

End of Assignment,
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Robert J. Havighurst

Since this is my final report as a UNESCO expert in the service of the Centro Brasileiro de Pesquisas Educacionais, I shall make it a kind of summary and evaluation of what I have observed and thought about during the past 2-1/2 years. It will necessarily be somewhat critical, and will not express at all my very real affection for Brazil and the Brazilians and my appreciation for their courtesy and their generosity to me.

Incidentally, I am technically a co-Director of the Centro Brasileiro de Pesquisas Educacionais, and with my departure there will be no co-Director. This would be a good time for UNESCO to study its relations with the CBPE and to raise any questions it may want concerning the future, with Dr. Anisio Teixeira and his colleagues in the Centro.

The Growth of the Centro and the Regional Centros.

The Rio Centro was established in December, 1955. In May, 1957 the Centro moved into its present quarters in Botafogo, where it is adequately housed. In this building, in addition to the Research Staff of the Centro, there is the library, which is the best education library in Brazil and is steadily growing better; the Documentation Center which serves all of Brazil on questions of educational documentation; the section on Publications, where are edited the Revista Brasileira de Estudos Pedagógicos and Educação e Ciências Sociais; the Center for Audio-Visual Materials; and the Training Course for Social Researchers.

The Regional Centros have been established through agreements between the Ministry of Education and certain State Departments of Education and Universities. They are: São Paulo, the Regional Centro being housed in the now Cidade Universitária; Porto Alegre, with an adequate house near the center of the city; Belo Horizonte, with a suite of rooms in the building of the State Instituto de Educação; Salvador, with a fine old mansion in a scenic location; and Recife, with a fine old colonial house on the edge of the city. The Recife Centro is only a few months old, but has gotten off to a rapid start under the direction of Gilberto Freyre and the University of Recife. The São Paulo Centro has a growing library and has been especially attractive as a place for seminars and long-term courses, because there is so much good class-room and study space.

Functions of the Centros

The Centros have four functions:

1. Documentation and Publication.
2. In-service training of teachers, especially of Normal School Teachers.
3. Preparation of books and other aids to teachers, especially secondary-school teachers.
4. Educational Research.

These functions are emphasized to different degrees in different places. The Rio Centro is the only one which works systematically at all four. All Centros do something with the in-service education of teachers. Educational Research is stressed at São Paulo, Rio and Recife, while Porto Alegre does some research, Belo Horizonte a little, and Salvador none.

In any case, these Centros are all substantial organizations, quite well supported by the Ministry of Education, through INEP, the Institute of Pedagogical Studies headed by Anísio Teixeira; and receiving a fair amount of support from the State Department of Education.

The Research Program of the Centros

UNESCO was asked to help in the development of the Research Program of the Centros, and consequently this function deserves special attention and an attempt at critical evaluation. The evaluation can be made at two levels.

First, what about the quality of the research done at the Centros, and how has UNESCO been related to this? Of course it is early to answer this question, since none but the Rio and São Paulo Centros have had as much as two years of life. The São Paulo research program has not finished much as yet. The Rio program has been productive, largely through the work done by the UNESCO staff. The work of Bertram Hutchinson and of Andrew Pearse and their Brazilian assistants is the principal research product of the Rio Centro. Besides this there have been studies published by Aparecida Goavola and there have been some pilot community studies made by the Brazilian staff with advice from UNESCO staff. In addition there have been some surveys of education in various states and some general studies of Brazil, made by Brazilians.

I think it is fair to say that, up to date, the work done in the field of educational sociology by the Centro has been established at a fairly high level of performance through the UNESCO staff.

This judgement should not conceal the very great weakness of the Rio Centro and of the other Centros in the research area. The basic problem is one of personnel on the Brazilian side. There is a scarcity of people at the level of "chief of research project" - people aged 30-45, who are well past the Ph.D stage and capable of planning and carrying through an independent research. There have not been enough such people to staff the Rio Centro, let alone the Regional Centros.

Consequently, the notion of a UNESCO expert working with his "opposite number" and showing him how to do certain things has been imperfectly realized. I would not say that it has not been realized at all, but it has not been realized to a satisfactory extent.

When we move to the second level of evaluation we are face-to-face with this problem. The question at the second level is - what quality of organization for research is there in the Rio and the Regional Centros? and how is UNESCO contributing to this? The answer must be that none of the Centros has developed to the point where it has a good research program, primarily because of lack of staff at the level of chief of research project.

This is a problem for the Brazilians, and there is not much that UNESCO can do about it. It is a problem of Brazilian society - of the status and the career possibilities of people (especially men) in the field of education and in the field of social science research. It will be solved by the force of events, but the solution may be slow in coming.

continually raise the question of the level of experience and maturity of the Brazilians who will work with the UNESCO experts. The experience of Solon Kimball this year should give some indication of the way things will go. The Rio Centro may be able to use Kimball as a consultant to its people working on Community Studies, and they are a fairly experienced lot. If this staff is kept together and works effectively this year, Kimball can help them and this will promise well for the future.

Other Forms of UNESCO Assistance.

There is the possibility of UNESCO assistance to the Centro in other ways. The use of Fellowships might be expanded, so as to send several promising and already fairly mature Brazilians to Europe or to the USA for work in research centers where they could get the kind of ripening that would develop them into potential leaders of research projects.

Another possibility is to use UNESCO experts on other aspects of education than research. For example, madam Brulé of France (Inspector of primary schools) will come to the Centro to act as an adviser in the field of primary education. Also, there has been some discussion of bringing an expert in primary education to work with Brazilians on problems of education in the depressed Northeast area of Brazil. These would be practical educators, coming not as research experts but as experts on practical school problems.

If there is to be a policy of bringing such people, it should be worked out carefully. For instance, it is essential that such a person speak Portuguese or Spanish, or be willing to use several months in learning the language. Otherwise, he will be unable to communicate with the people with whom he must work. This is more important for the practical educator than for the research expert, who can count on finding a number of research workers who know French or English. Again, such a person should have experience with education in a Latin culture, otherwise he will need several months in order to understand the mental approach of the people he is working with, to understand how an educational system is administered in this kind of society.

By Personal Activities.

My own work since June can be summarized as follows:

I have made three visits to the UNESCO Seminar in São Paulo, helping where I could.

On September 4, I spoke to the São Paulo Psychological Society on our research at the University of Chicago concerning the Desenvolvimento da Personalidade Moral.

Most of my time has gone to the preparation of the UNESCO book of Readings on Society and Education in Latin America for the major project. At the first of August I found that I would have to prepare three chapters which I had assigned to a Mexican colleague, and this kept me busy during that month.

With Solon Kimball I have made three interesting trips, at the expense of the Centro. We visited the three pilot projects of the Campaign Against Illiteracy, which is headed by Roberto Moreira, formerly head of the Planning of Research for the Centro. The Centro staff is now doing research on these pilot communities. We visited the twin communities of Leopoldina and Cataguases in Minas Gerais, where the project started 1st February. Then we went to Catalão, in the state of Goiás, where the third pilot project is just starting. On this trip

we visited Goiania and Brasilia, the new capital, and came away convinced that the future of Brazil lies in the expansion into the interior. Finally we visited Timbaúba, in the state of Pernambuco, where the second pilot project has been started. Also we visited the Regional Centro at Recife, and took a two-day jeep trip west from Recife to Arco Verde, on the edge of the Sertão, the desert area. Both of us now have a more favorable impression of possibilities in the Northeast, which is thought to be a problem area for Brazil.

Finally, I have been helping to plan the next phase of the study of Failure and Promotion in the Primary schools, which is being made by Centro staff under the direction of Dr. Roger Seguin.

I plan to leave Rio on September 20th, to return to Chicago with brief stops at Bogotá, Guatemala and Mexico City.