



**Distance HE in
Brasil:
a social inclusion
perspective?**

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Social exclusion in Brasil

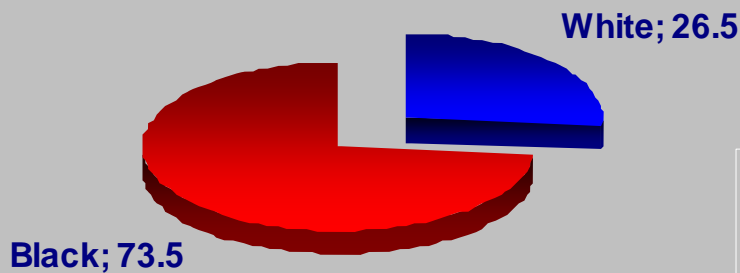
- Population 2008 (est.) = 187 mi (5th)
- EAP (15-60 years old 2005) = 77 mi
- HDI (human development index) = 0,792 (69th)
- Gini (inequality income coefficient) 2008 = 0,50
- Unemployment rate = 12,8% (May/2007)
- Lower unemployment rates for the people whose parents concluded HE studies (2007 IBGE)
- GDP (gross domestic product) 2007
 - Total = \$1.804 tri (9th)
 - Per capita = \$11,873 (65th)

Educational exclusion

- UNESCO Education For All
 - Brasil's 2007 EDI = 0,905 (72th)
- Higher Education in Brasil
 - enrollment of 10% of 18-24 years old population (about 40 million in 2007)
 - available in 30% of Brazilian cities (5561)
 - low offer in impoverished regions (North, Northeast)
 - high drop-out rate
 - 2003=41% (MEC/INEP)
 - 2005=51% (Inst. Lobo - USP)
- Gross schooling rate for HE is still one of the lowest in Latin America (Rezende Pinto, 2004)

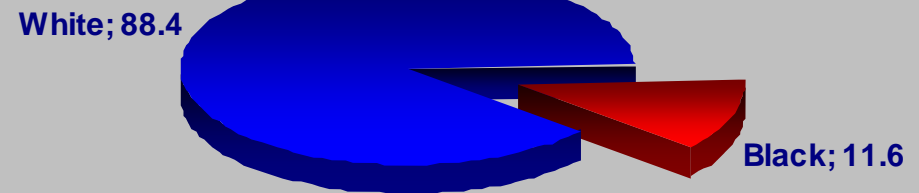
Educational exclusion: ethnic and socio-economic aspects (2005)

Among the 10% most poor



51.6% of 18-24 year-old students
WHITE

Among the 1% most rich



19.0% of 18-24 year-old students
AFRO-BRAZILIAN

The problem of access to...

- ...undergraduate courses:
 - 71% of enrollment at private undergraduate schools
 - more than 50% of the schools concentrated in 10% of the cities
 - strongly disputed vacancies at public universities (“vestibular”: entrance examination)
 - quality decrease in primary and secondary school
- ...new information and communication technologies (Internet):
 - 152 mi people over 10 years old (2005 IBGE)
 - 32 mi (21%) had accessed the Internet in the last 3 months (2005 IBGE) and 37 mi (23%) in 2006 (IAB)
 - 3 thousand cities (54%) have Internet public access at digital inclusion centers (telecenters) (2007 Ibict)
 - access concentration at big cities and richer regions (South-east, South)

Challenges For HE in Brasil

- Increasing access and permanence of young population
- Inclusion of students from low socio-economic levels income and different ethnic groups

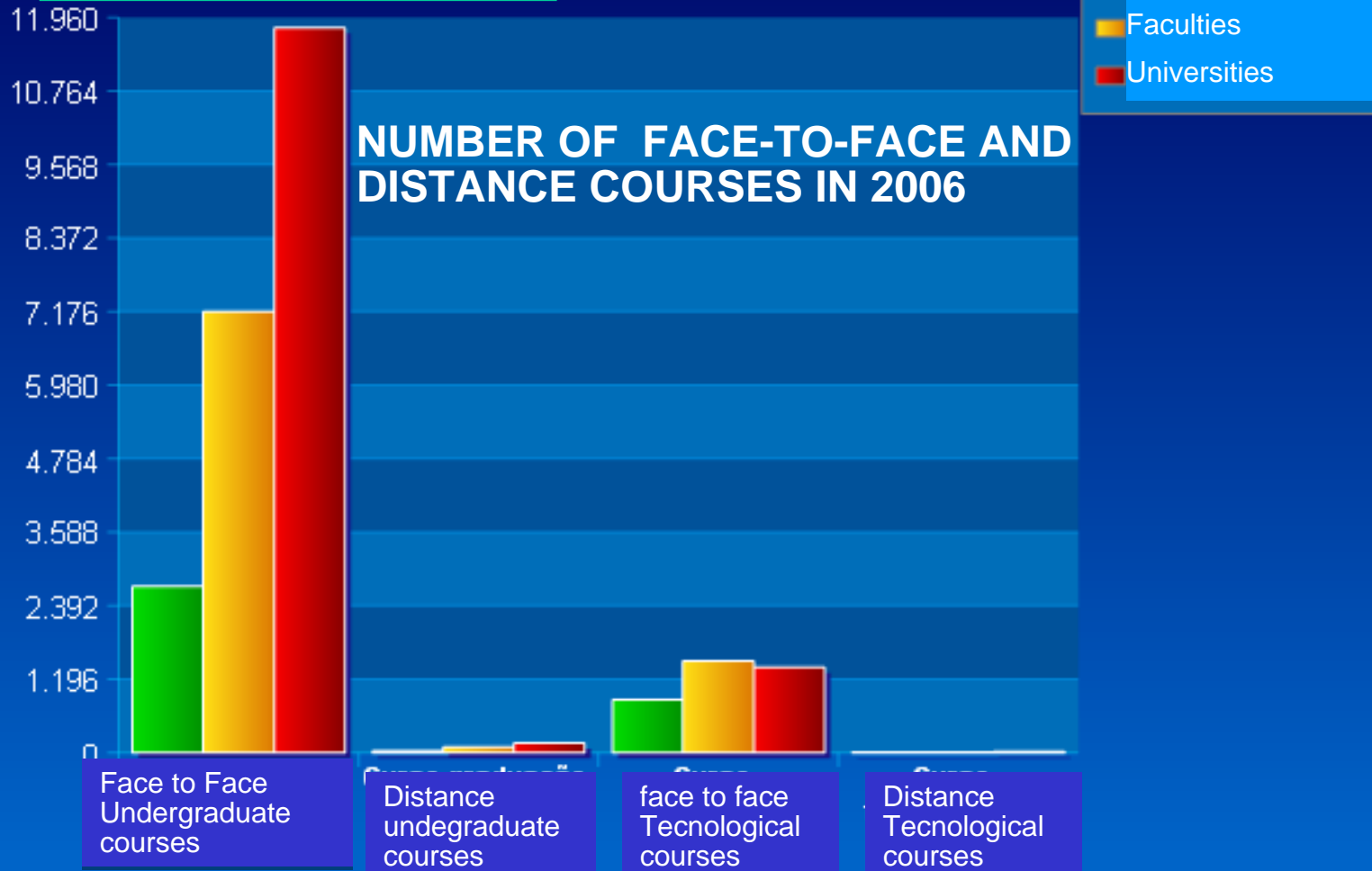
The Government Actions Focus on:

- Increasing number of:
 - Institutions
 - Face to face courses
 - Evening courses
 - Distance Education
- Establishing programs with socioeconomic and ethnic purposes
 - Federal and State – Affirmative actions

An aerial photograph of a coastline. A bright yellow path or road curves from the top left towards the bottom right, leading to a sandy beach. The ocean is a deep blue, and the surrounding land is covered in dense green vegetation.

DISTANCE EDUCATION: WHY?

Academic organization



Potentiality of the DE

- ongoing policies to increase access on higher education in Brazil, especially for disadvantaged students.
 - Repressed demand for higher education (demographic and professional)
 - Material and economic limits to the proportional growth of traditional HE enrollment offer

Some risks to consider

- High drop-out rates
- Quality decrease of undergraduate education
- Prioritizing unwillingly the higher classes of society because of
 - digital access
 - entrance examination (vestibular)
- Teachers “resistance”
 - technological skills
 - students per teacher increasing
 - low income



BRAZILIAN TEAM FIRST STEP:

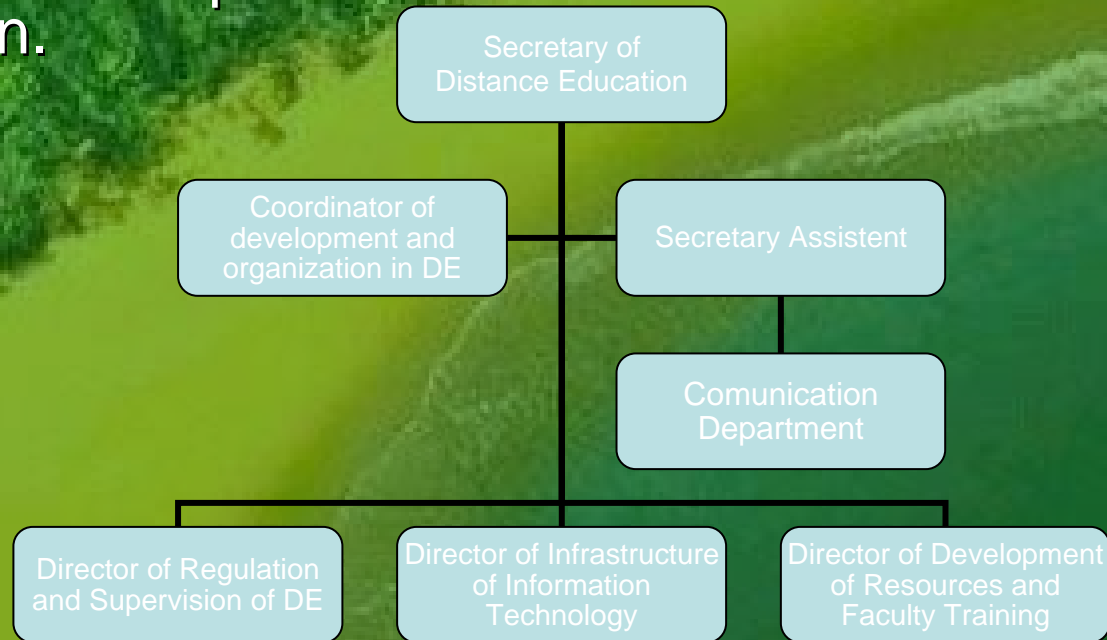
was to identify and analyze the regulations, the structure of Department of Distance Education, the statistic data and government initiatives

Government initiatives

- The Government launched a new Plan for the Development of Education (PDE)
 - Distance education is considered an important initiative
 - Goals:
 - Growth of non-presential undergraduate courses (more than 100 institutions) (MEC)
 - Development of the higher education in the less developed regions of the country (North and Northeast, mainly).
 - Development of a framework and regulation on DE

Government Agenda

- Ongoing actions are indeed concentrated on the framework organization.
 - The Ministry has a special department for the development of policies and a framework on distance education.



- The accreditation and evaluation of the distance education courses has approved new rules and policies since December 2007.

Main policies in DE

- The definition of the model of distance education for Brazil.
 - hybrid model, which intercalates distance activities and face-to-face meetings with an instructor/tutor.
 - Institutions need a local study center (laboratories, library, etc)
- New rules for accreditation and licensing of courses and institutions.
 - Definition about the face-to-face structure (local centers). Allowance of national and foreign face-to-face structure.
 - Allowance of cooperation between national and foreign institutions, but it must be authorizing by the Ministry.

Main policies in DE

- A new proceed for quality evaluation and the peer review process.
 - The peer review must visit the foreign and national campi for accreditation and evaluation process
- The creation of the Open University of Brazil (UAB) - 2005
 - consortium of several federal public institutions - it is not a new institution
 - creation of local centers in areas where the access to higher-education is scarce
 - It prioritizes the courses on qualification of teachers who work at the primary and elementary levels
- Tec Brasil – Open Technical School System of Brazil (2007)
 - development of technical professional education

Our diagnosis

- High level of regulation and limitations
- The concentration of courses offer in the most developed states of the country, especially in Sao Paulo and Rio de Janeiro.
- Low technology tools, especially in North and Northeast regions.
- Low infrastructure support as well as especialized tutors and teachers.
- Low quality of pedagogical material of the courses.
- High drop out rate.
- The institutions adopt different strategies of courses organization (same strategies involve agreement between two or three institutions).
- Public opinion associates distance education with low quality.

Team considerations...

- Fostering initiatives on non-presential and hybrid undergraduate courses
 - Quality and cost of the “local centers” operation (100km max)
- Improvement of public policies to stimulate and evaluate quality of distance HE
- Integration with policies on digital inclusion
- Enhancement of hybrid learning HE methodologies (quality and cost)

Next steps of Brazil Team

- Organize a document with issues on quality improvement of distance learning.
- Meet policymakers, stakeholders and specialists.
- Organize a forum on Distance Higher Education issues.
- Publish a paper on Distance Higher Education with some recommendations.
- Publish a book with the recommendations and conclusions of the forum.

Fellows suggestions?

1. ...



TKS!!!