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Ministry of Education and Culture

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EDUCATION IN BRAZIL 72

Ministry of Education and Culture
Division of Sustenance/Department of Documentation and Propagation/Brasilia

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**Palácio da Cultura
Rio de Janeiro**



1. INTRODUCTION

The purpose of this booklet is to present, in a comprehensive survey, the shape of education in Brazil. By showing the more serious problems education has had to face in recent years and bringing out the main characteristics of the educational process, it will point out the basic orientation of educational policy as followed by the Brazilian government in its Three-Year Plan.

A great expansion of facilities at all levels and a deep transformation in the structure of education are new phenomena which accompany the radical changes taking place in Brazilian society.

Three points of view have become clear in recent years: first, the conviction that the principle consecrated in our Constitution, whereby compulsory education is extended to cover completion of elementary school or until fourteen years of age, has to be enforced in order to secure democratization of education; second, the belief that there is an intimate

link between the process of education and the common effort of the people and government towards development; and third, a consideration which arises from the second, namely that education is a preinvestment which regulates economic growth and sets the pace for full development and democratization of society.

Someone proclaimed, at the time of the Brazilian Empire — in the last century — that the future of this country depended on the education of its children. Today, the jargon of economists has given new colour to this old truth. One often hears that without the qualification of human resources there is no chance of increasing the Gross National Product of developing nations to **take off** proportions. This is undoubtedly an easy way of expressing an obvious notion.

Our generation has come to a cross-roads however, and must solve the question: "should education be the

cause, or is it the consequence of development?". In other words, must education reach a high priority as a necessary condition for progress — or do we start by obtaining a reasonable economic basis from which to derive more resources for education? Those who maintain the latter position claim that only by generating income will sufficient funds be found for investments in school buildings and for the preparation and maintenance of a large body of teachers.

J. K. Galbraith, who has recently received a great deal of publicity in Brazil, made the remark that in our time economic development has come to be considered primarily as a problem of economic analysis, wherein the role of education seems ambiguous as far as priority is concerned. National efforts towards development are generally measured in terms of the volume of investments. But it is precisely here that a problem appears: education is as much a form of consumption as a kind of

investment. This difference leads to a variable option: as far as it is spending, it can be saved; but as far as it represents investment, it deserves priority.

Today we accept a clear interaction between Human Resources, Education, Development and National Security — development requires skilled human resources in sufficient number, and defence implies a conscious awareness of definite and stratified values. Only education can provide for the needs of both.

Looking at it from this angle — well defined in the pertinent document of the Planning Section of the Brazilian Government (Metas e Bases para Ação) — education is indeed a condition for both Development and National Defence.

In some quarters the belief is held that it is possible to measure the influence of education upon the growth of the Gross National Product. A study undertaken at M.I.T. concludes that only 1/6 of the increase of the GNP can be traced back to the accumulation of physical assets in capital; the remaining 5/6 is derived either directly from education or indirectly through the increase in human productivity.

Historical research on the economy of those countries whose impulse towards prosperity has been precocious and intense shows a persistent

coincidence: dynamic processes always appeared in countries with good educational systems. On the contrary, countries with great natural potential but a slow process of development reveal deficient educational systems.

But what is really the link between two apparently different realities such as material progress and education? Economists reply in terms of the relation between the kind of work and the level of education it requires. A careful analysis of production as such reveals that the better a man's intellectual and technical preparation is, the more efficiently he works. Also, science and technology and their practical uses depend on the intellectual level of the person concerned. Consequently, education influences the quality of work, and work influences the amount of production.

The government which took over after the Brazilian Revolution in 1964 has reached a clear decision in favour of education as a greatly reproductive investment-outlay. President Medici declared recently, when enumerating the twelve items he deems essential for the fulfilment of his mandate, that one of them would be the Preparation of Man for Development through Education. Education in this context covers the whole range from intensive adult alpha-

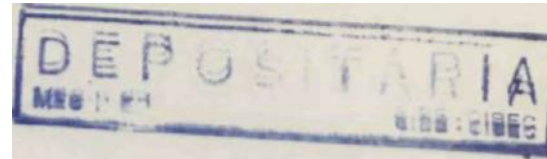
betization between ages 15 and 35 to qualification of human resources at the highest level of learning.

In order to bring this about, a summary of the characteristics of the present Brazilian educational system has to be made so that the most serious structural faults, the focal points of unproductivity, the wastages and the critical distortions are recognized. Once an evaluation is made, one can begin to correct errors by formulating a national policy on education. From such a policy, intermediate and final objectives arise, to be attained thanks to appropriate programs and plans of action.

From this point of view, education carries with it a certain number of pledges:

- a) from the government, which is bound to place it in a privileged position among financial outlays, never cutting into its budget in favour of other appropriations;
- b) from teachers and administrators who must strive to obtain maximum returns from the minimum means at their disposal;
- c) from the students, who should reciprocate the privilege of being favoured by the large amount set aside from the small product of national thrift.

2. LEGAL BASES AND EXPENDITURES



Brazilian education is ruled by the Federal Constitution and by Law no. 4024 of 1961 which establishes the Directives and Basic Structures for National Education.

According to the Constitution:

- education is the right of all, whatever race, sex, class or religion;
- it must be based on the principles of liberty and the ideals of human solidarity;
- teaching on the different levels is administered by public institutions but is open to private initiative. Technical and financial aid will be granted to private institutions.

All legislation dealing with teaching will obey the following principles:

- all formal instruction will be in the national language (Portuguese);
- education is compulsory for all between the ages of 7 and 14 and free in official institutions;

- education beyond the primary level will also be free in public institutions for those who can prove lack of financial means;
- religious instruction will be part of the normal curriculum of primary and secondary schools;
- the right to teach is guaranteed.

The states and the federal district organize their own educational systems. The Union is responsible for education in the territories as well as for federal establishments. The Union also cooperates by means of technical and financial aid for the advancement of the state educational systems.

Commercial, industrial and agricultural enterprises have to provide free primary instruction to employees and their children, as well as technical and professional apprenticeship for workers who are minors.

Law no. **4024** was substantially modified by Law no. 5632 of August

11th, 1971, which deals with the two levels of elementary education. The new Law adds to the general purposes of education that of strengthening national unity and international solidarity, and of preparing the individual and society in general for handling scientific and technological resources.

Insufficiency of funds is the first serious problem faced by education. However, no country as yet has been able to give to its school age population the education it needs, not even the United States where means are more easily available.

If one observes the behaviour of federal expenditures on education, the conclusion is necessarily reached that the governments that have ruled Brazil since 1964 have shown an extraordinary interest in this field — beginning with the decision of President Castelo Branco in 1965 to double the amount allotted to the Ministry of Education.

Taking the year 1962 as a point of use of students' aspirations by a misguided reference — the year Brazil lived through administration — the following comparative the height of the demagogic results appear:

PARTICIPATION OF EDUCATION IN TOTAL FEDERAL EXPENDITURES

(In millions of cruzeiros. Inflation and the devaluation of the cruzeiro have to be taken into consideration.)			
Year	(A) Federal Expenditures on Education	(B) Total Federal Outlay	A/B (%) percentage
1963	73,2	1,301,0	5.6
1964	168,0	2,696,0	6.2
1965	389,0	4,211,0	9.2
1966	557,0	5,646,0	9.8
1967	633,5	7,422,0	8.5
1968	892,0	9,682,0	9.2
1969	1,292,0	11,455,0	11.3
1970	1,622,4	12,806,0	12.7

Source: National Centre of Human Resources, Ministry of Planning.

It represents 3.8% of the Brazilian GNP, Such results can best be summarized by ranking Brazil favourably among the the fact that general public spending on countries of the world that spend more on education in Brazil (federal, state and education. county) during 1971 reached 1 billion, 300 million dollars.

Latin American countries have taken This sum equals all the aid allocated by upon themselves, as agreed at the the U.S.A. to Latin America through the Conference in Punta del Este, to allocate at different programs promoted by the Alliance least 4% of their GNP to for Progress.

educational spending. Brazil is close to that lofty purpose.

In terms of the value of the cruzeiro in 1972, the growth of public expenditure in three-year periods can be demonstrated by the following table:

	Cr\$
1961/1963	8,681,000,000
1964/1966	12,272,000,000
1967/1969	17,713,000,000
1970/1972	24,090,000,000

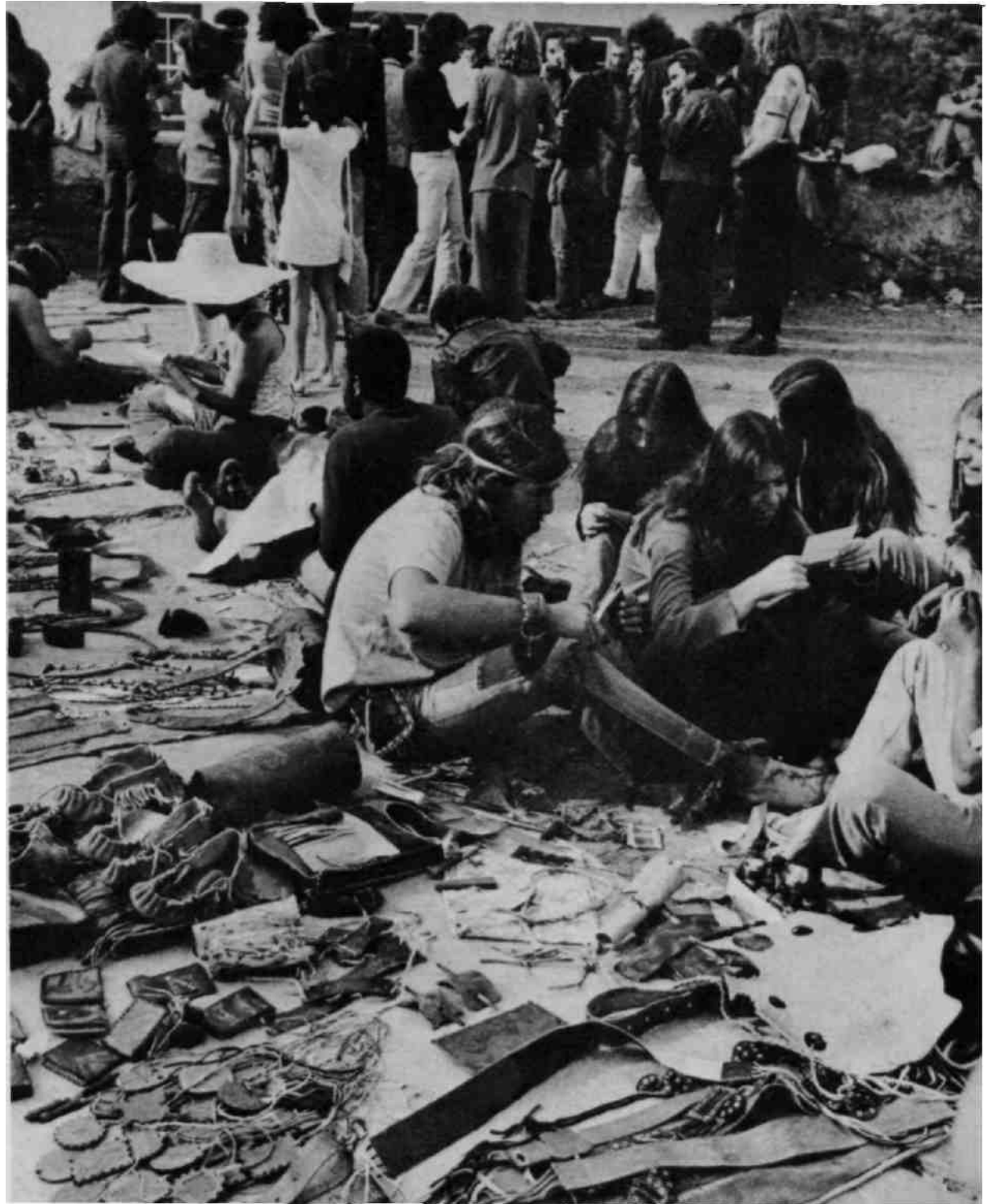
An expenditure of 30 billion cruzeiros is foreseen for the next three-year period (1973-1975), according to the National Development Plan. The private sector must be added to this amount, with an expenditure of some 10% of the total (Cr\$33,000,000,000).

If such funds are converted into US dollar value at the present rate of exchange, we reach a total of US\$ 5,5 billion for the coming three years — which is about 1.8 billion dollars a year. This is a good indication of the effort undertaken by the Brazilian people to overcome their educational shortcomings.

It is true that, notwithstanding all our pains, we can hardly celebrate victory in the battle of numbers. What remains to be done defies imagination. The task is enormous and the disproportion between the means at our disposal and the goals to be attained is sometimes disheartening.

We will try to show, in the following paragraphs, the problems involved in administration of learning in Brazil, and the reasons we have for being optimistic about the policies implemented.

Brazilian youth at
the Winter Festival
in Ouro Preto



EXPENDITURES ON EDUCATION AND THE GROSS NATIONAL PRODUCT

1960/1970 Expenditures on Education

Public expenditures

Year	Federal	State	Municipal	Total	Private	Foreign aid	TOTAL
1960	677,270	1,097,301	147,320	1,921,891	415,100	4,000	2,340,991
1961	721,966	1,277,448	149,066	2,148,480	429,700	14,900	2,593,080
1962	869,327	1,463,298	138,430	2,471,055	454,700	4,700	2,930,355
1963	696,787	1,167,626	86,880	1,951,293	461,000	247,200	2,659,493
1964	837,146	1,087,428	136,154	2,060,728	468,000	20,800	2,549,528
1965	1,239,212	1,839,506	211,542	3,290,260	477,100	19,800	3,787,160
1966	1,292,364	2,028,876	268,316	3,589,556	481,000	104,200	4,174,756
1967	1,323,921	2,406,191	364,913	4,095,025	507,800	114,300	4,717,125
1968	1,202,061	2,674,652	479,706	4,356,419	501,000	121,000	4,978,419
1969	1,396,200	3,322,717	519,410	5,238,327	560,500	180,000	5,978,827
1970	1,480,000	3,690,000	610,200	5,780,200	578,000	181,000	6,539,200

RE SOURCES GROSS

Year	IN TERMS NATIONAL PRODUCT	OF% OF GNP
1960	95,604,800	2.4
1961	102,587,000	2.5
1962	110,203,800	2.6
1963	113,560,300	2.3
1964	115,205,800	2.2
1965	117,337,700	3.2
1966	124,156,400	3.4
1967	128,673,500	3.7
1968	143 842 100	3.5
1969	158,017,800	3.8
1970	172,239,400	3.8

Source: National Center of Human Resources,

Ministry of Planning

Cr\$ 1.000 — 1960/70 US\$ 1 = Cr\$ 5 (March 1971)

3. THE STRUCTURE OF THE MINISTRY OF EDUCATION AND CULTURE

The statutory legislation to which the Federal Department (Ministry) of Education was previously subjected never corresponded to the needs of the country.

One could say that the Minister did not administer, nor did he minister.

He did not minister in as much as primary education in its totality and a large part of secondary education came under the jurisdiction of the counties (municipios) and state governments. To the Minister was left only the job of controlling and financing the system through the National Fund for the Development of Education (FNDE) — his capacity of control being, however, rather limited.

As far as higher education was concerned, one has to consider that the Brazilian universities have always enjoyed an ample autonomy. Autonomy is their weapon against the moods



of the Ministers "who pass away while education remains"...

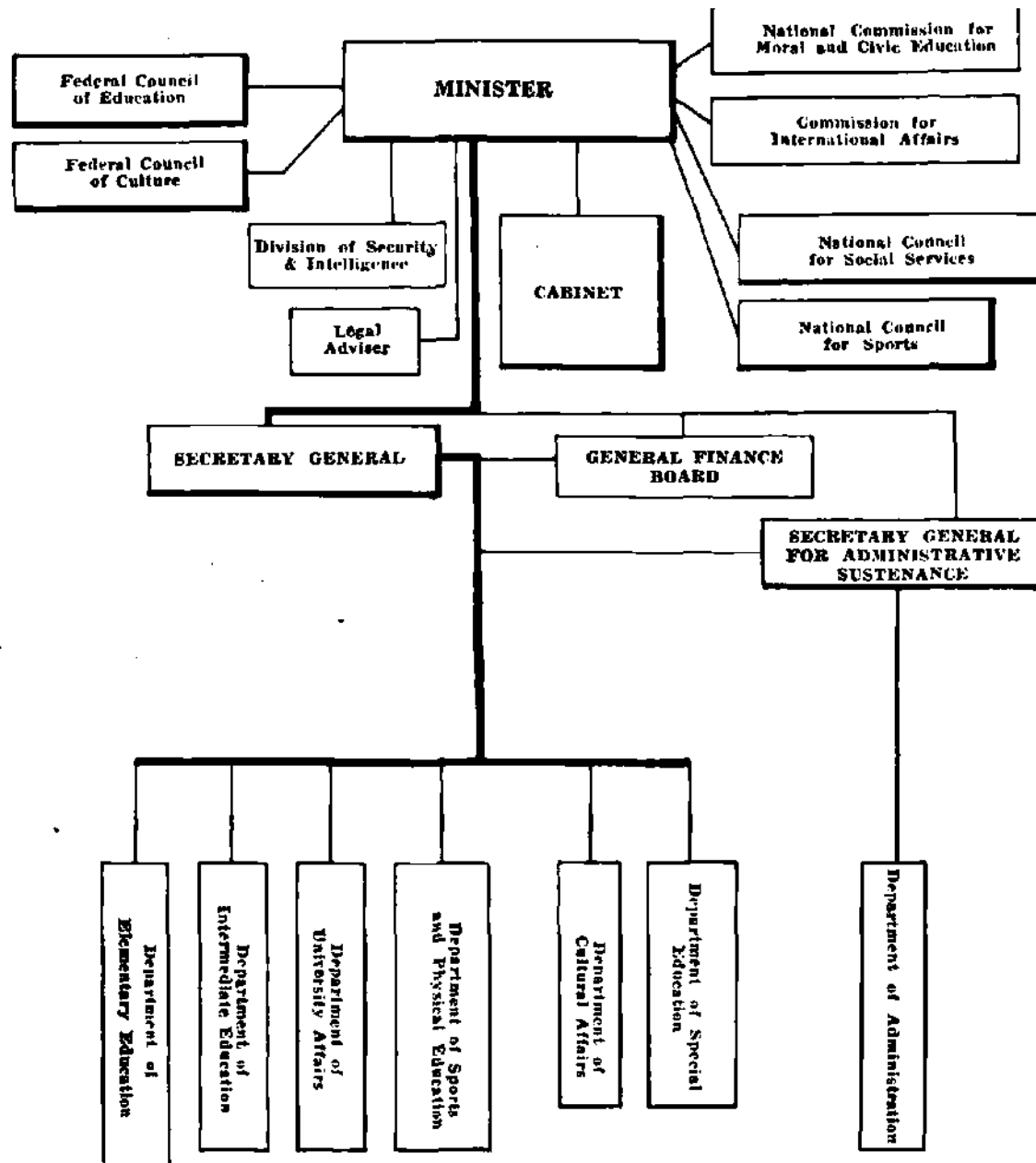
The Ministers could never say that they were fully capable of administering either, since they were advised by the members of the influential Federal Council of Education, all of

whom were "scholars of renowned learning", faithful guardians of methodology and pedagogy. The Federal Council of Education was created for that very purpose.

The role of the Ministry had therefore become restricted to financial and technical "assistance and coordination". The task of offering assistance was reasonably executed through the FNDE but the imposition of any type of control was an impossibility.

This is the background of the situation that brought to the fore the need to overhaul, in a radical manner, the old machinery of the Ministry. Nothing useful could be done in Brazilian education without a full administrative shakedown. If not undertaken the Ministry would have remained an organ whose sole mission was to liberate funds, without the power to use them for its own purposes.

The present structure of the Ministry of Education and Culture follows:



4. PRIMARY EDUCATION

The Brazilian Constitution makes elementary education compulsory and free from ages 7 to 14. Although the work of minors beginning at 12 years of age is allowed, compulsory education prevails and consequently the obligation of the government to provide schools.

"Operation-School" was introduced to coordinate the efforts of the federal, state and municipal governments to provide matriculation at the elementary level. The so-called "education-salary" was its main source of costs-defrayal. In 1969, its global value was 124 million cruzeiros (about 30 million dollars) — from agreements signed with 763 states and counties.

At present, it is estimated that the average rate of school attendance in Brazil from ages 7 to 14 is 75%, leaving 25% of the contingent out of school. There are about 14 million children in the four (or five) primary

grades. With all reservations concerning the available statistical data, this means that from three to five million children are not participating in the process of learning and will thus contribute to enlarge the already inflated number of illiterates. They are out of school either because they cannot afford to go or because schools are not accessible.

If some states in the prosperous south, such as Guanabara and São Paulo, boast 100% enrolment, there are others in the poor northeastern part of the country where attendance falls to 39%» (Ceará) and 43% (Pernambuco). Such data certainly cannot justify any optimistic projection.

Nevertheless, the work that has been undertaken in the last few years to increase the number of school rooms and school attendance inspires the hope that Operation-School will very soon be effective, not only in providing elementary education for



all children but in reducing illiteracy as well.

A survey of elementary education becomes still more dramatic when one considers that 76% of the existing 135,000 educational establishments belong to the so-called "one-teacher school". This type is unfortunately still widespread in the Brazilian backlands where children of different ages and grades are taught in a single room at the same time.

A highly negative feature is the fact that 40% of the female teachers among the nearly 400,000 in the public and private school networks are poorly trained. Since only 10% of these lay-teachers receive instruction each year and the vegetative growth is higher, the result is a growing number of such persons. This is a serious problem. However, a monument should be raised to the primary lay-teacher for, without her education would never reach the remote corners



of the back-country where normally the regular teachers, trained in the cities, never deign to appear.

The Brazilian Government is striving to solve the problems of elementary schooling by adopting principles of a philosophy of education which provide a synthesis between modern technology and a humanistic outlook. Models from developed countries cannot be copied. What we seek is an adequate transposition of these models to the cultural, social and economic realities of Brazil, always bearing in mind the strong contrasts between its different regions from north to south.'

We are pleased to find that the basic idea of UNESCO's program for 1971-1972 is that "Education's qualitative improvement must accompany its quantitative expansion". Qualitative improvement means renovation and adaptation to the new educational techniques. Expansion will lead to democratization by providing equal opportunities. Indeed, renovation and democratization are two great requirements of today's educational system in Brazil. It is not enough, however, to increase the number of schools: one must, as the younger generation demands, change man.

Education must meet the needs and desires of individuals but in such a way that it will not interfere with public priorities. For instance, the rate of increase of Brazil's Gross National Product reached 9% in 1970 and 11% in 1971. A remarkable increase is expected during the next de-

cade. But this result, if not accompanied by social structural changes which eliminate unfair inequalities, will be of no avail.

To achieve this goal, we must educate towards development; that is, we have to provide an education which will not violate the prerogatives of the human being in an open society, "among which is the freedom to choose one's profession"

In obedience to the National Plan of Education, through agreements with the governments of states and local townships (counties or **municípios**), 577 million cruzeiros (about 120 million dollars), 53.6 % in federal funds and 46.4% in the state counterpart, were spent to carry out the following activities:

- a) construction of 9,445 rooms in 2,014 counties, in order to incorporate 645,000 new pupils;
- b) recruitment of 63,045 teachers and 5,580 technicians;
- c) training courses for 5,350 lay-teachers;
- d) training and upgrading of 6,642 qualified teachers;
- e) improvement in the training of 3,589 civil servants in technical jobs;
- f) distribution of 45,000 scholarships.

The philosophy of this effort is based on the concept that teacher education is the **sine qua non** of all progress in education.

In 1971, the Ministry used half a billion cruzeiros (about 100 million dollars) in an attempt to attain an 80 % school enrolment by 1972 — this being a goal that is defined in the Planning for the Primary Sector of

Education. By 1973, 16,440,000 children should be attending primary schools.

Pre-school education is provided mainly in private kindergartens.

Through a Constitutional amendment in 1969, the state or federal governments are authorized to intervene in the administration of any county (município) which does not appropriate at least 20% of its income from municipal taxes for primary education.

Although, according to the law, it is a government responsibility to encourage pre-school education, Brazil

has, as a first step, undertaken to cut down the deficit in primary education.

The number of kindergartens and teachers is insufficient to meet the demand. Statistics for the year of 1970 indicate the existence of 6,250 establishments for children between the ages of 3 to 6, 14,000 teachers and an enrolment of 435,000 pupils. The teacher/student ratio is 1:31.

An important observation to be made here concerns late-starters and the subsequent distorted correlation between age and grades, a common phenomenon in Brazil.

The most important pedagogical innovations introduced in the area of

elementary education in 1970 were:

- a) the preparation and use of new textbooks in elementary schools;
- b) revision of the system of evaluation and of criteria for promotion;
- c) experimental use of programmed instruction in elementary and secondary schools;
- d) adoption of a bi-annual curriculum;
- e) inauguration of a network of "polyvalent" schools for the 5th, 6th, 7th and 8th grades. Forty eight such schools have been built since early 1970.



5. THE NEW "FIRST AND SECOND STAGES" SYSTEM OF EDUCATION

It had become obvious that the social shortcomings in Brazilian education lay in the structure of postprimary instruction. Secondary education was highly selective. Since the number of public high schools was limited and vacancies in government schools were in great demand, thus favouring the play of personal considerations, the poor were those generally left out.

As the poorest children were the ones less qualified to manipulate matriculation through the mechanism of personal prestige, private schools presented a large incidence of boys belonging to the lower middle class and of children from workers' families. The Brazilian government is well aware of how undemocratic this method of selection was. Its present efforts strive to correct the situation.

Among the 4,500 secondary schools presently functioning, the majority are no longer private "ginásios", "colégios" and "liceus". In 1965, they constituted 70 % of the total number.

After 5 years of tremendous effort, the situation has been completely reversed.

A system of grants was also established and has already assisted 48,000 students. A pupil is entitled to the grant when the income of his parents divided by the number of dependents does not exceed the legal "minimum wage". More than 4 million cruzeiros have been appropriated to help state governments to offer counterpart grants to students within their jurisdiction.

One of the main reasons for the considerable desertion rate (60% drop-outs) between the last grades of the primary and the first grades of the secondary stages lay undoubtedly in the scarcity of public schools, since a very large number of counties (municipios) did not possess even one high school. A serious bottleneck in the whole system was obvious at this spot, for only 20% of the corresponding age-group was attending school.

The distribution of the student body all along the secondary grades revealed the enduring influence of old-fashioned "parlour-type education". More than 70% of the students attended regular high schools, while less than 30% were enrolled in industrial, agricultural, commercial and normal establishments. The high school system, although it represented a necessary step to higher education, was purely digressive and in a sense divorced from Brazilian reality. It did not adequately meet the needs of the labour market towards which it seemed to feel no responsibility.

The candidates for commercial and agricultural schools had to surmount old practices, such as those sanctioned by the 1937 Constitution when a dual concept was established: teaching in the humanities for the "well-born" and professional training for the "less favoured classes". Thus was bred a prejudice that conspired against the desire of social

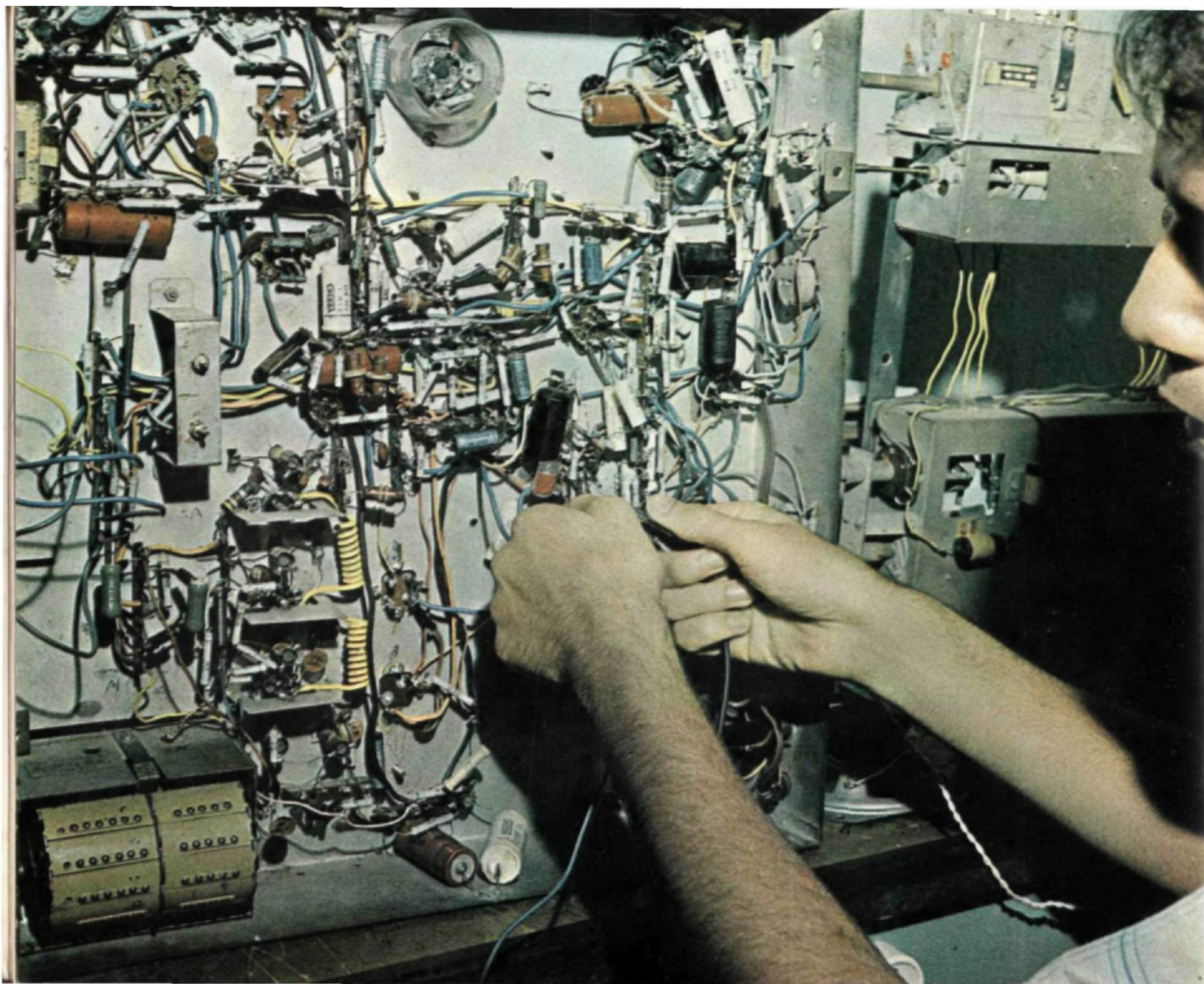


improvement of boys and girls who did not want to be identified with the "less favoured classes".

The renewal of secondary education, its methods, structure and content, aimed at the creation of a dynamic equilibrium between quality and democratization of education, is the answer for the necessity of change in an educational system traditionally inclined towards the "professions of prestige", such as medicine, law, and engineering.

In fact, what young people must be given, at the secondary stage of education, is the capacity to think and to learn, rather than an excessive amount of information which is an intellectual asset that is constantly being devaluated in a world exploding with new knowledge. The project recently undertaken in Brazil for full reformation of the elementary and secondary stages, aims for the vertical integration of the various school grades and the horizontal integration of their diversified modalities. By this means, it is hoped to eliminate the great traditional evil of the Brazilian school system, which is precisely its organization in hermetic divisions, making professionalization possible only for those students attaining the highest grades.

Primary education has been awarded a pre-vocational orientation, while at the secondary stage, instruction is presented in such a way that all students, when they reach adulthood, are prepared for the requirements of the national labour market, or at least are faced with clearly defined options. They should



occupy the whole of the national territory, and not only the big coastal cities.

The new schools are terminal for the majority of students. They qualify more technicians, thereby decreasing the number of high school graduates vying for classification in the university entrance examinations (vestibular). The unification of these examinations implies the provision that the tests will not be more difficult and complex than what is normally taught in high school.

The main features of the recently reformed elementary and secondary stages of education in Brazil, an entirely new structure incorporated as of the new school year — March 1972, — are outlined below.

In accordance with the new concept established by the congressional Bill of August, 1971, the general educational system in this country consists of two main stages — elementary education (**primeiro grau**), eight years of formal compulsory education from ages 7 to 14; and secondary education (**segundo grau**) set up in such a manner as to provide vocational training and be terminal in itself. Education in official elementary schools is free for all, and in secondary schools for those who can prove lack of means.

The teaching of Portuguese is granted priority, due to its being a means of communication and an instrument of national culture.

The aim of primary and secondary education is to provide the student with the means necessary for the development of his own potentialities,

and growth into a self-reliant member of the community, qualified for work and ready for a conscious exercise of his citizenship.

In order to assure the full use of human and material resources and avoid duplication of means for identical or similar purposes, classes are conducted in establishments created or converted in accordance with rational criteria. The local Councils of Education are responsible for the formulation of the rules under which these establishments regulate their own administrative organization, discipline and curriculum.

The educational system must stimulate different modalities of study in each establishment. These are integrated on a common basis so that, in each locality, small establishments can be grouped into larger units. Geared to work in conjunction with other social institutions in order to reach full capacity by the use of the facilities of the one to compensate for the deficiencies of the other, these groups are organized around inter-school centers with common areas of study.

The curriculum for the primary and secondary grades consists of a common, compulsory portion for use nationally, as well as other diversified parts which vary according to the concrete local needs and possibilities, the plans of each establishment, and individual differences among pupils.

The task of establishing the compulsory content of each grade falls to the Federal Council of Education. To this minimum common content, Regional Councils and the teaching establishments themselves can add

diversified subjects of study. The F.C.E. also sets the minimum standards for vocational qualification on the secondary level.

A **full curriculum** consists of the disciplines and areas of study and activity in each grade. It is made up of two phases — exclusive presentation of general education courses during the primary grades, followed by progressively intensified specialized courses on the intermediate level.

This special formative part of the curriculum strives to discover a student's aptitudes for work and his professional vocation, and to intensify study in the specific areas of general education for which he has a special bent.

In the sphere of professional qualification, this special formative phase will be adjusted according to the needs of the local or regional labour markets, as ascertained by periodical surveys.

The inclusion of Moral and Civic Education, Physical Education or Sports, Art Appreciation and Health Programs is compulsory.

Religious teaching is optional but is on both the primary and secondary timetables in official institutions.

The disciplines or areas of study on the curriculum are divided up into annual grades. Organization by semester is also permitted. In accordance with the possibilities of each institution, the curriculum includes variable options to cater to pupils' individual differences in taste and talent.

In secondary schools, matriculation by subject matter is allowed, under conditions which assure the





proper organization and sequence of studies.

The formation of classes with pupils from different grades but at the same level of development is recommended, for subjects such as foreign languages, etc.

Pupils who suffer from mental or physical handicaps, late-starters, and the over-endowed are entitled to special treatment in school.

Educational Orientation refers to vocational counseling given to the student, in cooperation with his teacher and family and the community.

The academic year and semester are made up of at least 180 and 90 school-days, respectively. Time reserved for final examinations is not included.

Schools will be used between regular teaching periods for other activities, such as the organization of extra-classes for pupils who showed insufficient progress during the year, intensive courses in certain subjects, and teacher training and special adult education programs. In rural areas, provisions can be made to declare holidays coincident with periods of planting and harvesting.

The Bill makes provision for the substitution of a discipline, area of study or activity for a similar one, and also for the transfer of a pupil from one institution to another on the basis of the national, minimum general curriculum.

The institutions themselves assess pupil proficiency and ascertain assiduity. The qualitative aspects of instruction should prevail over the quantitative, and the results of the

school year over those of final examinations in judging yield. A system has been established whereby students with unsatisfactory results can go on to the next grade, thanks to extra "recuperative" classes compulsorily conducted by the institution.

Assiduity is measured in terms of a record of attendance equal or superior to 75% in each discipline or area of activity. A pupil with less than 75 % of school attendance is judged fit for promotion if his proficiency is on the upper fifth of the scale adopted by the institution for grading final results.

The teaching methods applied in each school allow for the progressive advancement of pupils through the adoption of criteria relevant to age and proficiency.

From the 7th grade on, a pupil may matriculate conditionally — dependent on approbation in a discipline or activity of the lower grade — provided the sequence of the curriculum is preserved.

Elementary education is compulsory and covers eight years, with a minimum age of seven for beginners. It must provide at least 720 hours of activity per year.

The state educational systems are responsible for investigation of the possibility of enrolling children under seven years of age, and also for their education in kindergartens, day nurseries, and similar institutions.

The municipal administrations are charged with the task of census-taking of school age children, and for calling them up to enroll. Educational administrations in the states, territories, federal district and counties

(municípios) are responsible for enforcement of the law of compulsory school attendance, and pool efforts and funds to encourage it.

To matriculate in a secondary school the conclusion of the primary grades or equivalent studies is required.

Secondary education consists of three or four grades — depending on the professional qualification desired — with a minimum of 2,200 or 2,900 hours, respectively, of actual school work.

For those desirous of going on to university, provision is made for completion of secondary studies in two years.

Adult education is available for adolescents and adults who were unable to attend school at the proper age, and for those who want to be upgraded or have their regular studies brought up-to-date. It will cover a wide range of activity, from the teaching of reading and writing to the intensive study of certain subjects on the regular curriculum, using not only regular classrooms but also radio, television, correspondence courses and other mass media.

Final examinations for these adult courses, equivalent to those written at the end of the primary and secondary stages, are provided for adults of 18 and 21 years of age, respectively. Candidates for these tests may sit for them in official schools or other institutions selected by the local Councils of Education.

The new concept of comprehensive high schools (GOT — Ginásio Orientado para o Trabalho — high schools for job training), also called "poly-

valent schools", represents an attempt to improve the status of professional training. They do not graduate only professionals, as the other specialized schools do, but attempt to rouse interest and awaken new vocations.

Recently, a program was established in and familiarize students with certain aspects of technology. They strive to divert students from an "academic" type education to one which will endow them with "marketable skills", and thus prepare them to occupy a profitable place in life.

It is important to point out the significance of this program, for the "revolution" in primary and secondary education in Brazil depends on its outcome. The high schools for job training are a vital instrument in the basic Reform in Education that the government has undertaken.

SCHOOL POPULATION

The following table demonstrates the general growth in school population by comparing the number of matriculations at the beginning of each year in the period 1960-70:

Year	Primary	Secondary	Higher Education
1960	7,458,002	1,177,427	120,959
1963	9,299,441	1,719,589	142,386
1964	10,217,324	1,892,724	155,781
1965	9,923,183	2,154,430	180,109
1966	10,695,391	2,483,212	212,882
1967	11,191,718	2,816,440	276,259
1968	11,943,506	3,205,689	346,818
1969	12,780,000	3,640,000	426,081
1970	13,413,000	4,214,303	530,000
These are the goals for			
1973	16,440,000	6,000,000	580,000

million dollars at 2.5% a year, repaid in 40 years.

In order to implant and Supervise the project, a special agency called PREMEM (Programa de Expansão e Melhoria do Ensino Médio) was set up. The training and upgrading of teachers, one of its most important tasks, received an allocation of 21,500,000 cruzeiros (4 million dollars). The appropriation is not excessive if one takes into consideration the urgent need to train secondary school teachers, since nearly 70% of them never attended teachers' colleges.

One has to draw attention to the high rate of drop-outs all along the four grades of junior high school (ginasial) and the three grades of senior high (colegial). Only 30% of the initial contingent have been reaching the top and attempting to go on to university.

Nevertheless, the increase in enrolment between the years 1960 and 1968 was impressive: from 868,178 to 2,318,522; i.e. 267%. In technical education, the rhythm was slower: from 218,522 to 542,418; i.e. 248%. The following table shows the distribution of students in secondary technical schools in 1968:

	percentage		
Total:	542,418	100	%
commercial:	382,058	75.4	%
industrial:	120,413	22.1	%
agricultural:	18,222	3.3	%

6. PROGRAM FOR THE ERADICATION OF ILLITERACY

The struggle against illiteracy has been undertaken by an autonomous organization known as MOBRAL ("Movimento Brasileiro de Alfabetização"). Established as a foundation, it is financed in accordance with the law signed on September 8, 1970, in commemoration of UNESCO's Illiteracy Day. So far the results have been remarkable.

The number of illiterates in this country has been calculated by various means. The official Brazilian Institute of Statistics estimates that in 1969 the number of people who could not read or write covered 30% of the population over 15 years of age, about 16 million in a population of 90 million people. If one adds to this the 6 million children between ages 7 and 14, the number of illiterates above the age of seven soars to 24 million. Sombre estimations raise the figure to 28 million individuals over 15 years of age. 33 to 35% of these live in the backward rural areas, while 9 to 10% reside in the cities.

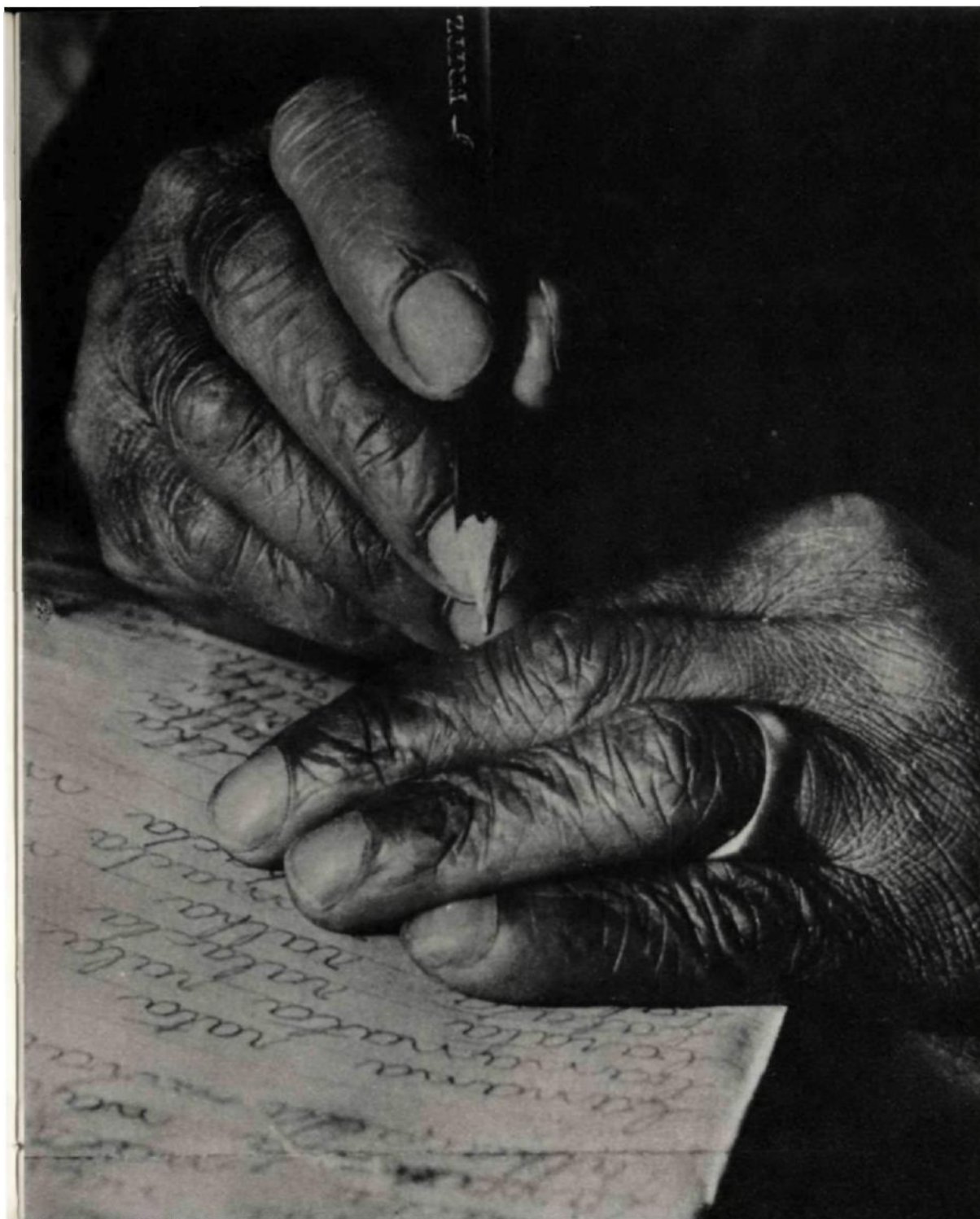
The Brazilian government believes that MOBRAL will be remembered as one of the highlights of its administration. Hundreds of Christmas messages, sent to the President of the Republic by grateful adult-students, represent a small but highly significant token of the enthusiasm shared by all those members of Brazilian society who had never been citizens in the full sense of the word. By attaining, during the first months of activity, results far beyond the most optimistic forecasts MOBRAL has been able to overcome the reservations and scepticism instilled in the heart of the masses by the many former unsuccessful campaigns.

Six months were spent planning the operation and all the experience of the organizations and private enterprises already at work was incorporated, including that of MEB ("Movement for Basic Education"), winner of the Mohammed Reza Pahlevi prize, in 1968, for the successful use of radio to educate adults

in isolated or sparsely-populated regions.

The widespread activity of MOBRAL during the last quarter of 1970 and the first two months of 1971 brought about the alphabetization of 508,000 adults, most of them in the 12 to 35 age group. More than 25,000 teachers were employed in this first phase, actuating in 601 of the main counties (out of 4,000 in the country). In 1971, 2,973 municipalities were covered, thus reaching a total of 1,600,000 students.

In the 1971 fiscal year, the Ministry of Education allocated 6 million cruzeiros of federal funds to MOBRAL and 30% of the profits from the new National Soccer Pool. From other sources, including private enterprises (entitled to deduct from their 1971-73 income tax returns the amount spent on alphabetization), the Foundation received some 15 million more — for a grand total of 67 million cruzeiros (about US\$13 million). This sum guaranteed the implementation of



the 1971 program. Results thus far exceed the expectations based on previous experiments in Brazil, and compare favourably with fifty odd international programs, some of which are sponsored by UNESCO. The phenomenon of MOBREAL is described by its Executive Director as water falling on parched land.

The so-called Service for Education of Adults, organized in 1947, was the first experience undertaken in Brazil in the field of adult education. Individuals and groups participated in this spasmodic and disorganized effort. At present, the more successful undertakings are the Cruzada ABC (promoted by a Protestant organization) and MEB (Movement for Basic Education sponsored by the Catholic Church). MEB experts work through existing institutions to reach illiterates in selected areas and use radio transmission as the principle means of communication.

The law which established MOBREAL limits federal expenditure **per capita** to US\$3.00. The actual cost of achieving literacy is calculated at US\$15.00 per head. The difference is made up by the communities themselves — through contractual terms with MOBREAL, such as the provision of whatever classrooms can be found, even the nearest church, and of teaching personnel — and from other sources of income. The figure of US\$15.00 is much inferior to what has been calculated by UNESCO as the minimum required outlay per head.

At present, the program of literacy foresees the intimate cooperation of federal, state and municipal gov-

ornments, trade unions, the Armed Forces, the Church, private industry, clubs and associations, and individual volunteers.

This is possible since, fortunately, all Brazilians speak only one language (Portuguese). Notwithstanding the great social and economic contrasts between north and south, the coastal regions and backwoods, — only one cultural pattern prevails.

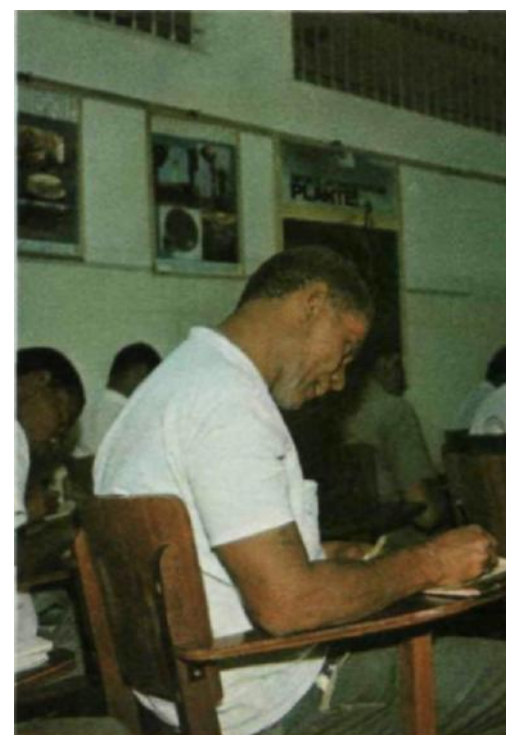
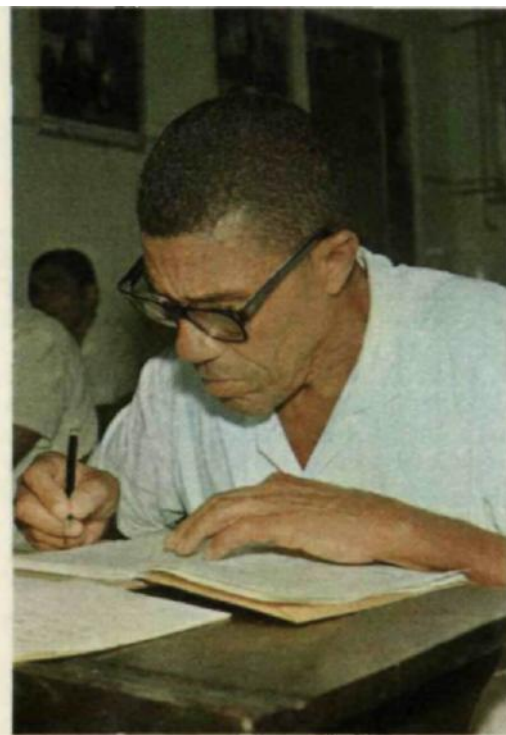
MOBRAL teaches reading and writing in the context of job training.

Functional literacy is conceived with regard to the needs of the various communities. The entity does not make claim to the creation of new methods of teaching the ABC. Functional literacy and continuing education are simply its basic principles. The vocabulary is functional and adapted to the environment of adult illiterates. Both the syllabic and phonetic criteria are adopted: from the recognition of the phonema-graphema complex, the pupil goes on

to new tasks, then to phrases and the reading of texts.

MOBRAL takes into special consideration the psychological relation between pupil and tutor. It emphasizes respect for human dignity while trying to awaken in the illiterate adult a desire, for professional reasons, to learn how to read.

The next step is the creation, on an experimental basis, of Integrated Courses. In this manner the goal of a continuing education will be achieved.



7. THE PYRAMID OF STUDENT FAILURE

A serious problem in Brazilian education has been the high dropout rate especially between the 1st and 2nd grades. Before 1964, the drop-outs had reached a high of 50%. Add to this the factor of mass failure (of about 30%) and the resultant repetition, and the phenomenon assumes the proportions of a real national calamity.

Some of the causes of this deplorable state of affairs lie in socio-economic and geographical conditions. The distribution of population in the Brazilian jungle is certainly another. In some cases, the needs of the labour market induce parents to take children away from school at an early age. In other cases, parents find it impossible to face the personal hardships which, even though the school is free, arise in the process of educating children. An unrealistic curriculum may also explain the lack of real interest on the part of ignorant parents, and thus further desertion. The "Directives and Basic Struc-

tures for Education Act" of 1961 foresees the possibility of making school hours compatible with harvesting time, in order to avoid absenteeism at such periods.. The Law has not yet been successful, however, in this particular endeavour.

As far as the relationship between social background and the student's prospect of success at school is concerned, in Brazil four main factors play a decisive role:

- 1) the low economic and cultural level of the scattered communities in the hinterlands, mainly in the northeastern and northern part of the country;
- 2) the low economic and cultural status of peasant families, resulting in a lack of support for the children in their studies, a reduced interest in sending them to school, and a low level of productivity in primary schools due to poor food, lack of transportation and clothing, and shortage of adequate didactic material;

3) the sparseness of population in the Brazilian backcountry and the resultant isolation of hamlets, thereby giving rise to difficulties in obtaining qualified personnel to teach in or supervise schools generally located in distant, secluded areas;

4) the low social status of rural school teachers, many of which are untrained and receive insufficient remuneration.

In considering the prospect that students have of succeeding at school, one is impressed by the available statistics which demonstrate that even in higher education the proportion of wastage and premature departure is above 50%. The impressive increase in the number of matriculations as of 1966 only began to produce positive results in the volume of graduations in 1971.

Student failure was one of the themes discussed at the International Conference on Education held in Geneva in 1971.

THE PYRAMID OF FAILURE

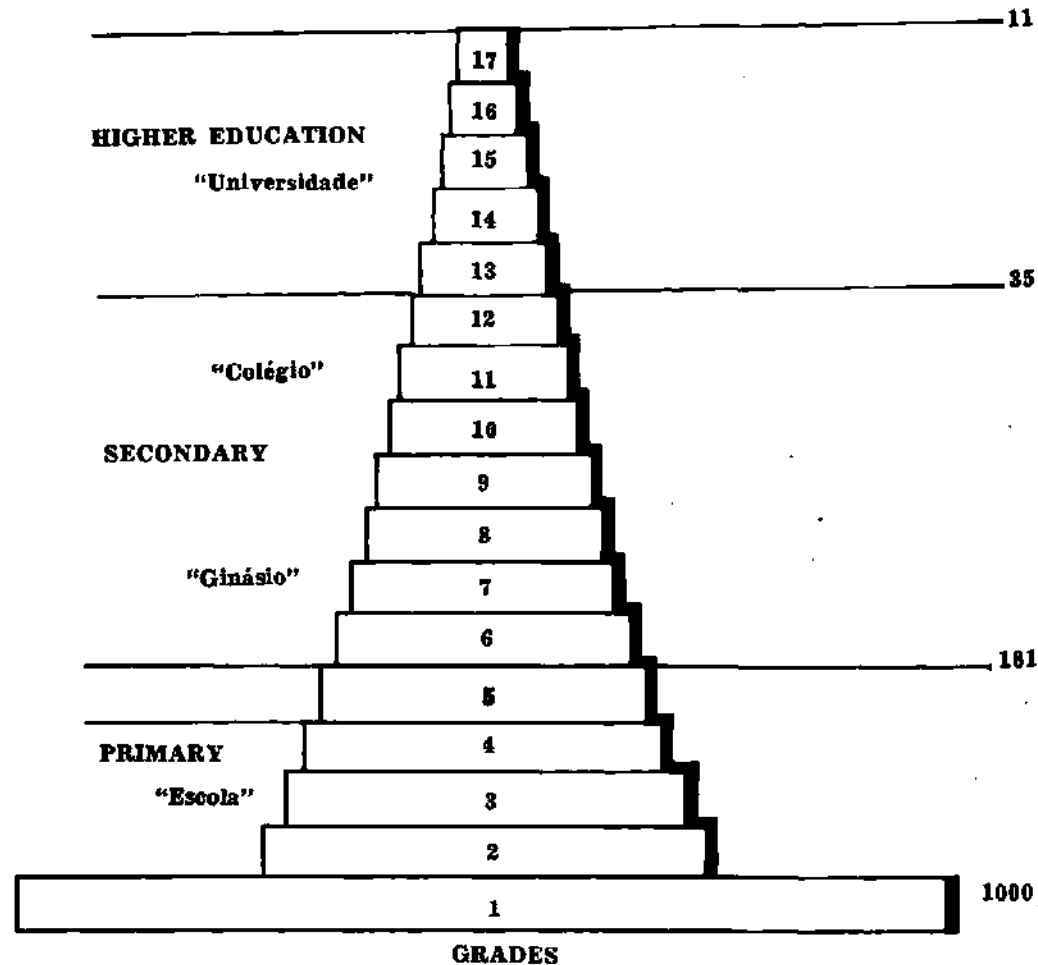
— 1968 —

Enrolment 2 954.475

There is, of course, a social background to drop-outs and failures related to the more general problems of democratization of educational opportunities. On the university level, the wastage cannot be attributed only to economic pressures (students who abandon their studies in order to provide for their own subsistence **or that** of their families), but also to vocational mistakes, lack of adequate motivation, parental impositions, etc., as well as to the large number of girls who leave the university in order to marry and have children.

In looking at the whole picture of the past, it is perplexing to notice that less than 20% completed primary studies, only 5% terminated junior high, 3.5% graduated from secondary school, and finally, 1% happily saw their efforts crowned at a university graduation ceremony.

In other terms, out of every thousand children enrolled in the first grade, only 11 crossed the finish line in the arduous steeple-chase. To-day, 41 are reaching the top.



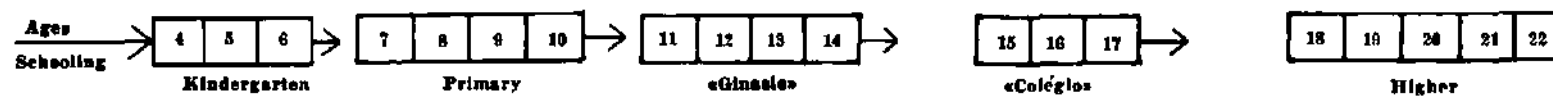
1969

Elementary (primary) 77%

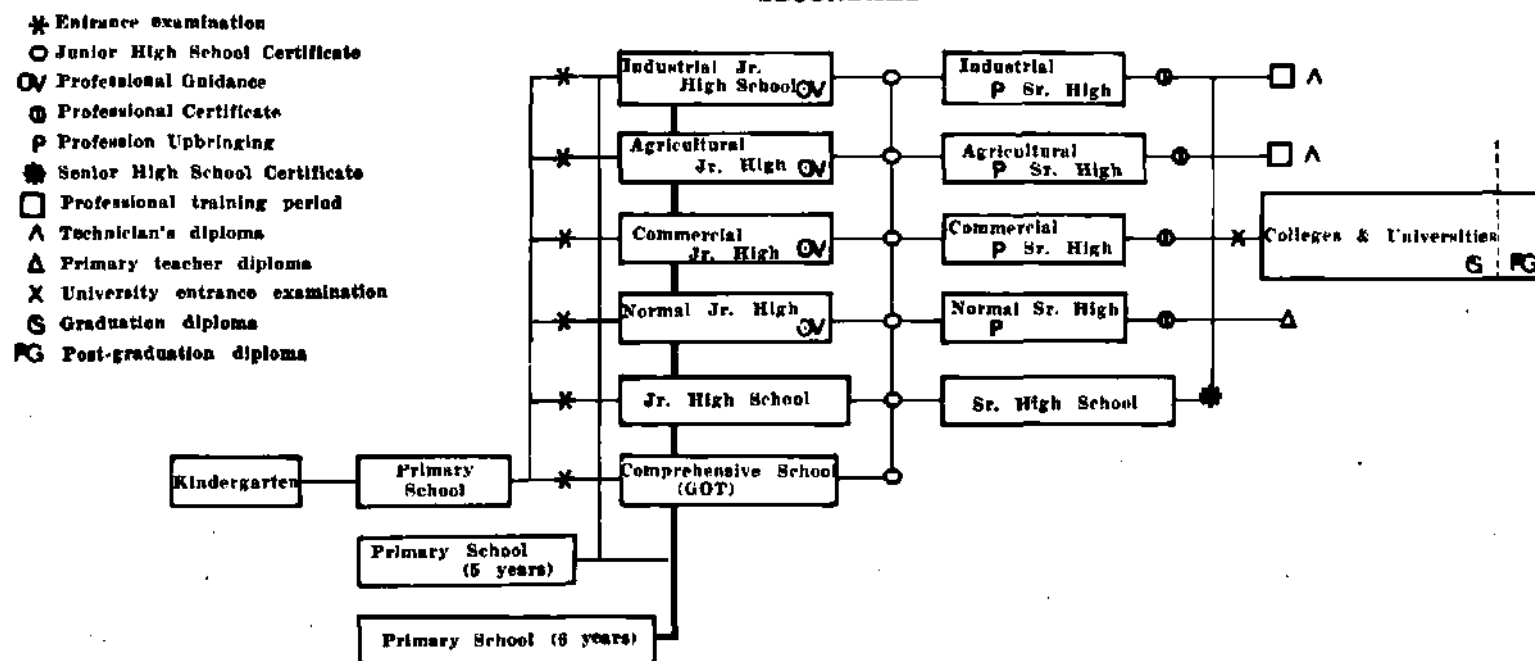
Intermediate (secondary) 21%

Higher (college) 2%

PRESENT SYSTEM OF EDUCATION IN BRAZIL



SECONDARY



8. HIGHER EDUCATION

In 1940, there were five universities in Brazil; in 1950, twelve. Now there are 63, plus 530 independent institutions of higher learning. Among the universities, 32 are maintained by the federal government, eleven by the states in the federation, and four by local townships. Among the 16 private universities, 12 are Catholic and one Protestant.

Of the isolated institutions, the large majority are private law schools.

Universities are incorporated as "autarchies", or as private associations, and as such enjoy an ample didactic, financial and administrative autonomy, provided they obey the legislation set forth in Law no. 5540, of 1968.

Some universities are foundations, a solution which was sought in order to obtain greater flexibility in administration and to strengthen their autonomy by freeing them from the natural fetters of bureaucracy. The University of Brasilia is a pioneering endeavour of this type but has not

provided the expected increase in funds, and must therefore still depend on the Federal Treasury for most of its finances.

As a result of Government efforts in the last few years, the number of matriculations in institutions of higher learning has greatly increased, especially since 1966. Women now represent one third of the total number of college students.

The completion of courses, however, does not keep pace with the increase in the number of matriculations: in 1962, 107,300 graduate students were in college and 20,000 got their degrees; in 1968, 280,000 made up the student body whereas the number of graduates in that year amounted to only 30,103. This means that an increase of **160%** in matriculations corresponded to an increase of less than 60% in the number of university graduates.

The following table, covering the period from 1962 to 1970, indicates

the number of students enrolled and the number of graduates:

Year	Students in College	Students who received their degrees
1962	107,299	18,988
1963	120,959	19,049
1964	142,386	20,282
1965	155,781	21,793
1966	180,109	24,301
1967	212,882	27,490
1968	278,295	30,108
1969	335,832
1970	399,599
1971	530,000

(Source: SEEC)

The most serious problem faced in the sphere of higher education is still the limited number of vacancies in the universities. In the last ten years the demand for enrolment has grown by 112%; i.e. from 83 thousand to 176

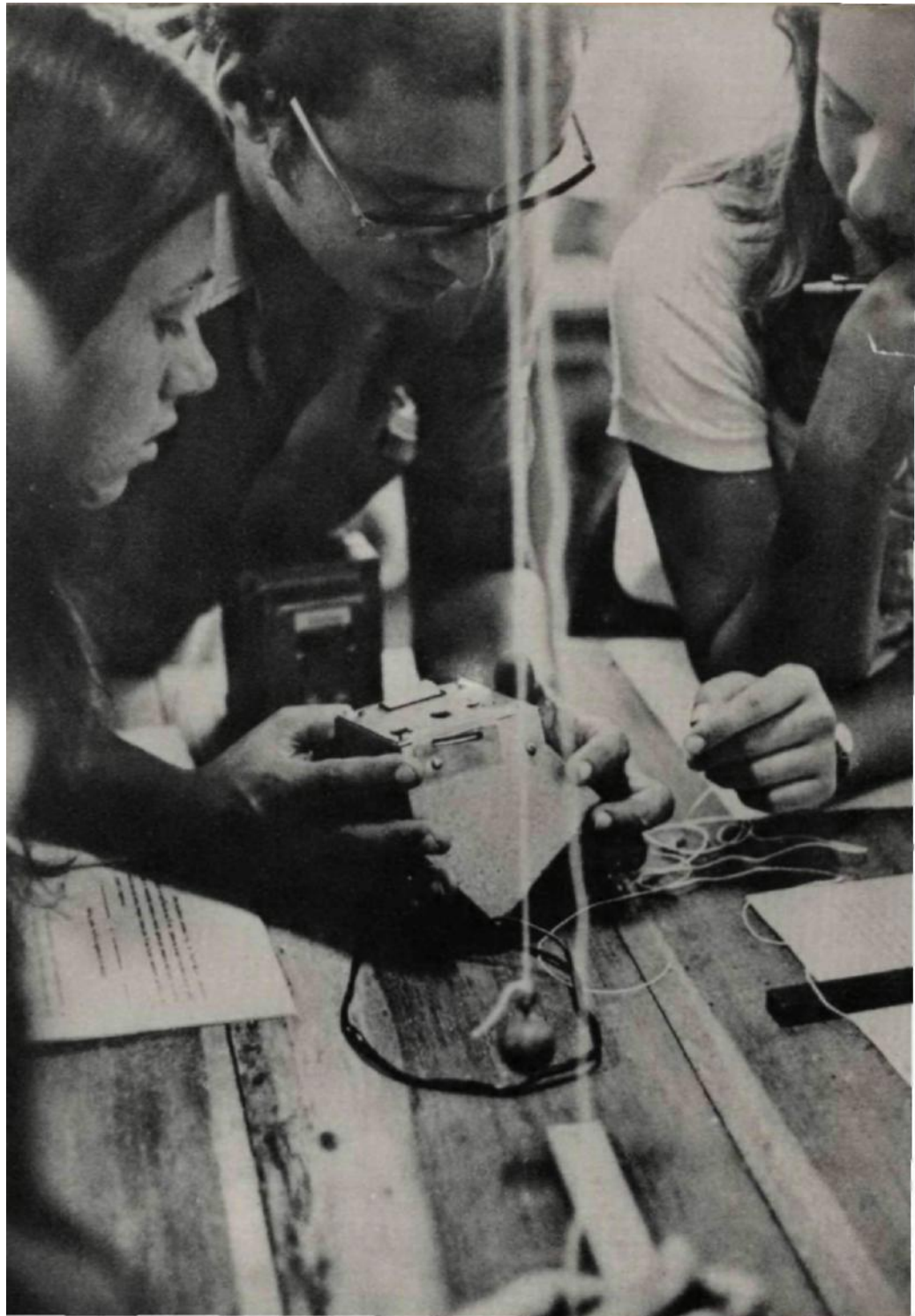
thousand, while the number of vacancies jumped only 687c. In 1968 there where 200 thousand candidates to fill 90 thousand available college seats. In 1969 the number of candidates grew by 20%, with an equal increase in vacancies. In 1971, 170,000 students entered university. This number is nearly equivalent to the number of students enrolled in high school in 1966.

At present, the proportion between candidates and vacancies is 2.4:1. It is therefore necessary to augment the number of vacancies more rapidly in order to keep pace with the natural increase in the number of youths who wish to obtain a degree. The Brazilian problem is not, however, unique. In more advanced European countries, governments are facing the same situation.

In the Brazilian case, the problem of the so-called *excedentes* (those who have not been able to enter the university due to an insufficient number of vacancies) has peculiar undertones. In some areas, such as the social sciences, there is an excess number of vacancies while in biomedical sciences there are not enough. Furthermore, it is a fact that the simple creation of new seats will not solve the whole problem since it could create a new one: a professional surplus. The "harvest" of graduates from the Colleges of Law, Economy and Psychology is such that professionals in these fields have flooded the market and many have been left on the shelf. In 1970, there were 34,000 students studying medicine and 50,000 engineering.

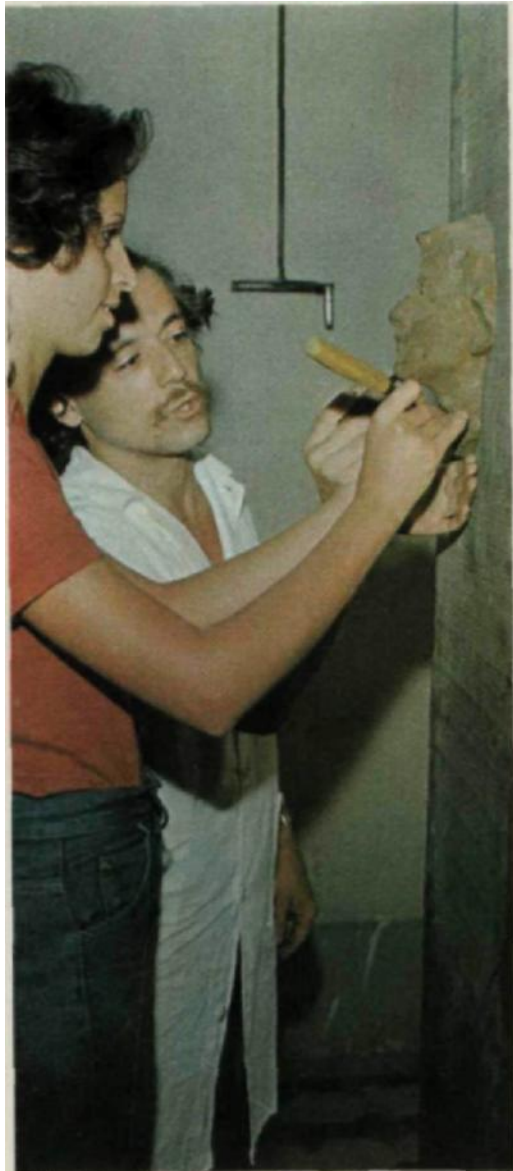






Someone said recently that we are "producing an excess of what is not necessary, while there is a dearth of the indispensable". The proportion in 1964 between the number of candidates and available seats was 8 to 1 in Medicine, 4 to 1 in Engineering, and 3 to 1 in Industrial Chemistry — while in Journalism, Law, Fine Arts, etc. the proportion was almost equal. The policy in effect at present gives priority to expansion of the areas of Health, Exact Sciences and Technology. The training of primary and secondary school teachers was also designated a priority, in order to , keep pace with the rapid expansion in these fields and supplement the deficiency of qualified teaching personnel.

The lack of qualified professionals in the interior of the country is also a serious problem. São Paulo and Rio de Janeiro boast a proportion of one doctor per 300 inhabitants, similar to any of the more advanced countries — whereas the proportion falls to the disastrous level of 1 per 16,000 in certain areas of the hinterlands. In the Mato Grosso and Amazon basins, there are practically no residing surgeons, no dentists, no veterinarians, no engineers. It is not easy for a democratic regime to force the reversal of this natural tendency of graduating students to seek the comforts of big cities on the sea coast-In 1971, Brazil attained a proportion of 540 university students per group of 100,000 inhabitants — a ratio which in Latin America is inferior only to that of Argentina and Uruguay, and compares favour-



ably with that of some European countries.

There is an ever-increasing enrolment of students who belong to the so-called middle classes, while only 10% belong to families of workers.

The system of scholarship distribution has been modified, leaving to the universities 90% of the appropriation for distribution according to the basic criteria of parental income. Priority is given to those students who want to matriculate in technological courses, biomedical sciences and teacher training programs.

The so-called **University Reform** is modelled after the University of Brasilia. The main items in the general overhaul are the breaking up of the faculties, the establishment of departments for specific branches of learning, provision for greater flexibility in the curricula, extension of the "credit system" and appropriation of sufficient resources from public funds in order to guarantee, together with just and sufficient wages, the full-time dedication of professors. "University Reform" has been entrusted to the new Department of University Affairs of the Ministry of Education, and foresees a general administrative shakedown of the system, modernization of the scientific and didactic regime, and integration of the university into the process of National Development.

Full-time dedication for federal university teachers was instituted in 1970. One-third of the staff members (9,000 by now) are already working under the new regime, which incorporates three different schedules: 24

hours a week; 40 hours a week, or full-time dedication.

Work has begun on the construction of large, modern campuses for the Federal Universities of Rio de Janeiro, Brasília, Santa Maria, Paraíba and Porto Alegre and the State University of São Paulo, among others.

Two important projects of a voluntary or semi-voluntary character have been linking the university and the community: **Projeto Rondon** and CRUTAC (University Rural Center for Community Training and Action).

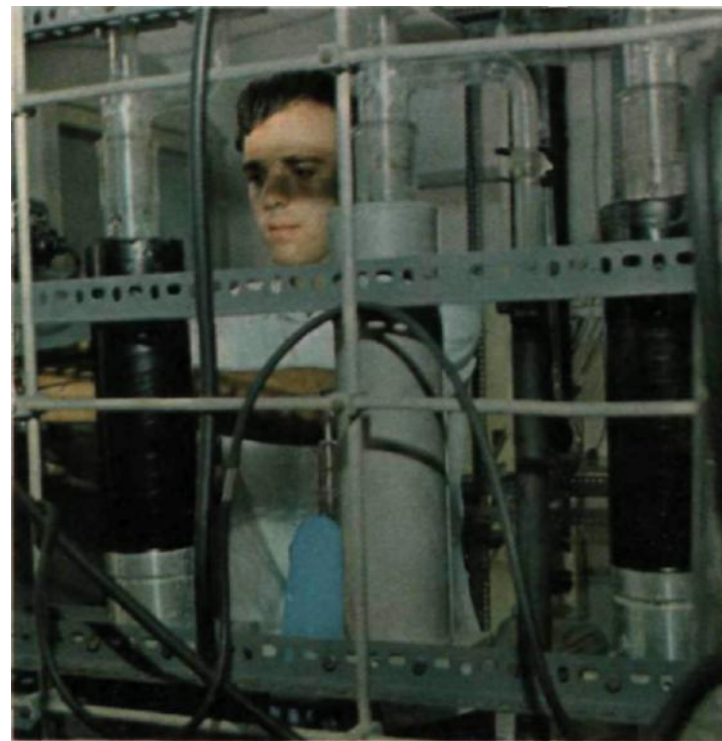
Through Projeto Rondon, students are given the chance to participate in experiences undertaken in the more remote areas of the country, especially the Amazon. Teachers and students offer their services to distant communities according to their studies and abilities. This is an extension of their campus life and for this reason these work areas are called **Campos Avançados**.

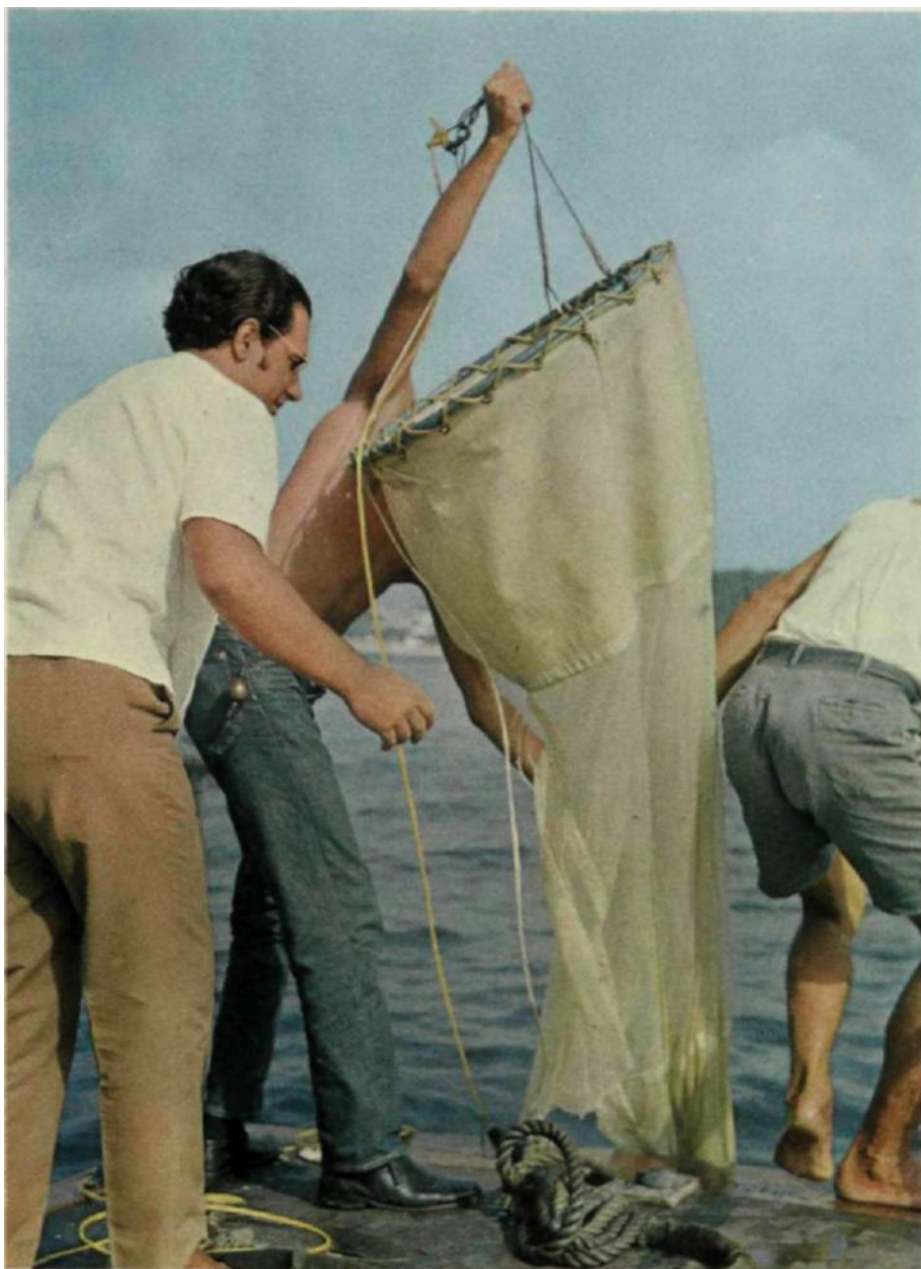
CRUTAC is a pioneer communal program. It was first established by universities in the northeast, starting with the Federal University of Rio Grande do Norte, and is active today in 5 universities within that region.

CRUTAC is senior to Projeto Rondon and differs from the latter in that every CRUTAC organization operates in its home state. Teachers and students move into the hinterland of the state to help the backward communities develop the diverse activities related to their fields of study.

Thus CRUTAC enables those who are graduating to obtain a professional period of training in rural areas.

It opens up possibilities for study and solution of the various problems which originate in the environmental peculiarities of hinterland communities.





9. GENERAL PLAN OF ACTION

In an attempt to solve Brazil's problems in the sphere of education, a Plan of Action, in accordance with the general lines of the educational policy, has been drafted. It covers ten main areas and priority is granted as outlined below:

I — Primary and Secondary Education Program — "Operation-School", the aim of which is to isolate units for the construction, transformation and equipment of polyvalent (composite) high schools;

II — Teacher Training Program — Training and upgrading of primary school teachers, Training and professional qualification of secondary school teachers, Program for the training of school inspectors;

III — Program for Adult Education — Technical and financial assistance for the strengthening of programs for adult alphabetization: MOBREAL;

IV — Program for Global Assistance to Students —



Assistance to students through grants (REFINEC), scholarships, and health assistance,

New systems for the financing of educational and cultural programs; Programs for provision of food to schools and production and distribution of teaching material (FENAME) and of didactic books (COLTED);

V — University Reform Program — Construction of University "Campuses", Operation-Productivity, Establishment of post-graduate courses and post-graduate centers;

VI — Program for Augmenting the Wages of Teachers and Professors (Estatuto do Magistério) — Reorganization of profession and wage increase for primary teachers in both public and private school systems, Reorganization of profession and wage increase for secondary school teachers, Wage revision,

Reformulation of the college professors' work schedule and pay scale;

VII — Program for the Development and Intensive Training of Man-Power —

VIII — Program for Integration of Students into the Labour Market

Integration of school, private enterprise and government, Establishment of farm-schools;

IX — Integration of the University in the Community Program — Support for the development of short-term careers;

X — Educational Research and Development Program —

Promotion of educational technology (mass media, **radio**, TV, satellites, etc.) — (SATE),
Reformation of the system of divulgation of educational information.



10. INTERNATIONAL AFFAIRS

The relevancy of international questions in relation to the Ministry of Education and Culture resulted in the creation of a Commission for International Affairs (CAI) under a bill passed in October, 1970. The Commission is composed of a Chairman, appointed by the Minister of Education and Culture, plus four members representing MEC itself, the Ministry of Foreign Relations, the National Research Council and the Brazilian Institute of Education, Science and Culture (IBECC — the National Commission for UNESCO in Brazil).

The Commission for International Affairs is responsible for matters pertinent to International Conferences on Education, the General Conference promoted by UNESCO and the Organization of American States' InterAmerican Council for Education, Science and Culture.

During the year 1970, a number of agreements and projects were negotiated with the World Bank (in the sphere of intermediate education)

and the US Agency for International Development (US\$ thirty two million for the construction and adaptation of close to 300 composite schools). Contracts were signed with the governments of East Germany and Hungary (twenty and ten million dollars respectively) for the purchase of teaching equipment for universities, thus taking advantage of large credit balances in trade agreements Brazil maintains with Eastern European countries.

Another loan, of ten million dollars, has been obtained from the International Bank of Development to help in the construction of the first phase of the new campus of the University of Rio de Janeiro. Still another loan, fifty million dollars, is being negotiated with USAID.

Brazil has also been favoured with projects sponsored by UNESCO/ UNDP. They are the following:

- 1) intensification of instruction on and research in Basic Sci-

ences at the Federal University of Bahia, Salvador, through a program of three years duration as of June, 1969, with probable renewal for a similar period, affording assistance to the Institutes of Physics, Chemistry, Mathematics, Biology and Earth Sciences;

- 2) assistance in the establishment of a Center of Applied Hydrology at the Federal University of Rio Grande do Sul, through a plan of operation for 4 1/2 years, as of 1969;
- 3) intensification of studies in Basic Sciences and Mechanical and Electrical Engineering, at the Central Science Institute of the University of Brasilia, for a duration of five years as of 1966;
- 4) provision of a team of experts to conduct basic studies in educational planning, in collaboration with the National Institute for Pedagogic Stud-

ies (INEP) of the Ministry of Education and Culture, for a duration of five years as of 1966.

A project to obtain assistance for the Brazilian Foundation for the Development of Educational Sciences (FUNBEC) in São Paulo is being negotiated with UNESCO/UNDP. A similar one for assistance for an

Educational Science Program for large numbers of students at the University of Brasilia is also under consideration.

Another project, under UNESCO and UNICEF (United Nations Children's Fund), in conjunction with MEC's National Institute for Pedagogic Studies (INEP), provides for teacher training and improvement

of primary education, during a period of 4 years as of January, 1970.

A Project sponsored by UNDP and FAO is also under way for Agricultural Education and Research at the Federal University of Santa Maria, State of Rio Grande do Sul.

Brazil sustains several technical cooperation projects under the regular programs sponsored by UNESCO and the OAS.



11. FINAL CONSIDERATIONS

Brazil, like many other countries, was wracked in 1968 by its own student mini-revolution. The unrest, which, fortunately, subsided with little violence, induced the government to investigate the deep causes of discontent in higher education.

A mixed civilian-military Commission of Enquiry reached some generally critical conclusions of import.

In terms of the administrative aspects, the commission drew attention to the unviability of the old structure of the Ministry of Education and Culture. It pointed out the then-existent lack of control of federal funds distributed to the states, counties and private educational systems, and cautioned against the dangerous effects of a real crisis of authority.

From the didactic point of view, the commission noted that the low quality of instruction was largely due to low pay. Poor wages also explained the artificial proportion of one professor to 6 students in the colleges:

most professors in fact were not working full-time and had other sources of income. The educational reform was being executed in a haphazard manner, thereby generating dissatisfaction with the whole system.

From a purely doctrinal point of view, the freedom to teach was in fact leading to the protection of subversive propagandists, while the autonomy of the universities raised serious obstacles to new ideas and methods.

The report of the commission did not suggest precise corrective measures. Nevertheless, student unrest in the streets of the big cities caused the whole educational machinery to accelerate its march towards renewal.

The recommendations made by the commission acted, therefore, as a catalyst. The decision to go ahead with the University Reform, the change in the criteria for the selection of university rectors, the adoption of full-time dedication for professors, the violent increase in the

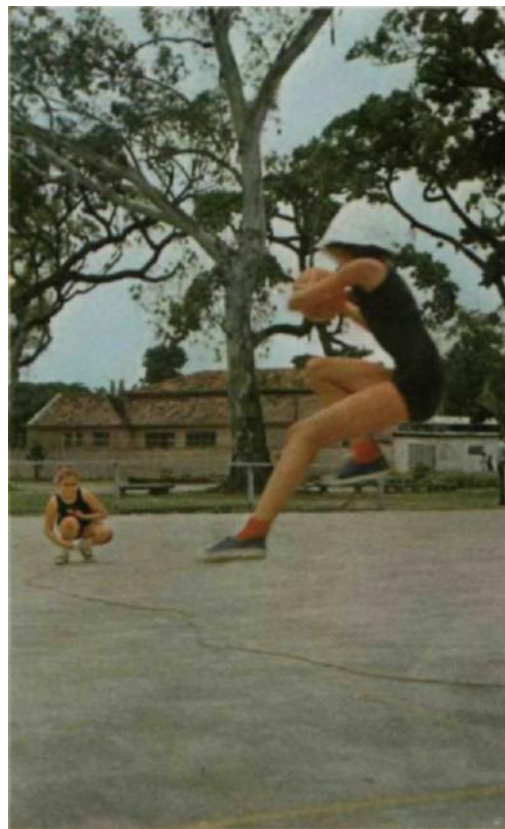
number of student vacancies at the university and last, but not least, the draconian strengthening of authority, thanks to a Presidential Act of February, 1969, which punished with immediate expulsion any student engaged in subversive activity within university grounds — all these measures helped to re-establish good common sense in the conduct of the affairs of higher education.

Reform of the universities is proceeding irregularly. Some universities still have not initiated the process, while others have taken the bull by the horns following in the wake of Brasília where all didactic faculties are being replaced by Central Institutes. A few are in the process of replacing their Faculties of Philosophy with Institutes of Education. The so-called "Magnificent Rectors" are now chosen from a list of six names presented by the University Councils, for a four year mandate without any possibility of re-nomination.

"Full-time" dedication on the part of professors, (1/3 or 3,209 of them are already giving exclusive dedication of their time to the universities) together with a 360% increase in pay are gradually being adopted, thus paving the way for the full integration of professors (9,000 in all) and students into the life of the university.

During the past years of student unrest, masterminded by the National Union of Students (UNE — which has since been suppressed), one of the more aggressive demands made by the students was for participation in the deliberative organs of the university. After the events of 1964, this plea was gratified without much ado. Some universities are already regulating student representation to a minimum participation of 1/5 of the total number of members of the University Board of Directors. The student "Directorates" are now optional as organs of school representation. They no longer have the right to indicate the representatives to the Board, who are, at present, chosen for the job through individual election.

The indiscriminate gratuity of secondary and higher education has been superseded. A constitutional law passed in 1967 specifies that publically-owned secondary schools and universities will be free only for those who can demonstrate their good use of learning, as well as a lack of sufficient parental income to pay for it. As a point of fact, the amount that will be collected from those who cannot prove "lack of sufficient income" is apparently very small. 40% of the student population is from



families with an income lower than US\$100 or 150 a month.

Besides, it is no easy matter to collect annuities, nor to fix the amount. What should be the tuition fee in medicine and nuclear physics, for instance, the annual cost of which, according to statistics, exceeds US\$10,000 per student?

In conclusion, though the University Reform continues to be implanted with a certain timidity and irregularity, while the expansion of higher education goes on at a tre-

mendous pace and sometimes in a tumultuous manner, the fact remains that **the yield** from the Brazilian universities is not bad and can be favourably compared with that of many advanced countries.

Another important point is the new use made of students who show a good upbringing and exceptional output: they will be "monitors" or teacher's auxiliaries. Besides serving as a healthy means of interaction, the practice will help bring out vocations for the scholastic profession.

This booklet has attempted to give an honest and candid picture of education in Brazil. Some of the data presented in its pages may seem shocking, yet its only defect lies in revealing the ugly truth. In fact these statistics only emphasize the tremendous effort undertaken by this country to raise itself above the level of underdevelopment — a level characterized mainly by an inadequate system of education.

Many items were not even touched upon, an example being Moral and Civic Education, which appears difficult to implant in the curriculum although it is absolutely indispensable for the shaping of **the** character of the Brazilian youth. We have not discussed either the so-called "rebellion of the young", since it would be hard even to chalk out the issues universally contested-Quiet work, however, produces more than arid discussion. In Brazil, since **1964, the tenure of** lifelong feudal-flavoured "cathedra", has been eliminated, the public net-work of high schools **and** "ginásios" has grown remarkably so

as to combat the most iniquitous of all forms of selection: money; and in 1971, more college seats were available than the total population of university students in 1962, the hightide of the struggle advocated by the red-tinged National Union of Students. We have come a long way, during the same period, from the shameful position of 132 university students per 100,000 inhabitants, to the present proportion of 540 per 100,000, comparable to that of many more advanced countries. Brazil is also engaged in the most extensive campaign ever undertaken in the world to wipe out illiteracy.

All told, the new Ministry of Education and Culture can already boast of many victories on the student front and in the renewal of education in Brazil.

If the General Planning Scheme adopted by the present administration (Metas e Bases para a Ação do Governo/1967) admitted at that time that in the field of education "much expansion and little revolution" existed, this statement is not true in terms of 1972.

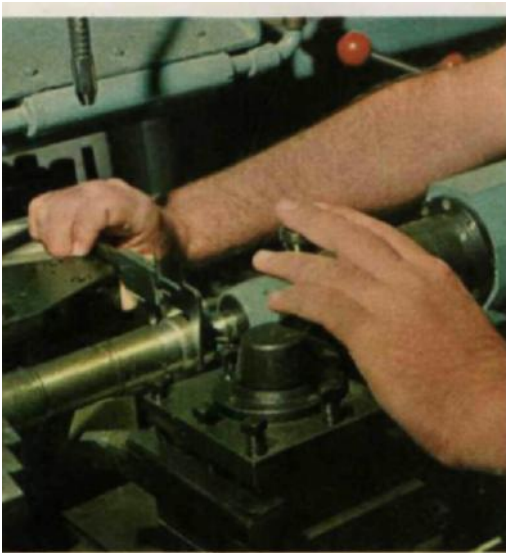
The Ministry of Education and Culture espouses a basic premise: ideal education is that which leads to intellectual, social and cultural development. No developing nation can take out membership in the closed club of the industrial powers without first qualifying its man-power for productivity and full-employment.

The young seek formal education in order to attain a higher personal status. It is up to the nation to provide for the necessities of the community in this process of personal

amelioration, which means ensuring that learning be a factor of production instead of one that creates a professional surplus of educated unemployed individuals. There is undoubtedly a close relationship between education, human resources, and development, since development requires qualified human resources in sufficient number. Only education can provide what might be denominated the "dynamic source of energy" to activate the spontaneous chain-reaction of full development.

It is necessary therefore that the means to reach such an end be subject to a general governing principle and an adequate methodology. In the Brazilian case, the philosophical postulate "Education for Development" implies the placing of the student-school-teacher complex under the aegis of the concept of a paramount national investment.

All education leads to social and economic changes. We strive for a level of development which marches towards the higher goals of Brazilian society. Let it not be an increase in the wealth of the rich, but instead an expansion by means of which the growth of physical assets stimulates the process of social transformation, so that a better distribution of the fruits of progress is assured to all sections of the population, of whatever class, race or geographical area they may be. Our endeavour in this field is inseparable from the national urge to overcome the cruel conditions of ignorance and poverty. We are proud to say that the dynamic growth of Brazilian education has, at present, few parallels in the world.



GENERAL STATISTICS 1970

STUDENTS

School population (7 to 11 years old)	12,055.450
School population (7 to 14 years old)	18,678,108

ENROLMENT AT THE BEGINNING OF THE YEAR

Kindergarten	Primary	Adult	Secondary	Higher
265,653	13,413,763	581,552	4,214,303	431,050

Administrative Sectors:

	Kindergarten	Primary	Adult	Secondary	Higher
Federal	1,792	72,702	19,262	97,996	261,302
State	136,241	8,300,004	429,348	2,101,076	44,829
County	20,980	3,740,143	80,208	157,502	8,190
Private	106,640	1,300,914	52,734	1,857,929	126,729

Sex

	Kindergarten	Primary	Adult	Secondary	Higher
Male	126,238	6,723,740	346,852	2,094,286	285,312
Female	139,415	6,690,023	234,700	2,120,017	145,738

Age

	Kindergarten	Primary	Secondary
Less than 7 years old	265,653	391,756	—
7 years old	—	1,811,358	—
8 years old	—	2,011,227	—
9 years old	—	2,062,343	—
10 years old	—	2,016,149	—
11 years old	—	1,665,618	205.633
12 years old	—	1,352,239	348,297
13 years old	—	944.753	434.791
14 years old	—	562,823	475.328
15 years old	—	510.263	504.989
16 years old	—	—	494.099
17 years old	—	—450,772 ~	—385,806
18 years old	—	—	293.009
19 years old	—	—	621,579
20 years old or more	—	—	—

DROP-OUTS

Primary

From 1st grade to 2nd — 56.95 %

From 1st grade to 3rd — 59.58% From

1st grade to 4th — 73.78%

PASSES

	Total	Federal	State	County	Private
Kindergarten	200,598	1,230	102,907	12,846	83,615
Primary	9,255,496	46,278	6,034,583	2,036,209	1,138,426
Adult Education	323,236	10,462	236,319	44,015	32,440
Secondary	2,762,897	66,309	1,204,623	91,176	1,400,789

REPEATERS

		Junior	
		Primary	Secondary
By Grades			
1st grade: total		5,486,229	1,213,599
repeaters		1,585,520	177,428
2nd grade: total		2,883,959	825,883
repeaters		533,532	106,869
3rd grade: total		2,441,305	632,025
repeaters		393,050	64,087
4th grade: total		1,864,513	492,953
repeaters		197,638	30,612
		Senior	
		Primary	Secondary
5th grade: total		670,688	472,724
repeaters		57,679	36,352
6th grade: total		76,069	324,381
repeaters		3,622	15,246
7th grade: total		—	252,738
repeaters		—	4,878

TEACHERS

By Grade and Administrative Sector

	Total	Federal	State	County	Private
Kindergarten	11,676	62	5,913	806	4,895
Primary	507,774	2,628	322,616	129,964	52,566
Adult Education	20,435	633	14,846	2,726	2,200
Secondary	230,943	7,390	106,003	10,392	107,158
Higher Qualification	42,467				

	Normal School Teachers	Graduate from Teacher's Colleges
Primary	319,796	—
Secondary	—	70,045

Teacher/Student Relation

Kindergarten	—	23
Primary	—	26
Adult Education	—	28
Secondary	—	18
Higher	—	10

SCHOOLS, COLLEGES AND OTHER TEACHING ESTABLISHMENTS

	Total	Federal	State	County	Private	Rural	Areas
Kindergarten		4,265	22	1,854	394	1,995	139
Primary		161,243	876	59,790	89,543	11,034	122,706
Adult Education		8,509	465	5,524	1,395	1,125	2,828
Secondary		9,591	163	3,577	537	5,314	386
Higher		1,072	353	128	59	432	

FINANCING (in the Federal Budget)

	Expenditure
	Cr\$
Administrative	31.554.900
Primary	110.981.000
Secondary	234.954.000
Higher	742.402.000
Artistic Culture	3.631.700
Education for Handicapped	7.949.200
Physical Culture	7.281.900
Cultural Affairs, etc.	58.666.100
Social Welfare	95.768.600
TOTAL FROM MEC	Cr\$ 1.293.189.400

GENERAL FINANCING 1970

	Cr\$
Federal:	1.480.000.000
State:	3.690.000.000
County:	610.000.000
Total, public:	5.780.000.000
Private:	578.000.000
Foreign aid :	181.000.000
TOTAL	Cr\$ 6.539.000.000

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