

FD-1020-25

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PROJECT APPRAISAL REPORT (PAR)

PAGE 1

1. PROJECT NO. 512-21-690-284	2. PAR FOR PERIOD: Sept. 71 to March 73	3. COUNTRY Brazil	4. PAR SERIAL NO. 74-7
5. PROJECT TITLE Education Sector Loan I (512-L-078)			

6. PROJECT DURATION: Began FY 70 Ends FY 75	7. DATE LATEST PROP	8. DATE LATEST PIP	9. DATE PRIOR PAR
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10. U.S. FUNDING 10/3/73	a. Cumulative Through Prior FY: \$19,236,000	b. Current FY Estimated Budget: \$	c. Estimated Budget to completion: \$2,000,000
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11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)	
a. NAME	b. CONTRACT, PASA OR VOL. AG. NO.
1 - National PREMEN	
2 - State Secretariats of Education	
3 - PREMEN State Commissions	

I. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS EVALUATION

A. ACTION (X)			B. LIST OF ACTIONS	C. PROPOSED ACTION COMPLETION DATE
USAID	AID/W	HOST		
			A. Training Program	
		X	1. Ensure that all teachers and administrators obtain adequate working knowledge of ginasio poli-valente (GP) conceptual framework and curriculum.	Prior to initiation of Third Phase training courses.
		X	2. Provide special training in equipment maintenance to foster "maintenance mentality".	
		X	3. Introduce emphasis on improvising with local materials and circumstances as instructional aids.	
		X	4. Establish and ensure familiarity with norms for school administration in administrative course.	
		X	B. Articulation of GP Curriculum with Other Levels	ASAP
		X	1. GP curriculum coordinators should establish contact with faculty of "feeder primary schools" to ensure articulation of courses.	
		X	C. Supervisor Programs	ASAP
		X	1. State secretariats should formalize their supervisor programs, officially designating their place of work, functions and responsibility.	
		X	2. Each group of supervisors should be provided the conditions necessary for their work, including at a minimum adequate office space and funds to permit a regular pattern of visits to the schools.	ASAP
		X	D. School Operation and Maintenance	March, 1973
		X	1. The State Secretariats (SEC) should study the problem and formulate other means of providing for operations/maintenance costs. Recommended that	

D. REPLANNING REQUIRED	E. DATE OF MISSION REVIEW
REVISED OR NEW: <input type="checkbox"/> PROP <input type="checkbox"/> PIP <input type="checkbox"/> PRO AG <input type="checkbox"/> PIO/T <input type="checkbox"/> PIO/C <input type="checkbox"/> PIO/P	November 1973

PROJECT MANAGER: TYPED NAME, SIGNED INITIALS AND DATE Ravelli, HRO: AJR 1/21/74	MISSION DIRECTOR: TYPED NAME, SIGNED INITIALS AND DATE Lusk, AD/TO: [Signature]
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1. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS
EVALUATION

A. Action (x)			B. List of Actions	C. Proposed Action Completion Date
USAID	AID/W	HOST		
		X	the GP's be included in the SEC's normal budgetary processes.	March, 1973
		X	2. MEC and the SEC's agree to allocate 10% of the Salario Educaçao/Quota Federal for the four participating states to the operation of the GP's.	
		X	3. PREMEN and SEC's prepare manuals for school operation and maintenance to be used in the teacher/administrator training courses.	Prior to initiation of Third Phase training courses.
		X	<u>E. Library Operations</u> 1. States intensify recruitment for GP librarians.	Ditto
		X	2. PREMEN should organize short courses to train librarian assistants.	Ditto
		X	3. PREMEN should expedite the National Program under Loan 081 concerned with the distribution of textbooks and instructional materials to the GP's.	ASAP
		X	<u>F. School/Community Relations</u> 1. Accelerate the formation of Parent-Teacher Circles and Community Councils.	ASAP

EDUCATION SECTOR I
LOAN 512-L-078

PREMEN ANNUAL REVIEW

September 1971 - March 31, 1973

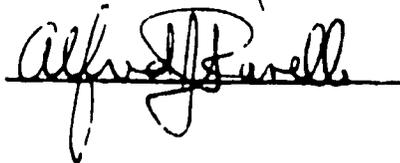
Education Loan 512-L-078

Submitted to USAID November 12, 1973

APPROVED:



Pery Porto, PREMEN, Loan Coordinator



Alfred J. Ravelli, USAID, Loan Coordinator

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SECOND EVALUATION REVIEW

A N N E X E S

- ANNEX 1. Exerpts from the 1972 PREMEN Annual Report to the Ministry of Education and Culture.
- ANNEX 2. Copy of the PREMEN Film, "A NEW WORLD", in English including an English copy of the Text Narration.

I - INTRODUCTION

The Evaluation Review follows a period of intensive program evaluation undertaken during the last half of 1972. Since the results of these evaluations have all been reported to USAID, this Review will be a briefer statement summarizing the Program's principal accomplishments and problems experienced to date. The earlier evaluations described below should be regarded as supplements to the Annual Evaluation Review:

I. Reports of Visits for Evaluation of the Polivalente Schools

(Submitted to USAID on October 4, 1972 via Oficio 2118/72).

This evaluation consisted of reports by four joint MEC/PREMEN/USAID teams that visited each of the four participating States. The reports covered the following topics:

1. Appraisal of technical-educational problems of the schools, with emphasis on these aspects:
 - a) general administration;
 - b) staff training;
 - c) pedagogical coordination;
 - d) educational guidance;
 - e) library operations.
2. Familiarization with the work of the State teams responsible for the project for evaluating the Escolas Polivalentes (EP) and reformulating the plan for training courses.
3. Familiarization with progress in establishing a system for supervision.

II. Project for Evaluating Escolas Polivalentes

(Submitted to USAID on December 6, 1972, via Oficio 2599/72 and on December 20, 1972, via Oficio 2686/72).

This project consisted of evaluations by the State Secretariats and training agencies of the escola polivalente program in each of the four participating States, with primary orientation towards improving the staff training courses. The following topics were covered:

1. Global evaluation of the EP, through study of these aspects:
 - a) functioning of installations, equipment, teaching materials;
 - b) organization of technical teaching, and administrative sectors;
 - c) curriculum plan and adaptation to local conditions;
 - d) standards of class instruction;
 - e) development of classes and other activities linked to the curriculum according to the Theoretical Foundation of the EP;
 - f) relationship of school to the community and to other schools;
 - g) school finances;
 - h) psychological and social climate.

2. Proposal for reformulation of the plan of activities for staff training courses.
3. Proposal for a Plan for Evaluation to be carried out by the State Secretariat including self-evaluation by the EP's.

III. Responses to Implementation Letters Nos. 44 and 45

(Submitted to USAID through various offices between December 1972 and May 1973).

In order to satisfy conditions precedent prior to disbursement for the Third Phase of the program, PREMEN submitted the following additional evaluation material:

1. Analysis of the States' fulfillment of obligation (I.L. 44).
2. Evaluation of the adequacy of the school design (I.L. 44).
3. Plans for correction of structural deficiencies (I.L. 44).
4. Evaluation of Phases I-III of the supervisors' training program (I.L. 45).
5. Evaluation of various aspects of the teacher training institutions and the staff training courses (I.L. 45).

II. QUANTITATIVE ACCOMPLISHMENTS

AS OF MARCH 31, 1973

EDUCATION SECTOR LOAN I

CHART Nº 2.1.1

NEP - NEW "ESCOLA POLIVALENTE"
 CEP - CONVERTED "ESCOLA POLIVALENTE"
 NCP - NEW "COLÉGIO POLIVALENTE"

CONSTRUCTION

A-ANTICIPATED
 U-UNDERWAY
 C-COMPLETED

PHYSICAL ACCOMPLISHMENTS

AS OF: MARCH 31/73

		PHASE I (TRA- 2)			PHASE II (TRA-4.6)			PHASE III (TRA- 9)			PHASE IV (TRA-)			PHASE V (TRA-)			TOTAL		
		A	U	C	A	U	C	A	U	C	A	U	C	A	U	C	A	U	C
		BAHIA →	→	12		12	14		14	14	13		8					48	13
	→	4		-	4		-	2			2					12			
	→	-		-			-	1			1					2			
ESPIRITO SANTO →	→	9		9	11	4	7	10	10		4					34	14	16	
	→	1			3			3			2					9	2		
	→	-						1			1					2	19		
MINAS GERAIS →	→	8		8	24		24	29	30		29					90	30	32	
	→	-			3			3	2		3					9			
	→	-						1			1					2			
RIO G. DO SUL →	→	20		20	20		17	25	19		20					85		37	
	→	-									-					-			
	→	-						1			1					2			
SUB-TOTAL →	→	49		49	69	4	62	78	72		61					257	76	111	
	→	5			10			8	2		7					30	2		
	→	-		-	-			4	-		4					8			
NATIONAL PROGRAM →	→	-			19	11	5	-	3							19	14	5	
	→	-																	
	→	-																	
TOTAL →	→	49		49	88	15	67	78	75		61					276	90	116	
	→	5		-	10			8	2		7					30	2		
	→	-		-				4			4					8			

A - APPROVED
 IT-IN TRAINING
 R - RETURNED

EDUCATION SECTOR LOAN - I
 PARTICIPANT TRAINING - ABROAD

CHART Nº 2.1.4

PHYSICAL ACCOMPLISHMENTS

AS OF: MARCH 31, 1973

	SHORT-TERM STUDY-OBS.			INTENSIVE STUDY-INTERN			LONG-TERM DEG. STUDY			TOTAL		
	A	IT	R	A	IT	R	A	IT	R	A	IT	R
BAHIA →	SECRETARIAT OF EDUCATION			13		13				13		13
	PREMEN											
	TRAINING INSTITUTIONS			7		7				7		7
ESP. SANTO →	SECRETARIAT OF EDUCATION			9		9				9		9
	PREMEN											
	TRAINING INSTITUTIONS			5		5				5		5
M. GERAIS →	SECRETARIAT OF EDUCATION			11		11				11		11
	PREMEN											
	TRAINING INSTITUTIONS			8		8				8		8
RIO G. SUL →	SECRETARIAT OF EDUCATION			11		11				11		11
	PREMEN											
	TRAINING INSTITUTIONS			9		9				9		9
SUB-TOTAL →	SECRETARIAT OF EDUCATION			44		44				44		44
	PREMEN											
	TRAINING INSTITUTIONS			29		29				29		29
NAT. PROGRAM →	MEC											
	PREMEN			6		6				6		6
	TRAINING INSTITUTIONS											
TOTAL →				79		79				79		79

III. QUALITATIVE ACCOMPLISHMENTS
AS OF MARCH 31, 1973

3.1 - Educational Administration

The following improvements were introduced:

1 - Development of systematic methods for analyzing the educational needs of a community or municipality.

2 - Development of administrative handbooks for polivalente school systems.

3 - Establishment of evaluation processes and programs to determine program effectiveness.

4 - Development of school supervision programs in State Education Secretariats.

3.1.2 - School Design and Construction

With respect to the Loan Program specifically the following qualitative changes were made:

(1) The school's constructed area was initially anticipated at 1,500 sq.m. However, it was found necessary to enlarge the area, since some spacial units were too small and would not permit adequate performance of anticipated activities. This area is equivalent to 3,7 sq.m. per student.

(2) The area constructed was enlarged as the projects were gradually modified, always in search of better functional performance and different spacial arrangements until it became 2,700 sq.m., much larger than the "Modelo School" planned by the program. This area is equivalent to 6.7 sq.m. per student.

(3) Revision of specific architectural designs as follows:

EP-07 - M. Roberto Project

Revision of the project was requested in order to correct deficiencies observed in implementation and in plans pertaining to the National Sub-Program of the NE.

This revision involved simplification of the foundations; decrease of concrete volume, reduction in size of gutter-pipes, modification of the roof, enlargement of some administration areas, modification of Agricultural Techniques Shops and enlargement of the project to serve from the 1st through the 8th grades.

EP-09 - Wit-Olaf Project

Elaboration of an option that uses metal for the roof structure.

This modification foresees use of the project in regions lacking conveniently treated wood.

Revision of construction details.

3.1 - Summary statement of PREMEN accomplishments in improving the quality of educational programs.

During the course of the Program, PREMEN has developed and introduced many qualitative improvements which served not only to strengthen loan-financed activities but also to demonstrate improving techniques to State Secretariats of Education. Many techniques have already been adopted by various Secretariats for application to the entire educational program within their states. In the following pages, these qualitative improvements are summarized by area of educational activity.

EP-13 - Croce, Aflalo & Gasperini

This project is a consolidation of EP-4, EP-11 and EP-12 designs.

Decrease of circulation areas, enlargement of certain areas in the administration unit, modifications in the Agricultural Techniques Shops.

Revision of construction details.

Standardization of components. Simplification of blueprints.

EF-1A - Hilal - Vitória, ES - Croce, Aflalo, Gasperini Project

Simplification of EF-1 designed for Santo André, São Paulo.

Decrease of areas such as: circulation areas, library, shops, multiple use spaces, etc.

EP-10 - Assis Reis Design

Attempt to develop architectural designs better suited to individual states' characteristics. This experience in Bahia is being tested in one of the school constructions of the 3rd Phase.

EP-2R/MG - CAE - CE/ME

Revision and improvement of EP-2, used for the 1st and 2nd Phases of the Program, eliminating the defects observed in the construction and utilization and also based on evaluation reports from the various PREMEN Offices, CE/MG, CAE & Financing Agency.

In addition, the following general approaches to improved design and construction were developed:

1 - Design of school facilities according to educational specifications based on curriculum activities and needs.

2 - Employment for the first time in Brazil of an Architect-Engineering firm to concentrate on school facility design, construction supervision, and educational research as applied to facility planning.

3 - Establishment of improved fiscal and audit procedures for training and construction contracts.

4 - Strengthening of school construction inspections and quality control.

3.1.3 - Equipment

1. During this period of time, GEQ, together with other PREMEN Management Offices, dedicated itself to a joint equipment evaluation for the 1st & 2nd Phases, so as to collect data and information which would indicate

the degree of adequacy of the equipment items already distributed to curricular requirements and the compatibility of the allotments with the means of instruction. Our objective was to promote the qualitative and quantitative modifications necessary for the betterment of teaching in the 3rd & 4th Phases of the Escolas Polivalentes.

2. In accordance with the information obtained, the following services were rendered:

- readjustment of budgetary allocations
- modifications of specifications
- introduction of new equipment items; and
- elimination of some parts

3. Among the qualitative accomplishments, we should stress the radical modification of equipment for the teaching of Agricultural Techniques, in order to give a new focus to such activities. The Agricultural Techniques Section was initially outfitted as a shop with capacity to carry out wood, metal, leather and rope work used in agricultural work, as well as farm-related electric and hydraulic activities. It now has become a small laboratory adequate for the support of agricultural activities focused at a higher standard, compatible with the intellectual level of the Escola Polivalente students. Therefore, instead of equipment oriented towards the agricultural laborer, equipment furnished during the 3rd & 4th Phases will aim at the preparation of the student for farm management.

3.1.4 Personnel Training and Utilization

During the period considered, the Evaluation Project of the EP Schools was carried out. The results of this evaluation led to the reformulation of courses for the 3rd Phase: the average course load has been increased by 200 hours, and changes have been made in the curricula.

The technical and administrative personnel courses were fully reformulated in order to increase the efficiency of future school administrators, as recommended by the Evaluation Teams. This course was expanded from 320 hours to 1,100 hours.

The States of Bahia and Minas Gerais decided to initiate the training of short-term polivalente teachers for its schools, in accordance with Education Law 5692, along with PREMEN courses. As a result, a total reformulation of courses was required, as one may observe by analyzing 3rd Phase Agreements with USAID. As a logical consequence, the course curricula were entirely reformulated.

In addition, the following improvements were introduced:

- 1 - Development of new teacher education programs, courses and certification requirements for teachers at Fundamental-Secondary levels.

2 - Establishment of a "transferable credit" system for teacher training leading to a regular University degree.

3 - Establishment of increased Faculty of Education responsibility to State education through contracts.

4 - Improvement of teacher salary schedules in four States.

5 - Modification of the term "Full-time" teacher from 20-24 hours to 40-48 hours weekly thereby allowing teachers to work in a single public school.

6 - Concept established that teacher assignments include specific time for professional work other than actual class teaching.

3.1.5 - Curriculum

The following improvements were introduced:

1 - Ginásio Polivalente Guidelines served as a basic document for the Fundamental Education section of the Brazil's Education Law.

2 - Reformulation of curriculum, grades 1-8 in four States.

3 - Organization of multi-State working seminars to coordinate educational development.

4 - Inclusion of a curriculum supervisor on administrative staff of each polivalente school system.

3.2 The Impact of Polivalente Schools within the communities

In a general sense, the following paragraphs describe the impact of the schools on the communities they serve:

From the reports of the evaluation held last year in the four Participating States, the impact of the schools has considerably exceeded expectations.

In the great majority of interior towns, the new schools are prominent examples of modern architecture in the physical setting. In many, the structure is considered of unusual interest, becoming a visitor's must for the local population.

Concerning enrollment, the demand from parents has been great. There are many cases where the school enrollment capacity is already saturated. Students who transferred from other schools have stated in interviews that those children who were able to obtain a vacancy in a EP were considered fortunate. To corroborate this evidence, it is common to find students from one shift attending school in another shift. Moreover, teachers' reports confirm that most students enjoy staying at the school building when the school day is over.

The degree of community participation in the school life is influenced by two variables: the stage of community development and the kind of leadership exercised by the School Principal. In interior communities where the level of income distribution is more uniform, the EP School has received much support. In the poorer areas, obviously, help given has not always been substantial due to the limited financial means of the population. School leadership is an important factor in community development. At schools where the Principals display initiative, the community and their leaders are sensitized and school collaboration is present. In schools where the principals lack initiative, the school gets less collaboration.

By all standards, the impact caused by the Escola Polivalente has been outstanding in every community where a school has been constructed. It has been a valuable experiment, earning the respect of all who are directly or indirectly involved with the education system.

The State PREMEN for Bahia prepared a report on the "Repercussion of the Educational Program in Bahia" in November 1972. The following paragraphs are excerpts from this report describing specific effects of the ginásio polivalente program on Bahian municipalities.

1 - Effect on municipal administration and services:

- Several municipalities either received - for the first time - electricity (light & power) during the day time, on account of the need to operate the "Polivalente" school equipment (Xique-Xique, Itamaraju, Livramento, Caravelas, Belmonte and Ipirá), or had their electricity supply greatly improved;

3 - Cultural effects

Many smaller communities in which schools were built did not have more than five or six resident professionals with a higher education qualification. With the "polivalente" staff they received, at one time, about 30 qualified teachers who were trained in higher education institutions. This will produce, in a short time, highly positive effects in the cultural field speeding up the miscegenation of the old economic upper class with the cultural upper class and generating a new aspect in community leadership.

4 - Educational effects

It is evident that the most immediate and direct effect of the "Polivalente" school bears upon the improvement of educational standards through:

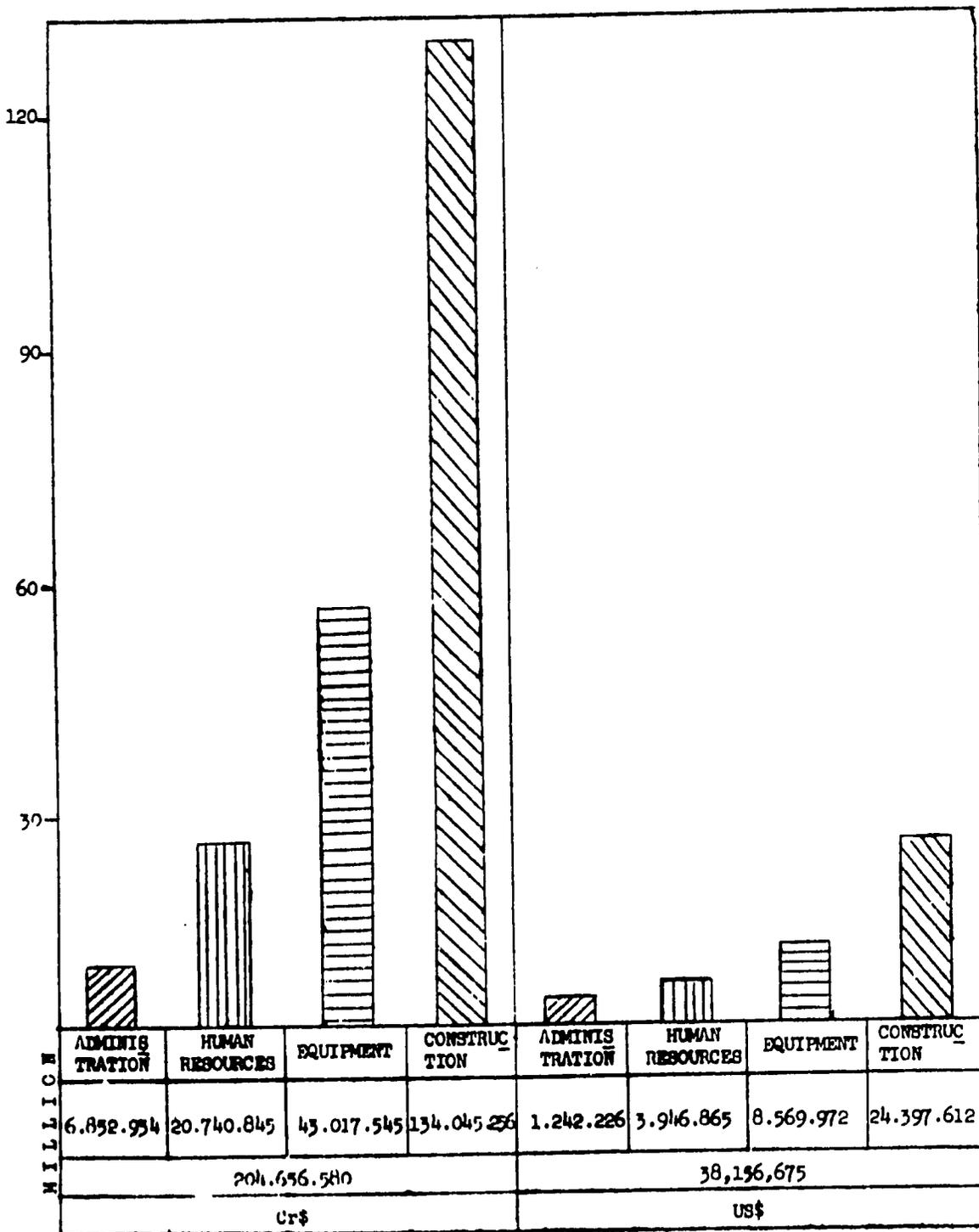
- a better qualified teaching staff;
- a school building adequately built;
- a set of specific school equipment;
- a school curriculum in accordance with the community social and economic reality;
- an improved educational methodology;
- a better educational supervision and follow-up.

It can be already noted that all the schools under the municipal system are aiming at increasing productivity based on the work done by the "Polivalente" school, resulting in a new position and revision of the existing school concept, which now is no longer just a building, but an instrument to dynamize and accelerate progress in the entire community. Cultural activities are promoted (theater, lectures, newspapers, parades, sport and recreational competitions) and the local culture is stimulated through folklore, popular celebrations and a realistic school program.

IV. SUMMARY CHARTS DESCRIBING
FINANCIAL ASPECTS OF THE
PROGRAM AS OF
MARCH 31, 1973

PREMEN

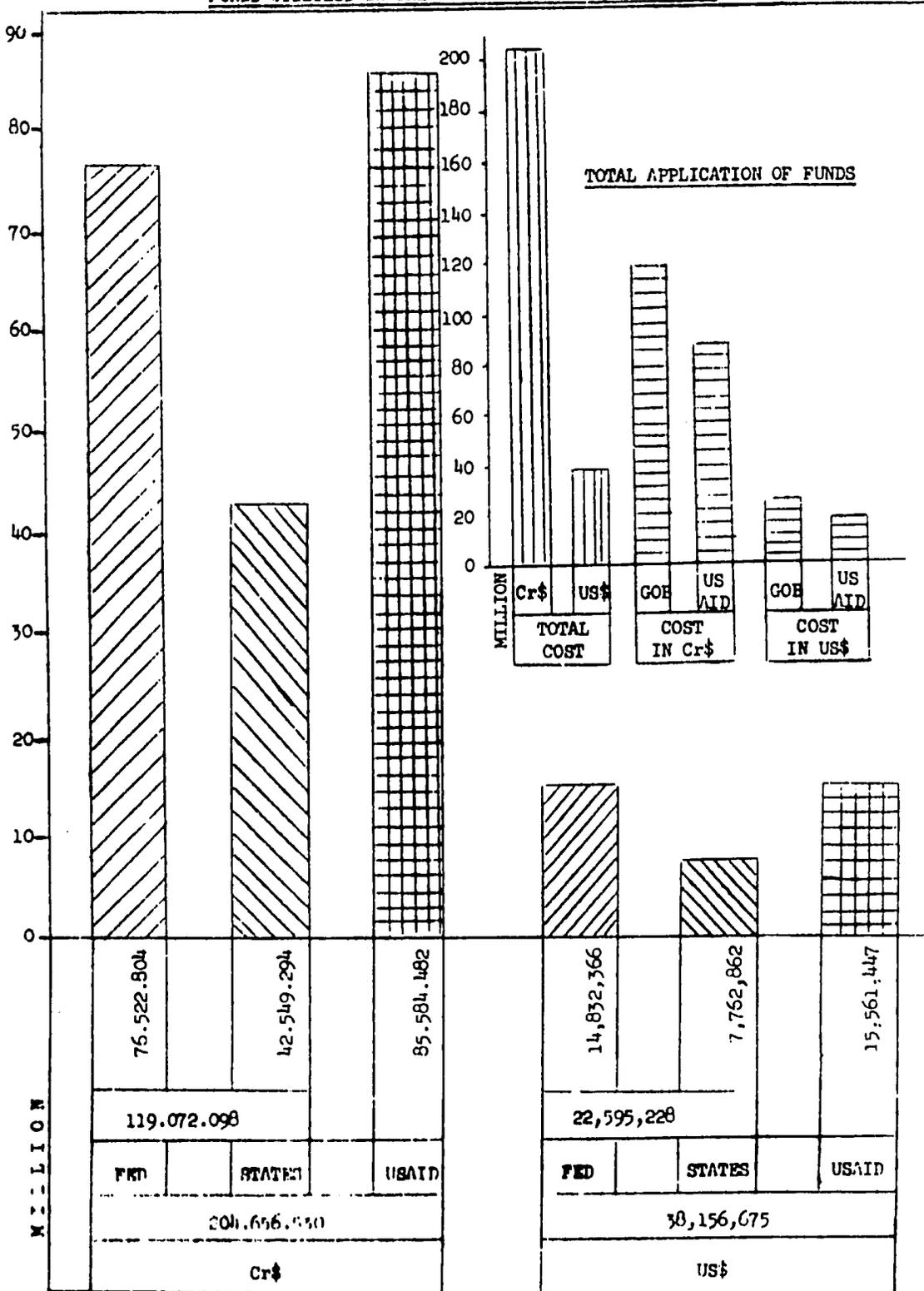
PREMEN COSTS BY ACTIVITIES THROUGH MARCH 31/73



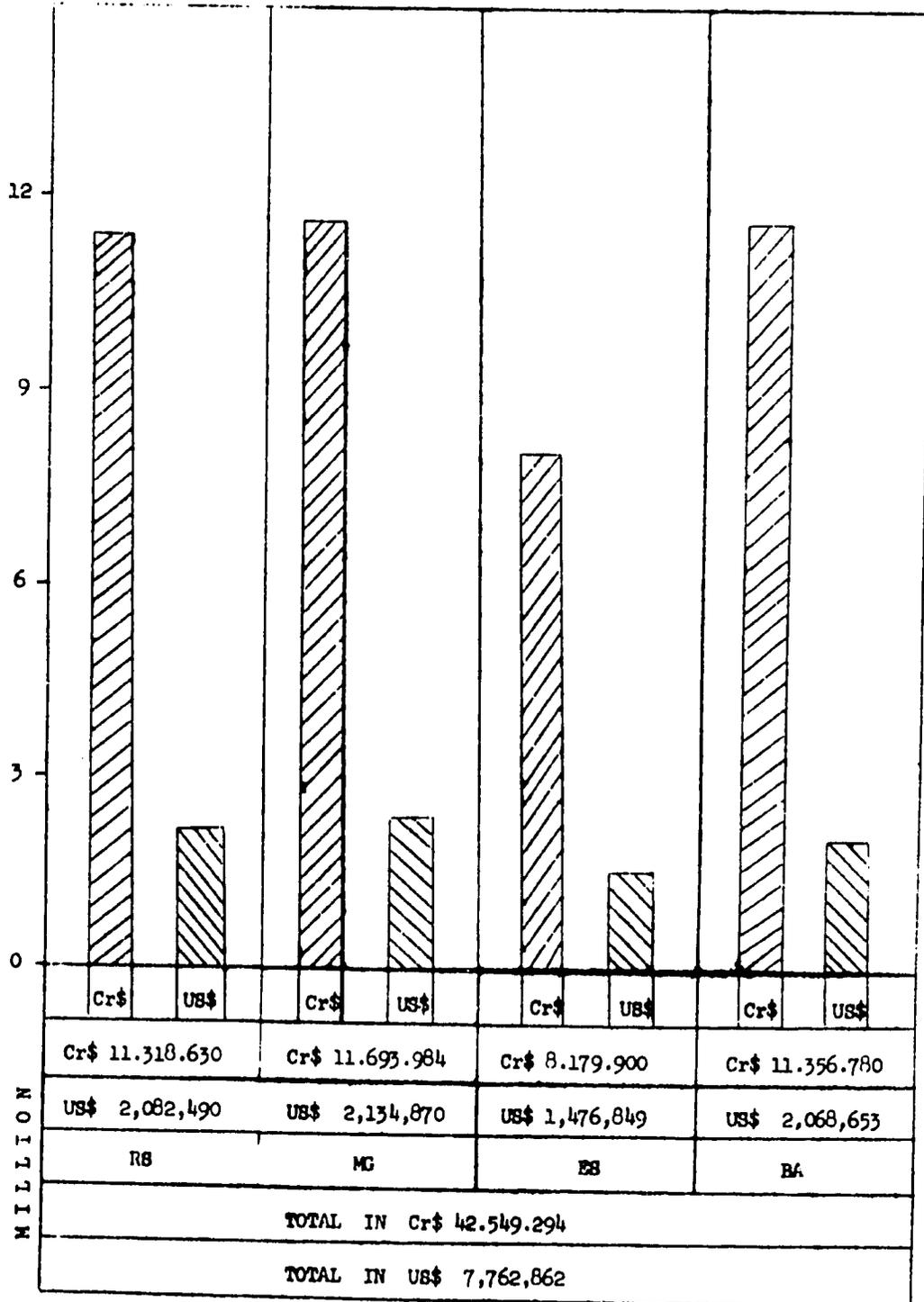
EVALUATION REVIEW

PREMIER

FUNDS UTILIZED IN THE PROGRAM THROUGH MARCH 31/73



CONTRIBUTION BY THE PARTICIPATING STATES THROUGH MARCH 31/73



EVALUATION REVIEW

PREMEN

CHART Nº 4.4

PROGRAM COSTS STAT . AS OF MARCH 31, 1973

References: Section 5.01 - MEC/USAID Agreement nº 512-L-075

Section V of Annex I to the above Agreement

(In millions of Cr\$ and US\$)	A I D		G O B		Participating States		T O T A L	
	Cr\$	US\$	Cr\$	US\$	Cr\$	US\$	Cr\$	US\$
<u>A. Selected State Programs</u>								
1. School Construction and Remodelling	65,19	11,75	-	-	41,35	7,53	106,54	19,28
2. Equipment for Schools	-	-	38,68	7,65	-	-	38,68	7,65
3. Teacher Training	14,82	2,86	-	-	-	-	14,82	2,86
4. Participating Training	1,35	0,23	-	-	-	-	1,35	0,23
5. State Educational Study Groups	-	-	-	-	1,20	0,23	1,20	0,23
T O T A L	81,36	14,84	38,68	7,65	42,55	7,76	162,59	30,25
<u>B. National Program</u>								
1. Model "Ginásios" Construction	3,82	0,65	15,14	2,84	-	-	18,96	3,49
2. Equipment for Model "Ginásios"	-	-	3,74	0,78	-	-	3,74	0,78
3. Teacher Training	-	-	2,97	0,55	-	-	2,97	0,55
4. Participant Training	-	-	-	-	-	-	-	-
5. Equipment for Science and Practical Arts Centers	-	-	0,60	0,13	-	-	0,60	0,13
T O T A L	3,82	0,65	22,45	4,30	-	-	26,27	4,95
<u>C. Administrative Costs</u>								
1. Educational Advisory Services	0,40	0,08	-	-	-	-	0,40	0,08
2. Engineering Services (3.33% of Construction Cost Estimates)	-	-	8,54	1,63	-	-	8,54	1,63
3. PREMEN Administrative Support (3% of US\$ 64 million)	-	-	6,85	1,24	-	-	6,85	1,24
T O T A L	0,40	0,08	15,39	2,87	-	-	15,79	2,95
GRAND TOTAL	85,58	15,57	76,52	14,82	42,55	7,76	204,65	38,15

EDUCATION SECTOR LOAN - 1
STATUS OF FINANCIAL CONTRIBUTIONS
 US\$ - Cr\$

AS OF:
 03 31 73
 M D Y

CHART Nº 4.5

<u>SOURCE</u>		OBLIGATED	DEPOSITED	BALANCE TO BE DEPOSITED	EXPENDED	BALANCE TO BE DEPOSITED
BAHIA	US\$	2.475,000			2.068,653	446,347
	Cr\$	10.271.250			11.356.780	
ESPÍRITO SANTO	US\$	1.799,000			1.476,849	322,151
	Cr\$	7.465.850			8.179.900	
MINAS GERAIS	US\$	3.979,000			2.134,870	1.844,130
	Cr\$	16.512.850			11.693.984	
RIO GRANDE DO SUL	US\$	3.747,000			2.082,490	1.664,510
	Cr\$	15.550.050			11.318.630	
SUB-TOTAL	US\$	12.000,000			7.762,862	4.237,138
	Cr\$	49.800.000			42.549.294	
FED. GOVERNMENT	US\$	20.000,000			14.832,366	5.167,634
	Cr\$	83.000.000			76.522.804	

		OBLIGATED	COMMITTED	BALANCE TO BE COMMITTED	DISBURSED	BALANCE TO BE DISBURSED
USAID	US\$	32.000,000	17,495,696	14,504,304	15.561,417	16.438,553
	Cr\$	132.800.000			85.584.482	

TOTAL	US\$	64.000,000			38.156,675	25.843,325
	Cr\$	265.600.000			204.656.580	

EDUCATION SECTOR LOAN - 1

CHART Nº 4.

STATUS OF FUND UTILIZATION

AS OF:
03 31 73
M D Y

US\$ - Cr\$

<u>SOURCE</u>	<u>PROJECT AREAS</u>				<u>TOTAL</u>	
	<u>ADMINISTRATION</u>	<u>CONSTRUCTION</u>	<u>EQUIPMENT</u>	<u>HUMAN RESOURCES</u>		
BAHIA	US\$	-	1.932,290	-	136,363	2.068,653
	Cr\$	-	10.643.980	-	712.800	11.356.780
ESPÍRITO SANTO	US\$	-	1.461,689	-	15,160	1.476,849
	Cr\$	-	8.102.100	-	77.800	8.179.900
MINAS GERAIS	US\$	-	2.094,528	-	40,342	2.134,870
	Cr\$	-	11.488.884	-	205.100	11.693.984
RIO GRANDE DO SUL	US\$	-	2.043,798	-	38,692	2.082,490
	Cr\$	-	11.116.730	-	201.900	11.318.630
SUB-TOTAL	US\$	-	7.532,305	-	230,557	7.762,862
	Cr\$	-	41.351.694	-	1.197.600	42.549.294
FED. GOVERNMENT	US\$	1.242,226	4.468,571	8.569,972	551,597	14.832,366
	Cr\$	6.852.934	23.677.924	43.017.545	2.974.401	76.522.804
USAID	US\$	-	12.396,736	-	3.164,711	15.561,447
	Cr\$	-	69.015.638	-	16.568.814	85.584.482
TOTAL	US\$	1.242,226	24.397,612	8.569,972	3.946,265	38.156,675
	Cr\$	6.852.934	134.045.256	43.017.545	20.740.845	204.656.580

DISBURSEMENT

AS OF: 31/03/73

Implementation Letter nº 40 dated Feb. 28, 1972)

US\$

BALANCE	PARTICIPATING STATES (*)			TOTAL		
	BUDGETED	DISBURSED	BALANCE	BUDGETED	DISBURSED	BALANCE
-	11,760,000	7,532,305	4,227,655	35,300,000	19,281,577	16,018,423
3,885,046	-	-	-	11,540,000	7,654,954	3,885,046
-	-	-	-	6,827,900	2,859,281	3,968,619
-	-	-	-	280,000	225,959	54,041
-	240,000	230,557	9,443	240,000	230,557	9,443
3,865,046	12,000,000	7,762,862	4,237,138	54,187,900	30,252,328	23,935,772
• 1,118,872	-	-	-	2,132,100	3,486,336	•754,236
- 94,113	-	-	-	690,000	784,113	-94,113
1,858,403	-	-	-	2,410,000	551,597	1,853,403
-	-	-	-	140,000	-	140,000
339,055	-	-	-	470,000	130,905	339,095
984,513	-	-	-	6,442,100	4,952,951	1,489,149
-	-	-	-	200,000	79,471	120,529
-379,699	-	-	-	1,250,000	1,629,699	-379,699
677,774	-	-	-	1,920,000	1,242,226	677,774
298,075	-	-	-	3,370,000	2,951,381	418,604
5,167,634	12,000,000	7,762,862	4,237,138	64,000,000	38,156,875	25,843,325

SANTO	MINAS GERAIS			RIO GRANDE DO SUL		
BALANCE	BUDGETED	DISBURSED	BALANCE	BUDGETED	DISBURSED	BALANCE
321,211	3,937,000	2,094,328	1,842,472	3,706,000	2,043,798	1,662,202
840	42,000	40,342	1,658	41,000	38,892	2,308
322,151	5,979,000	2,134,870	1,844,130	3,747,000	2,082,490	1,664,540

EDUCATION SECTOR

BUDGET AND

(Loan allocations as modified by

	A. I. D.			FEDERAL GOVERNMENT	
	BUDGETED	DISBURSED	BALANCE	BUDGETED	DISBURSED
<u>A. Selected State Programs</u>					
1. School constr. remod.	23,540,000	11,749,272	11,790,728	-	-
2. Equipment for schools	-	-	-	11,540,000	7,654,950
3. Teacher Training	6,827,900	2,859,281	3,968,619	-	-
4. Participant Training	280,000	225,959	54,041	-	-
5. State Educ. Study Groups	-	-	-	-	-
SUB-TOTAL	30,647,500	14,834,512	15,813,388	11,540,000	7,654,950
<u>B. National Program</u>					
1. Model "Ginásios" constr.	1,012,100	617,464	564,636	1,720,000	2,838,872
2. Equipment for Model "Gin."	-	-	-	690,000	784,114
3. Teacher Training	-	-	-	2,410,000	551,597
4. Participant Training	140,000	-	140,000	-	-
5. Equip. for Science and Practical Arts Centers	-	-	-	470,000	130,905
SUB-TOTAL	1,152,100	617,464	504,636	5,290,000	4,305,488
<u>C. Administrative Costs</u>					
1. Educational Adv. Serv.	200,000	79,471	120,529	-	-
2. Engineering Services	-	-	-	1,250,000	1,629,699
3. PREMEN Administ. Support	-	-	-	1,920,000	1,242,226
SUB-TOTAL	200,000	79,471	120,529	3,170,000	2,871,925
TOTAL	32,000,000	15,561,447	16,438,553	20,000,000	14,830,369

(*)					
D. Selected State Programs	BAHIA			ESPÍRITO	
	BUDGETED	DISBURSED	BALANCE	BUDGETED	DISBURSED
1. School Constr. & Remod.	2,334,000	1,932,290	401,710	1,783,000	1,461,629
2. State Educ. Study Group	141,000	136,363	4,637	16,000	15,161
TOTAL	2,475,000	2,068,653	406,347	1,799,000	1,476,790

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SECOND EVALUATION REVIEW

ANNEXES

SECOND ANNUAL REVIEW

October, 1971 - March, 1973

A N N E X 1

Excerpts from the 1972 PREMEN Annual Report to the Ministry of Education and Culture (MEC) January, 1973, regarding Loan 078.

1. PREMEN Accomplishments

A) Construction of EPs ("Escolas Polivalentes" - Comprehensive Schools)

- 49 EPs (1st phase) - By the end of the year 48 schools have been completed. 1 school in Espirito Santo (ES-018) is underway about 90% complete.
- 66 EPs (2nd phase) - By the end of the year 61 schools have been completed. 2 schools (ES-080 and RS-116) are underway; about 18% and 58% complete respectively. 3 schools in Espirito Santo have had their construction postponed.
- 19 EPs - Model (National Sub-program) - By the end of the year 6 schools have been completed (CE, PE, PI, RN, GO and PR). 10 schools are underway in different stages of completeness. 3 schools have not been initiated (AC, GB and RJ).
- Projects - The project EP-13 was completed by CAE (Architecture & Engineering Consultants). This project resulted from the evaluation of the 1st and 2nd phase schools and from improved educational specifications. The project of Santo Amaro (EP-14), which resulted from the reformulation of EP-7, has also been completed.
- Re-design of the architectural floor plans of the Practical Arts areas of the GP-1, GP-2 and GP-3.
- 3rd and 4th phases (72 schools and 2 conversions) - Gathering of site documents; evaluation of schools built under the 1st and 2nd phases and subsequent reformulation of projects and specifications; preparation of the conditions precedent (CPs) for the signature of the Tranche Release Agreement (TRA) for financing of construction works under the 3rd and 4th phases.
- Other activities - Participation in the Task Force for the specifications of the Colégio Polivalente (Comprehensive School 2nd level - 9 thru 12) which is planned to be constructed in 1973/74 - 8 colégios, 2 in each Participating State.

B) Acquisition of School Furniture & Equipment

Activities related to EPs of 1st (49) and 2nd (88) phases:

- Establishment of 7 transit warehouse for receiving school furniture and equipment in the following cities: Rio de Janeiro (1), Campos (3), São Paulo (1) and Curitiba (2).
- Distribution of school furniture and equipment to the 2nd phase schools in the States of Bahia, Minas Gerais and Rio Grande do Sul.
- Continuation and conclusion of the work related to the price quotation for the purchase of school equipment and materials which was previously started.

C) Human Resources

- Personnel trained as of the close of 1972:
(Participating States and National Sub-Program)

Training of teachers	2,714
Upgrading of teachers	1,255
Upgrading of Technical and Administrative Staff	<u>857</u>
TOTAL	<u>4,826</u> =====

- Supply of books for the schools under the 1st and 2nd phases and planning for the supply of books for the schools under the 3rd and 4th phases (these last two phases under Agreement 512-L-081).
- Supervisor Training Project - Training activities of phases I, II, III and IV were carried out in 1972. Phase V is programmed to be implemented in 1973.
- Evaluation project of the EPs in operation and reformulation of training course plans for the 3rd and 4th phases.
- Planning of personnel training activities for the 3rd and 4th phases.
- Participation in the Task Force of the "Colégio Polivalente" organization project.
- Initial work for the reformulation of Basic Documents prepared by PREMEN on Personnel Training Courses and "Polivalente" Schools.
- Intermediate degree training for 180 non-certificated Science teachers: 60 in Rio Grande do Sul; 60 in Bahia; and 60 in Minas Gerais.

- Formulation of the project for the preparation of a Test Battery under PREMEN/GVF Agreement with the SSO cooperation.
- Review and new PREMEN position regarding Agricultural Techniques for the "Polivalente" schools.

2. Administration and Management Activities

- Analysis of the financial commitment of the States for 1973 and for the 3rd phase of the program.
- Report by a PREMEN/USAID Task Force on a more precise method to measure the performance of the States which participate in the Loan Agreement with regard to the budgetary commitments set forth by the Loan Agreement and the MEC/State Agreements.
- Studies on the fulfillment of State financial commitments.
- Study of the State budgets for 1973, and the possibility of Participating States reaching the level of 24% of State expenditures on education in 1973.
- Establishment of budgetary expenditures "Immediate Programming" and "To be Programmed".
- Organization of the Overall Monthly Disbursement Chronogram and the Immediate Programming.
- Reformulation of the Disbursement Chronogram in view of the new Project Breakdown Chart.
- Formulation of the budgetary proposal for 1973, regarding the resources for the First Agreement (512-L-078).
- Studies for the replacement of resources under the present Project by resources in the same amount from the Education Salary Fund and the organization of the documents for the appropriate cancellation and supplementation.
- "In loco" evaluation of the initial working conditions of the "Polivalente" Schools under the 1st and 2nd phases.
- Studies of the actions to be taken as a result of the evaluation.
- Studies for the implementation of the 3rd phase together with the 4th phase.
- Reformulation of the PERT Network for the simultaneous execution of the 3rd and 4th phases.
- Technical work for qualifying 78 firms (suppliers to PREMEN) for biddings in 1972.

- Making of a movie film on PREMEN.
- Preparation of Audio-visual media for general information about PREMEN.
- Revision of PREMEN Administration Technical Manuals (Ref. A/6.2.6.1, A/6.2.6.2, A/6.2.6.3 and A/6.2.6.4).
- Studies for adapting the Program Financial Procedures to the new Special Fund System (Special Account FNDE/PREMEN).
- Specifications of the "Colégio Polivalente" (Second Level Comprehensive School - 9 thru 12 grades) to be established in the four Participating States (2 units in each State) in 1973/74.
- Contract with FGV (Getulio Vargas Foundation) for the implementation of a program for the development and standardization of a Differentiated Aptitude Test Battery and an Interest Test to be used in the "Polivalente" schools.
- Survey of the needs to improve the "Polivalente" schools from the technical view point in the States of Bahia, Espirito Santo, Minas Gerais and Rio Grande do Sul - 49 schools in the 1st phase and 66 schools in the 2nd phase.
- Survey of the needs to improve the "Polivalente" schools from the technical view point in the National Sub-program, excepting the States of Guanabara, Rio de Janeiro and Acre.

3. Principal Difficulties in the Execution of the Project

- Reduction of the original program targets as a result of the disparities of current prices, cost of living increase and exchange rate variations.
- Compatibility of the objectives to be attained by the Program with some aspects of Public Administration.
- Lack of a good educational information system to supply all the essential data for the planning and execution of the program.
- Financial follow-up and administrative difficulties in view of the diversity of financing sources and specific accountability of funds for the purpose of control.
- Budgetary resources not included in the FNDE give no assurances for the continuous application of resources beyond one fiscal year.
- Multiple requests for information on same subjects to satisfy different entities.

- Lack of physical infra-structure and personnel shortage in the majority of the Training Agencies to cope with a large number of teacher-students in training courses of intensive regimen.
- The difficulty of some State Secretariats of Education in fulfilling specific commitments set forth by Agreements and other documents, such as: employment of teachers specially trained for the EPs; adequate supply of expendable materials to the EPs, and the lack of an organized State school supervisory system.

NARRATIVE TEXT OF THE PREMEN FILM,

A NEW WORLD

A new school is being built.

Replacing the previously only academic "ginásio" and the old professional schools is arising the "Escola Polivalente".

This school is to be truly democratic.

A school for everyone without distinction but intended to provide for the specific characteristics of each region.

Each "escola polivalente" has an area of five acres.

The building occupies a small part of the area. The largest part is reserved for sports, open air education and recreation.

There are various types of "escolas polivalentes" :

- for cities in which industrial activities predominate;
- for areas with cattle and crop economies;
- for cities where industry is expanding; and
- for small cities where the economy is essentially agrarian.

2.

The school curriculum includes a basic nucleus which brings together language arts, social, natural, and physical sciences.

Inside the classroom the function of the teacher is to provide guidance and direction for the work.

Commonly the class is divided into study groups and each group selects and organizes its own research, prepares the work and utilizes the equipment and the available resources for learning.

In addition to the basic curriculum, the "escola polivalente" offers the students practical learning experiences in its shops and laboratories.

The "escola" provides a store for classes in commercial arts.

It is important that the students be allowed to test their aptitudes. Because of this, one finds, within the practical arts, classes in Home Economics.

The intention is to relate the theory being learned to practical applications within the school and to ensure that these practical applications not be divorced from the students' actual lives and experiences.

For this reason, the "escola polivalente" utilizes, even in theory classes, well equipped laboratories with all types of modern teaching aids.

The importance of testing student aptitudes is to provide some of them with the special training that will prepare them for the work in the community: work which they have encountered in the industrial arts shops.

One of the major objectives of the "escola polivalente" is to end the traditional distinction between academic schools and schools for vocational training. In the last 4 grades of the "escola polivalente" the students will take shop courses where they will learn about the principal economic activities of their home towns.

This objective can be observed even in the architecture of the "escola polivalente". The central building occupies only part of the area and it is surrounded by land used for classes in agriculture.

What is the function of the school in the social group?

Ouro Preto is in Minas Gerais. In this old city of colonial Brazil, new sections are being created because of the industrial development of the region.

In Ouro Preto the "escola polivalente" prepares the students for this community in economic industrial transition.

Muritiba is in the State of Bahia. In this traditional center for the growing and processing of tobacco, one can see the same interaction between the escola and the economic reality of the community. The school is the cultural and training center where the student learns to participate in the community.

In the industrial areas such as Monlevade in Minas Gerais, in agricultural regions, such as Xique-Xique on the banks of the Sao Francisco river in the interior of Bahia, one finds the same preoccupation with the creation of a learning center reflecting the particular characteristics of the region.

In Bahia, as in Minas Gerais, in Espirito Santo as in Rio Grande do Sul, the "escolas polivalentes" are seeking to integrate the students with the socio-economic environment of the cities.

As a cultural and sports center the school is a fundamental part of the integration of the student and his social group. At the same time, the school prepares the student for a society in which the idea of development is very important and it provides him with the necessary knowledge to take part in the changes in his community.



5.

The student Carlos, who helps his father on the farm in Xique-Xique, acquires, in the "escola polivalente", the practical knowledge needed to become part of his community. At the same time he acquires the basic knowledge which will make possible the economic transformation of his community.

The transformation of the school will be an instrument for progress in the total community. No longer will one type of educational program be imposed upon communities with different socio-economic realities. The curriculum is adapted to the conditions of each community and seeks to be a response to the demands for growth in each community.

A cultural center and a center of integration.

Theory and practice will not be separate.

The school program prepares for life.

The school is integrated with the city.

The city comes to the school.

The "Escola Polivalente" is the result of collaboration among the Ministry of Education, State, and local governments.

6.

Its implementation is the responsibility of PREMEN - the Program for Expansion and Improvement of Education.

USAID participated in the financing for the implementation of the program.

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AID LOAN 512-L-078
EDUCATION SECTOR LOAN I
EVALUATION SUMMARY AS OF MARCH 31, 1973

ORIGINAL PLAN						CURRENT STATUS	
ORIGINAL PLANNED OBJECTIVES *	INDICATORS OF PROGRESS TOWARDS OBJECTIVES					EVIDENCE OF PROGRESS ***	
	INDICATOR **	9/71	9/72	9/73	9/74	9/75	
I. To create quality improvements in ginasio-level education through establishment of polivalente instruction, with following characteristics: a - provision of education which is humanistic, scientific, and practical b - flexible preparation for continued education, immediate employment, or occupational training c - relevant to the socio-economic characteristics of the community	1. Ready absorption of GP graduates among the alternatives of continued education, direct employment, and occupational training. <u>Parameters:</u> a) % of GP graduates that enter colegio or vocational training schools b) % of rest employed						Too early to assess. There have not yet been any GP "graduates".
	2. Streamlined student flow through the GP's, measured by reduction in drop-outs and repeaters. <u>Parameters:</u> a) % of initial GP enrollment that drops out b) % of initial GP enrollment that fails						Too early to assess systematically. In the 8 Phase-I Minas Gerais schools that were opened in late 1971/early 1972, early results are as follows: a) Drop-out rate at 2.7% of initial enrollment. b) Failure rate at 15% of initial enrollment.
	3. Established procedures for continuous review and adaptation of the curriculum to relate it more closely to student capabilities and interests and the needs and conditions of the local community. <u>Parameters:</u> a) % of schools with effective curriculum coordination program b) 1 curriculum review carried out annually by state secretariats.	100	100	100	100	100	a) Program operating effectively in 75-80% of schools in RGS and ES; in Bahia and MG, works well in only 50%. b) The National Curriculum Commission organized by DIF works closely with the State Commission in periodic review and improvement of curriculum. DEF experts at the Centro João Pinheiro provide assistance in curriculum evaluation.
*Source: Section 1.02 of the Loan Agreement and Annex 2 to the MDC/STATE Agreements: GP Guidelines	** In general, quantitative indicators should be compared with the situation in more traditional ginasios which preceded and co-exist with GP's.						*** Source: (a) NDC/DEF Evaluation Report Oct. 4, 72 (b) Reports of Eval. by Part States - Dec. 6, 72

AID LOAN 512-L-078
 EDUCATION SECTOR LOAN I
 EVALUATION SUMMARY AS OF MARCH 31, 1973

ORIGINAL PLAN						CURRENT STATUS	
ORIGINAL PLANNED OBJECTIVES	INDICATORS OF PROGRESS TOWARDS OBJECTIVES					EVIDENCE OF PROGRESS	
	INDICATOR	9/71	9/72	9/73	9/74	9/75	
4. Schools fully-staffed with qualified teachers and administrators, trained in their specialty and in the polyvalente approach, working full-time under conditions that motivate them, and ably supported by supervisors.	Parameters: a) % of positions filled by qualified personnel	100	100	100	100	100	a) Schools fully staffed with qualified personnel in most categories. One big exception is librarians - only 1/3 of schools have them. Also shortage in auxiliary personnel for curriculum coordinators and guidance counsellors. b) Generally satisfactory. Only problem noted in RGS, where many teachers preferred to work on part-time basis. Several resigned rather than work full-time. RGS established "tempo parcial" regime of 22 hrs./week to accommodate these teachers. c) Over half of the teachers are working full-time. The record of the individual States ranges from 50% in ES to nearly 100% in Bahia. d) A routine of supervisor visits has not yet been established - see Part B - Item XL. Visits have been sporadic and for less than 12 per school per year.
	b) % retention of personnel	Not projected					
	c) % of teachers working full-time	80	80	80	80	80	
	d) No. of supervisory visits per school per year	12	12	12	12	12	
5. Continuous interaction between the schools and their communities, resulting in educational and cultural benefits for the community and strong local support for the school.	Parameters: a) % of G. P. 's with formally organized community support	} Generally 100% performance.					In general, FREMEN and DEF produced a manual on "The G. P. and the Community" in June 1971. Training in school/community cooperation is included in the special training courses given to GP administrators and teachers. Effective community interaction has been achieved in only one State, RGS, where 100% of the schools have organized parents circles, formation of community councils has begun, all schools offer social/cultural programs, and 50% are planning adult education courses. a. i. - RGS-20%; the other three States - none a. ii. - RGS-100%; MG-20%; ES and Bahia - none a. iii. - The pattern is irregular but several schools in each State receive moderate to substantial financial support from community, through caixa escolar, attendance at fund-raising events, and contributions of money, labor and materials. The record is best in RGS, where the caixa escolar is active in over 50% of the schools, and 60% of schools receive other contributions from community. b. i. - RGS-50% of schools will soon initiate such courses b. ii. - RGS-100%; the other States, about 50% b. iii. - none.
	i. - Community councils						
	ii. - Parents' circles						
	iii. - % of GP operating budget contributed by community						
	b) % of G. P. 's with programs benefitting community						
	i. - Adult education courses						
	ii. - Social cultural events						
	iii. - Community self-help projects						

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AID LOAN 512-L-078
EDUCATION SECTOR LOAN I
EVALUATION SUMMARY AS OF MARCH 31, 1973

ORIGINAL PLAN		INDICATORS OF PROGRESS TOWARDS OBJECTIVES					URGENT STATUS
ORIGINAL PLANNED OBJECTIVES	INDICATOR	9/71	9/72	9/73	9/74	9/75	EVIDENCE OF PROGRESS
I. To make ginasio-level education available to a larger number of Brazilian youth.	<p>1. 225,000 students receiving instruction in schools constructed under program, with average attendance of 800 students per school</p> <p>a) Actual enrollment (projections made on basis of enrollment progression per school of 500/650/750/800)</p> <p>b) Increase in % of relevant age group enrolled, compared with situation prevailing before construction of GP's.</p> <p>2. Emphasis on admitting capable students from lower-income families.</p> <p>Parameters: a) Inclusion among admission criteria, priority attention to low-income students b) % of students from low-income families.</p>	<p>Nº of students</p> <p>(49)</p>	<p>(137)</p>	<p>(215)</p>	<p>(266)</p>	<p>(286)</p>	<p>1a - 38,500 (RGS - 12,000; Bahia-11,200; MG-9,500; ES-4,900). Note: This figure represents enrollment at 26 schools in operation with total enrollment capacity of 76,800. However, initially schools could enroll students only in the 5th and 6th grades, with a limited number in the 7th grade. To avoid later overcrowding in the 7th & 8th grades, initial total enrollments were held to 500 in the first year, progressing to full capacity utilization of 800 places only in the 3rd or 4th year of operation.</p> <p>1b - No information collected during evaluation.</p> <p>2a - This was done by each State. However, it is recommended that each school create a staff commission to establish and apply admission criteria suitable for local conditions.</p> <p>2b - In 20 schools visited in the 4 States by PREMEX evaluation teams, a majority of the student population was judged to be from lower and lower-middle income families. In ES, 60-90% were.</p>
	<p>1. Participating states spending at least 30% of total state expenditures on education.</p> <p>2. Expansion of GP program in all states using GOB's and states' own resources.</p> <p>Parameters: a) Nº of schools built, converted or planned w/ Bras. funding. b) Examples of influence of GP guidelines, on other educational programs.</p> <p>3. Effective financial support for operation of GP's-availability of adequate resources and mechanics to channel resources to schools when needed.</p> <p>Parameters: a) % of GP operational budget financed by state. b) % of GP's in good physical condition.</p>	<p>22%</p>	<p>24%</p>	<p>26%</p>	<p>28%</p>	<p>30%</p>	<p>1 - In 1971, ES spent 31% of its total budget on education, MG, 28%; RGS, 26% and Bahia, 23%. The final accounts for 1972 were not available by 3/31/73.</p> <p>2 - Two GP's are being constructed in Santarém and Altamira, Pará, with Brazilian funds. Other GP's are planned by Piauí, and MG is converting existing schools to GP's with its own funds. The GP philosophy and guidelines have exercised a fundamental influence on overall educational planning by MEC and have led to the evolution of plans for the escola fundamental and the Centro Escolar-primeiro grau. The GP is still one of the options available to the States in further educational development.</p> <p>3a-Experience varies from State to State, but is inadequate in all. Bahia SEC provides little financial support for GP operation. ES organized AEPES to channel support to GP's, but this Agency not yet functioning effectively. MG gave each school Cr\$ 7000 for operations.</p>
III. To increase the level of resources and improve the flow of such resources allocated by the GOB and state government to ginasio-level education.							

AID LOAN 512-L-078
 EDUCATION SECTOR LOAN I
 EVALUATION SUMMARY AS OF MARCH 31, 1973

ORIGINAL PLAN		INDICATORS OF PROGRESS TOWARDS OBJECTIVES					CURRENT STATUS
ORIGINAL PLANNED OBJECTIVES	INDICATOR	9/71	9/72	9/73	9/74	9/75	EVIDENCE OF PROGRESS
		c) % of GP's with adequate, continuous provision of supplies and materials.					

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AID LOAN 512-L-07E
EDUCATION SECTOR LOAN I
EVALUATION SUMMARY AS OF MARCH 31, 1973

ORIGINAL PLAN	INDICATORS OF PROGRESS TOWARDS OBJECTIVES					CURRENT STATUS	
ORIGINAL PLANNED OBJECTIVES *	INDICATOR	7/71	7/72	9/73	7/74	7/75	EVIDENCE OF PROGRESS
I. Design and adaptation of ginasios consonant with GP guidelines.	1. Original design based on educational specifications.	x					3 initial designs developed in States' program; and 6 designs for the National Program, corresponding to 6 regions with different climatological conditions.
	2. Evaluation of structures functionality and modification of design.		x	x	x	x	Three evaluations conducted in 1972 of schools built under States' Program: one by GTC with US consultant Hunt, one by PREMEX teams and one by States. 3 revised, improved designs resulted.
II. Construction and equipping of new ginasios:							
a) Bahia	B	12	14	14	8	-	26 complete; bids invited for 13.
b) Minas Gerais	MG	8	24	29	29	-	52 complete; bids invited for 30.
c) Espirito Santo	ES	9	11	10	4	-	18 complete; 4 underway; bids for 10.
d) Rio Grande do Sul	RGS	20	20	25	20	-	37 complete; bids invited for 19.
e) National Program	Nat	-	19	-	-	-	5 complete; 11 underway; bids for 3.
<u>Note on State Program:</u> By mutual agreement, the beginning of the Third Phase was postponed six months in order to permit an evaluation of the experience with schools built during the first and second phases and consequent improvement of plans for the Third Phase.							
III. Construction and equipping of new colegios:							
a) Bahia		-	-	1	1	-	Basic document for Colegio Polivalente, including curriculum plan and educational specs, prepared in late 1972. Under review.
b) Minas Gerais		-	-	1	1	-	
c) Espirito Santo		-	-	1	1	-	
d) Rio Grande do Sul		-	-	1	1	-	
IV. Conversion and equipping of existing ginasios:							
a) Bahia		4	4	2	2	-	None constructed. Initial conversion studies proved uneconomical. A-E Consulting Firm working on model design for use in 3rd or 4th Phase.
b) Minas Gerais		-	3	3	3	-	
c) Espirito Santo		1	3	3	2	-	
d) Rio Grande do Sul		-	-	-	-	-	
<u>Source:</u> Annex I to the Loan Agreement and Annex 2 to the MEC-State Agreement: <u>GP Guidelines</u>							

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AID LOAN 512-L-076
EDUCATION SECTOR LOAN I
EVALUATION SUMMARY AS OF MARCH 31, 1973

ORIGINAL PLAN		INDICATORS OF PROGRESS TOWARDS OBJECTIVES					CURRENT STATUS			
ORIGINAL PLANNED OBJECTIVES	INDICATOR	2/71	2/72	3/73	2/74	2/75	1971	1972	EVIDENCE OF PROGRESS	
V. Trained teachers and administrators sufficient to staff new schools.	a) Participating States Program								Teacher training for third phase delayed because of decision to postpone start-up of Third phase. See note on State Program under Item II, above. By 3/31/73, 340 teachers were trained in the regular course, 162 in the short course, and 114 administrators trained. This number was all that was needed to staff the 16 schools built under the National Program. PREMEX decided, with informal USAID agreement, not to carry out the larger training program for teachers who would not work in loan-financed GP's, but instead invest the funds allocated for this program to the Participating States Program. By 3/31/73, 5 science centers and 4 practical arts centers had been equipped. Nine faculties were organized to support the program.	
	1 - teachers trained in regular course	1303	2313	2544	2008	-	941	1406		
	ii - teachers upgraded in short course	330	270	840	750	-	427	514		
	iii - administrators upgraded in short course	270	330	300	300	-	413	407		
	b) National Program									
	1 - teachers trained in regular course		404		7100					
	ii - teachers upgraded in short course		202		2150					
	iii - administrators upgraded in short course		114							
	VI. Training centers equipped and oriented to philosophy of ginasio polivalente.	1. Science centers equipped	6	-	-	-	-			
		2. Practical arts centers equipped	4	-	-	-	-			
3. University education faculties organized to provide services to GP program		11	8	9	9					
VII. Brazilian educational leaders responsible for program trained in U.S.	1. No of Brazilian educators sent to U.S. for training.			60						
VIII. An efficient methodology for testing student aptitudes and performance.	1. Development and standardization of aptitude tests and performance tests.	x	x							
	2. Experimentation with standard tests in GP's.		x	x						
	3. Evaluation of experience; revision and adoption of tests.			x	x					

Contract signed with ISOP Fundação Getulio Vargas. Differentiated aptitude test for 4th graders developed. Needs verification.

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AID LOAN 512-L-078
EDUCATION SECTOR LOAN I
EVALUATION SUMMARY AS OF MARCH 31, 1975

ORIGINAL PLAN							CURRENT STATUS
ORIGINAL PLAINED OBJECTIVES	INDICATORS OF PROGRESS TOWARDS OBJECTIVES						EVIDENCE OF PROGRESS
	INDICATOR	7/71	9/72	9/73	9/74	4/75	
IX. Effective student guidance program in the schools.	1. Training and placement of guidance counselors in each school.	100%	100%	100%	100%	100%	80-90% of the schools had a trained guidance counsellor.
	2. 5 of schools with effectively operating program.	100%	100%	100%	100%	100%	80-90% of the schools in RGS and ES had adequate programs. Only 40% of programs in MG and Bahia were adequate.
X. Appropriate curriculum that provides the student with the flexibility for tentative career-oriented educational choices without irreversible commitment.	1. Formulation of GP curriculum offering program options						Initial guidelines developed by PREMEN & DEF. 4 States developed own variations and discussed at annual meetings. MG and Bahia need to introduce more curriculum options.
	2. Training and placement of curriculum coordinators in each school.	100%	100%	100%	100%	100%	100% in all four States.
	3. Periodic teacher meetings to review and modify curriculum.						70-80% of schools in RGS and ES hold regular meetings. Only 50% in MG and Bahia.
	4. Vertical articulation with feeder primary schools and high schools.						Articulation beginning well in RGS and ES; barely underway in MG and Bahia.
XI. Initiation of school supervision system to assist teachers in modernizing teaching methods and curricula.	1. Official establishment of supervisory program within state secretariats.		x				None of the States had officially established a Supervision System.
	2. Effective routine of visits by each supervisor to 4-5 schools for which he is responsible.			x			In each State, the group of supervisors operated informally, making sporadic visits to the schools depending upon ad-hoc arrangement of expenses, transport, etc. No routine of visits yet established.

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AID LOAN 512-L-076
EDUCATION SECTOR LOAN I
EVALUATION SUMMARY AS OF MARCH 31, 1975

ORIGINAL PLAN		INDICATORS OF PROGRESS TOWARDS OBJECTIVES					PERCENTAGE OF PROGRESS
ORIGINAL PLANNED OBJECTIVES	INDICATOR	1971	1972	1973	1974	1975	
XII. Well-stocked school libraries effectively supporting GP program.	1. Distribution of standard basic collection of approximately 1740 volumes to each library.						Basic collection of 1740 distributed to 116 schools in the 4 Participating States and 16 schools in the National Program.
	2. Training and placement of librarians in each school.	100%	100%	100%	100%	100%	Only 1/3 of schools have trained librarians. Most libraries not functioning effectively.
XIII. Adequate supply of textbooks and instructional materials for student and teacher use.	1. Selection and acquisition process developed.		Not projected				Loan 076 did not specifically provide funds for purchase and distribution of instructional materials to schools. INL and PREMEN developing project under Loan 061 that will supply books to GP's built under Loan 076.
	2. Book banks established in each school.						
	3. Number of textbooks distributed.						
XIV. Improved teacher training programs offering high-quality instruction in the polivalente educational concept and modernized teaching methods.	1. Development of structure and content of special courses.						1. Federal Council of Education approved the structure and content of intensive short-term courses for academic and practical arts teachers. (Technical opinion n° 912/69, 255/70, 74/70)
	2. Contracts with faculties of education.						2. Contracts with faculties of education, Science Centers and Practical Arts Centers exist for provision of training program.
	3. Provision of equipment and instructional materials.						3. Each training program budget included procurement of materials and equipment which remains as university property after completion of training program. From this total amount, at least 20% should be used for purchasing books for the university's library.
	4. Evaluation and modification of courses.						4. State evaluators of the Polivalente Schools recommended various changes on the training program for the Third Phase. Changes on number of training hours and content were incorporated.
	5. Standardization of courses and use for other state programs.						5. The same types of courses were developed by University of Pará to prepare teachers for the Amazon Area (Pio Branco, Altamira and Santarém)

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