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CENSO EAD.BR

2019 20

ISBN 978-65-5517-986-6

ABED
ASSOCIAÇÃO BRASILEIRA DE EDUCAÇÃO A DISTÂNCIA

www.abed.org.br

Analytic Report of Distance Learning in Brazil

2019-2020 Brazilian Census for Distance Learning

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www.intersaberes.com
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Dados Internacionais de Catalogação na Publicação (CIP)
(Câmara Brasileira do Livro, SP, Brasil)

Censo EAD.BR: relatório analítico da aprendizagem a distância no Brasil 2019-2020 = Censo EAD.BR: analytic report of distance learning in Brazil 2019-2020/[organização] Associação Brasileira de Educação a Distância – ABED; Camila Rosa (tradutora). Curitiba: Intersaberes, 2021.

Edição bilíngue: português/inglês.
Bibliografia.
ISBN 978-65-5517-986-6

1. Censo educacional 2. Educação a distância – Brasil 3. Internet (Rede de computador) na educação 4. Realidade virtual na educação I. ABED – Associação Brasileira de Educação a Distância. II. Título: Censo ead.Br : analytic report of distance learning in Brazil 2019-2020.

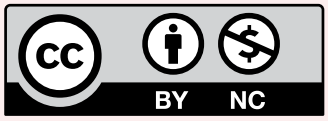
21-58296 CDD-378.00281

Índices para catálogo sistemático:
1. Internet e universidade: Educação superior 378.00281
2. Universidade e Internet: Educação superior 378.00281

Cibele Maria Dias – Bibliotecária – CRB-8/9427

First edition, 2021.

The legal deposit was made at the Brazilian National Library.



Sumário

A word from the president

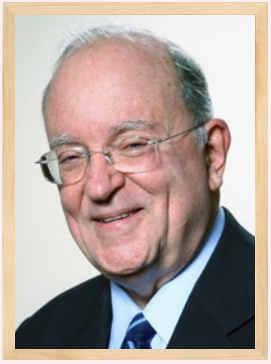
Thinking about how to present this edition of the ABED's – the Brazilian Association for Distance Learning – already traditional survey of distance learning (DL) activities in Brazil, I began to realize that my fascination with the study of history is important to me. My father was the product of the suffering generation of the Great Depression of 1929, and thus he could not avail himself of a higher education; even so, he became a autodidact scholar, an obsessive consumer and a reader of the classic books of history and philosophy, providing youthful versions for his children.

Today, looking at my undergraduate and graduate school records, although never formally enrolled in the History Department, I am impressed with my choices for so many disciplines related to the field and the fact that my PhD thesis deals with the biography of an illustrious statunitian contributor to the arts of the first decades of the 19th century.

The study of history is highly instructive, as it informs us about what happened in the past, why the configuration that the present has assumed and, concerning the future, what characteristics of the past we want to see again or not. The elements, the inputs, the "raw material" that make up our vision of the past are the data, the facts and the opinions that interpret them.

The year of 2020 was exceptional for DL because of its growing importance in the world replacing on-site learning in a time of pandemic. In this context, the ABED is now fulfilling its duty, as the main scientific society of DL in Brazil, to disseminate the results of its "X-ray" of remote learning among us.

I hope that historians of the development of Brazilian DL, current and future, will find in these pages useful information for their research needs, and that the professionals practicing the modality will be able to identify in the data, facts and opinions gathered here raw materials to build a modality increasingly relevant, effective and valuable for our nation.



Fredric M. Litto
President of ABED
Professor Emeritus at USP
Full Member of ABE

Executive summary

An analytical survey that intends to observe how institutions offer distance learning (DL) courses in Brazil is large indeed, and every year the Brazilian Census for Distance Learning reveals that DL modality has been developing and diversifying quickly in the country. It is an educational category widely accessible from a social, financial, personal, family and geographic point of view; in addition, its scope also serves people with special needs. For all these reasons, and also for the quality of the courses offered, it is a modality that has been growing exponentially, even serving slices of higher education that used to offer exclusively on-site courses.

Regardless of the pandemic, DL has been generating increasingly interest and confidence and has offered diversified courses. Since the modality is also growing exponentially in graduate courses, we started to collect data on graduate courses separately, as we had been doing with open non-corporate and open corporate courses for a decade.

The challenges facing Brazil in the area of education are immense, and DL still has a lot to do on its most varied fronts. However, the dynamism of the modality reveals that, if there is a perceived need or opportunity in education, someone is trying to supply it in some way.

The results of 2019 Brazilian Census for Distance Learning – developed collectively by the DL community in the country – are presented below.

The hubs continue to increase rapidly in quantity, but not as fast as in 2017 and 2018. Most hubs were opened in cities where the higher education institutions (HEI) did not operate yet, which means that there are still corners of Brazil to be served by DL. The institutions that are expanding their hubs are mainly from the private sector, but some public federal institutions also did so in 2019. The main function of the hubs is administrative and pedagogical support and student recruitment. There are still considerably few institutions that use the hubs to carry out practical activities with their students. It is also worth noting that the end of the previous accreditation of hubs allowed independent HEIs to grow at a faster rate.

In relation to the public served by DL, there is a greater proportion of women, while the black and brown population is still underrepresented, both in classroom and distance courses. In public institutions, there is a relatively higher proportion of blacks and browns than in the rest. With regard to social class, the vast majority of students in DL private courses are in classes C, D and E. The attendance of students with special needs has increased more rapidly in distance learning than in on-site courses, reaching 48 thousand students. These data allow us to conclude that there is still a long way to go for higher education to be truly inclusive in all spheres, but there are already some advances in some areas.

In terms of methodologies, HEI are advancing with hybrid learning, through the provision of distance courses and flexible working hours in training courses, with the support of methodological resources and technologies for the provision of instructional materials in virtual environments, as well as as for remote or on-site service by a team of teachers and tutors who mediate in practical activities in on-site or online environments.

Among on-site courses, the offer of courses with 20% and 40% of online hours is expanding, as well as courses that use technology that does not count hours. Despite this change, there is still a significant proportion of institutions that do not adopt technology in their on-site courses, mainly in the North Region (40%). In the South, 3% of institutions are in these conditions, while the national average is 10%. Among Census respondents, only 64% offer training courses for teachers, despite the importance of these initiatives to ensure the quality and updating of teaching.

In DL courses, there is a diversification of the offer of content and repositories and requests for varied activities aimed at students in all types of course. However, it is clear that graduate courses, on average, have a broader range of content and activity proposals that are more engaging than those of graduate courses. This diversity is similar to the levels observed in the on-site courses.

It is also in graduate courses that dropout rates are lowest. This data reveals that the modality already allows an extremely rich and varied offer of contents, repositories and pedagogical proposals that does not leave much to be desired compared to on-site courses. However, institutions must effectively invest in these possibilities so that they are accessible to students. DL undergraduate courses, in general, have fewer requests for hands-on activities and horizon-expanding courses than on-site courses and graduate courses.

In terms of repositories, there is a tendency for institutions to prefer their own, but they are increasingly adhering to contents from other suppliers.

The tutor's role, so important to keep students engaged, seems different in public and private institutions: in public, the main role of this professional is to maintain engagement; in private, it consists in solving students' doubts.

It was also noted that HEI intends to expand its offerings in higher education itself, mainly in *sensu* stricto graduate courses, but also in *sensu lato* undergraduate and graduate courses. They have shown little interest in expanding DL for secondary school, which has just been released by country regulation. However, suppliers, which mainly produce content and technology for DL modality and are composed of small, medium-sized and large enterprises, are already aiming at this level of education.

Finally, this Census reveals that there is room for new businesses and new offers in DL, in addition to students increasingly interested in the advantages of this modality, but institutions must consider that they will find a consumer audience that is much more critical and experienced than could be predicted. before the pandemic. Evasion rates, which are higher in DL than in on-site courses, and which are better known in private institutions than in public ones, can be a thermometer of where you need to invest in order for this category to really serve your audience the way he wants to be served, for the price he can pay. There are many elements that this Census reveals about the trends and best practices that have been adopted in DL at all levels.

The next editions will certainly continue to reveal this dynamism of the modality!

Chart's list

Table's list

Part 1

Overview of the 2019-2020 Brazilian Census for Distance Learning

1.1 Objective and scope

The Brazilian Census for Distance Learning, currently in its 11ª edition, consists of a map of the scenario of distance learning (DL) in Brazil and its main trends in this industry.

In this edition, relating to the year 2019, the Census provides quantitative and qualitative informations on the DL activities in the country, covering all educational levels of the formal education system, informal teaching initiatives and activities of institutions that supply products and services for DL industry.

Since the respondent institutions have chosen to participate voluntarily, the survey that feeds this document seeks to be comprehensive, but does not intend to establish an exhaustive map of DL in Brazil. Its analysis, instead, aim to present a picture of market trends in regards to the categories of institutions that operate in the DL modality, the types of courses offered, the audience they reach, the execution of the activities and their organization.

1.2 A new way of presenting the Brazilian Census for Distance Learning

In spite of the high response rate, considering the voluntary participation in the Brazilian Census for Distance Learning, this report will focus on its main purpose: the description and analysis of the DL offer in different levels of education and in institutions with different administrative categories, as well as these industry trends.

This Census no longer counts the number of DL courses offered or the number of enrollments by educational level and knowledge area. The National Institute for Educational Studies and Research "Anísio Teixeira", known as INEP in Brazil, accomplishes this task with the utmost propriety, since it is a mandatory assignment of the institution. Furthermore, the Institute has been pointing out an unequivocal growth of DL modality, with more students entering DL undergraduate courses than on-site ones since 2019.

Meeting the participants' requests with simpler questionnaires, we hope to reach more respondents and perform increasingly detailed, complex and frequent analyses of DL industry, a field that is becoming even more dynamic to fulfill the students' demands and needs.

1.3 Topics approached in this edition

The topics surveyed in the 2019 Brazilian Census for Distance Learning are as follows:

- Hubs: location, rate of grow, function.
- Students' profile: gender, ethnicity, social class, special needs.
- Hybrid courses characteristics.
- Suppliers' profile.
- State of business in DL.
- Educational levels that will be achieved.
- Scanning rate of on-site courses.
- Educational resources and practices available to students.
- Content repositories available to students.
- Dropout and administrative support available to students.
- Tutor's profile and role (for both traditional and special education).
- Actions carried out in special education, type of training that tutor receives.

1.3.1 Criteria for participation in the survey

The participation in the Brazilian Census for Distance Learning is not conditioned on the Brazilian Association for Distance Education (ABED) membership, since the survey's main goal is to identify DL trends in Brazil, making no distinction between member and non-member institutions. Were invited to participate in the 2019 Brazilian Census for Distance Learning:

- Institutions accredited by the Brazilian National Education System in all educational levels: primary, secondary, technical, undergraduate and graduate.

- Formal and informal educational institutions that offer open courses.
- Institutions operating in corporate learning.

These institutions develop the following direct actions in DL modality:

- **Accredited full distance courses**: DL courses offered by institutions accredited or authorized by a federal, state or municipal regulatory body. In this report, we have separated the questionnaires concerning undergraduate courses and *sensu lato* gradutate courses.
- **Blended courses**: in this edition, we asked the institutions the scanning rate of on-site courses; if they offer 20% or 40% of the content in online curriculum, we considered them as blended or hybrid. Courses that do not have online hours, but that use technology, continued to be considered on-site, but allowed us to observe how much HEI are already incorporating technology in their on-site coupons, even before the pandemic.
  - **Open non-corporate courses**: DL courses not accredited by an educational body that are freely offered to the general public.
  - **Open corporate courses**: DL courses not accredited by an educational body and designed to meet the needs of employees or clients of an organization.

1.4 Invitations and participation rates

The participation in the Brazilian Census for Distance Learning is voluntary and depends on the collaboration of each institution surveyed. The raised data sets the limit for the analysis.

1.4.1 Invitations sent

ABED contacted the institutions via email newsletter. Another form of contact was via an open invitation published on the association's website, with information about the survey for all establishments operating in distance education. ABED was also the responsible for the selection of institutions contacted to compose the 2019 Brazilian Census for Distance Learning. The survey by means of a survey of the entities that operate in the distance modality based on the sources listed below.

1.4.1.1 Educational institutions

- Educational institutions accredited by the Brazilian National Education Council to provide DL courses at undergraduate and graduate levels.
- Institutions accredited by State Education Councils to provide DL courses at primary and secondary schools, youth and adult education and professional education.
- Institutions that offer DL courses cited in the Brazilian Educational Census.
- Institutions partnered with federal projects of the Open University of Brazil, the E-TEC Network of Brazil and institutions partnered with the Open University of Unified Health System.

1.4.1.2 Corporate entities

- Companies with notorious projects in corporate DL.
- Companies cited in recent academic studies as being involved with the DL modality.
- Companies listed by the então Brazilian Ministry of Development, Industry and Foreign Trade, na atualidade assimilado pelo Ministério da Economia, for having projects in corporate learning.
- Companies recommended by professional associations, such as the Brazilian Association of Corporate Learning (ABEC) and the Brazilian Association of Human Resources (ABRH).

1.4.2 Monitoring the registrations

The registrations were monitored daily, as well as the responses obtained, in order to avoid duplicity of responses.

All forms sent by institutions were analyzed prior to data processing (identification of information's coherency and consistency). Vague responses were examined promptly. In cases of inconsistencies, an e-mail was sent to the respondent pointing out the specific issues detected and requesting the rectification and resubmission of the form for a new examination.

1.5 Survey methodology

The survey methodology of the 2019 Brazilian Census for Distance Learning, regarding the study of the reach of DL, is similar to that used in previous editions.

1.5.1 Raised data

Similarly to previous years, the survey was created in Google Forms[1]. It was kept the format of the core questions exactly the same as in the previous years. The respondents were invited to answer the same questions regarding full DL courses, blended courses, open non-corporate courses and open corporate courses. Questions relating the practices observed in on-site courses were also maintained, however the raised data only served for a comparison with DL.

The other questions presented in this repport are cyclical: the question about the costs of the courses was maintained and the analysis of the accessibility practices expanded; in order to analyse the profile of DL student, the question relating its age was repeated, such as the study referring the types of contents and resources offered to the students and the state of business; and the sequence of data related to the institutions practices in order to achieve quality in DL modality was repetead.

1.5.2 Data analysis method

The data was organized into tables and charts by subject, even with different levels, and the respondents private informations (such as identification) were removed. Each subject was sent to analyses of a member of ABED. The result of this collective study is presented here, signed by its respective author.

1.5.3 Sample size

The analyses were performed based on the responses given to online forms, in general by managers of educational institutions, in a total of 208 respondents. The following tables present the sample description by type of course and administrative category.

1 Free Google tool for creating and applying survey forms.

Table 1.1 – Respondents by type of course

Type of course	Number of respondents
Full distance learning undergraduate	121
Full distance learning graduate	56
Hybrid (on-site courses with some workload in DL)	96
Open corporate	49
Open non-corporate	97
On-site (total, with workload in DL or not)	149

Table 1.2 – Respondents by administrative category

Administrative category	Number of respondents
For-profit private educational institution	77
Non-profit private educational institution	49
Federal public educational institution	26
"S system" institution	19
Government or public body	16
State public educational institution	12
Municipal public educational institution	3

1.6 Commitment to participant privacy

An agreement was signed with all participants regarding the commitment to keep the identity of each participating institution confidential. Participants identified themselves, but no results may be specifically associated to any institution participating in the 2019 Brazilian Census for Distance Learning.

Part 2

Analytical results: the scope of distance learning in Brazil

In this part, the aforementioned authors introduce this Census analytical results about the scope of DL in Brazil.

2.1 On-site support hubs

Roberto Michelan

The hubs have always had a guiding role in the development of DL, as they represent the strategic advance designed by the institutions. Thus, we seek in each Census to understang where, what and with what intensity the information about the hubs is presented.

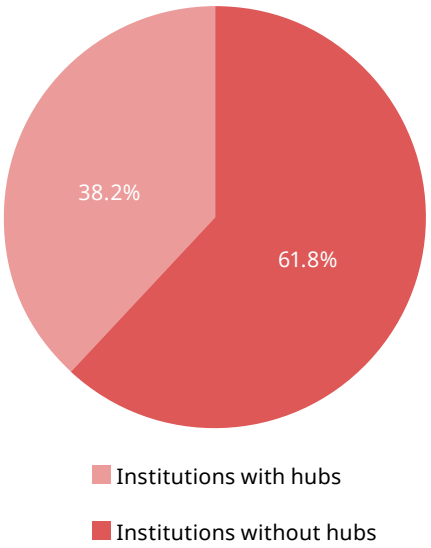
There has been a major change in DL scenario since 2017: the flexibilization made even more representative the strategies that institutions tended to explore. It is a fact that many hubs – although, since then, some of them may not have been operating up to the present moment – denote the intentions of promoting the search for new students and increasing the presence of these structures in the different geographic regions.

The concern of public institutions in opening new hubs is one of this edition highlights, indicating that DL is actually materialized as a new vision of education in Brazil.

2.1.1 Educational institutions with and without on-site support hubs

In an initial analysis, it is highlighted the percentage decrease of institutions with on-site support hubs in comparison with the same data of the previous edition: a decrease of 70% to 61.8% (126), as Chart 2.1 reveals.

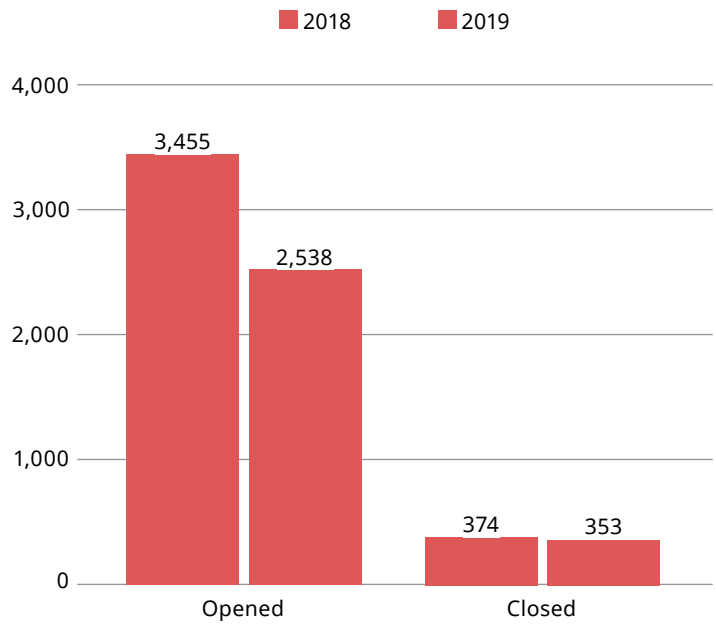
Chart 2.1 – Educational institutions with and without on-site support hubs



2.1.2 Creation of on-site hubs analysis

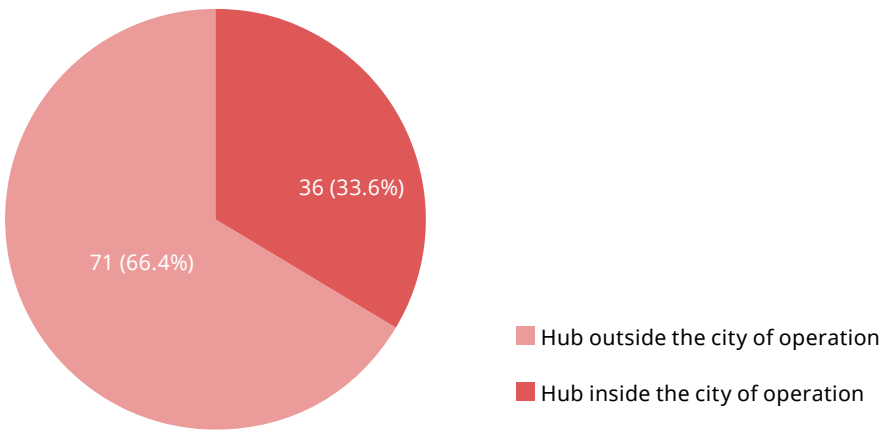
The 2019 Brazilian Census for Distance Learning shows a decrease in the number of on-site hubs in the country's regions (10,317), in comparison with 2017 data (11,108). However, in 2019 there was an increase, elevating this number to the level of 2017 (11,008 hubs). This number is in line with the vision of growth of the base of DL students in higher education, which increased in 2019 to a rate of 19.1% (data from INEP), which may be associated with the increase in the network of hubs. The total increase in hubs also represents a stabilization after the release of the hubs opening by the new regulatory framework. The numbers of respondents in this edition demonstrate this: 2,538 hubs were created in 2019, against 3,455 in 2018; as for closed hubs, they were 353 in 2019, against 374 of the previous year. Thus, there is a variable growth and a stable closing rate of approximately 3% of the total number of hubs (Chart 2.2).

Chart 2.2 – Hubs created and closed in 2019



Another data that allows us to recognize the search for institutions for new spaces, in view of the growth of distance education, is that the largest number of new hubs (66.4%) is in cities where the institutions did not yet operate (Chart 2.3). This indicates an increase in the dispersion of the hubs of institutions in the regions already embraced by others, increasing the offer and, consequently, the competition.

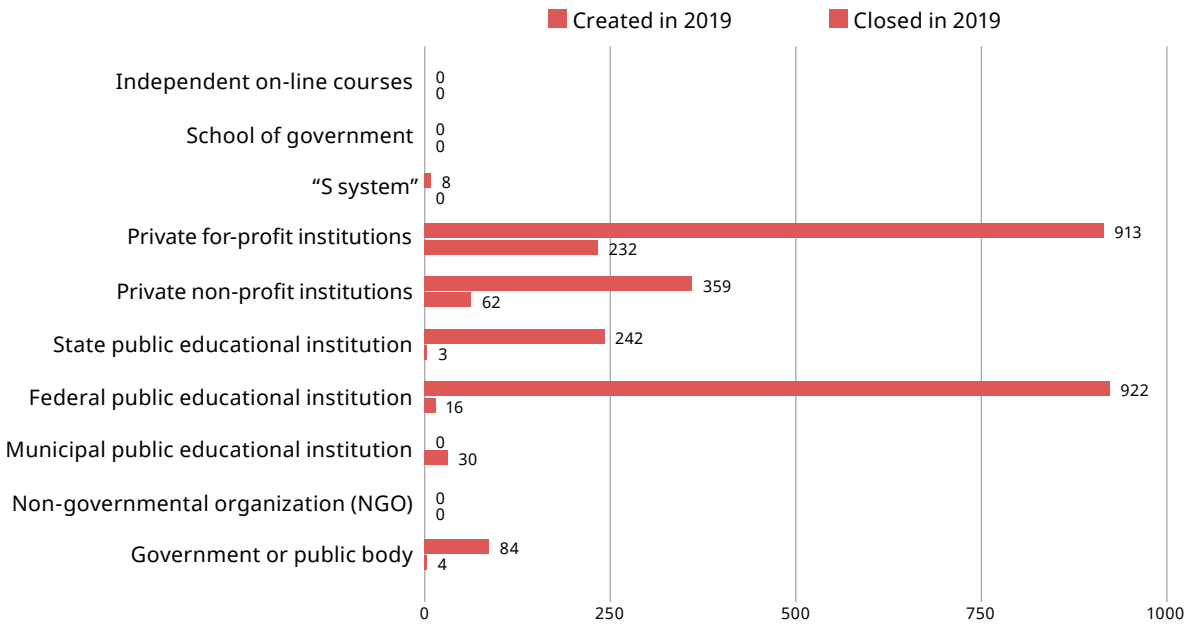
Chart 2.3 – On-site hubs created outside the cities where the institutions already operated



2.1.3 Creation of on-site hubs, by administrative category

The 2019 Census provides important information on the movement of respondents from state and federal public institutions, which made up a modest series of developments in 2018 – with the opening of 276 and 102 hubs, respectively – and which in 2019 created 242 and 922 hubs , respectively, totaling 1,164 units. Private companies are notoriously those that expand the most: they were little ahead of public ones in the 2019 edition, totaling 1,272 new hubs. Private for-profit companies continue to invest the most in the growth of the hub network, which can be seen with the number of 913 installations, and non-profit, with 359 new structures. A highlight of 2019 is the comparison between the number of hubs opened by the federal public, 922, against the 913 of the private for-profit companies. A detailed analysis is given by Chart 2.4.

Chart 2.4 – On-site hubs created and closed in 2019, by administrative category



An important analysis of the data in this section is related to the number of installations closed in the private network is much higher than in the public network. There are 294 in the private network (with and without profit) and only 49 in the public sphere, considering federal, state and municipal institutions. In addition, "S system" institutions (SENAI, SESI, SENAC, SESC, SENAT, SEBRAE etc.) have shown growth, although with the creation of only 8 hubs in 2019, given that there was no closure. Very different scenario when compared to 2018, when they created 101 hubs and closed 12.

2.1.4 Location of on-site hubs

The location of the hubs in this edition shows a constant related to the numbers of 2018. In 2019, the hubs in the capitals and the Federal District total 1,654 units, while the hubs in the interior make up 8,960 installations, indicating a process of accommodation of the places where the institutions acted upon. The numbers were also maintained considering the location of the hubs in relation to the headquarters: 3,014 are in the same state and 7,872 are in different states of the institution's headquarters, making up approximately 27% in the same state and 73% in different states of the headquarters. In 2018, there were 3,410 and 6,643, respectively. Thus, the proportion shown in Charts 2.5 and 2.6 was maintained below.

Chart 2.5 – Number of hubs located in state capitals or DF and inland cities

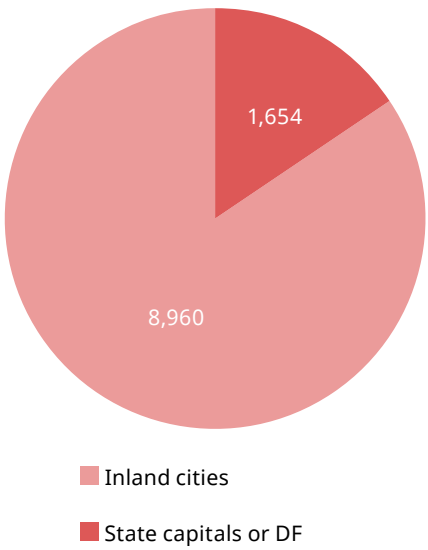
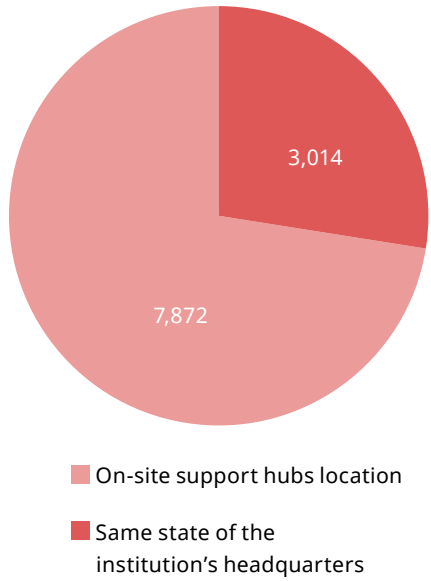


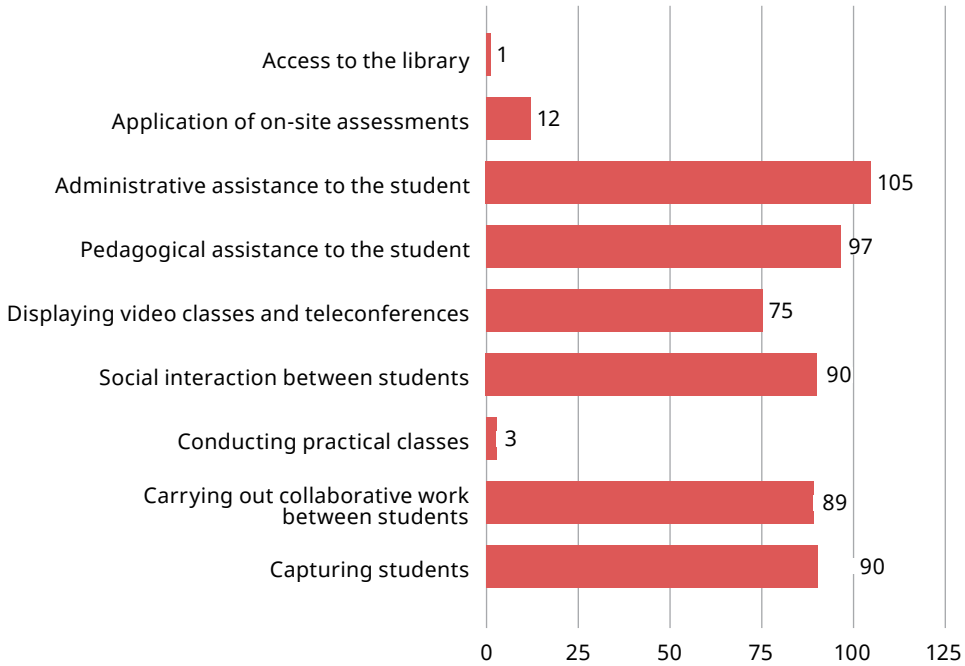
Chart 2.6 – On-site support hubs location considering the headquarters



2.1.5 Function of on-site hubs

Regarding the activities that are carried out by the hubs, there was no change in the primary function of the units as spaces primarily intended for administrative assistance, as shown in the 2018 Census, with around 57%; 2019 data points in the same direction, with 50%. For pedagogical assistance, they are 46% (in 2018, they were 50%); social interaction totals 43% (in 2018, it was 45%), and carrying out collaborative work makes up 42% of the hubs (compared to 44% in 2018). The numbers show that these functions are preserved, reproducing numbers close to 2018. The functions of capturing students also remained constant–making up 43% (compared to 45% in 2018) and of displaying video classes and teleconferences, with 35% (compared to 34% in 2018). When we evaluated the numbers for 2017-2019, we noticed that there were no significant changes in the functions of the on-site support hub, indicating that, despite the flexibility by the MEC, growth and technological development, the model continues in the same way. In Chart 2.7, you can see the absolute numbers for each function.

Chart 2.7 – Activities performed at hubs



About the author

Roberto Michelan holds a bachelor's degree in Computer Science from the Universidade Estadual de Maringá (UEM) and a master's degree in Electrical Engineering from the Universidade Estadual de Campinas (Unicamp) in the area of Artificial Intelligence. He made a career as a teacher and course coordinator at private institutions. He was Academic Director of Faculdade Paraíso, where he also accredited DL and was NEAD Coordinator. In 2018, he participated in the "21st Century Educators Extension" at the University of TAMK, Finland, where he studied active methodologies in the Finnish Education System and developed innovative teaching practices. He serves as Strategic Manager of Distance Education Hubs at the Centro Universitário Filadélfia-UniFil/ Londrina.

2.2 Students' profile: gender, ethnicity, social class and special needs

Viviane Marques Goi and Diego Dias

Recent studies have sought to learn more about the profile of Brazilian students. There are advertisements from educational institutions or government advertisements about education in which a typical face of the Brazilian student is found: white students, men, with no visible disabilities, holding books in their hands and smiling at the camera.

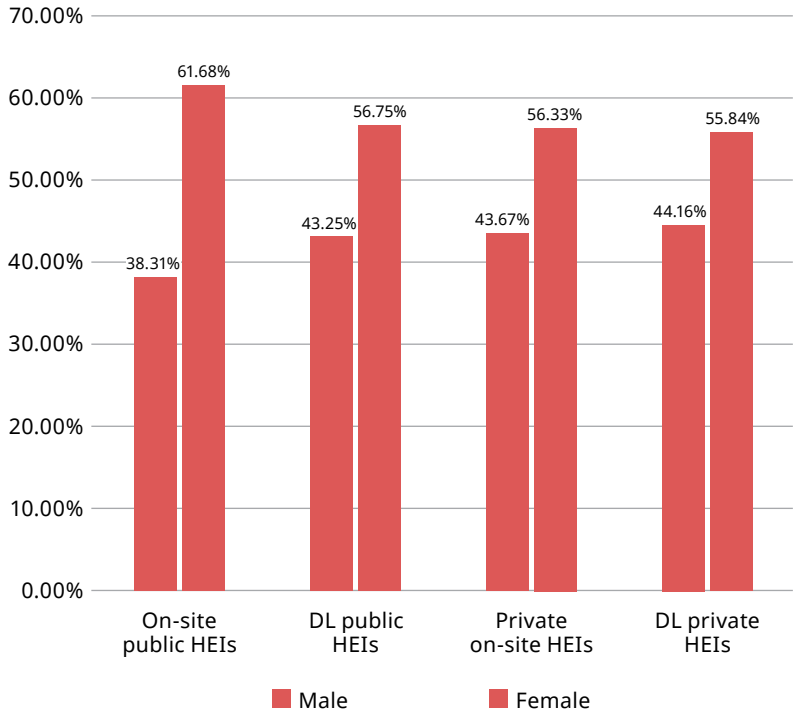
This type of student, in fact, is one of the profiles of students in Brazil, but it is not the only one. Gradually, advertising agencies and higher education institutions (HEIs) have been trying to represent their respective audiences. However, in addition to changing the actors and actresses who participate in the campaigns, is it a fact that inclusion measures and affirmative measures have been taken to change the scenario and, especially, the imaginary in relation to the typical Brazilian student belonging to the middle class? As we will discuss below, education does not yet seem to be a universal good, covering any individual who wants to study. When we open up possibilities for these people, we don't know how many of them, in fact, will be able to reach the end of the course and earn the long-awaited diploma.

We will cover some data below, with regard to gender, ethnicity and social class. Unfortunately, not enough data has yet been collected to know how many people with disabilities are able to reach the end of a degree or other level of formal education. This is already a serious symptom that accessibility has not been a priority in education for a long time. Something that is scary when we remember that at least 20% of the entire population in Brazil has some kind of disability. Nor were cross-data collected from this information; therefore, it will not be possible to outline the profiles of Brazilian students. We will start, then, by talking about gender.

2.2.1 Gender data

According to the self-declaration (we do not have data from those who define themselves as other than binary gender–male or female), women make up the majority of students, in all regions. In the on-site private network, although the majority are still women, the number is slightly more balanced. In addition, this amount, in general, decreases subtly when the courses are in person. This data indicates, among other possibilities, that women end up having less time to travel to universities, as they often have triple or quadruple hours (work, home, children and studies). In this context, DL is a way to facilitate this access to education. Noting this balance between on-site and distance learning, it is proved that, in fact, women seek to get more schooling than men, as shown in Chart 2.8, below.

Chart 2.8 – Gender in higher education institutions' on-site and distance learning courses



2.2.2 Ethnic data

When we start talking about ethnicity, in the case of public distance learning institutions, less than 50% of people are black (considering, here, that the data are verified through the self-declaration of blacks and browns, thus resulting in the segment of black people), so that white people still add up to the most expressive amount. Furthermore, people from indigenous peoples do not add up to 1%.

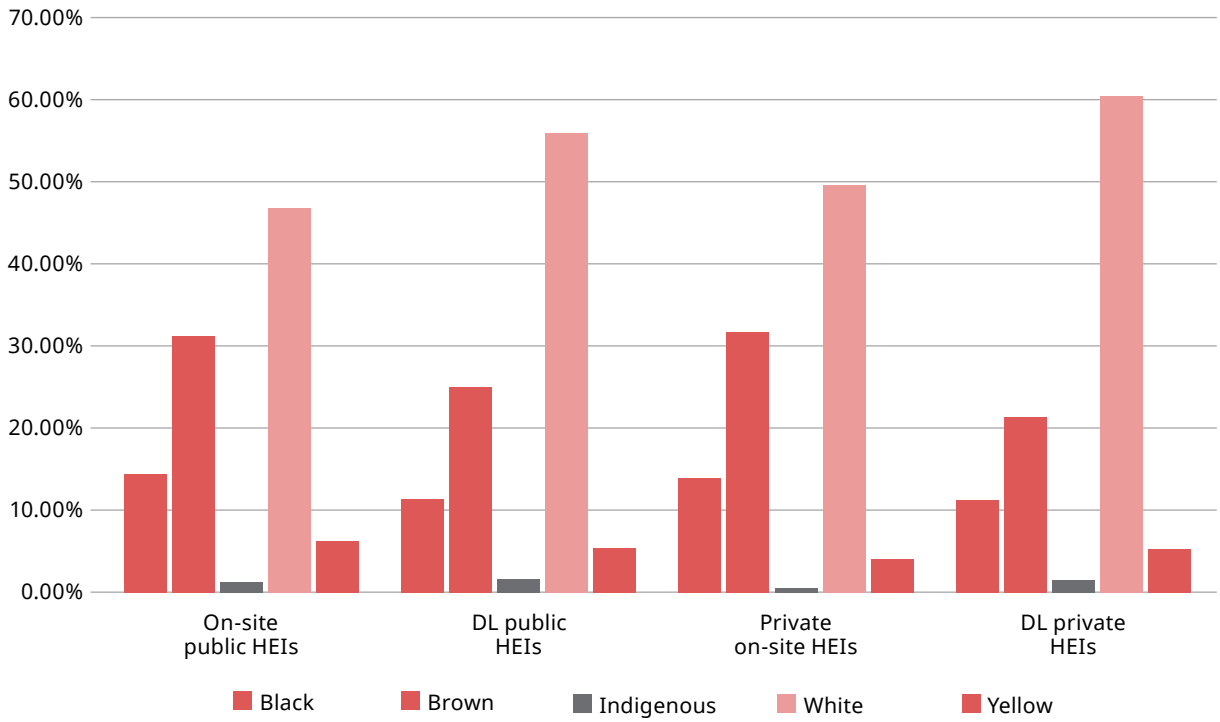
When we shift the focus to the regions of the country, the Northeast and the Midwest stand out for having the majority of black students, and the number of indigenous people in the classroom rises to 5% (in the Northeast Region). With the question and the data previously collected, can we ask if there are really indigenous peoples in other regions? We can say that, even though they have been decimated and disrespected year after year, indigenous populations still exist, but in what spaces can they circulate? In the Southeast and South, whites form an expressive majority; due to the number of institutions that are concentrated in these states, we can think that fewer brown, black and indigenous people have had access to education, even though distance, something that, in theory, could make schooling more accessible.

In public universities, specifically in the on-site modality, the Southeast equals the number of blacks and indigenous people to the number of white people, an expressive sign of the effect of social quotas being put into practice together with affirmative measures. Something considerably different from what is seen in distance learning. The Northeast indicates a smaller number of white people, however, they are still less than 60% black. In a region that almost reaches the margin of 70% of brown and black people, there still seems to be evasion and a lack of accessibility for this community in public universities.

In the Southern Region, even 23% of people are black or indigenous. This data may indicate that, in this part of our territory, not everyone who does not identify themselves as white or yellow is having access to higher education the way they should. Just walk around public university campuses to see that most people are white.

Black individuals exist and are participating in different sectors of society; so why don't we still see them in public universities in person in a more expressive way? Of course, we must consider that the South Region is the least black in the country, but the support and incentive measures for these people are still very inexpressive. Until 2019, one of the most prestigious state universities in the state of Paraná still did not have an existing racial quota program. Not to mention the graduate programs in the South Region, which rarely have any kind of quota or affirmative policy to make the university less elite and promote diverse voices. In this sense, see Chart 2.9, below.

Chart 2.9 – Ethnicity in higher education institutions' on-site and distance learning courses



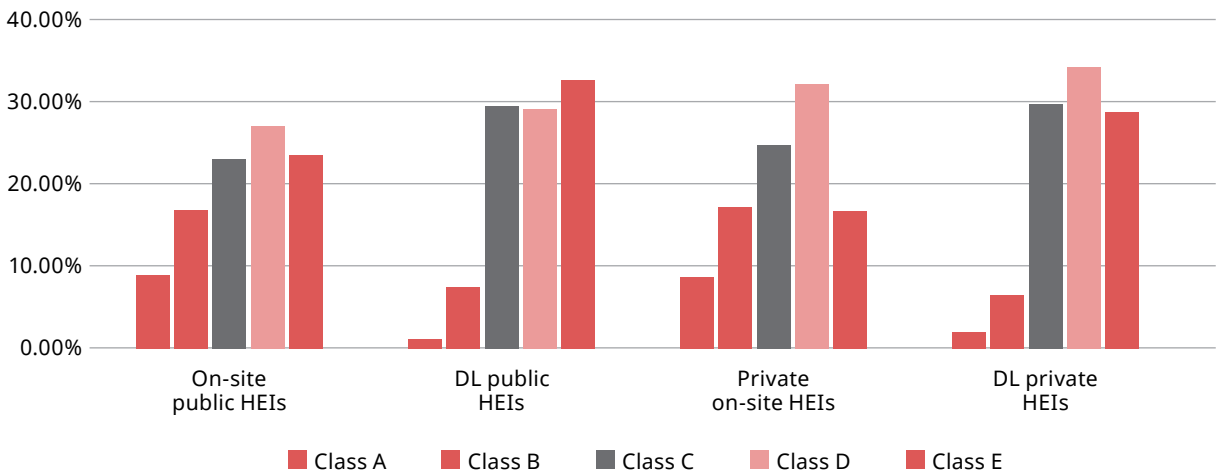
When it comes to on-site private universities across the country, we still have a balance in the number of blacks, indigenous people, whites and yellows. However, the statistics by region do not change much in relation to public and private universities. The only region that seems to respect the relationship – the number of black and indigenous people in the total of states and within universities – is the Northeast. In the others, whites reach 67%. However, it is important to remember that one of the most important accesses to the private university is Enem–National High School Exam, which, in general, has promoted affirmation measures even in private universities, unlike many public universities in which access is not done by the aforementioned test, so that they can choose, or not, to implement some types of quotas and affirmative policies. Even so, the permanence of these people is not always guaranteed, considering that the poorest layer of the Brazilian population is composed of black, brown and indigenous people and that monthly fees are not always totally reduced for quota holders.

2.2.3 Social class data

A very important factor to be discussed, social class gains the following contours in this Census: in public distance courses, classes C, D and E are the majority, the last being the most expressive, reaching 32% of the total.

In on-site public courses, the E class decreases to around 23%, giving space to 26% of the richest (classes A and B) to access on-site and public courses; almost 50% belong to classes C and D. In private distance courses, the sum of students in classes C, D and E is 92.5% of students. This is a symptom that the poorest people are finally having access to education thanks to the advancement of distance education, since they do not have to choose between working to ensure their livelihood or studying in morning or afternoon courses, often offered in public universities, clearly limiting access for lower-class workers and students. Even allowing access to education, it would still be necessary to make an assessment of the quality of this teaching, considering the quality time dedicated to the studies of a person who is divided among so many other activities.

Chart 2.10 – Social class in higher education institutions' on-site and distance learning courses



However, when we think about private on-site universities, we see again the rise of the wealthiest strata of the population occupying these spaces, considering that many public universities are being scrapped over the years in the country and that private institutions, demanding high fees (sometimes costing the equivalent of eight times the minimum wage in Brazil), they manage to maintain an excellent structure, which becomes a great attraction for those who want to combine teaching quality and infrastructure during their training.

We still need to go a long way in measuring the profile of students in Brazil. Based on these data, we can demand more and more changes necessary to make education a universal good and a tool of liberation. We also need to see more black, indigenous, non-binary, trans, disabled people (and that these in fact have the necessary support and structure) and / or low income having access to these spaces. Through education, we will transform Brazil into a truly fair country for everyone.

About the authors

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2.3 Hybrid teaching characteristics

Jucimara Roesler

Brazilian education is regulated by the National Education Guidelines and Bases Law, Law no. 9,394, of December 26, 2020, which regulates classroom and distance education. In on-site courses, 40% of the workload of the pedagogical and curricular organization of on-site undergraduate courses can be made via distance learning. Distance-learning undergraduate courses, on the other hand, can offer up to 30% of the workload for on-site education. For the legislation, based on these percentages, the autonomy is of the higher education institution, which, when designing its pedagogical project, declares the combination of offer, workload, technologies and methodologies to be inserted in on-site or distance format.

The 2019 Census had the participation of 209 higher education institutions, and, of that total, 98 declared the degree of digitalization of their courses, which represents 46% of educational institutions that already perform practices of flexible working hours in their courses on-site, meeting the percentages authorized by MEC, as shown in Chart 2.11, below:

Chart 2.11 – Scanning rate of on-site courses

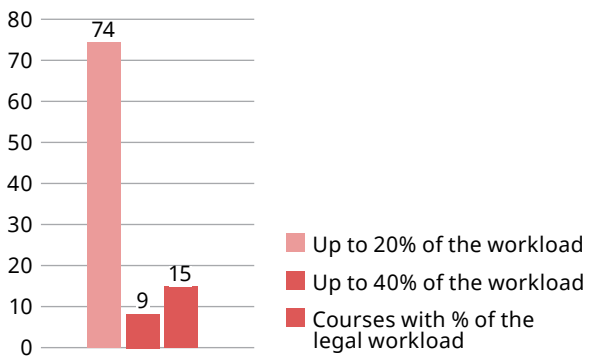


Chart 2.11 shows that educational institutions in 2019 acted in the great majority in the percentage of 20% of the course load, followed by the HEIs that declared to use a percentage legally authorized by MEC, but that did not inform the percentage that they apply in their course projects, and, finally, by the HEIs with less participation that already indicate the percentage of 40% in their course projects. Although the easing took place in 2018, in the following year, the vast majority of HEIs showed a more conservative behavior when adapting the workload.

When asked about what learning actions students are invited to take in classroom courses, the vast majority declare that it is for the provision of subjects, in which students access instructional materials (readings, videos, activities, learning objects) and perform interactions with colleagues or teachers, as well as assessment activities or production of essay papers. This methodology applied by the responding institutions allows to meet mainly the learning objectives, the development of socio-emotional competences, the competences directed to the job market and, especially, those directed to the ENADE–National Student Performance Exam.

Most HEIs have tutors and teachers to support students' teaching and learning. Chart 2.12, below, represents the performance of teachers; Chart 2.13, in turn, shows the role of tutors. In both illustrations, it is evident that the teaching professionals and tutors are the ones who conduct the course's didactic-pedagogical actions regarding content and interactions to keep students engaged and motivated to the teaching process. The HEIs also reported their concern with teacher training.

Chart 2.12 – Teacher's role

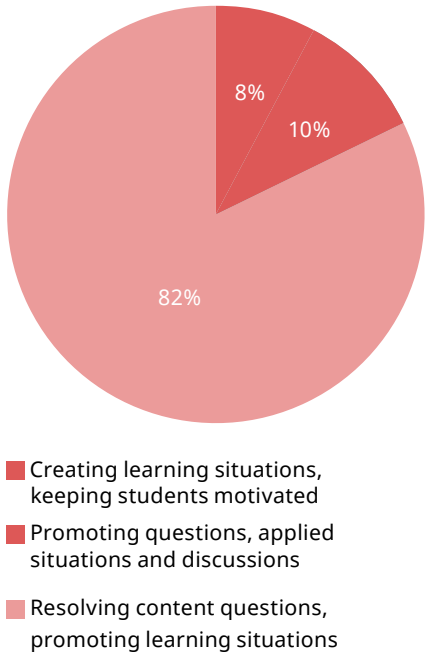
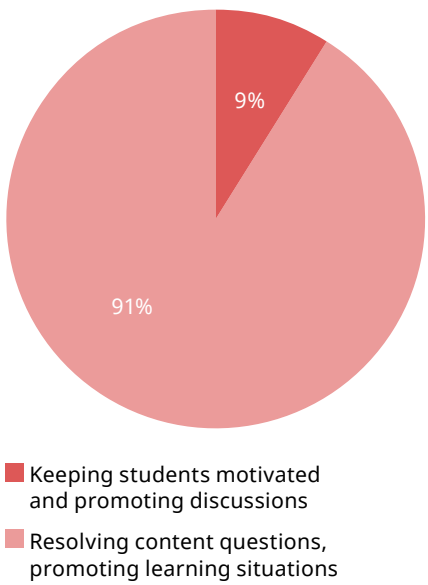


Chart 2.13 – Tutor's role



The term hybrid teaching was used for the first time in 2013, by the Clayton Christensen Institute, as a proposal to incorporate online teaching methodologies into traditional teaching-learning methods. More than incorporating virtual teaching, this teaching modality brings to its core a proposal for innovation of the traditional classroom in its full form, in which on-site moments constitute environments for practical activities in laboratories, workstations and in on-site spaces by applying inverted classroom methodologies. According to Christensen, Horn and Staker (2013, p. 2), the term hybrid, in the context discussed here, refers to "a combination of the new disruptive technology with the old technology, and represents a sustained innovation in relation to the technology previous".

The hybrid methodology brings with it a proposal for innovation in conventional education, since classroom learning–classes, practical activities, interaction with teachers and colleagues–combine with online learning–instructional materials, tutorials, activities and technologies that enhance practical experiences in virtual environments. The concepts of presence, place and time take on new nuances with the pedagogical intentions designed in the training projects.

Data from the 2019 Census show that HEIs are advancing with hybrid teaching, through the provision of distance courses and flexible working hours in training courses, using methodologies and technologies for the provision of instructional materials in virtual environments. , as well as for remote or on-site assistance by a team of teachers and tutors who mediate in practical activities in on-site or online environments.

There are still many challenges to be faced by HEIs in the creation of innovative course models with hybrid offerings, since post-pandemic education will need to suffer disruptions in their traditional models due to the global experience of online learning due to the pandemic caused by Covid -19. In addition, in Brazil, the publication of the MEC / INEP Census of 2019 data shows that, for the first time, the number of students entering private higher education institutions

exceeded the number of students who started an undergraduate course, marked with 50, 7% of new enrollments in the distance modality, and 49.3% in the on-site modality. The transformation of traditional education is a reality and the challenge is to provide combined online and on-site learning practices, with the revision of teaching models with new methodologies and technologies to meet the new teaching and learning scenario.

About the author

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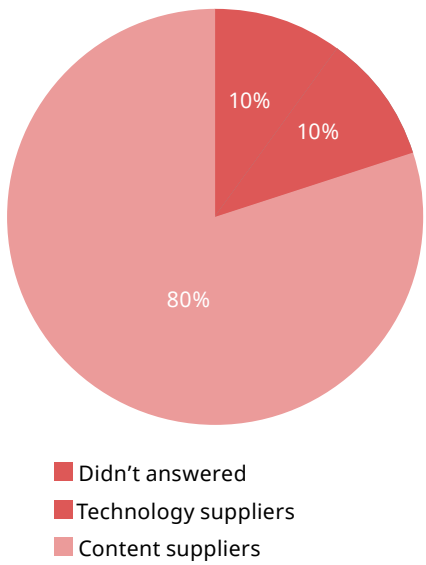
2.4 Supplying institutions of products and services for distance learning

Marcos Resende

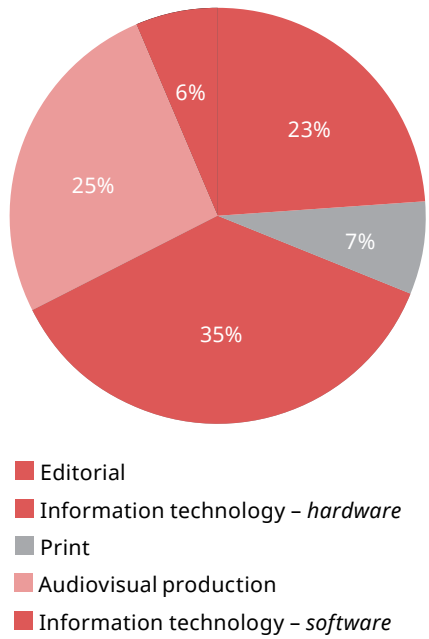
Approximately 80% of the market of companies that supply products and services for distance education that responded to this Census provides content production services, either in the form of printed material, online or in real time, as in some cases synchronous.

Chart 2.14 – Type of products and services provided to higher education institutions



The largest offer of content production and licensing is destined to HEIs, for use in their respective undergraduate, graduate and extension courses (open courses). However, there is a growing increase in the supply of content for basic education, a trend verified by the change in the new National Curriculum Guidelines, which, in short, now allows the offer of a percentage of distance education for high school. In this universe of content producers (67 respondents), most respondents work with Editorial production, followed by audiovisual production, a trend that is visibly strong in HEIs that work in the production of content.

Chart 2.15 – Areas where content producing higher education institutions operate

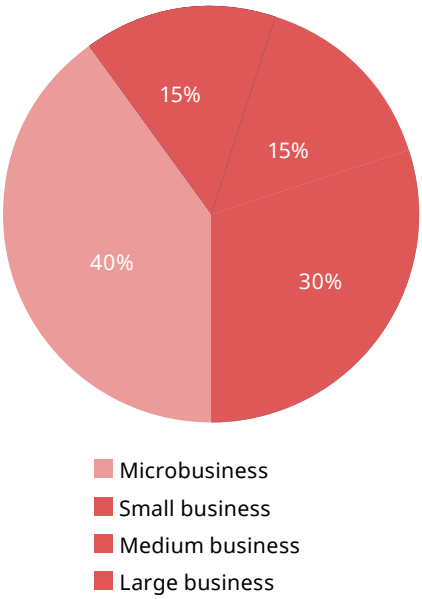


Such data show that the manufacturing and licensing of content for DL can be carried out with quality, in a handmade or scalable way, by companies of any size, allowing the customer to choose among suppliers the one that best fits their construction profile and delivery. Who wins are the students, who are increasingly eager for engaging content, which contribute to the teaching-learning process, done with care.

The companies that supply products and services for DL have different sizes:

- 15% are large business, up to 100 employees;
- 15% are medium business, with 50 to 99 employees;
- 30% are small business, with 10 to 49 employees;
- 40% are microbusiness, until 9 employees.

Chart 2.16 – Size of supplying institutions



A curious fact is that 50% of the companies that provide content are also educational institutions, which leads us to believe that their repertoire is prepared "at home" to help in the training of their students. The other 50% of companies produce the content marketed in the form of a use license or perpetual license.

Finally, the responses to 2019 Brazilian Census also show that 10% of the companies that answered the questionnaire are content providers and / or produce it for their own use; the same goes for technologies aimed at distance learning that promotes a teaching-learning process based on games and platforms for distance learning.

About the author

Marcos Resende Vieira holds a bachelor's degree in Computational Science from the Pontifícia Universidade Católica de Minas Gerais (PUC-MG) and a specialist degree in E-learning, E-commerce and E-business from the Miami University. CEO of Zargon since 2019, he was commercial director of UOL Edtech (2018-2019), director and investor of WebAula S/A (2002-2018), director of ABED (2007-2011), Fumsoft (1999/2006), SUCESU-MG (1994-2004) and ASSESPRO-MG (1993-2001).

2.5 Trends for new business in distance learning

Jair dos Santos Jr.

DL's offer has always encountered obstacles to its regulation by the Government. On the one hand, the so-called open courses, whose recognition of the consumer market (direct, by students, or indirectly, by companies that hire their graduates) surpasses any official validation, they sail and continue to sail dictated by free economic initiative. On the other hand, the regulated market, whose context consists of basic and higher education–with its EJA variants, technical education, *lato* and *stricto sensu* postgraduate courses–finds in the federal regulation limits, weights and counterweights for the possibility of offering based on accreditations and authorizations of Federation entities. It should be noted that the Federal Executive Branch, based on LDBEN / 1996, plays a primary role in defining the form of offer and, mainly, the procedural rite of obtaining offer permits.

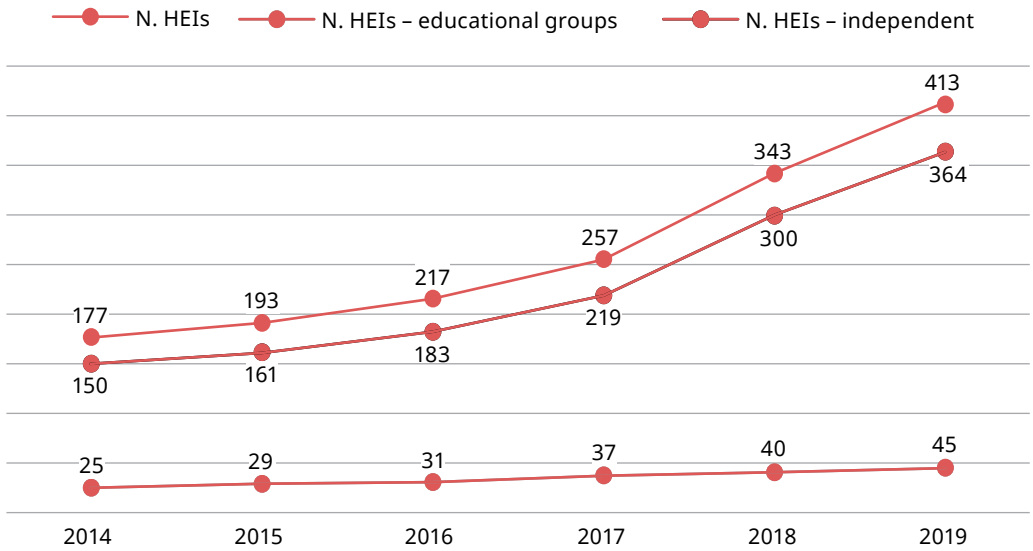
With the reader in this scenario, we cut our analysis for the business growth trend to offer the distance learning modality from the Federal Higher Education System. It should be understood that, in the "federal system", private and public initiative offers are contained, leaving here, obviously, the reading of recent opportunities created for private institutions.

Notably, the recent business growth trend was determined by Decree no. 9,057, of May 25, 2017. The regulation exercised by the Federal Executive Branch to art. 80 of LDBEN / 1996 took on new colors and introduced new freedoms with the 2017 legal diploma, which were intensified by Decree no. 9,235, of December 15, 2017. From both, requirements such as the previous accreditation of hubs through a visit by INEP, the requirement to obtain prior accreditation in person and even the maximum number of courses allowed when applying for accreditation were changed. All of these new freedoms were detailed in the set of ordinances and orders that became known as the Regulatory Framework for Higher Education.

With this new approach on the part of the Government, the DL offer scenario has changed significantly. The most notable consequence of these regulatory changes was the "deconcentration" of the market, that is, the greater diversity of educational companies offering. To prove this hypothesis, we selected the 18 educational groups or education companies that operate in networks with national coverage or, at least, in more than one large region. We grouped this set and performed the analyzes separately from the other education companies, called independent HEIs. All this analysis was possible thanks to the data tools of the company Mercado Edu, to whom we thank for the support for writing this article.

From this context, the first thing to note is exactly the growth of new accredited institutions to offer in the distance learning mode that have emerged and that do not belong to the so-called educational groups. Let's see the Charts below.

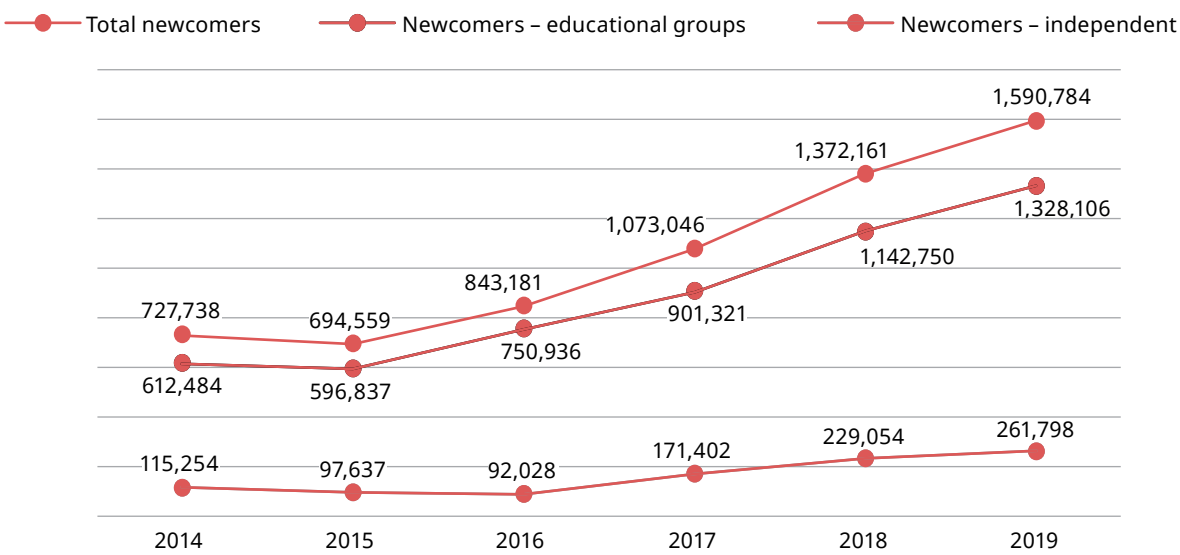
Chart 2.17 – Higher education institutions accredited for distance learning offer from 2014 to 2019



While in the 2017/2018/2019 interval, educational groups grew by 19.35%, 8.11% and 12.50%, respectively, independent HEIs, in the same period, grew by 19.67%, 36.99% and 21.33%.

However, it is evident that it is not just the number of HEIs that matter, but the result of these in terms of income, that is, in attracting students. Again, the numbers show that "decentralization" is a proven phenomenon.

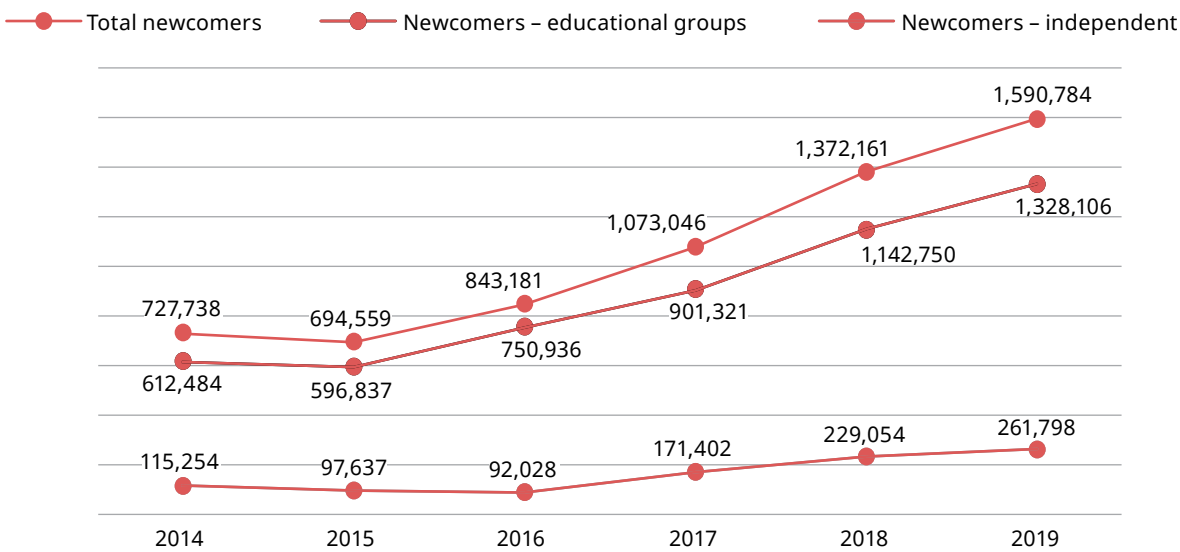
Chart 2.18 – Distance learning newcomers from 2014 to 2019



The reader must observe beyond the great movement of the upper lines, but be aware that, proportionally, the lines hide a very interesting movement. In Chart 2.18, previously presented, in the 2017/2018/2019 interval, educational groups grew by 20.03%, 26.79% and 16.22% respectively; independent HEIs, in the same period, grew 86.25%, 33.64% and 14.30%. In other words, even in their worst year of funding, independent HEIs lost by only two percentage points of educational groups in the growth trend. In addition, we must consider the significant growth of 2017 and 2018 for those that can be called smaller HEIs. Therefore, it is clear that the effort to attract masses is losing place to attracting relationships, typical of smaller companies.

How was this growth possible? Our clue is that it was in the opportunity to expand coverage, with the end of the previous accreditation of hubs, which allowed independent HEIs to grow at a higher speed. Let's look at the last Chart of our brief analysis.

Chart 2.19 – Number of educational group hubs and independent institutions



Based on Chart 2.19, it is not even necessary to evaluate the growth percentages. The raw data are sufficient to understand how the independent HEIs quickly reached educational groups in terms of volume of offer places. Thus, it is an interesting hypothesis the correlation between the growth of the new providers, with a scope that is equal to the educational groups and that allowed a much higher initial speed than these groups in the same period.

The experience of changing DL regulation, with a clear policy of freedom for the private sector, shows how the Government can fulfill its mission of making higher education more accessible without, necessarily, direct investment. Independent HEIs tend to implement their reach at "hand-held", that is, they do not venture into locations where they are not able to exercise their management. In this way, new offering companies are operating either in new locations that were unexplored or becoming new competitors of educational groups. Whether by one way or another, what is evident is that the trend of new businesses for distance learning, in the cut made for the regulated higher education market, is towards the diversification of offering companies, the diversification of locations and, obviously, the diversification of service provision.

This analysis cannot be done without considering what was the year 2020. And what year 2020, is it not?

DL, through tortuous and very painful ways, even without the systematization that the most rigorous theorists would ask for, entered everyone's life. Virtual and remote classes, use of a cell phone application for the literacy of children, youth and adults, in short, in one way or another, all students in Brazil experienced in some way the learning mediated by the use of ICTs–information and communication technologies. It may not even have occurred the interactivity that educators specialized in distance education would like, but the learning mediated by the use of technology, good or bad, happened.

There is still no way – this text is written in January 2021, in the middle of the second wave of the pandemic in Brazil – how to measure whether this mediation was successful or unsuccessful. However, we can be sure that everyone tried and started to have a value judgment about the DL modality.

Consumers with value judgment based on their experiences means, in our understanding, subjects who will seek new experiences or rejection. In one way or another, the offering companies, in any niche or segment, should

be clear that their service provision, for medium and long-term success, should be guided by efficiency and professionalism.

Thus, we conclude our analysis with the interpretation that there is room for new businesses, with a state hand that is still favorable, but new businesses should consider that they will find a consumer audience that is much more critical and experienced than could be expected.

About the author

Jair Santos Jr. is a Director of ABED. Partner at SANTOS JR Consultoria.

2.6 Where does distance learning go in the country?

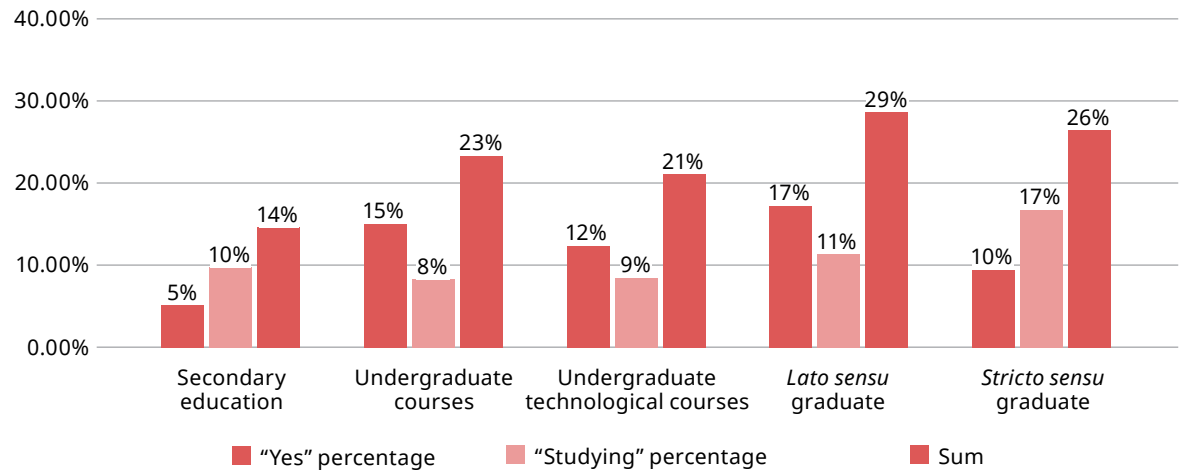
Betina von Staa

In the last 12 years, what has been seen in the country has been an exponential expansion of the offer of undergraduate courses in all states of the country, whether in public or private institutions, a more significant example in this case.

Recently, with the release of DL in *stricto sensu* graduate and distance high school, the question arises of the levels to which DL seems to expand, at least among the traditional respondents of the Brazilian Census for Distance Learning, which, in its Most are higher education institutions.

For the Census question "If you do not yet offer a course at this level, do you intend to offer it?", We find the following answers, as shown in Chart 2.20, below.

Chart 2.20 – At what levels of education do HEIs intend to start offering distance learning courses



It can be observed that there is still a considerable percentage of institutions that intend to start offering courses at undergraduate level at a distance (14.8% say yes, and 8.1% are thinking about the subject). This means that, even with the expansion of DL in this level of education in recent years, there are still institutions that had not entered this market until then, but that realize that they can no longer postpone such a decision. Taking into account that these data were collected before the pandemic, they reveal that even the most resistant institutions were already realizing that they could not be left out of this segment. The opening of distance technological courses has also generated reflections in 8.6% of institutions. It is noteworthy, however, that in the first place in the degree of interest in expanding to other levels of education is the *lato sensu* graduate program, with 17.2% of HEIs effectively interested in starting to offer this modality, and 11.5% thinking about the subject. This data is very revealing about the preference of more mature students with their own income for the online modality. *Lato sensu* graduate courses are not as regulated as undergraduate courses and follow the preference of their audience. More experienced professionals must be realizing the need to keep on continuing education and must be considering the option of distance courses suitable to their objectives, reinforcing the maturity of the sector in Brazil.

As for the levels that received authorization to work in distance education recently, we see a greater interest of HEIs for postgraduate studies *stricto sensu* than for entering high school, which has now become technically possible. Of the respondent institutions, 26.3% are thinking about the subject or have already decided to enter the first modality mentioned, while only 14.4% did so in relation to high school.

From what we can see, HEIs are tending to focus on the public they already know with online courses, and the opening of the DL market in high school, which will have urgent demands from 2021 on, will probably be in charge of other players in the educational market .

About the author

Betina Von Staa is a doctor in Applied Linguistics and a consultant for the development of innovative educational practices, geared to the demands of a rapidly changing world. She is a B2B relations manager for RoboGarden, Brazil and a member of the Council for Academic Updates at InterEdTech. She was a supporter of the elaboration of the Digital Literacy and Technological Mind programming series, by Pearson and the Digital Mindset program, by Wizard. She is the author of the creativity and innovation program, with Portuguese and English versions, TransFor.Me, by MacMillan, and of the reading, text production and interdisciplinary project sections in the Richmond, And More English collection, approved by PNLD. She is a producer of teacher training materials for FTD and Editora Moderna. She contributed to the elaboration of the NEXT approach, for digital education in higher education at UOL EdTech, and is coordinator of the Brazilian Census for Distance Learning at ABED. She is responsible for the distribution of RoboGarden in Brazil and brought D2L, both Canadian companies, to Brazil.

Part 3

How distance learning is practiced in Brazil

3.1 Scanning on-site courses

Josiane Tonelotto

The offer of distance learning disciplines in on-site courses officially began for higher education in Brazil under Ordinance 4,059, of December 10, 2004. It has become possible, since that date, with criteria that have been modified over time, for on-site courses to offer 20% of their workload in distance learning disciplines. Despite being foreseen since LDBEN / 1996, this offer served to change the scenario of an increasingly digital society and demanded the use of new educational technologies.

More recently, the years 2018 and 2019 marked the extension of these percentages, which reached the possibility of offering 40% of the total workload of on-site courses in the form of digitized subjects. These decisions still cause concern in some areas, as it is believed that there are real difficulties in offering certain content without teachers and students being in the same physical space.

In order to know what our institutions think of this theme and how they work with it, the data collected in this Census, from 204 entities, belonging to all regions of Brazil, including 23 states and 88 municipalities, are elucidative of how digitization has been carried out in the national territory.

Most of the responding institutions offer undergraduate courses, whether on-site with or without distance learning disciplines, or exclusively in this modality. Almost half of the institutions offer 20% of the digitalized workload, and a very small percentage (just over 5%) already offer the 40% provided by current legislation. When we think about offering digitalized on-site courses between 20% and 40%, this percentage increases to 64.19%.

Table 3.1 – Scanning rate of higher education institutions' on-site courses

On-site courses digitalization level counting? On-site courses digitalization level?	Total %
We offer up to 20% workload of on-site courses on DL mode.	48.65
We offer up to 40% workload of on-site courses on DL mode.	6.08
We offer courses with other percentages of the workload of the on-site distance courses within the legal parameters.	9.46
On-site students have digital content repositories that do not count as distance learning hours.	13.51
On-site courses at my institution have LMS, but there is no counting of distance learning hours.	7.43
On-site courses at my institution have LMS, but there is no official EAD worload in the curricular structure.	4.73
On-site courses at my institution have digital resources aimed at training students.	10.14
Total	**100**

Highlight should be given to the offer of disciplines and/or workload without officialization in the curriculum structure. This aspect can denote a resistance of the student body, unpreparedness of the faculty or, still, difficulty of operationalization in the digitalization of the disciplines.

Table 3.2 – Scanning rate of higher education institutions' on-site courses, by region

Counting what is the degree of digitization of your courses face-to-face?	In what region is the institution's headquarters located?					
What is the degree of digitization of your present courses?	Central-West (%)	Northeast (%)	North (%)	Southeast (%)	South (%)	Total (%)
We offer up to 20% workload of on-site courses on DL mode.	26.32	55.17	40.00	50.79	53.13	48.65
We offer up to 40% workload of on-site courses on DL mode.	15.79	3.45	0.00	1.59	12.50	6.08
We offer courses with other percentages of the workload of the on-site distance courses within the legal parameters.	21.05	3.45	0.00	9.52	9.38	7.43
On-site students have digital content repositories that do not count as distance learning hours	15.79	13.79	20.00	12.70	12.50	13.51
On-site courses at my institution have LMS, but there is no counting of distance learning hours.	5.26	3.45	0.00	9.52	9.38	7.43
On-site courses at my institution have LMS, but there is no official EAD worload in the curricular structure.	0.00	6.90	0.00	7.94	0.00	4.73
On-site courses at my institution have digital resources aimed at training students.	15.79	13.79	40.00	7.94	3.13	10.14
Total	**100.00**	**100.00**	**100.00**	**100.00**	**100.00**	**100.00**

Regarding regional differences for digital accession to 20% ou 40% of the course load, greater adherence appears in the Midwest region (around 42.11%) and no adherence in the North Region. However, the North Region is the most adherent to the 20% and exclusively to that percentage.

The preparation of the teaching staff (in view of the public of students with special needs) to act in the digitalization of classroom courses is undoubtedly a determining factor for success. Selecting professionals with an adequate profile and promoting constant training allow quality to be guaranteed. Regarding the assignment and preparation of teachers, it is possible to state that, although the assignments for most teachers are close to students, it is still observed that there is a need for teacher training to work in the digitalization of classroom courses, given that 42% of institutions provide regular training for their teachers.

Table 3.3 – Teacher receives or does not receive training to attend students with special needs of higher education institutions' on-site courses

County count The teacher receives training to attend students with special needs in their on-site courses (on-site component)?	Total
No	15.15
Yes, sometimes	23.03
Yes, regularly.	41.82
EMPTY	20.00
Total (%)	**100.00**

The analysis by region reveals that the regularity of teacher training aimed at serving people with special needs is more present in institutions in the North Region, in percentage, and less present in the Midwest region. The previous analysis, however, showed that almost 80% of the institutions in that region have their digital classroom courses, between 20% and 40%. Still from a regional point of view, the Northeast Region is the one that least qualifies its teachers to work in digitalized courses.

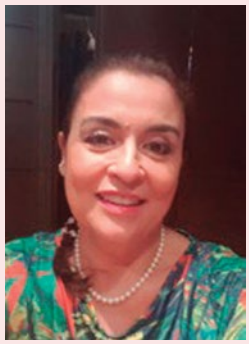
Table 3.4 – Teacher receives or does not receive training to attend students with special needs of higher education institutions' on-site courses, by region

Count in which region the institution's headquarters is located?	In what region is the institution's headquarters located?				
How digital are your present courses?	Central West (%)	Northeast (%)	North (%)	Southeast (%)	South (%)
No	4.76	21.88	16.67	18.84	8.11
Yes, sometimes.	38.10	28.13	0.00	23.19	13.51
Yes, regularly.	33.33	37.50	50.00	39.13	54.05
EMPTY	23.81	12.50	33.33	18.84	24.32
Total	**100.00**	**100.00**	**100.00**	**100.00**	**100.00**

The data presented reveal an urgent need to raise the quality of the courses: teacher training is essential. Not half of the institutions provide teachers with regular training in the use of technologies that renew themselves almost daily. How is it possible for a teacher to motivate students if he does not know and master didactic / pedagogical and technological aspects essential to the proper performance of his duties? How can a teacher appropriate tools that he does not master?

Perhaps these challenges in the digitalization of on-site courses can guarantee DL the prominent place it deserves – competence, performance and benefit to the student. We have passed the time to give the digitized disciplines only the character of economics that is still conferred to them, even after 16 years of space that the law allowed the performance of distance learning, in the then traditional classroom courses.

About the author



Josiane Tonelotto is Academic Superintendent at the Centro Universitário Belas Artes in São Paulo. She holds a degree in Psychology from Universidade São Francisco (USF), a master's and doctor's degree in Medical Sciences–Child Neurology from the State University of Campinas (Unicamp). She has great experience in higher education, having worked at universities such as USF and Pontifical Catholic University of Campinas (PUC-Campinas). She is a professor of undergraduate and graduate courses *stricto sensu*, worked as a researcher, had research projects approved by the São Paulo Research Foundation (Fapesp) and as a CNPq Productivity Scholarship. She is an institutional evaluator and of on-site and distance courses from MEC.
She held academic positions such as: Pedagogical Development Manager, Academic Director, Academic Pro-Dean and Dean, from 2009 to 2015 (Laureate Group).

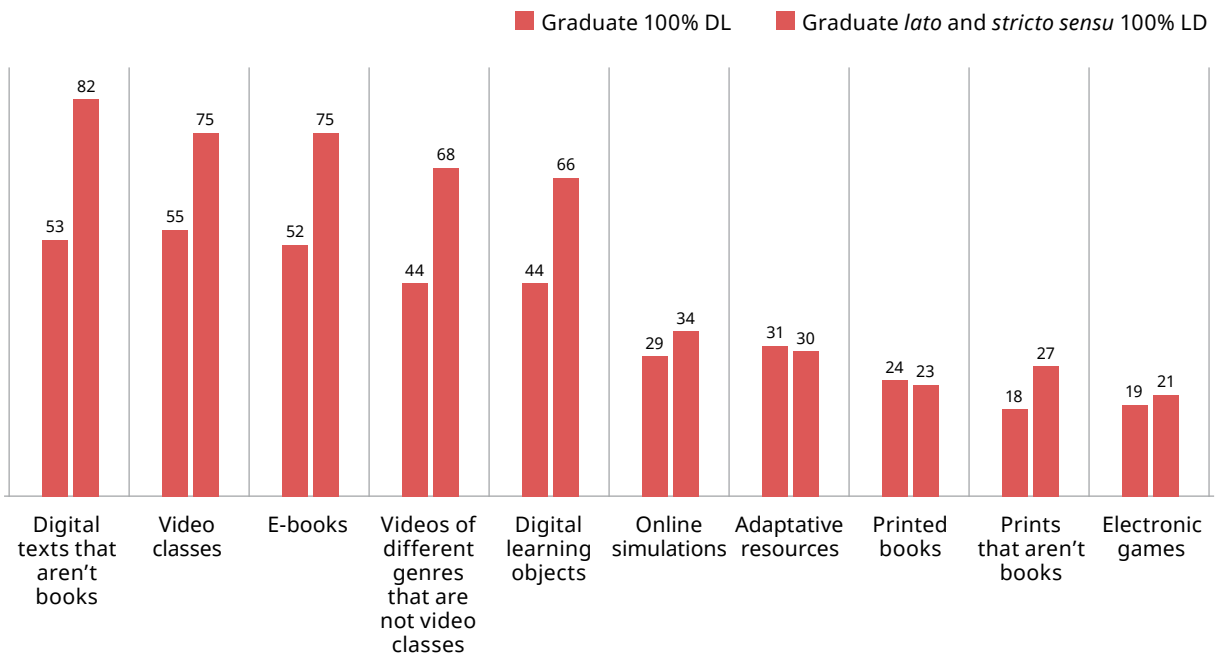
3.2 Content offered and actions requested from distance learning students in Brazil

Betina Von Staa

When looking at the resources that are offered to full DL undergraduate and graduate students, we see that the offer of graduate courses tends to be richer and more varied than that of undergraduate students.

Both courses are offered based mainly on digital texts and videos, which can be e-books and video classes, among other formats. It is also possible to observe the offer of more sophisticated resources, such as digital learning objects, online simulations, adaptive resources and electronic games, less frequently than texts and videos, but growing year by year. The only tools that are more frequent in undergraduate courses than in graduate courses (31% and 30%, respectively) are adaptive resources, perhaps because they are so suitable for accomplishing something important in graduation that is the leveling of students.

Chart 3.1 – Educational resources offered by the institution



In terms of learning actions that students are invited to take, it is observed that postgraduate courses have a similar offer to those of on-site graduation, demanding a higher reading rate, access to videos and participation in discussions, realization academic work and the development of multimedia content, which reveals a richer and more varied request from graduate students and classroom courses compared to undergraduate courses. However, there are no reasons related to the modality that prevent the request for differentiated and sophisticated activities in distance education, since they are possible in the post. It is the choice of institutions that offer distance learning courses at these levels.

To understand the aspects where there is still a discrepancy between on-site and distance learning, it is necessary to observe where the on-site courses stand out: request to participate in discussions, solve problems and carry out activities related to professional practice. Whether out of habit or because it is really more difficult to carry out these actions at a distance, it is observed that these are the points in which students in classroom courses have more advantage than those in distance learning. It is necessary to disseminate and practice more ODL strategies that allow discussions, problem solving and professional practices to be carried out in comfort.

Open courses, corporate or not, also tend to focus on the transmission of content by text and video, but they already carry out problem solving activities, professional practice or elaboration of essay texts or even multimedia.

What we see in these Charts is that, although we are coming from a tradition of transmitting content in courses of all types–undergraduate, graduate or even open courses –, we are already observing the realization of active methodologies in distance courses, even if at slightly lower levels than the presential ones.

Chart 3.2 – Learning actions that students are invited to take in their courses

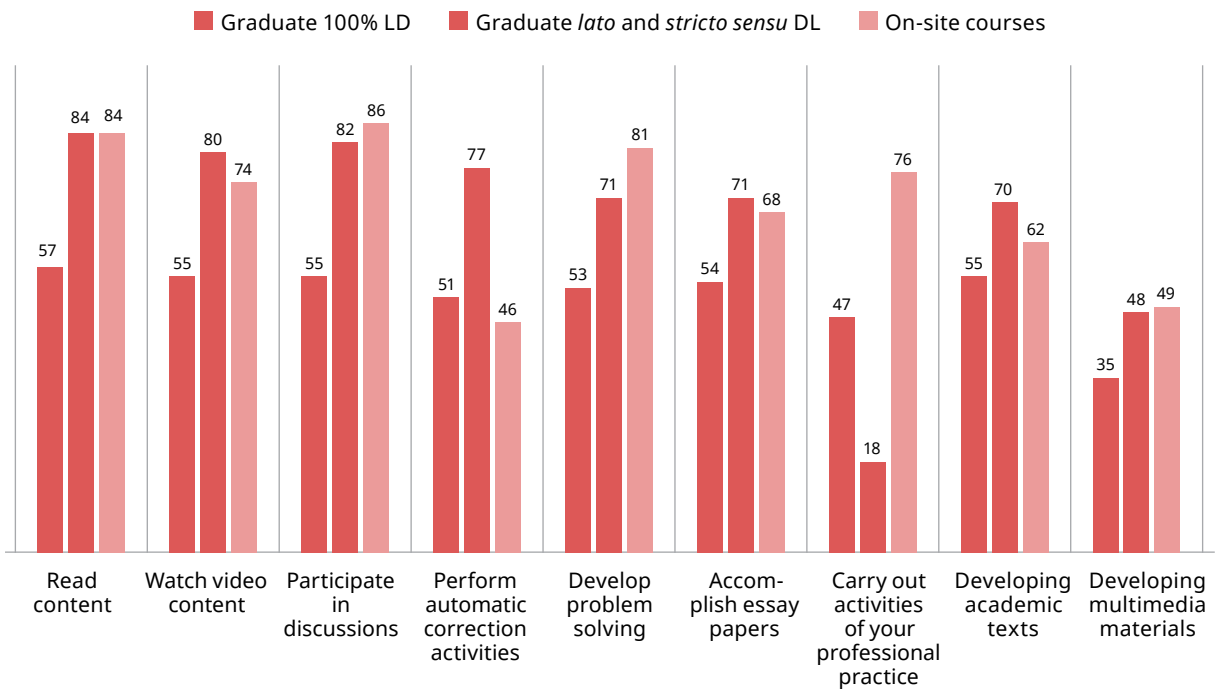
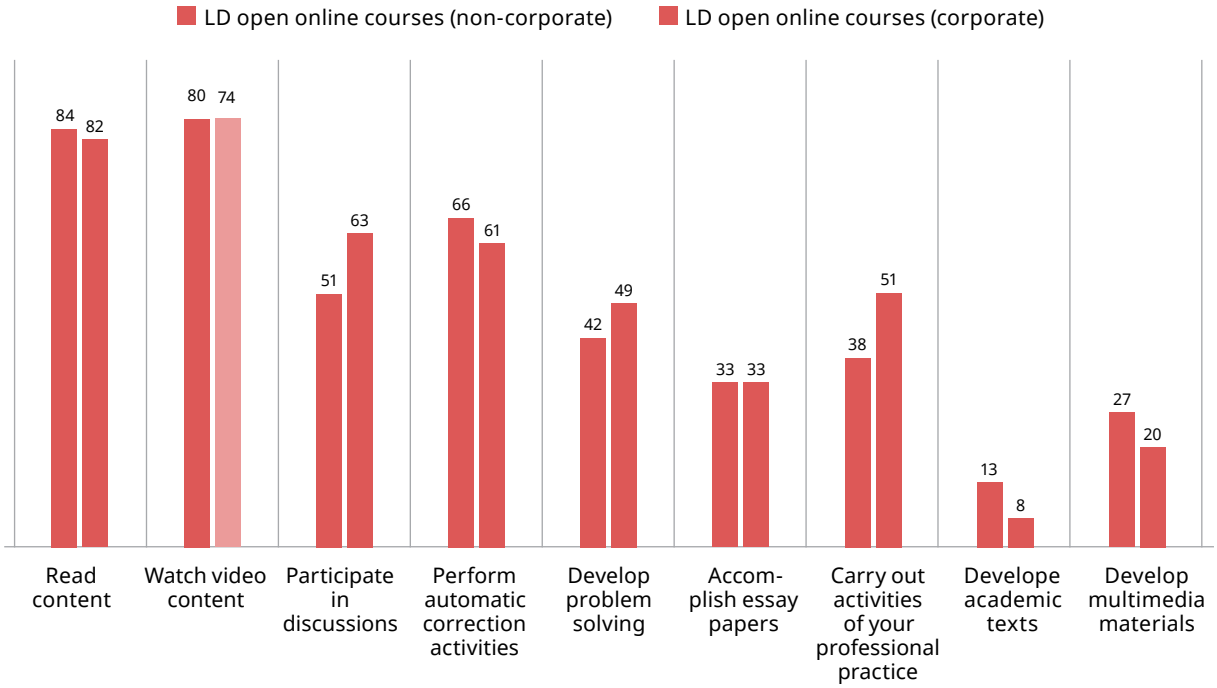


Chart 3.3 – Learning actions that students are invited to take in their open and corporate courses



With regard to the types of content, skills and competencies worked on in the different courses, we also see that the level of sophistication of online graduate education is similar to that of classroom courses with regard to the development of skills aimed at the job market, interpersonal skills , professional attitudes, expanding horizons and research skills. Distance learning courses only stand out in offering content aimed at Enade.

Open courses also focus mainly on skills aimed at the job market; corporate ones, in turn, involve more interpersonal skills and professional attitudes than non-corporate open courses.

In summary, it seems that the offer of higher education or free courses in Brazil is mainly focused on training for the job market and secondarily for expanding horizons and research. Undergraduate courses focus mainly on what is measured at Enade and on-site and postgraduate courses offer more opportunities for broad training without an immediate focus on the market, even with more development of interpersonal skills and professional attitudes.

Once again, it is important to emphasize that this is an option of the institutions that offer distance degrees, since, in the 100% online graduate program, it is possible to develop all these broader skills, without the distance modality being an impediment of this type. of development.

Chart 3.4 – Contents, skills and competencies worked

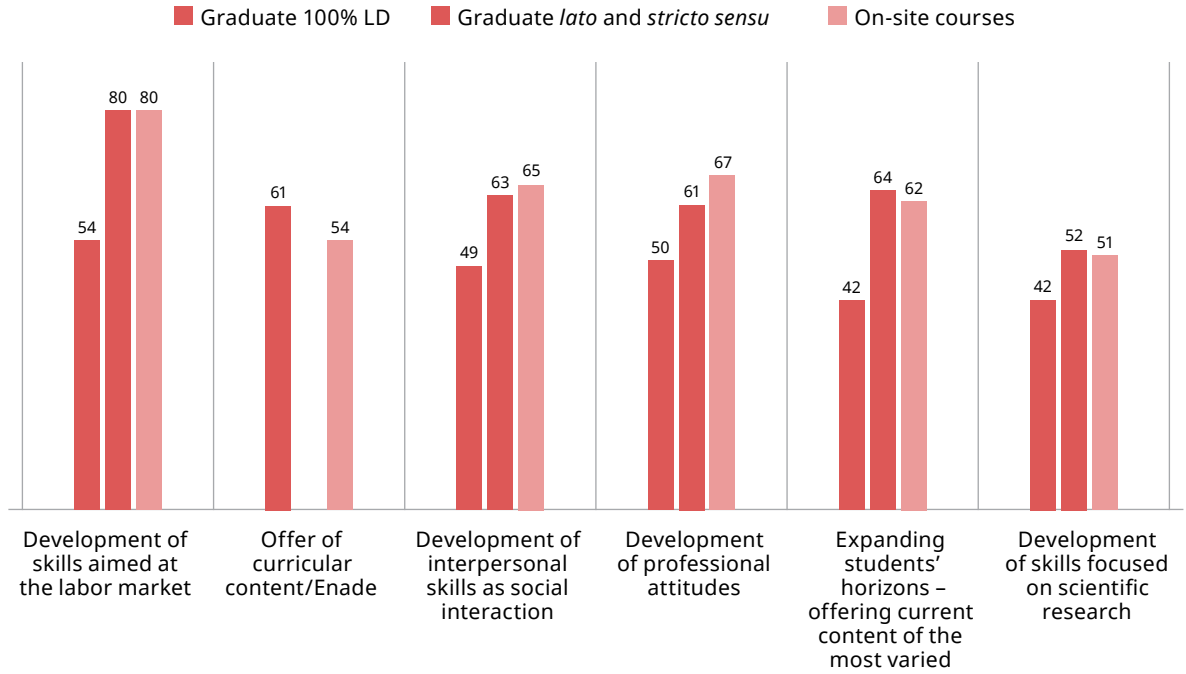
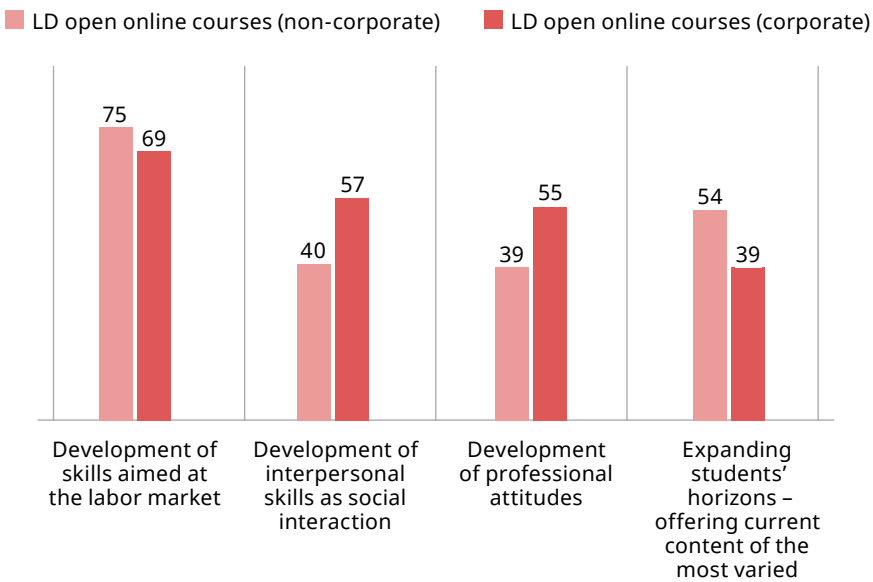


Chart 3.5 – Contents, skills and competencies worked on open corporate courses



About the author

Betina Von Staa is a doctor in Applied Linguistics and a consultant for the development of innovative educational practices, geared to the demands of a rapidly changing world. She is a B2B relations manager for RoboGarden, Brazil and a member of the Council for Academic Updates at InterEdTech. She was a supporter of the elaboration of the Digital Literacy and Technological Mind programming series, by Pearson and the Digital Mindset program, by Wizard. She is the author of the creativity and innovation program, with Portuguese and English versions, TransFor.Me, by MacMillan, and of the reading, text production and interdisciplinary project sections in the Richmond, And More English collection, approved by PNLD. She is a producer of teacher training materials for FTD and Editora Moderna. She contributed to the elaboration of the NEXT approach, for digital education in higher education at UOL EdTech, and is coordinator of the Brazilian Census for Distance Learning at ABED. She is responsible for the distribution of RoboGarden in Brazil and brought D2L, both Canadian companies, to Brazil.

3.3 Content repositories

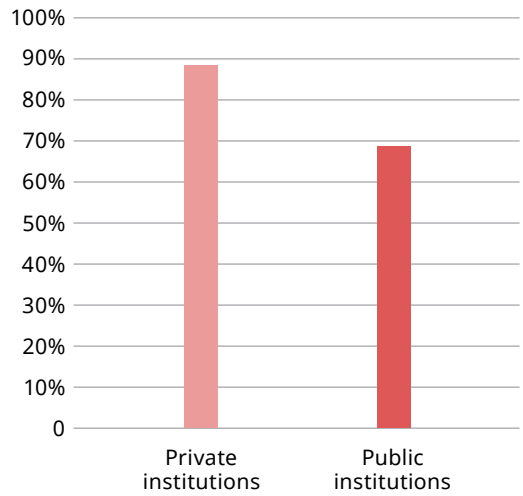
Marcos André Silveira Kutova

As institutions began to produce or acquire ever greater volumes of content for their courses, institutions began to realize the need for some type of systematic organization of these contents that would facilitate the location and use of these repertoires. The tools that can meet this need are content repositories, which offer mechanisms for storing, indexing, retrieving and versioning content for its users.

The most traditional form of content repository is the physical library, in which books and periodicals are available to students and teachers at the institution. In the digital environment, however, in addition to access to the works, the repositories can offer an interactive visualization of the contents, simultaneous access to an unlimited number of users and detailed analysis of their uses.

In 2019, as shown in Chart 3.7, the main type of repository used in fully distance-regulated undergraduate courses was the online library, adopted by 81% of the institutions offering these courses. The use of physical libraries in distance undergraduate courses was mentioned by 61% of the institutions. It can be seen, therefore, that the flexibility of the legislation regarding the mandatory nature of physical libraries stimulated the adoption of virtual repositories, and more accentuated in private institutions (88%) than in public institutions (68%), as shown in Chart 3.6 . Regarding the use of physical libraries in distance undergraduate courses, there was a reduction of approximately 10% in institutions in relation to the use reported in 2018.

Chart 3.6 – Adoption of virtual repositories by private and public institutions



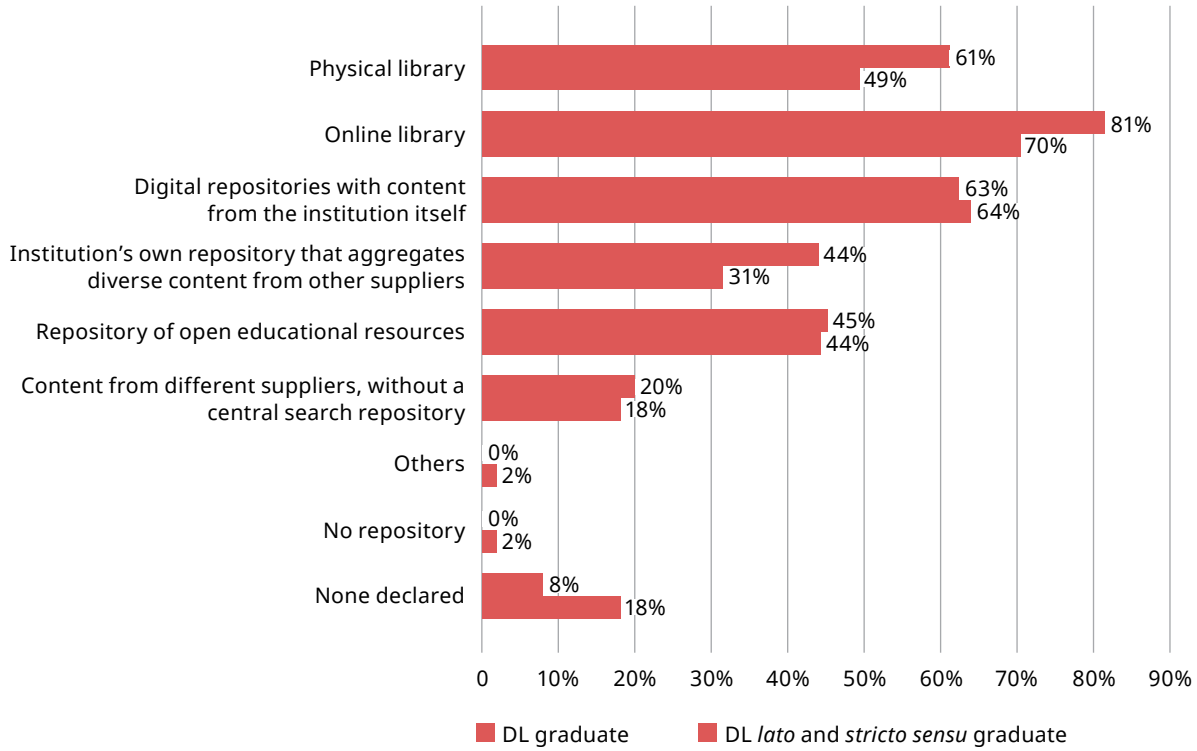
In addition to the physical and digital libraries, the institutions presented the following data:

- 63% of institutions used digital repositories with their own content;
- 44% used their own repositories that aggregate different content from other suppliers;
- 45% used open educational resources;
- 20% used content from different suppliers, but without a central repository.

In relation to 2018, the main changes were a slight decrease of 6% in the use of repositories with own content and a small increase of 5% in own repositories with content from other suppliers, suggesting that more institutions are opting for external content.

This growth in the percentage of institutions that use content from other suppliers in undergraduate courses entirely at a distance is not surprising, both because there was an increase in the number of these suppliers and because there were advances in the quality of the materials sold by them, as well as in the flexibility of forms acquisition or licensing of content.

Chart 3.7 – Content repositories used by full distance learning accredited courses

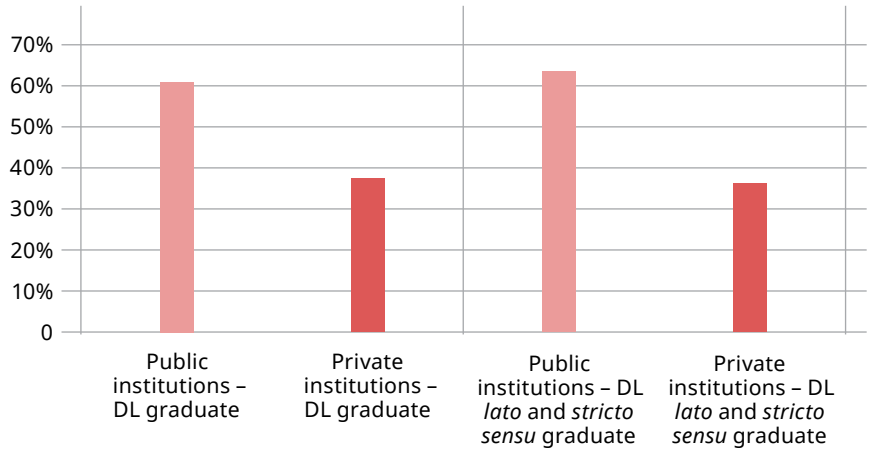


In postgraduate courses regulated entirely at a distance, as shown in Chart 3.7, the main content repository was, again, the online library, adopted in 70% of the institutions and, subsequently, the digital repositories with their own content, adopted in 64% of the institutions. Physical libraries were used in distance postgraduate courses by 49% of the institutions offering this type of course. The company's own repositories that aggregate content from other suppliers were used in 31% of the institutions; educational resource repositories opened at 44%; and the content of various suppliers without a central repository in 18% of them.

The differences between the uses of content repositories in undergraduate and graduate distance courses are basically in libraries (physical and online) and in repositories with different content from other suppliers. In general, postgraduate courses are more diverse than undergraduate courses, have less legal obligations and use less formal teaching materials. Thus, they do not use as much physical and digital books as undergraduate courses and choose more of their own content than content from other suppliers.

In the comparison between public and private institutions, the most significant difference is in the use of open educational resources, which, in undergraduate distance learning courses, was cited by 61% of public institutions and only 37% of private ones. In the distance graduate program, open educational resources were mentioned by 63% of public institutions and by 36% of private institutions, as shown in Chart 3.8.

Chart 3.8 – Use of open educational resources in public and private institutions



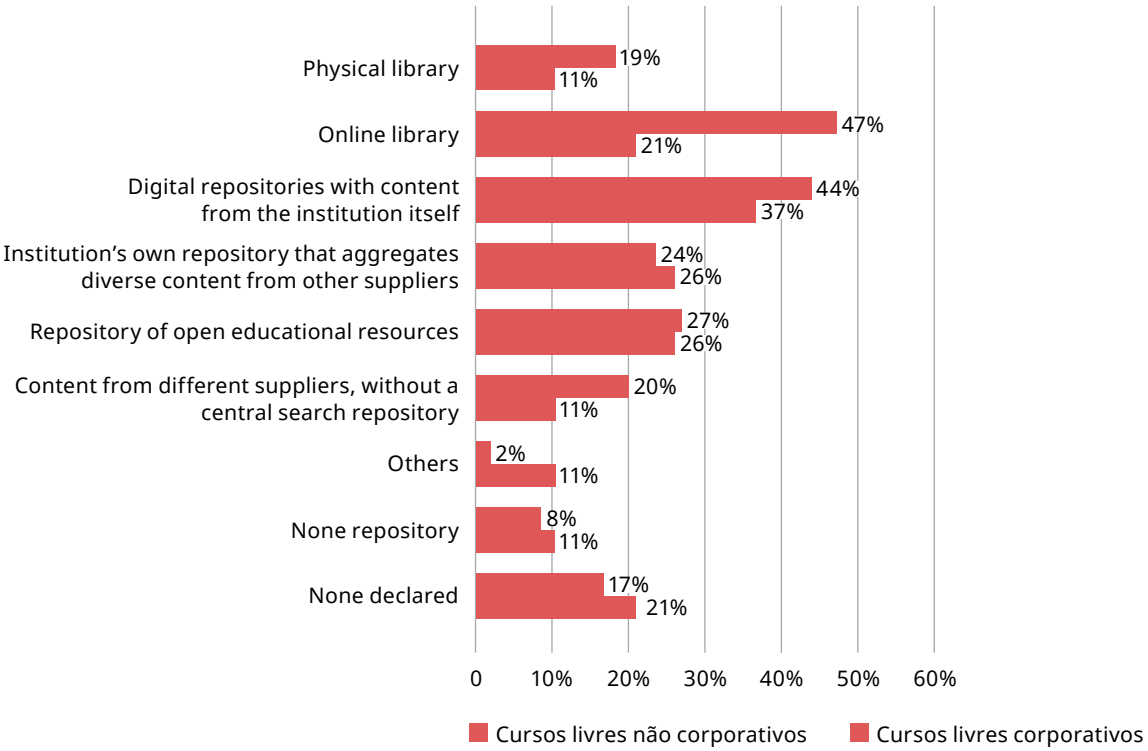
Leaving the regulated courses and moving to free courses, the use of physical libraries is much less frequent, as shown in Chart 3.9. Only 19% of institutions offering free non-corporate courses and 11% of institutions offering free corporate courses provide physical libraries for their students.

Despite the low use of physical libraries, online libraries were the most cited type of repository among institutions offering free non-corporate courses, being adopted by 47% of them. However, this use was not so expressive in free corporate courses, having been used by only 21% of the institutions that offer them.

Among the digital repositories in open courses, the digital repositories with content from the institution itself are also noteworthy, informed by 44% of the institutions offering non-corporate courses and 37% institutions of corporate courses.

Still in open courses, external content, whether from other providers or open educational resources, was used by up to a quarter of the offering institutions, reinforcing the preference for own content in this type of course.

Chart 3.9 – Content repositories used by institutions in open courses



One last important observation regarding the use of content repositories is that the number of institutions that did not declare the use of repositories, despite claiming to offer the types of courses analyzed, suggests that the concept of what a content repository is and the benefits that it offers may not be so clear to the institutions themselves.

About the author

Marcos André Silveira Kutova has a degree in Electrical Engineering from the Federal University of Minas Gerais (UFMG–1993) and a technologist in Data Processing from the Minas Gerais Education Foundation (FUMEC–1990). He specializes in Business Management at Fundação Dom Cabral (2006), has a master's degree in Computer Science from the University of São Paulo (USP–1999) and a PhD in Geography, in the Spatial Analysis research line, from the Pontifical Catholic University of Minas Gerais (PUC Minas–2013). He is a professor of Computer Science and director of the Distance Education Center at PUC Minas since 2011.

3.4 Dropout rate and student support

Evandro Luis Ribeiro

The data observed in the number of enrollments of students in distance courses presented in the present Census, regardless of their nature, public or private, corroborate with an expressive growth in the number of educational institutions and courses, which shows the importance of distance learning for the expansion and access to higher education across the country. However, despite the growth, the rate of qualification is a common challenge for HEIs–institutions of higher education–which are increasingly turning their attention to avoidance control or management of permanence. The research universe is represented by 208 public HEI respondents and 149 private HEIs that offer or not courses in the following segments:

- DL accredited undergraduate courses;
- DL graduate courses;
- open non-corporate courses;
- open corporate courses;
- on-site courses.

When asked about whether or not they know the reason for their students' dropout, both in public and private HEIs those who are aware of the fact prevail. When comparing on-site and distance undergraduate courses, as shown in the graphs below, it is possible to observe a higher index in on-site courses, which may reflect a greater relationship between the student and the HEI due to the regularity of their physical presence in the institution. Another interesting fact to note is the prevalence of private HEIs that have knowledge about the reasons for dropping out of distance courses to the detriment of public HEIs. It is estimated that this situation is related to the lack of distance education courses offered by public higher education institutions.

Chart 3.10 – Percentage of institutions that know the reasons for students dropping out, by type of course

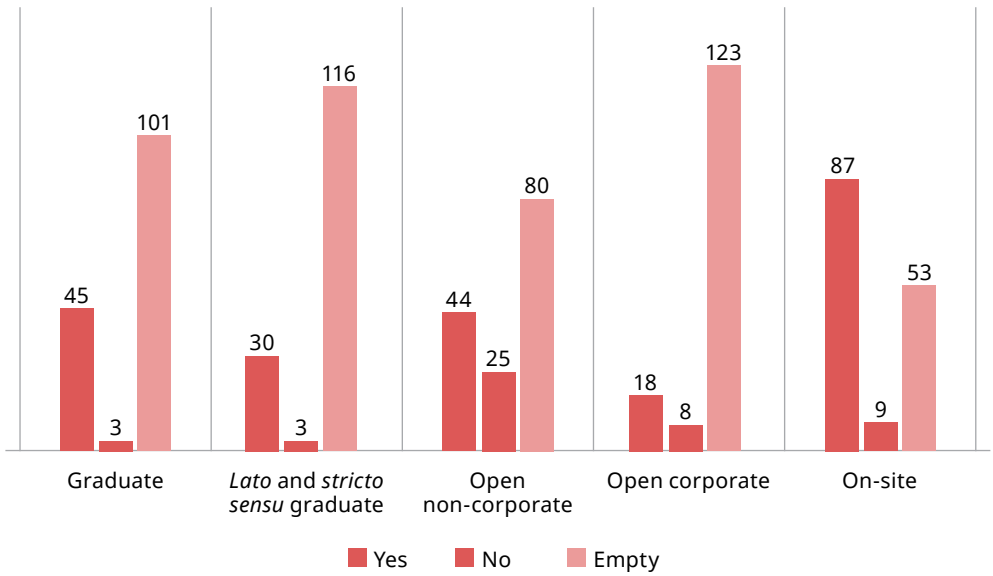
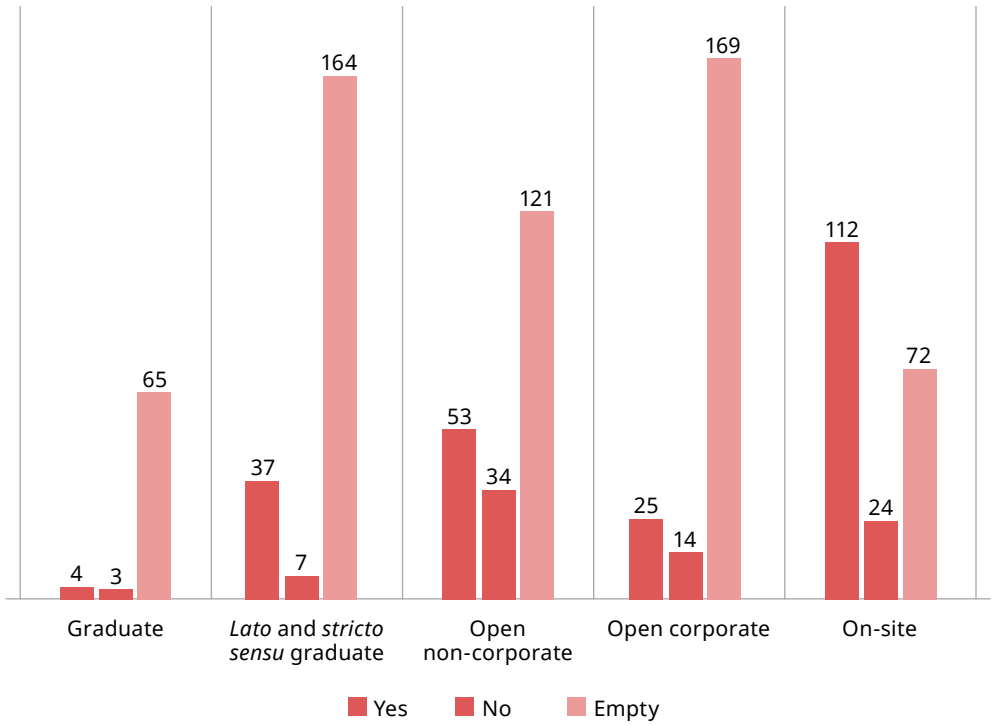


Chart 3.11 – Percentage of public institutions that know the reasons for dropping out of their students, by type of course



The HEIs were also asked about the dropout rates segmented by the type of courses offered, with percentages previously determined and that comprised each of the alternatives to be chosen, as noted in the tables that follow. In addition to these alternatives, the respondent was allowed to choose the options "Information unavailable" and "Not applicable". The column identified as "Empty" represents the universe of HEIs that did not answer the question.

Table 3.5 – Dropout rate in public higher education institutions

Types of offer	Number of public HEI respondents by percentage of dropout										
	Between							Total HEI with dropout	Unavailable	Empty	Not applicable
	0% to 5%	6% to 10%	11% to 15%	16% to 20%	21% to 25%	26% to 50%	51% to 75%				
LD graduate	5	2	8	9	11	18	2	55	9	143	1
Lato and *stricto sensu* graduate	1	1	0	1	0	5	0	8	3	197	0
Open non-corporate	13	13	5	9	12	14	2	68	14	122	4
Open corporate	4	6	2	2	7	8	0	29	9	169	1
On-site graduate	22	21	20	18	6	9	2	98	29	78	3

In the context of public HEIs, it is possible to observe that the highest concentration of dropout in distance undergraduate courses is above 20%, while in-person courses it is below 20%, according to the identification of cells in red and dark, respectively. Postgraduate courses have low dropout rates when compared to undergraduate and free courses. It is noteworthy, both in public and private HEIs, the prevalence of institutions that do not have information about the evasion of their students–column identified as "Inf. Unavailable" or that did not answer the question – column identified as "Empty" and / or "Not applicable", to the detriment of HEIs that know the reasons for evasion.

In private, as well as public, higher education institutions, it is also possible to observe a higher dropout rate in distance undergraduate courses compared to classroom courses. Similarly, the rates of graduate courses are lower when compared to the others.

Table 3.6 – Dropout percentage observed in private higher education institutions

Types of offer	Number of public HEI respondents by percentage of dropout										
	Between										
	0% to 5%	6% to 10%	11% to 15%	16% to 20%	21% to 25%	26% to 50%	51% to 75%	Total HEI with dropout	Unavailable	Empty	Not applicable
LD graduate	2	2	6	7	7	13	1	38	5	105	1
Lato and *stricto sensu* graduate	4	6	2	9	4	4	0	29	4	116	0
Open non-corporate	12	13	4	7	5	9	2	52	12	81	4
Open corporate	4	5	2	1	4	3	0	19	5	124	1
On-site graduate	16	17	15	11	5	4	2	70	17	60	2

In the applied questionnaire, the HEIs also answered questions about the types of care offered to students. Due to its strong relationship with evasion, it is important to associate the results so that it is possible to establish any eventual relationship. Among the alternatives presented, it was observed that the majority of respondents offer assistance to their students in on-site and distance formats, at their headquarters and at their hubs. Of the 208 public HEIs, 69 responded that they offer assistance in both formats and 139 did not answer the question. Private HEIs, out of a universe of 149 institutions, 48 responded that they offer assistance in both formats and 101 did not answer the question.

In view of the expressive index of HEIs that did not answer the question about the assistance to students, it is impossible to establish any relationship with the dropout rates. However, it should be noted that, in addition to the pedagogical aspects related to possible evidence of dropout, such as student performance, frequency, participation, etc., the modes of service offered by the HEI must be observed, especially in distance courses, because the student's little relationship with the institution can become a factor that de-characterizes the feeling of belonging, and any difficulties he encounters in his academic journey can motivate him to evade. It is necessary to constantly improve the service and communication channels, strengthen the presence, even if virtual, of pedagogical agents–teachers and tutors, establish links with the institution, at its headquarters and in its on-site support hubs, ensuring full satisfaction of the student.

About the author

Evandro Luis Ribeiro has a degree in Pedagogy and Physical Education; Master in Production Engineering; specialist in Management and University Leadership by the University Organization
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3.5 Tutor's role

Dyjalma Antonio Bassoli, Sergio Venancio da Silva e Edileine Vieira Machado da Silva

CensoEAD.BR ABED 2019 requested data from the respondent institutions on the profile and role of the tutor in public and private institutions.

The variables investigated in private institutions were:

- existence of tutor training to assist students with special needs;
- tutor / student relationship used in the institution for distance courses;
- role and salary of the tutor.

In public institutions, the role of the tutor was investigated. The following variables were investigated considering the type of course offered:

- DL accredited undergraduate courses;
- DL graduate courses;
- open non-corporate courses;
- open corporate courses;
- on-site courses (classroom component);
- on-site courses (DL component).

The following question was addressed to the participating private institutions: "What is the tutor / student relationship used in the institution for distance learning courses?". This question was not answered by any of the researched institutions.

With the question "What is the tutor's salary? ", It was observed that most institutions (66%) did not provide this information. Considering the 34% of respondent institutions, the picture shown is shown in Table 3.7, below:

Table 3.7 – Tutor's salary

	Didn't answer	Less than R$ 15.00/ hour	Between R$ 16.00 to R$ 20.00/ hour	Between R$ 21.00 to R$ 30.00/ hour	Between R$ 31.00 to R$ 50.00/ hour	Between R$ 51.00 to R$ 70.00/ hour	Between R$ 71.00 to R$ 100.00/ hour	Mote than R$ 100.00/ hour	
Full DL graduate	106	2	9	14	12	3	2	1	149
Open DL courses (non-corporate)	93	11	16	13	11	2	1	2	149
Open DL corporate courses	129	1	4	5	6	1	1	2	149
DL *lato* and *stricto sensu* graduate	120	2	5	8	4	5	2	3	149
On-site courses (LD component)	75	6	16	19	18	7	4	4	149
On-site courses (on-site component)	65	0	7	10	33	18	8	8	149
	588	22	57	69	84	36	18	20	

Chart 3.12 – Percentage of institutions that did not answer about the tutor's salary

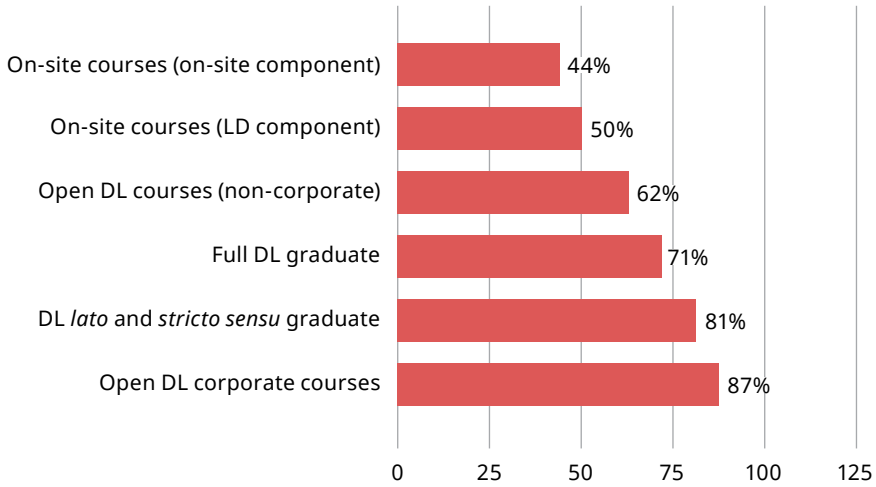
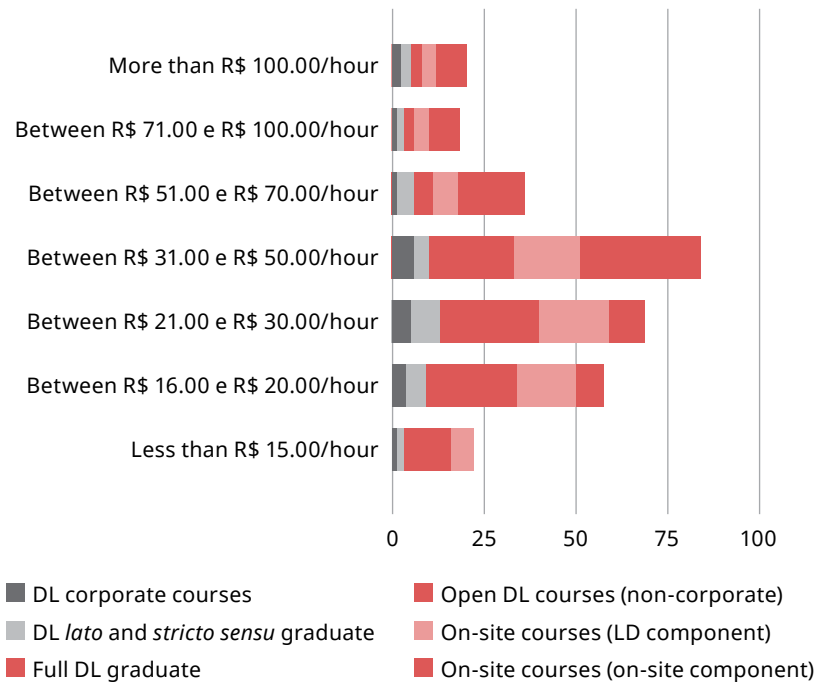


Chart 3.13 – Relationship between tutor salary and course type



The tutoring values are lower when compared to the values practiced in classroom education. While the most prevalent range in on-site education is between R$ 31.00 and R$ 50.00 / hour (22%) and between R$ 51.00 and R$ 70.00 / hour (12%), tutors of DL of the same on-site courses has remuneration distributed in two lower ranges:

- between R$ 16.00 and R$ 20.00/hour (11%);
- between R$ 21.00 and R$ 30.00/hour (13%);
- only 12% in one of the equivalent bands (between R$ 31.00 and R$ 50.00/hour).

Tutoring in totally distance courses was treated by only 29% of the institutions, and the teaching remuneration predominated in ranges between R$ 21.00 and R$ 30.00/hour (9%) and between R$ 31.00 and R$ 50.00/hour (8%).

Although it was intended, the volume of data collected does not allow for an appropriate scenario analysis. The institutions did not contribute with the information that would allow CensoEAD.BR to more adequately explore the information related to the tutors' labor demands. This absence generates distorted information that does not reflect the entire DL scenario. The lack of answers that indicate a numerical relationship between tutors / students, as well as the low adherence to the information related to the salary received by the tutors still result in the maintenance of the perception that the activity is carried out with an excessive number of students and low remuneration. Given the importance of the tutor in academic-administrative activities, and on which much of the success of the activities of distance education programs rests, it is of fundamental importance to provide more consistent information about this professional, allowing the generation of more relevant data and that allow the modality to appreciate in more detail this function, with a view to the perception about the quality of the desired educational result.

Regarding the role of the tutor, the participation of the institutions was moderate and the volume of data does not allow a satisfactory analysis. Of the 208 institutions that participated in this Census, only 69 declared the role of the tutor. Another situation is that of institutions that, although they did not offer courses, sometimes declared the role of the tutor. The following table shows adherence to the Census:

Table 3.8 – Adherence to the Census for answers on the role of the tutor

Adherence to the census regarding the role of the tutor	Didn't answer Public	Didn't answer Private	Answered Public	Answered Private	Total of institutions
Full DL graduate	39	100	21	48	208
Open DL courses (non-corporate)	36	97	24	51	208
Open DL corporate courses	47	124	13	24	208
DL *lato* and *stricto sensu* graduate	49	125	11	23	208
On-site courses (LD component)	36	71	24	77	208
On-site courses (on-site component)	-	-	-	-	0

The following table shows, in private institutions, the role of the tutor (by teaching category), together with its graphic representation.

Table 3.9 – Tutor's role in private institutions

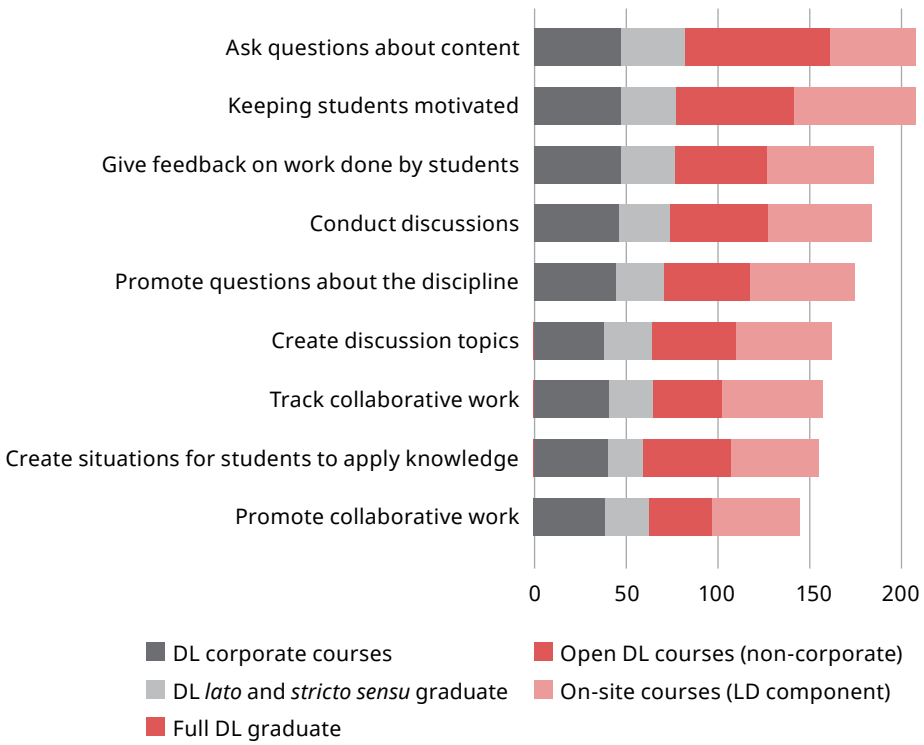
Private institutions: what is the role of the tutor?	Full DL graduate	DL *lato* and *stricto sensu* graduate	Open DL courses (non-corporate)	Open DL corporate courses	On-site courses (LD component)
Create situations for students to apply knowledge	38	20	32	16	49
Promote collaborative work	37	24	22	13	48
Promote questions about the discipline	43	26	31	17	57
Give feedback on work done by students	45	30	33	19	58
Conduct discussions	44	29	37	17	57

(to be continued)

(Table 3.9 – conclusion)

Private institutions: what is the role of the tutor?	Full DL graduate	DL *lato* and *stricto sensu* graduate	Open DL courses (non-corporate)	Open DL corporate courses	On-site courses (LD component)
Keeping students motivated	46	30	43	22	67
Track collaborative work	39	24	22	16	56
Create discussion topics	36	27	31	15	53
Ask questions about content	46	35	55	24	71

Chart 3.14 – Tutor's role in private institutions



- **Main role in public institutions**: answer questions regarding the content.

Although opinions on the role of the tutor were very similar, with some inversions of position, the main role of the tutor, according to the responses of public institutions, is as follows:

Table 3.10 – Tutor's role in public institutions

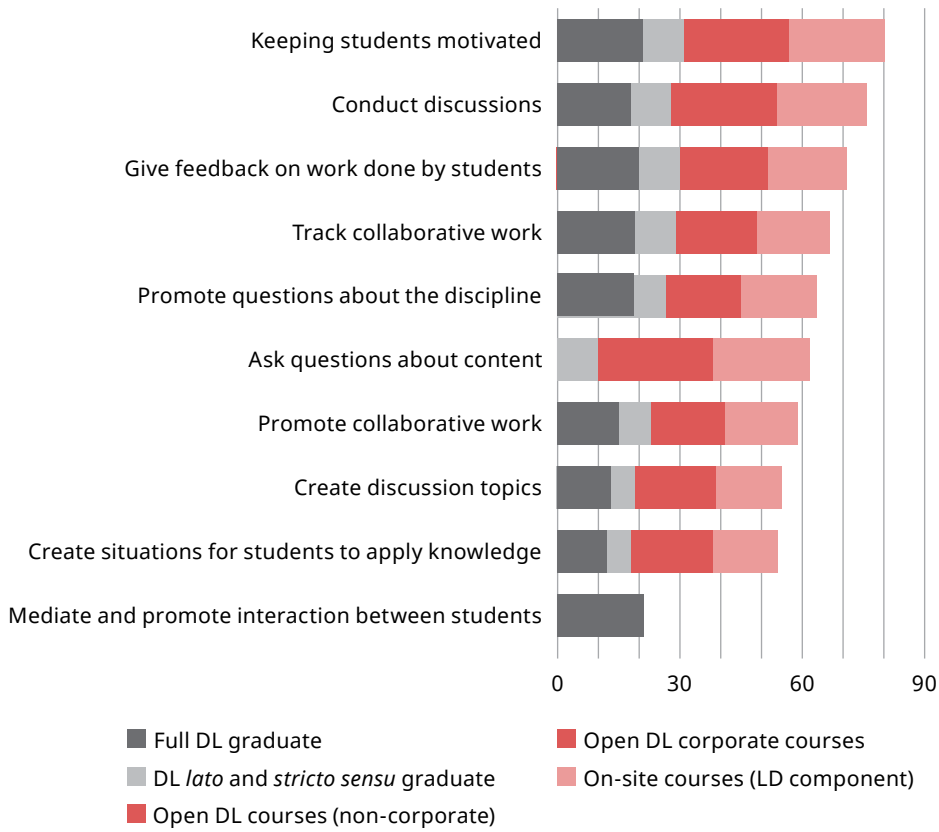
Private institutions: what is the role of the tutor?	Full DL graduate	DL *lato* and *stricto sensu* graduate	Open DL courses (non-corporate)	Open DL corporate courses	On-site courses (LD component)
Mediate and promote interaction between students	21	0	0	0	0

(to be continued)

(Table 3.10 – conclusion)

Private institutions: what is the role of the tutor?	Full DL graduate	DL *lato* and *stricto sensu* graduate	Open DL courses (non-corporate)	Open DL corporate courses	On-site courses (LD component)
Create situations for students to apply knowledge	12	6	12	8	16
Promote collaborative work	15	8	12	6	18
Promote questions about the discipline	18	8	10	8	20
Give feedback on work done by students	20	10	13	9	19
Conduct discussions	18	10	15	11	22
Keeping students motivated	21	10	15	11	23
Track collaborative work	19	10	14	6	18
Create discussion topics	13	6	13	7	16
Ask questions about content	0	10	15	13	24

Chart 3.15 – Role of the tutor in public institutions



- **Main role in public institutions:** keeping students motivated.

Table 3.11 – Training that the tutor receives to attend students with special needs (all institutions)

The tutor receives training to assist students with special needs (public and private institutions, together)	Didn't answer	Does not receive	Yes, sometimes	Yes, regularly	Total
Full DL graduate	140	8	16	44	208
DL *lato* and *stricto sensu* graduate	198	3	2	5	208
Open DL courses (non-corporate)	179	21	23	35	208
Open DL corporate courses	168	10	10	20	208

Table 3.12 – Training that the tutor receives to attend students with special needs in private institutions

The tutor receives training to assist students with special needs (private institutions only)	Não respondeu	Não recebe	Sim, de vez em quando	Sim, regularmente	Total
Full DL graduate	100	4	11	33	148
DL *lato* and *stricto sensu* graduate	148	0	0	0	148
Open DL courses (non-corporate)	85	16	18	29	148
Open DL corporate courses	122	3	8	15	148

Chart 3.16 – Percentage of institutions offering tutor training to assist students with special needs

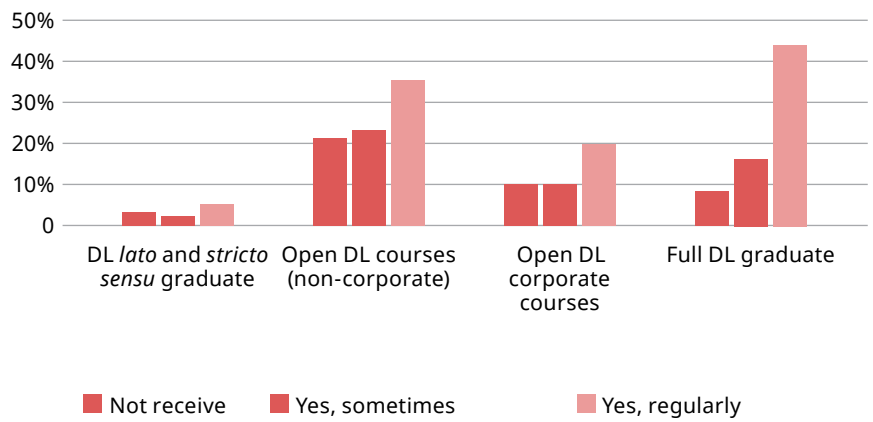
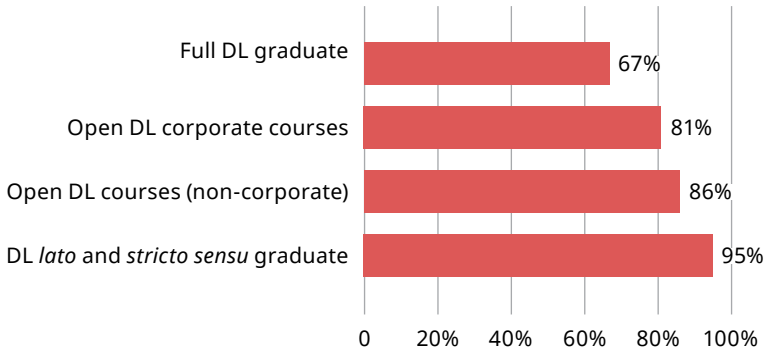


Chart 3.17 – Percentage of institutions that did not respond about the training that tutors receive to attend students with special needs

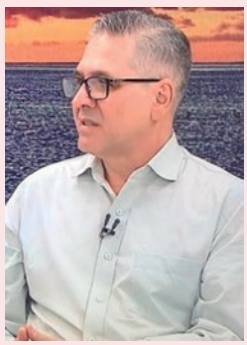


Again, low participation impairs data analysis. Considering the responses received, although the offer of regular training to tutors predominates, we still perceive a significant number of professionals in the field who do not receive training. This is a significant fact that needs to be considered when implementing distance learning courses, hiring tutors and studying evasion, as the lack of support for students can lead to early evasion. Another reflection that can be made in the face of these data, even with little adherence from the respondents, the tutor's goodwill are valuable characteristics and that the professional selection processes must consider these behavioral skills.

The analysis of data about the tutor and his / her functions received special attention from the Census, exploring multiple variables. However, the low participation of respondent institutions undermines the possibility of allowing a more accurate analysis. These variables will need to be further explored in the next editions of the report.

As the roles of teacher and tutor can be concurrent in some projects, it is suggested to include this question in the next edition of the research

About the authors



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3.6 Special education in distance learning

Karina Nones Tomelin

Reflections on the challenges for inclusive education in Brazil in higher education are relatively recent and have been legitimized, not only by legal provisions such as the MEC's regulatory instruments, the National Policy or even the Brazilian Inclusion Law, but also by the democratization of the access through policies such as Prouni – University for All Program, Fies – Student Financing Fund – and the Quota Law – Law no. 12,711, of August 29, 2012, including vacancies for people with disabilities in federal institutions. The progression of students with disabilities in regular education has also increased, favoring the completion of secondary education and, consequently, increasing the enrollment of this public in higher education. Since 2018, ABED, through the Census, has expanded its research to understand the performance of higher education institutions with this audience. The objective is to produce relevant and statistical data on access and permanence, as well as to allow the sharing of good experiences made by the institutions, within the scope of Inclusion. Among the main questions that permeate the questions, are:

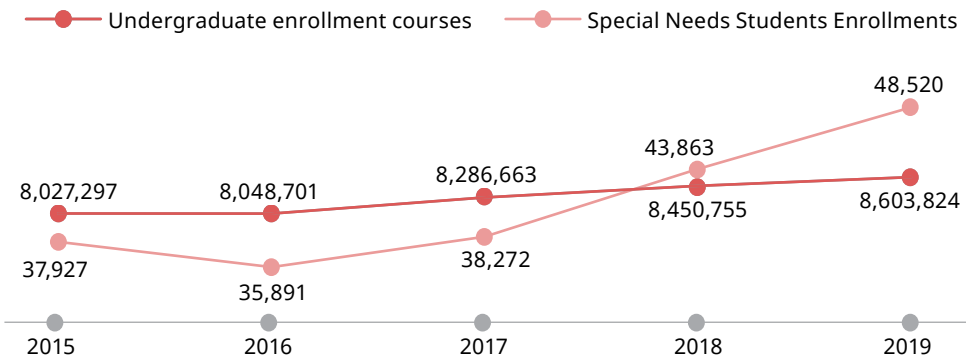
- "How are institutions organizing themselves to ensure equal service to their students?"
- "How has technology contributed to help them?"
- "Who are the support agents?"
- "What resources and strategies are used?"

In Brazil, there are more than 45 million Brazilians who have some type of disability, which represents about 25% of the population, according to the 2010 Census. In 2019, according to the INEP Census, 48,520 students were enrolled in education higher education, both in classroom and distance learning. The Census maps students with blindness, low vision, deafness, hearing or physical disabilities, deafblindness, multiple disabilities, intellectual disabilities, childhood autism, Asperger's syndrome, Rett's syndrome, childhood disintegrative disorder and giftedness. Understanding the profile of the target audience of special education, mapped by the HEIs, gives us an overview of who is the student who needs support in distance education.

The National Special Education Policy of 2008 considers the target audience of special education to be people with disabilities "those who have long-term physical, mental or sensory impairments who, in interaction with various barriers, may have restricted their full and effective participation in the school and society "(MEC / SEESP, 2007, p. 9). In addition, it cites students with global developmental disorders, which include students with autism, autism spectrum syndrome and childhood psychosis, as well as students with high skills and giftedness, as representatives of that same group. Specific functional disorders (ADHD, dyslexia, dyscalculia, dysgraphia, dystortography) are not considered the target audience of special education, however they receive pedagogical support according to the demand.

The Chart below shows a comparative analysis of the evolution of general enrollments in the last five years in higher education and the increase in enrollments of students with special needs.

Chart 3.18 – Comparison of the evolution of enrollments in classroom courses and distance learning with the enrollment of students with special needs

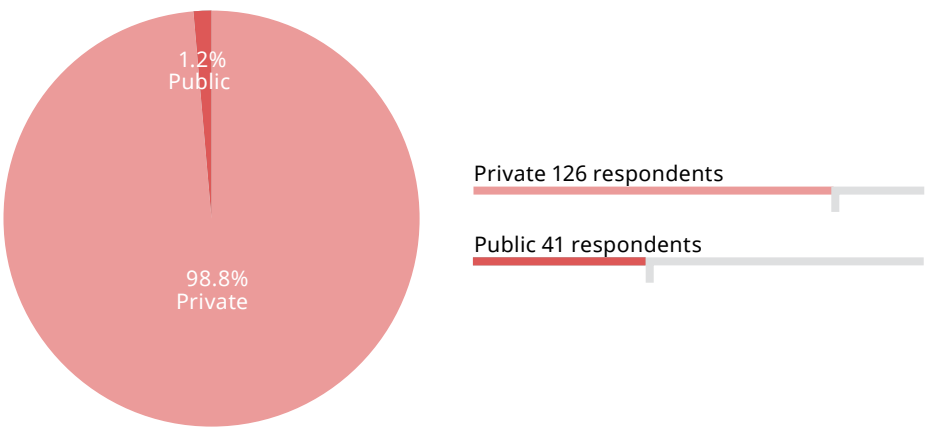


Source: INEP, 2020[1].

While the increase in general enrollments grew by 7% in the last 5 years, that of students with special needs was 27%. The data demonstrate an increase in the access of these students, favored by the inclusion policies of the last years. However, most students are enrolled in private education, about 30,211 – of which 18,309 are in public education, demonstrating that the majority are still excluded from free education.

The data from the ABED 2019 Census show this percentage of students with mapped special needs, indicated by public and private institutions. In it, it is possible to perceive the representativeness of private education in the inclusion of these students.

Chart 3.19 – Students with special needs enrolled in 2019



However, in addition to access, it is necessary to guarantee the permanence of these students so that they can complete the course, without barriers. Attitudinal, methodological, technological and communicational obstacles directly impact the teaching-learning process. To favor the permanence of students with special needs in distance education courses, both public and private institutions indicated that the main resources are: specialized human assistance, adapted materials and adaptive AVA.

With the implementation of different digital learning resources, it is increasingly easy to incorporate accessibility tools into materials and platforms. We know that many of these resources are also used by students

1 INEP – Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. **Sinopse Estatística da Educação Superior Graduação**. Disponível em: <http://portal.inep.gov.br/web/guest/sinopses-estatisticas-da-educacao-superior>. Acesso em: 22 dez. 2020.

who have no special needs, but who, due to environmental or social conditions, benefit from the tools. The universal learning design (DUA) seeks to deconstruct stereotypes and labels from an exclusive perspective, adaptations and adaptations, related to disability and medical diagnoses, eliminating barriers to access and knowledge without exclusivity, favoring the beneficiaries. In this way, the implementation of digital accessibility resources favors the teaching-learning process of all students, without exclusivity for those with some type of disability.

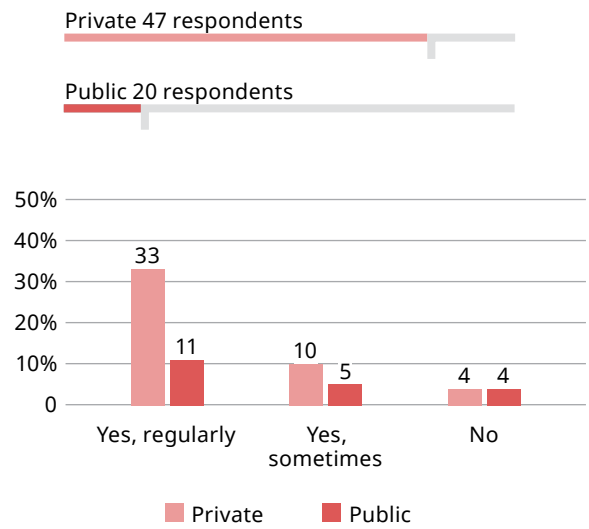
One such example is the development of educational materials in HTML5, which favor the use of assistive technologies. Native audio resources, with a neural voice pattern and artificial intelligence that resemble the human voice, favor the experience of students with disabilities, as well as those who study while doing other activities, such as driving a car or traveling by bus. Tools that allow for font enlargement and high contrast calibrated for different levels of color blindness can also help students who study at night or have other functional disorders.

One point that drew attention in the survey was the low reference to individual accessibility plans. These documents aim to present the planning and documentation of the strategies, resources and methodologies that will be adopted by the institution to promote the inclusion of students with disabilities. The absence of answers makes one think that many institutions do not usually register them or if this information was not known to the questionnaire respondent.

However, in addition to plans, resources and personal and physical structure, the development of strategies for breaking attitudinal barriers is necessary. In this process, teachers and students need to be involved and sensitized, with an empathetic and supportive look, favoring the reception and adaptation of methodologies. For this initiative, knowing about the needs and characteristics of the disability or disorder is essential.

One of the questions asked by the census sought to determine how the institutions guided their teachers and tutors regarding the care of students with special needs. The majority indicated that they regularly train teachers. However, there are still institutions that do not carry out any type of activity.

Chart 3.20 – Teacher-tutor training in attending students with special needs in distance learning courses



Guiding and offering subsidies so that teachers know how to act, from the interaction with the student to the realization of evaluation processes, is fundamental. Guidance on the specific needs of each student is also important in that each one, within his disability, has needs, often specific.

Undoubtedly, expanding research and promoting discussion on this topic will support institutions, teachers and students, ensuring assertiveness in actions and favoring full inclusion and accessibility for students.

To break with prejudices based on speeches of equality or inequality, taking a look that promotes human rights, is to consider individual needs. This sentence by Boaventura de Souza Santos reflects a little of this thought: “we have the right to be equal when our difference makes us inferior; and we have the right to be different when our equality de-characterizes us”.

About the author

Karina Nones Tomelin holds a master's degree in Education and a bachelor's degree in Psychology from Fundação Universidade Regional de Blumenau (2003) and in Pedagogy from Universidade Anhembi Morumbi (2016). She is Director of Innovation and Quality at B42 and Creator of EducaBox.

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CE	Ensetec Tecnologia Educacional	pedro@ensetec.com	–	Pedro Furquim
CE	Faculdade do Vale do Jaguaribe	leoneide@fvj.br	www.fvj.br	Leoneide Barbosa Lima
CE	Fundação Demócrito Rocha	uane@fdr.org.br	http://fdr.org.br/	Viviane Pereira Lima Verde Leal
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DF	English in the Cloud	inthecloudcoordinator@gmail.com	www.englishinthecloud.com.br	Ana Cristina Mesquita Gerin Teixeira
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PA	Cidade Aprendizagem	diretor@cidadeaprendizagem.combr	www.cidadeaprendizagem.com.br	Ezelildo G Dornelas
PA	Escola de Governança Pública do Estado do Pará – EGPA	eadsuporte.egpa@gmail.com	http://ead.egpa.pa.gov.br/	Reinan C. B. Abreu
PA	Universidade Federal do Pará – UFPA	aediadm@gmail.com	https://portal.ufpa.br/	Rayane Paiva
PB	BIT Editora e Informática Ltda.	contato@biteduc.com.br	www.biteduc.com.br	Oswaldo Evaristo da Costa Neto
PB	Instituto Federal de Educação, Ciência e Tecnologia da Paraíba – IFPB	ead@ifpb.edu.br	https://www.ifpb.edu.br/ead	Odete Paula Ferreira da Silva
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PE	Centro de Estudos da Saúde – CESA	coordenacao@cesasaude.com.br	www.cesasaude.com.br	Monica Araujo
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PE	Secretaria de Educação e Esportes de Pernambuco – SEE PE	eadpernambuco.central@gmail.com	www.educacao.pe.gov.br	Renata Marques de Otero
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PR	Centro de Educação Profissional Nahyr Kalckmann de Arruda – CEPNKA	atendimento@facop.org.br	https://www.facop.org.br/	Maria Letizia Marchese
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PR	FAE Centro Universitário	Vera.dullius@fae.edu	https://fae.edu/	Vera Fátima Dullius
PR	IDI Instituto de Desenho Instrucional	contato@desenhoinstrucional.com	www.desenhoinstrucional.com	Michele Kasten
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RJ	Associação Brasileira das Entidades dos Mercados Financeiro e de Capitais – ANBIMA	patricia.guedes@anbima.com.br	https://www.anbima.com.br/pt_br/pagina-inicial.htm	Patricia Guedes
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RJ	IEPAMEC	contato@iepamectreinnar.com	http://iepamectreinnar.eadplataforma.com	Luiz Claudio Silva Horacio
RJ	Instituto de Pesquisas Avançadas em Educação – IPAE	ipae@ipae.com.br	http://www.ipae.com.br/ipae/	João Roberto Moreira Alves
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RS	Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul – IFRS	proen.ead@ifrs.edu.br	ead.ifrs.edu.br	Júlia Marques Carvalho da Silva
RS	Pick Consultoria Educacional	rosiane.pick@hotmail.com	http://lattes.cnpq.br/3113142476137737	Rosiane Karine Pick
RS	Universidade do Vale do Taquari – UNIVATES	campus@univates.br	www.univates.br	Franciele Maria Krämer
RS	Universidade Estadual do Rio Grande do Sul – UERGS	reitoria@uergs.edu.br	https://www.uergs.edu.br	Caroline Tavares de Souza Clesar
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RS	Universidade Federal do Pampa – UNIPAMPA	ead@unipampa.edu.br	https://unipampa.edu.br/portal/	Verônica Morales Antunes
RS	Universidade La Salle – UNILASALLE	diread@unilasalle.edu.br	https://www.unilasalle.edu.br/canoas	Jonas Rodrigues Saraiva
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SC	Instituto de Estudos Avançados Ltda. – IEA	comercial@dotgroup.com.br	www.dotgroup.com.br	Fernando Akeo Naganawa
SC	Instituto Federal de Educação, Ciência e Tecnologia de Santa Catarina – IFSC	depead.cerfead@ifsc.edu.br	www.ifsc.edu.br	Maria da Glória Silva e Silva
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SC	Sociedade de Educação Superior e Cultura Brasil – UNISOCIESC	ead.academico.joinville@unisociesc.com.br	www.unisociesc.com.br	Fabio Roberto Pinheiro Vieira
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SC	Universidade Regional de Blumenau – FURB	clarissap@furb.br	www.furb.br/	Clarissa Josgrilberg Pereira
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SP	Adasoft Serviços e Tecnologia	contato@adasoft.com.br	–	Anibal Matias
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SP	Centro Brasileiro do Conhecimento e Administração Educacional Ltda. – CBCon	cbcon@cbcon.com.br	http://www.cbcon.com.br/	Angelo Manoel Zanão
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SP	Centro Universitário das Faculdades Integradas de Ourinhos – UNIFIO	secretariageral@unifio.edu.br	https://www.unifio.edu.br/home/	Gilson Aparecido Castadelli
SP	Centro Universitário Estácio de Ribeirão Preto	regulacao.avaliacao@estacio.br	https://portal.estacio.br/	Ornella Pacifico
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SP	Instituto de Estudos Franceses e Europeus de São Paulo Ltda. – IFESP	alexandrine@ifesp.com.br	www.ifesp.com.br	Alexandre Brami
SP	Instituto Federal de Educação, Ciência e Tecnologia de São Paulo – IFSP	ded@ifsp.edu.br	www.ifsp.edu.br	Paulo José Evaristo da Silva
SP	Instituto Isaac Martins Ltda.	isaac@isaacmartins.com.br	www.institutoim.com.br	Isaac Martins
SP	Laboratório de Controle Ambiental, Higiene e Segurança na Mineração – LACASEMIN POLI/USP	vicente@lacaseminusp.com.br	www.lacaseminusp.com.br	Vicente Tucci Filho
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SP	Merlin Video	tasselli@merln.com.br	www.merlin.com.br	Fernando Tasselli
SP	Newis Cool Tecnologia Educacional	titton@newis.cool	http://newis.cool	Luiz Antonio Titton
SP	Nortus	relacionamento@nortus.com.br	www.nortus.com.br	Mirian Machado
SP	OmRá – Educação & Inovação	info.site@omra.com.br	www.omra.com.br	Wagner Mancini
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SP	Prisma Educação Continuada e Aprendizagem Profissional Ltda.	prisma@prismaconsultoriaemsaude.com.br	http://prismaconsultoriaemsaude.com.br	Raquel Motta
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MG	Prova Fácil	adriano.guimaraes@provafacilnaweb.com.br	www.provafacilnaweb.com.br	Adriano Guimarães
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PR	Centro de Educação Profissional Democrata	secretaria.democrata@gmail.com	www.escolademocrata.com.br	Homero Quadros Filho
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