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A CRITICAL APPRAISAL OF NEO-LITERATE LITERATURE OR  
SUPPLEMENTARY READERS

by

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## PREFACE

Every State Resource Centre (SRC) and every agency producing materials for adult education in the present context of the National Adult Education Programme (NAEP) should carefully look at one's own work in the larger interests of the people, the social change that is intended through this programme. The efforts made here can very well be useful in providing a framework for analysing the new-literate literature. Further refinement of the framework may help in refining ourselves further.

The report, in order for it to serve others, is presented in three sections:

Section I : The Bases for Appraisal

Section II : Analyses of the Supplementary Readers produced by SRC,  
Tamil Nadu

Section III: Appendix - English translations of the Supplementary Readers  
analysed in Section II.

A final word:

It is not only necessary to produce materials but it is necessary to produce quality materials and SRCs have an additional responsibility to guide those who intend to produce materials for adult education. It is hoped that this report will make a beginning in that direction.

L.S. Saraswathi

## SECTION I : THE BASES FOR APPRAISAL

### Introduction

Any reading material needs careful planning before printing as it means overtly money for producing it and covertly the making of the person in the reader. This is true of any reading material and more so of the material produced for those who are beginning to read. This paper attempts at critically reviewing the neo-literate literature produced by the State Resource Centre, Tamil Nadu. The reviewing will be in terms of the purposes of neo-literate literature in general and the requirements of the produced literature to serve the purposes and the extent of fulfilment of the requirements by the literature under review.

### Purposes of neo-literate literature:

1. to help the adults to sustain the newly acquired literacy skills;
2. to help the adults to acquire knowledge about matters of utmost importance in their lives in order to help them to improve the quality of their lives.

### Requirements of the produced literature in terms of the purposes:

#### 1. Sustenance of the newly acquired literacy skills:

In order to sustain the literacy skills acquired it is necessary to

- (1) provide some literature to read the language learned and also
- (2) see that the literature provided will help the neo-literates to strengthen their skill and thereby gain confidence in themselves to read more and more literature.

An analysis of the process of reading in general and the features in the produced literature which might facilitate improving the reading ability of the neo-literates would serve as pointers or indicators or requirements of the literature for serving the stated purpose.

The process of reading involves deciphering or identifying the symbols with sounds in the form of words and sentences and understanding at the same time the meanings of these symbols. The speed with which the sounds and symbols are associated and their meanings understood decides the level of the skill of reading in the person learning to read.

The features in the literature which may facilitate acquiring the skill of associating symbol with sound with comprehension at an optimal speed could be:



- (1) The size of the lettering used - The bigger the size of the lettering the easier it may be to identify the letters and the words (at least 24 points should be helpful for the beginners).
- (2) The number of words used in a sentence and in general in the entire content - With limited number of words, the identification process takes less time and hence the reading is faster. Gradual increase in the number of sentences and the number of words in the sentences may help the neo-literates to gain confidence in themselves in reading.
- (3) Repetition of words used - Repetition of some of the key words meaningfully may help in increasing the speed of reading and hence the fluency.
- (4) Provision of space in between words and sentences - The sufficiency of space provided in between words and sentences can be expected to increase the legibility thus increasing the rate of identifying the word and hence the fluency.
- (5) Familiarity of the language - The more familiar the language used, the better will be the comprehension. Spoken language usage may help in increasing the ability to comprehend.
- (6) Use of pictures - The pictures or illustrations may serve as prompters in understanding the words and sentences occurring in the literature. Presenting 'good' size and number of pictures depicting familiar objects and/or events with few sentences (made of few words) may help to increase the speed with which the meaning of the content is understood. There could be gradual reduction in the number of pictures with gradual addition of sentences with the increasing skill on the part of the learners.  
The pictures should use focussing on the messages with reference to the characters and not just on the characters themselves. Even if the words and sentences are not read, the pictures should convey the important messages.

## II. Acquisition of knowledge about matters of "utmost" importance

The process of acquiring knowledge through reading involves the quality of the information given and the mode or style of presentation, both of which have a strong psychological base. The features which might serve as indicators of quality could be:

- (1) Newness of information - The information given should be something new, in the sense, it should be something that they have not known or the information they have known but the details of which they require, which they need for reference. This feature probably can be judged with reference to the context and needs to be done very carefully.
- (2) Truthfulness of the information - The information given should be truthful in the sense, which, when pursued in terms of action, should prove to be correct. For example, if some 'privilege' given by the government is



stated for the benefit of the clientele group, then when they try to exercise the privilege, it should prove itself to be correct. If it is going to be difficult, the material should give the difficulties they might face and also the mode of tackling them. At least some cases of the people belonging to the audience group tackling them should be presented.

- (3) Thought-provoking in its nature - The information should be such that it gives an opportunity for the reader to reflect over what is presented. For example, the presentation of facts followed by some questions to help the reader to think in depth. The matter, if presented in the form of a set of "dos" and "don'ts", then, there may not be anything to think about. In other words, the matter should be self-guiding the reader to think in depth about the content and come to his or her own conclusions.
- (4) Stress of positive values with reference to the clientele group - The information given or the mode of presentation generally reflect certain values especially when it concerns itself with the life and living of any group of human beings. These values reflected in the information subtly affect the reader. The reaction may not be very obvious but its effect remains in the individuals and builds up the personality. For example, the value of cooperation is something which is essential to the NAEP (National Adult Education Programme) target group as the only asset which they have is their number. If the material reflects value of competition such as becoming a panchayat member should be one's ambition in life, then it intensifies in the poor people the competitive spirit which is perpetuated by the higher classes in their own selves, for their own benefit through varied means of socialization including the educational process through formal schooling.

The features which might serve as indicators of the contributive mode of presentation could be (contributive mode of presentation would mean the technique which would make it interesting):

(1) Emotional appeal -

- (a) The information presented could be such that it contributes to the involvement of the reader in the information given. For example, introduction of a character whose life is somewhat typical of the life of the audience of the literature or depicting real life situations of the clientele group. This cannot be an imaginary situation of the real life as seen by the author from his/her angle.
- (b) The reader could get involved also when he is depicted as someone whom he wants to be. For example, even if the clientele group lives in the culture of silence and may be passive receivers of the information given, they need not be depicted as people who are always at the receiving end. But they can also be at the giving and showing that they could also think and express. This mode of presentation may help them to seek the books as they will find an outlet for their feelings in the beginning until they slowly develop the ability to express themselves.

(2) Realistic approach -

- (a) When the literature is meant to give certain messages of importance to the clientele group, there is a tendency to present the existing ideas of the clientele group and counter it with the 'scientific'

ideas. When this is done, being realistic in presenting the concepts of the people is very important. In order to get across the message, exaggerated versions of the concepts of people may destroy the confidence of the people in the literature as it may hurt his/her feelings and his self-image is either brought down or he may react negatively towards the literature itself, which may come on the way of his picking books anymore.

- (b) The sequencing of information should be natural and not made up as it might happen when the authors may have some messages in mind which they want to give in limited number of words and they somehow want to give them.
- (3) Familiarity of the style of communication: The target population may be more familiar with conversations, folk-tales, folk-songs, folk-dramas and folk-arts than with essays and the like.
- (4) Variety in presentation: This would be meaningful most probably with reference to series of neo-literate literature rather than to look for a variety in a single book. Each book could follow one mode of presentation with which they are familiar.

The mode of presentation may affect the illustrations or depicted to give some ideas about the messages given. It is quite possible there could be illustrations showing some characters but the messages may be lost completely. Probably if the mode of presentation is changed, it may lend itself to illustration focussing on the messages.



SECTION II

ANALYSES OF SUPPLEMENTARY READERS  
(Analyses of Neo-literate Literature)

Produced by State Resource Centre

Tamil Nadu

# ANALYSES OF SUPPLEMENTARY READERS IN ADULT EDUCATION

| Bases for analyses                                             | Book (1)<br>Agricultural<br>labourer                                                                                                                                                                                                                                                    | Book (2)<br>Low Cost!<br>Highly<br>Nutritious! | Book (3)<br>Around the<br>House...                                                                                                                                                                                                                            | Book (4)<br>Our Town<br>Market                                                                                                               | Book (5)<br>Our Vote...?                  |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>I. Sustenance of literacy skill:</b>                        |                                                                                                                                                                                                                                                                                         |                                                |                                                                                                                                                                                                                                                               |                                                                                                                                              |                                           |
| 1. The size of<br>lettering:                                   | ..... '18 points' is used.....<br>The lettering could be bigger. Could use 24 points.....                                                                                                                                                                                               |                                                |                                                                                                                                                                                                                                                               |                                                                                                                                              |                                           |
| 2. Number of words<br>used:                                    | 420 words<br>(17 pages)                                                                                                                                                                                                                                                                 | 300 words<br>(13 pages)                        | 260 words<br>(13 pages)                                                                                                                                                                                                                                       | 520 words<br>(13 pages)                                                                                                                      | 340 words<br>(8 pages)                    |
| 3. Repetition of<br>words:                                     | ..... Number of words are repeated. Hence it is possible for the reader to<br>identify the words with speed.....                                                                                                                                                                        |                                                |                                                                                                                                                                                                                                                               |                                                                                                                                              |                                           |
| 4. Provision of<br>space in between<br>sentences and<br>words: | ..... sufficient space provided for it to appear legible.....                                                                                                                                                                                                                           |                                                |                                                                                                                                                                                                                                                               |                                                                                                                                              |                                           |
| 5. Familiarity of<br>language:                                 | Spoken language is used and<br>hence the possibility of<br>comprehending is there                                                                                                                                                                                                       |                                                | Standard written language is used and hence<br>books may or may not be comprehended. If the<br>people had reached a level of identifying the<br>the words in spoken and written language, the<br>it may be alright.                                           |                                                                                                                                              |                                           |
| 6. Use of pictures<br>Number of pictures:                      | Six including<br>the cover                                                                                                                                                                                                                                                              | five including<br>the cover                    | Seven including<br>the cover                                                                                                                                                                                                                                  | Three including<br>the cover                                                                                                                 | Only the co<br>picture                    |
| Focus of pictures:                                             | The pictures focus on the<br>characters, and not on the<br>messages. If the reader does<br>not read the matter, he will not<br>get any messages. All the<br>pictures together also do not<br>give any message(s). Only cover<br>has some meaning related to the<br>content of the book. |                                                | Pictures 1, 5 & 7 in<br>pages 2, 10 & 12 convey<br>some messages. But<br>the other pictures<br>are not focussing<br>on the messages.<br>Cover page conveys<br>the meaning. But it<br>is abstract. We need<br>to find out how such pictures<br>are understood. | The pictures<br>depict the market<br>scenes, the buying<br>and selling. No<br>other special<br>messages about<br>the market are<br>conveyed. | The cover co<br>the voting<br>individual. |



| Bases for analyses                                            | Book (4)<br>Our Town Market<br>(Our village market)                                                                                                                                                                                                                                                                                                                 | Book (5)<br>Our Vote....?                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| II.a) <u>Acquisition of Knowledge of "Utmost" importance:</u> |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |
| 1. Newness of information                                     | .....From the viewpoint of seeing some of the messages in print it is new. Otherwise the messages that are given have already been given by mass media and the radio is accessible to the villagers.....                                                                                                                                                            |                                                                                                                                                                                                                                                                               |
| 2. Truthfulness                                               | There is a glaring contradiction in the messages of cooperation and friendliness in the whole context of competition in selling goods emphasized in the market place. The situation of auctioning is highlighted but not a single instance of friendliness is highlighted.                                                                                          | Though the messages may appear truthful, they are not relevant for the voter who is seeing the seventh general election. There is absolutely no need for the information given. If the booklet had given information about the basis for voting, it would have been relevant. |
| 3. Thought-provoking in its nature:                           | The bits of information is like lecture which as presented do not give any scope to think about ways of inculcating friendliness that is advocated to be the benefit of such a market and how on earth in a competitive market place such a thing is possible. Attention of the people could have been to such contradictions which will make it thought-provoking. | The information itself is irrelevant and it is presented as a set of 'dos' and 'don'ts'. There is nothing to think about. It is a pity that as important a subject as election, which can give lot of scope for thinking is presented as a set of rules to be followed.       |

| Bases for analyses                                     | Book Block (1)<br>Agricultural Labourer                                                                                                                                                                                                                                                                        | Book (2)<br>Low Cost! Highly<br>Nutritious!                                                                                                                                                                                                                                                           | Book (3)<br>Around the House...                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| II.a) Acquisition of Knowledge of "Utmost" importance: |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1. Newness of information..                            | From the viewpoint of seeing some of the messages given in print .....<br>it is now otherwise the messages given have already been given through.....<br>mass media such as radio, which is quite accessible to the villagers.....                                                                             |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2. Truthfulness                                        | It may appear true as it conveys what the government says. But in reality when people try to exercise their privileges, they are at a loss. The material does not deal with any difficulties they may face in the process of demanding their privilege, which is more relevant for the audience of NAEP.       | There is not much of a truth in the main message of the book presented in page 8 that the nutritious food is available at low cost in our village itself. The list of foods given is really inaccessible to the NAEP target group. An agricultural coolie the does not own any land cannot grow them. | The action sequence that presented is not that easily attainable. From that angle it is not truthful. If they could all do that why didn't they do it when the health worker told them. Moreover, it is not always that accumulation of dry waste alone that causes unhygienic conditions. There are ever so many other problems such as drainage that need attention. The whole community situation is highly simple. In fact the dry waste is usually removed by people. |
| 3. Thought-provoking in its nature:                    | The matter is presented in a way that an enlightened soul is enlightening the un-enlightened. Ramasami has no reflective questions on what was told to him, nor the enlightened headmaster Sambandam gave any opportunities for Ramasami to ask any. No efforts are there to stimulate him to think and react. | The matter again is preachy with very little scope for reflection. To top it all the statement that the educated always think in terms of the benefit of others and passive acceptance of the message at the end is indeed unacceptable.                                                              | The information as it is does not give any scope for thinking. It sounds a declaration when it is said that they had to remove dry waste in the surroundings and put them in a pit outside the village. How practical it is for all to put it everyday? What about the drainage? How to clear it? Was there anything to re                                                                                                                                                 |



| Bases for analyses                                                         | Book (1)<br>Agricultural<br>Labourer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Book (2)<br>Low Cost! Highly<br>Nutritious!                                                                                                                                                                                                                                 | Book (3)<br>Around the House....                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4+ Values .....                                                            | <p>The way the matter is presented reflects a negative value, in the sense the matter spoken by Ramasami depicts him to be an ignorant man who looks upto Sambandam and Kayambu as people all knowing and unquestionable. This stresses subtly that the illiterate farmer has to be dependant in his thinking entirely on the literate person. Even, if, at present, the illiterate is like what is presented (though I do not personally agree with this) this has to be broken through the literature that is being given for reading</p> | <p>Here again, Leela, the gramasevika is depicted as all-knowing and Karpagam is almost a passive listener except asking some questions which depict her to be foolish. The idea that educated alone can think is again negative from the angle of the clientale group.</p> | <p>Here again, Sultan and Sambandam are the members the ills. The people just follow their instruction a reap the benefits of their action !! What for is the village community meeting? There was no discussion whatsoever about all that contribute to the unhygien conditions. It is both reflecting about self-humi ting content for the reade The question and answer at the end reminds one of the formal classroom situation</p> |
| <p>II.b) <u>Mode of presen-<br/>tation:</u></p> <p>1. Emotional appeal</p> | <p>There is hardly any emotional appeal. Unless the character depicted is mentally active to reflect the ideas of the agricultural labourers, the emotional appeal is not possible. The idea that I have to be at the receiving end and always is not appreciated mentally by himan beings. The feeling that I have also given something is great and that helps in involving the people. Emotional involvement cannot come by merely seeing one's own plan depicted in a book. But depicted what requires more attention.</p>              | <p>It is not appealing as here again the women who are involved in conver- sation are passive or are made to feel that their concepts about nutrition are ridiculous.</p>                                                                                                   | <p>The action depicted is too mechnical for it to have any emotional appeal.</p>                                                                                                                                                                                                                                                                                                                                                        |

| Bases for analysis:                          | Book (1)<br>Agricultural labourer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Book (2)<br>Low Cost! Highly Nutritious                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Book (3)<br>Around the House...                                                                                                                                                                                                          |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Realistic approach                        | <p>Presentation of concepts of the clientele group is not done at all. Ramasami can have his own ideas, based on his experiences, in terms of the privileges, with reference to coolie, low quality of life and so on. None is presented. The sequencing of information especially, in a conversational style should be natural. Here it is made up. When Sambandam talks about specific coolie for specific jobs, then the natural trend in conversation will be to ask further about which types of jobs get what coolie? and not who is an agricultural labourer? and all statistics about agricultural labourers and small farmers.</p> <p>Assuming that the supplementary readers are for those who are attending or who have attended the adult education programme, where is the need to do propaganda for attending the AE Centre as a measure of improving their lives.</p> | <p>Presentation of the concepts of the clientele group is done but it is very unrealistic. In page 7 when Leela asks what do you think is nutritious food, then Karpagam answers that it is what the rich people eat -- English vegetables, tablets and tonics. My experience in the field of nutrition for several years has not given me to understand that poor people are that unintelligent to have the rich people as their models. They have their own specifications of diets. There may be few things they may include or exclude on not a very scientific basis. But certainly they are not unintelligent. The statement that nutritious foods are available in the village is correct but available at low cost is incorrect. The whole list of things that are given cannot be obtained by people as the cost is prohibitive.</p> | <p>The concepts of the people are not presented. The scientific concepts are presented through the health worker. At the end Ramasami is made to repeat what was seen by him just as a school child. The sequencing is quite regular</p> |
| 3. Familiarity of the style of communication | <p>Conversation is a style which is familiar to the adult illiterates. As the illustrations could not give the message in the book, it needs to be asked whether the style of communication, if changed, could lend itself to the picturisation of messages rather than just the character.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Narration of a series of events in a village with reference environment sanitation is given. Could be made interesting by realistic discussions of the actual problems.</p>                                                           |



| Bases for analyses                                                 | Book (4)<br>Our Town Market                                                                                                                                                                                                                    | Book (5)<br>Our Vote.....?                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4. Values</p>                                                   | <p>The content stresses the value of competition much more than the value of cooperation that is just mentioned to be accepted with nothing to show that it is possible.</p>                                                                   | <p>The importance of voting is not brought out. The power of the individual as a voter in terms of electing the representative could have been given, which in turn could have brought out the value of democracy. It is just mentioned that India became Republic etc.,</p> |
| <p>II. b) <u>Mode of presentation:</u><br/>1. Emotional appeal</p> | <p>The cover is quite appealing except for its dull colour and one who takes the book may try and place himself and feel his presence in the situation. But the actual presentation of content is too prosaic to involve the neo-literate.</p> | <p>Too too prosaic to be of any appeal to the reader.</p>                                                                                                                                                                                                                    |

| Bases for analyses                           | Book (4)<br>Our Town Market                                                                                                                 | Book (5)<br>Our Vote.....?                                                                                                  |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 2. Realistic approach                        | The concepts of the people regarding market are not anywhere given. An essay on the weekly market is given. The sequencing is alright.      | The concepts of the people about election have not been touched. It is again an essay given with some sequence.             |
| 3. Familiarity of the style of communication | Essay type--not very familiar to the clientele group. To some extent the sub-titles may cut the monotony of reading. Thank goodness for it. | Again the style is essay which is unfamiliar to the clientele group. The sub-titles may reduce the monotony to some extent. |



SECTION III

APPENDIX

(English Translations of the Supplementary

Readers produced by SRC. Tamilnadu

## SUPPLEMENTARY READER 1

(New-literate Literature 1)

### The Agricultural Labourer

(Ramaswami is walking along the road. The headmaster Sambandam is sitting in the front verandah of the house and glancing through the pages of the newspaper.)

Ramaswami: Vanakam (Namaste!).

Sambandam: Vanakam (Namaste!). Come on Ramasami!

Ramasami: Any special news in the paper?

Sambandam: Some good news is here.

Ramaswami: What good news can there be for poor people?

Sambandam: How is it you say so? The government has decided the minimum wages to be given to the agricultural coolies.

Ramasami: Is that so? How much?

Sambandam: For certain types of jobs, it is Rs. 7.20 and for certain other jobs it is Rs. 5.60 and moreover there should not be any difference in coolie between men and women.

(At this time mason Kayambu comes and joins them.)

Kayambu: Teacher sir! Vanakam! Anna Ramasami Vanakam! You were talking about agricultural labourers. Who are they?

Sambandam: It is not possible to list who are all agricultural labourers. But we define agricultural labourer as the one who gets half or more than half of his income from the coolie from agricultural work.

Kayambu: According to your information, all people in our village are agricultural labourers.

Ramasami: Is there any statistics for the number of agricultural labourers in our country?

Sambandam: According to government statistics, agriculture gives jobs for 69 per cent of those living in our villages. Of these 26 per cent are agricultural labourers. The others are farmers with land.

Ramasami: It looks as though the number of farmers are more than the number of agricultural labourers.



Sambandam: Very few are big farmers. The rest are all small farmers.

Kayambu: Whether big or small farmers, are they not land owners?

Sambandam: It cannot be said. Every year the number of agricultural labourers is increasing. For example, when we were young, fifteen years ago, our nation had three crores of agriculturists. To-day their number is five crores.

Ramasami: Yes. What is the reason for it?

Sambandam: The small farmers, for various reasons, get indebted and either mortgage their land or sell it. Then they all become landless labourers.

Ramasami: What will happen to them when their number keeps increasing like this?

Sambandam: As it is today, the quality of life of agricultural labourers is not at all good.

Kayambu: What to do if the quality of their life should improve?

Sambandam: The landlords should give the minimum wage fixed by the Government to the agricultural labourers. The number of labourers is much more than the number of jobs. Hence the labourers should engage themselves in other village industries. Government offers lots of privileges for this. They must try to get these. They can ask at the bank in our village. We cannot live well however much we may earn, if we have large number of members in the family. It is neither good for the family nor good for the nation increasing the size of the family. It is necessary to know about family welfare. This can be known from the hospital near our house.

Moreover, generally the labourers do not know about several plans made in the nation. Hence they are unable to participate in the progress of the nation. In order to avoid this, they can join the Adult Education Centres and improve their knowledge through learning.

Ramasami: You have said so wonderfully. Our village people do not know about all this.

Sambandam: I did not say anything new. These are all what we read in the newspaper every day and what we see in the movies.

Ramasami: Thank you sir for giving such a lot of information. Let me take leave.

Kayambu: It is getting late for my work. Bye. Vanakam.

Sambandam: Oh. Yes. Vanakam!

Illustrations: Five illustrations excluding the cover page.

Page 1: Someone sitting on the outside verandah of the house and reading the newspaper and one man with a basket in his hand walking along the street looking at him.

Page 3: The man walking along comes nearer the man with the newspaper.

Page 5: A third man appears as though he were going to join the other two.

Page 9: All the three sitting in the verandah and talking.

Page 16: The two who came are taking leave.

## SUPPLEMENTARY READER 2

(Neo-literate Literature 2)

### Low Cost: Highly Nutritious

(Sumathi met Karpagam near the well. Both of them talked as they were clearing the water pots.)

Sumathi: Karpagam! What is wrong? You look very tired.

Karpagam: I am not at all feeling well. I feel very tired, I am unable to do any work.

Sumathi: What is it? Any news?

Karpagam: There is nothing. It is sufficient if I looked after the two children I have.

Sumathi: Then, are you saying that two are enough?

Karpagam: Dont you know? At the time of my last delivery itself I had the surgery for family planning.

Sumathi: Then why do you feel tired? Wait, I will draw water from the well

(At this time gramasevika Leela comes that side.)

Leela: What has happened to you, Karpagam? You look very pathetic.

Karpagam: I am not at all feeling well.

Leela: What is wrong? (What is the problem?)

Karpagam: I feel tired. I am unable to do any work.



(Gramasevika examines the eyes, tongue, etc., of Karpagam.)

Leela: You are anaemic. That is why you feel tired.

Karpagam: Why it is so?

Leela: You are not taking nutritious food.

Karpagam: Where can we the poor people go for nutritious food?

Leela: What do you think is nutritious food?

Karpagam: It is in the food, taken by rich people, such as English vegetables, tablets and tonic.

Sumathi: Yes! Where do we have the money to take tonic and tablets?

Leela: What do you say? Is there any nutritious food that is not available in our village?

Karpagam: What do we have in our village? Only the leaves are there.

Leela: If you eat those leaves, that is sufficient. Listen carefully to what I am saying. The nutritious food is available at a low cost in our village itself. For example:

- Drumstick leaves
- Other greens
- Bengal gram dhal
- Groundnuts (Peanuts)
- Horsegram
- Ragi
- Green vegetables
- Mangoes
- Banana
- Papaya
- Roots and tubers.

Karpagam: I did not know all these. We eat only stomachful of rice in our house.

Leela: Yes! Do you cook rice by using excess water and draining off water after cooking or you cook it with just sufficient water?

Karpagam: We drain the water away. The drained water is given to the cattle.

Leela: Then the nutritious part goes to the cattle. When the excess water drained off the cooked rice, then the nutritive value goes away. It is good for health if you cook it in sufficient amount of water.

Karpagam: What is it you are telling something new? Did not my mother, grandmother who used to cook the rice by draining water live healthy?

Leela: Karpagam! What you say is true. We all have been doing like that until recently. I have also come to know only now that it is not good. Whatever I know I am telling you. Why don't you also try and do it?

Karpagam: All right! You are educated and you are telling this for our own good. We will try to do it.

Leela: Then I will take leave.

Sumathi: Thank you very much. Come again.

Illustrations: A total of five illustrations including the cover.

Cover: Vegetables.

Page 1: Near a well, two ladies are sitting and talking. One is going away with a pot of water on the head, another one is just putting a pot on the head.

Page 5: Three ladies in close-up - as though talking to each other.

Page 6: The same three ladies with positions changed.

Page 11: The two ladies are going away and the third one is looking on.

### SUPPLEMENTARY READER 3

(Neo-literate Literature 3)

#### Around the House ...

Ramasami's native village is Madakkulam. There are four streets in that village. The total population is 620. Majority of them are agricultural coolies. There is a primary school in that village. The name of the headmaster of the school is Sambandam. The children are irregular in attending the school, the reason being that they are often sick.

The headmaster accidentally met Ramasami. He told about the sickness of school children. He was quite sad and Ramasami also felt bad.

At that time, the health worker Sultan came that side. The headmaster told about his feeling bad about the sickness of children. He blamed the people for it. He said that he had warned them that they should not throw the dirty things anywhere and everywhere and that in these the flies and mosquitos procreate. They sit on the eatables and the disease-producing germs sticking to their legs stick to the eatables. Our children eat these and hence become the victims of the diseases. Hearing this, the headmaster and Ramasami took a decision. They met the infleentials in the village. They called for a village meeting that evening. They told the people the reasons for children getting ill. The dirt on the street should be removed. Through this we could do away with flies, mosquitos and the diseases.

On sunday morning, the whole village came together and cleared all the dirt on the streets and put them all in a pit outside the village. They took the oath that they will not throw dirt anywhere and everywhere.

The health worker brought the doctor from the Primary Health Centre. The people brought their children to get examined by the doctor.



A film was arranged a week later. Prevention of diseases and nutritious food were the themes presented. The health worker asked Ramasami, what did you learn from the film show? He replied that we should keep our houses clean. We should see that there shouldn't be any dirt or water accumulation around the house. Through this the spreading of diseases can be prevented. As soon as they got ill, they should see the doctor. The nutritious food is available in the low cost foodstuffs available in the village. We need to protect our body by eating those foodstuffs.

"Cleanliness gets happiness."

"Cleanliness gives food."

"A life without diseases is the one with undiminishing wealth."

Illustrations: A total of seven illustrations including the cover.

- Cover: A small symbol of a house and circular lines around indicating the surroundings.
- Page 2: Parts of two streets shown full of dirt. (The houses are tiled houses.)
- Page 4: Two people standing in the street and talking (probably Sambandam and Ramasami.)
- Page 6: A third person is joining the other two depicted in the earlier picture.
- Page 8: Village meeting. Two people were standing and talking (probably Sambandam and Sultan).
- Page 10: The same parts of the two streets shown as getting cleared of all the dirt. People are engaged in cleaning.
- Page 12: Film show is on. There are people sitting and watching. The vegetables are on the screen.

#### SUPPLEMENTARY READER 4

(Neo-literate Literature 4)

#### Our Town Market (Our Village Market)

This is the market in our town (village). This market meets every monday. The market is useful for buying and selling goods.

#### Shops

In the market the shops are laid by the local people as well as people from other villages and towns. The shops are provision shop, vegetable shop, oil shop, textile shop, tit bits shops, tea shop, hardware shop, grain shop, tailor shop,

meat shop, play materials shop. The arrangement of the shops in the market is nice to look at. On one side, there are the textile shops, on the other hand there are vegetable shops. Thus, all the shops are in a line.

#### Special feature

Moreover we need to know the speciality of the market.

The location of the shop remains the same every week. They will not move it to any other place whatever the reason could be. As they follow a pattern, among the owners of the shops, cooperation can be noticed and there won't be any differentiation.

#### Utility

The market is organized in order to help people to get the vegetables and fruits grown in one place, without letting it stagnate in the same place. There are opportunities for a number of people to buy the goods and utilise them. Moreover it is cheaper to buy a stuff on the market day than buying it on ordinary days. Moreover, for the reason that the people from several villages meet often, they develop in themselves friendliness, co-operation and the mental stature to help others.

#### Broker

Sheep, cattle and poultry are also brought to the market for sale. Some bring them to sell. Some people are there to buy them. There is a mediator in between the seller and the buyer, called broker, in the sale of sheep and cattle. This broker helps in selling the goods without any loss to the seller or the buyer.

#### Water facility

Market means, there will be crowd. Moreover as mentioned earlier, there will be sheep and cattle. The water facility is made for both people and the cattle. The place where the arrangement is made for the water facility and its surroundings will be kept clean. In this village market, arrangements have been made to get tap water.

#### Tax collection

Moreover, for every shop participating in the market, a specified amount is collected as tax. The shops which do not pay the tax are not allowed inside the market area. The tax that is collected goes to the panchayat of the village, where the market is located. Through that money, opportunities are possible for undertaking welfare activities. The small money that is collected from every shop can become several rupees. We call this as 'small drops make the ocean'.

#### Auction in the market

If we take the vegetable shops in the market, a shop owner shouts; "Brinjals Kilo 50 paise..., 50 paise ...". The shop keeper next to him, with the idea of selling his own goods, shouts still louder: "Brinjals Kilo 40 paise..., 40 paise... Come running... It won't be available as the time passes... Come running."

Let us now go to the place where the toys are being sold. One shop keeper will say: "Choose anything, it costs a rupee." Another shop keeper will shout: "Choose anything, it costs 90 paise" and thus draw the children towards him.



If you go and see big markets, banana bunches are auctioned by the shop keepers standing on a double bullock-cart. When one big bunch is auctioned one person may bargain the price for Rs. 10/-, the other person may ask the same for eleven rupees. Thus the goods can be bought or sold through auction.

#### Barber and the knife sharpeners

We need to look at all those who come to the market. The barber will come to the market, because the hair-cutting charges are cheaper on the market day. Another reason is that there may not be any barbers in remote villages. Hence the people coming from such villages have their hair-cut on that day. The barber also gets his share.

Then the knives and blade sharpener also comes. They sharpen the scissors and knives of the barbers. The barbers get their scissors sharpened by these sharpeners.

#### Conclusion

Market is useful for us in several ways. There are many advantages from the market:

In the market the goods are available at throw away prices.

Fresh goods are available in the market.

The vendors get the profit.

Because of the market, it is possible to meet people from several villages.

It is possible to see big, small, thin, fat sheep and cattle.

It is possible to buy and sell.

Market enables us to be friendly and co-operative.

We will all protect the market and utilise it.

Illustrations: A total of three illustrations including the cover page.

Cover: A village scene of a cart going to the market.

Page 2: Market with several shops with people buying and selling.

Page 4: Close-up of one provision shop with exchange of goods and money.

## SUPPLEMENTARY READER 5

(Neo-literate Literature 5)

### Our Vote ...?

Our country India is a big country in Asia. This is a sub-continent. We became free on August 15, 1947. The country became Republic on 26th January 1950. According to our constitution, election will be held every five years.

What is election? We, living in an independent state, choose our own political representatives. We are called voters as we vote.

### Qualifications of the voter

Both men and women who have completed 21 years of age, who are residing in a constituency, who are Indians, are those who are qualified to vote.

### Disqualification from voting

Those who are less than 21 years.

Those who are mentally deranged.

Those who are criminals.

### Voters' list

The officials check the voters' list by going from house to house. In case of the officials not visiting the house, it should be reported to the village, municipality or corporation commissioner.

### RULES TO BE FOLLOWED IN THE POLLING BOOTH:

1. It is necessary to know the timings for voting. Generally it is from 8 a.m. to 5 p.m.
2. The voters should queue up for voting. There are two lines, one for gents and another for ladies. There are two ways, one for the voters to go and another for the voters to come out.
3. While standing in the line for the purpose of voting, it is required that silence is to be maintained without indulging in unnecessary useless talks. As soon as you enter, the first officer will check whether your name is in the list. When it is there, then the second officer will check your second finger in the left hand. Once it is checked he will give your ballot paper in your hand. Taking the ballot paper, in a separate room provided, you need to stamp or mark near the symbol of the candidate of your choice or near his name. Then the ballot paper is to be folded as it was folded before. Then the neatly folded ballot paper is to be put in a box kept in front of a third officer.
4. Blind and other physically handicapped people, if they are 21 years of age and if their name is in the voters' list, they could go with the help of a person who has completed 21 years and vote. The election officers who are monitoring us have the right to vote through post.

### Things to be avoided by the voters

1. They should not use the vehicles of a particular party for voting.
2. They should not take anything in cash or kind and vote for that.
3. There should not be any proxies for voting.



### Defaults and punishments

1. In order to enroll on the voters' list, it is a crime to give wrong information. Imprisonment is the punishment.
2. It is punishable offence if anyone creates any confusion in the polling booth.
3. It is punishable offence if proxy is used in the polling booth.

### Conclusion

It is our duty to constitute a government according to our need and will. The right to vote is given to us in order to fulfil this duty. Everyone should not forget to go to the polling booth to exercise this franchise. Let us protect our democracy through exercising this franchise without fail.

### Illustration

No illustrations without the cover page: Depiction of a man casting his vote in a ballot box.

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The Supplementary Readers (or the neo-literate literature) in adult education produced by the State Resource Centre, Tamil Nadu

- (a) have features which are considered to be essential for the sustenance of literacy skills with the exception of the size of the lettering used, which should have been bigger at least in the first two or three books;
- (b) have illustrations which, in most of the cases, did not convey any messages as the main focus of the illustrations was not the message but the characters;
- (c) are poor in quality of the content as they do not help the reader to be reflective, to develop such values which would improve their lives, nor are they emotionally appealing and realistic in their approach.

### CONCLUSION

It is highly doubtful whether these Supplementary Readers would serve any useful purpose in educating the adults as the sustenance of literacy skills alone could be achieved through any book available in the market, and the SRC is not justified in producing books for merely sustaining the literacy skills.

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Document 11



A SELECTED BIBLIOGRAPHY ON EVALUATION

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PÓS-ALFABETIZAÇÃO E EDUCAÇÃO CONTINUADA DOS  
NÃO-ALFABETIZADOS NO BRASIL

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Este documento foi elaborado para a reunião de recapitulação (12-13 de outubro, 1981) e o seminário para orientação (14-23 outubro) a serem organizados em conexão com o projeto sobre o desenvolvimento de estratégias de aprendizado para a pós-alfabetização e a educação continuada de não-alfabetizados na perspectiva de educação continuada

## I. INTRODUÇÃO

### 1) Dados Básicos a Respeito do País e Seu Sistema Educacional

#### - Dados Básicos a Respeito do País

O Brasil é uma República Federativa, localizada na América do Sul com uma extensão de 8.511.965 km<sup>2</sup>.

Está dividido em 5 regiões, 22 estados, 4 territórios e 1 Distrito Federal. Possui 4.000 municípios. A população do censo de 70 era de 93.139.000 habitantes, a estimada para 1980 é de 121.113.084 e a taxa anual de crescimento é de 2,80%. Em relação a esta população, 63,52% está localizada na zona urbana, 51% tem menos de 20 anos e 5% mais de 60. A renda per capita é de US\$ 1.400 (1978).

A economia brasileira está na fase final de substituição de importações, na tentativa de implementação de uma indústria de base. Algumas características atuais:

- deficit na balança de pagamento;
- dívida externa;
- esforço para equilibrar a balança de pagamento através da exportação de bens primários e alguns manufaturados;
- crise energética - grandes esforços para produção de combustíveis alternativos (álcool, óleos vegetais, carvão);
- alto índice de inflação - cerca de 100% em 1980.

O Produto Nacional Bruto em 1979 era de 5.358.387,3 milhões de cruzeiros, 565.888,4 milhões de dólares. O Produto Interno Bruto, no mesmo ano, era de 5.511.654,0 milhões de cruzeiros ou 582.073,5 milhões de dólares. A renda per capita é de US\$ 1.400 (1978).

No plano político, o governo está comprometido com um processo gradual de liberalização democrática, esforçando-se para melhorar o modelo brasileiro.



O poder executivo é exercido e executado pelo Presidente da República, auxiliado pelos Ministros de Estado que são escolhidos pelo próprio Presidente.

#### — Sistema Educacional

A organização do ensino no país abrange 3 sistemas básicos: Regular, Supletivo e Especial.

O Ensino Regular, compreende o Prê-Escolar, o 1º e 2º graus, o 3º (Universitário) e um 4º de Pós Graduação.

O ensino de 1º grau, obrigatório e gratuito nos estabelecimentos oficiais, para alunos de 7 a 14 anos, compreende 8 séries letivas.

O ensino supletivo encarrega-se da educação de adultos e pretende suprir a escolarização regular para adolescentes e adultos que não a tenham seguido ou concluído em idade própria.

As ações desenvolvidas no âmbito do Ministério da Educação e Cultura no campo da educação de adultos estão a cargo da Secretaria de Ensino de 1º e 2º graus, MOBRAL, e do PRONTEL.

#### 2) Problemas do analfabetismo

O problema do analfabetismo no Brasil inicia-se com o processo colonial português, que utilizava como uma de suas principais armas de dominação a manutenção da população brasileira num estado de ignorância.

Apesar dos esforços esporádicos para melhorar o nível educacional da população, o fato é que o modelo econômico, baseado na agricultura, dispensava a necessidade de qualquer grau maior de especialização da mão-de-obra empregada.

A partir de 1930, e especialmente depois da 2.<sup>a</sup> Guerra Mundial, o processo industrial começou a demandar cada vez mais mão-de-obra especializada, o que aumentou a necessidade de uma educação melhor.

para as massas.

Embora o índice de analfabetismo crescesse de modo expressivo no decorrer dos anos, o número absoluto de pessoas analfabetas, continuava a aumentar, indicando a necessidade de um esforço adicional no sentido de sua redução mais acelerada.

Analisando-se os dados estatístico a partir de 1950, constata-se que àquela época o contingente de analfabetos adultos (com 15 anos de idade e mais) encontrava cerca de 15 milhões de pessoas, representando um índice de analfabetismo extremamente elevado — da ordem de 50,7% da população total adulta.

No intervalo compreendido entre 1950 e 1970, apesar da redução verificada no índice de analfabetismo que passou de 50,7% para 33,6% o número absoluto de pessoas sem nenhuma escolaridade elevou-se de 15,3 milhões para 18,1 milhões aproximadamente de crescimento.

TABELA 1 - POPULAÇÃO POR LOCALIZAÇÃO DE DOMICÍLIO

| POPULAÇÃO                     | URBANA |        | RURAL  |        | TOTAL  |        |
|-------------------------------|--------|--------|--------|--------|--------|--------|
|                               | 1950   | 1970   | 1950   | 1970   | 1950   | 1970   |
| TODAS AS IDADES               | 18,783 | 52,085 | 33,162 | 41,054 | 51,944 | 93,139 |
| ADULTA (15 ANOS E MAIS)       | 12,178 | 31,937 | 18,071 | 22,072 | 30,249 | 54,009 |
| ADULTA ANALFABETA             | 2,237  | 6,381  | 12,096 | 11,766 | 15,333 | 18,147 |
| ÍNDICE DE ANALFABETISMO (%) * | 26.6   | 20.0   | 66,9   | 53,3   | 50.7   | 33.6   |

FONTE: CENSO-1970/IBGE



TABELA 2 - POPULAÇÃO POR SEXO

| POPULAÇÃO                   | MASCULINA |        | FEMININA |        | TOTAL  |        |
|-----------------------------|-----------|--------|----------|--------|--------|--------|
|                             | 1950      | 1970   | 1950     | 1970   | 1950   | 1970   |
| TODAS AS IDADES             | 25,885    | 43,331 | 26,059   | 46,808 | 51,944 | 93,139 |
| ADULTA (15 ANOS E MAIS)     | 14,923    | 26,627 | 15,326   | 27,381 | 30,249 | 54,009 |
| ADULTA ANALFABETA           | 6,760     | 8,109  | 8,573    | 10,038 | 15,333 | 18,147 |
| ÍNDICE DE ANALFABETISMO % * | 45,3      | 30,4   | 55,9     | 36,7   | 50,7   | 33,6   |

FONTE: CENSO-1970/IBGE

\*Índice de Analfabetismo (%) - Índice percentual referente à razão entre adulto analfabeto e populações adultas.

No fim de 1979, segundo dados do MOBRAL, ainda existiam 7.700.000 adultos acima de 15 anos que eram analfabetos, isto é, cerca de 11,1% da população adulta. Esses adultos estão distribuídos muito irregularmente pelo vasto território do Brasil. De maneira geral, estão concentrados nos estados menos desenvolvidos da Federação, nas zonas rurais e nas periferias das cidades maiores.

Os dados do Censo de 1980, ainda não disponíveis para análise, poderão ou não ratificar essas informações.

Quanto às minorias étnicas, existem cerca de 200.000 indígenas, que representam 0,16% da população total estimada em 1980.

3) Considerações sobre o problema do analfabetismo entre crianças. Em 1970 existiam cerca de 19.700.000 crianças na faixa etária de 7 a 14 anos. Dessas, cerca de 2/3 (67,2%) frequentavam escolas e 7.700.000 eram analfabetas, o que correspondia a 39% do total.

Naquele ano, 536.000 pessoas analfabetas tinham 14 anos, portanto no ano seguinte seriam incorporadas ao contingente de adultos analfabetos o que significava um acréscimo de quase 3%. A partir daí, de 1970 para cá, tem-se evidências de que este processo não diminuiu sensivelmente.

Talvez seja interessante ressaltar que o analfabetismo masculino era ligeiramente maior que o feminino, nessa faixa etária.

Em 1970, só a partir de 19 anos é que a taxa de analfabetismo passou a ser maior para as mulheres que para os homens.

#### 4) A Atuação do MOBRAL

A criação do MOBRAL em 1967, coincidiu com a visão nacional da educação como um setor cujo desenvolvimento era prioritário no sentido de democratizar oportunidades, amenizar diferenças encontradas de rendas e sustentar o progresso dos setores produtivos. A educação de adultos, incipiente, com altos índices de evasão e baixos níveis de aproveitamento, não correspondia a essa nova visão.

Com o objetivo geral de erradicar o analfabetismo e de oferecer oportunidades de educação continuada a adolescentes e adultos, o MOBRAL optou pelo atendimento imediato à população urbana analfabeta e concentrou seus esforços, prioritariamente, na faixa etária de 15 a 35 anos. Dada a extensão territorial brasileira e possíveis dificuldades na operacionalização de seu propósito, buscou-se uma descentralização de tipo "comunitária". Organizaram-se as Comissões Municipais, constituindo a base da organização, as Coordenações Estaduais, um nível intermediário entre a base e a direção nacional, o MOBRAL Central.

Com a ação do MOBRAL, de 1970 em diante, a situação do analfabetismo no Brasil tornou-se mais promissora. Nestes dez anos de atividades conseguiu-se uma redução substancial do nível de analfabetismo. Principalmente acredita-se que foi possível, pela primeira vez na história do Brasil, diminuir consideravelmente o número absoluto de analfabetos.



## 5) O Programa de Alfabetização Funcional

### 5.1. Metodologia

O Programa de Alfabetização Funcional foi implantado em 1970. Sua metodologia previa oportunidades de desenvolvimento da escrita, da leitura e do cálculo, mas também da formação para a responsabilidade, para a liberdade, capacitando o homem para sua inserção e ação na sociedade a que pertence, respondendo às necessidades da comunidade.

O método utilizado aproveita as experiências significativas da clientela, usando palavras gravadas que se apoiam nas necessidades básicas do homem garantindo assim o interesse e o envolvimento dos alunos.

Essas palavras têm uso universal nas várias regiões brasileiras.

Os procedimentos para o ensino das palavras geradoras são os seguintes:

— apresentação e exploração do cartaz gerador, que leva ao:

1. estudo da palavra geradora, depreendida do cartaz;
2. decomposição silábica da palavra geradora;
3. estudo das famílias silábicas com base nas palavras;
4. formação e estudo de palavras novas;
5. formação e estudo de frases e textos.

O ensino da escrita é paralelo ao da leitura. A ortografia é objeto de cuidados, sem que lhe seja dada uma ênfase capaz de transformá-la em obstáculo ao processo de alfabetização.

O ensino de matemática é paralelo ao da leitura e escrita, partindo-se da verificação dos conhecimentos que os alunos já possuem, sistematizando-os e ampliando-os. O processo se completa com a aplicação dos conhecimentos adquiridos em situações práticas.

## 5.2. Material didático

O conjunto didático básico do Programa é constituído de livro de leitura, livro de exercícios de linguagem e livro de matemática para o aluno, do livro do alfabetizador e, ainda de um conjunto de cartazes geradores. Além desse material, os alunos e alfabetizadores recebem um material didático complementar constituído de livros de leitura continuada e jornais que servem de apoio e enriquecimento ao processo de alfabetização.

Quanto ao uso de outros recursos, apelou-se para a utilização de meios tecnológicos - rádio e televisão - para a veiculação do Programa de Alfabetização Funcional.

## 5.3. Duração

Fixou-se uma duração de cinco meses com duas horas de aula, considerando-se de forma empírica que esse tempo era suficiente para que a maioria dos alunos se alfabetizasse.

É importante salientar que o aluno não é obrigado a permanecer os cinco meses em classe: tendo ele um ritmo de aprendizagem mais rápido, permanece apenas o tempo necessário para se alfabetizar: tendo um ritmo mais lento, increver-se-á outra vez e repetirá o tempo que lhe for necessário para se alfabetizar.

## 5.4. Output

Para que o aluno seja considerado alfabetizado, ele deve ser capaz de:

- a) identificar o conteúdo dos textos e das frases que lê;
- b) escrever textos e frases com sentido completo;
- c) resolver situações-problema envolvendo as quatro operações, com número de 1 a 2 algarismos, com e sem agrupamento;



- d) resolver situações-programa que envolvam medidas de comprimento (metro, centímetro, quilômetro), cálculo de perímetro, medida de capacidade (litro), medidas de massas (grama e quilograma), medidas de valor (cruzeiros e centavos), medidas de tempo (dia, mês, hora, etc.), utilizando quantidades inteiras e frações.

#### 5.5. Gratificação do alfabetizador

O alfabetizador recebe uma pequena gratificação - Cr\$ 420,00 por aluno/programa US\$ 4,50 - o que caracteriza sua atividade como semi-voluntária.

#### 5.6. Dificuldades encontradas

A baixa qualificação dos alfabetizadores em termos de conteúdos gerais, representava, nas regiões menos desenvolvidas um ponto de estrangulamento na ampliação da metodologia e consequentemente, no desenvolvimento do processo de alfabetização.

Algumas das medidas adotadas pelo MOBRAL para evitar a regressão dos alunos serviram, também, como reforço na capacitação dos alfabetizadores. Os Livros de Leitura Continuada e o Jornal Mural, adotados no próprio Programa de Alfabetização Funcional, constituem uma dessas medidas.

O MOBRAL procurou criar, também, vários programas que atendessem aos objetivos acima citados. São eles o Programa de Educação Integrada e o Programa de Autodidatismo entre outros.

## II. GENERAL ISSUES .

### 1) Policy-Matters

#### 1.1. Policy-Matrix

Em meados da década de 60, em plena vigência da época de modernização do modelo econômico brasileiro, focalizou-se a educação com todas as suas implicações no processo brasileiro, usando-se metodologia também herdada do modelo econômico.

Para tanto, o Ministro do Planejamento fixou a tarefa de realizar inicialmente um diagnóstico e a seguir um Plano Decenal de Educação.

Era preciso conquistar-se os meios intelectuais e a opinião pública para a Economia da Educação. Nesse período, foram publicados quase 100 trabalhos, realizadas conferências e cursos e promovido intenso intercâmbio com a OECD, OAS, UNESCO e ILO.

Em 1967, criou-se um Grupo de Trabalho composto por representantes de todos os Ministérios, encarregado de buscar fontes de recurso para um órgão de alfabetização de adultos a ser criado. Esse grupo de trabalho encaminhou a idéia de usar, parcialmente, a receita da Loteria Esportiva para financiar a alfabetização.

Ainda em 15 de dezembro de 1967, criou-se o Movimento Brasileiro de Alfabetização, cuja lei falava em "alfabetização e educação continuada de adolescentes e adultos". A operação do MOBRAF em grande escala iniciou-se em 1970.

Esta experiência educacional foi marcada por um grande esforço no sentido de aperfeiçoar o processo de democratização de oportunidades, ampliando-se o acesso ao sistema de grupos até então marginalizados por insuficiência de recursos.



O trabalho do MOBRAL iniciou-se cercado de grande ceticismo, que se fundamentava na constatação histórica, a nível nacional e internacional, de fracasso persistente nos esforços de alfabetização de adultos.

Nem todos os setores da opinião pública apoiaram a ação do MOBRAL. Os mais radicais questionavam a própria existência do órgão, baseados no argumento que de nada adianta gastar dinheiro com uma população carente, de nível educacional tão baixo, incapaz de qualquer contribuição maior à sociedade. Outros combateram a diversificação das atividades do MOBRAL (programas de pós-alfabetização) não percebendo que esta obedece aos princípios da educação permanente.

Outros ainda viam perigo na conscientização do povo, nas aspirações crescentes, capazes de desencadear tensões sociais que poderiam ser evitadas ou adiadas. Outros acharam mais racional alfabetizar as crianças e deixar os adultos de lado.

A evolução do MOBRAL, a partir da alfabetização, se fez através da quantidade dos programas lançados, capaz de propiciar-lhe variabilidade suficiente para, a seguir, selecionar os programas mais adequados às comunidades brasileiras.

Os vários programas do MOBRAL surgiram de um tronco comum: a alfabetização foi o elemento gerador que levou as comunidades à criação de outras atividades que conduzissem ao aperfeiçoamento do processo educacional da clientela do MOBRAL.

Para executar suas tarefas, o MOBRAL quase sempre optou pelo método de ensaio e erro, rejeitando frequentemente a experimentação. Acreditou-se que o método de ensaio e erro era preferível por ter um compromisso com a realidade, desenrolar-se dentro das condições normais, e defrontar-se com os obstáculos usuais da operação no universo a que se refere.

## 1.2. Decrees and Laws

Para avaliar a ação do MOBRAL, o Governo Federal criou uma série de decretos e leis. Entre eles podemos destacar:

1. Lei 5.379 de 15 de dezembro de 1961 que fala sobre "a alfabetização e educação continuada de adolescentes e adultos".
2. Decreto nº 62.484 de 29/03/1968 aprova o estatuto da Fundação MOBRAL.
3. Decreto nº 61.312 de 08/09/1967 prevê sobre a utilização das emissoras de televisão nos programas de alfabetização. Diz o decreto em seus Artigo 1º que "todas as emissoras de televisão, oficiais e particulares, deverão prestar seu concurso ao esforço nacional em prol da alfabetização funcional e da educação continuada de adultos".
4. Decreto nº 61.313 de 08/09/1967 prevê sobre a constituição da Rede Radiofônica Nacional de Alfabetização Funcional e Educação de Adultos.
5. Decreto nº 61.314 de 08/09/1967 prevê sobre a educação cívica nas instituições sindicais e a campanha em prol da extinção do analfabetismo. Em seu Artigo 1º prevê que as organizações sindicais intensificariam suas atividades educativas, especialmente no que se refere à educação sanitária. O Artigo 2º estabelece que, dentre os associados, "nas organizações em que, haja adultos analfabetos, deverão ser instalados cursos de alfabetização funcional".
6. Decreto-Lei nº 1.124 de 08/09/1970 permite deduções do Imposto de Renda das Pessoas Jurídicas, para fins de alfabetização, nos exercícios de 1971 a 1973, inclusive o artigo 2º dispõe sobre a percentagem a ser doada à Fundação MOBRAL, no valor mínimo de 1% (um por cento) e máximo de 2% (dois por cento) do Imposto de Renda recolhido.
7. Decreto-Lei nº 1.274 de 30/05/1973 que prorroga, até 1976, inclusive a vigência do Decreto-Lei nº 1.124, de 08/09/1970, que



permite deduções do imposto de renda das pessoas jurídicas para fins de alfabetização.

8. Decreto-Lei nº 1.444 de 03/02/1976 prorroga a vigência do Decreto-Lei nº 1.124 de 08/09/1970 para 1979, altera limite para dedução do Imposto de Renda das Pessoas Jurídicas em favor do MOBREAL. A partir de 1977 a dedução será feita, no valor mínimo de 1% (um por cento) e máximo de 2% (dois por cento) do Imposto de Renda devido.
9. Decreto-Lei nº 74.562 de 16/09/1974 prevê a colaboração dos Professores, Monitores ou Alfabetizadores recrutados pelas Comissões Municipais do MOBREAL como atividade de caráter não econômico e eventual, não acarretando quaisquer ônus de natureza trabalhista ou previdenciária.
10. Decreto-Lei nº 75.749 de 22/05/1975 considera relevantes os serviços prestados pelos integrantes das Comissões Municipais do MOBREAL.
11. Decreto-Lei nº 1.634 de 7/12/1978 prorroga prazos previstos na Legislação do Imposto de Renda até 1982.

### 1.3. Resource Commitments

Quanto ao recursos físicos, o MOBREAL não possui imóveis. Espaços para formar classes são cedidos por escolas, associações sindicais, religiosas, clubes de serviço, unidades militares, entidades públicas e privadas em geral, e pessoas que abrigam classes do MOBREAL em suas casas.

Mas o principal sustentáculo do MOBREAL tem sido a Prefeitura, órgão executivo da menor unidade de divisão política brasileira, o Município. É o Prefeito o responsável pela formação da Comissão Municipal do MOBREAL.

Quanto aos recursos financeiros, as tabelas 3 e 4 mostram a evolução das receitas e despesas do MOBRAL.

A tabela 3, mostrando as fontes de recursos, permite observar o decréscimo das contribuições da Loteria Esportiva e o crescimento das verbas doadas pelas Empresas, por dedução em seu Imposto de Renda. "Nos anos de 1978 e 1979, as verbas do MOBRAL (extra-orçamentárias) foram correspondentes a cerca de 4,5% do orçamento federal do Ministério da Educação e Cultura. As despesas no ensino fundamental brasileiro feitas especialmente pelos Estados e Municípios nas oitos primeiras séries de educação escolar atingem cerca de 25 vezes o que gasta o MOBRAL" (ver referência do Documento de Berlin, p. 19 da versão em português. Deve ser citada a versão inglesa).

Quanto às despesas, Tabela 4, esses dados dizem respeito a recursos postos à disposição da Administração central da Fundação MOBRAL. Não estão incluídas aí as verbas cedidas pelas Prefeituras, pelas empresas e pessoas ao nível local, etc. Ao nível do Município, as Comissões Municipais promovem quermesses, gincanas, leilões, arrecadam doações de vulto variável, etc.

Em 1978, essas verbas deviam ser algo em torno de 40 a 50% do que o MOBRAL investe diretamente, o que elevaria o total de dispêndio dos programas a cem milhões de dólares por ano. É difícil estabelecer o montante de recursos não monetários que o MOBRAL obtém nas comunidades, mas deve-se citar que todos os espaços para classes, Postos Culturais, etc. são cedidos.

Os participantes dos programas do MOBRAL nada pagam, inclusive recebem gratuitamente o material didático e, em geral os cadernos, canetas, lápis e borrachas.

Quanto aos recursos humanos, os alfabetizadores do MOBRAL são semi-voluntários que recebem uma pequena gratificação do MOBRAL Central, prevista no convênio assinado pela Comissão Municipal para cobrir pequenas despesas (transporte, material, etc). Nos municípios mais ricos tornou-se usual que a Prefeitura desse uma complementação a essa gratificação. Os alfabetizadores não têm vínculo empregatício com o MOBRAL, de acordo com a legislação vigente (Decreto 74.562



de 16/09/1974). Os integrantes das Comissões Municipais não são remunerados pelo MOBRAL.

O MOBRAL conta ainda com um Subsistema de Supervisão Global, criado a partir de 1973, cujo integrante mais próximo da Comissão Municipal é o Supervisor Municipal. Os supervisores municipais, como membros das Comissões Municipais (COMUN) são voluntários, nada recebendo. Em alguns municípios, a Prefeitura adota a prática de colocar à disposição da COMUN, para exercer esse cargo, um funcionário público municipal, portanto, remunerado pela Prefeitura. Os supervisores de Área, que moram em um determinado município, e supervisionam esse município e mais 2, 3 ou 4 outros, para eles se deslocando regularmente, recebem um salário e ajudas de manutenção para suas viagens.

## 2. Expected participants/Target groups

Quando o MOBRAL foi criado, a faixa prioritária era a de adolescentes e adultos, com 15 a 35 anos, atendidos inicialmente nas zonas urbanas e de periferia urbana. À medida que essas prioridades eram atendidas, ampliou-se a faixa para atendimento de acordo com as necessidades que foram surgindo, pois nesta faixa carente de população é extremamente difícil se estabelecer prioridades. Desse modo, dadas as dificuldades de acesso e as precárias condições em que vive essa população, o atendimento não se restringiu à prioridade inicialmente estabelecida.

A clientela de todos os programas do MOBRAL se caracteriza por pertencer ao setor com menores oportunidades sociais.

Quanto ao sexo, a participação nos cursos do MOBRAL nas zonas urbanas e rurais apresenta a peculiaridade de que nas urbanas predominam as mulheres (52,7%) e, nas rurais, os homens (58,2%).

Quanto à participação por faixa etária, pode-se dizer que a um menor grau de desenvolvimento e maior grau de ruralização corresponde uma maior participação dos que têm menos de 20 anos na população do MOBRAL (49,3%).

Quanto à renda, a média está próxima de um salário mínimo e 26% não recebem renda. As rendas são consideravelmente mais baixas nas Regiões Norte e Nordeste do que nas Sul e Sudeste, sendo que, no total e em cada região, as zonas rurais concentram maior população nas faixas de renda mais baixas que as zonas urbanas.

O sexo, por sua vez, é mais uma forma de desigualdade: as mulheres têm porcentagem de participação mais alta que os homens na categoria "não recebem renda", e concentram-se de forma superior aos homens nas faixas de renda inferiores.

A idade também atua sobre a distribuição da renda. Os jovens com menos de 20 anos são os que têm maior participação na categoria "não recebem renda" e nas faixas de renda inferiores. Em geral, a renda tende a crescer com a idade.

Quanto à ocupação da clientela do MOBREAL, a maior participação dos que "não têm ocupação" apresenta traços paralelos aos dos que "não recebem renda". Isto é, maior porcentagem nas regiões de menor grau de desenvolvimento, como também menor participação na categoria zona rural que na da zona urbana. (25,8% Zona urbana, 16,4% Zona rural).

A categoria ocupacional "trabalhadores de enxada" é a que tem maior participação no total conservando sua importância na zona urbana (13% na zona urbana e 31,7% na zona rural). Convém destacar a alta concentração em três outras ocupações: "agricultores" (3,3% na zona urbana e, 13,5% na rural) "empregadas domésticas" (11,8% na zona urbana e, 4,2%, na zona rural) e "outras ocupações em serviço" (9,5% na zona urbana e, 5,3% na zona rural).

Pode-se concluir que, quanto à ocupação da clientela, há uma alta porcentagem de indivíduos "sem ocupação", forte concentração na agricultura e, também grande concentração das mulheres em ocupações domésticas. (Lovisoló, 1978).



### 3. Program Objectives

Os objetivos do Movimento Brasileiro de Alfabetização - MOBRAL mudaram ao longo de sua existência. De acordo com a sua lei de criação, o MOBRAL era definido como um "movimento educacional, de caráter extra-escolar que visaria a permitir a educação continuada da população brasileira mais carente, desenvolvendo atividades que propiciassem o crescimento integral do homem."

Esses objetivos evidenciavam cunho político, social, cultural e econômico. Em termos políticos, tinha-se em mente a participação política de um grande contingente analfabeto, constitucionalmente impedido de votar, além da conscientização de seus direitos e deveres políticos. Na área social, procurava-se criar condições gerais de ascensão para esta população. Valorizar, preservar e incentivar a cultura popular ligava-se ao aspecto cultural. Na área econômica, procurava-se dar condições ao homem para melhorar sua posição econômica no mercado de trabalho ou através das ocupações autônomas.

A ampla atuação do MOBRAL decorreu de preocupações em todas as esferas e motivos da pessoa humana. Através do MOBRAL, o Governo Brasileiro visava a ampliar a sua atuação no campo social pois, apesar de viver-se uma época de prosperidade econômica, persistiram as desigualdades de renda entre pessoas, regiões e setores. Julgava-se ser a hora de investir em educação popular como meio de modernização política, econômica, social e cultural.

A linguagem dos objetivos, na época da criação do MOBRAL foi mais ampla e humanista e, na época da operacionalização, mais economista e pragmática. A fase de execução foi marcada pela ampliação dos objetivos, das intenções, pelo teor humanista, humanizante e modernizador do órgão, embora altamente influenciada pela preocupação com a eficiência e eficácia.

Os programas pós-alfabetização foram criados com o objetivo maior de retenção e de dar continuidade aos conhecimentos adquiridos durante a alfabetização (leitura, escrita e cálculo). Dentro do próprio Programa de Alfabetização já havia essa preocupação evidenciada no material de Leitura Continuada e no Jornal Mural.

Em 1973, foi criado o Programa Cultural do MOBREAL com a finalidade de envolver o mobrealense e a comunidade em que ele vive, tentando integrá-lo nessa mesma comunidade com sua bagagem de cultura oral, acrescida das técnicas recém-adquiridas para ler, escrever e contar. O Programa passou a operar nacionalmente em 1974 através de vários sub-programas, como Literatura, Teatro, Artesanato, Artes Plásticas Rádio e Cinema entre outros. Para desenvolver seus sub-programas culturais, o MOBREAL conta com unidades fixas (Posto Cultural) e móveis (MOBREALTECAS, Mini-MOBREALTECAS e Tendras Culturais).

Com o objetivo de dar continuidade aos conhecimento adquiridos, progredindo para níveis mais avançados, foram criados vários programas. Em 1971, o MOBREAL lançou o Programa de Educação Integrada tendo como objetivos específicos:

1. possibilitar a ampliação da comunicação social, através do aprimoramento da linguagem oral e escrita;
2. desenvolver a capacidade de transferência de aprendizagem, aplicando os conhecimentos adquiridos em situações de vida prática;
3. estimular as formas de expressão criativa;

Esse curso, ministrado em convênio com as Secretarias Estaduais e Municipais de Educação, com duração de 12, 15, 18 e 24 meses, logo foi considerado equivalente às quatro primeiras séries do ensino fundamental pelas autoridades educacionais. Esse curso baseava-se na exploração de temas relevantes (saúde, educação, lazer, cultura, transporte, trabalho etc.), aprofundando-os e fazendo a integração de comunicação e expressão, ciências, moral e civismo, etc. Sempre que possível buscava-se a integração, nos temas, de conteúdos de matemática, geralmente, porém, alvo de um tratamento isolado.

Em 1973 começaram os convênios com entidades de treinamento profissional, para qualificação dos recém-alfabetizados e egressos da educação integrada. Em 1974 o MOBREAL criou sua Gerência de Profissssionalização e passou a realizar o treinamento profissional com maior flexibilidade, implantando a metodologia das famílias ocupacionais, além de continuar a treinar em certas ocupações



que atendiam mais de perto à sua clientela. Através do Programa de Educação Comunitária para o Trabalho (PETRA), criado em 1978, tem-se buscado dar um tipo de treinamento informal aonde o monitor é um membro da comunidade que transmite a um grupo seus conhecimentos.

Este programa procura responder a um desafio: dar melhores habilitações profissionais ao grande número de egressos do Programa de Alfabetização. Seu alvo não é treinar para o mercado de trabalho, que não tem aberto um número suficiente de oportunidades para absorver o contingente que se alfabetiza, mas disseminar técnicas e atitudes para o trabalho que permitam uma iniciação profissional, ou mesmo uma poupança através da aprendizagem de técnicos que possam ser úteis no dia-a-dia (corte e costura, habilidades na área de construção civil etc.)

O Programa de Autodidatismo criado em 1975 e cuja unidade operacional é o Posto Cultural, tem como objetivo proporcionar uma alternativa educacional, através de atendimento numa linha de autodidaxia. O material desse programa toma como base a Educação Integrada, colocando ao alcance da clientela materiais que despertem e favoreçam o desenvolvimento de mecanismos necessários a uma educação permanente. Os livros contêm textos e ilustrações relativos ao tema central, perguntas ao longo e final do texto e ficha de avaliação a ser preenchida pelo próprio aluno. É uma modalidade de ensino por correspondência onde o Posto Cultural atua como agência de correio.

Outros programas do MOBREAL atuam também como fator motivador e aglutinador dos neo-alfabetizados, levando a uma atuação mais abrangente junto à própria comunidade.

O Programa Diversificado de Ação Comunitária (PRODAC), implantado em 1975, é um programa no qual são constituídos grupos comunitários voluntários, que elaboram um diagnóstico de necessidades e um plano de ação, posteriormente desenvolvido pelos participantes do programa, com ou sem auxílio de entidades públicas e privadas. A participação é aberta a todos os habitantes do Município em que o programa é implantado.

Em 1976 foi lançado o Programa de Educação Comunitária para a Saúde (PES), abordando, com a participação da comunidade, os temas de higiene, cuidados materno-infantis, doenças e alimentação, bem como realizando mutirões desses participantes com ou sem a ajuda de entidades públicas e privadas.

Em 1978 foi lançado o Programa de Tecnologia da Escassez (chamado de Tecnologias Apropriadas ao nível internacional), visando recolher exemplos da cultura técnica do povo brasileiro, analisá-los, avaliá-los e disseminá-los em materiais impressos, visuais ou audiovisuais.

Todos esses programas procuraram criar material escrito adequado para motivar os alunos a utilizarem seus conhecimentos.

#### 4. Methodological approach

A metodologia de trabalho estruturada pelo MOBRAL levou em conta não só as dificuldades encontradas pelas experiências anteriores mas também aproveitou os aspectos altamente positivos de cada uma delas.

Inicialmente, ao se falar em alfabetização e educação continuada, estava implícito o conceito que a alfabetização era o primeiro momento do processo educativo, a que deveriam se seguir níveis de escolaridade cada vez mais elevados. Mais tarde, a alfabetização funcional passou a ser considerada como um momento do processo educativo, não necessariamente o primeiro.

Optou o MOBRAL por um programa em larga escala que lhe permitisse atingir a erradicação do analfabetismo num período de dez anos, em consonância com os objetivos governamentais. Entretanto, não foi unicamente o elemento tempo o fator que determinou a opção por um programa de massa. O número excessivamente alto de adultos analfabetos, a grande extensão territorial do país, as diversas realidades culturais e étnicas brasileiras, foram fatores que também contribuíram fortemente para a opção por um programa de massa.



Experiências com pequenos grupos que levassem em conta os interesses de cada comunidade seriam talvez, a solução ótima. Entretanto, representariam fatores impeditivos para erradicação do analfabetismo de nosso país, provavelmente ainda neste século, uma vez que a economia de escala estaria anulada, inviabilizando-se, desta maneira, uma ação emergencial.

A opção foi, então, pelo método do ensaio e erro. Este método tem um compromisso com a realidade, desenrola-se dentro das condições normais e defronta-se com os obstáculos usuais da operação no universo a que se refere. O experimento na área social necessita de condições que não poderão ser reproduzidas ao se tentar expandi-lo, para o universo a atingir. É também corriqueiro que os experimentos gastem tanto tempo que ao seu término já as condições iniciais para as quais foram projetadas estejam tão alteradas que disseminá-los seria um risco tão grande quanto aquele em que se incorreria sem realizar a experimentação.

No entanto, a opção por um programa de massa em nenhum momento significou opção por um trabalho massificante. O atendimento às necessidades individuais da clientela era garantido pela adoção de uma metodologia que, partindo da experiência existencial do indivíduo, levasse-o a refletir sobre a realidade que o cercava, capacitando-o, assim, a transformar esta mesma realidade.

Alguns aspectos da metodologia adotada pelo MOBREAL serão abordados a seguir. Um deles diz respeito ao princípio da funcionalidade, um princípio metodológico segundo o qual o conteúdo da atividade educativa tem sua origem na experiência de vida do homem. A funcionalidade nos programas faz com que o aluno não se limite a aprender a ler, escrever e contar, mas leva o aluno a descobrir sua função, o seu papel no TEMPO e no ESPAÇO em que vive: despertando o gosto do aluno pelo trabalho, desenvolvendo sua criatividade, criando hábitos de higiene e saúde, ensinando-o a viver em comunidade, levando-o a conhecer seus direitos e deveres.

Inúmeros foram os obstáculos para que se atingisse o grau ótimo de funcionalidade nos diversos programas do MOBREAL. Diversos foram os procedimentos adotados pelo MOBREAL na busca deste grau ótimo. Dentre estes procedimentos destacam-se a aceleração e a globalização.

A aceleração é um processo educacional que visa atingir adolescentes e adultos sem repetir todos os passos da escolarização tradicional. Já tendo certa vivência e, portanto, maturação e enculturação, conclui-se que indivíduos amadurecidos nos aspectos motores e de percepção (visual, auditiva, etc.) podem ser rapidamente bem sucedidos quando estimulados e exercitados em tarefas que exijam tais habilidades e partam de sua vivência, o que justifica e mesmo solicita uma aceleração da aprendizagem.

Para atingir o grau de funcionalidade a que se propunha, o MOBRAL utilizou outros elementos além da escolha de palavras e textos geradores: 1) a seleção de alfabetizadores dentre os elementos da própria comunidade que, apoiados por treinamento, garantem o trabalho a nível do interesse da clientela e da sua comunidade; 2) a utilização de trabalho em grupos que permite a exploração do conteúdo ao nível do interesse do aluno.

Outras formas pelas quais se buscava concretizar cada vez mais o conceito de funcionalidade foram alguns dos demais programas (PEI, Autodidatismo, Cultural, Profissionalizante), na medida que, através deles, tornava-se possível o atendimento diversificado ao indivíduo e à comunidade, de acordo com seu interesse, necessidade e aptidão.

Esses programas vieram contribuir para tornar viável um processo educativo cada vez mais funcional. Cada programa do MOBRAL abre perspectivas para outro e o homem tem, assim, oportunidade de aperfeiçoar-se de forma global.

Considerando o MOBRAL a educação como um processo cujo objetivo último é o homem total, todas as suas perspectivas deveriam ser passíveis de encontrar, no processo educativo, uma possibilidade de crescimento. Para que não só uma dimensão do homem, ou algumas delas, fossem satisfatoriamente atendidas, o MOBRAL adotou a globalização como um procedimento metodológico. Partindo do princípio de que o homem é um todo, cuja experiência de vida não pode ser vista de um prisma fragmentado, o MOBRAL entendeu, desde logo, que a globalização era um dos meios mais eficazes para que a funcionalidade de seus programas fosse alcançada.



## Programa Cultural

O Programa Cultural utiliza a imprensa, o rádio, o cinema e a televisão, veiculando as várias formas de arte e cultura. Trabalhando com veículos de comunicação de massa, a televisão, o rádio e o cinema ocupam relevante papel no atingimento da diretriz maior da democratização da cultura.

O rádio vem sendo dinamizado através dos programas radiofônicos "Domingo MOBREAL", que vai ao ar semanalmente, sendo veiculado para todo o Brasil, através do Convênio MOBFAL/SRE/PRONTEL e "Conversando com o MOBREAL", apresentado diariamente, dirigido, especialmente, à Amazônia Legal e que vai ao ar através do Convênio MOBREAL/RADIOBRÁS. Estes dois programas são produzidos por uma equipe de técnicos do MOBREAL Central/Rio de Janeiro. Tanto o "Domingo MOBREAL" como o "Conversando com o MOBREAL" são elaborados procurando atender às perguntas feitas por seus ouvintes, através de cartas dirigidas aos programas, que comprovam a grande aceitação dos mesmos pela comunidade brasileira.

Estimulam-se programações locais, em geral produzidas pela Comissão Municipal juntamente com emissoras regionais. Como subsídio, oferece-se assistência técnica a essas emissoras interessadas. E, de modo geral, o conteúdo apresentado atende às expectativas locais.

Atualmente, o Centro Cultural do MOBREAL vem produzindo programas para os sistemas de alto-falantes do interior do Brasil, objetivando interiorizar o Programa Cultural e demais Programas do MOBREAL, estabelecendo uma comunicação direta com as comunidades.

A televisão, pelo fato de exigir equipamentos mais sofisticados, conhecimentos especializados e condições técnicas específicas vem sendo dinamizada aos poucos. Acontecem, entretanto, iniciativas locais para a produção de programa de TV, sempre a nível de capital e, elaborado pela Agência Cultural, homólogo do Centro Cultural nos Estados/Territórios. O conteúdo pode ser do MOBREAL ou envolver uma pesquisa. Mas o cunho local não é esquecido.

Em relação ao cinema, o Centro Cultural dispõe de uma filmoteca, selecionada por técnicos do Centro Cultural, cujos filmes ficam à disposição das Coordenações Estaduais/Territoriais do MOBRAL e unidades operacionais, e são utilizados por empréstimos (sistema de rodízio). Os filmes são acompanhados com sinopses que auxiliam o debate na assistência, atividade que se procura incentivar, objetivando uma participação sempre crescente da comunidade.

#### 5. Traditional and Folk Media - Programa Cultural

Valorizar e preservar a cultura local, princípio que norteia a atuação do Programa Cultural, tem sido uma preocupação constante. O estímulo às manifestações folclóricas vem sendo atingido através do apelo natural que as danças e cantos tradicionais populares trazem às comunidades. A pesquisa espontânea, o registro e a comemoração de festas e folguedos populares emergiram naturalmente. Procurou-se, desde o início, incutir nas comunidades a importância da preservação dos bens culturais locais, encarecendo junto aos grupos folclóricos as virtudes da ingenuidade, da tradição e da originalidade das formas populares.

As unidades operacionais desenvolvem atividades folclóricas por elas promovidas, ou a partir de promoções com outras entidades. Visando ainda preservar as manifestações folclóricas e valorizar a cultura local, o Programa Cultural vem incentivando a formação de grupos folclóricos ligados aos Postos Culturais/Comunitários, através de pequena verba que subsidie suas apresentações.

O teatro, desde o início do Programa, vem apresentando resultados significativos, principalmente pelo efeito mobilizador que exerce sobre as platéias, grupos e colaboradores. A princípio, a sistemática de trabalho foi a contratação de grupos amadores, em diversas Unidades da Federação. Os grupos percorriam as comunidades dando espetáculos gratuitos, obtendo, em contrapartida, material de luz e som e uma ajuda financeira para manutenção dos elementos e despesas pequenas de montagem. Os resultados foram bastante positivos, provocando o surgimento de grupos teatrais nas comunidades. Em consequência, o trabalho com os grupos amadores contratados foi encerrado, passando-se a dar ênfase total ao trabalho com os grupos



vinculados aos Postos Culturais/Comunitários, que, assim como os grupos folclóricos, recebem pequeno subsídio financeiro.

Vem sendo dada assistência técnica a esses grupos teatrais, através do Convênio MOBREAL/UNI-RIO, pelos alunos concluintes do Curso de Teatro da Universidade.

Um lugar especial vem sendo dado ao Teatro de Bonecos pela sua capacidade mobilizadora nas unidades operacionais. Os recursos locais e a criatividade são sempre enfatizados.

### 5.1. Programa de Profissionalização

A Gerência de Profissionalização do MOBREAL utiliza a Literatura de Cordel por meio de folhetos — "APRENDA A AGRICULTURA EM LITERATURA DE CORDEL" e "BOVINOCULTURA É COMO CRIAR E DAR ASSISTÊNCIA NECESSÁRIA AO REBANHO" — como veículo de comunicação de sua Metodologia de Treinamento por Família Ocupacional, nas famílias ocupacionais de PLANTAS ALIMENTÍCIAS e BOVINOCULTURA, respectivamente.

Estes folhetos surgiram em setembro e dezembro de 1979, com uma tiragem de 17.620 e 51.235 folhetos, tendo por autores os poetas José Zilmar Soares de Souza e João Batista de Sena, respectivamente. Do ponto de vista da política educacional do MOBREAL, a Literatura de Cordel foi escolhida como veículo de comunicação para transmissão de conteúdos tendo em vista que:

- . a filosofia educacional, que informava as linhas de atuação e as diretrizes básicas do MOBREAL no período, era a da Educação de adolescentes e adultos enquanto um processo de Educação Permanente;
- . a base a partir do qual se iniciava este processo era a Alfabetização Funcional. Cabia às demais áreas de atividades da Organização (saúde, cultura, profissionalização), portanto, constituírem uma das alternativas à continuação do processo educativo já iniciado (na linha acima indicada de uma Educação Permanente para Adolescentes e Adultos);

- . a Gerência de Profissionalização empenhava-se, portanto, na época, na adaptação de seus programas/projetos às características especiais da clientela atingida pelo MOBRAL, especificada por seu recente atendimento nas classes de Alfabetização Funcional (clientela prioritária dos programas/projetos da área de profissionalização);
- . este esforço concretizava-se, sempre que possível, na elaboração de conteúdos programáticos específicos e na utilização de recursos didáticos apropriados, em que ressaltava, entre outros aspectos, a linguagem acessível a uma população recém-alfabetizada.

Estes folhetos destinavam-se aos alunos e ex-alunos dos cursos de semiquificação profissional em Plantas Alimentícias, prioritariamente; outros tipos de público ligados diretamente a estas atividades; e público que utiliza a literatura de cordel, no seu cotidiano e para o qual esta se mostra acessível.

A área de divulgação dos folhetos são as Regiões Norte e Nordeste, e o sistema de distribuição é gratuito.

A produção do folheto foi feita pela Gerência de Comunicação Social do MOBRAL, encarregada da Programação Visual, Capa e Diagramação e Arte-Final, procurando-se obedecer às formas usualmente utilizadas pelos cordelistas.

A Gerência de Apoio do MOBRAL foi a responsável pela impressão dos folhetos, produzidos na própria gráfica da instituição. A escolha dos poetas que produziram o folheto (conteúdo) ficou a cargo das coordenações Norte e Nordeste, que já possuíam contatos com cordelistas.

Um técnico da GEPRO teve a função de preparar o conteúdo técnico, a responsabilidade pelas informações tecnológicas veiculadas nos folhetos e pela verificação do texto após sua confecção pelo poeta.

O folheto é divulgado via pessoal: sai da sede do MOBRAL Central para as COEST/COTER e destas, por intermédio do SUSUG, sai para os municípios de realização dos cursos.



As técnicas de divulgação do folheto são variadas: sua distribuição pode ocorrer em feiras locais ou nos Balcões de Emprego organizados pela instituição, ou ainda em salas de aula. É dada abertura, entretanto, para que as agências de profissionalização dos Estados façam divulgação dos folhetos em outras situações que sejam consideradas necessárias.

Além das áreas de atuação detalhadas anteriormente, a área de profissionalização desenvolve outros programas/projetos nesta linha do não-formal, a saber:

a) Projeto de Feiras de Profissionalização

A Feira de Profissionalização é uma modalidade de orientação profissional que permite à comunidade uma visão ampla e realista do mercado de trabalho.

A finalidade principal é a realização de atividades práticas e demonstrativas ligadas às profissões existentes, de modo que o público participante possa conhecer novos aspectos do mundo do trabalho.

A idéia de promoção de uma Feira de Profissionalização pode partir da própria Comissão Municipal do MOBRL ou de quaisquer das entidades ou empresas locais. No primeiro caso o MOBRL fica sendo o organizador e principal responsável. No segundo caso, o MOBRL é um dos participantes do evento.

É sugerido um período de duração de dois dias a uma semana, de acordo com as potencialidades locais em termos de: treinamento profissional (são divulgados os cursos existente no local, com a inscrição de candidatos potenciais) e de mercado de trabalho (são divulgadas as ofertas de vagas existentes no local, com inscrição e encaminhamento de candidatos).

São ainda sugeridas como atividades: exibição de filmes, audiovisuais, e mensagens gravadas em fitas; exibição de cartazes, quadros,

"displays" e painéis informativos sobre as oportunidades de treinamento e colocação; distribuição de volantes ocupacionais adequados à realidade local e com palestras rápidas no recinto da exposição.

As Feiras Comunitárias do PETRA visam proporcionar a alunos e monitores do PETRA uma alternativa para a continuação do processo educativo deflagrado nos cursos de que participaram pela constituição de um canal para a oferta de serviços e comercialização de produtos, em cujo trabalho de preparação/organização/realização seja favorecida a criação de mais um espaço para o fortalecimento de sua participação comunitária.

A Feira Comunitária do PETRA consiste, portanto, em oportunidade para a oferta não só de bens e mercadorias produzidos, mas também de serviços que representam boa parte dos produtos gerados pelos cursos do PETRA. O que se pretende, portanto, é o apoio às atividades dos trabalhadores usualmente denominados autônomos, cujo trabalho pode ser aproveitado tanto na realização dos tradicionais biscates, como também na troca por outros serviços/mercadorias, ou ainda a participação em mutirões etc.



## 6. Sports, Games, Physical Culture

### 6.1. Programa Cultural

O Programa Cultural sempre preconizou as atividades lúdicas, estimulando a participação e a competição sadia.

O caráter lúdico da cultura vem sendo explorado pelas diversas áreas da ação cultural, sob a forma de concursos, torneios e festivais.

Atividades espontâneas (gincanas, brincadeiras, jogos em geral) foram surgindo em campo nas unidades operacionais.

A partir de 1976, o Programa Cultural começou a realimentar os Postos Culturais/Comunitários e as MOBRLTECAS com jogos, encontrando ampla receptividade, inclusive em integração com demais atividades do MOBRL. Foram elaborados, em entrosamento com a Gerência Pedagógica, Jogos de Fixação de Aprendizagem, distribuídos às classes de Alfabetização Funcional.

Em quase todos os municípios brasileiros são dinamizadas atividades que adquirem, muitas vezes, caráter de promoção nacional, como: passeio a pé, de bicicleta, ruas de lazer, torneios de pelada, colônia de férias, etc. Alguns destes eventos são, entretanto, realizados de forma integrada com entidades na condição de patrocinadores, promotoras, etc.

Estimula-se sobremaneira os jogos com características regionais, que representam o traço cultural local, e são imprescindíveis para o total envolvimento comunitário.

### 6.2. Tecnologia da Escassez

A atuação do Programa Tecnologia da Escassez na área da educação física se dá através da elaboração de material específico, cujos conteúdos podem ser utilizados na construção de espaços físicos

para a prática de esportes, jogos e exercícios físicos e também para a construção e montagem dos equipamentos necessários para as referidas práticas.

A difusão desses conteúdos é feita principalmente através dos Programas do MOBRAL que são responsáveis por essas atividades e também pelo Programa de Pré-Escolar, uma vez que atividades desse tipo são fundamentais para o desenvolvimento psico-motor das crianças. Essa difusão ocorre ainda por intermédio de meios de divulgação como rádio, jornais e revistas. Os conteúdos de esportes, jogos e cultura física elaborados pela GETEC chegam, assim aos demais sistemas de ensino e a outras entidades, facilitando a participação da prática da educação física no processo de educação permanente.

Os recursos financeiros empregados pela Gerência para o desenvolvimento dessas atividades se limitam aos gastos com a produção do material didático de apoio uma vez que os espaços físicos e equipamentos são construídos por elementos das próprias comunidades utilizando recursos materiais locais, naturais ou reciclados, como árvores e pneus, entre outros.

A avaliação da utilização do material de apoio no que diz respeito a conteúdos específicos para crianças é feito pelo Grupo de Trabalho responsável pelo Programa de Pré-Escolar do MOBRAL.

A avaliação da utilização dos demais conteúdos é feita pelo Centro Cultural do MOBRAL do qual faz parte um Sub-Programa de Esportes denominado Jogos e ainda, pela própria Gerência de Tecnologia da Escassez.



## 7. Instructional Television, Radio, Film and Otheo

### New Educational Technology

O MOBRAL, como Órgão agilizador do Processo de Educação Permanente, busca, através da tecnologia, condições para o aprimoramento de suas estratégias de atuação.

Dentre os programas do MOBRAL que utilizam novas tecnologias educacionais, podemos citar o PES/via Rádio, a Tecnologia da Escassez, o Projeto de Informação Profissional e o Programa Cultural.

#### . Programa de Educação Comunitária para a Saúde/via Rádio

O Programa de Educação Comunitária para a Saúde/via Rádio é um programa nacional que está sendo veiculado por cerca de 300 emissoras em 25 Estados/Territórios. Este programa tem por objetivo contribuir para uma nova atitude em relação aos problemas da área de saúde e saneamento, favorecendo uma melhoria das condições de vida das populações mais carentes. Especificamente, o Programa visa transmitir informações, relativas à área de saúde, como reforço aos conteúdos apresentados pelo PES; e ainda contribuir, como um reforço, para a mobilização dos programas básicos do MOBRAL.

O PES/via Rádio atinge os ouvintes em geral, não se fixando em clientela especial. A população atingida se constitui de participantes do PES e outros ainda não alcançados pelo Programa. É um programa diário, de recepção aberta, e consta de 3 partes:

- Boa Saúde - de 2a. a 6a. feira com duração de 3 1/2'
- Você Pergunta e o MOBRAL Responde - aos sábados com duração de 5'
- O País do Faz-de-Conta - aos domingos com duração de 5'

O PES - Via Rádio transmite informações sobre saúde e saneamento, principalmente nas áreas de Alimentação, Higiene, Prevenção de Doenças, acompanhadas de sugestões de atividades que reforçam o caráter comunitário do PES, sendo que no O País do Faz-de-Contas essas informações são dirigidas ao público infantil.

A produção dos "scripts" obedece a um planejamento, com as seguintes etapas:

- seleção dos assuntos a serem abordados pelos técnicos da GEPES;
- criação dos "scripts" pelos técnicos da GEPES;
- avaliação pelo consultor da GEPES;

Os "scripts" são gravados em fitas de rolo nos estúdios da Rádio Nacional, utilizando atores de rádio e televisão. O acompanhamento e a avaliação das gravações está sob a responsabilidade da GEPES.

Cada mês de transmissão corresponde a 20 programas em forma de episódios, 4 em forma de perguntas e respostas e mais 4 na forma de histórias infantis, que são gravadas em duas fitas cassette ou em quatro fitas de rolo. As fitas gravadas são, mensalmente, enviadas para as Coordenações Estaduais/Territoriais, que se encarregam da distribuição das mesmas junto às emissoras contatadas.

A divulgação do PES - via Rádio é feita sob a orientação do Agente Estadual/Territorial (ANPES) envolvendo os supervisores de área e seu custo aproximado Cr\$ 150.000,00 (mensal).

#### 7.1. Audiovisuais do Programa de Educação Comunitária para a Saúde

O material audiovisual deste Programa encontra-se à disposição das Coordenações Estaduais/Territoriais, sempre que solicitado à GEPES. Além disso, todas as COESTS/COTERS possuem cópias dos audiovisuais: A Construção de uma Fossa e Tratamento da Água.

Os audiovisuais do PES têm como objetivo geral dar reforço ao trabalho de educação para saúde do MOBRL, e como objetivos específicos:

- (a) despertar e estimular o interesse da população para a solução de seus problemas de saúde;
- (b) orientar a população na solução de seus problemas de saúde.

Os audiovisuais são utilizados, em municípios onde existe o PES, por monitores do PES; participantes do PES; participantes dos Programas do MOBRL, e pela população em geral.



Em municípios onde não existe o PES, é utilizado pelos participantes dos programas do MOBREAL; e pela população em geral.

O material audiovisual é utilizado em: treinamentos e encontros mensais de monitores, reuniões do grupo participante, e em sessões para a comunidade.

A produção dos audiovisuais pela GEPES obedece às seguintes etapas:

- seleção do assunto a ser tratado pelos técnicos da GEPES;
- elaboração do roteiro pelos técnicos da GEPES;
- avaliação do roteiro pelo consultor da GEPES;
- fotografia e revelação - GEPES e SESIM;
- entrevistas - GEPES;
- gravação - GEPES e SESIM;
- montagem dos slides - GEPES;
- bipagem da fita - GEPES
- cópiagem dos slides e da fita - SESIM;

Cabe às COESTS/COTERS planejar a utilização do material AV nos municípios.

A GEPES faz a distribuição e divulgação do material AV junto às COESTS/COTERS e estas divulgam o material e fazem a distribuição do mesmo de acordo com interesse e possibilidades de projeção em cada município. O custo aproximado por audiovisual é de Cr\$ 200.000,00.

O Filme Super 8 - Saúde: Direito de Todos encontra-se à disposição na GEPES para ser utilizado, a nível nacional, sempre que solicitado. Este filme estimula discussões em torno do trabalho educativo em saúde, na zona urbana/rural e a iniciativa de, através de associação de moradores, apresentar sugestões para a resolução de seus problemas.

Destinado à população em geral, o filme documenta o Encontro Popular pela Saúde realizado no dia 14 de setembro de 1980 na Cidade de Deus - Rio de Janeiro, onde se deu um grande debate em torno das questões de saúde da população carente desses serviços.

Este filme foi produzido pela equipe técnica da GEPES e mais dois elementos contratados especificamente para prestarem serviços de fotografia e montagem. Seu custo aproximado foi de Cr\$ 50.000,00.

## 7.2. Tecnologia da Escassez

Além de divulgar os conteúdos do Programa através dos fascículos da Coleção "Cada Cabeça é um Mundo...", a Gerência de Tecnologia da Escassez recorre a outros meios de divulgação como:

- exposições - que têm como objetivo o repasse de técnicas e conteúdos do Programa Tecnologia da Escassez através do efeito demonstração. Essas exposições, de uma maneira geral, são coordenadas pela equipe técnica da GETEC e contam com o envolvimento de várias agências encarregadas de desenvolver outros programas do MOBREAL, através das coordenações estaduais, além de contar com a participação ativa das comunidades.
- programas de rádio e televisão - O Programa Tecnologia da Escassez, através de programas de rádio e televisão de outras Gerências do MOBREAL ou através de acordos informais com algumas emissoras, divulga seu conteúdo, sem qualquer ônus financeiro para a Gerência de Tecnologia da Escassez. Esses dois meios de difusão são de grande importância, uma vez que o rádio atinge praticamente todo o território brasileiro e a televisão permite ao telespectador uma visão do processo de confecção e o funcionamento das técnicas.

Os conteúdos do Programa, são assim divulgados em larga escala, tanto a nível local quanto a nível nacional, dependendo do meio de divulgação utilizado, sendo que em qualquer um desses níveis, o objetivo principal é a difusão educativa dos referidos conteúdos.

Assim, o Programa Tecnologia da Escassez atinge um número sempre maior de pessoas, com ênfase especial às populações carenciadas, contribuindo para a solução de problemas do seu dia-a-dia melhorando assim os seus níveis de vida. Chegam de campo subsídios para avaliação e realimentação dos conteúdos enviados aos meios de divulgação. A equipe técnica da GETEC é responsável pela coordenação do sistema de difusão em todas as suas fases.



## Projeto de Informação Profissional

Na área de profissionalização, o Projeto de Informação Profissional é operacionalizado através dos seguintes recursos:

- a) Filme - "A mão que escreve, a mão que trabalha"
- b) Audiovisual - "Todo mundo trabalha"
- c) Volantes Ocupacionais - num total de 100 volantes divulgando informações sobre as ocupações escolhidas como as mais procuradas pela clientela do MOBRAL.

Através desse projeto, pretende-se proporcionar à clientela do MOBRAL, em caráter sistemático, maior e melhor conhecimento das suas oportunidades de trabalho em confronto com suas aptidões e interesses, as condições atuais e possibilidades desse mercado, permitindo-lhe eleger uma profissão mais compatível com suas expectativas de vida.

Para a utilização desses recursos são sugeridas diversas atividades, tais como:

- . utilização e distribuição de volantes durante o processo de encaminhamento de candidatos às vagas de emprego e às oportunidades de treinamento, alocando-os nos Balcões de Emprego;
- . utilização e distribuição de volantes nas fases de mobilização de candidatos a cursos de treinamento profissional, bem como durante o início das aulas, alocando-os nos locais de inscrição e realização de cursos;
- . utilização e distribuição de volantes em classes de Alfabetização Funcional e Educação Integrada, no sentido de reforçar o aprendizado da leitura e escrita, por meio de ligação das ocupações com palavras geradoras e com os assuntos tratados;
- . promoção de leitura individual e/ou em grupo nos Postos Culturais dos conteúdos informativos dos volantes;
- . promoção de palestras e debates sobre a Informação Profissional e seu papel na vida do indivíduo e na comunidade, além de outros aspectos ligados às oportunidades de treinamento e colocação de mão-de-obra (exibição do filme, do audiovisual etc.);

- . promoção de visitas a empresas como atividade eminentemente prática;
- . exibição de filmes e audiovisuais, seguidos, sempre que possível, de debates sobre os temas abordados;
- . divulgação, junto à comunidade, das principais atividades e o papel da Informação Profissional.

O conteúdo básico da Informação Profissional que se presta à clientela potencial do MOBRAL, por meio dos recursos acima indicados, aborda as realidades do mercado de trabalho mediante:

- . dados sobre as ocupações mais adequadas ao nível de instrução da clientela do MOBRAL;
- . as características e os requisitos de cada ocupação, isto é, a descrição de tarefas, as exigências de escolaridade, idade, resistência física, destreza, acuidade visual e auditiva e outros itens desejáveis para o melhor desempenho da profissão;
- . oportunidade de treinamento em entidades que funcionem no local;
- . oportunidade de procura e oferta de emprego, níveis médios salariais, etc.

Também se procura possibilitar ao indivíduo o conhecimento de outras atividades de trabalho, facilitando a adequação de suas aptidões e interesses com a realidade de trabalho, segundo o local e a época do ano, isto é, as variações geográficas e sazonais, e ainda segundo os três setores da economia: primário, secundário e terciário.

A impressão e preparação deste material são feitas pelo Setor Gráfico do MOBRAL. A distribuição do material é prevista pela GEPRO a partir das solicitações vindas de campo e realizada pelo Setor de Almoxarifado do MOBRAL.

Não tendo havido reimpressão deste material em 1981 (havia quantidade razoável em estoque), não nos é possível indicar seu custo unitário.

Na seleção de monitores para grupos de estudo são aproveitados os encarregados do MOBRAL, em nível municipal, os encarregados pelos Balcões de Emprego (caso funcionem no local), monitores de cursos da área de profissionalização ou profissionais da comunidade interessados na disseminação da informação profissional. A coordenação das atividades de Informação Profissional fica a cargo da representação



estadual e municipal do MOBRAL. A Gerência de Profissionalização, em nível de MOBRAL Central, desenvolve apenas atividades de acompanhamento. A divulgação/motivação das atividades de Informação Profissional é feita informalmente pela representação do MOBRAL em nível estadual e municipal e pelos elementos da comunidade envolvidos com o projeto (cartazes, jornais e rádios locais, etc.). O MOBRAL Central dá cobertura aos custos dos recursos utilizados na área de informação profissional: filmes, audiovisuais e impressão dos volantes ocupacionais.

São dois os formulários utilizados no acompanhamento dos cursos:

- a) Ficha de Implantação e de Observação - Para ser preenchida em nível municipal e enviá-la trimestralmente para as COESTS/COTERS.
- b) Ficha-Resumo - Globalização dos dados enviados pelos municípios a ser feita em nível estadual e enviada trimestralmente para a GEPRO/MOBRAL Central.

Do mesmo modo que para os cursos por Família Ocupacional, Ocupação Específica do PETRA, também para o Projeto de Informação Profissional são estimulados ao máximo os contatos locais com outras agências; neste caso visando a obtenção (por empréstimo) de tecnologias educacionais adicionais que venham enriquecer as atividades a serem desenvolvidas.

## 8. Specific Techniques

### Introdução

Out of School Programs Parallel to the School System and Other Nonformal Courses/Programs.

Três dos programas do MOBRAL visam oferecer à clientela novas oportunidades de continuidade de seus estudos como também melhorar suas condições no mercado de trabalho. Esses programas são o de Educação Integrada, o de Autodidatismo e o de Treinamento Profissional. Esses programas destinam-se a neo-alfabetizados e outras pessoas da comunidade que tenham passado pelo ensino formal sem terem conseguido o certificado.

### Programa de Educação Integrada:

Parte dos estudos de temas ligados às necessidades básicas do homem, não havendo seqüência preestabelecida na sua abordagem. A partir dos interesses e necessidades do grupo, o estudo de cada tema é feito através da exploração de um cartaz gerador e trabalho com texto gerador. As atividades decorrentes são realizadas através de trabalhos em grupo que possibilitem a troca de experiências, a participação ativa de todos, a discussão e a busca de soluções para problemas que surjam em decorrência dessas atividades.

A execução do Programa é de responsabilidade das Secretarias Estaduais e Municipais de Educação em convênio com o MOBRAL. O MOBRAL fornece o material didático e treina os professores. Cabe às Secretarias ceder os recursos humanos e materiais necessários bem como os locais para funcionamento das classes e a organização do Programa.

Em 25 de janeiro de 1973, o Conselho Federal de Educação emitiu o Parecer 44/73, reconhecendo a equivalência do Programa às quatro primeiras séries do ensino elementar. Nesse parecer, ficou garantido que a avaliação da aprendizagem é realizada no processo e os certificados de conclusão do curso são expedidos pelas Secretarias de Educação. Outro parecer autoriza o MOBRAL a realizar convênios com escolas particulares, que poderão expedir o atestado de escolaridade desde que sejam autorizadas ou reconhecidas pelos órgãos



próprios estaduais ou municipais. Por esse mesmo parecer é dada ao MOBRAL a autorização para emitir os certificados, também como validade nacional sem o referendo das Secretarias de Educação.

A partir do parecer 44/73, as Secretarias de Educação podem distribuir a carga horária mínima de 720 horas, em etapas, podendo o Programa durar de 10 a 18 meses. No entanto, dada a flexibilidade desse Programa, alguns alunos poderão alcançar os objetivos ao final de, por exemplo, 400, 500 ou 600 horas, outros poderão necessitar de mais de 720 horas, inscrevendo-se, então, em outros convênios.

O treinamento dos recursos humanos na fase de implantação (1971) foi realizado em duas etapas, com efeito multiplicador. Na primeira etapa, a equipe do MOBRAL Central treinou os professores representantes de cada município, e, na segunda etapa, esses professores representantes treinam a totalidade dos professores. A partir de então, os treinamentos vêm sendo realizados ora pela equipe do MOBRAL Central, das Coordenações Estaduais/Territoriais ou do Subsistema de Supervisão Global, ora pelas Secretarias de Educação. O material didático e os roteiros elaborados pelo MOBRAL, inicialmente constituem os recursos básicos dos treinamentos.

O acompanhamento e o controle do Programa, inicialmente atribuição das Secretarias de Educação, é atualmente exercido também pelo MOBRAL.

O Programa de Autodidatismo foi concebido, a partir dos princípios de que a educação é um processo em que o homem aprende a se informar e a se formar e de que só é possível aprender aquilo que realmente se descobre. Deste modo, a ação educativa deve propiciar condições para que o indivíduo seja o agente de sua própria educação.

Considerando os objetivos do Programa, foram fixados o atingimento preferencial da zona rural e a prioridade para inscrição no Programa, a qual obedece à seguinte ordem: (a) alfabetizadores; (b) ex-alunos de alfabetização funcional; (c) professores de educação integrada; (d) alunos de educação integrada; (e) toda a comunidade.

O Programa tem como características específicas:

1. Oferecimento, para estudo, de temas do interesse e necessidade do aluno;
2. O tema, a ser trabalhado a cada momento, é sempre escolhido pelo próprio aluno. Não há ordem preestabelecida para o estudo dos diferentes temas;
3. O tempo de trabalho em cada tema está condicionado ao ritmo de aprendizagem, ao interesse, à carência e à disponibilidade de tempo de cada aluno que poderá, por isso mesmo ingressar ou sair do Programa a qualquer momento;
4. Para viabilizar o estudo do tema selecionado o aluno tem acesso a materiais que lhe possibilitam informar-se e atualizar-se sozinho;
5. O estudo de cada tema se concretiza por meio de trabalho com os textos do material didático e com o desenvolvimento de atividades complementares.

Dois tipos de material didático são colocados à disposição dos alunos pelo MOBREAL. O material didático básico, para uso individual, é composto de três livros do conjunto Didático do PEI, de Roteiros de Atividades (com temas sobre Trabalho, Comunicação, Transporte, Corpo Humano, Comunidade, Cultura, Agricultura e Pecuária, Brasil Habilitação, Higiene e Saúde, Universo Social, Roteiros de Matemática - 4 roteiros com ordem preestabelecida), Folhetos de Respostas, relacionado ao livro de Exercícios de Matemática da Editora Abril. O material didático de referência, que fica no Posto Cultural para empréstimos aos alunos, compreende o material dos Programas de Educação Integrada, Alfabetização Funcional e Educação Comunitária para a Saúde, entre outros.

O Programa conta com um monitor no Posto Cultural, que se responsabiliza pela orientação, acompanhamento e avaliação das atividades desenvolvidas pelos participantes do Programa.

O desenvolvimento das atividades do monitor e demais responsáveis a nível de município é acompanhado pelo SUSUG e Agência Pedagógica.



Os responsáveis nos diversos níveis por esse acompanhamento realizam tarefas treinamento, avaliação cooperativa, contatos com a clientela, etc.

O Programa de Treinamento Profissional pretende responder às preocupações governamentais com a preparação de recursos humanos para promover o desenvolvimento sócio-econômico do País, através de dois tipos de treinamento por Família Ocupacional e por Ocupação Específica. Um sistema de treinamento por Família Ocupacional vem atender de maneira mais objetiva às necessidades da preparação de maiores contingentes de mão-de-obra a custos reduzidos. Nesse contexto é que se insere a metodologia de treinamento por Família Ocupacional, em que se visa, como primeiro passo, a semiquificação profissional nos três setores da economia.

O treinamento por Família Ocupacional consiste em ministrar conhecimentos técnicos básicos das tarefas principais e semelhantes de um grupo de ocupações, de modo a habilitar o treinando para o desempenho de várias ocupações, bem como criar condições efetivas para sua posterior especialização em uma ocupação ou ainda dentro de uma tarefa de ocupação.

As atividades previstas nos diversos conteúdos da metodologia de treinamento por Família Ocupacional (13 ao todo) são de caráter eminentemente prático, de modo a facilitar a fixação do aprendizado, não sendo previstas atividades extracurriculares.

Há variações na carga horária de acordo com o conteúdo. A carga horária dos conteúdos do Setor Primário varia entre 40 e 80 horas, distribuídas ao longo das épocas de plantio, colheitas etc. das respectivas culturas. A carga horária dos conteúdos do Setor Secundário varia entre 70 e 120 horas. Não foram ainda elaborados conteúdos para o Setor Terciário.

O atendimento da clientela do MOBRAL por meio da metodologia de treinamento por Ocupação Específica, do mesmo que o treinamento por Família Ocupacional, pretende contribuir com os objetivos governamentais na preparação de recursos humanos para promover o desenvolvimento sócio-econômico do País.

Diferente da metodologia de treinamento por Família Ocupacional, que consiste na realização de cursos de semiquificação profissional, a metodologia de treinamento por Ocupação Específica consiste na realização de cursos de qualificação profissional, voltando-se assim para o atendimento das necessidades de maior especialização impostas pelo mercado de trabalho.

O treinamento por Ocupação Específica consiste em um conjunto organizado de conteúdos teóricos e práticos que preparam o indivíduo para o desempenho de uma única ocupação (Ex. Datilografia, Taquigrafia, etc.)

As atividades previstas no diversos conteúdos de metodologia de treinamento por Ocupação Específica (27 para o Setor Primário, 05 para o Setor Secundário de 10 para o Setor Terciário) são de caráter teórico e prático, não estando previstas atividades extracurriculares.

Há variações na carga horária de acordo com o conteúdo. Sugere-se aos instrutores/monitores, contudo, que a carga horária não seja inferior a 60 horas nem superior a 80 horas.

Considerando que a Gerência de Profissionalização do MOBRL não possui corpo próprio de instrutores/monitores, os dois programas de treinamento têm sido desenvolvidos por meio de convênios formados com entidades do sistema formal de treinamento profissional (EMATER, SENAI, etc.). O MOBRL fornece os recursos financeiros, a metodologia e o material didático correspondente, mobiliza a clientela interessada nas comunidades, e as entidades conveniadas participam com seu corpo de instrutores, e monitores, dos quais é exigida qualificação profissional adequada, sendo que o MOBRL também se encarrega de dar treinamento na metodologia dos dois programas a esses instrutores/monitores. A operacionalização desses convênios é feita por meio das Coordenações Estaduais e Comissões Municipais do MOBRL e das representações estaduais e/ou municipais das entidades conveniadas.

Os cursos são realizados nos municípios acordados entre o MOBRL e as entidades conveniadas onde haja clientela interessada, em locais e com equipamentos cedidos pela comunidade (sítios ou roças, no caso do setor primário; oficinas cedidas por empresas locais, no caso do setor secundário). Caso existam centros de treinamento das entidades conveniadas no local, esses também são sugeridos para utilização, no caso do setor secundário.



Não são previstos exames formais (escritos) para estes cursos. Os certificados são concedidos aos alunos que tenham cumprido 70% da carga horária prevista e demonstrado, ao longo do curso, um domínio das técnicas introduzidas. A avaliação é feita pelo instrutor/monitor por meio de verificação prática. Não existe ainda equivalência para estes cursos.

O controle e acompanhamento dos treinamentos é feito pelo encarregado a nível municipal, em suas visitas mensais aos cursos. Uma coordenação dos dados é enviada bimestralmente à Gerência de Profissionalização.

A Fundação Movimento Brasileiro de Alfabetização - MOBRAL —, além das áreas mencionadas, atua também nas áreas de saúde, cultural, ação comunitária e tecnologia da escassez, na perspectiva de programas de pós-alfabetização, dentro de um processo de Educação Permanente. São sistemáticas as orientações no sentido de que a atuação em cada uma destas áreas isoladamente inclua a preocupação de verificar junto à clientela suas necessidades e interesses no atendimento por meio de qualquer das outras áreas. Além disso, são estimulados os contatos com entidades da área de profissionalização ou outras áreas, em nível nacional, estadual ou municipal, que possam suprir necessidades e interesses da clientela, sem possibilidade de atendimento naquele momento, pelo MOBRAL.

## 9. Occasional Programs Based on Special Needs and Interests

Em determinadas situações nem sempre é a alfabetização que responde às necessidades prioritárias do homem. Outras atividades educativas (de saúde, habitação, nutrição, esportes, etc.) também assumem importância, proporcionando maior integração e participação do homem em sua comunidade, e muitas vezes concorrem mais rapidamente para melhorar, a curto prazo, a qualidade de vida dessa comunidade.

A Fundação MOBREAL possui três programas que se enquadram neste tópico: O Programa Diversificado de Ação Comunitária (PRODAC), o Programa de Educação Comunitária para a Saúde (PES) e o Programa Tecnologia da Escassez.

Reunindo informações e dados provenientes de observações no trabalho de campo, o MOBREAL criou uma nova estratégia de trabalho comunitário a que chamou Programa Diversificado de Ação Comunitária — PRODAC.

O Programa foi organizado em três etapas ligadas entre si: mobilização, organização de grupos e manutenção do trabalho. Embora exista uma etapa específica de mobilização e nela se prepare a população para receber o Programa, a mobilização está presente em todas as fases do trabalho.

Na primeira etapa, utilizando-se de todos os meios disponíveis para as áreas urbanas e rural (rádio, jornais, palestras, alto-falantes, cartazes) faz-se o chamamento da população para a participação em uma atividade onde a própria comunidade planeja o que irá executar, após levantar as prioridades em relação às suas necessidades e interesse.

Pessoas de todas as camadas econômicas, sociais e culturais da comunidade são convidadas a participar de pesquisa na qual procura-se não só levantar problemas existentes, como também encontrar soluções e participação da execução.

Após a organização dos dados, obtém-se um pré-diagnóstico da comunidade, em reuniões. Os participantes discutem, além dos problemas, as soluções e os recursos disponíveis, indicando o que é prioritário e passível de solução — e a forma de ação.



A segunda etapa inicia-se com a formação de grupos que irão trabalhar com base no diagnóstico realizado. A metodologia do Programa propõe a formação de dois tipos de grupos:

1. Grupo de Ação Comunitária — grupo voluntário, organizado geralmente na sede do município, encarregado da coordenação, planejamento, execução e expansão do Programa.
2. Grupo de Ação Local — grupos voluntários formados por pessoas de uma localidade rural ou urbana, interessadas em executar atividades visando o desenvolvimento do lugar onde vivem.

Através de uma série de reuniões, os grupos elaboram o seu plano de ação. O Grupo de Ação Comunitária elabora o plano de ação para o município, de onde constam as atividades de todos os grupos de Ação Local.

Na terceira etapa, os grupos organizados executam o plano de ação procurando envolver todos os beneficiados pelas atividades realizadas. Periodicamente, os grupos devem se reunir para discutir estratégias, dividir tarefas e responsabilidades, avaliar e reformular o plano de ação. Numa linha de co-responsabilidade, as pessoas, além de conhecerem sua problemática e de participarem na busca de soluções, devem atuar junto ao Poder Público e às entidades existentes a nível municipal.

Algumas entidades, com propostas afins às do PRODAC, uniram-se a ele, somando as suas pontencialidades. Este foi o caso do trabalho conjunto do MOBRAL com o Exército, através da Ação Cívico Social (ACISO), a partir de julho de 1976. O Projeto PRODAC/ACISO teve como finalidade aproveitar a metodologia do PRODAC, para constituir a ACISO em uma etapa deflagradora de processo de desenvolvimento comunitário.

O Programa de Educação Comunitária para a Saúde (PES) procura envolver toda a comunidade dos municípios onde é implantado. Sua estratégia básica prevê a identificação de grupos já organizados na comunidade ou a formação de novos grupos.

Os grupos não têm número limitado de pessoas e são coordenados por um monitor que, juntamente com os outros elementos, decidem quando e onde vão se reunir para discutirem sua situação de saúde. A divulgação do Programa é realizada através de todos os meios de

comunicação disponíveis tais como jornais, emissoras de rádio, alto-falantes, estações de televisão, cartazes, faixas.

Os grupos desenvolvem encontros e reuniões onde são realizadas palestras e discutidos os problemas de saúde, de acordo com as necessidades levantadas pelos participantes.

A atuação por eles iniciada se prolonga através de ações cooperativas, planejadas pelos grupos participantes e executadas com a participação da comunidade e de entidades locais.

O monitor é orientado para que junto ao grupo conheça e busque o apoio das instituições de saúde e dos profissionais como médicos, enfermeiras, auxiliares de enfermagem e atendentes de Postos de Saúde.

O PES prevê, também, que os monitores/grupos participantes trabalhem junto de elementos que, embora não vinculados ao Sistema de Saúde, tenham um grande conhecimento nessa área e exerçam um papel muito importante nas comunidades: são os balconistas de farmácia, as parteiras e os curandeiros, entre outros.

Quanto à duração, deverá ser de 4 meses conforme estabelecido no Termo Complementar do grande convênio assinado pelo MOBREAL e Entidades - sendo consideradas como Entidades, a Prefeitura e a Comissão Municipal entre outras. Esse Termo Complementar pode ser renovado nos municípios que mantiverem o interesse pela continuidade do Programa.

Para a execução do PES, é criado na COEST, o cargo de Agente do Programa de Educação Comunitária para a Saúde - ANPES: este elemento responsabiliza-se pela coordenação, planejamento, acompanhamento e supervisão do Programa, a nível estadual.

Os supervisores do MOBREAL (Subsistema de Supervisão Global - SUSUG) ficam encarregados dos treinamentos, da assistência técnica e da supervisão do Programa no município. Eles representam o elo de ligação entre as Coordenações Estaduais - COEST e o desenvolvimento do trabalho nos municípios.



Há também o Encarregado do Programa de Educação Comunitária para a Saúde - ENPES responsável, junto à Comissão Municipal, pelo desenvolvimento do Programa, cabendo-lhe orientar e auxiliar os monitores na execução do seu trabalho, bem como contribuir para a mobilização e desenvolvimento da comunidade e entidades no PES.

O responsável, a nível de localidade, pelo desenvolvimento do Programa é o Monitor. Após o treinamento oferecido pelo MOBRAL cabe ao monitor coordenar o trabalho do grupo-participante, orientando os debates nas reuniões, trazendo informações, divulgando os serviços das Entidades de saúde locais e estimulando o desenvolvimento de atividades comunitárias.

Quanto à capacitação dos elementos envolvidos, ela se desenvolve basicamente através de treinamentos. Esses treinamentos se processam em dois níveis:

- 1º - Nível Estadual, para os recursos humanos envolvidos na coordenação e supervisão do Programa.
- 2º - Nível Municipal, para os recursos humanos envolvidos na execução do Programa.

No 1º nível são realizados treinamentos da Agência do PES e dos supervisores visando a prepará-los para a implantação, acompanhamento e supervisão do Programa e, ainda, capacitá-los para o treinamento dos monitores. Esses treinamentos são de responsabilidade da equipe técnica do MOBRAL Central.

No 2º nível são efetuados treinamentos e reciclagens com a finalidade de preparar e realimentar o ENPES e os monitores durante todo o desenvolvimento do Programa.

Durante o treinamento básico, o monitor conhece e aprende a lidar com o material de apoio do PES, que compreende um conjunto de livros, folhetos e cartazes com informações sobre os principais problemas de saúde. Está prevista a utilização desse material de apoio como resposta a problemas, interesses e necessidades de cada localidade.

No início de cada ano, a Gerência do Programa faz uma previsão do que será gasto até o final do período. O montante previsto, uma vez aprovado, dará origem ao orçamento do Programa. Esse orçamento pode ser reforçado com verbas extras durante o período, ou até mesmo obter transferência de recursos de um determinado projeto para outro. Temos atualmente 12 tipos de projetos/atividades envolvendo os seguintes tipos de despesas que dão origem aos custos do Programa:

- Ajudas de Manutenção
- Material de Consumo
- Passagens
- Impressão de Material
- Serviços Prestados
- Pagamento de Monitores (Cr\$ 1.000 X 4 meses = Cr\$ 4.000,00 por convênio)
- Projetos especiais
- Aquisição de filmes, fitas
- Aquisição de livros, revistas
- Pagamento de cursos
- Aquisição de sementes
- Aluguel de estúdios
- Pagamento de atores, músicos, locutor, sonoplasta, etc.

Além do orçamento pré-fixado podemos utilizar dos fundos FUDAC (que financia ações) e FUCAP (para capacitação de recursos, sendo que todos os dois fundos são originados do orçamento do MOBRL, isto é, não têm origem no orçamento pré-fixado da Gerência. Além dos treinamentos e reciclagens periódicas, a GEPES utiliza outros meios para acompanhar o andamento do programa em campo e enviar informações e orientações a todos os elementos envolvidos. O monitor deve apresentar relatórios mensais que fornecem uma visão dos temas abordados nas reuniões e das atividades desenvolvidas.

O agente estadual deve também enviar informativos sobre seu trabalho e sobre o Programa no campo.



Por outro lado, a Gerência mantém correspondência direta com os monitores através de cartas mensais, contendo informações específicas de saúde e sugestões quanto à operacionalização do Programa.

Através desses documentos é possível obter dados quantitativos e qualitativos que permitam o replanejamento e realimentação do Programa e, em decorrência, a melhor execução da ação do PES.

Da mesma forma, as atividades de assistência técnica direta e indireta atuando como instrumentos de realimentação e/ou enriquecimento dos elementos envolvidos no PES, são parte íntegra do sistema de avaliação na medida em que constituem resposta aos problemas observados.

A 8 de dezembro de 1980 foi assinado um convênio entre o MOBRAL e a CNBB o que oportunizou um novo tipo de trabalho para o MOBRAL, qual seja o de veicular noções elementares sobre educação sexual e planejamento familiar, com a utilização de métodos naturais.

O Programa Tecnologia da Escassez tem como principal objetivo, a difusão de uma tecnologia popular que se caracteriza, essencialmente, pela utilização de recursos materiais locais de baixo custo e de fácil obtenção.

Esta tecnologia é o resultado de técnicas provenientes da sabedoria popular; tais como, preservação de alimentos e medicina caseira - que são tratadas cientificamente pela própria Gerência de Tecnologia da Escassez ou por instituições científicas possibilitando, no momento do repasse, o entendimento de porque e como funcionam - associadas a procedimentos da tecnologia sofisticada desde que convenientemente tratadas, como é o caso da utilização, a nível primário, da energia solar.

Para a implantação, acompanhamento, assistência técnica, avaliação e realimentação do Programa em campo, a Gerência de Tecnologia da Escassez conta com responsáveis na maioria dos Estados e ainda, com o Subsistema de Supervisão Global e demais Agências do MOBRAL.

Os conteúdos do Programa estão voltados para atendimento das necessidades/aspirações das comunidades, que são levantadas junto aos elementos das próprias comunidades, que melhor conhecem as condições/recursos locais.

Para atender a essas necessidades/aspirações, o Programa Tecnologia da Escassez estende a sua atuação a todos os campos considerados básicos para a sobrevivência humana, entre eles, nutrição, saúde, habitação, agricultura, lazer, obtenção e utilização de energias, criação de animais, vestuário, farmacopéia popular, tendo sempre em vista a utilização de mão-de-obra não especializada e a preocupação com a escassez de matéria-prima. Para tanto, os conteúdos do Programa estão baseados no artesanato utilitário - confecção de ferramental de trabalho e outros produtos para uso diário - e ainda no aproveitamento de refugos. Estas características não interferem de forma alguma na qualidade dos produtos obtidos e, por outro lado, permitem a adequação de tais conteúdos às diferentes regiões do Brasil.

A transmissão e a difusão dos conteúdos ligados aos campos de atuação do Programa Tecnologia da Escassez, são feitas principalmente através dos fascículos da Coleção "Cada Cabeça é um Mundo..." que são a obra de referência do Programa.

Abrangendo todos os Estados do Brasil, o Programa Tecnologia da Escassez é desenvolvido por grupos já formados por outros programas do MOBRAL ou por grupos que se formam para, através do Programa Tecnologia da Escassez, buscar soluções específicas para seus problemas. Esses grupos são previamente mobilizados por agentes do MOBRAL que, para isso, utilizam os meios de divulgação disponíveis na localidade.

Os conteúdos dos fascículos do Programa Tecnologia da Escassez são também amplamente explorados junto a outros Programas do MOBRAL, que atendem alunos já alfabetizados, como é o caso do Programa de Educação Integrada e do Autodidatismo, ou ainda como apoio ao sistema formal de ensino, tendo inclusive, já sido distribuídas cerca de 3.000 coleções "Cada Cabeça é um Mundo..." para escolas de Primeiro e Segundo Graus.



O sistema de coordenação do Programa Tecnologia da Escassez se realiza em três níveis:

#### A Nível Nacional

A Gerência de Tecnologia da Escassez é encarregada de elaborar os conteúdos, planejar e avaliar as ações do Programa e ainda capacitar os responsáveis pelo Programa a nível Estadual e Municipal, bem como o Subsistema de Supervisão Global do MOBREAL. Esta capacitação se dá através de uma assistência técnica direta e também indiretamente por meio de documentos de orientação.

#### A Nível Estadual

Os responsáveis pelo Programa a nível estadual são encarregados de planejar e adequar as ações do Programa nos Estados, capacitar os elementos envolvidos com o desenvolvimento do Programa nos Municípios. E ainda repassar para o nível nacional os resultados obtidos e as dificuldades encontradas.

#### A Nível Municipal

Os responsáveis pelo Programa a nível municipal são encarregados de desenvolver e acompanhar o Programa junto à população. Desse acompanhamento surgem informações necessárias não só para a avaliação das ações do Programa, como também para a elaboração de novos conteúdos.

Essas informações chegam até ao nível nacional por meio de três tipos de questionários preenchidos pelos membros das localidades que utilizam os conteúdos do Programa Tecnologia da Escassez e ainda, através de relatórios enviados pelos responsáveis nos Municípios, sejam eles elementos do Subsistema de Supervisão Global ou ainda de outros programas do MOBREAL.

## PLANEJAMENTO PARTICIPATIVO

A adoção, pelo MOBRAL, de um planejamento participativo está diretamente vinculada à evolução da prática educativa da Organização, na qual se busca um gradativo aumento da participação das populações em decisões sobre a sua própria vida e sobre as oportunidades educativas que estão ao seu alcance.

O planejamento participativo é assim concebido pelo MOBRAL como uma decorrência natural da implementação da educação e ação comunitária, ao considerar-se fundamentais as solicitações e manifestações das comunidades, no âmbito do planejamento e da ação.

O trabalho tem como ponto de partida a discussão por grupos locais de sua problemática, levantando-se seus interesses e expectativas, registrando-se suas opções e prioridades relativamente ao conjunto de programas do MOBRAL, processo esse que deve ter como consequência a elaboração de um Plano Municipal de Ação.

Essa sistemática traduz-se em uma das principais hipóteses do trabalho, ou seja, a possibilidade de se viabilizar mais concretamente a descentralização administrativa e o aumento da participação nas decisões sobre a prática educativa até o nível das Comissões Municipais, e, a médio e longo prazos, a afirmação daquelas Comissões como grupos de apoio e assessoramento à própria administração local.

Espera-se que as unidades administrativas do MOBRAL nos Estados/Territórios, juntamente com as unidades municipais, possam desempenhar o papel de agentes junto aos vários grupos comunitários. Sob essa ótica, levanta-se a hipótese de que o planejamento participativo, ao universalizar a prática do levantamento permanente de dados e informações da realidade, possa instrumentalizar as comunidades no sentido de que elas próprias decidam e estabeleçam suas metas e prioridades, de acordo com as manifestações detectadas junto às populações.

A intenção básica do MOBRAL ao adotar o planejamento participativo foi de formular diretrizes e política de ação mais próximas possíveis dos interesses dos grupos menos favorecidos da população.



Assim, foi possível estabelecer-se, em prazos relativamente curtos, um fluxo contínuo de coleta, análise e consolidação de dados e informações, partindo das Comissões e grupos municipais, passando pelas Coordenações Estaduais/Territoriais e chegando até às Gerências do MOBRAL Central, garantindo, deste modo, a formulação de planos nacionais com base nas expectativas e prioridades estabelecidas pelos grupos comunitários.

Por outro lado, o planejamento participativo deve ser encarado também como um acelerador do processo de adequação dos programas às características e peculiaridades das comunidades, a partir dos interesses e necessidades existentes.

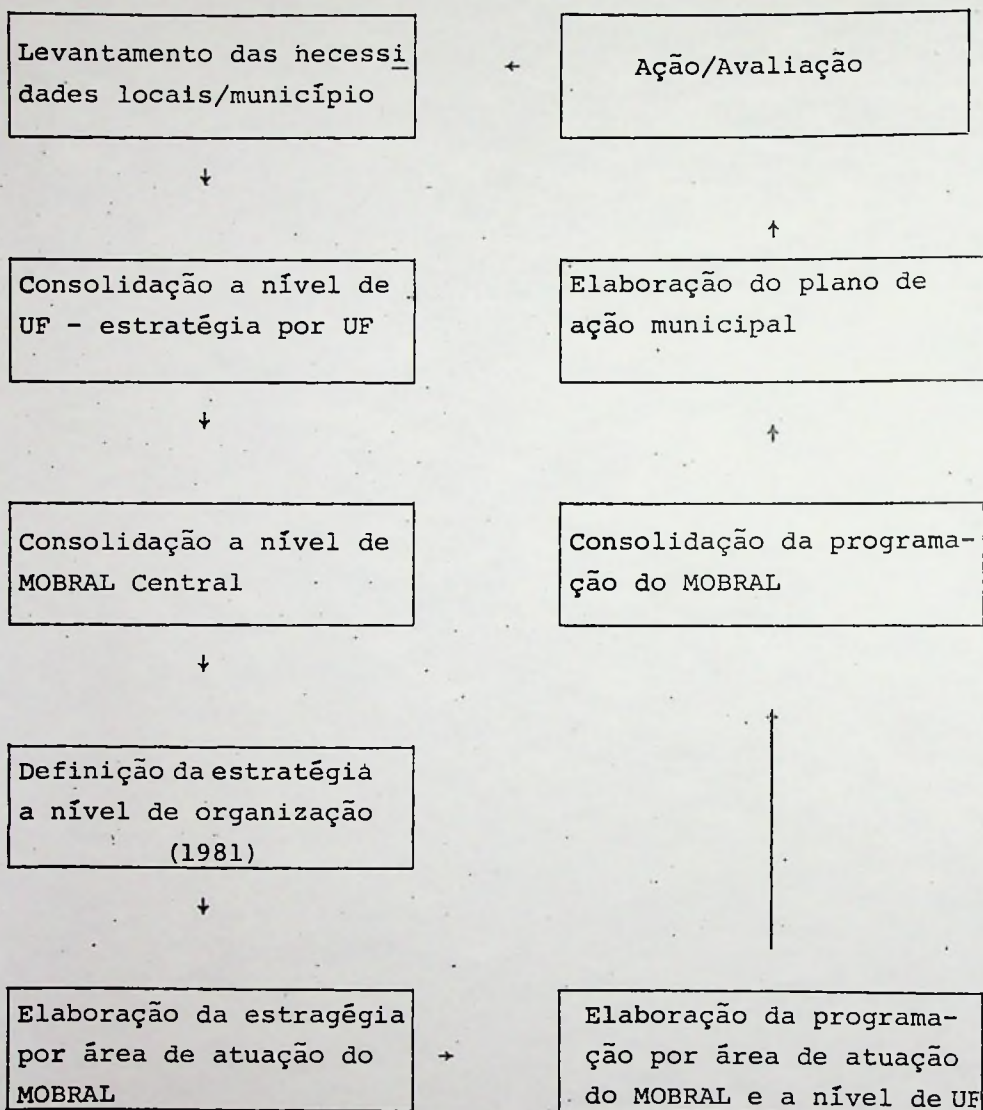
Como consequência desses aspectos mais amplos do planejamento participativo, são assim enumerados alguns objetivos específicos e operacionais:

- viabilizar a prática continuada de diagnóstico da realidade vivida pela população;
- dar maior coerência ao planejamento do órgão central em função dos interesses e necessidades educacionais da população;
- promover gradativamente a descentralização de decisões administrativas até o nível de base, em relação às demandas educativas;
- reforçar o papel e o funcionamento das Comissões Municipais, enquanto organismos representativos do MOBRAL nas bases.

Assim, em julho de 1980, quando todo o MOBRAL se propunha a desenvolver seu trabalho educativo através da Ação Comunitária, tornou-se fundamental que a Instituição adotasse uma linha de planejamento coerente com os princípios básicos da ação comunitária.

O trabalho iniciou-se tendo como fator limitante o tempo, já que para um processo de consulta às bases, dentro da realidade brasileira de 3.984 municípios, haveria necessidade de se contar com prazos mais amplos.

Coube ao MOBRAL Central definir o processo como um todo, conforme fluxo a seguir:



A metodologia adotada baseou-se nos princípios que norteiam o trabalho educativo do MOBRAL, permitindo, por sua flexibilidade, que cada Coordenação adotasse estratégias de implantação compatíveis com suas realidades locais, colocando-se, ainda, algumas premissas básicas para que o desenvolvimento do trabalho ocorresse de forma harmoniosa e completa:

- o envolvimento dos recursos humanos do MOBRAL em todos os níveis;
- a Comissão Municipal como pólo de planejamento local;



- a consulta aos grupos e lideranças locais feita de forma ampla;
- o desempenho do Supervisor de Área e da Comissão Municipal como apoio a todo o processo.

## 10. Local Study and Action Groups

Tomando por base as diversidades encontradas, os interesses e necessidades brasileiras, o MOBREAL passou a desenvolver programas de ação e estudo a nível local, além dos já existentes a nível nacional. Dentre eles podemos citar: os subprogramas do Programa Cultural, o Programa de Educação Comunitária para o Trabalho, os Projetos Especiais da Tecnologia da Escassez e o Planejamento Participativo.

### Programa Cultural

O Programa Cultural foi lançado em 1973, como natural prosseguimento dos programas pedagógicos, dentro da proposta de educação permanente.

A atuação cultural, desde o início, foi concebida procurando, no espaço lazer, a valorização ou descoberta das potencialidades criativas do homem, através do encorajamento a atividades individuais e coletivas.

O objetivo geral do Programa Cultural é concorrer de maneira informal, flexível e dinâmica para a valorização da cultura do povo brasileiro e para a ampliação do universo cultural da comunidade. Tem como objetivos específicos:

- contribuir para atenuar ou impedir a regressão ao analfabetismo;
- afastar o perigo da deserção;
- diminuir o número de reprovações;
- agir como fator de mobilização;
- incentivar o espírito associativo e comunitário;
- divulgar a filosofia do MOBREAL em atividades dirigidas ao lazer e das quais participarão a comunidade em geral.

A atuação do Programa é norteada pelos seguintes princípios:

- democratização da cultura;
- dinamização da criatividade e intercâmbio cultural;
- valorização do homem e da cultura local;
- preservação da cultura.

Em relação à sua clientela, não está restrito aos alunos e ex-alunos do MOBREAL, abrindo-se a quantos se interessem espontaneamente ou venham a ser atraídos por sua atuação.

O Programa Cultural vem sendo gradativamente implantado em todo o País através das Unidades Operacionais, assim distribuídas até julho 1981:

|                                    |               |
|------------------------------------|---------------|
| - Posto Cultural/Comunitário ..... | 3167 unidades |
| - Mini-Posto .....                 | 81 unidades   |
| - Mobralteca .....                 | 6 unidades    |
| - Mini-Mobralteca .....            | 28 unidades   |
| - Tenda da Cultura .....           | 4 unidades    |

A Ação Cultural — Seus subprogramas — sempre partindo do interesse local — tornam-se efetivos nas unidades operacionais, ou fora delas, desenvolvendo as áreas de: literatura, jogos e esportes, teatro, cinema, rádio, arte popular e folclore, música, publicações, artes plásticas, patrimônio histórico, artístico, cultural e de reservas naturais, e televisão.

A nível estadual/territorial, o Programa Cultural está a cargo do Agente Cultural; a nível municipal, dos Encarregados Culturais.

O acompanhamento do Programa constitui fonte para reabastecimento e reformulações constantes. As fontes básicas são os relatórios dos Agentes Culturais, dos técnicos do Centro Cultural em periódicas viagens de assistência técnica, os encontros anuais entre Agentes Culturais e técnicos do Centro Cultural e a troca de correspondência entre o Centro e Agentes Culturais.



Na área de profissionalização, o Programa de Educação Comunitária para o Trabalho (PETRA), pretende contribuir para o desenvolvimento comunitário mediante o aprimoramento ocupacional de seus membros, inserindo-se no processo global de desenvolvimento. A sua viabilidade se processará pela transmissão de conhecimentos e habilidades adquiridos por meio de atividades profissionais, bem como de outras experiências importantes para as tarefas do viver diário. Estes conhecimentos e habilidades serão difundidos e transmitidos por meio de cursos de pequena duração em que os monitores — membros habilitados da comunidade — sejam escolhidos entre os que exercem atividades profissionais, os delas afastados ou os que possuem conhecimentos em trabalhos práticos.

Como objetivos gerais, o PETRA visa oferecer oportunidades para as pessoas ampliarem seus conhecimentos e experiências, de modo a que possam desempenhar suas atividades no lar, no trabalho e na comunidade, e também possibilitar a valorização dos membros da comunidade por meio do exercício da monitoria dos cursos.

O Programa tem como objetivos específicos, possibilitar às pessoas envolvidas no Programa a oportunidade para: minimizar despesas; aumentar a renda familiar; propiciar melhor desempenho de atividades profissionais e comunitárias; adquirir novos conhecimentos.

Na seleção dos cursos deverá ser considerado o interesse da comunidade e a existência de monitor. Os cursos deverão ter um mínimo de 40 horas, distribuídas no período máximo de 45 dias, sugerindo-se que não seja ultrapassado o número de 10 horas por semana e que se observe a carga horária máxima de duas horas de aula por dia. As turmas deverão ter o mínimo de 10 alunos no início dos cursos, com aulas eminentemente práticas.

A área de profissionalização desenvolve por intermédio do PETRA cursos de curta duração visando a habilitação dos membros das comunidades que atinge. Essa atividade é controlada por meio de dois formulários: um, para a identificação do monitor, onde são registradas características do curso a ser ministrado; outro, para registro de frequência dos alunos. O local para a realização destes cursos fica a critério do monitor (dependendo do tipo de curso, pode ser na própria

casa do monitor ou na de algum dos treinados, ou ainda em salas de aula, oficinas ou qualquer outro local cedido pela comunidade). Os participantes receberão certificado de frequência ao final dos cursos.

O monitor é o principal elemento na organização dos cursos a serem desenvolvidos: a ele cabe verificar se o curso para o qual está habilitado desperta interesse na clientela; participar na divulgação dos cursos e organização das turmas; programar o curso; definir o local para a representação do MOBRAF em nível municipal, em compatibilidade com a representação do MOBRAF em nível municipal, a época de realização do curso, etc.

Para ser monitor a pessoa necessita de conhecimento e experiência com relação ao curso por ele proposto, facilidade de comunicação e disponibilidade de tempo e de local.

O material didático é fornecido pelo MOBRAF Central (Documento Básico, Instruções para Operacionalização do Programa e Manual do Monitor, Orientações quanto a Aspectos Didáticos que Facilitem seu Desempenho em Sala da Aula), e o material de consumo é obtido junto à comunidade, entidades locais ou mesmo fornecido pelo próprio treinado.

A divulgação do Programa é feita pelo MOBRAF a nível municipal.



## Projetos Especiais em Tecnologia da Escassez

A partir do levantamento de problemas existentes em uma comunidade, relacionados às áreas de saúde/saneamento, alimentação, habitação, energia, entre outros, é elaborado um projeto especial a nível nacional.

O Projeto especial visa reunir os conteúdos do Programa Tecnologia da Escassez com as técnicas locais existentes para a formação de sistemas, que são conjuntos de técnicas organizadas de maneira a atender a uma necessidade específica, como o sistema de tratamento de água que é composto de técnicas de captação, condução, filtragem e fervura. Os projetos especiais são desenvolvidos por grupos da própria comunidade, com assistência técnica direta da Gerência de Tecnologia da Escassez.

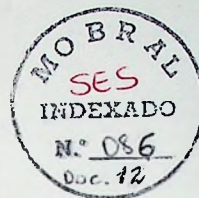
No caso de projetos integrados com outras Gerências do MOBRAL, ou ainda com outras instituições, a assistência técnica fica também sob a responsabilidade destas Gerências ou Instituições.

Os projetos especiais são desenvolvidos a partir da utilização de material de mão-de-obra locais, minimizando assim, os seus custos. Por outro lado, tais características implicam em uma variação no tempo de execução de cada projeto, já que as dificuldades variam de acordo com a região em que ele será implantado e com os recursos envolvidos.

Não só nos projetos desenvolvidos pela Gerência de Tecnologia da Escassez, como também naqueles integrados com outras Gerências do MOBRAL e/ou outras instituições, a coordenação é feita por parte do MOBRAL, a nível nacional ficando sob responsabilidade das referidas Gerências e/ou instituições, todas as fases do projeto, desde o planejamento até a avaliação, que é feita através da comparação de dados qualitativos e quantitativos levantados antes, durante e depois da sua execução.

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POST-LITERACY AND LIFELONG EDUCATION OF NEW  
LITERATES IN BRAZIL

by

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This document has been prepared for the review meeting (12-13 October, 1981) and orientation seminar (14-23 October) to be organized in connection with the project on the development of learning strategies for the post-literacy and continuing education of new literates in the perspective of lifelong education



## I - BACKGROUND AND CONTEXT

### 1. Geographical, Economic, Political and Related Aspects

Brazil is a Federative Republic located in South America, with an extension of 8,511,965 km<sup>2</sup>. It is divided into 5 regions, 22 states, 4 territories and 1 Federal District. There are 4,000 municipalities in the country. In the course of 1970, its population was 93,139,000 inhabitants, with an estimate for 1980 of 121,113,084 and an annual growth rate of 2.8%. 63.52% of this population is urban, 51% of it is under 20 years of age and 5% is over 60.

The Brazilian economy, at this time in its final stage of replacing imports, is attempting to implement a primary industry. Some of its current characteristics are:

- large deficit in the balance of payment;
- large foreign debt;
- effort towards equalizing the balance of payment through the export of primary goods and some manufactured articles;
- energy crisis - great efforts towards the production of alternative fuel (alcohol, vegetable oils, coal);
- high inflation rate - approximately 100% in 1980.

The Gross National Product in 1979 was 5,358,387.3 million cruzeiros or 565,888.4 million dollars. That same year, the Gross Internal Product was 5,511,654.0 million cruzeiros or 582,073.5 million dollars. The per capita income is US\$ 1,400 (1978).

On the political sphere, the Government is committed to a gradual process of democratic liberalization and is centering efforts around improving the Brazilian model.

The executive power is exercised and carried into effect by the President of the Republic, who in turn is assisted by State

Ministers elected by the President himself.

## 2. Educational System

The structure of the educational system in Brazil covers three basic levels: Formal, Suppletory and Special.

The Formal System encompasses what would be equivalent in the U.S. to Pre-School, Elementary and Secondary Grades, to Undergraduate College, and finally, at a fourth level, to Graduate School. Elementary School, compulsory and free at official establishments for students from 7 to 14 years of age, embraces eight school years.

The Suppletory takes care of adult education and provides regular schooling for adolescents and adults who were unable to attend or finish school at the appropriate age.

The activities carried out by the Ministry of Education and Culture in the field of adult education are under the responsibility of the Secretariat of Education for the Primary and Secondary Grades, to which MOBREAL is linked, the Secretariat of Culture and the Secretariat of Technological Actions.

## 3. Literacy Situation

### a. Problems of Illiteracy

The problem of illiteracy in Brazil starts with the Portuguese colonial process, at which time, the Brazilian population was kept in a state of ignorance, as that was the system's main weapon of domination.

Besides the sporadic efforts to improve the population's educational level, the economic model, though based on agriculture, disregarded the need for any further degree of skill in the labor used.

From 1930 onwards, and especially after the end of World War II, the process of industrialization began more and more to demand skilled labor, fact which increased the need for better education for the masses.

While the illiteracy rate decreased expressively over the years,



the absolute number of illiterate persons kept growing, fact which indicated the need for additional efforts geared to a speedier reduction.

Analysis of statistical data from 1950 onwards reveals that at that time the universe of illiterate adults (15 years of age and over) was made up of approximately 15 million persons, a figure representing an extremely high illiteracy rate - in the order of 50.7% of the total adult population.

In the interval between 1950 and 1970, despite the reduction in the illiteracy rate, which decreased from 50.7% to 33.6%, the absolute number of persons without any education at all grew from 15.3 million to 18.1 million, a growth of approximately 18% (tables 1 - population according to location of residence - and 2 - population according to gender).

TABLE 1 - POPULATION ACCORDING TO LOCATION OF RESIDENCE

(1,000)

| POPULATION                | URBAN  |        | RURAL  |        | TOTAL  |        |
|---------------------------|--------|--------|--------|--------|--------|--------|
|                           | 1950   | 1970   | 1950   | 1970   | 1950   | 1970   |
| ALL AGES                  | 18,783 | 52,085 | 33,162 | 41,054 | 51,944 | 93,139 |
| ADULT (15 YEARS AND OVER) | 12,178 | 31,937 | 18,071 | 22,072 | 30,249 | 54,009 |
| ILLITERATE ADULT          | 2,237  | 6,381  | 12,096 | 11,766 | 15,333 | 18,147 |
| ILLITERACY RATE (%) *     | 26.6   | 20.0   | 66.9   | 53.3   | 50.7   | 33.6   |

Source: 1950 and 1970 FIBGE (Brazilian Institute for Geography and Statistics Foundation) Census.

TABLE 2 - POPULATION ACCORDING TO GENDER:

(1,000)

| POPULATION                | MALE   |        | FEMALE |        | TOTAL  |        |
|---------------------------|--------|--------|--------|--------|--------|--------|
|                           | 1950   | 1970   | 1950   | 1970   | 1950   | 1970   |
| ALL AGES                  | 25,885 | 43,331 | 26,059 | 46,808 | 51,944 | 93,139 |
| ADULT (15 YEARS AND OVER) | 14,923 | 26,627 | 15,326 | 27,381 | 30,249 | 54,009 |
| ILLITERATE ADULT          | 6,760  | 8,109  | 8,573  | 10,038 | 15,333 | 18,147 |
| ILLITERACY RATE (%) *     | 45.3   | 30.4   | 55.9   | 36.7   | 50.7   | 33.6   |

Source: 1950 and 1970 FIBGE (Brazilian Institute for Geography and Statistics Foundation) Census.

\*Illiteracy Rate (%) - Percentage rate referring to the ratio between the Illiterate Adult and the Adult Populations.

At the end of 1979, according to MOBRAL statements, there still were 7,700,000 adults over 15 that were illiterate, that is, about 11.1 % of the adult population. The latter are very irregularly distributed throughout the vast territory of Brazil. Generally speaking, they are concentrated in less developed states of the Federation, in rural zones and in the outskirts of the larger cities.

On what concerns ethnical minorities, there are nearly 200,000 Indians in Brazil, representing 0.16% of the total population estimated for 1980.

b. Considerations on the problem of illiteracy among children

In 1970, there were approximately 19,700,000 children between



7 and 14 years of age. Among these, nearly  $2/3$  (67.2%) attended school and 7,700,000 were illiterate, which corresponded to 39% of the total.

That same year, 536,000 illiterate persons were 14 years old and would, therefore, be incorporated in the next year's contingent of illiterate adults, meaning an increase of nearly 3%.

From 1970 onwards, there are evidences that this situation has not changed much.

It might be interesting to stress that, within that same age bracket, the illiteracy rate among men was slightly higher than that among women.

In 1970, only after the age of 19 did the illiteracy rate become higher among women.

## II. GENERAL ISSUES

### 1. Policy Matters

#### a. A matrix of policies

In the mid 60's, when the modernization of the Brazilian economic model was in full bloom, the focus was on education with all its implications concerning the Brazilian process, and the methodology in use was one also inherited from the economic model.

In line with that situation, the Minister of Planning established a task, whereby, initially, a diagnostic would be carried out and, subsequently, a 10-year Plan of Education.

It was necessary to win over to the Economics of Education, both the intellectual circles, and public opinion at large. During that period, almost 100 works were published, conferences and courses held, and an intense interchange promoted involving the OECD, OAS, UNESCO and ILO.

In 1967 a Task Force, made up of representatives from all Ministries, was put in charge of seeking financial sources for the setting up of an adult literacy agency. This task force passed on the idea of partially using proceeds from the Sports Lottery to finance the teaching of literacy skills.

By December 15, 1967 the Brazilian Literacy Movement was established by means of a law which spoke of "literacy and the lifelong education of adolescents and adults". MOBREAL's activities began on a broader scale in 1970.

This educational experience was marked by great efforts aimed at perfecting the process of democratization of opportunities and rendering easier the access to the system of groups till then marginalized by lack of resources.

MOBREAL's operations began surrounded by a huge wave of skepticism based on an historical confirmation, at both national and international levels, of the consistent failure of adult literacy efforts.



Support for MOBRAL's action did not come from all sectors of public opinion. The more radical viewpoints questioned the very existence of the Agency, based as they were on the argument that it is useless to spend money on a needy populational group, whose members are so in want educationally that they are unable to contribute in any way whatsoever to society. Others were against the diversification of activities taking place at MOBRAL in the form of post-literacy programs, as they were unable to perceive its connection to the principles of adult education.

To some, consciousness raising and growing aspirations on the part of the people, were factors capable of unleashing social tensions which could be prevented or postponed. Others still, thought it more rational to teach children the literacy skills and leave adults alone.

Taking off from literacy, MOBRAL's evolution proceeded through the many programs launched by the Organization in a variety show eventually allowing for the selection of programs more adequate to the Brazilian communities.

MOBRAL's various programs derived from a common trunk: literacy was the generating element leading the communities to the creation of other activities capable of advancing the educational process of MOBRAL clients.

#### b. Decrees and Laws

In order to evaluate MOBRAL's performance, the Federal Government created a series of decrees and laws, among which the following deserve mention:

- 1) Law 5379 of December 15, 1961, which refers to "literacy and the lifelong education of adolescents and adults".
- 2) Decree no. 62484 of 3/29/1968 which approves the statute of MOBRAL Foundation.
- 3) Decree no. 61.312 of 9/8/1967 establishes a provision for the use of television broadcasting stations for literacy programs. In its first article the decree states that "all television broadcasting stations, whether official or private, will have to

contribute to the national effort in favor of functional literacy and the lifelong education of adults".

4) Decree no. 61.313 of 9/8/1967 establishes a provision relative to the constitution of the National Broadcast Network for Functional Literacy and Adult Education.

5) Decree no. 61.314 of 9/8/1967 establishes a provision relative to civic education in union institutions and the campaign for the extinction of illiteracy. Its article 1 includes a provision establishing that union organizations intensify their educational activities, especially as related to moral and civic education, to the qualification of labor and to sanitary education. Article 2 establishes that "functional literacy courses should be set up in organizations including illiterate adults among their members".

6) Federal Decree no. 1.124 of 9/8/1970 allows for income tax deductions from juridical persons from 1971 thru 1973, for purposes of teaching literacy skills, its article 2 indicating, furthermore, the percentage to be donated to MOBREAL Foundation and stipulating it to be at the least 1% (one percent) and at the most 2% (two percent) of the income tax collected.

7) Federal Decree no. 1.274 of 5/30/1973, which extends till 1976 the term even of Federal Decree no. 1.124 of 9/8/1970, allowing for income tax deductions from juridical persons for purposes of teaching literacy skills.

8) Federal Decree no. 1.444 of 2/3/1976 extending the term of Federal Decree no. 1.124 from 9/8/1970 to 1979, alters the limit for income tax deductions from juridical persons in favor of MOBREAL. As of 1977 the deduction will be of at least 1% (one percent) and at most 2% (two percent) of the income tax due.

9) Decree no. 74.562 of 9/16/1975 establishes that the cooperation of Teachers, Monitors or Literacy Teachers recruited by MOBREAL's Municipal Commissions involves activities which are occasional and not economic in their nature, therefore not bearing charges related to labor or social welfare.

10) Decree no. 75.749 of 5/22/1975 considers relevant the services rendered by members of MOBREAL's Municipal Commissions.

11) Federal law no. 1.634 of 12/7/1978 extends terms stipulated until 1982 in the Income Tax Legislation.



### c. General Structural Outline

In view of the size of the Brazilian territory and the possible difficulties faced in the operationalization of the objectives described, a "community-type" decentralization was sought. Thus, the Municipal Commissions (COMUN) - cornerstones of the Organization - were established along with the State Coordinations, the latter organized by the mayor and set up at an intermediate level between the former and Central MOBREAL headquarters.

MOBREAL's mainstay has been the Municipal Government, executive agency of the municipality - smallest unit in the Brazilian political division.

### d. Resource Commitments

1) As to physical resources MOBREAL does not own real estate. Spaces for classes are made available by schools, union and religious associations, service clubs, military units, public and private entities, in general, as well as by individuals willing to hold them in their homes.

2) As to financial resources, tables 3 and 4 below show the evolution of revenues and disbursements at MOBREAL.

TABLE 3

## EVOLUTION OF REVENUE - 1970/1981

Current dollars

US\$ 1,000

| Source \ Year                                   | 1970  | 1971   | 1972   | 1973   | 1974   | 1975   | 1976   | 1977   | 1978    | 1979   | 1980   | 1981 * |
|-------------------------------------------------|-------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|--------|
| Union                                           | 419   | 840    | 311    | 310    | 181    | 235    | 175    | 164    | 128     | 117    | 115    | 223    |
| National Development Fund. - FNDE (Sports Lot.) | -     | 9,849  | 14,415 | 28,248 | 22,185 | 19,583 | 15,418 | 16,761 | 13,388. | 6,623  | 6,830  | 4,211  |
| Income Tax                                      | 336   | 4,907  | 7,246  | 9,532  | 14,497 | 15,524 | 20,904 | 40,070 | 46,563  | 30,134 | 34,204 | 42,215 |
| Sundry                                          | 2,275 | 6      | 361    | 1,241  | 3,636  | 4,270  | 1,331  | 1,881  | 5,621   | 2,927  | 2,019  | 3,068  |
| Total                                           | 3,030 | 15,602 | 22,333 | 38,442 | 40,499 | 39,612 | 37,828 | 58,876 | 65,700  | 39,801 | 43,168 | 49,717 |

Source: ASSOP (Advisory Board for Organization and Planning)

(\*) Estimate



TABLE 4

## EVOLUTION OF DISBURSEMENT - 1970/1981

Current dollars

US\$ 1,000

| Year<br>Program/<br>Activities   | 1970  | 1971   | 1972   | 1973   | 1974   | 1975   | 1976   | 1977   | 1978   | 1979   | 1980   | 1981*  |
|----------------------------------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Literacy                         | 1,111 | 11,877 | 22,594 | 28,838 | 35,002 | 27,452 | 29,961 | 33,679 | 46,642 | 30,407 | 27,963 | 31,007 |
| Cultural                         | -     | -      | -      | 2,627  | 3,122  | 652    | 813    | 928    | 1,092  | 335    | 973    | 445    |
| Profession-<br>alization         | -     | -      | -      | -      | 785    | 638    | 234    | 341    | 1,332  | 846    | 804    | 1,304  |
| Community<br>Action              | -     | -      | -      | -      | -      | -      | 35     | 160    | 543    | 145    | 674    | 148    |
| Community<br>Health<br>Education | -     | -      | -      | -      | -      | -      | 465    | 774    | 2,847  | 1,575  | 621    | 938    |
| Sports for All                   | -     | -      | -      | -      | -      | -      | -      | 1,221  | 1,030  | -      | -      | -      |
| Technology of<br>Scarcity        | -     | -      | -      | -      | -      | -      | -      | -      | -      | 10     | 251    | 129    |
| Integrated<br>Education          | -     | -      | -      | 3,499  | 3,042  | 1,929  | 630    | 6,870  | 2,095  | 1,302  | 2,819  | 3,605  |
| Pre-School                       | -     | -      | -      | -      | -      | -      | -      | -      | -      | -      | -      | 3,036  |
| Administration                   | -     | -      | -      | 2,716  | 3,592  | 7,092  | 4,764  | 6,827  | 11,567 | 6,853  | 7,475  | 9,103  |
| Mortgage of<br>Loans             | -     | -      | -      | -      | -      | 46     | 125    | -      | -      | -      | -      | -      |
| Total                            | 1,111 | 11,877 | 22,594 | 37,680 | 45,543 | 37,809 | 37,027 | 51,535 | 67,958 | 41,473 | 41,580 | 49,715 |

Source: ASSOP

(\*) Estimate

Table 3, showing the sources of funds, allows for the observation of a decrease in contributions from the Sports Lottery and an increase in the funds donated by enterprises in the form of deduction in their income taxes. "During the years 1978 and 1979, MOBRAL's (extra-budget) funds corresponded to approximately 4.5% of the Ministry of Education and Culture's federal budget. In States and municipalities, in particular, expenditures of the Brazilian basic school system in the eight first school grades are approximately as high as 25 times what MOBRAL spends". (Quoted from "Literacy Campaigns in the XX<sup>th</sup> Century: Brazil", Arlindo Lopes Corrêa, 1980, p. 17; preliminary version).

As to the expenditures listed in Table 4, these data refer to resources made available by MOBRAL Foundation's Central Administration.

Funds granted by Municipal Departments, by enterprises and persons at the local level, etc. are not included herein. At the municipality level, the Municipal Commissions promote fairs, gymkhanas, auctions, collect donations in varying amounts, etc.

In 1978, these funds probably made up around 40 to 50% of what MOBRAL invests directly, which would raise the total yearly expenditures of the programs to one hundred million dollars. It would be hard to determine the value of the non-monetary resources obtained by MOBRAL in the communities, but the fact that all spaces for classes, Cultural Posts, etc. are made available for use deserves to be mentioned. Participants in MOBRAL programs pay nothing, and still get for free the didactic material and, in general, copybooks, pens, pencils and erasers.

3) As to human resources MOBRAL's literacy teachers are semi-volunteers, who receive a small bonus from Central MOBRAL - Cr\$420,00 per learner/program or US\$ 4.50 - in accordance with the agreement signed by the Municipal Commission to cover small expenses, related to transportation, material, etc. Municipal Departments with greater financial resources took it upon themselves to add a supplement to that bonus. According to the



legislature in effect (Decree no. 74.562 of 9/16/74), literacy teachers have no employment ties with MOBRAL. Members of the Municipal Commissions are not remunerated by MOBRAL.

MOBRAL, in addition, relies upon the Subsystem for Overall Supervision set up in 1973 and among whose members the one closest to the Municipal Commission is the Municipal Supervisor. Municipal Supervisors, as members of the COMUN, are volunteers, therefore receiving no payment.

In some municipalities, to carry out that function the Municipal Government habitually places at the disposal of the COMUN, a municipal civil servant, paid of course by that administration. Area supervisors, living in a specific municipality and supervising it, along with 2, 3 or 4 other municipalities, regularly travel to these municipalities and receive a salary plus additional funds to cover traveling expenses.

## 2. Expected Participants / Target Groups

When MOBRAL was created, adolescents and adults in the 15 to 35 age bracket made up the priority age group initially worked with in urban zones and in the outskirts of urban zones. As these priority groups were taken care of, the age group to be reached was broadened to meet the newly found requirements, since for that needy segment of the population it is extremely difficult to establish priorities.

Thus, considering the difficulties of access and the precarious conditions in which this population subsists, the care provided did not limit itself to the initially established priority.

The main characteristic of clients in all MOBRAL programs is that they belong to that segment of society with less social opportunities.

As to gender, participation in MOBRAL courses in urban and in rural zones, is characterized by the fact that while in urban zones women predominate (52.7%), in rural zones the same is true of men (58.2%).

As to participation according to age group, it could be said that to lesser degrees of development and greater degrees of ruralization correspond greater participation on the part of those of MOBREAL's population below 20 years of age (49.3%).

As to salaries, the average income is roughly the minimum wage and 26% receive no income at all. Incomes are considerably lower in northern and northeastern regions, than in southern and southeastern regions, whereas overall, as in each region, rural zones, rather than urban zones, concentrate greater populations in lower income brackets.

Gender, on the other hand, is another form of inequality: women have higher participation percentages than men in the "no income" category, and also have higher concentrations in lower income brackets than men.

Age also plays its role in income distribution. Young persons below 20 years of age are those with greater participation in the "no income" category and in lower income brackets. In general, income tends to grow in parallel with age.

As to the occupations of MOBREAL clients, greater participation on the part of those "without an occupation" is a characteristic running side by side with traits of those who receive "no income". In other words, the percentage is higher in less developed regions, and participation is lower in the rural zone category than in the urban zone category (25.8% urban zone, 16.4% rural zone).

The occupational category "workers at the hoe" is that which shows greater overall participation, while maintaining its significance in the urban zone (13% in the urban zone and 31.7% in the rural zone). It is important to stress the high concentration peculiar to the following three occupations: "farmers" (3.3% in the urban zone and 13.5% in the rural zone), "maids" (11.8% in the urban zone and 4.2% in the rural zone) and "other occupations in the services sector" (9.5% in the urban zone and 5.3% in the rural zone).

As to the occupation of the clients, it is, therefore, possible



to conclude that there is a high percentage of individuals "without an occupation", a strong concentration in agriculture and also a great concentration of women in domestic occupations. (Lovisolo, 1978).

### 3. Program Objectives

The objectives of the Brazilian Literacy Movement -- MOBRAL -- have changed in the course of the Foundation's existence.

According to the law by which it was created, MOBRAL was defined as an "educational movement, beyond the limits of the school system and which would open the way for the lifelong education of the neediest Brazilian populational groups, by creating activities capable of providing for the integral growth of man".

These objectives were political, social, cultural and economic in character. From a political viewpoint, the idea was both to obtain the political participation of a large group of illiterate individuals constitutionally prevented from voting, as well as to raise their consciousnesses with respect to political rights and duties. In the social sphere, an attempt was made to create general conditions of ascent to that group. To value, preserve and encourage popular culture was tied to the cultural aspect of the task. In the economic sphere, the effort was geared to providing the individual with conditions for the improvement of his/her economic position in the labor market or through autonomus occupations.

The wide scope of MOBRAL's performance stemmed from concerns specific to all spheres and motives of the human being. Through MOBRAL, the Brazilian Government aimed at widening the range of its activities in the social field, since despite the fact that it was a time of economic prosperity, inequalities with respect to income among persons, regions and sectors still persisted. It was deemed to be the moment for investments in popular education aimed at political, economic, social and cultural modernization. While at the time MOBRAL was created, the language describing its objectives was broader in scope and more humanistic, at the time

of the operationalization, it was more pragmatic, stressing aspects related to economics. The executional phase was marked by a broadening in scope as to objectives and intentions and by the humanistic, humanizing and modernizing traits of the Agency, but it was also influenced by a concern with respect to efficiency and efficacy.

Through the methodology of the Functional Literacy Program - PAF -, implemented in 1970, opportunities would be provided for the development of reading, writing and counting skills, and responsibility would be forged for freedom, these being considered ways for individuals to become integrated and active in the society in which they belong, as well as constituting an answer to the needs of the community.

In 1973 MOBREAL's Cultural Program was created with the aim of integrating the MOBREAL client into his/her community together with his/her oral cultural baggage to which reading, writing and counting skills had recently been added.

The Program began its operations on a national scale in 1974 through various subprograms, such as Literature, Theater, Crafts, Plastic Arts, Radio, Cinema, etc. To develop its cultural subprograms, MOBREAL relies on permanent units -- Cultural Posts-- and on mobile units -- MOBREALTECAs, Mini-MOBREALTECAs and Cultural Tents.

To help promote the furtherance of notions acquired, as well as progress to more advanced levels, various programs were created. In 1971, MOBREAL launched the Integrated Education Program, referred to as PEI, with the following specific objectives:

- to provide for the increase in social communication through the perfecting of the oral and the written languages;



- to develop the capacity of transferring notions learned by applying them to practical life situations;
- to encourage creative expression styles.

This course, taught as part of an agreement with the State and Municipal Secretariats of Education, and lasting either 12, 15, 18 or 24 months, was immediately considered to be the equivalent of the first four grades of the basic school system by the educational authorities.

It based itself on the exploration of relevant themes, i.e. health, education, nutrition, leisure, culture, transportation, work, etc., on their in-depth examination and on the integration of communication and expression, sciences, morals and principles of good citizenship, etc.. Whenever possible mathematical contents were integrated in these teachings, in general, however, the latter were approached in isolation.

Still in 1973, agreements with professional training entities were started for the qualification of those who had recently become literate, and for those who had completed the integrated education course. In 1974, MOBREAL set up its Professionalization Management, referred to as GEPRO, and began training professionally with much more flexibility as a result of the methodology of occupational families and of keeping up with the training in those occupations deemed more useful to its clients. Through the Community Education for Work Program, created in 1978 and referred to by the acronym PETRA, efforts were aimed at providing a kind of informal training where the monitor, as a member of the community, transmits what he/she knows to a group.

Through this Program an attempt is made to provide an answer to a challenge: to afford better professional qualification to a great number of learners finishing the Literacy Program. Rather than to train for a labor market, which does not have a sufficient number of opportunities available to absorb the contingent of

literacy graduates, the Program aims at disseminating techniques and attitudes for work capable of helping professional initiation or encouraging savings through the learning of such skills among others as dressmaking or skills related to the area of civil construction, which might be useful in everyday life.

The Self-teaching Program created in 1975 and whose operational unit is the Cultural Post is aimed at making an educational alternative available by means of which clients are guided to learn on their own. The material in this Program is based on the Integrated Education course and places at the disposal of clients, materials capable of awakening and favoring the development of mechanisms needed for a permanent education. The books include texts and illustrations related to a central theme, questions along and at the end of the text, and an evaluation card to be filled by the students themselves. It is a style of teaching through correspondence, which utilizes the Cultural Post as a post office agency.

Other MOBREAL programs operate as a motivating factor for those who have become literate, as well as a manner of absorbing them and in such a way contributing to a more encompassing action within the community.

The Diversified Community Action Program, set up in 1975 and referred to by the acronym PRODAC, is a Program through which volunteer community groups are formed, which elaborate a diagnostic of needs, as well as a plan of action, actually developed at a later time, with or without assistance from public and private entities, by participants in the Program. Participation is open to all residents in the municipality in which the Program is implemented.

In 1976, the Community Health Education Program, referred to as



PES, was launched, and the discussion with members of the community of such themes as hygiene, mother and child care, diseases and nutrition, was started. Meanwhile, cooperative work was also undertaken with these participants, independently of the availability of assistance from private or public entities.

In 1978, the Technology of Scarcity Program -- referred to internationally as Appropriate Technologies -- was launched with the aim of collecting samples of the technical culture of the Brazilian people, and of analyzing, evaluating and disseminating such samples through printed, visual or audiovisual materials.

All these programs attempted to create adequate written material capable of motivating learners to utilize their learning.

#### 4. The Methodological Approach

While the operational methodology structured by MOBREAL took into account the difficulties found in previous experiences, it also took advantage of the highly positive aspects of each.

Initially, when literacy and lifelong education were mentioned, the implication was that literacy was the first step in the educational process, to be followed by higher and higher levels of learning. At a later time, functional literacy began to be considered as a stage in the educational process, which need not be the first.

MOBREAL decided for a large scale program through which it could eradicate illiteracy in a period of 10 years, in accordance with government-assigned objectives. Yet, it was not only the element time, which determined the choice for a mass program. The exceedingly high number of illiterate adults, the size of the country, the diverse cultural and ethnic Brazilian realities were all factors contributing strongly to the decision for a mass program.

Experiences with small groups, which would take into account the

interests of each community would perhaps be the optimum solution. On the other hand, this alternative would probably still contain prohibitive factors for the eradication of illiteracy in our country in this century, since scale economy would be annulled, this way rendering an emergency action impractical.

The decision, therefore, was for the trial and error method. This method has a commitment with the reality where it is employed, it develops within normal conditions and faces the usual operational obstacles in the very universe to which it refers. In the social domain, the experiment needs certain conditions which cannot be reproduced when one attempts to expand it to the universe to be reached.

In addition, it is important to mention that the experiments take so much time to develop that once they are concluded, the conditions for which they were projected initially may be so altered that to disseminate them would be as risky as not carrying out the experiment. Yet in no time has the decision for a mass program meant a decision for a massifying action. Tending to the individual needs of clients was safeguarded by the adoption of a methodology which, based on the existential experience of the individual, would lead this individual to reflect upon the reality surrounding him/her, thereby enabling him/her to transform it.

Some aspects of the methodology adopted by MOBREAL will be covered below. One of these has to do with functionality, a methodological principle according to which the content of the educational activity has its origin in the life experience of the human being. Thanks to the principle of functionality in the programs, the student is not restricted to the learning of reading, writing and counting skills, but is led additionally to discover his/her function, his/her role in the TIME and the SPACE in which he/she lives.

This is done by awakening in the learner the taste for work, by developing his/her creativity, by creating in him/her habits of hygiene and health, by teaching him/her to live in the community and by helping him/her become acquainted with his/her rights and duties.



Numerous obstacles interfered with the attainment of the optimum degree of functionality in the various MOBREAL programs. Among the various procedures adopted by the Organization in its search for this optimum degree, it is important to mention acceleration and globalization.

Acceleration is an educational process which aims at reaching adolescents and adults without going through all the steps peculiar to the traditional school system.

Because adult individuals have some life experience and enculturation, and because they are mature with respect to motor- and (visual, auditive, etc.) perception-related aspects, they can succeed in a short period of time, if encouraged and given the opportunity to practice in tasks demanding such skills, and which are based on their life experience. In view of all this, a speedy learning process is justified and even called for.

In order to reach the degree of functionality initially established, MOBREAL utilized elements other than the choice of words and generating texts. Thus:

- the choice of literacy teachers among members of the community, who with the aid of training are capable of safeguarding the work by basing it on the interests of the clients and the community;
- the utilization of work in groups, which allows for the exploration of contents at the level of the learner's interest.

Other ways in which the Agency further attempted to materialize the concept of functionality was through its other already mentioned programs -- PEI, Self-teaching, Cultural and Professionalizing, etc. --, since through them, it was possible to extend diversified forms of assistance to the individual and to the community, in accordance with the interests, needs and skills involved.

These programs contributed to making a steadily more functional educational process a gradual reality. Each MOBREAL program opens the way for another, that way providing the individual with the opportunity to grow as a whole person.

Since MOBREAL views education as a process whose ultimate objective is man as a whole, each of its perspectives is likely to meet in the educational process a possibility for growth. In order to guarantee that all of the individual's dimensions are reached satisfactorily, MOBREAL adopted globalization as a methodological procedure. Based on the principle that the person is a whole being, whose life experience cannot be seen from a fragmented viewpoint, MOBREAL soon realized that globalization consisted in one of the most efficient means through which to achieve functionality through its programs.

In PAF, specifically, the method employed picks out significant experiences in the lives of clients, and by using generating words related to the basic needs of human beings, guarantees the interest and involvement of learners. These generating words are used universally throughout the various Brazilian regions.

The following are the procedures employed in the teaching of generating words:

- presentation and exploration of the generating poster, which leads to:
- the study of the generating word taken out of the poster;
- syllabic decomposition of the generating word;
- study of the syllabic families as based on the words;
- make up and study of new words;
- make up and study of sentences and texts.

The teaching of writing occurs in parallel with that of reading.

Spelling is taught with care, but is not stressed too much lest it should become an obstacle to the literacy process.

Mathematics is taught at the same time as reading and writing.



Its teaching is based on the examination of the knowledge already owned by the learners and on the subsequent broadening and organization of such notions. The process ends with the application of notions acquired to practical situations.

The Program's basic didactic set is made up of the following: the learner's reader, his/her language exercise book and a math book; the literacy teacher's guidebook and, a set of generating posters. In addition to this material, learners and literacy teachers are given a supplementary set of didactic material made up of books for continued reading and newspapers, which serve to support and enrich the literacy process.

As to other resources, technological media - specifically radio and television - became the instruments for the transmission of the Functional Literacy Program.

Five months became the established length for the course, with classes lasting two hours at a time. In empirical terms, this was considered enough time for most students to become literate.

It is important to stress that the learner does not need to remain in the class the entire five months: if his/her pace of learning is faster, he/she will remain only for the time needed to become literate. Should, on the other hand, his/her pace be slower, he/she can register again and stay in the course as long as needed to become literate.

The learner will be considered literate if he/she is able to:

- identify the content of the texts and sentences he/she reads;
- write meaningful texts and sentences;
- resolve situations, such as problems involving the four operations, including numbers made up of 1 or 2 figures, with or without grouping;
- resolve situations - such as problems involving measures of

length (meter, centimeter, kilometer), the figuring of perimeters, measures of capacity (liter), mass measures (gram and kilogram), measures of monetary value, time measures (day, month, hour, etc.)- by using whole quantities and fractions.



### III. SPECIFIC TECHNIQUES

#### 1. Out-of-School Programs Parallel to the School System and Other Non-formal Courses/Programs

Three of the MOBRAL programs are intended to afford the clientele new opportunities for carrying on their studies, as well as improving their situation in the job market. Those programs are Integrated Education, Self-Teaching and Professional Training. They are intended for persons who have recently learned to read and write and for other members of the community who have passed through formal education without obtaining a course-completion certificate.

##### a. The Integrated Education Program

This Program takes as its starting point studies of topics connected with the basic requirements of mankind, and there is no pre-established sequence of approach. The study of each topic, centering around the interests and needs of the group, is undertaken by examining a generating poster and working with a generating text. Resultant activities take place in terms of group work with interchange of experience, active participation by all, discussion and a search for solutions to problems arising as a consequence of the respective activities.

Performance of the Program is the responsibility of the State and Municipal Boards of Education, under agreements with MOBRAL. MOBRAL supplies the didactic materials and trains the teachers. And it is up to the Boards of Education to cede the necessary human resources and material supplies, as well as the facilities for running the classes and organizing the Program.

On January 25, 1973, the Federal Board of Education issued its Formal Opinion no. 44/73, by means of which it recognized that the Program was equivalent to the first four grades of elementary education. Through that Opinion, it was ensured that evaluating the progress in learning, forms a part of the process and that

course conclusion certificates will be issued by the Boards of Education. In another formal opinion, MOBRAL is authorized to enter into agreements with private schools that may issue certificates of schooling achievement, as long as they are duly authorized or recognized by state or municipal agencies in the specific sector. The same formal opinion grants MOBRAL authorization to issue the certificates - which are also valid all over Brazil - without referendum to the Boards of Education.

Starting with Formal Opinion 44/73, the Boards of Education are entitled to distribute a minimum study schedule of 720 hours, by stages, and the respective programs may last ten to eighteen months. Yet, in view of the flexibility of this Program, certain students may attain the objectives after, say, 400, 500 or 600 hours work, whereas others may require over 720 hours, therefore enrolling again in other agreement arrangements.

Training of human resources in the implementation phase (1971) was effected in two different stages, with a multiplier effect. In the first stage, the Central MOBRAL team trained the teachers representing each municipality, while in the second, those representative teachers train the entire teaching body. Since that time, training activities have been carried on either by the Central MOBRAL team, (through the State and Territorial Coordination Offices or the Overall Supervision Subsystem) , or by the Boards of Education. The didactic materials and the guidelines drawn up by MOBRAL are the basic resources for training activities.

b. Follow-up and control of the programs, initially assigned to the Boards of Education, are currently being carried on by MOBRAL as well.

The Self-Teaching Program was mainly developed from principles whereby education is a process in which the individual learns how to acquire information and train himself, and whereby it is really possible to learn only that which one discovers by himself. Thus, educational action should afford conditions, which allow



the individual to become the agent of his own education.

In the light of the Program's objectives, it was stipulated that preferential attention should be given to the rural areas, and the following scale of priority was established for enrollment in the Program:

- literacy teachers;
- alumni from the Functional Literacy course;
- teachers in the Integrated Education Program;
- students in the Integrated Education Program; and,
- the community at large.

Specific characteristics of the Program are as follows:

- presentation for study of topics of interest to the students or which reflect their needs;
- the topic to be worked on at each period is chosen in all cases by the student himself. There is no pre-determined order for study of the various topics;
- the working time dedicated to each subject depends on the rate of learning, interest, need expressed and availability of time for each student, who may for these very reasons join or quit the Program at any time;
- to render the study of the selected subject feasible, the student has access to material whereby he may get informed and keep up-to-date of his own accord;
- study of each topic is carried out by working with the didactic texts and performance of complementary activities.

MOBRAL places two different kinds of didactic material at the disposal of the students. The basic material, for individual use, consists of three books from the PEI (Integrated Education Program) set, Activity Guidelines (with topics related to Work, Communications, Transportation, The Human Body, The Community,

Culture, Agriculture and Animal Husbandry, Brazil, Skills Training, Hygiene and Health, the Social Universe, Mathematics Guidelines -- 4 Guidelines, in pre-determined order), Question/Answer Keys tying in with the Editora Abril Mathematics exercise book. The didactic material of reference that is kept at the Cultural Post to be loaned out to students, comprises the materials for the Integrated Education, Functional Literacy and Community Health Education programs, amongst others.

There is a program monitor at each Cultural Post, with responsibility for orientation, follow-up and evaluation of the activities carried on by participants in the Program.

Performance of the activities of the monitor and other responsible persons at a municipality level is followed up by the Subsystem for Overall Supervision - SUSUG - and the Pedagogic Agency. The workers responsible for this follow-up activity at the various levels perform tasks of training, cooperative evaluation, contacts with the clientele, and so on.

c. The Professional Training Program is intended to meet the Government's concern with training manpower for fostering the social and economic development of Brazil, through two types of training, by Occupational Families and Specific Occupations.

A training system by Occupational Families is aimed at caring in the most objective manner for the needs for preparing larger contingents of labor at lowest possible costs. To this context pertains the methodology of training by Occupational Families, in which the first step aimed at is semi-vocational qualification in the three sectors of the economy.

Training by Occupational Families consists of imparting basic technical knowledge of the main and similar tasks involved in a group of occupations, so as to qualify the trainee to perform a number of tasks and also afford suitable conditions for his subsequent specialization in a particular occupation or particular



task within an occupation in general.

The activities provided for in the various contents of the methodology of training by Occupational Families (thirteen in all) are eminently practical in nature, so as to facilitate retention of what is learned, and no extra-curricular activities are programmed.

The number of hours involved varies with the content. The hourly duration of the Primary Sector subject matter is from 40 to 80 hours, distributed during the course of planting and harvesting of the respective crops in the locality. The number of hours involved in the contents of the Secondary Sector varies from 70 to 120 hours. No curricula have as yet been prepared for the Tertiary Sector.

Attending MOBRAF clients by applying the methodology of training by Specific Occupations, just like training by Occupational Families, is intended to serve government objectives, as aforesaid, in promoting the social and economic development of Brazil.

Differing from the methodology of training by Occupational Families, which entails holding semi-skills training courses, training for Specific Occupations consists of holding courses aimed at professional qualification, whereby coverage is provided for the requirements of a higher degree of specialization imposed by the job market.

Training by Specific Occupations consists of an organized series of theoretical and practical curricula preparing the individual for performance of a single occupation (e.g., typing, shorthand, etc.).

The activities embodied in the various curricula of the training methodology by Specific Occupations (27 for the Primary Sector, 05 for the Secondary Sector and 10 for the Tertiary Sector) are both theoretical and practical in nature, with no provision for extra-curricular activities.

The number of hours varies with the content. It is, however, suggested to the teachers and monitors that the schedule provide for not less than sixty nor more than eighty hours.

Since MOBREAL's Professionalization Management does not have its own group of teachers/monitors, the two training programs have been developed by means of agreements entered into with entities belonging to the formal professional training system (EMATER, SENAI, etc.(1)). MOBREAL supplies the funding, the methodology and the didactic materials involved and mobilizes the interested clientele in the communities, whereas the entities sharing in the agreement provide their own teams of teachers and monitors, who are required to have suitable professional qualifications. MOBREAL also undertakes to provide training in the methodology of the two programs for such teachers/monitors. These agreements are rendered operational by means of MOBREAL's State Coordinations and Municipal Committees, and the state and/or municipal representatives of the entities participating in the agreements.

The courses are held in the municipalities covered by the agreements between MOBREAL and the participating entities, where there is an interested clientele, in facilities, and using means, ceded by the community (on estates or small holdings, in the case of the primary sector, and at workshops made available by local firms, in that of the secondary one). If there are training centers belonging to the entities in the agreement at the respective localities, it is also suggested that these be used in the case of secondary sector activities.

No provision is made for formal (written) exams in these courses. The certificates are issued to those students that have covered 70% of the stipulated number of hours of work and have, during the course, given evidence of mastering the techniques introduced. Evaluation is made by the teacher/monitor on a basis of a practical check. No equivalency to other courses is ascribed to these

- (1) EMATER - Empresa de Assistência e Extensão Rural do Rio Grande do Sul or Rural Assistance and Extension Enterprise of Rio Grande do Sul.  
SENAI - Serviço Nacional de Aprendizagem Industrial or National Service for Industrial Training.



training activities, as yet.

Control and follow-up of training is the responsibility of the supervisor at the municipal level during his monthly visits to the courses. A coordinated compilation of the respective data is sent at two-monthly intervals to the offices of the Professionalization Management.

The Brazilian Literacy Movement -- MOBRAL -- besides acting in the areas referred to, works in the areas of health, culture, community action and the technology of scarcity, in the form of post-literacy programs, within the structure of a Lifelong Education process. Systematic orientation is adopted in the sense that activities in each one of these areas individually includes concern with finding out from the clientele its requirements and interest in attendance through any of the other areas. Apart from this, encouragement is given for contacts with entities in the professional training area or other areas, at national, state or municipal levels, at which the needs and interests of the clientele can be taken care of in those cases when they cannot at that particular moment be handled by MOBRAL itself.

## 2. Occasional Programs Based on Special Needs and Interests

In certain situations it is not always literacy that meets the priority requirements of the individual. Other educational activities (in the fields of health, housing, nutrition, sports, etc.) are also of importance, and make for greater integration and participation of the individual in the community. In many cases they may help improve the quality of life in the community on a short-term basis.

The MOBRAL Foundation has three programs that fit in to this situation, namely: the Diversified Community Action Program (PRODAC), the Community Health Education Program (PES) and the Technology of Scarcity Program.

a. Gathering information and data based on observation of work in the field, MOBREAL has developed a new strategy of community activity that has been named the Diversified Community Action Program - PRODAC.

This Program is organized in three different stages that are interconnected, namely: mobilization, organization of groups, and maintenance of work. Although there is a specific mobilization stage in which the population is prepared to receive the Program, mobilization in general is present in all phases of the work.

In the first stage, use is made of all means available for the urban and rural areas (radio, newspapers, talks, loudspeakers, posters, etc.) and the population is called upon to participate in what the community itself plans and will carry out after surveying priorities in relation to its needs and interests.

Persons on all economic, social and cultural levels of the community are invited to participate in the survey aimed at not only appraising existing problems but also encountering solutions and achieving participation in the performance of the work.

After the data have been organized, an advance community diagnosis is obtained in meetings. The participants discuss not only the problems but the solutions and resources available, indicating what takes priority and what is feasible of solution, together with the respective forms of action to be adopted.

The second stage starts with the formation of groups which will carry out work based on the diagnosis made. The methodology of the Program entails the formation of two different kinds of groups, namely:

- Community Action Group - A volunteer group generally organized at municipal headquarters, and responsible for coordinating, planning, carrying out and expanding the Program;
- Local Action Group - Groups of volunteers consisting of persons



from a rural or urban community, interested in carrying out activities aimed at development of the place where they live.

Through a series of meetings, the groups draw up their action plan. The Community Action Group prepares the action plan for the municipality, containing a note of the activities of the whole of the local action groups.

In the third stage, the organized groups carry out the action plan and endeavor to involve the whole of those benefitted by the activities performed. The groups are supposed to get together periodically to discuss strategies, divide up tasks and responsibilities, and evaluate and reformulate the plan of action. In accordance with a line of joint responsibility, the persons involved are supposed to not only get acquainted with their problem situations and to participate in the quest for solutions, but also to act through contact with the authorities and the entities existing at the municipal level.

Certain entities, for purposes resembling those of PRODAC, have joined the latter so as to unite their potential. An instance of this was the joint activity carried on by MOBRAL and the Army, through the Civic and Social Action Program (ACISO), starting July 1976. The PRODAC/ACISO Project was intended to apply the PRODAC methodology in order to make ACISO become an effort for triggering the process of community development.

b. The Community Health Education Program (PES) is intended to involve the entire community in the municipalities where it is implemented. Its basic strategy calls for the identification of groups already organized in the community and the formation of new ones.

There is no limitation on the number of components of the groups and they are coordinated by a monitor who decides jointly with other persons when and where the groups will get together to discuss the health situation. The Program is made known by all

means of communication available, such as newspapers, radio broadcasting stations, loudspeakers, television stations, posters, banners and so on.

The groups engage in get-togethers and meetings at which talks are given and discussions take place on health problems, in accordance with the requirements surveyed by the participants.

The activities started by them are extended in the form of cooperative activities planned by the participating groups and carried out with the participation of the community and local entities.

The monitor is oriented to engage together with the group in the task of discovering and obtaining the support of health institutions and of professionals such as physicians, nurses, nursing assistants and Health Center workers.

The Community Health Education Program also provides for the monitors and participating groups to work together with persons who, though not connected with the Health System proper, have considerable knowledge in the area and play an important role in the communities, such as pharmacy clerks, midwives and healers, amongst others.

Duration of the respective programs is supposed to be four months, as stipulated in the Complementary Deed to the main agreement signed by MOBREAL and the entities involved, meaning the Mayor's Office and the Municipal Committee, amongst others. This Complementary Deed may be renewed in the municipalities that have kept up their interest in the continuity of the Program.

For performance of the Community Health Education Program, a post is set up in the COEST called Community Health Education Program Agent or ANPES. This representative is responsible for coordination, planning, follow-up and supervision of the Program at state level.

The MOBREAL Supervisors (Overall Supervision Subsystem, SUSUG) are in charge of training, technical assistance and supervision of the



Program in the municipality. They represent the connecting link between the State Coordination levels -- COEST -- and the work carried out in the municipalities.

Also involved is the Person in Charge of the Community Health Education Program, ENPES. He is responsible within the respective Municipal Committees for development of the Program, for orienting and assisting the monitors in doing their jobs, and contributing to the mobilization and development of the community and respective entities within the PES.

The person responsible for development of the Program at community level is the Monitor. After receiving the training provided by MOBRAL he looks after coordinating the activities of the participating group, orienting discussion at meetings, bringing in information, making known the services of the local health agencies and fostering the development of community activities.

Training of the individuals involved is basically handled through specific courses at two different levels:

- State level, for manpower involved in coordination and supervision of the Program.
- Municipal level, for manpower involved in actual execution of the Program.

At the former of these levels, training activities are carried out for the PES Agency and the supervisors, to prepare them for implementation, follow-up and supervision of the Program, and to qualify them for training of monitors. These training activities are the responsibility of Central MOBRAL technical staff.

At the second level, basic training and refresher courses are provided so as to prepare and feed back to the ENPES and the monitors during the entire period of the Program.

During the basic training activity the monitor gets to know and learns to deal with the PES supporting material, which comprises

a series of books, booklets and posters containing information on the main health problems. Provision is made for using this supporting material in response to the problems, interests and needs of each locality involved.

At the beginning of each year, the Program Management draws up a forecast of what will be spent up to the end of the period. The budgeted sum, once approved, will give rise to the Program budget. This budget may be reinforced by extra earmarkings during the period, or funds may even be shifted from one project to another. At the present time there are 12 different types of projects and activities involving the following kinds of expenses that give rise to Program costs:

- Grants in Aid
- Consumer Supplies
- Travelling Fares
- Printing of Material
- Services Rendered
- Payment to Monitors (Cr\$1,000 x 4 mths.=Cr\$4,000 p/agreement)
- Special Projects
- Purchase of Films and Tapes
- Purchase of Books and Magazines
- Payments for Courses
- Purchase of Seeds
- Rental of Studios
- Payments to Actors, Musicians, Narrators, Sound Technicians, etc.

Besides the pre-established budget we can resort to funding from FUDAC (that finances activities) and FUCAP (for preparation of resources). Both these funds are derived from the overall MOBRAL



budget, meaning that they do not come from the pre-established budget of the Management. In addition to periodical training and recycling, the Community Health Education Program Management, GEPES, makes use of other means to follow-up the progress of the Program in the field and send information and guidance to all those involved. The monitor is required to submit monthly reports giving an idea of the topics covered at the meetings and on the activities carried on.

The State Agent is also required to send in reports on his activities and the Program in the field.

Moreover, the Management keeps in direct correspondence with monitors through monthly letters containing specific health information and suggestions for achieving operationality of the Program.

Through these documents it is possible to obtain quantitative and qualitative data permitting replanning and feedback of the Program and hence more effective performance of the PES activities.

Likewise, direct and indirect technical assistance activities, operating as instruments for feedback and/or growth of the individuals involved in the PES are an integral part of the system of evaluation, to the extent that they comprise a response to the problems observed.

On December 8, 1980, an agreement was signed between MOBREAL and the CNBB (National Conference of Bishops of Brazil) rendering feasible a new type of MOBREAL activity, namely that of conveying elementary notions on sexual education and family planning, through the use of natural methods.

c. The main purpose of the Technology of Scarcity Program is to make widely known a popular technology essentially characterized by the use of low-cost, easily-obtained local material resources.

This technology is the result of techniques derived from the

wisdom of the people, such as ways to preserve foodstuffs and household medicines and remedies. These are dealt with scientifically by the Technology of Scarcity Management or by scientific institutions, permitting, on transfer, an understanding of why and how they function. They may even be associated with procedures of sophisticated technology if suitably handled, as in the case of using solar energy at a primary level.

For implementation, follow-up, technical assistance, evaluation and feedback of the Program in the field, the Technology of Scarcity Management has responsible representatives in most of the states, as well as in the Overall Supervision Subsystem and other MOBRAL Agencies.

The contents of the Program are aimed at meeting the needs and aspirations of the communities, which are surveyed in contact with the members of those communities themselves, who are the ones best acquainted with local conditions and resources.

To meet these needs and aspirations, the Technology of Scarcity Program extends its activities to all fields deemed basic to human survival, including nutrition, health, housing, agriculture, leisure, procurement and application of energy sources, livestock breeding, clothing, household remedies, bearing in mind at all times the use of unskilled labor and concern with the shortage of raw materials. The contents of the Program are accordingly based on utilitarian craftsmanship -- preparation of working tools and other products for day-to-day use -- and utilization of leftovers and wastes. These characteristics in no way jeopardize the quality of the products thus obtained, and furthermore permit such contents to be adapted to the various regions in Brazil.

Transmission and disclosure of the contents connected with the fields of activity of the Technology of Scarcity Program take place mainly through the fascicles in the "Cada Cabeça é um Mundo..." (To Each Head a World of its Own...) collection, which are the reference works for the Program.

The Technology of Scarcity Program, covering every state in



Brazil, is carried out by groups already developed by other MOBREAL programs or by groups that come together for the purpose of seeking specific solutions to their problems through the Technology of Scarcity Program. These groups are mobilized in advance by agents of MOBREAL, using for that purpose the means of communication available in the community.

The contents of the Technology of Scarcity fascicles are also availed of to the full in other MOBREAL programs, serving students who have already learned to read and write, as in the case of the Integrated Education Program and the Self-Teaching Program. They are, in addition, used as an aid in the formal educational system, and about 3,000 collections of the "Cada Cabeça é um Mundo ..." series have even been distributed to Elementary and Secondary Schools.

The system of coordination of the Technology of Scarcity Program involves three different levels:

- . At National Level. The Technology of Scarcity Management is responsible for preparing content and subject matter, and for planning and evaluating activities under the Program, and for preparing those responsible for the Program on a state and municipal level, as well as MOBREAL's Overall Supervision Subsystem. This preparation is effected through direct technical assistance and indirectly by means of documents of orientation.

- . At State Level. Those responsible for the Program at state level are responsible for planning and adapting activities under the Program in the states, and preparing those involved in developing the Program in the municipalities. They also convey to the national level the results obtained and the difficulties encountered.

- . At Municipal Level. The persons responsible for the Program at the municipal level are entrusted with the task of both developing it and following it up in contact with the population. This follow-up process leads to the obtaining of information necessary not only for evaluating activities under the Program, but also

for preparation of new content and subject matter. The information gets up to the national level by means of three types of questionnaires filled in by members of the localities using the contents of the Technology of Scarcity Program and through reports sent in by MOBREAL representatives in the municipalities, who may belong either to the Overall Supervision Subsystem or to other MOBREAL programs.

### 3. Local Study and Action Groups

Based on the diversity of conditions encountered, and Brazilian interests and requirements, MOBREAL developed programs for action and study at a local level, besides those already existing at a national level. Amongst these we might quote the Subprograms of the Cultural Program, the Community Education for Work Program, the Special Projects in Technology of Scarcity and the Participative Planning.

a. The Cultural Program was launched in 1973, as a natural carry-through from the pedagogic programs within the goal of lifelong education.

Cultural activities right from the start were conceived with a view to using leisure time as a space for valorizing the creative potential of the person through fostering of individual and collective activities.

The general objective of the Cultural Program is to make an informal, flexible and dynamic contribution to the valorization of culture in the Brazilian people, and to the expansion of the cultural universe of the community. Its specific objectives are:

- to help attenuate or prevent regression to illiteracy;
- to ward off the danger of dropouts;
- to reduce the number of failures of students;



- to act as a factor of mobilization;
- to foster the associative and community spirit;
- to spread the philosophy of MOBREAL through activities aimed at the leisure hours, in which the entire community would participate.

The application of the Program is guided by the following principles:

- democratic spreading of culture;
- putting drive into creativity and cultural interchange;
- valorization of the individual and the local culture;
- preservation of culture.

The clientele is not restricted to students and alumni of MOBREAL, but is open to anyone spontaneously expressing an interest in and attracted by the activities of the Program.

The Cultural Program is being gradually established all over Brazil through Operational Units, and distribution of the latter as of July 1981 was as follows:

|                                                             |       |       |
|-------------------------------------------------------------|-------|-------|
| - Community Cultural Posts .....                            | 3,167 | units |
| - Mini-Posts .....                                          | 81    | "     |
| - Mobraltecas or itinerant library and cultural units ..... | 6     | "     |
| - Mini-Mobraltecas .....                                    | 28    | "     |
| - Cultural Tents .....                                      | 4     | "     |

Cultural Action - The subprograms, always based on local interests, are effective in the operational units or outside them, developing the areas of: literature, games and sports, theater, cinema, radio, folklore and folk art, music, publications, plastic arts, the historic, artistic, cultural and natural reserves heritage and

television programs.

At a state and territory level the Cultural Program is in the hands of the Cultural Agent, and at a municipal level in that of the Cultural Program Supervisors.

Follow-up of the Program provides a basis for feedback and ongoing reformulation. The basic source material consists of the reports by the Cultural Agents and the Cultural Center professional staff, periodically carrying out technical assistance trips, the annual get-togethers between Cultural Agents and the professional staff of the Cultural Center, and the interchange of correspondence between the Center and the Cultural Agents.

b. In the professional training area, the Community Education for Work (PETRA) is intended to contribute to community development by occupational enhancement of its members, within the purview of the overall process of development. It will be made feasible by the transmission of knowledge and skills acquired through professional activities, and other experiences of importance to the tasks of daily living. Those skills and items of knowledge will be disseminated and conveyed through short courses in which the monitors -- themselves skilled community members -- are selected from amongst those engaged in professional activities, those who have ceased to engage in such activities or those with knowledge of practical work.

General objectives of the PETRA are to provide opportunities for workers to improve their knowledge and experience, so as to be able to carry on activities at home, on the job and in the community, and to permit the valorization of community members through the course monitoring activity.

The specific goals are to permit those involved in the Program to have a chance of: reducing their expenditures, increasing the family income, achieving better performance of professional and community activities and acquiring new knowledge.



In course selection, consideration will be given to the interests of the community and the presence of the monitors. The courses should be for a minimum of 40 hours, spread over a maximum period of 45 days, and it is suggested that a total of ten hours a week not be exceeded, with a maximum of two hours of classes per day. The classes should contain at least ten students each at the commencement of the courses and the lessons should be eminently practical in nature.

The field of professionalization will develop through the PETRA Program short courses intended to develop skills in the members of the communities thus served. These activities are controlled by means of two blank forms to be filled in, namely: one for identification of the monitor, giving the characteristics of the course to be provided; and one for recording the attendance. The location where the courses are to be held will be up to the judgement of the monitor (depending on the kind of course, it could be the monitor's own home or that of one of the trainees, or a classroom, workshop or any other facility ceded by the community). Participants will receive a certificate of attendance at the end of the courses.

The monitor is the main factor in organizing the courses to be developed. It is up to him to: find out whether or not the course for which he is qualified arouses interest on the part of the clientele; participate in making the courses known and in organizing the classes; program the course; define the location for the classes; set the period in which the courses should be held, etc.; all of this in harmony with the determinations of MOBREAL's representative unit at the municipal level.

To be a monitor, a person must possess knowledge and experience in relation to the course he proposes to give, be capable of communicating with others and have available time and facilities.

The didactic materials are supplied by Central MOBREAL (Basic Document, Instructions for carrying out the Program and Monitor's Manual, Orientation on Didactic Aspects facilitating Performance in the Classroom) and the consumer materials are obtained from the

community, local entities or may even be provided by the trainee himself.

The Program is made known by MOBREAL at the municipal level.

### c. Special Projects in Technology of Scarcity

Based on fact-finding surveys of existing problems, in a particular community, and in relation to the areas of health and sanitation, nutrition, housing, energy and others, a special project is drawn up at national level.

The special project is intended to bring together the contents of the Technology of Scarcity Program and the local techniques existing for the development of systems. Those systems are combinations of techniques organized so as to meet a specific requirement, such as a water treatment system, which is made up of techniques for collection, conveyance, filtration and boiling. The special projects are developed by groups within the community itself, with direct technical assistance by the Technology of Scarcity Management.

In the case of projects involving other MOBREAL managements or other institutions, technical assistance will also be the responsibility of such managements or institutions.

The special projects are developed on the basis of using local materials and labor, thus holding costs down to a minimum. Such characteristics, moreover, imply a variation in the time required to carry out each project, since difficulties vary in line with the region in which it is to be implemented and the resources involved.

Coordination, not only in the projects developed by the Technology of Scarcity Management, but also in those integrated with other MOBREAL managements and/or other institutions, is carried out by MOBREAL at the national level, and the whole of the phases in the



project will be under the responsibility of such managements and/or institutions, from planning up to evaluation, which is effected by comparison of qualitative and quantitative data compiled before, during and after it has been carried out.

d. Adoption by MOBRAL of Participative Planning is directly linked with the evolution of the Organization's educational practices, wherein an endeavor is made to achieve gradual increase in the participation by the population in decisions involving its own life and the educational opportunities available to it.

Planning involving participation is thus viewed by MOBRAL as a natural consequence of the implementation of education and community action, with the community's requests and expressions being considered fundamental within the planning and action environment.

The starting point of the work is discussion by local groups as to the respective problem situation, highlighting their interests and expectations, recording their options and priorities in relation to the group of programs put out by MOBRAL, a process that should lead to the preparation of a Municipal Action Plan.

In concrete terms this systematic approach is translated into one of the main working hypotheses, that is, the possibility of rendering more specifically feasible administrative decentralization and increased participation in decisions on educational practices up to the level of the Municipal Committees and on a medium and long-term basis, and the enhancement of those Committees as groups for the support and advisory backing of the local administration.

It is hoped that the administrative units of MOBRAL in the states and territories, together with the municipal units, may be able to play the role of agents in connection with the various community groups. From this point of view, the hypothesis arises

that planning involving participation, by bringing into general use the practice of continuing surveys of data and information reflecting actual situations, may be able to help the communities themselves decide and establish their goals and priorities, in harmony with the expressions heard from the local population.

The basic purpose of MOBRAL in adopting planning with a view to participation was to formulate directives and policies of action coming as close as possible to the interests of the less favored groups of the population.

It was thus possible to set up, within a relatively short period of time, a continuing flow of collection, analysis and consolidation of data and information, starting from the Municipal Committees and groups, passing through the State and Territorial Coordinations and reaching the Management echelons at Central MOBRAL, so as to ensure formulation of national plans on the basis of the expectations and priorities set up by the community groups themselves.

Planning involving participation should, moreover, be viewed at the same time as a means of speeding up the process of adaptation of the programs to the characteristics and idiosyncrasies of the communities, starting with existing interests and needs.

As a result of these broader aspects of planning involving participation, it is thus possible to enumerate certain specific and operational objectives, as follows:

- to achieve feasibility in the continuing practice of diagnoses as to the situation prevailing in the locality;
- to achieve coherence in planning by the central agency, in terms of the population's educational interests and needs;
- to gradually promote decentralization of administrative decisions down to the grassroots level, in relation to educational requirements;
- to reinforce the role and operation of the Municipal Committees

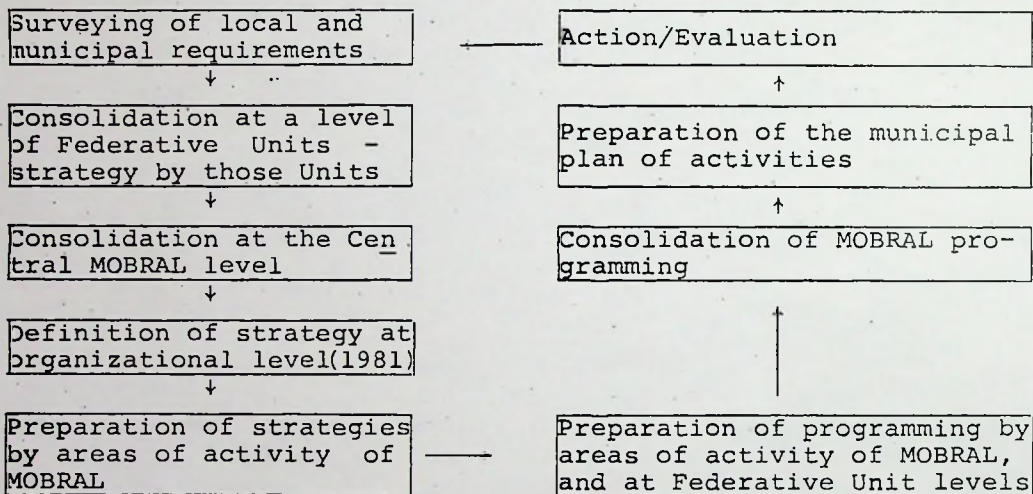


as agencies representing MOBRAL at local levels.

Hence in July, 1980, when the entire MOBRAL organization was proposing to develop its educational activity through Community Action, it became fundamental to adopt a line of planning coherent with basic community action principles.

Work started with recognition of the time factor as a limiting feature, since consultation at the local level, in view of Brazil's 3,983 municipalities, would call for more time.

It was up to Central MOBRAL to define the process as a whole, in line with the flow-sheet given beneath:



The methodology adopted was based on the principles prevailing in the education work carried on by MOBRAL, whose flexibility makes it possible for each Coordination to adopt strategies of implementation compatible with its local realities, and also raising certain basic premises for the work to be developed in harmonious and complete fashion:

- Involvement of MOBRAL human resources at all levels;
- Municipal Committee to be the local planning pole;

- Extensive consultation of local groups and community leaders;
- Performance of the Area Supervisor and the Municipal Committee in support of the entire process.

#### 4. Instructional Television, Radio, Film and other new Educational Technologies

In its role as an agent for streamlining the Lifelong Education Process, MOBRAL seeks through technology to provide conditions for the enhancement of its operating strategies.

Within the MOBRAL programs using new educational technologies, we might mention the Community Health Education Program (PES), the Technology of Scarcity, the Professional Information Project and the Cultural Program.

##### a. PES

##### 1) Community Health Education Program/via radio

This is a national program that is being carried by about 300 radio stations in 25 states and in 3 territories. It is aimed at contributing to the development of a new attitude in relation to problems of the health area and sanitation, favoring an improvement in the living conditions of the more dearth-stricken populations. Besides helping mobilization for the basic MOBRAL programs, the PES/via radio is specifically intended to impart information relating to the health area, in that manner reinforcing the content of the PES in general.

The PES/via radio reaches listeners in general and is not aimed at any particular clientele. The population covered by it consists of both participants in the PES and others not yet attained by the Program. It is a daily open-reception program consisting of three different parts, namely:



- Good Health - Mondays thru Fridays, lasting 3 1/2 hours.
- You Ask a Question; MOBRAL Answers - Saturdays, lasting 5 hours.
- Make-Believe Land - Sundays, 5 minutes.

PES/via radio transmits information on health and sanitation - especially in the areas of nutrition, hygiene, disease prevention, together with suggestions as to activities that reinforce the community character of the PES, while the Make-Believe Land program is intended to impart this information to children.

Scripts are produced in line with planning consisting of the following stages:

- . Selection of subjects to be covered, by professional staff members from GEPES (PES Management);
- . Development of scripts by professional staff members from GEPES;
- . Evaluation by the GEPES consultant.

The scripts are recorded on tape rolls in the studios of the Radio Nacional station, to which purpose radio and television actors are used. Follow-up and evaluation of the recordings is the responsibility of GEPES.

Each month's transmission corresponds to twenty different programs in the form of episodes, four as question and answer periods and four as tales for children. They are recorded on two cassette tapes or four tape rolls. The recorded tapes are sent every month to the State and Territorial Coordinations, which look after distribution of this material to the radio stations with which the Program is in contact.

While transmission of the PES/via radio is under the orientation of the State/Territorial Agent (ANPES), it involves the Area Supervisors. Its cost is about Cr\$150,000.00 (US\$ 1,500.00) a month.

2). Audio-Visuals of the Community Health Education Program.

The audio-visual material of this Program is at the disposal of the State and Territorial Coordinations, whenever requested of GEPES. Besides this, all COEST/COTER offices have copies of the audio-visuals: How to Build a Cesspool and How to Treat Water.

While the purpose of the PES audio-visuals is, in general, to reinforce MOBRAL's educational efforts toward health, their specific objectives are:

- to arouse and foster the interest of the population in coping with health problems;
- orienting the population towards the solution of its health problems.

The audio-visuals are used in municipalities where the PES program is under way, by: PES monitors, PES participants, participants in MOBRAL programs in general, and the locality's population at large.

In municipalities where the PES does not exist, it is used by participants in general MOBRAL programs and by the population at large.

The audio-visual material is used for training and monthly meetings of monitors; meetings of the participating group; and, in sessions for the community as a whole.

Production of the audio-visuals by the GEPES involves the following stages:

- selection of the subject to be dealt with, by GEPES professional staff;
- preparation of the script by the GEPES professional staff;
- evaluation of the script by the GEPES consultant;
- photography and developing, GEPES and Image and Sound Sector (SESIM);
- interviews - GEPES;
- recording - GEPES and SESIM;



- mounting of slides - GEPES;
- beeping of tape - GEPES;
- copying of slides and tape - SESIM.

It is the responsibility of the COEST/COTER to plan the utilization of the audio-visual material in the municipalities.

GEPES distributes the audio-visual material to the COEST/COTER, and the latter make the material known and distribute it in accordance with the interests and projection possibilities of each municipality.

Approximate cost per audio-visual is Cr\$200,000.00(US\$ 2,000.00).

The Super-Eight movie: Saúde : Direito de Todos (Health - The Right of All) is available at GEPES to be used on a national level, whenever requested. This movie encourages discussions regarding educational activities for health in the urban and rural zones, and fosters the presentation of suggestions by householders' associations regarding the handling of their problems. The movie, intended for the general public, documents the Public Meeting for Health held September 14, 1980 at Cidade de Deus, Rio de Janeiro, at which there was much discussion about health matters in relation to the populations lacking health care.

The movie was produced by the GEPES professional team and two assistants especially hired to provide photography and mounting services. It cost approximately Cr\$50,000.00(US\$ 500.00).

#### b. Technology of Scarcity

In addition to spreading the contents of the Program through the units in the Each Head is a World of its Own... collection, the Technology of Scarcity Management resorts to other means of distribution, such as:

1) exhibits - with a view to transfer of techniques and content of the Technology of Scarcity Program, through demonstration effect. These exhibits, generally speaking, are coordinated by the GETEC professional team and involve a number of agencies responsible for developing other MOBREAL programs, through the state coordinations, besides availing of active participation by the communities.

2) Radio and television programs - The Technology of Scarcity Program, through radio and television programs mounted by other MOBREAL managements, or through informal agreements with certain stations, transmits its content without any financial onus to the Technology of Scarcity Management. These two means of communication are of major importance, inasmuch as radio blankets practically the whole of Brazil and television gives televiewers an idea of just how the various techniques are devised and applied.

The contents of the Program are made widely known, at both local and national levels, depending on the means of communication used, the major objective at either of these levels being educational distribution of the said contents.

Thus, the Technology of Scarcity Program reaches a larger and larger number of spectators, with particular emphasis on dearth-stricken populations, and contributes to the solving of their day to day problems and improves their living standards. Data come in from the field for evaluation and feedback on the material sent to the channels of communication. The GETEC professional team is responsible for coordination of the communications system in every one of its phases.

#### c. Vocational Information Project

In the professionalization area, the Professional Information Project is placed in operation by means of the following media:

- Movie: A Mão que Escreve, a Mão que Trabalha (The Hand that Writes, the Hand that Works);



- Audio-visual: Todo Mundo Trabalha (Everybody Works);
- Occupational leaflets - in a total of one hundred different texts, imparting information on occupations selected as being the ones most sought for by the MOBRAL clientele.

The purpose of this project is to provide the MOBRAL clientele on a systematic basis with more and better information on job opportunities in the light of their skills and interests, indicating present conditions and prospects in the job market, and allowing them to select the calling most compatible with their life expectations.

To avail of these resources, a number of activities are suggested, such as:

- . Use and distribution of leaflets during the process of putting job candidates into contact with vacancies and training opportunities, with assignment through the Job Counters;

- . Use and distribution of leaflets in the phases of mobilization of candidates to professional training courses and at the commencement of classes, making them available at points of enrollment and holding of the courses;

- . Use and distribution of leaflets at Functional Literacy and Integrated Education classes, so as to reinforce the learning of reading and writing, by tying in the various callings with generating words and with the subject matter involved;

- . Promotion of individual and/or collective reading of the informative content of these leaflets at the Cultural Posts;

- . Promotion of talks and discussions on Professional Information and its role in the life of the individual and the community, besides other aspects connected with opportunities of training and engagement of labor (showing of film, audio-visual, etc.)

- . Promotion of visits to companies, as an eminently practical activity;

- . Exhibition of films and audio-visuals followed, whenever possible, by discussion of the topics dealt with;

. Making known to the community the major activities involved and the role of Professional Information.

The basic content of Professional Information suitable for the potential MOBRAL clientele by use of the above-mentioned resources deals with realities in the job market by:

- . providing data on those occupations most suitable to persons with the level of education of the MOBRAL clientele;
- . indicating the characteristics and requirements of each job, that is, description of tasks involved, requirements of schooling, age, physical strength, agility, keenness of sight and hearing and other components desirable from the point of view of better performance on the job;
- . opportunities for training at entities operating in the locality;
- . opportunities in terms of supply and demand for jobs, average wage levels, etc..

An effort is also made to permit the individual to learn about other working activities, helping him to adapt his skills and interests to realities on the job, dependent on the location and the time of year, that is, geographical and seasonal variations, and also in line with the three sectors of the economy: primary, secondary and tertiary.

This material is printed and prepared by the MOBRAL printing sector. Arrangements for distribution of the material are made by the Professional Management, GEPRO, on the basis of requests coming in from the field. These arrangements are carried out by the MOBRAL Warehousing Sector.

Since this material was not reprinted in 1981 (there was a reasonable quantity in stock) we are not in a position to indicate the unit cost today.

In the selection of monitors for the study groups, the organization avails of the MOBRAL supervisors at municipal level, the Job



Counter attendants (if such facilities are in operation at the particular place), and the course monitors in the particular area of vocational activity, or community professionals interested in imparting professional information. Coordination of the Professional Information activities is the responsibility of the MOBRAL state and municipal representatives. The Professionalization Management at the Central MOBRAL level engages merely in follow-up activities.

Professional Information transmission and motivation activities are carried on informally by the representatives of MOBRAL at state and municipal levels and by those members of the community involved in the project. Dissemination is done through posters, newspapers and local radio stations, etc..

Central MOBRAL defrays the cost of the resources used in the vocational information area: movies, audio-visuals and printing of vocational fliers.

Two blank forms are used for course follow-up, namely:

- Implementation and Observation Card - to be filled out at the municipal level and sent at quarterly intervals to the COEST/COTER.
- Summation Card - Overall depicting of the data sent in by the municipalities, to be done at a state level and sent quarterly to GEPRO at Central MOBRAL.

Just as in the case of the courses by Occupational Families, Specific Occupations and the PETRA, in the case of the Professional Information Project, maximum encouragement is also given for local contacts with other agencies. The purpose aimed at in this case is the obtainment (by loan) of additional educational technologies capable of enhancing the activities to be engaged in.

#### d. Cultural Program

The Cultural Program makes use of the press, radio, movies and

television, in its conveyance of the various forms of art and culture. Operating as vehicles of mass communication, television, radio and the cinema play key roles in achieving the main objective of spreading culture.

The radio is being given greater impact through the Sunday MOBRL programs that go on the air every week and are transmitted all over Brazil through the MOBRL Educational Radiobroadcast Service (SRE), the National Tele-education Program (PRONTEL) agreement, and the daily Conversando com o MOBRL (Chatting with MOBRL) aimed particularly at a statutory Amazonas and going on the air under the MOBRL/Brazilian Radiobroadcast Enterprise (RADIOBRÁS) agreement. These two programs are produced by a professional staff team of Central MOBRL/Rio de Janeiro. Both Sunday MOBRL and Chatting with MOBRL are prepared with a view to dealing with questions raised by listeners, in letters addressed to the programs, which bear out their considerable acceptance on the part of the Brazilian community.

Encouragement is given for local programs, generally produced by the Municipal Committee in cooperation with the regional radio stations. As a form of cooperation, technical assistance is given to these interested stations. Generally speaking, too, the material presented matches local expectations.

The MOBRL Cultural Center is currently producing programs for the loudspeaker systems in the Brazilian hinterland with a view to taking the Cultural Program and other MOBRL programs into the interior and thus establishing direct communication with the communities.

Television calls for more sophisticated equipment, specialized know-how and specific technical conditions. So it is being developed little by little. There are, however, local initiatives afoot for the production of TV programs, always at a level of the capital, and prepared by the Cultural Agency, the daughter agency of the Cultural Center for the states and territories. The contents may be of MOBRL origin or involve fact-finding research. But the local identification is in no case overlooked.



In the field of movies, the Cultural Center has a movie library with material selected by the professional staff of the Cultural Center, whose films will be at the disposal of the MOBRAL State and Territorial Coordinations. They are used on a loan (or rotating) basis. The movies are accompanied by synopses that are discussed by the audience, an activity that is fostered in all cases with a view to achieving growing community participation.

## 5. Traditional and Folk Media

### a. Cultural Program

Valorization and preservation of the local culture, the principle that underscores the activities of the Cultural Program, have been constant matters of concern to MOBRAL. Encouragement for folklore activities has been achieved through the natural appeal that traditional dancing and singing hold for the communities. Spontaneous discovery, and recording and commemoration of festivals and folk entertainment have emerged gradually. An endeavor has been made ever since the beginning to inculcate in the communities the importance of preserving local cultural values bringing home to the folklore groups the virtues of naiveté, tradition and originality in these forms of expression.

The operational units develop folklore activities promoted by them or take as a starting point events promoted with other entities. Also with a view to preserving folklore activities and valorizing the local culture, the Cultural Program has been fostering the organization of folklore groups connected with the Cultural Community Posts through a grant in aid to support such presentations.

Ever since the start of the Program, the theater has been affording substantial results, mainly through the impact it produces in terms of mobilization of audiences, groups and collaborators. At the outset, the system of operation adopted was to hire amateur groups in the various Units of the Federation.

The groups toured the communities, putting on free shows and obtaining as a counterpart light and sound equipment and financial backing to maintain local factors and cover minor assembly outlays. Results were quite positive, and led to the emergence of theatrical groups in the communities. As a result, operations with the hired amateur groups were discontinued, and the entire emphasis was laid on work with the groups connected with the Cultural Community Posts. They, like the folklore groups, receive a small amount of financial backing.

Technical assistance is being provided to these theatrical groups through the MOBREAL/University of Rio de Janeiro (UNI-RIO) agreement, by the students completing the Theatrical Course at the University.

Special attention is being given to the Puppet Theatre, on account of its capability for mobilizing operational units. Local resources and creativity are emphasized in all cases.

#### b. Professionalization Program

The MOBREAL Professionalization Management uses the so-called String Literature (Literatura de Cordel) in the form of booklets - *Aprenda a Agricultura em Literatura de Cordel* (Learn Farming with the String Books) and *Bovino-cultura é como Criar e Dar Assistência Necessária ao Rebanho* (Cattle Breeding and How to Give the Necessary Aid to the Herds) -, as a vehicle of communication in its Methodology of Training by Occupational Families, in the Food Plant and Cattle Breeding families of occupations, respectively.

These booklets were released in September and December, 1979, respectively, in editions of 17,620 and 51,235 copies respectively, authors being poets José Zilmar Soares de Souza and João Batista de Sena. From the point of view of MOBREAL's educational policy, the String Literature was selected as medium of communication to transmit material, bearing in mind



the following factors:

- . the educational philosophy inspiring the lines of action and the basic directives of MOBRAL at the said period were those of Education for Adolescents and Adults, as a form of Lifelong Education;

- . the starting point for this process was Functional Literacy. It was, therefore, up to the remaining areas of activity of the Organization, namely, health, culture, professionalization, to, as an alternative, promote the furtherance of the educational process already initiated in the above-mentioned line of a Lifelong Education for Adolescents and Adults;

- . the Professionalization Management was thus engaged at the time in adapting its programs and projects to the particular characteristics of the MOBRAL clientele revealed through recent attendance to the Functional Literacy classes (priority clientele for programs and projects in the professionalization sector);

- . this effort was embodied, whenever possible, in the preparation of specific program contents and in the use of suitable didactic resources, emphasizing amongst other aspects an idiom accessible to a recently literate target population.

These booklets are intended for students and alumni in the courses for semi-skilled professional training in Food Plants, on a priority basis; other types of public directly connected with such activities; and, the public that uses the string literature in day to day activities and to which this is an accessible medium.

The area of distribution of the booklets is the north and northeast, and they are supplied free of charge.

The booklets were produced by MOBRAL's Social Communication Management, which was responsible for Visual Programming, Cover and Layout and Final Art, with an endeavor being made to adopt the forms customarily used by the string literature producers.

MOBRAL's Support Management was responsible for printing the booklets, and they were produced on the Institution's own printing presses. Selection of the poets that produced the booklet (contents) was left up to the north and northeast region coordinators, who were already in contact with string book writers.

A GEPRO expert saw to the task of preparing the technical content, with responsibility for the technological information conveyed in the booklets and for checking the text after it had been composed by the poet.

The booklets are distributed by personal contact. They go from the Central MOBRAL headquarters to the COEST/COTER and from the latter, through the Overall Supervision Subsystem (SUSUG), they are sent to the municipalities where the courses are being held.

There are a number of techniques of distribution of the booklet. It may be handed out at a local street markets or at the Job Counters organized by the Institution, or in classrooms. However, the professionalization agencies in the various states are given leeway to distribute these booklets in other situations in which they are deemed necessary.

In addition to the areas of activity detailed above, the professionalization area is developing other programs and projects along this nonformal line of action, namely:

#### 1) Professionalization Fairs Project

The Professionalization Fair is a form of vocational orientation that provides the community with a broad and realistic panorama of the job market.

The main purpose is to carry on practical and demonstrative activities connected with existing occupations, so that the participating public may get acquainted with new aspects of the world of labor.



The idea of promoting a Professionalization Fair may arise from the MOBREAL Municipal Committee itself, or from any of the local entities or companies. In the former case, MOBREAL appears as the organizer and main responsible party. In the latter, MOBREAL is one of the participants in the event.

A duration of two days to one week is suggested in accordance with local potentialities in terms of: professional training (the courses available in the locality are made known, with the potential candidates entering their names) and the job market (offers of vacancies in the locality are made known, with candidates' names being entered and forwarded).

Other suggested activities are: presentation of movies, audio-visuals and messages recorded on tapes; exhibition of posters, pictures, displays and informative panels covering training and job opportunities; distribution of flyers (leaflets) on vocations, suitable to local realities, with brief talks being given on the premises.

## 2) The Community Fairs of the Community Health Education Program (PETRA)

These are intended to provide PETRA students and monitors with an alternative for continuing the educational process gotten under way in the courses participated in, by establishing a channel for the supply of services and for marketing of products, with the activities of preparing/organizing and holding such events favoring the creation of one more space for the enhancement of their community participation.

The PETRA Community Fair thus consists of an opportunity for supplying not only goods and merchandise produced, but also services which represent a substantial portion of the products generated in the PETRA courses. What is therefore intended is to provide support for the activities of those workers usually styled autonomous, whose efforts can be availed of in both the performance of the traditional odd jobs and in exchange for other services and merchandise, besides participating in "mutirões" (mutual aid community projects) and other activities.

### 3) Sports, Games and Physical Culture

#### a. Cultural Program

The Cultural Program has always stipulated the adoption of play activities, fostering participation and salutary competition.

This play-oriented feature of culture is being developed by the various areas of cultural action in the form of contests, tourneys and festivals.

Spontaneous activities (gymkhanas, games and play activities in general) have been emerging in the field of the operational units.

From 1976 onwards, the Cultural Program has began the continuous provision of the Cultural Community Posts and the MOBREALTECAs with games, and has encountered great receptivity, including integration with other MOBREAL activities. Thus, games have been devised, in a tie-in with the Pedagogic Management, for purposes of firmly establishing learned skills, and have been distributed to the Functional Literacy classes.

In practically the whole of the Brazilian municipalities, drive is being put into activities that often acquire the features of a nationwide promotional campaign, such as hiking, bicycling, leisure streets, soccer contests, vacation colonies, etc.. Some of these events are, however, organized on a basis of integration with entities acting as sponsors, promoters, etc..

Particular emphasis is being placed on games with regional characteristics, which represent the local cultural trait and are essential for total community involvement.

#### b. Technology of Scarcity

The activities of the Technology of Scarcity Program in the physical education area occurs through the preparation of specific materials, contents of which can be used to build physical facilities for practicing sports, games and physical exercises and for the construction and assembly of the equipment required



for the activities in question.

Such contents are made known mainly through the MOBREAL programs that are responsible for these pursuits, and also through the Pre-school Program, since activities of this type are basic to the psycho-motor development of children. This publicity is also achieved through means of communication such as radio, newspapers and magazines. The content of sports, games and cultural events, as prepared by the Technology of Scarcity Management (GETEC), have an area of contact with the other systems of teaching and other entities, thus facilitating participation of physical education in the process of lifelong education.

The financial resources used by the Management to develop these activities are limited to what is spent in the production of didactic materials for support, inasmuch as the physical arrangements and equipment are put together by members of the communities themselves, using local materials, in their natural state or recycled, such as lumber from trees and used tires, amongst other items.

The evaluation of the use of supporting materials from the point of view of specific content for children is carried on by the working group responsible for the MOBREAL Pre-school Program.

Evaluation of the use of other components is done by the MOBREAL Cultural Center, which embodies a Sports Subprogram entitled Games Activities, as well as by the Technology of Scarcity Management.

#### IV. SUMMARY AND CONCLUSIONS

1980/1981 was for MOBRAL a landmark and a time of transformation. In effect, up to that point, the priority objectives of the Organization were Functional Literacy and the Lifelong Education of Adolescents and Adults. At present, in order to comply with the policies established by the Ministry of Education and Culture (MEC), which are centered on basic education and cultural development, it has become necessary to establish new strategies of action. While MOBRAL has not abandoned adult education, using it instead as a reinforcement to basic education, it is now ready to render its support to the educational task carried out along the remaining age groups of the population.

As a community agency geared to the priorities of the MEC, the actions of this Organization will in the years to come be centered around Pre-school and Suppletory Education. In that manner, its field of activity within the Brazilian education framework will be clearly defined.

The Community Education carried out by MOBRAL is characterized by a dynamic relationship taking place between itself as agent and the population/community, with all its problems and potentials, which are better made use of in educational spaces that will thereafter witness an educational practice wherein the Organization and the populations/communities experience participative learning situations.

This viewpoint results from the conviction that this population develops creative survival styles and modes, which should be embodied in the educational action and transformed into potential means for the attainment of the objectives.

The process of building a joint proposal (MOBRAL/community) would occur through negotiations established with a basis on the specific role of MOBRAL, other agencies and the community.



Thus, the proposed task of Community Education, guided as it is by a predominantly nonformal spirit, rooted in the community, has a functional characteristic allowing for an educational action that is efficient and continued, and whose permanence is for these very qualifications duly safeguarded.

Additionally, this task is effective, both because it opens the way for the involvement of the populations, as clientele to be reached, and because it brings community-born energies to the educational task. Thus, local groups and leaders join in and contribute effectively by guiding and administering educational activities, their work resulting in the creation of actual spaces of popular participation. Such participation takes place inasmuch as those leaders and groups identify their problems, voice their needs and search for better solutions, all of which add up to a more effective action capable of leading these members of the community to overcome the boundaries of their dearth-stricken situation.

Now that MOBREAL's operational strategies have been outlined, it is important to mention that, based upon the community-oriented methodology, the agency will develop its work geared to support Basic Education, by means of complementary and supplementary actions as already discussed in the text.

Thus MOBREAL's complementary performance will render support to proposals already carried out by learning systems or by other organs. Its performance will be supplementary in cases where it executes actions, gradually transferring this execution to institutions and to the communities; when it develops formal or nonformal proposals; when it ensures community participation; and, when it attempts to raise the quality of the Program to its highest degree.

MOBREAL's educational actions, as a result of deriving from a Community Education agency, whose performance is supportive and decentralized, take on local shapes, that is, such actions are diversified, variable and fitting into a progressive transfer

framework, which means that they will eventually pass over to the entities of the Educational System or to the community itself.

Some programs developed today will eventually have their contents absorbed by the Organization's two great proposals. Other programs will have to be phased out and in cases where they continue existing, they will have to be carried out in the form of actions delegated by other areas or organs of the MEC, this execution being thereafter negotiated in such a way as not to jeopardize either MOBREAL's action or its focus on its current tasks: Pre-school and Suppletory Education.

The Secretary of First and Second Grades (Secretaria de 1º e 2º Graus - SEPS) conferred to MOBREAL - agency tied to it - the attribution of, in a joint manner with the actions developed by the states and municipalities, executing an ample pre-school education program centered predominantly in the 4 to 6 years age group, and geared to the dearth-stricken population in the urban and rural outskirts. While this task will become MOBREAL's priority action, the agency will continue to operate in the areas of adult literacy and lifelong education.

#### MOBREAL and the Pre-school Program

MOBREAL will operate in the pre-school education area developing complementary and supplementary actions.

To carry out both MOBREAL will have to be perfectly integrated with the Secretariats of Education, since, ultimately, it will be up to the systems of learning to be prepared to receive these clients once they reach the age when school becomes compulsory.

In concrete terms, MOBREAL proposes to:

- center its action around the 4 to 6 age group;
- support actions developed by the Secretariats of Education and other agencies;
- set up supplementary actions in municipalities of capitals, particularly in sections of their urban perimeter, where "poverty belts" exist; and in metropolitan area municipalities, the actions



- spreading later to the municipalities of rural zones;
- optimum expansion of the Early Childhood Development Units set up in 1981.

This strategy is put into effect in the following two ways:

- by centering efforts in the areas mentioned above where the needs are more striking;
- by centering efforts on those municipalities which operate as reflecting poles in the task entrusted to MOBRAL. Such municipalities could operate as real centers of radiation, ensuring better opportunities of follow-up and evaluation.

#### MOBRAL and the area of Suppletory Education

The programs presently in effect, such as Functional Literacy, Self-teaching and Professionalization, will be evaluated anew in accordance with the Basic Education's integrated proposal, and with a view to giving heed to SEPS/SES (Secretariat of Undergraduate Level Education) policies.

As it ceases being MOBRAL's priority activity, the Functional Literacy Program will become supportive in its role, centering efforts around raising its productivity.

The Self-Teaching Program will be utilized as complementation to qualify first grade lay teachers and should be offered with that in mind to the systems of learning.

The Professionalization Program will be fitted into the qualification function of Suppletory Education.

The remaining programs of the Institution will have their contents reincorporated in the programs mentioned above and/or will be executed through delegated actions.

Evidently, MOBREAL in its supportive role to Basic Education, will have the opportunity to cooperate, if called upon by the systems of learning, in the form of complementary actions aimed at the fulfillment of the obligation of compulsory schooling.



## I. INTRODUCTION ABOUT THE COUNTRY

### Geographical Location

Brazil is a Federative Republic located in South America, with an extension of 8,511,965 Km<sup>2</sup>. It is divided into five regions, 22 states, 4 territories and 1 Federal District. There are 4,000 municipalities in the country. In the course of 1970, its population was 93,139,000 inhabitants, with an estimate for 1980 of 121,113,084 and an annual growth rate of 2.8%. 63.52% of this population is urban, 51% of it is under 20 years of age and 5% is over 60.

### Socio-economic and Related Aspects

The Brazilian economy, at this time in its final stage of replacing imports, is attempting to implement a primary industry. Some of its current characteristics are:

- large deficit in the balance of payment;
- large foreign debt;
- effort towards equalizing the balance of payment through the export of primary goods and some manufactured articles;
- energy crisis - great efforts towards the production of alternative fuel (alcohol, vegetable oils, coal);
- high inflation rate - approximately 100% in 1980.

The Gross National Product in 1979 was 5,358,387.3 million cruzeiros. (1) That same year, the Gross Internal Product was 5,511,654 million cruzeiros. The per capita income is US\$1,400 (1978).

On the political sphere, the Government is committed to a gradual process of democratic liberalization and is centering efforts around improving the Brazilian model.

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(1). On October 8, 1981 the rate of the dollar was: US\$1.00 = Cr\$110,00.

The executive power is exercised and carried into effect by the President of the Republic, who in turn is assisted by State Ministers elected by the President himself.

### Educational Development

The structure of the educational system in Brazil covers three basic levels: Formal, Suppletory and Special.

The Formal System encompasses what would be equivalent in the U.S. to Pre-school, Elementary and Secondary Grades, to Undergraduate College and, finally, at a fourth level, to Graduate School. Elementary School, compulsory and free at official establishments for students from 7 to 14 years of age, embraces eight school years.

The Suppletory takes care of adult education and provides regular schooling for adolescents and adults who were unable to attend or finish school at the appropriate age.

The activities carried out by the Ministry of Education and Culture in the field of Adult Education are under the responsibility of the Secretariat of Education for the Elementary and Secondary Grades, to which MOBREAL is linked, the Secretariat of Culture and the Secretariat of Technological Actions.

Besides the sporadic efforts to improve the population's educational level, the economic model, though based on agriculture, disregarded the need for any further degree of skill in the labor used.

From 1930 onwards, and especially after the end of World War II, the process of industrialization began more and more to demand skilled labor, fact which increased the need for better education for the masses.

While the illiteracy rate decreased expressively over the years, the absolute number of illiterate persons kept growing, fact which indicated the need for additional efforts geared to a speedier reduction.



Analysis of statistical data from 1950 onwards reveals that at that time the universe of illiterate adults (15 years of age and over) was made up of approximately 15 million persons, a figure representing an extremely high illiteracy rate - in the order of 50.7% of the total adult population.

In the interval between 1950 and 1970, despite the reduction in the illiteracy rate, which decreased from 50.7% to 33.6%, the absolute number of persons without any education at all, grew from 15.3 million to 18.1 million, a growth of approximately 18%.

At the end of 1979, according to MOBRAL statements, there still were 7,700,000 adults over 15 that were illiterate, that is, about 11.1% of the adult population. The latter are very irregularly distributed throughout the vast territory of Brazil. Generally speaking, they are concentrated in less developed states of the Federation, in rural zones and in the outskirts of the larger cities.

On what concerns ethnical minorities, there are nearly 200,000 Indians in Brazil, representing 0.16% of the total population estimated for 1980.

In 1970, there were approximately 19,700,000 children between 7 and 14 years of age. Among these, nearly 2/3 (67.2%) attended school and 7,700,000 were illiterate, which corresponded to 39% of the total.

That same year, 536,000 illiterate persons were 14 years old and would, therefore, be incorporated in the next year's contingent of illiterate adults, meaning an increase of nearly 3%.

From 1970 onwards, there are evidences that this situation has not changed much.

It might be interesting to stress that, within that same age bracket, the illiteracy rate among men was slightly higher than that among women.

In 1970, only after the age of 19 did the illiteracy rate become higher among women.

## II. PRESENT POSITION OF LITERACY AND BASIC LEVEL EDUCATION

According to data published by the Federal Council on Education — Ministry of Education and Culture (MEC), registrations in the elementary grades of the Brazilian school system expanded considerably in the 1960 to 1978 period. In concrete terms this meant an increase from 8,368,285 in 1960 to 21,722,832 in 1978, or a growth rate of 159%.

Nevertheless, in 1979 it was verified that approximately 25% of the population in need of education does not even enter the system, which stands to show that despite the expansion in registration figures, the deficit in terms of schooling for those in the 7 to 14 age group is a situation which persists.

Considering the population residing in Brazil in 1980, as well as the fact that the average yearly rate of illiteracy eradication is equal to 3%, there is, in the 7 to 14 age group, for a resident population of 26,023,129, an absolute illiterate population of 6,297,597, and a relative one of 24.2%.

Besides the persistent rate of illiteracy in this age group, two additional problems contribute to this reality, above all in the neediest regions. There are:

- a) lack of schooling for each and every individual;
- b) lack of success on the part of those who enter the system.

Analysis of achievement figures for the first grades reveal that for the 1972-1983 period, the educational enterprise of the elementary years of the Brazilian school system will yield merely a regular finished product equal to 2,350,000 students with diplomas, while 9,518,556 students will not complete the basic education to which the Constitution entitles them.

This situation leads to the following conclusions: those students unable to complete the eighth grade of elementary schooling remain in the educational enterprise and are labeled repeaters; many abandon the enterprise and are labeled dropouts; of the dropouts some eventually return to the enterprise and others will obtain a diploma for completing



the elementary grades through suppletory education, but the great majority will consistently add on to the contingent of individuals who remain without basic education.

Since in face of these data, dropping out, repetition and family-related economic situation were found to be positively correlated, it is reasonable to conclude that it will now be up to the system to carry out its activities with a view to reaching that potential clientele, whose members struggle for the right to basic education in order to eventually become effective participants in the nation's process of development.