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**TOWARD FURTHER DEVELOPMENT  
OF EDUCATIONAL TECHNOLOGY  
IN BRAZIL**

by

Warren D. Stevens - Indiana University  
G. Roberto Coaracy - USAID Contract

September, 1969.

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EDUCATIONAL TECHNOLOGY  
IN BRAZIL

Report based primarily on a study  
of USAID/Brazil initiated Audio -  
Visual Centers in Salvador, Vi -  
tória, São Paulo, Curitiba and  
Porto Alegre.

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I

INTRODUCTION

TOWARD FURTHER DEVELOPMENT OF EDUCATIONAL TECHNOLOGY IN BRAZIL

I

INTRODUCTION

This report is addressed to USAID by a consultant team 1/ whose task was to evaluate five federally administered audio-visual centers established with USAID assistance in Salvador, Vitória, Curitiba, São Paulo and Porto Alegre. Activities of the team were referenced to include but not necessarily to be limited to the following:

1. Participate in discussions with the Secondary Education Planning Team (EPEM) to determine the educational technology inputs, especially those of the audio-visual centers, required to increase the effectiveness of teacher training and to develop appropriate curriculum materials for use in the "ginásios polivalentes."
2. Determine the current production and training output of the audio-visual centers in relation to their capacity and that of other Brazilian institutions to provide the services required above.
3. Analyze the data collected and make recommendations regarding the kind of support to the audio-visual centers and related institutions including assistance by the Ministry of Education and Culture (MEC) and USAID/Brazil required to enable them to contribute effectively to the objectives of the proposed secondary education sector loan and other USAID-supported activities. 2/

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1/ See Appendix A for brief bio data on team members and contract dates.

2/ Contract Nº AID-12-636, Article 1, Statement of Work, p. 2



Throughout the conduct of the study, the team members have enjoyed excellent cooperation from numerous officials, both Brazilian and American. The directors and members of the staffs of EPEM and of the five centers studied were all most cordial and helpful as were those consulted in the numerous national and state secretariats, foundations and agencies. Special appreciation should be extended to the Ministry of Education and Culture for assigning Mr. Marcos Guimarães, MEC Audio-Visual Adviser to the task of working with the team members and touring the five states in their company. His assistance and counsel was extremely valuable.

In the time available nothing approaching a thorough review of Brazil's multitudinous educational technology resources, developments and demands was, of course, possible. It is hoped, however, that, by placing relatively thorough data for the five audio-visual centers within the context of more cursory descriptions of a number of her other important educational technology activities, their potentials for service to the "ginásios polivalentes" and other USAID supported activities might become more clear, and wiser decisions for their further development might be made.

II

A NOTE ON EDUCATIONAL  
TECHNOLOGY



A NOTE ON  
EDUCATIONAL TECHNOLOGY

The term "educational technology" is currently employed to refer to the systematic application of the newer media of communication to instruction. It implies determinations of cost effectiveness ratios for various combinations of men, "hardware" and "software" as they may be employed to achieve specific instructional objectives.

The term "hardware" refers to display and distribution devices and networks and includes such things as slide and motion picture projectors; closed and open circuit radio and television and satellite distribution networks; and computer banks and terminals. The term "software" refers to systematically programmed message materials and includes such things as textbooks, charts, flipbooks, posters, slides, films, videotapes, kinescopes and printed programmed materials and computer programs.

In the face of increasing numbers to be educated and increasing costs per unit, the hope widely exists that "educational technology" may provide breakthroughs at all levels. As yet, in most places at least, the term represents an ideal rather than a reality. Before sophisticated projection equipment, ground and satellite television distribution systems, etc., can effectively be employed, much research, development and testing of software must be undertaken. Only after analyses have been made of educational objectives in terms of local, regional and national goals can the design of software and selections from among alternative forms of hardware be wisely considered.

However, political and economic interests will force the continuous development, manufacture and sale of successively new varieties of display and distribution equipment, and if history tells us anything, one of three things may be expected to happen. Each new variety will either (1) deteriorate and become discarded for lack of use, (2) be subverted to mediocre

uses and exploitations, the consequence of which may be a hastening of social deterioration, or (3) in rare instances, where thoughtful development of software and institutional structures are developed, bring about revolutionary improvements in educational practices.

If the magic of educational technology is to materialize in Brazil, men trained to analyze instructional problems, design instructional systems, prepare software, and evaluate educational outcomes will be greatly needed.

Some progress has been made toward the development of resources for training and for the production of software, though curricularly relevant and systematically programmed materials remain, for the most part, to be seen. In anticipation of what follows it is the purpose of this note to suggest that the audio-visual centers under study be considered in respect to the contributions they could make to the "ginásios" and other educational programs if they could be brought into the mainstream of educational activity and provided opportunities to grow.



III

SOME BRAZILIAN EDUCATIONAL

TECHNOLOGY DEMANDS

SOME BRAZILIAN  
EDUCATIONAL TECHNOLOGY DEMANDS

Because the major purpose of this study is to assess the potentials of the five INEP Audio-Visual Centers to serve the training of teachers and the production of appropriate curricular materials for the "ginásios polivalentes", "ginásio" demands will be discussed first followed by more limited references to the needs of primary schools, universities and adult education programs, all of which are ultimately inter-related.

"Ginásio Polivalente" Educational Technology Demands

In meeting with representatives of the federal Secondary Educational Planning Team (EPEM) and from various documents provided to the writers, it was learned that 291 new multi-purpose secondary schools, to be known as "ginásios polivalentes", will be put into operation in the next four years, (1969-1972). Initially, these schools will be opened in the States of Bahia, Minas Gerais, Espírito Santo and Rio Grande do Sul through the application of federal, state and USAID loan resources. The broader program of these states is in response to the following needs:

1. For expanding the number of adequately constructed and equipped secondary schools;
2. For a new type of curriculum which is more flexible and diversified and which can, thereby, cope with the individual characteristics of the "ginásio" student;
3. For improved and expanded action programs by the agencies responsible for teacher training and upgrading of educational manpower. 1/

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1/ "Teacher Training Guidelines", a document prepared by the EPEM staff, p. 1. (undated, reproduced in alcohol duplicator).

The following table shows the numbers of new and transformed "ginásios" and "colégios" to be established along with numbers of students to be served in the four States.

|                   | NEW<br>"GINÁSIOS" | ADAPTED<br>"GINÁSIOS" | NEW<br>"COLÉGIOS" | PERSONNEL<br>TRAINED<br>OR UP-<br>GRADED | CAPACITY<br>FOR STU-<br>DENTS IN<br>NEW FACI-<br>LITIES |
|-------------------|-------------------|-----------------------|-------------------|--|---|
|                   | (a)               | (b)                   | (c)               | (d)                                      | (e)   |
| Bahia             | 51                | 12                    | 2                 | 2.688                                    | 47.200  |
| Espírito Santo    | 36                | 9                     | 2                 | 1.980                                    | 34.600  |
| Minas Gerais      | 95                | 9                     | 2                 | 4.673                                    | 81.800  |
| Rio Grande do Sul | 90                | -                     | 2                 | 4.443                                    | 76.000  |
| Sub-totals        | 272               | 30                    | 8                 | 13.784                                   | 239.600   |
| National Program  | 19                | -                     | -                 |  | 15.200  |
| TOTALS            | 291               | 30                    | 8                 |  | 254.800   |



The next table shows the yearly needs, by subject matter, for teachers in each state involved in the program for the period 1969-1972. 1/

| STATES                        | 1969 | 1970 | 1971 | 1972 | TOTALS |
|-------------------------------|------|------|------|------|--------|
| <b>BAHIA</b>                  |      |      |      |      |        |
| Teachers to be trained:       |      |      |      |      |        |
| University                    | 94   | 173  | 206  | 206  | 679    |
| Science Centers               | 52   | 106  | 112  | 112  | 382    |
| Center for Practical Arts     | 53   | 113  | 126  | 126  | 418    |
|                               | /199 | /392 | /444 | /444 | 1479   |
| <b>ESPÍRITO SANTO</b>         |      |      |      |      |        |
| Teachers to be trained:       |      |      |      |      |        |
| University                    | 60   | 76   | 60   | 102  | 298    |
| Science Centers               | -    | -    | -    | -    | -      |
| Center for Practical Arts     | 45   | 82   | 102  | 58   | 287    |
|                               | /105 | /158 | /162 | /160 | /585   |
| <b>MINAS GERAIS</b>           |      |      |      |      |        |
| Teachers to be trained:       |      |      |      |      |        |
| University                    | 175  | 420  | 480  | 480  | 1555   |
| Science Centers               | 90   | 210  | 210  | 210  | 720    |
| Center for Practical Arts     | 77   | 212  | 258  | 258  | 805    |
|                               | /342 | /842 | /948 | /948 | /3080  |
| <b>RIO GRANDE DO SUL</b>      |      |      |      |      |        |
| Teachers to be trained:       |      |      |      |      |        |
| University                    | 215  | 410  | 590  | 590  | 1805   |
| Science Centers               | 30   | 60   | 75   | 75   | 240    |
| Center for Practical Arts     | 114  | 183  | 228  | 228  | 753    |
|                               | /359 | /653 | /893 | /893 | /2798  |
| <b>TOTALS</b>                 |      |      |      |      |        |
| UNIVERSITY                    | 544  | 1079 | 1336 | 1378 | 4347   |
| SCIENCE CENTERS               | 172  | 376  | 397  | 397  | 1342   |
| CENTERS FOR PRACTICAL<br>ARTS | 289  | 590  | 714  | 670  | 2263   |
|                               |      |      |      |      | /7952  |

1/ From Table 2, in "Teacher Training Guidelines", op.cit., p.3.

Annex II of the Ministry of Education and Culture Expanded Guidelines for the Ginásio Polivalente Schools, (Nov. 1968) makes reference to audio-visual materials as follows:

Guideline 5

"Teaching methods will be modernized around recent high quality textbooks, adequate audio-visual and other effective teaching aids, and modern techniques for testing educational accomplishment."

Expanded Guideline

"Minimal textbook standards will ensure that each teacher always has available sufficient textbooks and other materials for individual student use. This requirement for textbooks can be met by the use of classroom sets of books by duplicate sections of the same course."

Discussions with the EPEM staff indicate that recommendations to the states will call for: (1) teacher training, (2) the development of curricular materials for all subject areas, and (3) follow-up assistance to the "ginásios". To this end, the audio-visual centers could be called upon to work with the faculties of University Schools of Education, Science Centers and the Center for Practical Arts both for assistance in the development of curricular materials and for teacher training. Also, they could be employed for inservice and follow-up training for teachers in the "ginásios" in their respective states.

For such services, those at EPEM believe that suitable contractual agreements might be made to reimburse the centers for their services, though these would need to be worked out separately in each state.

PRIMARY EDUCATION DEMANDS

As the audio-visual centers have been providing both pre-service and in-service training in the preparation and use of inexpensive teacher made materials in normal schools, the following comments will refer to primary education needs.

The modern media of instruction are almost entirely lacking in Brazil's primary schools, both urban and rural. In general, and particularly in the rural areas, textbooks are seldom available or used except by teachers; special laboratories, shops, or even single demonstration desks for science, or shop activities are seldom available; libraries are almost non-existent; audio-visual equipment and materials are rarely present. In rural areas one often finds a bench serving both as a seat, and when needed, as a writing desk with pupils kneeling on the floor. 1/ Funds available to the schools to improve this situation are limited because roughly 90% of state budgets for primary education are absorbed by personnel leaving the remainder for construction, maintenance, equipment and materials combined. 2/

Only in isolated instances are motion picture projectors, filmstrip and slide projectors available, and for these, films, filmstrips and slides are extremely limited in number, out of date, in need of repair and, when used, poorly.

While over the years, the INEP Audio-Visual Centers have introduced thousands of teachers to the preparation of inexpensive teaching aids, unfortunately, such materials can reflect only the level of knowledge possessed by the teachers who produce them and so are limited to simply lettered posters, charts, feltboard and flipbook materials which often contain inaccuracies and which, on a cost basis are extremely expensive insofar as teachers duplicate one another's efforts all over the country.

Leadership in this area should come from the newly organized schools of education in the universities where curriculum analysis, the determination of instructional objectives and the design of prototype instructional materials for mass production and distribution by the National Foundation for Instructional Materials (FENAME) and commercial groups could be undertaken.

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1/ USAID Educational Sector Analysis, Draft Report, p. 31

2/ Ibid. p. 13



It is here, that, if up-graded, the audio-visual centers could be engaged. Because educational radio and television will play increasingly important roles in primary and secondary schools, as well as in Article 99 classes <sup>1/</sup> and other forms of adult education, it would appear that schools of education should not let these opportunities go to other agencies by default but rather assume the task of leadership in the new field of educational technology.

#### Lay Teacher Training

The National Department of Education Program for the Improvement of Primary Teachers (PAMP) has the enormous task of training non-graduate teachers and lay teachers to the equivalent of first cycle normal school education.

In 1969, it is expected that there will be 413,602 primary teachers in Brazil. Of these, 177,752, or 44%, are lay teachers. Of the latter, 71% may, or may not have completed elementary education. Only 15% have completed the first cycle and 14% the second cycle of secondary education. The majority of the lay teachers are in what is called "single teacher" school or "isolated" schools, generally located in rural areas. There are some 90.000 such schools, all of which lack financial assistance and equipment.

PAMP now has 1600 supervisory teachers and is reaching approximately 13% of the lay teachers with three-month training courses during vacation periods each year for three years followed by supervision throughout the remaining teaching period.

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<sup>1/</sup> Article 99 of the Law of Directive and Basis of Education (1961, Law nº 4.024) allows for individuals who missed secondary education at the proper age to take intensive abridged secondary training in what is called "maturity" courses. Such courses last twelve months during two consecutive calendar years and are generally given in night classes or by radio or television. The individuals who complete such courses must take special officially controlled examinations; if approved, they receive a diploma which entitles them to take entrance examinations for higher education.

Supervision involves: 1) direct guidance to teachers in the classroom, 2) encouragement of extracurricular activities in the community--cooperatives, school libraries, newspapers, health teams, clubs, etc. and 3) the promotion of civic activities of all kinds.

In discussions with representatives of PAMP, it was learned, in addition to the above, that audio-visual materials and assistance are greatly needed for all of its services. INEP Audio-Visual centers have helped in the three-month courses in certain areas, and PAMP is now in touch with the National ETV Foundation. It is here, of course, that radio in particular, and television also, accompanied by appropriate printed materials could assist the work of the organization.

#### HIGHER EDUCATION DEMANDS

With Decree Law 53 of November 18, 1966 -- which calls for the establishment of Faculties of Education within Brazilian Universities -- there is increasing activity and interest in the role of educational technology for secondary teacher training as well as other areas of higher education and primary and community education. The USAID Preliminary Project Proposal for the Development of Departments of Education at Universities in the Northeast (1969) recognizes this need as it calls for audio-visual equipment and training for university personnel. Rectors of the Universities of Espírito Santo, Paraná and São Paulo all are aware of the importance of educational technology to changing education, and the services of the INEP AV Centers to those Universities are well received.

Discussions with the Rectors and details of INEP Audio-Visual Center relationships and services now being provided to the Universities will be described in detail in Chapter VII. Here, it will be said only that if educational leadership is to remain a function of the Universities, they must accept the challenge of the new technologies, prepare to develop them, test them, and employ them at all levels of education. This



now calls for a major university educational technology center in at least one Brazilian university with secondary centers in many which have open channels to that major center and ultimately to educational technology resources of all kinds abroad.

#### ADULT EDUCATION DEMANDS

Adult education programs in Brazil are concerned, among other things, with literacy, secondary level studies in accord with Article 99, and commercial and industrial training. While the INEP Audio-Visual Centers should probably not become heavily involved in any of these programs, brief mention is made of their needs to place other demands on their services in context.

#### Adult Literacy

To serve the expansion of a literate adult population, there is increasing need for quantities of locally relevant and interestingly illustrated printed materials for new literates. Primers and basic readers can be produced in quantity in single editions for each cultural area, but to sustain and improve literacy, there must be provided a continuing stream of new materials. To this end, local newspapers and journals are extremely important even if just in mimeographed form.

Of related importance, motion pictures and television must be encouraged everywhere to provide visual imagery necessary for an understanding of the printed work. Among the contributions of radio, television and satellite distribution systems will be the opening of channels for the flow of ideas of national and international importance, but only through the printed word can these be interpreted in sufficient depth.

As emphasized by Professor Wilson Hargreaves, National Coordinator for the "Movimento de Educação de Base" (MEB), radio and television serve best as group media under an organized reception situation, stimulating discussion and inquiry. Such inquiry can be satisfied only through print.



Again, Dr. Gilson Amado, President of the National Educational Television Foundation, told the writers that while today, the most humble folk are being reached by transistor radios, radio only provides a limited understanding of such things as the war in Vietnam, satellites, trips to the moon, the death of Martin Luther King, etc. Thus, radio can arouse curiosity and raise hopes and expectations, but more complete information, useful knowledge and productive skills of all kinds can be obtained only from books, magazines, newspapers, which are out of the reach of humble people. In Dr. Amado's words, "We are democratizing curiosity while full information is still for the privileged ones."

While Dr. Amado feels that TV will help to fill this gap, it is the writers' opinion that in the absence of print, good teachers and community leaders, it may only contribute to it.

#### Secondary Level Training

Adult needs for the equivalent of secondary level education are enormous. It is here, however, that the greatest effort is being put forth. The National Educational Television Foundation, State Educational Television Foundations, evening and correspondence schools, etc. are all serving this level. It would appear that the INEP Audio-Visual Centers might better focus their activities to serve formal education.

IV

EDUCATIONAL TECHNOLOGY RESOURCES

EDUCATIONAL TECHNOLOGY RESOURCES

In reviewing the potentials of the INEP Audio-Visual Centers for service to the "ginásio polivalente" and other USAID assisted activities, it was considered useful to visit as many other agencies concerned with educational technology as possible in the time available. Also, because some centers are currently providing assistance to the courses of pedagogy in the federal or state universities where they are located, and because several are providing direct services to their universities, visits were made to the Rectors and some faculty members of the Federal Universities of Espírito Santo and Paraná and to the State University of São Paulo.

Accordingly, following a brief review of USAID assistance to the early movement of the five centers and brief reports of the positions currently being taken by the Director of INEP and the Secretary General of MEC, detailed data for each center will be accompanied by brief reports of other visits made in each locality and mention will be made of some national educational technology developments in Brazil.

BACKGROUND OF USAID ASSISTANCE TO BRAZILIAN AUDIO-VISUAL CENTERSOrigins

USAID assistance in the field of audio-visual education began in early 1956, when it was practically unknown to Brazilians and at a time when, elsewhere, "AV" constituted the existing "educational technology".

It actually began with the donation of some AV mobile units to support a USAID assisted community development project in Western Paraná, at that time a critical pioneer area. Such support required trained people to effectively use the equipment being donated. The idea expanded to larger and more effective support to rural development activities of greater scope under federal sponsorship. At the Ministry of Education and Culture (MEC), under its National Department of Education (DNE), a rural



development program was underway inspired by Prof. Arthur Rios, a well known sociologist. This program was called the National Campaign for Rural Education (CNER), and it was conducted by Prof. Colombo Etienne Arreguy.

An agreement was reached with CNER, by which six members of its staff would be sent to the United States for training in audio-visual techniques at the Communications Media Leadership Course, Indiana University.

However, CNER did need more than just trained people. Materials and equipment were required to support its activities in the rural areas. Thus, a Project-Agreement was reached to fulfill such needs.

#### The CNER Audio-Visual Centers

The Project-Agreement was signed in June 29, 1956, under the number 12-92-038 (becoming later 512-96-038, 512-Z-96-AB and finally 512-11-960-038, designated as Sub-Project AV-1).

The project envisaged the installation of three (later extended to four) rural audio-visual centers and the training of personnel to provide instructional materials and expertise to CNER's educational and community development activities as well as to other agencies operating in rural areas as agricultural extension, health education, etc. The AV Centers were to be located in interior cities where CNER was active and from where their influence could be radiated through the respective geographical areas.

From 1956 to 1961, 15 persons from CNER's staff were sent for one year training at Indiana University's Communications Media Leadership Course. While the training was taking place, commodities were ordered and plans were developed to install the AV Centers. It was also verified that upon returning from the U.S. the trainees would require technical assistance during a certain time until the project was firmly underway. Thus, in addition to the technical assistance provided directly by

USAID's Communications Media Division, technical advisors were also sent by USAID to the field to work in close cooperation with the CNER AV group. These advisors were: Arnold Robinson, from 1958 to 1959, Ernst Schlomann from 1959 to 1962 and James Grazier from 1962 to 1963, all of them serving in Paraná and Rio Grande do Sul, and Walter Lekis from 1962 to 1963 serving in Bahia and Espírito Santo.

The first AV Center to be installed was in Taquara, Rio Grande do Sul near Porto Alegre. Soon, however, it was verified that this center could not operate in an interior city for lack of facilities normally found in a larger city and was transferred to Porto Alegre. This changed the initial plan to set up the centers in smaller communities, and the Bahia Center which was planned for Cruz das Almas was located in Salvador; the Espírito Santo Center, planned for Colatina was placed in Vitória, and the Paraná Center, originally intended for Cascavel or Foz do Iguaçu, was installed in Curitiba.

From 1958 to 1962 USAID provided about US\$96,000 worth of commodities plus training grants (US\$90,000) and technical assistance under this project. MEC, through CNER, provided staff, facilities and operating costs, contributing from 1955 to 1963 old cruzeiros 232,700,000.

The centers produced inexpensive materials, like folders, leaflets, posters, flannelboard parts, etc., trained the rural development technicians in the use of such materials and equipment, made utilization equipment available to them, and gave general assistance.

CNER activities, however, began to be curtailed to a point that they practically ceased to exist. The AV Centers then began to shift their action to assist formal elementary education activities.

In March 1963 CNER was extinguished and the AV Centers were placed directly under MEC's National Department of Education, which did not have a place nor plans for them.



The USAID-CNER agreement terminated on June 30, 1963, which was the established termination date in the respective Proag.

With CNER already disbanded and the National Department of Education at the time uncertain of what action to take regarding the AV Centers, there was no reason for USAID to pursue an extension of the agreement with the previous terms. Furthermore, as it will be seen in the following paragraphs, an AV agreement was already in existence between USAID and INEP (the National Institute for Pedagogical Research) and conversations were already taking place regarding a possible integration of the ex-CNER AV Centers into INEP as a step to develop one single national audio-visual system. USAID preferred to support this kind of development through the existing INEP-USAID AV agreement.

#### The INEP AV Center

While the CNER AV centers were being developed and as they were conceived as rural development centers involved in informal education, the need was felt for a leading communications media center engaged in academic education.

The National Institute of Pedagogical Studies (INEP), under the Ministry of Education and Culture, was at that time the natural agency to develop such a project which would conduct research in this field, analyze curricula, develop instructional materials, and train teachers, thus assuming a leadership role in the audio-visual area as applied to formal education.

In June 29, 1959, a Project Agreement was signed with INEP to that effect. The ProAg came under the same number as CNER's since USAID program in this area envisaged at that time the development of a communications media system in the country. That's why the CNER project became known as Sub-Project AV-1, while the INEP project was designated as Sub-Project AV-3 (there was also a Sub-Project AV-2, with the Ministry of Health, under the National Campaign of Rural Diseases, which failed).



The INEP project envisaged the installation of an Audio-Visual Resources Services (SRAV) at INEP's São Paulo Regional Center for Educational Research (CRPE/SP). It aimed at creating within the structure of INEP an audio-visual center to serve specifically the field of formal education at the elementary and secondary levels, eventually extending its activities to higher education.

In 1959/1960, six São Paulo professors were trained at Indiana University Communications Media Education Course, obtaining their Master's Degree. Simultaneously, USAID ordered US\$45,000 worth of commodities.

Implementation of the project was assigned to Michigan State University (MSU) under Contract ICA c1699 (dated August 11, 1960) from September 2, 1960 through July 31, 1964.

Additional commodities and training were provided by MSU under this contract, raising the total value of commodities to over US\$86,000 and the number of teachers and technicians trained in the U.S. to 18.

INEP provided facilities, staff and operational costs amounting to over 200,000,000 old cruzeiros for the period 1959/1964. This total does not include the value of the existing building, nor the costs for training Brazilian teachers at SRAV.

SRAV dubbed into Portuguese more than 100 English narrated educational films, produced a few filmstrips and slide series as well as other visual materials, and provided training to over 2,000 teachers from several areas in Brazil.

As already mentioned, the ex-CNER AV Centers had been absorbed by MEC's DNE, which had no place nor plans for them. It seemed logical then to transfer those four Centers to INEP, which could this way develop a "communications media system" in the country, under the São Paulo Center leadership. Thus, by ministerial decision, the four ex-CNER AV Centers, placed under DNE, were transferred to INEP on September 1963, under the respective INEP's Regional Centers for Educational Research. The

Curitiba AV Center was placed directly under SRAV.

INEP needed to transform these Centers, originally intended to serve rural development programs, into AV agencies to serve formal educational activities. However, due to political and administrative changes which occurred in Brazil during that time, such a shift never truly took place. This explains the discrepancies in personnel and equipment between the original CNER AV Centers and the INEP São Paulo Center.

The INEP-USAID agreement terminated on July 31, 1964, which was date established for its termination by the Pro.Ag.

USAID Communications Media Office, INEP and LSU, all felt it was too soon to terminate the project, and efforts were made to extend it for another period. SRAV had reached the point of consolidation and institutionalization. It was ready to enter new activities in the communications media field within the scope of the original project agreement. The previous four years could be considered as the phase of installation, training of personnel, experimentation and testing, promotion and firming roots. Furthermore, SRAV not only had the added responsibility of leadership for the four ex-CNER AV Centers but was also directly responsible for the direction and administration of the Curitiba Center, having thus a direct outlet for its influence in a different region.

An extension of the agreement would have provided USAID the opportunity to assist the Government of Brazil in establishing a communications media policy through this system, leading eventually to the development of a more sophisticated and up-to-date educational technology.

The USAID Program Office, however, took the position that it was no longer the policy of the U.S. Foreign Assistance Program to support this kind of project. Furthermore, it claimed the Audio-Visual projects had not met the expectations.

Thus, USAID support to the project ended in July 31, 1964.



On September 9, 1969, the writers obtained the following information during separate meetings with Dr. Guido Ivan de Carvalho, National Director of INEP and Dr. Jorge Alberto Furtado, Secretary General of Education, MEC:

The Director of INEP

Dr. Guido informed the writers that, based on his review of a study of the INEP Centers prepared by Prof. Marcos Guimarães, and discussions with the chiefs of the centers, he is now planning for their reorganization.

He stated that the centers will be removed from subordination to INEP's regional research centers to be placed directly under INEP's AV coordinator (to be created) where they would have more flexibility and autonomy to make arrangements with state secretaries, universities and other educational agencies.

On Sept. 1, 1969, Dr. Guido made a request and received approval for NCr\$5,000,000 for INEP of which 40% will be allocated to the centers. He is also hoping that the centers' staffs will be provided with pay schedules that will be competitive with the local labor market, thus encouraging the return of personnel who have left.

Dr. Guido is also hoping to expand the Guanabara center and develop new centers in Belém and Manaus. The Vitória Center might be closed and re-installed in Recife.

The Secretary General, MEC

In response to a brief review of the task undertaken by the writers and a question as to his views on the roles of the five INEP centers in support of the "polivalente" schools and other educational needs, Dr. Furtado stated that he felt that too many separate agencies and departments were becoming involved in the training of "ginásio polivalente" teachers. He believes that the centers should be placed within teacher training agencies, including the technical centers like CETEGS, CETESP,



but preferably in the faculties of education in the states in which they are located where they could work closely with teachers in training and in the preparation of instructional materials.

Further, in response to a question about the need to reinstate the São Paulo Center as a major training and research element for the development of leaders in instructional technology, he said that he was entirely in accord with the idea and asked that the writers put this recommendation into this report.

SUMMARY AND RECOMMENDATIONS

## SUMMARY AND RECOMMENDATIONS

### USAID POLICY

For many years, USAID/Brazil pursued a policy in support of the development of communication media resources for education in Brazil. More specifically, during the period 1956 through 1964 advisory assistance, participant training, and audio-visual equipment were provided in support of four audio-visual centers initially opened in 1958 to serve the National Rural Education Campaign (CNER) followed by a fifth center at the National Institute for Pedagogical Studies (INEP)-Regional Educational Research Center in São Paulo. In mid 1963 the four CNER centers were transferred to the National Department of Education (DNE) of the Ministry of Education and Culture and subsequently transferred to INEP. In 1964 USAID technical assistance was terminated.

### THIS REPORT

This report attempts to assess the current production and training outputs and the potentials of the five USAID assisted INEP audio-visual centers in relation to their current capacities, along with other national and state educational resources, to increase the effectiveness of teacher training and the development of appropriate curriculum materials in support of the objectives of USAID's proposed secondary loan with specific reference to the "ginásios polivalentes" and other USAID supported activities.

### PROGRESS TO DATE

While throughout the years the five audio-visual centers have made noteworthy contributions to Brazilian education, it is now recognized by members of their staffs, representatives of MEC, state secretaries of education, universities and other agencies that since the withdrawal of USAID support and local political and administrative changes in 1964, they have



languished in varying degree through isolation from technological developments abroad and the mainstream of educational technology developments in Brazil. Because the centers have lacked both financial and administrative support they have been forced to "go it alone". Consequently, they have spread themselves too thinly and unsystematically.

In spite of these deficiencies, however, it is generally agreed that the centers have contributed both to the improvement of instruction in the schools which they have served and to increasing awareness of the importance of good instructional materials and methods in these schools. Thousands of teachers have been trained through long and short courses to prepare inexpensive visual aids which have not only helped to decorate school buildings and classroom, but which have also been instructive. More importantly, quantities of well illustrated and significantly valuable posters, charts and projected materials, leaflets, pamphlets and even textbooks have been produced.

The overall situation confronting the centers is widely recognized. Low salaries, limited budgets for materials, supplies and equipment, and lack of well defined policies and supervision all have resulted in resignations and restricted productivity and frustration. Amazingly, the enthusiasm and morale of those staff members visited remains high, at least with respect to what they could do if they had the opportunity. Hope is being expressed that they may be administratively relocated, that personnel and facilities may be upgraded through retraining and the infusion of new blood and that they may again be brought into the mainstream of Brazilian educational development.

#### SPECIFIC NEEDS

To serve adequately the demands of the "ginásios polivalentes" and other USAID supported educational facilities, the five audio-visual centers are, among other things perhaps, in need of the following:

1. Improved administrative support

This implies not simply a momentary financial boost and shift of responsibilities from one person to another in the same agency but also provision for long term security through competitive salaries, permanent and adequate space, replacement of worn out equipment, new and modern equipment, and maintenance, appropriate budgets for supplies, etc. However, more important are the needs for ties with educational institutions engaged in curriculum development and teacher training.

2. Retraining and addition of new personnel

Because presently employed personnel received their training in the late 1950's and early 1960's; because many excellent members of the centers' staffs have resigned for better jobs elsewhere; and because new developments in the field of educational technology are occurring at a rapid rate, retraining and the addition of new personnel are required. Of particular need are the development of skills in curriculum analysis, programming, educational television production and utilization, and educational media research techniques. New personnel, prepared with appropriate degrees and skills to conduct research and to collaborate with professors of pedagogy, mass communications and other disciplines at the university level will be required if the centers are to make even reasonable contributions to the "ginásios" and if the universities are to attain leadership in the field of educational technology.

3. An open channel to outside resources

To keep perpetually up-to-date, personnel in the Salvador, Vitória, Curitiba, Porto Alegre and other centers throughout Brazil need access to the educational technology resources of a major Brazilian center (São Paulo) which, in turn, has continuous access to information about developments in the field of educational technology throughout the nation and abroad.



### 1. Administrative relationships

It is recommended that, as follow up to discussions held with Dr. Jorge Alberto Furtado, Secretary General of the Ministry of Education and Culture, and with Rectors of the Federal Universities of Espírito Santo and Paraná and the State University of São Paulo, further explorations be undertaken to determine the feasibility of attaching the Vitória, Curitiba and São Paulo Centers to the administrative structures of those universities with agreements permitting services not only to the universities but also to INEP and the state secretaries of education. (The University of Espírito Santo has offered space for the coming year, the University of Paraná is now providing space, and the São Paulo Center is located in INEP facilities on the campus of São Paulo University. It should be mentioned here, also, that Professor Laerte Ramos de Carvalho, Head of the Department of History and Philosophy of Education, São Paulo University School of Education, has recently submitted a plan to the Rector of São Paulo University for incorporation of the São Paulo AV Center within the School of Education.)

Similar arrangements might be sought in Bahia and Rio Grande do Sul, though, it would appear that the universities in those States may not yet be as ready as the others for such a move. There, in any case, arrangements with State ETV developments should be encouraged.

### 2. Center Activities

The writers believe that the São Paulo Center should be regenerated to again serve as a national resource for manpower in the field of educational technology. Over the years to come, other universities, industries, and national and state government agencies will be creating demands for educational technology specialists



at degree levels, for which there is now no resource in Brazil. Unless São Paulo (and eventually other universities) assume responsibility in this area, research and training for leadership will remain neglected, or go by default to commercial enterprises, foundations, etc., and faculties of pedagogy will be left on the outside of educational development.

All centers should: (1) provide assistance to faculties of pedagogy, science centers, and practical arts centers in the development and testing of prototype curriculum materials for "ginásios" and "colégios" and for university closed circuit television and other needs (The National Foundation for Instructional Materials (FENAME) has indicated that it would welcome opportunities to mass produce and distribute approved curriculum materials); (2) cooperate in the training of teachers for the "ginásios" and "colégios"; (3) provide back-up services to the "ginásios" in the conduct of their instructional materials centers (the Secondary Education Planning Team (EPEM) recommendations call for reimbursement by state secretaries of education for such training and back up services); and (4) provide primary inservice teacher training as advised. While this last activity has dominated the centers' programs over the last several years, it should now be brought into appropriate perspective.

### 3. Advanced training for leadership personnel

Explorations should be undertaken to determine the feasibility of providing graduate and undergraduate training in educational technology at appropriate U.S. universities for a limited number of persons, who as future university faculty members, would provide leadership in the development of national programs of excellence, particularly at the São Paulo Center, but also in university located centers in other states.

Those now employed in the five centers, and others who might be recalled, should be provided opportunities for retraining.

Particularly needed is training in the analysis of instructional tasks, the design and programming of instructional materials and instructional television. This training should be provided in Brazil, and logically at São Paulo University.

4. Open channels for the flow of information from the U.S.

A limited but long term contractual agreement with an appropriate university in the U.S. is suggested whereby a flow of information about new developments in the field of educational technology could be maintained and periodic evaluation and research conducted. Such an agreement would, ideally, provide for the coordination and support of short term consultants from various U.S. institutions representing various specialities and developments and grants for Brazilians who could benefit from undergraduate and graduate training and short term visits to the U.S. Through an abiding relationship, it could also provide for continuous channeling of new books, periodicals and other materials to the Brazilian Centers and for the processing of specific information as requested.

5. USAID/Brazil Educational Technology Specialist

Because it is highly probable that developments in educational technology over the next decade will lead toward sweeping changes in patterns of Brazilian education at all levels, it is recommended that full support and assistance be provided by a member of USAID's staff with full responsibility for this field.

VI

CONCLUSIONS



CONCLUSIONS

The following data for each of the five INEP Audio-Visual Centers, accompanied by information obtained during interviews with representatives of state, national, and private educational institutions, and other Brazilian educational technology resources, lead the writers to conclude - as implicit or already mentioned in the previous section, Summary and Recommendations - that the centers are now suffering from at least three factors: (1) lack of administrative and financial support; (2) loss and obsolescence of personnel; and (3) isolation both from the mainstream of Brazilian educational reform and modern developments in the field of educational technology.

In their present state, the centers can be expected to do little more than to continue pre and in-service training for teachers in the preparation and use of inexpensive materials and to assist those in universities and elsewhere with the preparation of simple illustrations for various purposes. In terms of the operating costs of the centers, the value of this output may be considered negligible.

The potential contribution of the centers would seem to lie in the fact that they do exist as institutional entities, that their services are being called upon, and that representatives of the Ministry of Education and Culture, state secretaries of education, universities, educational foundations and other agencies consider them valuable. Though many with whom we spoke do not have a clear concept of the role of instructional materials and technologies in the educational process, most believe that both traditional forms of audio-visual aids and modern technologies are important.

The infrastructure which now exists would appear to provide a significant base from which new and important developments could take place. With retraining of present staff, the addition of highly trained leadership, arrangements

through which the centers could work on a colleague basis with university professors and other high level educators, the writers believe that they could make significant contributions to the "ginásios", the universities and other educational programs.

More specifically, the kinds of contributions the five INEP AV Centers could make to the "ginásios polivalentes" would fall along the lines set forth in the IRR paper on the Integrated Primary-Secondary-Sector Loan in Education (Section II, "Sector Loan Strategy"; item A, "Objectives and Activities"; sub-item 9).

Thus, the Centers could:

1. Through analysis of the "ginásios polivalentes" curricula determine kinds of audio-visual aids which would better support instruction in the different teaching areas;
2. Plan and design specific materials, produce prototypes and test them in classroom situations for improvements and final approval (it should be noted that the Centers would not be able to produce approved materials in large quantities for distribution to the "ginásios", except, perhaps, some charts, posters and related kinds of materials; the mass production of other items such as motion pictures, filmstrips, slide series, models, etc., would have to be contracted commercially or assigned to some organization capable of producing or contracting them, such as FENAME, INC, or some other);
3. Provide assistance for the organization, installation and operation of eventual audio-visual units within the "ginásios", as limited instructional materials centers, as well as guidance and orientation for the acquisition and utilization of equipment and materials (the Centers do not have and would not have equipment

for loan to the "ginásios", such as projectors, tape recorders, record players, overhead projectors, etc.; the "ginários" would have to have their own equipment, following orientation given by the Centers; however, as the more sophisticated kind of software, such as motion pictures, filmstrips, slide series, etc., would be too costly an investment for each "ginásio", the AV Centers could become a sort of instructional materials centers for this specific kind of materials to serve the schools within reasonable distances;

4. Assist in the training of teachers for the "ginásios polivalentes" in two ways:
  - a) direct training for those who are going to teach at the "ginásios" on the adequate use of audio-visual materials (adequacy of the materials in regard to matters taught, cross-utilization of several kinds of aids, appropriate time, etc.) and on the production of simple and inexpensive items;
  - b) support the teacher training activities with adequate audio-visual materials for the development of an intensive program capable of training larger numbers of teachers in shorter periods of time.

Whether all these activities become the functions of all AV Centers or if they will be distributed among the Centers according to their capabilities and physical location, is a matter to be further explored, and depends on the implementation of the sector loan projects.



VII

DETAILED INFORMATION ON FIVE INEP AUDIO-  
VISUAL CENTERS ACCOMPANIED BY REPORTS OF  
VISITS TO OTHER RELEVANT INSTITUTIONS

Detailed Information on Five INEP  
Audio-Visual Centers Accompanied by  
Reports of Visits to Other Relevant  
Institutions

A. BAHIA

SALVADOR AUDIO-VISUAL CENTER

I - Generalities:

Designation: Centro Audio Visual da Bahia - CAVB

Address: Estrada São Lazaro, 197 - Bairro da Federação,  
Salvador, Estado da Bahia - Tel: 5-2979 e 5-2978.

Direct Dependency: "Centro Regional de Pesquisas Educacionais da Bahia" - CRPE/Bahia - (Bahia Regional Center for Educational Research), an agency of the "Instituto Nacional de Estudos Pedagógicos" - INEP - Ministry of Education and Culture, MEC.

Date of installation: January, 1960

Original and subsequent locations: Originally in a State building previously occupied by the Bahia Museum of Popular Art, which was removed in order to house the Center. In September, 1968 the State claimed the building back, and the Center moved to its present location.

Original and subsequent dependencies: "Campanha Nacional de Educação Rural" - CNER (National Campaign for Rural Education), an agency under the Ministry of Education and Culture. When the CNER was disbanded in March 1963, the Center was placed under the National Department of Education, DNE, one of the MEC Divisions. In September 1963 it was transferred to INEP by ministerial decision to become part of INEP's Audio Visual System.

II - Physical Installations:

A) Facilities:

The Center occupies nine rooms in a long one-floor building, property of the MEC occupied by the CRPE/Bahia complex. The total Center's area is about 150 square meters. The conditions of the building are good. However, the Center is poorly installed and in need of several adaptations.

The photographic laboratory is installed in an adapted sanitary room with "Eucatex" partitions and lowered ceiling, with no ventilation or exhaust system whatsoever. It gets extremely hot preventing a person from working there for over twenty minutes. Furthermore, the heat cracks the partitions, allowing for light to come through, which causes a loss of about 30% of light sensitive materials.

There is a fairly large auditorium which could serve as a training and projection room if adapted and completed. It cannot be used in its present conditions. It serves now as a store-room for old furniture and materials.

The room used for planning, training and orientation is much too small. The head office and administration is placed in an open hall which is inadequate and is actually used as a reception hall rather than an office.

A very small stockroom houses equipment and supplies as well as the film/filmstrip library.

The art room and the silk-screen and printing shops are adequate.

Water and electrical supplies are sufficient (110 volts for light and 220 for power).

The Center could be well expanded, since the whole building has sufficient space. However, part of it is occupied as the residence of a teacher of CRPE's "Escola Parque" (an elementary experimental school), while another part is used for lodging CRPE trainees attending teacher improvement courses.

The location of this installation is not ideal. It is somewhat far from downtown Salvador and can be reached only by a dirt road. It is quite a distance from the nearest bus stop, discouraging teachers and other interested persons from seeking the Center for advice and guidance. This location handicaps the training courses given at the Center, mainly on rainy days, when very few trainees show up.

Office furniture is not adequate. The Center needs cabinets, shelves and files. Technical furniture (drawing tables, work benches, etc.,) are adequate, with exception of those in the photo lab which must be replaced along with the whole lab itself.

#### B) Equipment:

Annex I is a list of the most significant equipment which was furnished by USAID nine years ago. It is very much used and worn out. In general, however, it is in good operational conditions with exception of the following items which need repair or replacement:

- One tape recorder (obsolete model, damaged)
- One RCA microphone, damaged
- One large projection screen, damaged
- One alcohol duplicator, damaged
- Two photographic flashes, not working properly
- One 35 mm "Gontaflex" photographic camera, damaged
- One light meter, damaged
- One paper folding machine, inadequate

The following items in good condition are seldom if ever used because the Center has no need for them:

- Two "International" Kerosene filmstrip projectors
- One "Bausch & Lomb" Lantern slide projector
- One dry mounting press (lack of dry mounting tissue)
- One tray for photo lab



The Center had a trailer mobile unit which was lent to the State of Rio Grande do Norte in 1963 and never returned in spite of the many claims made.

The car used to tow this mobile unit trailer, a "Willys" station wagon, is still running but is extremely worn out. Due to the distant location of CAVB, this vehicle is very much needed by the staff for their technical assistance work to several elementary schools and thus urgently needs to be repaired or replaced.

### III - Organization and Staff:

#### A) Organization:

The organization chart of the Center is shown in Annex II. It consists of six sections: Planning; Training; Orientation; Administration; Production; and Film Library. The Production Section is sub-divided into Art, Photography, Silk-Screen and Graphic Shop. The organization was arranged by the Center, with no guidance from INEP nor from CRPE/Bahia. It is considered satisfactory for the services presently rendered by the Center. As the Center is directly subordinated to CRPE/Bahia, all its activities and plans must be previously submitted to the Director of CRPE, thus reducing very much its freedom of action. The activities of the Center are geared to the interest of CRPE.

#### B) Staff:

The Center has presently a staff of 15 persons. Of these, one completed the Communications Media Leadership Course at Indiana University; one completed a course in Communications Media Training for Agricultural Information (Montevideo, June/October 1962) sponsored by the Organization of American States through the Latin-American Institute of Agricultural Sciences (Turrialba, Costa Rica); and three attended the nine-month Audio-Visual Specialists Course given at the São Paulo AV Center. Another one has audio-visual experience due to her long association with this field. The other nine are production and administrative personnel.

Several of the staff are "permanent" with tenure and are federal and state employees at the same time, which is an irregular situation pending clarification.

Other are "contracted" by CRPE for CAVB, with no tenure. Some work full-time, while others work part-time. Those with tenure receive their salaries directly from the National Treasury or from the State Treasury, or from both, depending on their functional situation.

The following is a list of the staff, their position, monthly salaries (in 1969 NCr\$) and their qualifications:

Vera Lúcia Silveira - Chief of the Center; title, Auxiliary Photographer; permanent federal and state, with tenure in both positions; State elementary teacher; salaries: Federal, 183.60 plus 350.00 as bonus for being Chief; State, 180.00, totalling 713.60; works full-time, from 08:00 to 12:00 and from 14:00 to 18:00; has completed normal school and the five-month OAS Communications Media Training in Montevideo, sponsored by the L.A. Institute of Agricultural Sciences.

Maria Teresa Reis de Azevedo Coutinho - Audio-Visual Teacher; Title: Educational Assistant; permanent federal and State, with tenure; State elementary teacher; salaries: Federal, 360.00, State, 200.00, totalling 560.00; works full-time, from 08:00 to 12:00 and from 14:00 to 18:00, has completed normal school and is presently in the second year of the Pedagogy course at the Faculty of Philosophy, Federal University of Bahia, UFB; has nine years experience in Audio-Visuals (her husband was an Indiana University trainee, becoming Chief of CAVB; she accompanied him to Bloomington).

Yolanda Janbeiro Gentil - Audio-Visual technician; title: Educational Technician; permanent federal and State, with tenure; State elementary teacher; Salaries: Federal, 604.00, State, 200.00, totalling 804.00; works full-time as the other two above; has completed normal school and attended a Journalism course; completed the Communications Media Leadership Course at Indiana University; Chief of CAVB for two years.

Walquíria Matos Carrilho - Audio-Visual teacher; title: Educational Assistant; permanent federal and State, with tenure; State elementary teacher; salaries: federal 360.00, State 200.00 totalling 560.00; works full-time as the others above; has completed the normal course and is presently in the third year of the Pedagogy Course at the Faculty of Philosophy, UFB; attended the AV Specialist Training Course of the São Paulo AV Center.

Joana Angélica Teles de Souza - Audio-Visual teacher; Title: the same; federal "contract" and State permanent with tenure; State teachers' supervisor; salaries: federal, 240.00, State, 270.00, totalling 510.00; works part-time, from 12:00 to 18:30, has completed normal school and the AV Specialist Course at the São Paulo AV Center.

Dalila Alves Meira - Audio-Visual Teacher; Title: the same; federal "contract" and State permanent with tenure; salaries: federal 240.00, State 220.00, totalling 460.00; works part-time, as above; has completed Normal school and the AV Specialist Course at the São Paulo AV Center.

Eduardo Freitas Paranhos Filho - Equipment Operator, in charge of the stock room; Title: Messenger; federal permanent with tenure; salary: 131.00; works part-time as above; completed Junior high school; no AV training.

Pedro Damião - Silk-screen operator; Title: Office-boy; Federal, contract, no tenure: salary 158.40; works part-time as above; has some junior high school education; no AV training.

Pedro Barbosa de Jesus - Photographer; title: Stock-room clerk; federal "contract", no tenure; salary: 198.00; completed Junior high school, no AV training.

Arlindo Calazans - Printer, title: Graphic Arts Assistant; federal permanent, with tenure; salary 172.80; works part-time as above; elementary education only; no AV training.

Orlando Santos Mota - Printing helper, prepares "Multilith" plates; title: Mechanization Auxiliary Technician; federal contract, no tenure; salary: 198.00; junior high school (incomplete) trained at the Industrial Technical Course of SENAI (National Industrial Apprenticeship Service); no AV training.

Yranir Paschoal de Moura - Artist; Title: office-boy; federal contract, no tenure; salary: 158.00; elementary education and art course by correspondence; no AV training.



Domingos F. de Assis - Office-boy; Title: the same; federal permanent, with tenure; salary: 172.00; no education.

José Pedro Nascimento - Gardener; Title: office-boy, Federal contract; on loan from CRPE/Bahia; no tenure, salary: 133.20, no education.

Angelo Francisco de Assis - Guard; Title: the same; federal permanent, with tenure: salary: 218.16; no education.

More details on the personnel, except for the last three, will be found in Annex III.

While apparently not being a very enthusiastic staff, it may be considered competent. Only two of them have adequate training, and they need to be up-dated in the newest developments in the field. Others, directly involved in audio-visual activities, would contribute much more if they had better training. The working schedules should be standardized as well as the salary situation.

The Center has had another Indiana graduate, Prof. Joaquim Coutinho Neto, who was Chief of CAVB from its installation in 1960 until 1962, when he was dismissed by the Chief of CNER for administrative reasons (personal incompatibilities). Today he is a direct assistant to the State Secretariat of Education, as Director of the State Educational Research and Planning Division. He also is responsible for conducting the Bahia Educational Television System Planning.

Other good individuals have worked for the Center, but they all left around 1962/1963 for personal reasons (mainly salary). Some are today in good positions. Of these, three had had AV training at the 1958 Regional Communications Media Workshop in Belo Horizonte sponsored by AID/Washington. They were: Maria Angelita Moreno Lemos Brito, Lygia Silveira Rocha and Honório Vacca Nieto (from Ecuador). The first became a secondary education teacher and supervisor, while the second is an AV specialist at the State Secretariat of Education. The latter was employed for a while by USAID as an artist and returned later to Ecuador.

#### IV - Financial Resources:

The financial source for the Center is INEP, through CRPE/Bahia, apart from the salaries paid by the Federal and State Treasuries to the permanent staff members with tenure. The contract employees are paid out of INEP funds.

The Center is not advised of the availabilities of funds which are part of the overall budget of CRPE/Bahia. CRPE funds are released quarterly on an irregular basis. For this year (1969), for instance, at the time of the visit (July) the Center had received only NCr\$ 1,000.

For 1968, the Center received the following in NCr\$:



|  |                  |
|--|------------------|
| Salaries paid by the National Treasury to<br>Federal permanent employees | 30,637.92        |
| Salaries paid by the State Treasury to<br>State permanent employees      | 9,360.00         |
| Funds released through INEP  | <u>22,698.82</u> |
| Total funds applied in CAVB  | 62,696.74        |

The funds received from INEP were applied as follows:

|                                 |                 |
|---------------------------------|-----------------|
| Salaries for contract employees | 15,907.20       |
| Labor obligations               | 1,600.00        |
| Operational expenditures        | <u>5,191.62</u> |
| Total:                          | 22,698.82       |

The Center has requested NCr\$ 29,000 for 1969. The Chief, however, believes he will not receive this amount and does not know when any money will be released. Thus, she cannot plan CAVB activities properly. Salaries for "contract" employees have not been paid since early this year.

The Center charges for services rendered, generally in kind. That is, material spent in some production or other activity, like training, is replaced by the customer. Sometimes the customer pays in cash for the value of materials and supplies spent. When this is the case, the Center uses that money to replace the supplies used or to purchase other needed materials and, in certain instances, advances money to employees who have been without salaries for a long time.

#### V - Services Rendered

##### A) Policy and Activity Plans

INEP does not provide the Center with orientation or a policy for action. All activities are planned by the staff and submitted for approval to CRPE/Bahia. In rendering services, the Center does not have direct contact with the local educational system. Its activities are mostly directed towards elementary education. At the higher education level it works with the Faculty of Philosophy (Pedagogy Course). It does not serve private entities.

CAVB main activities consist of assisting State elementary schools in organizing what they call "Audio-Visual Units". CAVB supplies their produced visual materials to schools which have had teachers trained at the Center and provides them with technical assistance during a certain period of time, until the "units" become sufficiently able to maintain themselves. Actually, the "units" consist of a collection of visuals arranged in some corner of the school. These visuals constitute the only teaching materials the schools have besides the chalkboard. Twenty "units" have been created so far, of which two were closed because the school did not offer conditions to carry them on. For 1969/1970 some six others are planned depending on the availability of funds.

Arrangements for setting up these units are made directly with the schools through CRPE/Bahia and not through the Secretariat of Education as would be expected. The relations of CAVB with the Secretariat are good but not very active. The

Secretariat has its own AV service, which is practically inoperative for lack of funds and personnel.

B) Relations with the Educational System in the Area:

As said above, the Center maintains contact mostly with the public elementary education system, through CRPE/Bahia. However, it also gets in touch on a small scale with individual teachers and with the Secretariat of Education.

INEP maintains in Salvador, as part of the CRPE/Bahia complex, an experimental school known as "Escola Parque". This unit operates very independently and does not maintain friendly relations with CAVB. On the contrary, it has developed an antagonism towards the Center. It is a strange situation where two agencies of one single organization work against each other in spite of having the same common ground of operations. One would hope that both would work in close cooperation and in mutual support.

The table below shows the channels through which CAVB gets in touch with the educational system in the area in a priority scale from 1 to 4, 1 being the highest value, and the results of the contacts through the respective channels:

Elementary Education

|                            |             |
|----------------------------|-------------|
| CRPE/Bahia                 | 1 good      |
| Public Schools             | 2 excellent |
| Teachers of public schools | 3 excellent |
| Secretariat of Education   | 4 poor      |

Secondary Education (Academic)

|                            |        |
|----------------------------|--------|
| Teachers of public schools | 1 poor |
|----------------------------|--------|

Higher Education

|                                 |             |
|---------------------------------|-------------|
| Federal University of Bahia     |             |
| Science Teaching Center         | 1 excellent |
| Faculty of Philosophy, Pedagogy | 2 good      |
| School of Nurses                | 3 good      |

Other areas of education

|                               |        |
|-------------------------------|--------|
| Archdiocese-Social assistance | 1 good |
|-------------------------------|--------|

CAVB has no program or action with the secondary vocational education nor with any other MEC office in the area, SENAI, SENAC, SESC, ETV, radio, etc.

Thus, in a scale from 1 to 3, the emphasis of CAVB's action for the different levels of education, is as follows:

|                        |              |
|------------------------|--------------|
| Elementary             | 1            |
| Secondary (Academic)   | 3            |
| Secondary (Vocational) | non existent |
| Higher                 | 2            |
| Others                 | non existent |

C) Main types of activities

CAVB is presently devoted to three main types of activities: training, production and technical assistance.



### Training:

The training activities are coordinated by CRPE/Bahia, while the courses are planned and conducted by CAVB. There are two main types of "courses": training in the use of class-room visual materials for setting up "AV units" in the schools and AV training for students of pedagogy and teachers. The course content (which is similar for both types of courses except that the production of materials is included only of the second) is the following:

- The Process of Communication
- Introduction to Audio-Visual Aids
- Lettering
- Posters
- Aids in preparing visuals
- Maps and globes
- Flanelboard
- Models and Dioramas
- Blackboards
- Flip charts
- Dramatization
- Educational Cinema
- Pictures

Training in "Use of Class-room resources" takes 70 hours, while the "Audio-Visual" course takes 180 hours. In 1967 and 1968 CAVB gave 7 courses of the first type in each year and one of the second type.

In 1969 two courses were given of the first type, one in January for lay teachers and one in May for priests, nuns, adult education instructors, etc., at the request of the Archdiocese. Until July, 1969, none was given of the second type.

### Production

Most of the Center's production consists of art work and reproduction, that is, off-set ("Multilith") printing and silk-screen reproduction of posters and flanelboard parts. Very little color work is done on the "Multilith" machine and all silk-screen reproduction is in black and white. The Center does not have a specialist for this activity. The stencils are cut by the artist and the reproduction is performed by one of the office-boys. The black and white materials produced in silk-screen are hand-colored by the student teachers during their training periods as a training activity. This material is distributed to the "AV units" established in the schools under CAVB's orientation and is part of the technical assistance provided them by the Center.

Thus, the main production of the Center consists of graphs, posters, flanelboards parts, lettering and labels, flip charts, etc. It also makes wet mountings of maps and charts and black and white overhead transparencies when eventually requested. Photographic work is very limited due to the poor photo lab conditions.

### Technical Assistance

This kind of service consists of providing advice to the schools where "AV units" have been installed, supplying them with materials for class-room use, and giving guidance and orientation to teachers.

The Center also has a film and equipment loan system. A projectionist always goes with the projection equipment to prevent damages. Thus, the use of films becomes extremely limited.



D) Comparison between services rendered during the time of the USAID agreement and today

Very little difference exists in the kinds of services rendered by CAVB at the time of the USAID agreement and today. In the field of production, CAVB is today making black and white overhead transparencies which were not made then. On the other hand, in those days they made color silk-screen work, and do not do so today. Also, today the Center has a film loan service which did not exist before.

Quantitatively, however, the services rendered today are in general inferior to those provided previously. In a quality scale from 1 to 3 (1 being the highest) the following table was computed by the Chief of the Center:

| Kind of Service   | During USAID agreement | Presently |
|-------------------|------------------------|-----------|
| Training          | 1                      | 1         |
| Advisory services | 2                      | 2         |
| Art production    | 1                      | 2         |
| Photography       | 1                      | 3         |
| Reproduction      | 1                      | 2         |
| Text writing      | 1                      | 2         |

During part of the time of the USAID agreement (1962/1963) the Center had the assistance of an American USAID Advisor, Mr. Walter Lekis. In those days the difficulties were not as acute as today. The Center had excellent installations at the Bahia Museum of Popular Art in Ondina, had a better staff, and regularly received budget allocations. The difficulties then were those inherent to the kind of activity. Today, the staff is smaller and poorer, installations are poor, and the budgetary situation is dramatically bad.

VI - Comments

A) Potentials

As it stands now the potentiality of this Center for providing effective support in any field of education is low - not so much for the physical aspects, which could easily be corrected, but for the staff, which does not have the required qualifications, and for its structure, which gives it little flexibility and freedom of action.

Another negative point is the absence of a defined policy, as is the case with the other INEP Centers. The Center can hardly be expected to contribute to the development of education when it is without guidance and orientation, lacking a strong leadership, subject to the antagonism of another INEP organization in the same area, and with limited and weak contacts within the educational system.

B) Requirements

Most of all, CAVB needs leadership, support from higher authorities and the definition of a policy to be followed. The staff has to be upgraded, and better and standardized salaries have to be paid in order that all of them give full dedication to the Center, and their functional status must be reorganized.

A better coordination and understanding with the Secretariat of Education must be achieved. One ex-Chief of the Center is responsible at the state level for educational planning and research as well as for organizing the State ETV system, but no approach is made to the Center. This fact alone shows the weak position of CAVB in the area.

Regarding the physical installations, the Center requires improvement. While the present location is not ideal, the facilities could nevertheless be greatly improved. Adequate space for training, a new photographic laboratory, a larger room for the study, planning, and administration is needed. The present building offers conditions for such an improvement. Several equipment items should be replaced and increased in accordance with the type of services the Center is called to render.

Finally, of course, the Center requires adequate financial support.

### C) Achievements

In addition to the development of some "AV units" in a selected group of local elementary schools and the training of teachers, there is little to show as achievements on the part of this Center after ten years of existence. The results of its efforts leave practically no impression on the educational system.

A N N E X I

SALVADOR AV CENTER

List of Significant Equipment

Art

Assorted art devices  
One dry mounting press  
One air compressor with generator  
Lettering sets  
Silk-screen materials

Photography

One 35 mm "Pentax" photographic camera  
One 6x6 "Ikoflex" photographic camera  
One 35 mm "Contaflex" photographic camera  
One 4x5 "Graflex" photographic camera  
Accessories and lenses for above cameras  
Two light meters  
One "Onega" enlarger and accessories  
One photo washing tank  
One dryer  
One contact printer  
One copy stand  
Two photographic flash units  
Assorted photo lab devices (safe lights, tanks, hangers,  
timers, etc.)

Printing

One 1250 "Multilith" off set printing machine  
One "Meteorite-Robertson" photolith camera  
One "Colight" vacuum frame  
One "Multigraph" whirler  
One "Multigraph" paper folding machine  
One "Lestich" stapler  
One spirit duplicator (furnished by CNER)  
One "Michael 14" paper cutter  
One electric paper cutter (furnished by INEP)  
Assorted devices and accessories

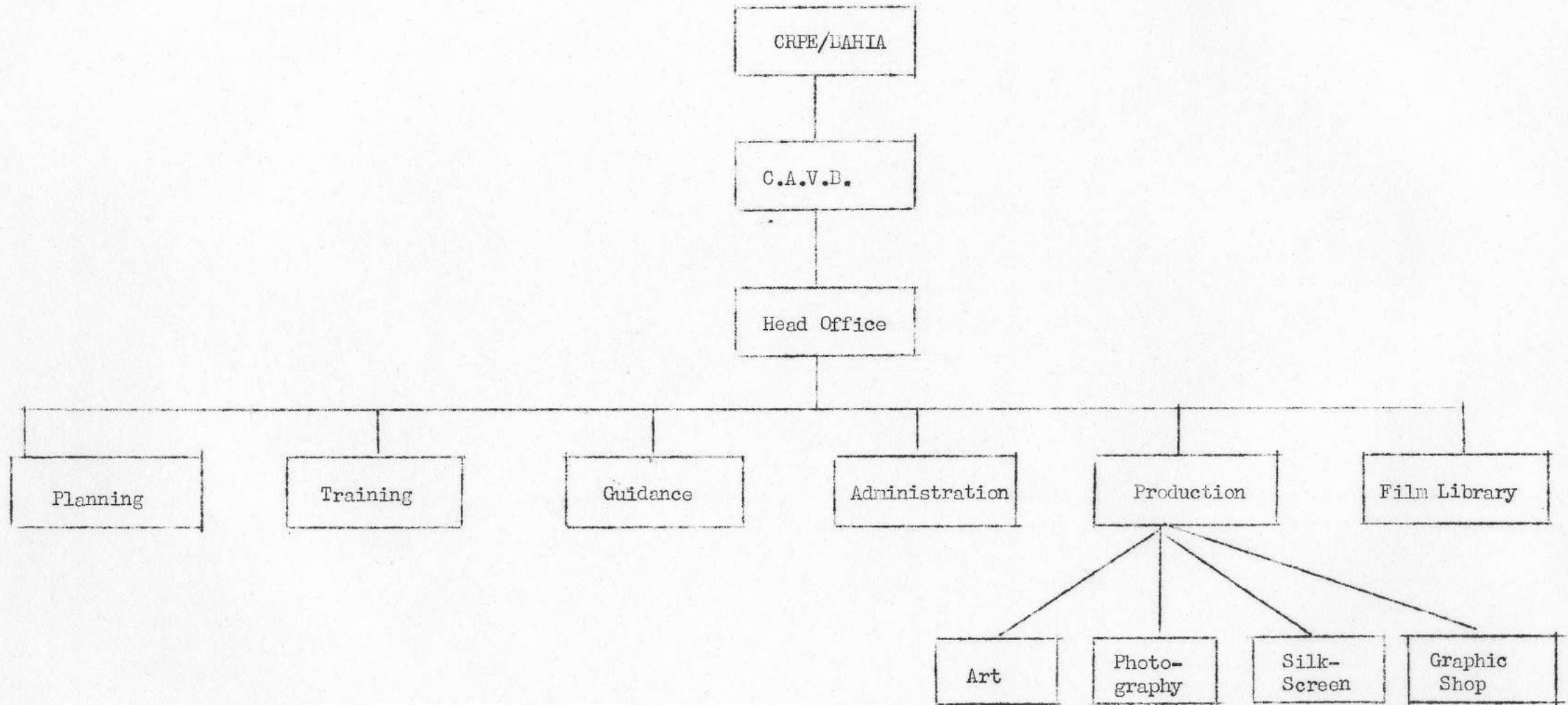
Utilization

Two "Bell & Howell" 16 mm motion picture projectors  
Two "Viewlox" slide/filmstrip projectors  
One "Vu-Graph" overhead projector  
Two "International" kerosene slide/filmstrip projectors  
One "Bausch & Lomb" Lantern slide projector  
One projection screen  
Two "Bell & Howell" magnetic tape recorders  
One "RCA" microphone  
One "Philco" record player (furnished by INEP)



CAVD - BAHIA ORGANIZATION CHART

A N N E X II



A N N E X     III

AV Center: LAHIA

Individual Data on Personnel

I - Personal Data

Name: Vera Lúcia Rocha Silveira  
Date of birth: November 24, 1938  
Place of birth: Bahia  
Sex: Feminine     Marital status: Married  
Dependents: none  
Home address: Rua Moacyr Leão, 30, apt.101, Salvador

II - Educational level: Normal School (2nd cycle)

III - Foreign languages: Spanish

IV - AV Professional Training

Informal - 1962 (Montevideo, Uruguay, under OAS)

V - Main Areas of Interest in the AV Field

Training - Cinema - Educational TV - Publications -  
Administration

VI - Present jobs

(a) Employer: Ministry of Education and Culture  
Date of admission: June, 1960  
Position: Chief  
Appointment: Temporary

(b) Employer: Ministry of Education and Culture  
Function: teacher

VII - Previous job: ---

VIII - Other activities: ---

IX - Contributions to the AV Field: ---

X - Congresses and Seminars attended: First Brazilian Congress  
of AV Communications

XI - Professional Associations: Brazilian Association of AV  
Education

A N N E X    III

AV Center: Bahia

Individual Data on Personnel

I - Personal Data

Name: Maria Teresa Reis de Azevedo Coutinho  
Date of birth: December 29, 1930  
Place of birth: Bahia  
Sex: Feminine                      Marital status: Married  
Dependents: 4  
Home address:

II - Educational level:

University - attending 2nd year of Pedagogy

III - Foreign languages: ---

IV - AV Professional training: Informal

V - Main Areas of Interest in the AV Field

Training - Educational TV

VI - Present jobs

(a) Employer: Ministry of Education and Culture  
Date of admission: 1959  
Position: Educational Assistant  
Appointment: Permanent

(b) Employer: State Sec. of Education and Culture  
Function: Elementary teacher

VII - Previous jobs: ---

VIII - Other Activities: ---

IX - Contributions to the AV field

Handouts: Lettering, lettering device, flannelboard

X - Congresses and Seminars attended: ---

XI - Professional Associations: ---



A N N E X    III

AV Center: Bahia

Individual Data on Personnel

- I - Personal Data:
- Name: Yolanda Jambeiro Gentil  
Date of birth: September 16, 1928  
Place of birth: Bahia  
Sex: Feminine            Marital status: Single  
Dependents: -  
Home address: Rua Oscar Carrascosa 13, apt. 11, Salvador
- II - Educational level:
- University - course of Journalism - incomplete
- III - Foreign languages: English, Spanish
- IV - AV Professional training:
- Indiana University, USA
- V - Main Areas of Interest in the AV Field
- Training - Drawing and graphic arts - Educational TV  
Writing
- VI - Present jobs:
- (a) Employer: Ministry of Education and Culture  
Date of admission: 1953  
Position: Educational Assistant  
Appointment: Permanent
- (b) Employer: State Secretariat of Education  
Function: Elementary teacher
- VII - Previous jobs: --
- VIII - Other activities: --
- IX - Contributions to the AV field:
- Handouts: Blackboard - Maps and globes - Motion picture  
diagram
- X - Congresses and seminars attended: 1st AV Seminar-Corcovado  
Rio de Janeiro, GB. 1960.
- XI - Professional Associations:
- Consolidated Society of Elementary Teachers

AV Center: Bahia

Individual Data on Personnel

I - Personal Data

Name: Joana Angélica Teles de Souza  
Date of birth: October 20, 1936  
Place of birth: Alagoinha, Bahia  
Sex: Feminine                      Marital status: single  
Dependents: -  
Home address: Rua Conceição Foepel 5 - Salvador

II - Educational level: Normal school (2nd cycle)

III - Foreign languages: Spanish

IV - AV Professional training:

DAV-CRPE/SP AV Specialist course - 1964

V - Main areas of interest in the AV field:

Training - Publications - Administration

VI - Present jobs:

- (a) Employer: AV Center of Bahia  
Date of admission: August, 1965  
Position- AV Teacher  
Appointment: Temporary
- (b) Employer: State Secretariat of Education  
Function: Elementary Teachers' Supervisor

VII - Previous jobs: --

VIII - Other activities: --

IX - Contributions to the AV field:

Circular letters: AV Center monthly publication - Handouts

X - Congresses and seminars attended: --

XI - Professional associations:

Brazilian Association of Educational AV - Consolidated  
Society of Elementary teachers

AV Center: Bahia

Individual Data on Personnel

I - Personal Data

Name: Walquiria Matos Carrilho  
Date of birth:  
Place of birth: Bahia     Marital status: Single  
Sex: Feminine  
Dependents: ---  
Home address: Rua Augusto Franca 3, apt. 401, Salvador

II - Educational level

University, attending 3rd grade of Pedagogy

III - Foreign languages: ---

IV - AV Professional training:

CRPE/SP AV Specialist Course - 1965

V - Main areas of interest in the AV field

Training - Educational TV - Publications

VI - Present jobs:

(a) Employer: Ministry of Education and Culture  
Date of admission: February, 1966  
Position: Educational assistant  
Appointment: permanent

(b) Employer: State Secretariat of Education  
Function: Secondary teacher

VII - Previous jobs: ---

VIII - Other activities: ---

IX - Contributions to the AV field: ---

X - Professional associations:

Educational AV Brazilian Association



A N N E X    I I I

AV Center: Bahia

Individual Data on Personnel

I - Personal Data:

Name: Dalila Alves Meira  
Date of birth: Oct. 2, 1931  
Place of birth: Paramirim, Bahia  
Sex: Feminine      Marital status: Single  
Dependents: 1  
Home address: Rua Domingos Caetano 23-A, Salvador

II - Educational level: Normal school (2nd cycle)

III - Foreign languages: French

IV - AV Professional training:

DAV-CRPE/SP AV Specialist Course, 1965

V - Main areas of interest in the AV field:

Training - publications

VI - Present jobs:

(a) Employer: AV Center of Bahia  
Date of admission: May, 1965  
Position: AV Teacher  
Appointment: Temporary

(b) Employer: State Secretariat of Education  
Function: Secondary teacher

VII - Previous job:

Employer: State Secretariat of Education  
Functions: Elementary teacher  
Date of admission: May, 1953    Date of leave: July, 1963

VIII - Other activities: --

IX - Contributions to the AV field:

Circular letter (AV Center monthly publication)

X - Congresses and seminars attended: --

XI - Professional associations: --

AV Center: Bahia

Individual Data on Personnel

I - Personal Data:

Name: Eduardo Freitas Paranhos Filho  
 Date of birth: Nov. 26, 1944  
 Place of birth: Salvador, Bahia  
 Sex: Masculine     Marital status: Single  
 Dependents: 1  
 Home address: Rua 1ª de Janeiro 27, casa 5, Salvador

II - Educational level:

Attending secondary (2nd cycle)

III - Foreign languages: French, Spanish

IV - AV Professional training: Informal

V - Main areas of interest in the AV field:

Printing - Photography - Cinema - Sound recording -  
 Educational TV

VI - Present jobs:

Employer: Ministry of Education and Culture  
 Date of admission: April, 1960  
 Position: Equipment operator  
 Appointment: permanent

VII - Previous jobs: --

VIII - Other activities: --

IX - Contributions to the AV field: --

X - Congresses and seminars attended: --

XI - Professional associations: --

AV Center: Bahia

Individual Data on Personnel

I - Personal Data:

Name: Pedro Damião  
 Date of birth: August 1, 1938  
 Place of birth: Salvador, Bahia  
 Sex: Masculine  
 Marital status: Single  
 Dependents: 3  
 Home address: 4a. Travessa Vitor Serra 11, Pero Vaz,  
 Salvador

II - Educational level:

Attending secondary (1st cycle)

III - Foreign languages: --

IV - AV Professional training:

Informal - 1966

V - Main areas of interest in the AV field:

Drawing and graphic arts - Printing - Photography -  
 Cinema

VI - Present job:

Employer: AV Center of Bahia  
 Date of admission: July, 1963  
 Position: Silk-screen printer  
 Appointment: temporary

VII - Previous job --

VIII - Other activities: --

IX - Contributions to the AV field: --

X - Congresses and seminars attended: --

XI - Professional associations: --



AV Center: BAHIA

Individual Data on Personnel

I - Personal Data:

Name: Pedro Barbosa de Jesus  
Date of birth: Aug. 17, 1939  
Place of birth: Salvador, Bahia  
Sex: Masculine  
Marital status: Single  
Dependents: -  
Home address: Rua Barão Homem de Melo, 97, Salvador

II - Educational level:

Attending secondary (2nd cycle)

III - Foreign languages:

Spanish - Italian

IV - AV Professional training

Informal - 1964

V - Main areas of interest in the AV field:

Photography - Cinema - Sound recording - Educational TV

VI - Present job:

Employer: AV Center of Bahia  
Date of admission: October 1963  
Position: Photographer  
Appointment: Temporary

VII - Previous job: --

VIII - Other activities: --

IX - Contributions to the AV field: --

X - Congresses and seminars attended: --

XI - Professional associations: --

AV Center: Bahia

Individual Data on Personnel

I - Personal Data:

Name: Arlindo Calazans  
Date of birth: June 5, 1923  
Place of birth: Salvador, Bahia  
Sex: Masculine                      Marital status: Married  
Dependents: 8  
Home address: Rua Durval Fraga 1, Sítio Caruana, Amaralina

II - Educational level:

Elementary

III - Foreign languages: --

IV - AV Professional training: Informal

V - Main areas of interest in the AV field: --

VI - Present job:

Employer: Ministry of Education and Culture  
Date of admission: January, 1960  
Position: Graphic arts technician  
Appointment: Permanent

VII - Previous job: --

VIII - Other activities: --

IX - Contributions to the AV field: --

X - Congresses and seminars attended: --

XI - Professional associations: --

A N N E X     III

AV Center: Bahia

Individual Data on Personnel

- I    - Personal data:  
Name: Orlando Santos Mota  
Date of birth: December 6, 1945  
Place of birth: Salvador, Bahia  
Sex: Masculine            Marital status: Single  
Dependents: --  
Home address: Rua dos Ferroviários 19, Paripe, Salvador
- II   - Educational level:  
Attending secondary (1st cycle) Industrial Technical  
Course
- III - Foreign languages: --
- IV - AV Professional training: Informal - 1963
- V   - Main areas of interest in the AV field:  
Drawing and graphic arts - Printing - Photography
- VI - Present job:  
Employer: AV Center of Bahia  
Date of admission: August, 1968  
Position: Printer's helper  
Appointment: Temporary
- VII - Previous job: --
- VIII - Other activities: --
- IX - Contributions to the AV field: --
- X   - Congresses and seminars attended: --
- XI - Professional associations: --



AV Center: Bahia

Individual Data on Personnel

I - Personal Data:

Name: Yranir Paschoal de Moura  
Date of birth: March 28, 1937  
Place of birth: Salvador, Bahia  
Sex: Masculine                      Marital status: Single  
Dependents: -  
Home address: Rua Coronel Tupy Caldas - Salvador

II - Educational level:

Secondary (1st cycle)

III - Foreign languages: --

IV - AV Professional training: Informal, 1959

V - Main areas of interest in the AV field:

Drawing and graphic arts - Printing - Photography  
Cinema - Sound recording - Educational TV

VI - Present job:

Employer: AV Center of Bahia  
Date of admission: August, 1968  
Position: artist  
Appointment: Temporary

VII - Previous job: --

VIII - Other activities: Professional drawer

IX - Contributions to the AV field: --

X - Congresses and seminars attended: --

XI - Professional associations: --

OTHER VISITS IN BAHIA

The Center for Educational Research and Planning,  
Bahia State Secretary of Education

In discussions with Prof. Joaquim Coutinho Neto, Director of the Center for Educational Research and Planning, it was learned that plans are underway for the creation of a State ETV foundation to be instituted in September, 1969.

Prof. Coutinho told us that in view of the fact that some 70% of the adults in the State of Bahia are illiterate, 50% of the primary school teachers are not qualified, and that children may remain up to three years in the first grade of school, there is some hope that educational radio and television may help to relieve the pressure on existing educational facilities.

Mr. Coutinho believes that the services of the INEP Audio-Visual Center in Bahia could be employed in the development of instructional materials to accompany ETV broadcasts and for assistance in the preparation of ETV broadcasts themselves if suitable arrangements could be made.

\* \* \* \* \*

B. ESPÍRITO SANTO

VITÓRIA AUDIO-VISUAL CENTER

I - Generalities:

Designation: Centro Audiovisual de Vitória, - CAV

Address: Av. Florentino Avidos 154, 2nd floor, Vitória,  
Espírito Santo - Tel: 2-5420

Direct dependency: "Instituto Nacional de Estudos Pedagógicos"  
(INEP), Ministério da Educação e Cultura  
(MEC).

Date of installation: June 3, 1960, at its present address

Original and subsequent dependencies: "Campanha Nacional de Educação Rural", CNER (MEC); early in 1963 it was transferred to the National Department of Education, DNE (MEC) - due to CNER's extinction; in September, 1963, it was transferred to INEP as per ministerial decision to become part of INEP's Audio-Visual System.

II - Physical installations:

A) Facilities:

The Center occupies approximately 80 square meters in part of the second floor of an eight story building in a good location in downtown Vitória. It is a privately owned building some ten years old with sufficient water and electric power supply (110-V electricity and 220-V power, 50 cycle). The area presently occupied by the Center consists of two rooms, one of which is divided by a partition, thus making a total of three rooms, plus a small stock-room and sanitary installations. The Center's size is absolutely inadequate for its purpose.

From its inauguration in 1960 until July, 1968, CAV occupied the entire 8th floor of the same building plus this 2nd floor in which it is presently located. Since July, 1968, due to economy reasons, all sectors of CAV with exception of the photographic laboratory were packed into the 2nd floor area. The Federal University of Espirito Santo has made space available for the photographic installation; however, the necessary adaptations have not yet been completed (July, 1969). As a result of this move, the Center presently has poor conditions for operation. The place is in reasonable physical conditions. However, it requires overall painting, fixing the windows and better lighting. Office furniture and equipment, as well as technical furniture (drawing desks, work benches, etc.) are considered adequate.

D) Equipment:

Annex I is a list of significant equipment existing in CAV including that granted by USAID as well as that purchased locally by INEP. Most of it is in good condition and, with a few exceptions, has been well utilized.

The following are idle or little used items among those furnished by USAID, since the present activities of the Center do not require them:

- One "Griswold" 35 mm film splicer
- One "Dayton" air compressor (for air brush)
- One "Bausch & Lomb" lantern slide projector
- One gasoline portable generator
- One 6x6 cm "Icoflex" photographic camera
- One air brush
- Four "SVE-Coleman" kerosene slide projectors
- One "Graflex" speed tripod

Major USAID furnished equipment needing repair:

- One "Braun Hobby" electronic flash
- One 35 mm "Contaflex" photographic camera

These two items cannot be repaired in Vitória. Requests have been made to INEP to repair them with no result. Consequently, the photographer is using his own equipment. Other minor items such as squares, triangles, and parts of lettering sets are damaged beyond repair, yet that damage does not affect the Center's operations since they have been replaced by similar items purchased locally.

The mobile unit audio-visual equipment is in good operational condition. However, the truck in which the commodities are housed, a "Willys" station wagon, is in urgent need of repair and maintenance. The car needs a complete overhaul and painting. It has registered more than 150,000 kilometers with no major repairs and now needs a complete revision. However, there are not even funds to change motor oil.

A deluxe 1957 "Ford" station wagon, which was donated by USAID to CAV, was garaged in perfect conditions some 4 or 5 years ago and is presently weathered and beyond repair. At the time of this visit, it was abandoned on top of a hill on an experimental farm of the State Secretariat of Agriculture. (Characteristics of this car: 8 cylinders, motor n. 07 EX 138798, green, plate SPF 29-75).



### III) Organization and Staff

#### A) Organization

The Center is organized into a Head Office, Administration, Production and Training, Graphic Arts, Printing, Photographic Laboratory and Projection Unit. The Organization chart is attached on Annex II. This structure is the Center's own and does not follow any pattern, recommendations or instructions from INEP. It was instituted at the time of the Center's creation and has remained this way ever since.

#### B) Staff

The staff constitutes 12 persons all of whom work on a standard public employee part-time basis, i.e., from 12 noon to 6:30 pm, or 32 1/2 hours weekly, five days a week. Of these, nine are permanent with tenure. Three are paid against receipt for services rendered and are classified as "eventuals" or "contract". Of the total staff, three are State of Espírito Santo employees with tenure on loan to the AV Center as per an agreement between MEC and the State dating back to the inauguration of the Center. Two of these three State employees receive salary supplementation from INEP in order to make their total pay equivalent to the federal pay. All other staff members, including those with no tenure, are federal employees.

The payment of the "eventual" employees as well as the salary supplement of the State employees is extremely irregular since such payment depends on release of funds from INEP, which has been irregular as will be seen later. At the time of the visit to CAV (June 18) these employees had not received their pay since March.

The federal tenure employees receive their salaries regularly since they are paid directly by the National Treasury independently from the Center's and/or INEP's budget.

The following is a list of the present staff with some pertinent data on them. More detailed information is attached. (Salaries are monthly, in NCr\$).

Léa Gomes Brasil - Chief of CAV and artist; federal with tenure; salary: 309,60 regular plus 350,00 as bonus (Chief), totaling 659,00. Has a 2nd cycle Normal School diploma and completed a course in Decorative Arts at the School of Fine Arts, Federal University of Espírito Santo, has no other specific training in AV besides a two-week training provided by USAID in October 1960. Teaches at the UFES School of Fine Arts and does free-lance art work. Former State employee (elementary teacher). Admission in CAV: July 13, 1960.

Ilza Ribeiro Moll - Artist; federal with tenure; salary: 309,60, has completed the course in Art Teaching at the School of Fine Arts, UFES, and completed the course in Social and Juridical Sciences (Law) at UFES; no other specific AV training besides a two-week training provided by USAID in October 1960. Has no other job. Admission in CAV: July 13, 1960.

Hélcia Carvalho do Nascimento - Educational Assistant; federal with tenure; salary: 360,00, functions: training, writing, teacher consultant on AV matters; has a 2nd cycle Normal School diploma; has no other specific AV training besides the two-week training provided by USAID in October 1960. Has no other job. Admission in CAV: November 22, 1960.

- Augusto Kohls Filho - Writer and editor; federal with tenure; salary: 392.40; functions: text writing; has a complete course in Social and Juridical Sciences (Law) at UFES. As a lawyer, has his own Law Office; no training in AV. Admission in CAV: March 1, 1961.
- Maria Martina Zanotti - Educational Assistant; state with tenure; salary: 415,00 (only state); functions: training and guidance; has a 2nd cycle Normal School diploma; has the complete 1st AV Specialists Course given at INEP's Center in Sao Paulo from July 2 to December 12, 1962; holds a secondary course teaching position at the State of Espírito Santo Secretariat of Education; also, teaches Child Art at INEP-FISI-UNESCO sponsored courses; was chief of CAV from 1963 to 1966; admission in CAV: March 14, 1963.
- Maria Stella de Souza - Administrative Assistant; state with tenure; salary: 96,00 (state) plus 213,60 as INEP supplement, totalling 309,60; functions: overall administrative work at CAV; is presently completing a technical course on Administration, 2nd cycle; has no other training in AV besides work experience at CAV and has no other job; admission in CAV: August 1, 1962.
- Regina Lesqueves de Castro - Assistant Artist; federal "contract", no tenure; salary: 180,00; functions: art work in general; is completing the Decorative Arts course at the School of Fine Arts, UFES. Has no AV training. No other job besides attending school; admission in CAV: Jan. 11, 1968.
- Acyr da Silva - Photographer; state with tenure; salary: 98,00 (state) plus 141,76 as INEP supplement, totalling 239,76; functions: photography in general; has completed the elementary course; no AV training; has his own photo shop together with his brother; admission in CAV: July 3, 1963.
- Luiz Leopoldino da Silva - Driver; federal with tenure; salary: 218,16; functions: driving and equipment and mobile unit operator; has completed the elementary course; no AV training besides in-service training on equipment operation; has no other job; admission in CAV: July, 1960.
- Maria José Granhin Cavalcanti - Typist: federal "contract", no tenure; salary: 198,00, functions: typing and text composition for reproduction; has incomplete secondary course; no AV training; no other job; is still studying. Admission in CAV: January 1, 1967.
- Elza de Oliveira Fernandes - Clerk; federal "contract", no tenure; salary: 172,80; functions: mimeograph operation and general tasks; elementary education only; no AV training; no other job.
- Amilton Ribeiro - Messenger; federal with tenure; salary: 131,76; functions: mimeograph operator; some equipment operation; errands; elementary education only; no AV training; no other job.



More details on the staff are found in Annex III. The Chief of CAV, Lea Gomes Brasil, has presented her resignation to INEP because she considers impossible the operation of the Center under the present situation.

Since its installation, this Center has had several employees who have left for other positions which they considered more satisfactory. Among these, the following are mentioned: Marcos Roberto Mendonça Guinaraes, presently at the National Department of Education, MEC; Renato Xavier, presently at USAID, FFP Office, and Luiz Carlos Hosken, presently at the National Institute for Agrarian Development, INDA. All of them had their AV training at Indiana University Communications Media Leadership Course. None of them is presently working in the field, except Mr. Marcos Guinaraes.

#### IV - Financial Resources

The main financial source of the Center is INEP, which is supposed to release money in quarterly installments. To these amounts should be added the salaries of the federal employees with tenure, paid directly by the National Treasury, and the salaries paid by the State to its employees on loan to the Center as per the already mentioned agreement.

With the funds received from INEP the Center pays the salaries of "contract" elements, salary differentials as mentioned above, rent, taxes, electricity, etc., supplies and other operational costs.

For 1968 the operational expenditures were as follows:

|   |                         |
|---|-------------------------|
| Salaries paid by the Treasury to federal permanent employees: | 24.558,24               |
| INEP operational funds actually released:                     | <u>32.500,00</u>        |
| Total federal funds   | 57.058,24               |
| Salaries paid by the State to employees on loan to CAV        | <u>7.308,00</u>         |
| Total funds applied in CAV:                                   | <u><u>64.366,24</u></u> |

The funds provided by INEP for operational costs were applied as follows:

|   |                  |
|---|------------------|
| Total release by INEP                                     | <u>32.500,00</u> |
| Salaries for "contract" employees and salary supplements: | 12.476,00        |
| Rent, "condomínio", taxes:                                | 7.873,03         |
| Electricity, telephone                                    | 842,28           |
| Consumable supplies                                       | 10.715,91        |
| Other costs   | <u>1.195,80</u>  |
|   | <u>32.500,00</u> |



For certain services rendered, mainly mimeograph reproduction and photographic work, the Center charges the replacement of the material used. Sometimes, such replacement is made in cash, in which case the money is used either to purchase the equivalent supply spent or to provide some urgent repair and maintenance of equipment.

For 1969, at the time of the visit to CAV (June 18/19) the chief of the Center had not received from INEP any information regarding what funds would be available for the current year. In March a release was received from INEP which covered the salaries, rent and related expenses for the period January/March. Since then, all salaries and rent are due.

The Center does not send to INEP a budget requesting funds for the year. Such a budget is made at INEP and the Center is then advised of the funds which will be available. Generally, the funds available approximates that of the previous year. In 1967 the total amount made available by INEP was NCr\$33,338.40. In 1968, as shown, it was NCr\$ 32,500.00. For 1969 CAV is expecting less since the cost of rent has been reduced by giving up the 8th floor of the building in which it is located. The releases by INEP are quite irregular, leaving the Center in a difficult position to pay salaries and other obligations, besides reducing their activities and production.

#### V - Services Rendered

##### A) Policy and activity plans

The Center does not have an established policy nor a plan of activities. INEP does not provide orientation besides operational procedures regarding administrative, budgetary and personnel questions. Thus, the Center follows its own ways providing assistance as requested by educational entities or individual teachers within its financial possibilities and technical capabilities.

##### B) Relation with educational system in the area

All contacts the Center maintains with its "clients" are direct to all levels of education. In spite of the agreement with the State Secretariat of Education, it does not receive from the Secretariat requests for assistance or guidance nor indications of what activities the State would like the Center to develop. Thus, the Center established its contacts directly with interested teachers that seek CAV for orientation, guidance and production of some materials. On its own initiative the Center publishes a mimeographed monthly bulletin which is distributed to a large number of teachers in the State giving advice and orientation on "visualizing" their lessons with inexpensive materials.

Establishing a priority scale from 1 to 5 (1 being the highest) for channels the Center uses to contact the educational system and the results of such contacts, the following table can be constructed for the several educational levels:

##### Elementary Education

|                                       |          |
|---------------------------------------|----------|
| Teachers (public and private schools) | - 1 good |
| Public schools                        | - 2 good |
| Private schools                       | - 3 good |
| NEC's School Lunch Program            | - 4 good |
| Secretariat of Education              | - 5 poor |
| INEP                                  | - 5 poor |

Secondary Education (conventional)

|                                       |          |
|---------------------------------------|----------|
| Teachers (public and private schools) | - 1 good |
| Private schools                       | - 2 good |
| Public schools                        | - 3 good |
| MEC's Sectional Inspectorate          | - 4 good |
| Secretariat of Education              | - 5 poor |

Secondary Education (vocational)

|   |          |
|---|----------|
| MEC's Commercial and Industrial<br>Inspectorate | - 1 good |
| Private schools                                 | - 2 good |

Higher Education

|   |          |
|---|----------|
| Faculties of Medicine, Dentistry,<br>Philosophy, Fine Arts and Physical<br>Education, (within these, the areas<br>mostly served are Pharmacy, Biolo-<br>gical Sciences, History, Geography,<br>History of Art and Architecture) | - 1 good |
|---|----------|

Other teaching areas

|                                  |          |
|----------------------------------|----------|
| SESI (Industry Social Service)   | - 1 good |
| Secretariat of Agriculture       | - 1 good |
| Sanitary Education (Peace Corps) | - 2 good |
| Social Assistance (Peace Corps)  | - 2 good |
| SESC (Commerce Social Service)   | - 3 poor |

It should be considered that the types of activities conducted through the above contacts are different as will be seen.

C) Main type of activities

There are three main types of activities: (a) Training;  
(b) Production and (c) Loan of AV materials.

Training - The training activities are conducted at the request and under the sponsorship of some entity which generally covers the cost of supplies, travel and per diem of instructors when such is the case. The Center provides training in the following areas using four instructors: theory and methods of communication; selection, planning and utilization of AV materials; operation and maintenance of AV equipment; production of inexpensive AV materials; art work (drawing) applied to AV. Attached is the standard AV Course Outline provided by the Center, for a 154-hours of training distributed over four weeks. Shorter courses of 100, 25, and even 15 hours have been given, which then consist of a selection of areas of the standard outline depending on the interest of the "client" or sponsoring agency.

During 1968, the following training activities were conducted:

|                       |  |
|-----------------------|--|
| From April 1 to May 5 | - for teachers in general,<br>sponsored by CAV itself, at<br>CAV installations; standard<br>154 hour course; attended by<br>11 teachers. |
|-----------------------|--|



From May 20/25 - for teachers of secondary education, sponsored by MEC's Secondary Education Inspectorate, at CAV installations; 25-hour abridged course, attended by 22 teachers.

From May 28/June 6 - For students of didactics, 4th year of Pedagogy, Faculty of Philosophy, Federal University of Espírito Santo, sponsored by UFES, at CAV's installations; 25-hour abridged course, attended by 22 teacher-students.

From July 1/31 - For supervisors, sponsored by INEP/FISI/UNESCO at the Teacher Training Center in Colatina; standard 154-hour course attended by 55 teachers;

From Nov. 18/23 - For teachers of commercial education, sponsored by the Commercial Education Inspectorate, at the "Colégio Americano" in Vitória; 15-hour abridged course attended by 26 teachers.

From December 24 to January 16/69 - For teachers of Industrial Education, sponsored by the Industrial Education Inspectorate, at the local Federal Technical School; 100-hour abridged course, attended by 39 teachers.

During the first semester of 1969 no course was given. At the time of the visit, one standard 154-hour course had just been started for supervisors sponsored by INEP/FISI/UNESCO at the Teacher Training Center in Colatina attended by approximately 60 teachers. No other training was envisaged for 1969 since the Center cannot make plans without knowing what funds are available.

Production - The Center's production consists mainly of mimeograph reproduction, involving lay-out, art work, type-setting (typewriter) and the actual reproduction, not including assembling pages, binding and trimming. Some excellent work of this kind (actual textbooks) has been produced for the School of Medicine. Another large production is that of slides, also for the several higher education institutes, mainly schools of Medicine, Dentistry, Philosophy, and Fine Arts. It is regrettable, however, that the Center does not keep copies of the work it produces. Thus, if additional copies are needed, the whole work has to be done all over again, with exception of black and white photographs of which the negatives are filed. The Center also produces some posters and flannelboard pieces which are made available to the schools. Such production, however, is mostly done upon request by a school, or even one individual teacher, for a specific purpose.

When required, the Center is apt to make translations of the text of imported filmstrips or to write original texts of slide series. The Center does not produce filmstrips nor educational films, nor is support given to educational radio. Educational television does not exist in Espírito Santo. The Center, however, feels it would not be able to provide support to ETV if it were begun.

Loan of AV materials - The Center has a good materials section containing about some 110 educational films (the US made films with Portuguese narration dubbed at the São Paulo



AV Center), filmstrips and slide series, besides collections of pictures, flannelboard parts and photographs. All these materials are made available on loan to schools and teachers. The projection equipment and tape recorders are also made available on loan. In general the Center sends the material for projection with the respective equipment and an operator.

A library with specialized AV books is also available for consultation at the Center. However, this library has few books, and all of them are over 10 years old.

D) Types of services rendered per educational level

The emphasis of services rendered differs in terms of educational level. The table below indicates in a scale from 1 to 5 this emphasis, 1 being the highest:

| <u>Educational level</u> | <u>Production</u> | <u>Advice &amp; Loan</u> | <u>Training</u> |
|--------------------------|-------------------|--------------------------|-----------------|
| Elementary               | 3                 | 1                        | 1               |
| Academic secondary       | 2                 | 2                        | 2               |
| Vocational secondary     | 4                 | 3                        | 3               |
| Higher                   | 1                 | 5                        | 5               |
| Others                   | 5                 | 4                        | 4               |

E) Comparison between services rendered during the time of the USAID agreement and today

The kind of services rendered by the Center presently is about the same as during the time of the USAID agreement, with one exception: at that time the Center reproduced posters, graphs and flannelboard parts in silk-screen for distribution. This activity has been discontinued for lack of space and materials.

Also, during the USAID agreement the Center provided AV assistance to the rural areas (rural schools, agricultural extension, sanitary education). Presently, this activity is also discontinued. The assistance today is concentrated in urban areas and mainly in Vitoria.

Regarding the quality of the services rendered during and after the USAID agreement, the following table indicates the opinion of the Center's Chief in a scale of 1 to 3, in which 1 is the highest value:

| <u>Kind of Service</u>    | <u>During USAID agreement</u> | <u>Today</u> |
|---------------------------|-------------------------------|--------------|
| Training                  | 1                             | 2            |
| Advisory services         | none                          | 1            |
| Art work                  | 2                             | 1            |
| Reproduction (mimeograph) | 2                             | 1            |
| Photography               | 2                             | 1            |
| Text writing              | 1                             | 2            |
| Loans                     | 3                             | 1            |

As it can be seen, in the opinion of the Chief of the Center, the quality of the services is today much better than it was, in spite of all present difficulties such as lack of sufficient funds, inadequate installations, obsolete equipment and in certain instances defective.

## VI - Comments

### a) Potentials

The Audio-Visual Center of Vitória has a very low degree of potentiality to become a strong supporting element in any educational activity. The service it renders could easily be arranged elsewhere, in some cases even commercially, with better results.

The size of installations and facilities is absolutely inadequate. The staff does not have sufficient training: only one member has five-months training at the São Paulo AV Center, and this member is a State employee who at any moment may revert to her State position since she has no advantage in working for the Federal Government (INEP). Another three have only attended an emergency two-weeks training session provided at USAID offices almost ten years ago. They are all excellent persons with extremely good will and have acquired good work experience. However, they lack solid fundamentals on communications media and much more on the latest developments on the field of educational technology.

### b) Requirements

Subject to the kinds of services it is called to render, CAV needs a complete reorganization, not only in its physical aspects, but also in structure, personnel and financial resources. Adequate installations, with sufficient space and facilities, are necessary. Some equipment items could be replaced. Its staff must be trained and well paid on a full-time basis. Better and timely financial resources are required.

### c) Achievements

In spite of all its deficiencies, however, there are positive aspects in this Center. During its nine years of existence, CAV has steadily contributed to the improvement of education through training teachers in making and using simple inexpensive AV materials thus upgrading their capabilities. Taking an average of four training courses per year with an average of 30 teachers each, about 1,200 teachers have received some kind of training during this last ten years provided by CAV. Approximately 700 teachers are reached directly through the monthly bulletin. Teachers also go to the Center to seek advice and orientation. All this adds up to a fairly large number of teachers exposed one way or another to the use of communications media materials in their activities.

The result is that awareness of the use of AV materials to improve education in the class-room has been developed. While ten years ago audio-visual materials were little known and not correctly used, today almost all elementary teachers in Espírito Santo are aware of its importance.

LIST OF MAIN EQUIPMENT ITEMS AT CAV-VITÓRIA

Photography

- 1 35 mm "Contaflex" camera
- 1 6x6 "Icoflex" camera
- 1 4x5 "Graflex" camera
- 3 enlarging frames
- 1 "Omega" enlarger
- 1 spot light assembly
- 1 "Sun Ray" reflector
- 2 tripods ("Graflex" and "Linhof")
- 1 "Braun Hobby" electronic flash
- 1 battery "Graflex" flash
- 1 "Weston"-Master III" light meter
- 1 rotating washing machine, "Paco"
- 1 copy stand
- Assorted photographic lab items

Art

- 1 Camara Lúcida "Léon"
- 1 Air compressor for air brush
- 1 Air brush
- 1 Dry mounting press
- Assorted art work devices, like squares, rules,  
brushes, etc.

Printing

- 1 "Gestetner" mimeograph and accessories
- 1 paper cutter

Utilization equipment

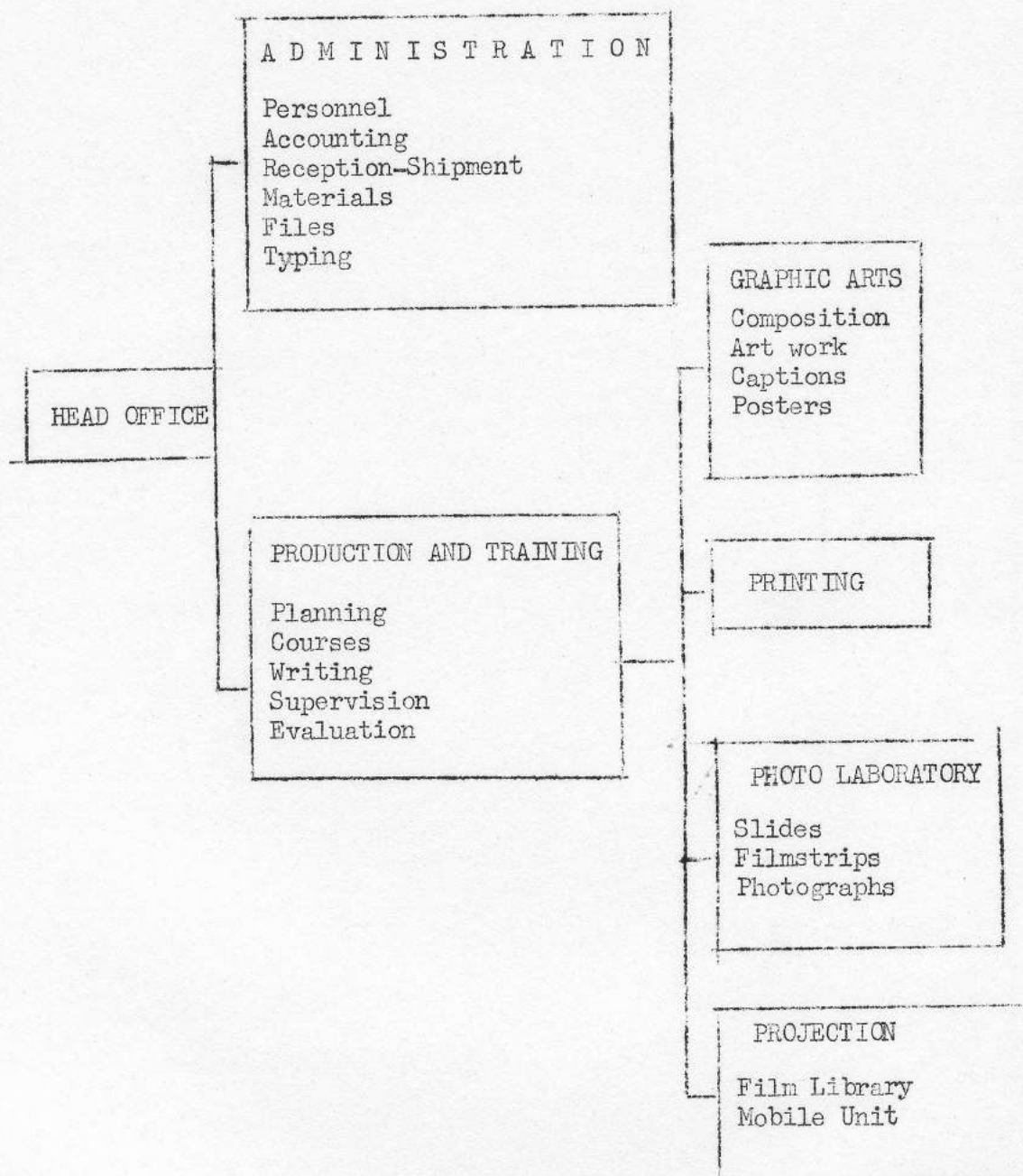
- 1 "Beseler" opaque projector
- 1 "Bausch & Lomb" lantern slide projector
- 1 "SVE" School Master slide/filmstrip projector
- 4 kerozene slide projectors
- 2 "Bell & Howell" 16 mm. motion picture projectors
- 1 "Viewlex" slide/filmstrip projector
- 2 tape recorders (one a "IDC Bell & Howell")

Miscellaneous

- 1 "Universal" loud speaker
- 1 "Griswold" 16 mm film splicer
- 1 "Griswold" 35 mm film splicer
- 1 gasoline portable generator
- 2 small hand operated paper cutters
- 1 "Radiant" projection screen



MINISTÉRIO DA EDUCAÇÃO E CULTURA  
INSTITUTO NACIONAL DE ESTUDOS PEDAGÓGICOS  
UNIDADE-CENTRO AUDIOVISUAL DE VITÓRIA



AV Center: Vitória      A N N E X      III

Individual Data on Personnel

I - Personal Data:

Name: Ilza Ribeiro Moll  
Date of birth: March 27, 1937  
Place of birth: Vila Velha, Espírito Santo  
Sex: Feminine      Marital status: Married  
Dependents: --  
Home address: Av. Champagnat 761, Vila Velha, Esp. Santo

II - Educational level:

University graduate - Course of Arts - Law

III - Foreign languages: --

IV - AV Professional training: Informal

V - Main areas of interest in the AV field: Drawing and  
Graphic Arts

VI - Present job:

Employer: Ministry of Education and Culture  
Date of admission: July, 1960  
Position: artist  
Appointment: permanent

VII - Previous job:

Employer: State Secretariat of Education  
Functions: Elementary teacher  
Date of admission: March, 1956  
Date of leave: July, 1960

VIII - Other activities: --

IX - Contributions to the AV field: --

X - Congresses and seminars attended: --

XI - Professional associations: Order of the Lawyers

### Individual Data on Personnel

Name: Augusto Kolhs Filho  
Date of birth: March 6, 1936  
Place of birth: Colatina, Vitória  
Sex: Masculine Marital status: Married  
Dependents: 3  
Home address: Bairro Nova América-Cobilância, Vila Velha,  
Espírito Santo

University graduate - Law

English

V - Main Areas of Interest in the AV Field - none

(a) Employer: Ministry of Education and Culture  
Date of admission: 1961  
Position: Writer  
Appointment: Permanent

(b) Employer: Self-employed  
Function: Private lawyer

Employer: Ministry of Education and Culture  
Function : Administrative Chief  
Date of admission: 1958  
Date of leave: 1961

## IX - Contributions to the AV Field

## XI - Professional Associations

### Order of the Lawyers

-X-X-X-X-X-X-



## Individual Data on Personnel

Name: Maria Stella de Souza  
Date of birth: November 22, 1937  
Place of birth: Vila Velha, Espirito Santo  
Sex: Feminine Marital status: Single  
Dependents: -  
Home address: Rua Atalaia, 15 - Paul - Vila Velha,  
Espirito Santo

University ( incomplete)

French - English

Informal - 1965

Training - Writing - Administration

Employer: Ministry of Education and Culture  
Date of admission: 1962  
Position: Chief administrator  
Appointment: Temporary

Employer: State Secretariat of Education  
Functions: Clerk  
Date of admission: May, 1960

## IX - Contributions to the AV Field ---

## XI - Professional Associations

State Government Employees Association

AV Center:    VITÓRIA

Individual Data on Personnel

- I    -    Personal Data  
Name: Maria José Granhim Cavalcanti  
Date of birth: November 3, 1941  
Place of birth: Vitória, Espírito Santo  
Sex: Feminine                      Marital status:  
Dependents:  
Home address: Rua Fradinhos, s/n - Jucutuguara, Vitória,  
Espírito Santo.
- II    -    Educational level  
University ( incomplete)
- III    -    Foreign languages  
English
- IV    -    AV Professional training  
none
- V    -    Main Areas of Interest in the AV Field  
General - Administration
- VI    -    Present job  
Employer: Ministry of Education and Culture  
Date of admission: 1967  
Position: Typist  
Appointment: Temporary
- VII    -    Previous job
- VIII    -    Other activities
- IX    -    Contributions to the AV Field
- X    -    Congresses and Seminars attended
- XI    -    Professional Associations

-x-x-x-x-x-x-

AV Center: VITÓRIA

Individual Data on Personnel

- I - Personal Data
- Name: Maria Martina Zanotti  
 Date of birth: April 21, 1930  
 Place of birth: Itaguaçu, Espírito Santo  
 Sex: Feminine Marital status: Single  
 Dependents: -  
 Home address: Av. República, 224-apr.406 -Vitória,  
 Espírito Santo.
- II - Educational level
- Normal School (2nd cycle)
- III - Foreign languages ---
- IV - AV Professional training
- DAV-CRPE/SP AV Specialist Course - 1962
- V - Main Areas of Interest in the AV Field
- Training
- VI - Present jobs
- (a) Employer: Ministry of Education and Culture  
 Date of admission: 1963  
 Position: Educational Assistant  
 Appointment: Temporary
- (b) Employer: State Secretariat of Education  
 Function: Secondary teacher
- VII - Previous job
- VIII - Other activities
- Art teacher for children
- IX - Contributions to the AV Field ---
- X - Congresses and Seminars attended
- 1st Brazilian AV Congress --- Rio de Janeiro - 1967.
- XI - Professional Associations
- Brazilian Association Audio Visual Education



AV Center: VITÓRIA

Individual Data on Personnel

- I - Personal Data
- Name: Hércia Carvalho do Nascimento  
Date of birth: March 25, 1919  
Place of birth: Vitória, Espírito Santo  
Sex: Feminine Marital status: Married  
Dependents: 2  
Home address: Conjunto Plácido Barcellos -Aribiri,  
Vila Velha, Espírito Santo
- II - Educational level
- Normal School ( 2nd cycle)
- III - Foreign languages ---
- IV - AV Professional training
- Informal - 1960
- V - Main Areas of Interest in the AV Field
- Training -
- VI - Present job
- Employer: Ministry of Education and Culture  
Date of admission: November, 1960  
Position: Educational Assistant  
Appointment: Permanent
- VII - Previous job
- Employer: State Secretariat of Education  
Functions: Elementary teacher  
Date of admission: 1938 Date of leave: 1960
- VIII - Other activities ---
- IX - Contributions to the AV Field ---
- X - Congresses and Seminars attended ---
- XI - Professional Associations
- Union of Elementary Teachers of Espírito Santo

AV Center:     VITÓRIA

Individual Data on Personnel

- I    -    Personal Data
- Name: Regina Lesqueves de Castro  
         Date of birth: August 29, 1948  
         Place of birth: Cachoeira do Itapimirim,  
   Espirito Santo  
         Sex: Feminine                      Marital status: Single  
         Dependents: -  
         Home address: Rua Prof. Arnaud Cabral, 65 -Bairro  
   de Nazara, Vitoria
- II    -    Educational level
- University ( incomplete)
- III   -    Foreign languages
- English - French
- IV    -    AV Professional training
- "    -    None
- V     -    Main Areas of Interest in the AV Field
- Drawing and Graphic Arts
- VI    -    Present job
- Employer: Ministry of Education and Culture  
         Date of admission: 1968  
         Position: Artist  
         Appointment: Temporary
- VII   -    Previous job        ---
- VIII -    Other activities       ---
- IX    -    Contributions to the AV Field       ---
- X     -    Congresses and Seminars attended       ---
- XI    -    Professional Associations       ---

-X-X-X-X-X-X-

AV Center:        VITÓRIA

Individual Data on Personnel

- I    -    Personal Data
- Name: Amilton Ribeiro  
         Date of birth: December 15, 1944  
         Place of birth:  
         Sex: Masculine                      Marital status:  
         Dependents:  
         Home address:
- II    -    Educational level
- Elementary education
- III   -    Foreign languages ---
- IV    -    AV Professional training
- None
- V     -    Main Areas of Interest in the AV Field
- Cinema
- VI    -    Present job
- Employer: Ministry of Education and Culture  
         Date of admission:  
         Position: Messenger  
         Appointment: Permanent
- VII   -    Previous job ---
- VIII -    Other activities
- Equipment operator
- IX    -    Contributions to the AV Field ----
- X     -    Congresses and Seminars attended ----
- XI    -    Professional Associations ----

XXXXXXXX-X-X-



AV Center: VITÓRIA

Individual Data on Personnel

I - Personal Data

Name: Luiz Leopoldino da Silva  
 Date of Birth: September 9, 1920  
 Place of birth:  
 Sex: Masculine Marital status:  
 Dependents:  
 Home address:

II - Educational level

Elementary education

III - Foreign language ---

IV - AV Professional training

V - Main Areas of Interest in the AV Field

VI - Present job

Employer: Ministry of Education and Culture  
 Date of admission:  
 Position: Driver  
 Appointment: Permanent

VII - Previous job

VIII - Other activities ----

IX - Contributions to the AV Field ----

X - Congresses and Seminars attended ----

XI - Professional Associations ----

X-X-X-X-X-X-X-

AV Center: VITÓRIA

Individual Data on Personnel

- I - Personal Data
- Name: Acyr da Silva  
 Date of Birth: November 18, 1927  
 Place of birth: Alegre, Espírito Santo  
 Sex: Masculine Marital status: Widower  
 Dependents: 2  
 Home address: ignored( moving frequently)
- II - Educational level
- Elementary education
- III - Foreign languages ---
- IV - AV Professional training
- None
- V - Main Areas of Interest in the AV Field
- Photograph - Slides
- VI - Present jobs
- (a) Employer: Ministry of Education and Culture  
 Date of admission: 1963  
 Position: Photographer  
 Appointment: Temporary
- (b) Employer: State Secretariat of Education  
 Function: Photographer
- VII - Previous job ---
- VIII - Other activities ---
- IX - Contributions to the AV Field ---
- X - Congresses and Seminars attended ---
- XI - Professional Associations ---

AV Center: VITÓRIA

Individual Data on Personnel

- I    -    Personal Data
- Name: Elza de Oliveira Fernandes  
          Date of birth: 1932  
          Place of birth:  
          Sex: Feminine                      Marital status:  
          Dependents:  
          Home address:
- II    -    Educational level
- Elementary education
- III   -    Foreign languages ---
- IV    -    AV Professional training
- None
- V    -    Main Areas of Interest in the AV Field ----
- VI    -    Present job
- Employer: Ministry of Education and Culture  
          Date of admission:  
          Position: Mimeograph Operator.  
          Appointment: Permanent
- VII   -    Previous job ----
- VIII -    Other activities ----
- IX    -    Contributions to the AV Field ----
- X    -    Congresses and Seminars attended ----
- XI   -    Professional Associations ----

-X-X-X-X-X-X-



VITÓRIA AV Center

Course Content for AV Training Activities

- I - Communication ( introduction to theory)
  - The Problem of Communication
  - The Process of Communication
  - The Acquisition of Experiences (Dale's Cone)
- II - Methods and Materials (theory and practice)
  - a) Projectors and projectable materials
    - kinds of projectors(opaque, filmstrip, slide, shound projectors)
    - motion picture
    - filmstrip and slides
  - b) Non-projectable materials
    - poster
    - wall newspaper and bulletin board
    - model
    - picture
    - flip-book
    - flannelboard
    - chalkboard
    - sound recorder
- III - Auxiliary Techniques
  - Letters and leterring
  - Copying, enlargin and reducing pictures
  - Picture files
  - Wet mounting
  - Colors
  - Stencil
- IV - Individual Project (practice)
  - Planning and making a poster
  - Planning and making a flip-book
  - Planning and making a flannelboard presentation
  - Pls ming and making a bulletin board presentation
- V - Group Project (practice)
  - Evaluation of an educational film
  - Evaluation of slide series and filmstrips
- VI - Written Course Evaluation

OTHER VISITS IN ESPIRITO SANTO

The University of Espirito Santo

Professor Alaôr Queiróz Araújo, Rector of the University of Espirito Santo, described the transition from traditional faculties to modern course development at his university and plans for the new campus now under construction. He stated that the university now provides instruction for approximately 3,000 undergraduates and will serve 5,000 within the next four years. New course sequences are being developed in philosophy, fine arts, physical education, law, medicine, dentistry and engineering. Twelve young professors are being trained at the Rio de Janeiro Catholic University and 11 new buildings are now under construction. Because entering students lack adequate preparation, the Rector stated that his university has a role to play in improving both primary and secondary education throughout the State.

Professor Araújo knows about the problems of CAV and is very appreciative of the services it has provided to members of his faculty. He will do anything he can to assist the center because of its importance to education at all levels. Next year he will be able to provide space at the downtown campus when the various departments move to new buildings.

The Audio-Visual Center, Espirito Santo  
State Secretary of Education

This center, reasonably housed in six rooms at Rua 23 de Maio, No.345, Vitória, Espirito Santo, is directed by Mrs. Lacy Loyola Barbosa and has an untrained staff of twelve persons, most of whom work half time. It has a budget of NCr\$40,000 for materials and supplies and possesses minimum equipment for the projection of films, filmstrips and opaque materials; for photographic work; and for the production of simple graphic materials. A small library includes twelve 16mm. films, 32 slide sets and 190 filmstrips.

Last year the center loaned 197 films to 69 schools for 38,950 viewers; 162 filmstrips to 89 schools for 12,181 viewers; and 91 slide sets to 26 municipalities. A projectionist accompanies all showings.

During June of this year, the center held a course on communication for 152 teachers. It serves teachers from normal schools who daily come to make their own materials after school hours.

There is no coordination of this center's activities with those of CAV.



## C. P A R A N Á

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### CURITIBA Audio-Visual Center

#### I - Generalities

Designation: "Serviço de Recursos Audiovisuais" -SRAV - de Curitiba.  
Address: Rua Dr. Fco. de Sá, s/n -Faculdade de Ciências Econômicas da Universidade Federal do Paraná- UFP; Bairro General Carneiro, Curitiba, Est.do Paraná - Caixa Postal,2747  
Telefone 4-1822, ramal 151.

Direct dependency: "Instituto Nacional de Estudos Pedagógicos" - INEP- Ministério da Educação e Cultura.

Date of installation: August, 1958

Original and subsequent location: In 1958 and 1959 the Center was located on the outskirts of Curitiba; in 1959 it moved to Av.13 de Maio, 150 due to the precarious conditions of the original house and lack of security (burglars entered the house and robbed several items); in 1965 it moved to Rua General Carneiro,35, since the previous house was sold; in 1967 it moved to the Polytechnical Center of the Federal University of Paraná, from where it moved again to the present location, since the previous building was demolished. The Entities to which it was originally and subsequently subordinated are: "Campanha Nacional de Educação Rural" -CNER -Ministério da Educação e Cultura, MEC; the National Department of Education - DNE - when CNER was disbanded early in 1963; in September of the same year, INEP as per Ministerial decision, under the São Paulo Audio-Visual Center, to become part of INEP's Audio-Visual System. Early in 1969 it was put directly under INEP freeing itself from São Paulo AV Center subordination.

#### II - Physical Installations

##### a) Facilities

The Center occupies about 300 square meters on the top floor of a six story building, some five years old, close to downtown Curitiba. The building is located at and belongs to the Federal University of Paraná and houses the School of Economics(Faculdade de Ciências Econômicas). SRVAV has eight good rooms occupying half the floor; the other half is occupied by the School's Library.

The overall conditions are excellent and the installations quite good. The whole area was recently painted and it looks new. The photographic laboratory had just been completed by the time of the visit. The room used for training is small and holds no more than 15 students. However, the Center has access to the Auditorium of both the School of Economics a few floors below and of the Faculty of Philosophy in the next building a few yards away. Thus, no adaptations or changes are required presently in installations. However, the Center has no room for expansion unless the Library on the other half of the floor is moved. SRVAV occupies these offices as per verbal arrangements with the university following an agreement which expired in 1967. The University is interested in providing space to SRVAV because it constantly utilizes its services.



The municipality of Curitiba has offered land for the construction of a building for SRAV if INEP would bear the costs. Apparently the University would be interested in financing such a construction through an agreement. But no official word has come through along these lines.

There is sufficient water and electrical supply (110 volts for light and 220 for power, 60 cycles). Office and technical furniture (drawing tables, work benches, etc.) are adequate. However, the Center needs shelves and cabinets for stocking and filing some equipment, flip charts, negatives, etc.

#### b) Equipment

Annex I is a list of selected equipment existing in SRAV, most of which was granted by USAID. Very few items were purchased by CNER or INEP. A second printing machine ("Multilith") and accessories were supplied by the São Paulo Audio-Visual Center when SRAV/Curitiba was under its jurisdiction. This is equipment which was granted by USAID to the São Paulo Center.

The equipment is very much used but in good working conditions. Some items need to be replaced and others require repairs. In need of replacement are:

- a small folding machine
- a paper cutter
- a photographic dryer and several photo lab accessories

Needing minor repairs and overhauling:

- a 2066 "Multilith" printing machine
- an "Ampro" sound recorder (old 750 model)
- a "Meteorite-Robertson" photolith camera
- an off-set plate whirler
- an "Ikoflex" photographic camera

SRAV is already taking the necessary steps concerning this matter.

All USAID furnished equipment is at least 10 years old and some is obsolete, such as tape recorders and projectors. Depending on the future of the Center and its specific objectives, recommendations should be made regarding modern and efficient kinds of equipment needed.

### III -Organization and Staff

#### a) Organization

Annex II shows the Center's organization chart. It is a very simple type of organization developed without guidance or orientation from INEP. It consists of a Head Office, and Administration Office, the Production Section (which includes printing, photography, graphic arts, etc.), a Training Section, Evaluation and Research Section, School Assistance Section, and Documentation. This organization is considered satisfactory for the services presently being rendered by the Center.

b) Staff

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The Center has presently a staff of 17 persons. Of these, five are AV specialists with specific training and the remaining are assistants, production and administrative personnel. As SRAV members they are federal employees. Some have another job, holding positions as State employees or in private business. Only the Chief and five others are federal permanent employees with tenure. Those with no tenure are paid with funds supplied by INEP on an irregular basis. They all work part-time, on a 32 1/2 hour per week basis. The monthly salaries (indicated in NCR\$) are:

Malba Santiago Ferreira - Chief of SRAV; permanent, with tenure; Educational Technician; salary: 620,00 plus 420,00 as bonus for being Chief; functions: overall coordination and training activities; attended the Communications Media Leadership Course at Indiana University; completed the course in Pedagogy, Faculty of Philosophy, UFP;

Laurinda Mussalam - AV Specialist, in charge of the Documentation Section. "contract", no tenure; performs training activities; salary 360,00; presently in the 2nd year of the course of Pedagogy, Faculty of Philosophy, UFP; has the AV Specialist Course given at the São Paulo AV Center; permanent, State elementary teacher, with a salary of 191,00;

Mabel Santiago Cardin - in charge of assistance to schools; performs training activities; "contract", no tenure; salary: 327,60; completed the course in Pedagogy at the Faculty of Philosophy, UFP; attended the AV Specialist Training Course at the São Paulo AV Center.

Juraci Coelho Ribas - Educational Technician, in charge of training; helps in the School Assistance Section; "contract" with no tenure; salary 401,76; completed the course in Pedagogy, Faculty of Philosophy, UFP; received three-weeks training in communications media provided by USAID in 1965; teacher at a private school, salary 415,00.

Deloá Dilva Schneckenberg - Educational Technician, in charge of Research and Evaluation; assists in training; "contract" with no tenure; salary: 420,00; completed the course in Pedagogy, Faculty of Philosophy, UFP; attended the AV Specialist Course at the São Paulo AV Center; permanent administrative position at the State, salary 219,00.

Érico Egídio da Silva - Artist; teaches graphic arts; "contract" with no tenure; salary 327,60; presently in the 1st year of the Natural Sciences course at the Faculty of Philosophy, UFP; no other AV training except the SRAV/ Curitiba course; holds a permanent position at the State Extension Service;

Amauri Pereira Notaroberto - photographer; "contract" with no tenure; salary: 300,00; elementary education only; no AV training; has a photographer job at a local newspaper;



Pedro de Assis Merege - artist; "contract" with no tenure; salary: 300,00; elementary education only; no AV trainings; holds a permanent position with the State; salary: 262,00.

Gabriel Vigo - printer; "contract" with no tenure; salary: 360,00; elementary education only; no AV training; holds a permanent position at the State of Parana Printing Office with a salary of 414,00.

Arnaldo A. de Souza - photo lab specialist; permanent federal employee with tenure; salary 192,78; does free-lance photography.

Carlos Fakarz - photolith specialist; "contract" with no tenure; salary: 360,00; elementary education only; no other AV training except the SRAV/Curitiba course; holds a permanent position at the State Printing Office, salary 414,00.

Ricardo Vasquez de Souza - photographer; federal permanent, with tenure; salary: 251,74; completed the course at the School of Dentistry, UFP; no AV training; at the time of the visit on a special two-years leave of absence scheduled to terminate on July 31, 1969;

José Alberto Caruso - typist, in charge of the administrative services and accounts of SRAV; federal permanent, with tenure; salary: 207,90 plus 99,00 bonus for regular extra-hours; secondary course, no AV training.

Ana Ribeiro Caruso - secretarial work; "contract" with no tenure; salary: 273,60.

Della Izaurina Rodrigues Feitosa - janitor; "contract" with no tenure; salary: 169,20; elementary education only.

Vivaldo Rodrigues do Prado - driver; federal permanent, with tenure; salary: 229,06; elementary education only.

Ernesto Menelau Martins - printing helper; federal permanent, with tenure; salary: 229,06; presently on health leave for one year and six months, no firm date to return.

More details on this staff, with exception of the administrative personnel is found in Annex III.

It is a good, enthusiastic staff and quite competent considering their limitations. If additional training were given to a selected group of them, SRAV would have a very competent staff.

The Center has had two other University of Indiana trained members who left:

Renato Lima, who actually installed the Center as its Chief from 1958 to 1961; transferred to MEC's National Department of Education at his own request for personal reasons; presently working at the National Museum (MEC), as an audio-visual specialist; he is a



Renato Lima(cont'd)-

permanent federal employee, with tenure;

João Baptista de Mendonça, who worked at the Center from its installation in 1958 to 1961 as an artist, becoming its Chief from 1961 to 1963; transferred to Rio at his own request for personal reasons; presently at the Directorate of Industrial Education, MEC, as an audio-visual specialist; federal permanent employee with tenure.

#### IV - Financial Resources

Since the beginning of 1969, the main financial source of SRAV has been INEP. From 1963 until the end of 1968, its financial source was the São Paulo Regional Center for Educational Research(CRPE/S.PAULO ) under which it was placed. CRPE/S.PAULO received from INEP an overall budget from which it released funds to SRAV/Curitiba. Thus, the SRAV never knew what funds would be available since the budget was made at CRPE/S.PAULO.

To the amount presently received from INEP should be added the salaries paid directly by the National Treasury to the federal permanent employees. The "contract" employees are paid with INEP funds.

For 1968, SRAV's expenditures in R\$ were as follows:

|   |           |
|---|-----------|
| Salaries paid by the National Treasury to federal permanent employees | 26.994,48 |
| INEP funds released through CRPE/SP                                   | 51.300,00 |
| Total federal funds   | 78.294,48 |

The INEP funds in 1968 were applied as follows:

|   |           |
|---|-----------|
| Salaries for "contract" employees             | 42.735,05 |
| Labor obligations towards contract employees. | 1.707,60  |
| Supplies                                      | 5.007,61  |
| Other costs                                   | 1.849,74  |
| Total spent with INEP funds                   | 51.300,00 |

In 1968 INEP provided an additional amount of R\$4.000 for the move of SRAV/Curitiba to its present location. For 1969 SRAV does not know how much was budgeted. In March it received an amount which barely covered the salaries due since January. All salaries of "contract" personnel have been due since that time.

The Center charges for services rendered either in kind or in cash to cover the costs of training and some production. The Federal University of Parana helps the Center by providing free space. It was also the University that paid for the painting of the area occupied by the Center offering to cover the costs for the photo lab installation if INEP did not pay for it. INEP, however, made a special allocation of R\$4.000 for this purpose.

The releases of INEP funds are quarterly but very irregular, a situation which creates serious problems for SRAV in terms of paying salaries and other obligations. Under these circumstances the SRAV cannot put into effect certain plans as will be seen.

## V - Services Rendered

### a) Policy and activity plans

As regards all INEP AV Centers, there is not a defined policy on part of INEP. In addition to its training and production activities, SRAV/Curitiba has upon request submitted to INEP some plans of its own initiative. But there has been no reaction on the part of INEP.

These plans are as follows ( 1969/70 ) :

1. create an experimental AV unit at the Guanabara Public School in Curitiba, which is the Experimental School of Curitiba's Institute of Education (Normal School); this should be a "model unit" to test AV materials for the elementary school and to train future elementary teachers; the project is being studied and financing proposals have been presented to INEP, the Educational Foundation of Parana (FUNDEPAR) and UNESCO;
2. organize and maintain a permanent 30-day intensive course in communications media for teachers of Theory and Practice of Elementary Education at the Normal Schools of Parana;
3. organize regional AV units linked to the State Regional Educational Inspectorates;
4. large scale reproduction of audio-visual materials already tested at the Elementary, Secondary and Normal schools of Parana;
5. develop research on audio-visual materials applied to the classroom.

The development of these projects, however, depends on approval and funds from INEP.

### b) Relations with the educational system in the area

SRAV has complete liberty in establishing direct contacts with the educational system in the area. Depending on the level of education, its contacts are made through entities or directly with schools and teachers. The table below shows the channels used by SRAV, in a scale from 1 to 4 (1 being the highest), to establish its contacts with the educational system for different levels and the results of such contacts through the respective channels:

#### Elementary Education

|                                    |   |           |
|------------------------------------|---|-----------|
| Secretariat of Education(FUNDEPAR) | 1 | good      |
| Private Schools                    | 2 | excellent |
| Public Schools                     | 3 | excellent |
| Teachers (public and private)      | 4 | good      |
| University (Pedagogy course)       | 4 | poor      |



Secondary Education ( conventional)

|   |   |           |
|---|---|-----------|
| Public Schools  | 1 | good      |
| Private Schools   | 2 | good      |
| Teachers (public and private)                             | 3 | excellent |
| School of Philosophy in Ponta Grossa<br>(Pedagogy course) | 2 | good      |
| MEC's Secondary Education Inspectorate                    | 3 | good      |

Secondary Education ( vocational)

|   |   |      |
|---|---|------|
| Federal Technical School                      | 1 | good |
| Secretariat of Agriculture                    | 1 | good |
| Teachers of public schools                    | 2 | good |
| MEC's Inspectorate of Industrial<br>Education | 2 | good |

Higher Education

|  |   |      |
|--|---|------|
| UFP, Catholic University; Universidade<br>de Ponta Grossa(Faculties of Philosophy) | 1 | good |
| UFP, Cultural Department   | 2 | good |
| UFP, Printing Department   | 2 | good |
| UFP, Dept. of Documentation & Biblio-<br>graphy                                    | 3 | good |
| UFP, School of Economics   | 4 | good |
| Individual teachers:   |   |      |
| Pedagogy of UFP, PUC & Ponta Grossa  | 1 | good |
| Social Sciences, same universities   | 2 | good |
| Journalism of UFP  | 2 | good |

Other Areas of Teaching

|  |   |      |
|--|---|------|
| National Service of Commercial<br>Apprenticeship SENAC | 1 | good |
| Commercial Social Service - SESC                       | 2 | good |
| Agricultural Extension                                 | 2 | good |
| Sanitary Education (Sec.of Health)                     | 2 | good |
| National Serv. Ind.Apprenticeship-SENAI                | 3 | good |

There is no educational television in Paraná, but SRAV is represented at the local ETV committee which is studying the problem. Occasionally SRAV conducts a TV program on AV for teachers through commercial stations.

For the different levels of education, SRAV's action is directed as follows, in a scale from 1 to 5 (1 being the highest):

|                               |   |
|-------------------------------|---|
| Higher Education              | 1 |
| Elementary Education          | 2 |
| Conventional Sec. Ed.& Normal | 3 |
| Others                        | 4 |
| Vocational Education          | 5 |

c) Main types of activities

SRAV/Curitiba is devoted presently to three main types of activities:(a) Training;(b) Production; (c) Assistance to Schools.



Training - All training activities are planned, organized and conducted by SRAV's Training Section which is directed by Juracy Coelho Ribas who is assisted by Deloá Dilva Schneckenberg. The following staff members are also engaged in actual training: Melba Santiago Ferreira, Laurinda Mussalan, Érico Egidio da Silva and Mabel Santiago Cardim. Training is given by request of interested entities who themselves cover all costs involved except salaries of instructors.

SRAV has developed several types of training in order to fulfill specific needs. Each one has its own course content and varies in length. Annex IV contains the course outlines for the several types of training, which are:

- Type A - 80 hours, spread in two months, for students of the Pedagogy Courses (Faculties of Philosophy);
- Type B - 60 hours during 15 days of intensive training, for students at the Normal Schools;
- Type B-1 - Same as above, abridged;
- Type C - Flexible type of training with no fixed number of hours and with an informational character; generally, these constitute part of a larger program being conducted by some entity such as the Secretariat of Agriculture, the Secretariat of Education, the University of Parana, Secretariat of Health, etc.

SRAV also maintains individual in-service training; in this case, the trainee becomes part of SRAV's staff going through all its phases of operation. This kind of training is generally given during one month of intensive daily work.

The Center also conducts staff self-training activity; once a year selected staff members train the others in their respective field of activity thus keeping each other informed about their colleagues' activities and techniques. Furthermore, SRAV maintains a "mutual-training" system with local television personnel, thus learning about TV techniques, while the TV people learn about AV techniques.

The following formal training activities were conducted during the last year --(1968):

- April/May - Type A, at the Faculty of Philosophy, for students of Pedagogy; attendance: 54;
- Different times - Eight type B courses, at the Polytechnical Center and at the Normal School of Curitiba, for elementary teachers and Normal School students; attendance of each: 15;
- February - Type C, at Faculty of Philosophy for Secondary Education Teachers and university professors; attendance: 40;
- July - Type C, at the Ponta Grossa School of Agriculture, for agricultural school supervisors; attendance: 20;
- August - Type C, at a private school, sponsored by the Secretariat of Education for secondary education teachers; attendance: 40;
- September - Type C, at the local Catholic Seminary;

February/May - Type D, at SRAV, mainly in photography, for one member of SENAC (National Service of Commercial Apprenticeship); 4 months;

August/November - Type D, at SRAV, for one teacher of the Institute of Education, mainly in Graphic Arts; 4 months.

Production - The great bulk of SRAV's production is in the field of printing and art work. Having a good printing shop with two "Multilith" machines, the Center receives requests for the production of booklets, folders, graphs and even books, all for educational purposes. One of the great "clients" for this kind of material is the University of Paraná itself. This is one of the reasons why the Center gets free space at the campus. The University, however, pays for the services rendered as mentioned. The State of Paraná Educational Foundation (FUNDEPAR) an organization linked to the Secretariat of Education, also requests many production services.

Photographic production is comparatively small. Color slides and black-and-white photographs are made for the Schools of Medicine, Dentistry, Engineering, etc.

With its staff and equipment, the Center is able to make a variety of materials, which are not being produced in large scale for lack of funds.

Assistance to Schools - This kind of service consists of loans of films, (mostly dubbed in São Paulo), filmstrips and other types of materials, such as flannelboard parts, sets of pictures, etc. Loans are made to entities and never to individual teachers. Equipment is not lent. Individual teachers can get guidance and orientation at the Center on the use of AV materials. Also, some entities seek the Center for guidance on the installation and operation of their own AV units.

d) Comparison between services rendered during the time of the USAID agreement and today.

The kind of services rendered by SRAV today is practically the same as during the time of the USAID agreement, with very few changes. For instance, today they are making color separation for printing, which was not done at that time. SRAV is lending films today, which was not done before due to the inexistence of films. The loan of equipment, which was done before, has been discontinued because the equipment was not properly operated nor cared for by the customers. Also, nowadays some ETV activity is taking place, which was unknown then.

There have been some quantitative changes: the output of printed materials has more than doubled, while the photographic production has dropped. Also, the production of other graphic materials has been reduced due to lack of funds. Training activities have increased substantially.

The table below indicates the opinion of SRAV's chief on the quality of services during the agreement and afterwards, in a scale from 1 to 3, in which 1 is the highest.



| <u>Kind of service</u> | <u>During USAID<br/>agreement</u> | <u>Today</u> |
|------------------------|-----------------------------------|--------------|
| Training               | 3                                 | 1            |
| Advisory services      | 1                                 | 2            |
| Art production         | 1                                 | 1            |
| Printing               | 1                                 | 1            |
| Photography            | 1                                 | 1            |
| Writing                | 1                                 | 2            |
| Loans                  | 2                                 | 1            |

During the time of the agreement the Center had the assistance of American USAID advisors who divided their time between Porto Alegre and Curitiba. They were: Arnold Robinson, from 1958 to 1959; Ernst Schlomann, from 1959 to 1962; and James Grazier, from 1962 to 1963.

In those days the difficulties were of a normal nature, that is, inherent to the type of activity, while today the difficulties are mainly due to lack of funds and policy. In the opinion of the SRAV's Chief, today's main needs are: definition of purposes and a work philosophy; adequate budget to allow a better use of the human and material potentials of SRAV; better training, upgrading and specialization for staff members; increase and modernization of equipment, mainly printing and text composition.

#### VI - Comments

##### a) Potentials

SRAV/Curitiba has great potentials to become a leader in the AV area, concentrating its efforts in selected and specific fields of activities.

The facilities are good and, if the production and training areas were expanded, a more efficient job could be performed. The Center has a great capacity of production. The 10-year old equipment is in good operational condition; however, some items could be replaced by more modern models, particularly motion picture and slide/filmstrip projectors and sound equipment. There is a good number of staff members, sufficient for present and expanded activities, though some upgrading is necessary.

##### b) Requirements

As all other INEP Centers, SRAV/Curitiba needs a definition of purposes so as to concentrate its activities in selected areas. It could specialize in research to determine kinds of AV materials needed in production and testing prototypes for large scale production and distribution by some other agency and in teacher training. In order to achieve this, as already mentioned, selected staff members should get additional training, including in ETV. Some equipment items should be replaced and others added. The recommendation on what kinds of commodities would be necessary will depend on the type of activities in which the Center will be engaged.

An adequate budget has to be provided, on a systematic basis, thus allowing SRAV to plan its activities and properly implement them. The budget should also allow for better salaries for a full time personnel basis.



c) Achievements

SRAV/Curitiba has always been active in one way or another in spite of the lack of policy and orientation and in spite of the scarcity of funds. Through training, assistance to schools, production of selected AV materials and printing a variety of publications, the Center has contributed to the development and improvement of the educational system in the area, proportionate to its limitations. These achievements are very subjective and it becomes difficult, if not impossible, to measure to what extent its action has been beneficial. But one thing is sure: it has definitely implanted in the State of Parana the concern for audio-visual materials as an important element to improve the quality of teaching at all levels.

Curitiba AV Center

LIST OF SIGNIFICANT EQUIPMENT

Art

Assorted art devices  
One dry mounting press  
One air brush and compressor  
One "camara lucida"  
Two lettering sets  
Silk screen materials

Photography

One 35 mm "Ikoflex" photo camera  
One "Crown Graphic" 4x5 photo camera  
Accessories and lenses for above cameras  
One light meter  
One "Omega" enlarger and accessories  
One photo washing tank  
One dryer  
One "Graflite" battery flash  
One copy stand  
Assorted photo lab devices and accessories  
(safe lights, tanks, hangers, timers, etc.)

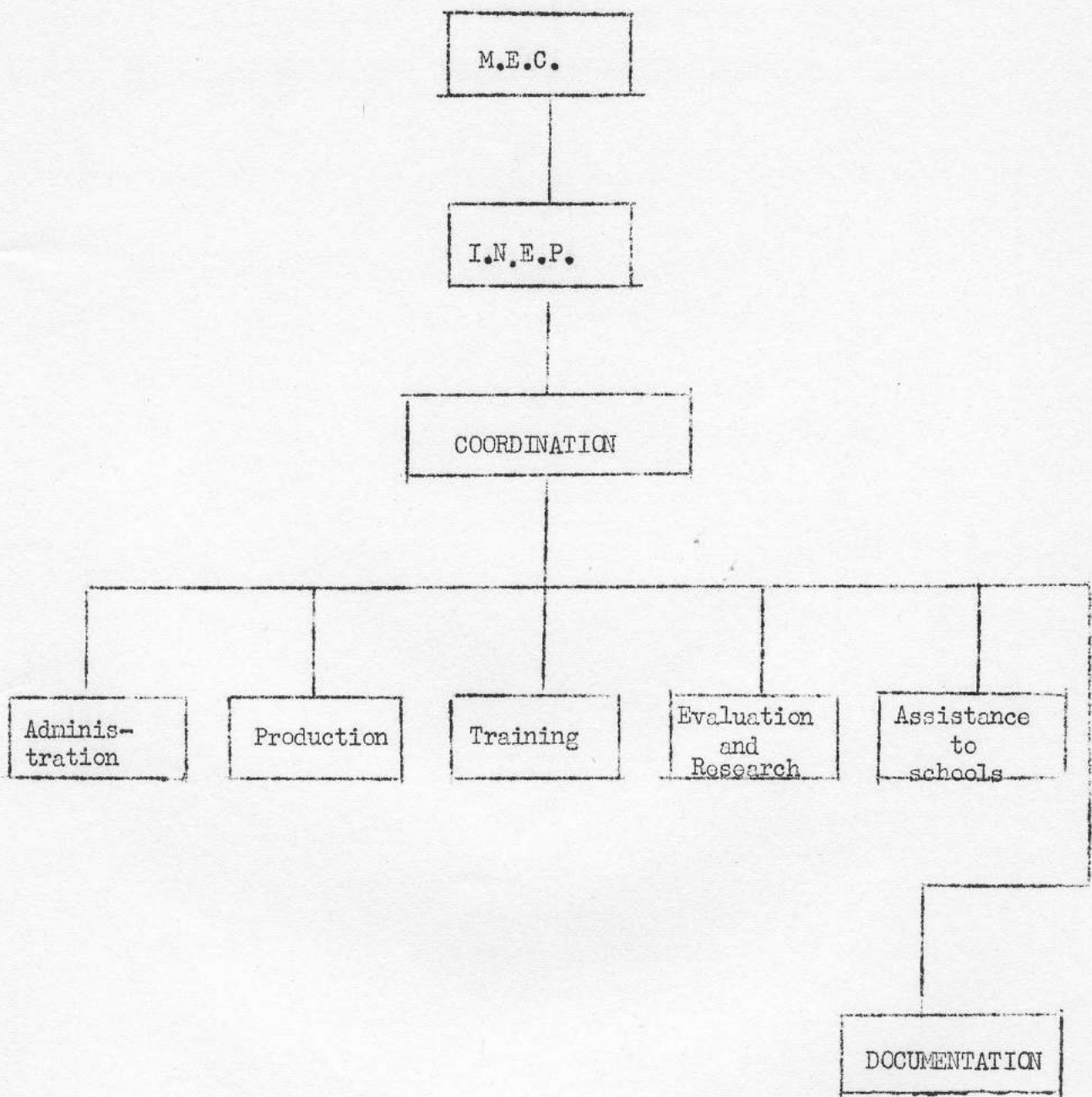
Printing

One 1250 "Multilith" off set printing machine  
One 2066 "Multilith" off set printing machine  
One "Meteorito-Robertson" photolith camera  
One "Colight" vacuum frame  
One "Multigraph" whirler  
One "Multigraph" paper folding machine  
One "Bostich" stitching machine  
One "Michael 14" paper cutter  
Assorted devices and accessories

Utilization

Two 16 mm motion picture projectors (one "Bell & Howell" and one "RCA")  
One "Viewlex" slide/filmstrip projector  
One "Projefix" slide projector (furnished by MEC)  
One "Vu-Lite" ("Beseler") opaque projector  
Two tape recorders ("Ampro" and "Tobi-Soni" furnished by MEC)  
One lantern slide projector, "Bausch and Lomb"  
One "Da-Lite" projection screen

SRAV/CURITIBA ORGANIZATION CHART





ANNEX III

AV Center: PARANÁ

Individual Data on Personnel

I - Personal Data

Name: Malba Santiago Ferreira  
 Date of birth: July 21, 1936  
 Place of birth: Recife, Pernambuco  
 Sex: Feminine Marital status: Married  
 Dependents: 2  
 Home address: Rua Fernando Moreira, 33-apt. 93 - Curitiba

II - Educational level: University graduate - Pedagogy

III- Foreign languages: English, French, Spanish

IV - AV Professional Training

Communication Media Leadership Training  
 Indiana University - 1960-1961

V - Main Areas of Interest in the AV Field

Training - ETV - Planning - Research

VI - Present Jobs

(a) Employer: Ministry of Education and Culture  
 Date of admission: March, 1960  
 Position: Chief  
 Appointment: Permanent

VII- Previous Job:

Employer: ACARPA-Associação de Crédito e Assistência Rural  
 do Paraná  
 Position: Chief of Information  
 Date of admission: February, 1956 Date of Leave: Feb.,  
 1960

VIII- Other activities

Educational Advisor at Fundepar (Fundação Educacional  
 do Estado do Paraná)- Member of the ETV Committee.

IX - Contributions to the AV Field

Articles: "Using Community Resources" - "Dynamic Techniques  
 in Teaching" - "Color and its Dynamics" and  
 others.

X - Congresses and Seminars attended

Agricultural Information Seminar (Peru, 1957) -  
 Communications Seminar (Michigan, 1960) - Education  
 Seminar (Paraná, 1963) - AV Seminar (Rio de Janeiro,  
 1967).

XI - Professional Associations

Teachers Association of Paraná - AV Association - National  
 Education Association

AV Center: PARANÁ

Individual Data on Personnel

I - Personal Data

Name: Mabel Santiago Cardim  
Date of birth: January 19, 1946  
Place of birth: São Paulo, SP  
Sex: Feminine                      Marital status: Single  
Dependents: -  
Home address: Rua Francisco Tôrres, 55 - Curitiba

II- Educational level: University graduate - Pedagogy

III- Foreign languages: English, French, Spanish

IV - AV Professional training

DAV-CRPE/SP AV Specialist Course - 1967

V - Main Areas of Interest in the AV Field ,

Training - Cinema

VI - Present jobs

(a) Employer: Ministry of Education and Culture  
Date of admission: March, 1964  
Position: Writer  
Appointment: Temporary

VII- Previous job ---

VIII- Other activities ---

IX - Contributions to the AV Field ---

X - Congresses and Seminars attended ---

XI - Professional Associations ---

-X-X-X-X-



ANNEX III

AV Center: PARANÁ

Individual Data on Personnel

I - Personal Data

Name: Laurinda Mussalam  
Date of birth: June 17, 1936  
Place of birth: Bariri, São Paulo  
Sex: Feminine                      Marital status: Single  
Dependents: -  
Home address: Rua Saldanha Marinho, 2313, 3rd floor - apt. 6  
Curitiba

II - Educational level: University - Pedagogy (2nd year)

III - Foreign languages: Spanish, French

IV - AV Professional training

DAV-CRPE/SP AV Specialist Course - December 1964

V - Main Areas of Interest in the AV Field

Training - Drawing and graphic arts - Educational TV -  
Publications

VI - Present jobs

(a) AV Center of Curitiba  
Date of admission: January, 1968  
Position: Educational Assistant  
Appointment: Temporary

(b) Employer: State of Paraná  
Function: Elementary Teacher

VII - Previous job

Employer: Private Bank, Cambará, Paraná  
Functions: Clerk  
Date of admission: 1956                      Date of leave: 1957

VIII - Other activities ---

IX - Contributions to the AV Field

Article on "AV Techniques and Resources"

X - Congresses and Seminars attended ---

XI - Professional Associations

Teachers Association



ANNEX III

AV Center: PARANÁ

Individual Data on Personnel

I - Personal Data

Name: Deloá Dilva Schneckenberg  
Date of birth: September 17, 1932  
Place of birth: Curitiba, Paraná  
Sex: Feminine Marital status: Single  
Dependents: 2  
Home address: Av. Hugo Simas, 955 - Curitiba

II - Educational level: University graduate - Pedagogy

III - Foreign languages: Spanish, French

IV - AV Professional training

DAV-CRPE/SP - AV Specialist Course  
Informal (Curitiba, 1966)

V - Main Areas of Interest in the AV Field

Educational TV - Administration

VI - Present jobs

(a) Employer: AV Center of Curitiba  
Date of admission: January, 1968  
Position: Educational Technician  
Appointment: Temporary

(b) Employer: State of Paraná  
Function: Clerk

VII - Previous job

Employer: State of Paraná  
Functions: Elementary teacher  
Date of admission: April, 1960 Date of leave: February, 1967

VIII - Other activities ---

IX - Contributions to the AV Field ---

X - Congresses and Seminars attended

Brazilian Congress of Hygiene (1966)

XI - Professional Associations

State Employees Association of Paraná

ANNEX III

AV Center: PARANÁ

Individual Data on Personnel

I - Personal Data

Name: Juraci Coelho Ribas  
 Date of birth: May 24, 1942  
 Place of birth: Palmeira, Paraná  
 Sex: Feminine Marital status: Single  
 Dependents: 1  
 Home address: Rua Comendador Fontana, 125-apt. 3-Curitiba

II - Educacional level: University graduate - Pedagogy

III - Foreign languages: Spanish, French

IV - AV Professional training: Informal - 1965

V - Main Areas of Interest in the AV Field

Training - Cinema - Educational TV

VI - Present jobs

(a) Employer: AV Center of Curitiba  
 Date of admission: August, 1965  
 Position: Educational Technician  
 Appointment: Temporary

(b) Employer: Private School  
 Function: Elementary teacher

VII - Previous job

Employer: Private School  
 Functions: Elementary teacher  
 Date of admission: March, 1966 Date of leave: Nov., 1968

VIII- Other activities

IX - Contributions to the AV Field ---

X - Congresses and Seminars attended

Congress on Private Teaching School (1966) - Congress  
 of Normal School Teachers (Rio de Janeiro, 1966) - AV  
 Resources Congress (Rio de Janeiro, 1968) - Congress of  
 Catholic Educators Association (Rio, 1968)

XI - Professional Associations

Teachers Association of Paraná  
 Association of Catholic Educators

ANNEX III

AV Center: PARANÁ

Individual Data on Personnel

I - Personal Data

Name: Pedro de Assis Merege  
Date of birth: June 29, 1919  
Place of birth: Itararé, São Paulo  
Sex: Masculine  
Marital status: Married  
Dependents: 3  
Home address: Av. Manoel Ribás, 2111 - Curitiba

II - Educational level: Elementary

III- Foreign languages: Spanish

IV - AV Professional training: Informal

V - Main Areas of Interest in the AV Field

Drawing and graphic arts - Printing

VI - Present jobs

- (a) Employer: AV Center of Curitiba  
Date of admission: February, 1968  
Position: Artist  
Appointment: Temporary
- (b) Employer: State of Paraná Printing Office  
Function: Artist

VII- Previous job

Employer: Private printing office  
Functions: Graphic arts technician  
Date of admission: 1953  
Date of leave: 1964

VIII- Other activities: Tile paneling

IX - Contributions to the AV Field ---

X - Congresses and Seminars attended ---

XI - Professional Associations ---



ANNEX III

AV Center: PARANÁ

Individual Data on Personnel

I - Personal Data

Name: Érico Egidio da Silva  
Date of birth: March 9, 1937  
Place of birth: Gaspar, Santa Catarina  
Sex: Masculine Marital status: Married  
Dependents: 4  
Home address: Rua Roque Lazatto, 2577 - Curitiba

II - Educational level: University (incomplete)

III- Foreign languages: Spanish

IV - AV Professional training: Informal - 1963

V - Main Areas of Interest in the AV Field

Drawing and graphic arts - Printing - Photography - Cinema

VI - Present jobs

(a) Employer: AV Center of Curitiba  
Date of admission: October, 1963  
Position: Art Work  
Appointment: Temporary

(b) Employer: 'carpa-'ssociação de Crédito e Assistência  
Rural do Paraná  
Function: Photolithography

VII - Previous job

Employer: Private Printing Company.  
Functions: Art Work and Photolithography.  
Date of admission: 1958 Date of leave: 1963

VIII - Other activities ---

IX - Contributions to the AV Field ---

X - Congresses and Seminars attended ---

XI - Professional Associations

Parents and Teachers Association of Prof. Ermelino de  
Leão Public School

ANNEX III

AV Center: PARANÁ

Individual Data on Personnel

I - Personal Data

Name: Arnaldo A. de Souza  
Date of birth: November 7, 1933  
Place of birth: Rio de Janeiro, GB  
Sex: Masculine  
Marital status: Married  
Dependents: 4  
Home address: Rua Silva Jardim, S/N - Curitiba

II - Educational level:

Secondary-2nd cycle (1st grade only)

III- Foreign languages: English

IV - AV Professional training: Informal

V - Main Areas of Interest in the AV Field

Photography - Cinema

VI - Present job

Employer: AV Center of Curitiba  
Date of admission: November, 1961  
Position: Photographer  
Appointment: Permanent

VII - Previous job ---

VIII- Other activities: Private photographer

IX - Contributions to the AV Field ---

X - Congresses and Seminars attended ---

XI - Professional Associations ---

ANNEX III

AV Center: PARANÁ

Individual Data on Personnel

I - Personal Data

Name: Amauri Pereira Notaroberto  
Date of birth: August 4, 1942  
Place of birth: Rio de Janeiro, GB  
Sex: Masculine                      Marital status: Single  
Dependents: -  
Home Address:

II - Educational level: Elementary

III- Foreign languages: ---

IV - AV Professional training: Informal

V - Main Areas of Interest in the AV Field

Photography - Cinema

VI - Present jobs

(a) Employer: AV Center of Curitiba  
Date of admission: August, 1968  
Position: Photographer  
Appointment: Temporary

(b) Employer: Newspaper  
Function: Photographer

VII - Previous job: ---

VIII- Other activities: Private photographer

IX - Contributions to the AV Field

X - Congresses and Seminars attended ---

XI - Professional Associations ---

-X-X-X-X-



ANNEX III

AV Center: PARANÁ

Individual Data On Personnel

I - Personal Data

Name: Carlos Fakarz  
Date of birth: June 2<sup>o</sup>, 1923  
Place of birth: Curitiba, Paraná  
Sex: Masculine  
Marital status: Single  
Dependents: 3  
Home address: Rua João Evangelista Esrindola, 770 - Curitiba

II - Educational level: Secondary-1st cycle

III- Foreign languages: ---

IV - AV Professional training

Informal, 1963

V - Main Areas of Interest in the AV Field

Drawing and graphic arts - Printing - Photography

VI - Present jobs

- (a) Employer: AV Center of Curitiba  
Date of admission: 1960  
Position: Photographer and plate making  
Appointment: Temporary
- (b) Employer: State of Paraná Printing Office  
Function: Graphic arts technician

VII - Previous job

Employer: Federal Railway Co.  
Functions: Printer  
Date of admission: 1940  
Date of leave: 1952

VIII- Other activities ---

IX - Contributions to the AV Field

X - Congresses and Seminars attended ---

XI - Professional Associations ---

ANNEX III

AV Center: PARANÁ

Individual Data on Personnel

I - Personal Data

Name: Gabriel Vigo  
Date of birth: February 22, 1932  
Place of birth: Curitiba, Paraná  
Sex: Masculine  
Marital status: Married  
Dependents: 3  
Home address: Rua Guilherme Leite, 39 - Curitiba

II - Educational level: Elementary

III- Foreign languages: Italian

IV - AV Professional training: Informal

V - Main Areas of Interest in the AV Field

Printing - Photography - Publications

VI - Present jobs

- (a) Employer: AV Center of Curitiba  
Date of admission: 1959  
Position: Printing  
Appointment: Permanent
- (b) Employer: State of Paraná Printing Office  
Function: Graphic arts technician

VII- Previous job

Employer: Private firm  
Functions: Auto Mechanic  
Date of admission: 1948

VIII- Other activities ---

IX - Contributions to the AV Field ---

X - Congresses and Seminars attended ---

XI - Professional Associations ---

ANNEX IV

CURITIBA AV CENTER

COURSE CONTENT FOR TRAINING ACTIVITIES

Course Type A (two months, 8 hours per week)

- 1 - Communication
- 2 - General considerations on AV Resources
- 3 - Visit to the language laboratory at the Air Base
- 4 - Equipment
- 5 - Basic techniques for production of simple materials
- 6 - Photography
- 7 - Educational motion picture (analysis)
- 8 - Group work methods
- 9 - Educational Television (at Channel 4)

Course Type B (15 days, 4 hours daily)

- 1 - Communication (theory and process)
- 2 - Production of simple inexpensive aids
- 3 - Communications methods (film and other projected materials)
- 4 - Group methods
- 5 - Utilization of the Community Resources

Course Type B-1 (same as above, abridged)

Course Type C (information type, 5 days, 4 hours daily)

- 1 - Communication (theory and process)
- 2 - Learning and communication
- 3 - Audio-visual aids
- 4 - Cinema in education
- 5 - Educational Television



## OTHER VISITS IN PARANÁ

### The University of Paraná

At the University of Paraná meetings were held with the Rector, members of the Faculty of Economics, and the Director of the Department of Pedagogy. Dr. Flavio Suplicy de Lacerda, Rector of the University, stated that he was well pleased with the services provided by the Audio-Visual Center. The fine space now being provided to the center by the University makes this, indeed, apparent. Dr. Lacerda would be receptive to any plan to administratively transfer the center to the University with an agreement whereby it could serve both the University and state primary and secondary education needs.

Prof. Alcey Ribeiro de Macedo, Director of the Faculty of Economics, Prof. Eloy da Cunha Costal, Director of the University Center for Studies and Research, and Prof. Ocyrion Cunha, Department of Enterprise Finances, all felt that there should be no problem in transferring the AV Center to the University because they are both administered by the Ministry of Education and Culture. The University would welcome a link with the community through both the Schools of Economics and Education by way of the AV Center.

Currently, a new auditorium with projection facilities is being completed for use by the Faculty of Economics, and plans are underway for simultaneous translation facilities. All felt that these new facilities should properly be administered by the Audio-Visual Center.

Prof. Eni Caldeira, Director of the Department of Pedagogy stated that she hoped that the services of the AV Center could become integrated with teacher training in her department. She is hoping to employ modern technologies of education to individualize instruction and has assembled personnel to see what model they can construct.

### The Secretary of Education, Paraná

Mr. Candido Manoel Martins de Oliveira, Secretary of Education for the State of Paraná, has known and respected the work of SRAV since he was Superintendent of FUNDEPAR. At that time he had wanted the AV Center to be located within FUNDEPAR and now believes that agreements might be made with INEP to serve both the State and the University of Paraná. If INEP could provide more resources to the Center, FUNDEPAR could contribute to the development of instructional materials for elementary education.

Mr. de Oliveira expressed an interest in ETV and noted that a work group from his office has been studying its potential. The Secretary of Education has requested a channel and would hope to provide programming. There is a problem of jurisdiction to be solved with the state telecommunications organization (TELEPAR) which maintains that all TV activities are under its control. Steps have been taken to solve this matter.

The Educational Foundation of Paraná  
(FUNDEPAR)

Mr. Nelson Luiz Fanaya, Superintendent of FUNDEPAR stated that this Foundation plans for and administers funds for education at all levels in the State of Paraná including those received from international agencies. Work of the foundation has led to the development of the best educational statistics in Brazil. While the State of Paraná has delayed in developing a state plan for education in conformance with federal law, it is now prepared to develop a superior plan. Unlike other states it will not build a new school without a complete analysis of school needs.

An innovative approach to regional educational needs developed by the Foundation has resulted in fifteen different school schedules in the State of Paraná. Those regions engaged in cotton culture, for example, now may conduct their schools at different times than those producing cattle, etc.

Among other activities, the Foundation buys and distributes school materials - books, pencils, audio-visual materials, etc. It recently purchased 5000 slides from an agency other than SRAV which at the time could not be procured by the AV Center. It is in a position to finance the development of curricular materials by SRAV and would encourage the role of that Center in developing and testing prototype instructional materials for mass production by commercial firms and for distribution by the State organization.

State of Paraná Group for the Execution of the National  
Plan of Education (GEPLANEPAR)

Prof. Ernesto Knauer, Director of GEPLANEPAR stated that recently all federal funds for primary and secondary education were disbursed through this organization. Plans are now underway to consolidate the group with FUNDEPAR. Prof. Knauer expressed keen interest in the work of SRAV and would like the AV Center to be located in his building. He would like to see the Center design and test prototype materials for sale to the State Secretary of Education for distribution. Mrs. Malba Ferreira, Director of SRAV, noted that she had submitted a proposal for such an agreement to INEP but had not received an answer.

With respect to ETV, Prof. Knauer doesn't believe it will soon make a major contribution to education in Brazil. Lack of facilities for the preparation of software do not permit its use in Paraná. Presently, even the commercial stations live off of production in São Paulo and Rio. If the National ETV Foundation could produce programs they could be used through commercial stations; Prof. Gilson Anado, Director of that Foundation, is tied for lack of funds.

Unlike a number of other officials visited in Curitiba, Mr. Knauer expressed considerable pessimism about the state of educational development in Paraná. For example, he noted that the population is now rising at a rate of 3.7% per annum and that, additionally, many families are immigrating from Rio Grande do Sul. He believes that the State of Paraná is now ten years behind in educational planning. Currently 57% of the primary teachers are lay teachers, of whom 47% have barely completed elementary school. In Curitiba, for every 100 primary entrants, only 43 complete



four years of school and in rural areas, only fourteen complete that level. Secondary education is in a similar plight. Teacher training is inadequate, and he does not have much faith in the ability of the pedagogy courses at the universities to do a better job. Most secondary school buildings are inadequate, and new construction is a frustrating problem. Last year the governor could not authorize 187 secondary schools for lack of funds.

#### D. RIO GRANDE DO SUL

##### Porto Alegre Audio Visual Center

#### I - Generalities:

Designation: Serviço de Recursos Audiovisuais - SRAV - do Centro Regional de Pesquisas Educacionais do Rio Grande do Sul.

Address: Avenida Oswaldo Aranha 271, fundos. 8º andar, Bairro do Bonfim, Porto Alegre, Rio Grande do Sul. Tel: 24-2206 - Caixa Postal 2872.

Immediate Dependency: "Centro Regional de Pesquisas Educacionais do Rio Grande do Sul" - CRPE/RG - under the "Instituto Nacional de Estudos Pedagógicos" - INEP - Ministério da Educação e Cultura - MEC.

Date of installation: August 1, 1958.

Original and subsequent locations: Taquara, nearby Porto Alegre; in March 1959, moved to Porto Alegre, at Av. Independência 899, due to lack of operational conditions in a small interior city; in June, 1966, moved to its present location, where CRPE/RG is installed.

Entity to which it was originally subordinated: "Campanha Nacional de Educação Rural" (CNER) - MEC.

Subsequent subordinations: Early in 1963 it was transferred to the "Departamento Nacional de Educação" - DNE - due to CNER extinction; placed under INEP in Sept. 1963, as per ministerial decision to become part of INEP's Audio-visual system.

#### II - Physical installations:

##### A) Facilities:

The Center occupies approximately 270 square meters on parts of the 7th and 8th floors of a nine story now building close to downtown Porto Alegre. The building is on the Federal University of Rio Grande do Sul campus; it belongs to the University, except the 7th and 8th floors, which belong to INEP. All other floors are occupied by the School of Education (Faculdade de Educação).

Distributed on the two floors mentioned, SRAV uses five rooms plus sanitary facilities. The remaining area is occupied by CRPE/RG. The conditions are excellent and the installations quite good. Water supply is sufficient as well



as electricity (110 volts, 50 cycles in process of being changed to 60 cycles; electric power is 220 volts).

A few adaptations should be made, such as partition for the Art Sector, to separate it from the administration. A daylight control system should be installed in the combined projection/class-room. Curtains to control daylight were requested from CRPE/RG, but no action was taken. The curtains were budgeted at NCr\$ 2,400.

Office furniture as well as technical furniture (drawing tables, work benches, etc.) are adequate except the photo lab. Work benches and sinks which need to be replaced.

#### B) Equipment

Annex I is a list of the main equipment existing in SRAV, most of which was granted by USAID. A few items were locally purchased by CNER. With very few exceptions, all equipment is in perfect working conditions, well kept, in spite of being very much used.

Presently, however, due to lack of personnel, the entire printing shop with its equipment and accessories sits idle. For the same reason, most of the art equipment (mainly the more specialized items such as air brush and lettering sets) is little used; the photographic equipment is extensively used except for some cameras and accessories, either because the Center has better equivalent devices or because the type of work being done does not require them. In some instances there are not supplies for a particular kind of machine. The utilization equipment is equally much used.

A trailer mobile-unit is not being utilized presently. Its towing car, a "Willys" station wagon, was damaged beyond repair some years ago. Furthermore, the type of services presently rendered by the Center does not require this kind of equipment.

### III - Organization and Staff

#### A) Organization

The Center does not have an organizational structure. With only three staff members, it is part of CRPE's Division of Documentation and Pedagogical Information - DDIP. This situation does not allow much flexibility, and the Chief of SRAV has been fighting against it with no results. In 1967 the Director of INEP set the organization and structuring of the Center as an independent "Servico" inside CRPE/RG, subordinated to its Director. This Director, however, limited the organization of the Center to its designation as "Servico".

#### B) Staff

The staff presently is constituted by three persons, all of them federal permanent employees with tenure paid directly by the National Treasury. The three of them have been trained at Indiana University, taking the Communications Media Leadership Training Course at different times. They have been working at the Center since its inception, being presently on a full-time basis, or 42 1/2 hours per week, five days a week, and all have the same salary: basic, NCr\$ 605,80 plus NCr\$ 605,80 for working full-time, totaling NCr\$ 1,211.60. They are:

Maria Helena de Oliveira - Chief of the Service in charge of administration, training and planning; completed the courses of Business Administration and of Economics, both at the Federal University of Rio Grande do Sul, UFRGS.

Sérgio Nunes - Audio Visual technician in charge of training and production; completed the academic (classic) Senior High School.

Carlito José Raymundo - Audio Visual Technician in charge of training and photography; has the academic (classic) Senior High School Diploma.

More details on them are found on Annex II.

Until 1965 the Center had an artist and a printer, but both of them left SRAV for better jobs as others have done before.

Of those trained at Indiana University, the following left the Center:

Marcos Roberto Mendonga Guinardes (who actually installed the Center in its original location in Taquara); in 1960 he was transferred to install the Vitoria Center; is working presently at the National Department of Education as an Audio Visual Technician.

Marlene David - Left in 1961 to get married in the U.S.A. where she is living presently.

Renato Xavier - Left in 1960, transferred to the Vitoria Center; resigned later to become a USAID employee (Food for Peace).

#### IV. - Financial Resources

SRAV does not have its own budget. Funds are made available by CRPE/RG. As per instructions of its Director, Dr. Álvaro Magalhães, the accountant did not provide the writers with information on the financial situation of SRAV budget and expenditures.

The Chief of SRAV does not know about the operational expenditures. She knows, however, that it is not much since all supplies used for production (Photography and Art Work) and for training are furnished by the "clients". Work done for internal consumption or as "projects" is very little. The Center does not have to pay rent, taxes, electricity, water, telephone, etc. These costs are included in the overall CRPE/RG expenditures. Furthermore, all salaries are paid directly by the National Treasury.

In 1968 the salaries paid by the Treasury amounted to NCr\$32,680. For 1969 this amount will be NCr\$ 43,617.60. The Chief of SRAV estimates about NCr\$ 4,000 for the operational costs for 1969 at the present rate of operations.



V) Services Rendered

A) Policy and Activity Plans

INEP does not provide the Center with a policy nor a plan of activities. Actually, in the word of SRAV's Chief, the Center "... lacks specific objectives thus preventing the staff from making plans and projects which would allow for a coherent and satisfactory development of activities."

B) Relation with the Educational System in the area

Depending on the circumstances the contacts of SRAV with the educational system in the area are either direct or through the Director of CRPE/RG. However, these contacts are very limited and it is mostly through the teachers that the Center's action is felt. In spite of its good relationship with the State Secretariat of Education, practically no action takes place through it. Training is provided to students at the course of Pedagogy, School of Education, as per CRPE/RG arrangements.

With its limited outside contacts for the several levels of education, SRAV's use of channels to reach the educational system can be evaluated in a scale, as follows:

Elementary Education

|                            |   |
|----------------------------|---|
| Teachers(Public Schools)   | 1 |
| Teachers (Private Schools) | 2 |
| Public Schools             | 2 |
| Private Schools            | 2 |
| Secretariat of Education   | 3 |

Secondary Education (Conventional)

|  |   |
|--|---|
| Center for Science Teachers Training<br>(CECIRS - MEC/SEC agreement) | 1 |
| Public Schools   | 2 |
| Private Schools  | 3 |
| Secretariat of Education   | 3 |
| Schools (Public or private)  | 4 |

Secondary education (vocational)

|  |   |
|--|---|
| Agricultural Technical School-<br>Alagoinhas | 1 |
| RGS Technical Center (CETERGS-MEC)           | 2 |

Higher Education

|  |   |
|--|---|
| Faculty of Education, UFRGS, Pedagogy Course during the observation period at an experimental school | 1 |
| Communications Media, optional course at the Faculty of Education                                    | 1 |

Other teaching areas

|  |   |
|--|---|
| SESI-Industry Social Service                               | 2 |
| Educational television, in an initial stage of development | 3 |

For the different levels of education, thus, SRAV's action is directed as follows, in a scale from 1 to 5 (1 the highest):



|                                    |   |
|------------------------------------|---|
| Elementary education:              | 1 |
| Secondary education (conventional) | 2 |
| Higher Education                   | 3 |
| Vocational (secondary) Education   | 4 |
| Others                             | 5 |

C) Main types of activities:

SRAV of Rio Grande do Sul has three main types of activities: (a) training, advice and orientation to teachers; (b) production, mostly for internal consumption. Production for outside "clients" is very limited and it is mainly in the field of photography; and (c) loan of AV materials.

**Training** - The training activities consist of (a) short standard courses, varying from 10 to 45 hours, generally covered in a one-week period, (b) two to three hour "demonstrations" and (c) individual lectures. The course content for the Standard Training Activities is contained in Annex III.

The following standard courses were given in 1968/1969:

From March to August, 1968 - For students of the 2nd year of Pedagogy, Faculty of Education, UFRGS, at the Faculty which sponsored it, 45 hours, 2 hours per week; attended by 37 students;

From August 5 to 10 - For teacher-students of the Elementary Supervisors Course organized by CRPE/RG, at SRAV's facilities, sponsored by CRPE/RG; 42 1/2 hours; attended by 29 teachers;

From November 18 to 23 - For rural supervisors, sponsored by CRPE/RG; 42 1/2 hours; attended by 30 rural teachers;

From January 20 to 31, 1969 - For elementary and secondary teachers, at SRAV's location, sponsored by SRAV and the State Secretariat of Education; 40 hours, attended by 25 teachers;

From March 3 to 7 - For teachers of the "Work Oriented Ginásios" at SRAV's facilities, sponsored by MEC's "Work Oriented Ginásio" committee; 40 hours, attended by 25 teachers;

From March 10 to 14 - ditto

From March 24 to 31 - For SESI's (Industry Social Service) fundamental education (Adult) instructors, at SRAV's premises, sponsored by SESI; 10 1/2 hours; attended by 11 instructors;

April 7, 28 and 29 - Ditto, attended by 10 instructors;

From July 7 to 11 - For elementary teachers, at SRAV's premises, sponsored by SRAV and the Secretariat of Education; 40 hours; attended by 20 teachers (this course was in its initial stage at the time of the visit to the Center).

From June, 1968 to June, 1969, 27 "demonstrations" have been made, each of two to three hours duration, reaching 1,653 teachers. These "demonstrations" are generally made at the Faculty of Education's Auditorium and constitute one of the great activities in the Center which are very popular among teachers. They consist in demonstrating the combined use of AV class-room materials. During the same period, 11 lectures were given to one or two teachers, with a total attendance of

14. Such lectures are generally in a specific field and last from one to two hours.

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SRAV also provides assistance to private and public schools in different educational levels for the organization of their own AV sectors. The Nursing School of the UNIGS and the Catholic University of Rio Grande do Sul are among those which have received this kind of assistance.

Production - Most of the production is for internal consumption, for training and demonstration activities. For external use, under request, SRAV produces mainly color slides and black and white photography. To a lesser extent, it produces some posters, graphs and flip charts, as well as flannel-board parts. Occasionally and always under request, it makes exhibits, overhead projector transparencies, lay-outs for publications, etc. This kind of work, however, is not the best quality since the Center lacks a good artist.

While in the past SRAV has produced a series of booklets and posters, today in the field of reproduction its activities are null in spite of having a complete off set ("Multilith") printing shop in perfect operational conditions. As mentioned before, this shop is closed for not having the necessary personnel. Also, no silk screen reproduction is made for the same reason. Thus, when required, reproduction is contracted outside either commercially or at the Curitiba AV Center. This latter source is used mostly for reprints of publications made in the past at the Porto Alegre Center and of which the negatives were kept.

Experimentally, SRAV has recently produced a set of audio-visual materials as a Social Studies Unit for the 4th elementary grade on the Amazon Region covering a five months study period. It uses combined visual aids (flannelboard, electric board, flip-chart, slide projections and tape recorded sounds of the Amazon). This unit is now going to be tested scientifically in a group of selected elementary schools. Teachers are being trained for its adequate use. The results should be published by the end of the year.

Loan of AV materials - SRAV has a reasonable materials section consisting of films (Portuguese sound track dubbed at the São Paulo AV Center) filmstrips and slide series, as well as collections of photographs on Rio Grande do Sul for social studies. These materials are made available to schools and teachers on a loan basis. However, the Center does not lend equipment of any kind. Teachers preview films, filmstrips and slides at the Center's small projection room under poor lighting conditions.

D) Comparison between services rendered during the time of the USAID agreement and today

At the time of the USAID agreement the Center produced booklets, folders, posters and exhibits, plus some film narration scripts and translations of film narrations. Today this kind of activity has been discontinued for lack of personnel. To compensate for this, it has increased and expanded the training activities while establishing new services - loan of materials and assistance to schools - which did not exist at that time.



When SRAV was transferred to INEP, it remained practically inactive from September, 1963 to April, 1967. During this entire period, only four short courses were given to students of Pedagogy and to Elementary Education supervisors. There was a period when its staff was reduced to only two persons.

The Center has had the assistance of USAID advisors who divided their time between Porto Alegre and Curitiba. They were: Arnold Robinson, 1958/1959; Ernst Schlomann, 1959/1962 and James Grazier, 1962/1963.

## VI - Comments

### A) Potentials

The Audio Visual Resources Service in Porto Alegre has a good degree of potential to become a strong supporting element in selected educational activity. The installations are good and could very well serve its purpose, with some minor adaptations. The equipment, in spite of being eleven years old, is in good conditions with some minor exceptions which could be easily corrected.

The staff is obviously inadequate in number, but has good technical training and is willing, enthusiastic and capable of working. It would be advisable to give these three members a fast re-training to update them in more recent developments in the field of communications media, mainly in educational television, which is now just beginning to be developed in Rio Grande do Sul. SRAV could give good support to this field. However, the Center would require higher level people who are qualified to provide the needed leadership.

### B) Requirements

One of the most important requirements of SRAV is a definition of its purposes, the establishment of a policy and a plan of activity, with emphasis on one or two specific areas of education. A better relationship in terms of activity has to be established with the State Secretariat of Education. In order to achieve this the Center must have the full support of a strong organization. The staff has to be increased and improved in terms of production, administration and planning personnel. Some equipment should be replaced as it is somewhat obsolete or too much used; tape recorders and projection equipment, and some additional machines may be needed, mainly in the photographic area. The determination of the kinds of commodities to be added for production and utilization will depend on the definition of the purposes of the Center. Another requirement is adequate financial support.

### C) Achievements

In spite of all the difficulties faced during these eleven years, with a period of almost total inactivity during three years and a half, the Center has conducted training courses and demonstrations. While these activities cannot be considered outstanding, they nevertheless constitute a factor in the up-grading of teachers, making them aware of the importance of audio visual aids in class room situation and showing them how they themselves can produce simple, inexpensive materials which greatly improve their classes.

Many bulletins and booklets were produced in the past which were widely distributed over the area providing the teachers with instructions on how to do certain things and giving them new ideas.



PORTO ALEGRE AV CENTER

LIST OF SIGNIFICANT EQUIPMENT

ANNEX I

Art

Air compressor  
Air brush  
Dry mounting press  
Paper cutters  
Assorted art work devices

Photography

One "Omega" enlarger with complete accessories  
One copy stand  
One "Arkay" photo washing tank  
One 4x5 "Crown Graphic" photo camera  
One 35 mm "Contaflex" photo camera  
One 6x6 "Ikoflex" photo camera  
Lenses and accessories for above cameras  
One "Graflite" battery flash  
One "Braun Hobby" electronic flash  
One light meter, "Sekonic Microlite" (furnished by CNER)  
Photo lab accessories, like tanks, safe lights, hangers,  
etc.

Printing

One "Multilith" off set printing machine, 1250  
One "Meteorite-Robertson" photolith camera  
One "Colight" vacuum frame  
One "Multigraph" whirler  
One "Michael" paper cutter  
One "Bostich" stitching machine  
One "Multigraph" folding machine  
One densitometer  
Half tone screens  
Assorted accessories

Utilization

One 16 mm "Bell & Howell" motion picture projector  
One "RCA" 16 mm motion picture projector  
Two "Griswold" film splicers, 16 mm  
Two "Neumade" 16 mm film rewinders  
One "Soundview" slide/filmstrip projector  
One "Viewlex" slide/filmstrip projector  
One "Balapcon" lantern slide projector, 3 1/4 x 4 1/4  
Two "International" kerosene filmstrip/slide projectors  
One "Beseler" opaque projector  
Two motion picture screens  
Three tape recorders (one "Ampro", one "RCA" and one  
"Phillips" furnished by CNER)  
One "RCA" microphone  
One trailer AV mobile unit  
One "Willys" station wagon (damaged)  
One "Enfield" bicycle

A N N E X . . . II

AV Center: Rio Grande do Sul

Individual Data on Personnel

- I - Personal Data  
Name: Maria Helena de Oliveira  
Date of birth: December 24, 1932  
Place of birth: Santo Angelo, RGS  
Sex: Feminine      Marital status: Single  
Dependents: ---  
Home address: Rua General Vitorino 164, apt. 62 - Porto Alegre, RGS
- II - Educational level  
University Graduate
- III - Foreign languages:  
Spanish - English - French - Italian
- IV - AV Professional training:  
Indiana University - 1957
- V - Main areas of interest in the AV field:  
Training - Educational TV - Writing - Administration
- VI - Present job:  
Employer: Ministry of Education and Culture  
Date of admission: 1958  
Position: Chief  
Appointment: Permanent
- VII - Previous job:  
Employer: State of Rio Grande do Sul  
Functions: Chief-Librarian  
Date of admission: 1950      Date of leave: 1953
- VIII - Other activities: ----
- IX - Contributions to the AV field:  
Translation of motion pictures
- X - Congresses and seminars attended:  
Audio Visual Meeting, 1961 (USON/B and CNER)  
1st Brazilian AV Congress - 1967 - 1st Brazilian Congress of Educational Radio and TV, 1969
- XI - Professional associations:  
Brazilian Education Association  
Brazilian AV Education Association

AV Center: Rio Grande do Sul

Additional Data on Personnel

I - Personal Data:

Name: Sergio Nunes  
 Date of Birth: May 25, 1933  
 Place of Birth: Taquara, RGSul  
 Sex: masculine Marital status: married  
 Dependents: 3  
 Home address: Av. Guido Montin 951, apt. 12  
 São João, Porto Alegre, RGS

II - Educational level:

Secondary (2nd cycle)

III - Foreign languages: English - Spanish

IV - AV Professional training: Indiana University, 1959

V - Main areas of interest in the AV field:

Educational TV

VI - Present job:

Employer: Ministry of Education and Culture  
 Date of admission: 1956  
 Position: Educational technician  
 Appointment: Permanent

VII - Previous job:

Employer: "Radio e Televisão Gaucha S/A"  
 Porto Alegre  
 Functions: speaker  
 Date of admission: 1959 Date of leave: 1966

VIII - Other activities: ---

IX - Contributions to the AV field: ---

X - Congresses and seminars attended:

1st Brazilian Congress of Educational  
 Radio and Television  
 Fourth Week of Studies INEP-EATEP  
 Audio Visual Meeting, Guanabara

XI - Professional associations: ---



A N N E X    II

AV Center: Rio Grande do Sul

Individual Data on Personnel

I - Personal Data:

Name: Carlito José Raymundo  
Date of birth: September 8, 1936  
Place of birth: Taquara, RGSul  
Sex: Masculine    Marital status: Married  
Dependents: 3  
Home address: Parque São Sebastião, Rua 11  
no. 53, Porto Alegre

II - Educational level:

Secondary - 2nd cycle

III - Foreign languages: English - German - Spanish

IV - AV Professional training: Indiana University

V - Main areas of interest in the AV field:

Training - Cinema - Educational TV - Graphic arts  
Printing - Photography - Sound recording - Writing  
Stereo slides

VI - Present job:

Employer: Ministry of Education and Culture  
Date of admission: 1958  
Position: Educational technician  
Appointment: Permanent

VII - Previous job:

Employer: National Service Commercial Apprenticeship  
SENAC

Functions- AV coordinator

Date of admission: 1966    Date of leave: 1968

VIII - Other activities: ---

IX - Contributions to the AV field: ---

X - Congresses and seminars attended:

1st Brazilian Congress of Educational Radio and TV,  
1969 - Communication Seminar, 1968 - Audio Visual  
Seminar on SENAC/Rio, 1967 - Pedagogic Week of  
SENAC, 1966 - 1st Week of Studies of EATEP

XI - Professional associations: ---

A N N E X     I I I

Porto Alegre AV Center

Course Content for AV Training Activities

- Unit I     - The Problem of Communications  
              Communications Media  
              Audio Visual Aids in Teaching
- Unit II     - Visualization techniques - Demonstrations
- Unit III    - Lay-out; simple lettering methods; copying,  
              enlarging and reducing illustrations; use of  
              pictures, colors.
- Unit IV     - Posters and their utilization  
              Flip books and their utilization
- Unit V     - Flannelboard and its utilization
- Unit VI     - Electric board and its utilization
- Unit VII    - Planning didactic units (free choice) with the  
              use of diversified aids
- Unit VIII   - Production of aids planned in Unit VII
- Unit IX     - Field trips; dioramas; dramatization; use of  
              chalk board; use of films, filmstrips and  
              slides in class room situation
- Unit X     - Evaluation of the training through demonstrations  
              of materials produced and group discussion
- Unit XI     - Display of materials produced by participants

OTHER VISITS IN PORTO ALEGRE

Educational Television Service, Secretary of Education and Culture, Rio Grande do Sul

Mrs. Italia Faraco, Director of the Research, Guidance and Special Education Center of the Secretary of Education explained that her Center has three divisions: Research, Guidance and Educational Television. The Educational Television Service is further divided into four sub-sections: Production, Technical Services, Operations and Organization. These various sub-sections provide a film service, graphic arts service, teacher training and radio diffusion services. Altogether, there are over one hundred and fifty employees in this organization who Mrs. Faraco indicated will combine their efforts to make the educational television operation a success when its gets underway.

ETV is still in the planning stage. Equipment is being purchased and it is hoped that a studio and transmitter will be ready for service by the end of 1970 operating over Channel 7. This ETV service will be directed to the schools which are also concerned with teacher improvement and lay teacher training.

Immediate plans of the overall Secretary of Education call for improvement of instruction in the first grade. Special emphasis will be placed next year on new math. Old teachers must be retrained and, it is hoped, ETV will be helpful to this end. Plans call for training ETV personnel either in their own new studio, if it is completed, or with closed circuit equipment. The Faculty of Philosophy at the University could provide this training if it had closed circuit equipment. The Rector, who is Mrs. Faraco's brother, is thinking about purchasing such equipment for his four most influential faculties.

With respect to the INEP administered Audio-Visual Center, Mrs. Faraco stated that it has been going more or less its own way producing materials without consulting educators, and, consequently, much of the work it does is not academically sound. Now some discussions are being held whereby, she hopes, some kind of agreement might be made to better coordinate the two services.

The Padre Landell de Moura Educational Foundation (FEPLAN)

Mrs. Maria Sulamita S. Giffoni, Deputy Executive Director (the Director, Miss Erika Coester was in Rio) stated that this three year old organization has as its basic philosophy "community organization". Its president is Dr. Jorge Alberto Furtado, presently Secretary General of MEC, who is supported by an impressive list of persons and institutions. Through radio broadcasts and voluntary community organization the Foundation provides elementary fundamental and technical education (grades 4 and 5) and secondary education for adults under provisions of Article 99. In July of this year 5760 students were enrolled in 76 towns. The Foundation now has four regional centers and is developing more. It holds two meetings each year and provides continuing guidance for 106 coordinators which it has trained. The coordinators are all volunteers and natural leaders. Each coordinator may have four or five listening posts, some in community centers and some in homes. Each listening post is headed by a volunteer monitor.



The Community Integration Department of FEPLAM has, among other responsibilities, to get private enterprise to contribute to the work of the Foundation, analyze what should be taught and support the teaching. Many members of FEPLAM's staff are on loan from various other private and community agencies. Sixteen commercial radio stations carry the broadcasts which are supported by such houses as "Shell Oil", Bank of Rio Grande do Sul, and Rio Grande do Sul Electric Co. Mrs. Sularita S. Giffoni believes that it is better to have commercial channels used in this way than to maintain a private educational channel.

In all that the Foundation does, it considers regional needs -- cattle breeding, industry, agriculture etc. Article 99 examinations are regulated by conflicting rules from the State and Federal Councils of Education, which causes many problems to the students. Action is being taken to solve this situation with the State Council conforming its regulations to the Federal Council of Education. At the present time success with Article 99 course work is measured only by the success of students who pass the exams.

Now the foundation has over 1000 radio lectures recorded on tape and has produced numerous primers and instructional materials. By the end of this year it will have several subjects converted to programmed instruction form and, depending on experimental analyses with controlled groups, will sell them at nominal cost throughout the state.

In accord with its policy, Mrs. Sularita S. Giffoni stated that the Foundation would indeed welcome any assistance that could be provided by the IIEP Audio-Visual Center in Porto Alegre.

## E. SÃO PAULO

### SÃO PAULO AUDIO-VISUAL CENTER

#### I - Generalities:

Designation: "Divisão Audiovisual" (DAV) do Centro Regional de Pesquisas Educacionais "Professor Queiroz Filho"

Address: Avenida Reitoria, s/n - Centro Regional de Pesquisas "Prof. Queiroz Filho", IIEP - Cidade Universitaria "Armando de Salles Oliveira" Universidade de São Paulo, Bairro de Butantã, São Paulo - Caixa Postal 5031 -  
Telegraphic address: CETROPESQUISAS -  
Tel: 282-3411 - Ramal 12

Direct dependency: Centro Regional de Pesquisas "Prof. Queiroz Filho", CRPE/SP.

Administrative dependency: under the Instituto Nacional de Estudos Pedagógicos (IIEP) Ministério da Educação e Cultura, MEC.

Date of installation: December 14, 1960

Original and subsequent dependencies: The Center has always been in the same location; it was initially a part of CRPE/SP's Teacher Improvement Division (DAI), designated as "Serviço de Recursos Audiovisuais (SRAV); later became a division by itself-DAV-directly under the Director of CRPE/SP.

## II - Physical installations

### a) Facilities

DAV occupies about 900 square meters in the ground floor of CRPE/SP's east wing at the University of São Paulo campus. It has there an auditorium, a sound-and-motion picture studio, photographic laboratory, and 10 good sized rooms for all other activities, plus sanitary installations. One annex room is being constructed for training activities.

The overall conditions are apparently good. However, it is claimed that the foundations of the building are not very sound and that the whole structure is slowly sinking into the grounds, which was originally a swamp. Reinforcement of the structure is planned by CRPE, but no action has been taken so far. A better lighting and ventilation system should be arranged as well as protection against burglars.

The staff consider the installations inadequate for the purposes and present activities of DAV. They claim that besides the training room under construction (completion was interrupted due to lack of funds), a second graphic arts room and a second photographic laboratory are needed for training purposes, in order to avoid mixing training and production activities as it is occurring presently. Furthermore, the arrangement of the rooms should be changed to a more rational and functional order. Such a re-arrangement implies removing some walls and other changes. These additions were requested to CRPE/SP, but no action was taken. No cost estimate for the modification was made.

There is sufficient water and electrical supply (110 volts for light and 220 for power; 60 cycles). Office furniture is considered adequate, but office equipment is not. DAV needs additional typewriters, files, a "thermofax" machine and smaller items. Technical furniture is considered reasonable, but special cabinets for stocking demonstration and training materials are required. Also, the photo lab needs new work benches. The existing sinks, made of stainless steel, are rusted and corroded.

### b) Equipment

Annex I is a list of significant equipment existing in DAV, most of which was granted by USAID. Very few items were purchased by INEP (or CRPE/SP). The maintenance of the equipment is inadequate and many items need repairs. All 16 mm. film sound recording equipment, for instance, urgently needed a complete overhaul and many repairs. As funds were not available, an agreement was reached with the "Fundação Anchieta" (the São Paulo ETV service) by which the Foundation would put the equipment in operational conditions and be allowed to use it part-time at DAV premises. Also, all mobile unit equipment was in poor conditions, but through an agreement with the local "Ação Comunitária" (Community action) it was repaired for use by the latter organization.

Other items need repairs, but instead of making the repairs, the damaged equipment is set aside. Among these, the following are outstanding:

- two opaque projectors (out of four)
- one "Carrousel" slide projector (out of two)
- ten 16 mm sound motion picture projectors (out of 14)
- five tape recorders (out of nine)
- two 35 mm "Leica" photographic camera (out of two)



- one "Thorens" record player (one only)
- one "Califone" record player (one only)
- one light meter (out of six)
- two photo lab timers (two only)
- two loud speakers (out of seven)
- one simultaneous translation system (one only)

Some items have been stolen and never replaced for lack of funds, as the lens of a "Repronar" slide copying apparatus, a "Viewlex" filmstrip projector and smaller items, including one hundred feet of 16 mm film rawstock.

Other items sit idle or are very little used, either because there is actually no use for them considering the present activities of the Center or because there are no skilled personnel for the particular item. Among these, we find the following:

- one AV mobile unit (never used, which caused its deterioration); now repaired by the local "Community Action", which is going to operate it ;
- three 16 mm motion picture cameras, including one "Arriflex" and one "Bell & Howell" (little use);
- one motor for the "Arriflex" camera (never used);
- one "Graflex" photographic camera (little use);
- one air conditioning unit (not installed);
- one air brush, VL-3 (never used);
- equipment for applying adhesive tapes for graphs construction and respective tapes (never used);
- power generator;
- two 16 mm motion picture viewers
- five filmstrip viewers
- ten 16 mm film punchers
- one blimp for "Arriflex" motion picture camera and respective carriage (never used);
- one "Leitz-Pado" filmstrip projector (UNESCO donated, never used);
- one "Ken-A-Vision" micro projector (little use)
- two "Altec" loud speakers (never used)
- one "camera lucida" for art work copying (little use)

In general it is very good and fine equipment even though some items can be considered old fashioned. The 16 mm sound recording equipment is among the best that can be found in the country and is capable of turning out highly professional material.

### III) Organization and staff

#### a) Organization

DAV has a more complex organization chart than the other AV Centers, as can be seen from Annex II. The Head Office, called "Coordination", is directly assisted by two sections, "Administration", with general administrative functions, and a "Planning Committee", formed by the senior AV specialists and called by the Coordinator to plan specific activities and to provide assistance in the overall running of DAV as required.

Under the "Coordination", there are the following sectors:



"Production" - responsible for graphic arts and photographic production;

"Training" - in charge of all training and related activities;

"Public Relations" - which receives visitors, lends materials for schools and teachers, controlling the film and book libraries;

"Cinema and Sound" - responsible for producing educational 16mm films, 16 mm film sound tracks, including the dubbing of foreign films into Portuguese;

"Technical Assistance" - which operates the auditorium arranging for projections, controls equipment and provides for the first echelon equipment maintenance.

b) Staff

The above structure calls for a staff of 32 members. However, DAV presently has only 9 staff members plus two on loan from other agencies, leaving most of its positions vacant as follows:

Coordination

One Coordinator  
One Assistant Coordinator (vacant)

Administration

One Chief of Secretarial Services (vacant)  
Two typists (one vacancy)  
One receptionist (vacant)  
One office-boy

Production

One Chief of Section (\*)  
One Production Assistant (vacant)  
One Artist (vacant)  
One Artist's Helper (vacant)  
One photographer (vacant)  
One photographer's helper

Training

One Chief of Section (\*)  
Six AV specialists (two vacancies)

Public Relations

One Chief of Section (\*)  
One loan of materials Administrator (\*)  
One loan of Materials Clerk

Cinema and Sound

One Chief of Section (\*)  
One Director of Cinema & Sound (vacant)  
One Sound Engineer (vacant)  
One Sound Technician's helper (vacant)  
Two editors (vacant both positions)  
One cameraman (vacant)

Technical assistance

One Chief of Materials Control  
One Equipment Maintenance Clerk  
One Projectionist

(\*) These positions are not filled, but their functions are fulfilled by existing staff members in other functions.

The functional situation, salaries and working schedule are not regular for all of the present staff members. There are "permanent" public employees, with tenure; "temporary" employees, working in a sort of contract and paid by CRPE/SP; "eventual" employees, paid by CRPE/SP against receipt for services rendered. "Temporary" and "eventuals" have no tenure. Furthermore, DAV has "two" "commissioned" members, that is, State employees on loan, paid by the State, with tenure. The working schedule varies from 18 to 48 hours per week, and the salaries for the same positions, kinds of work and working schedule are different.

At the time of the visit to DAV (end of July, 1969), its staff was the following:

Hélio Ítalo Serafino - Coordinator, "eventual" with a monthly salary of NCr\$ 504,00, no fixed working schedule (at the time of the visit Mr. Serafino was traveling in Europe at the invitation of the German Government and no information on his background was available)

Arlette Azavedo de Paula - "Permanent" with a monthly salary of NCr\$ 604,80; working schedule 32 1/2 hours per week; Educational Technician, Assistant to the Coordinator for Training; completed the Pedagogy Course at the Faculty of Philosophy, University of São Paulo; has the Education Media Leadership Course at Indiana University, with a Master's Degree in Education.

Hely Villaga - "Permanent" with a monthly salary of NCr\$604,80 plus a gratification of NCr\$ 604,80 for full time work, totalling NCr\$ 1.209,60 monthly; working schedule 40 hours per week; Educational Technician, Assistant to the Coordinator for Cinema and Sound; completed the Pedagogy course at the Faculty of Philosophy, University of São Paulo; has course in Education at the University of Fresno, USA and Audio-Visual Communication at Michigan State University (incomplete master's degree).

Susie Martha Rehder - "Permanent" with a monthly salary of NCr\$604,80; working schedule 32 1/2 hours per week; Educational Technician, AV Specialist, in charge of Materials Control; is presently taking the Pedagogy Course at the Faculty of Philosophy, Univ. of São Paulo; has the Education Media Leadership Course at Indiana University and graduate courses at the Department of Instructional Technology, University of Southern California.

Alberto Luiz Pereira - "Temporary", with a monthly salary of NCr\$ 199,50; working schedule 32 1/2 hours per week; Assistant Photographer; secondary course, no AV training.



Maria Zuleida Cavalcante - "Permanent", with a monthly salary of NCr\$172,70 plus a bonus of NCr\$ 132,00 for special services, totaling NCr\$ 304,70 monthly; working schedule 40 hours per week; servant, in charge of stock-room; elementary education only; trained at DAV in equipment operation.

Edith do Nascimento Machado - "Temporary", with a monthly salary of NCr\$144,00; working schedule 32 1/2 hours weekly; Graphic Arts worker, in charge of loans of materials; elementary education only; trained at DAV in equipment operation.

Iracema Cardim da Silva - "Permanent" with a monthly salary of NCr\$198,00; working schedule 32 1/2 hours weekly; typist, helping in the Administration. Secondary education, no AV training.

Armando Ferreira dos Santos - "Temporary", with a monthly salary of NCr\$ 144,00, working schedule 48 hours per week; janitor, elementary education incomplete.

Besides these, which can be considered the "regular" staff members of DAV, there are two "commissioned" employees, "on loan" from other agencies. They are:

Maria José Guedes - AV specialist with a working schedule of 18 hours per week; Secondary teacher at the state level; AV specialist trained at DAV; assists in training activities and performs other tasks as required.

Rita Brasil de Carvalho - Elementary teacher at the State level; AV specialist trained at DAV; assists training activities and performs other tasks as required.

More details on the senior personnel will be found in Annex III. This is a good and competent staff. However, some members would benefit with additional training on the new developments in educational technology.

DAV has had in the past other staff members with excellent training in the United States, either at Indiana University or at Michigan State University, who left DAV for several reasons (mainly for better jobs). Some, however, are still in the Communications Media field. Their training, thus, has not been in vain. Those who have had US training and left DAV are the following:

Ivone Correa de Castro Parra - Presently coordinator of the AV Center at the "Mackenzie University" in São Paulo.

Maria José Carneiro Frota - Returned to the U.S. to marry an American; is presently working in El Salvador in the AV field.

Ecyra Maria Silva de Toledo - Presently teaching English at the São Paulo bi-national center.

Odeto Martins Aguiar - Returned to the U.S. to marry an American.



Leonie Fonseca Fernandes - Became a secretary and teaches English at the São Paulo bi-national center; is also working as assistant producer of educational motion pictures with a private local company.

Winebaldo d'Angelo de Carvalho - Teaching English at the São Paulo bi-national center.

Nélio Parra - Teaches communications media at the Course of Pedagogy, University of São Paulo.

Célio Ferreti - Public Relations at the Editora Abril publishing company; works also at the Moinho Santista industrial concern.

Nelly Canargo - Teaches theory of communications at the School of Cultural Communications, University of São Paulo; also at other Faculties of Philosophy in the State of São Paulo.

Vera de Oliveira Lima Pires - Became a secretary in private business.

Francisca Cavalli - Teaches languages at the School of Cultural Communications.

Samuel Pfron - Teaches Psychology at the Faculty of Philosophy, University of São Paulo.

Luiz Antônio Souza Lima de Macedo - Presently program producer at the São Paulo ETV Foundation.

#### IV) Financial Resources

DAV funds are included in the overall CRPE/SP budget; DAV is not advised of the amounts available and is not authorized to make expenditures. Expenses are made through requests submitted for approval to CRPE/SP's Director and executed by CRPE's Accounting Office under the overall Administration. It is the Accounting Section that purchases materials and supplies, contract services, etc., following standard procedures. DAV thus has no flexibility and cannot develop sound yearly plans of activities. Funds are released very parsimoniously. In general, when some equipment needs repair, DAV is instructed to set the damaged item aside. Certain projects are started and remain incomplete for lack of funds, as is the case of four films which are awaiting funds to have the negatives developed at a local laboratory. At the end of the year, DAV is requested to hastily prepare a list of purchases or repairs without knowing the amount available. The deadline to present such a list is generally very close. The result is that in most cases the funds available fall in what is called "closed fiscal year" ("exercício findo") and can no longer be spent (the deadline is December 31).

All DAV funds are from different federal sources. The salaries for permanent employees are paid directly by the National Treasury and are not computed in CRPE's budget. The "temporary" and "eventual" employees as well as operational expenses are paid from CRPE funds made available by INEP. The main training course (CERAV, as will be explained later) receives a special allocation earmarked for it. Thus, for 1968, DAV's operational expenditures were as follows:

NCr\$

|   |                   |
|---|-------------------|
| Salaries paid by the National Treasury<br>for permanent employees | 46.035,60         |
| CRPE funds (from INEP) released to DAV                            | 93.000,00         |
| Special INEP funds for training                                   | <u>33.829,00</u>  |
| Total federal funds   | <u>172.864,00</u> |

The CRPE funds were spent as follows:

|  |                  |
|--|------------------|
| Salaries paid for "temporary" and<br>"eventual" employees  | 42.675,44        |
| Supplies   | 4.899,54         |
| Other costs (contracts, repairs, travel,<br>per diem, etc) | <u>45.425,02</u> |
| Total CRPE/SP expenditures with DAV                        | <u>93.000,00</u> |

The special INEP funds covered all expenses for the "Audio-Visual Specialists Course" (CERAV) sponsored by INEP, including travel for trainees, per diem, lodging (at CRPE/SP quarters), meals, training materials, staff overtime, etc.

For 1969 DAV has requested from CRPE/SP a budget amounting to NCr\$ 196.908,00, as follows:

|                     |                  |
|---------------------|------------------|
| Personnel:          | 106.648,00       |
| Permanent equipment | 12.420,00        |
| Supplies            | 20.720,00        |
| Other costs         | <u>57.120,00</u> |
| Total:              | 196.908,00       |

This request was presented January 6, 1969. So far (July 1969) DAV has received NCr\$ 5.187,00.

Several "temporary" and "eventual" employees have not received their regular monthly salaries since March 1969. In fact, the financial situation of CRPE/SP is so poor that in July 1969 some 40 members of the staff were dismissed, including two of DAV.

#### V - Services Rendered

##### a) Policy and activity plans

DAV does not have a defined policy for action from INEP or from CRPE/SP. There is not an established program; DAV renders services whenever requested to do so. The only pre-established activity is a yearly AV training course sponsored by INEP called "Curso de Especialistas em Recursos Audiovisuais" - CERAV - for which INEP provides special funds as seen above. This course will be discussed later, under "Training" activities.

##### b) Relations with the educational system in the area

The relationships of DAV with the educational system in the area are very poor and it can be said that its influence is negligible. The contacts with entities are made through the Direction of CRPE/SP, while individual contacts with teachers



are direct. In spite of an agreement existing with the State Secretariat of Education for training, DAV relations with the State agency in what regards reaching the State school system are very poor. Actually, the State complains that it provides two employees to DAV without getting adequate services in return. The table below shows in a scale from 1 to 3 (1 being the highest) the channels used by DAV to reach the educational system and the results of such contacts through the respective channels for the different educational levels:

Elementary Education

|                                    |        |
|------------------------------------|--------|
| Secretariat of Education           | 3 poor |
| State Fund for School Construction | 3 good |
| Public Schools                     | 3 good |
| Private Schools                    | 2 good |
| Teachers (private and public)      | 1 good |
| INEP (CRFE/SP)                     | 3 poor |
| Secretariat of Health              | 3 good |

Secondary Education (conventional)

|   |        |
|---|--------|
| Secretariat of Education                              | 2 good |
| Public Schools  | 3 good |
| Private Schools                                       | 2 good |
| Teachers (public and private)                         | 1 good |
| University of S.Paulo (experimental secondary school) | 3 good |

Secondary education (vocational)

|                                   |        |
|-----------------------------------|--------|
| Teaching Center for Training      |        |
| Industrial Arts Teachers (CTPGIP) | 1 good |
| Private schools                   | 2 poor |
| Teachers                          | 2 poor |

Higher Education

|  |        |
|--|--------|
| Faculties of Philosophy of Marília, Ribeirão Preto, Araraquara and USP (courses of Sociology, Pedagogy and Administration) | 1 good |
|--|--------|

Other areas of teaching

|  |             |
|--|-------------|
| National Service for Industrial Apprenticeship (SENAI)             | 1 good      |
| Industry Social Service (SESI)                                     | 2 good      |
| Educational TV ("Fundação Padre Anchieta")                         | 1 good      |
| Social assistance, through "ação Comunitaria" ("Community Action") | 1 excellent |

In a priority scale from 1 to 5 (1 being the highest) DAV serves the different levels of education in the following order:

|                                      |   |
|--------------------------------------|---|
| Conventional Secondary Education     | 1 |
| Vocational Secondary Education       | 2 |
| Higher Education                     | 3 |
| Other areas (ETV, Social Assistance) | 4 |
| Elementary Education                 | 5 |



c) Main types of activities

DAV is devoted presently to four main types of activities: (a) training; (b) loan of materials; (c) motion pictures production and motion pictures sound recording; (d) production of selected materials.

Training:- The main training activity of DAV is the "Curso de Especialistas em Recursos Audiovisuais" (Course for Audio-Visual Resources Specialists) - CERAV - directly sponsored by INEP, which envisages the training of leaders in the audio-visual field all over the country. This course has been regularly held since the creation of DAV. It's a five-months duration course and from 1961 to 1968, ten such courses have been held, generally on the second half of the year.

The Tenth CERAV, held from July 29 to December 15, 1968, had 20 participants from the States of Parana, Espírito Santo, Bahia, Rio Grande do Sul, Pernambuco, Minas Gerais and São Paulo.

Under the overall direction of Prof. Arlette Azevedo de Paula and involving practically the entire staff plus guest teachers, the course covers the following areas:

- Theory of Communication (36 hours)
- Psychology of Learning (30 hours)
- Educational Technology (21 hours)
- Human aspects of communication (12 hours)
- General Didactics (30 hours)
- Methodology at the Elementary School (33 hours)
- Graphic Communication (129 hours)
- Photographic Communication (84 hours)
- Cinematographic Communication (30 hours)
- Integration of AV Methods and Materials in the School Curriculum (27 hours)
- Use and Maintenance of AV equipment (42 hours)
- Educational Television (18 hours)
- Planning and conducting AV Information Courses (33 hours)
- Administration of AV Centers (6 hours)

There is a final examination, but all participants, independent of the grades obtained, receive AV Specialists diploma. As the selection of participants is not always very strict, there are persons not sufficiently qualified who receive a diploma as Audio-Visual Resources Specialist, as was the case in 1968, when a non-qualified member of the São Paulo Fire Department attended the course and received the diploma. DAV has no influence in the selection of participants, which is done by the interested State Secretariats of Education at INEP's approval.

Besides the CERAVs, DAV also has what is called an AV Information Course, which consists of short intensive training upon request from interested entities.

In 1968 there were nine such courses, as follows:

|               |  |
|---------------|--|
| February 2/23 | - for Teachers of the State Department of Education - 23 participants        |
| March 4/15    | - For State Teachers of elementary and secondary education - 43 participants |
|               | - ditto, during the evening: 21 participants                                 |

was in force. Given adequate support, however, DAV could produce at least prototype materials to be reproduced elsewhere for wide distribution. This is confirmed by the fact that in 1967 DAV produced 2,923 color slides, 3,681 original photographs, 3,322 black and white slides as specific requests from teachers and entities who covered the production costs. In 1968 this kind of production dropped to 678 color slides, 1,970 black and white slides, and 132 photographs.

d) Comparison between services rendered during the time of the USAID agreement and today

With a few exceptions, the kinds of services rendered by DAV today are the same as at the time of the USAID agreement. Changes are the following: then, DAV produced silk-screen materials and filmstrips, which are not produced today; today DAV produces visuals and writes scripts; today, DAV has collections of pictures and photographs for loan, which it did not have then.

The quality of such services is also considered the same as then. However, the quantity has dropped, mainly in the motion picture area. While during the time of the agreement, over 100 titles of educational films were dubbed into Portuguese for elementary and secondary levels, nothing was done in this area since the termination of the agreement, except the dubbing of films for the School of Police, as mentioned before. Also, during the time of the agreement, some 12 original films were produced, while today only four were initiated but not concluded.

It should be considered that during the time of the agreement, DAV had a staff of 32 members, while today it is reduced to only 9. Furthermore, in those days DAV had better financial support from INEP for operational costs.

From September 2, 1960 to July 31, 1964, DAV received the direct assistance from the Michigan State University Audio-Visual Center, arranged by means of a contract between MSU and USAID (Contract ICA c1699, dated August 11, 1960). This contract provided for a three-member advisory team at DAV (then SRAV), plus the regular visits of the MSU AV Director, Dr. Charles F. Schuller. During the years of 1960, 1961 and part of 1962, the team was constituted by Prof. Horace Hartsell, Chief of Party; Mr. Frank Newsbaum, Educational Motion Picture Specialist; and Mr. Henry Rousseau, Sound Engineer made available by the "Reevesound Company", maker of the sound equipment installed at DAV. Prof. Hartsell and Mr. Newsbaum were replaced by Prof. James Page and Mr. Edward McCoy from 1962 to 1964.

This was the "golden era" of DAV in terms of output, prestige and financial resources. There were difficulties on those days, but they were mainly administrative, which can be considered normal in this kind of activity. Today, besides these "normal" administrative difficulties, there are those arising from lack of personnel, lack of funds and worn out equipment.

VI) Comments

a) Potentials

DAV has a tremendous potential in terms of leadership, production and training. It has excellent equipment which only needs not too costly repairs and replacement in



Motion pictures - DAV is capable of producing 16 mm educational motion pictures and dubbing into Portuguese foreign produced films. This activity, however, is greatly reduced due to lack of funds. There are presently four films already shot, but the negatives were not developed. Only when an interested party requests such a service, paying for all costs, is the job completed.

In the past, DAV has dubbed into Portuguese some 110 educational films produced in the U.S. under arrangements made by the Michigan State University Advisory Team during the time the MSU-USAID Contract was in force. These films were copied and distributed to all other INEP AV Centers and constitute their main film library.

In 1967, six films were dubbed for the São Paulo School of Police and one film was completed for the Brazilian Assistance Legion ("Legião Brasileira de Assistência" - a national social welfare organization.)

In 1968 this kind of production was interrupted for lack of funds to cover the production costs as well as the repairs required for the equipment. Through an agreement with the São Paulo educational television organization ("Fundação Anchieta"), the motion picture equipment was put back in operational conditions and is presently being used by that Foundation for their own production. The Foundation has access to the equipment and installations during the mornings, leaving them available for DAV in the afternoons. From January to July, 1969, 261 titles were dubbed into Portuguese by the ETV Foundation.

In spite of this being a satisfactory arrangement, the Foundation has requested the donation of all DAV's motion picture and sound equipment plus some projectors and photographic items. The request is being studied. If this equipment is transferred to the ETV Foundation, DAV will lose the major part of its commodities and installations, greatly reducing its production potentials.

On the other hand, with no technicians to operate the equipment and with a total lack of operational funds, as the situation is presently, the equipment would remain idle if it were not for its use by the ETV Foundation. INEP must urgently arrange for adequate funds if it wants to keep DAV as an alive and operating unit, producing at its potential level.

Production of selected materials - Apart from motion picture and sound track dubbing, DAV produces less sophisticated kinds of materials such as posters, graphs, flannel-board parts, photographs, overhead projector transparencies, slide series. These kinds of materials are produced upon request, mostly from individual teachers for specific purposes who cover the costs of production. DAV does not produce materials on its own initiative to fulfill educational needs based on its own research and to be distributed to the schools in the area. The funds and staff available do not permit this kind of activity, nor has DAV developed a leadership in the area to engage itself in this sort of production in spite of having the potential to do so.

The films, slides and transparencies on loan to requesting schools are those originally received or produced during DAV's peak activity period, while the MSU-USAID agreement



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|                |   |
|----------------|---|
| May/June       | - Nutritionists of SESI<br>(Industry Social Service)<br>20 participants                           |
| June 3/14      | - Supervisor of SENAC (National Service<br>for Commercial Apprenticeship)<br>18 participants      |
| July 15/22     | - Training Center for Teachers of the<br>Pluricurricular "Ginasios" - GTPGIP -<br>27 participants |
| October 7/11   | - Students at the Faculty of Philosophy<br>of Marília - 81 participants                           |
| November 11/14 | - Students and Teachers at the Faculty<br>of Philosophy of Ribeirão Preto -<br>110 participants   |
| December 9/12  | - Students and Teachers at the Instituto<br>"Jesus, Maria, José" of São Paulo<br>8 participants   |

Furthermore, DAV receives participants for short, intensive in-service training. A group of six teachers from the cities of Tupã and Marília (São Paulo) had such in-service training on October, 1969. Two others from the São Paulo Jewish School received this kind of training in December, 1969. DAV, however, does not follow-up on its trainees; once the training is completed, no link remains between trainees and DAV.

An agreement between INEP and the Organization of American States (OAS) foresees two international (Latin American) courses to be conducted at CRPE/SP. One is a ten-month course on School Administration, which was scheduled to start on July 1, 1969. The second is a training course on text books and audio-visual materials designated as the "Inter-American Project on Text-books and Audio-Visual Materials". It is a five-months course for 20 Latin Americans and 5 Brazilians to be conducted at DAV under top level foreign professors. For this course, OAS would provide US\$ 45,350 for teachers plus expenses with grants for Latin American trainees, materials and other costs, while INEP would contribute NCr\$ 250,000 for personnel, grants for Brazilian trainees and other costs. This course was scheduled to start on February 2, 1970, ending on June 30, 1970. The preparatory period for the two courses, involving research, planning, course development and other necessary arrangements was scheduled for the period March 1/June 30, 1969. However, no action has been taken during this period and the courses have been postponed to a not yet defined date.

Loan of materials - DAV has a well developed section for loan of materials to teachers from registered schools. There are over 450 schools regularly registered at DAV which receive films, slides, overhead projector transparencies, sets of pictures and photographs, etc. As DAV has only three prints each of film titles and no funds to replace them, damaged and worn out films are being set aside. Soon the film library will have a very small number of titles available and eventually will have to close. The same applies to slide series, of which only one set each is available. DAV does not lend equipment.

certain instances; its staff, what remains of it, is highly qualified, with excellent educational background and good communications media training. Their up-grading in modern educational technology would have excellent results. The facilities are good. It is true that those could be expanded to become more functional, but nevertheless they can be considered adequate as they are.

#### b) Requirements

Like all other INEP AV Centers, DAV needs a definition of purposes and a well established policy, concentrating its activities in some selected high priority areas. It should probably devote a greater part of its efforts in determining and developing instructional materials (mainly educational films) as prototypes to be reproduced by some capable agency.

Emphasis should also be given to high level training in educational technology so as to develop in the country the leaders and technicians needed in this field.

This would involve recovering the staff that was lost, on contracting new elements who are technically capable. The more qualified staff members probably should make a short visit abroad to the advanced centers devoted to the study and research on new educational technology.

Existing equipment has to undergo a serious revision. Items damaged beyond repair or missing should be replaced. Depending on the type of activity the Center would get engaged in, some additional equipment might be required, but not necessarily. Obviously, an adequate budget dispersed on a regular basis has to be provided in order to allow DAV to plan and execute its activities on a proper schedule and in order to allow DAV to pay salaries competitive with the local private labor market.

#### c) Achievements

The great contribution of DAV to education occurred during the time of USAID assistance through the MSU-USAID agreement. The educational films then translated into Portuguese became practically the only class-room film libraries existing in the country.

The training of hundreds of teachers and supervisors at the ten CERAVs as "Audio-Visual Resources Specialists" is another accomplishment, perhaps the more important. DAV became the only source for training AV Specialists in the country at a higher level. Many States, today, have their AV people thanks to DAV. Besides these, many thousands have been exposed to AV techniques and materials through DAV's AV Information Courses, thus contributing to extending the notion of the importance of instructional materials in the class-room.

It is impossible to measure in concrete terms the extent and value of DAV's activities and influence due to the subjectiveness of its action. But it cannot be denied that its contribution to education has been effective. It could be much more efficient if adequate conditions had been granted to DAV during all these years, mainly after the USAID agreement terminated. DAV can become a great institution if adequate conditions are granted now or in the near future.



AV Center: São Paulo

LIST OF SIGNIFICANT EQUIPMENT

Art

- One "Kensol" hot press and accessories
- One "Ingente" paper cutter
- One "Technigraph" lettering and symbols set
- Two lettering sets
- One VL-3 air brush
- One air pistol
- One air compressor
- One set of instruments for applying graph constructing tapes
- One "Leon" camera lucida
- X-Acto set of knives
- Assorted squares, rules, pantographs and art devices in general

Photography

- Assorted photo laboratory devices (safety lights, measuring cups, developing tanks, trays, timers, etc.)
- One "Pako" drying machine
- One "Pako" washing machine
- Two contact printers
- One "Omega" enlarger
- One "Leitz Focomat III" enlarger
- Two 35 mm "Leica" cameras
- One 6x6 "Rolleiflex" camera
- Three 35 mm "Practica" cameras
- Two 4x5 "Graflex" camera
- Assorted lenses and accessories for above cameras
- One "Repronar" slide copying machine
- One "Leitz Reprovit II" photo reproduction device
- Six exposure meters of different makes
- One "Braun" electronic flash
- One "Seal" dry mounting press

Motion Picture

- One 16 mm "Arriflex" camera with accessories, including lenses, zoom lens, electric motor, blimp, carriage
- One 16 mm "Paillard-Bolex" camera, model 416
- One 16 mm "Close" camera, model 320
- One 16 mm "Bell & Howell" camera
- Assorted motion picture exposure meters
- One "Colortran" motion picture lighting system
- Assorted lighting devices, as spot and flood lights, etc.
- Six noviolas
- One film and optical sound reader
- One four-track 16 mm film synchronizer
- One "Bell & Howell" 16 mm electric film splicer
- Assorted 16 mm film splicers
- One electric 16 mm film rewinder
- Two "Filmo" 16 mm film viewers
- Ten film punchers
- One horizontal title device
- One complete installation and equipment with accessories for 16 mm magnetic sound recording, "Reevesound", including synch recorders and playbacks, six channel control desk, amplifiers, audio meters, footage counters, oscilloscopes, demagnetizer, several microphones, sound readers, tripods, microphone bases, loud speakers, precision record player, transformers, etc.



Utilization

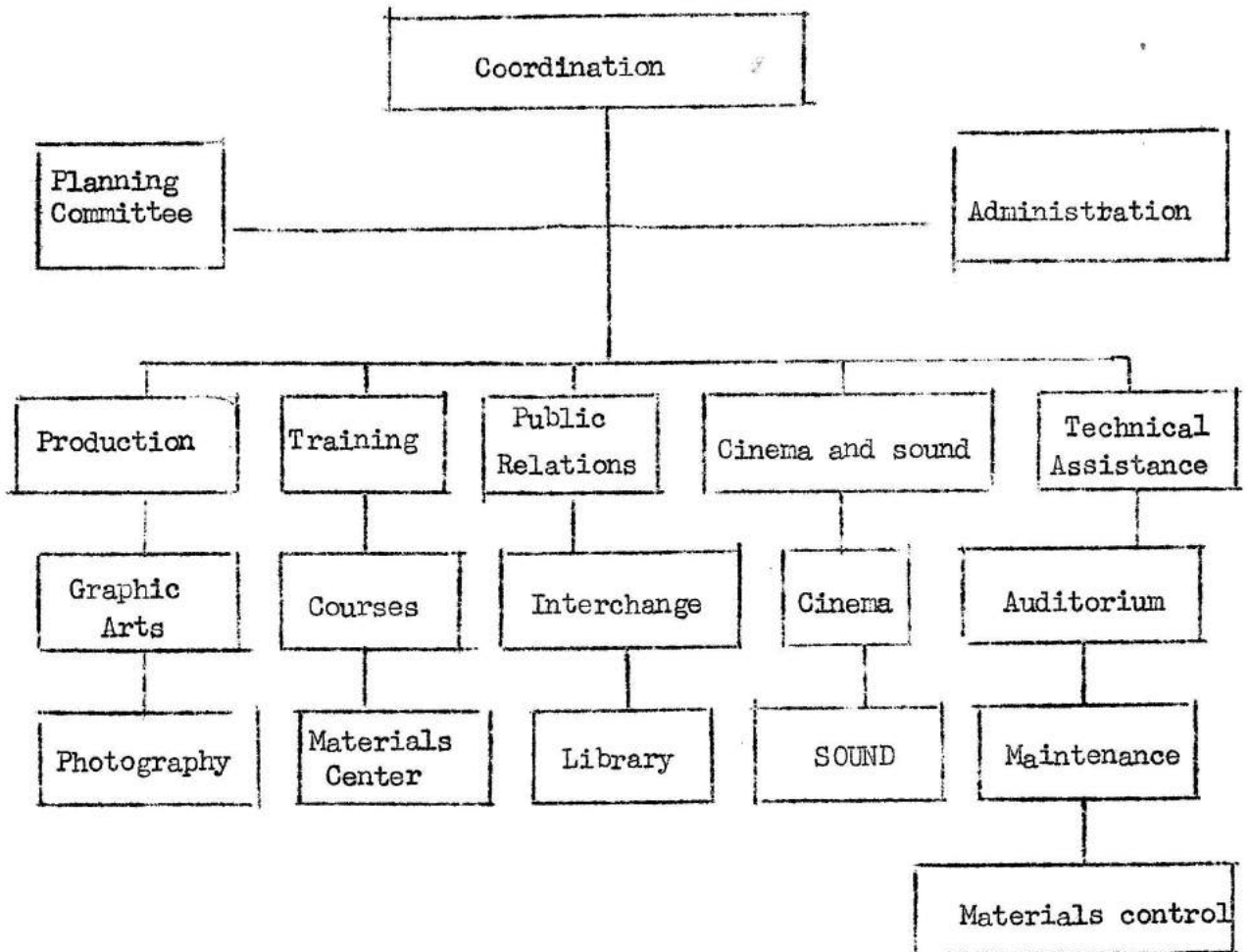
Fourteen 16 mm sound motion picture projectors (3 "Victor",  
9 "Bell & Howell", 1 "RCA", 1 "Keystone")  
Three overhead projectors (1 "Vu-Graph", Baseler, 2 "Delinea-  
scope")  
Four "Vu-Lyte" opaque projectors  
Nine filmstrip/slide projectors (4 "Viewlex", 1 "Soundview"  
1 "Leitz-Pado", 1 "School Master", two "Kodak-Carroussel")  
One "Technicolor" 8 mm loop motion picture projector  
One "Ken-A-Vision" micro projector  
Assorted projection screens  
Five filmstrip viewers  
One "Neuvator" film cleaning machine  
Two "Ora-visual" flannelboards  
Slide viewers  
One "Califone" record player  
One "Thorens" record player plate  
Six projection tables with casters  
Seven tape recorders (1 "Webcor", 2 "Wolensack", 1 "RCA",  
2 "Ampex", 1 "Minitape")  
One AV mobile unit, completely equipped

Miscellaneous

One portable wooden mimeograph  
One "Facit" spirit duplicator  
One "Gestetner" model 300 mimeograph  
One dehumidifier  
Three air conditioning units  
One "Windpower" generator  
One "Ozalid Project-O-Printer"  
One TV receiver  
One "Masco" inter-comm. system  
One simultaneous translation system  
Assorted shop tools (saws, electric drills, tool sharpener,  
vise, revolver-type stapler, maintenance tools in general)  
Junction box with several cables

SÃO PAULO AV CENTER

DAV ORGANIZATION CHART



AV Center: SÃO PAULO

Individual Data on Personnel

I - Personal Data

Name: Arlette Azevedo de Paula  
Date of birth: October 9, 1934  
Place of birth: São Paulo, SP  
Sex: Feminine                      Marital status: Married  
Dependents: -  
Home address: Alameda José, 670 - apt. 81 - São Paulo, SP

II - Educational level

University graduate

III- Foreign languages

English - Spanish - French

IV - AV Professional training

Indiana University - 1961

V - Main Areas of Interest in the AV Field

Training - Photography - Cinema - Educational TV  
Writing - Publications

VI - Present job

Employer: Ministry of Education and Culture  
Date of admission:  
Position: Educational Technician  
Appointment: Permanent

VII- Previous job

Employer: Pontifical Catholic University, São Paulo  
Functions: Teacher  
Date of admission: 1963                      Date of leave: 1963

VIII- Other activities ---

IX - Contributions to the AV Field

Translation of texts on Communication and AV Education

X - Congresses and Seminars attended ---

XI - Professional Associations

Brazilian Association Audio Visual Education



AV Center: SÃO PAULO

Individual Data on Personnel

I - Personal Data

Name: Hely Villaça  
Date of birth: March 20, 1935  
Place of birth: São Paulo  
Sex: Feminine                      Marital status: Single  
Dependents:  
Home address: Rua Sabugi, 20

II - Educational level: University graduate (Pedagogy)

III- Foreign languages

English, Spanish, Italian, French

IV - AV Professional Training

Michigan State - Fresno State

V - Main Areas of Interest in the AV Field

Training - Photography - Cinema - Sound recording -  
Educational TV

VI - Present jobs

Employer: Ministry of Education and Culture  
Date of admission: 1960  
Position: Educational Technician  
Appointment: Permanent

VII- Previous job ---

VIII - Other Activities

IX - Contributions to the AV Field ---

X - Congresses and Seminars Attended

MAVA Conferences - Michigan  
DAVI Convention - Rochester, N.Y.

XI - Professional Associations

Brazilian Association AV Education

ANNEX 3

AV Center: SAO PAULO

Individual Data on Personnel

I - Personal Data

Name: Susie Martha Rehder  
Date of birth: October 4, 1935  
Place of birth: Piracicaba, São Paulo  
Sex: Feminine                      Marital status: Single  
Dependents: -  
Home address: Rua Major Sertório, 734 - apt. 111 - São Paulo

II - Educational level: University (incomplete)

III - Foreign languages

English - Spanish - German

IV - AV Professional Training

Informal.

V - Main Areas of Interest in the AV Field

Training - Photography - Administration - Programmed Instruction

VI - Present jobs

Employer: Ministry of Education and Culture  
Date of admission: 1957  
Position: Educational technician  
Appointment: Permanent

VII - Previous job

Employer: City Government, São Paulo  
Functions: Elementary teacher  
Date of admission: 1954      Date of leave: 1955

VIII - Other Activities    - - -

IX - Contributions to the AV Field ---

X - Congresses and Seminars attended

Communication Seminar, MSU, 1960  
DAVI National Convention, Cincinnati, 1960  
Communication Seminar, MSU, 1968

XI - Professional Associations

Brazilian Association AV Education  
DAVI - NEA, - USA.

AV Center: SÃO PAULO

Individual Data on Personnel

I - Personal Data

Name: Maria Zuleide Cavalcante  
Date of birth: December 27, 1938  
Place of birth: Ceará  
Sex: Feminine                      Marital status: Married  
Dependents: 1  
Home address: Av. Jangadeiro, 84 - Interlagos -

II- Educational level: Elementary

III- Foreign languages ---

IV - AV Professional Training: Informal

V - Main Areas of Interest in the AV Field

Projection equipment

VI - Present job

Employer: Ministry of Education and Culture  
Date of admission: 1957  
Position: Supply clerk  
Appointment: Permanent

VII- Previous job:

VIII - Other activities: ---

IX - Contributions to the AV Field: ---

X - Congresses and Seminars attended: ---

-X-X-X-



AV Center: SÃO PAULO

Individual Data on Personnel

I - Personal Data

Name: Walter Jorge  
Date of birth: September 14, 1940  
Place of birth: São Paulo, SP  
Sex: Masculine                      Marital status: Married  
Dependents: 3  
Home address: Rua Queluzita, 48

II - Educational level

Secondary - 2nd cycle

III- Foreign languages

Italian - English

IV - AV Professional training

Informal

V - Photography - Cinema - Sound recording - Educational TV

VI - Present jobs

(a) Employer: AV Center of São Paulo  
Date of admission: 1966  
Position: In charge of electronic equipment.  
Appointment: Temporary - undefined position.

(b) Employer: State of São Paulo  
Function: Maintenance of equipment.

VII- Previous job

Employer: Television Company  
Functions: Equipment operator  
Date of admission: 1957                      Date of leave: 1964

VIII- Other activities -

IX - Contributions to the AV Field

X - Congresses and Seminars attended -

XI - Professional Associations -

## OTHER VISITS IN SÃO PAULO

### The Rector, São Paulo University

Professor Alfredo Buzaid, Rector of the São Paulo University, informed the writers that he is very much interested in the role of educational television over the coming years. With the University reform, ETV will be called upon for the re-training of large numbers of teachers. Currently six basic institutes are being planned and eventually the University will have thirty one departmental areas. Furthermore, there are several higher education institutes in the interior of the State which will need to be reached by ETV. The Rector wants the closed circuit TV studio to be separate from the School of Social Communication where it is now serving as a training facility.

With regard to the AV Center, the Rector is not in a position to make any commitment as to its possible coordination with other University resources, but, he would gladly discuss the matter if MEC would take the initiative.

### The Faculty of Philosophy, São Paulo University

Professor Laerte Ramos de Carvalho, now head of the Department of History and Philosophy of Education, was formerly Rector of the Federal University of Brasília and, during the early 1960's when the São Paulo Audio-Visual Center was at its peak, he was Regional Director of INEP's Regional Center in São Paulo.

During his tenure as Director of CRPE/SP, Prof. Laerte was in close contact with developments at the Center and has been interested in its activities since that time. He has recently submitted a plan to the Rector of the São Paulo University for the incorporation of the Center within the São Paulo School of Education. There, he believes it could serve the University at large and education throughout the state and train high level personnel for educational technology in other universities, industry, and elsewhere throughout the nation. He indicated that consummation of such an agreement will have to be brought about at a high level involving someone from the Office of the President of the Federation and the Governor of the State of São Paulo.

Already, progress has been made in this direction. Prof. Nelio Parra has switched from federal employment at the Center to become a member of the Faculty of Philosophy. Prof. Laerte believes that other members of the Center who have left for better paying positions might also be brought back.

Prof. Laerte would like to see the University's closed circuit TV installation become a part of the overall School of Education operation. He believes that it should, because the equipment was originally provided by the Ford Foundation to serve the teacher training program in the Faculty of Philosophy.

It would appear that of all with whom the study team has spoken, Prof. Laerte is among the best informed about the history, needs and potential of the São Paulo Audio-Visual Center.



The São Paulo University School of Social Communication

Professor Antonio Ferri, Director of the São Paulo School of Social Communication, told the writers that this School is two years old. It offers a four year undergraduate degree program providing six areas of specialization: Journalism, Radio and Television, Library and Documentation, Public Relations, Theater and Cinema. The School is temporarily housed in the Rectory, but it will move to its own new building this coming year.

For closed circuit radio and television training the School uses the University's studios and provides assistance to instructors preparing closed circuit television presentations. Prof. Ferri would like to develop a working relation with the INEP Audio-Visual Center whereby its facilities might be used.

It would appear to the writers that the close tie between the School of Communications and the Radio and Television Service which involves preparation of closed circuit courses is a step toward the institutionalization of educational television within the School of Communication. This should be watched with care if the School of Education wishes to develop in this area.

The São Paulo University Radio and Television Service

Fernando Felix Pulis, Supervisor of the São Paulo University Radio and Television Service and Professor of Communication in the School of Social Communications, it was learned that, in addition to Professor Arrigo Angolini's Educational Psychology course, which was video-taped and transmitted to students during this past semester, plans are now underway to video-tape courses in dentistry, physics and biology, and eventually many others among the University's offerings. Programs are now reaching 3000 students by coaxial cable, but next year it will be able to reach all classrooms when new 25 megahertz microwave equipment, now on order, will be installed.

Presently, the Radio and TV Studios are located in the Rectory, adjacent to the School of Communications. Facilities include a small but adequate TV studio, a three camera chain, telecine, switching equipment and a small audio-visual facility. Only recently it became known that the INEP Center is equipped for motion picture work and in need of things to do.

The Foundation Padre Anchieta - TV Cultura, Channel 2, São Paulo

Professor Dr. Soares Amora, Director of the Educational Division of Channel 2, informed the writers that this two year old Foundation employs approximately 150 full-time persons of whom 30 are in the Division of Education. The TV installation occupies magnificent facilities on the old site of Commercial Channel 2 which the Foundation purchased and modernized.

With two large and four small and well-equipped studios (latest Marconi camera equipment, RCA switching, video-tape, telecine and Eastman kinescope) it is prepared to produce cultural and educational programs of all kinds.

The station has been on the air from 7:00 to 10:00 each evening since June of this year. It is currently video-taping 6 1/2 hours daily which soon will be increased to 12. To accompany Article 99 broadcasts, lesson materials



for courses in geography, history, Portuguese, physics, chemistry and mathematics are printed and distributed for sale on news-stands through an agreement with a private publisher.

While the work of this Foundation represents one of the most modern educational technology developments in Brazil, much remains to be done to integrate its services with the lives of the people it is attempting to reach.

It is apparent that cordial relations exist between the personnel of Channel 2 and of the São Paulo AV Center. Channel 2 is using the AV Center's sound studio and equipment to dub into Portuguese imported cultural 16 mm films. Also, Arlette Azevedo de Paula of the AV Center works part-time as a TV teacher at Channel 2.

F. SOME NATIONAL EDUCATIONAL TECHNOLOGY RESOURCES

The Brazilian Educational Television Foundation

In a meeting with Dr. Gilson Amado, President of the Brazilian Center of Educational Television Foundation (FCBTV), some of his views relative to the role of ETV in meeting educational and manpower problems in Brazil were obtained as follows:

Presently there are some 20 million Brazilians who did not attend secondary school and who need to up-grade their skills in order to fulfill the demands of rapid development of Brazil. For example: recently, 1,000 skilled jobs were made available in Rio by the National Department of Labor, yet only 70 applicants were approved. On the other hand, for each 100 unskilled jobs there are 1,000 applicants. The Guanabara telephone system expansion program had its schedule delayed for over 10 months because of the lack of low and medium level skilled workers. There is presently a group of 10 to 15 million marginal workers in the Brazilian labor market constituting one of the country's most serious social agitation problems.

ETV has a definite role to play within this framework. Article 99 of the Law of Directives and Bases of Education (1961) allows all individuals over 16 years of age to take a secondary course condensed into one year of self-studies, comprizing five subjects: language, mathematics, sciences, history of Brazil and geography. Through his private "University of Popular Culture" (apart from the National ETV Foundation), Dr. Gilson Amado is providing this course by means of commercial television channels.

The program has been on the air the past 8 years. A private oil company ("Shell") provides the handouts, not as a form of publicity but as a deductible item from income tax, since the program is officially recognized as one of "public interest". Dr. Amado and his staff learned about ETV the hard way, by trial and error, being self-trained ETV people. Today, the courses are being telecast by a network of 10 commercial stations in 15 states, reaching some 1400 cities, of which about 700 never had secondary education facilities. In Guanabara alone there are at least 2,000 students receiving secondary instruction through TV. If more resources were available it would be possible to reach easily over 350,000 people per year using only 10 teachers. The problem lies in the production of materials -- handouts, test sheets, etc. Thus, the next step now will be the setting up of an infrastructure of educational resources to complement and support the instructional broadcasts. This task should be taken over by the National ETV Foundation.

In April, 1969, four new courses were started under Amado's private University of Popular Culture. One is on "home manpower", i.e. development and improvement of home maids, supported by two books, one for the maid, the other for the housewife, at a cost of NCr\$5,00 (US\$1,25) each. The second course is designed to teach "appreciation of the fine arts"; the third is on "child care" and the fourth on "family psychology".

The Brazilian Educational Television Foundation has some priority programs, among which are the installation of a "Telecentro", i.e., a center for the production of recorded educational programs (video tapes, kinescopes and 16 mm. films) for distribution to ETV systems. The kinescopes and films are important for stations which do not possess video tape play-back equipment and also for use with standard 16 mm. projectors in places not reached by TV. Equipment for the TV production center is being negotiated with the German Government.

Another important program underway consists of the training of ETV consists of the training of ETV technicians at all levels of production and administration to staff ETV systems being installed and planned throughout the country. Presently 300 candidates are enrolled in such a training program here in Guanabara. A group of 30 is taking the first courses at the Foundation's quarters. A closed-circuit TV system will be installed for this activit

Another important project to be implemented cooperatively by the Foundation, MEC/INEP/PAMP, and the State Secretariats of Education is the up-grading of elementary teachers. This program is to be conducted through commercial channels and will involve some 2,000 elementary education supervisors already trained by PAMP and the mobilization of local resources for preparing required printed materials. Two hundred video tapes will be needed.

As Dr. Amado sees it, the role of the Foundation should be one of coordination of the several ETV systems being developed by states and universities, while at the same time advising and providing assistance to them. A technical and pedagogical planning group should be organized to serve local peculiarities and to instill a philosophy of educational television which would be more effective. Thus, in the next 5 to 10 years the Foundation should be preparing high level programs, training personnel in the technical aspects of ETV, and promoting interchange and cooperation among the several systems. It is hoped that there will be five regional centers: Rio de Janeiro, Recife, Pôrto Alegre, Belo Horizonte and Curitiba. The Rio center would produce the high level country-wide programs, while the regional centers would produce specific programs for the respective areas.

Another important role of the Foundation is the coordination of international cooperation to prevent states and entities from investing in equipment and supplies not interchangeable with other systems.



Dr. Amado stated that what Brazil needs most in the field of ETV is international know-how and experience. The Foundation is presently requesting assistance from all over the world and is getting some positive answers, as from British CETO and UNESCO. Dr. Amado fears that United States policy with eventual assistance would be geared towards investments for use of satellite facilities and other very advanced technology, while he thinks Brazil needs to go first through the more conventional phases in order to develop a sound infrastructure for ETV. The UNESCO commission now providing assistance concurs with this long-term approach. An educational television network will be developed throughout Brazil, involving some 70 VHF channels and some 50 UHF channels already reserved for education.

Dr. Amado believes that the Brazilian approach to ETV must be different from that of Europe and other developed areas. While the ETV is used to enrich instruction, here ETV can be the school itself. Actually, considering that secondary education is expanding throughout Latin America, he believes that Brazil could become a leader in developing multi-national programs at the secondary level.

Until a specific ETV network is established, commercial TV has an important potential. There is presently a country-wide commercial network which is idle one-third of the time. However, the publicity dominated commercial TV can give only day-time to education, while the great demand comes from people already working who are only free to study in the evenings. There are presently 5,000,000 TV receivers in use throughout the country and 600,000 TV sets are being sold every year. Educational programs through commercial stations could be financed by means of some tax on TV receivers, a matter which is being studied and which must be dealt with very carefully in order not to result in double taxation. Another way of making educational TV programs self-financed would be through the sale of books which accompany them.

Dr. Amado stated that Brazil is eager for education and instruction. Today, with transistor radios, the most humble people are being reached. The Northeastern cow-boy, while riding his ox, has a transistor radio tied to the horns of the animal. Unfortunately, the radio only provides a very limited understanding of such things as the war in Vietnam, satellites, trips to the moon, the death of Martin Luther King, etc. Thus, radio arouses curiosity, but more complete information is found only in books, urban newspapers, magazines, etc., which are out of the reach of the humble people, not only because they are illiterate, but also due to the high cost of such media. Thus, we have democratized curiosity, but the full information is still for privileged ones. We must provide complementary information and instruction to answer the questions which are being raised by the under-privileged classes. Only TV can fill this gap.

Jokingly, Dr. Amado says that TV was invented for Brazil, in view of the great prestige it has among the lower classes, and due to its role in education. Unfortunately, as recently shown by a survey conducted by a local newspaper, 43% of commercial programs are on violence and only 12% are devoted to education (including Amado's own Article 99 course). Amazingly, only a very small percentage is devoted to sex.

Dr. Amado concluded by saying that Brazil is now ready for ETV. The pioneer period is coming to an end. The problem presently is not to motivate the use of ETV but to contain it. Now, coordination and international cooperation will be necessary to move towards the future.

#### The National Foundation for Instructional Materials (FENAME)

This foundation, formerly the National Campaign for Instructional Materials has since 1956 served the schools of Brazil through the distribution of low cost supplies including paper, pencils and lesson materials. More recently, it has grown to include among its services the publication of maps, an encyclopedia, and growing number of textbooks. It has now published 31 titles in 7<sup>th</sup> editions for a total of 7,368,120 copies. These are sold at minimum cost.

The process of publication includes curriculum analysis; search for authors; assistance with writing; format and illustrations; editing and contracting for manufacture.

The Foundation would be interested in the mass production and distribution of prototype materials which would be designed and tested by the INEP Audio-Visual Centers.

#### MOVIMENTO DE EDUCAÇÃO DE BASE (MEB)

This organization, administered by the National Council of Bishops and supported through special agreement by MEC and other ministries provides radio education for adult literacy. Its philosophy, however, is to go beyond basic literacy through provision of information in the fields of health, agriculture, etc.

In 1963 MEB reached its peak of activity with 59 units working through 5,573 literacy posts in 14 states. Since that time activities have fallen off, though now again they are on the increase. Currently, there are 20 people on the national team and 212 professionals working throughout the country.



Two cycles of instruction are provided -- literacy and fixation. In some cases, instruction has been carried through the fifth year. No certificate is given. In greater part, those who attend the radio schools range in age from 15 to 30 years, though some bring their children because no primary schools are available. This year they are starting a special radio school for children.

To accompany the radio broadcasts, the movement has developed its own primers and texts for different areas. Broadcasts are held from 6:00 to 7:00 and 8:00 to 9:00 each evening. Receivers, manufactured by Phillips, carry only one channel.

This group won the UNESCO Special Fund Award for excellence in 1968.

This group, as are other educational agencies, is interested in the development of instructional materials. It recognizes the necessity of locally produced materials for each area and emphasizes that radio operates best as a group medium which requires the organization of people.

#### The Brazilian Audio-Visual Education Association (ABEAV)

During a visit to the headquarters for ABEAV, located in the SENAC building in São Paulo (where secretarial help, meeting rooms and a small well equipped auditorium are provided at no cost) the President, Nelio Parra, and Executive Secretary, Antônio Sodré C. Cardoso, provided the following information.

The association is two years old, has 371 members, has developed regulations, has four publications and four newsletters to its credit and held its second congress with over 400 in attendance this year. The officers and board are now planning a course for industrial teachers in São Bernardo during October. The Industrial Schools will finance the program.

Among ABEAV's members are a number of Brazilian manufacturers and producers of AV equipment and materials. They have contributed to the Association's growth and held an exhibit during the last congress. The development of ABEAV as a professional organization is one indication that educational technology is coming of age in Brazil.



The Institute of Educational Research, State Secretary of Education, Guanabara

Miss Neiza Azevedo, Director of the Guanabara Institute of Educational Research, stated that this Institute is now considered as an educational planning group for the State. There are approximately 100 staff members working in the areas of measurement, anthropology, psychology and guidance, statistics and social research. The present preoccupation is with the coordination of the various activities. The group has recently prepared a questionnaire and is now conducting a survey of the use of audio-visual education in the Guanabara schools. It has also been asked to organize a committee to study educational television. By agreement with the State Secretary of Education, the Institute will conduct an evaluation of the results of the Article 99 course broadcast by Prof. Gilson Amado's University of Popular Culture.

Miss Azevedo indicated that members of the Institute staff are fully aware of the fact that old educational systems and methods must give way to new and are attempting to determine how best this can be brought about.

The National Museum

During visits with Mr. Renato Lima, Audio-Visual Specialist, Educational Division of the National Museum, it was learned that this institution, housed in the old Imperial Palace in Rio de Janeiro, is administered by the Rio de Janeiro Federal University. The National Museum holds a collection of over one million items in the areas of anthropology, botany, geology, mineralogy and zoology. Numerous collections are on display and open to the public.

The Educational Division serves the general public, teachers and school children. Housed in the same building is the Society of Friends of the National Museum which sponsors short courses, museum tours and field trips. Museum faculty members conduct advanced level courses in anthropology and linguistics in the Anthropology Division of the Museum with Ford Foundation assistance.

Mr. Lima stated that the Museum, with increased budget for equipment and supplies, could produce many valuable materials for science education for the "ginásio" and other schools. The numbers and varieties of materials that could be produced are almost unlimited. The Museum collection also represents an important resource for educational television use. The Museum has submitted a proposal for assistance along these lines to CONTAP but has not received a reply

VIII

APPENDIXES

BRIEF BIO DATA ON TEAM MEMBERS

Warren D. Stevens

Associate Professor and Coordinator of International Affairs, Division of Educational Media, School of Education and Audio-Visual Center, Division of University Extension, Indiana University, 1966-1969, NDEA and PACE Consultant to the U.S. Virgin Islands, 1965 and 1966; USAID Personal Services Consultant on Mass Literacy to the Republic of Mali, 1963; Campus Coordinator, USAID/IU Communication Media Contracts in Nigeria (1961-1967) and Sierra Leone (1961-1964); Chief of Party, USAID/IU Communication Media Contract in Nigeria, 1951-1961; Coordinator, ICA/IU Communication Media Leadership Training Program, 1956-1959.

G. Roberto Coaracy

Chief, Communications Media Specialist at the U.S. Agency for International Development Mission in Brazil (USAID/Brazil), 1952-1969; USAID advisor for the installation of five Audio-Visual Centers under the Brazilian Ministry of Education and Culture (Pôrto Alegre, Curitiba, São Paulo, Vitória and Salvador) 1950-1964; advisor for the installation of an Audio-Visual network for the Brazilian Ministry of Health, National Department of Rural Diseases, 1962-1963; assisted the Brazilian Ministry of Education and Culture, National Department of Education, in establishing a Communications Media Office within the Ministry's framework, 1963; USAID advisor for the installation of an audio-visual system for seven Northeast Brazilian States; co-director of the II Latin-American Communications Media Workshop held in Belo Horizonte, Brazil, March-June, 1958; co-editor of the magazine "Audio-visual em Revista", 1959-1962; assisted the institution of agricultural Information Services for the Agricultural Extension System in Brazil, 1957-1959; represented USAID/Brazil at the 1957 Agricultural Extension Information Seminar held in Lima, Peru, under the sponsorship of the Inter-American Institute of Agricultural Sciences, and the AID Regional Communications Media Officers Conferences also held in Lima, Peru, 1960; editor and correspondent of Brazilian newspaper "O Estado de São Paulo", 1936-1958.



TRAVEL ITINERARIES FOR EVALUATION TEAM

G. Roberto Coaracy

|            |              |
|------------|--------------|
| June 18/19 | Vitória      |
| June 23/27 | São Paulo    |
| July 1/2   | Pôrto Alegre |
| July 3/4   | Curitiba     |
| July 8     | Recife       |
| July 9/11  | Salvador     |

G. Roberto Coaracy, Warren Stevens and Marcos Guimarães

|              |              |
|--------------|--------------|
| August 11/12 | Salvador     |
| August 13/14 | Vitória      |
| August 18/19 | Curitiba     |
| August 20/21 | Pôrto Alegre |

G. Roberto Coaracy and Warren Stevens

|               |           |
|---------------|-----------|
| September 4/6 | São Paulo |
|---------------|-----------|

WORK AND INTERVIEW SCHEDULES FOR EVALUATION TEAMG. Roberto Coaracy and Warren Stevens (April 17-25)

- April 17 - Participated in USAID sponsored meeting of AV Center Directors and Audio-Visual Specialists, USAID, Rio. Among those present were Vera Lúcia Silveira (Salvador), Léa Gomes Brasil (Vitória), Malba Santiago Ferreira (Curitiba) and Maria Helena Oliveira (Pôrto Alegre); former Indiana University Audio-Visual Center Trainees: Antônio Ribeiro, João Mendonça, Marcos Guimarães, Odette Ribeiro, Renato Lima, Renato Xavier and Romero Gutierrez; Pery Pôrto and Lloyd Willis Kendall (EPEM); Rosa Stepanenko (COLTED); and Walter Adamson, William Gelabert, Robert Ballantyne, Ronald Hees, Alice Palmer, Fred Levy, Frank Taylor, Homero F. de Oliveira, (USAID).
- April 18 - Met with EPEM staff to acquire information of value in guiding audio-visual center evaluation. Present were: Gildásio Amado, Hilton José de Salles, Joanna Coaracy, Pery Pôrto, Vicente Umbelino de Souza, James J. Hunter, Lloyd Kendall, Ira J. Winn, Richard L. Duncan and Donald M. Foster.
- April 21 - National Holiday
- April 22 - With Homero Oliveira began development of evaluation plans, questionnaires and interview schedules, initiated clearances, etc.
- April 23 - Met with Dr. Edson Franco, Secretary General, Ministry of Education and Culture (MEC) to inform him of study and to gain assistance.  
Met with Dr. Guido Ivan de Carvalho, Director, National Institute for Pedagogical Studies (INEP), and Prof. Leticia de Faria, Director AV Services at INEP's Brazilian Center for Educational Research, to inform them of study and to achieve coordination of INEP-USAID evaluation efforts.
- April 24 - Met with Renato Lima, Education Division, National Museum to learn of services and needs.

Met with Manoel da Frota Moreira, Director of Science and Technology "Conselho Nacional de Pesquisas"(CNPq), to inform him of evaluation project and to learn of his educational media needs.

April 25 - Met with Joseph Richard Smith (USAID) and Marshall Jamison, Senior Research Associate, Project SACI "Satélite Avançado para Comunicações Interdisciplinares" to learn of projected plans for education via satellite.

Met with Gilson Amado, President, Paulo Dias de Souza, Coordinator for National and International Relations and Luiz Alfredo Salomão, Coordinator of Planning and Research, all of the "Fundação Centro Brasileiro de Televisão Educativa" (National ETV Foundation), to learn of the Foundation's plans and needs for audio-visual services.

G. Roberto Coaracy (April 28 - August 1)

April 28 through June 13 - Elaboration of questionnaires for evaluation of AV centers, discussion of same at USAID and submission of final forms to EPEM, INEP and Dr. Warren Stevens at Indiana University.

June 16 - Visit together with Mr. Frank Taylor to Dr. Guido Ivan de Carvalho, Director of INEP, for confirmation and arrangements of final details of survey. Prof. Marcos Roberto Guimarães of MEC appointed liaison on part of INEP between INEP and USAID on evaluation project.

June 18/19 - Visit to Vitória AV Center (CAV); interviews with Prof. Léa Gomes Brasil, Chief of CAV, Miss Maria Stella de Souza, Administrative Assistant, and all other staff members to collect data on AV Center; inspection of USAID donated automobile abandoned in an Experimental Farm of the State Secretary of Agriculture, nearby Vitória.

June 23/27 - Visit to the São Paulo Regional Center for Educational Research (CRPE/SP), Audio-Visual Division (DAV); interviews with Profs. Arlette Azevedo de Paula, Ivone Parra and Suzie Martha Rehder, the three of whom are running DAV in the absence of Mr. Hélio Serafino, Chief of DAV, who at the time was travelling in Europe; individual meetings with all other staff members of DAV; collecting data on the AV Center; interview with Prof. Carlos Corrêa Mascaro, Director of CRPE/SP; informal conversations with staff members of "Fundação Anchieta", "TV Cultura, Canal 2" (S. Paulo ETV Foundation).



July 1/2 - Visit to the Rio Grande do Sul Center for Educational Research (CRPE/RS)'s Audio-Visual Resources Center; interviews with Miss Maria Helena de Oliveira, Chief of AV Center, Mr. Sérgio Nunes and Mr. Carlito Raymundo, staff members; data collecting on AV Center; interview with Prof. Alvaro Magalhães, Director of CRPE/RS and with Mr. Edmundo Casado Marques, Chief Administrator of CRPE/RS.

July 3/4 - Visit to the Curitiba Audio-Visual Resources Service; interview with Prof. Malba Santiago Ferreira, Chief of AV Center and all other staff members for collecting data on Center.

July 8 - Visit to INEP's Regional Center for Educational Research in Recife (CRPE/PE); brief interview with Prof. Carlos Maciel, Acting Director of CRPE/PE; visit to the AV unit at CRPE's Educational Training Center, under the Teacher Improvement Division; Chief of AV unit, Profa. Maria de Lourdes da Costa Barros was on vacation, and no other staff member was available; brief talk with Prof. Elza Sena, of the Training Center.

July 9/11 - Visit to the Bahia Regional Center for Educational Research (CRPE/Bahia)'s Audio-Visual Center (CAVB); interview with Prof. Vera Lúcia Silveira and all other staff members; gathering data on AV Center; interview with Prof. Joaquim Coutinho Neto, of the Secretary of Education's Cabinet and Chief of the State of Bahia Educational Research and Guidance Center, in charge of planning Bahia's ETV service.

July 14/August 1 - Analysis of data collected on visits to AV Centers and drafting preliminary reports on findings.

G. Roberto Coaracy and Warren Stevens (August 4 - September 12)

August 4 - Met with Frank Taylor, USAID/HRO to initiate second stage of Dr. Stevens' participation in evaluation.  
Reviewed Coaracy's AV Center evaluation reports and made plans for continuing activities.

August 5 - Met with Clayton Seeley, USAID/HRO, to review objectives of study.  
Visited with Marchão Guimarães MEC AV technician appointed liaison between MEC and USAID for the AV evaluation project to coordinate travel and evaluation plans.

- August 6 - Met with Robert Ballantyne, USAID/OPEV, to review evaluation procedures and objectives.  
Met with Evert T. Little, USAID/HRO, on COLTED and secondary teacher training demands.
- August 7 - Attended USAID staff meeting. Discussed AV centers' history, problems and opportunities with Homero de Oliveira, USAID/HRO.
- August 8 - Interviewed Maria Helena de Oliveira, Director, "Serviços de Recursos Audiovisuais", Centro Regional de Pesquisas Educacionais do Rio Grande do Sul".  
Met with Marcos Guimarães, MEC, and staff members of the "Fundação Nacional de Material Escolar" (FENAME), MEC, to learn of the foundation's resources, services and needs for audio-visual assistance.  
Met with Prof. Jorge Boaventura, Director of MEC's National Department of Education (DNE), and Prof. Marcílio Velloso, Director of DNE's "Programa de Aperfeiçoamento do Magistério Primário" (PAMP), to learn of lay teacher training program, scope and needs.
- August 11 - With Marcos Guimarães, visited the "Centro Audiovisual da Bahia" (CAVB) in Salvador and discussed program and problems with Vera Lúcia Silveira, Chief; Maria Teresa Reis de Azevedo Coutinho, Educational Assistant; and Yolanda Jambeiro Gentil, Audio-Visual Technician.  
Visited Joaquim Coutinho Neto, Director, Center for Educational Planning and Research, Bahia State Secretary of Education.
- August 12 - Visited four elementary schools in Salvador to observe use of instructional materials and contribution of CAVB.
- August 13 - Visited the "Centro Audiovisual de Vitória" (CAV). Discussed programs and problems with Léa Gomes Brasil, Chief; and Maria Stella de Souza, Administrative Assistant.
- August 14 - Visited a primary school to observe use of AV aids by teachers trained at CAV.  
Visited the State Secretary of Education Audio-Visual Center and interviewed Teresinha Caliate and Sandra Maria Gasperazza, Research and Planning; Guiomar de Freitas Coutinho and Antônio Buarque, Administrative Assistants; and Lacy Loyola Barbosa, Director.  
Went to campus of the Federal University of Espírito Santo and had an interview with Prof. Alaôr de Queiroz Araújo, Rector.
- August 15 - Wrote trip summary and outlined shape of final report.

August 18 - Visited the "Serviço de Recursos Audiovisuais" (SRAV) of Curitiba. Met by Mrs. Malba Santiago Ferreira, Chief, and introduced to staff and facilities.

With Mrs. Ferreira, held interviews with the following:

Dr. Flavio Suplicy de Lacerda, Rector,  
University of Paraná.

Professor Eni Caldeira, Director, Department of Pedagogy,  
Faculty of Philosophy, University of Paraná.

Professors Alceu Ribeiro de Macedo, Director of Courses;  
Eloy da Cunha Costal, Director, Center for Studies and  
Research; and Ocyron Cunha, Dept of Enterprise Finance,  
all of UFP's Faculty of Economic Sciences.

Mr. Cândido Manoel Martins de Oliveira, Secretary of Education,  
State of Paraná.

August 19 - With Mrs. Ferreira continued visits and interviews with:

Mr. Nelson Luiz Fanaya, Superintendent of  
"Fundação Educacional do Paraná" (FUNDEPAR).

Prof. Ernesto Knauer, Director, "Grupo Executivo do Plano  
Nacional de Educação no Paraná" (GEPLANEPAR).

August 20 - Visited the "Serviço de Recursos Audiovisuais" (SRAV) of INEP's Rio Grande do Sul Regional Center for Educational Research (CRPE/RS) and discussed AV Center activities with Srs. Sergio Nunes and Carlito Raymundo, observing facilities and activities underway.  
Interviewed Dr. Edmundo Casado Marques, Assistant Director of INEP's Regional Center for Educational Research (CRPE/RS).  
Visited offices of the "Padre Landell de Moura" Educational Foundation (FEPLAM) and reviewed work of the Foundation with Prof. Sulamita Giffoni, Community Integration Department, and Prof. Eloilda Bihalva, Department of Pedagogy.

August 21 - Visited Prof. Itália Faraco, Director, Research and Guidance Center, Secretariat of Education and Culture of Rio Grande do Sul, who, with Prof. Vera Ferreira, Chief, Educational Television Service; Prof. Paulo Gomes, Assistant to the Director; and Prof. Nilva Appel Machado, discussed State plans for ETV station services to the schools.

August 22-25 - Worked on notes and report.



- August 26 - With Homero Oliveira visited (MEB) "Movimento de Educação de Base" where an interview was held with Prof. Wilson Hargreaves, National Coordinator; Prof. Creusa Capalbo, National Technical Team; and Roberto Menezes, Coordinator, National Technical Team.
- August 27-29 - Worked on notes and reports.
- Sept. 2 - Visited EPEM (Equipe de Planejamento do Ensino Médio) team: Hilton Salles, James Hunter, Theodolindo Cerdeira, Paulo Cesar Botelho Junqueira, Ayrton Gonçalves, Joanna Coaracy, William Odell, Ira Winn, Lloyd Kendall, Richard Duncan.
- Sept. 3 - Met with Prof. Neíza Azevedo, Director, and Prof. Judith Dayse de Souza Parente, Secretary, Institute of Educational Research, Guanabara Secretariat of Education and Culture.
- Sept. 4 - Travelled to São Paulo and met with Hédio Italo Serafino, Coordinator; Hely Villaga, Assistant Coordinator; and Arlette Azevedo de Paula, Educational Technician of CRPE/SP Audio Visual Division (DAV) and with Prof. Arrigo Angelini, Professor of Educational Psychology, São Paulo University.  
With the above were guests of Dr. Carlos Corrêa Mascaro, CRPE/SP Director.  
Visited the São Paulo University School of Social Communications and had meetings with Antonio Ferri, Director, and Felix Pulis, Supervisor of Radio and Television studios and Professor of Communications.  
Met with Prof. Alfredo Buzaid, Rector of the São Paulo State University.  
Went to the headquarters of the Brazilian Audio-Visual Association (ABEAV) and attended a meeting of officers including Prof. Nélío Parra, President; Mr. Antônio Sodré C. Cardoso, Executive Secretary; Mr. Breno Di Grado, Director of MEC-SENAC agreement (SADEC) "Serviço de Assistência Didática ao Ensino Comercial" and others.  
Visited Prof. Chieralla Haidar, independent film producer and former Director of DAV.
- Sept. 5 - Visited Prof. Laerte Ramos de Carvalho, Professor of History and Philosophy of Education, São Paulo State University, former CRPE/SP Director, and former Rector, Federal University of Brasília.  
Visited the "Federação Padre Anchieta - TV Cultura - Canal 2" studios with Prof. Dr. A. Soares Amora, Director Educational Division and Luiz Antonio Souza Lima de Macedo, also of the Educational Division.

- Sept. 8 - Worked on report. Visited Mr. Harold Midkiff, USAID/HRO.
- Sept. 9 - Visited Dr. Guido Ivan de Carvalho, Director of INEP.  
Visited Dr. Jorge Alberto Furtado, Secretary General, MEC.
- Sept. 10 - Attended USAID meeting with Director William A. Ellis and others to discuss new educational techniques.
- Sept. 11 - Reviewed draft report with Marcos Guimarães.
- Sept. 12 - Completed report.