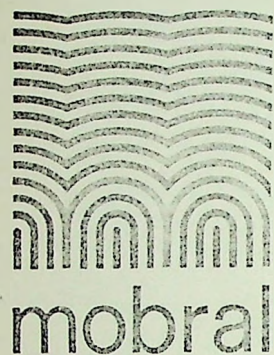MINISTRY OF EDUCATION AND CULTURA
BRAZILIAN LITERACY MOVEMENT FOUNDATION

mobral

Report 1977

PRESIDENT OF THE REPUBLIC
Ernesto Geisel

MINISTER OF EDUCATION AND CULTURE
Ney Braga

PRESIDENT OF MOBRAL
Arlindo Lopes Corrêa

EXECUTIVE SECRETARY OF MOBRAL
Sérgio Marinho Barbosa

DEPUTY EXECUTIVE SECRETARY OF MOBRAL
Maurício Alves dos Santos

INDEX

INTRODUCTION

Sir:

At the close of 1977, it is our duty to present Your Excellency with a report on MOBRAL's accomplishments for the year, which we feel certain were exceptionally positive.

There is no doubt that the fruits gathered owe their existence for the most part to the support extended to us, in particular, through his Minister of Education and Culture, by the Government of President Geisel. Thus, we are grateful to Your Excellency for the numerous demonstrations of esteem, for the understanding of our faults and failures, and for providing the means for carrying out the extraordinary task which was estrusted to our Institution.

It was due to Your Excellency's support, to quote just one exemple, that it was possible for MOBRAL to own the financial resources needed to match its undertakings, and to foresee, at the end of 1977, no restrictions of this nature to its operation during 1978.

For this very same reason we ware able in 1977 to terminate our debt of 1974 with the Caixa Econômica Federal disbursing over Cr$100* million; we brought our purchases of didactic materials up to normal and are now as well stocked as recommended by good administrative practice; and we carried out especially intense literacy programs in Bahia and Ceará, the States with the highest illiteracy rate in the country.

We have tried to match the trust deposited on us by Your Excellency when appointing us for another term, by firmly adhering to the policies defined by Your Excellency, and by maintaining an administrative posture harmonious with the patriotic and competent action of the true heroes of this great program created by the Brazilian Revolution: the members of our Municipal Commissions, our supervisors and the employees of Central MOBRAL and of the Coordinations. In addition, we should not forget the superhuman efforts of our literacy teachers, monitors and sport volunteers, and those of the members of Support Groups and Community Action Groups. Thus, credit for our undertakings should go rightfully to these elements.

---

* US$1.00 = Cr$15,95 (as of 1/11/1978)

Lastly, we must not forget our Mayors and other authority figures who add to the prestige of MOBRAL, an institution receiving additional financial support from the voluntary contribution of several hundred millions of businessmen. To them as well are meant these words of gratitude.

MOBRAL, whose success is dependent upon the involvement of an entire nation, presented very positive operational results for 1977, moving thus much closer to its priority target: the eradication of illiteracy by 1980. In addition, it helped consolidate the permanent education system for the sake of its clientele, making profissionalization and a participation in cultural, community and sports activities available to them.

As to literacy itself, we were able to gather almost 3.9 million students, or the same figure attained in 1974, which can be considered an auspicious result since the fact that we are nearing our desired goal would presuppose a decrease in class attendance. Even if viewed pessimistically, the mere 35% of students who became literate would represent a result leading Brazil at the end of 1977 to a rate of illiteracy of 14.0%, a meaningful figure when contrasted to the 33.6% obtained in the end of 1970 when the organ initiated its operations. New modalities of teaching were employed in the attempt of making people literate, e.g. radio, a fact which awakened the latent interests of those who not yet responded to our appeal.

The new legislation on military service extending compulsory literacy through MOBRAL to those previously exempt, contributed greatly to the above mentioned results.

As to Integrated Education, the target set was surpassed as 612 thousand persons enrolled. The Self-teaching Program added a new form of operation to the conventional Integrated Education and its representative figure turned out to be 60 thousand students.

For the Cultural Program we witnessed an enlargement in the network of Stable Cultural Posts which are now 2,400 in number, and the MOBRALTECAs — book mobiles — have traveled through 511 municipalities. To these must be added 5 mini- MOBRALTECAS — two fluvial — which came about as initiatives brought forth by City Halls and Municipal Commissions.

The Professionalization Program owed its growth to the implementation of
professional information in 1,071 municipalities, to the training of 60
thousand persons and to the placement through its 511 "Job Counters" of 15
thousand MOBRAL clients.

The Community Health Education Program has expanded its attendance rate to
300 thousand persons. This represents a 50% growth when compared to 1976.
Another aspect to consider in relation to this program is that it now
reaches 1,300 municipalities through 175 broadcasting station which transmit
its educational messages free of charge.

The "Sports for All" Campaign coordinated by DED (Departamento de Educação
Física e Desportos or Departament of Physycal Education and Sports) and, in
another gesture of trust which increases our pride, passed on to MOBRAL during
its executional phase, presented 5 million participants in national events
alone.

A correct assessment of the scope of this underyaking, which proved sucessful
in the year it was launched, would require the listing of its numerous
initiatives at the local level.

In the field of Community Development, MOBRAL and the Army joined forces
through ACISO (Ação Cívico Social or Social and Civic Action). MOBRAL's asso-
ciation with ACISO occurs in areas belongihg to the IInd and IIIrd Army and
the results obtained have been promising.

In accordance with the instructions handed down by Your Excellency, we have
consistently attempted to maintain a harmonious relationship with the various
organs of the MEC (Ministério de Educação e Cultura or Ministry of Education
and Cultura) and those of the various Ministries. This attitude of ours has
led to positive results.

In 1977 MOBRAL did not meet with appreciably adverse factors but was instead
able to move peacefully in the direction previously set for its programatic
objectives which were fully accomplished. Even such legal restrictions as

those refferring to the increase in personnel or the decrease in the gas quota were heeded with no harm to the smooth operations of the organ.

We hope to repeat the performance of 1977 in the year which has just opened as we wish to see our offorts match those of the Geisel Government which on the social level aim at improving the quality of life of the Brazilian man, ultimate receiver, in their entirety, of the fruits of our labor.

ARLINDO LOPES CORRÊA
President of MOBRAL

I. A RETROSPECTIVE VIEW OF MOBRAL: FROM FUNCTIONAL LITERACY TO MERMANENT
   EDUCATION

The MOBRAL Foundation, conscious in its role as organ for the education of
adults, has been witnessing an increase in the reach of its educational
operations, which are rooted in a philosophy of permanent education and are
centered on the basic objectives of Functional Literacy and the Continued
Education of Adolescents and Adults, both programs tied to the legislation
from which they derive.

Consistent with its philosophy and eager to fulfill its objectives, MOBRAL
concentrated its initial efforts on the eradication of illiteracy, since in
1970, 33.6% of the adult population could not read or write.

Thus, MOBRAL adopted a line of action whose objective would be the drastic
reduction of that in a short period of time. The organization thus set itself
to the task of turning 90% of the target population into literate persons by
1980.

After eveluating the relevant aspects of adult education campaings developed
up to that point, MOBRAL elected the PAF — Programa de Alfabetização Funcional
or Functional Literacy Program — , which though universal in some of its
characteristics is adapeted to the Brazilian reality and emphasizes the
existential requirements of man.

While in its outward appearance the program is centered merely on teaching
the basic techniques of reading, writing and atithmetic, its other equally
important objectives include contributing effectively to the rise of the PAF
student to other educational levels, helping him/her widen his/her perspectives
with respect to life, and encouraging him/her to become actively integrated in
his/her community.

Various other programs integrated to the Functional Literacy process began to
emerge widening thus, in a progressive manner, the educational opportunities
of the target clientele, while also setting the groundwork for the Permanent
Education System proclaimed by MOBRAL.

This Permanent Education System aims at human promotion through:

. the acquisition of the basic techniques of reading, writing and arithmetic, and the comprehension of natural and social phenomena;

. an integration in the working world;

. an improvement in health and hygiene-related conditions;

. a valuing of leisure and the development of criativity;

. an integration and participation in community life.

As concerns the acquisition of basic notions other than those transmitted through the PAF (Programa de Alfabetização Funcional or Functional Literacy Program) the PEI (Programa de Educação Integrada or Integrated Education Program) and the Self-teaching Program are also offered. The PEI, a legal equivalent to the first four grades of elementary schooling, gives the student a chance to continue his/her education. The Self-teaching Program, for its part, serves mostly those spread throughout the rural zone. This Program, by virtue of its characteristics, permits the literate population to proceed in their educational process, while also serving as a training for human resources involved in the PAF — teachers in particular — , contributing in that manner to an increase in the Program's overall productivity.

In the area of leisure and creativity, the Cultural Activities Program presents itself in the form of stable units — the Cultural Posts — , and mobile units — MOBRALTECAS — , bringing to the municipalities all kinds of activities related to music, literature, movies, popular art and folklore, plastic arts, the historical patrimony, natural reserves, radio, TV, games and publications.

In the field of Professionalization, MOBRAL provides professional information when needed, and refers clients, who seek jobs through its "Job Counters", to openings in the labor market.

Furthermore, still in this area MOBRAL, with the cooperation of several specialized entitites, provides training to workers in the primary, secondary and tertiary sectors.

Due to the fact that educational action should reach beyond the walls of a classroom, Community Action Programs were developed in order to assess the aspirations and needs of the community, organize for integrated action at municipal level, and in that manner, contribute to the improvement of every individual's life.

Thus, by encouraging community membrers to act within their means and according to their true interests, the PRODAC (— Programa Diversificado de Ação Comunitária or Diversified Community Action Program —) aims at creating an educational process centered on life situations in the community, while the PES (— Programa de Educação Comunitária para a Saúde or Community Health Education Program —) aims at promoting an improvement in hygiene, sanitation and health-related conditions.

Still in that sense, the "Sports for All" Campaign, in terms of execution essentially geared to the municipalities, develops a community-oriented action directed to the areas of sportes and leisure.
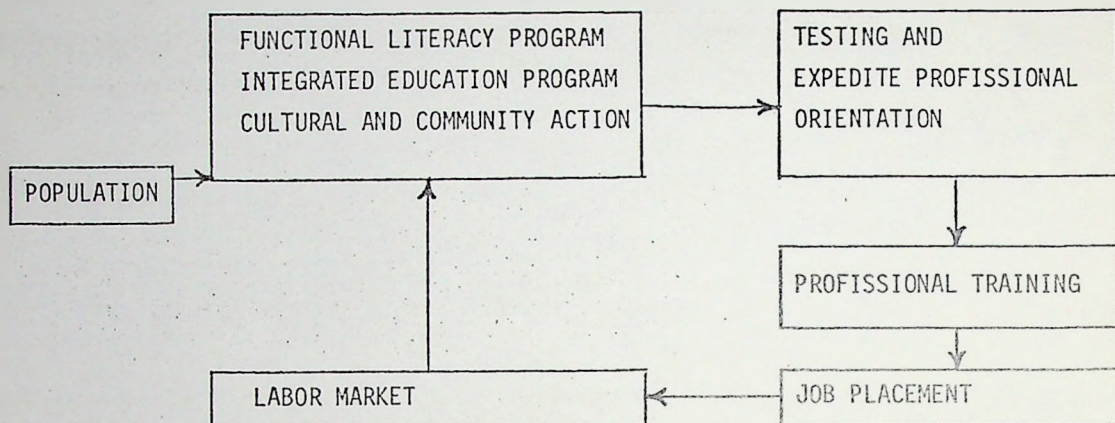
By now it is easy to see that MOBRAL's philosophy implies total community involvement as a sine qua non for the smooth functioning of its varied programs.

Therefore, the mobilization of resources and the publication of the results attained by the Movement are aspects eminently tied to a community action which includes a significant share of individual participation in the total educational process of his/her community.

From the first years of its active existence, MOBRAL set itself to accomplish a basic objective: to create a man capable of performing the global function demanded by society, by gradually implementing a Permanent Education System open to its clients as well.

In 1972, the Permanent Education System of the MOBRAL student could be defined thus:

```
┌─────────────────────────────────┐     ┌──────────────────────┐
│ FUNCTIONAL LITERACY PROGRAM     │     │ TESTING AND          │
│ INTEGRATED EDUCATION PROGRAM    │ ──▶ │ EXPEDITE PROFISSIONAL│
│ CULTURAL AND COMMUNITY ACTION   │     │ ORIENTATION          │
└─────────────────────────────────┘     └──────────────────────┘
  ┌────────────┐  ▲           ▲                    │
  │ POPULATION │──┘           │                    ▼
  └────────────┘              │         ┌──────────────────────┐
                              │         │ PROFISSIONAL TRAINING│
                              │         └──────────────────────┘
                              │                    │
  ┌──────────────────────┐    │                    ▼
  │ LABOR MARKET         │ ◀──┴──── ┌──────────────────────┐
  └──────────────────────┘         │ JOB PLACEMENT        │
                                    └──────────────────────┘
```

Initially, this system considered the education/employment binomial. Education
in this sense included the formal and non-formal systems, while employment
considered guidance, placement and professional training, as well as the demands
of the labor market. Based on the reality of the individual and in the attempt
to help him/her achieve greater functionality in his/her education, this system
allowed the student to run through the various programs in question without
following any particular order, but moving at any point to any part of the
setup, as suited to his/her educational needs.

The principle of functionalism, basic guide of the MOBRAL operations since the
early days, helped perfect the system when the new programs came about because
its aim is the development of the community, and its programs are determined by
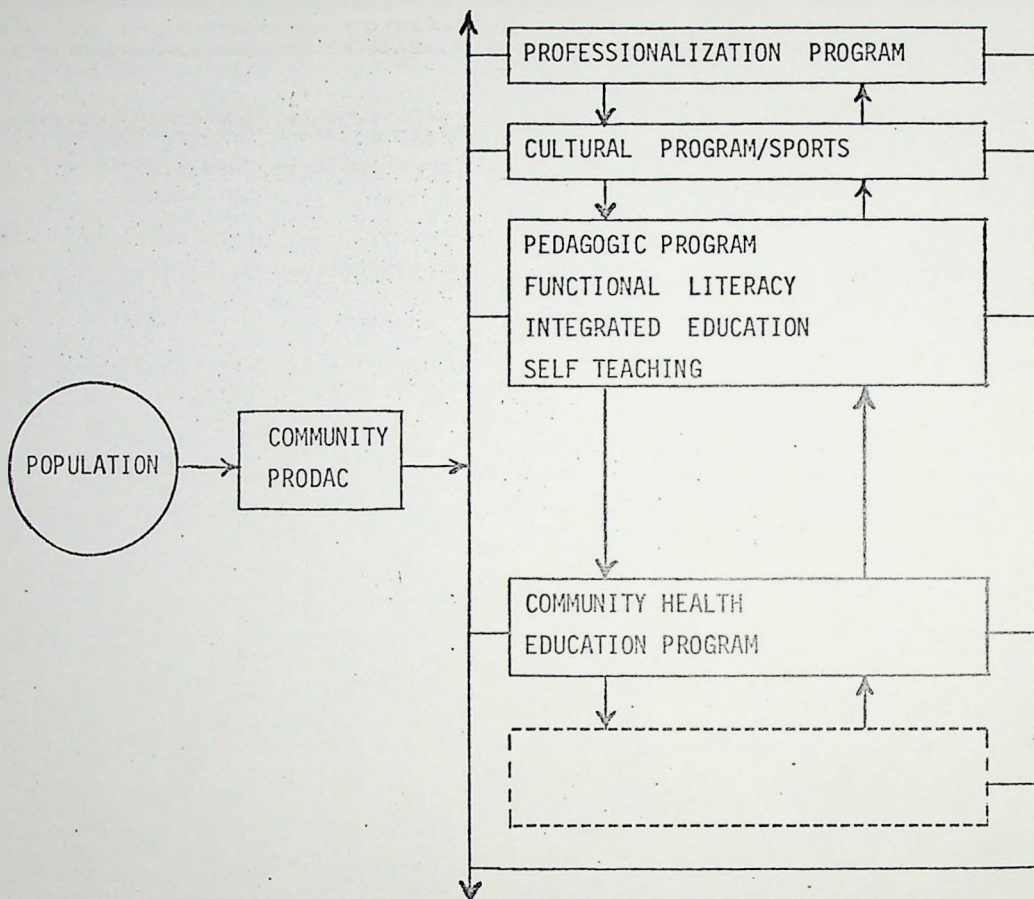the interests and needs of the individual and the community of which he/she is
a membrer.

This system is equally rooted in the premise that educational action occurs when
the population is effectively participating in the global developmental process.
The programs were idealized and subsequentely implemented from a perspective
according to which there is an interrelating and mutual complementation among
objectives previously identified by community members as those capable of
answering educational needs and, through community action, able to generate
the socio-economic promotion of the individual and his/her community.

In accordance with the Permanent Education System conceived for MOBRAL clients, the PRODAC — whose methodology is appropriate for diagnosing community requirements in the various areas of human activity, and consequently for forming Community Action Groups —, possesses the means for systematizing this process at the community level.

The fact that it is an open system makes it possible at any time to start new educational alternatives in the areas of work, leisure/creativity, general education, health, and others. This system allows the client to enter or reenter any of its Programs as dictated by his/her expectations.

The folowing chart outlines the flow of MOBRAL's Permanent Education System:

As to the mechanics of the operation, the MOBRAL structure includes three levels: CENTRAL MOBRAL, STATE COORDINATIONS and MUNICIPAL COMMISSIONS. This structure allows for a centralization of control and a decentralization of action. In concrete terms, the decentralization occurs through the action of a network of supervisiors who together form a Subsystem of Supervision, and are basically responsible for the flow of information from state to municipality. The implementation and maintenance of MOBRAL programs depend on this flow of information, which in turn is controled by Central MOBRAL.

In simultaneous fashion, informational control takes place through the SIIMO (Subsistema Integrado de Informações or Information Subsystem) which provides the administration and the staff of technicians with access to data on support, finances and control of agreements.

MOBRAL's expansion/interiorization is fasible inasmuch as, in addition to its Subsystems of Supervision and Information, it can rely on logistic support -- activities in the area of supply, maintenance, transportation and communication— capable of contributing to the efficient operationalization of the Programs in the field, as well as on financial resources from FNDE (Fundo Nacional de Desenvolvimento da Educação or National Fund for the Development of Education). Income Tax, Union, and other sources. In order to add to the qualifications of the human resources active in the three levels, a complete line of training programs unfolds using new methodologies and media (radio, tapes, films, AV equipment) and giving rise to new technologies. This in made available so that these elements may benefit from technical conditions capable of contributing to the attainment of the objectives of the Foundation.

Lastly, research and documentation have served in this context to assist managerial decisions, as well as to scientifically support all activities developed.

MOBRAL, with its characteristics of a mass program developed in a country of continental proportions has, by virtue of the results it has attained, awakened in other nations an interest in initiating programs of technical cooperation and interchange. This fact has given rise to a possibility for mutual enrichment in the area of Adult Education, to which Brazil has much to contribute.

Analysis of the work developed by MOBRAL during its first six years of existence, has stood as a base for the action perspective for 1977, both with respect to maintenance of already implemented Programs/Projects, as in relation to the creation of new alternatives to serve as answers to the educational demands of the neediest populations of this country; demands which relate to furthering their education and promoting themselves as human beings.

II. MOBRAL — ITS DIMENSIONS IN 1977

1. PROGRAMS AND RESULTS

Despite some difficulties in carrying out its programs at the beginning of the year in view of the changes in the municipal administration — specifically, the replacement of Mayors —, which resulted in a lack of support to municipal bases for the development of its activities, MOBRAL concentrated its efforts in one direction and succeeded in maintaining the present rhythm of its operations, thereby meeting in results the targets programmed for 1977.

As a matter of fact, the replacement of Mayors turned out to be advantageous to MOBRAL as the new administrations provoked a substantial renewal at the local level.

THE FUNCTIONAL LETERACY PROGRAM - PAF

As far as the Functional Literacy Programs is concerned, the agreements involved approximately 3.9 million persons. To arrive at the number of persons who became literate three hypotheses were considered in accordance with data processed up to mid-December. The most probable hypothesis, a productivity of 38% — high for mass programs —, leads to the approximate figure of 1.5 million literates for the year.

The table below outlines in summarized form the results obtained for 1977:

GREATER REGIONS	ENROLLED STUDENTS				MUNICIPALITES ENROLLED
	PAF	PAF/RÄDIO	PAFET*	TOTAL	
North	121,148	2,428	—	123,576	141
Northeast	2,312,210	4,512	—	2,316,722	1,352
Southeast	951,198	3,004	—	954,202	1,372
South	267,794	1,140	1,170	270,104	587
Midwest	209,311	1,195	—	210,506	303
T O T A L	3,861,661	12,279	1,170	3,875,110	3,755

The table below outlines, for an enrollment of 3,875,110 illiterate students, the main facts on illiteracy, according to the various hypotheses related to the productivity of the Program:

PRODUCTIVITY (hypotheses)	NEO-LITERATES 1977	NEO-LITERATES 1970/77	ILLITERATES IN ABSOLUTE NUMBERS	RATES OF ILLITERACY (%)
40%	1,550,000	11,540,000	9,200,000	13,8
38%	1,473,000	11,460,000	9,280,000	13,9
35%	1,360,000	11,350,000	9,370,000	14,0

It is important to note that at the end of 1977 the remaining adult alliterate population was of 9.3 million persons, versus a figure of 18.1 million for 1970. This shows that, in absolute figures, illiteracy has been decreasing over the years, a fact occurring only in Brazil, since all over the world this figure is on the increase.

The rate achieved — 13.9% — is quite close to the target rate set for the eradication of illiteracy — 10% —, which shows MOBRAL's growing difficulty in meeting the targets established through agreements, and in maintaining its rates of productivity.

* PAFET - PROGRAMA DE ALFABETIZACAO FUNCIONAL E EDUCAÇÃO PARA O TRABALHO or
   FUNCTIONAL LITERACY AND EDUCATION FOR WORK PROGRAM.

It is also important to note that, despite this, MOBRAL's capacity with respect to literacy teaching — relationship between the number of neo-literates and the number of illiterates in the country in one single year — remained constant (approximately 13%), while MOBRAL's capacity for recruitment — relationship between the number enrollments and the illiterate population in the beginning of the year — suffered a substantial increase (36,5% in 1977 versus 33% in 1976).

To that end, in order to overcome these difficulties, in 1977 MOBRAL established and implemented the following projects aimed at strengthening the PAF either by utilizing a new line of action for it, or by enriching its programatic contents by means of adopting procedures intended to improve its yeld:

- Functional Literacy Program via radio, transmitted through 15 broadcasting stations, reaching 60 municipalities and 12,000 students, gathered in 458 radioposts;

- Individual Literacy Project effective through the "One Reader makes another Reader " Campaign, with chances for covering the entire national territory;

- Functional Literacy and Education for Work Program, experimentally implemented in 5 municipalities of the State of Rio Grande do Sul, reaching 1,175 students and forming 50 classes;

- Special Service Strategy for the States of Ceará and Bahia. This strategy aimed at providing special training for 20,000 literacy teachers of the two States. To that end, two specific projects were initiated: in Bahia, the Project for Recovery as the Program moves along; implemented in approximately 9,000 Functional Literacy classes; and, in Ceará , the Project for Integrating the Functional Literacy Program with the Community Health Education Program; 1,200 groups with approximately 24,000 persons, participated in this Project.

INTEGRATED EDUCATION PROGRAM - PEI

In the case of the Integrated Education Program, agreements were signed with the State Secretariats of Education for 397,797 students, with the Municipal

Secretariats for 205,866 students and with various entities for 8,531 students. This adds up to a total of 612,194 students reached. Considering that the target forecast for 1977 was that of 598,786, a surplus of 2,2% is registered.

SELF-TEACHING PROGRAM

As concerns the Self-teaching Program, almost 60,000 etudents were reached throughth 200 municipalities covering every Federative Unit.

It is important to note, at this point, that the annual number of persons turned literate by MOBRAL, that is, the potencial clientele for higher educational levels, is an indication of the neeed for expanding operations through the Integrated Education Program and the Self-teaching Program.

As related to the Special Agreements with Entities and Enterprises in 1977, MOBRAL signed up approximately 30,000 students for the Functional Literacy Program and the Integrated Education Program. Some of the entities who signed agreements with MOBRAL were: PETROBRÃS, Fundação Osvaldo Cruz, INCRA[1], ODEBRECHT, and SUCAN[2].

RURAL NEWSPAPER

MOBRAL received a donation oc Cr$2,000,000.00 from Banco do Brasil to publish 4 issues of a Rural paper whose main objectives are the following:

- to spread, increase and functionally concentrate the stimuli to productivity in field work, thus serving as support at community level to MOBRAL's pedagogic, professionalizing and community action programs.

- to spread information and provide explanations on the mechanisms of the rural credit offered by Banco do Brasil.

---

1. INCRA - Instituto Nacional de Colonização e Reforma Agrária or
              National Institute for Colonization and Agrarian Reform.
2. SUCAM - Superintendência de Campanhas de Saúde Pública or
              Superintendency for Public Health Campaigns.

The Rural Newspaper reaches proprietors, rural workers and MOBRAL clients in the community through unions, agricultural associations and MOBRAL posts.

CULTURAL PROGRAM

Among the activities developed in the cultural area in 1977 those stood out the most were:

- the implementation of over 200 Cultural Posts bringing the total number of posts existing throughout national territory to 2,400;

- reequipment of the 2,200 already existing Cultural Posts with all the materials, equipments and instruments needed for proper functioning;

- promotion and participation in 131 state and municipal events, such as Meetings, Festivals, Markets and Exhibits;

- implementing the 15-minute daily "Chatting with MOBRAL" radio program addressed mainly to those in Legal Amazon;

- subsidy to 90 of the 253 amateur theater groups tied to Cultural Posts and encouragement to these not subsidized;

- visit by the Mobraltecas to 511 municipalities;

- implementation, through local initiatives, of 5 mini-Mobraltecas, two of which fluvial;

- maintenance of the Craftmen's Register. As of 1977, throughout the national territory, 11,213 craftsmen were registered.

PROFESSIONALIZATION PROGRAM

Through this Program MOBRAL made the following types of services available to its clients in 1977.

In the area of professional qualification and, at a national level, 14,165 persons participated in the course for tractor drivers promoted as a result of an agreement with Massey-Ferguson.

Through local initiatives 27,251 persons underwent professional training in various areas.

In the area of semi-professional qualification, approximately 20,000 persons were trained in occupational families. Of this number 11,000 are now being trained through an agreement between MOBRAL and LBA (- Legião Brasileira de Assistência or Brazilian Legion for Assistance).

As to Labor Placement, the following results were obtained:

- Inaugurated Units: 69 new units which, added to those already in existence, bring the total figure up to 511, as of 1977.

- Total Number of Openings: 75,165

- Total Number of Registered Candidates: 59,468

- Total Number of Candidates Referred: 33,501

- Total Number of Candidates Placed: 14,531

The Professional Information Project was implemented in 1,071 municipalities providing guidance to 27,657 persons through the distribution of fliers with information on various activities developed in the three sectors of the economy.

DIVERSIFIED COMMUNITY ACTION PROGRAM - PRODAC

The Program was initially implemented in 78 municipalities covering all Federal Units. Seventy-eight GACs (- Grupo de Ação Comunitária or Community Action Group -), and 405 GALs (- Grupo de Ação Local or Local Action Group -) were formed. Aproximately 5,200 persons participated in the Groups.

For implementing the field activities of the Diversified Community Action Program, which embraces the areas of production, sports, profissional promotion, housing, nutrition, health, sanitation, education, efforts geared to promotiong associations, etc., MOBRAL worked in cooperation with various entities among shich SUCAM, FSESP[1], IBGE[2], EMBRAPA[3], SUDAM[4], ANDA[5], and CEME[6] deserve mention.

The MOBRAL/ACISO Project, covering 35 municipalities, was developed through this Program in the State of São Paulo, in association with the IInd Army. In Rio Grande do Sul it was developed with the IIIrd Army in 11 municipalities.

As a result of an exclusive initiative undertaken by the State Coordination of Paraíba, this same project was implemented with the IVth Army in 2 municipalities of that State.

In 1977 the Municipal Diagnostic Project was implemented covering 142 municipalities and reaching all Federative Units with the objective of getting to know the characteristics of the remaining illiterate population.

COMMUNITY HEALTH EDUCATION PROGRAM - PES

In 1977 the Community Health Education Program operated in 630 municipalities distributed throughout 12 Federative Units and reaching close to 300,000 participants. The table below offers a view of the total data as distributed according to the places where the Program was developed.

---

1. FSESP   - Fundação Serviços de Saúde Pública or Public Health Services Foundation.
2. IBGE   - Fundação Instituto Brasileiro de Geografia e Estatística or Brazilian Geographical and Statistical Institute Foundation.
3. EMBRAPA - Empresa Brasileira de Pesquisa Agropecuária or Brazilian Agricultural and Cattle Breeding Research Enterprise.
4. SUDAM   - Superintendência do Desenvolvimento da Amazônia or Superintendency for the Development of the Amazon.
5. ANDA   - Associação Nacional para a Difusão de Adubos or National Association for Spreading Information on Fertilizers.
6. CEME   - Comissão Estadual de Material Excedente or State Commision on Excess Material.

COMMUNITY HEALTH EDUCATION PROGRAM — DISTRIBUTION OF ENROLLED MUNICIPALITIES
ACCORDING TO STATE COORDINATIONS/TERRITORIAL COORDINATIONS

STATE COORDINATIONS/ TERRITORIAL COORDINATIONS	ENROLLED MUNICIPALITIES	NUMBER OF GROUPS	NUMBER OF PARTICIPANTS
AL	63	833	27,985
AM	1	65	1,900
AP	5	180	5,929
CE*	106	2,184	75,354
MA	65	1,182	32,319
MG/N	10	158	4,740
MG/S	24	97	2,745
PB	108	2,051	55,150
PE	80	1,149	39,333
PI	61	1,865	46,968
RN	55	155	3,552
SE	52	307	4,599
T O T A L	630	10,226	299,937

* Includes PAF/PES Project
Status as of 12/23/77

Carrying this Program via radio in 17 Federative Units involved 175 radio
broadcasting stations and reached approximately 1,300 municipalities.

Program transmission is free of charge.

In addition, through the Community Health Education Program, MOBRAL participated
in campaigns developed by other Entities among which: the Special Program for
the Control of Schistosomiasis and the Project for the Improvement of Rural
Housing as a measure against the Chagas' Disease, both implemented by the
Ministry of Health.

The following main community activities developed by PES are worthy of note:

. Cesspools built 8,741
. Sewer networks built 988
. Filters acquired 20,346
. Vegetable gardens created 12,997
. Food Cooperatives organized 1,048
. Warehouses to store foods acquired 10,611
. Houses built 4
. Wells and water reservoirs built 4,378
. Houses refurbished 8,050
. Trees planted 3,265
. Community pharmacies created 2,124
. Trash deposits built 187
. Persons referred to vaccination 154,677
. Persons referred to hospitals 62,714
. Persons who started looking after the trash 79,328
. Persons referred to the PAF 39,934

"SPORTS FOR ALL" CAMPAIGN

The "Sports for All" Campaign was developed by The Depertament for Physical Education and Sports, while MOBRAL was made responsible for the mobilization of volunteers and Entities for participation in the programmed events, and for the training and publicity at national level. In 1977 almost 5 million persons participated in the events. The accomplishments registered the following results:

- the Campaign has been implemented in 2,760 municipalities;

- cycling has been practiced in about 2,400 municipalities and almost 1.9 million persons participated in cycling events;

- gigantic informal soccer tournaments took place in approximately 1,200 municipalities. About 15,000 teams and 228,000 persons participated;

- hikes — with about 2.8 million persons participating in them, these hikes took place in about 2,100 municipalities;

- "leisure streets"* — in a total of 1,600 streets, in 1,100 municipalities;

- "leisure streets" — Children's Day — in 394 municipalities with 250,000 persons participating.

THE TECHNOLOGY OF SCARCITY

In 1977 the Project for "The Technology of Scarcity" was elaborated with a view to registering, disseminating, transmitting and acknowledging popular social techniques, specifically those emerging from rural culture. Conveniently treated and amply disseminated these techniques could effectively raise the living standards of rural communities which often as a result of the lack of informational propagation ignore that these contents of popular wisdom cover an expressive gamut of fields which range from housing and nutrition to health and the culture of soils and animals.

2. ACTIVITIES OF SUPPORT TO THE PROGRAMS

2.1. SUPERVISION

To supervise the development of its programs, MOBRAL maintains the SUSUG (Subsistema de Supervisão Global or Subsystem for Global Supervision) which covers in its operations the entire national territory and extends its diversified services to each Brazilian municipality.

In 1977, in order to deal with the requirements of its newly created activities, MOBRAL widened its network of supervisors which now include 129 SE (Supervisor Estadual or State Supervisors) and 829 SA (Supervisor de Área or Area Supervisors). At national level MOBRAL has Coordinations.

---

* Leisure streets are in the style of 'Block Parties' where a street is closed temporarily for sports, games and leisure.

In 1977 the Supervisors' Training Project was implemented including the
following subprojects: "Direct Correspondence," through which 8 letters were
sent out and 956 Supervisors were reached every month; "Global, Integrated
and Successive Trainings," for the training of 956 Supervisors, 189 State/
Territorial Agents and elements from the Municipal Commissions; and "KITS"
to support the training of Supervisors.

Technical Assistance to SUSUG aimed at observing, analyzing and revitalizing
the Global Supervision process by means of direct technical assistance to the
different levels which were resupplied adequately and immediately in order to
obtain the best performance of the elements involved.

As it was decided that it would be pratical to have up-to-date information on
the qualifications of elements who have been with SUSUG since this Subsystem
was created, and to be acquainted with their background both in adult education
and in the area of supervision, an instrument was elaborated for the collection
of necessary date. This instrument was applied at three levels of supervision
and the final processing of the information collected gave rise to the "Profile
of Supervisors," a document revealing the characteristics of the elements of the
Subsystem for Global Supervision and opening the way to subsequent decisions
aimed improving their performance.

To conclude, a National Meeting was promoted with the purpose of revitalizing
the structure of SUSUG and perfecting the supervisional process. Twenty-seven
Deputy Coordinators and 131 State/Territorial Supervisors participated in
this Meeting. It is important to note that for the first time the Supervisors
were present at such an event. Formerly, the National Meetings brought
together only the Deputy Coordinatiors while State Supervisors had their
meetings at State or Regional level.

2.2. MOBILIZATION

In 1977 mobilization adopted a line of action aimed at reinforcing the positive
aspects which revealed themselves over the years in MOBRAL's operational scheme,
while also attempting to discover new approaches and measures capable of

achieving greater involvement of community members in the Programs of the Organization. The latter effort came about as a result of the growing and expected difficulties involved in massively reaching the potential clientele.

Thus, still in the line of mobilization, the Project for Recomplementing the COMUM was kept on as a form of reactivating the Municipal Commission.

It is also important to mention that to develop this mobilizing action MOBRAL relies on the cooperation of various entities such as the Organs of the Executive, Legislative and Judiciary, the Armed Forces, Unions, Sport Federations, Cooperatives, Banks, the INPS (Instituto Nacional de Previdência Social or Social Welfare and Retirement Institute), SUDAM, CNEC (Campanha Nacional de Escolas da Comunidade or National Campaigh of Community Schools), EBCT (Empresa Brasileira de Correios e Telegrafos or Brazilian Post Office and Telegraph Enterprise), SENAI (Serviço Nacional de Aprendizagem Industrial or National Service for Industrial Learning), Secretariats of Education, Masonic Lodges, Lyons, Rotary, LBA, INCRA, the Rondon Project, SESI (Serviço Social da Indústria or Social Service for Industry), Universities, Newspapers, Radio stations, and others.

In the Functional Literacy Program, where most agreements are concentrated, while the target was for 4.8 million students, the agreements accounted for 3.9 million, which represents 80.7% of the total expected. This result was obtained in agreements with 3,775 municipalities.

The table below reveals MOBRAL's outstanding performance in terms of mobilization and shows in detail the operations of each State/Territorial Coordination. As indicated in it, in 1977 the Coordination of Acre, the Federal District, Goiás/FD, Maranhão, Minas Gerais/North and Paraíba met or exceeded the targets foreseen in the agreement. Furthermore, it reveals that 16 Coordinations attained a rate of between 70% and 100% of the students accounted for in the agreements; that 4 Coordinations attained between 50% to 70% of their present target, and that only the Coordinations of Ceará and Rondônia obtained rates below 50%.

These results are tied to the objectives of the Mobilization Plan (PLAMOB) of 1977 which aimed primarily at reinforcing mobilizational aspects for agreements of the Functional Literacy Program.

TABLE OF AGREEMENTS FOR 1977

STATE/TERRITORIAL COORDINATIONS	TARGETS 1977	STUDENTS ENROLLED	%
ACRE	15,000	15,000	100.0
ALAGOAS	230,000	165,393	71.9
AMAZON	55,000	33,435	60.7
AMAPÁ	12,400	7,362	59.4
BAHIA	912,600	793,907	87.0
CEARÁ	635,700	303,456	47.7
FEDERAL DISTRICT	10,000	10,886 (*)	108.9
ESPÍRITO SANTO	52,500	49,599	94.5
GOIÁS	174,500	114,043	65.4
GOIÁS/FD	23,500	29,636 (*)	126.1
MARANHÃO	263,000	275,668 (*)	104.8
MINAS GERAIS/N	374,000	374,309 (*)	100.1
MINAS GERAIS/S	201,400	161,045	79.9
MATO GROSSO/N	37,500	24,361	65.0
MATO GROSSO/S	39,100	30,385	77.7
PARÁ	77,000	59,624	77.4
PARAÍBA	97,000	104,954 (*)	108.2
PERNAMBUCO	357,000	292,619	81.9
PIAUÍ	162,000	148,902	91.9
PARANÁ	220,500	199,910	90.7
RIO DE JANEIRO	220,000	183,481	83.4
RIO GRANDE DO NORTE	143,000	112,926	79.0
RIO GRANDE DO SUL	69,000	55,698	80.7
RONDÔNIA	10,000	4,110	41.1
RORAIMA	2,300	1,617	70.7
SANTA CATARINA	15,000	12,186	81.2
SERGIPE	115,500	114,385	99.0
SÃO PAULO	258,000	182,764	70.8
BRASIL	4,782,500	3,861,661	80.7

(*) SURPLUS

Status as of 12/23/77

Observation: This table does not include the results obtained by the literacy over radio program, and by the functional literacy and education for work program.

2.3. INFORMATION

In the area of Information, in view of the expansion of activities related to the processing of data updated to the various levels of Administration, the GIFOR (Grupo Especial de Implantação Informática or Special Group for the Implementaion of Informatics) was created and it absorbed the tasks previously assigned to the SIIMO (Subsistema Integrado de Informações or Integrated Subsystem of Information).

Thus MOBRAL implemented its own data processing center to execute on its own premises the modules of data processing previously operated by third parties. To make this possible, a mini-computer already based in the Organization was exchanged for another of national make and with greater capacity to absorb data generated from its internal routines.

Registering and processing information is extensive to the areas of program operation control, staff salaries, control of incoming mail, cadaster of places where MOBRAL operates, and the occasional researches carried out.

2.4. DISSEMINATION

In 1977, in terms of information dissemination, MOBRAL emphasized three objectives:

1) sensitizing the business world and leaders of mixed economy entities to the need for their cooperation in the form of Income Tax deductions and various types of donations; 2) establishing an interation with elements responsible for the organs of mass communication in order to achieve the dissemination of the aims of MOBRAL, as well as of the results of the work developed to date; 3) providing support to State/Territorial Coordinations with a view to accomplishing community mobilization.

Such objectives have been attained as evidenced by the results obtained. In 1977, resources originating from enterprises have risen considerably, publicizing the accomplishments of the Foundation has received special

attention from newspapers and TV stations, and the amount of posters and fliers sent to the State Coordinations as support material has been substantial. Other notes of interest refer to the participation on the part of the Brazilian press in "MOBRAL's Prize for Journalism," and to the special attention surrounding commemorative events in honor of International Literacy Day and MOBRAL's seventh anniversary.

2.5. TRAINING

Human resource training at all levels is a basic aspect of MOBRAL's work and represents the Entity's major contribution to preparing the elements who implement its Programs.

Activities related to training in 1977 developed in three major areas and reached 1,150 persons.

- Training Human Resources employed by the Organization

. introductory training for 133 new employees;

. training within the Organization to prepare 178 employees for various levels and areas of activity;

. outside training to prepare 86 employees in specialized areas;

. 565 persons were trained in matters related to methodological and logistic support to the Meetings, Lectures, Seminars and Trainings carried out by the Centers, Board of Advisors and Managements.

- Assistance to the Coordinations

. preparing 68 employees through trainings carried out in the Coordinations of Ceará, Piauí and Rondônia.

- Development of Experimental Projects

. training of 120 supervisiors with the use of audiovisual resources; Coordinations attended were those of Rio de Janeiro, Mato Grosso and Maranhão.

2.6. RESEARCH

In 1977, the area of research involved itself mostly with following-up and evaluating the work carried out by MOBRAL. A few theses tied to the interests of the Foundation, and mostly in the area of Linguistics, were even financed. The following stand out as the most interesting works in this area:

. Elements for an Evaluation of the Functional Literacy Program — Southeastern and Northeastern Regions.

. Profile of Cultural Post Clients.

. Performance of the Student in Functional Literacy Classes. The Influence of . Perception.

. Analysis of the Socio-Economic characteristics of the MOBRAL student.

. Phonological Variations in the Speech of the MOBRAL Clients and its Implications for Learning to Write.

. The MOBRAL Client and his Ability to Dominate a Language.

2.7. DOCUMENTATION

In 1977, activities related to documentation included the acquisition of 223 books and periodicals, and the lending of 689 books and leaflets. Eight hundred and forty books were registered and catalogued, while 1,580 works were indexed. Four hundred and sixty articles were analyzed and 3,500 copies were from articles in periodicals.

In terms of research and bibliographic information, 11 researches were undertaken and 68 answers were given to consulations on legislation. Furthermore, the publications "Bibliography" and "MOBRAL: Analysis and Documentary Information" were maintained.

2.8. AUDIOVISUAL PRODUCTION

In terms of audiovisual resource production, MOBRAL develops diversified
activities both in relation to the institutional spreading of its accomplishments,
as in terms of the support to tasks carried out in the field as part of
Program execution.

In 1977, the main tasks accomplished related to the provision of photographic
material for exhibits in Brazil or abroad, and to the munting of various films
and audiovisuals on the work MOBRAL has been engaged in.

3 - ADMINISTRATION

The following activities were developed in the area of support during 1977:

- maintenance of the training tasks aimed at preparing staff as individual
beings and as professionals, and at providing technical assistance to the
Coordinations;

- special service to states in order to facilitate the distribution of didactic
material throughout the country's interior;

- approximately 3,500,000 Basic Sets (PAF and PEI), and 2,100,000 samples of
Continued Reading (PAF and PEI) were sent to the Coordinations; in addition,
94,000 books corresponding to 117 titles were sent to the Cultural Posts and
to the MOBRALTECAS;

- the graphic arts department printed 271 publications;

- delivery of parcels and of mail to the Coordinations presented the following
outcome:

. mail sent out: 69,128;
. didactic material sent out: 1,755 tons.

3.1. FINANCES

- PROGRAMMED BUDGET

MOBRAL initiated its activities for 1977 with a budget of Cr$628,818,300.00.
The six alterations during the term raised the budget to Cr$843,300,000.00 as
a result of the inclusion in the program of the "Sports for All" Campaign and
the Project "Special Strategy of Attendance to CEARÁ and BAHIA." But, above
all, what raised the figure in question, was the excellent collection obtained
from Income Tax sources.

The budget for 1977 was distributed to programs, projects and activities, as
evident from the table below:

PROGRAMS/PROJECTS ACTIVITIES	FORECAST Cr$1.00	%
Literacy and Continued Education	613,316,400	72.7
Integrated Education	22,965,200	2.8
Administration and Maintenance	102,260,800	12.1
Amortization and Financing Commitments	100,460,600	11.9
PASEP	4,247,000	0.5
Acquiring of telephones	50,000	0.0
TOTAL	843,300,000	100.0

It is clear from the above that MOBRAL's action is directed at the development
of the Functional Literacy and Continued Education Program which in 1977
absorbed 72% of the total allotted.

REVENUE

The revenue for 1977 was quite expressive. Due to the campaign carried out
to obtain cooperation from the national business world and as a result of the
new procedures for Fiscal Incentives, which provided a more systematic assistance
to MOBRAL, the Income Tax proceeds rose substantially and became the main
source for the resources collected in 1977. The table below summarizes the
data on the distribution of the revenue previsioned:

EXPECTED REVENUE - 1977

Cr$1.00

SOURCES	FORECAST	%
Income Tax	550,000,000	65.2
FNDE - Sports Lottery	131,534,400	15.6
FNDE - Educational Tax	78,961,600	9.4
FNDE - Department of Physycal Education & Sports	23,741,000	2.8
FNDE- Ceará/Bahia	10,000,000	1.2
SURPLUS - 1976	18,565,100	2.2
Open Market	17,000,000	2.0
Union	2,378,200	0.3
Various sources	11,119,700	1.3
TOTAL	843,300,000	100.0

The excellent performance of GERAF (Gerência de Apoio Financeiro or Management for Financial Assistance) with respect to MOBRAL's investments in the open market, which always take place through the Banco Central, is worthy of note.

EXPENDITURE

Greater control of the expenditures has been possible thanks to refinements in the physical programming. The development of each project/activity is periodically subjected to an analysis as a preparation for its physical and financial reprogramming.

The table below provides a distribution of the expenditures for 1977:

DESCRIPTION OF EXPENDITURES PER PROGRAM/PROJECT/ACTIVITY - 1977

Cr$1.00

PROGRAM/PROJECT/ACTIVITY	EXPENDITURES (*)	%
Functional Literacy and Continued Education	525,014,015	71.6
Integrated Education	10,330,019	1.4
Administration and Maintenance of the Foundation	94,848,017	12.9
Amortization and Financing Commitments	98,971,679	13.5
PASEP	4,246,860	0.6
Acquisition of Telephones	21,450	0.0
TOTAL	733,432,040	100.0

(*) Values as of 12/20/1977.

Activities related to "end" and "means" services for fiscal year 1977 presented the following picture:

Cr$1.00

ITEMS	EXPENDITURES	%
"End-service" activities	535,344,034	73.0
"Means-service" activities	198,088,006	27.0
TOTAL	733,432,040	100.0

It is important to mention that the high surplus of the term owed itself to a year-end concentration of financial resources from Income Tax proceeds which the Revenue Secretariat of the Ministry of Finance had not accounted for as of mid-October.

4 - INTERCHANGE IN THE INTERNATIONAL AREA

For MOBRAL, 1977 was another year of intense activity in the international field. Foreign countries contacting MOBRAL expressed their interest and needs in a variety of ways confirming the importance of the work developed by that Organization in the field of adult education. Thus, some of them expressed a

desire to establish a system of exchange in experience and information, others requested materials or sent experts, still others desired some form of cooperation or technical assistance.

Apprenticeships and the visits to MOBRAL by 72 experts from Senegal, the United States, Germany, Canada, Venezuela, France/UNESCO, Ghana, Mauritania, Uganda, Australia, Japan, Chile/UNESCO, Ivory Coast and Paraguay deserve to be mentioned.

Technical cooperation between countries occured between MOBRAL and UNESCO and that Organization and the International Institute for Adult Literacy Methods (IIALM). Joint action with UNESCO aims at implementing the Exploratory Research of the Functional Literacy Program via radio, testing the intrumentals for the Statiscal Data Collection on Literacy Programs, and informing on results obtained from the Researches on the Motivations of Literacy Students before and after the literacy course.

As concerns the IIALM, MOBRAL elaborated the case study-developed in Santa Catarina - on the Training by Occupational Families in the Primary Sector which that Institute will publish as part of a collection of works.

Another aspect in this interchange refers to the sending of material to International Exhibits in Paris/UNESCO, Washigton/PanAmerican Health Organization and Mozambique, as well as to international organisms in the Netherlands, Portugal, Colombia, Jamaica, Ecuador and Venezuela.

In Addition, Guatemala, France/UNESCO, Germany, Japan, Mexico, India and France were visited by 8 MOBRAL experts on different occasions and various assignments.

Another note of interest refers to the assitance provided by MOBRAL to the "Seminar on Literacy and Adult Education" promoted by the Guatemalan Congress and which resulted in further study on the creation of an organism in the lines of MOBRAL named MOGAL (Movimento Guatemalteco de Alfabetização or Guatemalan Literacy Movement). And, in conclusion, MOBRAL is proud to announce that its work will be spread overseas by its newest publication "MOBRAL INFORMA," and by articles on the Organization written for the periodical "Adult Training in Canada."

III. MOBRAL's OPERATIONAL PERSPECTIVES FOR THE PERIOD BETWEEN 78/80

In view of the diversity and dimension of its Programs, MOBRAL may be defined as a complex organization in need of an integrated planning machinery capable of rationalizing its line of action in the field.

MOBRAL's two goals, the eradication of illiteracy by 1980 and the consolidating of the Permanent Education System, are viewed from different angles by the Federative Units. While some States, closer to the eradication of illiteracy, are in a position to pool efforts for a structuring of the Permanent Education System, others, faced with a high percentage of illiterates, need to concentrate resources into the Functional Literacy Program.

Thus, MOBRAL created an Operational Strategy for the Period 78/80 based on the following guidelines:

1. Priority status for the Functional Literacy Program and for implementing the Permanent Education System

The need to reinforce Program diversification led to the adoption of an operational strategy based on the following procedures:

- grouping Federative Units into three blocks. The status of illiteracy in each State or Territory rules the yearly definition of this grouping in terms of the degree of eradication attained, as follows:

Group A - States with rates of illiteracy above the desired level;

Group B - States close to the eradication of illiteracy;

Group C - States where rates of illiteracy are equal to or lower than 10%.

In view of such diverse situations, MOBRAL felt that modifying its operational strategies to suit the needs of each Group of States had become an urgent necessity.

Thus emerged three lines of action, one for each Group of Federative Units as folows:

Group A

- Absolute priority to the PAF, leading to mobilizational intensification through community action and a pooling of efforts aimed at improving performance and raising rates of productivity in such a way as to eradicate illiteracy by 1980;

- Orientation of other Programs/Projects/Activities developed to assist the PAF, through an effective integration of activities and contents. Introducing any Program/Project/Activity must be conditioned to a strict selection based on the criterion that it will secure better results for the PAF;

Group B

- Developing the PAF by maintaining its usual rhythm of mobilization, performance and development;

- Developing the other Programs in accordance with two basic principles:

a) Making sure, through an adaptation of contents and a rationalization of resources in areas where the adult illiterate population is more significant in numbers, that all other programs are meant to support the PAF;

b) Implementing the other Programs with a view to perfecting the structuring process of the Permanent Education System in areas where illiteracy has been, or is the process of being, eradicated.

Group C

- Keeping the PAF at a residual level or getting as close to that level as the State/Territory will allow;

- Directing all other programs, according to priorities established by the reality of each State/Territory, to the structuring of the Permanent Education System; the PRODAC (Programa Diversificado de Ação Comunitária or Diversified Community Action Program) should be used as a basic Program in the operationalization of this System.

For 1978, the three blocks of States/Territories will be made up as follows;

Group A - Bahia, Ceará, Minas Gerais, Paraná, Pernambuco and Goiás.

Group B - Maranhão, Mato Grosso, Pará, Paraíba, Piauí, Rio de Janeiro, Rio Grande do Norte, Rio Grande do Sul, São Paulo and Sergipe.

Group C - Acre, Alagoas, the Amazon, Espírito Santo, Federal District,Rondônia Roraima, Santa Catarina and Amapá.

MOBRAL has, in terms of its works, committed itself from early days and into an envisioned future, to an educational orientation aimed at humanly promoting the neediest layers of the Brazilian population.

2 - Leading the organizational structure and rationalizing human, material and financial resources in such a way as to accomplish the actions programmed for the years to come.

3 - Closer work with public and private entities in terms of joint action in MOBRAL Programs or at the level of its clients.

4 - Renewing the MOBRAL System at all levels in order to raise the technical standards of the human resources tied to the Organization.

5 - Renewing the base level-Municipal Commissions - operational units through:

. raising the consciousness of the COMUN elements with respect to the significance of their role within the MOBRAL System;

. encouraging Mayors, Presidents of Chambers and local leaders to become more involved in the work carried out by MOBRAL.

6 - Implementing special projects to encourage PAF clients, such as those related to vision and nutrition, with the objective of contributing to the efforts in that direction of Municipal Commissions.

7 - Determining the quantitative goals of each program.

The Functional Literacy Program - PAF

. target set through the agreements - 4.4 million students;

. training of 150,000 literacy teachers;

. expanding the Functional Literacy Program via Radio at national level, to reach 200,000 students;

. introducing the Functional Literacy Program via TV on an experimental basis to embrace 6 Federative Units and reach 100,000 students. Once in its expansion phase,the Program will embrace all Federative Units;

. continued work .with the Functional Literacy and Education for Work Program- to cover 20 Federative Units and reach 100,000 persons;

. continued work with the "One Reader makes another Reader" Camaign-to cover all Federative Units and reach 50,000 literacy teachers;

. continued work with the Project for the Integration of the Functional Literacy Program with the Health Community Action Program-to cover 14 Federative Units and reach 20,000 classes.

The Self-Teaching Program

. target established through the agreements - 130,000 enrollees (literacy teachers, former PAF students, PEI teachers and students) covering 433 municipalities.

The Integrated Education Program

. target established through the agreements - 500,000 students;

. introduction of the Integrated Education via Radio Program on an experimental basis to reach 120,000 students;

The Professionalization Program

. training through Occupational Families-semi-professional qualification for 29,000 persons, distributed throughout 20 Federative Units, in activities pertaining to the three Sectors of the economy;

. training for Maids - in all Federative Units; for 7,500 persons;

. training for tractor drivers (Massey-Ferguson agreement) - for 3,000 persons and in all Federative Units;

. training through Local Initiatives - to reach 60,000 persons, in all Federative Units;

. special agreements with various Entities (Singer, Brasilit, Caloi and Senar) to train 128,000 persons;

. opening of 39 additional "Job Counters" throughout all Federative Units;

. opening of "Job Counters" in classrooms throughout 20 Federative Units and reaching 60,000 PAF classrooms;

. introduction of 78 Professionalizing Markets in 13 Federative Units;

. Introduction of Professionalizing Poles in the cities of Porto Alegre, São Paulo, Rio de Janeiro, Vitória and Recife.

The Cultural Program

. introduction of the MINI-MOBRALTECA in 15 Federative Units;

. opening of 750 additional Cultural Posts;

. opening of 4 Culture Tents;

. resupplying of the 2,400 existing Cultural Posts with materials, equipments and all instruments needed for its adequate functioning;

. maintenance and regular supply of the MOBRALTECAS;

. development of the various subprograms: crafts, music, theater, radio, movies, popular art, folklore, literature, plastic arts, games, historical, artistic and cultural patrimony.

The Community Health Education Program - PES

. continued work with the Program and its introduction in 4 additional
Federative Units in order to reach 26,000 groups of participants and 780,000
persons;

. introduction, at national level, of the Community Health Education Program
via Radio;

. introduction of the Community Healt Education Program in the municipality
of Manaus to be of service to 160 groups and 4,800 participants.

Diversified Community Action Program - PRODAC

. introduction and implementation of the Program in 163 municipalities covering
15 Federative Units;

. resupplying and introducing the MOBRAL/ACISO Project - programmed to cover
74 municipalities distributed throughout 10 Federative Units;

. development of mobilizational strategies adapted to each block of States
with the purpose of serving as support to the goals of the Functional Literacy
Program.

The "Sports for All" Campaign

. further promotion of leisure and sports activities and the undertaking of
the following events, in addition to others to be suggested by the State and
Territorial Coordinations;

. creation of Summer Camps at national level;

. undertaking of Cycling Tours at national level;

. "Sports for All on Children's Day";

. introduction of "Leisure Streets" in every Federative Unit;

. "Gigantic Informal Soccer Tournaments" in all Federative Units;

. "Search for the Fastest Brazilian Man" Tournament, at national level;

. Second Hike, at national level;

. the goals will be redistributed throughout the States in accordance with their status in the strategy for 1978.

"The Technology of Scarcity"

. scope: all Federative Units

. target population: the MOBRAL clientele

. priority areas of operation:

- use/recycling of refuse

- housing

- generation of energy

- utilitarian crafts

- popular medicine

- preservation of foods

- in line with the objectives of the Project, popular techniques of any kind from other countries and whose application in Brazil is viable and recommended.

ACRONYMS

ACISO - (Ação Cíviso e Social)
Social and Civic Action

ANDA - (Associação Nacional para a Difusão de Adubos)
National Association for Spreading Information on Fertilizers

CEME - (Comissão Estadual de Material Excedente)
State Commission on Excess Material

CNEC - (Campanha Nacional de Escolas da Comunidade)
National Campaign of Community Schools

DED   - (Departamento de Educação Física e Desportos)
Department of Physical Education and Sports

EBCT - (Empresa Brasileira de Correios e Telegrafos)
Brazilian Post Office and Telegraph Enterprise

EMBRAPA - (Empresa Brasileira de Pesquisa Agropecuária)
Brazilian Agricultural and Cattle Breeding Research Enterprise

FNDE - (Fundo Nacional de Desenvolvimento da Educação)
National Fund for the Development of Education

FSESP - (Fundação Serviços de Saúde Pública)
Public Health Services Foundation

GAC   - (Grupo de Ação Comunitária)
Community Action Group

GAL   - (Grupo de Ação Local)
Local Action Group

GERAF - (Gerência de Apoio Financeiro)
Management for Financial Assistance

GIFOR - (Grupo Especial de Implantação de Informática)
Special Group for the Implementation of Informatics

IBGE - (Fundação Instituto Brasileiro de Geografia e Estatística)
Brazilian Geographical and Statistical Institute Foundation

INCRA - (Instituto Nacional de Colonização e Reforma Agrária)
         National Institute for Colonization and Agrarian Reform

INPS   - (Instituto Nacional de Previdência Social)
         Social Welfare and Retirement Institute

LBA   - (Legião Brasileira de Assistência)
         Brazilian Legion for Assistance

MEC   - (Ministério da Educação e Cultura)
         Ministery of Education and Culture

PAF   - (Programa de Alfabetização Funcional)
         Functional Literacy Program

PAFET - (Programa de Alfabetização Funcional e de Educação para o
         Trabalho)
         Functional Literacy and Education for Work Program

PASEP - (Programa de Formação do Patrimônio do Servidor Público)
         Official Clerk Fund Formation Program

PEI   - (Programa de Educação Integrada)
         Integrated Education Program

PES   - (Programa de Educação Comunitária para a Saúde)
         Community Health Education Program

PLAMOB - (Plano de Mobilização)
         Mobilization Plan

PRODAC - (Programa Diversificado de Ação Comunitária)
         Diversified Community Action Program

SA   - (Supervisor de Área)
         Area Supervisor

SE   - (Supervisor Estadual)
         State Supervisor

SENAI - (Serviço Nacional de Aprendizagem Industrial)
         National Service for Industrial Learning

SESI   - (Serviço Social da Indústria)
         Social Service for Industry

SIIMO - (Subsistema Integrado de Informações)
         Integrated Subsystem of Information

SUCAM - (Superintendência de Campanhas de Saúde Pública)
         Superintendency for Public Health Program

SUDAM - (Superintendência de Desenvolvimento da Amazônia)
         Superintendency for the Development of the Amazon

SUSUG - (Subsistema de Supervisão Global)
         Subsystem for Global Supervision