

2/2h

ESQUEMA DE PLANO DE CURSO - PATROCINADO PELA UNESCO E CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS - E DESTINADO A INSPETORES E DIRETORES DO ENSINO PRIMÁRIO DO ESTADO DE SÃO PAULO.

Deborah Elkins  
Heládio Antunha

## I. PESSOAL TECNICO A SER RECRUTADO

Para a realização do presente plano será necessário o seguinte pessoal:

1. Dois (2) especialistas da UNESCO, que tenham experiência no campo da supervisão escolar e treino no tipo de trabalho a ser realizado. Recomenda-se, à base da experiência dos Cursos de Especialistas em Educação para a América Latina, que sejam, ambos, da mesma nacionalidade, (ou de mesma língua nacional) a fim de evitar problemas de coordenação de suas atividades e diminuir as naturais dificuldades de comunicação com os participantes do curso.
2. Dois (2) ou três (3) especialistas brasileiros, contratados pelo Centro Regional de Pesquisas Educacionais, com larga experiência no tipo de atividades programadas, um dos quais seria encarregado da coordenação geral dos trabalhos, inclusive dos indispensáveis contactos com a Secretaria da Educação do Estado.
3. Dois (2) tradutores, para assistirem aos técnicos da UNESCO, junto aos participantes do curso, e para a tradução de publicações, apostilas, etc...
4. Três (3) datilógrafos para os trabalhos de secretaria, publicações, apostilas, etc...

OBSERVAÇÃO:- Toda a equipe acima relacionada deverá trabalhar em regime de tempo integral, dedicando-se, apenas, às atividades relacionadas com o plano.

2. Haverá necessidade de facilidades de material e acomodações no CRPE para o pessoal técnico, bem como transporte para o trabalho de campo.

## II. ESTRUTURA DO CURSO

### 1. Participantes:

Participarão do Curso no máximo trinta (30) inspetores escolares e diretores de grupos escolares com exercício na Capital. Isto evitaria, talvez, de início, problemas de pagamento de auxílios, transporte, diárias, ou bôlsas de estudo.

2. Duração

É prevista a duração de um ano para o presente plano, podendo ser realizado, novamente, em anos subsequentes, com outras turmas. Com a extensão do mesmo para mais um exercício, o curso poderia contar com a participação de educadores radicados no interior.

3. Forma de trabalho

Os participantes do curso continuarão realizando suas tarefas normais, e terão, apenas um (1) ou, no máximo, dois (2) dias por semana de atividades no CRPE. Cada um dos especialistas brasileiros e estrangeiros encarregar-se-á da orientação de aproximadamente oito (8) participantes, devendo acompanhar tôdas as suas atividades, observando-os em seu próprio local de trabalho, participando de seus problemas, estudando-os, discutindo-os e auxiliando-os.

III. CONTEÚDO DO CURSO

Um dos aspectos mais importantes do curso a ser realizado é a sua integração, que deverá ser a mais completa possível. No presente plano serão cuidadosamente evitadas as aulas de tipo acadêmico, seguidas umas às outras, e divididas por áreas de estudos mais ou menos delimitadas. Procurar-se-á desenvolver um plano de atividades centralizadas na realidade educacional paulista e brasileira, com predominância do trabalho de campo. Os participantes continuarão seu trabalho normal, e o curso basear-se-á nêle, pretendendo agir sôbre o mesmo para modificar as normas atuais, dentro dos quadros da realidade vigente.

De qualquer maneira, alguns problemas educacionais serão especialmente estudados, sob a forma de seminários, realizados uma ou duas vêzes por semana, no CRPE; para fins de orientação dos trabalhos poderemos dividi-los, de uma forma geral, nas seguintes áreas de estudos:

- a.) Fundamentos da Educação, incluindo especialmente os seguintes tópicos:
  - i. Desenvolvimento da criança;
  - ii. Como a criança aprende?
  - iii. Fundamentos sociais da educação.

Esta área será, inicialmente, provàvelmente a mais "teórica" a ser desenvolvida, no sentido de que constará realmente do estudo dos problemas relacionados, com o objetivo de servir de fundamentação a todo o trabalho planejado. Constará, no entanto, de um curso rápido, de algumas semanas, e profundamente integrado com as demais atividades de campo programadas.

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- b) Princípios de supervisão.
  - c) Trabalho de Grupo e Desenvolvimento de Liderança.
  - d) Medidas Educacionais.
  - e) Desenvolvimento de Currículo.

Os problemas enfocados nestas áreas de estudo serão os postos pela própria prática, no trabalho educativo realizado pelos inspetores e diretores.

É preciso observar que, não só são importantes as áreas de estudo abrangidas, mas sim a maneira, completamente revolucionária em nosso meio, pela qual elas serão desenvolvidas.

1. A necessidade de desenvolver novas habilidades entre os inspetores escolares e diretores das escolas primárias estaduais, o que não poderá ser feito, como não o foi até agora, apenas através dos tradicionais cursos de férias, ou outros de natureza semelhante.
2. Um dos problemas fundamentais do aperfeiçoamento de educadores em exercício é o de como levá-los a realmente usar, em sua atividade diária, os conhecimentos adquiridos. Um curso teórico, de preleções, e mesmo discussões e leituras dirigidas, não parece suficiente para atingir os resultados desejados.
3. Desta maneira, torna-se indispensável u'a mudança radical no processo de aperfeiçoamento do pessoal em serviço: sua melhoria torna-se possível, apenas, com um acompanhamento em seu próprio trabalho. Assim, poder-se-á obter, não somente a aquisição de novas habilidades técnicas, mas principalmente uma completa modificação de sua maneira de trabalhar.
4. Obter-se-á, assim, através do curso planejado, e com o acompanhamento previsto, o seguinte:
  - a) uma completa mudança (re-orientação) de atitudes, relativamente às pessoas, à educação à educação no Brasil, e no Estado de São Paulo em particular.
  - b) uma compreensão mais profunda do que a liderança pode proporcionar à educação, e do que a educação pode proporcionar para a nacionalidade.

CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS DE SÃO PAULO  
CIDADE UNIVERSITÁRIA

Fôlha de informações rubricada sob n.º 5

do Processo Adm. - Técn. - Pess. n.º 69.159 (a)

Senhor Diretor

Tenho a honra de submeter à apreciação de V.S. o Plano de Curso de Inspectores e Diretores do Ensino Primário, do Estado de São Paulo, elaborado pelos Professôres Deborah Elkins e Heládio Cesar Gonçalves Antunha.

O projetado curso, se V.S. concordar com a sua realização, deverá ser patrocinado pela UNESCO e realizado pelo CRPE de São Paulo.

Apresento a V.S. os protestos de minha profunda estima e alta consideração.

São Paulo, 19 de julho de 1959.

*Joel Martins*  
Joel Martins

Dir. da DAM

*Oficinar-se a V.S. apresentando o projeto e consultando-a se estaria interessada em patrociná-lo e financiá-lo a sua execução.*

*F. J. J. J.*  
Wants, 20/7/59

CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS  
DE SÃO PAULO

A SUGGESTED PLAN FOR UNESCO COURSE FOR DIRECTORS AND INSPECTORS AT  
CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS DE SÃO PAULO

The Need

Even limited contact with directors and inspectors of the São Paulo area is sufficient to demonstrate that they have little faith in what they are doing and in what education itself can do for their nation. They do not believe that education can make a deep difference in the lives of their children and of the nation at large. They do not believe that anything they, individually and collectively, do or can do is a matter of moment. They do not see themselves as being in crucial, critical positions of educational leadership. They do not see this as a crucial, critical era in which education in Brazil must play a major role.

But such limited contact with directors and inspectors is also sufficient to demonstrate the fact that they plead for help, they would and do accept help which is of such a calibre that they can respect. It must be assistance exactly where it is needed: on the job, in their daily contacts with teachers. Many of them fear these contacts because they are uncertain of their own roles. Because of their deep uncertainty of what needs to be done and how to do it, and because they lack faith not only in themselves but in the teachers with whom they work, they resort to the giving of orders and of ready-made answers for all kinds of problems. The teachers expect them to be experts in every problem in education, without knowing the ingredients of the problem. And they encourage this expectation because it is the only leadership-role they know. But eventually it is an untenable position, and they conclude by crying, "We give orders but they are not obeyed", or "Teachers refuse to work and carry out their duties", or "Teachers resist us".

The Plan

30  
There should be a maximum of directors and inspectors of São Paulo schools as participants in the course. Participants would come to the Centro at least once a week for orientation as to content theory and methodology. At first the number of days at Centro would have to be considerably greater than once a week. The remainder of the week would be spent in the field on their own jobs assisted by one of the staff in the field. The staff members could manage to accompany one participant in the morning and another in the afternoon of each day of the week for about four days. Thus, each staff member would be responsible for guiding seven or eight participants in the field, as well as for instructing the total class at least one day a week at Centro.

CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS  
DE SÃO PAULO

- 2 -

The field work should be carried on even during the intensive orientation period in the early part of the year. This period is important for staff members as well as participants. Staff members need to know São Paulo schools and problems, need to know the specific problems of the people they are guiding. They need to know the job as the director sees it before they can help him build new awarenesses and skills.

The Content

Participants will need instruction in four major areas of work:

- 1) - Foundations in Education, including child development, social foundations, theories of how children learn.
- 2) - Group dynamics and development of leadership.
- 3) - Principles of Supervision for a democratic culture.
- 4) - Curriculum development and Methods of Teaching in a democratic society.
- 5) - Measurement in Education.

Only the basic elements of these areas need to be taught on campus; most of the learnings will be achieved in the field, where the relationship between theory and practice can be close.

The Personnel Needed

1) - Two UNESCO professors of elementary education who have had wide experience in field supervision including major works in educational research in action, and who have had experience in teaching education courses to teachers on a college level and in an integrated workshop environment.

2) - Two Brazilian professors of education (two are minimum; three would be preferred) who have had wide experience in teaching in the elementary schools.

3) - Two translators for the UNESCO professors.

4) - Three secretarial and clerical people whose time is devoted solely to the work of this course.

The UNESCO professors should be from the same foreign country in order to facilitate communication.

Conclusion

Only as we reach teachers and directors and inspectors at a grass roots level, helping them in the tasks they are performing daily, in direct contacts, can education be changed rapidly enough to suit Brazil's needs of a spirited and rapidly changing culture.

Respectfully submitted

July 20, 1959.

São Paulo, July 28, 1959.

Nº 1073/59. - Pr.T. 69/59.

Dear Dr. Loper:

I am submitting for your consideration a preliminary plan of a Course for elementary school officers, to be organized if approved, at the Centro Regional de Pesquisas Educacionais de São Paulo. The development of the program would be subsidized by UNESCO and the Brazilian Government.

It seems to me that the plan is carefully done by one of the UNESCO experts, Prof. Deborah Elkins, highly qualified and dedicated to the cause of Education. If UNESCO would take the sponsorship of this plan, this course could be of great help in the development of elementary education in Latin-America, as part of the Major Project Nº 1 of UNESCO.

I hope you will find this plan an interesting one and I will appreciate any suggestion you would have for carrying out this project.

Yours sincerely,

Fernando de Azevedo  
Director

1 encl;

Dr. William H. Loper  
Director, Department of Education - UNESCO  
Place Fontenoy  
Paris, França.



SUFFREN 86-00  
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UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION

ORGANISATION DES NATIONS UNIES POUR L'ÉDUCATION, LA SCIENCE ET LA CULTURE

Place de Fontenoy, PARIS 7<sup>e</sup>

In your reply, please refer to  
 En répondant, veuillez rappeler  
 N<sup>o</sup> ED/8552.93

26 AOUT 1959

CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS		
DATA DA CHEGADA:	10	9 1959
OBSERVAÇÕES:	1190/59	

Dear Dr. Azevedo,

Many thanks for your letter of 28 July with which you sent me a preliminary plan, prepared by Prof. Elkins, for a proposed course for elementary school officers which you would like to organize with Unesco's help at the Centro Regional de Pesquisas Educacionais in Sao Paulo.

We are giving this proposal serious consideration and it is at present being studied by the competent service in the Department. I shall inform you as soon as possible of our decision in the matter.

Yours sincerely,

W. Harold Loper  
 Director  
 Department of Education

*Ciente. Aguarde - re a comunicação  
 do que, a me respeito, for resolvido.  
 agradece - re.*

*F. J. Azevedo  
 São Paulo, 8/ Set. 1959*

Dr. Fernando de Azevedo  
 Director, Centro Regional de  
 Pesquisas Educacionais de Sao Paulo  
 Caixa Postal 5031  
 SAO PAULO, Brazil



<sup>A suggested</sup>  
A plan for Unesco Course for Directors  
and Inspectors at Centro Regional  
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