



## **DISTANCE EDUCATION: PROPELLING EDUCATIONAL APPROACH IN THE DEVELOPING PROCESS OF A COUNTRY**

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### **Summary**

*International Organizations, for instance UNESCO, recognize the importance of major studies in the social and economical developing process of a country and they also highlight the indispensable role of university in this context, so that these institutions may perform their duties in a committed and responsible way towards the educational formation of future professionals and aware citizens. Thus, thought is centered in educational contribution seeking to develop a country and, for that reason, the Ministry of Education (MEC) established the offer of majors in Distance Education Modality (EAD) and, consequently, an increase in the number of vacancies, demonstrating a democratization process in the whole learning system; focusing on globalization within a moment in which the world watches a kind of 'overdose' of technological*

### **INTRODUCTION**

UNESCO recognizes the importance of Higher Education for the socio economic development of a country. Teaching forms educator teachers how to nurture a relationship of dependence of the quality of generated knowledge and skills among all levels of education. It becomes even more imperative that the role of institutions of higher education is implemented satisfactorily, and compromising with the training of future professionals and citizens aware, because the state search among graduates of Higher Education who will occupy the posts more importance of public administration. Thus, it is said that a good performance of the state bureaucracy, the provision of private services, production and other intellectual characteristics in society are linked to the quality of education offered in higher education institutions.(SILVA JR, 2003)

There are several arguments based point of view of economic and social, the investment in public policies of Higher Education. The deployment, in general, are associated with concepts of market failures or social justice. The physical inaccessibility of the student to the university, in other words, the geographical limitations and features a barrier to the educational process. Suggests itself as another failure of the existence of market imperfections in the credit system, which may prohibit the making of loans by individuals

interested in financing their studies. As a third gap in the market failure is the lack of insurance covering the risks involved in personal investment in education. Whereas the concept of social justice, argues that it is the state offer financial conditions for poor students who are included in higher education.

In this concept the Ministry of Education (MEC) issued the form of distance education as a means of indisputable effectiveness to the process of democratization and universalization of education, because in Brazil there is a significant social and economic inequality which becomes crucial for the entry of students in higher education. According to the National Education the education programs can play an invaluable role in the development of a society.(BRASIL, 2001)

## **TYPE OF DISTANCE EDUCATION**

To distance education as means, must be understood as the educational process and not as a technological process in which the technologies are merely instrumental, or rather, a means, they were - and still are - the writing, role playing and graphics. You can admit that the "closeness" of an interactive relationship between teachers and students, located at points distant from the territory, is no less intensive than the interaction that can set in a classroom approach. The mode of supply should therefore consider the benefits for individual aspects and / or social.( JONES, 2008)

One can cite as advantages of the distance method and ever mentioned democratization of knowledge and the flexibility to learn at any time and anywhere, which provides a free space-time; embodiment of the pace of study, continuous learning, and finally the EAD conditions the student to develop self-discipline, since this is the protagonist of his learning.(GATTI,2008)

Whereas every human being is able to get the knowledge for various vehicles and media technology, in this project, the basic premise is that you can debate / discuss issues and developments from instruments that surpass time and distance, thanks to ICT resources currently available or even the traditional correspondence, which for thousands of years joined thinkers, masters and apprentices in search of knowledge.

The technologies employed to meet this mode, alone does not guarantee the quality of the educational proposal that you want to implement, appearing only as a tool that makes possible greater efficiency and quality of education. Many contributions from secular models of education historically have a combination of technology and processes more democratic and quality, such as the EAD (ALVES, 2007).

Thus, considering the Distance Education is justified in thinking understanding of education as the first plea, that plea, while a discussion of educational politic and educational activity that includes training in the technical-scientific dimension to the world of work and size politic for the training of citizens, which uses technology to promote the development of a region or country.

## **DEVELOPMENT THROUGH EDUCATION**

Given the perception of educators, and leaders from across civil society about the vital importance of higher education of quality for the development of a country, called up the support of state to this level of education. The countries differ, however, in the expression of public funding as well as the proportion of investment in Higher Education adopted by the State. Public resources can be directed to preservation of state establishments, used for the cost of private institutions, or the granting of scholarships, linked either to merit or financial need.( FINKELSTEIN,2000; ORTNER & NICKOLMANN,1999)

Besides financial resources, the State may intervene in educational processes through politic that promote the company considering the economic and social aspects.

However, Brazil, from the beginning of the 80s, the increase in demand of higher education combined with the scarcity of public resources is now threatening the sustainability of any system of higher education funding was the priority, depending on the state. The questions about social justice, the dissatisfaction of large sectors of society with the performance of institutions and individuals benefit from the state resources were increasing, gaining steam in the global debate on financing for the expansion of Higher Education.( RIBEIRO,1995)

The intense participation of representatives of HEIs and organizations of civil society organizations as reflected both in the debate stressed the international character of the same. The BIRD - International Bank for Reconstruction and Development, World Bank and UNESCO - United Nations Organization for Education, Science and Culture amongst international organizations to engage more intensely thinking about the subject.

There are two texts of the World Bank whose focus is specific to Higher Education in Brazil: "Brazilian Higher Education: Characteristic and Challenges" of the Crawford and Holm-Nielsen, published in late 1998 and "Brazil Higher." Both works present a diagnosis on the prospects of higher education in Brazil.

In the 80s and 90s, the enrollments in higher education in Brazil grew 41%. This growth, however, was sufficient only to maintain the relationship in approximately 10% Students of Higher Education / Population aged 18 and 24 years, which shows a low percentage considering the global scenario. In the same time Brazil had a considerable population growth and a PIB is not uniform over time leaving the country with a Human Development Index (IDH) of 0,775, which is located at 72<sup>th</sup> place in the international community. With the low IDH, as previously mentioned, one can point out that the biggest challenge for Higher Education in Brazil is the expansion and maintenance of quality.(BRASIL,2000)

The National Education Plan (NAP), prepared in 1997 estimated that the industry in question, the education, should grow 40% more than in the 90s. Consistent with this scenario it is expected that the economic and social growth of Brazil occurs through the teaching-learning process and in which there is flexibility temporo-spatial coupling below the cost and possibility of offering more vacancies.

## CONCLUSION

International bodies that are linked directly or indirectly with the educational processes, or through assistance, funding or other aid, identify this segment is so inseparably linked to socio-economic development of a country.

In this context, since distance education has its history rooted in a policy to democratization and social inclusion, being a vehicle for promoting the development of a society, can be treated as an educational form of expression that contributes to society more equal, which is in globalization and technology, indispensable tools for access to all. It is ideal for growth and ease of access to higher education in the ODL CESUMAR is engaged and working hard to become a reality every day.

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