

MINISTRY OF PLANNING AND ECONOMIC CO-ORDINATION

SOCIAL AND ECONOMIC RESEARCH INSTITUTE

PROJECT TO THE UNDP FOR TECHNICAL ASSISTANCE

REQUEST IN HUMAN RESOURCES

National Centre of Human Resources
5, Melvin Jones Street - Rio de Janeiro
BRAZIL

June, 1969

SUMMARY

	Page
1 - PREAMBLE	1
1.1 - General Problems on Human Resources in Brazil	1
1.2 - The Present Stage of Planning	4
1.3 - Planning Problems	6
2 - OBJECTIVES OF THE PROJECT	9
3 - PARTICIPATING ORGANS	14
3.1 - Basic Information Collecting and Releasing	16
3.2 - Studies and Research	18
3.3 - Planning	20
3.4 - Execution	26
4 - PROJECT OPERATION	29
4.1 - General Observations	32
4.2 - International Experts, their Specialities and Duration of their Services	33
4.3 - Job Description and Experts Allocation in the Participating Organs	34
4.4 - The National Technical Counterparts	36
4.5 - Project Implementation Mechanisms	37
5 - COSTS AND FINANCING	40
6 - FINAL REMARKS	51

APPENDICES

APPENDIX I - Letter of Intent signed by the Brazilian participating organs's representative agents	55
APPENDIX II - Presidential Decree nº 65.281, of September 26 th , 1968 "It decides on Human Resources Planning for Development"	56
APPENDIX III - Resolution nº 4, of 11.12.68, of the Ministério do Pla- nejamento e Coordenação Geral - "It creates the CRRH in the IPEA structure and takes other measures"	61

1 - PREAMBLE

1.1 - General Problems Concerning Human Resources in Brazil

With an average annual growth rate of 3%, Brazil's population should reach a hundred million inhabitants at the beginning of the next decade.

This fact alone presents great difficulties in the planning of social and economic development, though consideration must also be given to the geographical dispersion of the population and structural changes typical in a developing country. Regional and sectorial market imbalances occur coupled with low per capita income, large internal migration movements with a high rate of urbanization and rural and urban underemployment resulting in pressures on the social infrastructure in general and on the educational system in particular. This latter is in its turn aggravated by the great percentage of young groups in the total population.

Some data relative to inter-census periods will illustrate the above situation. Between 1940 and 1960 the growth rate of urban and rural populations, distributed according to geographical regions, are shown below in Table I.

TABLE I
INTER-CENSUS URBAN AND RURAL DEMOGRAPHIC GROWTH
RATE IN BRAZIL

REGION	URBAN		RURAL	
	1940/50	1950/60	1940/50	1950/60
North	3,7	5,3	1,8	2,5
Northeast	3,5	4,8	1,8	1,0
Southeast	4,1	5,1	0,5	1,1
South	3,9	6,7	2,8	4,0
Centre-West	4,7	9,4	2,9	4,0
Brazil	3,9	5,4	1,6	1,6

It is noticeable from the simple observation of these figures that there is in all regions a considerable rural-urban movement. This phenomenon tends to exert a pressure on the labour market, generating surplus labour, which can be verified by the decline in the rate of labour absorption, mainly in the more dynamic sectors of the economy. The tertiary sector showed intense growth, having absorbed most of the labour from the primary sector. Table II shows the net increase of the absorption of manpower in the inter-census periods:

TABLE II
ABSORPTION OF THE INCREASE OF MANPOWER ACCORDING TO
ECONOMIC SECTORS IN THE INTER-CENSUS PERIODS

SECTOR	1940/1950	1950/1960
Primary	41,3	34,5
Secondary	30,0	11,1
Tertiary	28,7	54,4
TOTAL	100,0	100,0

The loss of dynamism in the secondary sector in terms of absorption of manpower reflects, on one hand, the way whereby the Brazilian industry developed, using an intense labour-saving model, and, on the other hand, the difficulty of labour to meet the requirements of technological innovations.

The establishment of important modern sectors based on the adequate technology to reach high levels of productivity continues intensely, though many activities using primitive techniques can still be found. Certain pre-requisites are necessary to modernize these backward sectors. Fundamental among these pre-requisites, is that the adoption of new techniques be based on skilled labour.

On the other hand it is important that the economic growth be compatible with the necessity of creating annually enough jobs to absorb the increase of supply of labour and to reduce under-utilization of the population.

Table III shows the sectorial growth rate of productivity in the census periods.

TABLE III
INCREASE IN AVERAGE GEOMETRICAL GROWTH RATES OF PRODUCT PER
ECONOMICALLY ACTIVE PERSON

SECTOR	% per annum		
	1940/1950	1950/1960	1940/1960
Primary	2,5	2,7	2,7
Secondary	2,6	6,6	4,5
Tertiary	3,4	- 0,6	1,4
TOTAL	3,6	3,0	3,5

Employment in agriculture has grown less than the active population, and its productivity has kept within reasonable levels. In the secondary sector, productivity followed an opposed trend to that of manpower absorption rates. While industrial employment increased at a rate of 2,3% a year in the period between 1950 and 1960, productivity reached a rate of 6,6% a year, which was found to be compatible with a capital intensive structure adopted by the new industrial plants established in that period.

Estimated indices for the tertiary sector suggest a great deal of under-employment in the urban sector. One can assume that labour under-utilization

reflects the low increasing rates of the labour productivity. High labour absorption rates by the various companies, especially government, are not followed by an increase in their productivity, thus preventing the balanced development of the economy. The better utilization of this underemployed manpower is a necessary condition for the raising of productivity levels among the economic sectors.

Apart from these problems, involving mainly a better use of the available human resources, there are also serious problems in the area of human capital. Although Brazil's formal educational system has received a great impulse resulting in the multiplication of learning opportunities, it is urgently necessary to better teaching standards. As formal education becomes compulsory, the necessity to adjust professional training to fulfill the requisites of modern technology will inevitably occur.

Anyway it is necessary to establish overall planning so that the administration of the various subsystems become more rational and efficient.

1.2 - The Present Stage of Planning:

Human resources planning on a national scale is just a beginning. One can consider the works of the Setor de Educação e Mão-de-Obra do Instituto de Planejamento Econômico e Social (IPEA - Social and Economic Planning Institute - Education and Manpower Sector), part of the Ministério de Planejamento (Planning Ministry) as the initial step. This sector was responsible, in December 1965, for the Ten-Year Education and Manpower Planning, with its respective Diagnosis.

The works of this Institute shows the quick understanding of the problems shown above. In the beginning greater emphasis was given to the planning of formal education by introducing economic considerations in the formation of secondary school technicians and under-graduates, as well as the analysis of the efficiency

of the educational system as a whole.

As a natural step of this work, the IPEA also studied migration, education, apprenticeship, brain-drain and technical assistance. The Human Resource Manpower Diagnosis and the Ten-Year Educational and Manpower Plan, 1965-1974 and 1976 period, which were studied within an overall plan, were the results of this first effort. But to better develop Human Resource Planning, it was necessary to face the manpower utilization problems. Little has yet been done in this field to act as a basis for employment, wages, technological and scientific policies.

Institutionally important steps were recently made as part of the overall work.

One of them was the establishment, in December 1968, of the Centro Nacional de Recursos Humanos (National Centre of Human Resources), which has, among its functions, the orientation and coordination of research and studies on Human Resources, as well as coordination of technical assistance, both foreign and national. Appendices II and III show the legal acts that institutionalized the Centro.

In terms of execution, in December 1965, the Departamento Nacional de Mão-de-Obra (National Manpower Department), part of the Ministério do Trabalho e Previdência Social (Labour and Social Security Ministry) was created for the formulation of the Human Resource policies at a national level. Recently the Conselho Consultivo de Mão-de-Obra (Manpower Consultive Council) was created, it is an organ that represents the most important national institutions concerned with manpower problems; its object being that of expressing an opinion about governmental strategy on this issue. Besides these, there are various regional, state and private institutes dealing with this problem.

Later on, when referring to the various parts of the project, we will see with greater detail the functions and structures of these institutions.

1.3 - Problems in Planning:

For the sake of simplicity, we can divide the main problems into two groups.

Firstly, those caused by the lack of coordination of the many national, regional or state organs that deal with the planning of Human Resources, not only on the formulation and execution of policies but also on data collecting and releasing. A lot could be gained by a rational division of the work between them, as well as the creation of a mutual information system.

Secondly, those caused by the lack of qualified technical personnel reflecting on all planning stages. For illustration purposes, let us see some of the main deficiencies.

The use of the available statistics is still precarious, caused mainly by the lack of better use of the primary sources of information, as well as the matching of these various sources concepts. As a result certain controversies arise on fundamental elements, as for instance, the country's Economically Active Population; the occupational distribution of the Occupied Population in their respective economic activities, their productivity and income; the spatial mobility of the labour force; unemployment and underemployment; etc.

With reference to educational statistics, which are centralized in one national organ, it is clearly necessary to reformulate the established concepts, the perfecting of analytical and collecting methods, besides a redefinition of the systematical statistics plan.

It is important to note that these deficiencies arise from the lack of effective conceptual orientation rather than from the lack of material resources of the existing sources. In other words, it is not a problem of collecting more data but one of perfecting the system of collecting and analysis.

Main considerations are to be given to the research on labour demand by levels and types of qualification. The research on demand for graduates, secondary school technicians and skilled labour will act as an orientation for the evaluation of the efficacy of teaching methods, not only formal but training as well.

One can see in Brazil noticeable increase in the enrollment of university graduates and secondary school technicians. Nevertheless, it is unknown what capacity the economy has for absorbing these professionals and steps must be taken to avoid the very danger of their underemployment.

Great importance must also be attached to the study on the possibilities of absorption of non-skilled labour, as it will constitute for the next years, a large part of the labour supply.

It is also necessary to better the analyses of the labour market and to study different ways and means of increasing the influence of some institutions as Employment Service.

A third set of problems could yet be mentioned. Those would be with regard to execution, in which one notices an almost general inadequacy in the administrative methods, as well as an absence of effective coordination between the planning and executive organs. These deficiencies, are one of the main causes for the non-execution of the programs.

Anyway, these are only a few of the main planning problems on human Resources in Brazil and it is also worthy of note that we are now able to face them.

With this in mind, the Brazilian authorities that are directly interested in these problems - Ministérios do Planejamento e Coordenação Geral, Trabalho e Previdência Social, Educação e Cultura, (Educational and Cultural Ministry), Interior (Home Affairs Ministry) - try to bring to the attention of the special organs of the United Nations Organization a project for obtaining their technical assistance.

in the form of a team of experts. The objectives of this project are stated in more detail below.

2 - OBJECTIVES OF THE PROJECT

1. A rationalization on the Human Resources and Educational planning system, viewing greater coordination and articulation in this field of activities, as well as better harmony with the overall planning.

2. The Bettering of the technical abilities of the Human Resources and Educational teams, through systematic and integrated assistance of the international institutions.

The international expert mission shall elaborate basic researches, plans and programs and shall teach the national teams modern planning techniques.

3. To assure that the objectives of present plans and programs, or those that are to be elaborated during the Project, be met. For this purpose, the international expert shall be responsible for giving technical-administrative assistance in plan-execution to the executive institutions recommending, when necessary, the modification of strategies and goals.

Besides these objectives pertaining to the Human Resources field, the project will also constitute a model of international technical assistance for Brazil. It is well known that as a rule international expert missions do not have the desired impact mainly as a consequence of dealing with very specific problems. Because of lack of coordination and of the incapacity of the national institutions involved these studies are carried out in an isolated manner with the consequence that proposed solutions are not put into execution. Besides this, the lack of qualification on the part of national counterparts result in the lowering of the productivity of the international experts, as well as reducing the possibilities of acquisition of technical knowledge by these counterparts. Finally, the international planning missions are not aware of the execution problems and even

when they are, no opportunity of bettering the execution mechanism are given them.

We must emphasize that these objectives are functionally linked and it is essential that they be carried out simultaneously.

These objectives present concret tasks for the national and international experts; for instance:

a) The bettering of the statistical information system necessary for planning, analysis and research institutions, with the view of deepening the knowledge of the reality and of forming a basis for the establishment of the inter-relations which determine the evolution of events in the field of Human Resources.

This basic task involves the total economically active and studying population, implying in an accurate determination of concepts and categories as well as in the determination of collecting and analysis methods.

In fact, one must build a national system of Human Resources statistics, integrated by the various sectorial systems when properly perfected and/or modified.. Such a system must eventually consider the organization of a Data Bank, which shall also guide the primary sources insofar as the necessities of the users are concerned.

b) The elaboration of Diagnoses based on the available information. These Diagnoses shall be the basis for the formulation of plans and policies. Some of these Diagnoses may be elaborated by specialized institutions, when under the technical orientation of the expert's mission and of the national technicians who are linked to it.

These Diagnoses must, essentially, satisfy the necessities of national or regional planning. As a result it is fundamental that they be made according to a systematic program.

c) The elaboration of methods and techniques which will make possible the forecasting of the three items under discussion, i.e., - population, manpower and education, in order that alternative policies may be made. For this task, above all there must be close cooperation between the many specialists in the project.

d) Elaboration of specific researches on the most important of the Human Resources development issues:

Such researches, as the Diagnoses above included may be partially made by specialized institutions which are not directly linked to the Project when under the technical orientation and control of the Project's experts.

The research goals, may be, for instance, the measuring of the country's migratory movements and their impact on the areas of origin and destination; the evaluation of the importance of underemployment in rural and urban areas; the influence of technological evolution on the qualitative and quantitative aspects of manpower requirements; the psycho-social factors which difficult not only the instruction of youths in certain social strata as well as the choosing of careers; the working conditions of teachers and their influence on teaching standards; the efficiency of federal and state organs on administering teaching and training systems; etc.

e) To elaborate specific plans, programs and projects, which result from the diagnoses and special researches.

Realizing the necessity and utility of planning, the national organs and entities concerned with Human Resources have made a great effort to elaborate their own plans and programs.

The qualified experts shall assist such national, regional or state organs in their planning activities and this assistance must assure the formulation of objectives, goals and strategies in accordance with the diagnoses, taking into consideration the available resources and plan harmonization.

f) To build up a permanent formation system for Human planning.

With this in mind, courses, seminars and meetings, on Human Resources planning, as well as on Educational planning and administration shall be held.

These meetings shall be mainly for the interchange of experience of the many organs whether belonging or not to the Project. The seminars, of short duration, shall view the discussion and analysis of certain specific and important subjects of interest to the experts. Finally, the courses purpose shall be for the formation and perfectioning of technical personnel. These courses take from six to nine months and scholarships should be considered. The intention is to create one or more permanent Human Resource planning training centres, perferably using the existing structure of universities and institutes.

The essencial idea is the formation of a Brazilian technical staff capable of gradually substituting the mission's experts.

There is also the intention of organizing a documentation centre for the use of the various organs, as well as the publication of a periodic bulletin giving information on the national and foreign institutions's activities.

g) To evaluate the Human Resource planning organic system, from data gathering to program and policy formulation and execution. Also to elaborate a

strategy aiming a more efficient articulation between these activities as well as greater elasticity and acceleration of technical administrative proceedings with the view of establishing an Educational and Human Resources policy.

What is proposed here is an informal approach with the objective of a more rational allocation and utilization of the scarce resources, as well as an effective planning implementation.

Thus, the mission also acts at the executive stages, and shall have the task of calculating program budgets, of explaining to the responsible personnel the plan's implications, of suggesting new administrative techniques and of making a program for the introduction of new educational and training techniques as, for instance, Educational TV and other forms of mass-media.

The educational and Human Resources evaluation also implies on permanent linkage with the overall plan in search of creating a true interdependence between the building of theoretical models and the establishment of goals.

Finally, one must note that, by the innovations presented this project shall constitute an international technical assistance model. The multi-agency action on the part of both receiver and dispenser of assistance makes clear the necessity for an integration effort and for the recognition of the many sided aspects of the problem.

The periodic evaluation, described below, is in order to assure the carrying through of the plans with special regard to time and means. The formation and perfectioning of national experts shall render the international experts greater productivity and continuity.

It is clear that a project that will have such an influence on existing structures, requires careful preparation. As working conditions are constantly changing it shall be necessary to have coordination so that the project can meet the requirements and possibilities of the moment. In the next chapter we show the present Human Resources and Educational planning structure. It is on and with this structure that the mission will have to act on.

3 - INSTITUTIONS TAKING PART IN THE PROJECT

Here we shall describe the main institutions working on Brazilian Educational Human Resources Planning and research. We shall describe only those institutions directly linked with the mission's action. Therefore, we shall not mention many research institutes, all of the State Secretaries and Departments which deal with Human Resources, as well as some Universities that, permanently or occasionally make field researches, although this does not mean, of course, that such institutions are unimportant. As an illustration, we can name the following:

- Instituto Brasileiro de Economia da Fundação Getúlio Vargas.
- Centro Latino-Americano de Pesquisas em Ciências Sociais.
- Faculdade de Filosofia, Ciências e Letras da Universidade S. Paulo.
- Instituto de Filosofia e Ciências Sociais da Univ. Fed. Rio de Janeiro.
- Instituto de Economia Rural da Universidade Rural de Viçosa.
- Centro de Recursos Humanos da Universidade Federal da Bahia.
- Instituto Joaquim Nabuco de Pesquisas Sociais (Pernambuco).
- Instituto de Pesquisas Econômicas da Universidade Federal do Ceará.
- Secretaria do Trabalho e Bem-Estar Social do Estado da Bahia.
- Secretarias do Trabalho, Planejamento e da Promoção Social do Estado de São Paulo.
- Fundação Educacional do Estado do Paraná (FUNDEPAR).
- Associação Nacional de Pesquisas Econômicas e Sociais (ANPEES).

For many reasons they were not considered as institutions that will directly participate in the project. Firstly, it would be too ambitious to expect the mission to dedicate itself to so many, considering the mentioned lack of coordination between them. Secondly, their participation would certainly mean a dispersion of effort. On the other hand one of the results of the planning central nucleus would be the decentralization of tasks and for this purpose these institutions would certainly be used. For example, the Superintendência do Desenvol

vimento da Amazônia (SUDAM) (Agency for the Development of the Amazonic Region), that participates directly in the project, would coordinate the workings of the various institutions that operate in the Amazonic Region, and that do not participate in the project. The same will occur in SUDENE and SUDESUL areas(1).

We must emphasize the work of the Secretaria de Economia e Planejamento do Estado de São Paulo. This Secretaria coordinates research on the supply and demand of Human Resources from vocational school and graduate professionals in São Paulo. It has presently a staff of 10 experts (6 sociologists, 2 statisticians, 1 economist and 1 educator). This group will certainly be the most important state nucleus on Educational and Human Resource planning. Thus, although the Secretaria de Economia e Planejamento do Estado de São Paulo is not yet directly participating in the project, it is expected that in time the project's team will be able to cooperate with the Secretaria and give it technical assistance.

Finally, although many institutions and entities are considered as not directly participating of the project, they shall be necessarily needed in specific actions. That will occur with the Secretarias and Conselhos Estaduais de Educação (State Educational Councils) that are already working on educational planning. Anyway, these institutions' technical staffs shall make use of the Project's perfectioning courses.

As far as the participating institutions, they shall be considered in accordance with their respective standing in the various stages of the Human Resources and Educational planning system. This standing of theirs will clarify their main activity, though it is possible that they may carry out other tasks belonging to other stages. Five stages may be considered:

(1) SUDENE is the Agency for the Development of the Northeast, and SUDESUL for the South.

- a) Collecting and Releasing of basic information
- b) Studies and Researches
- c) Planning
- d) Policy Formulation
- e) Execution

The organs that participate in the Policy Formulation stage, the Conselho Federal de Educação and the Conselho Consultivo de Mão-de-Obra, shall not be dealt with here as they shall not receive direct technical assistance.

3.1 - Basic Information Collecting and Releasing

As stated above, the greater part of this task shall be in the coordination and orientation of the organs which are responsible for the basic data. Though all these institutions shall receive the mission's attention, only some of them are direct participants in the project. The Instituto Brasileiro de Reforma Agrária (IBRA)⁽¹⁾, for instance, is an important information source on rural manpower, and as such must take part in the coordination scheme of the primary sources of data.

The experts responsible for this coordination and orientation shall be closely linked and shall perhaps be situated at the Fundação IBGE - Instituto Brasileiro de Estatística (IBE)⁽²⁾, a Ministério do Planejamento institution, coordinator of the national statistics and, by law, responsible for the Basic National Statistics Plan. This institute's work, with regard to the Human Resources field, is linked to the ten-year Economic and Demographic Census as well as to the Continuous Statistics Surveys, part of which are the Household Survey and the monthly Industrial Surveys.

The following departments make up the Instituto Brasileiro de Estatística; the Census Department, which is a specialized organ responsible for the

(1) - Brazilian Institute for Land Reform

(2) - IBGE Foundation - Brazilian Institute of Statistics

census program; the Household Survey Executive Group, which is responsible for the trimonthly surveys of population and manpower, and by the Brazilian Centre for Demographic Studies, now in charge of the Statistics Laboratory, which applies and interprets demographic data⁽¹⁾. Also of importance is the Departamento de Estatísticas Industriais, Comerciais e de Serviços - DEICOM - in charge of monthly researches on various aspects of manufacturing.

The Fundação IBGE is also responsible for a statistics system, elaborated with the cooperation of ministerial institutions which participate in the national statistics system. These institutions receive various services from the Fundação such as priority data interpretation or special tabulations.

As to the Human Research field, the Fundação IBGE, through its Instituto Brasileiro de Estatística (IBE), has at the moment 3 statisticians planning and controlling the manpower data. By 1970 it is estimated that two more statisticians will be hired. So, the Fundação IBGE shall be able to offer an efficient counterpart to the international experts.

The main sources on educational statistics are centralized in only one institution, the Serviço de Estatística de Educação e Cultura (SEEC) (Cultural and Educational Statistical Service).

The SEEC is a Ministério da Educação e Cultura organ, directly subordinated to the MEC General-Secretary. It is responsible for the preparation and analysis of cultural and Educational statistics questionnaires. The Fundação IBGE is in charge of distributing these questionnaires though plans are being made for direct distributions in some areas. The SEEC is also responsible for data releasing.

Until now the SEEC has released data on the following subjects:

- 1) Primary Schools and Adult Basic Education
- 2) Pre-primary Schools

(1) - This Centro is also responsible for studies and researches on specific problems in the Human Resources field.

- 3) Secondary Schools
- 4) Radio and Television
- 5) Periodic Press
- 6) Publishing Enterprises
- 7) Theatre and Movies
- 8) Museums, Libraries, Sport and Cultural Associations
- 9) School Buildings

The SEEC has at the moment 32 technicians, though it is planned that by 1970, they shall have 42.

3.2 - Studies and Research

Of the thirteen organs that shall participate in the project, at least seven are already doing studies and research. Amongst them are the Centro Nacional de Recursos Humanos, the three regional planning agencies and the IBRA, through its Divisão de Recursos Humanos (Human Resources Division), as well as the Departamento Nacional de Mão-de-Obra, which includes in its programs studies like occupational analysis and classification.

Nevertheless, following the established criterion we shall only consider as research and study organs those whose main function is that. Thus, we have in this stage two organs to consider, i.e., the Centro de Estudos e Treinamento em Recursos Humanos (CETRHU) (Human Resources Training and Studies Centre), of the Fundação Getúlio Vargas (FGV) and the Instituto Nacional de Estudos Pedagógicos (INEP) (National Institute of Pedagogical Studies of the Ministério da Educação e Cultura - MEC).

The CETRHU has a flexible working system, having a small permanent staff and an elastic specialist staff hired to carry out specific tasks, generally researches and surveys.

We can point out the following part of its works:

- 1) The organization of a Human Resources Data Bank.
- 2) The Analysis of University education in Brazil.
- 3) Studies on the correct Methodology for Human Resources Investigation.
- 4) A research on Brazil's Cost of Education.
- 5) The road building manpower absorption in Brazil (working with the CNRH).

The CETRHU has at the moment one economist, two statisticians, one demographer, one sociologist, four pedagogues, six researchers and two human resource experts. By 1970, it plans to double the number of researchers and to have one more demographer.

The INEP, was created in 1937, with the purpose of researching on educational problems.

Its activities in this field are made through organs located in the MEC headquarters, in Rio de Janeiro, and through five Centros Regionais de Pesquisas (Regional Researches Centres), in São Paulo, Minas Gerais, Pernambuco, Rio Grande do Sul and Bahia.

The INEP's main activities transcend the Human Resources field, and are developed in these areas:

- Teaching Perfectioning
- Technical Assistance in Education
- Educational Research and Studies
- Publications
- Documentation, Information and Inter-change.

The INEP has at the moment eight statisticians, five economists, fifteen sociologists, eighty pedagogues and ten psychologists. It has also the help of three UNESCO experts, namely, one statistician, one economist and one pedagogue.

The latter two shall remain in the INEP in 1970, and in this year the organ plans to hire three Brazilian demographers.

3.3 - Planning

There are five organs that are mainly devoted to educational and Human Resources Planning on a National scale. We have: the Centro Nacional de Recursos Humanos (CNRH) and the Secretaria Geral do Ministério da Educação e Cultura; on a regional scale we have: the Superintendência do Desenvolvimento do Nordeste (SUDENE), the Superintendência da Região Sul (SUDESUL) and the Superintendência do Desenvolvimento da Amazônia (SUDAM), these subordinated to the Ministério do Interior.

The CNRH, as mentioned above, is an organ of the Instituto de Planejamento Econômico e Social (IPEA), which is linked to the Ministério do Planejamento e Coordenação Geral.

The CNRH, by law, has as its main function the cooperation in the policy definition and strategy formulation for the educational and human resource planning, in accordance with the overall planning. Thus, the CNRH is responsible for the coordination, orientation and execution of national, sectorial and regional research, and it maintains permanent links with the Ministries' General Secretaries that directly deal with the Human Resources problem. On the other hand, besides technical assistance to planning organs the CNRH must also, according to a national priority plan, coordinate national and foreign technical assistance.

At the moment, the CNRH technical staff has twelve people, i.e., five economists, one statistician, one sociologist and five pedagogues.

This staff is divided into two specific working areas, namely that of Education and Manpower, with eight and four technicians, respectively.

Studies, research and the formal educational strategy belong to the Educational area, while Manpower absorption study, and training programs, as well as the formulation of a Human Resources utilization strategy belong to the Manpower area.

Viewing an identification of alternative policies regarding the national Human Resource utilization and formation, the studies and research, developed by the CNRH, directly or together with other organs and entities, are always directed to perfecting Human Resources Diagnoses, labor market and occupied manpower educational and occupational profile.

In 1969, the CNRH permanent staff shall be increased by at least one economist, one sociologist and two pedagogues. Moreover, more intense consultant cooperation shall be used on specific subjects as well as the hiring of other entities in the carrying out of short term tasks.

Another national organ, acting in this stage, is the Secretaria Geral do MEC.

The sectorial and regional budgeting and planning activities were passed, in the federal public organs administrative reform (1967), to the General Secretaries of the corresponding Ministries. The Ministério do Planejamento e Coordenação Geral is responsible for sectorial and regional program revision and harmonization as well as the elaboration of the overall final program.

Through its Divisão de Planejamento (DIPLAN), the Secretaria Geral do Ministério da Educação e Cultura shall gradually be able to prepare all the Educational Sectorial planning. At the moment this Divisão is being build up, but it has, nevertheless, carried out many tasks related with the MEC programs and project analyses, having prepared the MEC Operational Program for 1969.

In its new structure, the DIPLAN has a Planning Technical Group, a Technical Assistance Group and a Technical Consultant Group .

The Planning Technical Group is responsible for:

- a) The preparation of the Educational Sectorial Plan's Preliminary Project.
- b) The determination of the Educational Sector's priorities criteria.
- c) The harmonization of the Educational Sector's overall program with the many regional and state plans.
- d) The formulation of guide lines for State and Regional Plans.
- e) The selection of special projects which used financing and the indication of the respective financing agencies.
- f) The establishment of criteria and guide lines as an assistance to the budget elaboration.

The Technical Assistance Group is responsible for:

- 1) The encouragement in forming technical teams who are specialized in educational planning, viewing their institutionalization in Federal, State and Municipal areas;
- 2) The technical assistance to the above teams in the educational planning area, following the Planning Technical Group pattern;
- 3) The assistance and evaluation of the technical teams' projects in the mentioned areas;
- 4) When necessary, to aid in the project, subproject and program reformulations;
- 5) The elaboration of financing projects granted by national and foreign institutions;
- 6) Participating in the final negotiations of the financing projects with the respective financing agencies;
- 7) Proposing, when necessary, executive structuring of approved projects, their carrying out and the evaluation of their results.

The activities of the Divisão de Planejamento are intimately linked with those of the Divisão de Orçamento (Budget Division), the Serviço de Esta-

tística da Educação e Cultura, as well as to those of the Divisão de Coordenação (Coordination Division). This Divisão's main activities are the articulation of all of MEC's organs, and the interchange with others Ministries and organs national or not, related with Culture and Education. Its staff is composed of two economists, two sociologists and one pedagogue, all of whom take a special training course educational planning. In 1970 this staff shall be increased.

We have, as well, the following regional organizations:

a) The SUDENE, that operates in the nine states that constitute the Brazilian Northeast, with a population of over 25 million inhabitants. Its diversified activities include research and experimentation in such fields as agriculture, husbandry and industrial development. Its Human Resources and Educational planning are subdivided into two separate departments:

1) The Departamento de Recursos Humanos (DRH) (Human Resources Department), whose particular interest is Education and Training, Health and Housing in the form of planning, control and evaluation. It operates with close ties to Northeastern Federal and State administrations.

2) The Assessoria Técnica (AT) (Technical Assistance), whose particular interest is availability and utilization of Human Resources, through the Setor de Demografia e Mão-de-Obra (Demographic and Manpower Sector).

While the DRH visualises the Human Resources problem from a typical sectorial approach, the AT visualizes it as part of an overall program.

As a result, without loss of the close ties that should exist between the two levels of programming, with respect to the Project one can consider that the AT through its Setor de Demografia e Mão-de-Obra is the responsible SUDENE agent in the Project.

This organization shall be the responsible for the coordination as well as for the assistance and evaluation of the work of the experts who will be allocated in the SUDENE area. In problems of education and training it works side by side with the DRH.

The Setor de Demografia e Mão-de-Obra forms part, together with the Divisões de Estatística e Coordenação do Plano (Statistics and Plan Coordination Divisions), of the Divisão de Análise Econômica (Economic Analysis Division). These Divisions form a basic structure of the Assessoria Técnica, which in its turn, is directly linked to the superintendent.

Within the general framework of the planned Northeastern development, the Sector's main object is the study of the total and active population; employment, underemployment and unemployment levels; the structure and occupational qualifications in the various sectors of the regional economic activity; external and internal migrations and their effects on the composition and distribution of the labour force; etc.,

The present work program is:

- The identification of the existing main information source and their preparation in an adequate form for analysis viewing the specific problems within the Sector's sphere.

- To prepare a Diagnosis on the present state of the total and active population, as well as its recent evolution. This work is subdivided into sub-regions and into the large sectors of the regional economy.

- Establishment of methods for delineating medium and long term Human Resource availability and utilization, within the objectives of the regional and overall plans.

Presently, the Sector has six experts so distributed:

Connected with demographic work:

- 1 Geographer with special training in demography
- 2) Social Researchers with special training in demography.

Connected with Manpower work:

- 1 Economist working in the Manpower field
- 1 Educational Programmer working in the Manpower field.

The latter two experts are subordinated to an ILO economist.

By 1970 it is hoped that the team will be increased by two Brazilian experts, a Sociologist and a Statistician. At this time no International Technical assistance has yet been asked for.

In conjunction with the various State Government Offices, the DRH is trying to set up a system of statistical information in the fields of Education, Training and Health, besides a theoretical-methodological action viewing the creation of a planning method, as well as a general conception with respect to the Human Resources of the Northeast. At the same time, various measures are being taken to create programming nuclei with the various development organizations.

b) The SUDESUL operates in three states: Paraná, Santa Catarina and Rio Grande do Sul. Its interest in Human Resources planning is recent, and its DRH is still being definitely organized. Steps are being taken with this purpose, such as:

1) The 1st Regional Meeting for Education, to study the problems of the Human Resources at a regional level. On the Agenda of this Meeting, is the SUDESUL's pledge to prepare a Human Resources Diagnosis in the Southern region.

2) To reinforce the cooperation between the Divisão de Estatística and the Departamento de Recursos Humanos, so that the necessary informations for the above Diagnosis can be collected.

3) Personal qualification, through national and international courses (ECLA). Besides this, the SUDESUL maintained international contacts viewing ILO Technical Assistance.

At the present time, the DRH is divided into Three Divisions: The Divisão de Saúde (Health Division), whose technical team is composed of a doctor trained in health planning, of a dentist with Public Health training and of a nurse. The Divisão de Desenvolvimento Social (Social Development Division), whose objective is community development, and whose team has two social assistants. The Divisão de Educação e Cultura (Cultural and Educational Division) whose objective

is educational regional planning and the elaboration of the above Diagnosis. Its team is composed of a pedagogue, an educational adviser and a sociologist. There is also a work-group whose object is structuring the Diagnosis framework. This work-group consists of two experts from the Divisão de Educação e Cultura - one sociologist, one pedagogue -, one expert from the Divisão de Estatística - its head, an economist -, and a technical assistant in Economics. It is also expected to have the participation of the Divisão de Educação e Cultura in the form of one economist and one pedagogue. On the other hand, there exist the possibility of using technicians from other sectors of SUDESUL when short term assistance is needed.

c) Although the federal government has been operating in a centralized manner in the Amazonic Region for over fifteen years, it was only in December 1967 that the SUDAM was created. The SUDAM's DRH, created in August 1968, is still being structured and is working at the present time with three Divisions: the Divisão de Preparação (Preparation Division), the Divisão de Educação (Educational Division) and the Divisão de Estudos Básicos (Basic Studies Division). Various Perfectioning Courses for technicians and graduates have been organized by the SUDAM, some of them with OAS, ECLA and UNICEF cooperation. There is a program for the Diagnosis on Human Resources in the Amazonic Region.

At the present time the DRH has ten technicians: three economists, two pedagogues, three social assistants and two researchers. By 1970, once having its structure defined, the DRH plans to have 44 technicians.

3.4 - Execution

As to the execution stage in the planning of Human Resources and Education in Brazil, the following organizations will take part in the project: the Departamento Nacional de Mão-de-Obra (DNMO), the Diretorias de Ensino do Ministério de Educação e Cultura, the Serviço Nacional de Aprendizagem Industrial (SENAI) (National Service for Industrial Training) and the Serviço Nacional de Aprendizagem

gem Comercial (SENAC) (National Service for Commercial Training). The former two are public organizations, while the latter two are private.

a) The DNMO is a normative organ of the Ministério do Trabalho e Previdência Social (MTPS) directly subordinated to the Minister's office. Its main object is the establishment of governmental policy in professional training taking into consideration the labour market and the country's prospects in economic and social development fields, not interfering in areas supervised by the MEC and the Conselhos de Educação dos Estados (State Educational Councils).

Also in the DNMO sphere, are:

- The study of the country's labour market, using its own sources of information;
- the examination of employment problems through its 20 Employment Services Agencies;
- internal migration problems and immigration problems;
- professional identification.

As a part of the DNMO structure is the Conselho Consultivo de Mão-de-Obra (CCMO), whose object is to assist on the plans and studies on employment submitted by the Director-General of the DNMO. Represented in this Council are the most important organs of Human Resources and Educational planning and formation in the country, including employer and employee representatives.

Besides the CCMO, the DNMO structure consists of:

- Divisão de Estudos do Mercado de Trabalho (DEM) (Labour Market Research Division).
- Divisão de Colocação e Formação Profissional (DCF) (Professional Formation and Placement Division).
- Divisão de Migração (DMg) (Migration Division).
- Divisão de Identificação e Registro Profissional (DIR) (Professional Identification and Registration Division).

- Division de Administração (DA) (Administrative Division).

The DNMC has a small technical team, consisting of two statisticians and two economists. By 1970 it is expected to have four more statisticians, four more economists and one sociologist.

b) the MEC's Teaching Boards that take part in the project have the following objectives:

I) - Diretoria do Ensino Industrial (DEI) (Industrial Teaching Board).

The DEI is a normative organ of the MEC; being its overall object the supervision of this type of teaching and its specific object is to establish norms and to give technical-pedagogical assistance in order that the country's industrial teaching policies should be maintained.

Also part of the DEI's objectives:

a) cooperation with public and private entities in anything related to industrial teaching;

b) studies, in permanent articulation with the interested economic agencies on joint programs of a national character for the development of the industrial teaching;

c) The study and establishment of general guide lines concerning the problems of industrial teaching, specially in connection with the identification of the professions, the establishment of general and specific knowledge that should be a part of the professional teaching curriculum, industrial teaching methods and the organization of educational and professional orientation.

d) Through the Intensive Industrial Manpower Preparation Program, the following:

1) To specialize, refresh and better industry personnel;

2) To form new industrial professionals;

3) To prepare teaching, technical and administrative personnel, as well as instructors and supervisors for personnel training in industry.

II - Diretoria do Ensino Comercial (DEC) (Commercial Teaching Board).

The DEC has its objectives defined in Decree n° 1266/june 25th, 1962:

- a) To exercise, in accordance with the law, the administration of commercial technical teaching;
- b) To promote and to guide the execution of the laws and rules pertaining to commercial technical teaching;
- c) To organize and maintain perfecting and basic courses on commercial teaching at vocational schools;
- d) To promote research, seminars, conferences and congresses in order to perfect commercial technical teaching.

III - Diretoria do Ensino Agrícola

The DEA's objectives are to guide and fiscalize agricultural teaching in its different levels and to minister elementary, vocational and graduate teaching on agriculture.

Under its responsibilities, are:

- a) To promote better methods of veterinerial and agricultural teaching in its different levels;
- b) To promote the formation of agricultural teachers of vocational schools and the formation of administrators of its respective establishments;
- c) To promote the organization of pedagogical courses and to minister specialization courses with relation to teaching activities, either directly or in cooperation with other organs;
- d) To promote on the job training for teachers, agronomers and veterinerians, viewing pedagogical formation and the betterment of veterinary and agronomy schools in all its levels;
- e) To fiscalize and to carry out legislation concerned with veterinerial and agricultural teaching;

- f) To promote studies on the agreements with states and municipalities viewing the installation and working of agricultural establishments;
- g) To form professionals in agriculture and husbandry;
- h) To give agricultural labourers, in quick courses, a professional qualification that will raise their efficiency and productivity.

In its educational development program, the DEA forms agricultural technicians necessary for the execution of social development programs, either directly or indirectly assisting graduate professionals in specific works. Also as part of its program is vocational teaching and training, viewing the preparation of skilled labour to satisfy rural skilled labour demand.

e) The main objective of the SENAI is the formation of skilled manpower for the industrial sector. The SENAI was organized in 1942 and since then has been helping employers in the establishment and execution of training programs; in the organization of quick courses as a complement to professional formation; in giving scholarships and cooperating in the development of technological research of interest to industries and correlated activities.

The SENAI is subordinated to the Confederação Nacional das Indústrias (National Confederation of Industries) on a national scale and by the Federações das Indústrias (Federation of Industries) on a state level.

Apart from those activities established by law, the SENAI cooperates with the MEC and with the MPEs with the object of solving training problems in specific areas.

The SENAI's head-office in Rio de Janeiro has a team of 18 technicians, working in program orientation, organization, establishment and carrying out various courses, curricula and training of personnel. In 1970 two more technicians should be hired. The SENAI's São Paulo branch is actively working in the sectorial planning of manpower with valuable results viewing a definition of manpower qualification policy.

d) The SENAC in the field of Human Resources and through its Centro de Pesquisas e Planejamento (Planning and Research Centre) maintain studies and researches, on a national scale, on: occupational distribution in the Tertiary Sector; social, professional and geographical mobility of the trade employees; professional recruiting and selection, evaluation of employee requirements and professional formation demand in the Tertiary Sector. Through its Divisões de Formação Profissional e Orientação Educativa e Profissional (Professional Formation and Educational and Professional Orientation Divisions) the SENAC has made pedagogical investigations by means of experiments and new methods and techniques, including programmed instruction.

The SENAC's guide lines come from its Conselho Nacional (National Council) made up of employers representatives in commercial and correlated activities, representatives from the MEC and from the MFPS as well as from the commercial employees. The President of SENAC's Conselho Nacional is also the President of the Confederação Nacional de Comércio (National Commercial Confederation).

The SENAC's national head-office, also in Rio, has three statisticians, three economists, nine sociologists, 21 pedagogues, 10 psychologists, two architects, 1 archivist, 1 visual programmer and four draughtsmen.

In 1970, 1 statistician, 1 pedagogue, 1 psychologist, 1 architect, 3 archivists, 1 visual-programmer and 3 draughtsmen more shall be hired.

The SENAC, in Guanabara State, has made interesting studies viewing the national problems on Human Resources in its specific field of action.

4 - PROJECT OPERATION:

4.1 - Preamble

The mission will work as a whole, despite the geographical distribution and the experts' diversified specializations. This integration is considered as essential to the coordination of the participating organs in the success of the project.

The Mission shall be directed by a Project Director that shall have overall knowledge on Human Resources and Educational planning. He will operate in cooperation with the person responsible for the Brazilian organ in charge of coordination of Human Resource planning in the country. Both will be responsible for fulfilling the requests for technical assistance on the part of the mission and Brazilian experts who make up the project's team. They are also responsible for the constant evaluation of the assistance given by the technicians as well as taking the necessary devices to create good working conditions, cooperation and communication between the technicians. One of the forms of evaluation shall be periodic meetings between national and international technicians acting in the same area and those in charge of the Project.

The coordinators shall give special attention to the organization of seminars and courses. Although they can ask for the cooperation of other specialists, they will use the services of the national and foreign technicians, taking part in the Project, for the organization of the above mentioned seminars and courses. The coordinators will be responsible for scholarships policies to be adopted in the formation and bettering of national technicians. In the case of Human Resources planning courses taking place in the country apart of the Project, the coordinators can, after the evaluation of those courses' standards, contract with the heads of these courses the admission of candidates indicated by the Project as well as giving them teaching aid.

Only when it becomes impossible to satisfy the training needs in the country will national technicians be sent to study abroad, although they can be sent to participate in international seminars so as to become cognizant of experiments abroad.

4.2 - Foreign Experts; their Specialities and Duration of Service

Through direct consultation with the various organs involved the CNERH made a preliminary evaluation of the number of national technicians and specialists who are, at the moment, working in the Human Resources and Educational Planning. A survey was also made of these organ's and institutions's work programs, with the result that a lack of qualified personnel was found, as well as deficient work programs that do not cover important aspects of the problems that are within the area covered by these organs and institutions. Item 4.4 will show some figures on this subject.

As a result of these failings and deficiencies, the present proposition was made, insofar as the number and composition of the missions's experts.

As far as the necessary service time of each specialist, the estimate was made taking into consideration the complexity and amplitude of the work. As a general rule, the experts will come for two or more years. Some of the highly specialized tasks will require a stay of less than a year although in consecutive periods that will give a sum total of at least a year. The mission, as a whole will have a five year duration, between 1970 and 1974.

The tasks that will be given to the foreign experts, can, generically speaking, be subdivided into three large fields:

- 1) Statistics and Basic Information: which include the orientations and technical assistance in collecting, evaluation and release of systematic data; the establishment of a national system of statistics in Human Resources and studies on specific demographical aspects;

ii) Manpower Planning: from studies and research on different aspects of manpower supply and demand as well as making use of studies made on the formulation of a uniform occupational classification through technical assistance in planning;

iii) Educational Planning and Administration: encompassing studies and research on defined aspects of educational systems and technology, including the utilization of mass-media; educational financing and costs; special plans in intermediary level professional formation planning and administrating the educational system.

It is to be noted that in all fields of action, the Project does not only view studies, research and plans, but also views their execution, as one of the basic objects of the intimate connection between planning and its implementation. The experts will not only have the job of assisting but also that of obtaining a concrete advance in the execution of the plan.

In the following table is shown the types and respective time of service of the requested specialists.

As can be seen, the number of experts reach a maximum during the second year of the project. From then on the amount of technical assistance given will decrease reaching a minimum in the last year. This variation takes into consideration that during the first two years it will be necessary to gradually and efficiently create "absorption capacity" of the services rendered by the foreign experts. In the last two years Brazil must be able to substitute these foreign experts for national ones, taking into consideration that, ideally, technical assistance is a passing phase whose main object is to prepare developing countries to need no assistance in the future.

4.3 - Job Description and Allocation of the Experts in the Participating Organs.

In accordance with the present stage of Human Resources and Educational

INTERNATIONAL EXPERTS: THEIR SPECIALITIES AND DURATION OF SERVICES

YEARS

(Subdivided in Trimestral Periods)

No	EXPERTS AND/OR SPECIALITIES	1 st	2 nd	3 rd	4 th	5 th	TOTAL IN MEN/MONTHS
1	Manpower Statistics						36
1	Educational Statistics						36
1	Sampling						12
1	Demographer						36
1	Sociologist (Social Aspects of Demography)						36
2	Expert in Human Resources and Educational Planning (*)						90
1	Occupational Classification						24
1	Labor Market Analysis						36
1	Employment Services						24
3	Manpower Planning						180
1	Rural Manpower						60
1	Economics of Technology						36
3	Educational Planning						180
1	Industrial Professional Formation						24
1	Agricultural Professional Formation						36
1	Occupations in the Tertiary Sector						24
1	Educational Sociologist						24
1	Educational Costs and Financing						36
1	Curriculae and Programmed Teaching						12
1	Educational Administration						36
1	Educational T. V.						24
1	Vocational, Educational and Occupational Orientation						18
1	Functional Literacy						18
1	Pedagogical Investigation						24
1	Undergraduate Academic Organization						12
	TOTALS	270	297	249	138	120	1 074

(*) One of which, Project Director.

Planning in the country, as well as the nature of the objectives defined in 2 and the functions of the participating organs described in 3, it is possible to give a resume of the tasks that it is hoped will be developed by each expert as well as establishing where and how the tasks should be developed. The allocation of experts by the participating organs is given in the following table:

ALLOCATION OF FOREIGN EXPERTS IN THE PARTICIPATING ORGANS (*)

SPECIALISTS	INTERNATIONAL	MINIPLAN		MTPS	MEC			MINTER			IBRA	FGV	ONI
	AGENCY	IBGE	CNRH	DNMO	S.G.	INEP	SEEC	SUDENE	SUDESUL	SUDAM	Cadaster and DRH	CETRHU	SENAI (**)
Manpower Statistics	ILO	0		+						0	0		
Educational Statistics	UNESCO	0					+	0		0			
Sampling	UN		0	0		0	0	0	0	0	0	0	
Demographer	UN		+					0	0	0			
Sociologist (Social Aspects of Demography)	UN		+					0	0	0			
Impert in Human Resources and Educational Planning	UNESCO/ILO		+							0			
Occupational Classification	ILO	0		+									
Labor Market Analysis	ILO	0		+								0	
Employment Services	ILO			+									
Manpower Planning	ILO		+	0				+	+	0			
Rural Manpower	ILO/FAO				0			+	0	0	0		
Economics of Technology	ILO/UNIDO		+					0	0	0		0	
Educational Planning	UNESCO		0		+			+	+	0			
Industrial Professional Formation	ILO			+				0	0	0			
Agricultural Professional Formation	ILO/FAO		0		+			0	0	0	0		
Occupations in the Tertiary Sector	ILO/UNESCO		+										
Educational Sociologist	UNESCO					+							
Educational Costs and Financing	UNESCO		0		+		0						
Curriculae and Programmed Teaching	UNESCO					+							
Educational Administration	UNESCO				+	0		0	0	0			
Educational T.V.	UNESCO				+								
Vocational, Educational and Occupational Orientation	UNESCO/UNICEF					+							
Functional Literacy	UNESCO				+						0		
Pedagogical Investigation	UNESCO					+							
Undergraduate Academic Organization	UNESCO		+										
TOTALS	RIO	RIO	RIO	RIO	RIO	RIO	RIO	RECIFE	P.A.	BELÉM	RIO	RIO	RIO

(*) + Main Allocation

0 Short Term Assistance

(**) The SENAI will not receive experts directly. However

The Industrial Professional Formation Expert, allocated

in the DEI of the MEC, will have as one of his counterparts, a SENAI Technician.

STATISTICS AND BASIC INFORMATION

1. Specialist in Manpower Statistics (ILO): Whose expected duration is the first three years (1970/72), and whose allocation will be mainly in the DNMO and who occasionally will assist the IBGE, SUDAM and the IBRA. He will cooperate in conceptual definitions; in identification of the relevant sources of necessary planning information; in methods of collecting and evaluation of statistical data; in the specification of systematic continuous and periodical surveys; in methods of forecasting and projection. In summary, he will be responsible for the selection of the necessary planning data and for the elaboration of the national Manpower and Educational Statistic System.

2. Educational Statistics Specialist (UNESCO): Whose responsibilities are similar to the above expert, and who is an expert in educational statistics who will work mainly in conjunction with the SEEC. He will assist the SUDAM, SUDENE and the IBGE during the first three years of the mission's duration (1970/72).

3. Demographer (UN): During the first three years of the mission, an expert in demography will work together with the CNRH. He will develop studies and research orientation on demographic aspects such as internal migration and geographical distribution of the population with special interest in the urban-rural division of the population. Sporadic assistance shall be developed with the SUDAM, SUDENE and SUDESUL organs. It is hoped that the demographer shall have some experience of the Brazilian case.

4. Sociologist (UN): From the second to the fourth year, 1971/73, a sociologist shall work in cooperation with the demographer, viewing the sociological aspects of the population mobility (horizontal and vertical) and some sociological features of demographic problems in general.

5. Sampling Expert (UN): By means of periodical missions of six and three months duration, from 1970/72, an expert in sampling techniques will give his

assistance and orientation for various specific studies and researches and using scientifically defined samples will make a survey of the necessary information for the work of diagnosis and planning. Practically all the participating organs will need the assistance of this expert. In each of his short missions, he could be allocated to one of the organs. It would also be possible, in some cases, that he could direct short courses on his speciality for a great number of participants.

MANPOWER PLANNING

1. Manpower Planning Experts (ILO): During the whole mission (1970/74), three experts in manpower planning shall be allocated to the CNRH, to the SUDENE and to the SUDESUL. They will also assist on a permanent basis the other regional organ (SUDAM). The main problems in this area are the elaboration of an adequate planning methodology and its harmonization with overall planning, on a national and regional scale. In the SUDENE's region - Northeast of Brazil - the above problems have special characteristics in view of the intense industrialization that is being carried out in some states. The DNMO and the SENAC will also receive these specialists' assistance.

2. Rural Manpower Expert (ILO/FAO): An expert should be allocated to the SUDENE during the whole mission. His object is the orientation of basic studies in relation to the use of rural manpower. As a region that is going through rapid economical structural transformations, as well as a growing urbanization process, the Brazilian Northeast presents excellent conditions for this type of study. This same expert, however, will assist the IBRA and the other organs of regional development. In this way he will be cooperating in the definition of a rural development policy, specially that which refers to training system, community development programs and rural extension. He will also maintain contact with the Divisão de Planejamento of the MNC, viewing a bettering of intermediary level technical agricultural formation, which is run by that Ministry.

3. Economics of Technology Expert (ILO/UNIDO): In the last three years of the mission (1972/74), an expert in economics of technology shall be allocated to the CNRH and shall be in constant contact with the regional organs. He will assist in studies and research to be made, on a national and regional scale viewing the identification of the reciprocal repercussions of the human resource overall policy and technological orientation of the economic activities. He will also study technological alternatives concerning some relevant sectors, choice criteria as a function of the available Human Resources, as well as means for their implementation. Besides this, he will give his orientation on research of the technical innovation process and diffusion mechanisms in Brazil. With respect to alternatives, possibilities for the utilization of intermediate technology should be studied, as well as a modification on the investment mix. Given the complexity and diversity of the work, it would be possible to use two experts, making up the same men/months total.

4. Labour Market Analysis Expert (ILO): In the period between 1970/72, an expert on labour market analysis shall be allocated to the DNMO. His object will be to give orientation and assistance to the DNMO's technicians in the elaboration of labour market behavioural studies, as well as employment supply and demand by economic sectors and by main activities. He shall also cooperate with the CETRHU's team.

5. Occupational Classification Expert (ILO): During the first year of the mission (1970) an expert in occupational classification shall be allocated to the DNMO. His object shall be to cooperate in the elaboration of an uniform occupational classification for Brazil and occupational dictionary, viewing mainly the regional differences in nomenclature.

During the first months he will work in close contact with the IBGE because of the 1970 census. He shall return to Brazil in the second

semesters of 1971 and 1972.

6. Employment Service Organization Expert (ILO): With the objective of assisting the DNMO in the elaboration of an efficient employment service and spacial redistribution of employees, that will, in its term, be an important information source on the labour market, an expert shall be allocated to that organ of the Ministério do Trabalho during the years of 1970 and 1971. This information will also be useful as an orientation for the training system.

EDUCATIONAL PLANNING AND ADMINISTRATION

1. Educational Planning Experts (UNESCO): During the whole mission (1970/74) at least three experts in educational planning shall give direct assistance to the MEC and to two regional organs, SUDENE and SUDESUL and through them reaching the state planning nuclei. These experts will concentrate above all on methodological orientation, basic studies supervision and cooperation in the elaboration of plans, programs and projects. The expert allocated to the Ministério da Educação will maintain close contact with the CNRH and will cooperate in the structuring of the Divisão de Planejamento da Secretaria Geral, and together with the experts in educational administration, financing and costs, will orientate a work program viewing the preparation of that Divisão in progressively participating in the elaboration of the educational plan at a national level.

2. Educational Administration Expert (UNESCO): In the first three years of the mission, an expert will be allocated to the Secretarial Geral do Ministério de Educação e Cultura with the objective of giving his orientation to the use of the evaluation methods and implementation of systems with the use of modern

methods of computation and other electronic or mechanical systems. Through the regional coordination and planning organs his field of action will reach the state educational system. The methods and techniques of system-analysis will be indispensable in this task.

3. Educational costs and Financing Expert (UNESCO): An expert will be allocated to the Secretaria Geral of the MEC in the period between 1970/72 with the object of assisting in studies and research on educational financing and costs. While in permanent contact with the CNRH, the expert's field of action reach the SEEC wich is the data collecting organ. Besides specific studies the expert shall cooperate in the formulation and implantation of a permanent system of educational costing evaluation in its different levels and branches as well as a possible reformulation of the current budgeting techniques and concepts.

4. Educational Sociologist (UNESCO): In 1971 and in the second semesters of 1972 and 1973, the INEP shall have the assistance of a sociologist with experience in the analysis of educational sociological aspects. Specific studies shall be made on social mobility characteristics presumably due to the expansion of the education system. Research based on follow-up shall probably be made of students and those leaving the educational system in its various levels and branches, so as to identify the sociological characteristics of the gradual development of the student through the system.

5. Pedagogical Investigation Expert (UNESCO): An expert shall be allocated to the INEP during the first three years of the Project (1970/72), with the objective of giving assistance and orientation in specific studies on educational technology with respect to primary and secondary education. He

shall give special attention to programs and curriculae content and distribution, marking system (douimology), as well as analysis and evaluation of promotional methods now in use. An important task of this expert shall be that of obtaining coordination, on a national scale, of the efforts already made on pedagogical investigation by the various organs in the country.

In the last two years, 1971/72, this expert shall come only in the second semester.

6. Curriculae and Programmed Instruction Expert (UNESCO): He should be able to give orientation in the utilization of programmed instruction methods and shall come for short term missions in 1970 (six months), 1971 and 1972 (three months). Supplementing the work of the pedagogical investigation expert, he shall cooperate in the curriculae reformulation viewing mainly the establishment of continuous education from the primary level up to the first cycle of the secondary level and the differentiation, of a professional character, of the second cycle of the secondary level. His work shall develop with close ties with that of the educational sociologist.

7. Vocational and Educational Orientation Expert (UNESCO/UNICEF): In conjunction with the work developed by the other experts allocated to the INEP, this expert shall, from 1971 until the middle of 1972, give assistance to this organ in the formulation of specific programs in this area.

8. Industrial Professional Formation expert (ILO): The main network of technical industrial teaching establishments are directly connected with the MEC. Various occupations, working in a parallel manner, need an evaluation of their curriculae programs and methods which are now in use, as a consequence of technical progress. With this object, an expert shall be allocated to the Divisão de Planejamento of the MEC during the first two years of the Project. His activities will develop in coordination with the corresponding professional formation sector of the MEC. He will also give assistance to the regional superintendencias.

9. Agricultural Professional Formation Expert (ILO/FAO): During the last three years of the project, an agricultural professional formation expert shall be allocated to the Divisão de Planejamento of the MEC. This expert shall maintain contact with the rural manpower expert, allocated to the SUDENE, so as to simplify the identification specific problems as well as the formulation of a national policy on the formation and training of labour for the Primary Sector. The same expert shall give assistance to the CNRH.

10. Expert in Tertiary Sector Occupations: Between 1970 and 1971 this expert shall work on a permanent basis at the Centro Nacional de Recursos Humanos, also giving assistance to the Serviço Nacional de Aprendizagem Comercial.

In Brazil an ever growing part of the population works in the "services". However, data suggests that the average income of this sector in the last years has not grown. As this is unacceptable to the majority of professionals working in the modern services, one concludes that the situation of the great number employed in this tertiary sector is deteriorating. Many activities in this sector are rapidly expanding (Hotels, for instance) while others disappear completely. The rationalization and mechanization of services is rapidly growing, opening up new well paid job opportunities in this sector, as for instance programmers for the bank system. On the other hand, the danger of unemployment also grows in some cases (for instance, the retail commerce when superceded by supermarkets). These are problems to be studied by the expert in occupations in the tertiary sector. He shall give the SENAC orientation viewing personnel formation in the more dynamic activities, as well as, in conjunction with the labour market expert; he must also give orientation to the formulation of employment policy, making quite clear what the alternative occupations are in the tertiary sector. He can even study specific financing schemes for the installation of "one man" activities.

11. Functionnal Litteracy Expert (UNESCO): It will be necessary to have an expert in Litteracy who, after careful study, can devise the best strategy on this

- 45 -

field in Brazil. Given the complexity of the problem in the country - about 20 millions adult illiterates - it will be necessary to harmonize the concept of functional literacy with the magnitude of the effort to be made, in order that the functional aspects of literacy shall not be, as currently, an inhibiting factor in facing the problem. It shall be necessary for this expert to study the possibility of making, by inexpensive means, a functional literacy system using, perhaps, the available mass media in the country.

12. Educational TV Expert (UNESCO): There is a great tendency in the various states of Brazil, to expand the use of educational TV. On the other hand, the federal government has already showed its desire to establish a national integrated network of educational TV, which shall play an extremely important part in Brazilian education. It is thus necessary that an educational TV expert should be included in the Project so as to give orientation in the Government's educational TV policy.

13. Undergraduate Academic Organization Expert (UNESCO): In short periods, 1970 (6 months), 1971 and 1972 (3 months), this expert shall be allocated to the CNRH with the object of evaluating the academic organization of the main Brazilian Universities and following that, participating in a series of meetings and seminars on the subject. His work shall develop in conjunction with the organs, that represent the Universities.

It can be seen from the previous tables that two Human Resources and Educational Planning experts are requested. They will be mainly allocated to the Centro Nacional de Recursos Humanos. The first shall head the mission (Project Director) and he will remain during the five years of the Project. The other, as stated above, shall be mainly allocated to the CNRH but will give assistance for a short time to the various participating organs of the project, specially the SUDAM. This expert shall remain during 1970 and 1971 and the first six months of 1972.

4.4 - National Experts' Counterparts:

For the main allocations, the following table shows a proportion of two national technicians to each foreign expert. This estimation took into consideration the availability of national staff estimated for 1970. It is necessary to note that, however, although an expert in Human Resources has his main allocation in the CNRH, he will, during the greater part of his time, give his assistance to the SUDAM, in which case, his counterparts will be found in this organ.

It is expected that before the beginning of the project, a one month preparative course shall be given to the Brazilian technicians, so as to assure the necessary knowledge in the Human Resources area. The Centro Nacional de Recursos Humanos shall be responsible for this course and will try to obtain international technical assistance for it before the end of 1969.

NATIONAL TECHNICIANS ACTING AS COUNTERPARTS

ORGANS	CNRH	DMO	MEC (SG) **	INEP	SEEC	SUDENE	SUDESUL	SUDAM	TOTAL
	Technicians	2	2	1	1	2	1	-	-
Administrative	5	6	4	1	-	4	2	2	24
Administrative	1	-	-	-	-	-	-	-	1
Administrative	2	-	2	3	-	1	1	-	9
Administrative	2	-	7	3	-	-	1	-	13
TOTAL	13(*)	8	14	8	2	6	4	2	56 57

(*) Includes the Executive Secretary of the CNRH who will be the counterpart of the Project Director.

(**) Includes the available technicians in the Directorias de Ensino and one SENAI technician.

4.5 - Project Implementation Mechanisms:

The implementation of the project, as already mentioned superficially before, shall be obtained through the following basic measures:

a) The coordination of all technicians and organs working in the project, not only amongst themselves, but also with the other international organs that give technical assistance in Human Resources.

One month after his arrival in Brazil, every international expert will meet with the project coordinators so as to give his impressions on the tasks to be done and the difficulties he encountered. He shall submit an approximated chronogram of the goals to be reached. These goals and the best strategy to reach them shall be debated. Obviously every expert shall have a work program that shall be submitted for approval by the organs to which they are allocated. The national counterparts shall be made cognizant of the objectives, the strategy and the agreed chronogram.

The Project coordinators shall maintain contact with other foreign and international organizations, so as to assure the harmonization of the various technical assistance enterprises in the Human Resources field.

b) Periodical follow-up and evaluation of the Project's results.

For follow-up purposes, the project coordinators shall meet trimestrally with the national and foreign experts connected with the programs. The coordinators will also evaluate the various programs every semester and for this purpose shall meet with those they deem necessary.

The results of these meetings could mean the continuation of the program, a redefinition of its objectives and strategies, a reallocation of experts as well as the suspension of the program. In any of the above cases, the final decision shall be made by means of an agreement between the Project's coordinators and the responsible person for the organ that is executing that program.

All participating organs shall be informed of all activities through a periodical publication.

c) Carrying through of the plans and measures in existence as well as those proposed by the mission, once approved by the coordinators.

Obviously, the main objective of the project is the rapid transformation of studies, research and plans into concrete and coherent policy measures.

To speed up this implementation process, meetings with the executive organs, when necessary for orientation purposes, are expected. The project coordinators can make use of the existing institutions that periodically assemble various executive organs, as in the case of the Conselho Consultivo de Mão-de-Obra. It is desirable that the greatest number possible of the executive organs take part in these meetings in order that the harmonization of the various policy measures be made possible.

d) National Experts Formation for the Gradual Substitution of the International Mission's experts.

The Coordinators shall decide on personnel formation policy in accordance with that set down in the first section of this chapter.

The necessary coordination scheme to attain these four objectives, as well as the obligations of the various organs, are set down in the Letter of Intent, signed by the various responsible agents, or by their representatives, of each participating organ.

A copy of this Letter of Intent is attached to the project.

5 - COSTS AND FINANCING

5.1 - Costs

A cost structure compatible with the size of the project was calculated. The total cost was divided into seven large groups, namely:

- 1) Experts
- 2) Coordination Meetings
- 3) Seminars
- 4) Courses
- 5) Foreign scholarships
- 6) Secretary and Administration
- 7) Overhead Costs.

The first group of expenses are those involving the payment of international experts and their national counterpart's fees. Also part of the 1st group is the item involving the payment of international fares.

As far as Coordination Meetings, the experts were divided in 4 homogeneous groups; each group shall have a semestral meeting, thus totalling 8 annual meetings. Each meeting is expected to have 10 participants, of which 5 from other cities. Each meeting shall last 3 days.

The fares are for 5 persons, with expenses for three day stay as well as for general expenses. Three yearly Seminars have been planned, each with 15 participants, 7 of which from other cities, and each seminar lasting 3 days.

As in Meetings, the expenses for the Seminars shall be the fares and for seven people, as well as a general expenses item.

In the calculation of the Courses Expenses, the following was taken into consideration:

- that there would be 3 courses, two of which preliminary ones (Elementary or for instrumentation) and 1 advanced course.

- that there would be 30 participants, in each preliminary course, with the distribution of 20 scholarships. In the advanced course there would be 20 participants, with 12 scholarships.

- that the scholarships, in the value of US\$ 450, should only be given to those from other cities.

- that the courses would last three months

- the necessity, for the advanced course of three teachers (UNESCO/ILO) who are not included in the Project; that these teachers would stay one month each.

The expenses owing to three Foreign Scholarships yearly with the average duration of 5 months, with an average value of US\$ 200 each.

The two last groups were calculated globally.

- The following Table, specifies the various costs of the total project.

THE PROJECT'S TOTAL COST STRUCTURE

1 - Exports	US\$ 3.288.600
1.1 - International	US\$ 2.208.000
1.1.1 - Total fee 1 074 men/months at US\$ 2.000	US\$ 2.148.000
1.1.2 - Daily expenses in general 3.000, at US\$ 20/day (1)	US\$ 60.000
1.2 - National men/months 1.964 at US\$ 500 (2)	US\$ 982.000
1.3 - International Fares 98 fares at US\$ 700/fare	US\$ 68.600
1.4 - National Fares 150 fares at US\$ 200/fare (4)	US\$ 30.000

2 - Coordination Meetings

2.1 - Each Meeting costing	US\$ 1.375
2.1.1 - Fares	
5 fares at US\$ 200/fare	US\$ 1.000
2.1.2 - Daily expenses for 5 days (5)	
25 daily expenses at US\$ 15/day	US\$ 375
2.1.3 - General expenses	US\$ 100
2.2 - Annual Meeting's Cost	US\$ 11.000
2.3 - Meeting's Total Cost	US\$ 55.000

3 - Seminars

3.1 - Each Seminar Costing	US\$ 2.335
3.1.1 - Fares	
7 fares at US 200/fare	US\$ 1.400
3.1.2 - Daily expenses for seven days	
49 daily expenses at US\$ 15/day	US\$ 735
3.1.3 - General expenses	US\$ 200
3.2 - Seminar's Annual Cost	US\$ 7.005
3.3 - Seminar's Total Cost	US\$ 35.025

4 - Courses

4.1 - Preliminary Courses Cost	US\$ 27.800
4.1.1 - Scholarships	
40 sholarships at US\$ 450/sholarship	US\$ 18.000
4.1.2 - Fares	
40 fares at US\$ 200/each	US\$ 8.000
4.1.3 - General expenses	US\$ 1.800
4.2 - Advanced Course Cost	US\$ 17.400
4.2.1 - Scholarships	
12 Scholarships at US\$ 450/sholarships	US\$ 5.400

4.2.2 - Teachers		
	3 teachers at US\$ 2.700/teacher	US\$ 8.100
4.2.3 - Fares		
	12 fares at US\$ 200/each	US\$ 2.400
4.2.4 - General expenses		US\$ 1.500
4.3 - Courses Total Cost		US\$ 45.200
5 - <u>Foreign Scholarships</u>		
5.1 - Annual Scholarship Cost		US\$ 3.000
5.2 - Total Scholarship Cost		US\$ 15.000
6 - <u>Secretary and Administration</u>		US\$200.000
7 - <u>Overhead Costs</u> (5% of the project's total cost)		US\$166.671
8 - <u>Project's Total Cost</u>		US\$ 3.805.496

Notes:

- 1) 3.000 daily expenses were estimated, considering displacement necessary for short term assistances. The experts will, depending on their specialities, have to travel 10, 20, or 30% of the time that they will remain in the country. The daily expenses in meetings, courses and seminars, are not included.
- 2) 1964 men/months were estimated by considering two national technicians to one international expert, excepting the sample technician; and the Project Director who shall have only one counterpart, the CNRH Executive-Secretary.
- 3) The number of international fares was estimated under the hypothesis that the international experts shall not spend their annual vacations in Brazil, with the exception of those coming for successive periods of 18 months, and for whom only one return fare was allowed.

- 4) Assuming the average period of short-term assistance as 20 days, 150 national fares were calculated.
- 5) The US\$ 15,00 daily expenses represent the average between the daily expenses paid to national and international technicians, US\$ 10 and US\$ 20. It is supposed that in meetings, seminar and courses, the proportion of national and international technicians shall be the same.

5.2 - Financing

The financing scheme shall be the following:

- a) The expenses due to international experts' fees (including daily expenses), international fares and foreign scholarships shall be part of the external financing scheme.
- b) The over-head costs, national technicians' fees and their daily expenses as well as the fares of the international short-term assistance experts, shall be part of the Brazilian Government expenses through the interested organs.
- c) The Brazilian Government shall also pay the expenses due to coordination meetings, seminars, courses, as well as expenses due to administration.

Thus, the total cost of the project (US\$ 3.805.496) shall be covered by means of 60% (US\$ 2.291.600) external financing and the remaining 40% by the Brazilian Government.

6 - FINAL REMARKS:

The present Project is of an important nature, in view of the many characteristics that it presents.

It is a project that encompasses a complex field - that of Human Resources - and is of great importance to the national development. The international technical assistance - as well as the whole counterpart scheme - will assume a multi-agency form which will be subordinated to a common coordination. In such circumstances it is implicit, amongst other things, that there shall be perfect understanding, on an individual level, between professionals of different educational formation. There should be, as well, an overall effort and division of tasks between organizations, all of them viewing the attainment of better standards of living of Humanity and specially of the Brazilian People. It is vital, therefore, that these organizations, working in different fields, but presenting common aspects, shall have mutual understanding and coordination of their activities.

An immediate and important consequence of this project is the demonstration that the development effort, in its importance and magnitude, is an unique opportunity for the mutual understanding between people and institutions.

The many expected meetings will make possible a rigid evaluation of the goals reached. It is also expected that before the beginning of the Project, the mission's head shall be aware of the state of the participating national organs and counterparting technicians. At the same time it should be made possible for the Brazilian coordinator or his substitute to personally interview those experts selected by UNO for the Project in order that he might judge objectively the probabilities of success of these same experts in the important missions that they shall carry out. To simplify these interviews, the Brazilian coordinator can, before the beginning of the Project, make a trip to New York and Paris where the interviews could all be made at the same time.

These evaluation and selection schemes, viewing the objectives of the project will assure the success of the projects' implementation.

The result of clear objectives and coordination at the different levels of the mission and their counterparts, shall constitute another factor of success in the specific tasks to be carried out. It is to be noted that the number of technicians involved is such that they should not only be capable of planning but also of making possible a convergence of opinions in order to guarantee the execution of the plans.

Finally, this project is of great value to Brazil in the solution of its most serious problems and it is of great importance to its development. At the same time, however, it is of great value to the UNO viewing the coordination and definition of the areas of operation of its specialized agencies in the field of technical assistance.

APPENDIX I

LETTER OF INTENT

Assembled to examine a Human Resource Technical Assistance Project Request, elaborated by the Centro Nacional de Recursos Humanos, to the United Nations Development Program, the signatories of this Letter of Intent, decide:

1.
 - a) To, jointly, submit to the United Nations Development Program, UNDP, the above Project.
 - b) To put the Centro Nacional de Recursos Humanos, an IBSA organ, in charge of elaborating the project based on the proposed and approved suggestions of this meeting.
 - c) To make the Centro Nacional de Recursos Humanos responsible for, at a national level, the coordination of the execution of this project. The Executive Secretary of the CNRH shall act as the national counterpart to the Project-Director to be designated by the UNDP.
2. To make the project's national coordinators responsible for:
 - a) The approval and alteration of the international experts work programs, in common agreement with the responsible agents of the participating Brazilian organs to which these experts shall be allocated.
 - b) The convoking of periodic meetings to follow up and evaluate the programs which result from this Project.
 - c) The selection, allocation and reallocation of the international experts in participating organs of the Project.
 - d) The reallocation of experts will be motivated by the conclusion of their work before their expired term, assumed obligations.
 - e) The organization and promotion of meetings, seminars and courses viewing the information and training of national technical personnel.
 - f) The periodical publishing of an informative bulletin on the development of the various programs of special interest to the participating and other organs.

g) The acting as an intermediary between the participating Brazilian organs and the International Agencies involved, in that which is related to the project.

3. To assume the following obligations.

- a) The responsibility of payment of the expenses of the national counterpart which result in the program execution of each organ and of the administrative support services.
- b) The cooperation with the national coordination in the effectivations of courses, meetings and seminars.
- c) The alteration of work programs of the international experts only when it does not modify the initial chronogram of the expert's activities. For any essential changes in the work program of the international experts, the national coordination shall be consulted.
- d) The contacting of the international agencies on subjects pertaining to the project through the national coordination.
- e) The communication to the national coordination, of the signing of other requests for international technical assistance in Human Resources, be they bilateral or not.
- f) The promotion and the reinforcement of the articulation of its activities, in accordance with specific attributions, within the framework of this Project.

These obligations shall be fulfilled when the following prerogatives of the participating Brazilian organs of the Project are obeyed:

- a) The participation in the decisions concerning working programs and their effectivations.
- b) The reciprocal knowledge of communication as to the realization of programs working in the organ.

The representative signature

APPENDIX II

DECREE CREATING THE NATIONAL CENTRE OF HUMAN RESOURCES, WITHIN THE
FRAMEWORK OF IPEA - SOCIAL AND ECONOMIC PLANNING INSTITUTE

(Decree n° 63.281, of the 25th of September, 1968)

Dispositions regarding the planning
of human resources for development.

"The President of the Republic, making use of attributions conferred by article 83, item II, of the Constitution,

Considering the importance of a national policy on human resources for accelerating development, as sought by the Strategic Programme,

Considering that such a policy requires that the integration of sectorial programmes on human resources, directly involving educational policy and the labour and manpower policy, should be adequately co-ordinated and made compatible, decrees:

Article 1 - The Ministry of Planning and General Co-ordination is hereby authorized to create, the National Centre of Human Resources (Centro Nacional de Recursos Humanos - CNRH) within the framework of the Social and Economic Planning Institute with the following main objectives:

- I - To contribute to the definition of a policy and to the formulation of a strategy necessary to the planning of human resources, in accordance with the general plan for economic and social development;
- II - To co-ordinate, conduct and carry out in the national, sectorial or regional spheres, studies and researches on human resources;

- III - To elaborate, in a national scale, a plan of priorities for technical assistance, in the field of education and manpower. To co-ordinate such assistance, be it of internal or external origin, in conjunction with the competent agencies of the Ministries of Foreign Relations, Education, and Planning and General Co-ordination;
- IV - To provide for technical assistance to federal, regional and state agencies in the field of human resources planning;
- V - To keep in touch with the General Secretariats of the Ministries, in order to know the progress made in the fulfilment of plans directly referring to human resources;
- VI - To carry out activities related to the training of personnel in planning and research on human resources, such as courses, lectures, and seminars;
- VII - To establish, in conjunction with the Brazilian Institute for Geography and Statistics (Instituto Brasileiro de Geografia e Estatística - IBGE), and other interested agencies, a system of statistics on human resources.

Article 2 - The National Centre of Human Resources shall have a Technical Council, of a consultative nature, which will include in its initial constitution the Superintendent of the Social and Economic Planning Institute, the Executive Secretary of the Centre, and representatives of the Ministries of Education and Culture, Labour and Social Welfare, Industry and Commerce, Agriculture, Health, Interior and Foreign Relations, as well as representatives of research agencies in the field of human resources.

Paragraph - The Technical Council may request the collaboration of technical personnel and of public private entities, according to the nature of the subject under consideration.

Article 3 - The National Centre of Human Resources will make use of the administrative infra-structure of the IFEA, and will absorb the technical personnel that has been operating in the field of human resources.

Article 4 - The present decree will be effective at the date of its publication, all legal provisions in the contrary being revoked.

Brasília, 25th of September, 1968; 147th year of the Independence and 30th of the Republic.

(Signed by the President and Ministers)

Published in the Official Gazette, of the 26th of September, 1968; pages: 8.417 and 8.418.

APPENDIX III

Resolution Nº 4, December 11th, 1968

It creates, in the IPEA structure, the Centro Nacional de Recursos Humanos (CNRH) and takes other measures.

The State Ministry of Planning and General Coordination, using the attributions granted to him in the single clause of Art. 8 of the IPEA ordinance, approved in Decree nº 61.054, of July 24th 1967 and in accordance with Decree nº 61.801, of September 25th 1968,

Decides:

- I - To create, in the administrative structure of the Instituto de Pesquisa Econômico-Social Aplicada (IPEA), the Centro Nacional de Recursos Humanos, with the following main objectives:
 - I - To cooperate in policy definition and in the formulation of the necessary strategy of Human Resources Planning, subordinated to the Social and Economic Development Planning;
 - II - To coordinate, guide, study and research on Human Resources, on a national, sectorial and regional scale;
 - III - To elaborate, on a national scale, a technical assistance priority plan, relative to education and manpower, and coordinating this assistance, foreign or national, in articulation with the organs from the Ministério das Relações Exteriores, Educação e Cultura e Planejamento e Coordenação Geral;
 - IV - To assure, technical assistance in Human Resources Planning to Federal, Regional and State organs;
 - V - To maintain permanent contact with the General Secretaries of the Ministries, so as to systematically know the evolution of the Human Resources Plans.

VI - To train together with the CENDEC personnel for Human Resources Planning and Research, and to direct courses, conferences and seminars with the same object.

VII - To establish, in articulation with the IBGE and other organs, a statistical system on Human Resources.

2 - The CNRH shall be directed by an Executive-Secretary, designated by the IPEA Superintendent, in accordance with letter c, 2nd Article, of the Ministerial Resolution nº 1/67, with the responsibility of planning, orienting and directing the technical activities of that organ.

3 - The CNRH shall act under the form of working teams (technical groups), responsible for the Manpower and Education areas.

§ 1st - The Education area shall have technical units related to formal and professional education.

§ 2nd - The Manpower area shall have technical units referring to planning and research, as well as technical assistance to other entities and inte-agency relations.

4 - The CNRH shall have a Technical Council, a consulting and assistance organ, whose President shall be the General-Secretary of Ministério do Planejamento e Coordenação Geral, and also constituted by the IPEA Superintendent, the CNRH Executive Secretary, and by representatives of the Ministries of: Educação e Cultura, Trabalho e Previdência Social, Indústria e Comércio, Agricultura, Saúde, Interior e Relações Exteriores, as well as representatives of research and planning organs in the Human Resources area.

Single Clause - The Technical Council may ask for the cooperation of technicians and of public or private entities, as a result of the nature of the subject under examination.

- 5 - For administrative works, involving personnel, equipment, budget, accountancy, exchequer, communication and others, the CNRH shall use the IPEA infra-structure.
- 6 - The technical activities of CNRH shall obey programs and projects previously approved by the IPEA Superintendent: they shall necessarily specify their cost.
- 7 - The technicians and other personnel that are at the moment working for the IPEA'S Educational and Human Resource Sector shall be part of the CNRH.

Hélio Beltrão
Minister