

ACORDO DE ASSISTÊNCIA TÉCNICA ENTRE A ORGANIZAÇÃO DAS
NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA

E O

GOVERNO DO BRASIL

POR MEIO DE SEUS REPRESENTANTES DEVIDAMENTE AUTORIZADOS QUE ASSINARAM O PRESENTE ACORDO, A ORGANIZAÇÃO DAS NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA (A SEGUIR DESIGNADA PELA EXPRESSÃO "A ORGANIZAÇÃO") E O GOVERNO DO BRASIL (A SEGUIR DESIGNADO PELA EXPRESSÃO "O GOVERNO") ENTRARAM EM ACORDO PARA O QUE SE SEQUE:

ARTIGO I

OUTORGA À ASSISTÊNCIA TÉCNICA

- A) - A ORGANIZAÇÃO TOMARÁ DISPOSIÇÕES PARA QUE MISSÕES (A SEGUIR DESIGNADAS PELA EXPRESSÃO "O PESSOAL") SE DIRIJAM AO PAÍS A FIM DE PRESTAR UMA ASSISTÊNCIA TÉCNICA, A TÍTULO CONSULTIVO AO GOVERNO A RESPEITO DE QUESTÕES RELATIVAS A SEU PROGRAMA DE DESENVOLVIMENTO ECONÔMICO, E O GOVERNO COOPERARÁ COM A ORGANIZAÇÃO PARA ESTE FIM. ESTA ASSISTÊNCIA TÉCNICA SERÁ PRESTADA CONSIDERANDO AS OBSERVAÇÕES E OS PRINCÍPIOS DIRETRIZES ENUNCIADOS NO ANEXO I DA PARTE "A" DA RESOLUÇÃO 222 (IX) DO CONSELHO ECONÔMICO E SOCIAL DA ORGANIZAÇÃO DAS NAÇÕES UNIDAS. O PESSOAL SERÁ ESCOLHIDO PELA ORGANIZAÇÃO DEPOIS DE CONSULTA AO GOVERNO SOLICITADOR.
- B) - A ORGANIZAÇÃO TOMARÁ DISPOSIÇÕES, NAS CONDIÇÕES INDICADAS NO PARÁGRAFO (A), PARA QUE O PESSOAL SE DIRIJA AO PAÍS O MAIS BREVE POSSÍVEL A FIM DE LEVAR A BOM TÉRMO SUAS MISSÕES CONFORME AS ESTIPULAÇÕES DOS ANEXOS INCLUSOS.
- C) - BOLSAS DE ESTUDOS, DE FORMAÇÃO E DE PESQUISAS NO ESTRAN- GEIRO SERÃO CONCEDIDAS SEGUNDO AS PREVISÕES DO PROJETO DE ASSIS- TÊNCIA TÉCNICA TENDO EM VISTA A FORMAÇÃO DE UM PESSOAL QUALIFICA- DO NOS CAMPOS DE AÇÃO RELATIVOS À ASSISTÊNCIA TÉCNICA PRESTADA. ESTAS BOLSAS SERÃO CONCEDIDAS DE ACORDO COM OS REGULAMENTOS ESTABELECIDOS PELA UNESCO REFERENTES À CONCESSÃO DE BOLSAS.
- D) - NO QUADRO DA ASSISTÊNCIA TÉCNICA A PRESTAR NOS TERMOS DESTES ACORDO, A ORGANIZAÇÃO PODERÁ TOMAR DISPOSIÇÕES PARA QUE SEJAM PROCEDIDAS PROVAS DE LABORATÓRIO OU OUTROS ENSAIOS, EXPERIÊN- CIAS OU PESQUISAS FORA DO PAÍS.

E) - O PESSOAL SERÁ RESPONSÁVEL ÚNICAMENTE PERANTE A ORGANIZAÇÃO E COLOCADO SOB O CONTRÔLE DESTA.

ARTIGO II

COOPERAÇÃO DO GOVERNO NO QUE DIZ RESPEITO À OUTORGA DA ASSISTÊNCIA TÉCNICA

- A) - O GOVERNO:
- ASSEGURARÁ OU AUTORIZARÁ O ACESSO ÀS FONTES DE INFORMAÇÃO NECESSÁRIAS;
 - FACILITARÁ OS CONTACTOS ÚTEIS COM OS SERVIÇOS GOVERNAMENTAIS, OS INDIVÍDUOS E OS GRUPOS NO INTERIOR DO PAÍS;
 - TOMARÁ RÁPIDAMENTE E PLENAMENTE EM CONSIDERAÇÃO OS PARECERES QUE TIVER RECEBIDO;
 - COORDENARÁ RÁPIDAMENTE E EFETIVAMENTE SUA POLÍTICA ECONÔMICA E A AÇÃO DE SEUS SERVIÇOS ADMINISTRATIVOS A FIM DE TORNAR MAIS EFICIENTE A ASSISTÊNCIA TÉCNICA PRESTADA;
 - UTILIZARÁ OS SERVIÇOS DOS BOLSISTAS MENCIONADOS NO ARTIGO I (C) NO QUE DIRETAMENTE SE RELACIONA COM OS ASSUNTOS ESTUDADOS NO ESTRANGEIRO;
 - ASSEGURARÁ A PUBLICIDADE DA ASSISTÊNCIA TÉCNICA NO INTERIOR DO PAÍS;
 - EMPREENDERÁ ESFORÇOS CONTÍNUOS PARA PROSSEGUIR A OBRA COMEÇADA OU PREVISTA PELAS MISSÕES.
- B) - O GOVERNO DESIGNARÁ UM "BUREAU" COMO ÓRGÃO DE COORDENAÇÃO PARA OS FINS DO PARÁGRAFO (A) E COMO SERVIÇO GOVERNAMENTAL COM O QUAL A ORGANIZAÇÃO SE ESTENDERÁ QUANDO SE TRATAR DA ASSISTÊNCIA TÉCNICA PRESTADA NOS TERMOS DO PRESENTE ACÓRDO.
- C) - O GOVERNO CONFIRMA QUE NÃO DIRIGIU E NEM DIRIGIRÁ A NENHUMA OUTRA ORGANIZAÇÃO INTERNACIONAL OU A NENHUM GOVERNO PEDIDO DE ASSISTÊNCIA TÉCNICA PARA AS QUESTÕES ESPECIFICADAS NOS ANEXOS INCLUSOS.

ARTIGO III

OBRIGAÇÕES ADMINISTRATIVAS E FINANCEIRAS DAS PARTES

- A) - A ORGANIZAÇÃO TOMARÁ A SEU ENCARGO AS DESPESAS DE ASSISTÊNCIA PRESTADA QUE PODEM SER LIQUIDADAS FORA DO PAÍS, OU TAL PARTE DESSAS DESPESAS QUE PODERÁ SER FIXADA POR MEIO DE ACÓRDO ENTRE AS PARTES E AFERENTE:
- I) - À REMUNERAÇÃO DO PESSOAL ENVIADO PELA ORGANIZAÇÃO;
 - II) - ÀS DESPESAS DE SUBSISTÊNCIA E DE VIAGEM DO PESSOAL A PARTIR DO LUGAR DE RECRUTAMENTO ATÉ O LUGAR DE

ENTRADA NO PAÍS BENEFICIADO PELA ASSISTÊNCIA TÉCNICA;

- III) - ÀS DESPESAS DECORRENTES DE QUALQUER OUTRA VIAGEM FORA DÊSTE PAÍS QUE FOR NECESSÁRIAS;
- IV) - ÀS DESPESAS DE QUALQUER SEGURO PREVISTO PARA O PESSOAL ENVIADO AO PAÍS PELA ORGANIZAÇÃO;
- V) - ÀS DESPESAS OCORRIDAS POR OCASIÃO DAS EXPERIÊNCIAS TÉCNICAS MENCIONADAS NO PARÁGRAFO (D) DO ARTIGO I;
- VI) - AO EQUIPAMENTO OU AO MATERIAL TÉCNICO OU A QUALQUER OUTRO EQUIPAMENTO QUE TIVER SIDO PREVISTO.

TODO EQUIPAMENTO TÉCNICO OU OUTRO QUALQUER, TODO MATERIAL FORNECIDO PELA ORGANIZAÇÃO NO QUADRO DA ASSISTÊNCIA TÉCNICA EM EXECUÇÃO DO PRESENTE ACÓRDO PERMANECERÃO COMO PROPRIEDADE DA ORGANIZAÇÃO A MENOS QUE O TÍTULO DE PROPRIEDADE DO DITO MATERIAL TENHA SIDO TRANSFERIDO EM CONDIÇÕES ESTABELECIDAS PELA ORGANIZAÇÃO E O GOVERNO.

B) - O GOVERNO TOMARÁ A SEU ENCARGO A PARTE DAS DESPESAS RELATIVAS À ASSISTÊNCIA TÉCNICA A PRESTAR NOS TERMOS DO PRESENTE ACÓRDO QUE PODE SER LIQUIDADADO EM SUA PRÓPRIA MOEDA, OU TAL OUTRA PARTE NA MEDIDA A SEGUIR DETERMINADA.

- I) - A DESPESA DE ALOJAMENTO DO PESSOAL;
- II) - A DESPESA DE ALIMENTAÇÃO E DE ALOJAMENTO DO PESSOAL, INCLUÍDAS AS DESPESAS SECUNDÁRIAS, DURANTE OS DESLOCAMENTOS OBRIGATÓRIOS AO INTERIOR DO PAÍS, COMPREENDENDO UM AFASTAMENTO DE SEU LUGAR HABITUAL DE RESIDÊNCIA, NAS CONDIÇÕES ESTIPULADAS PELOS ANEXOS;
- III) - AS DESPESAS DECORRENTES DA ASSISTÊNCIA MÉDICA E HOSPITALAR DO PESSOAL;
- IV) - AS DESPESAS DE DESLOCAMENTO DO PESSOAL AO INTERIOR DO PAÍS PARA A OUTORGA DA ASSISTÊNCIA TÉCNICA E TODAS AS DESPESAS DE TELEFONE, DE TELÉGRAFO, DE CORRÊIO E OUTROS MEIOS DE COMUNICAÇÃO;
- V) - QUAISQUER OUTRAS DESPESAS EM MOEDA LOCAL DO PESSOAL ESTABELECIDAS COM O GOVERNO.

C) - A FIM DE PAGAR AS DESPESAS DE QUE TRATA O PARÁGRAFO (B), O GOVERNO CRIARÁ E MANTERÁ UM FUNDO EM MOEDA LOCAL QUE NÃO DEVERÁ, EM NENHUM MOMENTO, SER INFERIOR AO TOTAL DO MONTANTE INDICADO NOS ANEXOS INCLUSOS. ESTE FUNDO DEVERÁ SER POSTO À DISPOSIÇÃO DO FUNCIONÁRIO PRINCIPAL DO PESSOAL. QUALQUER SALDO NÃO UTILIZADO, DEPOIS DE JUSTIFICADO NA DEVIDA FORMA DAS DESPESAS, SERÁ DEVOLVIDO AO GOVERNO QUANDO DA PARTIDA DEFINITIVA DO PESSOAL.

D) - ALÉM DOS OUTROS PAGAMENTOS PREVISTOS PELO PRESENTE ARTIGO, O GOVERNO A SUAS EXPENSAS FORNECERÁ AO PESSOAL :

- I) - OS LOCAIS, O MATERIAL E APETRECHOS DE ESCRITÓRIO NECESSÁRIOS;

- ii) - OS SERVIÇOS DE SECRETARIA, INTERPRETAÇÃO, TRADUÇÃO E OUTROS QUE FOREM NECESSÁRIOS, DEPOIS DE CONSULTA AO FUNCIONÁRIO PRINCIPAL DO PESSOAL;
- iii) - QUAISQUER OUTROS SERVIÇOS QUE SE CONVENCIONARAM PRESTAR.

O GOVÊRNO ASSUMIRÁ TÔDAS AS RESPONSABILIDADES ADMINISTRATIVAS E FINANCEIRAS RELATIVAS AO FORNECIMENTO DOS SERVIÇOS MENCIONADOS NO PRESENTE PARÁGRAFO.

e) - DADO O CASO, O GOVÊRNO FORNECERÁ O TERRENO, A MÃO DE OBRA, O EQUIPAMENTO, ETC. QUE PUDEREM SER NECESSÁRIOS, NAS CONDIÇÕES QUE SERIAM FIXADAS EM TEMPO ÚTIL POR MEIO DE ACÔRDO COM A ORGANIZAÇÃO.

ARTIGO IV

FACILIDADES, PRIVILÉGIOS E IMUNIDADES

a) - O GOVÊRNO TOMARÁ TÔDAS AS MEDIDAS A SEU ALCANCE PARA FACILITAR AS ATIVIDADES PRÓPRIAS DA ORGANIZAÇÃO EM VIRTUDE DO ARTIGO I E PARA AJUDAR O PESSOAL A OBTER OS SERVIÇOS E OS MEIOS DE QUE TERÁ NECESSIDADE PARA LEVAR A BOM TÊRMO ESTAS ATIVIDADES.

b) - O GOVÊRNO ESFORÇAR-SE-Á PARA OBTER A APROVAÇÃO, POR PARTE DO PODER LEGISLATIVO BRASILEIRO, DA CONVENÇÃO SÔBRE OS PRIVILÉGIOS E IMUNIDADES DAS AGÊNCIAS ESPECIALIZADAS DAS NAÇÕES UNIDAS. ANTES DA RATIFICAÇÃO DESTA CONVENÇÃO, O GOVÊRNO EXAMINARÁ COM ESPÍRITO O MAIS LARGO POSSÍVEL, DE ACÔRDO COM AS LEIS BRASILEIRAS, OS PEDIDOS FEITOS PELA ORGANIZAÇÃO NO QUE CONCERNE ÀS VANTAGENS E ÀS FACILIDADES DE QUE TERA NECESSIDADE OS MEMBROS DA MISSÃO DE ASSISTÊNCIA TÉCNICA NO BRASIL.

c) - A ORGANIZAÇÃO PODERÁ BENEFICIAR-SE, DE ACÔRDO COM AS DISPOSIÇÕES LEGAIS EM VIGOR NO BRASIL, E PARTICULARMENTE COM A REGULAMENTAÇÃO OFICIAL DO MINISTÉRIO DA FAZENDA E DO BANCO DO BRASIL SÔBRE A MATÉRIA, POR OCASIÃO DA CONVERSÃO DAS DIVISAS NECESSÁRIAS À REALIZAÇÃO DOS TRABALHOS RESULTANTES DO PRESENTE ACÔRDO E DOS ACÔRDOS SUPLEMENTARES, DA TAXA DE CÂMBIO MAIS FAVORÁVEL NO MOMENTO, DE EFETUAR A OPERAÇÃO. O MESMO TRATAMENTO PODERÁ SER CONCEDIDO, SEMPRE SEGUNDO O PARECER DAS AUTORIDADES BRASILEIRAS, E SEGUNDO AS LEIS E REGULAMENTOS EM VIGOR NO BRASIL, NA CONVERSÃO EM CRUZEIROS DA TOTALIDADE OU DE UMA PARTE DOS SALÁRIOS DO PESSOAL DA ORGANIZAÇÃO.

ARTIGO V

PUBLICAÇÃO DAS CONCLUSÕES

O GOVÊRNO TOMARÁ DISPOSIÇÕES PARA MANDAR PUBLICAR INFORMAÇÕES OU FORNECERÁ PARA FINS DE ESTUDO OU DE ANÁLISE, INFORMAÇÕES SUSCEPTÍVEIS DE SEREM PUBLICADAS PELA ORGANIZAÇÃO SÔBRE OS RESULTADOS DA ASSISTÊNCIA TÉCNICA PRESTADA NOS TÊRMO DO PRESENTE ACÔRDO E SÔBRE A EXPERIÊNCIA QUE DELES SE POSSAM CÔLHER, COMPREENDENDO TODOS OS RELATÓRIOS OU CONCLUSÕES PROVENIENTES DAS

MISSÕES. ESTE PUBLICAÇÃO, QUER SEJA FEITA PELO GOVÊRNO OU PELA ORGANIZAÇÃO, OU POR SEU INTERMÉDIO, NÃO SE EFETUARÁ SENÃO DEPOIS DE CONSULTA ENTRE AS PARTES DO PRESENTE ACÔRDO.

ARTIGO VI

MODIFICAÇÕES DO ACÔRDO - ACÔRDOS SUPLEMENTARES E EXPIRAÇÃO DO ACÔRDO

- A) - A ORGANIZAÇÃO E O GOVÊRNO TOMARÃO EM CONSIDERAÇÃO TÔDAS AS REPRESENTAÇÕES DE UM OU DE OUTRO CONCERNENTES AS MODIFICAÇÕES A TRAZER AO PRESENTE ACÔRDO. TÔDAS ESTAS MODIFICAÇÕES DEVERÃO SER FEITAS POR MEIO DE ACÔRDO MÚTUO.
- B) - A ORGANIZAÇÃO E O GOVÊRNO PODERÃO, NA MEDIDA EM QUE FOR NECESSÁRIO OU DESEJÁVEL, CONCLUIR ACÔRDOS E ARRANJOS SUPLEMENTARES.
- C) - UMA OU OUTRA PARTE PODERÁ DENUNCIAR O PRESENTE ACÔRDO, POR NOTIFICAÇÃO ESCRITA, DADA A CONHECER COM TRINTA DIAS DE ANTECEDÊNCIA.
- D) - QUALQUER DISCREPÂNCIA QUANTO À INTERPRETAÇÃO DO PRESENTE ACÔRDO QUE NÃO FOSSE REGULARIZADA PELAS PARTES SERÁ REGULARIZADA POR MEIO DE ARBITRAGEM. NESTE CASO, CADA PARTE DESIGNARÁ UM ÁRBITRO. QUALQUER DISCREPÂNCIA QUE OS DOIS ÁRBITROS NÃO PUDEREM SOLUCIONAR POR ÊLES MESMOS, SERÁ SUBMETIDA A UM TERCEIRO ÁRBITRO, NOMEADO POR ÊLES E ENCARREGADO DE DECIDIR SEM POSSIBILIDADE DE RECURSO.

EM TESTEMUNHO, O GOVÊRNO E A ORGANIZAÇÃO ASSINARAM O PRESENTE ACÔRDO EM PARIS, A 18 DE ABRIL DE 1951 EM DUPLO EXEMPLAR, EM FRANCÊS.

PELA ORGANIZAÇÃO DAS NAÇÕES UNIDAS
PARA A EDUCAÇÃO, A CIÊNCIA E A
CULTURA

(ASSINADO)
JAIME TORRES RODET
DIRETOR-GERAL

PELO GOVÊRNO DO BRASIL

(ASSINADO)
PAULO E. DE BERRÊDO
CARNEIRO
(AD. REFERENDUM)

3.9

Rio de Janeiro, December 9, 1953.

OUR REF. No 1303

Mr. H. Laurentis,
Resident Representative of the U.N.
Technical Assistance Board,
c/o Fundação Getúlio Vargas
Edifício Darke, Sala 1213
Avenida 13 de Maio 23
RIO DE JANEIRO.

Dear Mr. Laurentis:

In answer to our conversation of last week and to the specific questions posed by UNESCO I would like to inform you as follows:

1. **OBJECTIVES:** - The objectives of this project in the initial phase are much more limited than anything proposed either by Mr. Carneiro in Paris or by the authorities in Brazil who spoke with the Director General of UNESCO on the occasion of Mr. Evans' visit to Brazil.

Though it is hoped that the "Center" to be created will eventually come to fill all the needs in the field of education existing at this time in Brazil, the initial objectives shall be those mentioned in the memorandum submitted to you and prepared by Messrs. Charles Magley and Carl Withers.

It is the intention of the Government to follow in its essential lines pretty much the outline presented in said memorandum. Yet, it might be well to say a few more words regarding the immediate objectives:

- a. The "Center" shall be a social and educational research center. It is hoped that it will eventually evolve into a university institute for educational research. It should develop the necessary mechanics for the preparation of educational literature in all fields of education, on the basis of its own research. At the same time, through its research activities it will also serve as a place for in-service training of educators and specialists who will eventually assist the Government on educational planning.

2. EDUCATORS vs SOCIAL SCIENTISTS: - It was not made clear in the memorandum that the Government intends to draw upon further outside help from abroad in addition to the technical assistance requested from UNESCO. It is the intention of the Government to contract foreign educators for this "Center". This would explain the apparent lack of reference to any educators in a project which is primarily educational, though the educational approach shall be anthropological.

The Brazilian Government intends to fill with Brazilian specialists some of the positions to be created under the title "Associados do Centro". But it will also seek to supply the "Center" in the fields other than those requested from UNESCO by competent non-Brazilian professionals. The fields envisaged by the Brazilian Government to be represented at the "Center" shall include:

Philosophy of Education
 School Administration
 Elementary Curriculum Construction
 Secondary Curriculum Construction
 Educational Measurements
 Psychology of Education.

As for the remaining part of the personnel, it is the intention of the Government to follow the suggestions made in the Memorandum under this section, i.e. to chose national specialists from among the best and most energetic men in their respective fields, preferably younger men and not necessarily "famous".

3. CO-DIRECTORS: - It is the intention of the Brazilian Government to provide a high-level educator to be one of the Co-Directors of the planned "Center". The social anthropologist to be furnished by UNESCO will function as the other Co-Director.
4. CHOICE OF UNESCO MEN: - Regarding personnel to be acquired through UNESCO:
- a. It is agreed that the non-Brazilian Co-Director should be a social anthropologist. In line with UNESCO's request for specific suggestions, the Government would favor if UNESCO's choice fell upon a social anthropologist or sociologist who is educatiominded. It is probable that the structuralist school within social anthropology would best meet such a demand, though this request represents no inalterable condition. This emphasis on an educational approach to anthropology, or even better an anthropological approach to education, would be in fact a new element in

the basic objectives and implementation of policy of the proposed "Center". No doubt, it will be difficult to find the person with exactly this type of outlook. It is our hope that upon more direct consultation with Mr. William Carter early next year here in Rio we shall have a good opportunity to define our position with this respect.

For the above stated reason, it will be best to avoid specific suggestions and names, and leave the initial phase of the choice to UNESCO. Though the Brazilian Government is very pessimistic about the chances of acquiring the cooperation and good services of Mr. Charles Wagley, it goes without saying that Brazil would prefer Mr. Wagley over anyone else, if UNESCO can achieve his release from present obligations to Columbia University.

- b. To fill the second position requested by the Government and to be supplied by UNESCO, Brazil would like a specialist in Sociology. The same remarks made under "a" would also hold true for the choice of a sociologist.
 - c. For the 3rd position the Brazilian Government would like a specialist in Social Psychology. However, this request can only be considered to be still standing if it can be fulfilled in addition to the request of the National Museum for an ecologist. Under no circumstances should the success of one governmental activity depend on a detriment inflicted upon another. Therefore, either UNESCO finds a way to supply Brazil with 4 technicians, or else the "Center" will have to do with only 2 of the 3 specialists to be contracted by UNESCO, with the third one (i.e. the ecologist) going to the National Museum.
5. BUDGET: - The Government has at its disposal the 6 Million Cruzeiros provided for in the budget of the Memorandum. This money is available, having been appropriated for this specific purpose.
 6. BRAZILIAN PERSONNEL: - Brazilian personnel for this project will be recruited upon receiving definite assurance from UNESCO that a cooperation between Technical Assistance and the Brazilian Government with regard to this "Center" has been definitely decided.

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7. LOCATION: - The location site and building for this project are under study. It would probably involve renting a suitable building in Rio de Janeiro for this purpose. This is no problem at all in view of the existing supply and demand re real estate possibilities. Hence, this problem can be settled as soon as it is known that the project has entered into its executive phase.
8. TIMING: - It is also the wish and desire of the Brazilian Government to get the "Center" started and functioning by March/April 1954.

In the hope that the above information answers all questions posed by UNESCO and that we shall soon get the joint project under way, I remain,

Very sincerely yours,

Anísio S. Teixeira
Secretary General

RPA/gh

C O P YGENERAL MEMO No. 6

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TO: ALL CAPES EXECUTIVES

December 1, 1952.

FROM: R. P. Ateon

SUBJECT: PROPOSAL FOR A COORDINATED PROJECT OF THE CAPES TECHNICAL ASSISTANCE PROGRAM: THE BRAZIL PROJECTINTRODUCTORY REMARKS:

The following proposal is aimed at presenting one unified and coordinated basic project for CAPES activities in the field of "technical assistance" for the year 1953.

It is my personal opinion that within the existing financial and administrative situation of CAPES, an attempt to do many things all at once, and right at the start would not produce as valuable and as lasting results as a single well prepared and well thought out program of basic application.

CAPES at present has only limited financial resources to attend to the rather extensive responsibilities entrusted to its execution. Therefore, the available funds might prove more productive if applied to ONE integrated all-encompassing program of action instead of being dispersed among five or six different individual projects of relatively limited scope.

CAPES at present has not yet established a really well-oiled and adequate administrative machinery, needed to attend to a large VARIETY of individual activities. Hence, concentration on ONE project - however diversified in its various aspects - is easier to handle than any multiplicity of activities. It would also present the needed experience for the gradual growth of a more extensive capacity for administration. We should keep in mind that neither the Conselho Nacional de Petroleo nor the Conselho Nacional de Pesquisas began operations

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overnight, despite the fact that they had more personnel, larger funds and greater administrative freedom than CAPES as yet possesses. This is not meant apologetically to indicate self-satisfaction at our own slowness to begin a program of execution and remedial action. It does mean, however, that we should not fail to comprehend existing difficulties and be realistic about the environment in which we are operating and have to operate.

CAPES at present has far too little technical information on which to base a comprehensive and valuable-in-the-long-run program of technical assistance to the national university system. If CAPES is to achieve lasting long-range results it must first acquire a solid fundamentum of basic data, whose statistical analysis will allow professional interpretation and planification as an unavoidable prerequisite to sensible action. Plunging into action without information, or planification based on fact, will mean only one more emergency action undertaken without a sense of concrete direction. If CAPES is to exert its influence on the gradual diminution of just this tendency to act without proper preparation or anterior ratiocination, it seems advisable to start out properly right at the beginning and with respect to its own plans and activities. It does not mean that NO action should be undertaken until all the facts are in. It only means that such remedial action as will and must be undertaken as soon as possible, should be:

- (1) Blended into an overall program of fact-gathering;
- (2) Conducive to proper professional interpretation and planification;
- (3) A contribution to the training of high-caliber personnel in as wide a field of academic and professional specialization as the material, technical and emotional means available will permit.

THE "FOREIGN MISSIONS" PLAN:

In the first place I would like to make a remark regarding the term "Foreign Missions". According to a variety of opinions collect-

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ed on the question of how to NAME such a technical assistance program as we have in mind, the majority felt that the term "Foreign Missions" was inadvisable from a purely psychological viewpoint. I have not found a fitting term yet, but feel that our search for the right word or words should include the meaning of the word "ajuda" as the most agreeable and most conducive towards receiving cooperation from all sources.

Until now, as far as remedial action is concerned, we have been thinking in terms of "Foreign Missions"; as small groups of non-Brazilian specialists to be brought to a variety of national universities, for the specific purpose of having these specialists transmit their specialties and teaching techniques within a typically Brazilian academic environment.

As a stop-gap measure such a plan has its advantages, in terms of hopes and expectations that somewhere and somehow some of the techniques and some of the technical information will seep into the local administrative apparatus or drop on the fertile mental soil of more receptive attitudes, to produce some isolated improvements for a few individuals.

But it does represent a hit-and-miss method, which gives promise of real success only if applied on a sufficiently large scale to ensure a high probability rating. If employed in small numbers, i.e. on a restricted scale, chances of obtaining effective results are indeed disproportionately low, considering both the expenses and efforts involved.

Before we can logically accept or reject this alternative, however, we must first determine how far our present budget would permit us to go with the implementation of such a policy.

If the salary of a European professor be fixed at Cr\$20.000,00

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per month, and that of his assistant - as Assistant Professor - at approximately Cr\$ 15.000,00 per month; if the transportation for each individual with his family, to and from Europe is calculated at around Cr\$ 50.000,00; if incidentals, books, assistance to the universities, administration costs of CAPES and internal transportation are figured at Cr\$ 150.000,00 per year; if we include in this project also a group of ten fellowship students who will work full-time with the two-man group, at Cr\$ 3.000,00 per month per student plus incidentals they may have in travelling expenses, etc.; and if we include the salaries of two Brazilian assistant professors to work with the non-Brazilian two-man team, at about Cr\$ 15.000,00 per man per month, including travel expenses; we obtain the following total of expenses per two-man team of foreign professors per year:

Professor's Salary:	Cr\$ 240.000,00
Assistant Professor's salary:	" 180.000,00
Transportation to and from Europe (twice);	" 100.000,00
Incidentals:	" 50.000,00
Books:	" 10.000,00
Assistance to Brazilian Universities:	" 30.000,00
Administration Costs of CAPES	" 50.000,00
Internal Transportation:	" 10.000,00
10 Fellowships:	" 360.000,00
Incidentals for Fellows:	" 10.000,00
Brazilian Professor's Salaries (2 Assistants):	" 360.000,00
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TOTAL PER TWO-MAN TEAM PER YEAR:	Cr\$ 1.400.000,00 =====

If this be approximately the case, then we must count with the necessity of spending in one year Cr\$ 8.400,000,00 for six such two-man teams, if we wish to place even only ONE such team in each of the six

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universities we have chosen as the most likely recipients of this type of aid. The direct benefits of such a scheme would be to about 50 students, trained for one year in six different subjects of specialization, and to 12 assistant professors also trained in teaching methods, etc. in six different subjects. The indirect benefits are much more difficult to assess, in terms of influences exerted, attitudes observed, methods copied, and so forth.

Drawbacks of this plan are that only the third criterion mentioned above is being attended to, with the first two criteria entirely neglected and left unintegrated, and that even the actual training achieved is limited in scope and purpose.

CORE OF THE ALTERNATIVE PLAN:

Now let us analyze the possibilities for an alternative action program, one that would accomplish not alone what the first project aims to do, but also include all three objectives in its overall and coordinated plan of application.

FACT-GATHERING is the first objective. Then, let CAPES get together a group of specialists in the main fields that would bear upon a research program of gathering facts, and put them to work on one coordinated fact-finding project. Since we are interested in obtaining the services, knowhow and techniques of non-Brazilian specialists, these top men would be foreigners.

INTERPRETATION AND PLANIFICATION, based on the facts obtained under the first objective, represent the second objective. In this plan they would also constitute the second phase of the program. In conjunction with the above research group, only at a later date, one or two top specialists in Education could be invited for a relatively short period of time to interpret the collected information with the help of the above group, and to draw up a plan of action which would then constitute the third phase of the action program under consideration.

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TRAINING OF HIGH-CALIBER PERSONNEL is the third objective. If we attach a minimum of two (2) Brazilian specialists in the respective specialty to each one (1) non-Brazilian expert of the research group, to become intimately acquainted with the methods and special knowhow of the non-Brazilians while assisting them in the execution of the fact-gathering program, these men will receive the best training conceivable in their respective specialties, for the simple reason that such a training would occur in the field as well as in the laboratory and under diverse and often difficult situations.

If these three premisses were to become the basis for an action program we would obtain one project composed of the following parts:

- a. Basic Research;
- b. Evaluation and planification of basic data;
- c. Training of specialists to do research in their respective specialties;
- d. Introduction of new methods and techniques, not alone for Brazil but possibly also for the whole world.

This last point is of considerable importance. Planning, as a concept, has become more or less accepted by now in most contemporary societies possessing a modicum of technology. In theory it seems all right to speak of planning, even overall planning, as long as the accompanying control mechanisms do not threaten anyone or any special interests. In practice, however, we have not yet emerged from the stage of piecemeal planning, even when next to no control is involved, simply because we seem afraid of ourselves, of our own logic and the disagreeable conclusions a overall plan might impose on our thinking.

Yet, overall planning, on a sound and expert basis, prior to the establishment of any long-range, influential policy for action, is

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not alone logically desirable but in our age of "rapid process" becomes more and more imperative and unavoidable. If, then, Brazil could lead the way in such a project, in which top men of a number of nations would cooperate, and to which specialized knowledge and many new techniques would be contributed, the product would give promise both of being singularly valuable for Brazil and of showing other nations what can be done and how it can be accomplished.

In other words the "Brazil Project" would no doubt be of prestige value, rendering Brazil considerable international recognition. It would become something desirable and hence worthy of emulation. But even if we discounted entirely this sizable factor, the other advantages to the project would be still sufficient to warrant serious consideration of this alternative proposal.

OBJECTIVES:

In the first place we must obtain a clear and specific idea of the objectives. I do not pretend that the following items will represent just that. In the event that the general idea of this proposal should be accepted, a series of conferences among ourselves as well as with various specialists and consultants would seem not only advisable but imperative towards a clear and accurate delineation of aims and objectives.

However, as a tentative attempt at presenting an outline of the scope of this proposal we might consider the following points as constituting the foundation on which to build the project:

1. Basically what we need for the establishment of a long-range perspective on which to build a constructive action program is a general survey of the educational situation in Brazil today. This would include every educational aspect, from the primary level up to the postgraduate, including such special activities as fundamental, normal, and adult educations.

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There is nothing new in the idea of setting up special studies for the detection of special social situations. There is nothing new in the idea of planning towards the rectification of some specific malpractice or the filling of a specific need. What would be new, however, would be the conscious direction of extensive planification towards desired ends which represent a nation-wide need, and the attempt to prepare one study from a variety of viewpoints towards the establishment of a number of alternatives for action, rather than concentrate only on a single solution as seen from a single point of view.

2. The plan itself would call for the discovery and specification of the racial, cultural, sociological, psychological, geographic, climatic, and historical factors, that have gone into the creation of the educational situation in Brazil as it exists at the present time. In other words, it would constitute a socio-anthropological "mapping" of Brazil, according to the regional distribution of these factors.

3. The plan would also call for an analysis of those economic factors which today predominate and exert a strong influence on the immediate social development of the country, in order to gain some concrete evidence regarding the conscious or unconscious acceptance of certain existing socio-economic directions. Only upon clarifying these directions, will it be possible to speak of a conscious acceptance of the goals at which they aim and the planification of a long-range education program to work within this framework towards a full realization of these goals. At the same time it would also aim at the discovery of the probable needs in the immediate future in terms of qualified technical and professional personnel. This information must necessarily work hand-in-glove with any long-range educational effort to satisfy quantitatively the corresponding needs of an accepted national economic policy.

4. More specifically, the plan would demand an analysis (in each region) of:

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- (1) The racial composition of the population;
- (2) The sociological stratifications;
- (3) The culture heritage;
- (4) The psychological composition;
- (5) The geographic and climatic influences on each group;
- (6) The economic level of supply and demand;
- (7) The agricultural methods of production;
- (8) The industrial level of production;
- (9) The varying consumption practices;
- (10) The existing health level;
- (11) The existing educational techniques and practices at the various teaching levels;
- (12) The existing set of metaphysical beliefs, in terms of prejudices, fears and faiths;
- (13) The existing social institutions through which action taken at present and which will have to be used or adapted for the implementation of a new overall, long-range plan of education.
- (14) In each of the above items, the existing plans for improving on the status quo;

THE BRAZIL PROJECT :

A. Procurement of Non-Brazilian Specialists

1. It seems to me that in terms of time and effort already invested, as well as financially and experientially we could only stand to profit by investigating seriously the UNESCO proposal for assistance.

Mr. Beatty's visit established the necessary

foundation on which CAPES, together with UNESCO, could set up a really top team to carry out the abovementioned objectives.

With the help of UNESCO we could obtain the services of an expert in fundamental education, of one administrator, one expert in applied anthropology and one each in social psychology and rural economics. Through UNESCO we should also obtain one representative each from ILO, FAO and WHO, to assist in the project at large yet analysing its problems with specific reference to still other aspects, from the respective specialized viewpoints of Labor, Agriculture and Health.

It would give us eight men, though this figure does not represent a fixed number. Two or three more specialists could be added to this list, and if not financed through UNESCO might be financed either directly by CAPES or in collaboration with Point Four.

2. Of course we could also attempt to enlist the collaboration of the Ford Foundation in this project. But it seems to me that we should keep this alternative in reserve and wait until the project is under way before enlisting the aid of the Ford people. Any number of items will be sure to arise as soon as the Brazil project begins to operate. Then, Ford will find an already going concern to assist either technically, financially or both.

Furthermore, with UNESCO we already have a standing offer for financial assistance, at least to the extent of the salaries to be paid to the Non-Brazilian Specialists, whereas with Ford we would need to establish a much more intimate liaison before it would appear advisable to ask for financial aid. Especially in view of the fact that we would like to establish a policy for CAPES to make its initial contacts with Non-Brazilian organizations mainly on the basis of requesting technical knowhow and not money.

If then we proceed on the assumption that UNESCO could

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and would supply us with eight to ten specialists chosen jointly by them and us and financed by UNESCO as far as their salaries and transportation to and from Brazil is concerned, plus the 25% flat sum on total expenses incurred for the purchase of materials and equipment, while CAPES finance their local expenses, per diem, housing and internal transportation expenses, we can begin to lay concrete plans for action.

3. The request for these top men should be made by CAPES, through the Minister of Education and Health in person, but also by utilizing the good services of IEECC. It should be made for a period of not less than two years and the necessary funds set aside by CAPES to finance all local expenses for this period of time.

These men will have to work in unison towards the realization of the overall objectives of the project, each tackling the problem from the individual viewpoint of his own specialty but still within the framework of the same basic premisses underlying this project. While carrying out this research work in various regional parts of Brazil they will work in close collaboration with their Brazilian counterparts who will be attached to them for training both in research techniques as well as in the practical application of their respective specialties.

4. Whoever will carry out the actual selection of these men should keep in mind that it is at least as important to find men with the proper character qualifications for the job as it is to find men with proper technical knowhow.

There is little that needs to be said regarding their professional efficiency. We need top men and it is up to the selection committee or the persons entrusted with making the selection to get them. However, the factors that must be considered in the efficient selection of the right character in such a specialist are variegated, numerous and difficult to specify:

a. A person's spouse can be both a tremendous asset to him

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as well as an enormous handicap. No person should be chosen for the job without giving a great deal of attention to his or her spouse, to ascertain whether or not the spouse meets all or at least most of the other criteria on which the selection of the specialist himself must be based.

b. The person's experience in foreign travel and foreign languages is another factor that should be given high priority. If he knows at least one other language besides his own it will facilitate greatly his learning Portuguese; because it is always the first foreign language which presents the greatest difficulties. But even in the event that he does not speak any other language besides his own, a wide and variegated experience in foreign travel throughout the world, possibly including some prolonged periods of residence in a foreign land, would help a great deal. It would mean that he has already had to adjust himself to new social problems and different culture patterns. However well or poorly he succeeded in adjusting to them, at any rate he has had the experience. And this in turn, sociologically speaking, would mean a somewhat more open mind.

c. The active membership in a large number of associations, clubs and fraternities may or may not indicate gregariousness or a facility to get along with other people. But if he has held posts of official administrative and executive capacity within such associations, it would certainly indicate that he is not a socially timid personality. Hence, it would give an indication of his ability to deal with other people even when he is not in agreement with their points of view, and still succeed "in getting things done".

d. Another clue to a man's personality would be knowledge of the character of his hobbies and of other extra-curricular activities. Alertness of mind and wholesomeness of personality can be adjudged from the manner in which he spends his free time. And both of those qualities would be necessary for the type of work these top specialists would be called to perform on this project.

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5. Assuming that the selection has been completed, the men chosen, the contracts signed, and the date specified on which they will arrive in Brazil, the special section-service of CAPES charged to deal with this Missions Project will have to be careful to locate a complete administrative apparatus, without which such a project could not be guaranteed to function properly, and which must exist to attend to the large amount of detail work sure to arise.

With the help of an adequate staff this CAPES Section will have to create the administrative channels through which a project involving at least fifty persons, (with all their personal problems, transportation and housing needs and general well-being) can be expected to produce results. Besides taking care of some heavy correspondence work, detailed and separate accounting, and various special personal services to the individuals involved in the project, it will also have to provide for adequate means to record all their findings, reproduce their studies and writings and create the necessary follow-up system to control the outcome of the entire project.

All this may sound cumbersome and unnecessary at this point. But is really long-range benefits to this country, expected to accrue from the implementation of this project, depend entirely on the effective organization of just these aspects.

Without the proper services to these men, they cannot be expected to function efficiently and cheerfully. It would mean poor quality of work. Without the proper apparatus to coordinate and adjust the project's daily output, time will be wasted in the dissemination of facts and figures, with much data lost for lack of proper filing and archivization methods and with an inevitable duplication of work, thus again lowering both quality and quantity of the final output.

Finally, without the proper control system, a major part if not everything of what would be started in terms of contacts,

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statistical records, sub-products of local research and many more associated activities which would be stimulated through the Brazil Project, would all be lost to CAPES forever. If we remember the fact that Brazil in general is prone to overlook continuity in whatever is begun with much effort and monetary expense, we shall be especially careful to provide for the necessary means for continuity of effort and purpose.

6. Upon arrival in Rio de Janeiro these men should receive an intensive six-week course in Portuguese. These men will have to learn at least some Portuguese to function properly on this project and the sooner this objective can be reached the better. That is why it would be wise for us to provide them with this initial service, since at the start they are all together as a group as well as free of any other professional obligations. They could be asked to concentrate exclusively on their acclimatization to the new environment and the learning of the language.

Such a course could be given to them perhaps through DASP. If this were not feasible ~~we~~ ourselves could plan to set up such a speed-up course.

B Procurement of Brazilian Specialists

While the procurement of non-Brazilian Specialists would be left to an international agency, CAPES would have to create an adequate cadre of Brazilian Specialists in the same corresponding fields to work with the Non-Brazilians in the planning and execution of the Brazil Project.

In view of the existing difficulties in the procurement of really top academic personnel both in quality and in quantity and over a prolonged period of time, prospects for getting the right people may appear disheartening at first sight.

However, with the proper recruiting officer in charge

of the project, a man of really top capacity and prestige in Brazil, who would go out into the field, to all the universities and their schools, to all the research institutes and private organizations, it should be possible to recruit enough people of the required caliber, provided he went about his job in the right way.

To my knowledge there exist enough specialists in this country, with sufficiently high general cultural background as well as personal idealism, to get the needed individuals at least interested in the job. If, per chance, the majority of them should turn out to be willing to cooperate partly or fully in the project, this would be all to the better for Brazil. It would allow them, for a long time to come, to apply their knowledge-to-be-gained through this project to concrete needs in the academic and professional world of Brazil.

2. The immediate purpose of such a recruitment would be to get a minimum of twenty men - two Brazilians for each non-Brazilian specialist - on a two-year basis for this project. Though they would be hired for one year only, within the limits of our budget, it would have to be understood that, finances permitting, the project would last not less than two years, and that each and everyone of them would have to agree to devote at least that much time to it, in the event he would accept the position.

3. It also seems to me to be possible for the Brazil Project to incorporate already existing - past or current - research work carried out in anyone of these fields mentioned in the objectives of the Project. The economic studies of the Joint Brazil-United States Commission, the sociological studies made by Dr. Donald Pearson at Cruz das Almas and by Dr. Kalervo Obert at Chonin, the extensive work of the Scientific Foundation of the State of Bahia, as well as the current work done by the Escola de Sociologia e Política de São Paulo in the São Francisco Valley are just some of the projects known to me that can be used and incorporated in the overall plan.

4. Regarding selection criteria of these Brazilian specialists we shall have to adjust ourselves, of course, in our demands to the existing supply. However, it would be advisable for us to keep

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in mind that at least some factors besides professional competence should be considered in our selection procedure of these men.

a. In the first place, professional prestige must be considered as a valuable adjunct to professional competence in lending the right tone and spirit to the Brazil Project from the very start.

b. It seems to me inevitable that the man selected to cooperate intimately with the non-Brazilian specialists will all have to know at least passably well the English language. Especially in view of the fact that the recruitment of the non-Brazilians will primarily come from Anglo-Saxon areas like North America, Canada and the British Empire.

c. Another factor, whose importance cannot be underestimated and whose nature is extremely delicate, is the fact that we must pay considerable attention to select persons free of any political affiliation that could conceivably turn out to be detrimental to the Brazil Project. Like Caesar's wife, we must not only be good but also appear above reproach. There will be enough pressure groups and other interested organizations who will for personal reasons endeavor to attack such a project as described in these pages. Hence it would seem imperative for us to do everything to reduce to a minimum the surface of possible exposure to attack. And this certainly includes political considerations.

5. Upon the selection of the necessary personnel, the CAPES section-service charged with these men's welfare will have to attend to all the required steps for the orderly and proper transfer of these Brazilian specialists and their families to the chosen locations of the project's central Headquarters. It would involve taking care of the transportation of their families and their household goods, of finding suitable housing facilities and of resolving all personal problems that may arise in the process of these resettlements. A more detailed analysis of the individual steps referring to these activities could be written up as soon as the overall project has been approved.

C. Location

1. For the best functioning of such a research project it seems that one central location should be established to serve as Headquarters for the group. In such a place they could establish themselves on a permanent basis to create a home away from home. There they could be expected to collect all the research data for proper integration and future dissemination.

From this Headquarters the Specialists can make individually or in groups short or long field trips into the interior for the actual study and collection of information. It would represent a **Clearing House** for all activities linked to the Brazil Project, and if possible should possess an adequate physical and scientific plant to attend to whatever laboratory needs the project may present.

In my opinion the Rural University of Rio de Janeiro possesses all the necessary qualifications for such a Headquarters. It is in the country, yet close enough to Rio to be centrally located. It has a vast plant which is well equipped, yet hardly put to any constructive use. It represents a "Campus", if only in theory, and it might be reasonably expected that such a prolonged activity on its premisses as the Brazil Project would have in mind, with so many newcomers working on a full-time basis, should bring in new ideas and techniques and that from the overall movement to and from this campus something like a living institution might emerge as an incidental by-product of this project for the Rural University of Rio de Janeiro.

The only drawback it might present is its lack of housing facilities and the probable need for us to construct some housing units on the premisses to take care of the newcomers for two years. However, I believe that with some good will and planning the right kind of liaison could be established between CAPES and the Ministry of Agriculture to cooperate both administratively, and possibly also financially, in the creation of a favorable environment for the successful

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localization of the Project Headquarters at "Em 47". In any event even if this plan should not materialize, for any number of reasons that might arise, the location of the Headquarters should present similar opportunities to its personnel as the main points mentioned and described above.

An adequate administrative apparatus must, of course, exist to take care of the various material needs of the group as well as to assist it technically in the integration and coordination of the collected data. As soon as the overall project has been accepted in principle we could proceed to outline in detail the needs of such an administrative organization.

2. For the best and most efficient handling of the field work and the constant travelling of the members of the group it would seem advisable to establish simultaneously five or six regional sub-centers in or near various State universities. These would serve as permanent collection stations for the whole program. Some of the Brazilian specialists could even be stationed permanently at these regional sub-centers, to carry out the field work, to direct regional operations and to act as liaison between Headquarters and the field.

3. It would even seem further advisable to develop an extensive scheme of collaboration between the men carrying out the Brazil Project and all university centers in Brazil. This would elaborate on the sub-center idea by creating even more academic nuclei dedicated to the stimulation of interest in the execution of detail work for the Brazil Project.

Many qualified members of the university Schools could be interested to cooperate voluntarily in the collection of data or at least in the regional supervision of specific and limited studies relating to sub-projects. At the same time such cooperation would stimulate the academic interest of these university Schools, create the necessary atmosphere for an exchange of ideas and techniques between the non-Brazilian and Brazilian specialists as well as popularize the Brazil Project and its aims among Brazilian academic circles.

4. Speaking about popularization, we should also keep in mind the need for dignified but effective advertising of these activities both at home and abroad, as soon as the Project has been established and is really on its way.

This does not mean to imply that we should "balyhoo" the idea. But the importance of the project is so large and its success so much dependent upon its ultimate acceptance by the Nation's professional and academic circles, that any attempt to do the job in perfect silence would be in fact more detrimental to its overall aims than going too far in our publicity in this connection.

To hit the right tone and to do the right thing at the right time, to promote the project and its aims and to ensure its final success, we shall also have to think about using the services of a good full-time public relations man.

D. Budget

1. For the non-Brazilian personnel procured through UNESCO we should count on the following expenses we would have to meet, regardless as to whether CAPES alone or in conjunction with other public and private organizations will finance the Project:

We would have to pay the transportation costs for their cars to Brazil. This would mean about \$5,000.00, if we figure roughly on \$500.00 per car for each of the ten persons to come to Brazil.

As for the cost of their transportation inside Brazil, we should estimate that the group will be on the road perhaps half the time each year. If we figure an average of Cr\$ 3.000,00 per man per month, we got about Cr\$ 350.000,00 per year for such internal transportation costs.

Their per diem expenses for 150 days, figuring Cr\$300,00 per man per day, would bring us to Cr\$ 450,000,00 per year.

Finally their housing would have to be figured on the basis of an average of Cr\$ 5.000,00 per month per person or Cr\$ 600.000,00 per year for rent.

a. Regarding this last item it would seem to me more advisable and much more economical in the long run for CAPES to finance the construction of small bungalow-type houses at whatever place will be chosen for the permanent Headquarters of the Project. Such bungalows would cost an average of Cr\$ 120.000,00 to 150.000 to build, which would mean no more than 1.500.000,00 for ten houses. If we were to calculate the rent for two years for each person, this rent would come to Cr\$ 1.200.000,00 during the same period of time. In that case we would have paid the rent and received nothing in the end; whereas the other alternative would leave us with ten still new constructions, to be used as faculty homes in case the location is near or on a university campus. In any case this matter should be studied thoroughly and given serious consideration before a final decision is taken.

2. Regarding expenses for the procurement and maintenance of Brazilian personnel, we have the following items: Either full or supplementary salaries of Cr\$ 10.000,00 per man per month. For twenty persons per year this would amount to Cr\$ 2.400.000,00.

Regarding their internal transportation we should set aside Cr\$ 2.000,00 per man per month or Cr\$ 500.000,00 per year for all of them.

Per diem expenses of 150 days at Cr\$ 300,00 per day per man, would mean another Cr\$ 900.000,00 per year.

Their moving expenses, in case they choose to move their families to either the main Headquarters or one of the sub-centers, would mean another Cr\$ 10.000,00 per family or Cr\$ 200.000,00 for the group.

Finally regarding housing facilities, we have the same problem as with the non-Brazilian group of either paying Cr\$ 1.200.000,00 per year for rent or building twenty houses for approximately Cr\$ 3.000.000,00 to serve for the entire period which any of them plan

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to stay during the implementation of the Brazil Project.

3. We must also figure CAPES administrative costs of this project which would involve: Miscellaneous expenses for CAPES personnel, travel, insurance costs of personnel and a reserve fund for unexpected incidentals of Cr\$ 360.000,00, as well as a flat 5% for CAPES administrative costs amounting to Cr\$ 340.000,00 per year.

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BUDGET LISTUNESCO PERSONNEL:

Our Transportation Costs:	Cr\$	100.000,00
Internal Transportation Costs:	Cr\$	350.000,00
Per Diem:	Cr\$	450.000,00
Housing:	Cr\$	600.000,00

BRAZILIAN PERSONNEL:

Supplementary Salaries:	Cr\$	2.400.000,00
Moving Expenses:	Cr\$	200.000,00
Internal Transportation Costs:	Cr\$	500.000,00
Per Diem:	Cr\$	900.000,00
Housing:	Cr\$	1.200.000,00

ADMINISTRATION:

Miscellaneous Expenses:	Cr\$	160.000,00
Reserve Fund:	Cr\$	200.000,00
CAPES Administrative Percentage:	Cr\$	<u>340.000,00</u>

T O T A L:	Cr\$	<u>7.400.000,00</u>
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E. Conclusions:

As we see from the summation of these expenses the total cost per year would come to about Cr\$ 7.400.000,00. This means exactly Cr\$ 1.000.000,00 less than the suggested expenses for the 6 individual missions, despite the fact that the Brazil Project Budget is well padded while the alternative project is put on a minimum basis.

It is my personal opinion that Brazil would receive greater benefit from the Brazil Project than it would from the individual missions project, both in long run and short run returns. While remaining entirely within the limitations of our present budget, the Brazil Project would in the end produce a concrete product of benefit to the entire country while also training a top-notch staff to carry on professionally and academically, both as teachers and as researchers, when the Project itself will be completed and the non-Brazilian specialists have returned home. If handled properly from an administrative and publicity point of view, the Project also would stimulate all academic centers towards co-operation in one professional goal, thus preparing the ground for whatever specific action may come out of the Project itself. And its recommendations, if prestige means anything at all, would be so publicized and supported by authority, that they would stand a better than even chance to be implemented at some future date.

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TENTATIVE DRAFT

ORIENTATION REPORT FOR "THE BRAZIL PROJECT"

Introduction:

Statement of the reasons for a preliminary orientation report. The main reasons are as follows:

1. Provide background for the specialists, both foreign and Brazilian, who will participate in the Brazil Project. It should provide some facts about the Brazilian scene and Brazilian culture as well as an orientation in the social science approach to educational problems in Brazil.
2. Establish a tentative "culture map" of Brazil to serve as a working hypothesis for the Project; it would be corrected, modified, refined, and extended by the work of the Brazilian Project.
3. Formulate hypotheses as to some of the main educational problems within the frame of reference of the above "culture map".
4. Suggest research problems and areas of research both in the basic social sciences and in the field of education.
5. Suggest the composition of the mission for the Brazilian Project and the role of each specialist or group of specialists.

Part I

Tentative Culture Map of Brazil

Despite its enormous size, Brazil is remarkably homogenous in culture patterns and language (compare to China or Soviet Union), but there are important differences in society and culture pattern which must

be considered in planning for Brazil on a national basis. These differences derive mainly from: 1) regionalism, 2) the type of community, and 3) the socio-economic class. Any national policy or problem must be considered in terms of how it effects the various segments of the Brazilian population, or it must be aimed to solve the problem of a specific socio-cultural segment. For example, how will a reform in primary education affect the rural subsistence farmer of the Amazon Region who is normally lower class, or the inhabitant of a small town (community type) of the arid northeast (region) who may either be lower class or middle class (socio-economic class).

CHAPTER I

The Regions:

1. The Amazon Valley
2. The Northeastern Arid Sertão
3. The Northeast Coast
4. Central Mountain Area (Southern Bahia, Minas Gerais, western Espirito Santo, and northern Rio de Janeiro).
5. São Paulo (including those portions of Parana, Mato Grosso, Minas Gerais, and Goias, which are within the São Paulo focus).
6. South
7. Western Frontier (Goias, Mato Grosso).

Note : These regions will probably be modified even for purposes of this preliminary document. Certain of the regions are clear-cut; others are more difficult to define. In many cases, sub-regions and "regional islands" need to be pointed out. For purposes of statistical data, whole states may be assigned to a particular region (e.g. Para or

Amazonas) but in other cases, statistics will probably have to be gathered on a basis of municipios since two or more regions cross-out a State (the State of Bahia has portions which are regionally Northeastern Arid Sertão, Central Mountains, and Northeastern Coast).

CHAPTER II

The Communities:

1. The City
2. Small Towns and Associated Farmers.
3. Plantations:
 - a) Family-owned fazendas
 - b) Corporation-owned fazendas.

Note : This very general typology may need expanding. For statistical data, we will probably have to correlate the system of community classification used here with that used by the IBEG for census purposes.

CHAPTER III

Socio-Economic Classes:

1. Rural Aristocracy - Urban Upper Class
2. Small Town Upper Class - Urban Middle Class
3. Rural lower class - Urban Proleteriat.

Note : Except for some figures on national income and other economic data, there will be some difficulty in finding a basis for defining these class groups on a nation-wide scope. However, socio-economic

classes may be defined in various communities which have been studied by sociologists and anthropologists on the basis of the following criteria: income and standard of living, occupation, education, racial appearance, and family affiliation.

Part II

Case Studies of Brazilian Communities

The culture of a complex nation such as Brazil must be viewed from two perspectives, namely; 1) The Horizontal, which are the nationwide institutions such as its laws, its political structure, its financial and commercial system, and its formal educational system; and 2) The Vertical, which are the actual manifestation of national institutions and patterns as they are lived out in the various communities which make up the nation. In the community perspective, one may study politics, economics, family life, religion, education, and all aspects of social life as they are inter-related and as they affect each other.

In this part of the report, a series of "case studies" will be presented (in resumé) of Brazilian community life. Each case is that of a community which has been studied by a sociologist or anthropologist. It will be impossible to present "cases" of all types in all regions, but a considerable number of studies do exist which will give an idea of regional and typological variation and which will serve as a background to orient further research.

- Case 1: ITÁ - Small Town and Associated Farmers and Collectors in the Amazon Region
- Case 2: MINAS VELHAS - Small Town and Associated Farmers in Central Mountain Region.
- Case 3: MONTE SERRAT - Small Town and Associated Farmers and "vaqueiros" in Northeastern Arid Sertão.
- Case 4: XIQUE XIQUE - Small Town and Associated river farmers and gatherers in São Francisco sub-region, Northeastern

arid sertão.

- Case 5: SÃO LUÍZ DO PARAITINGA - Small Town and Associated Farmers in São Paulo region.
- Case 6: VILA RECONCAVO - County seat and Associated Sugar Fazendas in Northeastern Coast region.
- Case 7: URUCUCA - County seat and Associated Cacaó Fazendas in "cacaó sub-region" of Northeastern Coast region.

Notes: Obviously lacking are "case studies" of 1) a corporation owned fazenda community| 2) communities in the Southern Region; 3) a City; and 4) Fazendas in such regions as São Paulo and the South where this is an important community type. Rapid surveys might be made to provide at least an idea of what to expect in such communities and by searching the literature some data may be found to be available.

Each of these "case studies" which are listed above would be followed by an analysis placing it in the frame of reference of region, community type, and the socio-economic classes represented in each.

Part III Brazilian Patterns and Institutions

The national culture of Brazil consists not only of the national formal institutions but also of those common patterns, attitudes, values, customs, habits, etc. shared by the people of all community types in all regions and of all socio-economic classes. Both formal institutions and the common patterns attitude, values, etc. are manifested differently in accordance with region, community type, and socio-economic class.

A marriage custom may be, for example, an "ideal" seldom achieved by the lower class in a small town in São Paulo but it may be an actual behavior pattern for the middle class in small towns in all regions. The same custom may be considered "old fashion" by the Upper class of the city in all regions.

A preliminary attempt will be made from the data included in the community "case histories" to consider a series of Brazilian antional patterns such as the family, religion, marriage, economic values, politics, and others, as they vary from region to region, from community type to community type and from social class to social class.

Part IV Brazilian Education

This section will consist of a highly tentative attempt to consider the state and the problems of Brazilian education in terms of the above regions, community-types, and socio-economic classes. It should consist of; 1) a rapid survey of the existing data on educational facilities broken down, in so far as possible, by region, by community-type, and by socio-economic class. It should include such information as number, size, type, and location, of physical facilities; attendance, and matriculation, of students; number, educational and social background of teachers, and the organizational framework of national, state, and município educational systems; 2) interpretation of this data in terms of the socio-cultural realities of each region, community type, and social class; and 3) indications of the most pressing educational needs in terms of region, community type, and social class, and the special problems of each.

Note: This section will require the assistance of an educator familiar with the general literature on Brazilian education and the formal educational system, and with a willingness to see educational problems against the background of the socio-cultural patterns of the nation.

Part V The Brazil Project

Using the tentative cultural map of Brazil as a guide, and with

the background of the "case studies" and the survey of existing educational facilities and the known principal problems of each region, community type, and social class, the Brazil Project may be brought forward to the point where specific research requests may be made to specific technicians in specific disciplines. This section will indicate 1) The foremost research problems in social science related to the principal educational needs. 2) The "sample segments" in which basic research must be performed, 3) the "sample segments" in which more intensive research may be performed, 4) the kinds of specialists needed for this research, and 5) how the research may be organized so as to provide each specialist with a maximum of intellectual mobility combined with a maximum of integration in the total effort.

Prof. Hildebrand.

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October 3, 1952

TO: The Director
FROM: R. P. Ateon *Sociology*
SUBJECT: MR. BEATTY'S VISIT TO BRAZIL ON BEHALF OF UNESCO

At the insistence of Dr. Paulo Carneiro and the invitation of Professor Lourenço Filho as head of IBEC, Mr. WILLARD W. BEATTY, Deputy Director of the Department of Education of UNESCO, came to visit Brazil.

Mr. Beatty arrived in Rio on or about September 17, 1952 for a week's stay and left at midnight of September 25 to 26 for New York.

Under the auspices of the Brazilian Ministry of Agriculture, Mr. Beatty visited the existing centers at PIRASSUNUNGA, in São Paulo, ESCOLA AGRICOLA PINHEIRAL in Rio, and CENTRO DE TREINAMENTO DE OPERÁRIOS AGRÍCOLAS E AGRONOMIA DOMÉSTICA in Minas Gerais, to ascertain if any of these places might serve the purpose of establishing there a Brazilian "CENTER OF TRAINING RURAL EDUCATORS AND LEADERS IN FUNDAMENTAL EDUCATION".

In Mr. Beatty's opinion none of these places served this stated purpose and upon his return on Wednesday, September 24, he communicated this impression to the Brazilian Representatives who had invited him to Brazil. Mr. Beatty is of the opinion that the criteria for the selection of a training center, of the type originally planned, would have to include the following items:

1. Teachers in fundamental as well as adult education must have continuing laboratory experiences throughout their training.
2. This training should take place under the worst physical conditions in the field.
3. The physical plant of the training center must not be so good that when teachers leave for their respective locations of permanent work they will feel degraded and as having lost faith.

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4. Teacher trainees must be continuously in contact with the very type of people they will have to instruct and will try to improve.

5. A center of this type, for the purpose of training teachers, should be set up in a location which has all the following characteristics: Population of illiterate adults, sick, poor and ignorant;
 - a. economically poor;
 - b. bad sanitary conditions;
 - c. bad health conditions;
 - d. lacking minimum conditions for decent living;
 - e. high illiteracy grade;
 - f. lack of knowledge of minimum basic agricultural methods;

Pirassununga has a wonderful plant, but hardly any of the abovementioned criteria for an effective training center of leaders in fundamental education. Pirassununga at the present time is run at a great loss of money. It spends about twice as much per student as the center at Agua Limpa run by the Ministry of Agriculture. And certainly more than twice as much as Mr. Beatty spent per student on any of his centers in the U.S.A.

None of the school centers Mr. Beatty visited have what might be called an adequate number of students. Their physical plants could all take care of many more students, yet the respective Directors insist that they would need more money to increase the student body.

In the opinion of Mr. Beatty, Pirassununga could be made into a really good superior agricultural school for the State of São Paulo, as a center of field training for leaders in this specialty and supplied with its own center of research. It could even be a good rural normal school if it were to be run more efficiently than it is at the present, to train teachers towards the acceptance of improved agricultural techniques, improved life-stock care, new methods and new uses, gardening, etc. This in short seems to be Mr. Beatty's observations and recommendations.

At a meeting which took place at 11 AM on Sept. 24, at the offices of INEP in the Ministry of Education Building, Messrs. Anísio Teixeira, Lourenço Filho, Armando Hildebrand, ~~Antônio~~ Gonçalves de Souza, José Irineu Cabral and R.P. Atcon, discussed with Mr. Beatty alternative plans to the original proposal for the establishment of a Training Center. Upon due consideration of a variety of factors, Prof. Anísio Teixeira's proposal was unanimously accepted to plan for the following:

Instead of trying to start the project somewhere in the middle, to train personnel for something no one exactly is sure of what it should be, the more indicated procedure would be to begin at the beginning and start out with a general survey of the educational situation prevailing in Brazil at this time. With such a survey carried out by some of the world's top specialists in their respective fields, and brought to a successful conclusion in two-three years, THEN some outstanding EDUCATOR could evaluate the situation, based on concrete findings, and set up a plan for long-range action in ALL areas of fundamental education. Apart from the benefits this plan has for Fundamental Education it would obviously also have a strong influence on all other fields of education, from the primary level to the most superior.

The plan was accepted and details discussed.

1. Brazil will set up a Coordinating Body, to take charge of this particular Project. The various organizations that already are dealing with rural, primary, fundamental, agricultural educations, Social Services, Social Assistance, etc. must all be channelled some day into a group with a unified aim. But for the time being, and because the Project should start at once, a new Coordinating Body, made up of representatives from the Ministry of Agriculture (2), the Ministry of Education and Health (2) and IBEC (1), should get Presidential Authorization to act in this matter.
 - a. It should submit a plan and budget to the two Ministries and ask the Ministers to delegate their respective powers to their representatives on this new Committee.

- b. Each Ministry will assume part of the financial responsibilities of the Project (with the "Serviço Social Rural" paying for a large part of it).
- c. The Committee - through IBEC - will have the power to enter into direct negotiations with UNESCO, where Dr. Paulo Carneiro will sign all necessary contracts on behalf of the Brazilian Government.

2.

UNESCO, through Mr. Beatty, will set up a plan for the actual contracting of the necessary non-Brazilian staff of Experts.

- a. Mr. Beatty's report to his Chief at UNESCO will include all the above-mentioned points and suggest how the plan might be realized. Copies thereof will go to Drs. Paulo Carneiro and Lourenço Filho, to help them in their work to convince the Brazilian Government of the necessity for this Project.
- b. Mr. Beatty's visit to the States upon leaving Brazil, will be used by him to make the preliminary contacts with some of the experts already suggested as possible candidates for the work proposed.

- (1) Dr. Wagley
- (2) Dr. Bruner
- (3) Dr. Morrison
- (4) Dr. McGregor
- (5) Dr. John Kolb
- (6) Dr. Brin
- (7) Dr. Margaret Reed.

Candidates, it was agreed, should come primarily from either the USA or the British Empire, as these two racial and national groups have had to face the most similar educational and socio-economical problems in their own respective developments.

However, according to Mr. Beatty, one Filipino (US or British trained) should also be included in the group, since the Filipinos managed to solve one of the greatest headaches in Fundamental Education, that of a spontaneous cooperation and self-help on the community level. This is one of the prime factors to be resolved in Brazil.

e. Specialties to be included:

- (1) Applied Anthropology or Socio-Anthropology
- (2) Rural or Agricultural Economics
- (3) One representative each from FAO, ILO and WHO
- (4) Social Psychology

3.

The team should begin its work in January 1953, if possible. Its work should be planned for TWO (2) years - at the suggestion of Dr. Paulo Carneiro - or THREE (3) at the most.

During the last year of this work, a top educator or two should join the group to begin the work of "interpreting the data towards setting up a plan for action.

At the end of this period, Brazil would then ask for a series of specific projects in which UNESCO could assist, all of them based on the fundamental report, whose only aim would be to find the facts FOR the establishment of these specific projects; not on air but on facts.

4.

Brazil will supply two (2) Brazilian specialists for each one (1) non-Brazilian, to accompany the entire Research Project from the start and then continue along the lines set up jointly by the group when the non-Brazilian will have left.

- a. In the opinion of the majority, if feasible, there should be a representative from each of the States on this Research Board, so that each State would have ONE man who would be aware of the overall problems in this field, yet with full knowledge of the specific problems of his own State.

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In order to find out whether possibly the RURAL UNIVERSITY of Rio de Janeiro might not be an indicated place for the Hqs. of this Scientific Center of Research, the group, composed of Messrs. Beatty, Anísio Teixeira, Antônio Gonçalves, Nelson, Cabral, and Atcon, visited that University on Thursday, September 25, between 12 and 3 PM. The consensus of opinion was that this dream-place of a campus more than served the purposes of the proposed Research Group, provided that adequate housing facilities for the members could be found or built in time.

Mr. Beatty's departure that same night, left all members - including Dr. Paulo Carneire, who had in the meantime returned again to Rio - in complete agreement that the plan for this Project should be set up at once and pushed hard by both UNESCO and Brazil.

1. UNESCO can contract the indicated men and pay their salaries, transportation to and from Brazil and a 25% flat sum on the total expenses incurred by the above two items, for the purchases of materials and equipment.
2. Brazil must prepare a budget of its own, and take on the responsibility for:
 - a. Maintenance of the non-Brazilian Group while in Brazil, providing housing, internal transportation, per diem, etc. (Brazil would also have to pay for the shipping expenses of their cars, as UNESCO does not pay for this item).
 - b. Salaries of the Brazilian specialists, their housing, transportation, moving costs, per diem, and other such expenses, including those of their families.

- c. Headquarters, Labs, working conditions, materials, etc.
3. Brazil, in its official request to UNESCO, must include the following items:
 - a. Types of Brazilian Commitments
 - b. Itemized instructions on the types of Specialists needed from each UN Agency.
 - c. General plan of action in the light of future specific Project proposals.

The Project itself would be aimed at:

1. Setting up a general Map of the different anthrope-sociological regions in Brazil.
2. With local help - possibly also supplied by young US Ph.D. Candidates in Anthropology, who would combine their Thesis Work with this Research - map locally each region in very fine detail, to obtain general knowledge about these regions as well as to establish in the various (minimum 5-6) main regions individual Training Centers, of the type that had been initially planned to be started at Pirassununga right away.
3. All Brazilian Agencies at present interested in this problem, should integrate their views and activities. Perhaps they might all become members of a Coordinating Deliberative Council on Fundamental Education in Brazil, to head the future work to be accomplished, upon the conclusion of the first phase: the Mapping job.
4. Brazil's National Migration and Immigration Policies should also be coordinated and integrated with this overall problem.
5. Brazil's eventual Request (official) to UNESCO for assistance along the above-mentioned lines should:

- a. Make a preambular statement to the effect that the prospects are good for the unified and coordinated action of all Brazilian organizations related to this work in bringing about a long-range plan for Brazil in the field of Fundamental Education.
- b. Let transpire the fact that this preliminary Survey is not an end in itself but merely the basis and necessary preparatory work for the specific projects to be started thereafter, in setting up Training Centers in various parts of Brazil for Fundamental and Rural Educators.
- c. State specifically that Brazil would like to have a team of eight (8) top specialists come down to direct the survey, five through UNESCO and three from the other UN Agencies (FAO, WHO, ILO).
- d. Promise to provide at least two Brazilian counterparts to each non-Brazilian expert, for help, training and continuation after the return of the non-Brazilians.
- e. Assume financial and other responsibilities for the two-year period of the first phase, while making it clear that many different projects will come out of this basic project