DA EDUCAÇÃO E CULTURA
PROGRAMA DE EXPANSÃO E MELHORIA DO ENSINO - PRÊMIO
EVOLUÇÃO DA TAXA DO DÓLAR FACE À MÉDIA FIXADA PELO GOVERNO FEDERAL
(ATÉ 30.06.1977)

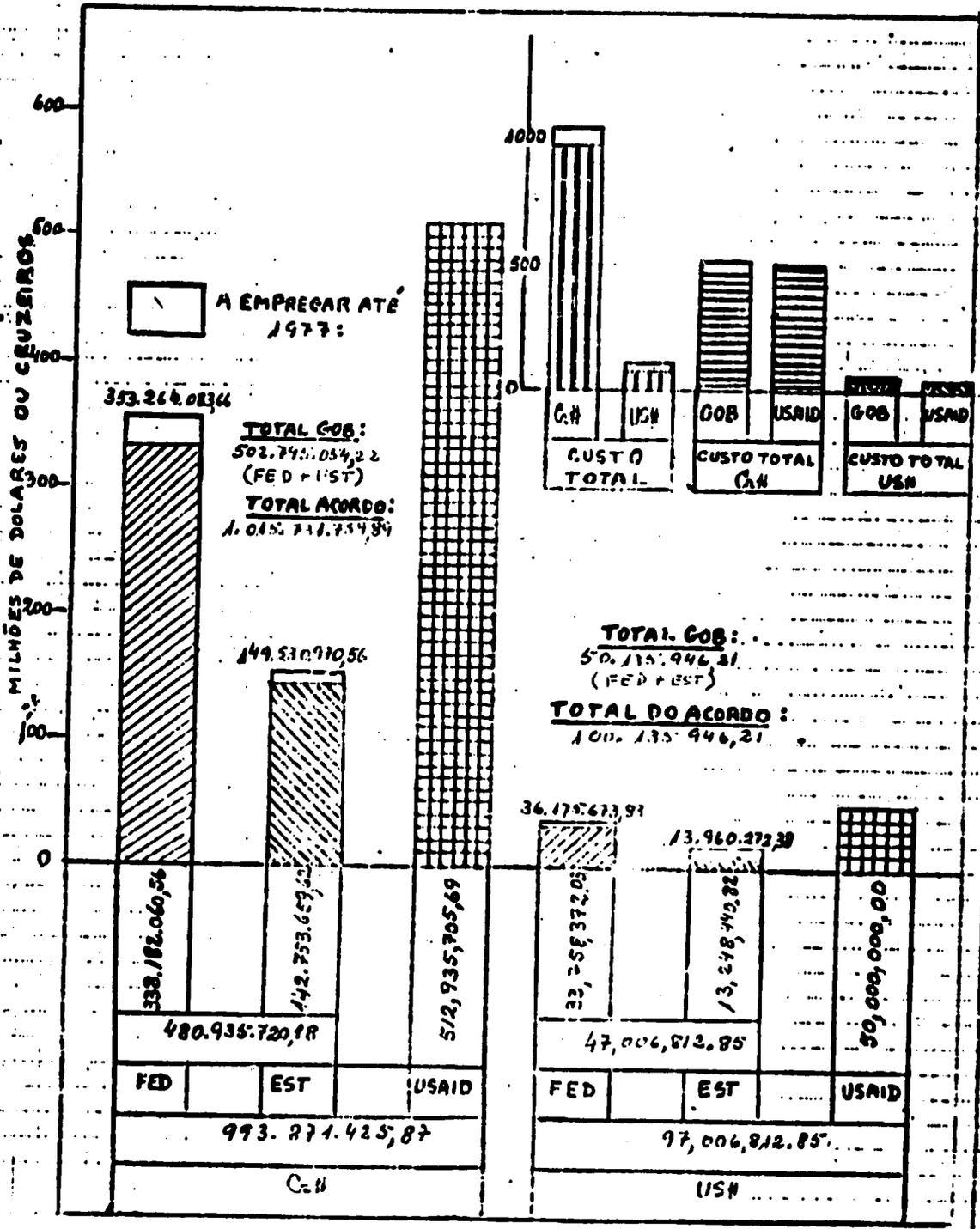
ANEXO 7



MINISTÉRIO DE EDUCAÇÃO E CULTURA
 PROGRAMA DE EXPANSÃO E MELHORIA DE ENSINO-PRÊMIO

APLICAÇÃO DE RECURSOS ATÉ 30.06.77
 (GLOBAL)

ACORDO MEC/USAID 712.512-L-ORI



APLICAÇÃO DOS RECURSOS POR ORIGENS

A T T A C H M E N T N° 9

ACRONYMS USED:

CAE	-	Architectural and Engineering Consultants (A&E)
CAPEB	-	Higher Level Education Personnel Training Commission
CEBRACE	-	School Construction and Equipment Brazilian Center
CENESP	-	Special Education National Center
CEFE	-	Educational Research Center
CENAFOR	-	Personnel Professional Training National Center Foundation
CELD	-	Text-Book State Commission
CENECC	-	Educational and Cultural Statistics National Center
CIE	-	Inter-School Center
CIESP	-	Special Education Integrated Center
CEF	-	Federal Council of Education
CP	-	Multi-Purpose 2nd Level of Education School
CRE	-	Regional Education Office Coordinating Staff
DED	-	Sports and Physical Education Department
DEF	-	Fundamental Education Department
DEM	-	Middle Level Education Department
DETE	-	Educational Technological Resources Department

DRE	-	Education Regional Office
DSU	-	Suppletive Education Department
EP	-	Multi-Purpose 1st Level of Education School
EPFM	-	Middle Level Education Planning Team
ETFCE	-	Federal Technical School of Ceará
ETFRN	-	Federal Technical School of Rio Grande do Norte
FENAME	-	National Foundation for School Materials
FNDE	-	National Fund for the Development of Education
FUNEDAR	-	State of Paraná Educational Foundation
FIBGE	-	Brazilian Institute Foundation of Geography and Statistics
IGF	-	Financial General Inspector Office
INEP	-	National Institute for Educational Research and Studies
INL	-	National Book Institute
IRDEB	-	Educational Radio Broadcasting Institute of Bahia
LDC	-	Short -Term Teacher Training Degree
MAREQ	-	Equipment Manual
MEC	-	Ministry of Education and Culture
MOBEQ	-	School Equipment and Furniture Bidding Regulations
PIN	-	National Integration Program

- PROEST** - Technical Study Projects
- PRODRE** - Development Project for School Records Operation
- FRONTTEL** - Tele-Education National Program
- SEC** - Education and Culture Secretariat
- SEEC** - Education and Culture Statistical Service
- SIEEC** - Education and Culture Statistics System
- SUBIN** - Superintendency for International Technical and Economic Cooperation
- SUDENE** - Superintendency for the Development of the Northeast
- UDESC** - Santa Catarina Development University
- USAID** - United States Agency for International Development