



International recommendations (IBE - Unesco), the Organic Law of Normal Education and the training of teachers in Parana (1946-1961)¹

As recomendações internacionais (BIE e Unesco), a Lei Orgânica do Ensino Normal e a formação de professores no Paraná (1946-1961)

Las recomendaciones internacionales (BIE y Unesco), la Ley Orgánica de la Enseñanza Normal y la formación de profesores en Paraná (1946-1961)

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Abstract

This article deals with teacher training in Parana, its relations with the Organic Law for Normal Education (1946), and the recommendations of the International Bureau of Education (IBE) from 1934 to 1947 and UNESCO from 1946 to 1961. In Parana, the training was adapted from the Organic Law of Normal Education (01/02/1946), guided by the recommendations of the IBE, ratified by UNESCO since its constitution. It seeks to understand how the educational policies were linked to national policies, taking into account the international recommendations issued by the IBE. The results show the relationship between the Organic Law for Normal Education, the IBE recommendations and the subsequent recommendations from UNESCO. The article shows how the procedures taken by Erasmo Pilotto, the Secretary of Education and Culture of Parana (1949-1951), sought to comply with the Organic Laws regarding the training of teachers for primary education in urban and rural areas.

Key words: UNESCO. Teacher training. Organic Law of Normal Education (1946).

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Resumo

Este artigo trata da formação dos professores no Paraná, suas relações com a Lei Orgânica do Ensino Normal (1946), as recomendações do Bureau internacional da Educação (BIE) de 1934 a 1947 e UNESCO, no período de 1946 a 1961. Esta formação no Paraná adequou-se à Lei Orgânica do Ensino Normal de 02/01/1946, que se orientava pelas recomendações do BIE, ratificadas pela UNESCO a partir de sua constituição. Busca-se perceber como essas políticas para formação de professores (PR), articularam-se às políticas nacionais atendendo às recomendações do BIE. Os resultados apontam para as relações entre a Lei Orgânica do Ensino Normal (1946), as Recomendações do BIE e posteriores recomendações da UNESCO. O artigo mostra como as medidas tomadas pelo Secretário de Educação e Cultura do Paraná (1949-1951), procuraram atender às Leis Orgânicas, quanto à formação de professores para o ensino primário, nas zonas rurais e centros urbanos.

Palavras-chave: UNESCO. Formação dos professores. Lei Orgânica do Ensino Normal (1946).

Resumen

Este artículo trata de la formación de profesores en Paraná, sus relaciones con la Ley Orgánica de Enseñanza Normal (1946), las recomendaciones del Bureau Internacional de Educación (BIE) del 1934 hasta 1947 y UNESCO, del 1946 hasta 1961. Esta formación en Paraná, se adecuó a la Ley Orgánica de Enseñanza Normal del 02/01/1946 que se orientaba según recomendaciones del BIE, ratificadas por UNESCO a partir de su constitución. Se busca percibir cómo esas políticas para formación de profesores (PR), se articularon con políticas nacionales dadas las recomendaciones del BIE. Los resultados apuntan hacia relaciones entre la Ley Orgánica de Enseñanza Normal (1946), recomendaciones del BIE y posteriores recomendaciones de UNESCO. El artículo muestra, cómo las medidas tomadas por el Secretario de Educación y Cultura de Paraná (1949-1951) buscaron cumplir con las Leyes Orgánicas, respecto a formación de profesores para la enseñanza primaria en zonas rurales y centros urbanos.

Palabras-clave: UNESCO. Formación de los Profesores. Ley Orgánica de la Enseñanza Normal (1946).

This article aims to address teacher training in Parana, its relationship with the Organic Law for Normal Education (1946) and the recommendations issued by the International Bureau of Education (IBE) and UNESCO, from 1946 to 1961. During the researched period, teacher training in the Parana complied with the Organic Law of Normal Education, of 02/01/1946 (Decree-Law nº 8530). This law sought to meet the IBE's suggestions, ratified by UNESCO since its constitution.

The following research question that guides the discussion is: how did the educational policies for teacher training in Parana, from 1946 to 1961, set forth to national policies, while taking into account the international recommendations issued by IBE and UNESCO?

Historical-documentary research was used based on Bloch (2001), Thompson (1981), Saviani (2009) and Le Goff (1990), researchers who affirm the importance of documents as sources with recorded historical data. Le Goff, from the perspective of Cultural History, considers the value of documents as historical sources and he states:

The document is not innocuous. It is above all the result of the conscious or unconscious, the assembling of the history, time and society which produced it, but also the successive eras in which it continued to live, during which it continued to be manipulated, even if by silence. (LE GOFF, 1990, p.547-548).

Saviani and Edward Palmer Thompson, from the perspective of historical and dialectical materialism, also recognize the value of documents as historical sources for research. According to Dermeval Saviani,

Historical sources are not the source of history, that is, it is not from them that history sprouts and flows. They are, as registers and testimonies of historical acts, the source of our historical knowledge, that is, it is from them that the knowledge we produce about history is based (SAVIANI, 2009, p. 29-30).

We consider that historical-documental research, as Bloch (2001) states, allows us to start from traces in order to follow in search of other sources. Also Thompson (1981, p. 37) states that "Most of the written sources are of value, with little importance to the 'interest' that led to their registration".

The data obtained in this research was interpreted according to the understanding that economic and political issues interfered in educational issues, as well as universal issues (represented by the recommendations of international agencies) presented in the private (schools) category, being mediated by the Organic Law of 1946 and by the publications of the INEP concerning the graduation and performance of teachers. Among the main authors chosen to assist in data interpretation, Ianni (1989), Alves (2001) and Saviani (2009) are mostly mentioned. As necessary sources, UNESCO recommendations, published in the organization's webpage², and the Revista Brasileira de Estudos Pedagógicos (INEP, 1965), entitled International Conferences on Public Instruction Recommendations 1934-1963³, were also consulted. Among the authors from Parana who had studied teacher training, Pilotto (1952), Wachowicz (1984) and Miguel (1997; 2008) were consulted.

² RECOMMANDATIONS 1934-1977. UNESCO. Available at: www.unesco.org/education/pdf/34_77_F.PDF. Accessed on Oct. 15, 2018

³ BRAZIL. Ministry of Education and Culture. National Institute of Pedagogical Studies. Conferences International Public Instruction. Recommendations 1934-1963. 1965. Available at: <http://www.dominiopublico.gov.br/download/texto/me002529.pdf>. Accessed on Oct. 20, 2019.

To answer the question that guides the investigation, it is necessary to know its historical path, while seeking to understand the adjustments of the Organic Law of 1946 to the international recommendations and how these guidelines were used in teacher training in Parana. As already mentioned, the source used is the fifth edition of the UNESCO 1934-1977 Recommendations, published by the same institution, which retains the introduction to the third edition, written by Jean Piaget, in 1960. It also brings the historical path of the Bureau up to 1970, marking the main events according to its Deputy Director Pedro Rosseló.

International Bureau of Education

Jean Piaget, director of the International Bureau of Education from 1929 to 1967, dealt with its beginning and the organization's intentions. According to him, the recommendations were "[...] formulated by the International Conferences on Public Education held in Geneva from 1934 until the declaration of World War II in 1939" (UNESCO, 1977, p. ix). The Bureau maintained activities during the WWII conflict, but was unable to promote a new International Conference. "From 1947 the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education signed a collaboration agreement, and these two organizations summon the conferences" (PIAGET, 1979, p. ix, free translation)⁴.

At the end of the introduction, Piaget explains that the recommendations took into account the reports' results, made and presented by the ministries of public education, as well as the aforementioned instructions that took into account "[...] the possibilities and the school reality of each country" (PIAGET, 1979, p. ix)⁵. In conclusion, it drew the attention of school authorities, since they would be responsible for the 51 recommendations, which had been drawn up and disseminated up until then. The reports that served as a foundation for their recommendations could, according to the Bureau, serve as a foundation for educators and the school authorities who would be inspired by them.

This organization, at first a private organization, was created by the Jean Jacques Rousseau Institute, more precisely by its founder, Edouard Claparède, at the end of December 1925, according to Pedro Rosselo (UNESCO, 1979, p. xi). The first stage of the IBE's existence faced financial difficulties and for this reason, it began its second stage in 1929, with "[...] a new governmental foundation" (UNESCO, 1979, p. xii, free translation) when Jean Piaget took over the administration, and Rosselo the position of Deputy Director.

On Rosselo's account, the members of the IBE at this stage were: the Ministry of Public Instruction of Poland, the Government of Ecuador, the Department of Public Instruction of the Republic and Canton of Geneva, and the J.J. Rousseau Institute (the only private institution). Subsequently, the Swiss Confederation became part of it. Article 2 of the institution's bylaws clarified its purposes:

serve as an information center for everything related to education. Inspired by international cooperation, observing absolute neutrality from the national, political, philosophical and confessional point of view. As a documentation and study body, it works with a strictly scientific and

⁴ An interim agreement had been signed on February 28, 1947, according to Rosseló (1979, p. xv).

⁵ Although the writings of Jean Piaget and Pedro Rosselo were written for previous publications, we use the reference dates of the recommendations taken as source, i.e. 1979, the date of its publication.

objective spirit. Its activities are of two orders: to centralize documentations related to public and private education; and to engage in experimental or statistical research with results being brought to the attention of educators (UNESCO, 1979, p. xiii, free translation).

In the beginning, the objectives of treating education as an experimental science, plausible of being applied in similar situations in other places, were already present. This second historical stage of the IBE lasted ten years preceding World War II. According to Rosselo (1979, p. xiii), little by little, the institution gained the adhesion of other countries and asserted itself as an "international institution at the service of education and understanding among peoples. (UNESCO, 1979, p. xiii, free translation). Rosselo also states that it seemed wise for the members of the institution to request the International Conference on Public Education to be held, where,

three representatives of each member State, representatives of non-member States, who were asked to submit reports on the most interesting events of the year in their respective countries regarding public education (UNESCO, 1979, p. xiii, free translation).

During this period, with the participation of authors from several countries, the Children's Literature session was also created, pedagogical works that indorsed the development of the IBE. With World War II, external activities were paralyzed, without, however, ceasing their activities. Although it was not possible to hold international conferences, the IBE, according to Rosselo (1979), sought to offer half a million books to prisoners of war in the camps where they were imprisoned, and even in 1947, thanks to numerous donations,

by means of an interim agreement, the IBE and UNESCO have agreed to jointly hold the '[...]International Conferences on Public Instruction, a joint publication regarding statistical results, an annual report, the exchange of documents, and etc. (UNESCO, 1979, p. xv, free translation).

The final agreement between the two institutions was approved in 1952 by their governing bodies. After the publication of Rosselo's Preface, the edition, that serves as a source, presents the following clarification:

Recommendations 1 to 20 were approved by the first nine international public education conferences summoned by the International Bureau of Education through the Swiss Federal Council. The following forty-five recommendations were approved by the United Nations Educational, Scientific and Cultural Organization's International Conference on Conventional Public Education and the Secretariat for International Education (UNESCO, 1979, p. xxii, free translation).

The data brought to this article is intended to allow an understanding that the recommendations prior to 1946 were prepared by the International Bureau of Education, recognized by UNESCO after its creation. They also allow us to approach the important points regarding teacher training that were attended by the Organic Law of Normal Education of 1946 and observed in teacher training in Parana.

Considering the subject matter of this article, the following recommendations were consulted from the Bureau of International Education: no. 1 (1934), no. 4 (1935), no. 8 (1936), no. 12 (1937), and no. 20 (1946). It is possible to see that the Organic Law of Normal Education of 1946 was guided by such recommendations, when analyzing the mentioned recommendations and the Organic Law. Those that refer specifically to elementary teacher training during the period under study, were selected with those issued by UNESCO, which refer directly to teacher education; of no. 32 (1951), providing on compulsory education and its extension; 36 and 37 (1953), dealing with the education and situation of elementary education; 45 (1957), providing on teacher training for high school teachers; 47 (1958), referring to the possibilities of access to education in rural areas, published in the UNESCO website and the Brazilian Journal of Pedagogical Studies (RBEP). These recommendations reaffirm the main points on teacher training, issued by the previous recommendations (IBE).

UNESCO and INEP

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was created in 1945 as a specialized agency in the UN, to ensure international security and peace through "educational, scientific and cultural relations among the nations of the world, the goals of international peace, and the common welfare of humanity [...]" and the values "[...] that spring from culture, that benefit from science and are recreated and transmitted through education [...]" (UNESCO, 2004, p. 42). According to Evangelista (2003, p.11), UNESCO, seeking to contribute to the reconstruction of countries penalized by World War II, contributed to "[...] the construction of a new economic order based on cooperation among nations" (EVANGELISTA, 2003, p. 11).

UNESCO's actions are made possible during general conferences, held every two years with representatives of member countries, where recommendations are defined that "[...] are approved by member country authorities, contributing to the improvement of national policies [...]" (UNESCO, 1998, p. 13, apud AKSENEN; MIGUEL, 2019, p. 52). According to Gomide (2012), the results of experiences lived in other countries and communicated at the conferences are discussed among the representatives of member countries, allowing UNESCO to make diagnoses, as well as strategies for actions that constitute the final documents: the recommendations. These documents are taken to educational public authorities of member countries, in order to be implemented in their policies, thus being able to be controlled and evaluated by UNESCO.

The UNESCO Office in Brazil was established in 1964 and the office in Brasilia started its activities in 1972, having as priorities the defense of quality education for all and the promotion of human and social development.

The National Institute of Educational Studies and Research (INEP) was created in 1937 as an organ linked to the Ministry of Education and Health, with the objective of "[...] organizing documentation related to the history and the current state of pedagogical doctrines and techniques [...]; maintaining an exchange with educational institutions in the country and abroad in terms of pedagogy; promoting surveys and research [...]; providing technical assistance to state, municipal and private educational services [...]; disseminating knowledge related to pedagogical theory and practice through different diffusion processes. (BRAZIL, 1938, s/p)

The relationship between INEP and UNESCO was established when the Institute became a representative body of UNESCO in Brazil, taking on the task of disseminating the organization's international documents, thus mediating between international policies (which may be represented by UNESCO recommendations) and national policies. Such disclosure was made through the Brazilian Journal of Pedagogical Studies (RBEP), whose first copy dates 1944, and the set of recommendations from 1934-1963, published in 1965.

Relations between IBE, UNESCO and the Organic Law of Normal Education of 1946

The educational policies for teacher training in Brazil unfold fundamental issues for the development of the institutionalization process of public schools, as well as the schools organization, emphasizing the historical importance attributed to the teacher's social function. The study of teacher education, when articulated to federal and state legislations and to UNESCO recommendations, enables an understanding of international influence on educational issues in Brazil. The joint reading of these documents creates conditions to better understand and explain the historical phenomena proposed in this study. As directed by Marc Bloch (2001, pp. 79-80)

It would be a great illusion to imagine that each historical problem corresponds to a unique type of document, specific to such a job. The more the research, the more strive to reach the profound facts, and the less it is allowed to expect the light apart from the converging rays of very diverse testimonies in its nature.

Consequently, we chose to analyze the school legislation of the period articulated with the IBE and UNESCO recommendations, both observed in the issues inherent to teacher training.

For Saviani (2009), the issue of teacher training in Brazil emerged explicitly after the independence, a period in which the organization of popular education was under consideration. In this study, the author points out six periods that characterized the history of teacher education in the country, and among them, the one referring to "Organization and Implementation of Pedagogy Courses and Degree and the Consolidation of Standard Schools (1939-1971)". (SAVIANI, 2009, p. 143-144). Considering the author's classification, this study is located in the period in which the Decree-Law nº 8.530, of January 2, 1946, called Organic Law of Normal Education, was approved nationally. According to this law, the normal course should have the purposes of training teaching staff and capacitating school administrators for elementary school, as well as, developing and propagating knowledge and techniques related to childhood education.

Like the other secondary level courses, the normal course was divided into two cycles: the first offered the elementary school regent course in four years, and the second offered the elementary teacher training course in three years. The first would work in standard regional schools and the second would work in standard schools and educational institutes. Education institutes have also been given the specialization of teaching and qualifying school administrators in elementary schools.

In Article 47, the law determined that all standard educational establishments should maintain elementary schools attached for demonstration and teaching practices. Each regular regional course should maintain at least two primary level schools. Each standard school would maintain a school group and each education institute would maintain a school

group and a kindergarten. In this regard, recommendation no. 4 (IBE, 1935) which dealt with professional training of future teachers, had already pointed out the need for model schools, annexed. It also recommended a type of teacher preparation, both for those who would work in urban schools and those who would work in rural schools. Saviani (2009, p. 147) thus explains the curricular organization of the normal courses:

If the normal first cycle courses, due to their similarity to the gymnasiums, had a curriculum focused on general culture subjects, in the style of the old Normal Schools, highly criticized, the second cycle courses contemplated all the fundamentals of education introduced by the reforms of the 1930s.

In this sense, teacher training, as emphasized in the UNESCO recommendations, should be the most complete, valuing a solid general culture, in addition to the professional training itself (UNESCO, recommendations no. 32 of 1951, no. 36 of 1953, no. 45 of 1957, and others subsequently). These recommendations ratified IBE recommendation no. 4 of 1935, which dealt with the professional training of primary school teachers.

There are other consonances regarding the curriculum organization of teacher training courses verified amongst the IBE recommendations, which were met by the Organic Law of Normal Education (1946) and later ratified in the UNESCO recommendations. This organization advocated the presence of subjects or courses that would allow future teachers a complete training in issues that referred to notions of hygiene, artistic and social skills. According to UNESCO, professional preparation itself should include not only psychological and pedagogical studies and teaching practices, but also special courses, for example, the study of social facts, domestic economy, hygiene, physical education, singing, drawing, handicrafts, agriculture, and etc. (UNESCO, recommendation nº 36, 1953). The document details the importance of these learning for teachers:

Pedagogical training should also include courses on school hygiene, child care and precautions against infectious diseases and epidemics; [...] In view of the social role played by teachers, they should receive theoretical and practical preparation in order to understand their place within a community [...] (UNESCO, recommendation no. 36, 1953).

Such issues were contemplated in articles 7, 8 and 9 of the Organic Law of Normal Education, which presented the programs for the elementary school regent course and the primary teacher training course. In these, some of the subjects were inserted in each of the subjects: Drawing and Calligraphy, Orphonic Singing, Manual Works and Economic Activities of the Region, Drawing, Physical Education, Recreation and Games, Music and Singing, Drawing and Applied Arts, Hygiene and Sanitary Education, Notions of Hygiene. According to Miguel (1997, p. 165):

The contents of hygiene reinforced the notion that the information obtained there were instruments by which the teacher carried out the educational life of the school and would interfere in the habits of the inhabitants of rural areas, improving the health conditions of the region.

UNESCO, in recommendation no. 36 (1953), warned about the need for future teachers to receive specialized training in order to act in certain segments of primary education, such as pre-school education, education of disabled children, etc. (also present in recommendation no. 7, 1936, issued by IBE). Article 10 of the Organic Law was in conformity with this issue and gave education institutes the offer of such courses. According to this law, the standard education specialization courses should include the following branches: pre-primary education; special didactics of the primary complementary course; special didactics of the supplementary education, special didactics of design and applied arts; didactics of music and singing (BRAZIL, 1946). Articles 39 and 40 of recommendation no. 36 show the importance attributed to internships.

39. For internships, it is convenient to reserve most of the time for pedagogical studies, since the practical training for student teachers is one of the essential aspects of the professional preparation of primary education (UNESCO, recommendation No. 36, 1953).

According to the same recommendation, students' practice should allow them to have an education that would make them capable of understanding the life of the school inserted in the environment to which they belong. However, article 14 of the Organic Law is quite succinct in this matter, stating that "[...] the teaching practice will be done through observation and real participation exercises in teaching work, in such a way that the theoretical and technical knowledge of the whole course is integrated in it" (BRAZIL, 1946).

UNESCO also recommended the need for primary teacher training schools to have "[...] under their control one or several schools, if possible of an experimental type, where the student teachers" could "complete part of their practical internships" (UNESCO, recommendation No. 36, 1953). However, he warned that such training should not be limited to application schools, but that future teachers should also have experience in ordinary schools. This aspect was dealt with in article 47 of the Organic Law, which determined that each regular regional course should maintain at least two isolated elementary schools. Each regular school should maintain a school group and each education institute should maintain a school group and a kindergarten. UNESCO also stressed the need for balance between general training and professional preparation of future teachers, in addition to their professional valorization, support from educational authorities, constant need for improvement, reduction of untrained teachers, accelerated training of provisional character, among other recommendations.

The principle of gratuity in teacher training courses is mentioned in the recommendations numbers 36 (1953), 45 (1957), and 57 (1963), following the Organic Law. However, this issue was already present in the recommendations to Ministries of Public Instruction of several countries, issued by IBE, No. 8, in 1936. This principle was contemplated in article 50 of the Organic Law as follows: "The public authorities shall take measures aimed at accentuating free standard education, as well as, for the institution of scholarships, destined for students of areas that most need primary teachers" (BRAZIL, 1946).

UNESCO was concerned about the conditions of admission to the teaching career. Such conditions should be observed by the institutions that offered the preparation courses for this profession, when selecting candidates. Besides qualifications, certificates and diplomas, also "strength, character, physical and psychic aptitudes, love for childhood, spirit of devotion and sense of society" (UNESCO, Recommendation No. 36, 1953). For this, the candidates should undergo psychological exams and interviews. This issue was already the object of recommendation No. 4, 1935 (IBE), which referred to the selection of candidates to the course of teaching, when their moral, intellectual and physical

attitudes should be considered. In Brazil, with the Organic Law, the admission to the course of any of the normal teaching cycles required the candidates to be Brazilians, to have physical and mental sanity, to prove the absence of physical defect or functional disorder that would prevent them from teaching. Also, that they had good social behavior and were qualified in admission exams.

Regarding the admission to the normal course, the Organic Law of 46, legislated a minimum age of 13 years for the access to the first cycle course and 15 years for the second cycle, not being admitted candidates over 25 years old (article 21). In this last aspect there is a contradiction with the UNESCO recommendation, which gave the following orientation: "[...] all facilities should also be given to people who, later discover aptitudes or vocation necessary for the profession of an educator, to receive or complete the general and professional training indispensable to this function" (UNESCO, Recommendation no. 36, 1953). However, in relation to minimum age, UNESCO considered that: "[...] one should not, however, forget the dangers posed by the admission of candidates who do not have the desirable maturity of spirit to be able to judge the responsibilities inherent to the career and its difficulties (UNESCO, Recommendation no. 36, 1953).

Recommendation no. 45 (1957) contains 33 articles on the training of teachers in standard education, discussing the need for such training to take place in higher education institutions, detailing aspects of such process. It also pointed out issues of salary valuation, equal conditions of independent access to gender issues, forms of hiring. In this sense, UNESCO recommended "[...] whatever the system adopted (contest, appointment by choice, etc.), the appointment of teachers in regular education should be impartial and take into account only the titles, candidates knowledge and qualities as an educator" (UNESCO, Recommendation n. 45, 1957 and Recommendation n. 52, 1961). In relation to this issue, the Organic Law of Normal Education established that:

The teaching staff constitution in each establishment of standard education will be made respecting the following precepts: 1. teachers of standard education should receive appropriate training in appropriate courses in higher education. 2. The establishment of effective teachers will depend on the a civil service exam. 3) Candidates for teaching in standard schools must be registered with the Ministry of Education and Health (BRAZIL, 1946, p. 10).

Therefore, he clarified that the supply of teachers in standard education would only take place through a civil service exam, and training should preferably take place in higher education establishments and such teachers would be guaranteed a decent salary.

An important issue, considered by both IBE and UNESCO, was rural schools. Recommendation no. 47 (1958) stated the concern with rural education, considering the importance that future teachers of students of standard rural schools, should not receive inferior training to their urban peers and that they should be initiated "[...] in school life problems and teaching practice for single teacher schools" (UNESCO, recommendation no. 47, 1958).

In 1936, the BIE dedicated recommendation No. 8 to the Organization of Rural Education, pointing out as the main objective of this education, the fight against the rural exodus of the rural population. It stated that the rural schools would not have the objective of offering a proper agricultural education, but make students from these regions understand the social and intellectual dignity of rural life and give them basic scientific knowledge to take on rural professions. It also made other recommendations, such as, the level of rural schools should not be lower than that of urban schools; the programs to be developed in these schools should be

adapted to local conditions; and privately, the teacher should work with "centers of interest," according to the environment in which the students live.

The creation of "central" schools as a measure to reduce the number of single-class schools was also recommended, as well as, school transport services for pupils and canteen services. (It can be said that the recommendation to create central schools was later applied in Brazil as a nucleation policy with the help of school transport.) Finally, it recommended that the activities of these schools be complemented by before-school and after-school activities, bringing in families to participate, as well as itinerant libraries, educational films, pedagogical or cultural missions. In Parana, Erasmo Pilotto, as Secretary of Education and Culture (1949-1951), emphasized the achievement of such measures in elementary schools of Parana. In Brazil, the first establishment of this nature was the Normal Rural School of Juazeiro do Norte, founded in 1934. According to Werle (2012), until 1950 the Rural Normal Schools were considered institutions of complementary level to the primary one or, at most, of secondary level. Between 1930 and 1950 such schools were present in several Brazilian states with the objective of training teachers for rural schools, thus anticipating UNESCO's own recommendations.

According to Tanuri (2000, p. 75), the Organic Law of Normal Education, "[...] did not introduce great innovations, but only consecrated a standard of normal education that had already been adopted in several states. However, it is possible to say that this law met many of the recommendations made by the International Education Bureau, later ratified in UNESCO's recommendations, and also standardized teacher training in Brazil. The law changed the denomination of Rural Normal Courses to Regional Normal Courses, "[...] as a way to solve the problem of teacher training in rural areas, or in those distant from larger cities" (MIGUEL, 1997, p. 149). However, he did not provide details on the training of these teachers as verified in UNESCO's proposals. In general, many of the recommendations were suggested in the 1946 Organic Law on Normal Education.

Parana in the years 1946-1961 and the training of teachers

To understand the training of teachers in Parana, under the aegis of the Organic Law of 1946, it is necessary to perceive how the socio-economic, political and cultural context was developed in which normal schools and normal elementary schools were inserted, responsible for teacher training.

At the end of the 1930s, Parana, like others states in the federation, was undergoing some modifications implemented by the *Estado Novo*. According to Ianni (1989), the Brazilian State, as "mediator of social classes" promoted the

progressive structuring of an economic policy of industrial development, the reformulation of state apparatus, in the face of transformations of economic structure, the differentiation of the social system, especially the structure of social classes. Finally, the tensions and conflicts between the outward-looking agrarian civilization and successive crises and the nascent urban-industrial civilization were put in other terms (IANNI, 1989, p. 129).

Faced with this context, the public power in Parana sought to meet the social demands motivated mainly by the needs generated by social changes and production of material life. The advance of capitalism boosted the expansion of wage-earning work and

meant "[...] a constant growth in the social demand for education [...]" (ROMANELLI, 2001, p. 59), since it was necessary to build a workforce capable of producing.

The extraction, processing and trade of the yerba mate strongly benefited the economic development of Parana at the beginning of the republican period. Subsequently, the state developed through the coffee cultivation. In the meantime, the wood industry, pig farming and the advances brought by European immigration also moved the state economy significantly (WACHOWICZ, 2010). As of 1940, there was a significant increase in the population, from 1,236,276 inhabitants to 2,115,547 by 1950 (over 70%). This factor contributed to an increase in school demand which, according to Miguel and Vieira (2005), developed late in the state that, still at the beginning of the 20th century, was a poor and sparsely populated territory where schools were not needed.

In the face of this, after 1946 the existing schools in the state did not meet the demands. The teacher figure was seen by the government "[...] as the one who would form the new man for society in Parana, even though it was not industrialized, but suffered the impacts of urbanization [...]" (MIGUEL, 2008, p. 159).

With the approval of the Organic Law of Normal Education, the Teachers' School of Curitiba, the main teacher training institution in Parana, became an Institute of Education and adopted the program suggested. Besides Curitiba, Paraná had Normal Schools in Paranagua, Ponta Grossa, Londrina and Jacarezinho. "[...] Normalists were gathering in urban centers, reinforcing the need to train teachers for rural areas" (MIGUEL, 2008, p. 160).

During this period, Erasmo Pilotto took over the command of the State Department of Education (1949-1951), assisted by former students who had been trained as leaders. His work was mobilized to apply the fundamentals of education that had been put into practice at the Teachers' School of Curitiba. Among his actions, Pilotto proposed the Program for the Regional Standard Courses, recommending the Mexican model of implementing cultural missions, under the influence of Lourenço Filho⁶, with the objective of alphabetizing and educating the population living in rural areas.

In the Mexican cultural missions, the teachers were like missionaries who traveled to places inhabited by indigenous people, carrying out school education and seeking new teachers among those already in school (MIGUEL, 2010).

In Parana, the orientation was that the teacher of rural areas would work with the population of the community, enabling their access to elaborate culture (artworks, classical music), while also teaching women the use of fruit and other products in canned goods and jams. According to Miguel (2008, p. 160), Pilotto

He also elaborated instructions that had the purpose of training the teacher to be a deep connoisseur of the environment in which the school was located, with awareness of regional problems to lead the community towards a solution. As for the school action itself, the students should study the pedagogical problems related to the region and promote the pedagogical culture, guiding not only the parents of the students, but the whole community.

The Brazilian Charter on Democratic Education, signed by Brazil after the VIII National Education Congress, in 1942, registered support to UNESCO and showed its interest in becoming one of the member countries. It emphasized "[...] the convenience of

⁶ Les programmes de l'enseignement primaire en Amérique Latine, by Lourenço Filho, available at: http://unesdoc.unesco.org/images/0013/001338/133801_fo.pdf. Accessed on: Jun. 11, 2020.

organizing cultural missions aimed at improving rural teachers, in their own working environment" (LEMME, 2004, p. 85, apud AKESENEN; MIGUEL, 2019, p. 128).

The cultural missions, previously recommended by the International Bureau of Education (recommendation No. 8, 1936), were widely discussed and confirmed in UNESCO documents since its constitution. They were also implemented in elementary schools in rural areas of Parana, with specific recommendations to teachers, as stated in chapters 8 and 9 of Pilotto's work: *Education is everyone's right*, published in 1952.

In the educational legislation of Parana, the adherence to the principle of free normal courses in accordance with the Organic Law and the recommendations of UNESCO is verified. This is Law 312, of December 3, 1949, promulgated in the management of Moyses Lupion, which states in its Article 1: "The public secondary and normal education is free, and can not be directly linked to it incur stamps, fees, taxes or emoluments of any nature" (PARANÁ, 1949).

Concluding remarks

Researching the relationship between Brazil's and Parana's education and international recommendations, it was possible to retrieve the history of the formation of the International Bureau of Education (IBE) and its subsequent integration into UNESCO, as well as the recommendations' influence present in the 1946 Organic Law of Normal Education. The research allowed a better understanding of the measures taken by Erasmo Pilotto, the Secretary of Education and Culture of Parana, during his period of administration (1949-1951), seeking to comply with the Organic Laws and the first recommendations issued by the IBE on the training of teachers for primary education, both in rural areas and urban centers, as well as the recommendations issued by UNESCO.

The study of Parana's education, considering the national context and its international relations, lead us to realize that, even before the promulgation of the Law of Guidelines and Bases of National Education (1961), the measures taken and carried out in the states, such as Parana, were not isolated, but were linked to national and international policies, especially the recommendations of the International Bureau of Education and UNESCO. These recommendations were in part present in the Organic Law of Normal Education of 1946 and transmitted by INEP on a national level.

These Recommendations were followed and applied not only in terms of national and state laws, but also in the training of teachers, who after graduating, sought to execute them in schools, carrying on their pedagogical practices.

The INEP, after its creation, acted as an important political-educational instance of mediation, enabling measures, taken internationally, to reach Brazilian schools, through the publication of recommendations and articles in the *Brazilian Journal of Pedagogical Studies*.

We conclude with the observation that it is possible to deepen the understanding of the history and policies of education carried out in Brazilian states, when considered on the international scene. While these policies existed in schools in Parana, they kept a singularity (category of the private individual), adapting or not, according to the environment conformities, to the IBE and UNESCO recommendations. These can be considered as universal, since they were addressed to all countries then considered the third world, as was the case of Brazil. Education was perceived as a development factor for these countries and, therefore, there should be attention to the formation of the teacher who would work with the population, forming the citizen, a development factor.

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