

**THE CONSOLIDATED SCHOOL MOVEMENT IN BRAZIL:
AN ANALYSIS OF THE PARANA EXPERIENCE**

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ABSTRACT

The central focus of this thesis is an examination of a major innovation in rural education in Brazil: the growth of the Consolidated School Movement in the State of Paraná in the mid 1980s. An assessment of this innovation is carried out empirically in Chapter Three, using both quantitative and qualitative data. The core question is: what, on the basis of various indices, have been the measurable success and failures of the movement?

This detailed empirical work is located against two broader parameters: the general problematique of rural education in Brazil (the work of chapter one); and the general solutions to rural education problems which the innovators of Paraná invoked: the Consolidated School Movement of the USA in the nineteenth century (the work of chapter two).

The general argument of Chapter One is that urbanisation, industrialization and the class structure of Brazil have not only increased the gap in the provision of education between urban and rural education (to the detriment of the latter), but also that efforts at a

solution to the problems of rural education have, in Brazil, been ineffective and belated.

The general argument of Chapter Two is that - despite important differences between the USA in the nineteenth century and Paraná in the twentieth - the USA experience contains important hints for the terms of success of a Consolidated School Movement in Brazil contemporaneously, and increases our understanding of the Paraná experience.

Chapter Four acts as a conclusion to the thesis, and reassesses some of the detailed results of the fieldwork in terms of the Brazilian context, and historical experience, before making proposals for the further improvement of the Paraná situation.

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GENERAL INTRODUCTION

This Introduction sets out the basic themes of the thesis, as simply as possible, and outlines the chapter structure of the thesis.

The work which follows is primarily an examination of the growth of the Consolidated Schools Movement in the State of Paraná. The main emphasis is on describing the context, difficulties and reception of this educational reform movement. No similar detailed account of such a movement has been provided before in the literature.

However, to root the detailed analysis of the Consolidated School Movement in Paraná more broadly within available knowledge, an effort is made to locate the innovation against the Brazilian history of difficulties which rural education experienced, and against an effort to solve problems of rural education in the USA in the nineteenth century.

That is, the particular reform movement currently underway in the State of Paraná is, firstly, located against the particular patterns and problems in providing rural

education in Brazil under the impact of industrialization and urbanisation.

The second element in the location of the Paraná experience asks about a particular solution to the problems of rural education adopted in the United States - the Consolidated School Movement. What were the arguments which the Americans created, what was the emerging ideology of the Consolidated School Movement, and what were some of the initial claims, and counter claims for consolidating rural schools in the United States of America?

Of course, while there is an explicit acknowledgement in Paraná that the United States Consolidated School Movement was potentially a useful model, it is not suggested in this thesis (nor by the Brazilian reformers) that the Brazilians could merely copy American experience. Adaptation and adoption had to occur. But in this adaptation and adoption, it is useful to bear in mind not only some of the differences between Brazil (now) and the United States of America (then) but also some of the similarities.

These differences and similarities are briefly sketched; but as importantly the hints which the American debate of the 19th century offers about the conditions of success, inform the questions directed to the Consolidated School Movement in Paraná. In particular, questions about the role,

attitudes, and involvement of the community and educational reformers are raised in the field work.

Thus the structure of the thesis is as follows. Chapter One analyses the Brazilian rural educational tradition, under the impact of industrialization and urbanisation and historical patterns of class structure. The chapter also sketches, as part of this Brazilian rural educational tradition, policy efforts to 'solve' the problems of rural education. The chapter concludes with an assessment of Paraná State itself, and its problems of rural education, and experimental efforts at their solution.

Chapter Two begins the effort to analyse solutions to the problems of rural education by assessing one particular solution invoked by the innovators of Paraná in the 1980s: the adoption of the Consolidated School in the United States of America in the period after 1880 as a policy to provide better education for the rural population. The theme which is drawn out of the analysis is that community participation was a major factor in the relative success of the Consolidated Schools Movement in the United States of America.

This conclusion informs the field work of Chapter Three which concentrates on a description of an experiment in the consolidation of rural schools in Campo Largo - a

municipality of Paraná State - and in another 28 municipalities of the State. Then the role played by the State Secretariat of Education will also be examined, and the views of community members.

The chapter argues that the new educational project - the Consolidation of Rural Schools - has reduced the dysfunctions of the school system which had previously prevailed in the rural areas of Paraná State. The Chapter develops an analysis based on empirical data and on interviews with the representatives of the community involved in the new rural educational project. The analysis of statistical data and of the interviews with the communities involved in the consolidation of rural schools in Paraná expands the discussion about the movement by including empirical evidence of its impact on the educational system.

Chapter Four presents the major conclusions of the thesis, including an overview of the data, but also suggesting further policies for expanding and improving the Consolidated School Movement in Paraná.

However, before moving into the thesis itself, it is useful to provide three final comments which locate consolidated school movements and explain what they are; a comment stressing what this thesis will not do; and a final

location of the importance of the rural educational problem, on a world basis, before looking on Brazil.

At its simplest, a consolidated school movement reorganizes scattered, existing one - or - two room schools within the rural areas of municipalities into one large building, commonly called a Consolidated School. In aspiration at least, each Consolidated School should be equipped with suitable space for the functioning of a good school: a sufficient number of classrooms to accommodate students of different grades separately; a library, specific rooms for vocational workshops rooms for the administrative staff, and physical education facilities. Besides the advantage of centralization, the Consolidated School should concentrate a qualified team of teachers, a head teacher, supervisors, student guidance councillors, consultants, as well as an administrative staff in one particular building.

One of the major advantages of the Consolidated School in the Brazilian context is that it would make it easier to comply with the compulsory Educational Law [1] which obliges children from 7 to 14 years of age to attend school, as the Consolidated School can offer grades from one through eight. The current situation in Brazil is that almost all of the one-or-two room schools located in the rural areas offer only the first four grades of basic education, thus creating a very strong imbalance between urban and rural education.

In fact, in the State of Paraná there was an implementation of the Consolidated School partly influenced on the model first tried in the United States of America; and there was a conscious concern for differences inherent to each country. This concern with these differences is clearly stated by the proponents of the Paraná Consolidation Schools Movement in a pioneer document. They contended that:

From the American model of the Consolidated School only the concept can be considered valid, since its implementation will require the reformulation of objectives to take up local characteristics, which vary from Country to Country, State to State, Region to Region, and even from Municipality to Municipality. In the case of Paraná, the implantation of Consolidated Schools will depend exclusively on local studies as well as on the adaptation of the objectives of each school to the aspirations of the community members [2].

As far as the Consolidated Schools in Paraná are concerned, the pilot project which was first implemented in the Campo Largo municipality, and was later disseminated throughout the other municipalities of the State, was based on the American model of Consolidated Schools. The detailed work done later in the thesis will investigate the reforms carried out within the Consolidated School Movement in Paraná, using indices such as: enrollment, attrition, failure and repetition which will cover the period before

and after the implementation of the Consolidated Schools in each of the twenty eight municipalities of Paraná State, from 1976 to 1986.

Overall, then, this thesis is a detailed study of a particular phenomenon - the Consolidated School Movement - within the Brazilian context. It accepts that an initial recognition of the historical and specific American movement for Consolidated Schools was a starting point for the State of Paraná. But the study does not attempt a detailed treatment of the issue of transfer and borrowing, of cultural imperialism or neo-colonialism, and the problems which are associated with this theme conceptually [3] or empirically. What occurred in Paraná was not the classical situation of advisory teams from outside of Brazil (eg. from the USA) suggesting the adoption of a 'foreign' solution to a domestic educational problem. What occurred in Paraná was a local and indigenous effort at solving a local educational problem: improving the provision of rural education.

The debate in Paraná cited the American nineteenth century experience of a Consolidated Schools Movement - but stressed that it was the concept which was important. The dispute in Paraná was a local dispute: a varied pattern of expectation about the Consolidated School Movement, and its chances of success. What this thesis examines is not foreign

transfer of an educational idea, but the relative success of local innovation.

However, in this situation, there are two comparative motifs.

The narrow comparative motif is that the terms of success of the American Consolidated School Movement, especially the theme of community involvement, are a helpful hint about the terms of (relative) success in Paraná. This motif is picked up in Chapters Two and Three.

The broader comparative motif is that the Brazilian experience of the rural educational problem (which is the work of Chapter One) is depressing and important. It contains counterpoint with the problems of providing rural education in many countries. Before turning fully to the Brazilian case, it is useful to pick up the theme, with some Brazilian counterpoint, that the provision of rural education is a major problem in many countries, which affects a massive population [4].

The so-called third world countries of Africa, Asia and Latin America, according to the available data, already represent the majority of the school age population worldwide [5].

The majority of these countries obtain their main sources of income from the primary sector of the economy, and therefore absorb and maintain a significant sector of the population in the rural area. This contingent includes both small landowners and labourers who work on the large estates. This point is supported by Philip Foster and James R. Sheffield who argue that:

The bulk of the population in less developed countries will continue to reside in the rural areas for the foreseeable future and will depend upon agriculture for its livelihood [6]

This figure reaches astonishing levels when one notes that in some of the African countries some 80 to 90 per cent of the inhabitants live in the rural areas [7]. The situation in the underdeveloped countries presents a discouraging picture. Malassis points out that "sixty percent of the inhabitants of the earth dwell in the countryside and a great number are illiterate" and goes on to state that "the majority do not complete (and will not complete within the few next years) the level of the primary school level" [8].

In Latin America only 6 percent of the rural schools offer complete schooling at the elementary level and 59 percent of them only offer the first two years of schooling

[9]. In Brazil, of every thousand pupils who enter the elementary level first grade, a mere 50 percent are promoted to the subsequent grade and only 17 percent of these pupils manage to complete the whole course of schooling by finishing the eighth grade [10].

If that section of the school population which does not pursue studies due to the unavailability of the last four grades of the elementary level (which is almost non-existent in the rural areas of Brazil) were counted in, then these figures would be even more striking.

Overall, in stressing the fact that few children continue at the rural schools, in the less industrialized countries Elizabeth Halsall states:

...rural children, to a greater or lesser degree had less access to primary education or, if they attended, their actual length of schooling was shorter, often only two, three or four years of study [11].

The current picture of failure, repeating and dropping out and the number of years that the child in the rural areas takes to complete primary level schooling in the rural area varies from one country to another, mirroring their socio-economic problems and educational aims within a matrix

of overall similarity. However, the most worrying problem is that of the *sob-matricula* - those who fail, and retake a year remaining at school for various periods as repeaters. This causes an inflating of the educational system and makes it impossible to free places for new students. It overloads the already deficient system available in the rural areas even further:

The loss due to the wastage may be determined by comparing the number of years which a pupil actually takes to complete a given course of studies with the theoretical duration of the course. In primary education according to a recent survey by UNESCO concerning fifty-eight countries, this ratio varies between 1,24 and 3,55 in Africa, 1,53 and 2,42 in Latin America and 1 and 2,48 in Asia, compared with a ratio between 1 and 1,56 in Europe [12].

The figures clearly demonstrate the precariousness of the educational system in these countries. The same author concludes that "In other words, there are certain regions in Africa where a child may theoretically spend more than twenty-one years in studies which should last six years!" [13].

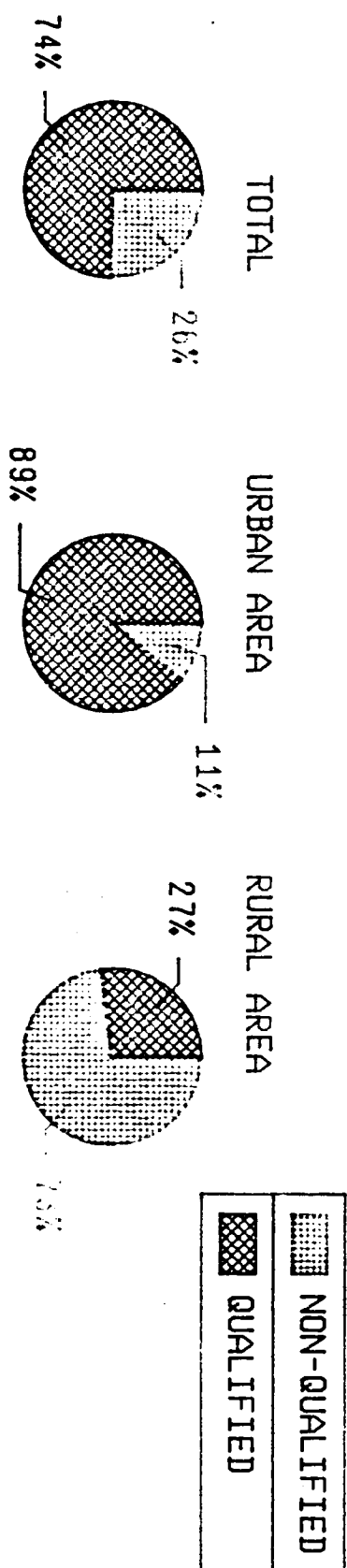
Behind these figures are a number of practical problems, such as poor school buildings, unqualified teachers, lack of pedagogical and administrative support, and the growth of illiteracy.

In underdeveloped countries, in the rural areas, school buildings usually have have one or two classrooms, generally in bad repair. In many instances schools are poorly located for a scattered population which would need a regular bus system or school transport to reach the school, a service which is not available in the rural areas of these countries. In Brazil, the incidence of one- two-room rural schools is extremely significant, with an absolute figure of 132,542 schools which represents 67.3 percent of the total [14]. These schools are poorly equipped, do not have didactic materials, or any form of pedagogic materials, and sometimes even the most basic items for the functioning of the school are not available [15]. In school buildings such as those described above, the schools almost all operate multi-grade classes where pupils of different age groups and grades are taught to by the same teacher.

Often the teachers are unqualified and quite a significant contingent have not even completed the full elementary schooling of the elementary themselves. In Brazil the number of teachers working at the elementary level in 1980 was 884,257, of which about 25.60 percent are pedagogically unqualified at the secondary level, considering both those who work in the urban and rural areas. Of the total of 225,247 unqualified teachers, 74,40 per cent have not finished the elementary school level [16]. (See figure I for the data).

FIGURE 1

BRAZIL
TEACHER QUALIFICATIONS
TEACHING FROM FIRST TO EIGHT GRADES
TOTAL URBAN AND RURAL AREAS
QUALIFIED AND NON-QUALIFIED 1980



SOURCE: SEEC/SEINF/MEC

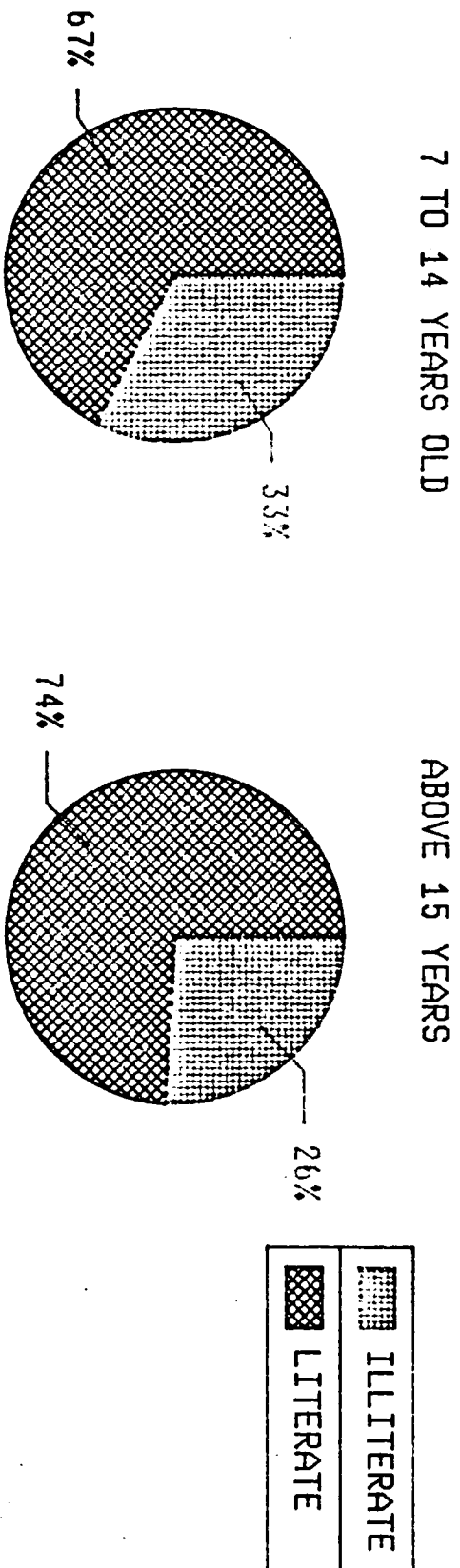
The system is made worse by the lack of any administrative or supervisory system which results in the isolation of the rural school. As a result the school is almost totally unsupported in terms of efficient and effective didactic and pedagogic guidance [17]. The consequences are on a world scale several. They include failure, repetition, dropping out and illiteracy. Malassis pointed out that although "the number of illiterates throughout the world decreased in relative terms from 44 to 34 percent between (1950 and 1970), it has increased in absolute terms from 700 to 783 million" [18]. The rural school-leaver who has not completed his schooling either because of lack of opportunity, or because of dropping out, ends by being functionally illiterate after a few years

In Brazil, by analysing the data presented in Figure II it is possible to verify that the number of illiterates is higher within the 7 to 14 years age group than among those above 15 years of age [19].

The kind of detail is of course to be understood against the analysis of rapid industrialization and urbanisation which will be discussed in the first Chapter. There it was argued that industrialization and urbanisation began to change the social structure of underdeveloped countries.

FIGURE 2

BRAZIL
TOTAL NUMBER OF ILLITERATES IN
THE AGE GROUPS: SEVEN TO FOURTEEN YEARS OLD
AND ABOVE FIFTEEN YEARS OLD
1980



SOURCE: SEEC/SEINF/MEC

The problems were so massive that the developed countries began, for a variety of reasons, to try to assist the solution of educational problems [20]. International agencies became involved [21]. Their main goal was to help the underdeveloped countries with special programmes, chiefly in the rural areas, tailored to the needs and concerns of the local communities. These agencies were expected to plan on the basis of a thorough knowledge of the countries, their cultural background, and their economic and social situation at the national, state and local level.

However, the planning efforts had unfortunate effects, according to Robert Chambers:

The demands of aid agencies are a final straw, requiring data, justifications, reports, evaluations, visits by missions, and meeting with ministers. More activity, more aid, more projects, more coordination - all these mean more time in the office and less in the field. 'They come, and they sign the book, and they go', 'They only talk with the buildings' [22].

Despite these problems, it was believed that education played a crucial role in the development of a country as an agent which produced the labour force necessary for development. As a result, a policy of mass growth in the educational field was adopted with the aim of forming a

labour-force at high and secondary levels. This view is expressed in Fergus B. Wilson:

It might reasonably be claimed, therefore, that in terms of financial investment technical assistance, and other forms of support, the 1960s should have resulted in highly significant advances in meeting urgent national needs for trained manpower as well as in the broader fields of rural and national development [23] .

However, this expansion of the educational system was particularly significant in the urban sectors where those who are in power and so responsible for the policy decisions, are based and obviously, it is where political pressure can most clearly be brought to bear [24].

The solutions proposed by the international organizations, for rural education tended to stress an expansion of primary education, a rural education directly correlated to the rural development, based on agriculture, training in human resources, educational programmes for adults, new curricula propositions, and community involvement [25].

This international recognition of the scale and importance of the rural educational problem is important and

has undoubtedly produced some benefits in terms of publicity, and the commitment of personnel and resources to 'solve ' the problem in third world countries. It is also difficult, in the abstract, to quarrel with ideas embedded in the 'solutions' - such as improving human resources, changing curricula and so on.

However, the local socio-economic context and the historical bases of the problem of rural education are complex, and have sometimes proved intractable, in the face of proposed solutions. One example of such complexities is the Brazilian situation, where rural education is deeply rooted in a specific social, political and economic context. It is to that context - and the development of a tradition of rural educational provision - that attention now turns. "Solutions" to the "problems" of rural education have been elusive.

NOTES AND REFERENCES

1. Ministério de Educação e Cultura, Lei 5692, de 11 de agosto de 1971 Fixa as diretrizes e bases para o ensino de 1 e 2 graus, e da outras providências [Law 5692 enacted in 11th of August, 1971 establishing new directives and bases for first-level and second-level education] Brasília: DEF/MEC, 1971.
2. Secretaria de Educação e Cultura do Paraná, [Paraná State Education and Culture Secretary] Modelo de Escola Consolidada para o Paraná [Consolidated School Model for Paraná] Curitiba Programa de Assistência Técnica aos Municípios, p. 2, 1977, [mimeographed].
3. Martin Carnoy, Education as Cultural Imperialism. New York: David McKay Company Inc., 1974, pp. 187-188. See also Barbara A. Yates, "Comparative Education and the World: The Nineteenth Century Revisited" in Comparative Education Review 1984, November, Vol. 28, No 4, pp. 533; 536-544; 549; Vernon Mallinson, "The Question of Comparability as between Educational Systems in Europe" in Oxford Review of Education. Vol. 12, No 2, 1986, p. 120; Edward T. Silva, "Cultural Autonomy and Ideas in Transit: Notes from Canadian Case", in Comparative Educational Review, 1980, February, Vol. 24, No 1, pp. 69-71; John M. Barrington, "The Transfer of Educational Ideas: notions of adaptation" in Compare: a Journal of Comparative Education. Oxford: 1983, Vol. 13, No 1, pp. 64-65; Hyung-Ki Kim, "Lenders, Borrowers and Educational Development" in PROSPECTS: Quarterly Review of Education, 1983, Vol. XIII, pp. 439-440; Martin McLean "Educational Dependency: a critique" in Journal of Comparative Education. Oxford: 1983, Vol. 13, No 1, pp. 25-38.

4. It is not suggested here that rural education problems are limited to underdeveloped countries. It is clear that in, for example, New Zealand, Australia, Norway, Sweden, the problems of providing rural education have been considerable.

In New Zealand, for instance, the issue of providing good schooling for rural children has always been an important and difficult problem. Education became compulsory from the ages of 6 to 15 with the Education Act 1877. Both the Act and subsequent educational reforms see equality of opportunity independent of the place where the child lives. One of the major problems of rural education in the rural areas of New Zealand is to ensure not only quantity but also the quality as far as human resources, financial materials and the continuity of the proposed alternatives for education in the rural area are concerned, particularly in servicing the scattered population living in the isolated rural areas. In New Zealand there was a growth of the rural schools at the end of the last century and a steady decrease at the end of the 1940s due to the industrialization process and the resulting urbanisation, had a decisive influence in the settling of the rural population resulting in scattered and sparsely populated areas. Consequently large numbers of

rural schools were closed, resulting in the consolidation of rural schools, in the first decade of this century. For the most isolated populations, another solution was the creation of the New Zealand Correspondence School in 1922, which by the end of the same decade already offered courses at secondary level. G. W. Parkyn, The Consolidation of Rural School. Exeter: Whitcombe and Tombs Limited, 1952, pp. 2-5; 76; 78; 83. Hector E. MacVeagh, "The New Zealand Correspondence School: A Pragmatic System for the Basic Schooling of Isolated Children" in Jonathan P. Sher, (ed.) Rural Education in Urbanized Nations: Issues and Innovations. Boulder: Westview Press, Inc., 1981, p. 214. "A commitment to equal educational opportunity for urban and rural children alike was the underlying principle of both the 1877 act and subsequent educational reforms. For example, a statement made by the minister of education in 1939 has served not only as a reaffirmation of the 1877 act, but also as a fundamental principle of New Zealand's educational system today. He declared, 'Every person, whatever his level of academic abilities, whether he be rich or poor, whether he live in town or country, has a right, as a citizen, to a free education of the kind for which he is best fitted and to the fullest exert of his power'." MacVeagh, "The New Zealand Correspondence...", op. cit., in Sher, Rural Education..., op. cit., p. 214.

Australia has had problems with rural education in the past and in the present as well. In the first decades of the twentieth century, the population of the Australian hinterland increased, and, in order to provide education for the school age group population, the number of one-room-schools was rapidly increased; however, the school conditions were often poor. Thus, rural education which aims to provide equality of opportunities for all children increases the number of one-teacher schools, which varied in standard among themselves but were mainly poor, although many of them still remain.

Territorial distance and regional differences were decisive factors for the adoption of various alternatives aimed at supplying the rural population to guarantee the equality of educational opportunities; fundamental principle of education in Australia was clearly seen to be not yet adequately achieved in geographically remote regions. Due to these difficulties at least three options were adopted with the objective of ensuring access to school for the young, whether he/she lived in the towns or in the most remote regions of the country. In 1928, Australia initiated the process of consolidation, impressed by the experience of consolidation in the United States of America. This continued to be a major drive after 1930, with the improvement of the transport system, the use of motor transport, thus, making school transport even more viable. This, which had been one of the canvassed issues during the consolidation of the rural schools, thus became much more efficient and effective.

The idea of the correspondent school was also adopted by the Australian educational authorities in 1940, and in Tasmania and Western Australia a system of hostels was also operated. The main concern of the Australian educational authorities was the Aboriginal population who exhibited low levels of educational achievement. C. Turney, K. E. Sinclair, L. G. Cairns, Isolated Schools Teaching, Learning and Transition. Boulder: West View Press Inc., 1981, pp. 10-11. C. Turney, K. E. Sinclair, L. G. Cairns, Isolated Schools Teaching, Learning and

Transition to Work Sydney: Sydney University Press, 1980, pp. 11-13; 15; 22.

In this brief overview related to the problems faced and solutions carried out concerning rural education in some developed countries, the Scandinavian are another example to be taken into consideration.

In Norway and Sweden, for example, the problem of poor facilities, and limited curriculum offered to the rural school population in comparison with those offered in urban schools was a fact in the first half of this century.

Despite the fact that in Sweden a significant part of the population is urban, a large number still live in villages and hamlets. Leon Boucher affirmed that: "Sweden is still essentially a country of small towns and scattered communities. Half of the population still lives in local authority areas of less than 30,000 and a "populated area" Tortort, is defined as one where there are more than a mere 200 people. In Norway the situation is very similar with approximately 4 million inhabitants and a surface of 308,000 square kilometres, the population distribution per square kilometre is around 13; in Norway, approximately 34 percent of the total population live in scattered settlement areas. In the sparsely populated region of Sweden and Norway children still attend multi-age and combined grade classes, which are taught by one single teacher, who apart from teaching various different subjects also has to carry out various other activities.

Rural education as a whole does not present problems which would demand great actions in fulfilling the legal requirements. The problems are limited to: curriculum improvement, more efficient supervision, constant training of one-room schools, enlargement of the library system, pre-school teaching. In Sweden and Norway the situation seems to be less problematic as the only challenge with which they have been faced in rural education is that of coping with the same remote areas in the Arctic Circle. This only presents problems in terms of a more curricular approach, as for example, the Henning Johansson Multi-Cultural Progress in Polar Sweden, or the Lofoten Island Project in the Arctic Circle.

Their major concern with rural education is to maintain the same standards as urban areas. "The provision of schools in rural areas should be as good as in towns and cities, despite the higher unit cost, because there would otherwise not be equality of educational opportunity".

One important issue when one analyses the education offered to the rural population, one of the major concerns is "the equality of educational opportunity" available in an overview of rural education in an industrialized and developed economy such as those of the Scandinavian countries. "Equality of opportunity" is defined in the educational legislations of Sweden, Norway and Denmark as: "The notion that there should be "equality of opportunity" for all children is accepted as a goal in all countries with a sufficiently developed economy, and in Scandinavian there is a conscious drive to implement such a policy effectively. However, there are differences both in how the phrase is interpreted, and in the ways in which it is expressed in practice in a country's system of education. This is illustrated by a statement on Swedish educational policy: "Equal opportunity is understood in Sweden to imply 'sameness' only in terms of social equality among individuals. It does not mean equal opportunity to

compete, nor that everyone should receive the same or similar instruction. It tries to provide all individuals with the same general, fundamental civic skills, the ability to function as active, contributing members of society, a basic competence in communication, speaking, reading, writing, mathematics, a basic orientation in natural and social sciences and above all, a belief and confidence in their own worth and their own opportunities to continue a life-long learning process." It goes on to say: Access to education is an important aspect of equality. But it is not enough that educational opportunities exist. They should be within reach of the individual." the emphasis is on the allround development of the individual to prepare for later education, to increase personal satisfaction in living, and to enrich the society of the nation through his contribution and democratic participation. See also the Danish Folkeskole Act. A similar outlook to that of Norway is evident in the relevant Act ("Concerning the Basic School") of 1969 and the Supplementary Act of 1979. Cambridge Policy Studies in Education, A Positive Approach to Rural Primary School. Cambridge: Hughes Hall and Department of Education, 1981, pp. 27-29. A Cambridge Policy Study in Education, A Positive Approach to Rural Primary Schools. Cambridge: Hughes Hall and Department of Education, 1981, pp. 26-29. Leon Boucher, Tradition and Change in Swedish Education. Oxford: 1982, p. 2. Karl Jan Solstad, "Locally Relevant Curricula in Rural Norway: The Lofoten Island Example", in Jonathan P. Sher, Rural Education in Urbanized Nations: Issues and Innovations. Boulder: Westview Press, Inc., 1981, p. 302; see also Cambridge Policy..., op. cit., p. 25. Reviews of National Policies for Education in Norway, The Norwegian Background. Oslo: OECD Secretariat, 1974, p. 97. Karl Jan Solstad, op. cit., p. 304; see also A Cambridge Policy..., Henning Johansson, "Multi-Cultural Progress in Polar Sweden", in Kevin M. Lillis (ed.) School and Community in Less Developed Areas. London: Biddles Ltd, Guildford and King's Lynn, 1985, p. 217; see also Karl Jan Solstad, op. cit., p. 301. Johansson, op. cit., p. 218. A Cambridge Policy..., op. cit., p. 29.

However, in the industrialized countries the stress is on improving rural education as part of the problem of providing equality of educational opportunities. The numbers of people involved are relatively small, there are more financial resources, and a century of effort has gone into solving the problem. In the underdeveloped countries, the scale of the problem is massive, resources are in short supply, and the time scale for giving the problems is short and urgent.

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8. Louis Malassis, "Educação e Desenvolvimento Rural" [Education and Rural Development], in Tomá Szmeccsanyi e Oriowaldo Queda (eds.) Vida Rural e Mudança Social [Rural Life and Social Change]. São Paulo: Editora Nacional, 1979, p. 89.
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CHAPTER I

Social Contexts

The purpose of Chapter One is to locate the Brazilian rural educational experience in three ways. Firstly, an analysis is made of the process of industrialization and urbanisation in Brazil, and their impact on the provision of education. Secondly, an outline of the traditional patterns of the rural education 'problem' in Brazil is offered. Thirdly, a survey of solutions, and the traditional indifference, to the rural educational problem is provided, with some indication that in the last few decades, the situation of indifference has begin to change. These three strands in the location of the Brazilian rural education experience are counter-pointed by noting that there is an underlying tension about the purposes of rural education: should it keep people in the countryside, or prepare them for city life? This debate developed in Brazil with the New School in 1930, and it has also resurfaced contemporaneously. The chapter closes the analysis, by looking at the situation in Paraná State.

The argument of the chapter is a double one: first, that the process of urbanization and industrialization have created new classes and have increased the problems of

inequality of provision between urban and rural education; secondly, that the contemporary problems of rural education in Brazil have strong historical roots, in the socio-economic and socio-political development of Brazilian society. The problems of rural education have been framed by the historic inequalities of regions and class in Brazil, and the argument is put forward that the contemporary flurry of interest in rural education and efforts to improve it are piecemeal, experimental and - against the weight of historical experience - a bit too little and a bit too late.

It is against this context, that the detailed account, and relative success of innovation in Paraná, which is the work of the later chapters, is to be judged.

Here, in this chapter, the shape of the analysis is from macro to micro. That is, the major forces of industrialization and urbanisation and their impact on differentiating rural from urban education, are discussed. Then, the patterns of inequality in the Brazilian rural education - the Brazilian rural educational tradition - is discussed. Thirdly, traditional and contemporary "solutions" to the problems of Brazilian rural education are surveyed. Finally, the local situation in the State of Paraná is assessed against the initial picture. Thus the chapter moves from the Brazilian historical to the Brazilian local context

in terms of the problems of and solutions to the issues rural education.

In other words, this chapter attempts to assess the Brazilian tradition and the Brazilian experience of rural education, in the context of industrialization and urbanisation, primarily in Brazil, after a general opening comment.

1.1. The Effect of Rapid Industrialization and Urbanisation upon the Education System.

Before the process of industrialization and urbanisation started the requirements for education were similar in urban and rural areas. In Europe the agricultural, commercial and industrial revolutions had been decisive in increasing population growth in the cities from the seventeenth century onwards. Later, the continuing improvement of technological and organisational systems gave the necessary impetus to rapid rates of urbanization during the last part of the nineteenth and the beginning of the twentieth centuries not only in European countries, but also in the United States of America, mainly in its eastern cities and towns [1]. The impact of the industrialization and urbanisation became so strong that it affected all segments of society.

These countries slowly developed techniques of labour specialization in skills and productivity. Education began to reflect the need for overall reforms and educational changes which would fit the new politico-social and economic forces released by rapid industrialization and urbanisation. Thus, schooling began to assume the role of a formative agent for the human resources demanded by industry to implement and establish the process of industrialization in both the countries of northern Europe and, later, the United States of America: a new model of school was needed [2], especially in the urban areas, where the industries were located and where the necessary educational infrastructure was more readily available.

In contrast, a significant number of underdeveloped countries did not have, even in the twentieth century and even in the cities, an educational infrastructure capable of providing the education appropriate to the new social and economic demands which industrialization and urbanisation made. Into those cities migrants came, looking for better living conditions [3]. However, many of these immigrants were illiterate, and often lacked rudimentary skills for industrial work, so that by leaving the countryside for the cities, their poverty was transferred to an urban setting [4].

The tension which these changes set up was urgent and immediate: educational systems were now required to produce an effective modern urban elite and to give rural people a grounding in necessary skills. In the event administrators have placed the greatest emphasis on the former function to the detriment of the latter with a consequent devaluing of rural educational needs [5].

This tension has produced a considerable debate. Some authors such as Malassis argue that rather than being devalued, rural agricultural issues should be taught to all students. In his introductory remarks in the 'The Rural World: education and development', Edgard Fauer says that:

Professor Malassis proposes that all citizens should be made aware of the role of agriculture in the economy and turns the tables on those who wish to make rural education a special category with his call for all education to be related to the rural world [6].

Julian Butterworth continues the argument: two extreme views about rural education exist. One states that there is no difference between rural and urban education, and he points out that all children, and particularly the younger ones wherever they live, must develop fundamental skills in order to be able to face the world as competent citizens

integrated into society [7]. In addition he stresses that, while the differences between the environments of rural and urban life cannot be denied, it is true that agriculture is still one of the main occupations of the rural dwellers and some of their needs are still directed towards the agricultural sphere while the needs of urban dwellers are based upon other values [8]. Finally, Butterworth argues that:

City and rural people have engaged in numerous conflicts, especially on economic questions. While differences in point of view will probably never be eliminated, there should be a sincere desire to understand the interdependency [sic] and interrelationship of city and country [9].

These tensions over, and these general debates about, the differences between rural and urban education are - to some extent - hindsight. That is, contemporary scholars are making these points. In fact, educational systems develop through time, and reflect concrete historical circumstances. At the time of historical decisions, the choices are not always clear (though the effects of these choices may be clear later).

This point may be illustrated by reference to the particular situation of Brazil. The choices which were made around the time of a fresh wave of industrialization and urbanisation (the 1930s) [10] were severely constrained by earlier history and historical decisions. In other words, the efforts to prepare a skilled labour force and efforts to alter the educational system after 1930 [11], were affected by the historical balance between industry and agriculture in Brazil.

1.1.1 Industrialization and Urbanisation in Brazil

During the period from 1751 to 1785, and before the arrival of the Portuguese royal family in Brazil, a number of prohibitions came into effect in relation to the Brazilian economic sector. For example, the trade of goldsmith, the manufacture of all thread, cloth and embroidery, and the distillation of cane liquor and other sugar derivatives in the sugar mills was forbidden [12]. This anti-industrialist policy towards Brazil was enforced to protect the interests of metropolitan Portugal until 1808 and those of Britain after 1808; on the one hand Portugal wanted to maintain its monopoly and control of gold, whilst on the other Britain after 1808 had no interest in

encouraging Brazilian industrialization, because of Britain's privileged trading position which was that of a metropolis in relation to the colony [13].

During the Brazilian/Portuguese Empire (1821 - 1889), the restrictions against the creation of industries became steadily weaker, so that the period up until 1880 may be seen as Brazil's pre-industrial phase [14]. In the largest Brazilian cities a significant number of commercial, manufacturing and textile industries had already begun to appear, with 44 manufacturers in the textile sector alone [15]. The period from 1880 to 1914 saw a number of important social, political and economic events, such as the abolition of slavery (1888), the proclamation of the Republic (1889), the apogee of the coffee and rubber booms and the beginning of the huge influx of European immigrants to Brazil which favoured growth in the Brazilian industrial sector [16]. In the six year period which followed the creation of the Republic in 1889 the number of industrial firms increased from 633 to 1,088, a growth of 58.45% [17]. However, the most significant increase in the industrial sector in Brazil came between 1915 and 1919, when 5,936 of the 13,336 industries registered in 1920 were founded [18].

The difficulties involved in importing foreign goods caused by the First World War accelerated this process of industrialization in Brazil. In addition, successive coffee

crises meant that part of the capital previously used in the production of coffee was diverted into industry [19]. As a result, industrialization brought urbanisation and a growth in the urban working and middle classes.

The newly emerging forces, that is, those of the nascent industrial sector and the middle classes, supported the 1930 revolution, which was also a reaction of the oligarchies not involved in coffee-planting against the old elite [20]. The old elite was a rural aristocracy formed by the owners of huge tracts of land, proprietors of coffee estates, sugar plantations and mills which controlled Brazilian politics at the time and which was not concerned with urban development.

Thus, during much of Brazilian history up to 1930, the economic system and social structure were surprisingly stable; 80% of the population lived in rural areas, economically and socially organized around farming. Furthermore, about 80% of the population was illiterate. Robert J. Havinghurst and J. Roberto Moreira have suggested that "urban development and culture was impeded for four centuries until the rural aristocracy lost its grip in 1930" [21].

By the 1930s, the industrialization process had produced considerable tensions between the agricultural socio-economic order and the emergent industrial one [22]. These

tensions came to a head in the 1930 revolution which, according to Octavio Ianni, was a result of the development of industrial capitalism [23].

A new factor of instability had appeared: an urban population which was employed in activities related to public organizations, general services and foreign trade [24]. The rapidity of the urbanization process was primarily due to the growth of foreign trade, which eventually led to a concentration of investment in urban activities and to a rapid increase in public services, and the stagnation of the parallel agricultural sector [25]. From the 1940s onwards, the process of industrialization became more significant because of political changes and the increased involvement of the government in economic development. In contrast "until the 1930s the government had never shown any interest in economic development, or in the industrialization of the country" [26]. Shortly after World War II, the growing industrialization of the country encouraged the expansion of the working class through the massive incorporation of rural elements into urban-industrial activities, thus compounding the process of migration to urban areas. This had a further correlate: industry required qualified workers; and systematic training courses were available mainly in urban centres.

In other words, the shift in the historical balance between agriculture and industry in Brazil, which began to alter from the 1930s with increasing speed, raised as a correlate the question of what forms of education should be provided. The provision of education became a problem. In the words of Octavio Ianni:

As the areas of the [Brazilian] national society broadened, and as industrialization has come to it, the requirements for schooling increase and so do the groups which select education as a technique of professionalization and as a means of social ascent ... Without the transformation of the scientific knowledge and technical knowledge the industrial revolution would not have been accomplished [27].

The problem continued after the second World War, when the process of industrialization in Brazil intensified and consequently, the demand for a more highly specialized labour force increased.

The means of supplying this was schooling. The expectation was that schools would create the specialized labour force necessary for the industrial development of Brazil in a period of expansion [28]. Technical progress resulting from industrialization required inventors, skilled



workers and innovators. Referring to the 1940's and 1950's, Moreira argues that:

... education was given a new meaning. Seen before as a natural right of the elites, education turns out to be a wish of all urban, suburban, and rural populations, closer to and in closer contact with the towns. What had been the privilege of the elites, came to be regarded as a means of acquiring social status [29].

This shift in the definition of a good and useful education in urban areas highlighted - by contrast - the issues of education in rural areas. By the 1960s, considerable discussion had developed.

For example, Ana Maria Vergueiro offered the following interpretation of the problems and role of rural education in the changing socio-economic context:

It is not right that the children of the rural areas should be obliged to attend special schools of a rural type, purely as a function of the area in which they live ... The great majority of children in the rural area will inevitably live as adults in the urban areas, tomorrow. The rural exodus to the towns is an unavoidable phenomenon, which may constitute an evil under certain conditions, and is both a factor and a consequence of technological progress. If we only prepare these children for rural life, they will be unable to adjust to life in an urban area. In hindering the child of the land from receiving a complete education, we are feeding the rural exodus... [30].

The rapidity of the changes, and the need to adapt the educational system were compounded by a decrease in the immigration of foreigners which resulted in a decrease in this type of skilled labour [31], and by the fact that initiatives for the training of skilled labour took place in the urban areas as, for example, with the creation of SENAI and SENAC [32], leaving the rural schools and rural youth outside this process.

Thus, the educational opportunities available in the urban areas accentuated the already existing gap between the education offered in urban areas (mainly in the large cities where industries were located) and those offered to the rural population [33]. Again, this particular pattern has deep historical roots. Efforts to deal with the problem now (eg. by educational reforms, including Consolidated School Movements) should be based on a sense of how continuous the structural problems of rural-urban educational inequalities have been. This analysis is the work of the next section.

1.1.2. Rural and Urban Educational Inequalities in Brazil

From a historical perspective, a pattern of regional inequalities [34], and the differential progress of

industrialization and urbanisation have had a differential effect on education, on the distribution of wealth, and on housing and social services. However, a number of historical periods can be identified, in which these processes were not identical and attitudes to, and the provision of, education varied.

Up until 1880, in what might be considered the pre-industrial era in Brazil, the rural population was in the majority, and the national economy basically depended on agriculture. There was almost no concern with educational provision, nor were there calls to reform the rural areas.

The great social, political and economic reforms between 1880 and the 1920s changed the occupational distribution in the country as the urban population came to predominate over the rural. This phenomenon was directly linked to the process of industrialization, which in the 1920s played a significant part in the Brazilian scene. In a period of approximately 40 years after 1880 the number of industrial workers rose approximately 1000% [35]. The major proportion of these workers came from the rural areas. Thus, the rural exodus was beginning, towards the great urban centres where the factories had been established. These new urban working and middle classes began to claim their rights and social benefits as citizens including, among others, education [36].

For more than half of the 1920s, rural education underwent a period of stagnation. The ruling oligarchies, particularly in the North East of the country, controlled the state governments, and were opposed to expanding or improving education in the rural areas of Brazil. Paradoxically, it was also in the 1920s that the so-called "pedagogical ruralist" movement began, under such slogans as "the settlement of man in the country", "the return to the land" and other exaltations of country life and Brazilian agriculture. The rural areas were day by day becoming less populous and the need for labour was more apparent on the cattle ranches and sugar and coffee plantations.

At the same time there was a decline in the amount of work available in industries situated in the urban areas. The problem was made worse by a third factor - competition from the first wave of foreign immigrants which provided a new source of more highly skilled labour accustomed to industrial work [37]. Thus, in the 1920s "pedagogical ruralism" contributed to unite the common interests of two antagonistic groups: the representatives of the industrial and agrarian sectors [38].

After the 1930s, the attention of the Brazilian authorities was directed towards providing educational facilities for rural pupils. Although rural pupils did not receive the same education that was offered in the urban

schools, they began, at least, to receive basic education [39].

Due to the demographic characteristics of the rural areas, the choice of provision was the one-room-school, with one teacher who taught children of different grades, ages and skills [40]. In principle, this teacher would have to be very well-trained and very well-paid. However, the trained teachers remained in the urban areas. In the rural areas anyone was welcome, even though (s)he could scarcely read or write. This type of school could not provide the necessary skills for the children to take advantages of the opportunities provided by industrialization and urbanisation.

These was a reaction by concerned educationists. In 1930 the "Manifesto of the Pioneers of the New School" was published. Foreseeing the need for educational reform in Brazil, the Manifesto included social and economic questions which would only be faced effectively after 1945 [41]. Ianni suggests that it was in the 1940s in which the movement towards the democratization of education began [42].

The cumulative effect of these difficulties and failure to implement reforms was a widening gap between rural and urban education, compounded by regional inequalities, which still exists and has become greater in areas such as teacher

qualification, teacher salaries, school standards, and school building [43]. By the 1950s, the multiple inferiorities of rural areas (in relation to urban areas) were being clearly perceived by the rural population and throughout the 1950s there was an ever increasing rural migration into the towns [44]. The Brazilian educational system was underbudgeted:

The low level of priority given to education during the 1950s becomes evident if it is taken into account that whilst the government's budget for education and research in 1950 amounted to 9.5% of the total expenditure, in 1960 this dropped to only 6.5% ...the process of industrialization was taken to such a degree that certain other areas of investment were neglected. Agriculture and education were the sectors that suffered most [45].

According to Tamás Szmrecsányi and Oriowaldo Queda: "the rural population remains marginalized...primary education is still the only form of academic education available to the rural population. The dominant pattern in the countryside continues to be that of isolated schools which consist of one classroom, and which are badly built and poorly equipped..."[46].

1.1.3. Efforts At Educational Solutions

The contemporary situation is thus one in which rural schools are characterised by: semi-qualified or non-qualified teachers; low pay for teachers, lack of head teachers, supervisors, student guidance counsellors and consultants; students of different ages and grades having to share the same classroom; school buildings with one or two classrooms in poor physical condition, lack of suitable pedagogical materials, inadequate equipment; difficult access to schools, and the non-fulfilment of the law of compulsory education for the whole population of the age group of 7 to 14 years of age. Under these conditions it is easy to understand a lack of achievement with high indices of repetition, failure, drop-out and age/grade imbalance among others. This contemporary problem has survived despite major debates, and considerable legislation, aimed at solving the problems of rural education.

Again it must be stressed that these contemporary problems arise in a context influenced by, indeed sometimes fixed by, an historical inheritance. This historical inheritance will now be reviewed, before attention is given to efforts, within the contemporary period (1960 onwards) to "solve" the problem of rural education.

1.2. The Historical Inheritance and Proposed Solutions

The social pattern of the integration of the social order, to which both the Colonial and the Imperial periods were structurally and dynamically subordinated, set off the transformations in the social, economic and political structures.

The "solutions" to the problems of rural education in Brazil are embedded in the socio-economic political context of Brazil. Crudely put, this socio-economic and political situation for the 16th through to the 19th century was class-dominated; that is, owners of *latifundiários*, and colonial elites defined the terms on which educational was offered. The "solutions" to rural education thus were framed by the context of socio-economic stratification.

1.2.1. "Solving" The Problems of Rural Education in Brazil

The Brazilian society of the Colonial period was a type of social order established by Portuguese colonization. The features and dimensions of the country determined the selection of the agricultural products and mining, which established schemes of human occupation of the territory, of exploration and trading that fell short of the possibilities of the colonizers.

The colonial world was rural. However, trading held an important position in the social life of the colony. Traders struggled with the land-owners. These hostilities had remarkable political repercussions.

The Jesuits were the first teachers in the Portuguese colony. Sent to Brazil in 1549, in order to convert the Indians to Christianity the priests chose the educational process to carry out their mission. In 1554, the first school was established. Thereafter, the colonial policy towards education was restricted to the pedagogical activities of the Jesuits for about 210 years; although to a great number of historians and sociologists the activities of the Jesuits were not truly pedagogic, but rather commercial. According to Djacir Menezes, "importance was given to the settlement of the Indians and not to their heathen souls. The missionary came to weaken the Amerindian, diminish his virile impetus, confine him in villages, and to suddenly impose on him habits of life for which he had no tendency" [47].

This situation lasted until 1759, when the Marquis of Pombal determined that the Jesuits should leave the colony. According to Lauro de Oliveira Lima, this determination destroyed the "only [educational] nuclei where the children

of land-owners could be taught the Latin Classics" [48]. The incipient school organization was extinguished and no measures were taken to diminish the effects of this extinction. During the 23 years that followed the expulsion of the Jesuits, there were no schools functioning in Brazil. Overall, then, as Lima has stressed, the initial milestones of the Brazilian educational history were: (1) neglect of elementary education for the masses; (2) the orientation of higher education toward the traditional professions; (3) and therefore an orientation towards an elitist education; (4) dependency upon the metropolis, [which was Lisbon]; (5) subsidies to private schools; (6) division of education into two major areas [humanities and grammar]; (7) lack of an official initiative to replace the religious mission; (8) lack of popular initiative; and (9) and centralization which ignored the social needs of the colony [49].

Thus, until the coming of the Portuguese court to Brazil (1808), Portugal was extremely careful about the spread of culture in its colony. Until 1808, Brazil was not allowed to have schools, to publish books and newspapers. (It should be emphasized, also, that the colonizer was himself illiterate).

The political class of the Empire (1822-1889) was composed of families who held monopolies of property and power. Nestor Durate points out that "only the 'doctors' the

'educated', the priest and some among the military... affected by the culture and literary education of Europe... socially acceptable [50].

Only in 1827 was a Law enacted which "commanded that schools be created in the most populous cities, villages and hamlets of the Empire". Despite this Law, in 1872 about 83% of the population was composed of illiterate inhabitants. (In 1890, this proportion had increased to 85 percent [51]).

In 1879, an attempt was made to assess the 'school system'. The conclusions suggested that it was time for the Imperial Government to start investing in education. As a 'solution' the Empire established that 'examinations' would be under the exclusive control of the central power [52]. Shortly after the proclamation of the Republic (1889), a Ministry of Education, (and Post Office, and Telegraph) was installed, and created schools for the middle classes. This class emerged at the end of the Imperial aristocracy [53].

Thus, at this time there emerged something like an "educational system" which included 'secondary education' institutions [54]. However, it was an extremely restrictive system, emphasizing (1) rigorous entrance examinations at various levels; (2) graded schools; (3) restrictions on certificates and diplomas; and (4) prohibitions on private schools. Thus pattern continued, and was confirmed by the

'Rocha Vaz Reform Law' which consolidated the existing educational laws and patterns [55].

After the Revolution of 1930, the Ministry of Education and Public Health was created, and by 1931, the Minister Francisco Campos proposed an educational reform, which stressed an education related to current problems; the industrial revolution; and the complexity of modern life; and the democratization of political life. Thus, these 'Francisco Campos Reforms' attacked the 'classics' tradition of the school 'system' and tried to implement a thorough scientific education. An updating occurred, in 1942, when the Capanema Law' was enacted. Its stress was on a secondary education structured in various parallel branches, namely, agricultural, industrial, business, teaching, military, and 'secondary academic courses' (attended by the leading classes as a preparation for higher education) [56].

Thus, in legislation, a new educational system was emerging. Efforts were being made to upgrade the provision of education. In broad terms, the efforts were considerable. By 1949, there was a total of 6,000,000 children of elementary school age. Of this total 1,959,900 lived in the cities and only 306,000 were not in elementary school. Of the 4,540,000 who lived in rural areas only 3,200,000 were in elementary school. To solve these problems 6,160 school buildings were established, up to 1949, and another 1500

were planned in the year of 1950. Almost all of the buildings proposed were in the rural areas, and many of them provided homes for the teacher in order to solve part of the problem of lack of teachers in some Brazilian regions [57].

Thus, although between 1549 and 1959, very little attention had been devoted to "rural education", a system of education had taken shape.

After 1960, the educational 'system' increasingly adopted international norms and aspirations. In 1961 the 'Directions and Bases of National Education' Law was enacted. Its major points were: (1) the aims of education were those of the United Nations Declaration of Human Rights; (2) the state had to provide the parents with the necessary funds so that they could send their children to private schools, whenever places in public school were not available; (3) the State Board of Education would be in charge of educational planning, inspection, orientation, (4) primary education (grades 1-4) was declared compulsory unless no schools were available; (5) secondary education should be divided into two major parts (grades 5-8 and grades 9-12); (6) secondary school curricula would be organized by State Boards of Education; (7) secondary education should include vocational courses, and (8) vocational courses were to be of equal status to academic courses [58].

With specific reference to rural areas, the Law established that: (1) The rural land-owners that were not able to maintain elementary schools (for the children living on their land) should to provide facilities for the children to attend classes in schools available nearby or begin to build schools [Art.32]; (2) The training of teachers, councillors and supervisors for the rural elementary schools should be in institutions that would encourage such people to stay in rural areas; (3) the public authorities should provide all services to maintain schools and educational centres in rural areas, and should stress the adaptation of the rural dwellers to their own habitat, through suitable 'professional vocations'. [Art. 105].

Thus, despite three centuries of effort, and despite three centuries of educational reform, it is clear that by 1971 no major focus on rural education (as a problem) had emerged - with the exception of the 1961 legislation. This lack of concern began to be redressed in the mid-1970s [59].

The Second and Third Plans for Education and Culture, which covered the 1975-79 and 1980-85 periods, gave priority to meeting the needs of rural populations [60].

At the broadest level, the proposed solutions were founded on the First National Development Plan for 1972/1974 with a 'multifaceted strategy' that included the

establishment of land reform, agricultural assistance, rural development programmes, and the extension of education, health, and social services to rural areas [61].

In the Second Plan for the Educational and Cultural Sector, covering the 1975/1979 period, provision was made for an expansion of a network of schools in the rural areas with a view to eliminating the imbalance between rural and urban areas. The same document stresses the need: "to expand the scholastic provision in the rural areas according to the potential and specifics of each region of the country... to give, at least, four grades of fundamental education" [62].

The Ministry of Education and Culture's concern with the issue of rural education has continued. It emerged once again as a priority in the Third Plan (1980/1985), in which it was admitted that "the development of a policy which involved the integrated strength of the economic and social sectors to overcome inequality was a necessity" [63].

But this was a rather belated national reaction to the problems of rural education. Rural education had, for most of Brazilian history, been treated as a 'non-problem', reflecting the interests of powerful groups within the socio-economic structure. Only in the 1960 and 1970s did an initial appreciation of the problem emerge.

This, of course, is a national overview. Local situations varied slightly, eg. the North East was the most traditional; the South, which industrialised earlier, moved more more quickly.

Within these regional variations what specifically was the situation in Paraná?

1.3. Differences in Educational Provision in Urban and Rural areas in Paraná State

Education or educational opportunities available to those of school age living in the rural areas of the Paraná State did not differ greatly in Brazilian history from those described in the previous section.

By the 1940s, when Paraná became economically important (at the national level) with the expansion of coffee growing, the one-room rural schools multiplied, with the aim of providing schooling for the school age clientele. Educational demands arose from the migratory influx caused by the coffee plantations. This migration situation continued during the period from 1940 to 1970 in which there was a pre-eminence of coffee growing over other forms of

agriculture in the State of Paraná. However coffee growing is, to a large extent, vulnerable to adverse weather conditions, and government actions; and a decline in coffee cultivation occurred. The pattern of change is illustrated in the following Table.

TABLE I
PARANA
Population, Urban & Rural
Growth Rate in Decades
Urbanization Rates

Year	Total population	Rural population	Urban population	Growth rate in the decade (urban population)	% Rural total population	Urbanisation rate
1940	1,236,276	934,004	302,272		76 %	24 %
				4.28		
1950	2,115,547	1,655,730	459,817		78 %	22 %
				9.92		
1960	4,296,375	3,112,790	1,183,585		72 %	28 %
				7.78		
1970	6,929,868	4,425,490	2,504,378		63 %	37 %
				5.97		
1980	7,630,466	3,156,925	4,473 541		41 %	59 %
1985	8,056,228	2,842,561	5,213,667		35 %	65 %

Source: 1940-1960 IBGE Census

1985 IBGE/IPHADS/85 National Survey by residence sampling

By analysing Table I it is possible to verify the intense population growth which occurred in both urban and the rural areas in the decades from the 1940s until the 1970s. Until 1970 the population of Paraná was mainly rural. From that decade one can observe a decrease in the urban population growth rate and a steady decline in the rural population. Whereas in 1940, 76 in every hundred *Paranaenses* lived in the rural areas, by 1985 only 35 out of 100 did so. Using the same data, Lucas Pereira comments:

The 'Paranaense' emigration directly influenced demographic growth making the annual rate drop from 5% in 1970 to 1% in 1980. Despite this drop in the annual growth rate in the decade the levels of urbanisation fed by the rural exodus, ranged from 36.1% to 58.6% between 1970 and 1980, whereas in the cities and towns the population grew at the rate of 5.9% per year and in the rural areas the population decreased at the rate of 3.3% per year [64].

This rapid urbanisation in the State of Paraná transformed the society from a predominantly rural to a predominantly urban one. This has caused severe social problems in the areas of housing, sanitation, main water supply, medical services and educational opportunities. The rural/urban inversion has aroused the interest of the authorities, who have taken decisions aimed at diminishing the problems which have emerged in each of these areas.

These decisions, which have favoured the urban areas, resulted in even wider differences between the urban and rural areas, as the latter already had a low quality life with low salaries, poor health services and poor educational opportunities.

The educational opportunities in the rural areas per se, used to be limited and are still limited to the first grades of the primary school which are maintained by the municipal governments.

TABLE II
PARANA
Primary Level - Enrollment Rate
Totals - Rural Area and Municipal Participation

Year	Total	Rural	Municipal	
			Actual	Percentage
1976	1,467,867	560,439	467,221	80
1980	1,520,921	494,518	397,334	80
1986	1,594,782	362,967	289,823	80

Source: Fundação Educacional do Estado do Paraná

TABLE III
PARANA
Primary School
Number of Schools
Total, Rural Area & Municipal Participation

Year	Total	Rural	Municipal	
			Actual	Percentage
1976	13,885	11,578	10,003	86
1980	12,941	10,541	9,045	86
1986	12,238	9,451	8,166	86

Source: Fundação Educacional do Estado do Paraná

Tables II and III indicate that municipal involvement in educational opportunities in the rural areas reaches levels of 80% as far as the number of schools maintained by the municipal governments is concerned. The same rates are sustained with regard to the number of pupils at primary school-level. It may also be observed that from 1976 to 1980 the number of schools in the rural area decreased by 8.86%; and from 1980 to 1986 by 10.34%. By taking the numbers of enrollments at the primary level in the rural areas, based on the data given in Table II, corroboration may be found in the decrease of 11.76% and 20.60% of school enrollments for the periods 1976-1980 and 1980-1986 respectively. These rates are the result of the loss of population verified in the State of Paraná in the decade of 1970-1980, where there

was an exodus of 2,500,00 inhabitants, mainly from the rural areas because of the national policies for the new agricultural frontiers. On this subject Divonzir Arthur Gusso states that:

The perspective for the southern region is different. Its agriculture is undergoing an intense transformation, with clear tendencies towards mechanization and an increase in the average catchment areas of schools, this being an event that will probably be followed by a remarkable reduction in labour (unskilled) and therefore it will generate a migration of the rural population either to the cities of the region or to the agricultural frontiers of new regions specifically to the Centre and West and to Rondônia and Acre [65].

These factors, together with the industrialization and urbanization processes have come to reinforce the ever-widening gap between rural and urban educational opportunities.

With the implementation of the Brazilian Educational Law nº 5692, there was in the State of Paraná much concern with enlarging already existing school buildings in the urban areas to provide special rooms and special environments specifically aimed at fulfilling the curriculum reform; and training of teachers in the urban areas so that they would be able to teach the new subjects as well as be

able to prepare for job training. New building work was undertaken. For example, new sports areas in schools multiplied, and existing facilities were extended at all schools located in the urban area of the different municipalities of Paraná [66].

These innovations and the concern which generated them were exclusively directed at the school population of the urban areas. Except for very rare exceptions no new efforts were directed at the clientele of rural areas and even the requirement for compulsory education from the 5th to the 8th grade of the primary school was not met, aggravating the differences between the educational opportunities offered to the pupils living in the rural areas compared with those living in the urban areas.

1.3.1. Some Experimental Educational Projects for the Rural Areas Carried Out in Paraná State

Within such a context, some experiments took place in the State of Paraná to minimize differences between rural and urban education.

In 1976, the physical school network in the rural area of the municipality of Maringá, in the State of Paraná, consisted of 43 isolated schools; in other words 93% of the

municipality's school sites [67]. This growth was affected by problems typical of the multi-grade schools such as rural exodus, and the distance between one school and others. The Educational Administration of the Municipality of Maringá, with the agreement of the State Secretary of Education, presented six alternative proposals for better educational provision for the rural school clientele, based on an analysis of the rural educational situation [68].

The educational authorities of the town opted for the alternative to "centralize the 43 existing rural schools in 11 Nuclei located at strategic points, to extend the implementation of the Educational Law 5692, increasing schooling retention rates, favouring the completion of the primary school under suitable conditions. The pupils were to be transported to the schools by bus" [69]. Out of the 11 nuclei originally proposed, 7 were established: 3 in 1978, increasing to 6 in 1979 and finally reaching 7 in 1980 [70].

The process of raising the community's awareness of the project's objective was the responsibility of the municipal co-ordinators who used visits and mass communication for their ends.

After evaluating the implementation of the scheme Liuba Kolichesli, among other evaluators, emphasizes:

In relation to centralization as a means of creating an efficient infrastructure,... a small number of schools allows a better service in both physical and material terms for teachers and pupils. The method of transporting the pupils was favoured because a better service was made possible - taking the pupils from the different farms and conducting them by bus to the schools. Thus, it considered that factors such as the improvement of the schools, transport and physical servicing was effected successfully with the process of centralization [71].

Another experiment that should also be taken into account, as it differs from the traditional education offered in the rural areas of Paraná State, is the experiment of the *Escola Professor Pedro Viriato Parigot de Souza* in the District of Jacutinga in the municipality of Francisco Beltrão, under the coordination of the *Promunicípio*. This gathered the pupils from five multi-grade schools and offered the completion of the primary school in the 6th year or in the 8th. This experiment started in 1977 and stressed community involvement in the control and support of the school. The experiment also tried to: (1) discourage avoid rural exodus, offering wider educational opportunities to that community, notably to those families who were concerned about a more efficient and effective school for their children; (2) create a qualitative improvement in the technical standards of teaching; (3) train the teaching staff; (4) adjust and improve curriculum content; (5) adopt a supervision and administration system

which would be more effective; (6) improve the school environment. According to the claims made by the *município's* education body in its evaluation of the experiment, parents considered that their children "learned better at the new school", and the teachers considered that the "school offered the best conditions for learning". In addition, there was better co-operation with the school from different bodies, especially ACARPA, over non-formal education; the pupils began to have health and odontological assistance, and finally there was the participation of the community in the parent-teacher meetings, assemblies and mothers' clubs [72].

One of the most significant experiments in educational provision for the school age population living in the rural areas (which came before the implementation of the Consolidated Schools project) took place in an area called *Borda do Campo* in the municipality of São José dos Pinhais under the auspicious of the Paranaense Benedictine Society, coordinated by French priests from Orsay in France. These priests, at the beginning of the 1970s, worked in the rural areas of São José do Pinhais, more precisely at Borda do Campo. In an attempt to establish a more effective relationship with the local community, these priests created a Pig Cooperative with the intention of developing communal action to market pork and to pursue other matters which the community members regarded as relevant. The

commercial activity did not yield the expected results in encouraging co-operation and the small producers were unwilling to participate and so consequently the cooperative was dissolved. However, it emerged during the various meetings which had been held that the parents felt great concern about the education of their children, stating that "they learned the way to school but they did not learn anything in terms of content,...".

Based on the concern expressed by the parents, the French priests, who were in complete agreement with the members of the community, decided to set up the Fundação Educacional Itaquí [Itaquí Educational Foundation]. Created in 1970, its main aim was to provide a more appropriate education for the school age inhabitants of the neighbouring areas. They decided to merge the isolated schools of *Colônia Acioly*, *Guatupê*, *Roseira* and *Borda do Campo*. A school building, the *Casa Escolar Tiradentes* [Tiradentes School House], was built by members of the defunct co-operative, who became members of the Fundação Educacional Itaquí. The Building had six classrooms and was large enough to meet the needs of students from the four centres. The new school's activities started in 1971 by offering the first primary school grades, i. e. , from the first to the fourth, 20 pupils being enrolled. The children were transported by one individual in his stationwagon, which because of its size and the number of students to be transported, had to make

several journeys to the school. Later, the same citizen sold a piece of land which he owned and bought a second-hand bus to improve the transport of pupils, who paid a token sum for this private service. The main source of funds to maintain the transport were fund-raising campaigns and events organized by the school. Some of the children were collected by the director in her private car, as were some of the teachers. Other teachers from the isolated schools which had been merged used the same vehicle as the children.

Retaining the teaching staff from the merged schools ensured a good link between the new school and the different communities. Because the school was under the municipal administration, the teachers who worked there were paid differently from both the teachers who worked at one-room schools - who earned less - and from those working in the urban area of the town who earned more.

In 1973, under the legal directives of the Brazilian Educational Law 5692 and following State practice with regard to the gradual implementation of the higher primary school grades, the school began to offer classes up to the eighth grade for the pupils in its rural catchment area.

Currently the building has 14 classrooms (and all the other rooms and environments to accommodate administration) and serves 1,000 pupils from the 1st to the 8th grade,

besides offering evening courses, a literacy programme and the transport of the pupils by a bus hired from a private transport company. The bus has been paid for by the State since the school was made into state school [73].

One of the initial factors which contributed most heavily to the school's acceptance by the community was the retention of the human resources of the merged schools. Because they were also members of the community these individuals acted as a catalyst and, later, meetings with the parents which were held every two months continued the process. The community, the school and the members of the Fundação Educacional Itaqui participated in these meetings which were not only held on the school premises but also in all communities which had school-age children who attended classes at Casa Escolar Tiradentes [74].

Conclusion

These details of experimentation in Paraná are, of course, to be assessed judged against the long and strong tradition of the relative Brazilian failure to identify and successfully deal with the problems of rural education. It is against this context and tradition that the detailed

assessment of innovations in Paraná - the Consolidated School Movement - is assessed in chapters three and four.

However, before that analysis is undertaken, it is valuable to explore in greater detail a point which has hitherto been dealt with very briefly: that the proponents of the Paraná Consolidated Schools Movement invoked the concept of the American Consolidated Schools Movement. (It will be recalled that the advocates of the Paraná movement stressed mainly the concept of the US Consolidated School Movement, and suggested that much local adaptation would be needed for a Consolidated Schools Movement to be successful in Paraná.)

Granted, then, that the American Consolidated Schools Movement was invoked - perhaps as a legitimization - for the Paraná reforms, it is valuable to expose the American movement to a more rigorous examination. It is valuable because a detailed examination of another Consolidated Schools Movement contributes to two dimensions of understanding (of the Paraná situation).

The first dimension of understanding is a general one: what in another social and historical context, were the problems of innovation? The American Consolidated School Movement is, in one sense, a social fact: it occurred, it was a "success". But what were the nature of the debates,

and the struggles to create it and implement it? Who disagreed with whom, and with what results? Thus, it is being suggested here that contextualizing, or locating the historical context, the social process of the American Consolidated Schools Movement may improve sensitivity to the mid - 1980s and the contemporary social process in Paraná, through which consolidated schools are being located. This form of understanding may have value in framing the terms on which further development of the Consolidated School Movement in Paraná may be advocated.

The second dimension of understanding is a narrower one: granted that the Paraná innovations intuited that there were differences between the USA of the nineteenth century and Paraná of the twentieth, just what are those differences? And what are some of the similarities? And what is the significance of the similarities and differences?

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32. SENAI - Serviço Nacional de Aprendizagem Industrial [National Industrial Training Service] and SENAC - Serviço Nacional de Aprendizagem Comercial [National Commercial Training Service]. "As a means of meeting the manpower needs of a growing economy, Brazilian industry and business support and administer a type of technical school outside of the regular system. Such schools were provided for by a clause in the constitution of 1946 which requires any industrial and commercial enterprise employing more than hundred persons to provide schooling for their employees' children. These enterprises must pay a special tax into a fund administered by the National Federation of Industry and by the National Federation of Commerce.

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34. Phillip Vaughan - Williams, Brazil - A Concise Thematic Geography. Avon: Bell & Hyman Limited, The Bath Press, 1986, p. X. Introduction. Regional inequalities in Brazil are apparent not only when the country is considered as a whole, from a macro perspective, but also when the five administrative and economic regions are examined.

Brazil, the fifth largest country in the world, covering about 3,300,000 square miles, with its 130,000,000 inhabitants and an annual population growth rate of about 3,0 per cent, is one of the most populous nations in the world. In spite of being the eighth largest economy in the world, Brazil is still classified among the underdeveloped countries. The socio-economic contrasts which exist within Brazil are such that some studies argued that Brazil is two separate countries. See Jacques Lambert, Le Brésil Structure Sociale et Institutions Politiques. [Brazilian Social Structure and Political Institutions]. Paris: Librairie Armand Colin, 1953, pp.64-65.

The territorial size of Brazil, with its five heterogeneous regions, has been an important obstacle to the implementation of social policies. Further, these interregional differences have to be taken into account when one considers the disparities between rural and urban areas. Despite vibrant cosmopolitan cities such São Paulo and Rio de Janeiro - which are economic growth points and which have all the problems inherent to all large metropolises - the country as a whole also has deal with the typical problems of underdevelopment: inadequate infrastructure, poor communication facilities, absence of health plans, unequal land distribution, unequal education and so on. These problems are intensified in the rural areas where a significant number of the Brazilian population still lives. See Riordan Roett, Brazil Politics in Patrimonial Society. Boston: Allyn and Bacon Inc., 1972, pp. 1-4.

These general problems are made more complex by rural-urban inequalities and differences between regions. The North, which accounts for about 40 per cent of the national territory, has the world's largest forest, inaccessible areas, and insignificant communications. The Mid-West has a sparse population, though it is also has well-watered land. The North East, with hot semi-arid land is economically depressed, with a very poor population. On the other hand, the South East, the industrial centre of the country, faces problems common to all megalopolises; and, furthermore, their adjoining satellite towns have similar difficulties. Fay Haussmann and Jerry Haar. Education in Brazil. Hamden: Anchor Books, 1978, pp. 19-22. The South, which encompasses the States of Paraná, Santa Catarina, and, Rio Grande do Sul, can be considered a prosperous region, with small farms and pasture lands which make this region a major cattle-raising area of the country. It is also responsible for the largest production of crops, such as wheat, potatoes, grains. There are also the coffee plantations in the Paraná States which was, throughout the period from 1950 to the second half of the 1970, the most important state for the production of coffee beans, one of the main sources of foreign exchange for the Brazilian economy. The cultivation of coffee absorbs a significant labour force, and so it is one of the factors involved in the growth of the rural population in the region where this type of cultivation predominates. On this subject, Vaughan-Williams comments: "...the cultivation and marketing of coffee has had a profound effect on the rural land-use, settlement and the regional economy of the South-east and Northern Paraná". Vaughan-Williams, op. cit., p. 80.

One of the consequences of these differences is that the needs of the rural communities which live in the Southern States cannot be compared with those of the North East and North of Brazil. What would be seen as a minimum standard of living for the rural dweller in the South, would be considered a high standard of living in the North or in the North East.

These inequalities among the five Brazilian administrative and economic regions weaken their common identity, making it difficult to interpret the socio-economic realities of Brazil as a single permanent and uniform whole. See José Francisco de Camargo, Exodo Rural no Brasil [Rural Exodus in Brazil]. Rio de Janeiro: Editora Conquista, 1960, p. 43. Consequently, regional heterogeneity implies that any suggested method for solving problems, whether of economic or social nature, depend on the context of the administrative and economic region in which they occur, in both the urban or rural areas, despite the common pressures throughout Brazil of industrialization and urbanisation.

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40. Moreira, Rural Education and..., op. cit., p. 38.
41. Ianni, Industrialização e..., op. cit., p. 48.
42. Ianni, Industrialização e..., op. cit., pp. 204-206.
43. Ianni, Industrialização e..., op. cit., pp. 192-195; 201-202; 207.

44. Tamás Szmrecsányi e Oriowaldo Queda, "O Papel da Educação Escolar e a Assistência Técnica" [School Educational Functions and the Technical Assistancel], in Tamás Szmrecsányi e Oriowaldo Queda (eds.) Vida Rural e Mudança Social [Rural Life and Social Change]. São Paulo: Editora Nacional, 1979, pp. 224-226.
45. Baer, op. cit., pp. 166-169.
46. Szmrecsányi e Queda, op. cit., p.220.
47. Djacir Menezes, O Outro Nordeste [The Other Northeast]. Rio de Janeiro: Editora Artenova Ltda., 1970, p. 49.
48. Lauro de Oliveira Lima, Estórias da Educação no Brasil: De Pombal a Passarinho [History of Education in Brazil: From Pombal to Passarinho. Brasília, 1974, p.23.
49. Lima, op. cit., p. 29.
50. Nestor Duarte, "O Estado e a Ordem Senhoril" [The State and Feudal Nobility Order], in Florestan Fernandes, Comunidade e Sociedade no Brasil [Community and Society in Brazil]. São Paulo: Companhia Editora Nacional, 1972, p.345.
51. Moreira, op. cit., pp. 51-52; see also Haussmann and Haar, op. cit., p 32.
52. John Saunders (Ed.), see Anísio Teixeira, "The Changing Role of Education in Brazilian Society" in Modern Brazil: New Patterns and Development, Gainesville: John Saunders, 1971, pp. 77-78-79.
53. Berger, op. cit., pp. 169-170.
54. Heimer, op. cit., 35; see also Lima, op. cit., p. 79.
55. Lima, op. cit., pp. 87-88.
56. Lima, op. cit., p. 101.

57. J. Roberto Moreira. "Novos Prédios Escolares para o Brasil" [New School Building for Brazil], in Revista Brasileira de Estudos Pedagógicos [The Brazilian Review of Pedagogical Studies]. Rio de Janeiro: outubro/dezembro, 1954 nº. 58, p. 28.
58. Lima, op. cit., p. 204.
59. Even considering the lack of a major focus on rural education (as a problem) until the periods 1960 through 1970-1980 the existence of a significant number of educational projects concerning the rural area can not be denied. Although the great majority of these projects was not coordinated by the Brazilian Ministry of Education. Calazans, op. cit., mentioned that among the agencies and projects in the period 1930/1940 were: Núcleos Coloniais [Colonial Nuclei], Colônia Agrícolas Nacionais [National Agriculture Colonies], Cooperativas Rurais [Rural Cooperatives], Centros Sociais Rurais [Social Rural Centres], Campanha de Educação de Adultos [Adult Education Programme], Serviço Especial de Saúde Pública [Special Service of Public Health], Aldeias Rurais [Rural Villages], Acôrdo Ministério da Agricultura e Fundação Interamericana de Educação [Agreement Ministry of Agriculture and Interamerican Educational Foundation], Instituto de Organização do Trabalho [Institute of Work Organization], Clubes Agrícolas [Agricultural Clubs], Campanha de Ampliação e Melhoria da Educação Primária e Normal [Primary and Normal School Improvement Programme]. In the 1950s and 1960s, there were: Campanha Nacional de Educação Rural [National Programme of Rural Education], Associação Brasileira de Assistência Técnica e de Extensão Rural [Brazilian Society of Technical Assistance and Rural Extension], Serviço Social Rural [Rural Social Service], Campanha de Ampliação de Prédios Escolares na Zona Rural [Programme of Improvement of Rural School Building], Departamento Nacional de Endemias Rurais [National Department of Rural Diseases], Superintendência do Desenvolvimento da Amazonia Sistema de Extensão Rural e Assistência Técnica [Amazonian Development Superintendence - Rural Extension and Technical Assistance Programme], Programa Especial de Educação [Special Educational Programme], Movimento de Educação de Base - Área de Caxangá [Brazil Educational Movement in Caxangá Area], Projeto Iguatemi - Mato Grosso [Iguatemi Project - Mato Grosso State], Grupo de Irrigação do Nordeste [Northeast Irrigation Programme], As Unidades Agrárias - Metodologia para Programas Operacionais do Incra [Agriculture Units Methodology for Operational Programmes], Programa Intensivo de Mão de Obra Agrícola [Intensive Programme of Agricultural Man-Power] Centro Rural Univesitário de Treinamento e de Ação Comunitária [University Rural Centre for Training and Community Action], Projeto Rondon [Rondon Project], Legião Brasileira de Assistência [Brazilian Assistance Programme]. In the 1970s and 1980s there were: Movimento Brasileiro de Alfabetização [Brazilian Literacy Movement], Programa de Assistência Técnica aos Municípios [Programme of Technical Assistance for the Municipalities], Empresa Brasileira de Assistência Técnica e Extensão Rural [Brazilian Enterprise for Rural Extension and Technical

Assistencel, Superintendência da Campanha de Saúde Pública [Superintendence of Public Health], Centro Regionais e Núcleos Comunitários de Educação Cultura e Trabalho [Regional Centres and Community Nuclei of Education, Culture and Work], Sistema Estadual de Mão de Obra [State Man-Power System], Centros Rurais de Educação e Treinamento [Rural Centres of Education and Training], Programa de Formação Profissional Rural [Rural Professional Training Programme]. However, some programmes were developed in the period 1970s and 1980s at State level in order to solve the most striking problems of education in rural area. Among them Esther de Figueiredo Ferraz pointed out: the experiment in providing a Specific Curriculum for the Rural Areas in Minas Gerais; the Paraipaba experiment in Ceará; the Concentrated Timetable experiment in the 'Casca Project' in Rio Grande do Sul; the Project for the Development of Rural Environment - PRODERU - in Pernambuco; the Programmatic Curricula in Rio Grand do Norte; the Pioneer Response Project in Bahia; the Regional Centre for Education, Labour and Culture in Rio de Janeiro; the Adapted Calender in Amazonas; the Promotional Movement in Espírito Santo and the Consolidated Schools in Paraná. Esther de Figueiredo Ferraz, Conferência na Escola Superior de Guerra [Speech in the Superior School of War]. Brasília: MEC Coordenadoria de Comunicação Social, 1983, pp. 12-13.

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CHAPTER II

The Consolidated School Movement: the United States of America and Paraná

The purpose of this chapter is to describe the Consolidated School Movement in the United States in the nineteenth and early twentieth centuries, and to offer a comparison between the US situation and the contemporary situation of Paraná in the twentieth century.

The argument of the chapter is that the Consolidated School Movement in the US was a response to pressures of industrialization and urbanisation which were posing problems for the provision of rural education in the United States that were not dissimilar to those being posed contemporaneously in Brazil and Paraná, and that similar advantages to consolidated schools are suggested in both processes. However, it will also be suggested that there are major differences in the educational context - differences of politics and administration - which suggested that (the intuition and) reservations of the Paraná innovators were sensible.

Thus, the structure of the chapter is an overview of the American experience, and then an explicit comparison of the United States with Brazil and Paraná within the parameters of socio-economic context and the educational political, and educational administrative contexts of the United States, Brazil, and Paraná.

2.1. Rural Education in the United States of America and the Movement Towards Consolidation

In the United States, in the eighteenth and nineteenth centuries, a pattern of rural settlement and rural occupations was gradually broken up under the process of industrialization. In parallel, the earlier pattern of schooling - with one room country schools - began to suffer in comparison with the increasingly efficient urban schools, especially as the rural population decreased. Ellwood P. Cubberly [1], among others, has been an historian of this process. It was out of this process, that the consolidated school movement came into being.

Before 1861, the country and the city school in the United States were much alike. Both had small, cheap buildings, poor equipment, and practically no teaching apparatus. Each drew its teachers from the same source and

paid them the same salaries. The trained teachers, skilled supervision, teaching equipment, special instruction, and enriched curriculum which seem so familiar today were practically unknown both in the city and country [2].

According to the Report of the National Commission on School District Reorganization, approximately 94 per cent of the population lived in rural communities at the end of the eighteenth century [3]. The same report stated that the period which followed immediately was marked by migration from the eastern seaboard to the rich undeveloped region of the west. Much labour was needed in clearing the forests, constructing new homes, and producing the foods and fibres that were beginning to occupy a place of importance in world commerce, and developing systems of transport and communication. The greater part of the working population was engaged in agriculture, but opportunities for employment in various types of non-agricultural industries steadily increased. The nature of these industries, and the continuous challenge of the frontier were unfavourable to urbanization for a number of decades.

The same report pointed out that by about 1840 industrialization was gaining momentum. By 1870 non-agricultural industries were providing employment for more people than farming. The war between the States marked the close of a social and the beginning of an economic

revolution in the United States. The latter was characterized by the transfer in industry from hand labour to machinery and the development of agriculture from a simple, pioneer type of farming, largely self-supporting, into a complex business. A demographic characteristic, which also developed from this revolution, was the tendency of people to congregate in cities [4].

Cubberley pointed out that about 1890 there was a drift from the farm to the city which steadily increased in numbers and acceleration until the economic depression of 1930, when the drift was reversed. He also noted that since a great number of people, prior to 1890, were living in the country, the great majority of children were securing their education through country schools. The original pattern was that of one-room building in which a single teacher taught all the grades [5]. The early country school was essentially a community school which was small, locally supported, and locally controlled. It was directly influenced by the fact that the system had its source in an agrarian social order [6].

In contrast, in the cities, standardised schooling systems began to emerge under the impact of professional administrators. They developed and organized kindergartens, high schools and supplied supervision, laboratory and other teaching equipment, and added manual training, cooking,

drawing, music, and nature study [7]. The small cities and even the small villages underwent similar changes such as: (1) graded schools, (2) better teachers, (3) a system of supervision, and (4) more and better teaching equipment. However, as far as rural education was concerned those changes which occurred in the urban schools widened the gap between rural and urban schools [8].

According to Andrew Ezra Pickard, gradually the consolidation of schools was looked upon as a remedy for obviating the gap between rural and urban education. Consolidation was explained as a concentration of a number of small scattered inefficient rural schools into a united consolidated school of two, three, or four rooms. Pickard also considered that the new system was responsible for providing a good body of teachers and adequate transport for children to and from school [9].

Writing in 1914, Cubberley stressed that the consolidated school could better serve the fundamental rural need of promoting community, along with the churches and such institutions as the Grange and the Y.M.C.A. "A fundamental need of rural life of today is local institutions which will select and train... men and women of personality and force, for effective living in the open country" [10].

The movement became institutionalized. According to Cubberley, consolidation of schools began to make marked headway in Massachusetts from 1890 [11]. After that much progress in consolidation was made, not only in Massachusetts, but in the other New England states as well [12]. In Ohio the movement towards consolidation began with the abolition of the subdistrict system in 1892 [13]. In Indiana the movement began in 1901, largely due to the absence of the district system which made for remarkable progress in the consolidation of schools. These two states, both of which used the township as the unit of school organization and management, made considerable progress [14]. This was also true of such southern states as Louisiana, North Carolina, Georgia, and Florida, all of which worked under the county system and made conspicuous successes in replacing the small and scattered rural schools with central consolidated schools. In almost every state some provision was made by law for voluntary consolidation, and in nearly all a few such centralized schools came into existence [15].

In localities where the plan had not been tried it was often bitterly opposed. However, in localities where the plan had been given a trial there was support [16].

According to G. T. Fletcher, the objections usually raised against the plan (by those who had not tried it)

included: (1) the problem of sending children "so far away from home;" (2) the claimed depreciation of property caused by the removal of a school-house from the neighbourhood; (3) resistance against the new ideas; and, (4) the need to build or modify school buildings [17]. Cubberley pointed out that when consolidation began, and for much of the movements' duration, it operated under the rather serious limitations of dirty roads and horse-drawn wagons. He emphasized the idea that these were drawbacks to the development of good schools for country children because with the marked decrease in the rural population, not enough children could be brought together to justify a consolidation school [18].

According to Carney, the chief difficulty involved in consolidated schools was the problem of roads and transport [19]. While some parents objected to sending children "so far away from home", proponents of the plan maintained that so long as the child was being taken care of, the difference between one mile and five miles would be negligible. Furthermore, five miles with transport would be really nearer than one mile walking [20]. A common argument against the plan was that the removal of the little local school-house would cause a depreciation in farm property in the immediate neighbourhood, with a corresponding increase at the concentrating centre. This appealed to local jealousies, and was a difficult idea to eradicate. Nevertheless, experience elsewhere showed that the opposite

was true. A school-house on a farm did not necessarily make farm land valuable [21]. Yet, a good school within easy reach of children, no matter how many miles away, would add more to the value of farm property than a poor school within a quarter of mile. Such, at least, was the experience of states where the plan was tried [22].

The novelty of the idea was to many an objection. Most communities moved and thought slowly, and many were content with things as they were. George Herbert Betts reported that the chief barrier to the centralization of rural education was local prejudice and pride. In many cases a sentimental value was attached to the rural schools [23]. This was strong argument with many rural people to whom all progress is painful [24]. George Herbert Betts emphasized the idea that the main objections against the consolidated school were of a sentimental nature. So, efforts towards change and improvement were easily opposed. To such people, no amount of argument was so effective as a successful centralized school in the vicinity [25].

Further objections were related to the high number of qualified teachers needed in the consolidated schools. Also, Campbell made some comments on existing differences between the urban and the rural communities concerning teacher preparation:

"Urban people fill their schools with the best teachers, the rural schools take those that are left, the poorest teachers. The urban people comprehend the advantages of employing the best teachers. They know ill-prepared and inexperienced teachers cannot teach and train the youth in the things that they must know and do to win the great game. The rural people do not understand the advantages of well prepared and experienced teachers [26]. (emphasis added).

This abandonment of small schools was one of chief objections against consolidation. Country communities pointed out it would be a very expensive enterprise to construct new buildings or modify the existing buildings [27]. Frank W. Cyr and Henry H. Linn concluded that one of the greatest objections against consolidated schools was that people living in the country believed that the effectiveness of consolidation depended in large measure on how well the school building was adapted to local educational and community needs [28].

Against these objections, considerable counter-argument developed.

2.1.2. Advantages Of The Consolidated School

A major concern, related to the consolidated school, was made evident with respect to equal educational opportunities to the children living in urban and rural areas:

Let it be kept well in mind that the free school system as established by our forefathers had for its purpose to extend equal opportunities to all members of the commonwealth. With this in view they established schools alike in village and outlying farm district... It became necessary to give the twelve million boys and girls living in the rural communities just as thorough a preparation in school for their life work as they were offering city children [29].

The consolidated school movement proposed nothing but the creation of schools for country children as good as the ones city children were already attending. In general, the advantages were those of the large school with adequate financial support and a large enough number of pupils. Consolidation permitted proper organization, better administration, and adequate curriculum provision, not usually found in the small inadequately supported one-room school [30]. Educators at the beginning of this century believed that the consolidated school would provide every

child with an equal opportunity for education, regardless of wealth or distance from school. They also shared the same opinion that all children living in the country or city had to have equal length of school term. They also agreed that educational opportunity did not exist before consolidated schools [31].

Pickard felt that the many advantages of consolidation hardly needed discussion as they seemed self-evident. They are worth discussing, though [32].

Better teachers for rural education could be considered one of most important advantages that the consolidated school brought to students living in rural areas. The consolidators believed that consolidated schools could attract and hold better-qualified teachers, by providing higher professional and salary standards. The hope was that they would remain in rural areas [33].

Betts and Hall believed that the consolidated school was the only method of securing and holding trained teachers for country schools. This would make division of labour possible whereby teachers would have sufficient time to do good work and choose the grades or special subjects for which they were best fitted [34]. Lewis maintained that consolidated schools enabled school boards to secure a higher type of

teacher since the best teachers are always attracted by the best teaching conditions [35].

Thus training emerged as being important. Cubberley suggested a pattern: a one-year course to be divided into four terms, of ten weeks each including these common school subjects; physiology and hygiene, agriculture and nature study, library work, rural problems, arts group, and professional work [36]. This would be linked with improvement in teachers salaries. Cubberley argues that low teacher wages contributed to a significant number of unqualified teachers working in the rural areas, and were also an obstacle for successfully training teachers already working in the rural school. It also made it impossible to attract newly qualified teachers to rural areas [37].

Another important aspect of the consolidation was effective supervision; and the consolidation of rural school provided the ideal conditions for an efficient supervision system in the rural areas [38].

Better school building, equipment, and facilities was also taken into consideration. Most of the rural buildings, before the consolidation school movement in the United States of America, were made of wood, with one or two rooms, where the teacher had to conduct classes with a group of pupils of different grades and ages all together. Cubberley

has shown that the consolidated school student had the advantages of better school buildings and sites, with better equipment in terms of heating, lighting, ventilation, and sanitary conveniences, and better teaching apparatus, such as books, maps [39]. All this would not cost more because it would be used by a large number of students [40]. The consolidated school system lowered the cost of teaching equipment since it was often possible for two or more rooms to make use of the same articles, such as library, books, maps, musical equipment, and demonstration materials in nature and science instruction. The consolidated school system could have the best schoolhouse as far as planning construction was concerned, and could be a chief agent for securing new and necessary buildings and equipment [41].

The consolidated school provided opportunity for the introduction of good instruction in drawing, music, nature study, manual training, domestic science, and agriculture, as well as for the enrichment of other subjects of study, and made it possible to offer a broader curriculum offering and so could serve society more effectively. In drawing a comparison between consolidated and scattered one-room schools, consolidation made provisions for differentiated courses such as: agriculture, music, and domestic science, which could be provided and taught by special teachers. This would not be possible in scattered one-room schools. Also, a

larger number of children completed the eighth grade in consolidated schools than in one-room schools [42].

One of the first and most obvious advantages of consolidation was that it supplied the means for a more accurate way of distributing students into grades; consolidated school systems provided conditions for each teacher to handle two or three grades instead of the eight or nine grades they had to take care of in the small country schools. Also, the consolidated school system made possible a system of grading similar to that employed in urban schools [43].

Another obvious advantage was that the consolidated school served the community not only by providing greater educational opportunity for the school age population but also by being a focus for the community development for the population as a whole. Not did the consolidated school serve the community in terms of greater opportunity but it also created a context for the development of community itself. This was achieved by the sense of identity and involvement that the cooperative action fostered. Butterworth in a historical article of the time of school consolidation illustrates this:

One of the most significant developments during the early 1930's was the recognition by both educational leaders and rural sociologists that school district reorganization and school consolidation were directly related to the community organization [44].

The same author offered further evidence of the role of a school in meeting community educational needs through cooperative, land-use planning, cooperative agricultural extension service and the rural library. Participation by parents and other members in planning the provision of facilities and infrastructure, for example, transport of the children to the school, encouraged interest in the school.

Overall, the consolidation of schools meant several things that previously did not exist [45]. The rural school before consolidation did not offer satisfactory conditions, and was multiplied in such numbers as to bring a school near the home of every child. While the cities were expanding much effort on their school system and were increasing their efficiency by adjusting the schools to the new and more complex life conditions which they faced, the rural school before consolidation not only stood still, but in many cases actually retrogressed [46].

The shift of the United States from an agricultural to an industrial way of life had taken a heavy toll on the

rural areas and especially the institutions serving it. This toll had taken the form of inequalities in educational opportunities for rural youth, as evidenced by the lower lengths of school terms, the lower value of school property per pupil enrolled, the lower average yearly salary paid to the teacher, the cost per pupil in daily attendance, and the lower professional training of teachers [47].

National efforts were made to solve the problem as follows: (1) a "back-to-the-farm" policy was adopted; (2) school legislation providing longer school terms, better attendance, and more adequate buildings was passed; (3) statewide standards were set up for rural schools; (4) administration and supervision were centralized; (5) a more equitable distribution of funds was established; (6) requirements were established for the specialized training of rural teachers; and (7) and a consolidation of small schools into large educational units occurred [48].

Authorities estimated that a long time would have to elapse before all the small schools could be consolidated. Nevertheless, rural sociologists and educational authorities prophesied that such complete consolidation would never be possible in the United States, the reason being that many of these small schools existed only because of population distribution and the topography of the region [49].

Wofford concluded that the original educational pattern of an agricultural country would probably persist in an industrial civilization and to this end, the effort to improve rural education would have to be continuous.[50].

Nevertheless, despite the advances made in the improvement of rural education in the early twentieth century, of which consolidation was a significant part, the 1969 Task Force on Rural Education concluded that "rural youth are still not receiving the kind of education which they require for full participation in today's and tomorrow's society" [51]. The report noted that "rural schools were generally without adequate buildings, equipment and materials. However, the most crucial problem was the shortage of qualified personnel. In addition, "many rural communities were little involved in, and were apathetic towards education" [52]. According to Turney more recent reports echo the findings of the Task Force Report, though school consolidation, which continues in the U.S., may slowly provide the solution to these problems [53].

2.1.3 Some Aspects of the Movement Towards Consolidation
of Rural Schools in the United States of America
and Rural Education in Paraná.

Overall, the immediate comparisons raised by this analysis of the Consolidated Schools Movement in the United States with Brazil and Paraná are straightforward. In both countries, similar demographic consequences followed the impact of urbanisation and industrialization. With rural depopulation, the hitherto useful one-room rural school became inefficient, in terms of cost per pupil, declining quality of teachers and lack of administrative and pedagogic support especially in contrast with the rapidly-improving urban school systems that were attracting the attention of professional educational administrators.

In both countries, a consolidated school movement was the result, with many advantages claimed in terms of both improved efficiency and community cohesion and development.

However, it should perhaps also be noted that the American experiment - which has been in place now for something approaching 100 years - has not led to perfect equality of provision between rural and urban areas, according to the 1969 Task Force on Rural Education. This

suggests that the contemporary Paraná experiment should not be judged hastily .

More broadly, the similarities include parallel themes in terms of the significance of agriculture in both the economy and migration. If the Western and Middle-West of the United States were very important regions for the American economy because of the output from the many farms there, the same now applies to Paraná state in Brazilian terms, as it occupies no less than 2.3% of the Brazilian territory and is responsible for one-fourth of the national agricultural production [54]. In the United States, population had greatly increased due to international migration and the regions of the American Western and Middle-West have had contingents of internal migration. Data from the 1790 demographic census shows that 94% of the population were living in rural areas and that the labour force was absorbed by agricultural activities. With the mechanization of agriculture and the creation of industries which began to absorb manpower both in urban and rural areas, the population growth which until then had been a balanced one in rural areas, from 1890 on, witnessed an exodus towards the big centres, with a decrease in 1930 due to the Depression.

Brazil has received considerable influxes of foreign migrants, mainly in the last decades of the 19th century. The process of industrialisation and urbanisation in Brazil began in 1930. The number of those migrants was extremely significant, particularly in regard to Paraná state. During the 1940s and 1950s the internal migration of agricultural labour towards the coffee plantations was also an important factor in terms of population growth. Later on, with the change of the economic cycle in the state to farms producing cattle, soya, wheat, and so on, the mechanization of agricultural activities became unavoidable. This, together with the process of industrialisation and urbanisation, meant that migratory influx increased even more, but was directed towards the larger population centres and other states.

There are also some similarities in educational aspects in the United States - mainly in the western and mid-western states - and in the state of Paraná. At the time of the movement towards consolidation the number of one-room schools was significant, and showed a tendency to increase in response to the growing demand from children of families in the rural areas. The same phenomenon has been registered in Paraná State in relation to children from migrant families working in agriculture. In both countries the great

majority of rural schools consisted of only one room, wooden built and poorly equipped. Teachers did not have adequate qualifications and they had to teach multigrade classes. Receiving low salaries, there was no incentive for them to be trained and these bad conditions would obviously not attract those with higher qualifications, who remained in schools in the urban areas. The process of industrialisation and urbanisation has brought about changes - both quantitative and qualitative - in the urban schools as a response to the new industrial requirements. However, migration to urban areas has provoked a depopulation of the rural areas and consequently a decrease in the number of rural schools.

In United States, the consequences included a national movement organized with the intention of sending people back to the countryside - "*back-to-the-farm*". In Brazil, the proposal of the *II Plano Setorial da Educação Cultural e Desporto - 1975/1979* - [II Plan for the Educational and Cultural Sector] was similar, emphasizing the necessity for far-reaching changes in Brazilian rural areas, including improvements in the educational sector [55].

Overall, these are rather startling similarities (between places so widely separated in time and cultural space); and the similarities include in both countries, experimentation with a consolidated schools movement. Is the case, then, that the anxieties of the Paraná innovators were

misplaced? That is, are the similarities in the two socio-economic process, and in the two educational experiments [56] located in such similar context that a much fuller borrowing by the policy-makers in Paraná could have occurred? Clarifying the answer to this question is the work of the next two sections.

2. 1. 4. The Politics and Administrative Context of the Consolidation of Rural Schools: the United States, Brazil and Paraná

Despite the remarkable similarities in the broad socio-economic context, it will be argued in this section that there are important differences between the US. experience of the consolidated schools movement, and the emerging Brazilian experience.

Specifically, it will be argued that the political and administrative context of the two educational experiences are different - that the US experience was heavily influenced by not only the growth of corporate capitalism but a philosophy of administrative progressivism. That is, enlightened educational and civic leaders would civilize the rural dwellers, americanize the immigrants and in the

process take control of the schools themselves (despite the American tradition of local control of schools). In contrast, in Brazil, there is a strong tradition of centralizing (political, economic and) educational decisions. The contemporary Brazilian experience of the consolidated school movement is thus heavily conditioned by this tradition, and the effort of innovators has to be discussed to creating enough space at the municipal level to undertake reforms that involve the community. Thus, whereas the American experience of the consolidated school movement was characterized by increasing tendencies toward taking power from the local community and centralizing it in the hands of local, professionally trained administrators, the Brazilian reform effort in Paraná is being conducted within the context of a struggle to release local initiatives within the traditions of a centralized system.

In what follows, the themes of the argument for the USA will be outlined first, followed by a treatment of the argument for Brazil.

It has already been suggested that the rural educational system of nineteenth century America "offered fewer educational opportunities and turned out students less well equipped to cope with an industrialized urban society [57]. Thus, there was an incompatibility between the educational attainment of the rural youth and the needs of the new

economic and social order even though, as Paul Nachtigal argued, "Reformers molded rural education into a likeness of urban education [58]".

Furthermore, the expansion of secondary education tended to broaden the gap between the education offered to urban and rural youth. Efforts to close this gap were continuous. For example the National Education Association's Committee of Twelve on Rural Schools in the 1890s [59], saw "consolidation as an administrative device to make better educational opportunities possible [60]. The consequences included a decrease in the number of one-room schools: in 1918 there was a decrease of more than 4,000 schools; and consolidated schools experienced a constant increase [61].

The forces behind the change were a shift from "small-scale rural farming and commodity production to [an agriculture] based model of corporative capitalism [62]". What was disturbed was a lifestyle [63].

Until the third decade of the nineteenth century, the education of the rural children was primarily the responsibility of the family. Communities were made up of neighbours who were socially and economically similar and were responsible for the maintenance of the schools attended by their children [64].

However, corporate capitalism launched a decisive stage in the transformation of the rural milieu and made new demands on the school in urban and rural areas [65]. Roy Silver and Alan J. DeYong, in specifically addressing the education offered in the rural areas argued that:

Rural education reformers and their corporate sponsors had a virtually unified ideological position in regard to the causes of the problems and solutions in the country. They were of the opinion that children were intellectually and educational inferior [66].

On the basis of the contention that rural life was archaic [67], actions came to be coordinated "by business and civil leaders who were bringing progress and expertise to rural institutions like the public school [68]". While the educational statesman subscribed to the idea that the state should bear the responsibility of providing education and discussed the methodological, philosophical and pedagogical aspects of education, the political and ideological aspects were discussed by Republicans and Democrats. The dispute involved the issue of who should control the schools. The Republicans held the view that:

The control of schools had to be transferred to the state most intelligent and enlightened leaders, [whereas] the democrats counter argued for the maintenance of broad-based local control [69].

This political struggle was compounded by the arrival of large numbers of immigrants in the majority of the large american cities. The flux of immigrants into urban schools was an increasing concern which led these schools to turn themselves "from training productive industrial workers to "americanizing" recent immigrants [70]". Since education reforms that were intended for the rural areas were based on those that occurred in the urban schools, these concerns were spread from the cities to the countryside. According to Sher "the increasing pressures of industrialism and immigration, coupled with the eloquent advocacy of reform by state-level progressives, finally convinced legislators to mandate educational change [71].

The consequence was that rural youth began to be offered the type of education that responded to the new economic order and that was commensurate with that offered the urban youth [72]. By the turn of the century education was compulsory in most states, with the control centralized at the State level. The policy makers turned to the consolidation of schools and the centralization of administration as their primary vehicles for reform [73].

The movement towards the consolidation of small rural schools was ultimately based on argument that consolidation and centralization was necessary "to keep control of the schools out of the hands of recent immigrants [74]". The consolidation of rural schools in the United States was responsible for an improvement in minimum standards; but it also involved an increasing transfer of educational control away from the community toward the state level, thus cutting off the strong ties between the rural communities and their schools [75].

Of course, to pursue this argument about the consolidated rural schools movement is not to suggest that all rural schools in the United States are now consolidated. In various places (such as Alaska) the one room school still exists [76].

However, the point of the argument - with that caveat - is a comparative one. The American experience is and was sharply different from the educational context of the Brazilian consolidated school movement.

In Brazil, under the Republican Constitution of 1891, educational provision remained centralized at federal and state levels [77], and displayed a difference in the education envisaged for the inhabitants of urban and rural areas. Whilst resources and powers aimed at expanding and improving educational opportunities were channelled into

urban areas, provision for the rural areas took the form of the creation of isolated schools. Thus differentiation and the lack of support for rural schools stemmed from an alliance between the urban bourgeoisie and the rural aristocracy, as the latter increasingly gravitated to the urban centres, drawn by the benefits deriving from the process of industrialisation, and took little account of the fact that 75 to 80% of the Brazilian population still lived in the rural areas at the time [78].

Yet education remained centralized, with its operation was firmly rooted in constitutional principles [79]. The 1891 constitution confirmed that educational decisions should be made at state and federal level [80]. The effects of these centralized educational policies permitted copying of educational processes at State level, as may be seen in the period from 1892 to 1920, when the educational policies and innovations pursued by the State of São Paulo were imitated by other states, particularly those in the south of the country [81]. But the tradition had been established, and Brazil's educational system was heavily centralized [82]:

School education in Brazil is administratively controlled, either by the federal or state governments, according to the division and limitation of powers established by the constitution. On this it may be said that there is a federal, as well as a state, system of education. The former is regulated by federal legislation and statutes, the latter by state laws and regulations [83].

Nevertheless, the system is so centralized, that some tentative efforts at decentralization have already begun. The process of decentralizing national education encountered its first legal support in the Diretrizes (1961), when the first trends towards a greater decentralization appeared [84]. These trends towards decentralization in education became explicit in Educational Law 5692/71

Several initiatives have taken place in Brazil as a consequence of decentralization. Specifically, the reforms in Paraná, which involved abolishing multigraded one-room schools where pupils were taught by non-qualified teachers, arose out of the possibility of placing the Consolidated Schools as the responsibility of the municipal administration - a move which took advantage of the decentralization of educational services prescribed in the the Federal Educational Law 5692/71 [85], and confirmed in the Constitution of 1988 [86].

Conclusion

Overall, this chapter undertook a comparison of some of the similarities and differences between the socio-economic, political and educational contexts of the Consolidated

School Movement in the USA, and the emerging Consolidated School Movement in Brazil.

It has been suggested that the reservations of the innovators in Paraná - to accept only the concept of the US Consolidated School movement - was a sensible choice. Despite the remarkable similarities in the socio-economic context to which the Consolidated School Movement was a response in both places, which was the theme of the first part of the analysis, the dissimilarities in the political-educational context are also strong. The reformers in Paraná did not undertake the kind of analysis offered above; and perhaps their invocation of the American Consolidated Schools Movement was useful in that it was possible to illustrate the success of the model in its own context; but at the same time their intuition about the probability of important differences in context was a good comparative guess.

It remains now, as the next immediate task, to see how the Consolidated School movement in Paraná fared - on its own terms. That is the task of the next chapter.

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CHAPTER III

Analysis of the Consolidated School Movement in Paraná

The purpose of this chapter is to analyse the educational situation of rural schools in the State of Paraná, with special reference to the situation before and after the consolidation of rural schools in the period 1976 to 1986. The chapter describes the schools in terms of data on initial enrollment, grade repetition, and drop out, of pupils; and teachers qualifications. These quantitative data are supplemented by interview material with members of the community (teachers, headmasters, inspectors or municipal secretariat of education, mayors and parents). The description, overall, provides a picture - along identified parameters - of educational provision before the consolidated school movement began, and after it had been in operation for six years.

The argument of the chapter is that the consolidated schools are characterised by an improvement in pupil attendance, and in the proportion of qualified teachers. This argument, based on quantitative information, is supplemented by a second general argument, based on

qualitative interview data, that community involvement has been important in producing high levels of satisfaction among parents, teachers and many other person closely involved in implementing the community school project.

The structure of the chapter is as follows. First, a brief account is offered of one of the earliest experiments, with the consolidated school in Campo Largo municipality - in the Tres Corregos area. This was already investigated by Iara Pereira Lacerda, whose results are briefly reported. Secondly, also as part of the general context, a review of the criticism to which the Consolidated School Movement was subject, is undertaken.

Against these two aspects of context, and in the light of the writer's personal experience of the Consolidated School Movement in Paraná, hypotheses are then formulated which guide the collection of quantitative data and the fieldwork (which is interviews).

Both kinds of data are then interpreted, and specific conclusions suggested on the basis of the hypotheses, and the quantitative and qualitative data. (later in Chapter Four, a further re-interpretation of these specific results is offered.)

As was mentioned before, a significant contingent of elementary school students still remain in the rural areas of Paraná State, (445,115 out of a total enrollment of 1,505,637 pupils in 1982) and attend one-or-two-room schools [1]. Due to the fact that these schools show high rates of attrition, failure and repetition, several alternatives were proposed by the State Secretary of Education among them, the one proposed by the *Grupo de Planejamento Setorial/GPS/SSED* [Planning Sectorial Team/GPS/SEED], *Departamento de Pesquisa e Planejamento da FUNDEPAR-DPP* [Department of Research and Planning of FUNDEPAR], and PROMUNICÍPIO at the end of the 1970s, was for a Consolidated School.

Simultaneously with the States' concern with the problems in the rural areas, the Tres Corregos community had expressed the desire that effective actions should be taken that would result in the expansion of education and the improvement of teachers in their communities [2]. In response to this concern, and based on reports of consolidation of rural schools published by the State PROMUNICÍPIO, the head of the Campo Largo Municipal Department of Education proposed a experimental project of consolidation of rural schools in the Tres Córregos area [3]. Thus, in Paraná the first experiment with the consolidation of rural schools took place in the Tres Córregos area of the municipality of Campo Largo. This was the experiment investigated by Iara Pereira Lacerda.

One of the main issues highlighted by Lacerda in her investigation is related to community:

Without popular support the experiment would fail, but what happened was that the Consolidated School fulfilled the considerable expectations of all the dwellers living in the area and approached the aspirations of the Tres Corregos District community in providing a better quality education for the children drawn from the population living in the District [4].

In 1981 the partially completed, six classroom, Augusto Pires de Paula Consolidated Primary School served 403 pupils. Initially, in addition to the four classrooms which were in use, two groups, one in the morning and one in the afternoon used a classroom of the now-redundant Tres Corregos isolated school; whilst the external passage which connected the blocks of the new school, was adapted to a classroom for an afternoon fourth-grade class until the construction of the two other classrooms was completed. Currently, with six classrooms the school serves 503 pupils, although its true capacity is 420 places [5].

The teaching body of the Augusto Pires de Paula Consolidated Primary School consists of qualified teachers from the town and those who used to be teachers in the isolated rural schools who had completed the Logos II

Project [6]. All of the teachers from the schools which were made redundant were re-absorbed into the Consolidated School. The non-qualified teachers were able to choose among the different types of task to be performed within the school. The pupils are transported by two buses which each travel 120 km and five minibuses which, acting as a feeding system, fetch the children from areas of difficult access and take them to the bus-stop, each travelling 30 km daily.

The Augusto Pires de Paula Consolidated School has temporarily adopted the curriculum used by the schools of the rural area of Campo Largo for the first four grades, and that of the urban schools, for the last grades of the elementary school, until the studies for the elaborating of their own curriculum for the school are completed. Lacerda concluded:

Although the Augusto Pires de Paula Consolidated School started its activities in 1981 some encouraging results have already been observed. In the first place, the enrollment from the rural areas which had remained stable in the previous five years, grew about 15 per cent, with the opening of the Consolidated School. Therefore, the new school seems to have exercised a motivating function so that the families send their children to school. Equally, the new school already shows a drastic drop in the levels of drop-outs. Besides this, there has also been a relevant drop in the absences [7].

The head of the *Grupo de Planejamento Setorial/GPS/SEED* [Planning Sectorial Team/GPS/SEED] first proposed that the Consolidated School model be disseminated, based on the performance of the pioneer project also investigated by Lacerda. This proposition was implemented in the rural areas of the 28 municipalities in Paraná State in 1980, when the State Secretary of Education became involved in the PRORURAL Project [8].

The consolidated schools in Paraná underwent two stages of development: (a) the conception, planning, construction and establishing of the new educational project; (b) the implementation and effective functioning of the Consolidated Schools. The first stage, in the period from 1980 to 1982 took place under the administration of the mayors, whose period of office ended at the end of 1982. It was these mayors who, together with those responsible for education in each municipality and local leaders, maintained contacts with the communities, selecting locations, providing the necessary diagnostic. They later decided where the consolidated school was to be built, which rural schools were to be totally or partly closed down, and decided the route to be followed by the bus which would transport the students.

At the end of 1982, elections at municipal level took place and, in the event, only one former mayor among the 28

municipalities where consolidated schools were to be built was able to nominate his successor, with serious consequences for the second stage of the project, the implementation and operation of the schools. In many cases there was no agreement between the former and current mayor with regard to the location of the Consolidated School; or the rural schools to be closed once the Consolidated Schools were in operation, whilst in some cases there was little or no participation in the project by the community which would be served by the school.

In 1983, despite the support given by the Paraná Secretariat of Education through *Grupo de Planejamento Setorial/GPS/SEED*, [Planning Sectorial Team/GPS/SSED] for the continuation of the Consolidated Schools, another Division from the same Secretariat regarded the experiment of consolidation of small rural schools as being highly negative according to some statements of some teams [9]. Similar approach also happened with the *Fundação Educacional do Estado do Paraná-FUNDEPAR* [Paraná State Educational Foundation-FUNDEPAR]. The latter group refrained from expressing strong arguments against the Consolidated School project but worked hard for the failure of the Consolidated Schools [10].

These "outside" factors could have been overcome with more rapidity if there had not been the "inside" resistance,

notedly the higher administrative levels of Fundação Educacional do Estado do Paraná [Paraná State Educational Foundation], - a body which assists the state secretariat of education and manages a major part of the resources destined for the education budget from both state and federal revenues-, who did not fail to utilize all possible means to prejudice the mayors by attacking, denigrating and compromising the philosophy and image of the Consolidated Schools hindering or even preventing that the "outside" factors from being circumvented or solved. The interviews with the communities involved in the Consolidated Schools programme took place against this threatening background of pressure from some of the educational authorities.

These manifold criticisms, questioning the validity of the experiment in a different types of school for the rural areas, were expressed by the agencies responsible for education in the State. The statistical data on the Consolidated School of Tres Córregos, in the work of Lacerda, would suggest a different picture. On a note of caution: it must be taken into consideration that the results of the one available case study analysis cannot be extrapolated to the other 35 Consolidated Schools with any accuracy. Thus, attention now shifts to the analysis of the data concerning the 35 Consolidated Schools in existence in Paraná State.

What follows is an analysis of the situation before and after the consolidation of the rural schools (1976-1986), as expressed through educational indicators, and the views of the communities involved in the consolidated schools. This analysis will be based on empirical data concerning educational output (including initial enrollment and dropouts, *inter alia*) and on interviews with the representatives of the communities involved in the new rural educational project (teachers, headmasters, inspectors or municipal secretariats of education and town mayors). These analyses will help to clarify the findings concerning the results of consolidated schools and their development and application.

The argument offered here is that the new educational project -- the consolidation of rural schools -- can reduce the existing dysfunctions within the school system in rural areas of Paraná state. In the context of this thesis, the term dysfunctions applies to the obstacles that hinder pupils' progress within the school system. In rural areas, these dysfunctions are expressed by high rates of attrition, failure and repetition as well as by low teacher qualification. These rates are defined in section 3.1.2..

Since the data is available for each individual school, it is possible to single out the Consolidated Schools and

analyse them separately from the one-room rural schools, permitting a comparison of dysfunction indicators. Thus the data to be gathered will comprise initial enrollment, final enrollment, number of pupils succeeding and failing and the level of formal training among the teaching body.

It is hypothesized that both student progress and the degree of teacher-training is significantly better in the Consolidated Schools than in the multigraded rural schools. To test this, an analysis was made of a number of indicators which highlight dysfunctions within the school system. The figures for enrollment, attrition, failure, and teacher qualification were examined for the period 1976-1986. Student progress is represented by rates of attrition and failure and teacher preparation is expressed in terms of the ratio of nonqualified teachers to the total teaching body.

The assumption was that in consolidated schools students progress at a better pace than those in non-consolidated schools. It is also expected that in consolidated schools the ratio of non-qualified teachers to the total number of teachers is lower than in non-consolidated schools.

An analysis of the interviews will form the qualitative approach to the discussion on the innovative project. These interviews will also be used in an attempt to associate the community involvement to the success of the project. The

guiding hypothesis is that community expectations for and satisfaction with a new educational project are essential to its success.

The empirical data which will be used in the analysis was gathered at FUNDEPAR - The Paraná State Educational Foundation. This source of information on the educational sector is the result of a steady effort on the part of FUNDEPAR to collect and process data from every school in Paraná State. The Foundation was established in 1962 with the primary objective of aiding the State Secretariat of Education in the provision of school facilities, supplies, etc. and the first educational census conducted by FUNDEPAR took place in 1966. The data have since been updated every year. FUNDEPAR is the only institution in Paraná to undertake this educational survey, and the results obtained are therefore treated as official. Since schools are obliged by law to complete out the forms, FUNDEPAR gathers data from all of the Pre-schools, Elementary and Secondary schools, both formal and nonformal, regardless of the nature of the supporting institution (official or otherwise).

Every year in March, FUNDEPAR sends forms to all of the schools via Educational Nuclei. The schools then fill out the forms on the basis of the registration figures for March 30th. These forms are then returned to FUNDEPAR on or about April 25th, and the data is then processed electronically.

Summary tables and indicators are then produced at the municipal level by area (urban, rural), age, shift (day, night) and type of supporting institution (Public - Federal, State, Local - and Private). The major data collected and processed by FUNDEPAR is: initial enrollment (as of March 30th, one month after the beginning of the school year), final enrollment of previous year, number of dropouts (due to attrition), number of passes, number of failures, teachers' level of formal education and others.

The data gathered at FUNDEPAR forms the basis of the tables and figures which will summarise the major findings. The data permits comparison between the figures for rural non-consolidated schools and those for rural Consolidated Schools. The use of summary tables will shed light on the hypotheses and contribute to the analysis of the dysfunction indicators.

The qualitative component of the analysis is provided by interviews with community members. An abridged transcription of the videotaped interviews will be used. The interviews included parents, pupils, teachers, directors, official representatives and others. The major objective of the interview was to identify community expectations concerning the implementation of the project as well as their satisfaction or otherwise with the new school.

As indicated at the beginning of the chapter it is suggested that the implementation of Consolidated Schools in the rural areas of Paraná State has been responsible for a reduction in dysfunctions in the school system, mainly by increasing enrollment, retaining the pupils in the schools once enrolled, offering the higher grades of elementary education to rural dwellers, and enhancing promotion rates. Therefore, it is expected that the analysis of the data will demonstrate the superiority of the Consolidated Schools over the traditional one-room multigrade rural schools.

It is also anticipated that the analysis will show that the success of innovative projects depends on the fulfilment of the community's expectations and on their satisfaction with the project.

3.1. Analysis of Quantitative Data

This section contains a discussion of relevant educational indicators which shed light on the analysis of an innovative educational action, based on the consolidation of small one-room multigraded schools in rural Paraná state. A general introduction summarizes the justification for the use of quantitative data as well as educational indicators.

This introduction is followed by a description of the indicators which were selected for this study. The major core of this section is made up of an analysis of the specified indicators relating to the consolidated schools and to the one room rural schools, to highlight the differential performance of those schools as anticipated in the guiding hypothesis.

The use of both quantitative and qualitative data in this analysis of educational innovation is grounded in the idea that qualitative and quantitative methods should complement each other [11]. Thus, the purpose of conducting a quantitative analysis of the impact of the innovative action is that of complementing the study of the qualitative variable (expectations and satisfaction) which make up section 3.2.

The quantitative data which will be used in the analysis that is reported in the following sub-sections will be expressed both in absolute figures and in the form of indicators (indices, and rates).

The indicators to be used here can be classified as informative indicators as well as programme evaluation indicators [12]

3.1.1 Selection of Indicators

Although the availability of reliable and updated educational data would make possible a thorough analysis of the ensuing indicators, attention should be focused on those indicators that have been extensively used in the evaluation of educational performance, to wit: increase/decrease of initial enrollment; promotion, attrition and teacher qualification.

The guideline for the analysis is a comparison between consolidated and non-consolidated rural schools before and after consolidation on the basis of the selected indicators. A concise description of these indicators is presented below: Initial Enrollment is the number of pupils enrolled in a given school in the beginning of the school year (February or March). Promotion is advancement in grade and Promotion Rates are expressed by the relation between the number of pupils who are promoted and initial enrollment for a given grade. Attrition is the loss of pupils from a school because of withdrawal before the end of the academic year. Attrition rate (or dropout rate) is expressed by the relation of the number of dropouts to the initial enrollment.

3.1.2 Analysis of the Data

The quantitative analysis will encompass data on initial enrollment, promotion, attrition and teacher qualification throughout the period 1976-1986. The analysis will be conducted on the total figures broken down into grades -- 1-4 and 5-8 -- and type of school -- total municipality, total consolidated schools, total non-consolidated schools. The purpose of this arrangement of the data is to investigate the differential behaviour of the figures for the consolidated and non-consolidated rural school. The only Tables to be included will be those which highlight the major findings. Additional information on the individual schools and municipalities are reported in Appendix II.

(a) Initial Enrollment

Tables I and II present data on initial enrollment for both the consolidated and non-consolidated schools for the period 1976-1986. Table I shows the actual figures, whilst the percentage figures are given in Table II.

The figures in Table II indicate an increase in initial enrollment of 20 per cent for the period 1976-1986 in the total enrollment whilst enrollment in non-consolidated schools decreased by 3 per cent. Therefore, the increase in

the total enrollment can probably be attributed to the increasing number of pupils in the consolidated schools. This increase is significant for both the early grades of elementary education and the later ones. It should be added that the increase in enrollment in grades 5-8 occurs almost exclusively in the consolidated schools.

TABLE I
PARANÁ STATE
INITIAL ENROLLMENT IN THE RURAL AREA OF THE TWENTY-EIGHT
MUNICIPALITIES FOR CONSOLIDATED AND NON-CONSOLIDATED SCHOOLS
1976-1986
(Actual Figures)

YEAR	TOTAL MUNICIPALITIES			TOTAL CONSOLIDATED SCHOOLS			TOTAL NON-CONSOLIDATED SCHOOLS		
	1 - 4	5-8	Σ	1 - 4	5 - 8	Σ	1 - 4	5 - 8	Σ
1976	47,618	88	47,706	-	-	-	47,618	88	47,706
1977	46,093	492	46,585	-	-	-	46,093	492	46,585
1978	49,179	547	49,726	-	-	-	49,179	547	49,726
1979	49,521	614	50,135	-	-	-	49,521	614	50,135
1980	47,461	453	47,914	-	-	-	47,461	453	47,914
1981	45,838	361	46,199	403	-	403	45,435	361	45,796
1982	49,516	1,130	50,646	459	43	502	49,057	1,087	50,144
1983	47,968	879	48,865	3,508	468	3,976	44,478	411	44,889
1984	49,677	2,067	51,744	6,568	1,585	8,153	43,109	482	43,591
1985	52,507	2,754	55,261	8,217	2,233	10,450	44,290	521	44,811
1986	53,871	3,485	57,356	8,173	2,795	10,968	45,698	690	46,388

TABLE II
PARANÁ STATE
INITIAL ENROLLMENT IN THE RURAL AREA OF THE TWENTY-EIGHT
MUNICIPALITIES FOR CONSOLIDATED AND NON-CONSOLIDATED SCHOOLS
1976 - 1986
(Growth Rate)

YEAR	TOTAL MUNICIPALITIES*			TOTAL CONSOLIDATED SCHOOLS			TOTAL NON-CONSOLIDATED SCHOOLS		
	1 - 4	5-8	Σ	1 - 4**	5 - 8***	Σ**	1 - 4	5 - 8	Σ
1976	100	100	100	-	-	-	100	100	100
1977	97	559	98	-	-	-	97	559	98
1978	103	622	104	-	-	-	103	622	104
1979	104	698	105	-	-	-	104	698	105
1980	100	515	100	-	-	-	100	515	100
1981	96	410	97	100	-	100	95	410	96
1982	104	1,284	106	114	100	125	103	1,235	105
1983	101	999	102	870	1,088	987	93	467	94
1984	104	2,349	108	1,630	3,686	2,023	90	548	91
1985	110	3,129	116	2,039	5,193	2,593	93	592	94
1986	113	3,960	120	2,028	6,500	2,722	96	784	97

* 1976= 100

** 1981= 100

*** 1982= 100

(b) Promotion

The actual figures for promotion are shown in Table III; promotion rates are given in Table IV.

The analysis will focus on the rates rather than the raw numbers as they are more amenable to interpretation. The figures in Table IV indicate that promotion rates have ranged from 58.5% to 62.3% for non-consolidated schools for the period 1976-1986.

TABLE III
PARANA STATE
PROMOTION IN THE RURAL AREAS OF THE TWENTY-EIGHT
MUNICIPALITIES FOR CONSOLIDATED AND NON-CONSOLIDATED SCHOOLS
1976-1986
(Actual Figures)

YEAR	TOTAL MUNICIPALITIES			TOTAL CONSOLIDATED SCHOOLS			TOTAL NON-CONSOLIDATED SCHOOLS		
	1 - 4	5 - 8	Σ	1 - 4	5 - 8	Σ	1 - 4	5 - 8	Σ,...
1976	27,835	85	27,920	-	-	-	27,835	85	27,920
1977	27,020	437	27,457	-	-	-	27,020	437	27,457
1978	28,932	423	29,355	-	-	-	28,932	423	29,355
1979	29,644	430	30,074	-	-	-	29,644	430	30,074
1980	32,291	370	32,661	-	-	-	32,291	370	32,661
1981	29,943	250	30,193	161	-	161	29,782	250	30,032
1982	31,513	668	32,181	232	34	266	31,281	634	31,915
1983	29,335	621	29,956	2,255	353	2,608	27,080	268	27,348
1984	31,271	1,398	32,669	4,333	1,098	5,431	26,983	300	27,283
1985	34,101	1,937	36,038	5,570	1,608	7,178	28,531	329	28,860
1986	34,074	2,330	36,404	5,457	2,035	7,492	28,617	295	28,912

TABLE IV
PARANA STATE
PROMOTION RATES* IN THE RURAL AREA OF THE TWENTY-EIGHT
MUNICIPALITIES FOR CONSOLIDATED AND NON-CONSOLIDATED SCHOOLS
1976 - 1986
(Actual Figures Given in Percentages)

YEAR	TOTAL MUNICIPALITIES			TOTAL CONSOLIDATED SCHOOLS			TOTAL NON-CONSOLIDATED SCHOOLS		
	1 - 4	5 - 8	Σ	1 - 4	5 - 8	Σ	1 - 4	5 - 8	Σ
1976	58.4	96.6	58.5	-	-	-	58.4	96.6	58.5
1977	58.6	88.8	58.9	-	-	-	58.6	88.8	58.9
1978	58.8	77.3	59.0	-	-	-	58.8	77.3	59.0
1979	59.9	70.0	60.0	-	-	-	59.9	70.0	60.0
1980	68.0	81.7	68.2	-	-	-	68.0	81.7	68.2
1981	65.3	69.2	65.4	39.9	-	39.9	65.5	69.2	65.6
1982	63.6	59.1	63.5	50.5	79.1	53.3	63.8	58.3	63.6
1983	61.1	70.6	61.3	64.3	75.4	65.6	60.1	65.2	60.9
1984	62.9	67.6	63.1	66.0	69.3	66.6	62.5	62.2	62.5
1985	64.9	70.3	65.2	67.8	72.0	68.7	64.4	63.1	64.4
1986	63.2	66.9	63.5	66.8	72.8	68.3	62.6	42.8	62.3

* Promotion Rates = [number of students promoted/initial enrollment] x 100.
The actual figures are on Tables III and I respectively.

The figures for 1986 which form the bottom line of Table IV allow for some comparisons. For the early grades, promotion rates in consolidated schools (66.8%) are higher than those for non-consolidated schools (62.6%). For the later grades, the differences are even greater (72.8% to 42.8%, respectively). Overall, promotion rates in consolidated schools (68.3%) are higher than those in non-consolidated schools (62.3%).

(c) Attrition

The data on attrition is presented in Table V, the respective rates are reported in Table VI. Again, the analysis will concentrate on the percentages figures shown in Table VI.

TABLE V
PARANA STATE
ATTRITION IN THE RURAL AREA OF THE TWENTY-EIGHT
MUNICIPALITIES FOR CONSOLIDATED AND NON-CONSOLIDATED SCHOOLS
1976 - 1986
(Actual Figures)

YEAR	TOTAL MUNICIPALITIES			TOTAL CONSOLIDATED SCHOOLS			TOTAL NON-CONSOLIDATED SCHOOLS		
	1 - 4	5 - 8	Σ	1 - 4	5 - 8	Σ	1 - 4	5 - 8	Σ
1976	3,339	4	3,343	-	-	-	3,339	4	3,343
1977	3,657	11	3,668	-	-	-	3,657	11	3,668
1978	5,934	41	5,975	-	-	-	5,934	41	5,975
1979	7,860	52	7,912	-	-	-	7,860	52	7,912
1980	9,058	59	9,117	-	-	-	9,058	59	9,117
1981	8,267	107	8,374	57	-	57	8,210	107	8,317
1982	8,267	188	8,455	31	4	35	8,236	184	8,420
1983	7,734	100	7,834	392	69	461	7,342	31	7,373
1984	7,017	338	7,355	777	295	1,072	6,240	43	6,283
1985	7,195	449	7,644	862	389	1,251	6,333	60	6,393
1986	7,042	610	7,652	886	436	1,302	6,176	174	6,350

TABLE VI
PARANA STATE
ATTRITION RATE* IN THE RURAL AREA OF THE TWENTY-EIGHT MUNICIPALITIES
FOR CONSOLIDATED AND NON-CONSOLIDATED SCHOOLS
1976-1986
(Actual Figures Given in Percentages)

YEAR	TOTAL MUNICIPALITIES			TOTAL CONSOLIDATED SCHOOLS			TOTAL NON-CONSOLIDATED SCHOOLS		
	1 - 4	5 - 8	Σ	1 - 4	5 - 8	Σ	1 - 4	5 - 8	Σ
1976	7.0	4.5	7.0	-	-	-	7.0	4.5	7.0
1977	7.9	2.2	7.9	-	-	-	7.9	2.2	7.9
1978	12.1	7.5	12.0	-	-	-	12.1	7.5	12.0
1979	15.9	8.5	15.8	-	-	-	15.9	8.5	15.8
1980	19.1	13.0	19.0	-	-	-	19.1	13.0	19.0
1981	18.0	29.6	18.1	14.1	-	14.1	18.1	29.6	18.2
1982	16.7	16.6	16.7	6.8	9.3	7.0	16.8	16.9	16.8
1983	16.1	11.4	16.0	11.2	14.7	11.6	16.5	7.5	16.4
1984	14.1	16.4	14.2	11.8	18.6	13.1	14.5	8.9	14.4
1985	13.7	16.3	13.8	10.5	17.4	12.0	14.3	11.5	14.3
1986	13.3	17.5	13.3	10.6	15.6	11.9	13.5	25.2	13.7

* Attrition Rate = (Number of Dropout/Initial Enrollment) x 100. The actual figure are on Tables V and I respectively.

The attrition rates for non-consolidated schools have increased over the period, at all grade levels. Overall, the rates rose from 7.0% (in 1976) to 13.7% (in 1986). The figures for the consolidated schools, however, show the reverse trend; they drop from 14.1% (in 1981) to 11.9% (in 1986).

(d) Teachers' Qualifications

Tables VII through IX summarize the data on teachers' qualifications. Again, the original data is presented in "Appendix II. Before commenting on the main points of these Tables it is worth considering the legal requirements on teaching qualifications.

According to educational legislation, a high-school diploma in elementary teaching is mandatory for teachers of grades 1 through 4. They do not have to hold a college diploma in order to teach those grades as a high school diploma suffices. However, graduation from a college or university is required if the teacher wants to teach grades 5 through 8 or at a high school. For this analysis teachers who finished high-school as well as those who finished college or were enrolled on college courses were considered

qualified. The remaining teachers were considered to be un-qualified.

TABLE VII
PARANA STATE
TEACHER QUALIFICATION* IN THE TWENTY-EIGHTY
MUNICIPALITIES FOR CONSOLIDATED AND NON-CONSOLIDATED SCHOOLS
1976 - 1986
(Actual Figures)

YEAR	TOTAL MUNICIPALITIES			TOTAL CONSOLIDATED SCHOOLS			TOTAL NON-CONSOLIDATED SCHOOLS		
	NDN QUALIFIED	QUALIFIED	%	NDN QUALIFIED	QUALIFIED	%	NDN QUALIFIED	QUALIFIED	%
1976	1,796	234	2,030	-	-	-	1,796	234	2,030
1977	1,769	305	2,074	-	-	-	1,769	305	2,074
1978	1,822	350	2,172	-	-	-	1,822	350	2,172
1979	1,756	371	2,127	-	-	-	1,756	371	2,127
1980	1,683	490	2,173	-	-	-	1,683	490	2,173
1981	1,476	677	2,153	5	13	18	1,471	664	2,135
1982	1,477	743	2,220	4	18	22	1,473	725	2,198
1983	1,449	694	2,143	97	67	164	1,352	627	1,979
1984	1,292	968	2,260	115	232	347	1,177	736	1,913
1985	1,202	1,179	2,381	121	318	439	1,081	861	1,942
1986	1,277	1,354	2,631	128	343	471	1,149	1,011	2,160

* For an explanation of meaning of "qualified" and "non-qualified" see text under section 4.1.3 (d) - Teacher qualification.

TABLE VIII
PARANA STATE
TEACHER QUALIFICATION* IN THE RURAL AREAS OF THE TWENTY-EIGHT
MUNICIPALITIES FOR CONSOLIDATED AND NON-CONSOLIDATED SCHOOLS
1976 - 1986
(Relative Figures)

YEAR	TOTAL ** MUNICIPALITIES			TOTAL *** CONSOLIDATED SCHOOLS			TOTAL ** NON-CONSOLIDATED SCHOOLS		
	NON QUALIFIED	QUALIFIED	Σ	NON QUALIFIED	QUALIFIED	Σ	NON QUALIFIED	QUALIFIED	Σ
1976	100	100	100	-	-	-	100	100	100
1977	98	130	102	-	-	-	98	130	102
1978	101	150	107	-	-	-	101	150	107
1979	98	159	105	-	-	-	98	159	105
1980	94	209	107	-	-	-	94	209	107
1981	82	289	106	100	100	100	82	284	105
1982	82	318	109	80	138	122	82	310	108
1983	81	297	106	1,940	515	911	75	268	97
1984	72	414	111	2,300	1,785	1,928	66	315	94
1985	67	504	117	2,420	2,446	2,438	60	368	96
1986	71	578	130	2,560	2,638	2,616	64	432	106

* For an explanation of meaning of "Qualified" and "Non-qualified" see text under section 4.1.3 (d) Teacher Qualification

** 1976 = 100

*** 1981 = 100

The figures in Table VIII indicate that there was an increase of 30% in the teaching body from 1976 to 1986. There is a steady decline in the number of non-qualified teachers, particularly after 1984. (29% decline from 1976 to 1986). It is worth noting that there was an increase of 30% in the number of teachers overall, but an increase of only 6% among those working in the non-consolidated schools.

On the basis of the data summarized in Table VII, another Table was prepared that shows the relative percentages of qualified and non-qualified teachers.

TABLE IX
PARANA STATE
PROPORTION OF QUALIFIED* AND NON-QUALIFIED TEACHERS
IN TEACHING BODY OF CONSOLIDATED AND NON-CONSOLIDATED
SCHOOLS IN THE RURAL AREAS OF THE TWENTY-EIGHT MUNICIPALITIES
1976 - 1986
(In Percentages)

YEAR	TOTAL MUNICIPALITIES			TOTAL CONSOLIDATED SCHOOLS			TOTAL NON-CONSOLIDATED		
	NON	QUALIFIED	QUALIFIED TOTAL	NON	QUALIFIED	QUALIFIED TOTAL	NON	QUALIFIED	QUALIFIED TOTAL
1976	88	12	100	-	-	-	88	12	100
1977	85	15	100	-	-	-	85	15	100
1978	84	16	100	-	-	-	84	16	100
1979	83	17	100	-	-	-	83	17	100
1980	77	23	100	-	-	-	77	23	100
1981	69	31	100	28	72	100	69	31	100
1982	67	33	100	18	82	100	67	33	100
1983	68	32	100	59	41	100	68	32	100
1984	57	43	100	33	67	100	62	38	100
1985	50	50	100	28	72	100	56	44	100
1986	48	52	100	27	73	100	53	47	100

* For an explanation of meaning of "Qualified" and "Non-qualified" see text under section 4.1.3. (d) - Teacher Qualification.

The ratio of non-qualified teachers to qualified teachers declined overall from 1976 to 1986 (88/12 to 43/52, respectively). In the non-consolidated schools, the percentage imbalance fell from 88/12 in 1976 to 53/47 in 1986 whilst for the consolidated schools ratio in 1986 was 27/73.

The information shown in tabular form in this section has highlighted a number of important differences in school rolls, promotion, attrition and teachers' qualifications between the two types of schools which support the argument that the consolidated schools were more effective than the one-room multigrade schools in the reduction of dysfunctional components of the school system.

3.2. Qualitative Analysis

This section contains a discussion about the use of interview as the selected research technique for the correlation of data as well as of the issues related to sample size and population characterization. This discussion is followed by a description of the sample selected for the study and the gathering of qualitative data. The data is then analysed with reference to the central argument that the Consolidated Schools reduce dysfunction in the school system.

3.2.1. Data Gathering Techniques

The data which forms the core of the qualitative analysis derives from interviews with people who have some connection, past or present, with the Consolidated Schools.

The use of interviews as the means of collecting this data was decided upon after an extensive analysis of the literature on data-collection methods. A great many authors have pointed to the use of interviews -- directive or otherwise -- in many research instances, offering a number of justifications for their use in assessing qualitative, experimental data [13].

3.2.2. Sampling

In order to lay out the plan for the collection of data the author relied on a nonrandom purposive sample of the population who were either involved in the implementation of the consolidated schools or who were users of them. Purposive or deliberate sampling was defined by Fox as " a process whereby the researcher directly and deliberately

selects specific elements of the population as his invited sample [14]". The use of a nonrandom sampling procedure is firmly grounded in current literature, of which some examples are presented below. For example, Clair Selltiz and collaborators have advised that "respondents must be chosen because of the likelihood that they will offer the contributions sought. In other words a selected [purposive] sample of people..., whilst Fox argues that "if within a population there are some elements which we believe are particularly crucial to study, then the only way to assure this is to deliberately select them [15].

The selection of informants is normally conducted by means of nonprobability procedures due to the specific role played by the informant and the "often small number of individuals who qualify for that role [16]". Thus, in this study the size of the sample was not a matter of concern as it was not based on probabilistic criteria. They were selected in terms of criteria which are not probabilistic and they do not constitute any kind of representative sample in a statistical sense [17].

3.2.3. SAMPLE DESCRIPTION

Based upon the above considerations, every effort was made to ensure accurate results from the field research. First of all, a mapping was made of the 28 municipalities where the consolidated schools and the rural schools (which were totally or partially phased out) are located. (Appendix III). The next step was to gain an acquaintance with the universe to be studied with the aim of establishing the strategies to be followed. Using FUNDEPAR as source for the data the following figures were obtained: 28 municipalities; 36 consolidated schools; 292 teachers working in the first grades of elementary schools; 36 headmasters or those responsible for the administration of the schools; 28 municipal secretaries or inspectors of education; 28 town mayors; 43 school bus drivers; 2600 families; 10,405 students.

The municipal secretaries or inspectors of education responsible for administrative and pedagogical aspects of the education at municipal level were to be interviewed about all the aspects of the system since they were given the role of conveying the philosophy, objectives and functions of the consolidated schools to the families of the schools' future students. They had also been invited to

participate and become involved in the implementation of the consolidated schools.

The headmasters or those responsible for the administration of the schools after their implementation were essential to the interviewing because of their role in encouraging community involvement so that the desired balance between the school and community is maintained.

The teachers selected for the interview had worked in the one-room schools which were phased out, before being transferred to the consolidated schools.

The drivers were also selected since they interact with those members of the community whose children use the consolidated school, on a daily basis, and also because the need to transport the school children has been regarded as a highly negative point by those who criticize the consolidation of the one-room schools.

The chosen parents were those whose children attended the consolidated schools. The size of the parent population of the target community category, due to a lack of concrete data, was estimated on the basis of the paranaense average for the number of children per family dwelling in the rural area of the State.

The basic indicator was the number of pupils enrolled in the consolidated schools at the time of the interview. It is important to emphasize that the average number of children in the 7 to 14 age group per family dwelling in the rural zone of the state, according to the *Fundação Instituto Brasileiro de Geografia e Estatística-FIBGE* [Brazilian Institute Foundation of Geography and Statistics] census, is 4 children per family. By taking into consideration the fact that the 36 consolidated schools enrol 10,405 pupils, these represent approximately 2,600 families.

The mayors play a important role in the Consolidated Schools since they are responsible for the school maintenance and also act as a bridge between the municipal and State secretariat of education

3.2.4. Data Collection

As has been mentioned before in this study, the first consolidated school was built in the Três Córregos area, in the municipality of Campo Largo and then the experiment was extended to 35 consolidated schools in 1980, which were built in the rural areas of 28 municipalities of Paraná State. The total geographic area is 15,826,49 sqm. The area in question is 1.97 times larger than the geographical area

of Wales, or represents 52% of the area occupied by Scotland or 1/3 of the area of England [18]. Furthermore, a considerable part of the area encompassed by the consolidated schools is located in the rural areas of different municipalities. In many cases access is by unpaved roads, which may be considered a limitation to the field research.

Thirty-six Consolidated Schools were chosen for the visits; these being the pioneer Consolidated School in Tres Corregos in Campo Largo municipality and thirty-five disseminated throughout the twenty-eight municipalities of the State.

The authorizations for the interviewers were arranged by the Paraná State secretariat of education and were presented to the headmaster of the Consolidated Schools beforehand to avoid any sort of difficulty during visits. The secretariat also provided transportation to facilitate the journeys undertaken by the interviewer.

According to Egon G. Guba and Yvonna S. Lincoln "The ability to tap into the experience of others in their own natural language, while utilizing their value and belief framework, is virtually impossible without face-to-face and verbal interaction with them [19]". The face-to-face interview was adopted for all subjects of the different

categories and all the interviews were recorded on video cassette whenever possible. Considering the fact that all interviews were be recorded, the use of a guideline, drawn for the members of the different categories was obligatory, not only to serve as a guide for the interviewer but also to enable him to ensure that all important and relevant aspects were answered by the interviewees. The guideline also served as an instrument for the logical form and sequence for the explanation to the interviewees about the objectives and goals of the research which was being undertaken. In relation to this procedure, Kerling emphasizes:

One of the investigator's most important jobs is to specify and clarify the problem...He should have specific questions to ask that are aimed at various facets of the problem. Each of these questions should be built into the interviewing schedules and other instruments that may be used in the survey [20].

The instrument which was used by the interviewer is a series of checklists [21], listing concepts to look for and check as often as they were identified, in order to give clues and make the interviewee as comfortable as possible to express his/her feelings, opinions and attitudes concerning expectations about and satisfaction with the consolidated schools.

The field research took place in the month of August, 1985 and lasted thirty days. For this a vehicle was used and 7,200 km were covered. The team had two drivers, one working during the first fifteen days and other during the other fifteen days which were necessary for the completion of the field research. The third member of the team was responsible for the video recording and also for the photographs that were taken during the field work. All the interviews were conducted by the author, who was the fourth and final member of the team.

3.2.5. Analysis of the Qualitative Data

The analysis of the quantitative data -- which was conducted in the previous section -- suggests that by and large the performance of the school system improved with the implantation of the Consolidated Schools.

This section argues that although expectations concerning the Consolidated Schools -- which represents a major educational change for the rural areas of Paraná State -- were low among the communities of those areas, strongly positive satisfaction with the new school was expressed, surpassing their initial low, expectations.

This section presents the procedures adopted to conduct the analyses, the establishment of categories, the condensation of the data and its analysis.

3.2.5.1. Procedures

Initially, the tapes of the interviews were played back and transcribed, with irrelevant material being deleted from the final version.

For analytic purposes, the data from the interviews was grouped into five categories: (1) Headmasters; (2) Teachers; (3) Inspectors or Municipal Secretaries of Education; (4) Mayors; and (5) Parents. As was previously established the analysis of the data was conducted from two perspectives: (1) the interviewees' expectations concerning the Consolidated Schools and (2) community satisfaction with these schools.

Drivers and students were not included in this analysis. The drivers had little to say and what they did say was almost entirely concerned with the problems caused by the poor condition of the roads in the municipality and the number of kilometres covered by the bus each day. An attempt was made to interview the students, but the presence of their teachers or headmasters inhibited their responses and they had little to contribute in terms of expectations and satisfaction. An exception was made in the case of 20 pupils from the eight grade of the pioneer Consolidated School of Tres Córregos, who were faced with questions such as: would they remain in the country when they finished school, or would they leave? was it necessary to complete elementary school and would they continue with their studies? was it necessary to establish an interactive relationship with the urban centres?

Community statements about the Consolidated Schools were classified as: strongly positive (SP); positive (PO); partially positive (PP); neutral (NU); partially negative (PN); negative (NE) and strongly negative (SN). On the basis of this scale, tables were drawn up to summarize the data.

The analysis of the data is based (1) on the figures of the tables and (2) on the major reasons presented by the interviewees to exemplify their expectations and satisfaction concerning the Consolidated Schools. The

analysis also includes a selection of the statements which best illustrate these reasons.

3.2.5.2. Analysis of the Data

Table X, (in appendix IV), summarizes the information concerning the expectations and degree of satisfaction of headmasters, teachers, inspectors, mayors and parents. This Table presents the number of interviewees whose statements can be classified according to the scale described in the preceding section. The discrepancies in the totals for expectations and satisfactions are due to the fact a large number of interviewees could not recall their expectations concerning the consolidated schools but were willing to express their degree of satisfaction with the new school. The major justifications offered by the interviewees are presented in Tables XI (expectations) and XII (degree of satisfaction) in (Appendix V). These Tables are analysed in this section along with the figures in Table X.

(a) Headmasters

Interviews with headmasters from Consolidated Schools indicate that 60% of the headmasters had positive

expectations about the consolidated schools and none had negative or strongly negative expectations. However, their positive expectations clustered around the partially positive point in the scale (4 of 6). When the figures for the satisfaction aspect are analysed, all but one of the headmasters were satisfied with their school and none were unhappy with it.

TABLE XIII
HEADMASTERS
EXPECTATIONS AND DEGREE OF SATISFACTION
CONCERNING THE CONSOLIDATED SCHOOLS

CATEGORY	STRONGLY POSITIVE		PARTIALLY POSITIVE		PARTIALLY NEGATIVE		STRONGLY NEGATIVE		TOTAL
				NEUTRAL					
EXPECTATIONS	1	1	4	2	1	-	1		10
SATISFACTION	12	16	4	1	-	-	-		33

The degree of positiveness expressed tended towards the positive (16 of 33) and strongly positive (12 of 33) points of the scale.

Three headmasters stated that there was a consciousness raising movement for the involvement of parents in the implantation of the new school before the school was built.

Other positive statements referred to the realization of a prior analysis of the area to be covered by the new school and to a general "feeling" that the Consolidated School was bound to be successful.

To support their degree of satisfaction with the consolidated schools, hadmasters stated that the schools were successful in providing more and better education for rural dwellers (26 of 133). They also emphasize the strengthening of school community relationships by means of PTA meetings, parents participation in the improvement of school facilities, gardens, kitchen gardens, playgrounds, community use of school shops. The schools are also used as Post Offices, health centres, meeting places for rural associations and community holiday celebrations (31 of 133).

The following statements illustrate the major reasons cited by school headmasters:

It was a dream come true; fears haunted me and suddenly I realized that there was nothing there to frighten me. For three years we lived together; all of us together. saw it grow. In the one-room schools we were isolated. Nobody knew those people [the contractors] and suddenly where there had been wood and stone, an immense building was raised. Will I ever be able to work there? Aren't they going to step into my working place and harm these people and me, since I belong here! but they were friends. A well grounded Consolidated school forms a second family.

In the last PTA meeting, 398 school records were issued to be signed and we noticed that 353 parents had come to the meeting.

Only 5 pupils dropped out in the second semester. Two of those came back after I sent a message to their parents. If God wills, I'm going to visit the other three and bring them back to school. Attrition and failure are not problems in the school.

(b) Teachers

The majority of the teachers who were interviewed for the study did not have expectations about the Consolidated Schools. These who expressed their expectations tended to be particularly negative (5 of 11) or neutral (3 of 11) concerning the new school. Their statements suggest that the negative expectations were due to a lack of community involvement in the consolidated school movement. In their view, this want of community participation engendered parental resistance towards the new school.

TABLE XIV
TEACHERS'
EXPECTATIONS AND DEGREE OF SATISFACTION
CONCERNING THE CONSOLIDATED SCHOOLS

CATEGORY	STRONGLY		PARTIALLY		PARTIALLY		STRONGLY		TOTAL
	POSITIVE	POSITIVE	POSITIVE	NEUTRAL	NEGATIVE	NEGATIVE	NEGATIVE	NEGATIVE	
EXPECTATIONS	-	3	-	3	5	-	-	-	11
SATISFACTION	12	65	-	-	-	-	-	-	65

In so far as satisfaction with the Consolidated Schools was concerned, teachers were unanimously positive.

The major reasons for this positive reaction towards the Consolidated Schools were the closing-down of multigrade schools and the success of the new school in providing more education for rural children. They also stated that in the Consolidated Schools pupils are better cared for and learn more; the school curriculum is richer, the learning process is more difficult but teachers take better care of the pupils. The Consolidated Schools are more comfortable, the school lunch is better; there are more pedagogical aids and pupil attendance is excellent. Community-school relationships and an effective and safe pupil transportation system were other positive aspects of the Consolidated Schools which were stressed by teachers.

The following statements are examples of teacher's comments about the Consolidated Schools. A teacher from Campo Largo Municipality stated:

I worked in two different one-room schools and then I worked in the Consolidated School. The difference between them is striking. Even the social behaviour of the children is different. They relate better to each other; [it's good] to see children answering the telephone. Before [the Consolidated School] they didn't even know how to dial.

Another teacher at Campo Largo stated that:

The bussing of teachers from the urban areas to the rural areas is not a negative aspect. City people live and think in ways that are different [from those of rural population]; but they [rural people] must get in touch with town people; I don't know whether the way town pupils live is of concern to us. Some time ago, we participated in a high school meeting in Campo Largo, and our school presented the largest number of proposals.

Teachers from the Irati Consolidated School describe community reaction to the school in the following terms:

At the first meeting with parents we could read in their eyes: this is just another promise, which will never materialize. They left the meeting unmoved. Disbelief - It's just another proposal which will never come up. Nothing will ever happen. People believed that the new school would be "too much", since they were used to the small one-room school, where everything happened. Ahead! a school such as this - it is impossible. Then, people saw the school being built, brick on top of brick and believed. Now they accept the school. When construction began, the parents said: now it is true, now we are going to work.

(c) Inspectors and Municipal Secretaries of Education

Analysis of the data in table XV indicates that only 6 of the 25 Inspectors and Municipal Secretaries of Education who were interviewed were able to recall their expectations

concerning the consolidation of rural schools. The views of those who could recall their expectations lie on the positive side of the scale (4 of 6).

TABLE XV
INSPECTORS AND MUNICIPAL SECRETARIES OF EDUCATION
EXPECTATIONS AND DEGREE OF SATISFACTION
CONCERNING THE CONSOLIDATED SCHOOLS

CATEGORY	STRONGLY		PARTIALLY		PARTIALLY		STRONGLY	TOTAL
	POSITIVE	POSITIVE	POSITIVE	NEUTRAL	NEGATIVE	NEGATIVE	NEGATIVE	
EXPECTATIONS	1	1	2	1	-	-	1	6
SATISFACTION	9	13	3	-	-	-	-	25

This positive expectation was due primarily to the fact the local community was involved in the consolidation movement from the start. The Inspectors and Secretaries of Education expressed their concern about the success of the movement and some also doubted that the schools would actually materialize.

These doubts were grounded not only in their disbelief in any political commitment but also on the parents' initial resistance to sending their children to the new school.

When the data on the degree of satisfaction of Inspectors and Secretaries of Education with the

Consolidated School is analysed, all the responses fall at the positive end of the scale.

Twenty-two out of twenty five Inspectors and secretaries of education were either strongly positive or positive about the movement.

For these professionals, satisfaction is manifested primarily in the strong community involvement in the affairs of the school. The qualification of elementary school teachers by means of non-formal courses and the college graduation of teachers for grades five through eight were highly praised by the Inspectors and Secretaries of Education. They also emphasized that the movement was successful in upgrading rural education and that it represents the solution for rural education problems.

The abolition of multigraded classes, the extension of elementary education beyond 4th grade, better physical and educational conditions, the improved performance of the school system overall, the decrease in absenteeism as well as in the rates of failure and attrition were also cited by Inspectors and Secretaries of Education as major positive aspects of the Consolidated School.

The Municipal Secretary of Education from Ponta Grossa Municipality stated that:

The experience here in 'Biscaia' is highly positive, mainly because of the improvement in the learning process. The fact that the Consolidated is a multigraded-school where each class has its own teacher attests to this improvement. At 'Cerrado Grande' the school has been functioning for only one semester but improvement will certainly happen.

Community integration is a reality in both of our two schools. Parents get to know and understand each other.

The Municipal Secretary of Education from Telêmaco Borba Municipality expressed her satisfaction with the school and stressed community involvement with the school in the following terms:

The Consolidated School was the best thing the government has ever done for rural education. Community members know each other now; I think [the Consolidated School] was a very good thing; this place [where the Consolidated school was built] looks different now, people look at life from a new perspective; they participate.

The provision for the higher grades of elementary education was praised by an Inspector from Bituruna Municipality who stated that:

...all [parents] were satisfied because their children could now progress through 5th grade. Before, they had to move or send their children away from home for them to continue their education beyond 4th grade.

(d) Mayors

Unlike the other groups already analysed, the majority of the mayors (4 of 7) were negative about the movement. The principal reason put forward by the mayors to explain their view was that the decision to build the school, the location of the school and the construction of the school all happened under the previous administration, whereas the burden to maintain the school was left to the incoming mayor. Again, it should be stressed that the majority of the mayors (13 of 20) did not express any expectations regarding the school.

TABLE XVI
MAYORS
EXPECTATIONS AND DEGREE OF SATISFACTION
CONCERNING THE CONSOLIDATED SCHOOLS

CATEGORY	STRONGLY POSITIVE		PARTIALLY POSITIVE		PARTIALLY NEGATIVE		STRONGLY NEGATIVE		TOTAL
				NEUTRAL					
EXPECTATIONS	-	1	1	1	3	1	-	-	7
SATISFACTION	3	14	1	-	2	-	-	-	20

Satisfaction with the Consolidated Schools is firmly manifested by the mayors when they stated that the Consolidated School was successful and that they would like to expand the number of consolidated schools within the

Municipality. Community involvement in school matters and the overall betterment of the school system were positive aspects that were stressed by the mayors. The economic burden that the consolidated schools put on the finances of the municipalities was emphasized by some mayors, along with poor condition of the roads used by the school buses as major hindrances to the expansion of the movement.

The concern with community involvement in the consolidation movement was reported by the mayor of Arapoti Municipality:

Initially, we had a hard time with community members when we decided to close down the one-room schools, because many of the schools were built by the forefathers of our community members. But I think that we did right. We explained the advantages for their children and for the whole community. We went to all localities and now they all want consolidated schools. But we cannot afford them all. In 1984 we built 11 one-room schools but now I realize that we would be better off if we had built Consolidated Schools instead.

The City Hall consulted the community and the answer was: 'we want a good school and good teachers...' For small municipalities such as ours, [the Consolidated School] is the solution. If I had to start anew I would undoubtedly do it again.

The mayor of Campina Grande do Sul Municipality stressed financial problems with the maintenance and transportation. He stressed that:

Transportation is expensive but what is spent on children is well employed; it is an investment.

The mayor of Cândido de Abreu Municipality shared the same view and stressed that:

With two or four Consolidated Schools we would improve the quality of education offered to the children; it is not expensive for the State. It is a low cost investment if you consider the benefit. I am an advocate of the Consolidated Schools, specially for poor Municipalities such as Cândido de Abreu. The community is enthusiastic about the school. We never had so many parents in the PTA meetings we held before the Consolidated School was built.

(e) Parents

According to the data in Table XVII, the great majority of the parents were absent from the discussions concerning consolidated school movement. Only 22 of 98 could recall their expectations about the new school. Furthermore, half of them (11 of 22) were negative about the new school.

TABLE XVII
PARENTS
EXPECTATIONS AND DEGREE OF SATISFACTION
CONCERNING THE CONSOLIDATED SCHOOLS

CATEGORY	STRONGLY	PARTIALLY		PARTIALLY	STRONGLY		TOTAL
	POSITIVE	POSITIVE	POSITIVE	NEUTRAL	NEGATIVE	NEGATIVE	
EXPECTATIONS	4	5	2	11	-	-	22
SATISFACTION	94	1	3	-	-	-	98

The negative expectations were grounded in a general disbelief in changes associated with political promises as well as on the lack of community involvement in the major decisions about the new school. Positive expectation was that the success of the Consolidated School would make it possible to offer the higher grades (5th through 8th) of elementary school in the rural areas. Practically all of the parents interviewed were positive in their statements concerning their degree of satisfaction with the Consolidated School (95 of 98) and none was negative.

The success of the new schools - which in the parents' view is the solution for the educational problems in the rural areas - is plainly acknowledged. Pupils are better cared for in the Consolidated Schools when teachers are more energetic and teach better. Pupil transportation which was initially a major concern is no longer a problem. The offer of the higher grades of elementary education (either already achieved or as a future prospect) was another positive aspect of the new school that was stressed by the parents. They also acknowledged the strengthening of the school-community relations, as parents participate more frequently and strongly in the school life.

The initial apathy of the community as a whole concerning the consolidated school movement is clearly

evident in a remark from a parent of an Ipiranga Municipality pupil:

Nobody believed; it happened at election time people said 'it is politics, it's not going to work', but now everyone believes and participates in the administration of the school. Everyone helps and cooperates.

The father of a Consolidated School pupil in Palmeira Municipality made a lengthy statement about the benefits of the Consolidated School. An abridged version is presented below:

Undoubtly, [the Consolidated School] was advantageous for the community. One should remember that the traditional one-room schools are non-graded schools, the teachers have to care for the preparation of the school lunch, for cleaning of the rooms, the teacher is a factotum. The Consolidated school provides one teacher per class: there are janitors and cooks; the school is better organized; in all aspects it is positive. Most people think it important that their children may now progress through all grades of elementary education. Afterwards, pupils can go to Palmeira town to acquire new knowledge, attend high school in an agricultural school. The fact that you live in the rural area does not mean that you don't have to know things. I say that the Consolidated School is good and can become better. When it is compared with the one-room school, the advantages become clearer.

The grandmother of two pupils from the Consolidated School in Telêmaco Borba Municipality reported her view of the new school and stated that the Consolidated School is very different from the old schools.

...my children didn't go to school, since there was no school...these [the grandchildren] are getting it easy...my two boys studied a little, [but] my daughter can hardly sign her name. I go to the parties [in the Consolidated School]; before there were no activities. Now [the school] takes them to know places, [the children] are more active; I can barely sign my name, we didn't go to school; it's a terrible emptiness not to know anything...Our grandchildren are more aware. They teach us many things. They even converse...they are learning everything.

The effect of the Consolidated School can be seen only in the improved level of education in the areas affected, but by the integration of the school into its surrounding community in providing a social, political and physical focus for isolated groups that had not previously existed.

On the basis of the results obtained regarding the successful outcome of the initial scheme in Paraná, it can be argued that the Consolidated School model is an appropriate means of tackling the immediate problems of educational provision in the rural areas of Brazil. On present evidence it can be seen to have been more successful than other experimental projects mentioned in chapter one (e.g. the one carried out in the Paraná municipality of

Francisco Beltrão in the District of Jacutinga; Regional Centres and Community Nuclei of Education, Culture and Work; Programme of Improvement of Rural School Building, and so on), and to offer wider scope for future implementation on a large scale if the necessary funds are made available. However, the issue of future possibilities will be considered as part of the next chapter.

NOTES AND REFERENCES

1. Fundação Educacional do Estado do Paraná-FUNDEPAR Sistema da Informações Educacionais SIEE/SEEC/SEED/FUNDEPAR, Levantamento Estatístico Educacional [Statistics Educational Survey]. Curitiba: Departamento de Planejamento da Fundepar, 1982. FUNDEPAR, through its Division of Statistical Research, supervised the completion of the questionnaires in situ in all of the establishments referred to in the statistical data from 1966 to 1975. The Brazilian Institute of Geography and Statistics, the body responsible for the Brazilian national statistics, recognised the reliability of the data produced by FUNDEPAR and signed an agreement with the latter in 1975. This authorized FUNDEPAR to be the sole body in the State of Paraná to collect educational data from all educational establishments in the State.
After 1975 the supervision of the collection of the educational data from State educational establishments passed into the control of the educational nuclei, but prior to sending it for electronic processing, it is vetted by specialists from the Division of Statistical Research.
2. Osvaldo Andrade Zotto, Diagnóstico da Situação Educacional do Município de Campo Largo [Educational Diagnosis of Campo Largo Municipality]. Campo Largo: Departamento Municipal de Educação, 1981, p. 43-44.
3. Yara Pereira da Silva Lacerda, Consolidação de Escolas na Zona Rural do Distrito de Três Córregos Município de Campo Largo, Estado do Paraná: Proposta de Solução Alternativa [Consolidation of Rural Schools in Tres Corregos District - Campo Largo Municipality in Paraná State: Proposition for an Alternative Solution]. Curitiba: 1983, p. 36.
4. Lacerda, Consolidação..., op. cit., p. 56.
5. Lacerda, Consolidação..., op. cit., p. 46.
6. Lacerda, Consolidação..., op. cit., p. 47.
7. Lacerda, Consolidação..., op. cit., p. 54.
8. The projects will covered the municipalities in the following sub-region: I Litoral; II Alto Ribeira; III Alto e Médio Iguaçu; IV Alto e Médio Tibagi; and, V Metropolitana de Curitiba, (excluding the capital of the State, Curitiba). The municipalities where the schools were located are: Arapoti; Bituruna; Campina Grande do Sul; Campo Largo; Cândido de Abreu; Castro; Cerro Azul; Cruz Machado; Imbituva; Ipiranga;

Irati; Mangueirinha; Morretes; Ortigueira; Palmas; Palmeira; Ponta Grossa; Quitandinha; Reserva; Rio Branco do Sul; São João do Triunfo; São José dos Pinhais; São Mateus do Sul; Sengés; Teixeira Soares; Telêmaco Borba; Tibagi; and Tijuca do Sul.

The educational sub-project "Revitalization of Rural Education" has the following aims: (a) to promote social conditions and improve the quality of life for the rural population; (b) to improve social services destined for the rural population; (c) to expand the number of places in rural schools through the adjustment of the school facilities; (d) to support the efforts of the local government, by offering technical and financial assistance; (e) to improve the qualifications of rural teachers at least at the high school level; (f) to train teachers to work properly with multilevel classes; (g) to work out alternative curricula on the basis of a true knowledge; (h) to contribute to raising school attendance and the gradual reduction of the dysfunctions within the school system, mainly where the Consolidated Schools are built. The main goals: To build, equip and maintain 39 Consolidated Schools which will offer 10,000 places (two school shifts daily) in the 28 municipalities. The identification of the Consolidated Schools which present a high standard of performance for the implementation of Rural Educational Centres with expanded social activities. The acquisition of 39 micro buses to go along with the Consolidated Schools. The strategies for actions to be used in the project where: the analysis of the project as a whole shows that the implicit global strategy is the simultaneous launching of various actions to reduce the effect of the differencing factors which have been identified as responsible for the poor performance of the school system. In order to achieve the intended goals the following strategy was established: (a) to utilise local support to implement the project; (b) to involve departments of the State Secretariat of Education; (c) to integrate the institutions alluded to above; (d) to integrate efforts of related institutions in the field of the health, hygiene, agriculture, sports, culture, and transportation; (e) to supplement local budget; (f) to help the local government to develop their own educational system; (g) to launch, together with the building of the Consolidated Schools, a basis for an efficient means of transferring the responsibilities related to elementary education to local government; (h) to identify the Consolidated Schools which could become Rural Educational Centres; (i) to train the teaching staff through regionalised programmes.

The Consolidated Schools were located mainly in areas of municipalities where there was a significant population descended from foreign migrants, as well as small rural land owners.

9. Paraná-Assembléia Legislativa do Estado do Paraná [Paraná State Legislative Assembly]. Evidence gave to the Education Commission of Paraná Legislation Assembly by a technician of State Secretariat of Education on May 25th, 1983. "... built a Consolidated School, and closed down the small one-room schools. This idea was incorporated into the Project, even if they did not want this, but having been actually incorporated into the Project, it then forms a negative point of it"... "First of all, the idea of transporting children to all the Consolidated Schools, I think, at least with the knowhow that we have, this proposition to make the link between the Consolidated School and

transport of the children by bus compulsory cannot be carried out as a general rule..."

10. "Verônica da Silveira Toledo, "Escolas Consolidadas: Há Saída?" [Consolidated Schools: Is There a Way Out?], in Jornal da Educação, [Education Journal], Nº. 2, October, 1983, pp. 11-12.

Verônica da Silveira Toledo, a technician of FUNDEPAR, concerned with the Consolidated Schools comments: "Almost half the consolidated schools handed over to the town halls cannot function yet. The others face difficulties, but they may not be ignored. Using the North American model as a basis, technicians from FUNDEPAR adopted the proposition which had been put forward by the former SEED administration and originated the Consolidated Schools. On the basis of the piloting experience, evaluated, then, as being successful, two lots of school buildings were constructed (20 and 16 respectively) in order to solve the problems of rural education as identified in the 62 towns which make up the PRORURAL Paraná. In operation since 1981, this programme was made viable by the contracted loans from the International Bank of Development: - IBD.

36 schools were constructed and handed over to the town halls, however, almost half of them cannot function, and those that do face difficulties of all sorts before becoming viable.

"From the American model of the Consolidated School, it is only possible to regard the idea as valid, given that implementation will demand a reformulation of objectives in order to absorb local characteristics, varying from one country to another, from one state to another, from region to region and even from municipality to municipality. In the specific case of Paraná, the diversification of the Consolidated Schools will exclusively depend on local studies and the adjustment of the objectives of each school to the aspirations of the community." (1).

The theory, in practice, is different

"The Consolidated School of the municipality of Palmas, inaugurated in 1982, is inactive because of the reasons which are described below: (a) the location, which is 92 km from the seat of the municipality; (b) the transport of the pupils, made by a micro-bus received from PRORURAL (...) becomes inevitable because of the distance between the schools to be made redundant, as it would take four hours to fetch and return pupils, apart from the poor state of the roads (...); (c) lack of graduated teachers in the region, which implies dislocation of teaching staff from the seat of municipality, creating, thus, another problem: that of decent accommodation for the staff; (d) the schools which are to be made redundant are 8, and their effective clientele of 200 pupils does not represent a sufficient number to justify the cost of the operation of a school with a full primary level." (2)

With adequate premises and equipment, the Consolidated Schools aim at concentrating resources and providing rural education from the first to the eight grade. As a proposal it would seem to have several advantages in replacing the little rural schools for example: merely because it would break the isolation of the teachers, the children, the adolescents and the parents and so create conditions for meeting and the development of common projects; it is a common venue for meetings, besides being an answer to a constant demand of the rural world, which

is the implementation of the 5th to 8th grades. Because of the expensive implementation and maintenance, much care has to precede the making of a decision before its final establishment, so that its' costs may be fully justified by the benefits it provides. "The Consolidated School of São Silvestre in Campo Largo is not functioning because of: bad location; precarious conditions of the roads; lack of trained people in the region; great distance from the seat, making it impossible to transport teachers. On the other hand we urgently need: the construction of a building for the Rural School of Caratuva (106 pupils with 1 classroom); enlargement of the Rural School Pe. Augusto Selenka (six groups in only two classrooms); equipment for 61 small schools: cupboards, tables, blackboards, desks, material for the canteens, etc" (3)

The identification of the needs of the population and its municipality, that is, the evaluation of the context, is the first step to be made by those who plan. The beneficiaries are the first to be listened to in this process. It is the responsibility of those who plan and implement a requested change to guarantee the existence (or its creation) of a minimum of conditions without which the action to be implemented would not find support for its launch. In the case of the Consolidated Schools these minimum requirements are: the existence of potential population and clientele demanding the serviced; location which can favour the access of the pupils, of the teachers and the population of the area so that the school may eventually be consolidated as a nucleus of services which will differentiate it from the existing ones; access to the water and power mains; a road system which provides a network for a school transport system, ensuring the circuit of pupils and teachers in the home-school-home route; professional and able people to manage and advise the process of the work, at the level of the pupil population and teacher population as well as the inhabitants of the school neighbourhood; knowledge and rapid access of the financial resources for the costing of the enterprise.

The E. I. Of PRORURAL

It was here that everything became stuck: these pre-requisite are either non-existent or they are insufficient in the places where the 36 school buildings were constructed. These buildings have the capacity and equipment to serve at least 320 students in two shifts. It became stuck because of the professional and ethical irresponsability of people involved in its orientation and accomplishment; in the thoughtlessness of self-aggrandisement of those who dealt in the project, and with the power of decision, unleashed without ensuring the essential pre-requisites for the enterprise to be successful.

Model buildings, all exactly the same, disregarding all regional specificity: truly extraterraneous for the "beneficiary" population, as a perplexed teacher describes it. Built in areas with poor, often almost impossible access; without water, light or navigable roads. The distances between the homes of the pupils and the teachers and the school are great; there are no trained people for the job and the difficulty of finding resources for the maintenance of the bus, teachers, etc., make up the picture of the hardships we face today. This does not mention the legal confusions attendant on the implementation, about which I am not even going to speak.

Empty Buildings, Everything to be Done.

To now ignore the situation seems to me to be as irresponsible as its process of implementation process. Besides, in any authoritative political process there is an in-built inheritance in the force of orders and counter orders and... white elephants. It happens that we are those who bet on History.

Therefore, the question which is posed is: to consolidate, yes. But how?

It has been on this issue that a process of gaining knowledge of each reality and personally consulting with the "favoured recipients" of the Schools has been carried out. From then on, the priorities have been being established before the verified needs. SEED, FUNDEPAR, SANEPAR, COPEL, DER, ACARPA (1) and the Secretary of Health in alliance have been encouraging the necessary joint actions to make the beginning of the school work possible. These efforts have begun to show results in the case of DER, for example which has already started to check the roads in those regions which require the most urgent action, and the same is happening in the most serious cases of lighting, with the action being taken on rural electrification by COPEL. There are financial costs and moral extras in this process, but, after all, "Walker, isn't there a way? - A way, is only made by walking..." And we are merely violinists walking...

11 Todd D. Jick, "Maxing Qualitative Methods: Triangulation Action" Administrative Science Quarterly, December 1979, Vol. 24, p. 602; see also Michael Carley, Indicadores Sociais: Teoria e Prática [Social Measurement and Social Indicators: Issues of Policy and Theory]. London George Allen, 1981, pp. 133; 30, have stressed the point that it is not advisable to search for the absolute truth on indicators of social phenomena but rather one should look for their tendencies, likely magnitude, social groups that have been affected, special location, and so on. Carley concluded that "in this sense, social indicators represent a possible instrument, among others, to make reality more reachable and controllable..."

12 E. Carlisle "The Conceptual Structure of Social Indicators", in Social Indicators and Social Policy. A. Shonfield and S. Shaw London: Heinemann Educational Books, 1972, pp. 25-26. According to the definitions of indicators expressed by E. Carlisle they are informative because they "intend to describe a system... and the changes that have occurred therein. They deal with statistics that are produced on a regular basis, such as a time series, and that can be partitioned into relevant variables ". They are also programme evaluation indicators because "they represent operationalised political aims to the controlling of the progress and effectiveness of specific policies."

13 Fred N. Kerlinger, Foundations of Behavioral Research: Educational and Psychological Inquiry. New York: Holt, Rinehart and Winston, 1964, p.467; 475, commented that the interview is "probably man's oldest and most often used device for obtaining information ". He also stressed that "An interview can obtain a great deal of information; it is flexible and adjustable to individual situations, and it can often be

used when no other method is possible or adequate ". Kerlinger concluded that interviews are important research devices which may yield data "that no other tool can yield ". and goes further "it is adaptable, capable of being used with all kinds of respondents in many kinds of research, and uniquely suited to exploration in depth." See also Clair Selltitz, Marie Johoda, Morton Deutsch, and Stuart W Cook, Research Methods in Social Relations. New York: Henry Holt and Company, Inc., 1959, p. 241-243. Clair Selltitz and associates point out the following advantages of interviews as compared to questionnaires: (1) interviews can be used with almost every segment of population; (2) interviews generally reach a far better sample of the general population; (3) interviews are a flexible research tool; (4) the interviewing setting offers a better opportunity for the checking of the validity of descriptions; (5) the interview is the most adequate technique for the unveiling of information about complex matters ". See also David J. Fox, The Research Process in Education. New York: Holt Rinehart and Winston Inc. 1969, p. 525. Highly pertinent to the study is David Fox's statement that "for the retrospective survey, questioning is the only method available because observation or measurement of the past is obviously impossible. In this instance, the research can only question those who participated in the experience or situation he is seeking to study ". Allport (cited in Selltitz and associates) inquired "If we want to know how people felt - what are their inner experiences, what they recall, what are their emotions and motives, what are their reasons to behave as they do - why not ask them? These arguments are also supported by other authors such: Paul de Bruyne; Jacques Hermann and Marc de Schontheete, Dynamique de La Recherche en Sciences Sociales. Paris: Presses Universitaires de France, 1976, p.210 ff; and also Liliane Kandel "Réflexions sur l'usage de l'entretien, notamment non-directif, et sur les études d'opinion" [Reflection of the statement the nondirective and studies of opinion] in Epistemologie Sociologique, n° 13, 1972, p. 25 - 46 who discusses the use of non directive interviewing; and also Michel Thiollent, Crítica Metodologica, Investigação Social e Enquete Operária [Methodological Critique, Social Investigation and Labour class Interviewing]. São Paulo: Polis, 1982; and also Louis Cohen and Laurence Manion, Research Methods in Education. London: Croom Helm Ltd, 1980 (see particularly chapter 13 On Interviewing); and also Egon G. Guba and Yonna S. Lincoln, Effective Evaluation. San Francisco: Jossey-Bass, 1982 (see especially Chapter 7); and also Guy Michelat, "Sur L'Utilisation de L'Entretien non Directif en Sociology" [Regarding the use of NonDirective Interviewing in Sociology], in Revue Francaise de Sociologie, XVI, 1975, pp. 229 - 247; and also Michael Brenner, Jennifer Brown and David Canter, The Research Interview: Uses and Approaches. London: Academic Press, 1985.

14. Fox, op. cit., p. 340.

15. Ibid; see also Selltitz and collaborators, who recommended diversity within the selected sample to ensure the representation of different types of experiences. They emphasize that "whenever there is reason to believe that different vantage points may influence the content of observation, an effort must be made to include variation in point of view and in type of experiences]" op. cit., pp. 55-56.

16. Charles C. Mc. Clintock, Diane Brannon, and Steven Maynard - Moody "Applying the Logic of Sample Surveys to Quantitative Case Studies: The Cluster Method" in Administrative Science Quarterly. December, 1979, vol. XXIV, p. 619; see also Kerling, op.cit., p. 406; see also Matthew B. Miles and A. Michael Huberman, Qualitative Data Analysis: A Source Book of New Methods: Sage Publications, 1985, p. 36.
17. Michelat, in his address to the Journées de la Société Française de Psychologie, summarized the fundamental differences between quantitative and qualitative interviewing. He stated that in quantitative interviewing, "it is the sample, made up of randomly selected individuals, that is considered as representative ". He described the sample as a reduced model of the population whose different social groups are proportionally represented. "In qualitative interviewing", however, "only a small number of people are interviewed. It is rather important to select individual as different from one another as possible. As a matter of fact...it is the individual that is considered as representative since he or she holds an image, albeit particular, of his or her culture "; op. cit., p. 236.
18. The municipalities of the consolidated schools and geographical extension by km² and sq. m.: Bituruna 1.238,12 km² = 478,24 sq. m.; São José dos Pinhais 899,133 km² = 347,30 sq. m.; Arapoti 1.233,310 km² = 476,39 sq. m.; Palmeira 1,449,608 km²= 559,94 sq. m.; Telêmaco Borba 1,689,164 km² = 624,47 sq. m.; Rio Branco do Sul 1.150,287 km² = 444,32 sq. m.; Mangueirinha 1.585,287 km² = 612,34 sq. m.; Sengés 1.357,808 = 524,48 sq. m.; Ponta Grossa 2.100,264 km² = 811,26 sq. m.; Irati 868,850 km²= 335,61 sq. m.; Quitandinha 452,223 km² = 174,68 sq. m.; Morretes 662,758 km² = 256,00 sq. m.; São João do Triunfo 718,110 km² = 277,38 sq. m.; Reserva 1.718,133 km² = 663,66 sq. m.; São Mateus do Sul 1.334,522 km² = 515,48 sq. m.; Palmas 3.245,152 km² = 1.253,50 sq. m.; Campina Grande do Sul 600,840 km² = 232,08 sq. m.; Cruz Machado 1,549,655 km² = 598,58 sq. m.; Imbituva 976,201km²= 377,07 sq. m.; Cândido de Abreu 1.533,081 km² = 592,18 sq. m.; Tijucas do Sul 686,348 km² = 265,11 sq. m.; Tibagi 3.672,802 km² = 1.418,68 sq. m.; Ipiranga 984,708 km² = 380,36 sq. m.; Teixeira Soares 1.317,427 km² = 508,88 sq. m.; Cerro Azul 1.244,278 km² = 480,62 sq. m.; Ortigueira 2.416,627 km² = 933,46 sq. m.; Castro 3.168,867 km² = 1.224,03 sq. m.; 1.191,900 km² = 460,39 sq. m..Fundação de Assistência aos Municípios Paranaenses - Famepar [Paraná Foundation for Municipalities Assistance - Famepar], Censo Estadual. Curitiba: 1981.
19. Guba op. cit., p.155.
20. Kerling, op. cit., p.393.

21. The guides used to interview the elements involved in the field research. Guide for the interview parents or those responsible for the pupils who attend consolidated schools: Speak about the consolidated school; awareness of the goals and objectives of the consolidated school; involvement and participation before and after the implantation of the consolidated school; son or daughter who attended another school (where) before attending the consolidated school; Distance between house and a one-room school; comments on the school transportation; the use of the school building for other activities of the community; benefits which the consolidated school brought to the community; recording of any change in the behaviour, relationship and learning of the school children; general opinion about the consolidated school; parallel between the consolidated school and the one-room school. Guide for interviewing the Director or person responsible for the administration of the school: speak about the consolidated school, philosophy, objectives and goals, opinion about consolidated school, negatives points, positive points, benefit for the community, community involvement before and after the functioning of the consolidated school, the figures of dysfunctions, training of the teacher body and staff of the consolidated school, consideration on the transport of the pupils. Guide for the interview with the teachers who taught at one-room school and now are teaching at the consolidated school: awareness of the philosophy, objectives and goals of the consolidated school; main differences between teaching at multi-graded schools and at consolidated school; negatives and positives points of consolidated school; involvement with the community when there was a one-room school and at the moment when a consolidated school is functioning; comments on the school transportation. Guide for the interview with the driver: conditions of the roads and the buses, maximum time that a child remains on the bus; credibility or non-credibility of the parents in the school transportation; negatives and positives points in the transport of the schoolchildren; acceptability or non-acceptability of the pupils who make use of the school transport; contact with the schoolchildren parents. Guide for the interview with the town secretary of education or with the town inspector of education: Speak about the consolidated school, philosophy, objective and goals opinion about the consolidated school, development of awareness of the parents with relation to the consolidated school; parents involvement before and after the implementation of the consolidated school; reaction to the phasing out of the rural schools in order to consolidation; positive and negatives points of the consolidated school; learning-teacher process at one-room schools and at the consolidated schools; future of the teacher who work at the phased out one-room schools; destination of the school buildings of the phased out one-room schools. Guide for the interview with the town mayor: speak about the consolidated school; philosophy, objectives and goals; choice of the site vis-a-vis the participation of the community; opinion of the parents before and after the implementation of the consolidated school.

CHAPTER IV

CONCLUSION

Introduction

The central focus of this thesis was the innovations in Paraná, undertaken in the name of a Consolidated School Movement. The specific results of an analysis of the movement were reported in the last chapter.

This chapter re-assesses those results, and places them within the broader themes of the rest of this thesis.

The chapter will begin with a restatement of the major arguments which have been presented in the preceding chapters. This is followed by a review of the broader issues involved in the consolidation of rural schools in the United States of America and in Paraná State.

The chapter will then present an re-appraisal of the creation of the Consolidated Schools programme in rural Paraná, on the basis of the evidence discussed in Chapter Three.

4.1. The Main Arguments

The thesis contained several main arguments. Among them, an important proposition was that the U. S. experience of the development of rural education showed some striking similarities of socio-economic context with the Brazilian experience. That is, while the class structures and economic bases of the two societies were different, nevertheless, the particular contexts in which the Consolidated Schools Movement developed showed the important similarity that the factors of industrialization and urbanisation affects the provision and efficiency of rural education in similar ways. Specifically, these factors increased the attention given to urban education, and reduce the attention and resources given to rural education.

Gradually, in both societies, rural education came to be seen as a problem. Rural education was in need of a "solution". In both the USA and in Paraná, the suggested solution was a Consolidated School Movement.

The Consolidated School Movement seemed to offer many advantages. These were exceptionally clear in the United States of America, and it is worth reviewing these advantages. (That is the work of the next section, 4.1.1.). However, an important conclusion of Chapter Two was that the

local politics of innovation were very different, and that point is rehearsed again in section 4.2.2.)).

4.1.1. The Movement Towards Consolidation in the United States of America.

The consolidation of rural schools in the United States began around 1860 and Massachusetts was the first state to pass an act permitting the consolidation of rural schools. Consolidation was the phasing-out of scattered, inefficient, one-room rural schools combined with the provision of large school facilities, qualified teachers and pupil transportation. The movement for the consolidation of rural schools only gained momentum in the late 19th and early 20th Century. This coincides with the population drift from the farms to the cities, which began around 1890.

With the decrease in the school population in the rural areas, the efficiency of the then prevailing one-room schools declined. Whilst city schools underwent considerable changes, which included better facilities, teachers, equipment and supervision, the rural schools stagnated or even regressed. The one-room school was no longer satisfying the educational needs of the rural population. The

Consolidated Schools were then looked upon as a way of eliminating the gap between urban and rural education.

One of the most important advantages of the Consolidated School was to upgrade the qualifications of the teaching body, since the proponents of consolidation believed that the new school would attract better qualified teachers. Advocates of consolidation also stressed effective supervision as another major advantage of the movement, since there was practically no supervision provided for in the one-room school educational system.

Consolidation also meant the expansion and improvement of school facilities and equipment. Thus, the Consolidated School pupil had the advantages of better buildings, better equipment in heating, lighting, ventilation and sanitary conveniences and better teaching aids such as books and maps, which could be shared by the different classes.

Another important advantage of the consolidated school is that it served the community not only by expanding educational opportunities but also by provided a centre for community development. However, objections were raised against the consolidation of rural schools, particularly by those communities who had not adhered to the movement. These objections included: (1) the bussing of children to a distant school; (2) the depreciation of property due to the

phasing-out of the local school; (3) the costs of new (or remodelled) buildings. Notwithstanding these objections, it has been shown that the programme was bitterly opposed in localities where it had not been tried, but that community support was strong wherever a fair trial had been given. (see Chapter Two, section 2.1.1.).

Despite the improvement in rural education, which were largely brought about by the consolidation movement, the gap between urban and rural education still remained. Although buildings, equipment and materials were still considered inadequate, a lack of qualified personal seems to be the crucial problem.

4.1.2. The Consolidated School Movement in Paraná - Genesis and Development.

The movement towards the consolidation of small rural schools in Paraná sought to offer equal opportunities to the children living in urban and rural areas. As has been argued in Chapter One, although an analysis of educational legislation in Brazil clearly shows that legally, separate educational systems for the urban and rural areas do not exist, the fact is that, in practice attention has been paid, almost exclusively, to the provision of education for

urban children. Rural education has been a matter of discussion rather than of action. The experimental projects discussed in sub-section 1.3.1. are examples of tentative attempts to provide education for rural children which is equal to that offered to the urban population. However, they represent localised efforts rather than State policy.

It was only in 1980 that a major programme was worked out to bridge the gap between urban and rural education.

The programme, which is fully described in Chapter Three, comprised the consolidation of rural schools in 28 municipalities of Paraná State and established the construction of 35 Consolidated Schools, with the purpose of providing equal educational opportunities for urban and rural children.

The consolidation of rural schools was firmly embedded in the move to decentralize education to the municipalities in an effort to reduce the excessive centralization of educational administration. The responsibilities that have been assigned to the municipalities in the Federal Constitution of 1988 clearly document the point [1]. Although the initial support comes from State funds, the Consolidated Schools have then to be taken up by local municipalities. The actual innovations in Paraná need to be understood broadly against the tradition of the rural

educational experience of Brazil. Identifying that tradition, with its regional and class bases, its formation under the pressures of industrialization and urbanisation, and the attention was given to rural education belated was the work of Chapter One. The core point here is not perhaps that the Parana experience was successful; the first and important points is that it took place at all, even if there was some international help.

The gap was to be bridged by means of physical as well as pedagogical changes in the school system. Physically, the movement would consist of closing-down the one-room rural schools and constructing a larger and better equipped central school. The pupils who had attended the small schools would be transported to the new school by school buses.

In the pedagogical sphere, teacher training would be provided along with new teaching aids and a new curriculum. Also consolidation would allow for better organization and administration and effective supervision.

It will be recalled that in Paraná State, the first consolidated school was built in the rural area of Campo Largo, a Municipality of the capital's metropolitan areas, in 1980. Later, 35 Consolidated Schools were built in the rural areas of 28 municipalities in the eastern part of

Paraná State, under a project partly financed by the Interamerican Development Bank and Federal and State funds, known as the Pro-Rural programme.

It is against this context, that a further assessment of detailed results of the innovation in rural education in Paraná can be offered in the next sub-section.

4.1.3. The Consolidated School Movement in Paraná State, an Evaluation

The consolidation movement represents the first concerted attempt of Paraná State to improve rural education. The dimensions of the project and its implications for rural education require a thorough evaluation, particularly if the movement is to become official policy. Yet, the movement is so recent that it is difficult to make a comprehensive analysis of its impact on rural education. However, the availability of some quantitative and qualitative data on the Consolidated Schools, as well as quantitative data on the rural schools that were phased out, made it possible to examine relevant components of the movement, with special emphasis on its impact on both the dysfunctional aspects of the rural educational system and on community involvement.

Statistical data collected by an official agency - FUNDEPAR - covers the period from 1976 to 1986 and consists of the figures for enrollment, attrition, failure and teacher qualification. The qualitative data was drawn from interviews with school headmasters, teachers, municipal inspectors or secretaries of education, mayors and parents who are directly involved with the Consolidated Schools. Although this data has been extensively analysed in Chapter Three (specially sections 3.1 and 3.2), the sub-section that follows will summarise the discussion, albeit from the perspective of evaluation. Initially, the discussion will focus on the quantitative data; then there is a discussion of the qualitative data. The section will end with an integrated discussion of the data.

4.1.3.1. Discussion of the Quantitative Data.

The major purpose of the analysis of the quantitative indicators of school performance was to analyse the impact of the Consolidated School on those indicators. Thus, data were collected on enrollment, attrition, failure and teacher qualification for the years 1976-1986, to cover the period which preceded the launching of the consolidated school movement.

The analysis of the data makes it possible to say that :

- (a) initial enrollment declines from 1976 to 1980 but then rises, despite a reduction in enrollment in non-consolidated schools;
- (b) promotion rates are higher in Consolidated Schools than in non-consolidated schools, regardless of the grade-bracket considered;
- (c) attrition rates are lower in Consolidated Schools than in non-consolidated schools;
- (d) the ratio of qualified teachers to non-qualified teachers is better in Consolidated Schools than in non-consolidated schools.

In so far as the selected indicators permit - their shortcomings notwithstanding - it seems possible to conclude that: (a) the implementation of Consolidated Schools was responsible for a reversal in falling rolls; (b) Consolidated Schools are less dysfunctional than non-consolidated rural schools; (c) teachers in the Consolidated Schools are better qualified than those in non-consolidated schools. However, it should be noted that other variables could also play a part in the changing figures on dysfunctions within the school system in rural areas where Consolidated Schools were implemented. Further, it is noted that rural education (in other municipalities of the State) where Consolidated Schools were not implemented was omitted from this thesis. Conventional rural schools are not the object of this research and thus it is not possible to show figures for comparasion.

4.1.3.2. Discussion of the Qualitative Data

The qualitative data used in analysing the impact of the consolidation movement on rural education in Paraná State was drawn from face to face interviews which the author of this thesis conducted with community members associated with the Consolidated Schools. The interviews as well as the analysis of their content centred on two points : (1) the community expectations concerning the Consolidated Schools, and (2) the degree of satisfaction with the new school.

The analyses of the qualitative data by occupational categories (headmasters, teachers, inspectors and municipal secretaries of education, mayors and parents) are presented in Chapter Three. In this present discussion the categories are combined and the expectations and satisfaction that are common to the various categories are highlighted.

Although all of the interviewees were willing to express their feelings concerning the Consolidated School only 56 out of 241 people (that is 1 in 5) were able to recall their expectations about the new school. Among those who could remember their reactions towards the educational change that was being proposed, 42.8% had positive expectations, 16.1% were neutral and 41.1 had negative expectations. However, when their degree of satisfaction with the school is

examined, only 2 people (mayors) were negative about the school; 97.4% of the interviewees were satisfied with the Consolidated school.

The data indicates that expectations were raised when there was a discussion with the community prior to the launching of the movement. Initially the community was uncertain about the new school and some doubted that it would ever materialize. The consciousness-raising process was able to develop some positive expectations among the community members so that they were able to see the Consolidated School as a major change in the education offered to rural dwellers. The prospect of offering the later grades of elementary education seems to have been an important point in motivating community participation. Initial community resistance to the movement gradually decreased as a result of community involvement in the change process.

Satisfaction with the Consolidated School seems to be the prevailing feeling among the interviewees. They all agree on the success of the new school and consider the consolidation of one-room rural schools to be the solution for the educational problems faced by the rural population. The community became more involved with the affairs of the school in all respects and this involvement is viewed as highly positive. The community began use the school, which

no longer "lies" in the community but rather "belongs" to the community.

The education offered in the Consolidated Schools is considered to be better than that of the one-room schools. The new school is larger, more comfortable and better equipped and offers a more nourishing meals. Teachers are better qualified and care more for their pupils. The Consolidated Schools made possible the upgrading of teachers who consider their work in the new school more fulfilling than before. The Consolidated Schools enabled the rural communities to realize an aspiration; that of providing the later grades of elementary education. Furthermore, parents and teachers acknowledge that in the Consolidated Schools children learn more and perform better than in the one-room schools. Attrition rates as well as failure have dropped after the implementation of the Consolidated Schools, thus reducing the dysfunctional aspects of the rural schools. Parents are willing to send their children to the Consolidated Schools, in spite of the distance from their homes. Transportation is no longer a concern of parents and teachers.

4.1.3.3. Concluding Remarks

The purpose of sub-section 4.1.3. was to offer an analysis of the important issues raised by the implantation

of the Consolidated School system in Paraná State. These aspects refer to the overall performance of the educational system -- expressed in terms of indicators such as failure, dropout, and teacher qualification -- and to the expectations of those involved in the consolidation movement, as well as their satisfaction with the new school.

In this sub-section an attempt will be made to consolidate the major conclusions from both analyses in a wider context to gain a better understanding of the role of community involvement in a process of change and the results of this participation.

The interviews with community members -- headmasters, teachers, inspectors and municipal secretaries of education, parents and mayors -- indicate that expectations about the Consolidated Schools were, in general, low. Expectations tended to be positive, however, in the small minority of cases in which discussions with the community were conducted before the school was built. However, regardless of the tone of the community expectation, before the establishment of the school, satisfaction with the new school now prevails. All sectors of the community praise the Consolidated School, albeit from different standpoints. Headmasters emphasized political and administrative improvements brought about by the new school. They stress the provision of better education for rural children and the community's intense

involvement in school-life. In physical terms, the new school is better than the previous one-room schools and provides a larger variety of experiences for the pupils.

Teachers are pleased with the improvement of the curriculum and other pedagogical aspects of the school. They also emphasize the qualitative aspects of the education offered to rural children who attend the Consolidated Schools and the reduction in absenteeism.

Inspectors and municipal secretaries of education highlight community participation in school life as the prominent feature of Consolidated Schools. They also stressed the upgrading of the teacher body by means of non-formal courses.

The mayors stressed their wish to expand the number of Consolidated Schools, despite the economic strain of maintaining them. They expressed their satisfaction with the Consolidated Schools' ability to obtain community support and to improve the school system.

Parents' satisfaction with the Consolidated Schools stems from the better care provided by those schools when compared with the one-room schools. The offering of the later grades of elementary education was highly praised by the parents who also acknowledge that their children learn

more in the Consolidated schools. Thus, whilst mayors, headmasters, inspectors and municipal secretaries of education tend to praise the Consolidated Schools from political and administrative standpoints, teachers and parents are concerned with the pedagogical improvements which resulted from the introduction of the new schools. Community involvement however, was the one point which was stressed by all segments as a highly positive component of the Consolidated Schools.

Satisfaction with the Consolidated Schools is strongly associated with the reduction in the dysfunctional aspects of the educational system evident in the one-room schools. Attrition rates and failure declined in the new schools; enrollment increased; teachers are better qualified. Thus the empirical data and the interviews indicate that the Consolidated School can be a solution to rural education problems, provided that community involvement is assured prior to the launching of the process of change.

The analyses of the empirical data showed that the Consolidated Schools were responsible for the betterment of rural education, expressed by lower attrition and failure rates, improved teacher education and by the offering of the later grades of elementary education.

The analyses of qualitative data complement that of the quantitative data in that they make it possible to identify the major reasons for the success of the new school. Among various possible explanations, community participation prior to the movement towards consolidation seems to be the outstanding feature of the successful process of change.

4.2. Conclusions and Guidelines for the Improvement of the Programme

This section presents the major conclusions of the thesis that originate with the analyses of the evidence together with guidelines for the betterment of the Consolidated School Programme. These guidelines are put forward because what was an experiment is now becoming official educational policy for the rural areas in Paraná State. The expansion of the Pro-Rural programme -- known as Paraná Rural -- includes the construction of 92 Consolidated Schools in 67 municipalities. The number of proposals for the construction of Consolidated Schools would be greater (170 Consolidated Schools) if financial constraints were removed [2].

The section begins with a presentation of the relevant conclusions from this evaluation. This is followed by a

delineation of the guidelines for the improvement of the programme if it is to be expanded to cover the whole State.

4.2.1. Conclusions

It has been shown that the various attempts to improve rural education were the results of local efforts rather than State policy. The political impetus towards decentralizing educational administration to the municipalities has prompted Paraná State officials to set up various educational projects aimed at improving rural education.

The first official attempt took place as part of a wider development programme. This included action in areas such as agriculture, with the building of communal grain elevators, and improving the infrastructure by generating electricity, building new roads and paving existing ones. In this context the move to consolidated the one-room rural schools was an integral part of the scheme to improve the quality of life in rural areas.

Thus, the building of schools was envisaged as part of an integrated programme to pave roads and provide buses for the transportation of pupils, and better training of teachers.

Since the major purpose of the movement towards consolidation was to reduce the differences between the education offered to the urban and the rural children, the evaluation of its impact on rural education was undertaken on the basis of the evidence arising from the project.

This evidence consisted of empirical data and qualitative data drawn from interviews with community members. The analyses and discussion of the evidence made the following conclusions possible: (a) that the consolidation of rural school was effective in reducing the dysfunctional aspects of rural education such as high attrition and dropout rates and low teacher qualification; (b) that although community members were in general unable to recall their expectations about the Consolidated School they were almost unanimous in their support of the new school; (c) that the unsatisfactory performance of some schools was attributable to the failure to achieve goals in other areas such as electrification and road construction; (d) that the Consolidated Schools, unlike the one-room schools, became a meeting point where the community could share their problems and accomplishments, thus participating actively in school life; (e) that community involvement in the movement facilitated the process of change.

The above conclusions suggest that the success of the consolidation movement would be greater if some important

aspects were more closely considered. These aspects which detract from the success of the Consolidated School, are dealt with in the following sections.

4.3. Guidelines for the Improvement of the Programme

As stated in earlier this thesis, a Consolidated School is understood to be an enlarged school resulting from the colsing down of a certain number of small isolated one or two-room schools, which the aim of providing a more suitable school environment. This also allows for the creation of greater educational opportunities for those of the school age population who live in rural areas.

In Paraná the Consolidated School model proposed the creation of a school for pupils from the rural areas which offered them the same technico-pedagogical conditions as were available to pupils in the urban areas. This model would remove any incentive for the continued existence of dozens of schools with one or two classrooms, as well as create a new conventional school unit for the rural areas.

Thus, the strategic location of the Consolidated Schools should serve the following ends: (a) the revision of the physical school network through the construction of appropriate buildings according to the emergent philosophy of the Consolidated School; (b) the establishment of methods which will provide for a qualitative improvement in the technical patterns of teaching through the adoption of active policies which will allow the gradual development of both the teaching staff and the training programmes; (c) the creation of a better organisation of daily work and of class councils to function as a means of measuring the pupils' overall achievement; (d) the adoption of a more effective supervisory and administrative system which should be able to give orientation to and help in the performance of the teaching staff, permitting better results in the teaching-learning process; (e) adjustment and improvement of the syllabus contents to meet the requirements of the obligatory common core in the first four years, and those of a more diverse curriculum in the later years. The latter should be determined by the peculiar characteristics of each region but consideration should first be given to labour needs in the primary and secondary areas. This will avoid any possible imbalance between what the Consolidated School offers and the real conditions experienced by the communities of each region.

For the successful implementation of a Consolidated School an analysis must be undertaken at the municipal level in order to identify the socio-economic characteristics of the population which is to benefit from this type of school. As has been observed before, each Consolidated School should be individually planned to satisfy the needs of each aspect shown in the diagnosis.

4.3.1. Area Covered

The Consolidated School is pre-eminently a rural school, and should be strategically located so that when it is established pupils of one-or two-classroom schools and their teaching staff (after any necessary retraining) absorbed. The location of a Consolidated School may be regarded as ideal if it is located so that there is a population in its catchment area that will potentially use the Consolidated School to 90 per cent of its capacity, in terms of both the initial and the later grades of the elementary school.

It is also essential to be able to provide a proper road network and sufficient transport to enable all potential pupils to reach the school.

4.3.2. Diversified Use of the Physical Space and Specifications

One of the major barriers to the effective utilisation of a building in rural areas is the under-use of the premises. School buildings for a Consolidated School must be designed in such a way that they can be used most effectively, without incurring additional expense. This is achieved by using a relatively standardised design for each school which incorporates some variations to serve local requirements. For example, the area occupied by a laboratory for soil analysis in one school complex may be used as a carpentry and joinery workshop elsewhere, although the general layout of the school as a whole remains the same.

4.3.3. Flexibility of the School Building and its Adaptation for the use by the Community

It is essential that a Consolidated School building is sufficiently flexible in terms of use to meet not only the demands of the educational programme but also those arising from the needs and interests of the community.

Such buildings should be planned with a view to the differing educational requirements of the population to be served. In this way the architectural projects must be individually planned in three aspects: (1) environments (or areas) for common core activities; (2) specific areas which will eventually supply any lack relating to the peculiarities of the various regions to be served by the

school buildings; (3) possibility of the use by the community.

The school community is closely integrated with the life of the local community, to a degree which, as a rule, is not common in the large urban centres. The Consolidated School must play an active role in a great many of the local community's activities. The school building and the areas designed for recreation should offer easy access for community participation not only in the school activities but also in the integration of the community. Thus, a Consolidated School has the great responsibility of supplying education, whilst simultaneously meeting community requirements.

These of course are aspirations for the future. The writer of this thesis is a policy maker in the State of Paraná, and has been given an opportunity to reflect on policies which he helped formulate. These sketches of future possibility in Paraná - offered within the framework of a thesis - can now become matters of praxis.

4. 4. Recommendation for Further Research

4.4.1. Research should be carried out among those teachers that remained in the one-room rural schools, in order to find out their opinion about the Consolidated

Schools in their municipality. Thus is because the opinion of those remaining as teachers in the one-room rural schools might provide information on very important issues that might affect decisions on the extension of the Consolidated School Programme in Paraná State.

4.4.2. Studies concerning rural education dysfunctions should be conducted in other municipalities of Paraná State where Consolidated Schools have not been implemented. It would thus become possible to compare the results with those obtained where Consolidated Schools were implemented.

4.4.3. Considering that Paraná is one of the Brazilian States where ethnic groups are an extremely significant portion of the population as a whole, studies should be carried out in the areas where Consolidated Schools have been implemented, as well as other areas of the State in order to discover if there is any correlation between dysfunction/success and ethnic descent.

4.4.4 Research should be carried out into the question of whether the children's background (from small rural land-owning families) has any influence on the apparent success of the Consolidated Schools as a whole.

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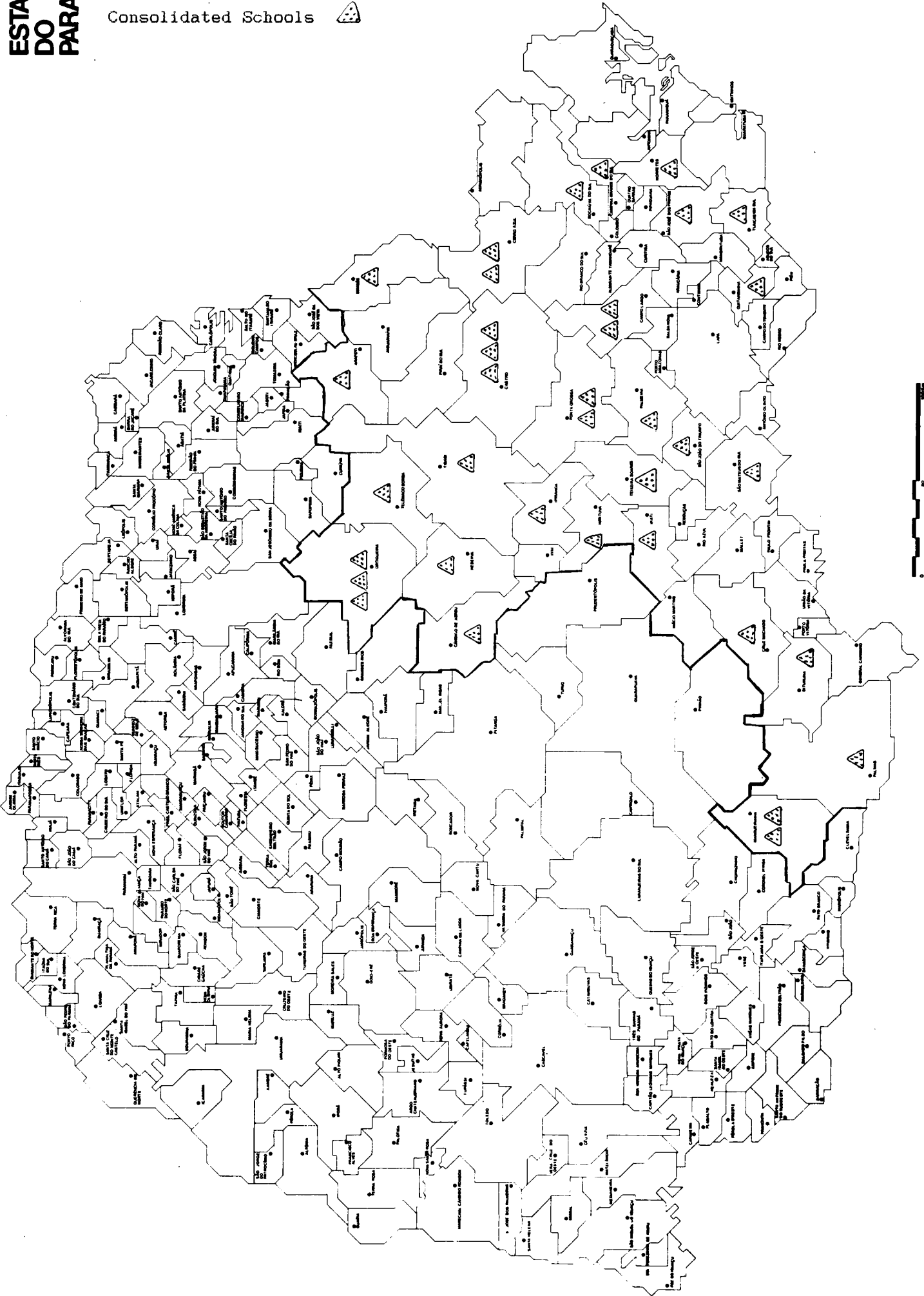
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PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TOTAL STATE

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	268792	261973	248303	219750	197861	175000	171387	154780	149948	135691	128450
	FI EN	213035	202552	195780	173348	152133	130896	136242	121068	110934	105187	95261
	PASS	112299	111126	110720	100637	95704	81316	79386	70294	72673	68518	60681
	DROP	258661	31833	344751	35210	41817	34256	32465	29072	25665	210941	34580
2 GRADE	IN EN	121290	119821	125719	124246	110043	104064	97478	88153	88478	87359	85247
	FI EN	108634	104067	108571	107741	93387	90115	84510	75208	75974	75645	67290
	PASS	87507	82269	86627	87817	81145	73351	66775	58687	60657	61944	54451
	DROP	72571	7723	10219	11631	14457	12570	11325	10276	9060	8662	12839
3 GRADE	IN EN	91267	91701	92117	94293	92243	86698	80256	68877	57504	47792	69101
	FI EN	80532	79929	80047	82168	78521	72363	69902	58948	57770	58570	55876
	PASS	65265	63380	64377	68330	71795	62815	58084	49242	48799	51293	48407
	DROP	50721	5858	7251	8156	11487	9901	9668	7646	7313	60661	7469
4 GRADE	IN EN	63676	64785	64913	63947	65836	67084	61686	53537	51063	49299	52021
	FI EN	58271	56040	57028	56657	57015	58379	53973	46095	43724	42689	45041
	PASS	51337	48314	49694	50730	54380	54155	48693	41326	39728	39756	41787
	DROP	3353	3523	4373	4691	7476	7371	6581	5796	5448	4950	3254
1/4 GRADE	IN EN	545025	538280	531052	502236	465985	433646	410307	365347	357093	340141	335319
	FI EN	460472	442588	441426	419924	380978	359748	344627	301319	296422	286091	263468
	PASS	316408	305089	311418	308014	303024	271637	253738	219469	222057	221611	205326
	DROP	41548	48942	56318	59688	75237	64098	59439	52790	47486	42912	50142
5 GRADE	IN EN	7573	9984	11452	11101	11570	12943	15143	8810	10979	11119	13344
	FI EN	6385	7487	8303	8810	8438	9456	10307	5839	7148	7345	9239
	PASS	4696	5709	6498	7252	6896	7541	7891	4443	5597	6004	7341
	DROP	1652	2264	2471	2393	2715	3126	3909	2544	3508	3358	1948
6 GRADE	IN EN	4256	5003	6305	7232	8434	7996	8802	6044	5297	6589	7216
	FI EN	3041	3900	4726	5891	6521	6155	6654	4495	3784	4739	6542
	PASS	3141	3223	3929	4969	5689	5274	5281	3785	3227	4075	5694
	DROP	681	962	1045	1307	1484	1527	1789	1257	1222	1485	848
7 GRADE	IN EN	2354	3211	3667	4277	5408	6107	5965	3557	4049	3404	4529
	FI EN	2185	2601	2820	3401	4233	4899	4657	2794	3030	2665	3926
	PASS	1906	2202	2470	3038	3816	4321	3989	2491	2783	2453	3683
	DROP	342	502	520	715	898	1025	1015	615	779	604	243
8 GRADE	IN EN	1231	1928	2345	2518	3121	3933	4398	2411	2441	2801	2559
	FI EN	1249	1753	1973	2221	2724	3401	3749	2113	2051	2310	2940
	PASS	1168	1617	1843	2036	2585	3255	3476	2017	1949	2237	2874
	DROP	120	209	258	278	279	442	458	246	245	343	74
5/8 GRADE	IN EN	15414	20126	23769	25128	28533	30979	34308	20822	22766	23913	27648
	FI EN	13650	15741	17816	20323	21916	23911	25857	15291	16013	17059	22705
	PASS	10905	12751	14740	17295	18986	20391	20437	12736	13556	14706	19592
	DROP	2795	3937	4294	4693	5376	6120	7171	4662	5754	5790	3113
TOTAL	IN EN	560439	559406	554821	527364	494518	464625	445115	386169	379839	364054	362967
	FI EN	474132	458329	459242	440247	402894	383659	370496	316610	312435	303150	286173
	PASS	327313	317840	326138	325309	322010	292028	274375	232205	235613	236381	224918
	DROP	44343	52679	60612	64381	80613	70218	66610	57452	53240	48102	61255

Source: SIE - SEED/Pr - FUNEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TOTAL MUNICIPALITY
WITH CONSOLIDATED SCHOOLS

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	23916	22787	24565	23423	22341	20133	22360	21669	21927	22033	22079
	FI EN	19400	19656	20732	18830	17187	16264	18033	17275	18176	18030	17904
	PASS	10118	9945	11132	10240	12208	9815	10770	10332	10838	11113	10555
	DROP	2032	2500	3751	5019	5513	4670	4786	4398	3833	3862	3739
2 GRADE	IN EN	10820	10391	11373	12377	11033	11217	11504	11876	12665	13525	13620
	FI EN	9943	9833	10238	11199	9661	10049	10044	10208	11210	11836	11800
	PASS	8066	7642	7869	8912	8421	8363	8059	7993	8942	9681	9321
	DROP	641	476	1003	1373	1653	1669	1557	1585	1432	1493	1471
3 GRADE	IN EN	7975	8058	8202	8542	8802	8374	9277	8316	8876	10077	10623
	FI EN	7067	7585	7552	7706	7868	7469	8232	7221	7914	8966	9348
	PASS	5588	5743	5940	6221	7134	6570	7098	6122	6637	7726	7979
	DROP	429	465	745	987	1241	1136	1226	1045	1018	1138	1081
4 GRADE	IN EN	4907	4857	5039	5179	5285	6114	6375	6125	6189	6827	7549
	FI EN	4742	4309	4650	4835	4752	5542	5843	5389	5441	5978	6663
	PASS	4123	3687	3991	4271	4528	5195	5366	4888	4854	5081	6199
	DROP	237	196	430	476	541	792	698	706	714	702	751
1/4 GRADE	IN EN	47613	46093	49179	49521	47461	45838	49516	47986	49677	52507	53871
	FI EN	41152	41383	43172	42564	39468	39324	42152	40693	42741	44800	45715
	PASS	27835	27020	28932	29644	32291	29943	31513	29335	31271	34101	34074
	DROP	3339	3657	5934	7860	9658	8267	8267	7734	7017	7195	7042
5 GRADE	IN EN	44	187	219	262	165	120	563	554	1374	1390	1833
	FI EN	42	171	185	198	150	90	458	484	1070	1053	1414
	PASS	39	148	144	143	120	63	303	372	874	868	1041
	DROP	4	3	23	21	31	65	106	77	275	298	427
6 GRADE	IN EN	22	118	140	153	124	107	270	202	439	889	819
	FI EN	25	116	130	137	104	90	208	187	397	757	707
	PASS	24	107	113	117	92	69	139	151	335	663	589
	DROP		2	6	21	15	27	53	17	46	121	112
7 GRADE	IN EN	22	91	103	119	86	69	192	64	183	327	583
	FI EN	22	86	95	111	80	65	166	62	164	293	504
	PASS	22	85	84	93	75	57	132	46	147	265	470
	DROP			5	8	12	13	24	6	13	26	63
8 GRADE	IN EN		96	85	80	78	65	105	59	51	148	250
	FI EN		97	85	78	76	61	100	58	46	145	238
	PASS		97	82	77	75	61	94	52	42	141	230
	DROP		1	2	2	1	2	5		4	4	8
S/B GRADE	IN EN	88	492	547	614	453	361	1130	879	2067	2754	3485
	FI EN	89	470	503	524	410	306	942	791	1697	2258	2863
	PASS	85	437	423	430	370	250	668	621	1398	1937	2330
	DROP	4	11	41	52	59	107	188	100	338	449	610
TOTAL	IN EN	47706	46585	49726	50135	47914	46199	50646	48865	51744	55261	57355
	FI EN	41241	41853	43675	43088	39878	39630	43094	40884	44438	47058	48578
	PASS	27920	27457	29355	30074	32561	30193	32181	29956	32649	36038	36404
	DROP	3343	3668	5975	7912	9117	8374	8455	7834	7355	7644	7652

Source: SIE - SEED/Pr - FURDEPAR

PAKANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TOTAL RURAL SCHOOLS MINUS
CONSOLIDATED SCHOOLS

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	23916	22787	24555	23423	22341	19961	22138	20251	19364	18910	19154
	FI EN	19400	19656	20732	18830	17187	16126	17820	16011	15886	15359	15277
	PASS	10118	9945	11132	10240	12208	7771	10888	9590	7407	9358	8963
	DROP	2032	2586	3751	5619	5513	4632	4772	4237	3488	3442	3366
2 GRADE	IN EN	10820	10391	11373	12377	11033	11100	11412	11016	11001	11378	11504
	FI EN	9943	9833	10230	11199	9661	9935	9955	9448	9641	9972	9935
	PASS	8066	7642	7869	8912	8421	8363	8067	7387	7724	8096	7888
	DROP	641	476	1008	1378	1563	1651	1552	1479	1270	1317	1264
3 GRADE	IN EN	7975	8058	8202	8542	8802	8320	9190	7669	7570	8431	8732
	FI EN	7067	7585	7552	7700	7868	7425	8154	6661	6742	7447	7694
	PASS	3538	3746	5940	6221	7134	6545	7052	5658	5695	6471	6614
	DROP	429	405	745	987	1241	1133	1218	976	877	988	926
4 GRADE	IN EN	4967	4857	5639	5179	5285	6054	6325	5542	5174	5571	6246
	FI EN	4742	4309	4650	4835	4732	5490	5798	4907	4541	4906	5511
	PASS	4123	3687	3991	4271	4528	5163	5334	4445	4112	4596	5152
	DROP	237	196	430	476	641	784	691	636	585	586	626
1/4 GRADE	IN EN	47613	46073	49179	49521	47451	45435	49057	44478	43109	44270	45693
	FI EN	41152	41383	43172	42564	39468	38976	41727	37627	36810	37684	38417
	PASS	27835	27020	28932	29644	32291	27782	31281	27080	26938	28531	28617
	DROP	3339	3657	5934	7866	9050	8710	8236	7342	6240	6333	6176
5 GRADE	IN EN	44	187	219	262	165	120	520	194	211	217	492
	FI EN	42	171	185	193	150	90	429	173	176	163	359
	PASS	39	148	144	143	128	63	269	119	114	125	175
	DROP	4	8	28	21	31	65	192	20	19	30	141
6 GRADE	IN EN	22	118	140	153	124	107	270	115	152	149	102
	FI EN	20	116	138	137	104	90	200	104	116	123	93
	PASS	24	107	113	117	92	69	139	70	95	92	58
	DROP		2	6	21	15	27	53	9	15	23	14
7 GRADE	IN EN	22	91	103	119	86	69	192	55	81	94	64
	FI EN	22	86	95	111	80	65	166	55	71	83	45
	PASS	22	85	84	93	75	57	132	39	59	64	34
	DROP			5	8	12	13	24	2	7	6	17
8 GRADE	IN EN		96	85	80	73	65	105	47	38	61	32
	FI EN		97	85	78	76	61	100	46	36	60	31
	PASS		97	82	77	75	61	94	40	32	58	28
	DROP		1	2	2	1	2	5		2	1	2
5/8 GRADE	IN EN	88	492	547	614	453	361	1007	411	482	521	690
	FI EN	89	470	503	524	410	306	903	393	397	434	528
	PASS	85	437	423	430	376	206	634	268	306	329	295
	DROP	4	11	41	52	59	107	184	31	43	50	174
TOTAL	IN EN	47706	46585	49726	50135	47914	45796	50144	44889	43591	44811	46388
	FI EN	41241	41853	43675	43688	39878	39282	42630	37410	37209	38118	38945
	PASS	27920	27457	29355	30074	32661	30032	31915	27348	27238	28850	28912
	DROP	3343	3668	5975	7912	9117	8317	8426	7373	6203	6393	6350

Source: STF - SEED/Pr - FURDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TOTAL CONSOLIDATED
SCHOOLS

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN						172	230	1418	2563	3173	2913
	FI						136	213	1264	2296	2671	2627
	EN						44	102	742	1431	1745	1592
	PASS DROP						38	14	161	345	426	373
2 GRADE	IN						117	92	860	1664	2147	2116
	FI						114	89	740	1569	1914	1885
	EN						60	52	606	1218	1585	1433
	PASS DROP						8	5	86	162	176	207
3 GRADE	IN						51	87	617	1326	1646	1841
	FI						44	78	560	1172	1459	1654
	EN						25	46	464	942	1255	1385
	PASS DROP						3	8	75	141	156	161
4 GRADE	IN						60	50	583	1015	1251	1303
	FI						52	45	482	900	1072	1152
	EN						32	32	443	742	985	1047
	PASS DROP						8	4	70	129	116	125
1/4 GRADE	IN						403	439	3503	6568	8217	8173
	FI						348	425	3066	5931	7116	7298
	EN						161	232	2255	4333	5370	5457
	PASS DROP						57	31	392	777	862	866
5 GRADE	IN							43	360	1163	1173	1341
	FI							39	306	914	895	1055
	EN							34	253	760	743	866
	PASS DROP							4	57	256	268	286
6 GRADE	IN								87	307	740	717
	FI								83	281	634	614
	EN								81	240	581	531
	PASS DROP								8	31	98	98
7 GRADE	IN								9	102	233	519
	FI								7	93	210	459
	EN								7	88	201	436
	PASS DROP								4	6	20	46
8 GRADE	IN								12	13	87	218
	FI								12	10	85	207
	EN								12	10	83	202
	PASS DROP									2	3	6
5/3 GRADE	IN							43	468	1585	2293	2795
	FI							39	403	1298	1824	2335
	EN							34	353	1098	1600	2035
	PASS DROP							4	69	295	389	436
TOTAL	IN						403	502	3976	8153	10450	10968
	FI						348	464	3474	7229	8940	9633
	EN						161	265	2508	5431	7178	7492
	PASS DROP						57	35	461	1072	1251	1362

Source: SIE - SFED/Pr - FURIM PAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: ARAPOTI
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	716	667	657	623	574	601	923	943	881	814	667
	FI EN	403	339	506	484	245	441	663	703	673	652	494
	PASS	224	278	264	221	204	237	385	396	420	372	281
	DROP	5	158	68	164	314	213	307	159	112	112	103
2 GRADE	IN EN	323	219	260	286	249	246	315	420	550	514	459
	FI EN	263	200	242	251	180	187	269	309	469	455	367
	PASS	234	166	229	225	175	166	249	226	406	379	316
	DROP	3	17	30	46	79	89	51	61	38	43	29
3 GRADE	IN EN	243	232	189	198	197	167	211	262	296	449	412
	FI EN	223	193	178	168	173	152	189	197	255	404	315
	PASS	204	163	166	146	169	146	172	160	210	368	290
	DROP	3	10	22	26	65	44	47	27	21	29	36
4 GRADE	IN EN	173	169	145	142	135	159	156	170	187	224	372
	FI EN	150	157	126	122	105	142	148	132	162	188	311
	PASS	136	146	126	120	105	137	147	126	144	169	299
	DROP	1	6	12	/	47	48	26	19	10	19	26
1/4 GRADE	IN EN	1455	1287	1259	1249	1157	1173	1605	1795	1914	2001	1910
	FI EN	1039	889	1052	1025	703	922	1269	1341	1559	1699	1487
	PASS	798	753	785	712	653	686	953	908	1180	1288	1106
	DROP	12	191	132	243	505	394	431	266	181	203	194
5 GRADE	IN EN									74	62	46
	FI EN									52	45	43
	PASS									45	44	42
	DROP									22	16	8
6 GRADE	IN EN										45	37
	FI EN										36	34
	PASS										36	31
	DROP										9	6
7 GRADE	IN EN											30
	FI EN											14
	PASS											13
	DROP											16
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN									74	107	113
	FI EN									52	81	91
	PASS									45	80	86
	DROP									22	25	30
TOTAL	IN EN	1455	1287	1259	1249	1157	1173	1605	1795	1988	2108	2023
	FI EN	1039	889	1052	1025	703	922	1269	1341	1611	1780	1578
	PASS	798	753	785	712	653	686	953	908	1225	1368	1272
	DROP	12	191	132	243	505	394	431	266	203	226	224

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

237

MUNICIPALITY: ARAPOTI

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	716	667	657	623	574	601	923	943	769	693	565
	FI EN	403	339	506	484	245	441	663	703	577	546	410
	PASS	224	278	264	221	204	237	385	396	353	298	221
	DROP	5	158	68	164	314	213	307	159	100	98	91
2 GRADE	IN EN	323	219	268	286	249	246	315	420	481	435	378
	FI EN	263	200	242	251	180	187	269	309	408	374	291
	PASS	234	166	229	225	175	166	249	226	352	312	250
	DROP	3	17	30	46	79	89	51	61	31	38	27
3 GRADE	IN EN	243	232	189	198	199	167	211	262	260	306	343
	FI EN	223	193	178	168	173	152	189	197	225	346	261
	PASS	204	163	166	146	169	146	172	160	183	312	236
	DROP	3	10	22	26	65	44	47	27	18	26	29
4 GRADE	IN EN	173	169	145	142	135	159	156	170	153	193	304
	FI EN	150	157	126	122	105	142	148	132	129	157	254
	PASS	136	146	126	120	105	137	147	126	114	147	242
	DROP	1	6	12	7	47	48	26	19	9	18	19
1/4 GRADE	IN EN	1455	1287	1259	1249	1157	1173	1605	1795	1663	1707	1590
	FI EN	1039	889	1052	1025	703	922	1269	1341	1339	1423	1216
	PASS	798	753	785	712	653	686	953	900	1002	1069	949
	DROP	12	191	132	243	505	394	431	266	158	180	166
5 GRADE	IN EN										16	9
	FI EN										12	9
	PASS										12	9
	DROP										5	
6 GRADE	IN EN											11
	FI EN											11
	PASS											11
	DROP											
7 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
3/8 GRADE	IN EN										16	20
	FI EN										12	20
	PASS										12	20
	DROP										5	
TOTAL	IN EN	1455	1287	1259	1249	1157	1173	1605	1795	1663	1723	1610
	FI EN	1039	889	1052	1025	703	922	1269	1341	1339	1435	1236
	PASS	798	753	785	712	653	686	953	900	1002	1081	969
	DROP	12	191	132	243	505	394	431	266	158	185	166

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: ARAPOTI
SCHOOL: PAULO NOVOCHADLO, ESC MUL PROF - ENS 1o GR

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN FI EN PASS DROP									112 96 67 12	121 106 74 14	102 84 60 12
2 GRADE	IN EN FI EN PASS DROP									69 61 54 7	79 81 67 5	81 76 66 2
3 GRADE	IN EN FI EN PASS DROP									36 30 27 3	63 58 56 3	69 54 54 7
4 GRADE	IN EN FI EN PASS DROP									34 33 30 1	31 31 22 1	68 57 57 7
1/4 GRADE	IN EN FI EN PASS DROP									251 220 178 23	294 276 219 23	320 271 237 28
5 GRADE	IN EN FI EN PASS DROP									74 52 45 22	46 33 32 11	37 34 33 8
6 GRADE	IN EN FI EN PASS DROP										45 36 36 9	26 23 20 6
7 GRADE	IN EN FI EN PASS DROP											30 14 13 16
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP									74 52 45 22	91 69 68 20	93 71 66 30
TOTAL	IN EN FI EN PASS DROP									325 272 229 45	385 345 287 43	413 342 303 58

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: BITURUNA
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	418	416	497	450	420	417	401	381	414	362	357
	EN	305	423	423	440	370	350	352	320	343	337	299
	PASS	222	306	353	325	276	253	259	223	237	231	213
	DROP	10	3	9	1	43	13	18	9	21		21
2 GRADE	IN	275	217	268	300	275	270	263	301	277	257	263
	EN	233	224	248	268	257	236	226	269	257	247	235
	PASS	218	207	232	248	240	212	190	239	236	204	207
	DROP	3			3	20	6	7	2	8		8
3 GRADE	IN	179	200	216	196	234	240	198	223	257	221	212
	EN	141	186	172	183	225	197	184	206	229	204	181
	PASS	136	178	156	177	210	182	170	195	216	188	157
	DROP	2				16	44	6	3	7	2	9
4 GRADE	IN	199	154	147	143	136	208	175	204	190	213	201
	EN	181	152	139	140	129	178	172	179	167	200	179
	PASS	177	151	133	135	128	171	163	173	164	196	167
	DROP	3				11	6	4	3	6	1	12
1/4 GRADE	IN	1071	995	1128	1089	1065	1135	1037	1109	1146	1053	1033
	EN	860	985	982	1031	981	969	934	982	998	988	894
	PASS	753	842	874	885	854	818	782	830	853	819	744
	DROP	18	3	9	4	90	69	35	17	42	3	50
5 GRADE	IN									54	64	61
	EN									50	55	57
	PASS									48	53	57
	DROP									3	8	4
6 GRADE	IN										46	43
	EN										45	40
	PASS										44	38
	DROP										2	1
7 GRADE	IN											44
	EN											39
	PASS											39
	DROP											4
8 GRADE	IN											
	EN											
	PASS											
	DROP											
5/8 GRADE	IN									54	110	140
	EN									50	100	136
	PASS									48	97	134
	DROP									3	10	9
TOTAL	IN	1071	995	1128	1089	1065	1135	1037	1109	1200	1163	1181
	EN	860	905	982	1031	981	969	934	982	1040	1088	1030
	PASS	753	842	874	885	854	818	782	830	901	916	878
	DROP	18	3	9	4	90	69	35	17	45	13	59

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: BITURUNA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	418	416	497	450	420	417	401	360	390	335	331
	FI EN	305	423	423	440	370	358	352	308	321	310	274
	PASS	222	306	353	325	276	253	259	210	222	206	190
	DROP	10	3	9	1	43	13	18	9	19		21
2 GRADE	IN EN	275	217	268	300	275	270	263	283	261	237	237
	FI EN	233	224	240	260	257	236	226	253	242	227	210
	PASS	218	207	232	248	240	212	190	223	221	185	190
	DROP	3			3	20	6	7	2	8		8
3 GRADE	IN EN	179	208	216	196	234	240	198	200	240	203	193
	FI EN	141	186	172	183	225	197	184	192	212	187	167
	PASS	136	178	156	177	210	182	170	181	199	173	143
	DROP	2				16	44	6	3	7	2	9
4 GRADE	IN EN	199	154	147	143	136	208	175	190	183	194	186
	FI EN	181	152	139	140	129	170	172	169	153	183	163
	PASS	177	151	133	135	128	171	163	163	148	179	151
	DROP	3				11	6	4	3	6	1	12
1/4 GRADE	IN EN	1071	995	1128	1089	1065	1135	1037	1041	1074	969	949
	FI EN	860	985	982	1031	981	969	934	922	928	907	814
	PASS	753	842	874	885	854	818	782	777	790	743	674
	DROP	18	3	9	4	90	69	35	17	40	3	50
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP	1071 860 753 18	995 985 842 3	1128 982 874 9	1089 1031 885 4	1065 981 854 90	1135 969 818 69	1037 934 782 35	1041 922 777 17	1074 928 790 40	969 907 743 3	949 814 674 50

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: BITURUNA
SCHOOL: SANTO ANTONIO, ESCOLA CONSOLIDADA

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN FI EN PASS DROP								21 20 13	24 22 15 2	27 27 25	26 25 23
2 GRADE	IN EN FI EN PASS DROP								18 16 16	16 15 15	20 20 19	24 25 17
3 GRADE	IN EN FI EN PASS DROP								15 14 14	17 17 17	18 17 15	17 14 14
4 GRADE	IN EN FI EN PASS DROP								14 10 10	15 16 16	19 17 17	15 16 16
1/4 GRADE	IN EN FI EN PASS DROP								68 60 53	72 70 63 2	84 81 76	84 80 70
5 GRADE	IN EN FI EN PASS DROP									54 50 48 3	64 55 53 8	61 57 57 4
6 GRADE	IN EN FI EN PASS DROP										46 45 44 2	43 40 38 1
7 GRADE	IN EN FI EN PASS DROP											44 39 39 4
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP									54 50 48 3	110 100 97 10	148 136 134 9
TOTAL	IN EN FI EN PASS DROP								68 60 53	126 120 111 5	194 181 173 10	232 216 204 9

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: CAMPINA GRANDE DO SUL
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	454	582	613	586	426	447	614	516	557	549	583
	EN	374	299	387	445	309	320	484	316	421	357	359
	PASS	139	217	159	198	181	164	244	167	250	278	205
	DROP	84	246	176	96	116	104	109	143	123	142	181
2 GRADE	IN	215	229	265	252	179	219	304	198	247	332	345
	EN	208	215	203	249	149	174	268	182	192	289	265
	PASS	132	196	98	182	127	155	200	139	147	254	217
	DROP	15	50	27	16	30	55	41	23	39	45	47
3 GRADE	IN	176	211	248	179	185	145	265	195	194	224	263
	EN	164	145	178	164	142	124	232	156	167	202	215
	PASS	49	103	107	93	131	112	154	112	125	180	169
	DROP	7	53	56	11	40	30	40	18	28	29	39
4 GRADE	IN	112	109	116	127	107	138	196	102	146	146	189
	EN	118	103	122	114	84	130	182	83	114	125	139
	PASS	53	80	92	75	82	121	153	70	98	113	128
	DROP	5	16	4	10	31	20	23	15	26	15	22
1/4 GRADE	IN	957	1131	1242	1144	897	949	1379	1011	1144	1251	1380
	EN	864	762	890	972	684	756	1166	742	894	973	978
	PASS	373	596	456	548	521	552	751	483	620	825	719
	DROP	111	365	263	133	217	209	213	199	216	231	289
5 GRADE	IN							104		39	30	61
	EN							85		31	21	34
	PASS							55		30	17	30
	DROP							27		7	7	23
6 GRADE	IN							70			41	19
	EN							48			36	11
	PASS							26			36	9
	DROP							18			4	6
7 GRADE	IN							40				
	EN							33				
	PASS							23				
	DROP							5				
8 GRADE	IN											
	EN											
	PASS											
	DROP											
5/8 GRADE	IN							214		39	71	80
	EN							166		31	57	45
	PASS							104		30	53	39
	DROP							50		7	11	29
TOTAL	IN	957	1131	1242	1144	897	949	1593	1011	1183	1322	1460
	EN	864	762	890	972	684	756	1332	742	925	1030	1023
	PASS	373	596	456	548	521	552	855	488	650	878	758
	DROP	111	365	263	133	217	209	263	199	223	242	318

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

243

MUNICIPALITY: CAMPINA GRANDE DO SUL
SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	454	582	613	586	426	447	614	455	498	463	513
	FI EN	374	299	387	445	309	328	484	283	381	301	314
	PASS	139	217	159	198	181	164	244	141	223	232	179
	DROP	84	246	176	96	116	104	109	125	109	115	153
2 GRADE	IN EN	215	229	265	252	179	219	304	181	208	291	282
	FI EN	208	215	203	249	149	174	268	167	168	254	214
	PASS	132	196	93	182	127	155	200	124	127	227	179
	DROP	15	50	27	16	30	55	41	22	31	30	37
3 GRADE	IN EN	176	211	248	179	185	145	265	142	141	173	199
	FI EN	164	145	178	164	142	124	232	122	121	165	169
	PASS	49	103	107	93	131	112	154	83	93	154	141
	DROP	7	53	56	11	40	30	40	10	20	14	24
4 GRADE	IN EN	112	109	116	127	107	138	196	70	109	106	158
	FI EN	118	103	122	114	84	130	182	62	84	88	116
	PASS	53	80	92	75	82	121	153	46	80	80	106
	DROP	5	16	4	10	31	20	23	11	19	12	19
1/4 GRADE	IN EN	957	1131	1242	1144	897	949	1379	848	956	1033	1152
	FI EN	864	762	890	972	684	756	1166	634	754	808	813
	PASS	373	596	456	548	521	552	751	394	523	693	605
	DROP	111	365	263	133	217	209	213	168	179	179	233
5 GRADE	IN EN							104				
	FI EN							85				
	PASS							55				
	DROP							27				
6 GRADE	IN EN							70				
	FI EN							48				
	PASS							26				
	DROP							18				
7 GRADE	IN EN							40				
	FI EN							33				
	PASS							23				
	DROP							5				
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN							214				
	FI EN							166				
	PASS							104				
	DROP							50				
TOTAL	IN EN	957	1131	1242	1144	897	949	1593	848	956	1033	1152
	FI EN	864	762	890	972	684	756	1332	634	754	808	813
	PASS	373	596	456	548	521	552	855	394	523	693	605
	DROP	111	365	263	133	217	209	263	168	179	179	233

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

244

MUNICIPALITY: CAMPINA GRANDE DO SUL
SCHOOL: NILCE T. ZANETTI, ESC. MUL. CONSOLIDADA

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN								61	59	86	70
	FI								33	40	56	45
	PASS								26	27	46	26
	DROP								18	14	27	28
2 GRADE	IN								17	39	41	63
	FI								15	24	35	51
	PASS								15	20	27	38
	DROP								1	8	7	10
3 GRADE	IN								53	53	51	64
	FI								34	46	37	46
	PASS								29	32	26	28
	DROP								8	8	15	15
4 GRADE	IN								32	37	40	31
	FI								26	30	37	23
	PASS								24	18	33	22
	DROP								4	7	3	3
1/4 GRADE	IN								163	180	218	228
	FI								108	140	165	165
	PASS								94	97	132	114
	DROP								31	37	52	56
5 GRADE	IN									39	30	61
	FI									31	21	34
	PASS									30	17	30
	DROP									7	7	23
6 GRADE	IN										41	19
	FI										36	11
	PASS										36	9
	DROP										4	6
7 GRADE	IN											
	FI											
	PASS											
	DROP											
8 GRADE	IN											
	FI											
	PASS											
	DROP											
5/8 GRADE	IN									39	71	80
	FI									31	57	45
	PASS									30	53	39
	DROP									7	11	29
TOTAL	IN								163	227	289	308
	FI								108	171	222	210
	PASS								94	127	185	153
	DROP								31	44	63	85

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

245

UNICIPALITY: CAMPO LARGO
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	385	928	1058	970	896	769	833	747	821	300	841
	FI EN	700	783	809	807	735	662	762	653	704	723	734
	PASS	488	316	431	465	479	406	459	384	475	407	453
	DROP	101	38	137	241	177	143	87	88	101	86	99
2 GRADE	IN EN	503	551	467	545	435	496	493	490	522	553	490
	FI EN	504	453	402	503	360	467	465	422	457	498	457
	PASS	378	308	280	431	316	383	379	314	386	428	383
	DROP	8	6	38	84	79	51	30	56	49	48	42
3 GRADE	IN EN	406	439	395	369	326	318	457	376	385	402	464
	FI EN	384	356	349	323	305	286	395	378	345	374	427
	PASS	322	295	289	289	274	236	340	296	302	317	377
	DROP	13	3	27	42	38	37	42	30	39	32	32
4 GRADE	IN EN	133	190	177	193	138	218	214	277	304	305	304
	FI EN	174	128	167	192	118	209	193	251	282	261	278
	PASS	141	117	137	168	116	173	177	214	254	241	267
	DROP	5	6	5	16	21	18	22	23	21	37	30
1/4 GRADE	IN EN	1927	2108	2097	2077	1795	1801	1797	1892	2032	2060	2099
	FI EN	1762	1720	1727	1825	1518	1624	1815	1704	1788	1856	1896
	PASS	1329	1036	1137	1353	1185	1198	1355	1208	1417	1393	1430
	DROP	127	53	207	383	315	249	181	197	210	203	203
5 GRADE	IN EN	32	31	34	34	48	53	118	104	132	143	177
	FI EN	32	28	23	30	43	39	107	95	109	107	142
	PASS	29	24	16	17	35	22	79	68	78	75	89
	DROP	4	8	9	6	5	12	10	9	14	22	35
6 GRADE	IN EN	22	24	24	20	22	45	39	75	83	92	96
	FI EN	25	22	25	18	17	30	32	65	72	81	84
	PASS	24	21	19	16	16	25	24	39	55	61	49
	DROP		2	1		4	5	4	9	8	9	13
7 GRADE	IN EN	22	21	19	22	13	18	28	21	46	50	65
	FI EN	22	21	19	20	12	17	23	21	40	44	49
	PASS	22	21	14	18	12	12	18	10	37	35	41
	DROP				3	1	3	5	1	5	5	14
8 GRADE	IN EN		17	22	14	18	15	12	15	14	38	32
	FI EN		24	21	14	18	11	11	14	12	37	29
	PASS		24	21	14	17	11	11	12	11	37	29
	DROP			1			2	1		2	1	1
5/8 GRADE	IN EN	76	93	99	90	101	131	197	215	275	323	370
	FI EN	79	95	88	82	90	105	173	195	233	269	304
	PASS	75	90	70	65	80	70	132	129	181	208	208
	DROP	4	10	11	9	10	22	20	17	27	37	63
TOTAL	IN EN	2003	2201	2196	2167	1896	1932	2194	2107	2307	2383	2467
	FI EN	1841	1815	1815	1907	1608	1729	1988	1899	2021	2125	2200
	PASS	1404	1126	1207	1418	1265	1268	1487	1337	1598	1601	1688
	DROP	131	63	218	392	325	271	201	216	239	240	266

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: CAMPO LARGO

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	885	928	1058	970	896	597	603	563	606	548	545
	EN	700	783	809	807	735	524	549	482	506	495	481
	PASS	488	316	431	465	479	362	357	308	363	311	339
	DROP	101	38	137	241	177	105	73	69	84	69	70
2 GRADE	IN	503	551	467	545	435	379	401	348	387	409	358
	EN	504	453	402	503	360	353	376	298	344	366	343
	PASS	378	308	280	431	316	323	327	238	294	317	294
	DROP	8	6	38	84	79	43	25	36	34	36	28
3 GRADE	IN	406	439	395	369	326	264	370	298	257	287	318
	EN	384	356	349	323	305	242	317	306	258	271	298
	PASS	322	295	289	289	274	211	294	245	226	240	273
	DROP	13	3	27	42	38	34	34	25	25	23	23
4 GRADE	IN	133	190	177	193	138	158	164	220	237	224	226
	EN	174	120	167	192	118	157	148	199	215	199	211
	PASS	141	117	137	168	116	141	145	172	195	184	204
	DROP	5	6	5	16	21	10	18	19	17	23	19
1/4 GRADE	IN	1927	2108	2097	2077	1795	1398	1538	1429	1489	1468	1447
	EN	1762	1720	1727	1825	1518	1276	1390	1285	1323	1331	1333
	PASS	1329	1036	1137	1353	1185	1037	1123	963	1078	1052	1110
	DROP	127	53	207	383	315	192	150	149	160	151	140
5 GRADE	IN	32	31	34	34	48	53	75	72	85	107	113
	EN	32	28	23	30	43	39	68	67	68	77	81
	PASS	29	24	16	17	35	22	45	43	42	56	46
	DROP	4	8	9	6	5	12	6	5	9	17	28
6 GRADE	IN	22	24	24	20	22	45	39	48	62	62	71
	EN	25	22	25	18	17	38	32	40	52	53	59
	PASS	24	21	19	16	16	25	24	15	37	39	26
	DROP		2	1		4	5	4	7	8	8	12
7 GRADE	IN	22	21	19	22	13	18	20	21	25	32	43
	EN	22	21	19	20	12	17	23	21	20	28	27
	PASS	22	21	14	18	12	12	18	10	18	19	19
	DROP				3	1	3	5	1	4	3	14
8 GRADE	IN		17	22	14	18	15	12	15	14	18	17
	EN		24	21	14	18	11	11	14	12	17	15
	PASS		24	21	14	17	11	11	12	11	17	15
	DROP			1			2	1		2	1	1
5/8 GRADE	IN	76	93	99	90	101	131	154	156	186	219	244
	EN	79	95	88	82	90	105	134	142	152	175	182
	PASS	75	90	70	65	80	70	98	80	108	131	106
	DROP	4	10	11	9	10	22	16	13	23	29	55
TOTAL	IN	2003	2201	2196	2167	1896	1529	1692	1585	1675	1687	1691
	EN	1841	1815	1815	1907	1608	1381	1524	1427	1475	1506	1515
	PASS	1404	1126	1207	1418	1265	1107	1221	1043	1186	1103	1216
	DROP	131	63	218	392	325	214	166	162	183	180	195

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

247

MUNICIPALITY: CAMPO LARGO

SCHOOL: AUGUSTO PIRES DE PAULA, ESC MUL - ENSINO DE 1o GRAU

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN FI EN PASS DROP						172 138 44 38	230 213 102 14	130 114 57 18	136 128 75 8	141 127 49 9	176 158 74 7
2 GRADE	IN EN FI EN PASS DROP						117 114 60 8	92 89 52 5	102 84 58 19	81 72 62 5	87 84 70 4	69 67 51 3
3 GRADE	IN EN FI EN PASS DROP						54 44 25 3	87 78 46 8	62 57 38 4	107 70 60 11	80 73 49 5	98 71 69 3
4 GRADE	IN EN FI EN PASS DROP						60 52 32 8	50 45 32 4	44 39 32 3	39 30 33 4	61 45 40 12	47 45 41 5
1/4 GRADE	IN EN FI EN PASS DROP						403 348 161 57	459 425 232 31	338 294 185 44	363 308 230 28	369 329 208 30	390 361 235 18
5 GRADE	IN EN FI EN PASS DROP							43 39 34 4	32 28 25 4	47 41 36 5	36 30 19 5	64 61 43 7
6 GRADE	IN EN FI EN PASS DROP								27 25 24 2	21 20 18	30 28 22 1	25 25 23 1
7 GRADE	IN EN FI EN PASS DROP									21 20 19 1	18 16 16 2	22 22 22
8 GRADE	IN EN FI EN PASS DROP										20 20 20	15 14 14
5/8 GRADE	IN EN FI EN PASS DROP							43 39 34 4	59 53 49 6	89 81 73 6	104 94 77 8	126 122 102 8
TOTAL	IN EN FI EN PASS DROP						403 348 161 57	502 464 266 35	397 347 234 50	452 389 303 34	473 423 285 38	516 483 337 26

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: CAMPO LARGO

SCHOOL: NICOLAU MORAIS DE CASTRO, ESCOLA MUNICIPAL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN								56	79	111	120
	FI								57	70	101	95
	PASS								19	37	47	40
	DROP								1	9	8	22
2 GRADE	IN								40	52	57	63
	FI								40	41	48	47
	PASS								18	30	41	38
	DROP								1	10	8	11
3 GRADE	IN								16	21	35	48
	FI								15	17	30	38
	PASS								13	16	28	35
	DROP								1	3	4	6
4 GRADE	IN								13	28	20	31
	FI								13	29	17	22
	PASS								10	26	17	22
	DROP								1		2	6
1/4 GRADE	IN								125	180	223	262
	FI								125	157	196	202
	PASS								60	109	133	135
	DROP								4	22	22	45
5 GRADE	IN											
	FI											
	PASS											
	DROP											
6 GRADE	IN											
	FI											
	PASS											
	DROP											
7 GRADE	IN											
	FI											
	PASS											
	DROP											
8 GRADE	IN											
	FI											
	PASS											
	DROP											
5/8 GRADE	IN											
	FI											
	PASS											
	DROP											
TOTAL	IN								125	180	223	262
	FI								125	157	196	202
	PASS								60	109	133	135
	DROP								4	22	22	45

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 12/6/86

249

MUNICIPALITY: CANDIDO DE ABREU
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	1324	1183	1152	1201	1092	867	1034	1194	1086	1075	1222
	FI EN	1105	985	1056	1099	881	815	889	997	936	887	979
	PASS	338	282	332	398	373	329	391	464	499	438	481
	DROP	198	234	60	41	266	129	226	223	260	218	247
2 GRADE	IN EN	374	332	340	395	448	408	378	475	580	579	579
	FI EN	376	281	310	377	391	371	347	400	540	541	509
	PASS	261	169	186	267	314	301	210	259	463	365	384
	DROP	55	59	32	11	86	54	41	91	97	66	62
3 GRADE	IN EN	244	258	205	220	248	303	288	256	282	470	425
	FI EN	226	234	175	207	228	261	266	223	271	438	383
	PASS	155	112	99	180	194	218	170	169	232	342	303
	DROP	36	19	25	8	48	59	32	46	39	41	57
4 GRADE	IN EN	191	143	126	115	152	160	193	158	152	231	321
	FI EN	205	121	111	112	141	137	185	150	155	220	285
	PASS	166	70	71	104	130	130	156	122	140	199	259
	DROP	12	12	8	2	23	23	14	22	18	17	37
1/4 3RADE	IN EN	2133	1916	1831	1931	1940	1738	1893	2083	2100	2355	2547
	FI EN	1912	1621	1652	1795	1641	1584	1687	1770	1902	2086	2156
	PASS	920	633	688	949	1011	978	927	1014	1334	1344	1427
	DROP	301	324	125	62	423	265	313	382	414	342	403
5 GRADE	IN EN											58
	FI EN											45
	PASS											40
	DROP											12
6 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
7 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN											58
	FI EN											45
	PASS											40
	DROP											12
OTAL	IN EN	2133	1916	1831	1931	1940	1738	1893	2083	2100	2355	2605
	FI EN	1912	1621	1652	1795	1641	1584	1687	1770	1902	2086	2201
	PASS	920	633	688	949	1011	978	927	1014	1334	1344	1467
	DROP	301	324	125	62	423	265	313	382	414	342	415

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

250

UNICIPALITY: CANDIDO DE ABREU

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	1324	1183	1152	1201	1092	867	1034	1194	1086	1036	1147
	FI EN	1105	985	1056	1099	881	815	889	997	936	952	909
	PASS	330	282	332	398	373	329	391	464	499	421	439
	DROP	198	234	60	41	266	129	226	223	260	217	235
2 GRADE	IN EN	374	332	348	395	448	403	373	475	580	533	522
	FI EN	376	281	310	377	391	371	347	400	540	496	461
	PASS	261	167	186	267	314	301	210	259	463	333	342
	DROP	55	59	32	11	86	54	41	91	97	66	56
3 GRADE	IN EN	244	258	205	220	248	303	280	256	282	426	368
	FI EN	226	234	175	207	228	261	266	223	271	394	330
	PASS	155	112	99	180	194	218	170	169	232	312	255
	DROP	36	19	25	8	48	59	32	46	39	40	48
4 GRADE	IN EN	191	143	126	115	152	160	193	158	152	201	284
	FI EN	205	121	111	112	141	137	185	150	155	192	250
	PASS	166	70	71	104	130	130	156	122	140	175	224
	DROP	12	12	8	2	23	23	14	22	18	17	37
1/4 GRADE	IN EN	2133	1916	1831	1931	1940	1738	1893	2083	2100	2196	2321
	FI EN	1912	1621	1652	1795	1641	1584	1687	1770	1902	1934	1950
	PASS	920	633	688	949	1011	978	927	1014	1334	1241	1260
	DROP	301	324	125	62	423	265	313	382	414	340	376
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP	2133 1912 920 301	1916 1621 633 324	1831 1652 688 125	1931 1795 949 62	1940 1641 1011 423	1738 1584 978 265	1893 1687 927 313	2083 1770 1014 382	2100 1902 1334 414	2196 1934 1241 340	2321 1950 1260 376

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

251

UNICIPALITY: CANDIDO DE ABREU
SCHOOL: DAVID FEDERMAN, ESCOLA MUL. DR. - ENS. 1o GRAU

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN FI EN PASS DROP										39 35 17 1	75 70 42 12
2 GRADE	IN EN FI EN PASS DROP										46 45 32	57 48 42 6
3 GRADE	IN EN FI EN PASS DROP										44 44 30 1	57 53 48 9
4 GRADE	IN EN FI EN PASS DROP										30 28 24	37 35 35
1/4 GRADE	IN EN FI EN PASS DROP										159 152 103 2	226 206 167 27
5 GRADE	IN EN FI EN PASS DROP											58 45 40 12
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											58 45 40 12
TOTAL	IN EN FI EN PASS DROP										159 152 103 2	284 251 207 39

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

252

MUNICIPALITY: CASTRO
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	1237	1228	1316	1367	1386	1296	1415	1222	1246	1281	1380
	EN	1179	1171	1279	1267	1000	1086	1244	1050	1099	1076	1115
	PASS	555	619	591	652	677	582	675	658	671	649	691
	DROP	89	171	112	99	285	235	190	272	165	223	223
2 GRADE	IN	576	583	695	682	671	607	711	691	699	806	910
	EN	517	579	648	650	553	530	631	625	638	730	776
	PASS	396	426	429	517	463	365	490	471	461	539	488
	DROP	29	40	33	49	84	79	55	97	60	96	108
3 GRADE	IN	441	401	442	437	462	423	453	480	421	548	637
	EN	395	370	430	401	350	382	398	430	403	480	550
	PASS	275	232	307	319	301	285	315	372	261	376	408
	DROP	23	27	23	25	77	49	61	53	41	77	67
4 GRADE	IN	124	81	107	146	183	209	203	178	276	270	351
	EN	111	77	99	140	155	176	191	155	249	223	302
	PASS	97	60	94	128	149	155	165	140	219	201	251
	DROP	1	3	3	8	11	28	22	35	31	41	36
1/4 GRADE	IN	2378	2293	2560	2632	2702	2535	2782	2571	2642	2905	3280
	EN	2202	2197	2456	2458	2058	2174	2464	2260	2389	2517	2743
	PASS	1323	1337	1421	1616	1590	1387	1645	1641	1612	1765	1838
	DROP	142	241	171	181	457	391	336	457	297	437	434
5 GRADE	IN	12	15	13	17	17			24	78	120	80
	EN	10	15	13	17	17			21	75	103	68
	PASS	10	15	13	17	15			16	65	80	53
	DROP								3	10	17	18
6 GRADE	IN					16			6	13	53	68
	EN					15			8	13	50	64
	PASS					13			8	13	44	54
	DROP										3	8
7 GRADE	IN								9	10	12	34
	EN								7	9	12	32
	PASS								7	9	12	28
	DROP								4	1		1
8 GRADE	IN								12	5	8	11
	EN								12	5	8	11
	PASS								12	5	7	11
	DROP											1
5/8 GRADE	IN	12	15	13	17	33			51	106	193	193
	EN	10	15	13	17	32			48	102	173	175
	PASS	10	15	13	17	28			43	92	143	146
	DROP								7	11	20	28
TOTAL	IN	2390	2308	2573	2649	2735	2535	2782	2622	2748	3098	3473
	EN	2212	2212	2469	2475	2090	2174	2464	2308	2491	2690	2918
	PASS	1333	1352	1434	1633	1618	1387	1645	1684	1704	1908	1984
	DROP	142	241	171	181	457	391	336	464	308	457	462

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

253

MUNICIPALITY: CASTRO
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	1237	1228	1316	1367	1386	1296	1415	1222	1246	1281	1380
	FI EN	1179	1171	1279	1267	1000	1086	1244	1050	1099	1076	1115
	PASS	555	619	591	652	677	582	675	658	671	649	691
	DROP	89	171	112	99	285	235	198	272	165	223	224
2 GRADE	IN EN	576	583	695	682	671	607	711	691	699	806	910
	FI EN	517	579	648	650	553	530	631	625	638	730	776
	PASS	396	426	429	517	463	365	490	471	461	539	488
	DROP	29	40	33	49	84	79	55	97	60	96	108
3 GRADE	IN EN	441	401	442	437	462	423	453	480	421	548	639
	FI EN	395	370	430	401	350	382	398	430	403	488	510
	PASS	275	232	307	319	301	285	315	372	261	376	408
	DROP	23	27	23	25	77	49	61	53	41	77	67
4 GRADE	IN EN	124	81	107	146	183	209	203	178	276	270	351
	FI EN	111	77	99	140	155	176	191	153	249	223	302
	PASS	97	60	94	128	149	155	165	140	219	201	251
	DROP	1	3	3	8	11	28	22	35	31	41	36
4/4 GRADE	IN EN	2378	2293	2560	2632	2702	2535	2782	2571	2642	2905	3280
	FI EN	2202	2197	2456	2458	2058	2174	2464	2260	2389	2517	2743
	PASS	1323	1337	1421	1616	1590	1387	1645	1641	1612	1765	1838
	DROP	142	241	171	181	457	391	336	457	297	437	434
5 GRADE	IN EN	12	15	13	17	17			24	78	120	80
	FI EN	10	15	13	17	17			21	75	103	68
	PASS	10	15	13	17	15			16	65	80	53
	DROP								3	10	17	18
6 GRADE	IN EN					16			6	13	53	68
	FI EN					15			8	13	50	64
	PASS					13			8	13	44	54
	DROP										3	8
7 GRADE	IN EN								9	10	12	34
	FI EN								7	9	12	32
	PASS								7	9	12	28
	DROP								4	1		1
8 GRADE	IN EN								12	5	8	11
	FI EN								12	5	8	11
	PASS								12	5	7	11
	DROP											1
7/8 GRADE	IN EN	12	15	13	17	33			51	106	193	193
	FI EN	10	15	13	17	32			48	102	173	175
	PASS	10	15	13	17	28			43	92	143	146
	DROP								7	11	20	28
TOTAL	IN EN	2390	2308	2573	2649	2735	2535	2782	2622	2748	3098	3473
	FI EN	2212	2212	2469	2475	2090	2174	2464	2308	2491	2690	2918
	PASS	1333	1352	1434	1633	1618	1387	1645	1684	1704	1908	1934
	DROP	142	241	171	181	457	391	336	464	308	457	462

Source: SIE - SEED/Pr - FUNDEFAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

254

MUNICIPALITY: CASTRO

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOLS

ADF	INT	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 ADE	IN EN	1237	1228	1316	1367	1386	1296	1415	1177	1085	1122	1222
	FI EN	1179	1171	1279	1267	1000	1086	1244	962	749	943	982
	PASS	505	619	591	652	677	582	675	610	574	554	586
	DROP	89	171	112	99	285	235	198	261	136	138	203
2 ADE	IN EN	576	583	695	682	671	607	711	629	603	684	796
	FI EN	517	579	648	650	553	530	631	568	548	616	671
	PASS	396	426	429	517	463	365	490	430	397	437	425
	DROP	29	40	33	49	84	79	55	90	44	88	95
3 ADE	IN EN	441	401	442	437	462	423	453	439	347	469	521
	FI EN	395	370	430	401	350	382	378	392	332	412	438
	PASS	275	282	307	319	301	285	315	337	217	305	316
	DROP	23	27	23	25	77	49	61	46	33	66	57
4 ADE	IN EN	124	81	107	146	183	209	203	156	214	209	265
	FI EN	111	77	99	140	155	176	191	133	191	161	227
	PASS	97	60	94	128	149	155	165	118	171	142	187
	DROP	1	3	3	8	11	28	22	35	22	34	28
7/4 ADE	IN EN	2378	2293	2560	2632	2702	2535	2782	2351	2249	2484	2804
	FI EN	2202	2177	2456	2458	2058	2174	2464	2055	2020	2132	2318
	PASS	1323	1337	1421	1616	1590	1387	1645	1495	1359	1438	1516
	DROP	142	241	171	181	457	391	336	432	235	376	385
5 ADE	IN EN	12	15	13	17	17						
	FI EN	10	15	13	17	17						
	PASS	10	15	13	17	15						
	DROP											
6 ADE	IN EN					16						
	FI EN					15						
	PASS					13						
	DROP											
7 ADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 ADE	IN EN											
	FI EN											
	PASS											
	DROP											
TOTAL	IN EN	2396	2308	2573	2649	2735	2535	2782	2351	2249	2484	2804
	FI EN	2212	2212	2469	2475	2090	2174	2464	2055	2020	2132	2318
	PASS	1333	1352	1434	1633	1618	1387	1645	1495	1359	1438	1516
	DROP	142	241	171	181	457	391	336	432	235	376	385

ce: STE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

255

MUNICIPALITY: CASTRO

SCHOOL: JOSE MERY CARNEIRO DE NAPOLES, ESC MUI - ENSINO DE 1o GRAU

AGE	INI	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1	IN EN FI EN PASS DROP								53 49 31 7	60 63 40 7	71 62 46 17	57 40 36 14
2	IN EN FI EN PASS DROP								29 25 20 1	46 44 39 6	38 35 27 2	50 45 21 8
3	IN EN FI EN PASS DROP								25 27 26	35 33 27 4	27 27 22 3	37 34 18 2
4	IN EN FI EN PASS DROP								19 19 19	27 26 23 2	28 29 28 4	27 25 14 3
4	IN EN FI EN PASS DROP								126 120 96 8	168 156 129 19	164 153 123 26	171 144 89 27
5	IN EN FI EN PASS DROP								24 21 16 3	23 21 19 5	40 37 27 2	28 27 23 7
6	IN EN FI EN PASS DROP								6 8 8	13 13 13	14 14 10 1	21 20 19 5
7	IN EN FI EN PASS DROP								9 7 7 4	10 9 9 1	12 12 12	7 7 7
8	IN EN FI EN PASS DROP								12 12 12	5 5 5	8 8 7	11 11 11 1
8	IN EN FI EN PASS DROP								51 48 43 7	51 48 46 6	74 71 56 3	67 65 60 13
TAL	IN EN FI EN PASS DROP								177 168 139 15	219 214 175 25	238 224 179 29	238 209 149 40

Source: STE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

256

MUNICIPALITY: CASTRO

SCHOOL: GUARAREMA, ESCOLA RURAL MUNICIPAL DE

GRADE	IN	EN	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1	IN	EN								42	46	52	60
ADF	FI	EN								39	38	45	57
	PASS									17	17	33	36
	DROP									4	8	8	3
2	IN	EN								33	28	37	44
ADE	FI	EN								32	23	37	45
	PASS									21	6	34	33
	DROP									6	8	1	
3	IN	EN								16	22	25	38
ADF	FI	EN								11	20	23	39
	PASS									9		23	37
	DROP									7	2	5	
4	IN	EN								3	4	6	26
ADE	FI	EN								3	4	9	22
	PASS									3	1	9	20
	DROP											1	4
7/4	IN	EN								94	100	120	168
ADF	FI	EN								85	85	114	163
	PASS									50	24	99	126
	DROP									17	18	15	7
5	IN	EN										23	15
ADE	FI	EN										17	13
	PASS											17	13
	DROP											6	2
6	IN	EN											19
ADF	FI	EN											18
	PASS												17
	DROP												1
7	IN	EN											
ADE	FI	EN											
	PASS												
	DROP												
8	IN	EN											
ADF	FI	EN											
	PASS												
	DROP												
7/8	IN	EN										23	34
ADE	FI	EN										17	31
	PASS											17	30
	DROP											6	3
TOTAL	IN	EN								94	100	143	202
	FI	EN								85	85	131	194
	PASS									50	24	116	156
	DROP									17	18	21	10

Source: STE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

257

MUNICIPALITY: CASTRO

SCHOOL: ABAPAN, ESCOLA MUNICIPAL DE

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1	IN EN FI EN PASS DROP									55 49 40 14	36 26 16 16	41 36 33 3
2	IN EN FI EN PASS DROP									22 23 19 2	47 42 41 5	28 15 9 5
3	IN EN FI EN PASS DROP									17 18 17 2	27 26 26 3	43 39 37 6
4	IN EN FI EN PASS DROP									31 28 24 7	27 24 22 2	33 28 28 1
4/5	IN EN FI EN PASS DROP									125 118 100 25	137 118 105 28	137 118 107 15
5	IN EN FI EN PASS DROP									55 54 46 5	57 49 36 9	37 28 17 9
6	IN EN FI EN PASS DROP										39 36 34 2	28 26 18 2
7	IN EN FI EN PASS DROP											27 25 21 1
8	IN EN FI EN PASS DROP											
7/8	IN EN FI EN PASS DROP									55 54 46 5	96 85 70 11	92 79 56 12
TOTAL	IN EN FI EN PASS DROP									180 172 146 30	233 203 175 31	229 197 163 27

Source: SIC - SED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

258

UNICIPALITY: CERRO AZUL

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOLS

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	1172	1138	1395	1262	1238	1026	1077	1083	1205	1021 ²⁵⁸	1104
	FI EN	1101	1151	1457	678	786	764	767	874	1079	851	962
	PASS	496	345	428	362	414	353	350	453	648	436	373
	DROP	158	103	35	612	504	361	369	245	145	160	139
2 GRADE	IN EN	415	475	495	567	433	437	426	425	555	692	596
	FI EN	401	466	521	495	374	391	375	393	521	634	542
	PASS	309	269	318	382	262	276	256	274	420	446	374
	DROP	55	24	25	84	76	83	74	58	45	64	58
3 GRADE	IN EN	257	290	327	339	405	269	280	286	302	428	497
	FI EN	236	302	342	282	350	243	225	242	273	373	438
	PASS	179	155	215	210	287	192	161	193	235	298	357
	DROP	29	14	15	62	73	45	79	49	38	53	52
4 GRADE	IN EN	90	107	143	180	166	215	164	151	191	225	283
	FI EN	79	114	154	171	142	194	133	138	170	208	253
	PASS	66	48	117	157	124	162	113	105	146	174	232
	DROP	19	6	6	21	27	29	43	20	22	18	22
1/4 GRADE	IN EN	1934	2010	2360	2348	2242	1947	1955	1945	2253	2366	2480
	FI EN	1817	2033	2474	1626	1652	1592	1500	1647	2043	2066	2175
	PASS	1050	817	1078	1111	1087	983	880	1025	1449	1354	1356
	DROP	261	147	81	779	680	518	565	372	250	295	271
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP	1934 1817 1050 261	2010 2033 817 147	2360 2474 1078 81	2348 1626 1111 779	2242 1652 1087 680	1947 1592 983 518	1955 1500 880 565	1945 1647 1025 372	2253 2043 1449 250	2366 2066 1354 295	2480 2175 1356 271

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

259

MUNICIPALITY: CERRO AZUL
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	1172	1138	1395	1262	1238	1026	1077	1148	1360	1162	1232
	EN	1101	1151	1457	678	786	764	767	964	1207	978	1079
	PASS	496	345	428	362	414	353	350	486	723	528	452
	DROP	158	103	35	612	504	361	369	246	167	171	140
2 GRADE	IN	415	475	495	567	433	437	426	465	626	784	705
	EN	401	466	521	495	374	391	375	433	585	721	644
	PASS	309	269	318	382	262	276	256	302	462	523	475
	DROP	55	24	25	84	76	83	74	62	52	66	64
3 GRADE	IN	257	290	327	339	405	267	238	311	357	476	578
	EN	236	302	342	282	350	243	225	267	329	419	518
	PASS	179	155	215	210	287	192	161	209	282	338	423
	DROP	29	14	15	62	73	45	79	51	41	55	55
4 GRADE	IN	90	107	143	180	166	215	164	163	217	277	317
	EN	79	114	154	171	142	194	133	147	195	254	285
	PASS	66	48	117	157	124	162	113	113	169	210	261
	DROP	19	6	6	21	27	29	43	22	24	21	23
1/4 GRADE	IN	1934	2010	2360	2348	2242	1947	1955	2087	2560	2699	2832
	EN	1817	2033	2474	1626	1652	1592	1500	1811	2316	2372	2526
	PASS	1050	817	1078	1111	1087	983	880	1110	1636	1607	1611
	DROP	261	147	81	779	680	518	565	381	284	313	290
5 GRADE	IN											
	EN											
	PASS											
	DROP											
6 GRADE	IN											
	EN											
	PASS											
	DROP											
7 GRADE	IN											
	EN											
	PASS											
	DROP											
8 GRADE	IN											
	EN											
	PASS											
	DROP											
5/8 GRADE	IN											
	EN											
	PASS											
	DROP											
TOTAL	IN	1934	2010	2360	2348	2242	1947	1955	2087	2560	2699	2832
	EN	1817	2033	2474	1626	1652	1592	1500	1811	2316	2372	2526
	PASS	1050	817	1078	1111	1087	983	880	1110	1636	1607	1611
	DROP	261	147	81	779	680	518	565	381	284	313	290

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

260

MUNICIPALITY: CERRO AZUL

SCHOOL: BOMBA, ESC MUL CONSOLIDADA DA - ENS DE 1o GR

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN FI EN PASS DROP								33 34 24	48 45 31 4	51 46 34 4	60 54 34 5
2 GRADE	IN EN FI EN PASS DROP								18 15 12 3	35 36 21	47 46 41	43 42 33
3 GRADE	IN EN FI EN PASS DROP								14 16 14	21 22 21	24 22 19 1	42 40 37 3
4 GRADE	IN EN FI EN PASS DROP								6 6 5	17 17 17	23 23 23	17 16 16
1/4 GRADE	IN EN FI EN PASS DROP								71 71 55 3	121 120 90 4	145 137 117 5	162 152 120 8
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP								71 71 55 3	121 120 90 4	145 137 117 5	162 152 120 8

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

261

MUNICIPALITY: CERRO AZUL

SCHOOL: BARRA DO TEIXEIRA, ESCOLA MUNICIPAL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN								32	107	90	68
	FI								56	89	81	63
	PASS								9	44	58	45
	DROP								1	18	7	4
2 GRADE	IN								22	36	45	66
	FI								25	28	41	60
	PASS								16	21	36	48
	DROP								1	7	2	6
3 GRADE	IN								11	34	24	37
	FI								9	34	24	40
	PASS								2	26	21	29
	DROP								2	3	1	
4 GRADE	IN								6	9	29	17
	FI								3	8	23	16
	PASS								3	6	21	13
	DROP								2	2	3	1
1/4 GRADE	IN								71	186	188	190
	FI								93	153	169	179
	PASS								30	97	136	135
	DROP								6	30	13	11
5 GRADE	IN											
	FI											
	PASS											
	DROP											
6 GRADE	IN											
	FI											
	PASS											
	DROP											
7 GRADE	IN											
	FI											
	PASS											
	DROP											
8 GRADE	IN											
	FI											
	PASS											
	DROP											
5/8 GRADE	IN											
	FI											
	PASS											
	DROP											
TOTAL	IN								71	186	188	190
	FI								93	153	169	179
	PASS								30	97	136	135
	DROP								6	30	13	11

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

262

MUNICIPALITY: CRUZ MACHADO
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	677	605	549	559	574	630	638	576	592	655	663
	EN	638	574	536	511	505	581	549	510	514	599	605
	PASS	406	350	358	347	219	327	344	361	310	383	420
	DROP	13	14	17	55	73	71	64	34	64	33	23
2 GRADE	IN	442	421	408	452	455	306	351	361	380	362	430
	EN	426	397	402	436	416	283	317	343	358	347	404
	PASS	373	305	278	317	344	266	295	321	323	312	380
	DROP	4	12	15	32	33	30	21	10	16	10	14
3 GRADE	IN	327	421	361	320	375	353	263	303	330	334	335
	EN	286	386	345	305	350	344	251	290	311	314	308
	PASS	223	304	259	222	325	328	247	276	303	289	306
	DROP	13	14	11	24	26	14	13	5	14	7	10
4 GRADE	IN	286	231	296	254	240	283	303	234	273	295	286
	EN	284	222	283	239	224	284	293	222	255	284	259
	PASS	274	202	241	189	220	282	285	218	253	282	254
	DROP	8	6	15	22	8	7	10	9	12	10	12
1/4 GRADE	IN	1732	1678	1614	1585	1644	1572	1555	1474	1575	1646	1714
	EN	1634	1579	1566	1491	1495	1492	1410	1365	1438	1544	1576
	PASS	1276	1161	1136	1075	1108	1203	1171	1176	1187	1263	1360
	DROP	38	46	58	133	140	122	108	58	106	60	59
5 GRADE	IN								23	35	45	27
	EN								23	32	35	24
	PASS								23	28	27	23
	DROP									3	10	3
6 GRADE	IN								27	24	29	25
	EN								27	23	25	25
	PASS								27	21	24	23
	DROP									1	4	
7 GRADE	IN									28	21	22
	EN									25	18	22
	PASS									24	18	21
	DROP									2	2	
8 GRADE	IN										26	18
	EN										26	18
	PASS										26	18
	DROP										1	
5/8 GRADE	IN								50	87	121	92
	EN								50	80	104	89
	PASS								50	73	95	85
	DROP									6	17	3
TOTAL	IN	1732	1678	1614	1585	1644	1572	1555	1524	1662	1767	1806
	EN	1634	1579	1566	1491	1495	1492	1410	1415	1518	1648	1665
	PASS	1276	1161	1136	1075	1108	1203	1171	1226	1262	1361	1445
	DROP	38	46	58	133	140	122	108	58	112	77	62

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

263

UNICIPALITY: CRUZ MACHADO

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	677	605	549	559	574	630	638	576	525	580	588
	EN	638	574	536	511	505	581	549	510	446	527	537
	PASS	406	350	358	347	219	327	344	361	254	323	360
	DROP	13	14	17	55	73	71	64	34	64	33	20
2 GRADE	IN	442	421	408	452	455	306	351	361	316	295	357
	EN	426	397	402	436	416	283	317	343	297	281	337
	PASS	373	305	279	317	344	263	295	321	272	254	323
	DROP	4	12	15	32	33	30	21	10	15	10	11
3 GRADE	IN	327	421	361	320	375	353	263	303	295	282	273
	EN	286	386	345	305	350	344	251	290	278	265	253
	PASS	223	304	259	222	325	328	247	276	270	244	252
	DROP	13	14	11	24	26	14	13	5	14	6	6
4 GRADE	IN	286	231	296	254	240	283	303	234	227	261	241
	EN	284	222	283	239	224	284	293	222	214	252	216
	PASS	274	202	241	189	220	282	285	210	212	250	212
	DROP	8	6	15	22	8	7	10	9	9	8	11
1/4 GRADE	IN	1732	1678	1614	1585	1644	1572	1555	1474	1363	1418	1459
	EN	1634	1579	1566	1491	1495	1492	1410	1365	1235	1325	1343
	PASS	1276	1161	1136	1075	1108	1203	1171	1176	1008	1071	1147
	DROP	38	46	58	133	140	122	108	50	102	57	48
5 GRADE	IN								23			
	EN								23			
	PASS								23			
	DROP											
6 GRADE	IN								27			
	EN								27			
	PASS								27			
	DROP											
7 GRADE	IN											
	EN											
	PASS											
	DROP											
8 GRADE	IN											
	EN											
	PASS											
	DROP											
5/8 GRADE	IN								50			
	EN								50			
	PASS								50			
	DROP											
TOTAL	IN	1732	1678	1614	1585	1644	1572	1555	1524	1363	1418	1459
	EN	1634	1579	1566	1491	1495	1492	1410	1415	1235	1325	1343
	PASS	1276	1161	1136	1075	1108	1203	1171	1226	1008	1071	1147
	DROP	38	46	58	133	140	122	108	58	102	57	48

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: CRUZ MACHADO
SCHOOL: LAURO MULLER SOARES, ESC. MUL. DR. - ENS. DE 1o GRAU

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN FI EN PASS DROP								64 63 58 1	67 68 56	75 72 60	75 68 60 3
2 GRADE	IN EN FI EN PASS DROP								34 34 33	64 61 51 1	67 66 58	73 67 57 3
3 GRADE	IN EN FI EN PASS DROP								43 42 41 1	35 33 33	52 49 45 1	62 55 54 4
4 GRADE	IN EN FI EN PASS DROP								27 27 26	46 41 41 3	34 32 32 2	45 43 42 1
1/4 GRADE	IN EN FI EN PASS DROP								168 166 158 2	212 203 181 4	228 219 195 3	255 233 213 11
5 GRADE	IN EN FI EN PASS DROP								23 23 23	35 32 28 3	45 35 27 10	27 24 23 3
6 GRADE	IN EN FI EN PASS DROP								27 27 27	24 23 21 1	29 25 24 4	25 25 23
7 GRADE	IN EN FI EN PASS DROP									28 25 24 2	21 18 18 2	22 22 21
8 GRADE	IN EN FI EN PASS DROP										26 26 26 1	18 18 18
5/8 GRADE	IN EN FI EN PASS DROP								50 50 50	87 80 73 6	121 104 95 17	92 87 85 3
TOTAL	IN EN FI EN PASS DROP								218 216 208 2	299 283 254 10	349 323 290 20	347 322 298 14

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

265

MUNICIPALITY: IMBITUVA
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	777	884	774	682	734	599	754	721	683	689	605
	FI EN	634	755	711	617	631	524	654	650	635	636	549
	PASS	433	549	525	424	558	336	462	443	415	494	410
	DROP	110	145	67	109	95	97	83	67	38	43	35
2 GRADE	IN EN	474	468	593	494	452	566	391	519	525	486	542
	FI EN	464	449	572	478	441	503	366	490	507	457	512
	PASS	413	391	558	435	420	465	301	409	430	420	450
	DROP	24	36	19	31	22	53	22	30	22	25	21
3 GRADE	IN EN	354	421	396	545	435	417	472	341	426	477	455
	FI EN	330	382	382	525	414	395	442	317	402	449	439
	PASS	274	345	369	499	407	367	384	287	346	402	415
	DROP	19	44	20	31	22	25	27	20	25	32	16
4 GRADE	IN EN	257	264	327	299	462	356	352	381	275	337	372
	FI EN	254	256	298	280	429	338	318	345	249	316	334
	PASS	227	227	294	267	420	330	297	331	235	310	328
	DROP	2	22	24	23	30	28	30	28	17	15	26
1/4 GRADE	IN EN	1862	2037	2090	2020	2083	1938	1969	1962	1909	1989	1975
	FI EN	1682	1842	1963	1900	1915	1765	1780	1802	1793	1858	1834
	PASS	1347	1512	1746	1625	1805	1498	1444	1470	1426	1626	1603
	DROP	155	247	130	194	169	203	162	145	102	115	98
5 GRADE	IN EN									53		
	FI EN									25		
	PASS									24		
	DROP									28		
6 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
7 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN									53		
	FI EN									25		
	PASS									24		
	DROP									20		
TOTAL	IN EN	1862	2037	2090	2020	2083	1938	1969	1962	1962	1989	1975
	FI EN	1682	1842	1963	1900	1915	1765	1780	1802	1818	1858	1834
	PASS	1347	1512	1746	1625	1805	1498	1444	1470	1450	1626	1603
	DROP	155	247	130	194	169	203	162	145	130	115	98

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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UNICIPALITY: IMBITUVA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	777	884	774	682	734	599	754	721	621	620	546
	FI EN	634	755	711	617	631	524	654	650	580	571	490
	PASS	433	549	525	424	558	336	462	443	370	437	360
	DROP	110	145	67	109	95	97	83	67	33	40	33
2 GRADE	IN EN	474	468	593	494	452	566	391	519	467	447	488
	FI EN	464	449	572	478	441	500	366	490	455	418	461
	PASS	413	391	558	435	420	465	301	409	380	381	403
	DROP	24	36	19	31	22	53	22	30	18	24	20
3 GRADE	IN EN	354	421	396	545	435	417	472	341	377	427	418
	FI EN	330	382	382	525	414	395	442	317	357	402	401
	PASS	274	345	369	499	407	367	384	287	304	356	378
	DROP	19	44	20	31	22	25	27	20	20	29	14
4 GRADE	IN EN	257	264	327	299	462	356	352	381	245	300	330
	FI EN	254	256	298	280	429	338	310	345	224	280	297
	PASS	227	227	294	267	420	330	297	331	210	275	291
	DROP	2	22	24	23	30	28	30	28	14	14	24
1/4 GRADE	IN EN	1862	2037	2090	2020	2083	1938	1969	1962	1710	1794	1782
	FI EN	1682	1842	1963	1900	1915	1765	1780	1802	1616	1671	1649
	PASS	1347	1512	1746	1625	1805	1498	1444	1470	1272	1449	1432
	DROP	155	247	130	194	169	203	162	145	85	107	91
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP	1862 1682 1347 155	2037 1842 1512 247	2090 1963 1746 130	2020 1900 1625 194	2083 1915 1805 169	1938 1765 1498 203	1969 1780 1444 162	1962 1802 1470 145	1710 1616 1272 85	1794 1671 1449 107	1782 1649 1432 91

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1975/86

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MUNICIPALITY: IMBITUVA

SCHOOL: BOA VISTA, ESC MUL DE - ENS DE 1o GRAU

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN									62	69	59
	FI									55	65	59
	EN									37	57	50
	PASS									5	3	2
2 GRADE	IN									58	39	54
	FI									52	39	51
	EN									50	39	47
	PASS									4	1	1
3 GRADE	IN									49	50	38
	FI									45	47	38
	EN									42	46	37
	PASS									5	3	2
4 GRADE	IN									30	37	42
	FI									25	36	37
	EN									25	35	37
	PASS									3	1	2
1/4 GRADE	IN									199	195	193
	FI									177	187	185
	EN									154	177	171
	PASS									17	8	7
5 GRADE	IN									53		
	FI									25		
	EN									24		
	PASS									28		
6 GRADE	IN											
	FI											
	EN											
	PASS											
7 GRADE	IN											
	FI											
	EN											
	PASS											
8 GRADE	IN											
	FI											
	EN											
	PASS											
5/8 GRADE	IN									53		
	FI									25		
	EN									24		
	PASS									28		
TOTAL	IN									252	195	193
	FI									202	187	185
	EN									178	177	171
	PASS									45	8	7

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

268

MUNICIPALITY: IPIRANGA
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	462	516	531	432	430	309	366	420	425	427	420
	FI EN	403	454	495	389	335	260	296	346	361	371	354
	PASS	179	237	306	246	302	222	220	230	200	267	229
	DROP	71	103	67	39	93	60	79	69	48	55	58
2 GRADE	IN EN	210	198	272	256	262	283	253	283	286	295	321
	FI EN	195	199	224	237	224	243	213	242	260	271	282
	PASS	125	142	194	203	209	226	163	211	189	219	226
	DROP	31	14	40	12	28	35	41	39	17	16	29
3 GRADE	IN EN	181	154	167	211	212	200	229	192	242	227	227
	FI EN	156	153	149	192	188	183	213	162	188	202	202
	PASS	107	112	124	155	177	175	182	145	145	189	180
	DROP	27	24	27	10	21	18	15	31	35	19	18
4 GRADE	IN EN	135	106	127	96	129	132	164	199	144	156	186
	FI EN	111	100	105	78	126	117	151	168	125	144	160
	PASS	65	72	95	69	125	116	132	156	104	140	155
	DROP	20	12	14	13	11	16	9	29	15	10	23
1/4 GRADE	IN EN	988	974	1097	995	1033	924	1012	1094	1097	1105	1154
	FI EN	865	906	973	896	873	803	873	918	934	988	998
	PASS	476	563	719	673	813	739	697	750	646	815	790
	DROP	149	153	148	74	153	129	144	168	115	100	128
5 GRADE	IN EN									42	26	29
	FI EN									37	18	25
	PASS									31	16	25
	DROP									5	8	2
6 GRADE	IN EN										30	13
	FI EN										28	7
	PASS										28	7
	DROP										3	6
7 GRADE	IN EN											29
	FI EN											21
	PASS											21
	DROP											2
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN									42	56	71
	FI EN									37	46	53
	PASS									31	44	53
	DROP									5	11	10
TOTAL	IN EN	988	974	1097	995	1033	924	1012	1094	1139	1161	1225
	FI EN	865	906	973	896	873	803	873	918	971	1034	1051
	PASS	476	563	719	673	813	739	697	750	677	859	843
	DROP	149	153	148	74	153	129	144	168	120	111	138

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: IPIRANGA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	462	516	531	432	430	309	366	420	357	343	355
	FI EN	403	454	495	389	335	260	296	346	295	291	300
	PASS	179	237	306	246	302	222	220	238	179	205	187
	DROP	71	103	67	39	93	60	79	69	46	53	55
2 GRADE	IN EN	210	198	272	256	262	283	253	283	236	249	247
	FI EN	195	199	224	237	224	243	213	242	210	226	214
	PASS	125	142	194	203	209	226	163	211	139	178	171
	DROP	31	14	40	12	28	35	41	39	17	16	29
3 GRADE	IN EN	181	154	167	211	212	200	229	192	201	176	184
	FI EN	156	153	149	192	188	183	213	162	149	155	166
	PASS	107	112	124	155	177	175	182	145	120	142	144
	DROP	27	24	27	10	21	18	15	31	35	18	16
4 GRADE	IN EN	135	106	127	96	129	132	164	199	112	119	136
	FI EN	111	100	105	78	126	117	151	168	95	109	120
	PASS	65	72	95	69	125	116	132	156	84	105	119
	DROP	20	12	14	13	11	16	9	29	14	8	15
1/4 GRADE	IN EN	988	974	1097	995	1033	924	1012	1094	906	887	924
	FI EN	865	906	973	896	873	803	873	913	749	781	800
	PASS	476	563	719	673	813	739	697	750	522	630	621
	DROP	149	153	148	74	153	129	144	168	112	95	115
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP	988 865 476 149	974 906 563 153	1097 973 719 148	995 896 673 74	1033 873 813 153	924 803 739 129	1012 873 697 144	1094 913 750 168	906 749 522 112	887 781 630 95	924 800 621 115

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: IPIRANGA

SCHOOL: SAO JOSE, ESC MUL - ENS DE 1o GRAU

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN									68	84	65
	FI									66	80	54
	EN									29	62	42
	PASS DROP									2	2	3
2 GRADE	IN									50	46	72
	FI									50	45	68
	EN									50	41	55
	PASS DROP											
3 GRADE	IN									41	51	43
	FI									39	47	36
	EN									25	47	36
	PASS DROP										1	2
4 GRADE	IN									32	37	50
	FI									30	35	40
	EN									20	35	36
	PASS DROP									1	2	8
1/4 GRADE	IN									191	218	230
	FI									185	207	198
	EN									124	185	169
	PASS DROP									3	5	13
5 GRADE	IN									42	26	29
	FI									37	18	25
	EN									31	16	25
	PASS DROP									5	8	2
6 GRADE	IN										30	13
	FI										28	7
	EN										28	7
	PASS DROP										3	6
7 GRADE	IN											29
	FI											21
	EN											21
	PASS DROP											2
8 GRADE	IN											
	FI											
	EN											
	PASS DROP											
5/8 GRADE	IN									42	56	71
	FI									37	46	53
	EN									31	44	53
	PASS DROP									5	11	10
TOTAL	IN									233	274	301
	FI									222	253	251
	EN									155	229	222
	PASS DROP									8	16	23

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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UNICIPALITY: IRATI
CHOOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	760	827	766	712	656	678	677	717	584	600	563
	FI EN	759	712	725	651	614	587	593	661	536	573	533
	PASS	472	471	502	417	385	401	384	473	369	411	368
	DROP	11	1		6	77	107	113	85	67	49	45
2 GRADE	IN EN	546	545	527	648	478	401	425	457	438	451	470
	FI EN	556	456	474	593	467	375	387	426	408	427	446
	PASS	432	377	297	497	399	319	291	367	333	362	359
	DROP	19	3	2		29	42	48	38	26	31	29
3 GRADE	IN EN	403	466	425	360	499	398	344	330	333	401	416
	FI EN	417	403	395	342	471	346	300	305	312	372	403
	PASS	353	309	309	280	428	316	272	259	243	324	321
	DROP	24	2	11	20	43	45	48	30	28	31	27
4 GRADE	IN EN	274	282	272	267	229	334	273	236	190	209	294
	FI EN	308	217	246	258	213	320	244	239	178	202	302
	PASS	288	191	214	246	205	309	223	223	165	192	284
	DROP	12		21	27	20	21	30	11	16	13	20
1/4 GRADE	IN EN	1983	2120	1990	1987	1862	1811	1719	1740	1545	1661	1748
	FI EN	2040	1788	1840	1844	1767	1628	1524	1631	1434	1574	1684
	PASS	1545	1348	1322	1440	1417	1345	1170	1322	1110	1289	1332
	DROP	66	6	34	53	169	215	239	164	137	124	121
5 GRADE	IN EN								56	29	48	61
	FI EN								49	19	43	54
	PASS								47	15	32	40
	DROP								7	10	5	7
6 GRADE	IN EN									45	24	37
	FI EN									38	22	36
	PASS									27	15	26
	DROP									7	4	1
7 GRADE	IN EN										25	13
	FI EN										25	13
	PASS										25	13
	DROP											
8 GRADE	IN EN											25
	FI EN											22
	PASS											22
	DROP											1
5/8 GRADE	IN EN								56	74	97	136
	FI EN								49	57	90	125
	PASS								47	42	72	101
	DROP								7	17	9	9
TOTAL	IN EN	1983	2120	1990	1987	1862	1811	1719	1796	1619	1758	1884
	FI EN	2040	1788	1840	1844	1767	1628	1524	1680	1491	1664	1809
	PASS	1545	1348	1322	1440	1417	1345	1170	1369	1152	1361	1433
	DROP	66	6	34	53	169	215	239	171	154	133	130

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: IRATI
SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	760	827	766	712	656	678	677	633	515	490	476
	EN	759	712	725	651	614	587	593	587	479	466	439
	PASS	472	471	502	417	385	401	384	424	330	332	293
	DROP	11	1		6	77	107	113	79	55	37	43
2 GRADE	IN	546	545	527	648	478	401	425	427	371	360	370
	EN	556	456	474	593	469	375	307	396	341	343	375
	PASS	432	377	297	497	399	319	291	345	298	287	299
	DROP	19	3	2		29	42	48	37	22	24	24
3 GRADE	IN	403	466	425	360	499	398	344	272	274	312	300
	EN	417	403	395	342	471	346	300	256	255	292	276
	PASS	353	309	309	280	428	316	272	229	215	268	251
	DROP	24	2	11	20	43	45	48	24	26	22	18
4 GRADE	IN	274	282	272	267	229	334	273	198	158	168	229
	EN	308	217	246	250	213	320	244	204	148	165	240
	PASS	288	191	214	246	205	309	223	190	141	156	226
	DROP	12		21	27	20	21	30	9	14	9	18
1/4 GRADE	IN	1983	2120	1990	1987	1862	1811	1719	1530	1318	1330	1395
	EN	2040	1788	1840	1844	1767	1628	1524	1443	1223	1266	1350
	PASS	1545	1348	1322	1440	1417	1345	1170	1188	984	1043	1069
	DROP	66	6	34	53	169	215	239	149	117	92	103
5 GRADE	IN											
	EN											
	PASS											
	DROP											
6 GRADE	IN											
	EN											
	PASS											
	DROP											
7 GRADE	IN											
	EN											
	PASS											
	DROP											
8 GRADE	IN											
	EN											
	PASS											
	DROP											
5/8 GRADE	IN											
	EN											
	PASS											
	DROP											
TOTAL	IN	1983	2120	1990	1987	1862	1811	1719	1530	1318	1330	1395
	EN	2040	1788	1840	1844	1767	1628	1524	1443	1223	1266	1350
	PASS	1545	1348	1322	1440	1417	1345	1170	1188	984	1043	1069
	DROP	66	6	34	53	169	215	239	149	117	92	103

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: IRATI

SCHOOL: OLAVO ANSELMO SANTINE, ESCOLA CONSOLIDADA

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN								84	69	110	92
	FI								74	57	107	74
	PASS								49	39	79	75
	DROP								6	12	12	2
2 GRADE	IN								30	67	91	80
	FI								30	67	84	71
	PASS								22	35	75	60
	DROP								1	4	7	5
3 GRADE	IN								58	59	89	116
	FI								49	57	80	107
	PASS								30	26	56	70
	DROP								6	2	9	9
4 GRADE	IN								38	32	41	65
	FI								35	30	37	62
	PASS								33	24	36	58
	DROP								2	2	4	2
1/4 GRADE	IN								210	227	331	353
	FI								188	211	308	334
	PASS								134	126	246	263
	DROP								15	20	32	18
5 GRADE	IN								56	29	48	61
	FI								49	19	43	54
	PASS								47	15	32	40
	DROP								7	10	5	7
6 GRADE	IN									45	24	37
	FI									38	22	36
	PASS									27	15	26
	DROP									7	4	1
7 GRADE	IN										25	13
	FI										25	13
	PASS										25	13
	DROP											
8 GRADE	IN											25
	FI											22
	PASS											22
	DROP											1
5/8 GRADE	IN								56	74	97	136
	FI								49	57	90	125
	PASS								47	42	72	101
	DROP								7	17	9	9
TOTAL	IN								266	301	428	489
	FI								237	268	398	459
	PASS								181	160	318	364
	DROP								22	37	41	27

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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UNICIPALITY: MANGUEIRINHA
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	1813	517	1486	1310	1351	1273	1253	1258	1094	1240	1317
	FI EN	1137	1244	961	927	842	850	908	961	861	956	1093
	PASS	531	531	415	463	450	482	453	507	496	604	587
	DROP	59	286	435	484	486	408	329	235	127	227	231
2 GRADE	IN EN	380	220	567	542	519	551	645	619	657	766	810
	FI EN	346	430	387	441	437	437	504	510	525	618	675
	PASS	285	371	286	362	346	335	358	360	394	472	485
	DROP	10	18	95	110	113	119	124	88	72	93	111
3 GRADE	IN EN	232	199	338	301	373	375	391	406	410	516	507
	FI EN	199	203	260	269	291	304	328	334	340	435	507
	PASS	169	188	204	226	251	279	288	280	284	364	413
	DROP	2	18	55	78	83	75	81	55	46	80	85
4 GRADE	IN EN	161	34	203	211	231	245	305	315	302	328	370
	FI EN	135	126	150	164	180	195	244	250	244	241	298
	PASS	124	117	126	150	167	186	223	232	212	216	272
	DROP	2	7	28	50	61	53	78	39	21	45	67
1/4 GRADE	IN EN	2586	970	2594	2364	2474	2444	2594	2598	2471	2850	3084
	FI EN	1817	2003	1758	1801	1750	1786	1984	2063	1970	2250	2573
	PASS	1109	1207	1031	1201	1214	1282	1325	1387	1386	1656	1757
	DROP	73	329	613	722	743	655	612	417	266	445	494
5 GRADE	IN EN										66	55
	FI EN										53	37
	PASS										45	26
	DROP										9	15
6 GRADE	IN EN											31
	FI EN											23
	PASS											18
	DROP											3
7 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN										66	86
	FI EN										53	62
	PASS										45	44
	DROP										9	18
TOTAL	IN EN	2586	970	2594	2364	2474	2444	2594	2598	2471	2716	3170
	FI EN	1817	2003	1758	1801	1750	1786	1984	2063	1970	2303	2635
	PASS	1109	1207	1031	1201	1214	1282	1325	1387	1386	1701	1801
	DROP	73	329	613	722	743	655	612	417	266	454	512

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: MANGUEIRINHA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	1813	517	1486	1310	1351	1273	1253	965	797	841	1092
	FI EN	1137	1244	961	927	842	850	908	707	618	551	832
	PASS	531	531	415	463	450	482	456	404	354	397	478
	DROP	59	286	435	484	486	408	329	215	105	175	218
2 GRADE	IN EN	380	220	567	542	519	551	645	498	510	532	614
	FI EN	346	430	387	441	437	437	504	401	412	436	480
	PASS	285	371	286	362	346	335	358	289	309	328	365
	DROP	10	18	95	110	113	119	124	77	57	68	102
3 GRADE	IN EN	232	199	330	301	373	375	391	312	319	384	443
	FI EN	199	203	260	269	291	304	323	251	264	332	378
	PASS	169	188	204	226	251	279	288	207	225	276	329
	DROP	2	18	55	78	83	75	81	49	36	72	77
4 GRADE	IN EN	161	34	203	211	231	245	305	252	215	243	302
	FI EN	135	126	150	164	180	195	244	205	175	184	240
	PASS	124	117	126	150	167	186	223	186	160	165	230
	DROP	2	7	28	50	61	53	78	30	15	36	58
1/4 GRADE	IN EN	2586	970	2594	2364	2474	2444	2594	2027	1841	2000	2451
	FI EN	1817	2003	1758	1801	1750	1786	1984	1564	1469	1603	1960
	PASS	1109	1207	1031	1201	1214	1282	1325	1086	1048	1166	1402
	DROP	73	329	613	722	743	655	612	371	213	351	455
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP	2586 1817 1109 73	970 2003 1207 329	2594 1758 1031 613	2364 1801 1201 722	2474 1750 1214 743	2444 1786 1282 655	2594 1984 1325 612	2027 1564 1086 371	1841 1469 1048 213	2000 1603 1166 351	2451 1960 1402 455

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: MANGUEIRINHA

SCHOOL: OSVALDO CRUZ, ESC MUL - ENSINO DE 1o GRAU

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN FI EN PASS DROP								130 111 47 6	121 99 56 11	219 149 131 41	57 31 30 2
2 GRADE	IN EN FI EN PASS DROP								54 52 35 2	71 49 39 10	118 83 75 17	90 97 64 3
3 GRADE	IN EN FI EN PASS DROP								29 27 24	39 26 17 6	77 62 55 4	63 60 48 1
4 GRADE	IN EN FI EN PASS DROP								25 24 23 3	25 18 17 3	26 13 13 1	26 27 26
1/4 GRADE	IN EN FI EN PASS DROP								230 214 129 11	256 192 129 30	440 307 274 63	236 265 168 6
5 GRADE	IN EN FI EN PASS DROP										24 20 19 1	
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP										24 20 19 1	
TOTAL	IN EN FI EN PASS DROP								238 214 129 11	256 192 129 30	464 327 293 64	236 265 168 6

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: MANGUEIRINHA

SCHOOL: MONTEIRO LOBATO, ESC MUL - ENSINO DE 1o GRAU

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN								163	176	180	168
	FI								143	144	156	150
	PASS								56	86	76	79
	DROP								14	11	11	11
2 GRADE	IN								67	76	116	106
	FI								57	64	99	98
	PASS								44	46	69	56
	DROP								9	5	8	6
3 GRADE	IN								65	60	55	81
	FI								56	50	41	69
	PASS								49	42	33	36
	DROP								6	4	4	7
4 GRADE	IN								30	62	59	42
	FI								29	51	44	31
	PASS								23	35	38	16
	DROP								6	3	8	9
1/4 GRADE	IN								333	374	410	397
	FI								285	309	340	348
	PASS								172	209	216	187
	DROP								35	23	31	33
5 GRADE	IN										42	55
	FI										33	39
	PASS										26	26
	DROP										8	15
6 GRADE	IN											31
	FI											23
	PASS											18
	DROP											3
7 GRADE	IN											
	FI											
	PASS											
	DROP											
8 GRADE	IN											
	FI											
	PASS											
	DROP											
5/8 GRADE	IN										42	86
	FI										33	62
	PASS										26	44
	DROP										8	18
TOTAL	IN								333	374	452	483
	FI								285	309	373	410
	PASS								172	209	242	231
	DROP								35	23	39	51

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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UNICIPALITY: MORRETES
CHOO: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	396	404	442	402	365	379	384	375	386	325	373
	FI EN	365	402	422	389	338	346	328	301	336	298	313
	PASS	178	226	261	217	181	199	189	189	183	164	163
	DROP	23	33	37	37	42	45	50	53	53	35	45
2 GRADE	IN EN	228	205	260	289	210	219	259	230	243	295	248
	FI EN	220	196	266	275	207	208	240	206	232	272	232
	PASS	182	164	236	226	162	147	176	144	118	180	149
	DROP	6	13	16	9	8	18	18	10	15	17	17
3 GRADE	IN EN	200	180	176	246	221	156	176	174	169	161	207
	FI EN	197	174	173	236	211	142	166	160	156	151	198
	PASS	178	152	149	204	194	127	125	139	84	110	148
	DROP	5	9	3	14	15	24	7	12	8	15	10
4 GRADE	IN EN	156	180	149	152	160	172	161	106	140	113	119
	FI EN	148	180	147	150	147	155	157	95	131	114	109
	PASS	132	170	136	132	138	139	132	81	93	106	89
	DROP	4	3	10	2	13	16	2	5	10	9	10
1/4 GRADE	IN EN	980	969	1035	1089	956	926	980	885	938	994	947
	FI EN	930	952	1008	1050	903	851	891	762	855	835	852
	PASS	670	712	782	779	675	612	622	553	478	560	554
	DROP	38	58	66	62	78	103	77	80	86	76	82
5 GRADE	IN EN										59	48
	FI EN										54	40
	PASS										49	27
	DROP										3	19
6 GRADE	IN EN											40
	FI EN											39
	PASS											37
	DROP											9
7 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 RADE	IN EN										59	88
	FI EN										54	79
	PASS										49	64
	DROP										3	28
OTAL	IN EN	980	969	1035	1089	956	926	980	885	938	953	1035
	FI EN	930	952	1008	1050	903	851	891	762	855	839	931
	PASS	670	712	782	779	675	612	622	553	478	609	618
	DROP	38	58	66	62	78	103	77	80	86	79	110

urce: SIE - SEED/Pr - FUNDEPAR

PAKANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

UNICIPALITY: MORRETES

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

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GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	396	404	442	402	365	379	384	375	261	227	243
	EN	365	402	422	389	338	346	323	301	221	203	200
	PASS	178	226	261	217	181	199	189	189	119	109	105
	DROP	23	33	37	37	42	45	50	53	43	29	29
2 GRADE	IN	228	205	268	289	210	219	257	230	177	172	160
	EN	220	196	266	275	207	208	240	206	168	166	140
	PASS	182	164	236	226	162	147	176	144	94	118	100
	DROP	6	13	16	9	8	18	10	10	13	14	11
3 GRADE	IN	200	180	176	246	221	156	176	174	120	118	136
	EN	197	174	173	236	211	142	166	160	111	112	129
	PASS	178	152	149	204	194	127	125	139	62	93	95
	DROP	5	9	3	14	15	24	7	12	8	12	10
4 GRADE	IN	156	180	149	152	160	172	161	106	95	81	96
	EN	148	180	147	150	147	155	157	95	90	80	89
	PASS	132	170	136	132	138	137	132	81	66	77	74
	DROP	4	3	10	2	13	16	2	5	6	6	8
1/4 GRADE	IN	980	969	1035	1089	956	926	980	885	653	618	635
	EN	930	952	1008	1050	903	851	891	762	590	561	566
	PASS	670	712	782	779	675	612	622	553	341	397	374
	DROP	38	58	66	62	78	103	77	80	70	61	58
5 GRADE	IN											
	EN											
	PASS											
	DROP											
6 GRADE	IN											
	EN											
	PASS											
	DROP											
7 GRADE	IN											
	EN											
	PASS											
	DROP											
8 GRADE	IN											
	EN											
	PASS											
	DROP											
5/8 GRADE	IN											
	EN											
	PASS											
	DROP											
TOTAL	IN	980	969	1035	1089	956	926	980	885	653	618	635
	EN	930	952	1008	1050	903	851	891	762	590	561	566
	PASS	670	712	782	779	675	612	622	553	341	397	374
	DROP	38	58	66	62	78	103	77	80	70	61	58

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: MORRETES

SCHOOL: DESAUDA BOSCO DA COSTA PRIMO, ESC MUL PROFa

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN									125	98	130
	FI									115	95	113
	PASS									64	55	63
	DROP									10	6	16
2 GRADE	IN									66	103	83
	FI									64	106	84
	PASS									24	62	49
	DROP									2	3	6
3 GRADE	IN									49	43	71
	FI									45	39	69
	PASS									22	17	53
	DROP										3	
4 GRADE	IN									45	32	23
	FI									41	34	20
	PASS									27	29	15
	DROP									4	3	2
1/4 GRADE	IN									285	276	312
	FI									265	274	286
	PASS									137	163	180
	DROP									16	15	24
5 GRADE	IN										59	48
	FI										54	40
	PASS										49	27
	DROP										3	19
6 GRADE	IN											40
	FI											39
	PASS											37
	DROP											9
7 GRADE	IN											
	FI											
	PASS											
	DROP											
8 GRADE	IN											
	FI											
	PASS											
	DROP											
5/8 GRADE	IN										59	88
	FI										54	79
	PASS										49	64
	DROP										3	28
TOTAL	IN									285	335	400
	FI									265	328	365
	PASS									137	212	244
	DROP									16	18	52

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: ORTIGUEIRA
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	2295	2803	2834	2354	2366	2065	1924	1948	1865	1739	1846
	FI EN	1441	976	1857	985	1938	1840	1371	1293	1362	1327	1216
	PASS	822	745	1024	680	1715	1475	1058	899	814	731	600
	DROP	203	336	755	1202	327	226	597	585	530	495	565
2 GRADE	IN EN	726	851	901	1096	798	1005	874	979	910	991	922
	FI EN	630	582	766	782	695	933	705	768	796	737	679
	PASS	559	522	580	676	657	855	656	650	658	626	557
	DROP	44	19	110	279	86	82	197	184	194	177	205
3 GRADE	IN EN	486	498	518	620	654	617	674	552	643	685	708
	FI EN	406	368	474	446	603	569	577	456	546	529	539
	PASS	362	325	360	404	572	530	571	414	487	492	471
	DROP	30	12	46	169	65	47	108	79	135	134	126
4 GRADE	IN EN	300	348	370	343	401	483	443	457	411	489	497
	FI EN	302	268	313	280	364	454	429	395	332	373	381
	PASS	284	247	256	260	355	446	425	375	308	354	353
	DROP	14	10	47	66	24	31	19	48	93	68	95
1/4 GRADE	IN EN	3807	4500	4631	4413	4219	4170	3915	3936	3829	4104	3973
	FI EN	2779	2194	3410	2493	3600	3796	3082	2912	3036	2966	2815
	PASS	2027	1839	2220	2020	3299	3314	2710	2338	2267	2203	1981
	DROP	291	377	958	1716	502	386	921	896	952	874	991
5 GRADE	IN EN											189
	FI EN											110
	PASS											93
	DROP											77
6 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
7 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN											189
	FI EN											110
	PASS											93
	DROP											77
TOTAL	IN EN	3807	4500	4631	4413	4219	4170	3915	3936	3829	4104	4162
	FI EN	2779	2194	3410	2493	3600	3796	3082	2912	3036	2966	2925
	PASS	2027	1839	2220	2020	3299	3314	2710	2338	2267	2203	2074
	DROP	291	377	958	1716	502	386	921	896	952	874	1068

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

282

MUNICIPALITY: ORTIGUEIRA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	2295	2803	2834	2354	2366	2065	1924	1709	1586	1528	1453
	FI EN	1441	976	1857	985	1938	1840	1371	1075	1108	1023	950
	PASS	822	745	1024	680	1715	1475	1058	740	650	549	469
	DROP	203	336	755	1202	327	226	597	563	427	404	457
2 GRADE	IN EN	726	851	901	1096	798	1005	874	806	748	748	694
	FI EN	630	582	766	782	695	933	705	622	574	561	504
	PASS	559	522	580	676	657	855	656	519	473	470	409
	DROP	44	19	110	279	86	82	197	169	164	144	162
3 GRADE	IN EN	486	498	510	620	654	617	674	466	512	484	515
	FI EN	406	363	474	446	603	569	577	379	406	381	376
	PASS	362	325	360	404	572	538	571	344	374	357	345
	DROP	30	12	46	169	65	47	108	68	109	103	97
4 GRADE	IN EN	300	348	378	343	401	483	443	371	318	351	347
	FI EN	302	268	313	280	364	454	429	315	250	284	257
	PASS	284	247	256	260	355	446	425	298	243	274	236
	DROP	14	10	47	66	24	31	19	43	69	55	74
1/4 GRADE	IN EN	3807	4500	4631	4413	4219	4170	3915	3352	3164	3111	3011
	FI EN	2779	2194	3410	2493	3600	3796	3082	2391	2338	2249	2107
	PASS	2027	1839	2220	2020	3299	3314	2710	1901	1743	1650	1459
	DROP	291	377	958	1716	502	386	921	843	769	706	790
5 GRADE	IN EN											187
	FI EN											110
	PASS											73
	DROP											77
6 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
7 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN											187
	FI EN											110
	PASS											93
	DROP											77
TOTAL	IN EN	3807	4500	4631	4413	4219	4170	3915	3352	3164	3111	3200
	FI EN	2779	2194	3410	2493	3600	3796	3082	2391	2338	2249	2217
	PASS	2027	1839	2220	2020	3299	3314	2710	1901	1743	1650	1552
	DROP	291	377	958	1716	502	386	921	843	769	706	867

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: ORTIGUEIRA

SCHOOL: RUI BARBOSA, ESCOLA MUNICIPAL - ENSINO DE 1o GRAU

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN								50	36	153	123
	FI								45	84	108	88
	PASS								42	44	57	37
	DROP								4	38	39	36
2 GRADE	IN								33	6	69	57
	FI								32	61	58	42
	PASS								27	50	50	33
	DROP									9	6	10
3 GRADE	IN								8	10	66	49
	FI								8	32	48	34
	PASS								8	23	44	26
	DROP									8	13	6
4 GRADE	IN								7	5	27	47
	FI								4	14	24	28
	PASS								4	9	22	24
	DROP								3	6	1	10
1/4 GRADE	IN								90	57	315	276
	FI								87	191	238	192
	PASS								81	126	173	120
	DROP								7	61	59	62
5 GRADE	IN											
	FI											
	PASS											
	DROP											
6 GRADE	IN											
	FI											
	PASS											
	DROP											
7 GRADE	IN											
	FI											
	PASS											
	DROP											
8 GRADE	IN											
	FI											
	PASS											
	DROP											
5/8 GRADE	IN											
	FI											
	PASS											
	DROP											
TOTAL	IN								98	57	315	276
	FI								87	191	238	192
	PASS								81	126	173	120
	DROP								7	61	59	62

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: ORTIGUEIRA

SCHOOL: ERNESTO SOARES DOS SANTOS, ESCOLA CONSOLIDADA

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN FI EN PASS DROP								42 32 30 4	86 53 43 49	96 67 46 26	122 67 33 55
2 GRADE	IN EN FI EN PASS DROP								37 29 24 3	56 42 31 15	62 40 38 10	73 43 32 27
3 GRADE	IN EN FI EN PASS DROP								30 25 10 3	40 23 16 6	60 37 29 11	55 35 29 17
4 GRADE	IN EN FI EN PASS DROP								26 23 20 2	36 26 19 10	30 5 8	27 26 25 4
1/4 GRADE	IN EN FI EN PASS DROP								135 109 92 12	218 144 109 80	248 149 113 55	277 171 119 103
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP								135 109 92 12	218 144 109 80	248 149 113 55	277 171 119 103

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: ORTIGUEIRA

SCHOOL: ANTONIO FERREIRA RUPPEL, ESCOLA CONSOLIDADA

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN FI EN PASS DROP								147 141 87 14	157 117 77 16	162 129 79 26	148 111 61 17
2 GRADE	IN EN FI EN PASS DROP								103 85 80 12	100 119 101 6	112 78 68 17	93 90 83 6
3 GRADE	IN EN FI EN PASS DROP								48 44 44 8	81 85 74 12	75 63 62 7	89 74 71 6
4 GRADE	IN EN FI EN PASS DROP								53 53 53	52 42 37 8	81 60 58 4	74 70 68 7
1/4 GRADE	IN EN FI EN PASS DROP								351 323 264 34	390 363 289 42	430 330 267 54	409 345 283 36
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP								351 323 264 34	390 363 289 42	430 330 267 54	409 345 283 36

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: PALMAS

SCHOOL: PEDRO FERREIRA DE ALMEIDA, ESC MUL - ENS DE 1o GRAU

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN									42	91	71
	FI									57	94	73
	PASS									25	47	52
	DROP									3	16	16
2 GRADE	IN									40	37	51
	FI									33	33	50
	PASS									28	15	40
	DROP									6	9	9
3 GRADE	IN									36	26	19
	FI									19	21	20
	PASS									15	12	13
	DROP									14	7	1
4 GRADE	IN									33	20	11
	FI									12	18	13
	PASS									11	14	10
	DROP									20	2	1
1/4 GRADE	IN									151	174	152
	FI									121	166	156
	PASS									79	88	115
	DROP									46	34	27
5 GRADE	IN											
	FI											
	PASS											
	DROP											
6 GRADE	IN											
	FI											
	PASS											
	DROP											
7 GRADE	IN											
	FI											
	PASS											
	DROP											
8 GRADE	IN											
	FI											
	PASS											
	DROP											
5/8 GRADE	IN											
	FI											
	PASS											
	DROP											
TOTAL	IN									151	174	152
	FI									121	166	156
	PASS									79	88	115
	DROP									46	34	27

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: PALMAS

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	1008	993	921	870	854	793	827	849	713	618	618
	FI	549	1068	1013	718	638	571	657	622	505	473	452
	PASS	437	293	493	364	360	239	387	357	222	277	220
	DROP	177	23	89	254	255	216	264	182	226	156	170
2 GRADE	IN	502	361	351	466	400	396	385	379	347	338	313
	FI	413	370	335	364	279	329	261	309	277	287	279
	PASS	336	204	251	270	236	286	234	227	162	220	203
	DROP	28	2	19	89	102	70	125	60	74	71	50
3 GRADE	IN	447	206	231	242	286	253	329	253	220	198	228
	FI	332	206	230	192	199	212	265	205	180	165	179
	PASS	271	103	172	161	182	180	233	171	147	126	138
	DROP	3	8	10	51	81	41	85	41	46	46	41
4 GRADE	IN	331	154	151	166	158	177	209	191	156	147	121
	FI	290	147	131	134	126	142	166	160	121	124	98
	PASS	262	84	109	129	120	135	149	142	102	113	35
	DROP	3	1	5	21	34	39	61	32	36	27	17
1/4 GRADE	IN	2288	1714	1654	1744	1698	1619	1750	1672	1436	1301	1280
	FI	1584	1791	1709	1408	1242	1254	1349	1296	1091	1049	1008
	PASS	1306	684	1025	924	898	846	1003	897	633	736	646
	DROP	211	34	123	415	472	366	535	323	382	300	270
5 GRADE	IN			18	7	8	10	17	13	14		
	FI			10	10	8	4	9	13	15		
	PASS			6	10	8	4	9	7	7		
	DROP			6			6	7		2		
6 GRADE	IN				6	5	8	7	5	8	9	
	FI				2	3	3	4	5	7	6	
	PASS				2	2	3	4	5	5	5	
	DROP				3	2	3	3		1	3	
7 GRADE	IN						2		5	5	7	7
	FI						1		5	3	7	5
	PASS						1		5	3	5	5
	DROP						1			2		2
8 GRADE	IN											
	FI											
	PASS											
	DROP											
5/8 GRADE	IN			18	13	13	20	24	23	27	16	7
	FI			10	12	11	8	13	23	25	13	5
	PASS			6	12	10	8	13	17	15	10	5
	DROP			6	3		10	10		5	3	2
TOTAL	IN	2288	1714	1672	1757	1711	1639	1774	1695	1463	1317	1287
	FI	1584	1791	1719	1420	1253	1262	1362	1319	1116	1062	1013
	PASS	1306	684	1031	936	908	854	1016	914	648	746	651
	DROP	211	34	129	418	472	376	545	323	387	303	280

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: PALMAS
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	1008	993	921	870	854	793	827	842	755	709	682
	EN	549	1060	1013	718	638	571	657	622	562	567	525
	PASS	437	293	493	364	360	237	387	357	247	324	272
	DROP	177	23	89	254	255	216	264	182	232	172	186
2 GRADE	IN	502	361	351	466	400	396	385	379	387	375	364
	EN	413	370	335	364	279	329	261	309	310	320	329
	PASS	336	204	251	270	236	286	234	227	190	235	243
	DROP	28	2	19	89	102	70	125	68	80	80	59
3 GRADE	IN	447	206	231	242	286	253	322	253	256	224	247
	EN	332	206	230	192	199	212	265	205	207	186	199
	PASS	271	103	172	161	182	186	233	171	162	138	151
	DROP	3	8	10	51	81	41	85	41	60	53	42
4 GRADE	IN	331	154	151	166	158	177	209	191	189	167	132
	EN	290	147	131	134	123	142	166	160	133	142	111
	PASS	262	84	109	129	120	135	149	142	113	127	95
	DROP	3	1	5	21	34	39	61	32	56	29	18
1/4 GRADE	IN	2288	1714	1654	1744	1698	1619	1750	1672	1587	1475	1432
	EN	1584	1791	1709	1408	1242	1254	1349	1296	1212	1215	1164
	PASS	1306	684	1025	924	898	846	1003	897	712	824	731
	DROP	211	34	123	415	472	366	535	323	428	334	305
5 GRADE	IN			18	7	8	10	17	13	14		
	EN			10	10	8	4	9	13	15		
	PASS			6	10	8	4	9	7	7		
	DROP			6			6	7		2		
6 GRADE	IN				6	5	8	7	5	8	9	
	EN				2	3	3	4	5	7	6	
	PASS				2	2	3	4	5	5	5	
	DROP				3	2	3	3	5	1	3	
7 GRADE	IN						2		5	5	7	7
	EN						1		5	3	7	5
	PASS						1		5	3	5	5
	DROP						1			2		2
8 GRADE	IN											
	EN											
	PASS											
	DROP											
5/8 GRADE	IN			18	13	13	20	24	23	27	16	7
	EN			10	12	11	8	13	23	25	13	5
	PASS			6	12	10	8	13	17	15	10	5
	DROP			6	3		10	10		5	3	2
TOTAL	IN	2288	1714	1672	1757	1711	1639	1774	1695	1614	1471	1432
	EN	1584	1791	1719	1420	1253	1262	1362	1319	1237	1228	1169
	PASS	1306	684	1031	936	908	854	1013	914	727	834	766
	DROP	211	34	129	418	472	376	545	323	433	337	307

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: PALMEIRA

SCHOOL: QUEIMADAS, ESCOLA CONSOLIDADA DE

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN									49	79	59
	FI									47	73	53
	PASS									33	59	44
	DROP									4	5	2
2 GRADE	IN									29	51	51
	FI									29	48	49
	PASS									26	46	47
	DROP									2	1	4
3 GRADE	IN									19	33	50
	FI									16	33	47
	PASS									14	30	40
	DROP									4	2	2
4 GRADE	IN									15	28	28
	FI									13	23	24
	PASS									9	22	23
	DROP									4	3	6
1/4 GRADE	IN									112	191	180
	FI									105	177	173
	PASS									82	157	154
	DROP									14	11	14
5 GRADE	IN									128	53	53
	FI									100	39	48
	PASS									72	36	45
	DROP									34	14	10
6 GRADE	IN										64	30
	FI										53	34
	PASS										52	31
	DROP										10	3
7 GRADE	IN											42
	FI											41
	PASS											41
	DROP											1
8 GRADE	IN											
	FI											
	PASS											
	DROP											
5/8 GRADE	IN									128	117	133
	FI									100	92	123
	PASS									72	88	117
	DROP									34	24	14
TOTAL	IN									240	308	321
	FI									205	269	296
	PASS									154	245	271
	DROP									40	35	28

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: PALMEIRA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	530	536	596	578	554	503	528	588	655	579	608
	FI EN	489	506	554	555	472	445	465	482	535	506	526
	PASS	288	249	311	351	361	336	325	354	352	330	352
	DROP	33	51	60	33	81	63	59	98	92	85	54
2 GRADE	IN EN	336	317	297	333	384	372	357	382	408	464	412
	FI EN	295	320	276	325	357	347	300	357	363	428	372
	PASS	269	254	238	252	345	319	260	311	255	357	271
	DROP	28	20	21	9	36	32	46	28	33	34	26
3 GRADE	IN EN	248	280	311	267	296	325	319	270	333	320	400
	FI EN	220	300	294	248	270	304	292	243	306	297	358
	PASS	185	209	226	179	266	290	277	231	239	258	299
	DROP	3	18	22	19	27	33	22	23	22	23	33
4 GRADE	IN EN	158	146	175	197	169	206	252	263	246	257	276
	FI EN	146	157	165	186	157	196	228	236	225	232	249
	PASS	132	141	147	168	154	191	223	232	191	211	224
	DROP	11	13	10	13	8	14	20	24	17	22	26
1/4 GRADE	IN EN	1272	1287	1379	1375	1403	1406	1456	1503	1642	1620	1696
	FI EN	1150	1283	1291	1314	1256	1292	1285	1318	1427	1463	1505
	PASS	874	853	922	950	1126	1136	1085	1128	1037	1156	1166
	DROP	75	102	113	74	152	142	147	173	164	164	139
5 GRADE	IN EN		30	33	29	23	16	21	24	23	23	154
	FI EN		29	33	28	23	15	21	24	20	21	138
	PASS		27	32	28	23	15	19	24	16	16	126
	DROP						1			1	1	30
6 GRADE	IN EN		20	28	34	29	23	15	18	23	20	20
	FI EN		20	28	34	26	23	15	18	21	19	22
	PASS		20	26	34	26	21	13	17	17	11	19
	DROP				1	3	1			1	1	2
7 GRADE	IN EN		26	19	25	34	25	22	16	21	16	14
	FI EN		25	19	24	34	25	20	15	20	16	13
	PASS		25	19	24	34	24	19	11	17	13	13
	DROP				1			1	1		2	1
8 GRADE	IN EN		35	25	19	24	33	25	20	14	19	15
	FI EN		33	25	18	23	33	24	20	14	19	16
	PASS		33	25	18	23	33	24	16	12	17	13
	DROP											1
5/8 GRADE	IN EN		111	105	107	110	97	83	78	81	78	203
	FI EN		107	105	104	106	96	80	77	75	75	189
	PASS		105	102	104	106	93	75	68	62	57	171
	DROP				2	3	2	1	1	2	4	34
TOTAL	IN EN	1272	1398	1484	1482	1513	1503	1539	1581	1723	1698	1899
	FI EN	1150	1390	1396	1418	1362	1388	1365	1395	1504	1538	1674
	PASS	874	958	1024	1054	1232	1229	1160	1196	1099	1213	1337
	DROP	75	102	113	76	155	144	148	174	166	168	173

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

291

UNICIPALITY: PALMEIRA
CHOOl: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	530	536	596	578	554	503	528	580	704	658	667
	FI EN	489	506	554	555	472	445	465	482	582	579	579
	PASS	288	249	311	351	361	336	325	354	385	389	396
	DROP	33	51	60	33	81	63	59	98	96	90	56
2 GRADE	IN EN	336	317	297	333	384	372	357	382	437	515	463
	FI EN	295	320	278	325	357	347	300	357	392	476	421
	PASS	269	254	238	252	345	319	260	311	281	403	330
	DROP	28	20	21	9	36	32	46	20	35	35	30
3 GRADE	IN EN	248	288	311	267	296	325	319	270	352	353	450
	FI EN	220	300	294	248	270	304	292	243	322	330	405
	PASS	185	209	226	179	266	290	277	231	253	288	339
	DROP	3	18	22	19	27	33	22	23	26	25	35
4 GRADE	IN EN	158	146	175	197	169	206	252	263	261	285	304
	FI EN	146	157	165	186	157	196	228	236	238	255	273
	PASS	132	141	147	168	154	191	223	232	200	233	247
	DROP	11	13	10	13	8	14	20	24	21	25	32
1/4 GRADE	IN EN	1272	1287	1379	1375	1403	1406	1456	1503	1754	1811	1884
	FI EN	1150	1283	1291	1314	1256	1292	1285	1318	1534	1640	1678
	PASS	874	853	922	950	1126	1136	1085	1128	1119	1313	1320
	DROP	75	102	113	74	152	142	147	173	178	175	153
5 GRADE	IN EN		30	33	29	23	16	21	24	151	76	207
	FI EN		29	33	28	23	15	21	24	120	60	186
	PASS		27	32	28	23	15	19	24	88	52	171
	DROP					1				35	15	40
6 GRADE	IN EN		20	28	34	29	23	15	18	23	84	58
	FI EN		20	28	34	26	23	15	18	21	72	56
	PASS		20	26	34	26	21	13	17	17	63	50
	DROP				1	3	1			1	11	5
7 GRADE	IN EN		26	19	25	34	25	22	16	21	16	56
	FI EN		25	19	24	34	25	20	15	20	16	54
	PASS		25	19	24	34	24	19	11	17	13	54
	DROP				1			1	1		2	2
8 GRADE	IN EN		35	25	19	24	33	25	20	14	19	15
	FI EN		33	25	18	23	33	24	20	14	19	16
	PASS		33	25	18	23	33	24	20	12	17	13
	DROP								16			1
5/8 GRADE	IN EN		111	105	107	110	97	83	78	209	195	336
	FI EN		107	105	104	106	96	80	77	175	167	312
	PASS		105	102	104	106	93	75	68	134	145	288
	DROP				2	3	2	1	1	36	28	48
OTAL	IN EN	1272	1398	1484	1482	1513	1503	1539	1581	1963	2006	2220
	FI EN	1150	1390	1396	1418	1362	1388	1365	1395	1709	1807	1990
	PASS	874	958	1024	1054	1232	1229	1160	1196	1253	1458	1608
	DROP	75	102	113	76	155	144	148	174	214	203	201

urce: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

292

MUNICIPALITY: PONTA GROSSA
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	734	618	756	677	762	727	640	681	686	644	486
	FI EN	594	578	603	583	641	625	572	564	566	516	450
	PASS	387	276	382	315	439	343	326	346	379	324	274
	DROP	95	100	179	155	141	131	112	131	127	114	34
2 GRADE	IN EN	424	382	378	432	441	474	394	397	406	466	389
	FI EN	352	375	320	402	372	394	356	368	359	393	348
	PASS	324	288	243	263	325	301	268	287	292	332	276
	DROP	51	41	62	71	63	85	45	47	50	46	35
3 GRADE	IN EN	307	307	314	295	307	318	308	333	295	314	323
	FI EN	221	298	261	257	282	278	258	291	255	270	295
	PASS	201	249	200	190	261	203	182	253	231	257	261
	DROP	38	25	58	54	35	43	60	51	36	39	28
4 GRADE	IN EN	245	193	227	198	196	244	88	187	214	255	236
	FI EN	195	208	203	182	184	211	167	158	193	211	205
	PASS	184	178	174	158	176	185	155	140	169	204	186
	DROP	36	12	30	18	24	33	15	20	21	28	22
1/4 GRADE	IN EN	1710	1500	1675	1602	1706	1763	1430	1598	1601	1679	1439
	FI EN	1362	1459	1387	1424	1479	1508	1355	1381	1373	1390	1298
	PASS	1096	991	999	926	1201	1032	931	1034	1071	1117	997
	DROP	220	178	329	298	263	292	232	249	234	227	119
5 GRADE	IN EN									54	71	58
	FI EN									44	65	45
	PASS									39	56	37
	DROP									10	6	9
6 GRADE	IN EN										41	53
	FI EN										36	46
	PASS										30	38
	DROP										4	5
7 GRADE	IN EN											30
	FI EN											29
	PASS											27
	DROP											1
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN									54	112	141
	FI EN									44	101	120
	PASS									39	86	102
	DROP									10	10	15
TOTAL	IN EN	1710	1500	1675	1602	1706	1763	1430	1598	1655	1791	1580
	FI EN	1362	1459	1387	1424	1479	1508	1355	1381	1417	1491	1418
	PASS	1096	991	999	926	1201	1032	931	1034	1110	1203	1099
	DROP	220	178	329	298	263	292	232	249	244	237	134

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

293

MUNICIPALITY: PONTA GROSSA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	734	618	756	677	762	727	640	681	647	540	388
	FI EN	594	578	603	583	641	625	572	564	521	422	356
	PASS	387	276	382	315	439	343	326	346	353	266	211
	DROP	95	100	179	155	141	131	112	131	123	100	31
2 GRADE	IN EN	424	382	378	432	441	474	394	397	374	385	316
	FI EN	352	375	320	402	372	394	356	368	329	320	277
	PASS	324	288	243	263	325	301	268	287	274	272	220
	DROP	51	41	62	71	63	85	45	47	49	39	33
3 GRADE	IN EN	307	307	314	295	307	318	308	333	270	254	268
	FI EN	221	293	261	257	282	278	258	291	231	216	244
	PASS	201	249	200	190	261	203	182	253	210	203	216
	DROP	38	25	58	54	35	43	60	51	36	34	20
4 GRADE	IN EN	245	193	227	198	196	244	88	187	197	196	176
	FI EN	195	208	203	182	184	211	169	158	179	162	155
	PASS	184	178	174	158	176	185	155	148	161	160	139
	DROP	36	12	30	18	24	33	15	20	20	23	16
1/4 GRADE	IN EN	1710	1500	1675	1602	1706	1763	1430	1598	1488	1375	1148
	FI EN	1362	1459	1387	1424	1479	1508	1355	1381	1260	1120	1032
	PASS	1096	991	999	926	1201	1032	931	1034	998	901	786
	DROP	220	178	329	298	263	292	232	249	228	196	100
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN	1710	1500	1675	1602	1706	1763	1430	1598	1488	1375	1148
	FI EN	1362	1459	1387	1424	1479	1508	1355	1381	1260	1120	1032
	PASS	1096	991	999	926	1201	1032	931	1034	998	901	786
	DROP	220	178	329	298	263	292	232	249	228	196	100

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: PONTA GROSSA
SCHOOL: MARIA EULINA SANTOS SCHEENA, ESC MUL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN									39	52	46
	FI									45	48	47
	EN									26	30	32
	PASS									4	8	3
2 GRADE	EN									32	42	37
	FI									30	36	38
	EN									18	25	26
	PASS									1	4	1
3 GRADE	IN									25	24	26
	FI									24	22	22
	EN									21	22	18
	PASS										1	5
4 GRADE	IN									17	36	29
	FI									14	27	28
	EN									0	23	26
	PASS									1	4	1
1/4 GRADE	IN									113	154	130
	FI									113	133	135
	EN									73	100	102
	PASS									6	17	10
5 GRADE	IN									54	31	40
	FI									44	27	32
	EN									39	24	27
	PASS									10	3	6
6 GRADE	IN										41	22
	FI										36	21
	EN										30	17
	PASS										4	
7 GRADE	IN											30
	FI											29
	EN											27
	PASS											1
8 GRADE	IN											
	FI											
	EN											
	PASS											
5/8 GRADE	IN									54	72	72
	FI									44	63	82
	EN									39	54	71
	PASS									10	7	7
TOTAL	IN									167	226	230
	FI									157	196	217
	EN									112	154	173
	PASS									16	24	17

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: PONTA GROSSA

SCHOOL: ELOY AVRECHAC, ESC MUL PROF - ENSINO DE 1o GRAU

NIVEL	SIT	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1a SERIE	MI										52	52
	MF										46	47
	APROV										20	31
	EVAD										6	
2a SERIE	MI										39	36
	MF										37	33
	APROV										35	30
	EVAD										3	1
3a SERIE	MI										36	34
	MF										32	29
	APROV										32	27
	EVAD										4	3
4a SERIE	MI										23	31
	MF										22	22
	APROV										21	21
	EVAD										1	5
1a/4a SERIE	MI										150	153
	MF										137	131
	APROV										116	109
	EVAD										14	9
5a SERIE	MI										40	18
	MF										30	13
	APROV										32	10
	EVAD										3	3
6a SERIE	MI											31
	MF											25
	APROV											21
	EVAD											5
7a SERIE	MI											
	MF											
	APROV											
	EVAD											
8a SERIE	MI											
	MF											
	APROV											
	EVAD											
5a/8a SERIE	MI										40	49
	MF										38	38
	APROV										32	31
	EVAD										3	8
TOTAL	MI										190	202
	MF										175	169
	APROV										140	140
	EVAD										17	17

Fonte: SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: QUITANDINHA
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	619	594	576	566	491	404	412	371	497	542	517
	FI EN	592	581	508	567	455	374	370	356	453	494	462
	PASS	264	326	241	289	937	278	354	247	310	359	342
	DROP	15	11	85	24	52	40	44	25	42	53	51
2 GRADE	IN EN	304	326	371	289	302	325	286	320	305	359	412
	FI EN	301	330	317	284	302	312	279	313	282	340	386
	PASS	197	287	248	252	275	287	245	256	244	298	318
	DROP	6	5	48	6	10	17	11	8	19	20	25
3 GRADE	IN EN	233	207	254	258	265	254	263	249	268	270	320
	FI EN	218	326	240	255	257	251	247	229	253	257	304
	PASS	149	290	215	224	244	245	230	197	232	226	271
	DROP	3	1	23	10	13	8	15	19	12	20	21
4 GRADE	IN EN	125	132	170	203	185	204	223	205	188	232	218
	FI EN	108	138	160	199	175	196	207	191	176	217	202
	PASS	80	138	156	194	173	192	203	183	166	210	193
	DROP	1		15	3	13	6	15	11	11	13	15
1/4 GRADE	IN EN	1281	1259	1371	1316	1243	1187	1184	1145	1258	1411	1467
	FI EN	1219	1375	1225	1305	1189	1133	1103	1089	1164	1308	1354
	PASS	690	1041	860	959	1629	1002	1032	883	952	1093	1124
	DROP	25	17	171	43	88	71	85	63	84	106	112
5 GRADE	IN EN									52	17	31
	FI EN									43	16	23
	PASS									41	15	21
	DROP									7	1	5
6 GRADE	IN EN										33	15
	FI EN										20	12
	PASS										27	12
	DROP										6	3
7 GRADE	IN EN											25
	FI EN											21
	PASS											21
	DROP											3
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN									52	50	71
	FI EN									43	44	56
	PASS									41	42	54
	DROP									7	7	11
TOTAL	IN EN	1281	1259	1371	1316	1243	1187	1184	1145	1310	1461	1533
	FI EN	1219	1375	1225	1305	1189	1133	1103	1089	1207	1352	1410
	PASS	690	1041	860	959	1629	1002	1032	883	993	1135	1178
	DROP	25	17	171	43	88	71	85	63	91	113	123

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: QUITANDINHA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	619	594	576	566	491	404	412	333	445	482	460
	EN	592	581	508	567	455	374	370	319	409	443	407
	PASS	264	326	241	289	937	278	354	219	292	322	299
	DROP	15	11	85	24	52	40	44	24	30	44	49
2 GRADE	IN	304	326	371	289	302	325	286	284	277	339	374
	EN	301	330	317	284	302	312	279	278	255	320	351
	PASS	197	287	248	252	275	287	245	225	217	279	289
	DROP	6	5	40	6	10	17	11	7	18	20	23
3 GRADE	IN	233	207	254	258	265	254	263	228	235	251	296
	EN	218	326	240	255	257	251	247	211	223	231	231
	PASS	149	290	215	224	244	245	230	179	202	202	251
	DROP	3	1	23	10	13	8	15	16	9	19	20
4 GRADE	IN	125	132	170	203	185	204	223	173	167	201	191
	EN	108	138	160	199	175	196	207	168	157	186	176
	PASS	80	138	156	194	173	192	203	160	140	179	169
	DROP	1		15	3	13	6	15	7	9	13	14
1/4 GRADE	IN	1281	1259	1371	1316	1243	1187	1184	1023	1124	1273	1321
	EN	1219	1375	1225	1305	1189	1133	1103	976	1044	1180	1215
	PASS	690	1041	860	959	1629	1002	1032	783	859	982	1008
	DROP	25	17	171	43	88	71	85	54	74	96	106
5 GRADE	IN											
	EN											
	PASS											
	DROP											
6 GRADE	IN											
	EN											
	PASS											
	DROP											
7 GRADE	IN											
	EN											
	PASS											
	DROP											
8 GRADE	IN											
	EN											
	PASS											
	DROP											
5/8 GRADE	IN											
	EN											
	PASS											
	DROP											
TOTAL	IN	1281	1259	1371	1316	1243	1187	1184	1023	1124	1273	1321
	EN	1219	1375	1225	1305	1189	1133	1103	976	1044	1180	1215
	PASS	690	1041	860	959	1629	1002	1032	783	859	982	1008
	DROP	25	17	171	43	88	71	85	54	74	96	106

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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UNICIPALITY: QUITANDINHA

SCHOOL: BOM JESUS, ESCOLA RURAL MUNICIPAL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN								38	52	60	57
	EN								37	44	51	55
	FI								28	18	37	43
	EN								1	4	9	2
2 GRADE	IN								36	28	20	38
	EN								35	27	20	35
	FI								31	27	19	29
	EN								1	1		2
3 GRADE	IN								21	33	27	24
	EN								18	30	26	23
	FI								18	30	24	20
	EN								3	3	1	1
4 GRADE	IN								27	21	31	27
	EN								23	19	31	26
	FI								23	10	31	24
	EN								4	2		1
1/4 GRADE	IN								122	134	138	146
	EN								113	120	128	139
	FI								100	93	111	116
	EN								9	10	10	6
5 GRADE	IN									52	17	31
	EN									43	16	23
	FI									41	15	21
	EN									7	1	5
6 GRADE	IN										33	15
	EN										28	12
	FI										27	12
	EN										6	3
7 GRADE	IN											25
	EN											21
	FI											21
	EN											3
8 GRADE	IN											
	EN											
	FI											
	EN											
5/8 GRADE	IN									52	50	71
	EN									43	44	56
	FI									41	42	54
	EN									7	7	11
TOTAL	IN								122	186	188	217
	EN								113	163	172	195
	FI								100	134	153	170
	EN								9	17	17	17

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: RESERVA
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	979	868	1217	1326	1378	1201	1232	1483	1269	1351	1504
	FI EN	927	836	1028	1162	786	873	871	1005	1031	1027	1049
	PASS	457	373	471	390	615	548	489	593	604	594	584
	DROP	2	15	155	152	642	456	384	511	350	399	442
2 GRADE	IN EN	349	340	398	516	514	546	611	632	691	698	693
	FI EN	354	318	341	447	404	467	496	476	541	567	571
	PASS	283	228	247	320	384	409	429	416	428	472	459
	DROP	3	3	39	59	142	155	128	157	152	148	135
3 GRADE	IN EN	211	234	272	294	333	349	395	456	430	473	477
	FI EN	189	246	237	254	265	299	328	359	347	378	407
	PASS	153	131	174	194	251	286	303	317	296	344	366
	DROP		1	29	35	81	82	76	103	98	113	76
4 GRADE	IN EN	82	135	161	142	168	204	235	287	278	252	286
	FI EN	91	117	140	123	133	152	201	206	213	209	259
	PASS	77	82	101	100	128	149	194	191	193	204	250
	DROP	2		19	17	40	70	41	63	69	51	45
1/4 GRADE	IN EN	1621	1577	2048	2278	2393	2300	2473	2858	2668	2774	2960
	FI EN	1561	1517	1746	1986	1588	1791	1896	2046	2132	2181	2286
	PASS	970	814	993	1004	1378	1392	1415	1519	1521	1614	1659
	DROP	7	19	242	263	905	763	629	834	669	711	698
5 GRADE	IN EN									74	49	61
	FI EN									56	33	39
	PASS									40	27	35
	DROP									18	19	15
6 GRADE	IN EN										38	34
	FI EN										29	26
	PASS										28	26
	DROP										7	8
7 GRADE	IN EN											27
	FI EN											18
	PASS											10
	DROP											5
8 GRADE	IN EN											18
	FI EN											16
	PASS											16
	DROP											
5/8 GRADE	IN EN									74	87	140
	FI EN									56	62	99
	PASS									40	55	95
	DROP									18	26	28
TOTAL	IN EN	1621	1577	2048	2278	2393	2300	2473	2858	2742	2861	3100
	FI EN	1561	1517	1746	1986	1588	1791	1896	2046	2180	2243	2385
	PASS	970	814	993	1004	1378	1392	1415	1519	1561	1669	1754
	DROP	7	19	242	263	905	763	629	834	687	737	726

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

300

MUNICIPALITY: RESERVA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	979	868	1217	1326	1378	1201	1232	1434	1210	1277	1465
	EN	927	836	1028	1162	786	873	871	974	987	962	1019
	PASS	457	373	471	390	615	548	489	569	580	551	550
	DROP	2	15	155	152	642	456	384	495	337	391	435
2 GRADE	IN	349	340	398	516	514	546	611	594	651	660	652
	EN	354	318	341	447	404	467	496	447	504	535	543
	PASS	283	228	247	320	384	409	429	387	398	443	437
	DROP	3	3	39	59	142	155	120	150	150	142	127
3 GRADE	IN	211	234	272	294	333	349	395	435	396	440	451
	EN	189	246	237	254	265	299	328	341	319	346	384
	PASS	153	131	174	194	251	286	303	304	273	314	344
	DROP		1	29	35	81	82	76	99	96	111	73
4 GRADE	IN	82	135	161	142	168	204	235	266	278	252	286
	EN	91	117	140	123	133	152	201	206	213	209	259
	PASS	77	82	101	100	128	149	194	191	193	204	250
	DROP	2		19	17	40	70	41	63	69	51	45
1/4 3GRADE	IN	1621	1577	2048	2278	2393	2300	2473	2729	2535	2629	2854
	EN	1561	1517	1746	1986	1588	1791	1896	1968	2023	2052	2205
	PASS	970	814	993	1004	1378	1392	1415	1451	1444	1512	1589
	DROP	7	19	242	263	905	763	629	807	652	695	680
5 GRADE	IN											
	EN											
	PASS											
	DROP											
6 GRADE	IN											
	EN											
	PASS											
	DROP											
7 GRADE	IN											
	EN											
	PASS											
	DROP											
8 GRADE	IN											
	EN											
	PASS											
	DROP											
5/8 3GRADE	IN											
	EN											
	PASS											
	DROP											
TOTAL	IN	1621	1577	2048	2278	2393	2300	2473	2729	2535	2629	2854
	EN	1561	1517	1746	1986	1588	1791	1896	1968	2023	2052	2205
	PASS	970	814	993	1004	1378	1392	1415	1451	1444	1512	1589
	DROP	7	19	242	263	905	763	629	807	652	695	680

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

301

MUNICIPALITY: RESERVA

ESTABELECIMENTO: ELVIRA ROSAS, ESC MUL - ENS DE 1o GRAU

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN								49	59	74	39
	FI								31	44	65	30
	PASS								24	24	43	26
	DROP								16	13	8	7
2 GRADE	IN								38	40	38	41
	FI								29	37	32	28
	PASS								29	30	29	22
	DROP								7	2	6	8
3 GRADE	IN								21	34	33	26
	FI								18	28	32	23
	PASS								15	23	30	22
	DROP								4	2	2	3
4 GRADE	IN								21			
	FI											
	PASS											
	DROP											
1/4 GRADE	IN								129	133	145	106
	FI								78	107	129	81
	PASS								68	77	102	70
	DROP								27	17	16	18
5 GRADE	IN									74	49	61
	FI									56	33	39
	PASS									40	27	35
	DROP									18	19	15
6 GRADE	IN										38	34
	FI										29	26
	PASS										28	26
	DROP										7	8
7 GRADE	IN											27
	FI											18
	PASS											18
	DROP											5
8 GRADE	IN											18
	FI											16
	PASS											16
	DROP											
5/8 GRADE	IN									74	87	140
	FI									56	62	99
	PASS									40	55	75
	DROP									18	26	28
TOTAL	IN								129	207	232	246
	FI								78	165	191	180
	PASS								68	117	157	165
	DROP								27	35	42	46

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

302

MUNICIPALITY: RIO BRANCO DO SUL
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	1550	1359	1442	1507	1118	979	1881	1052	1540	1326	1365
	FI EN	1215	1493	1205	1137	713	756	1438	740	1108	976	1034
	PASS	643	633	843	587	526	347	880	451	614	600	646
	DROP	172	62	589	446	629	477	420	405	457	364	343
2 GRADE	IN EN	833	709	691	892	572	546	799	628	790	743	695
	FI EN	711	711	658	823	504	471	707	472	637	629	554
	PASS	519	481	531	567	410	333	543	305	537	557	467
	DROP	71	17	195	128	209	173	105	176	162	107	120
3 GRADE	IN EN	501	519	472	578	389	435	711	387	477	562	561
	FI EN	405	540	486	507	364	381	637	302	393	485	463
	PASS	285	353	372	348	300	253	530	216	370	445	377
	DROP	43	21	141	105	147	127	87	99	86	79	96
4 GRADE	IN EN	254	288	255	299	204	282	353	228	325	338	411
	FI EN	267	248	264	290	191	259	345	209	241	306	370
	PASS	195	205	229	235	155	228	300	177	224	298	350
	DROP	26	13	75	30	54	80	21	53	79	45	47
1/4 GRADE	IN EN	3138	2875	2860	3276	2283	2242	3744	2295	3142	2969	3032
	FI EN	2598	3000	2613	2757	1772	1867	3127	1723	2379	2396	2421
	PASS	1642	1672	1975	1737	1391	1161	2253	1149	1745	1900	1860
	DROP	312	113	1000	709	1039	857	633	733	784	595	606
5 GRADE	IN EN							117		25	28	37
	FI EN							90		17	17	23
	PASS							69		15	17	23
	DROP							34		6	11	13
6 GRADE	IN EN							67		16	11	17
	FI EN							49		15	9	13
	PASS							40		15	9	13
	DROP							18		1	2	3
7 GRADE	IN EN							58			12	9
	FI EN							49			12	9
	PASS							37			12	9
	DROP							9				
8 GRADE	IN EN							29				13
	FI EN							26				13
	PASS							20				13
	DROP											
5/8 GRADE	IN EN							271		41	51	76
	FI EN							214		32	38	58
	PASS							160		30	38	58
	DROP							61		7	13	16
TOTAL	IN EN	3138	2875	2860	3276	2283	2242	4015	2295	3183	3020	3103
	FI EN	2598	3000	2613	2757	1772	1867	3341	1723	2411	2434	2479
	PASS	1642	1672	1975	1737	1391	1161	2419	1149	1775	1938	1913
	DROP	312	113	1000	709	1039	857	694	733	791	608	622

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

303

UNICIPALITY: RIO BRANCO DO SUL

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	1550	1359	1442	1507	1118	979	1801	1052	1426	1264	1293
	FI EN	1215	1493	1205	1137	713	756	1438	740	1017	929	976
	PASS	643	633	843	587	526	347	880	451	545	570	610
	DROP	172	62	589	446	629	477	420	405	440	349	332
2 GRADE	IN EN	833	709	691	892	572	546	799	628	741	651	655
	FI EN	711	711	650	823	504	471	707	472	591	550	527
	PASS	519	481	531	567	410	333	543	305	506	488	449
	DROP	71	17	195	128	209	173	105	176	151	99	112
3 GRADE	IN EN	501	519	472	578	389	435	711	387	438	528	495
	FI EN	405	548	486	507	364	381	637	302	363	457	406
	PASS	285	353	372	348	300	253	530	216	340	417	344
	DROP	43	21	141	105	147	127	87	99	79	74	89
4 GRADE	IN EN	254	288	255	299	204	282	353	228	276	304	376
	FI EN	267	248	264	290	191	259	345	209	207	279	339
	PASS	195	205	229	235	155	228	300	177	194	275	321
	DROP	26	13	75	30	54	80	21	53	69	39	42
1/4 GRADE	IN EN	3138	2875	2860	3276	2283	2242	3744	2295	2881	2747	2819
	FI EN	2598	3000	2613	2757	1772	1867	3127	1723	2178	2215	2248
	PASS	1642	1672	1975	1737	1391	1161	2253	1149	1585	1750	1724
	DROP	312	113	1000	709	1039	857	633	733	739	561	575
5 GRADE	IN EN							117				
	FI EN							90				
	PASS							69				
	DROP							34				
6 GRADE	IN EN							67				
	FI EN							49				
	PASS							40				
	DROP							18				
7 GRADE	IN EN							58				
	FI EN							49				
	PASS							37				
	DROP							9				
8 GRADE	IN EN							29				
	FI EN							26				
	PASS							20				
	DROP											
5/8 GRADE	IN EN							271				
	FI EN							214				
	PASS							166				
	DROP							61				
TOTAL	IN EN	3138	2875	2860	3276	2283	2242	4015	2295	2881	2747	2819
	FI EN	2598	3000	2613	2757	1772	1867	3341	1723	2178	2215	2248
	PASS	1642	1672	1975	1737	1391	1161	2419	1149	1585	1750	1724
	DROP	312	113	1000	709	1039	857	694	733	739	561	575

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

304

MUNICIPALITY: RIO BRANCO DO SUL
SCHOOL: JOSE RIBEIRO DE CRISTO, ESC MUL PROF

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN									114	62	72
	EN									91	47	58
	PASS									69	30	36
	DROP									17	15	11
2 GRADE	IN									57	92	40
	EN									46	79	27
	PASS									31	69	18
	DROP									11	8	8
3 GRADE	IN									41	34	66
	EN									30	28	57
	PASS									30	28	53
	DROP									7	5	7
4 GRADE	IN									49	34	35
	EN									34	27	31
	PASS									30	23	29
	DROP									10	6	5
1/4 GRADE	IN									261	222	213
	EN									201	181	173
	PASS									160	150	136
	DROP									45	34	31
5 GRADE	IN									25	28	37
	EN									17	17	23
	PASS									15	17	23
	DROP									6	11	13
6 GRADE	IN									16	11	17
	EN									15	9	13
	PASS									15	9	13
	DROP									1	2	3
7 GRADE	IN										12	9
	EN										12	9
	PASS										12	9
	DROP											
8 GRADE	IN											13
	EN											13
	PASS											13
	DROP											
5/8 GRADE	IN									41	51	76
	EN									32	38	50
	PASS									30	38	58
	DROP									7	13	16
TOTAL	IN									302	273	289
	EN									233	219	231
	PASS									190	188	194
	DROP									52	47	47

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: SAO JOAO DO TRIUNFO
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	636	589	582	506	546	462	404	483	535	514	558
	FI EN	618	541	535	504	522	342	328	424	488	434	490
	PASS	295	368	365	371	430	270	193	234	251	270	285
	DROP	17	32	22	2	26	134	76	60	59	101	75
2 GRADE	IN EN	273	315	349	352	310	388	309	296	315	328	330
	FI EN	238	374	323	351	289	361	254	264	303	309	301
	PASS	163	279	259	263	267	321	187	203	218	255	226
	DROP	9	4	12	1	32	59	56	29	27	40	31
3 GRADE	IN EN	223	182	190	244	282	252	307	258	247	260	296
	FI EN	187	242	221	242	280	206	273	227	228	236	271
	PASS	151	187	194	190	273	197	214	172	175	203	228
	DROP	3	5	8	1	21	57	34	33	22	25	23
4 GRADE	IN EN	97	150	109	123	180	232	190	202	185	196	220
	FI EN	109	120	118	123	173	218	159	183	172	171	207
	PASS	90	103	101	98	171	211	146	161	154	156	196
	DROP	1				18	31	33	23	16	26	21
1/4 GRADE	IN EN	1229	1236	1230	1225	1318	1334	1210	1239	1282	1298	1404
	FI EN	1152	1277	1197	1220	1264	1127	1014	1098	1191	1150	1269
	PASS	699	937	919	922	1141	999	740	770	798	884	935
	DROP	30	41	42	4	97	281	199	145	124	192	150
5 GRADE	IN EN										90	85
	FI EN										29	47
	PASS										29	47
	DROP										61	38
6 GRADE	IN EN											30
	FI EN											27
	PASS											27
	DROP											3
7 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN										90	115
	FI EN										29	74
	PASS										29	74
	DROP										61	41
TOTAL	IN EN	1229	1236	1230	1225	1318	1334	1210	1239	1282	1388	1517
	FI EN	1152	1277	1197	1220	1264	1127	1014	1098	1191	1179	1343
	PASS	699	937	919	922	1141	999	740	770	798	713	1009
	DROP	30	41	42	4	97	281	199	145	124	253	191

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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UNICIPALITY: SAO JOAO DO TRIUNFO

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	636	589	582	506	546	462	404	483	462	442	488
	FI EN	618	541	535	504	522	342	328	424	419	365	422
	PASS	295	368	365	371	430	270	193	234	215	223	251
	DROP	17	32	22	2	26	134	76	60	58	94	66
2 GRADE	IN EN	273	315	349	352	310	388	309	296	267	280	271
	FI EN	238	374	323	351	289	361	254	264	255	265	254
	PASS	163	279	259	263	267	321	187	203	182	222	199
	DROP	9	4	12	1	32	59	56	29	27	37	28
3 GRADE	IN EN	223	182	190	244	282	252	307	258	220	200	236
	FI EN	187	242	221	242	280	206	273	227	202	176	213
	PASS	151	187	194	190	273	197	214	172	151	148	179
	DROP	3	5	8	1	21	57	34	33	22	23	20
4 GRADE	IN EN	97	150	109	123	180	232	190	202	159	150	168
	FI EN	109	120	118	123	173	218	159	183	146	132	155
	PASS	90	103	101	98	171	211	146	161	132	120	148
	DROP	1				18	31	33	23	16	19	20
1/4 GRADE	IN EN	1229	1236	1230	1225	1318	1334	1210	1239	1108	1072	1169
	FI EN	1152	1277	1197	1220	1264	1127	1014	1098	1022	938	1044
	PASS	699	937	919	922	1141	999	740	770	680	713	777
	DROP	30	41	42	4	97	281	199	145	123	173	134
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP	1229 1152 699 30	1236 1277 937 41	1230 1197 919 42	1225 1220 922 4	1318 1264 1141 97	1334 1127 999 281	1210 1014 740 199	1239 1098 770 145	1108 1022 680 123	1072 938 713 173	1169 1044 777 134

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: SAO JOAO DO TRIUNFO
SCHOOL: ANTONIO RAFAEL DISTEFANO, ESC MUL PREFEITO

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN									73	72	70
	EN									69	69	68
	FI									36	47	34
	EN PASS DROP									1	7	9
2 GRADE	IN									48	48	53
	EN									48	44	47
	FI									36	33	27
	EN PASS DROP										3	3
3 GRADE	IN									27	60	60
	EN									26	60	58
	FI									24	55	49
	EN PASS DROP										2	3
4 GRADE	IN									26	46	52
	EN									26	39	52
	FI									22	36	48
	EN PASS DROP										7	1
1/4 GRADE	IN									174	226	235
	EN									169	212	225
	FI									118	171	158
	EN PASS DROP									1	19	16
5 GRADE	IN										90	85
	EN										29	47
	FI										29	47
	EN PASS DROP										61	38
6 GRADE	IN											30
	EN											27
	FI											27
	EN PASS DROP											3
7 GRADE	IN											
	EN											
	FI											
	EN PASS DROP											
8 GRADE	IN											
	EN											
	FI											
	EN PASS DROP											
5/8 GRADE	IN										90	115
	EN										29	74
	FI										29	74
	EN PASS DROP										61	41
TOTAL	IN									174	316	350
	EN									167	241	299
	FI									110	200	232
	EN PASS DROP									1	80	57

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
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ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: SAO JOSE DOS PINHAIS
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	549	642	661	563	453	447	693	471	450	482	511
	EN	506	604	590	559	427	368	639	397	409	421	471
	PASS	278	378	418	404	340	264	475	293	288	295	325
	DROP	28	16	75	106	93	152	123	83	57	54	51
2 GRADE	IN	338	381	443	448	310	338	445	343	352	377	355
	EN	311	360	415	462	294	328	423	313	341	358	333
	PASS	273	324	351	383	269	285	365	269	281	291	255
	DROP	21	2	20	46	51	54	47	24	18	18	24
3 GRADE	IN	300	352	397	403	298	287	423	248	293	331	313
	EN	266	353	352	395	280	266	397	214	276	308	289
	PASS	193	289	282	331	267	249	360	183	247	271	250
	DROP	14	3	29	49	39	59	45	27	20	27	25
4 GRADE	IN	221	215	289	260	217	255	308	243	210	264	276
	EN	197	224	299	268	203	238	302	222	205	246	256
	PASS	187	199	245	237	193	229	265	196	179	224	234
	DROP	6	3	15	30	32	46	33	26	15	22	24
1/4 GRADE	IN	1408	1590	1790	1674	1278	1327	1869	1305	1313	1454	1455
	EN	1280	1541	1656	1684	1204	1200	1761	1146	1231	1333	1349
	PASS	931	1190	1296	1355	1069	1027	1465	941	995	1081	1064
	DROP	69	24	139	231	215	311	248	160	110	121	124
5 GRADE	IN		111	121	124	69	41	186	200	203	167	119
	EN		99	106	113	59	32	156	172	167	137	99
	PASS		82	77	71	47	22	72	108	119	93	66
	DROP			13	15	26	46	28	32	29	23	22
6 GRADE	IN		74	88	93	52	31	72	63	126	131	57
	EN		74	85	83	43	26	60	56	106	112	46
	PASS		66	68	65	35	20	32	47	92	82	30
	DROP			5	17	8	18	10	6	14	16	9
7 GRADE	IN		44	65	72	39	24	44	13	48	96	57
	EN		40	57	67	34	22	41	14	42	86	49
	PASS		39	51	51	29	20	35	13	34	68	40
	DROP			5	4	11	9	4		3	9	7
8 GRADE	IN		44	38	47	36	17	39	12	10	36	42
	EN		40	39	46	35	17	39	12	10	37	41
	PASS		40	36	45	35	17	39	12	9	36	39
	DROP											2
5/8 GRADE	IN		273	312	336	196	113	341	288	387	430	275
	EN		253	287	309	171	97	296	254	325	372	235
	PASS		227	232	232	146	79	178	180	254	279	175
	DROP			23	36	45	73	42	38	46	48	40
TOTAL	IN	1408	1863	2102	2010	1474	1440	2210	1593	1700	1884	1730
	EN	1280	1794	1943	1993	1375	1297	2057	1400	1556	1705	1584
	PASS	931	1417	1528	1587	1215	1106	1643	1121	1249	1360	1239
	DROP	69	24	162	267	260	384	290	198	156	169	164

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

309

MUNICIPALITY: SAO JOSE DOS PINHAIS

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	549	642	661	563	453	447	693	412	403	414	448
	FI EN	506	604	590	559	427	368	639	349	357	369	407
	PASS	278	378	418	404	340	264	475	259	245	261	274
	DROP	28	16	75	106	93	152	123	73	49	48	48
2 GRADE	IN EN	338	381	443	448	310	338	445	306	302	325	322
	FI EN	311	360	415	462	294	328	423	280	291	304	303
	PASS	273	324	351	383	269	285	365	241	237	240	232
	DROP	21	2	20	46	51	54	47	24	17	18	18
3 GRADE	IN EN	300	352	397	403	298	287	423	213	239	266	263
	FI EN	266	353	352	395	280	266	397	185	223	245	241
	PASS	193	289	282	331	267	249	360	161	198	214	206
	DROP	14	3	29	49	39	59	45	21	17	21	23
4 GRADE	IN EN	221	215	289	260	217	255	308	174	154	178	222
	FI EN	197	224	299	268	203	238	302	165	147	163	208
	PASS	187	199	245	237	193	229	265	142	127	147	172
	DROP	6	3	15	30	32	46	33	13	8	15	14
1/4 GRADE	IN EN	1408	1590	1790	1674	1278	1327	1869	1105	1098	1183	1255
	FI EN	1280	1541	1656	1684	1204	1200	1761	979	1018	1081	1159
	PASS	931	1190	1296	1355	1069	1027	1465	803	807	862	904
	DROP	69	24	139	231	215	311	248	131	91	102	103
5 GRADE	IN EN		111	121	124	69	41	186	85	84	71	
	FI EN		99	106	113	59	32	156	74	73	58	
	PASS		82	77	71	47	22	72	45	49	41	
	DROP			13	15	26	46	28	15	7	7	
6 GRADE	IN EN		74	88	93	52	31	72	44	59	58	
	FI EN		74	85	83	43	26	60	41	36	45	
	PASS		66	68	65	35	20	32	33	36	27	
	DROP			5	17	8	18	10	2	5	11	
7 GRADE	IN EN		44	65	72	39	24	44	13	30	39	
	FI EN		40	57	67	34	22	41	14	28	37	
	PASS		39	51	51	29	20	35	13	21	27	
	DROP			5	4	11	9	4		1	1	
8 GRADE	IN EN		44	38	47	36	17	39	12	10	24	
	FI EN		40	39	46	35	17	39	12	10	24	
	PASS		40	36	45	35	17	39	12	9	24	
	DROP											
5/8 GRADE	IN EN		273	312	336	196	113	341	154	183	192	
	FI EN		253	287	309	171	97	296	141	147	164	
	PASS		227	232	232	146	79	178	103	115	119	
	DROP			23	36	45	73	42	17	13	19	
TOTAL	IN EN	1408	1863	2102	2010	1474	1440	2210	1259	1281	1375	1255
	FI EN	1280	1794	1943	1993	1375	1297	2057	1120	1165	1245	1159
	PASS	931	1417	1528	1587	1215	1106	1643	906	922	981	904
	DROP	69	24	162	267	260	384	290	148	104	121	103

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

310

MUNICIPALITY: SAO JOSE DOS PINHAIS

SCHOOL: LUIZ SINGER, ESC RUR MUL CONSOLIDADA

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN								59	55	68	63
	FI								48	52	52	64
	PASS								34	43	34	51
	DROP								10	8	6	3
2 GRADE	IN								37	50	52	33
	FI								33	50	54	30
	PASS								28	44	51	23
	DROP									1		6
3 GRADE	IN								35	54	65	50
	FI								29	53	63	48
	PASS								22	49	57	44
	DROP								6	3	6	2
4 GRADE	IN								69	56	86	54
	FI								57	58	83	48
	PASS								54	52	77	42
	DROP								13	7	7	10
1/4 GRADE	IN								200	215	271	200
	FI								167	213	252	190
	PASS								138	188	219	160
	DROP								29	19	19	21
5 GRADE	IN								115	119	96	119
	FI								98	94	79	99
	PASS								63	70	52	66
	DROP								17	22	16	22
6 GRADE	IN								19	67	73	57
	FI								15	70	67	46
	PASS								14	56	55	30
	DROP								4	9	5	9
7 GRADE	IN									18	57	57
	FI									14	49	49
	PASS									13	41	40
	DROP									2	8	7
8 GRADE	IN										12	42
	FI										13	41
	PASS										12	39
	DROP											2
5/8 GRADE	IN								134	204	238	273
	FI								113	178	200	235
	PASS								77	139	160	175
	DROP								21	33	29	40
TOTAL	IN								334	419	509	475
	FI								280	391	460	425
	PASS								215	327	379	335
	DROP								50	52	48	61

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

311

MUNICIPALITY: SAO MATEUS DO SUL
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	937	883	871	883	864	738	732	858	911	968	853
	FI EN	925	898	814	824	834	599	686	840	836	919	799
	PASS	453	417	432	426	461	371	310	341	433	579	454
	DROP	41	34	39	42	91	76	48	43	56	38	37
2 GRADE	IN EN	473	490	488	498	527	495	498	436	458	547	652
	FI EN	457	481	461	476	510	428	503	433	441	522	615
	PASS	383	393	360	358	461	331	360	321	333	444	471
	DROP	11	10	15	10	37	29	13	21	15	18	24
3 GRADE	IN EN	432	392	422	410	430	474	401	423	381	414	470
	FI EN	416	386	392	403	425	424	381	411	362	394	437
	PASS	358	321	315	296	388	379	324	347	266	350	373
	DROP	2		9	6	21	24	24	20	19	19	29
4 GRADE	IN EN	286	269	263	351	322	357	364	342	358	319	342
	FI EN	268	268	241	343	305	329	372	336	344	300	322
	PASS	235	243	186	264	291	318	338	302	275	290	292
	DROP	1		3	5	12	27	15	18	14	21	19
1/4 GRADE	IN EN	2128	2034	2044	2142	2143	2064	1995	2059	2108	2248	2317
	FI EN	2066	2033	1908	2046	2074	1780	1942	2020	1983	2135	2173
	PASS	1429	1374	1293	1344	1601	1399	1332	1311	1307	1663	1590
	DROP	55	44	66	63	161	156	105	102	104	96	109
5 GRADE	IN EN									38	28	60
	FI EN									34	25	49
	PASS									25	12	48
	DROP									6	3	12
6 GRADE	IN EN										24	17
	FI EN										22	15
	PASS										16	14
	DROP										2	2
7 GRADE	IN EN											17
	FI EN											18
	PASS											18
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN									38	52	94
	FI EN									34	47	32
	PASS									25	28	80
	DROP									6	5	14
TOTAL	IN EN	2128	2034	2044	2142	2143	2064	1995	2059	2146	2300	2411
	FI EN	2066	2033	1908	2046	2074	1780	1942	2020	2017	2182	2255
	PASS	1429	1374	1293	1344	1601	1399	1332	1311	1332	1691	1670
	DROP	55	44	66	63	161	156	105	102	110	101	123

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

312

UNICIPALITY: SAO MATEUS DO SUL
SCHOOL: LAGEADO, ESCOLA MUNICIPAL DE

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN								49	55	64	61
	FI								45	44	62	145
	PASS								27	25	36	42
	DROP								3	1		1
2 GRADE	IN								12	43	46	51
	FI								12	42	45	52
	PASS								8	23	30	46
	DROP											
3 GRADE	IN								23	31	35	38
	FI								24	28	34	39
	PASS								17	16	23	34
	DROP									3	1	1
4 GRADE	IN								23	31	33	24
	FI								20	30	29	22
	PASS								18	13	28	21
	DROP								2	1	4	3
1/4 GRADE	IN								107	160	178	174
	FI								101	144	170	258
	PASS								70	77	117	143
	DROP								5	5	5	5
5 GRADE	IN									38	28	33
	FI									34	25	28
	PASS									25	12	27
	DROP									6	3	6
6 GRADE	IN										24	17
	FI										22	15
	PASS										16	14
	DROP										2	2
7 GRADE	IN											17
	FI											18
	PASS											18
	DROP											
8 GRADE	IN											
	FI											
	PASS											
	DROP											
5/8 GRADE	IN									38	52	67
	FI									34	47	61
	PASS									25	28	59
	DROP									6	5	8
TOTAL	IN								107	198	230	241
	FI								101	178	217	319
	PASS								70	102	145	202
	DROP								5	11	10	13

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

313

UNICIPALITY: SAO MATEUS DO SUL
SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	937	883	871	883	864	738	732	809	856	904	792
	FI EN	925	898	814	824	834	599	686	795	792	857	654
	PASS	453	417	432	426	461	371	310	314	408	543	412
	DROP	41	34	39	42	91	76	40	40	55	38	36
2 GRADE	IN EN	473	490	480	498	527	495	498	424	415	501	601
	FI EN	457	481	461	476	510	428	503	421	399	477	563
	PASS	383	393	360	358	461	331	360	313	310	414	425
	DROP	11	10	15	10	37	29	18	21	15	18	24
3 GRADE	IN EN	432	392	422	410	430	474	401	400	350	379	432
	FI EN	416	386	392	403	425	424	381	387	334	360	398
	PASS	358	321	315	296	388	379	324	330	250	327	339
	DROP	2		9	6	21	24	24	20	16	18	28
4 GRADE	IN EN	286	269	263	351	322	357	364	319	327	286	313
	FI EN	268	268	241	343	305	329	372	316	314	271	300
	PASS	235	243	186	264	291	318	338	284	262	262	271
	DROP	1		3	5	12	27	15	16	13	17	16
1/4 GRADE	IN EN	2128	2034	2044	2142	2143	2064	1995	1952	1948	2070	2143
	FI EN	2066	2033	1908	2046	2074	1780	1942	1919	1839	1965	1915
	PASS	1429	1374	1293	1344	1601	1399	1332	1241	1230	1546	1447
	DROP	55	44	66	63	161	156	105	97	99	91	104
5 GRADE	IN EN											27
	FI EN											21
	PASS											21
	DROP											6
6 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
7 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN											27
	FI EN											21
	PASS											21
	DROP											6
TOTAL	IN EN	2128	2034	2044	2142	2143	2064	1995	1952	1948	2070	2170
	FI EN	2066	2033	1908	2046	2074	1780	1942	1919	1839	1965	1936
	PASS	1429	1374	1293	1344	1601	1399	1332	1241	1230	1546	1468
	DROP	55	44	66	63	161	156	105	97	99	91	110

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

314

UNICIPALITY: SENEGES
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	514	641	626	550	532	451	450	446	428	442	510
	FI EN	473	469	472	449	425	387	360	369	347	343	391
	PASS	158	168	233	195	229	164	237	209	206	176	284
	DROP	102	114	156	91	116	97	81	85	69	88	81
2 GRADE	IN EN	191	224	206	264	257	274	207	250	216	262	262
	FI EN	179	180	175	227	209	227	169	213	176	218	204
	PASS	133	141	130	182	174	172	164	180	144	141	194
	DROP	31	18	28	37	55	43	37	36	31	50	20
3 GRADE	IN EN	172	159	185	142	195	184	164	152	190	188	203
	FI EN	168	118	150	116	174	163	147	128	178	165	172
	PASS	119	59	123	94	134	133	143	111	137	94	156
	DROP	30	22	31	24	18	25	33	23	14	20	15
4 GRADE	IN EN	61	112	67	109	91	105	129	123	123	145	118
	FI EN	67	89	60	94	79	105	110	103	108	122	101
	PASS	59	74	51	83	70	76	106	104	93	86	100
	DROP	8	13	8	15	6	16	17	18	11	20	3
1/4 GRADE	IN EN	938	1136	1084	1065	1075	1014	950	971	965	1037	1093
	FI EN	887	856	857	886	887	882	786	816	809	848	868
	PASS	469	442	537	554	607	545	652	604	580	497	734
	DROP	171	167	223	167	195	181	168	162	125	178	119
5 GRADE	IN EN									69	60	88
	FI EN									40	34	33
	PASS									34	29	56
	DROP									27	25	16
6 GRADE	IN EN									27	52	32
	FI EN									19	33	22
	PASS									8	32	22
	DROP									6	14	9
7 GRADE	IN EN									14	11	32
	FI EN									15	9	32
	PASS									13	9	30
	DROP											
8 GRADE	IN EN									8	13	11
	FI EN									5	10	10
	PASS									5	10	10
	DROP											
5/8 GRADE	IN EN									118	136	163
	FI EN									79	86	127
	PASS									60	80	118
	DROP									33	39	25
TOTAL	IN EN	938	1136	1084	1065	1075	1014	950	971	1083	1173	1256
	FI EN	887	856	857	886	887	882	786	816	880	934	995
	PASS	469	442	537	554	607	545	652	604	640	577	852
	DROP	171	167	223	167	195	181	168	162	150	217	144

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

315

MUNICIPALITY: SENEGES

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	514	641	626	550	532	451	450	446	373	376	443
	FI EN	473	469	472	449	425	387	360	369	292	286	338
	PASS	158	168	233	195	229	164	239	209	159	128	239
	DROP	102	114	156	91	116	97	81	85	60	83	73
2 GRADE	IN EN	191	224	206	264	257	274	207	250	184	192	201
	FI EN	179	180	175	227	209	227	169	213	145	154	163
	PASS	133	141	130	182	174	172	164	180	117	89	156
	DROP	31	18	28	37	55	43	37	36	29	44	17
3 GRADE	IN EN	172	159	185	142	195	184	164	152	168	145	143
	FI EN	168	118	150	116	174	163	147	128	148	123	121
	PASS	119	59	123	94	134	133	143	111	112	55	108
	DROP	30	22	31	24	18	25	33	23	13	17	10
4 GRADE	IN EN	61	112	67	109	91	105	129	123	91	111	77
	FI EN	67	89	60	94	79	105	110	106	81	91	72
	PASS	59	74	51	83	70	76	106	104	66	55	71
	DROP	8	13	8	15	6	16	17	18	8	18	3
1/4 GRADE	IN EN	938	1136	1084	1065	1075	1014	950	971	816	824	866
	FI EN	887	856	857	886	887	882	786	816	666	654	694
	PASS	469	442	537	554	607	545	652	604	454	327	574
	DROP	171	167	223	167	195	181	168	162	118	162	103
5 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
6 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
7 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
TOTAL	IN EN	938	1136	1084	1065	1075	1014	950	971	816	824	866
	FI EN	887	856	857	886	887	882	786	816	666	654	694
	PASS	469	442	537	554	607	545	652	604	454	327	574
	DROP	171	167	223	167	195	181	168	162	118	162	103

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

316

MUNICIPALITY: SENEGES
SCHOOL: PEDRO SERGIO CORREIA, ESC MUL VEREADOR

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN FI EN PASS DRO									55 55 47 1	66 57 40 5	67 53 45 8
2 GRADE	IN EN FI EN PASS DRO									32 31 27 2	70 64 52 6	61 41 38 3
3 GRADE	IN EN FI EN PASS DRO									30 30 25 1	43 42 39 3	60 51 48 5
4 GRADE	IN EN FI EN PASS DRO									32 27 27 3	34 31 31 2	37 29 29
1/4 GRADE	IN EN FI EN PASS DRO									149 143 126 7	213 194 170 16	227 174 160 16
5 GRADE	IN EN FI EN PASS DRO									69 40 34 27	60 34 29 25	80 63 56 16
6 GRADE	IN EN FI EN PASS DRO									27 19 8 6	52 33 32 14	32 22 22 9
7 GRADE	IN EN FI EN PASS DRO									14 15 13	11 9 9	32 32 30
8 GRADE	IN EN FI EN PASS DRO									8 5 5	13 10 10	11 10 10
5/8 GRADE	IN EN FI EN PASS DRO									118 79 60 33	136 86 80 39	163 127 118 25
TOTAL	IN EN FI EN PASS DRO									267 222 186 40	349 280 250 55	390 301 278 41

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

317

MUNICIPALITY: TEIXEIRA SOARES
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	651	558	503	502	475	354	413	372	366	421	355
	EN	525	509	408	435	366	274	367	344	328	359	326
	PASS	236	268	194	245	302	208	253	213	199	225	198
	DROP	31	85	28	44	97	69	45	41	35	51	34
2 GRADE	IN	271	294	293	259	288	284	252	297	321	305	308
	EN	243	292	283	226	261	265	227	274	303	265	248
	PASS	177	239	209	152	238	237	177	163	233	208	171
	DROP	12	22	5	23	30	17	24	23	18	24	40
3 GRADE	IN	190	197	214	285	193	216	221	191	211	274	195
	EN	168	184	198	244	183	202	210	181	193	233	197
	PASS	111	149	131	186	175	188	188	126	159	207	157
	DROP	8	17	4	32	20	13	18	13	16	24	16
4 GRADE	IN	62	60	87	87	121	118	144	153	129	159	189
	EN	62	64	82	81	118	109	129	138	127	133	158
	PASS	52	61	58	66	113	104	121	105	110	121	145
	DROP	1	3	4	8	4	6	15	14	5	17	28
1/4 GRADE	IN	1174	1109	1097	1133	1077	972	1030	1013	1027	1159	1047
	EN	998	1049	971	986	928	850	933	937	951	990	929
	PASS	576	717	592	649	828	737	739	607	701	761	681
	DROP	52	127	41	107	151	105	102	91	74	116	118
5 GRADE	IN											
	EN											
	PASS											
	DROP											
6 GRADE	IN											
	EN											
	PASS											
	DROP											
7 GRADE	IN											
	EN											
	PASS											
	DROP											
8 GRADE	IN											
	EN											
	PASS											
	DROP											
5/8 GRADE	IN											
	EN											
	PASS											
	DROP											
TOTAL	IN	1174	1109	1097	1133	1077	972	1030	1013	1027	1159	1047
	EN	998	1049	971	986	928	850	933	937	951	990	929
	PASS	576	717	592	649	828	737	739	607	701	761	681
	DROP	52	127	41	107	151	105	102	91	74	116	118

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

318

MUNICIPALITY: TEIXEIRA SOARES

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	651	558	503	502	475	354	413	372	270	295	257
	FI EN	525	509	408	435	366	274	367	344	238	268	220
	PASS	236	268	194	245	302	208	253	213	152	167	134
	DROP	31	85	28	44	97	69	45	41	29	31	22
2 GRADE	IN EN	271	294	293	259	288	284	252	297	242	229	211
	FI EN	243	292	283	226	261	265	227	274	232	191	175
	PASS	177	239	209	152	238	237	177	163	182	142	127
	DROP	12	22	5	23	30	17	24	23	12	24	22
3 GRADE	IN EN	190	197	214	285	193	216	221	191	161	211	140
	FI EN	168	184	198	244	183	202	210	181	150	177	127
	PASS	111	149	131	186	175	180	188	126	125	154	107
	DROP	8	17	4	32	20	13	18	13	12	21	11
4 GRADE	IN EN	62	60	87	87	121	118	144	153	85	117	137
	FI EN	62	64	82	81	118	109	129	138	85	101	110
	PASS	52	61	58	66	113	104	121	105	78	94	107
	DROP	1	3	4	8	4	6	15	14	1	12	21
1/4 GRADE	IN EN	1174	1109	1097	1133	1077	972	1030	1013	758	852	753
	FI EN	998	1049	971	986	928	850	933	937	705	737	632
	PASS	576	717	592	649	828	737	739	607	537	557	475
	DROP	52	127	41	107	151	105	102	91	54	88	76
5 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
6 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
7 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
TOTAL	IN EN	1174	1109	1097	1133	1077	972	1030	1013	758	852	753
	FI EN	998	1049	971	986	928	850	933	937	705	737	632
	PASS	576	717	592	649	828	737	739	607	537	557	475
	DROP	52	127	41	107	151	105	102	91	54	88	76

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

319

MUNICIPALITY: TEIXEIRA SOARES

SCHOOL: FRANCISCO MALANSKI, ESCOLA MUNICIPAL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN FI EN PASS DROP									96 90 47 6	126 91 58 20	98 106 64 12
2 GRADE	IN EN FI EN PASS DROP									79 71 51 6	76 74 66	97 73 44 18
3 GRADE	IN EN FI EN PASS DROP									50 43 34 4	63 56 53 3	47 70 60 5
4 GRADE	IN EN FI EN PASS DROP									44 42 32 4	42 32 27 5	52 48 38 7
1/4 GRADE	IN EN FI EN PASS DROP									269 246 164 20	307 253 204 28	294 297 206 42
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP									269 246 164 20	307 253 204 28	294 297 206 42

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

320

MUNICIPALITY: TELEMACHO BORBA
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	596	689	688	768	744	705	751	724	620	656	632
	FI EN	481	457	469	711	582	595	650	580	523	575	535
	PASS	233	261	294	322	295	299	366	307	312	396	384
	DROP	121	86	233	191	186	149	122	127	89	73	66
2 GRADE	IN EN	269	263	263	290	342	339	392	480	451	403	451
	FI EN	229	171	210	302	279	320	354	344	377	344	372
	PASS	202	156	194	274	231	213	242	254	281	296	310
	DROP	47	7	48	52	64	32	39	75	58	45	30
3 GRADE	IN EN	202	228	168	187	273	248	252	289	300	308	313
	FI EN	185	160	147	194	218	222	240	230	267	264	203
	PASS	167	144	135	183	177	180	196	219	249	247	257
	DROP	28	7	26	29	46	40	28	42	34	35	15
4 GRADE	IN EN	152	166	127	136	167	150	189	200	235	258	254
	FI EN	140	109	107	143	143	135	166	155	199	227	223
	PASS	124	104	105	132	140	115	145	140	178	218	215
	DROP	20	8	36	25	33	24	21	32	34	25	12
1/4 GRADE	IN EN	1219	1346	1246	1381	1526	1442	1584	1693	1606	1625	1650
	FI EN	1035	897	933	1350	1222	1272	1410	1309	1366	1410	1439
	PASS	726	665	728	911	843	807	949	920	1020	1157	1166
	DROP	216	108	343	297	329	245	210	276	215	170	123
5 GRADE	IN EN									23	22	86
	FI EN									19	22	31
	PASS									12	21	52
	DROP									8	2	7
6 GRADE	IN EN										13	20
	FI EN										12	19
	PASS										12	15
	DROP										1	1
7 GRADE	IN EN											15
	FI EN											14
	PASS											13
	DROP											1
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN									23	35	121
	FI EN									19	34	114
	PASS									12	33	80
	DROP									8	3	9
TOTAL	IN EN	1219	1346	1246	1381	1526	1442	1584	1693	1629	1660	1771
	FI EN	1035	897	933	1350	1222	1272	1410	1309	1385	1444	1547
	PASS	726	665	728	911	843	807	949	920	1032	1190	1246
	DROP	216	108	343	297	329	245	210	276	223	181	132

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

321

MUNICIPALITY: TELEMACHO BORBA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	596	689	688	768	744	705	751	724	575	602	561
	FI EN	481	457	469	711	582	595	650	580	481	529	471
	PASS	233	261	294	322	295	299	366	307	281	359	343
	DROP	121	86	233	191	186	149	122	127	82	66	55
2 GRADE	IN EN	269	263	263	290	342	339	392	480	402	346	404
	FI EN	229	171	210	302	279	320	354	344	339	291	342
	PASS	202	156	194	274	231	213	242	254	252	255	270
	DROP	47	7	48	52	64	32	39	75	48	38	26
3 GRADE	IN EN	202	228	168	187	273	248	252	289	265	271	274
	FI EN	185	160	147	194	218	222	240	230	237	231	248
	PASS	167	144	135	183	177	180	196	219	219	218	228
	DROP	28	7	26	29	46	40	28	42	28	28	9
4 GRADE	IN EN	152	166	127	136	167	150	189	200	217	221	222
	FI EN	140	109	107	143	143	135	166	155	181	189	192
	PASS	124	104	105	132	140	115	145	140	163	181	187
	DROP	20	8	36	25	33	24	21	32	32	24	11
1/4 GRADE	IN EN	1219	1346	1246	1381	1526	1442	1584	1693	1459	1440	1461
	FI EN	1035	897	933	1350	1222	1272	1410	1309	1238	1240	1253
	PASS	726	665	728	911	843	807	949	920	915	1013	1028
	DROP	216	108	343	297	329	245	210	276	190	156	101
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP	1219 1035 726 216	1346 897 665 108	1246 933 728 343	1381 1350 911 297	1526 1222 843 329	1442 1272 807 245	1584 1410 949 210	1693 1309 920 276	1459 1238 915 190	1440 1240 1013 156	1461 1253 1028 101

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

322

MUNICIPALITY: TELEMACHO BORBA

SCHOOL: JOAO RODRIGUES DOS SANTOS, ESCOLA MUNICIPAL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN									45	54	71
	EN									42	46	64
	FI									31	37	41
	EN PASS DROP									7	7	11
2 GRADE	IN									49	57	47
	EN									38	53	50
	FI									29	41	40
	EN PASS DROP									10	7	4
3 GRADE	IN									35	37	39
	EN									30	33	35
	FI									30	29	29
	EN PASS DROP									3	7	6
4 GRADE	IN									18	37	32
	EN									18	38	31
	FI									15	37	28
	EN PASS DROP									2	1	1
1/4 GRADE	IN									147	185	189
	EN									128	170	180
	FI									105	144	138
	EN PASS DROP									25	22	22
5 GRADE	IN									23	22	86
	EN									19	22	81
	FI									12	21	52
	EN PASS DROP									8	2	7
6 GRADE	IN										13	20
	EN										12	19
	FI										12	15
	EN PASS DROP										1	1
7 GRADE	IN											15
	EN											14
	FI											13
	EN PASS DROP											1
8 GRADE	IN											
	EN											
	FI											
	EN PASS DROP											
5/8 GRADE	IN									23	35	121
	EN									19	34	114
	FI									12	33	80
	EN PASS DROP									8	3	9
TOTAL	IN									170	220	310
	EN									147	204	294
	FI									117	177	218
	EN PASS DROP									33	25	31

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: TIBAGI
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	817	672	581	681	547	555	570	610	612	379	813
	EN	658	485	498	525	388	225	381	474	518	619	631
	PASS	284	246	268	320	209	201	280	336	313	380	344
	DROP	1	15	14	192	127	319	208	179	145	219	136
2 GRADE	IN	337	262	263	268	266	265	258	283	373	408	454
	EN	304	213	249	232	204	210	214	246	338	314	375
	PASS	257	169	228	209	196	193	210	223	312	270	330
	DROP		5	1	62	46	66	56	46	41	78	51
3 GRADE	IN	175	205	161	197	182	183	240	217	241	316	278
	EN	143	174	146	170	144	153	196	174	221	265	250
	PASS	121	126	128	106	139	140	189	148	201	244	235
	DROP		6	3	40	41	39	45	50	25	47	35
4 GRADE	IN	116	95	103	109	85	91	147	174	149	212	241
	EN	114	82	95	99	75	83	121	160	143	174	225
	PASS	104	69	83	87	74	80	120	148	141	169	212
	DROP	1		1	16	12	17	33	24	18	31	11
1/4 GRADE	IN	1445	1234	1108	1255	1080	1094	1215	1284	1375	1315	1806
	EN	1219	954	988	1026	811	671	912	1054	1220	1372	1481
	PASS	766	610	707	722	698	614	799	855	967	1063	1121
	DROP	2	26	19	310	226	441	342	299	229	375	233
5 GRADE	IN								46	61	56	57
	EN								46	50	47	41
	PASS								46	49	45	35
	DROP								3	9	8	14
6 GRADE	IN								8	50	48	41
	EN								8	43	41	31
	PASS								8	43	41	26
	DROP								2	3	7	7
7 GRADE	IN									11	39	41
	EN									10	37	38
	PASS									10	37	36
	DROP										2	2
8 GRADE	IN										8	35
	EN										8	35
	PASS										8	35
	DROP											
5/8 GRADE	IN								54	122	151	174
	EN								54	103	133	145
	PASS								54	102	131	132
	DROP								5	12	17	23
TOTAL	IN	1445	1234	1108	1255	1080	1094	1215	1338	1497	1966	1980
	EN	1219	954	988	1026	811	671	912	1108	1323	1505	1626
	PASS	766	610	707	722	698	614	799	909	1067	1194	1253
	DROP	2	26	19	310	226	441	342	304	241	392	256

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

324

MUNICIPALITY: TIBAGI

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	817	672	581	681	547	555	570	543	559	791	743
	FI EN	658	485	498	525	388	225	381	424	467	562	574
	PASS	284	246	268	320	289	201	280	301	271	356	316
	DROP	1	15	14	192	127	319	208	156	141	199	130
2 GRADE	IN EN	337	262	263	268	266	265	250	268	338	358	416
	FI EN	304	213	249	232	204	210	214	231	306	274	341
	PASS	257	169	228	209	196	193	210	209	281	243	296
	DROP		5	1	62	46	66	56	46	40	70	51
3 GRADE	IN EN	175	205	161	197	182	183	240	198	224	284	271
	FI EN	143	174	146	170	144	153	196	158	205	236	224
	PASS	121	126	120	106	139	140	189	133	186	216	210
	DROP		6	3	40	41	39	45	49	24	45	35
4 GRADE	IN EN	116	95	103	109	85	91	147	148	134	197	209
	FI EN	114	82	95	99	75	83	121	136	129	160	195
	PASS	104	69	83	87	74	80	120	124	127	155	188
	DROP	1		1	16	12	17	33	20	16	31	11
1/4 GRADE	IN EN	1445	1234	1108	1255	1080	1094	1215	1157	1255	1630	1639
	FI EN	1219	954	988	1026	811	671	912	949	1107	1232	1334
	PASS	766	610	707	722	698	614	799	767	865	970	1010
	DROP	2	26	19	310	226	441	342	271	221	345	227
5 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
6 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
7 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
5/8 GRADE	IN EN											
	FI EN											
	PASS											
	DROP											
TOTAL	IN EN	1445	1234	1108	1255	1080	1094	1215	1157	1255	1630	1639
	FI EN	1219	954	988	1026	811	671	912	949	1107	1232	1334
	PASS	766	610	707	722	698	614	799	767	865	970	1010
	DROP	2	26	19	310	226	441	342	271	221	345	227

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: TIBAGI

SCHOOL: DAVID FEDERMAN, ESCOLA MUNICIPAL DR.

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN								67	53	88	70
	EN								50	51	57	57
	FI								35	42	24	28
	EN PASS DROP								23	4	20	6
2 GRADE	IN								15	35	50	38
	EN								15	32	40	34
	FI								14	31	27	34
	EN PASS DROP									1	8	
3 GRADE	IN								19	17	32	27
	EN								16	16	29	26
	FI								15	15	28	25
	EN PASS DROP								1	1	2	
4 GRADE	IN								26	15	15	32
	EN								24	14	14	30
	FI								24	14	14	24
	EN PASS DROP								4	2		
1/4 GRADE	IN								127	120	185	167
	EN								105	113	140	147
	FI								88	102	93	111
	EN PASS DROP								28	3	30	6
5 GRADE	IN								46	61	56	57
	EN								46	50	47	41
	FI								46	49	45	35
	EN PASS DROP								3	9	8	14
6 GRADE	IN								8	50	48	41
	EN								8	43	41	31
	FI								8	43	41	26
	EN PASS DROP								2	3	7	7
7 GRADE	IN									11	39	41
	EN									10	37	38
	FI									10	37	36
	EN PASS DROP										2	2
8 GRADE	IN										8	35
	EN										8	35
	FI										8	35
	EN PASS DROP											
5/8 GRADE	IN								54	122	151	174
	EN								54	103	133	145
	FI								54	102	131	132
	EN PASS DROP								5	12	17	23
TOTAL	IN								181	242	336	341
	EN								159	216	273	292
	FI								142	204	224	243
	EN PASS DROP								33	20	47	29

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

326

MUNICIPALITY: TIJUCAS DO SUL
SCHOOL: TOTAL MUNICIPALITY

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN	410	447	475	536	515	458	534	513	552	573	545
	EN	304	363	411	412	409	388	389	345	437	431	440
	PASS	222	217	238	246	210	181	237	163	227	245	209
	DROP	62	65	52	101	79	79	171	160	143	157	123
2 GRADE	IN	233	213	240	266	256	261	223	265	215	268	298
	EN	217	211	208	243	244	247	188	201	183	221	240
	PASS	193	186	179	199	176	205	161	158	162	196	187
	DROP	17	9	13	19	13	41	50	56	41	51	61
3 GRADE	IN	205	204	208	199	245	215	235	189	92	91	223
	EN	189	189	196	180	226	180	195	146	158	154	191
	PASS	138	163	160	135	157	140	178	116	139	133	157
	DROP	21	22	11	12	19	29	48	41	43	29	38
4 GRADE	IN	126	144	142	131	153	177	142	147	130	147	143
	EN	128	117	125	130	133	140	128	105	109	120	129
	PASS	112	108	114	120	106	125	110	85	101	104	117
	DROP	12	21	12	8	13	39	26	40	24	28	25
1/4 GRADE	IN	974	1008	1065	1132	1169	1111	1134	1114	989	1079	1209
	EN	838	880	940	965	1012	955	900	797	890	926	1000
	PASS	665	674	691	700	649	651	686	522	627	678	680
	DROP	112	117	88	140	124	188	295	297	251	265	247
5 GRADE	IN								64	69	63	52
	EN								41	55	44	37
	PASS								33	41	34	25
	DROP								23	16	19	13
6 GRADE	IN									44	45	36
	EN									40	34	31
	PASS									39	30	22
	DROP									4	10	4
7 GRADE	IN										38	30
	EN										32	27
	PASS										31	26
	DROP										6	3
8 GRADE	IN											30
	EN											27
	PASS											24
	DROP											2
5/8 GRADE	IN								64	113	146	148
	EN								41	95	110	122
	PASS								33	80	95	97
	DROP								23	20	35	22
TOTAL	IN	974	1008	1065	1132	1169	1111	1134	1178	1102	1225	1357
	EN	838	880	940	965	1012	955	900	838	985	1036	1122
	PASS	665	674	691	700	649	651	686	555	709	773	777
	DROP	112	117	88	140	124	188	295	320	271	300	269

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

327

MUNICIPALITY: TIJUCAS DO SUL

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN EN	410	447	475	536	515	458	534	465	469	479	422
	FI EN	304	363	411	412	409	388	389	303	370	358	345
	PASS	222	217	238	246	210	181	237	134	186	205	165
	DROP	62	65	52	101	79	79	171	150	124	140	98
2 GRADE	IN EN	233	213	240	266	256	261	223	180	151	206	227
	FI EN	217	211	208	243	244	247	188	136	127	178	194
	PASS	193	186	179	199	176	205	161	103	109	159	150
	DROP	17	9	13	19	13	41	50	37	31	33	39
3 GRADE	IN EN	205	204	208	199	245	215	235	154	24	29	169
	FI EN	189	189	196	180	226	180	195	125	101	100	150
	PASS	138	163	160	135	157	140	178	98	88	89	130
	DROP	21	22	11	12	19	29	48	26	29	22	26
4 GRADE	IN EN	126	144	142	131	153	177	142	81	78	79	76
	FI EN	128	117	125	130	133	140	128	61	63	65	70
	PASS	112	108	114	120	106	125	110	49	58	57	64
	DROP	12	21	12	8	13	39	26	19	17	16	16
1/4 GRADE	IN EN	974	1008	1065	1132	1169	1111	1134	880	722	793	894
	FI EN	838	880	940	965	1012	955	900	625	661	701	759
	PASS	665	674	691	700	649	651	686	384	441	510	509
	DROP	112	117	88	140	124	188	295	232	201	211	179
5 GRADE	IN EN FI EN PASS DROP											
6 GRADE	IN EN FI EN PASS DROP											
7 GRADE	IN EN FI EN PASS DROP											
8 GRADE	IN EN FI EN PASS DROP											
5/8 GRADE	IN EN FI EN PASS DROP											
TOTAL	IN EN FI EN PASS DROP	974 838 665 112	1008 880 674 117	1065 940 691 88	1132 965 700 140	1169 1012 649 124	1111 955 651 188	1134 900 686 295	880 625 384 232	722 661 441 201	793 701 510 211	894 759 509 179

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
NUMBER INITIAL ENROLLMENT, FINAL ENROLLMENT,
PASSED AND DROPOUT - RURAL SCHOOLS
ELEMENTARY SCHOOLS - 1976/86

328

MUNICIPALITY: TIJUCAS DO SUL

SCHOOL: FRANCISCO DA ROCHA CAMARGO SOBRINHO, ESC MUL PROF

GRADE	INF	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
1 GRADE	IN								48	83	94	123
	FI								42	67	73	95
	PASS								29	41	40	44
	DROP								10	19	17	25
2 GRADE	IN								85	64	62	71
	FI								65	59	43	46
	PASS								55	53	37	37
	DROP								19	10	18	22
3 GRADE	IN								35	68	62	54
	FI								21	57	54	41
	PASS								18	51	44	37
	DROP								15	14	7	12
4 GRADE	IN								66	52	68	67
	FI								44	46	55	59
	PASS								36	43	47	53
	DROP								21	7	12	9
1/4 GRADE	IN								234	267	286	315
	FI								172	229	225	241
	PASS								138	180	168	171
	DROP								65	50	54	68
5 GRADE	IN								64	69	63	52
	FI								41	55	44	37
	PASS								33	41	34	25
	DROP								23	16	19	13
6 GRADE	IN									44	45	36
	FI									40	34	31
	PASS									39	30	22
	DROP									4	10	4
7 GRADE	IN										38	30
	FI										32	27
	PASS										31	26
	DROP										6	3
8 GRADE	IN											30
	FI											27
	PASS											24
	DROP											2
5/8 GRADE	IN								64	113	146	148
	FI								41	95	110	122
	PASS								33	80	95	97
	DROP								23	20	35	22
TOTAL	IN								298	300	432	463
	FI								210	324	335	363
	PASS								171	268	263	268
	DROP								88	70	89	90

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TOTAL STATE

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	2992	9859	2609	1317	140	393	208	17518
	5/8	1		13		30	435	123	602
	1/8	16	3	92	7		135	49	302
1977	1/4	3125	9893	2915	1605	154	203	247	18142
	5/8			31	1	9	365	94	500
	1/8	34	30	100	19	16	268	60	527
1978	1/8	2254	7529	2906	4163	297	1090	515	18754
1979	1/8	2515	5832	2925	4468	414	1231	567	17952
1980	1/8	2155	5381	3960	3520	378	1200	695	17289
1981	1/8	1737	4570	5747	2329	400	1199	871	16853
1982	1/8	1796	3802	5760	2856	457	1212	1089	16972
1983	1/4	1599	3987	4861	2116	465	392	526	13946
	5/8	12		131	14	55	627	246	1085
	1/8		1	32	10	6	33	21	103
1984	1/4	1777	3140	5605	2368	466	483	545	14384
	5/8	17	8	178	13	50	826	318	1410
1985	1/4	1605	2710	5926	2205	651	478	606	14181
	5/8	5	5	153	13	82	1039	306	1603
1986	1/4	2097	2842	6758	2042	774	550	727	15790
	5/8	8	4	133	6	99	1209	447	1906

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TOTAL MUNICIPALITY WITH CONSOLIDATED SCHOOLS

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	504	1139	202	150	6	14	15	2030
1977	1/4	432	1263	241	66	12	16	9	2039
	5/8			2			2	6	10
	1/8	6		15	2		2		25
1978	1/8	262	1312	252	248	18	50	30	2172
1979	1/8	219	1174	271	363	26	53	21	2127
1980	1/8	241	1141	380	301	18	58	34	2173
1981	1/8	188	1021	577	267	18	42	40	2153
1982	1/8	200	855	627	422	26	52	38	2220
1983	1/4	195	911	508	341	69	19	37	2080
	5/8			5	1	6	19	12	43
	1/8			3	1	2	10	4	20
1984	1/4	238	697	713	353	61	22	52	2136
	5/8	1	1	30	2	14	53	23	124
1985	1/4	232	663	848	301	64	28	60	2196
	5/8		2	40	4	19	81	39	185
1986	1/4	295	715	933	259	95	45	60	2402
	5/8	3	2	27	3	21	94	79	229

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TOTAL RURAL SCHOOLS MINUS CONSOLIDATED SCHOOLS

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY		TOTAL	
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	504	1139	202	150	6	14	15	2030
1977	1/4	432	1263	241	66	12	16	9	2039
	5/8			2			2	6	10
	1/8	6		15	2		2		25
1978	1/8	262	1312	252	248	18	50	30	2172
1979	1/8	219	1174	271	363	26	53	21	2127
1980	1/8	241	1141	380	301	18	58	34	2173
1981	1/8	188	1016	564	267	18	42	40	2135
1982	1/8	200	851	613	422	26	48	38	2198
1983	1/4	178	865	469	319	65	17	37	1950
	5/8					1	11	2	14
	1/8			2	1	1	8	3	15
1984	1/4	206	656	596	315	54	16	40	1883
	5/8			3		2	21	4	30
1985	1/4	208	625	714	248	40	21	48	1904
	5/8			4		2	29	3	38
1986	1/4	260	674	790	215	80	38	39	2096
	5/8			7		7	28	22	64

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

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MUNICIPALITY: TOTAL CONSOLIDATED SCHOOLS

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8		5	13					18
1982	1/8		4	14			4		22
1983	1/4	17	46	39	22	4	2		130
	5/8			5	1	5	8	10	29
	1/8			1		1	2	1	5
1984	1/4	32	41	117	38	7	6	12	253
	5/8	1	1	27	2	12	32	19	94
1985	1/4	24	38	134	53	24	7	12	292
	5/8		2	36	4	17	52	36	147
1986	1/4	35	41	143	44	15	7	21	306
	5/8	3	2	20	3	14	66	57	165

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: ARAPOTI
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY			UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER				
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC		
1976	1/4	37		9	1				47	
1977	1/4	32	1	9	1	1		1	45	
	5/8									
	1/8									
1978	1/8	2	32	2	1	4	2	1	44	
1979	1/8	2	36			9	1	1	49	
1980	1/8	1	36	5	1	2	2	1	48	
1981	1/8	2	33	3	1	1		2	42	
1982	1/8	5	39	4	1	1	2	3	55	
1983	1/4	2	51	6			1	3	63	
	5/8									
	1/8									
1984	1/4	3	50	5		1	3	3	65	
	5/8		1			1	4		6	
1985	1/4	5	23	5	27	2	6	1	69	
	5/8		1	1		1	7		10	
1986	1/4	6	30	8	21	1	6	1	73	
	5/8	1				4	9		14	

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: ARAPOTI

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	37		9	1				47
1977	1/4	32	1	9	1	1		1	45
	5/8								
	1/8								
1978	1/8	2	32	2	1	4	2	1	44
1979	1/8	2	36			9	1	1	49
1980	1/8	1	36	5	1	2	2	1	48
1981	1/8	2	33	3	1	1		2	42
1982	1/8	5	39	4	1	1	2	3	55
1983	1/4	2	51	6			1	3	63
	5/8								
	1/8								
1984	1/4	2	46	3			3	3	57
	5/8								
1985	1/4	5	19	2	27	1	5	1	60
	5/8						3		3
1986	1/4	6	25	6	20		6	1	64
	5/8					3	3		6

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: ARAPOTI
SCHOOL: PAULO NOVACHADLO, ESC MUL PROF

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4								
	5/8								
	1/8								
1984	1/4	1	4	2		1			8
	5/8		1			1	4		6
1985	1/4		4	3		1	1		9
	5/8		1	1		1	4		7
1986	1/4		5	2	1	1			9
	5/8	1				1	6		8

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: BITURUNA
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL	
		COMPL	INC	NORMAL SCHOOL		OTHER	COMPL	COMPL		INC
				COMPL	INC	COMPL				
1976	1/4	15	25	3	3				1	47
1977	1/4	15	21	6	4					46
	5/8									
	1/8									
1978	1/8	14	27	4	5					50
1979	1/8	12	28	3	8					51
1980	1/8	13	19	3	6	1				42
1981	1/8	1	7	4	34					46
1982	1/8	2	3	5	33					43
1983	1/4	3	14	18	20	1				56
	5/8									
	1/8									
1984	1/4	4	3	21	25					53
	5/8			1	1		1			3
1985	1/4	7	1	23	17	1				49
	5/8			3	2		1			6
1986	1/4	3	6	24	16	1	1		1	52
	5/8				2		1		5	8

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: BITURUNA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	15	25	3	3			1	47
1977	1/4	15	21	6	4				46
	5/8								
	1/8								
1978	1/8	14	27	4	5				50
1979	1/8	12	28	3	8				51
1980	1/8	13	19	3	6	1			42
1981	1/8	1	7	4	34				46
1982	1/8	2	3	5	33				43
1983	1/4	3	12	18	18	1			52
	5/8								
	1/8								
1984	1/4	4	3	18	24				49
	5/8								
1985	1/4	7	1	20	16	1			45
	5/8								
1986	1/4	3	6	20	15	1	1	1	47
	5/8							5	5

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: BITURUNA

SCHOOL: SANTO ANTONIO, ESCOLA CONSOLIDADA

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY		TOTAL	
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL		INC
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4		2		2			4	
	5/8								
	1/8								
1984	1/4			3	1			4	
	5/8			1	1		1	3	
1985	1/4			3	1			4	
	5/8			3	2		1	6	
1986	1/4			4	1			5	
	5/8				2		1	3	

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CAMPINA GRANDE DO SUL
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	18	32	1	2	1		1	55
1977	1/4	21	33	2	4				60
	5/8								
	1/8								
1978	1/8	17	40	7		2	1	1	68
1979	1/8	18	22	7	2	4		1	54
1980	1/8	26	20	3	2		6		57
1981	1/8	9	20	4	27		6	1	67
1982	1/8	4	5	5	46	1	8		69
1983	1/4	7	4	4	29				44
	5/8								
	1/8								
1984	1/4	2	3	20	22				47
	5/8	1		4			2		7
1985	1/4	10	6	23	6			4	49
	5/8			3		1	2		6
1986	1/4	8	8	26	10	2	2		56
	5/8			3		1	2		6

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CAMPINA GRANDE DO SUL

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY				UNIVERSITY		TOTAL
				NORMAL SCHOOL		OTHER				
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC		
1976	1/4	18	32	1	2	1		1	55	
1977	1/4	21	33	2	4				60	
	5/8									
	1/8									
1978	1/8	17	40	7		2	1	1	68	
1979	1/8	18	22	7	2	4		1	54	
1980	1/8	26	20	3	2		6		57	
1981	1/8	9	20	4	27		6	1	67	
1982	1/8	4	5	5	46	1	8		69	
1983	1/4	5	3	3	27				38	
	5/8									
	1/8									
1984	1/4	2	2	16	19				39	
	5/8									
1985	1/4	9	5	22	3			4	43	
	5/8									
1986	1/4	6	6	25	8	2	2		49	
	5/8									

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CAMPINA GRANDE DO SUL
SCHOOL: NILCE T. ZANETTI, ESC CONSOLIDADA MUL

YEAR	GRADES	ELEMENTARY		SECONDARY			UNIVERSITY		TOTAL
		COMPL	INC	NORMAL SCHOOL		OTHER	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4	2	1	1	2				6
	5/8								
	1/8								
1984	1/4		1	4	3				8
	5/8	1		4			2		7
1985	1/4	1	1	1	3				6
	5/8			3		1	2		6
1986	1/4	2	2	1	2				7
	5/8			3		1	2		6

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CANDIDO DE ABREU
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY			UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER				
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC		
1976	1/4	42	21	4					67	
1977	1/4	11	52	6	3				72	
	5/8									
	1/8									
1978	1/8	6	63	5					74	
1979	1/8		69	2	1				72	
1980	1/8	4	75	1	1				81	
1981	1/8	7	68	1	1				77	
1982	1/8	15	63	1	1				80	
1983	1/4	11	68	1		3			83	
	5/8									
	1/8									
1984	1/4	12	66	3	1				82	
	5/8									
1985	1/4	18	62	3	1				84	
	5/8									
1986	1/4	16	86	1		4			107	
	5/8			1		1	2		4	

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CANDIDO DE ABREU

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	42	21	4					67
1977	1/4	11	52	6	3				72
	5/8								
	1/8								
1978	1/8	6	63	5					74
1979	1/8		69	2	1				72
1980	1/8	4	75	1	1				81
1981	1/8	7	68	1	1				77
1982	1/8	15	63	1	1				80
1983	1/4	11	68	1		3			83
	5/8								
	1/8								
1984	1/4	12	66	3	1				82
	5/8								
1985	1/4	16	60	3	1				80
	5/8								
1986	1/4	14	82	1		3			100
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CANDIDO DE ABREU
SCHOOL: DAVID FEDERMAN, ESCOLA MUNICIPAL DR.

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY		TOTAL
				NORMAL SCHOOL		OTHER		
		COMPL	INC	COMPL	INC	COMPL	COMPL	
1976	1/4							
1977	1/4							
	5/8							
	1/8							
1978	1/8							
1979	1/8							
1980	1/8							
1981	1/8							
1982	1/8							
1983	1/4							
	5/8							
	1/8							
1984	1/4							
	5/8							
1985	1/4	2	2					4
	5/8							
1986	1/4	2	4			1		7
	5/8			1		1	2	4

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CAMPO LARGO
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	25	73	5	4				107
1977	1/4	1	83	11	12				107
	5/8								
	1/8	6		14	2		1		23
1978	1/8	7	47	16	48		10		128
1979	1/8	11	49	21	38	2	9	1	131
1980	1/8	7	45	23	44	1	6	2	128
1981	1/8	2	37	52	8	1	5	2	107
1982	1/8	1	25	59	8	4	9	1	107
1983	1/4	6	31	52	7	1	2	3	102
	5/8			1		1	7	2	11
	1/8			1			1		2
1984	1/4	7	23	56	2	2	1	1	92
	5/8			3		1	11	2	17
1985	1/4	4	26	49	5	1	1	3	89
	5/8			2			12	2	16
1986	1/4	11	22	52	7	1	2	11	107
	5/8			2			10	9	21

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CAMPO LARGO

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOLS

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC				
										NORMAL SCHOOL	OTHER	
1976	1/4	25	73	5	4				107			
1977	1/4	1	83	11	12				107			
	5/8											
	1/8	6		14	2		1		23			
1978	1/8	7	47	16	48		10		128			
1979	1/8	11	49	21	38	2	9	1	131			
1980	1/8	7	45	23	44	1	6	2	128			
1981	1/8	2	32	39	8	1	5	2	89			
1982	1/8	1	21	45	8	4	5	1	85			
1983	1/4	6	22	39	7	1	1	3	79			
	5/8					1	6	1	8			
	1/8											
1984	1/4	7	19	43	2	2	1	1	75			
	5/8			1		1	9		11			
1985	1/4	4	22	34	5	1	1	3	70			
	5/8						9	1	10			
1986	1/4	7	18	38	5	1	2	7	78			
	5/8						8	1	9			

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CAMPO LARGO
SCHOOL: AUGUSTO PIRES DE PAULA, ESC MUL

YEAR	GRADES	ELEMENTARY		SECONDARY			UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER				
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC		
1976	1/4									
1977	1/4									
	5/8									
	1/8									
1978	1/8									
1979	1/8									
1980	1/8									
1981	1/8		5	13					18	
1982	1/8		4	14			4		22	
1983	1/4		4	10			1		15	
	5/8			1			1	1	3	
	1/8			1			1		2	
1984	1/4			10					10	
	5/8			2			2	2	6	
1985	1/4			10					10	
	5/8			2			3	1	6	
1986	1/4			14				4	18	
	5/8			2			2	8	12	

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CAMPO LARGO

SCHOOL: NICOLAU MORAIS DE CASTRO, ESC MUL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4		5	3					8
	5/8								
	1/8								
1984	1/4		4	3					7
	5/8								
1985	1/4		4	5					9
	5/8								
1986	1/4	4	4		2				10
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CASTRO
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	10	74	17			2	1	104
1977	1/4	42	44	23		1	3		113
	5/8								
	1/8								
1978	1/8	4	37	18	52	3	2	2	118
1979	1/8	8	30	18	54	2	11	1	124
1980	1/8	4	57	23	35	2	10		131
1981	1/8	6	61	61	2		2		132
1982	1/8	4	69	51	3	2	3		132
1983	1/4	2	37	52	22	7	1	1	122
	5/8					1	3	2	6
	1/8								
1984	1/4	6	44	45	20	1		2	118
	5/8			1		3	2	2	8
1985	1/4	7	41	65	1	5		1	120
	5/8			2		6	2	10	20
1986	1/4	5	50	88		4		1	148
	5/8	1	1	2		5	2	9	20

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CASTRO

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOLS

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	10	74	17			2	1	104
1977	1/4	42	44	23		1	3		113
	5/8								
	1/8								
1978	1/8	4	37	18	52	3	2	2	118
1979	1/8	8	30	18	54	2	11	1	124
1980	1/8	4	57	23	35	2	10		131
1981	1/8	6	61	61	2		2		132
1982	1/8	4	69	51	3	2	3		132
1983	1/4	2	35	47	22	6	1	1	114
	5/8								
	1/8								
1984	1/4	6	38	36	19	1		2	102
	5/8								
1985	1/4	6	40	56	1	1		1	105
	5/8								
1986	1/4	5	49	72		4			130
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CASTRO

SCHOOL: JOSE NERY C. DE NAPOLES, ESC MUL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4			5					5
	5/8					1	3	2	6
	1/8								
1984	1/4		1	5					6
	5/8					1	1	2	4
1985	1/4		1	4					5
	5/8			1		2		4	7
1986	1/4		1	5					6
	5/8		1			3	1	4	9

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CASTRO
SCHOOL: ABAPAN, ESCOLA MUNICIPAL DE

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4								
	5/8								
	1/8								
1984	1/4		2	4	1				7
	5/8			1		2	1		4
1985	1/4	1		1		4			6
	5/8			1		2	1	4	8
1986	1/4			6					6
	5/8			2		1	1	2	6

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CASTRO

SCHOOL: GUARAREMA, ESCOLA RURAL MUNICIPAL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY		TOTAL	
		COMPL	INC	COMPL	INC	COMPL	COMPL		INC
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4		2			1			3
	5/8								
	1/8								
1984	1/4		3						3
	5/8								
1985	1/4			4					4
	5/8					2	1	2	5
1986	1/4			5				1	6
	5/8	1				1		3	5

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CERRO AZUL
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY			UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER				
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC		
1976	1/4	11	58		1				70	
1977	1/4	18	48		4				70	
	5/8									
	1/8									
1978	1/8	9	66				1		76	
1979	1/8	16	62						78	
1980	1/8	9	70						79	
1981	1/8	16	62						78	
1982	1/8	6	68						74	
1983	1/4	24	57		1				82	
	5/8									
	1/8									
1984	1/4	15	58	15	1	2		1	92	
	5/8									
1985	1/4	9	49	16	16	4		2	96	
	5/8									
1986	1/4	12	64	18	18	5			117	
	5/8									

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CERRO AZUL

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOLS

YEAR	GRADES	ELEMENTARY		SECONDARY			UNIVERSITY		TOTAL
		COMPL	INC	COMPL	INC	OTHER	COMPL	INC	
1976	1/4	11	58		1				70
1977	1/4	18	48		4				70
	5/8								
	1/8								
1978	1/8	9	66				1		76
1979	1/8	16	62						78
1980	1/8	9	70						79
1981	1/8	16	62						78
1982	1/8	6	68						74
1983	1/4	20	54		1				75
	5/8								
	1/8								
1984	1/4	14	53	11	1	2		1	82
	5/8								
1985	1/4	6	46	12	14	4		1	83
	5/8								
1986	1/4	8	60	14	17	5			104
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CERRO AZUL

SCHOOL: BOMBA, ESCOLA MUNICIPAL CONSOLIDADA DA

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4	1	2						3
	5/8								
	1/8								
1984	1/4		3	2					5
	5/8								
1985	1/4	1	1	3	1				6
	5/8								
1986	1/4	1	2	3					6
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CERRO AZUL

SCHOOL: BARRA DO TEIXEIRA, ESCOLA MUNICIPAL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4	3	1						4
	5/8								
	1/8								
1984	1/4	1	2	2					5
	5/8								
1985	1/4	2	2	1	1			1	7
	5/8								
1986	1/4	3	2	1	1				7
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CRUZ MACHADO
SCHOOL: TOTAL DO MUNICIPIO

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL		
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC			
										NORMAL SCHOOL	OTHER
1976	1/4	9	61	3					73		
1977	1/4	7	69	3					79		
	5/8										
	1/8										
1978	1/8	75		4					79		
1979	1/8	13	60	3					76		
1980	1/8	15	56	3				1	75		
1981	1/8	17	57	2		1			77		
1982	1/8	14	56	4		1			75		
1983	1/4	21	41	3	9	2			76		
	5/8					2		2	4		
	1/8										
1984	1/4	12	54	8	3		1		78		
	5/8			1					1		
1985	1/4	5	60	11		3	2		81		
	5/8			1		2		1	4		
1986	1/4	14	41	10	10	5	1		81		
	5/8					2	2		4		

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CRUZ MACHADO

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	9	61	3					73
1977	1/4	7	69	3					79
	5/8								
	1/8								
1978	1/8	75		4					79
1979	1/8	13	60	3					76
1980	1/8	15	56	3				1	75
1981	1/8	17	57	2		1			77
1982	1/8	14	56	4		1			75
1983	1/4	17	39	3	9	2			70
	5/8							2	2
	1/8								
1984	1/4	9	51	6	3		1		70
	5/8								
1985	1/4	4	57	8		1	1		71
	5/8							1	1
1986	1/4	13	39	10	8	1	1		72
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: CRUZ MACHADO
SCHOOL: LAURO MULLER, ESCOLA MUNICIPAL DR.

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY		TOTAL	
		COMPL	INC	COMPL	INC	COMPL	COMPL		INC
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4	4	2						6
	5/8					2			2
	1/8								
1984	1/4	3	3	2					8
	5/8			1					1
1985	1/4	1	3	3		2	1		10
	5/8			1		2			3
1986	1/4	1	2		2	4			9
	5/8					2	2		4

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: IMBITUVA
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	58		13	2	1		4	78
1977	1/4	62	2	21	5	1		3	94
	5/8								
	1/8								
1978	1/8	3	62	20				2	87
1979	1/8		12	25	48				85
1980	1/8	8	11	28	47	1			95
1981	1/8	6	11	67	2	4			90
1982	1/8	16	7	69	3	1			96
1983	1/4	13	1	67	3	6			90
	5/8								
	1/8								
1984	1/4	14	1	63	9	5			92
	5/8						3	1	4
1985	1/4	2	2	65	15	1	1		86
	5/8								
1986	1/4	3	8	77	13	2			103
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: IMBITUVA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC				
										NORMAL SCHOOL		OTHER
1976	1/4	58		13	2	1		4	78			
1977	1/4	62	2	21	5	1		3	94			
	5/8											
	1/8											
1978	1/8	3	62	20				2	87			
1979	1/8		12	25	48				85			
1980	1/8	8	11	28	47	1			95			
1981	1/8	6	11	67	2	4			90			
1982	1/8	16	7	69	3	1			96			
1983	1/4	13	1	67	3	6			90			
	5/8											
	1/8											
1984	1/4	14	1	56	7	5			83			
	5/8							1	1			
1985	1/4	2	1	58	14	1	1		77			
	5/8											
1986	1/4	3	7	69	13	2			94			
	5/8											

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: IMBITUVA

SCHOOL: BOA VISTA, ESCOLA MUNICIPAL DE

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY		TOTAL
				NORMAL SCHOOL		OTHER		
		COMPL	INC	COMPL	INC	COMPL	COMPL	
1976	1/4							
1977	1/4							
	5/8							
	1/8							
1978	1/8							
1979	1/8							
1980	1/8							
1981	1/8							
1982	1/8							
1983	1/4							
	5/8							
	1/8							
1984	1/4			7	2		3	9
	5/8							3
1985	1/4		1	7	1			9
	5/8							
1986	1/4		1	8				9
	5/8							

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: IPIRANGA
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	29	11						40
1977	1/4	42	1						43
	5/8								
	1/8								
1978	1/8	1	42		1				44
1979	1/8		19	2	20				41
1980	1/8		18	4	20	2			44
1981	1/8		17	21	2				40
1982	1/8	16	4	23	3				46
1983	1/4	6	11	21	1				39
	5/8								
	1/8								
1984	1/4	6	11	26	4				47
	5/8			3		1	1		5
1985	1/4	7	12	24	5	2			50
	5/8			2		1	2		5
1986	1/4	12	9	25	4	1			51
	5/8						1	3	4

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: IPIRANGA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	29	11						40
1977	1/4	42	1						43
	5/8								
	1/8								
1978	1/8	1	42		1				44
1979	1/8		19	2	20				41
1980	1/8		18	4	20	2			44
1981	1/8		17	21	2				40
1982	1/8	16	4	23	3				46
1983	1/4	6	11	21	1				39
	5/8								
	1/8								
1984	1/4	4	11	20	4				39
	5/8								
1985	1/4	5	12	18	5				40
	5/8								
1986	1/4	10	9	18	4				41
	5/8							3	3

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: IPIRANGA

SCHOOL: SAO JOSE, ESCOLA MUNICIPAL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4								
	5/8								
	1/8								
1984	1/4	2		6					8
	5/8			3		1	1		5
1985	1/4	2		6		2			10
	5/8			2		1	2		5
1986	1/4	2		7		1			10
	5/8						1		1

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: IRATI
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	5	63	30	5				103
1977	1/4	8	72	38	1				119
	5/8			2			2	6	10
	1/8								
1978	1/8	2	28	23	44	1		7	105
1979	1/8	1	39	21	36			5	102
1980	1/8	5	39	16	34		1	2	97
1981	1/8	1	23	47	26		1	2	100
1982	1/8	1	16	50	27		1	1	96
1983	1/4	2	22	50	17		2	3	96
	5/8			1	1				2
	1/8					1	1		2
1984	1/4	1	17	39	14	3	1	8	83
	5/8						1	2	3
1985	1/4	5	16	49	8	3	2	7	90
	5/8			4		2			6
1986	1/4	7	21	47	6		3	8	92
	5/8						1	5	6

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: IRATI

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	5	63	30	5				103
1977	1/4	8	72	38	1				119
	5/8			2			2	6	10
	1/8								
1978	1/8	2	28	23	44	1		7	105
1979	1/8	1	39	21	36			5	102
1980	1/8	5	39	16	34		1	2	97
1981	1/8	1	23	47	26		1	2	100
1982	1/8	1	16	50	27		1	1	96
1983	1/4	1	22	45	17		2	3	90
	5/8								
	1/8								
1984	1/4	1	17	36	12		1	8	75
	5/8							2	2
1985	1/4	5	16	41	6	1	1	7	77
	5/8								
1986	1/4	6	20	43	4		2	8	83
	5/8							5	5

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: IRATI

SCHOOL: OLAVO ANSELMO SANTINE, ESCOLA CONSOLIDADA

YEAR	GRADES	ELEMENTARY		SECONDARY			UNIVERSITY		TOTAL
		COMPL	INC	COMPL	INC	OTHER	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4	1		5					6
	5/8			1	1				2
	1/8					1	1		2
1984	1/4			3	2	3			8
	5/8						1		1
1985	1/4			8	2	2	1		13
	5/8			4		2			6
1986	1/4	1	1	4	2		1		9
	5/8						1		1

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: MANGUEIRINHA
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	6	94	1	1		1		103
1977	1/4	10	74	4	2		1		91
	5/8								
	1/8								
1978	1/8	16	74	4			1		95
1979	1/8	18	64	4	1	1	1		89
1980	1/8	12	67	5	1	1	1		87
1981	1/8	14	73	9	2		1	6	105
1982	1/8	17	61	8			1	4	91
1983	1/4	18	55	6	1	1		2	83
	5/8								
	1/8								
1984	1/4	32	34	9	7	3		4	89
	5/8								
1985	1/4	11	42	9	22	14		4	102
	5/8							4	4
1986	1/4	20	60	16	20	12	1	1	130
	5/8			2				2	4

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: MANGUEIRINHA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOLS

YEAR	GRADES	ELEMENTARY		SECONDARY			UNIVERSITY			TOTAL
		COMPL	INC	COMPL	INC	OTHER	COMPL	INC		
1976	1/4	6	94	1	1		1		103	
1977	1/4	10	74	4	2		1		91	
	5/8									
	1/8									
1978	1/8	16	74	4			1		95	
1979	1/8	18	64	4	1	1	1		89	
1980	1/8	12	67	5	1	1	1		87	
1981	1/8	14	73	9	2		1	6	105	
1982	1/8	17	61	8			1	4	91	
1983	1/4	15	46	6	1	1		2	71	
	5/8									
	1/8									
1984	1/4	21	30	6	5	3		4	69	
	5/8									
1985	1/4	10	38	7	16	2		3	76	
	5/8									
1986	1/4	20	57	8	16	7	1		109	
	5/8									

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: MANGUEIRINHA

SCHOOL: MONTEIRO LOBATO, ESCOLA MUNICIPAL

YEAR	GRADES	ELEMENTARY		SECONDARY			UNIVERSITY		TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4	1	5						6
	5/8								
	1/8								
1984	1/4	5	4	1	2				12
	5/8								
1985	1/4	1	4		3	5			13
	5/8							3	3
1986	1/4		3	7	3				13
	5/8			2				2	4

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: MANGUEIRINHA
SCHOOL: OSVALDO CRUZ, ESCOLA MUNICIPAL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4	2	4						6
	5/8								
	1/8								
1984	1/4	6		2					8
	5/8								
1985	1/4			2	3	7		1	13
	5/8							1	1
1986	1/4			1	1	5		1	8
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: MORRETES
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4		16	20	6		1	1	44
1977	1/4		10	25	4		1	2	42
	5/8								
	1/8								
1978	1/8	1	9	33	1		1	3	48
1979	1/8	4	1	30	9	1	1	1	47
1980	1/8	1	2	36	1	1		9	50
1981	1/8	3		34	1	1	1	8	48
1982	1/8	2		36	3		3	2	46
1983	1/4	1	1	12	2		10	13	39
	5/8								
	1/8								
1984	1/4	2	1	16		2	3	17	41
	5/8								
1985	1/4	3	1	20			4	15	43
	5/8						3	8	11
1986	1/4	1		26	1	1	8	13	50
	5/8						7	4	11

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: MORRETES

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL	
		COMPL	INC	NORMAL SCHOOL		OTHER	COMPL	COMPL		INC
				COMPL	INC					
1976	1/4		16	20	6		1	1	44	
1977	1/4		10	25	4		1	2	42	
	5/8									
	1/8									
1978	1/8	1	9	33	1		1	3	48	
1979	1/8	4	1	30	9	1	1	1	47	
1980	1/8	1	2	36	1	1		9	50	
1981	1/8	3		34	1	1	1	8	48	
1982	1/8	2		36	3		3	2	46	
1983	1/4	1	1	12	2		10	13	39	
	5/8									
	1/8									
1984	1/4	2	1	16		2	2	17	40	
	5/8									
1985	1/4	3	1	20			2	15	41	
	5/8							8	8	
1986	1/4	1		26	1	1	3	13	45	
	5/8							4	4	

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: MORRETES

SCHOOL: DESAUDA BOSCO DA COSTA PINTO, ESC MUL PROFa

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY		TOTAL			
		COMPL	INC	COMPL	INC	COMPL	COMPL		INC		
										NORMAL SCHOOL	OTHER
1976	1/4										
1977	1/4										
	5/8										
	1/8										
1978	1/8										
1979	1/8										
1980	1/8										
1981	1/8										
1982	1/8										
1983	1/4										
	5/8										
	1/8										
1984	1/4						1		1		
	5/8										
1985	1/4						2		2		
	5/8						3		3		
1986	1/4						5		5		
	5/8						7		7		

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: ORTIGUEIRA
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC				
										NORMAL SCHOOL		OTHER
1976	1/4	6	116			1			123			
1977	1/4	4	105	3					112			
	5/8											
	1/8											
1978	1/8	13	142	1					156			
1979	1/8	6	98	3					107			
1980	1/8	9	90	3					102			
1981	1/8	10	97	1	2				110			
1982	1/8	5	33	4	63				105			
1983	1/4	5	61	10	46	4			126			
	5/8											
	1/8											
1984	1/4	21	56	42		1			120			
	5/8											
1985	1/4	9	25	47	44	2			127			
	5/8											
1986	1/4	24	32	51	26	1			134			
	5/8			5		2	4		11			

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: ORTIGUEIRA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOLS

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	6	116			1			123
1977	1/4	4	105	3					112
	5/8								
	1/8								
1978	1/8	13	142	1					156
1979	1/8	6	98	3					107
1980	1/8	9	90	3					102
1981	1/8	10	97	1	2				110
1982	1/8	5	33	4	63				105
1983	1/4	2	52	8	38	2			102
	5/8								
	1/8								
1984	1/4	11	56	29					96
	5/8								
1985	1/4	9	25	36	26	2			98
	5/8								
1986	1/4	23	28	40	14	1			106
	5/8			5		2	4		11

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: ORTIGUEIRA

SCHOOL: ANTONIO FERREIRA RUPPEL, ESCOLA CONSOLIDADA

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1a/4a								
1977	1a/4a								
	5a/8a								
	1a/8a								
1978	1a/8a								
1979	1a/8a								
1980	1a/8a								
1981	1a/8a								
1982	1a/8a								
1983	1a/4a	1	2	1	3	1			8
	5a/8a								
	1a/8a								
1984	1a/4a	1		6		1			8
	5a/8a								
1985	1a/4a			6	5				11
	5a/8a								
1986	1a/4a	1		5	4				10
	5a/8a								

Fonte: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: ORTIGUEIRA

SCHOOL: ERNESTO SOARES DOS SANTOS, ESCOLA CONSOLIDADA

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4	2			4				6
	5/8								
	1/8								
1984	1/4	3		3					6
	5/8								
1985	1/4			3	6				9
	5/8								
1986	1/4		2	3	3				8
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: ORTIGUEIRA
SCHOOL: RUI BARBOSA, ESCOLA MUNICIPAL

YEAR	GRADES	ELEMENTARY		SECONDARY			UNIVERSITY		TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4		7	1	1	1			10
	5/8								
	1/8								
1984	1/4	6		4					10
	5/8								
1985	1/4			2	7				9
	5/8								
1986	1/4		2	3	5				10
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: PALMAS
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL.	INC	COMPL.	INC	COMPL.	COMPL.	INC	
1976	1/4	3	61	3	2		1		70
1977	1/4	11	46	1	3	1	1	1	64
	5/8								
	1/8			1			1		2
1978	1/8	15	43	2	2	2		1	65
1979	1/8	8	55	4				1	68
1980	1/8	12	52	4	3			1	72
1981	1/8	14	28	1	21	1	1	1	67
1982	1/8	15	6	3	42	1	1	1	69
1983	1/4	1	68	1				1	71
	5/8						2		2
	1/8								
1984	1/4	24	5	36					65
	5/8			2					2
1985	1/4	36	5	21	1		2	3	68
	5/8			1				1	2
1986	1/4	21	4	38	4		2	4	73
	5/8			1				1	2

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: PALMAS

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC				
										NORMAL SCHOOL		OTHER
1976	1/4	3	61	3	2		1		70			
1977	1/4	11	46	1	3	1	1	1	64			
	5/8											
	1/8			1			1		2			
1978	1/8	15	43	2	2	2		1	65			
1979	1/8	8	55	4				1	68			
1980	1/8	12	52	4	3			1	72			
1981	1/8	14	28	1	21	1	1	1	67			
1982	1/8	15	6	3	42	1	1	1	69			
1983	1/4	1	68	1				1	71			
	5/8						2		2			
	1/8											
1984	1/4	24	5	32					61			
	5/8			2					2			
1985	1/4	31	5	21	1		2	3	63			
	5/8			1				1	2			
1986	1/4	19	4	38			2	4	67			
	5/8			1				1	2			

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: PALMAS

SCHOOL: PEDRO FERREIRA DE ALMEIDA, ESCOLA MUNICIPAL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4								
	5/8								
	1/8								
1984	1/4			4					4
	5/8								
1985	1/4	5							5
	5/8								
1986	1/4	2			4				6
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: PALMEIRA
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4		78	8					86
1977	1/4	5	76	6					87
	5/8								
	1/8								
1978	1/8	9	73	5			12	2	101
1979	1/8	4	76	9			8	3	100
1980	1/8	1	78	8	1	2	7		97
1981	1/8	1	78	8		2	7	2	98
1982	1/8	2	75	9		1	7	1	95
1983	1/4		50	6	25	1			82
	5/8								
	1/8			2		1	9	1	13
1984	1/4	2	6	36	33	7	4		88
	5/8			1		3	8	2	14
1985	1/4	4	11	40	19	7	3	4	88
	5/8			6		2	10	1	19
1986	1/4	1	7	23	13	31	3	5	83
	5/8			1		3	13	21	38

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: PALMEIRA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4		78	8					86
1977	1/4	5	76	6					87
	5/8								
	1/8								
1978	1/8	9	73	5			12	2	101
1979	1/8	4	76	9			8	3	100
1980	1/8	1	78	8	1	2	7		97
1981	1/8	1	78	8		2	7	2	98
1982	1/8	2	75	9		1	7	1	95
1983	1/4		50	6	25	1			82
	5/8								
	1/8			2		1	9	1	13
1984	1/4	2	6	33	33	7	2		83
	5/8					1	6	2	9
1985	1/4	4	11	35	17	7	3	4	81
	5/8			2		2	7	1	12
1986	1/4	1	7	18	11	31	3	5	76
	5/8			1		2	11	21	35

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: PALMEIRA

SCHOOL: QUEIMADAS, ESCOLA CONSOLIDADA DE

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4								
	5/8								
	1/8								
1984	1/4			3			2		5
	5/8			1		2	2		5
1985	1/4			5	2				7
	5/8			4			3		7
1986	1/4			5	2				7
	5/8					1	2		3

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: PONTA GROSSA
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	7	37	35	2		8	4	93
1977	1/4	6	36	30		1	9	1	83
	5/8								
	1/8								
1978	1/8	2	29	45			5	4	85
1979	1/8	5	27	51			1	3	87
1980	1/8	10	29	43	2			4	88
1981	1/8	4	26	55				3	88
1982	1/8	2	14	50	7		2	5	80
1983	1/4	6	10	45	4		1	9	75
	5/8								
	1/8								
1984	1/4		2	51	7		4	11	75
	5/8			1			1		2
1985	1/4	12		44			2	12	70
	5/8						9		9
1986	1/4	4	1	50	2		8	2	67
	5/8						9		9

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: PONTA GROSSA
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	7	37	35	2		8	4	93
1977	1/4	6	36	30		1	9	1	83
	5/8								
	1/8								
1978	1/8	2	29	45			5	4	85
1979	1/8	5	27	51			1	3	87
1980	1/8	10	29	43	2			4	88
1981	1/8	4	26	55				3	88
1982	1/8	2	14	50	7		2	5	80
1983	1/4	6	10	45	4		1	9	75
	5/8								
	1/8								
1984	1/4		2	51	7		4	11	75
	5/8			1			1		2
1985	1/4	12		44			2	12	70
	5/8						9		9
1986	1/4	4	1	50	2		8	2	67
	5/8						9		9

Source: SIE - SEED/Pr - FUNDEPAR

MUNICIPALITY: PONTA GROSSA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOLS

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	7	37	35	2		8	4	93
1977	1/4	6	36	30		1	9	1	83
	5/8								
	1/8								
1978	1/8	2	29	45			5	4	85
1979	1/8	5	27	51			1	3	87
1980	1/8	10	29	43	2			4	88
1981	1/8	4	26	55				3	88
1982	1/8	2	14	50	7		2	5	80
1983	1/4	6	10	45	4		1	9	75
	5/8								
	1/8								
1984	1/4		2	48	7		1	11	69
	5/8								
1985	1/4	7		37			2	11	57
	5/8								
1986	1/4	4		41			8	2	55
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: PONTA GROSSA

SCHOOL: EULINA SANTOS SCHEENA, ESCOLA MUNICIPAL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1a/4a								
1977	1a/4a								
	5a/8a								
	1a/8a								
1978	1a/8a								
1979	1a/8a								
1980	1a/8a								
1981	1a/8a								
1982	1a/8a								
1983	1a/4a								
	5a/8a								
	1a/8a								
1984	1a/4a			3			3		6
	5a/8a			1			1		2
1985	1a/4a	1		4				1	6
	5a/8a						4		4
1986	1a/4a			6					6
	5a/8a						5		5

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: PONTA GROSSA

SCHOOL: ELOY AURECHAC, ESCOLA MUNICIPAL PROF

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4								
	5/8								
	1/8								
1984	1/4								
	5/8								
1985	1/4	4		3					7
	5/8						5		5
1986	1/4		1	3	2				6
	5/8						4		4

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: QUITANDINHA
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL	OTHER				
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	3	44						47
1977	1/4	47	1						48
	5/8								
	1/8								
1978	1/8	10	42		2				54
1979	1/8	2	26		24				52
1980	1/8	5	16		30	1			52
1981	1/8	5	11	26	8				50
1982	1/8	5	15	24	10				54
1983	1/4	7	13	29	2				51
	5/8								
	1/8								
1984	1/4	8	12	23	14				57
	5/8			3			1	1	5
1985	1/4	5	17	25	12	1	1		61
	5/8			3			1	1	5
1986	1/4	7	20	28	12	2			69
	5/8			5				1	6

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: QUITANDINHA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	3	44						47
1977	1/4	47	1						48
	5/8								
	1/8								
1978	1/8	10	42		2				54
1979	1/8	2	26		24				52
1980	1/8	5	16		30	1			52
1981	1/8	5	11	26	8				50
1982	1/8	5	15	24	10				54
1983	1/4	7	12	26	2				47
	5/8								
	1/8								
1984	1/4	8	10	21	13				52
	5/8							1	1
1985	1/4	5	15	23	11	1	1		56
	5/8							1	1
1986	1/4	7	17	26	11	2			63
	5/8							1	1

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: QUITANDINHA
SCHOOL: BOM JESUS, ESCOLA RURAL MUNICIPAL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY		TOTAL
				NORMAL SCHOOL		OTHER		
		COMPL	INC	COMPL	INC	COMPL	COMPL	
1976	1/4							
1977	1/4							
	5/8							
	1/8							
1978	1/8							
1979	1/8							
1980	1/8							
1981	1/8							
1982	1/8							
1983	1/4		1	3				4
	5/8							
	1/8							
1984	1/4		2	2	1			5
	5/8			3			1	4
1985	1/4		2	2	1			5
	5/8			3			1	4
1986	1/4		3	2	1			6
	5/8			5				5

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: RESERVA
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL		
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC			
										NORMAL SCHOOL	OTHER
1976	1/4	77							77		
1977	1/4	4	68		1				73		
	5/8										
	1/8										
1978	1/8	5	72	1					78		
1979	1/8	2	76			1			79		
1980	1/8	2	86	1					89		
1981	1/8	1	33	1	52				87		
1982	1/8	3	42	1	43	2			91		
1983	1/4	6	65	2	34	1			108		
	5/8										
	1/8										
1984	1/4	6	54	10	38	2			110		
	5/8			2			2	1	5		
1985	1/4	10	52	22	23	1			108		
	5/8			2		1	1	1	5		
1986	1/4	9	68	26	10	3			116		
	5/8					1	3	1	5		

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: RESERVA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	77							77
1977	1/4	4	68		1				73
	5/8								
	1/8								
1978	1/8	5	72	1					78
1979	1/8	2	76			1			79
1980	1/8	2	86	1					89
1981	1/8	1	33	1	52				87
1982	1/8	3	42	1	43	2			91
1983	1/4	6	63	1	30	1			101
	5/8								
	1/8								
1984	1/4	6	53	8	35	2			104
	5/8							1	1
1985	1/4	10	51	20	20	1			102
	5/8							1	1
1986	1/4	9	67	23	9	3			111
	5/8							1	1

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: RESERVA

SCHOOL: ELVIRA ROSAS, ESCOLA MUNICIPAL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4		2	1	4				7
	5/8								
	1/8								
1984	1/4		1	2	3				6
	5/8			2			2		4
1985	1/4		1	2	3				6
	5/8			2		1	1		4
1986	1/4		1	3	1				5
	5/8					1	3		4

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: RIO BRANCO DO SUL
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	3	23	4	111	2			143
1977	1/4	7	102	7	9	1			126
	5/8								
	1/8								
1978	1/8	2	37	6	74	1			120
1979	1/8	11	54	11	63	3			142
1980	1/8	7	30	68	37	1	4	2	149
1981	1/8	21	52	64	15	4	5	3	164
1982	1/8	12	44	89	37	7	4	4	197
1983	1/4	8	35	18	12	34			107
	5/8								
	1/8								
1984	1/4	20	47	26	23	23	1		140
	5/8					1		1	2
1985	1/4	7	66	55	16	6			150
	5/8			3		1			4
1986	1/4	24	44	67	3	7	4		149
	5/8			4					4

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: RIO BRANCO DO SUL

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	3	23	4	111	2			143
1977	1/4	7	102	7	9	1			126
	5/8								
	1/8								
1978	1/8	2	37	6	74	1			120
1979	1/8	11	54	11	63	3			142
1980	1/8	7	30	68	37	1	4	2	149
1981	1/8	21	52	64	15	4	5	3	164
1982	1/8	12	44	89	37	7	4	4	197
1983	1/4	8	35	18	12	34			107
	5/8								
	1/8								
1984	1/4	19	43	22	20	21	1		126
	5/8							1	1
1985	1/4	6	63	52	13	5			139
	5/8								
1986	1/4	22	41	65	3	5	4		140
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: RIO BRANCO DO SUL

SCHOOL: JOSE RIBEIRO DE CRISTO, ESCOLA MUNICIPAL PROF

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4								
	5/8								
	1/8								
1984	1/4	1	4	4	3	2			14
	5/8					1			1
1985	1/4	1	3	3	3	1			11
	5/8			3		1			4
1986	1/4	2	3	2		2			9
	5/8			4					4

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: SAO JOAO DO TRIUNFO
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	2	45	1	1				49
1977	1/4	10	47						57
	5/8								
	1/8								
1978	1/8	14	44						58
1979	1/8	11	42		2				55
1980	1/8	10	52						62
1981	1/8	11	47		3				61
1982	1/8	13	50						63
1983	1/4	20	46						66
	5/8								
	1/8								
1984	1/4	19	39	6					64
	5/8								
1985	1/4	17	43	6					66
	5/8						3		3
1986	1/4	41	19	5	3				68
	5/8					1	4		5

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: SAO JOAO DO TRIUNFO

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	2	45	1	1				49
1977	1/4	10	47						57
	5/8								
	1/8								
1978	1/8	14	44						58
1979	1/8	11	42		2				55
1980	1/8	10	52						62
1981	1/8	11	47		3				61
1982	1/8	13	50						63
1983	1/4	20	46						66
	5/8								
	1/8								
1984	1/4	17	35	6					58
	5/8								
1985	1/4	16	37	6					59
	5/8								
1986	1/4	35	17	5	3				60
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: SAO JOAO DO TRIUNFO
SCHOOL: ANTONIO RAFAEL DISTEFANO, ESC MUL PREFEITO

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4								
	5/8								
	1/8								
1984	1/4	2	4						6
	5/8								
1985	1/4	1	6						7
	5/8						3		3
1986	1/4	6	2						8
	5/8					1	4		5

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: SAO JOSE DOS PINHAIS
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	11	37	12	3	1	1		65
1977	1/4	9	40	8	6	4	1		68
	5/8								
	1/8								
1978	1/8	9	41	21	8	5	14	6	104
1979	1/8	13	37	19	4	1	20	3	97
1980	1/8	15	31	26	2		21	10	105
1981	1/8	8	29	25	7		13	4	86
1982	1/8	13	14	28	19	2	10	14	100
1983	1/4	9	7	19	23	5			63
	5/8						4	5	9
	1/8							3	3
1984	1/4	5	2	33	23	2		3	68
	5/8					1	8	7	16
1985	1/4	3	3	44	13	2	2	1	68
	5/8		1	1		1	14	4	21
1986	1/4	11	4	50	9	3	1		78
	5/8		1		1		5	4	11

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: SAO JOSE DOS PINHAIS

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	11	37	12	3	1	1		65
1977	1/4	9	40	8	6	4	1		68
	5/8								
	1/8								
1978	1/8	9	41	21	8	5	14	6	104
1979	1/8	13	37	19	4	1	20	3	97
1980	1/8	15	31	26	2		21	10	105
1981	1/8	8	29	25	7		13	4	86
1982	1/8	13	14	28	19	2	10	14	100
1983	1/4	9	7	16	19	5			56
	5/8						3	5	8
	1/8							3	3
1984	1/4	5	2	28	19	2		3	59
	5/8						6	7	13
1985	1/4	3	3	37	10	2	1	1	57
	5/8			1			10	4	15
1986	1/4	11	4	36	9	3	1		64
	5/8							4	4

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: SAO JOSE DOS PINHAIS
SCHOOL: LUIS SINGER, ESC RUR MUL CONSOLIDADA

YEAR	GRADES	ELEMENTARY		SECONDARY			UNIVERSITY		TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4			3	4				7
	5/8						1		1
	1/8								
1984	1/4			5	4				9
	5/8					1	2		3
1985	1/4			7	3		1		11
	5/8		1			1	4		6
1986	1/4			14					14
	5/8		1		1		5		7

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: SAO MATEUS DO SUL
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	7	58	18	3				86
1977	1/4	2	56	26	3	1			88
	5/8								
	1/8								
1978	1/8	8	54	20	2				84
1979	1/8	7	57	27		1			92
1980	1/8	9	31	41	5	2			88
1981	1/8	15	20	39	6			5	85
1982	1/8	7	32	41	7	2		2	91
1983	1/4	6	47	30	8		1	1	93
	5/8								
	1/8								
1984	1/4	8	47	38	6	2	1		102
	5/8			1				2	3
1985	1/4	7	43	44	4	3	2		103
	5/8				1		2	1	4
1986	1/4	1	40	46	8	3	3	3	104
	5/8						4	4	8

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: SAO MATEUS DO SUL

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL	
		COMPL	INC	NORMAL SCHOOL		OTHER	COMPL	COMPL		INC
				COMPL	INC					
1976	1/4	7	58	18	3				86	
1977	1/4	2	56	26	3	1			88	
	5/8									
	1/8									
1978	1/8	8	54	20	2				84	
1979	1/8	7	57	27		1			92	
1980	1/8	9	31	41	5	2			88	
1981	1/8	15	20	39	6			5	85	
1982	1/8	7	32	41	7	2		2	91	
1983	1/4	6	47	27	6			1	87	
	5/8									
	1/8									
1984	1/4	8	47	30	5	2	1		93	
	5/8							2	2	
1985	1/4	7	43	37	3	3	1		94	
	5/8							1	1	
1986	1/4	1	40	41	7	2	2	3	96	
	5/8						2	4	6	

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: SAO MATEUS DO SUL
SCHOOL: LAGEADO, ESCOLA MUNICIPAL DE

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4			3	2		1		6
	5/8								
	1/8								
1984	1/4			8	1				9
	5/8			1					1
1985	1/4			7	1		1		9
	5/8				1		2		3
1986	1/4			5	1	1	1		8
	5/8						2		2

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: SENGES

SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY			UNIVERSITY			TOTAL
		COMPL	INC	NORMAL SCHOOL		OTHER	COMPL	COMPL	INC	
				COMPL	INC	COMPL				
1976	1/4	3	32	2	2				1	40
1977	1/4		40	2		1				43
	5/8									
	1/8									
1978	1/8		42	1	2					45
1979	1/8		38	3	1					42
1980	1/8	1	35	7						43
1981	1/8		33	5	2				1	41
1982	1/8		22	5	13			1		41
1983	1/4	1	20	6	13	1		1	1	43
	5/8									
	1/8									
1984	1/4	2	12	21		1		2	1	39
	5/8			1		1		5		7
1985	1/4	3	15	21		1			1	41
	5/8					1		6	2	9
1986	1/4		19	23		1			3	46
	5/8					1		6	2	9

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: SENEGES

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	3	32	2	2			1	40
1977	1/4		40	2		1			43
	5/8								
	1/8								
1978	1/8		42	1	2				45
1979	1/8		38	3	1				42
1980	1/8	1	35	7					43
1981	1/8		33	5	2			1	41
1982	1/8		22	5	13		1		41
1983	1/4	1	20	6	13	1	1	1	43
	5/8								
	1/8								
1984	1/4	2	12	16		1	2	1	34
	5/8								
1985	1/4	3	15	15		1		1	35
	5/8							2	2
1986	1/4		19	17		1		3	40
	5/8							2	2

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: SENGES

SCHOOL: PEDRO SERGIO CORREIA, ESC MUL VEREADOR

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY		TOTAL
				NORMAL SCHOOL		OTHER		
		COMPL	INC	COMPL	INC	COMPL	COMPL	
1976	1/4							
1977	1/4							
	5/8							
	1/8							
1978	1/8							
1979	1/8							
1980	1/8							
1981	1/8							
1982	1/8							
1983	1/4							
	5/8							
	1/8							
1984	1/4			5				5
	5/8			1		1	5	7
1985	1/4			6				6
	5/8					1	6	7
1986	1/4			6				6
	5/8					1	6	7

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TEIXEIRA SOARES
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	44	6	4				2	56
1977	1/4	5	48	3				1	57
	5/8								
	1/8								
1978	1/8	4	47	6			1	1	59
1979	1/8	4	17	2	37	1	1	1	63
1980	1/8	4	25	2	28	1		2	62
1981	1/8	7	26	24	5	1			63
1982	1/8	9	12	27	18				66
1983	1/4	6	15	24	14				59
	5/8								
	1/8								
1984	1/4	2	8	27	17	3		1	58
	5/8								
1985	1/4	5	10	33	9	1			58
	5/8								
1986	1/4	13	4	26	6	2		3	54
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TEIXEIRA SOARES

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	44	6	4				2	56
1977	1/4	5	48	3				1	57
	5/8								
	1/8								
1978	1/8	4	47	6			1	1	59
1979	1/8	4	17	2	37	1	1	1	63
1980	1/8	4	25	2	28	1		2	62
1981	1/8	7	26	24	5	1			63
1982	1/8	9	12	27	18				66
1983	1/4	6	15	24	14				59
	5/8								
	1/8								
1984	1/4	2	6	23	13	3		1	48
	5/8								
1985	1/4	5	7	28	6	1			47
	5/8								
1986	1/4	7	4	22	4	2		3	42
	5/8								

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL.
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TEIXEIRA SOARES

SCHOOL: FRANCISCO HALANSKI, ESCOLA MUNICIPAL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY		TOTAL
		COMPL	INC	NORMAL SCHOOL	OTHER	COMPL	INC	
1976	1/4							
1977	1/4							
	5/8							
	1/8							
1978	1/8							
1979	1/8							
1980	1/8							
1981	1/8							
1982	1/8							
1983	1/4							
	5/8							
	1/8							
1984	1/4		2	4	4			10
	5/8							
1985	1/4		3	5	3			11
	5/8							
1986	1/4	6		4	2			12
	5/8							

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TELEMACHO BORBA
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	7	35	5	1				48
1977	1/4	8	36	5	3				52
	5/8								
	1/8								
1978	1/8	2	35	5	5				47
1979	1/8	1	23	4	14				42
1980	1/8	1	28	22					51
1981	1/8		27	21	2				50
1982	1/8		27	24	3				54
1983	1/4	1	8	21	27				57
	5/8								
	1/8								
1984	1/4		1	22	38		1		62
	5/8			1	1			1	3
1985	1/4	3		29	24	3		2	61
	5/8						1	2	3
1986	1/4	2	4	34	22			3	65
	5/8						3	3	6

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TELEMAGO BORBA

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC				
										NORMAL	SCHOOL	OTHER
1976	1/4	7	35	5	1				48			
1977	1/4	8	36	5	3				52			
	5/8											
	1/8											
1978	1/8	2	35	5	5				47			
1979	1/8	1	23	4	14				42			
1980	1/8	1	28	22					51			
1981	1/8		27	21	2				50			
1982	1/8		27	24	3				54			
1983	1/4	1	8	21	27				57			
	5/8											
	1/8											
1984	1/4		1	20	34		1		56			
	5/8							1	1			
1985	1/4	3		23	24	3		2	55			
	5/8							2	2			
1986	1/4	2	4	30	22			3	61			
	5/8							3	3			

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TELEMACHO BORBA
SCHOOL: JOAO RODRIGUES DOS SANTOS, ESC MUL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY		TOTAL	
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL		INC
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4								
	5/8								
	1/8								
1984	1/4			2	4			6	
	5/8			1	1			2	
1985	1/4			6				6	
	5/8						1	1	
1986	1/4			4				4	
	5/8						3	3	

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TIBAGI
SCHOOL: TOTAL MUNICIPALITY

SERVICE TO THE COMMUNITY									
YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	60	1	2					63
1977	1/4	3	49	2					54
	5/8								
	1/8								
1978	1/8		45	2	1				48
1979	1/8	2	48	1					51
1980	1/8	2	42	3					47
1981	1/8	2	40	1					43
1982	1/8	6	42	2					50
1983	1/4	1	54	2					57
	5/8			1			2		3
	1/8								
1984	1/4		24	2	34				60
	5/8					1	2	1	4
1985	1/4	12	18	27	12				69
	5/8				1		4	1	6
1986	1/4	14	25	23	12				74
	5/8						5	1	6

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TIBAGI

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	60	1	2					63
1977	1/4	3	49	2					54
	5/8								
	1/8								
1978	1/8		45	2	1				48
1979	1/8	2	48	1					51
1980	1/8	2	42	3					47
1981	1/8	2	40	1					43
1982	1/8	6	42	2					50
1983	1/4	1	49	2					52
	5/8								
	1/8								
1984	1/4		24	2	29				55
	5/8							1	1
1985	1/4	12	18	24	8				62
	5/8							1	1
1986	1/4	12	25	21	9				67
	5/8							1	1

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TIBAGI

SCHOOL: DAVID FEDERMAN, ESCOLA MUNICIPAL DR

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY		TOTAL
				NORMAL SCHOOL		OTHER		
		COMPL	INC	COMPL	INC	COMPL	COMPL	
1976	1/4							
1977	1/4							
	5/8							
	1/8							
1978	1/8							
1979	1/8							
1980	1/8							
1981	1/8							
1982	1/8							
1983	1/4		5					5
	5/8			1			2	3
	1/8							
1984	1/4				5			5
	5/8					1	2	3
1985	1/4			3	4			7
	5/8				1		4	5
1986	1/4	2		2	3			7
	5/8						5	5

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TIJUCAS DO SUL
SCHOOL: TOTAL MUNICIPALITY

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	6	38	2					46
1977	1/4	42	3		1				46
	5/8								
	1/8								
1978	1/8	12	39	1					52
1979	1/8	40	9	1	1				51
1980	1/8	48	1	2	1				52
1981	1/8	5	5	1	38	2			51
1982	1/8	5	11	5	32	1			54
1983	1/4	2	19	3	21	2			47
	5/8			2		2	1	1	6
	1/8								
1984	1/4	5	17	14	12	1			49
	5/8			5		1	1		7
1985	1/4	6	14	28	1	1			50
	5/8			6			1		7
1986	1/4	5	19	25	3	3		1	56
	5/8	1		1			1	4	7

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TIJUCAS DO SUL

SCHOOL: TOTAL MUNICIPALITY MINUS CONSOLIDATED SCHOOL

YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4	6	38	2					46
1977	1/4	42	3		1				46
	5/8								
	1/8								
1978	1/8	12	39	1					52
1979	1/8	40	9	1	1				51
1980	1/8	48	1	2	1				52
1981	1/8	5	5	1	38	2			51
1982	1/8	5	11	5	32	1			54
1983	1/4	2	18		21	1			42
	5/8							1	1
	1/8								
1984	1/4	4	16	8	10	1			39
	5/8								
1985	1/4	5	14	19	1	1			40
	5/8								
1986	1/4	5	19	17	2	3		1	47
	5/8							4	4

Source: SIE - SEED/Pr - FUNDEPAR

PARANA STATE
TEACHING BODY BY LEVEL OF FORMATION - RURAL SCHOOL
ELEMENTARY SCHOOLS - 1976/86

MUNICIPALITY: TIJUCAS DO SUL

SCHOOL: FRANCISCO DA ROCHA C. SOBRINHO, ESC MUL PROF

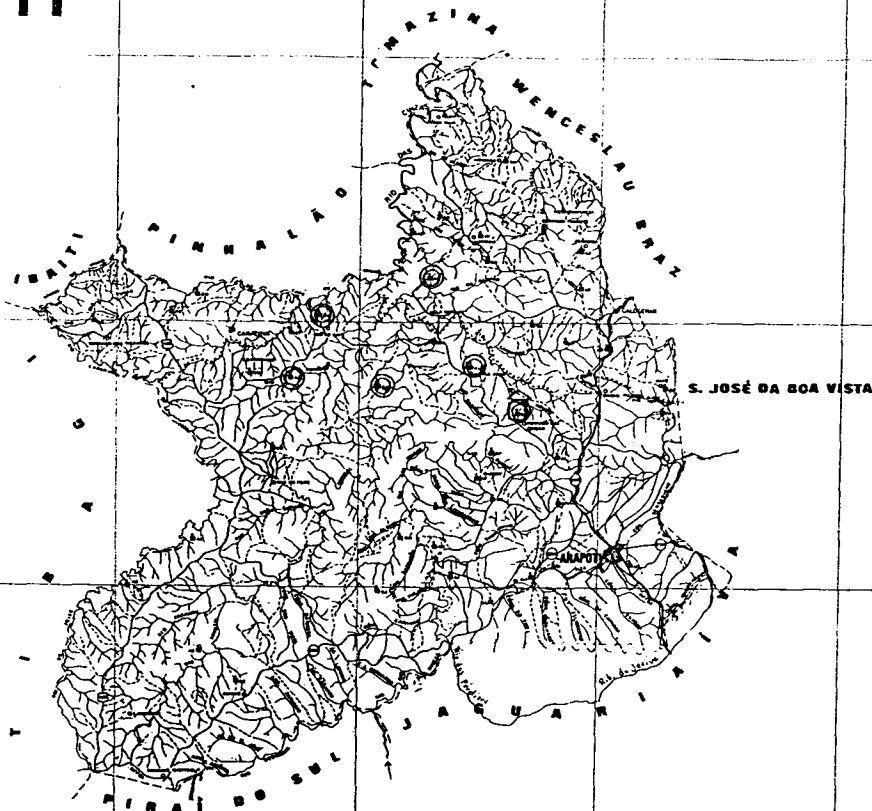
YEAR	GRADES	ELEMENTARY		SECONDARY		UNIVERSITY			TOTAL
				NORMAL SCHOOL		OTHER			
		COMPL	INC	COMPL	INC	COMPL	COMPL	INC	
1976	1/4								
1977	1/4								
	5/8								
	1/8								
1978	1/8								
1979	1/8								
1980	1/8								
1981	1/8								
1982	1/8								
1983	1/4		1	3		1			5
	5/8			2		2	1		5
	1/8								
1984	1/4	1	1	6	2				10
	5/8			5		1	1		7
1985	1/4	1		9					10
	5/8			6			1		7
1986	1/4			8	1				9
	5/8	1		1			1		3

Source: SIE - SEED/Pr - FUNDEPAR

ARAPOTI

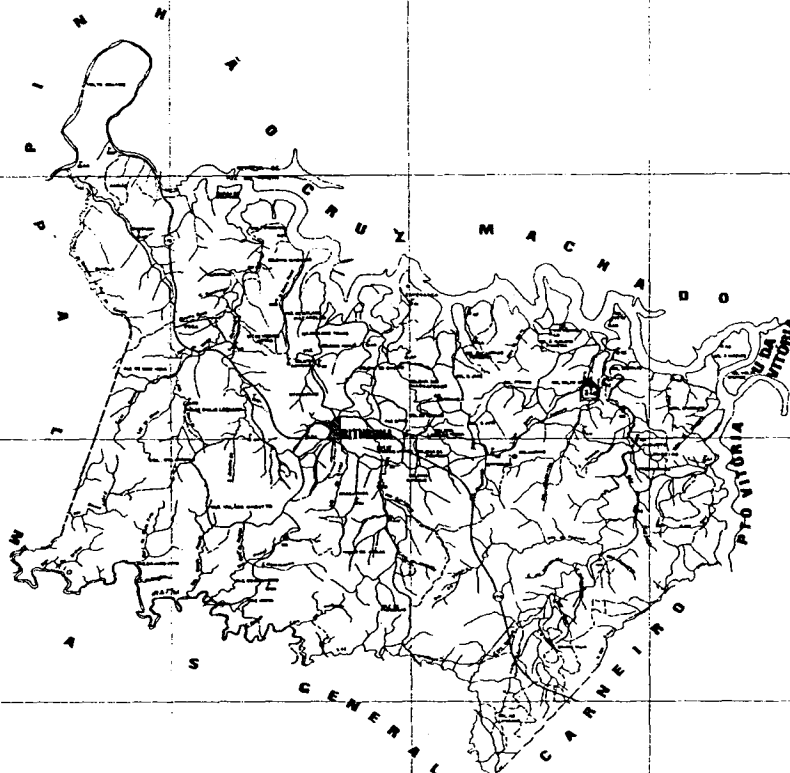
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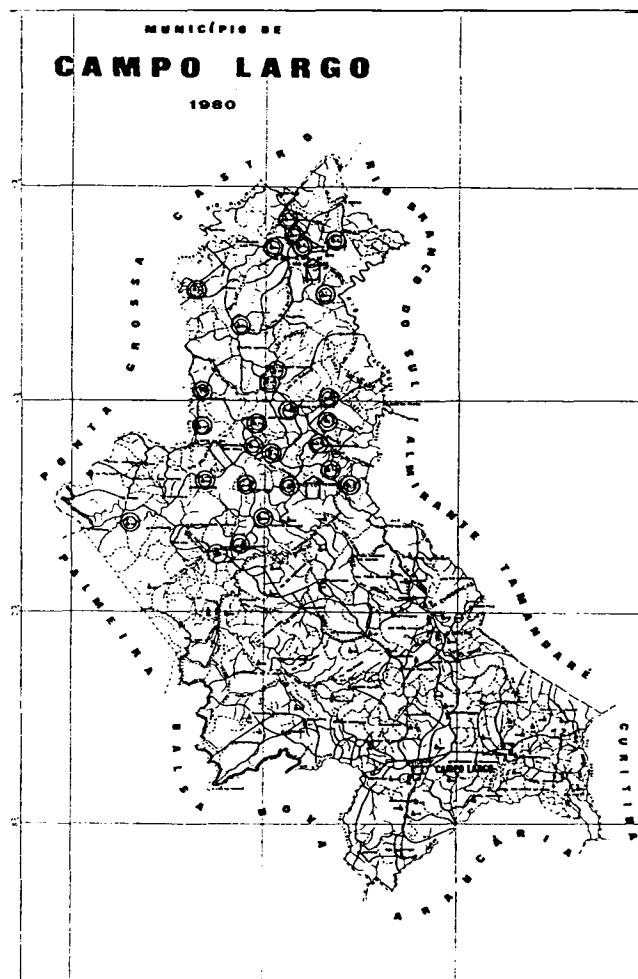
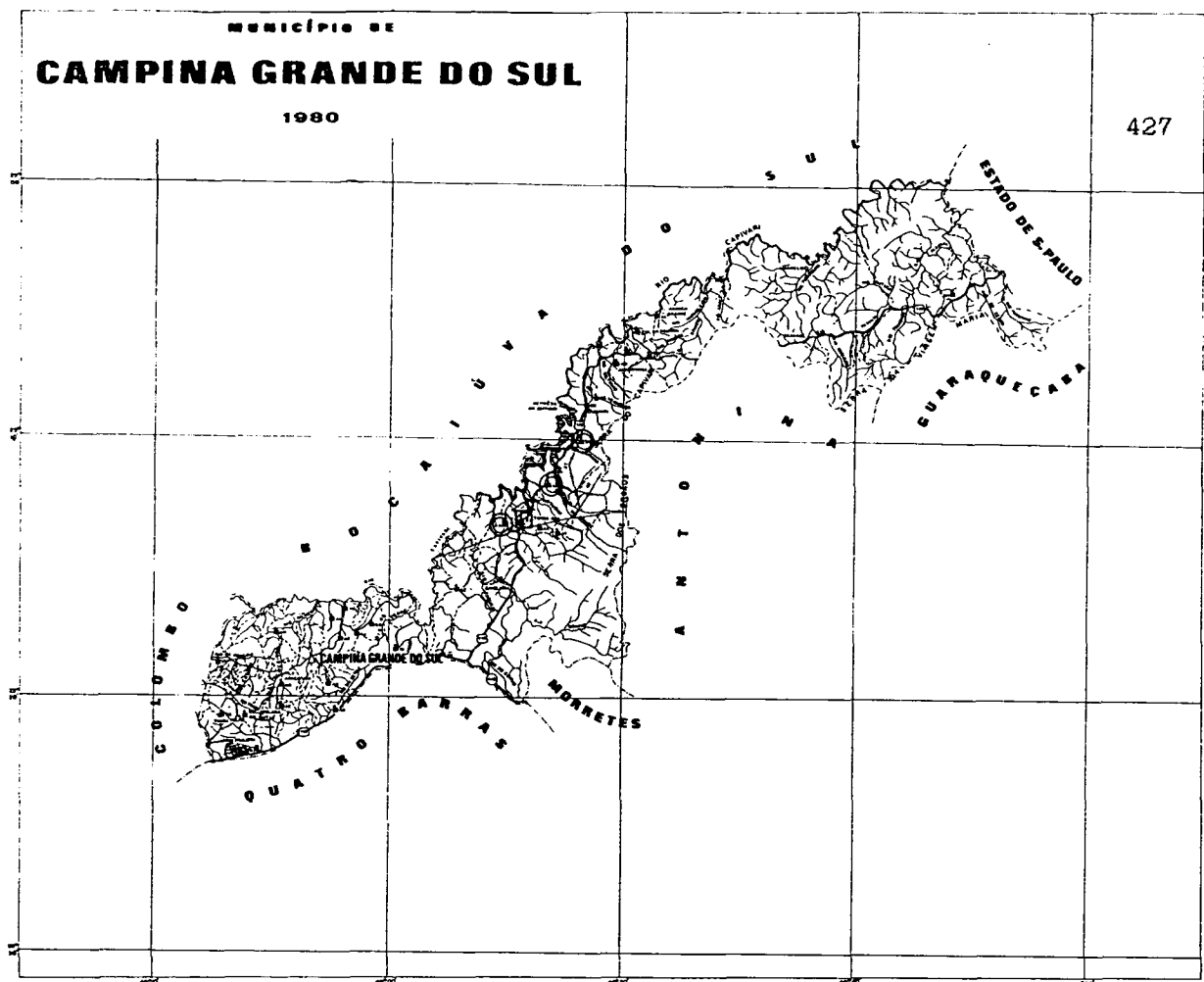
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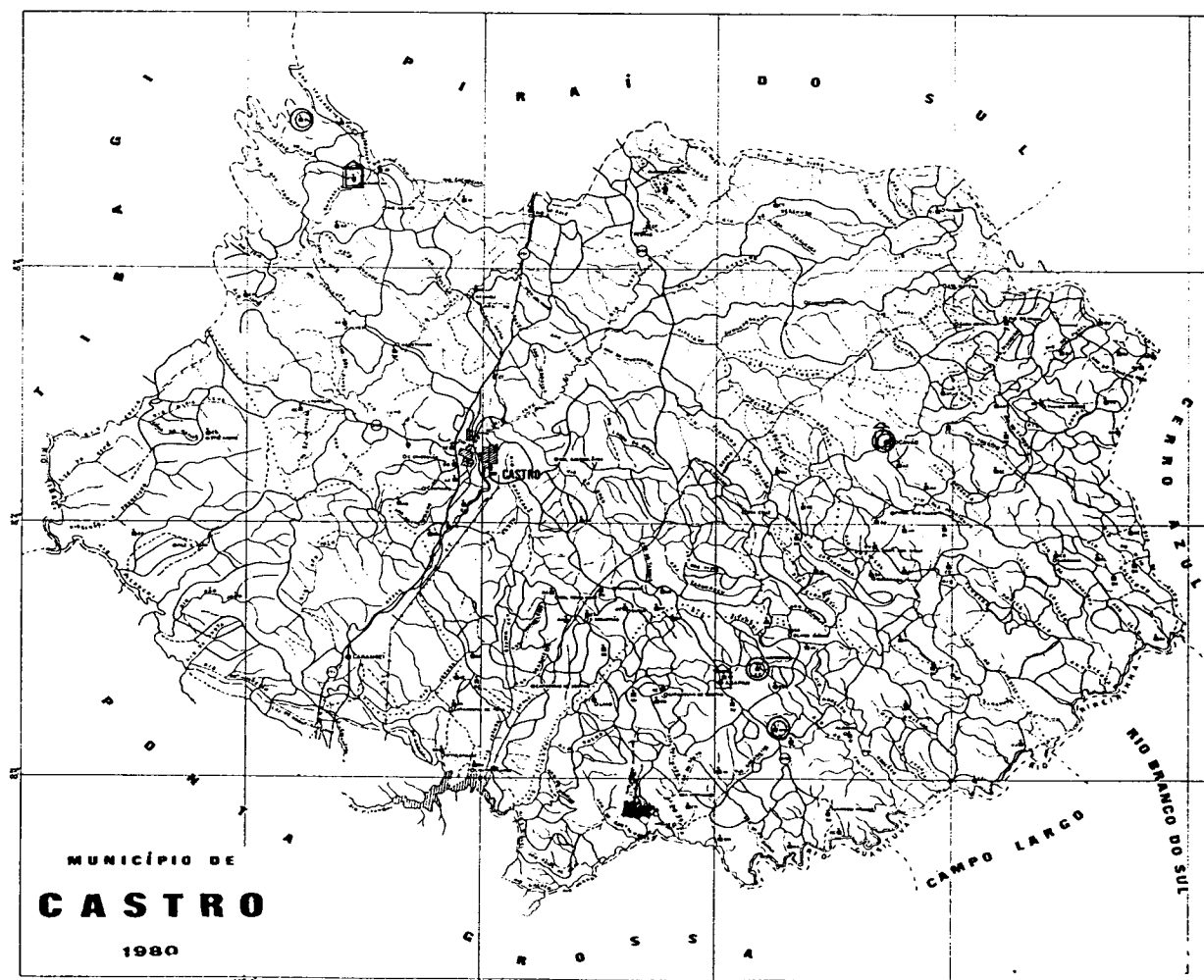
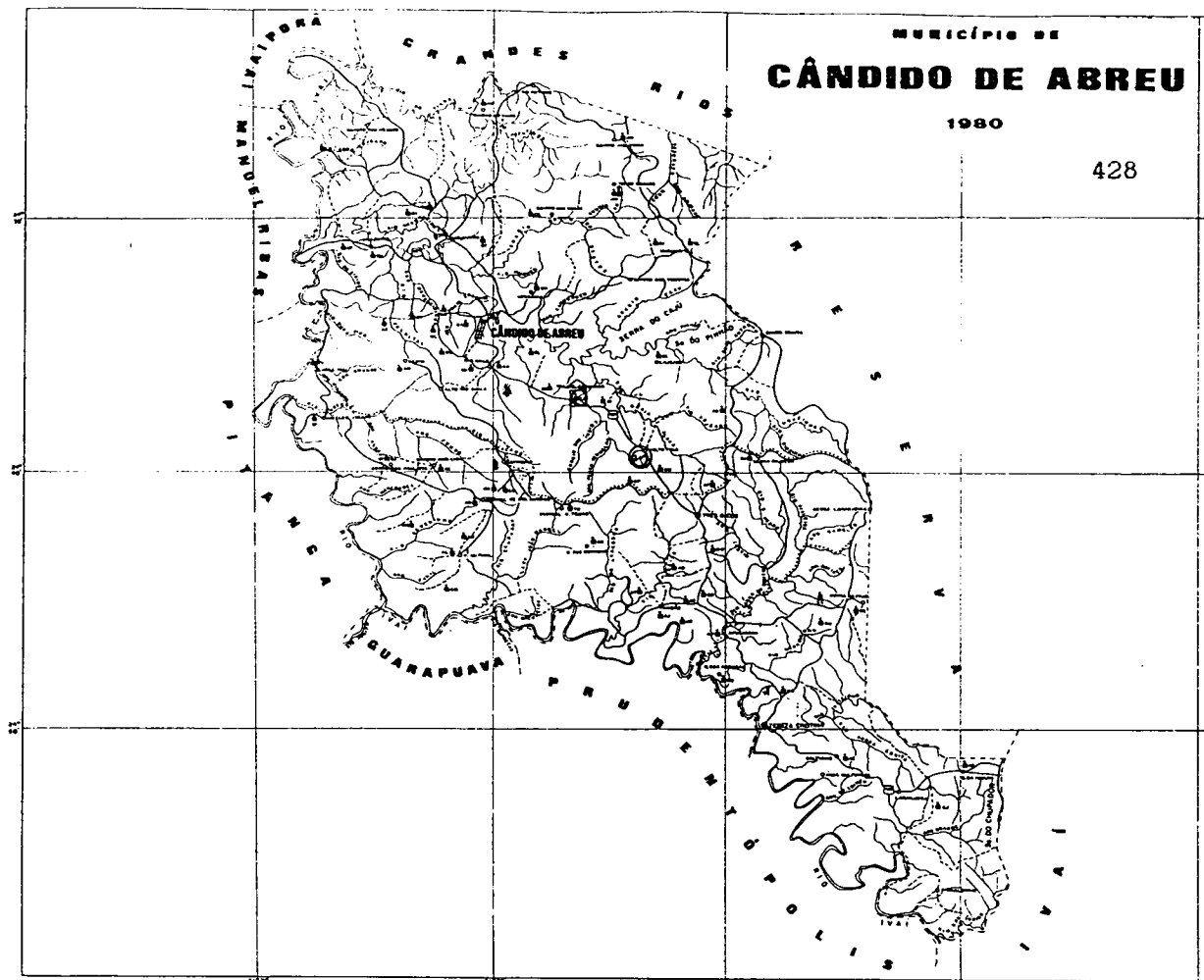


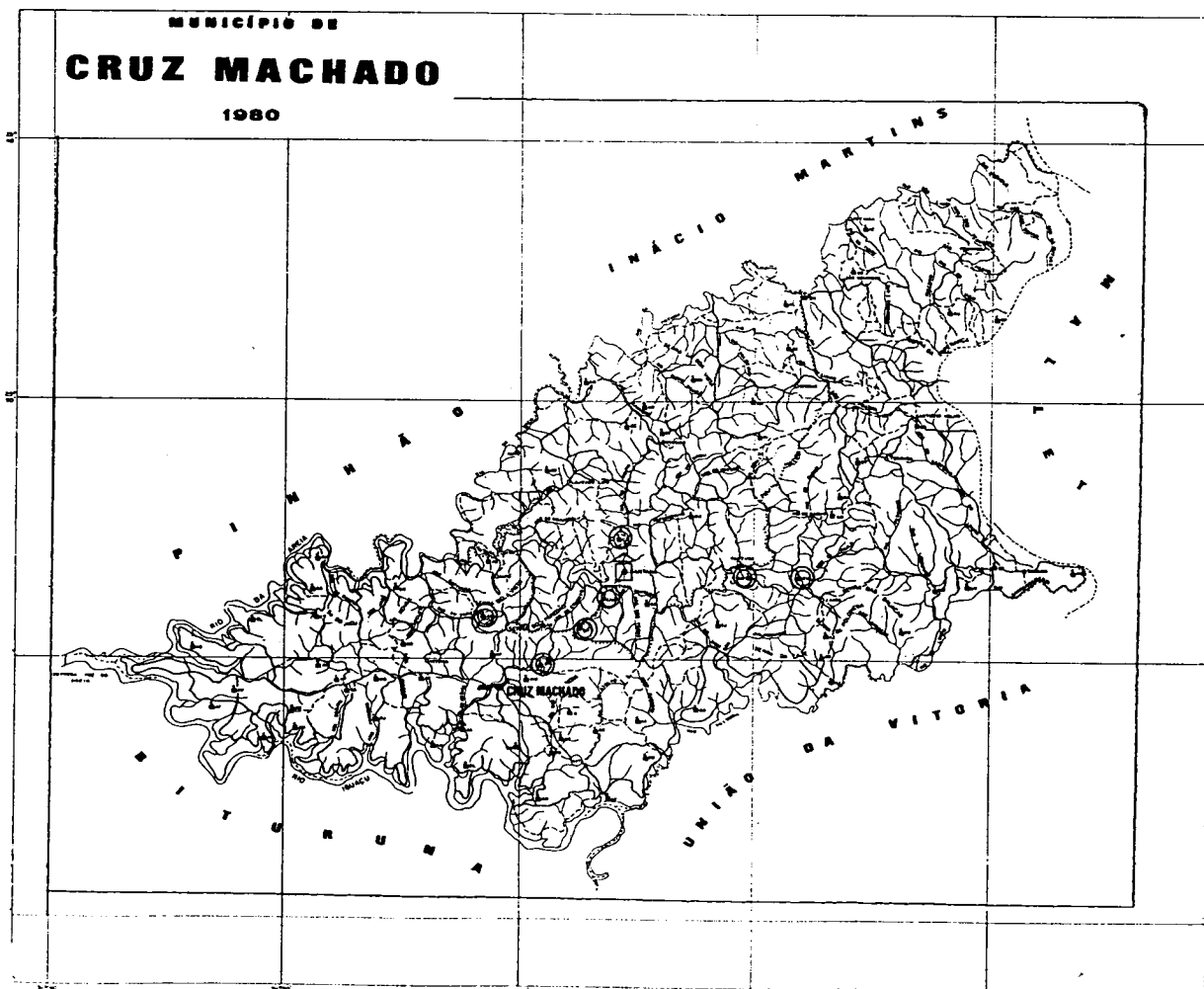
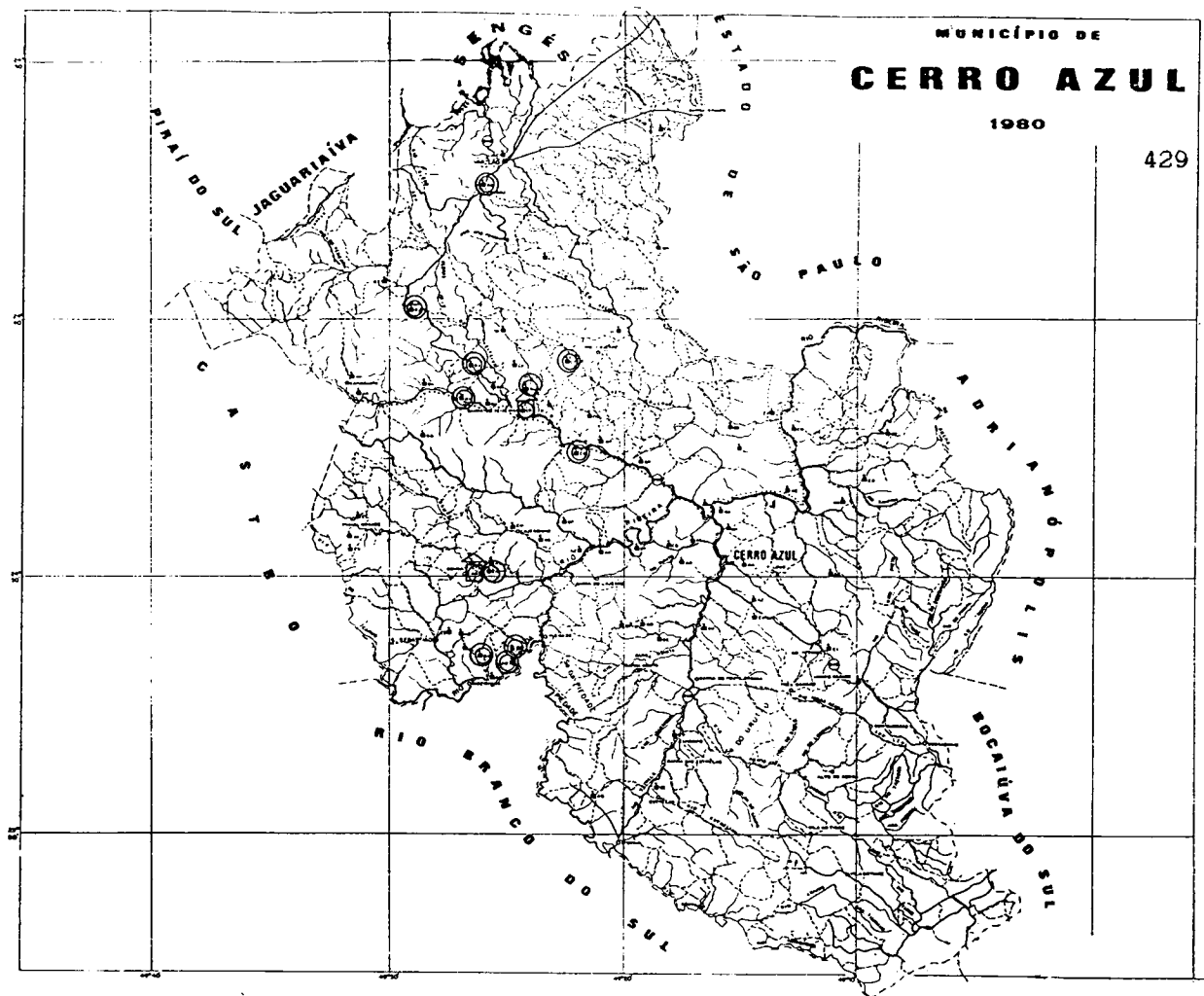
MUNICÍPIO DE BITURUNA

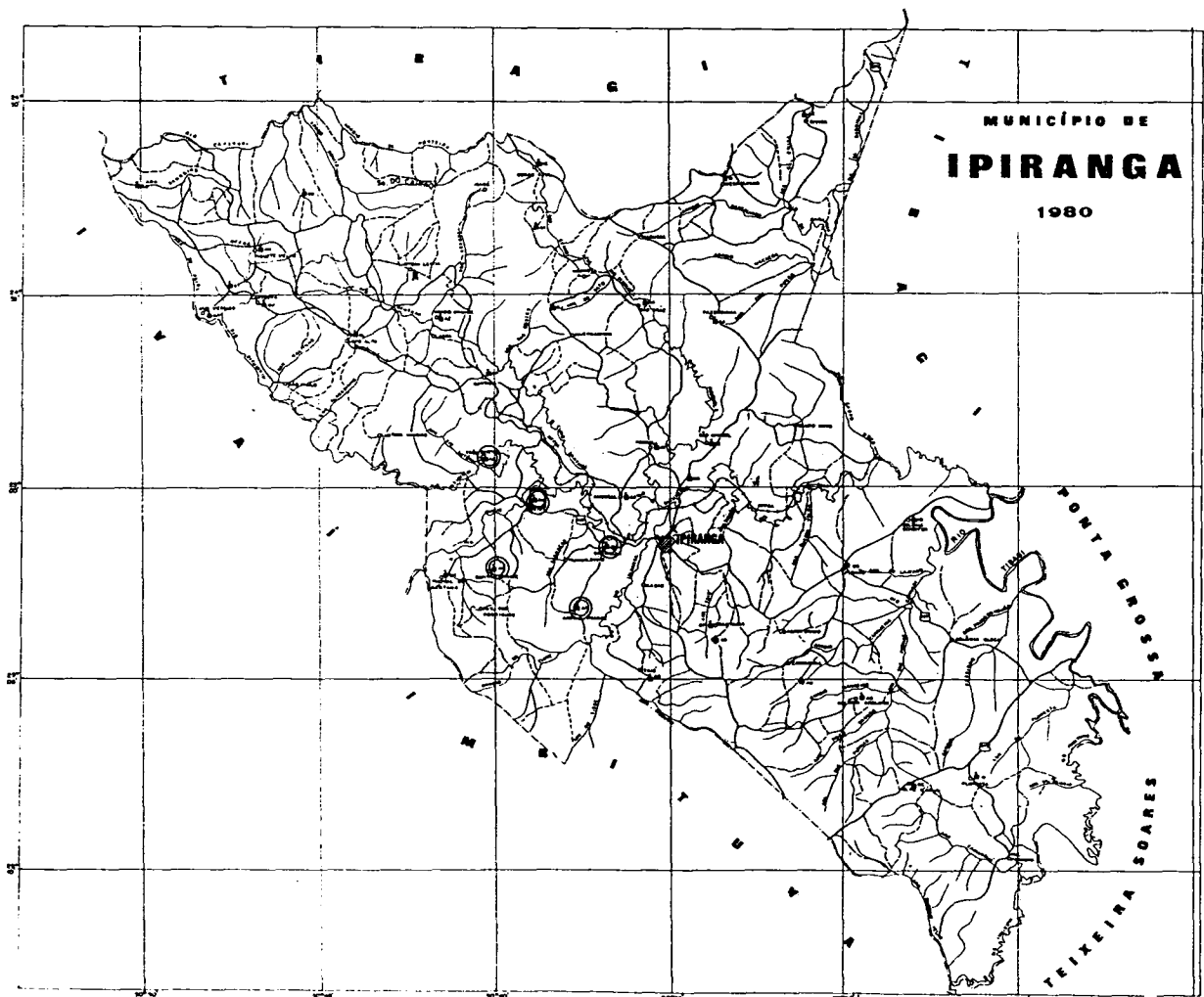
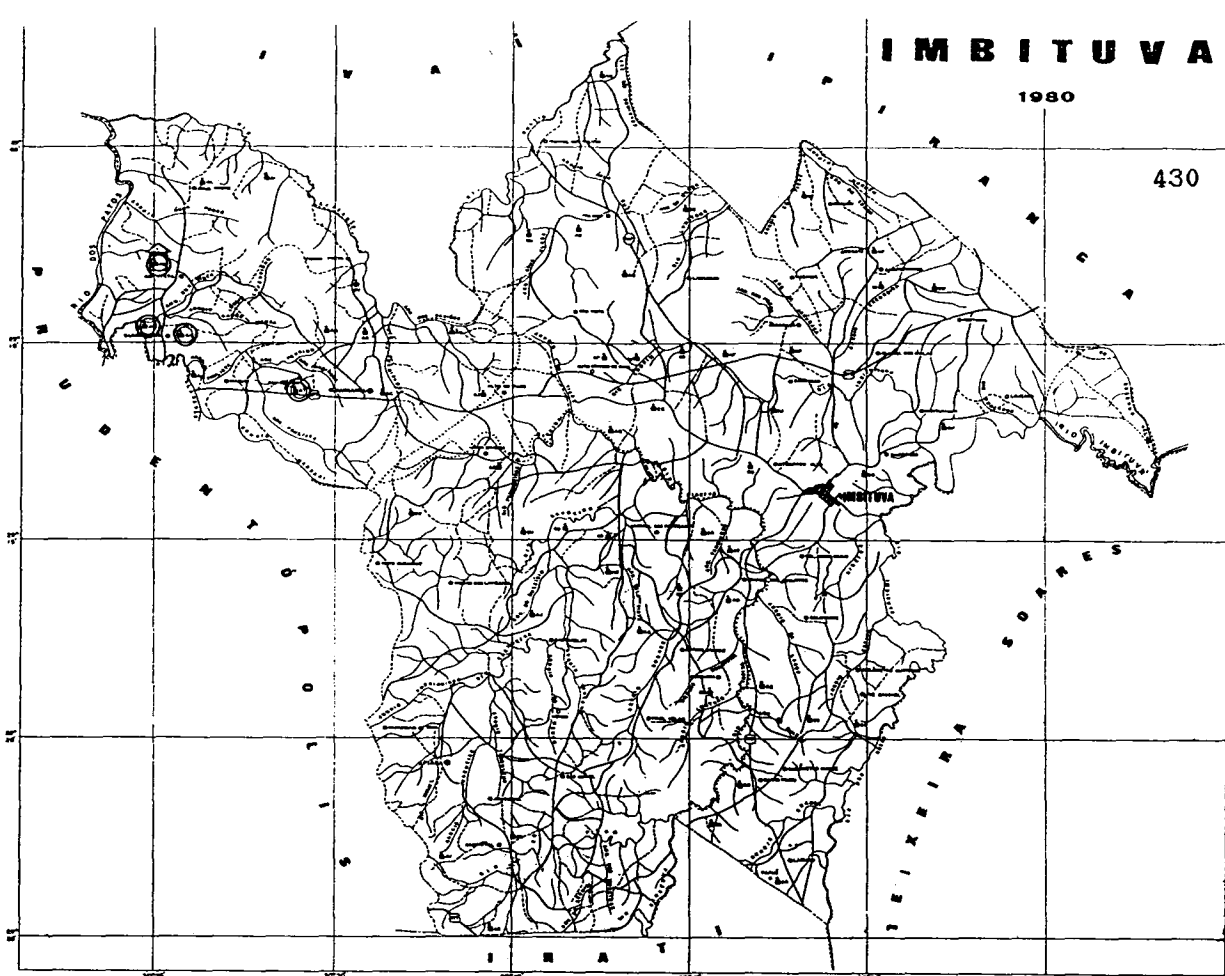
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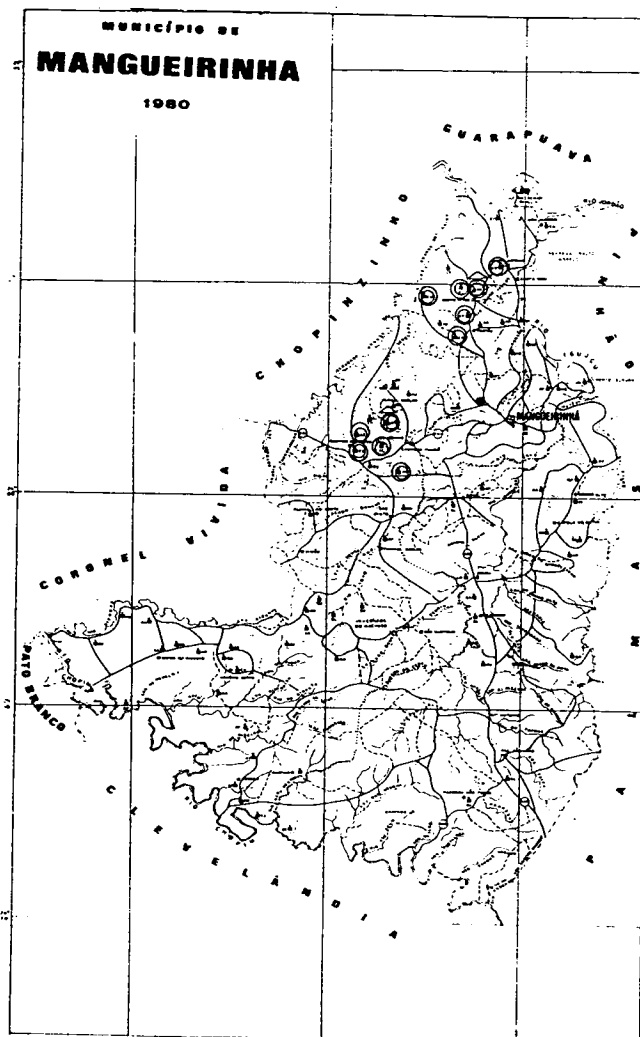
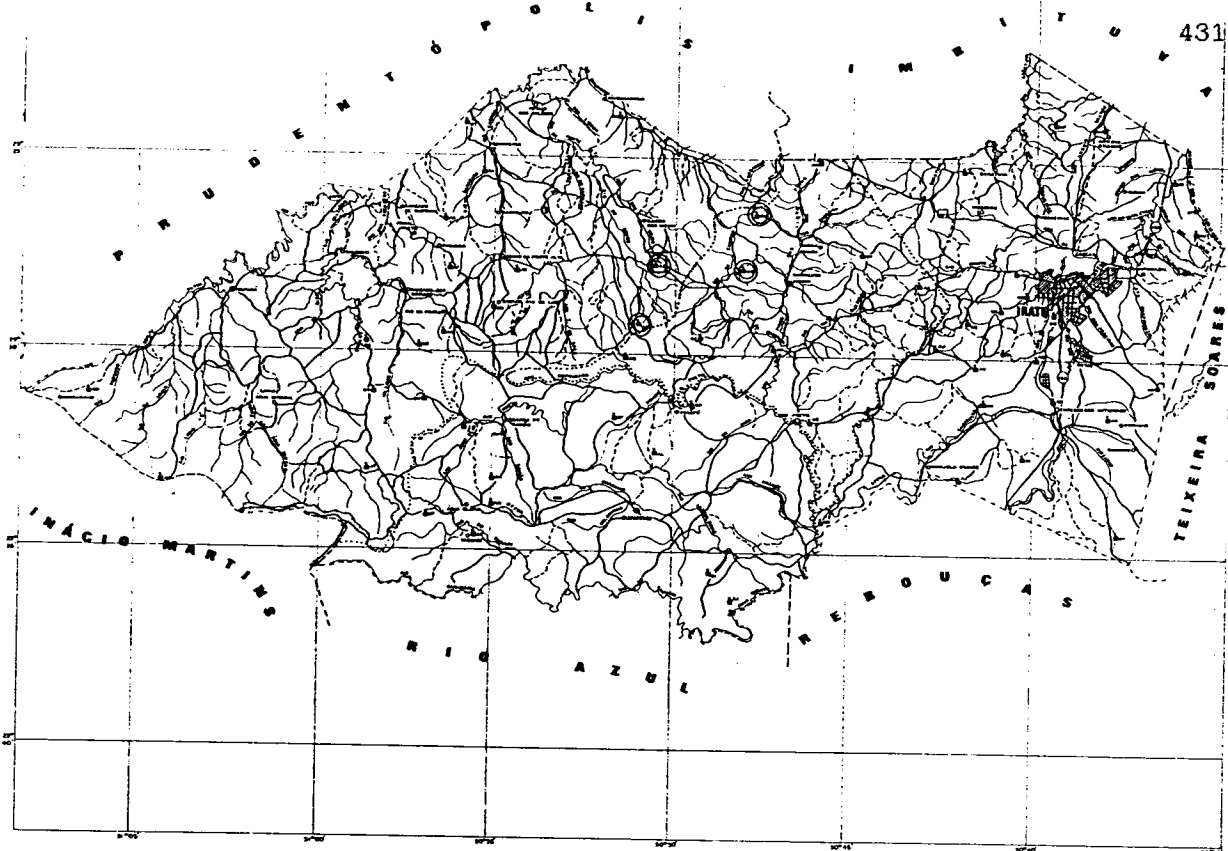


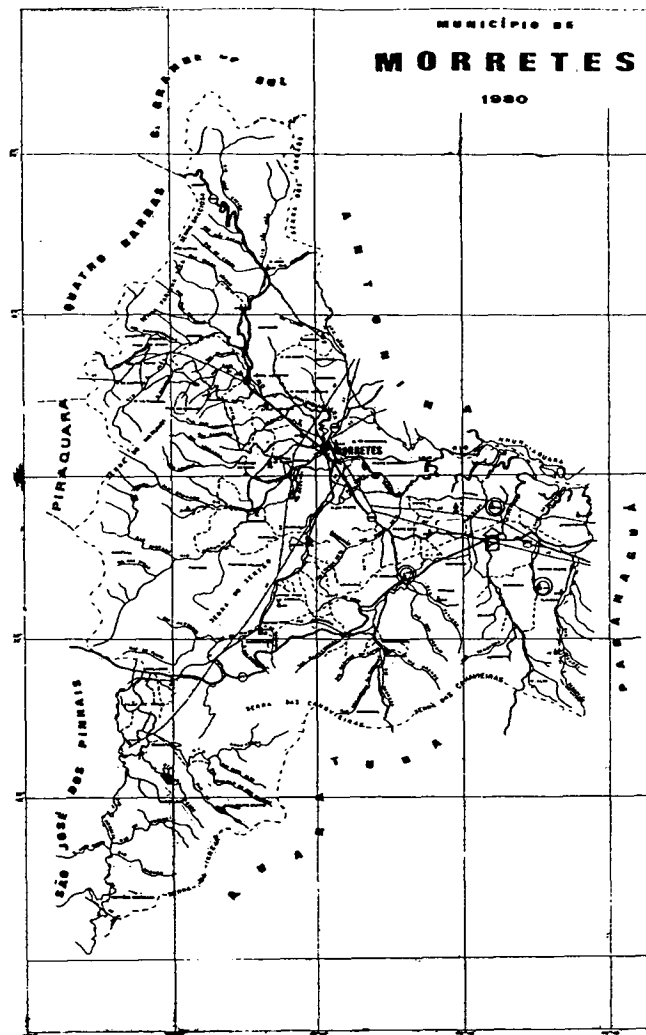




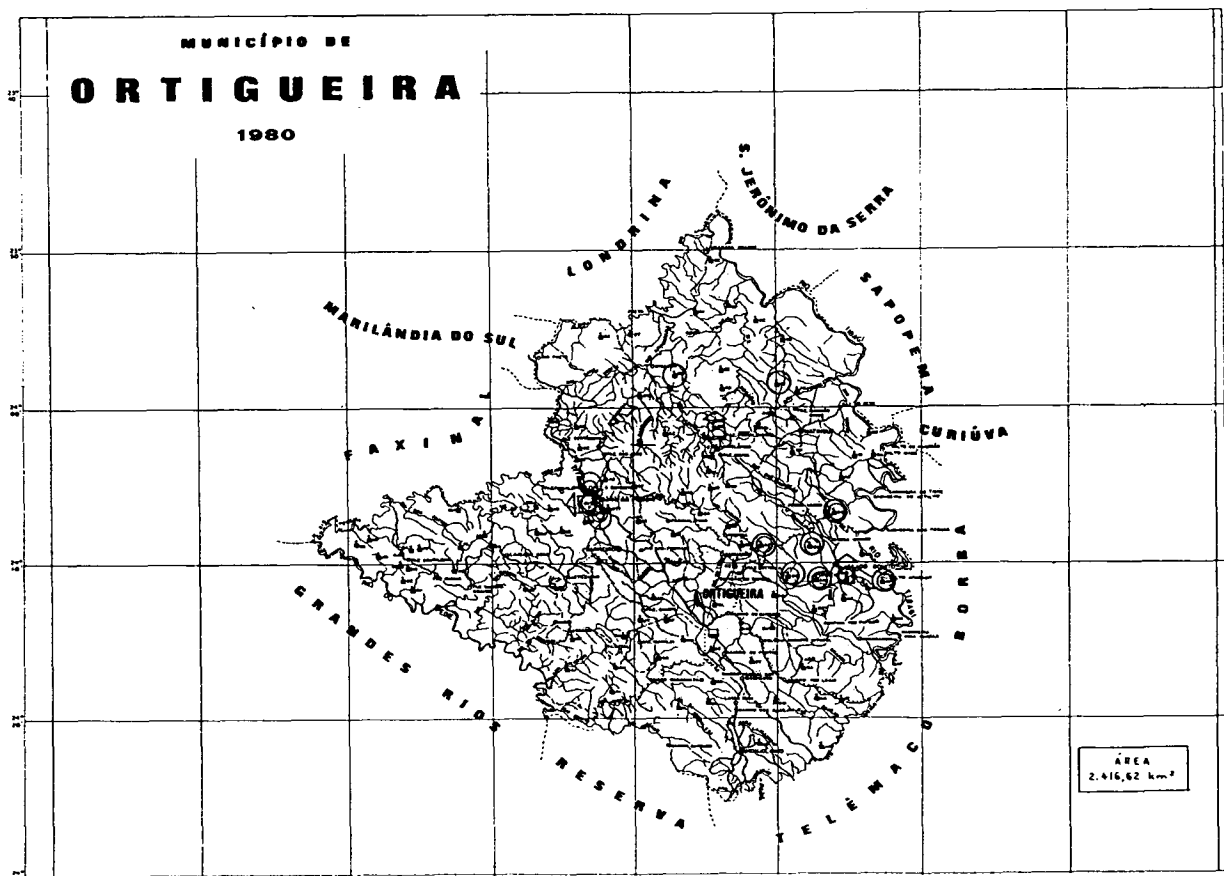
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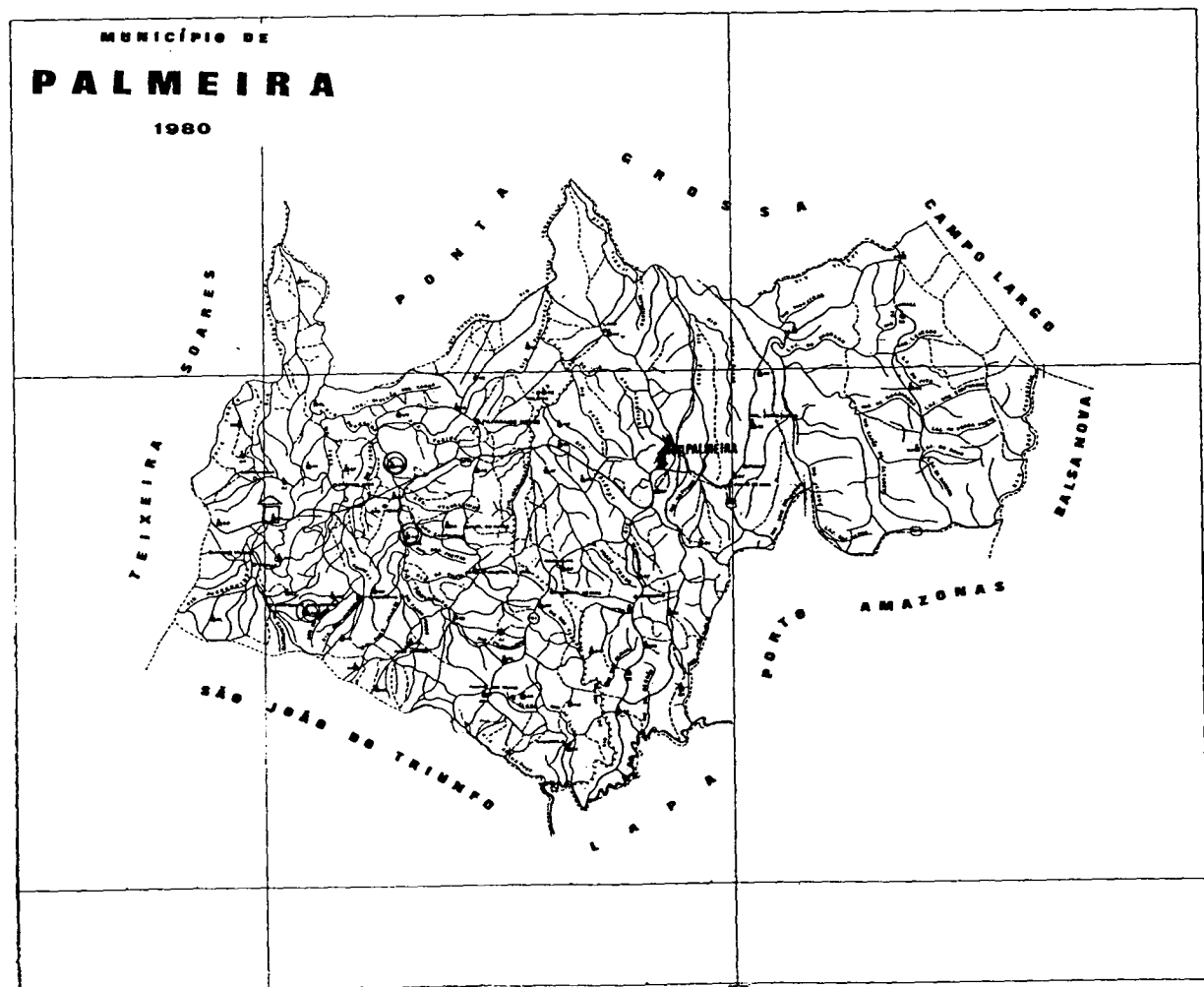
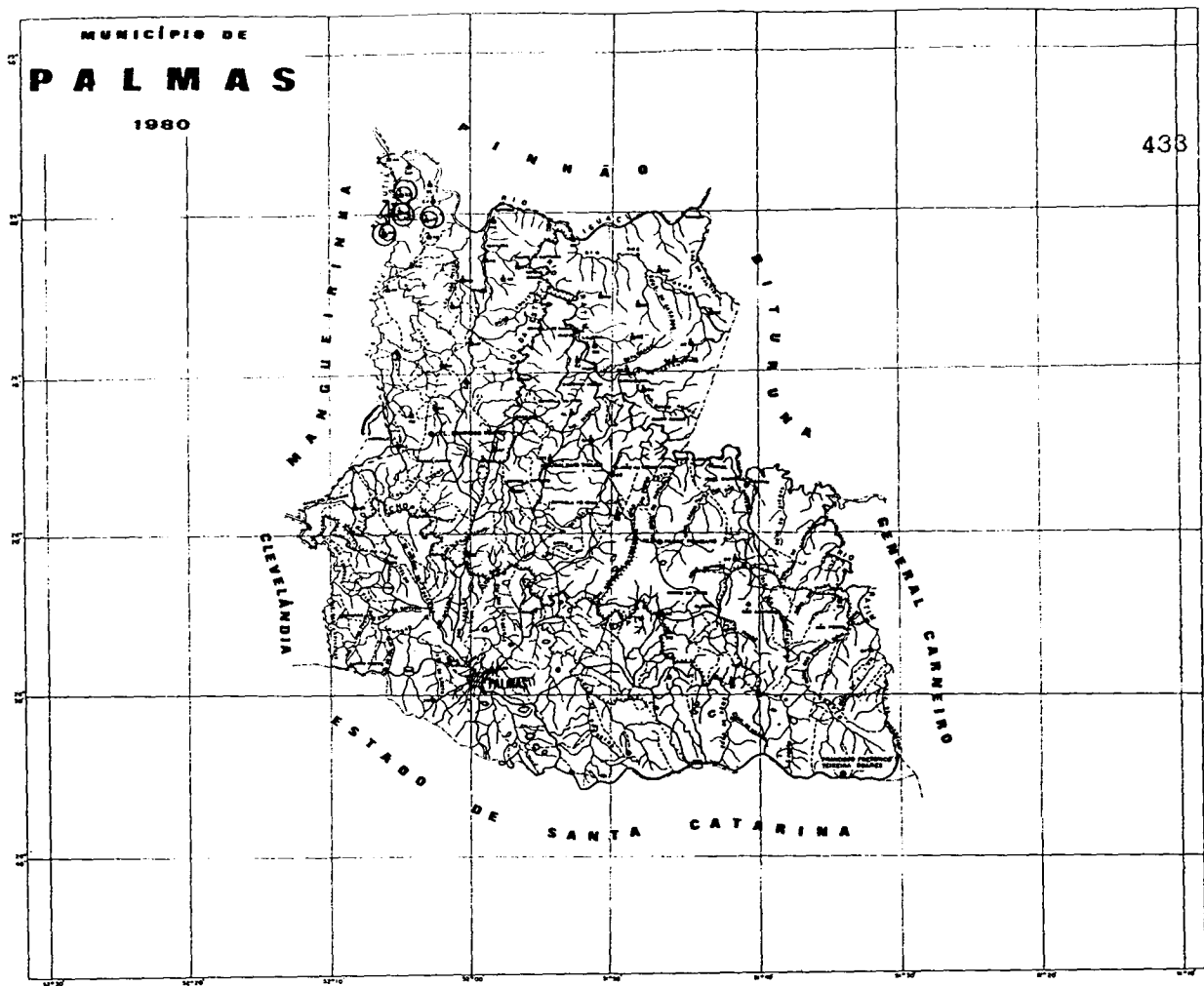
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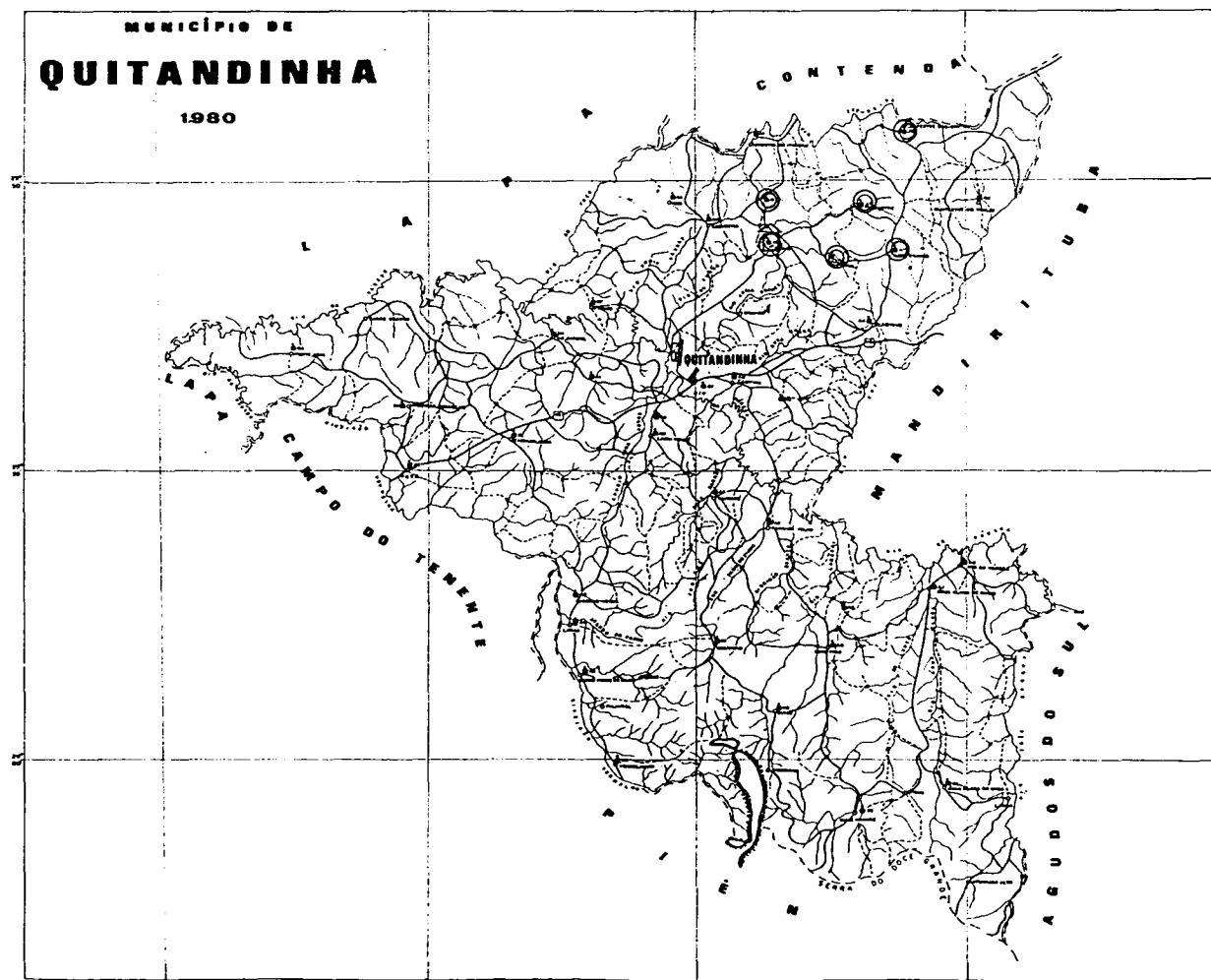
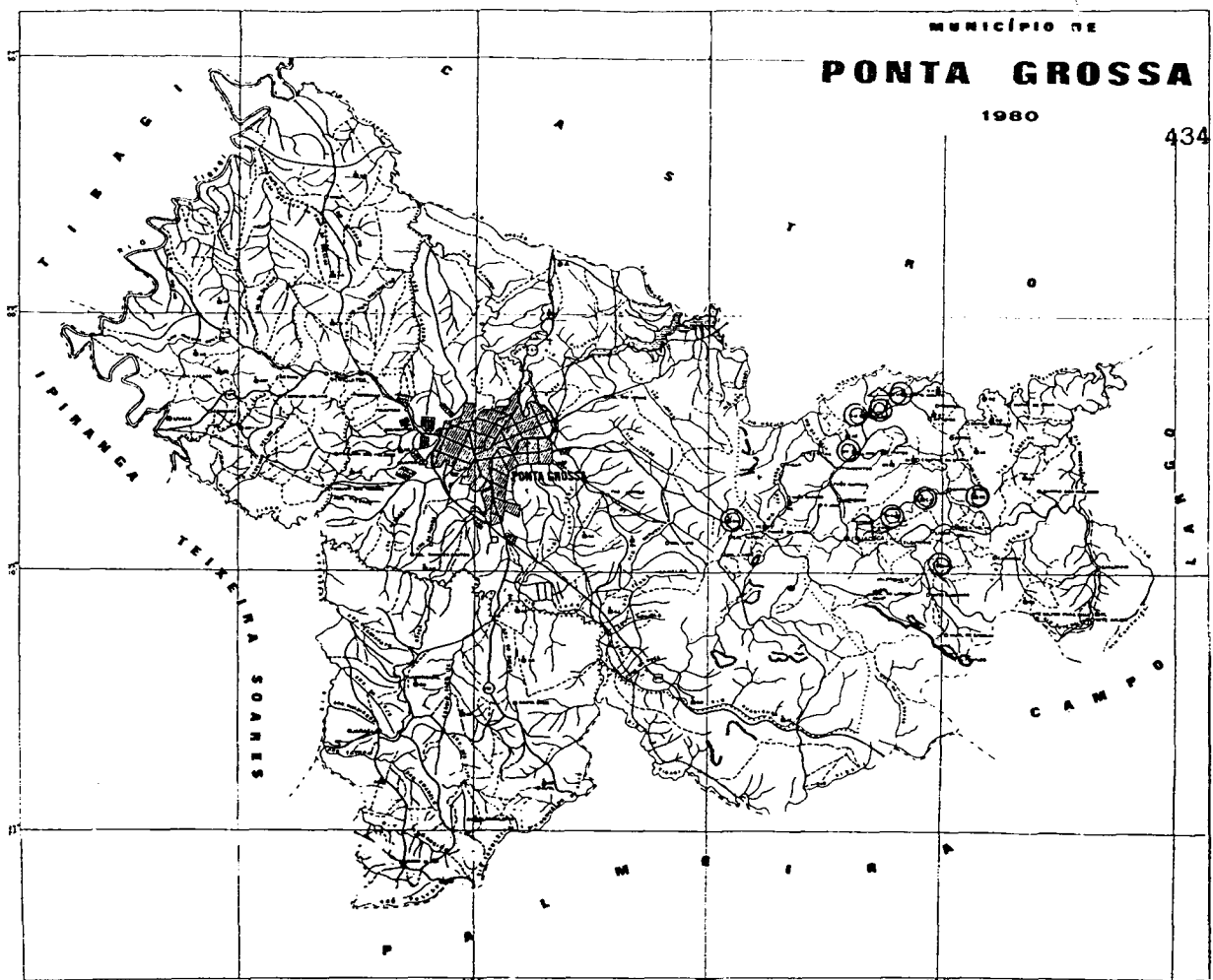


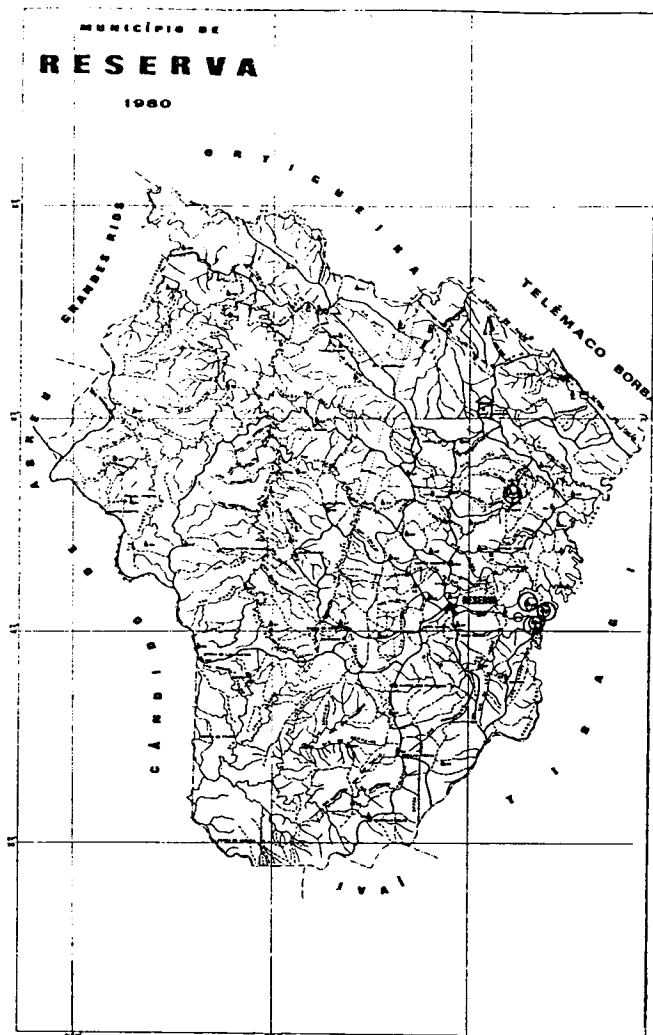


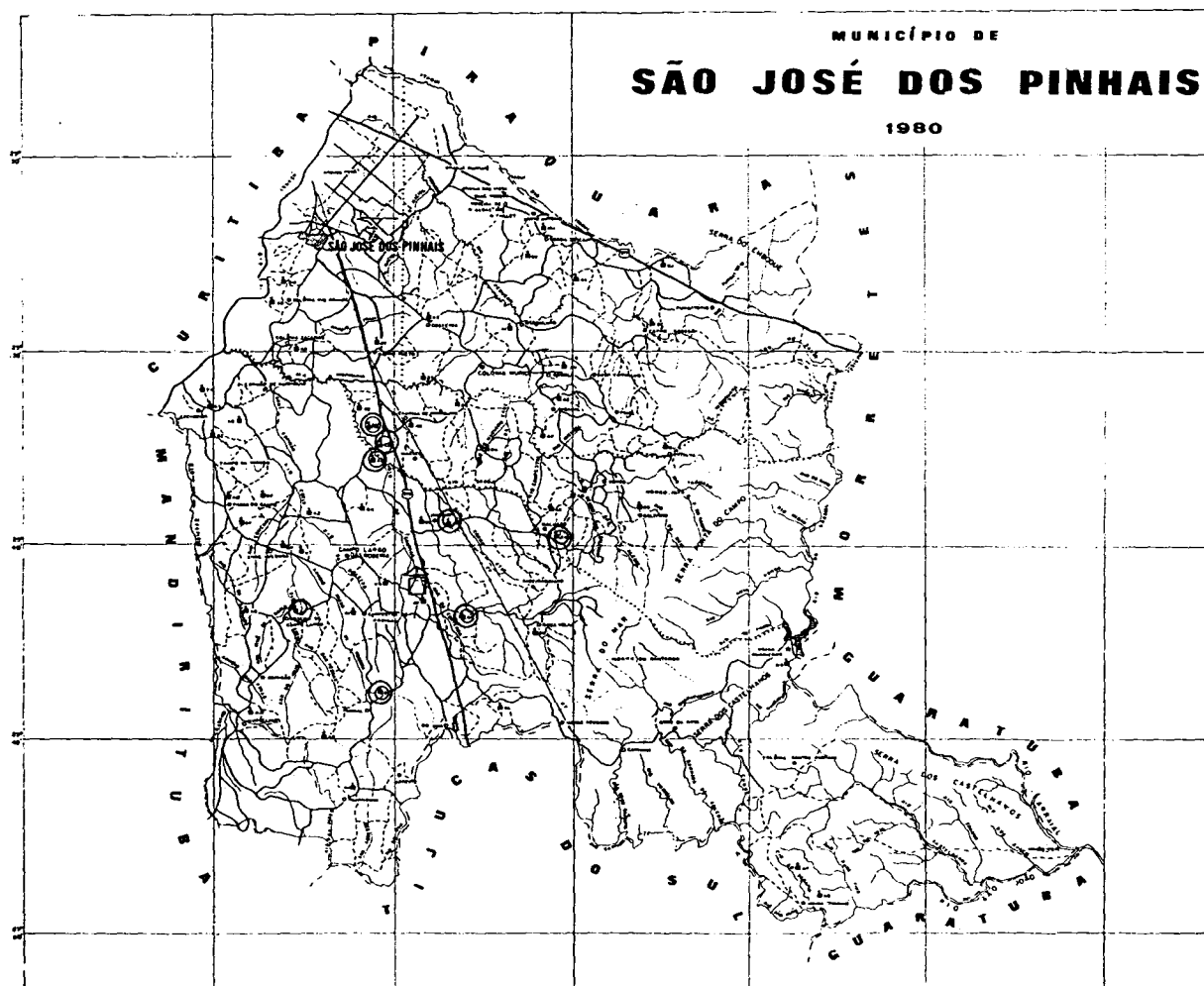
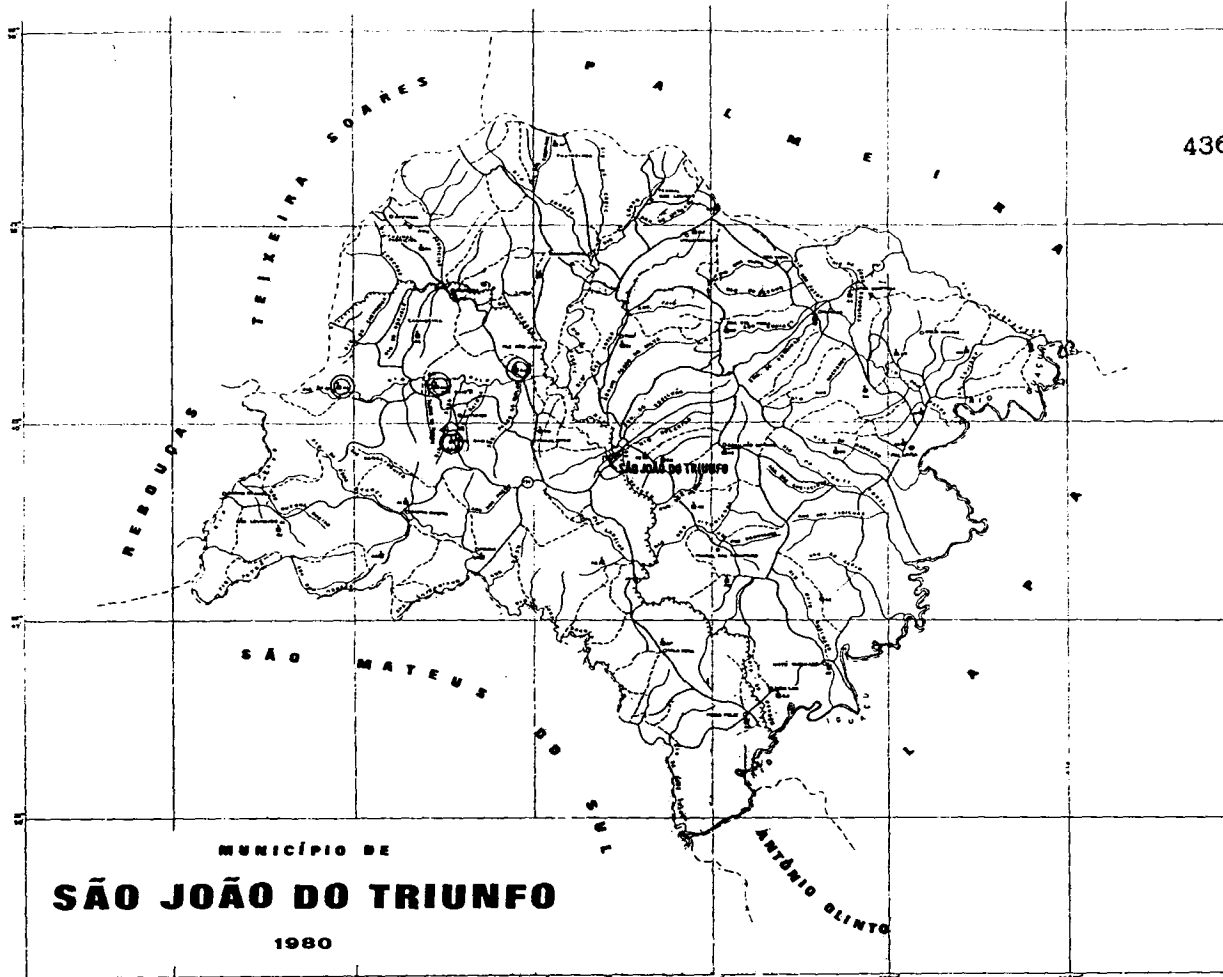
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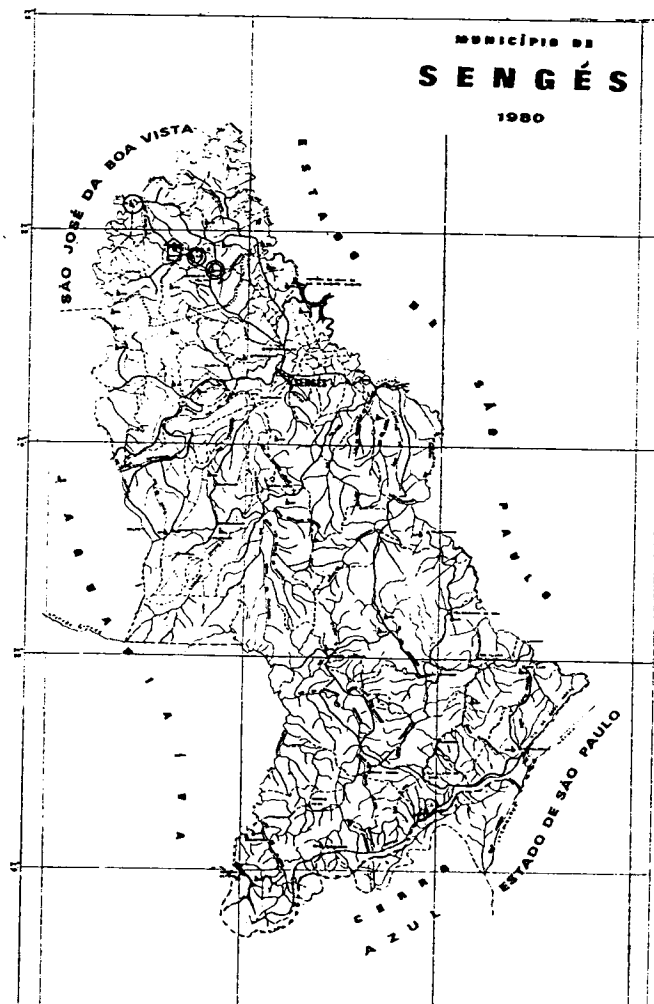
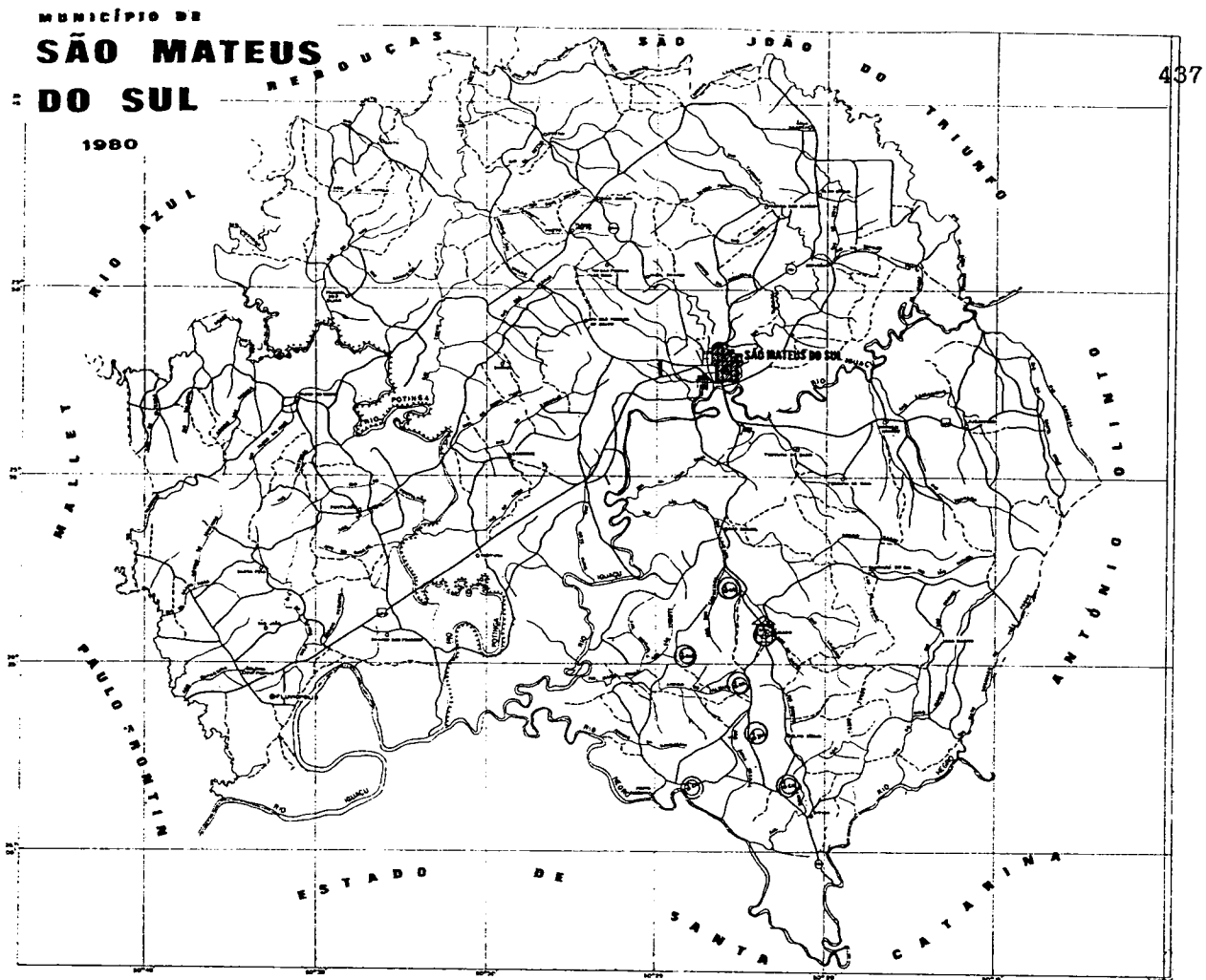


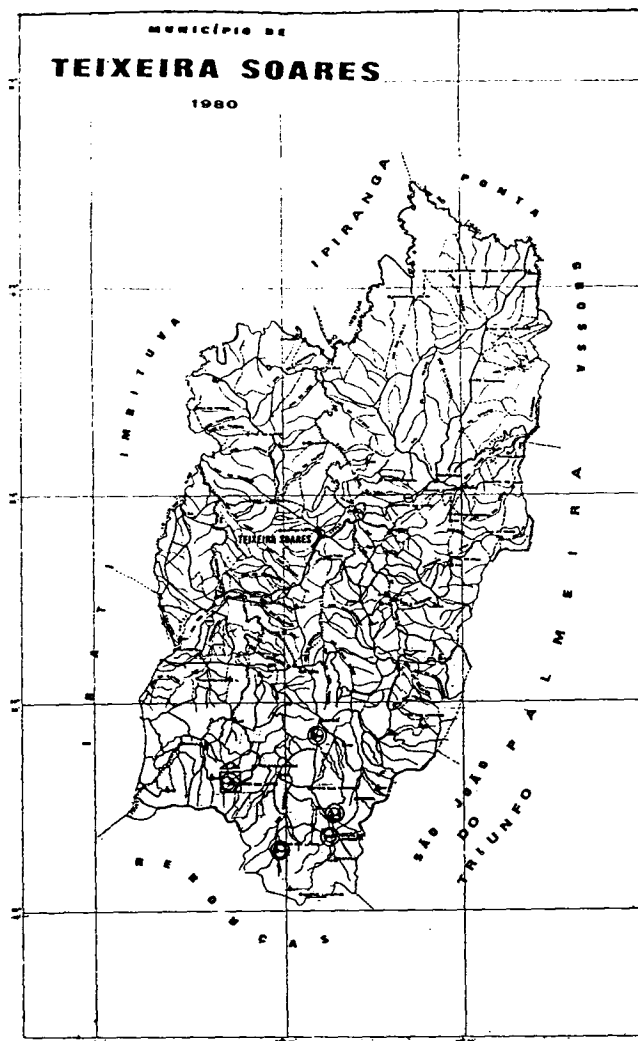




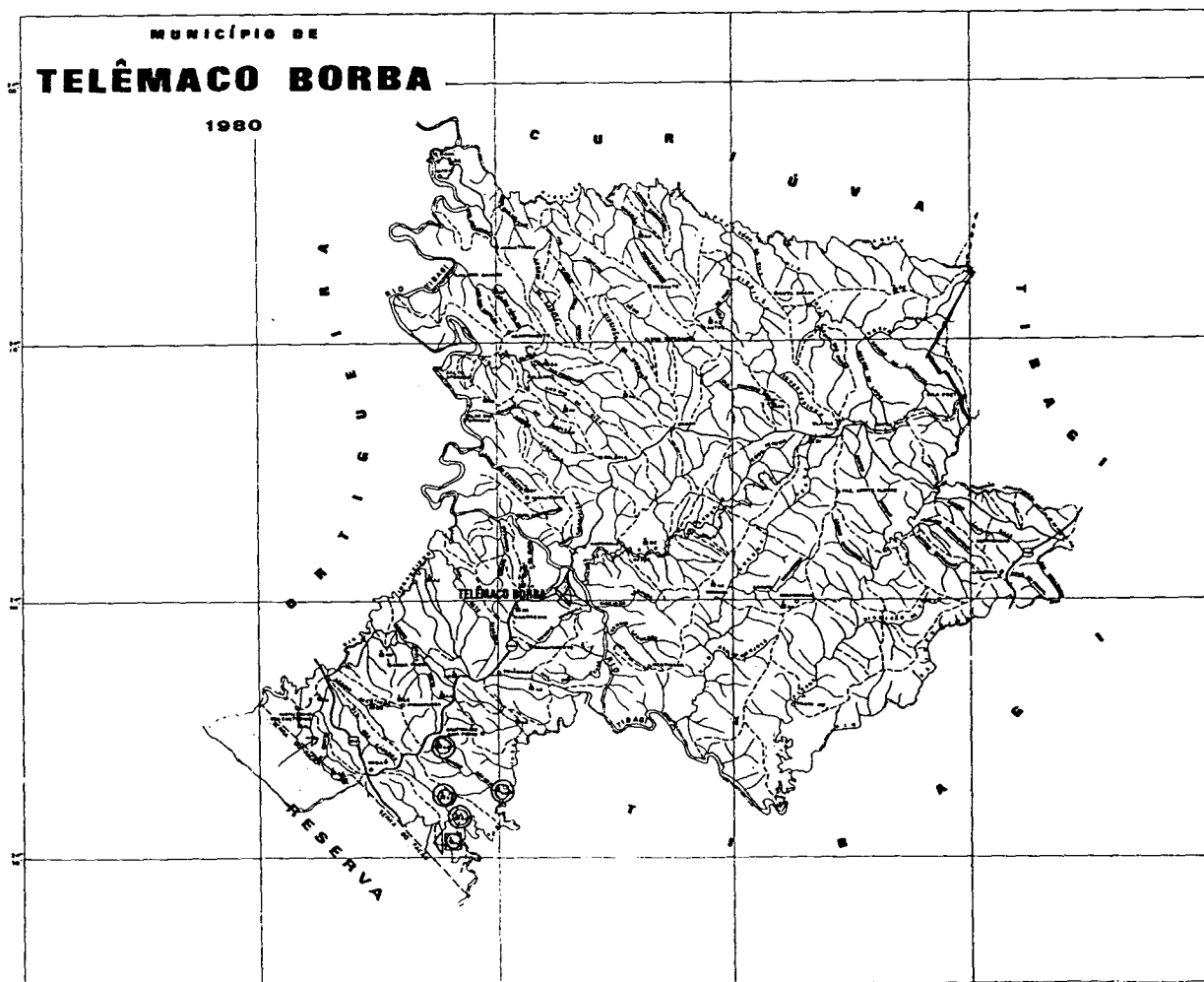


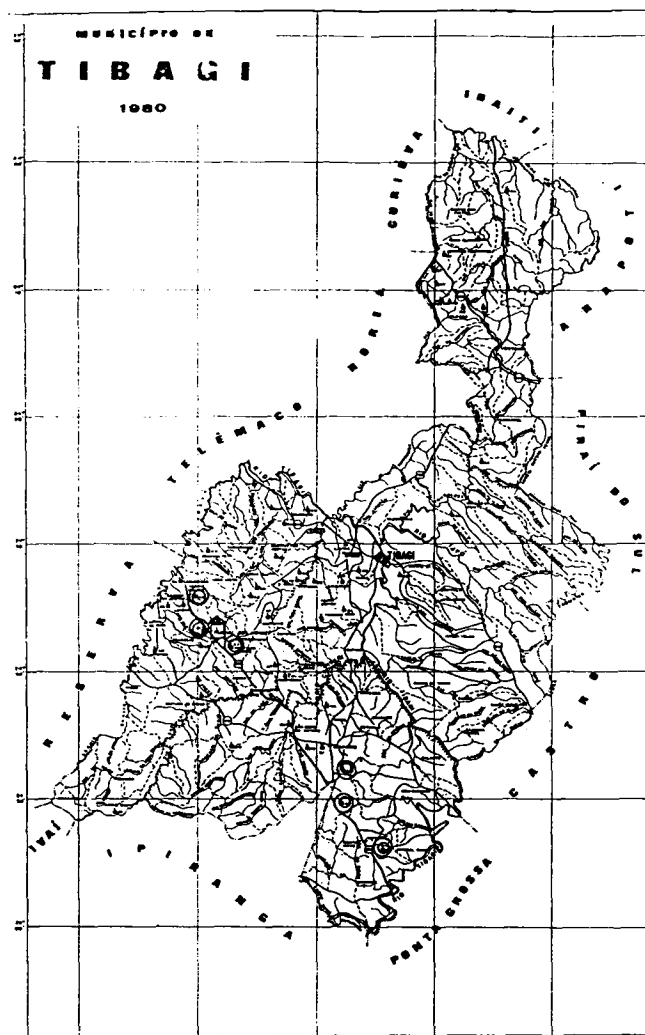






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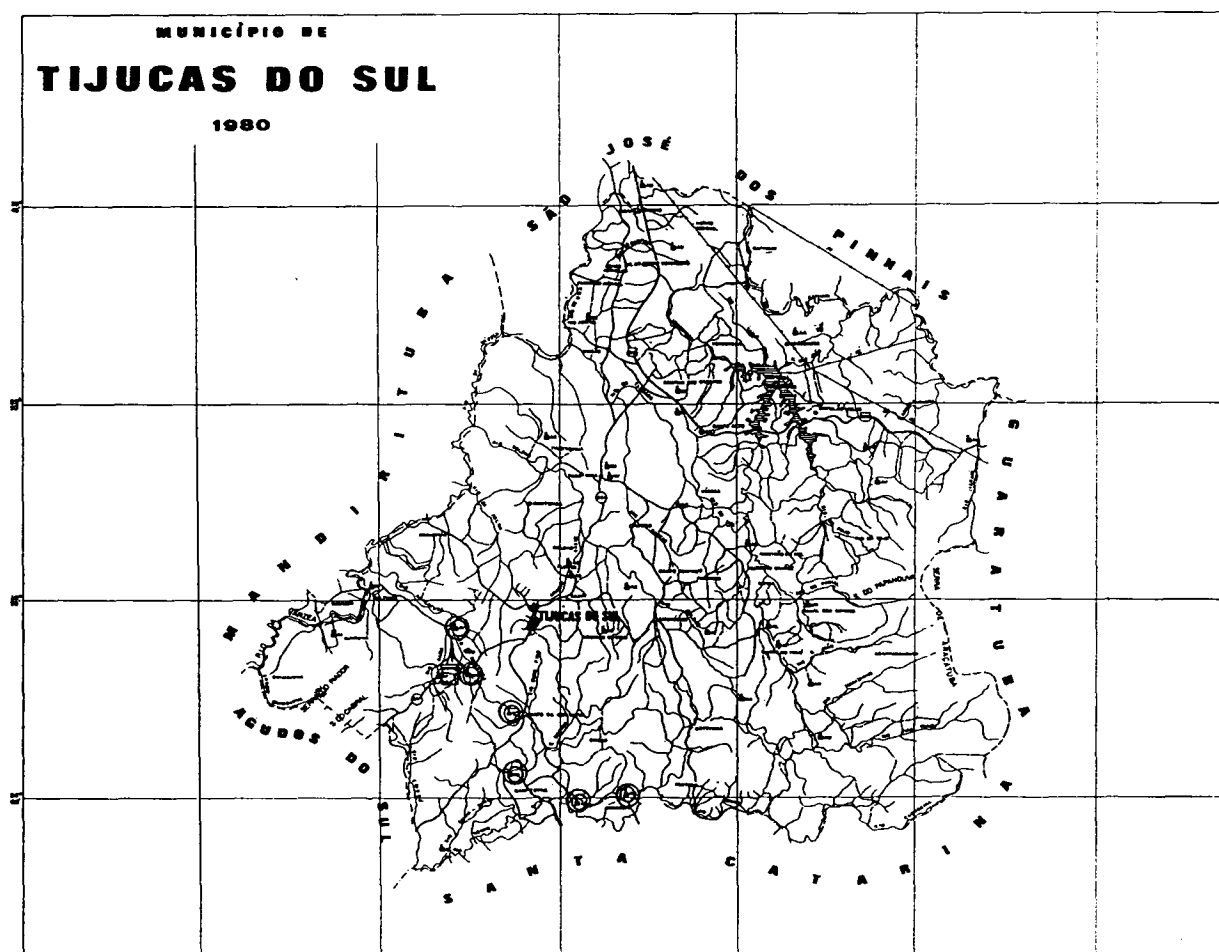


TABLE X
EXPECTATIONS AND DEGREE OF SATISFACTION
CONCERNING THE CONSOLIDATED SCHOOLS BY CATEGORY

CATEGORY	E/S	SP	PD	PP	NU	PN	NE	SN	TOTAL
HEADMASTER	EXPECTATION	1	1	4	2	1	-	1	10
	SATISFACTION	12	16	4	1	-	-	-	33
TEACHER	EXPECTATION	-	3	-	3	5	-	-	11
	SATISFACTION	-	65	-	-	-	-	-	65
INSPECTOR AND SECRETARY OF EDUCATION	EXPECTATION	1	1	2	1	-	-	1	6
	SATISFACTION	9	13	3	-	-	-	-	25
MAYOR	EXPECTATION	-	1	1	1	3	1	-	7
	SATISFACTION	3	14	1	-	2	-	-	20
PARENT	EXPECTATION	-	4	5	2	11	-	-	22
	SATISFACTION	-	94	1	3	-	-	-	98
TOTAL	EXPECTATION	2	10	12	9	20	1	2	56
	SATISFACTION	24	202	9	4	2	-	-	241
TOTAL	EXPECTATION	3,6	17,8	21,4	16,1	35,7	1,8	3,6	100,0
	SATISFACTION	9,9	83,8	3,7	1,7	0,9	-	-	100,0

APPENDIX V

TABLE XI
FREQUENCY OF THE MAIN JUSTIFICATIONS CONCERNING
EXPECTATIONS WITH THE CONSOLIDATED SCHOOLS
MANIFESTED BY CATEGORY

JUSTIFICATION	HEADMASTER	TEACHER	MAYOR	INSPECTOR OR SEC. OF EDUCATION	PARENT	TOTAL
There was awareness (Before) by parents or individuals re- sponsible for pupils attending consolidated schools (After)	3 -	1 1	2 1	3 -	5 -	14 2
There was no awareness by par- ents or individuals responsible for the pupils attending consol- idated schools	-	2	2	1	3	8
No knowledge of awareness/unawareness of parents or individuals responsible for pupils attending consolidated schools	-	-	2	1	2	5
Diagnosis was conducted in the area covered by the consolidated school	1	-	-	1	-	2
Choice of the location and the building of the consolidated school was ascribed to administration of the former mayor while its implementation was ascribed to the current administration	-	-	5	1	-	6
The consolidated school is not well located	-	-	1	-	1	2
There was community resistance to the demolition of the rural multi-grade school buildings	-	-	1	-	-	1
Parents or individual responsible prefer their children to study at schools which are located near their homes	-	-	-	1	-	1

JUSTIFICATION	HEADMASTER	TEACHER	MAYOR	INSPECTOR OR SEC. OF EDUCATION	PARENT	TOTAL
At the beginning, it was doubtful that the project would succeed and that the consolidated school would indeed be built	3	-	-	4	6	13
There was a positive expectation that the consolidated school would be built and that it would be beneficial to the community	3	2	-	-	4	9
There was initial resistance to sending their children to the consolidated schools, but after meetings they agreed to send them	-	3	-	4	1	8
Expectation existed that "O GINASIO" (5th through 8th grades of the elemen- tary school) would be implemented	-	1	-	1	6	8
There had been worry about pupil transport; worry overcome after parents meet with headmasters, teachers, inspectors of education and mayors	-	1	-	2	-	3
There has never been any concern about pupil transport; children like riding buses	-	-	2	-	-	2

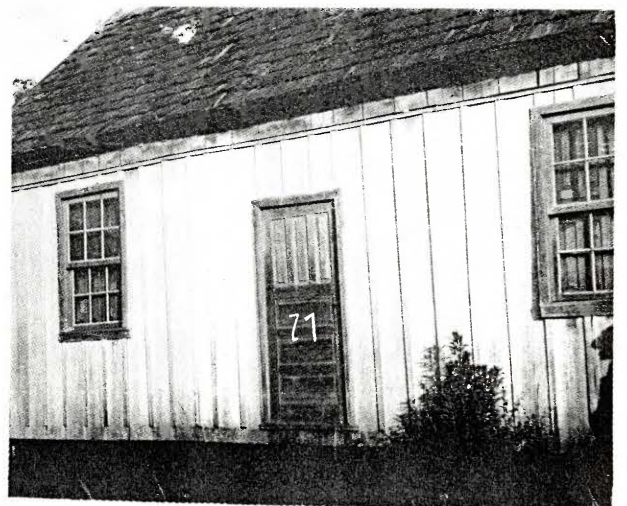
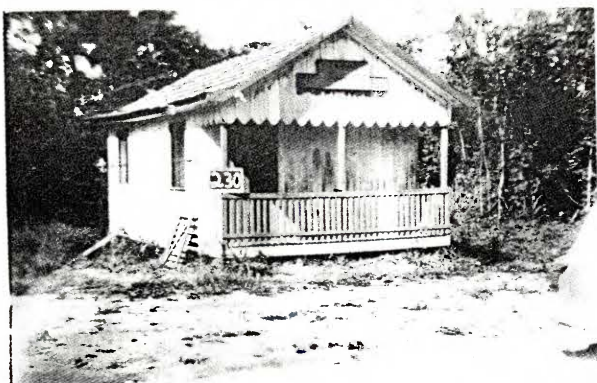
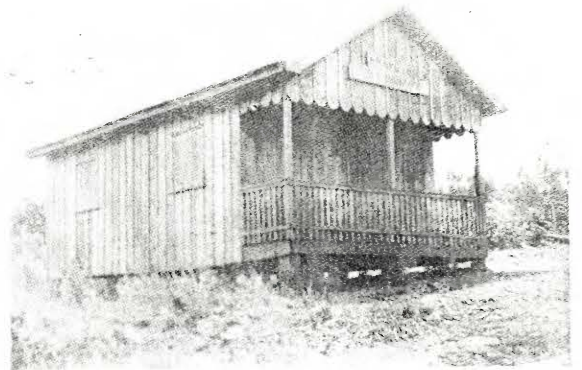
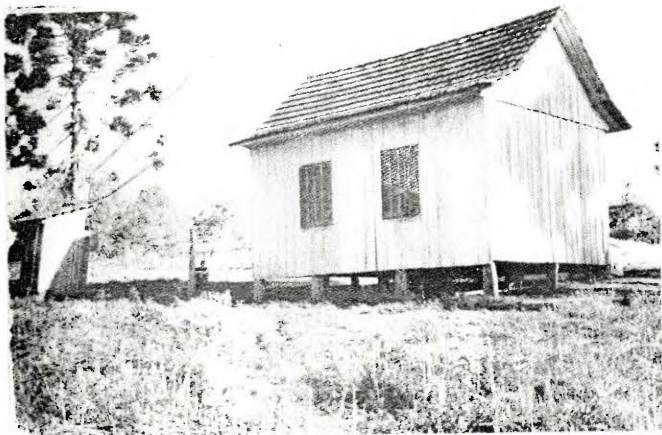
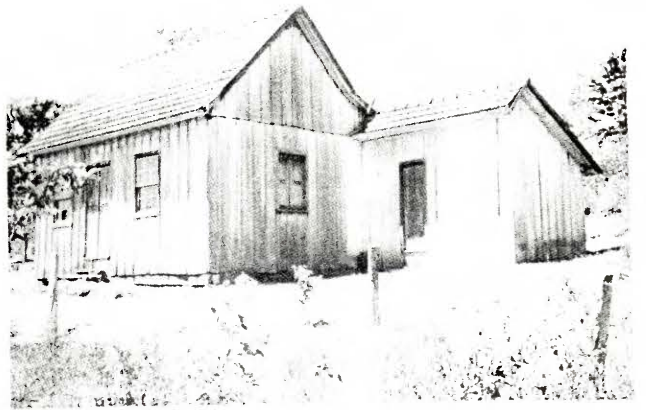
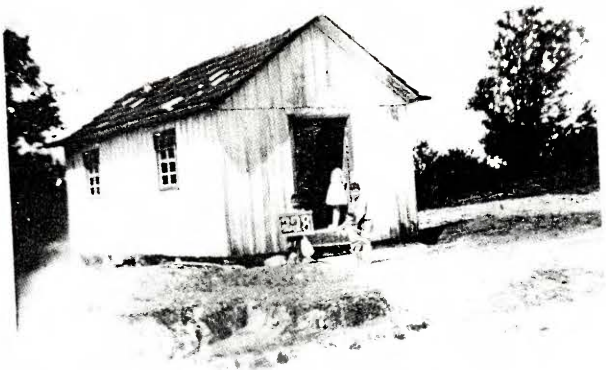
TABLE XII
FREQUENCY OF THE MAIN JUSTIFICATIONS CONCERNING
SATISFACTION WITH THE CONSOLIDATED SCHOOLS
MANIFESTED BY CATEGORY

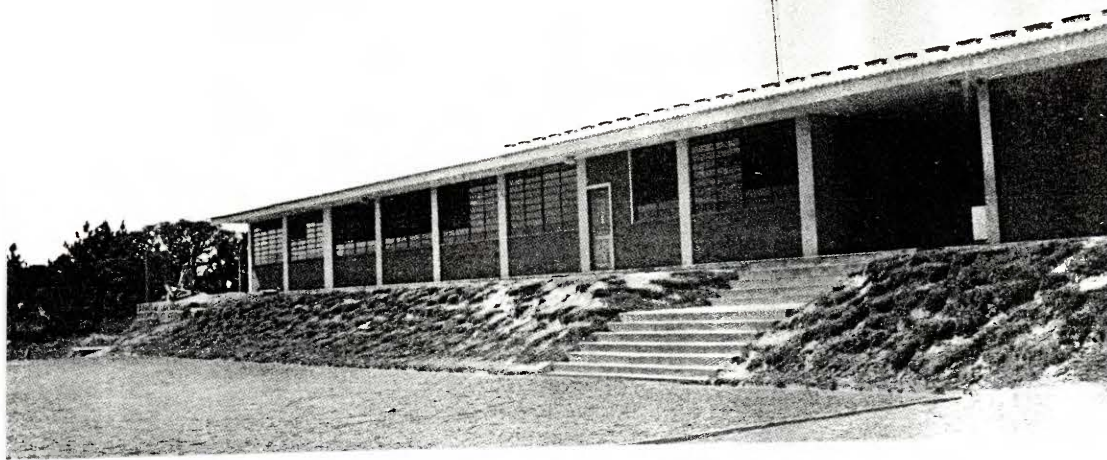
JUSTIFICATION	HEADMASTER	TEACHER	MAYOR	INSPECTOR OR SEC. OF EDUCATION	PARENT	TOTAL
Elimination of multi-graded classes and multiple teacher function	7	42	3	11	6	69
End of appalling building conditions of multi-graded rural schools	-	2	-	-	-	2
End of inadequate equipment and materials in multi-graded rural schools	-	2	-	-	-	2
The consolidated school worked out, constituted a solution for the rural area, provided more education/learning (respondents offered other, more significant and lengthier comments)	26	51	7	15	82	181
Only with generic comments on the validity of the consolidated school	7	13	4	5	4	33
Because at the consolidated school there is more care, comfort, materials, school meals	8	15	5	2	5	35
Presence of technical, pedagogic and administrative staff at the consolidated school with special reference to the headmaster	1	9	3	5	4	22
First to fourth year teachers in multi-graded rural schools were not specifically qualified to teach. Made "Logos" and went to the consolidated schools. Fifth to eighth year (in the consolidated schools) were either bachelors with university educational level or university students. Thus there was an improvement in human resources in the rural area	8	-	4	16	2	30

JUSTIFICATION	HEADMASTER	TEACHER	MAYOR	INSPECTOR OR SEC. OF EDUCATION	PARENT	TOTAL
In only one municipality were teachers transferred	-	-	1	1	-	2
In the other municipality, the majority were dismissed	-	1	-	-	-	1
As there was 5th through 8th grades of elementary school or a perspective that it would soon be implemented	8	7	5	10	28	58
As a result of the diversified part of the curriculum (technical training) pupils are conveying practical knowledge of agricultural techniques learned at school to their parents. Although the diversified part of the curriculum emerges as a response to the community's aspiration, the agricultural element is not always required by the community	5	1	-	3	2	11
Because the pupil is better cared for; the pupil has performed better; the curriculum is better; the teaching is tougher; they are learning well; the teachers are good and look after the children well and they are demanding	8	14	6	12	41	81
There is a good relationship between the school and the community; via PTA meetings; or participation in community by parents work in order to make community vegetable garden; playgrounds, and workshops; or by older members of the community teaching their trades to the children. The community uses the school for a varied number of activities such as: post-office, vaccination post, rural association meetings, participation in the parties	31	10	10	23	35	109

JUSTIFICATION	HEADMASTER	TEACHER	MAYOR	INSPECTOR OR SEC. OF EDUCATION	PARENT	TOTAL
Because there was a decrease in the drop-out rate	8	4	2	7	8	29
Because there were and there have been fewer failure	5	1	-	3	-	9
Because the deactivated multi-graded school building were used for the purpose the communities requested such as pre-school of the MOBRAL programme, health centres, atechism classes, churches, or other social aims; or demolished when their physical state was precarious, with wood salvaged for the repair of other multi-grade schools	-	-	6	9	-	15
Because the PTAs were organized	2	-	1	1	1	5
Because new organisms were installed near by the school such as dental unit of the Ponta Grassa State University; rural social centres, health centres, agricultureau centres, MOBRAL, ACARPA, as well as rural eletrification	1	4	3	3	5	16
Because there is support by the current mayor for the consolidated school	-	-	-	3	-	3
They would like to have more consolidated schools in the rural area	-	-	13	2	2	17
Because the consolidated school is cheap	-	-	2	1	-	3
Consolidated school is expensive	-	-	4	4	-	8
Problem of qualified 5th/8th grade when the consolidated school is distant from seat (main town) of the municipalities	-	-	2	2	-	4

JUSTIFICATION	HEADMASTER	TEACHER	MAYOR	INSPECTOR OR SEC. OF EDUCATION	PARENT	TOTAL
Problem with the municipal road network: still in a precarious conditions	-	-	5	1	1	7
Current correctives being carried out	-	-	2	-	-	2
School transport: There was an initial reaction against but ultimately sent the children to the consolidated schools	1	-	-	-	1	2
The parents still strongly resist the pupil transport	-	-	1	-	-	1
The parents favour it. There are no problems. The children are pleased with the buses. Some teachers also travel with the children in the buses	3	10	4	7	37	61
Misbehaviour on the bus	-	-	1	-	2	3
Overcrowded school bus	2	1	3	4	-	10
The great distance from home to school and vice-versa	2	2	3	1	-	8





Consolidated School
in the Queimado das
Cinzas area, Arapoti
municipality

Consolidated School
in the Santo Antonio
do Iratim area,
Bituruna municipality



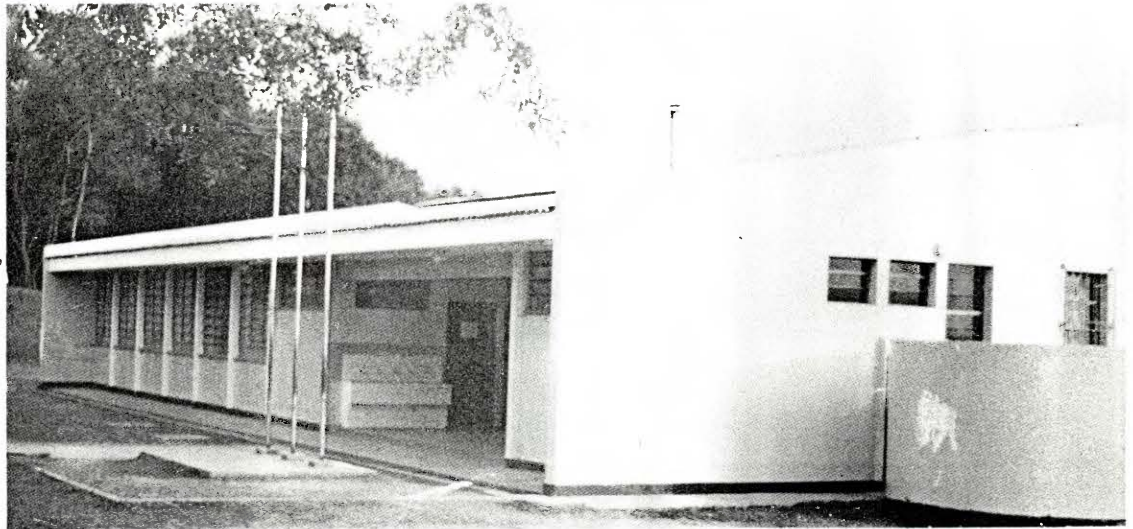
Consolidated School
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area, Campina Grande
do Sul municipality

Consolidated School
in the Palmital de São
Sivestre area, Campo
Largo municipality





Consolidated School
in the Três
Córregos area,
Campo Largo
municipality

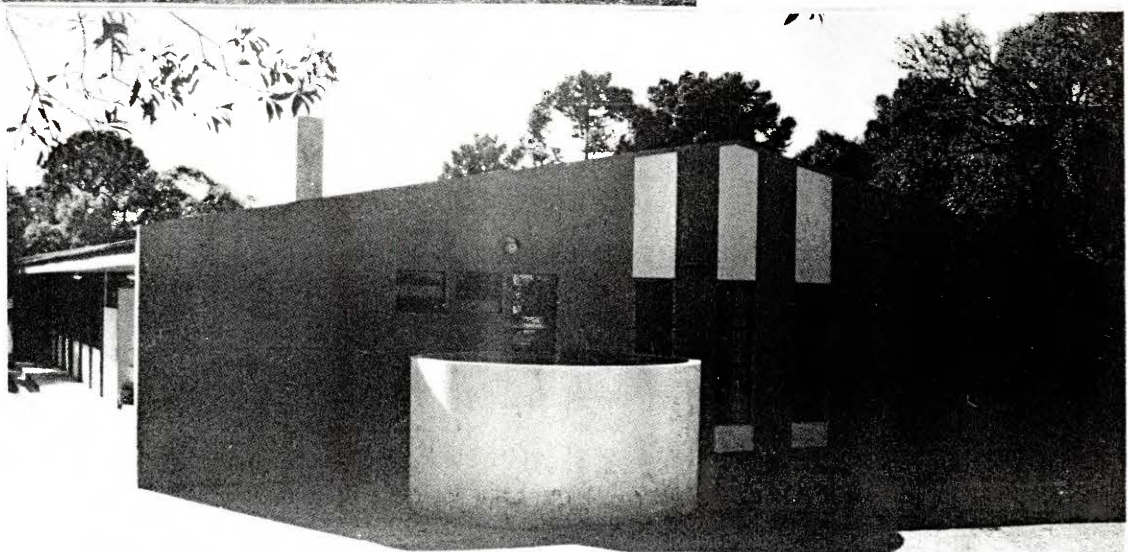


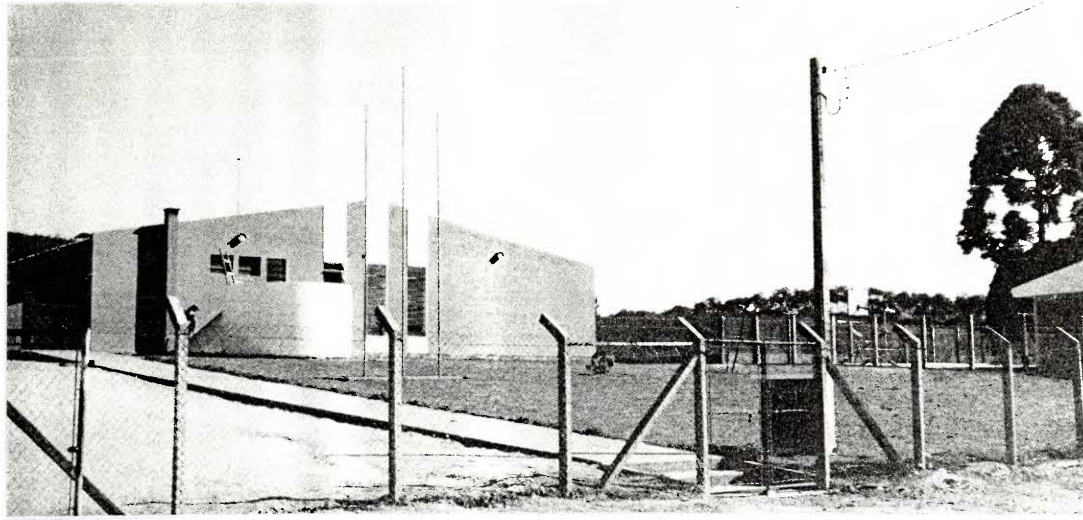
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municipality



Consolidated School
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Castro municipality

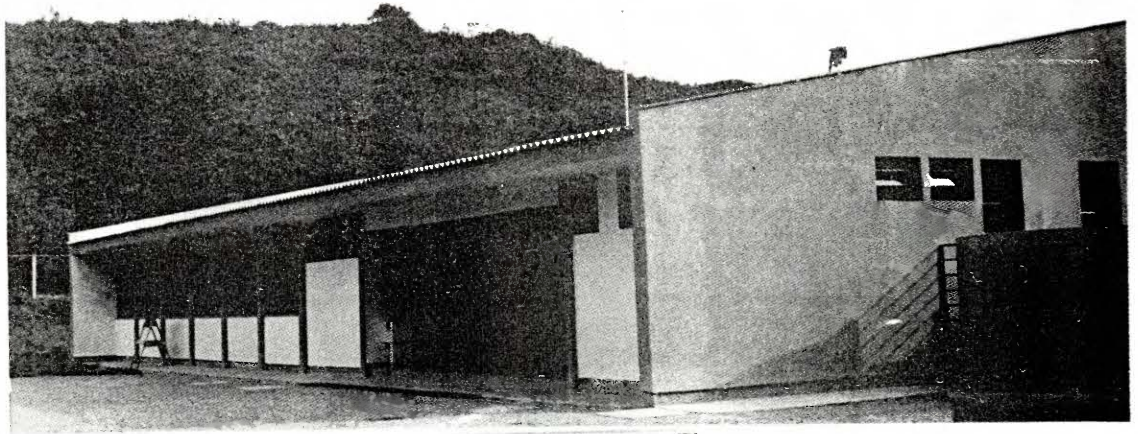
Consolidated School
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Castro municipality





Consolidated School
in the Guaporema
area, Castro
municipality

Consolidated School
in the Bomba area,
Cerro Azul
municipality



Consolidated School
in the Barra do
Teixeira área,
Cerro Azul
municipality

Consolidated School in the Santana area,
Cruz Machado municipality



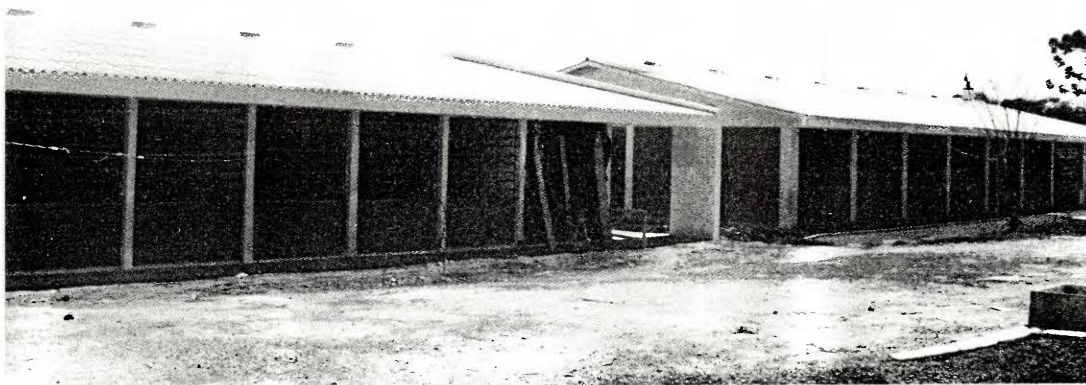


Consolidated School
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municipality

Consolidated School
in the Coatis area,
Ipiranga
municipality



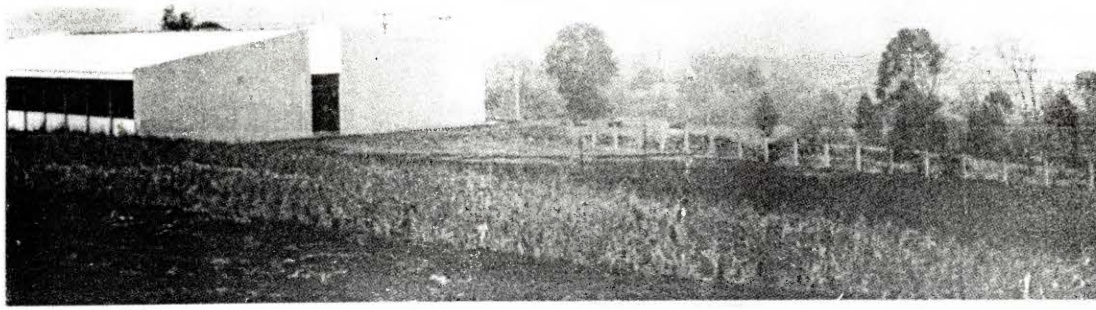
Consolidated School
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area, Irati
municipality



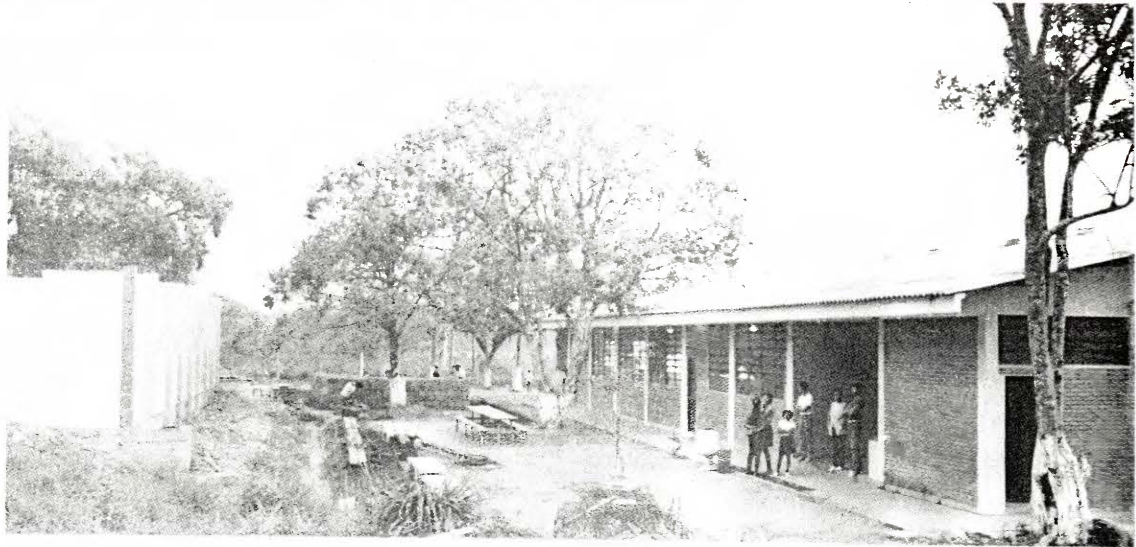
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municipality



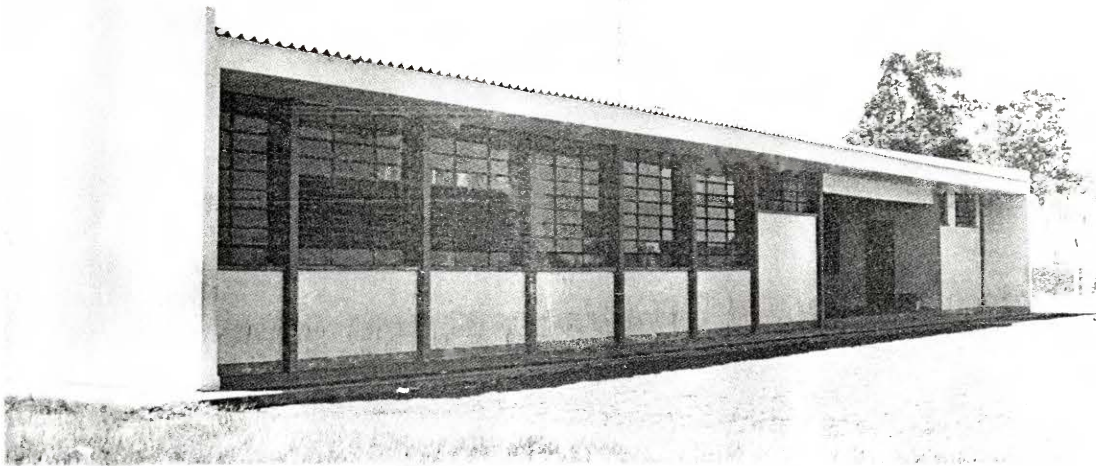
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municipality



Consolidated School
in the Sambaqui-Marta
area, Morretes
municipality

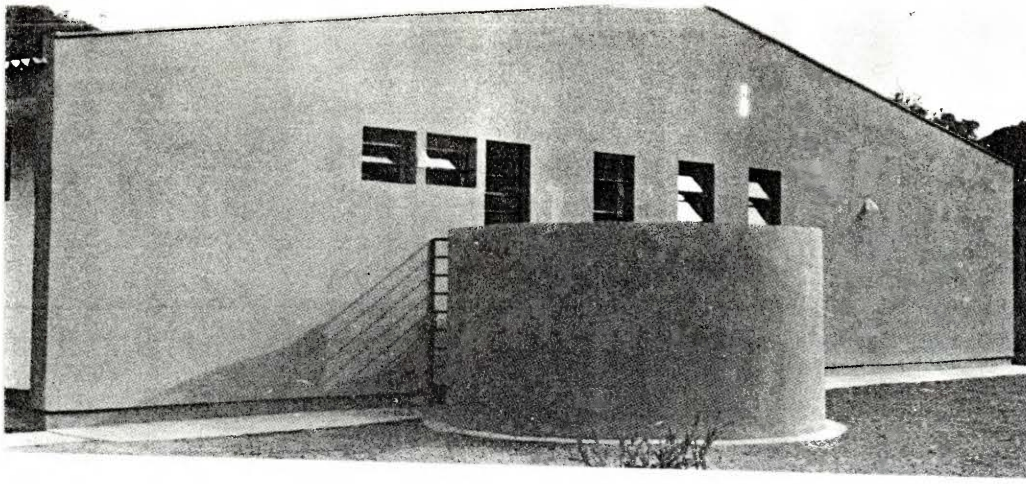


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Bonito area,
Ortigueira municipality



Consolidated School
in the Bairro dos
Franças area,
Ortigueira municipality





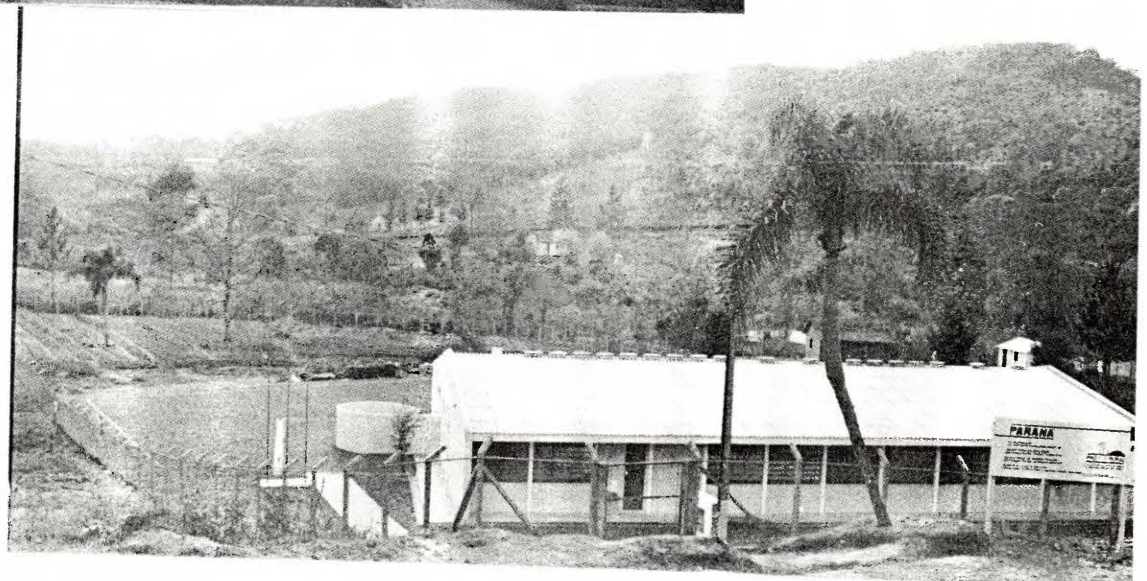
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area, Ortigueira
municipality

Consolidated School
in the Pedregulho
area, Palmas
municipality

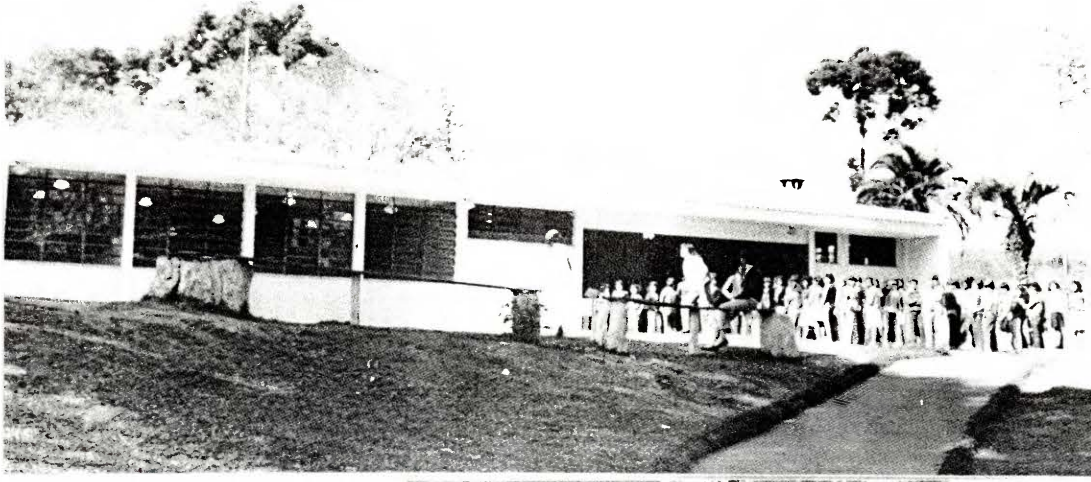


Consolidated School
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area, Palmeira
municipality

Consolidated School
in the Cerrado
Grande area, Ponta
Grossa municipality



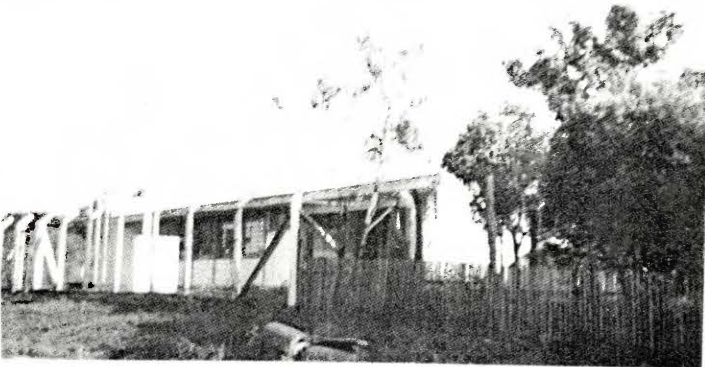
Consolidated School
in the Biscaia area,
Ponta Grossa
municipality



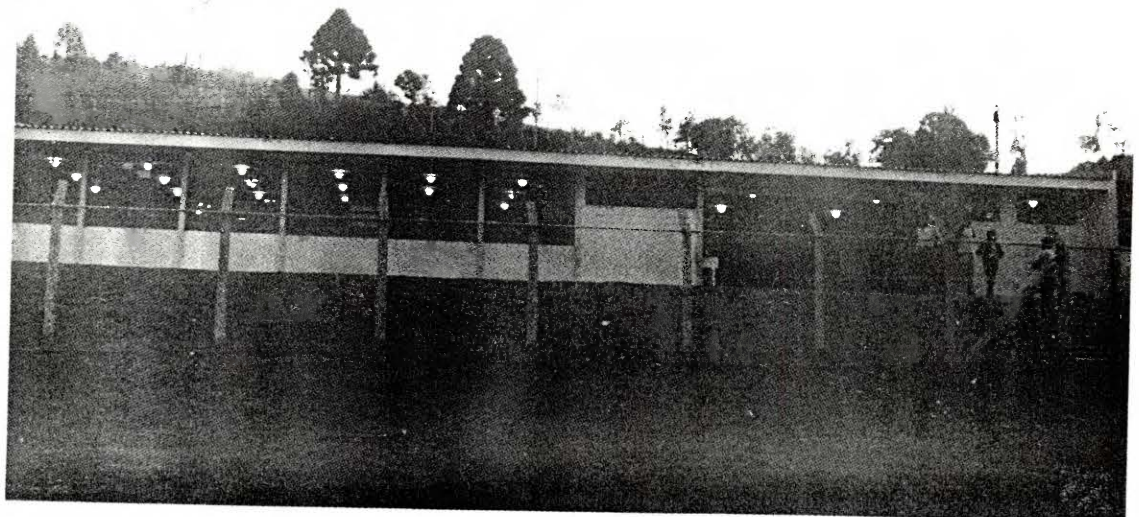
Consolidated School
in the Turvo area,
Quitandinha
municipality



Consolidated School José Lacerda,
area Reserva municipality



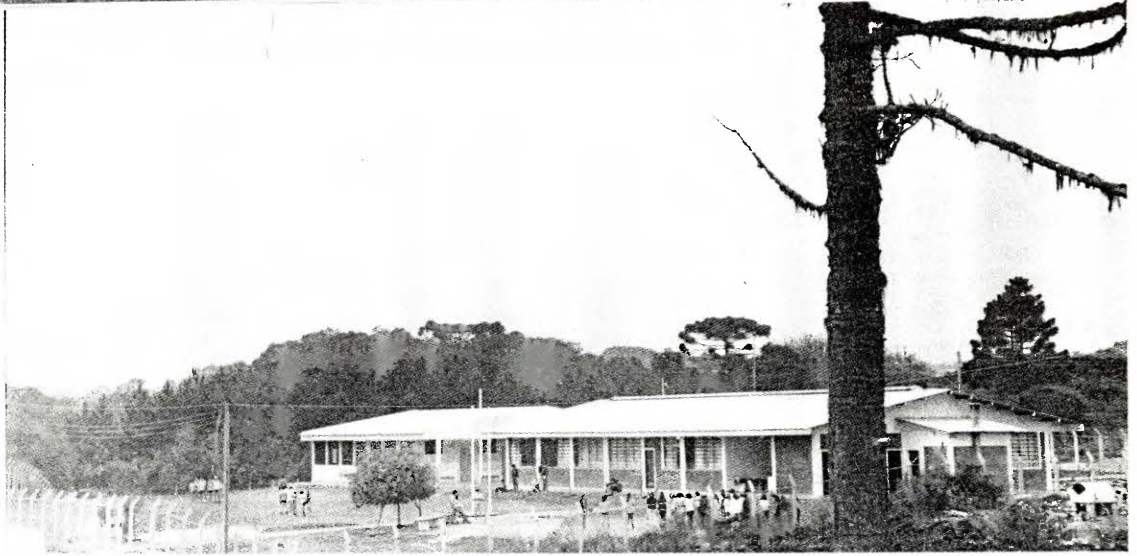
Consolidated School
in the Santa Cruz
area, Rio Branco do
Sul municipality



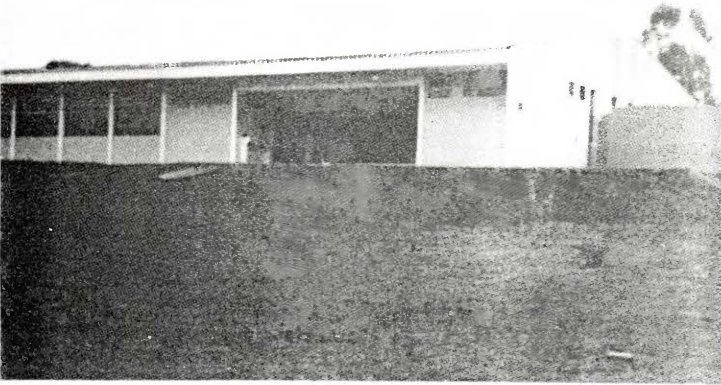
Consolidated School
in the Rio Baio
area, São João do
Triunfo municipality



Consolidated School
in the Contenda
area, São José dos
Pinhais municipality



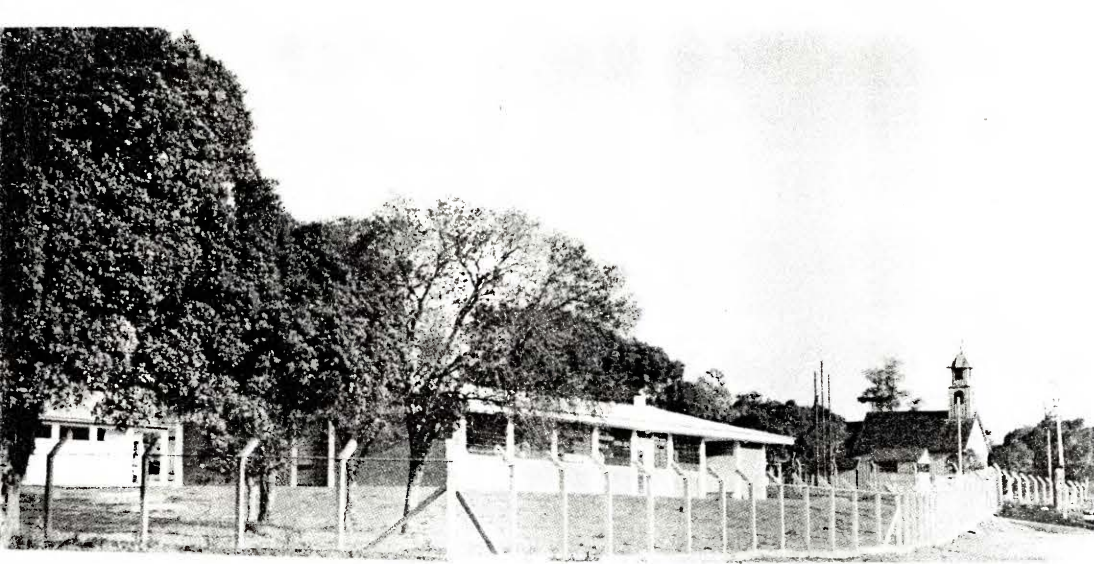
Consolidated School in the Lageado,
area São Mateus do Sul municipality



Consolidated School
in the Reianópolis
area, Sengês
municipality



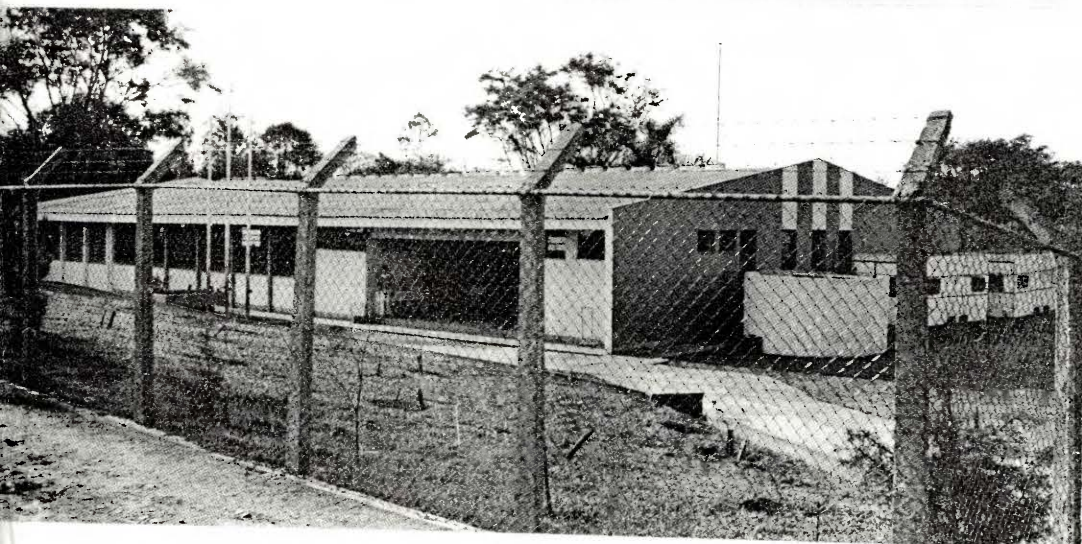
Consolidated School
in the Bituva das
Campinas area,
Teixeira Soares
Municipality



Consolidated School
in the Xarqueada
area, Telêmaco
Borba municipality



Consolidated School
in the Caetano Mendes
area, Tibagi
municipality



Consolidated School
in the Lagoa area,
Tijucas do Sul
municipality

