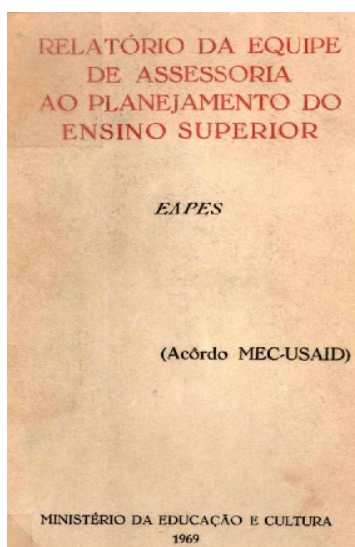



DOCUMENT

ADVISORY TEAM REPORT FOR HIGHER EDUCATION PLANNING (MEC-USAID AGREEMENT)



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Presentation

In Brazil in the 1960s, when the work of the university reform began, there was a set of subsidies, from the studies produced at the international level, such as the Atcon Report – *La Universidad Latino Americana Clave para un enfoque conjunto del desarrollo coordinado social, económico y educativo en América Latin*, 1961, and the roundtable Higher Education and Latin American Development, promoted by the Interamericano Development Bank and held, in 1965, in Asunción, Paraguay, through the set of formulations of the still-genetic science and technology policy (S&T), to the Meira Mattos Report, the Agreements between the Ministry of Education and Culture and the United States International Agency for Development(MEC-USAID) and the Report of the Advisory Team for Higher Education Planning (EAPES), among others.

The university reform, promoted by the Brazilian military government, through Law no. 5,540/1968, established standards for the organization and functioning of undergraduate and graduate studies, based on the North American model of higher education, establishing, among other measures, the credit system, the semiannual course regime with curricular fragmentation, the organization of the university by specialized departments, in addition to continuing the instrumentalization of scientific-technological research, "driven by CAPES and CNPq, directed by substantial resources of the [National Fund for Technological Scientific Development/Fund for Financing Studies and Projects and Programs] FNDCT/FINEP" (LONGO, 2009, p. 5)¹.

Although it was implemented under the aegis of AI-5, 1968, the university reform was initiated with the granting of Decree-Law no. 53 of November 18, 1966, which established the principles and norms of organization of federal universities and distinguishing basic research from applied research, and also decree-law no 252, of February 28, 1967, standardizing the predecessor Decree-Law no. 53/66. In practice, it developed from populist governments as the work of the Commission supervisory of the Institutes Plan (COSUPI), constituted to reformulate the teaching of engineering, through Ordinance no. 102 of January 28, 1958 (CUNHA, 1983).

These Decree-Laws already responded to the MEC-USAID Agreements, signed since the 1950s, between the Brazilian and U.S. governments to establish an exchange of technical knowledge, preparation of plans and actions related to the

¹In the 1950s, public universities were already being considered key pieces in the construction of national scientific and technological policy, when the first research development body, the National Research Council (CNPq), was created, through Law No.1. 310 of January 15, 1951. The purpose of CNPq was defined as this: to promote scientific and technological research on its own initiative and in cooperation with other institutions in the country and abroad. It is also, from this time, the creation of the Commission for the Improvement of Higher Education Personnel (CAPES), through Decree No. 29,741 of July 11, 1951, with a view to ensuring the improvement of higher-level personnel in the country, technicians and scientists, to meet the potential and growing demand of national development. Capes and CNPq, complementing each other, created the conditions for public science and technology policy in the following decade. The main guideline was to form technical-scientific infrastructure and critical mass capable of developing raw materials and increasing industrial productivity (SILVEIRA, 2011; 2020).

economic development of Brazil and the expansion and restructuring of the Brazilian educational system.

It is in this context that, in 1965, Flávio Suplicy de Lacerda, Minister of education and culture, Stuart Van Dyke, Director of USAID in Brazil, Deolindo Couto, President of Education Federal Council (CFE) and Faria Góis, representative of Brazil for Technical Cooperation - Point IV, sign the agreement for the restructuring of the national higher education system and establish the creation of a staff of technicians specialized in educational planning, formed by five Brazilians and five Americans. This staff originated the Higher Education Planning Team (EPES), then called the Higher Education Planning Advisory Team (EAPES).

The document **Advisory Team Report for Higher Education Planning (EAPES) – MEC-USAID Agreement** which we now incorporate into **the Dossier 55 years of Graduate Studies in Brazil**, officially presented on August 29, 1968 and published in 1969, its content and conceptions maintained by the University Reform Group, created by Decree No. 62,937 of July 2, 1968, by the close relationship maintained between that Team and the Group.

In its almost 700 pages the **Report** is not only detailed information of the work carried out by EAPES. It is possible to capture the contradictions by which capitalist development and the production of new and innovative knowledge operate, as well as the internal disputes with the Team and the conceptions of organization and functioning of higher education institutions, currently constituted as an articulated and hierarchical system of formative offerings of short, medium and long duration.

As education, in the Team's view, is a requirement of capitalist economic development, being a coetanus and adjustable to it, there is a substantive and undeniable convergence between economic development and cultural development. Not without reason Antonio Gramsci points out that an intellectual and moral reform cannot fail to be linked to an economic reform program (GRAMSCI, 2007, p. 19).

The truth is that there is enormous discontent with the existing systems, and that is why everything is criticized, teaching, teachers, rectors, the chair for life, the disconnection between the University and society. Almost everyone is willing to declare that teaching in Brazil, and even in the world, is obsolete, anachronistic,

outdated, alienated, medieval. And the conclusion is that radical and urgent reform of education is needed. All these criticisms are worth half-truths. Because the solution lies not only in the reform of education, but in a broader reform of society, of newspapers, of radio, of television, of working methods, of the whole civil and military functionalism, in short, of our conceptions of life, of the philosophical atmosphere of Western culture itself. The fight against the defects of the Brazilian education system should be a struggle in which not only the Government, but the Brazilian family, and especially teachers and students, is committed (BRASIL, 1969, p.32).

It is, therefore, to modify the view of a significant portion of society, particularly the middle class, about work, the formation of the workforce for the dependent, associated and subaltern insertion to the process of internationalization of the economy/technology. After all, it was time to apply the Theory of Human Capital to educational policies to be promoted by the dictatorial regime.

EAPES, when examining the problems of Brazilian higher education, takes the North American university as a model and establishes a close and linear relationship between education and economic development. For the Team, spending on education represents a profitable investment in the formation of human capital, however, it should be understood that the federal government has scarce resources to prioritize education in its investments, making it necessary, therefore, to call on organized civil society around the business to solve the problem of education financing:

The importance of a certain level of education is not based on the budget. National education is a movement of collective and solidarity responsibility, as proclaimed by numerous Brazilian educators, such as Anísio Teixeira and Carlos Pasquale. Both in its deepest roots and in its higher specializations, education is reflection of the intimate forces that animate society. It is not the result of just the efforts, more or less spasmodic, of the political class. Education is perhaps the most characteristic expression of a society's life. And even without public school, there have been areas in Brazil where there was not a single illiterate (BRASIL, 1969, p. 26).

In addition to this aspect, which brought in its bulge the incentive to the explosion of courses in the private school network and the approximation between state, university and private company, the university focused on capitalist development would be responsible for potentiating human skills or vocations, diversifying the formative offer at the higher level of education.

Thus, in the work of EAPES, the proposal of Anísio Teixeira (1988) that takes as paradigm the North American model of modern university is materialized. This university, when building at the service of the State and focused on problem solving, seeks the formation of different work capacities: "a relatively simple and practical teaching for obtaining degrees corresponding to the B.A. and the B.S. Americans, and another, rigorous and demanding, to obtain degrees corresponding to the M.A., M.S. and Ph.D." (BRAZIL, 1969, p. 29).

Higher education in the United States – *undergraduated* – has its courses distributed in academic areas, characterized according to its duration: associated *degrees* and *bachelors degrees*. The diplomas awarded to graduates of humanities and social sciences are *bachelors arts* (B.A.) diplomas and graduates of the exact sciences receive *bachelors science* (B.S.). Following the same criterion of division by area of knowledge, the *master's* courses confer the titles of Master of Arts (M.A.) to masters formed in the field of human and social sciences; *and Master of Science* (M.S.) in the area of exact sciences. There is also the Master of Fine Arts (MFA), which includes the courses of Photography and Theater, and *the Master in Business Administration* (MBA), professional master's degree, lasting only two years. Other master's degrees such as journalism are only one year long. As for doctoral courses, there are professionals who confer the title of Professional *Doctore*, *who*, unlike the academic doctorate – research *doctore* (Ph.D.) – does not require the generation of new knowledge through research, having as a requirement, only, the performance of the doctoral student in disciplines and internship.

In fact, the model of functioning and structure of higher education proposed by EAPES, in open opposition to the supposed long-term courses and obsolescence of knowledge, is what came to be materialized in Brazil, from the second half of the 1990s.

Regarding the increase in the number of enrollments in the private school system, EAPES envisions what came to materialize in the Educational Credit Program (CREDUC), created in 1975. CREDUC joined the Student Finance Fund (FIES) in 1999 and the University for All Program (PROUni) in 2004.

As for private universities, its foundation should be encouraged by providing them with aid to them in order to secure vacancies for poor students. But only in extreme, truly exceptional cases should the Government encamp or federalize them, assuming the entire financial burden. The available government resources should be used, above all, in the extension of existing official universities, at least for the time being. Instead of founding new schools or encamping private schools, the Government should increase the capacity of its traditional higher schools (BRASIL, 1969, p.63).

The issue of science and technology, made the object of government policy, was explained in the Strategic Development Plan that gave rise to the FNDCT, created in 1969, with the purpose of giving financial support to programs and projects scientific and technological development, with the support of the IDB.

However, well before the creation of the FNDCT, EAPES already evoked higher education, particularly graduate studies, to play a strategic role in the production of S&T and in the process of training highly qualified personnel in solidarity collaboration between state, private company, and university.

It is necessary to develop a graduate program aimed at solving some of the most serious problems that hinder Brazilian progress: the lack of higher education staff, the imperative of opening new frontiers in the field of scientific research and training of high-level researchers, the requirement to keep the country's scientific research at a level compatible with international scientific standards and, finally, the need for a 'recycling' work to update the knowledge and techniques of graduate professionals in higher schools. It is therefore urgent to promote a national policy of broad incentive to scientific research in the various fields of knowledge, which can count on the solidarity support of the Trinomial State-University-Company, so that it meets the imperatives of security, science and productivity (BRASIL, 1969, p.175).

The principle of university autonomy is seen "as a creative force of science, technique and the highest values of universal culture", which affirmed in institutional individuality, "ensures freedom in the permanent search for pedagogical solutions always more improved" with the private company. Thus, didactic, administrative, financial and disciplinary autonomy, more than a *simple legal status*, should be seen as an attribute of the university community when associating itself in a subordinate way to the business sector.

To close the presentation of the Document, entitled **Report of the Advisory Team for The Planning of Higher Education (EAPES) – MEC-USAID Agreement**, it is necessary to highlight that the concept of university proposed in it

and its guidelines, whose instrumental rationality overlaps with critical and creative rationality, have been marking the entire process of counter-reform of higher education, ongoing in this neoliberal temporality.²

It is therefore expected that its publication will contribute to the deepening of studies on the theme of Higher Education.

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²The university is seen only as a factor of development and change in the patterns of dependence on the limits of capital (FERNANDES, 1975)..

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