

## Telensino as a path to education in Ceará: a historical and pedagogical analysis

### ARTICLE

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### Abstract

The article analyzes Telensino as an innovative educational alternative implemented in Ceará in the 1970s, with the aim of expanding access to primary education and mitigating the shortage of qualified teachers in remote regions. The objective of the research is to investigate the implementation of Telensino in Ceará, highlighting its pedagogical proposal, its role in expanding access to education, and its impact on the education of students, especially those located in areas that are difficult to access. Through a documentary analysis based on laws, opinions of the State Board of Education, institutional reports, among other documents, the study contributes to the appreciation of the educational memory of Ceará and encourages reflections on the adaptation of technology-mediated educational models in the current context. In addition, it shows that this was a pioneering experience in tele-education, using television as the main teaching tool. The Telensino experience in Ceará demonstrated the feasibility of using television as an educational medium, allowing for expanded access to elementary education and promoting an innovative pedagogical approach. Despite limitations, such as the lack of direct interaction between students and teachers and the need for greater depth of content, the program played a fundamental role in bringing education to the interior of the state. **Keywords:** Teleteaching. Education in Ceará. History of education. Educational policies.

### O Telensino como caminho para a educação no Ceará: uma análise histórica e pedagógica

### Resumo

O artigo analisa o Telensino como uma alternativa educacional inovadora implantada no Ceará na década de 1970, com o objetivo de ampliar o acesso ao ensino de primeiro grau, e mitigar a escassez de professores qualificados em regiões remotas. O objetivo da pesquisa é investigar a implementação do Telensino no Ceará, destacando sua proposta pedagógica, seu papel na ampliação do acesso à educação e seu impacto na formação dos estudantes, especialmente aqueles situados em áreas de difícil acesso. Mediante uma análise documental, a partir de leis, pareceres do Conselho Estadual de Educação, relatórios institucionais, entre outros documentos, o estudo contribui para a valorização da memória educacional

do Ceará e fomenta reflexões sobre a adaptação de modelos educacionais mediados por tecnologia no contexto atual. Além disso, evidencia que esta foi uma experiência pioneira de teleeducação, utilizando a televisão como principal ferramenta didática. A experiência do Telensino no Ceará demonstrou a viabilidade do uso da televisão como meio educacional, permitindo a ampliação do acesso ao ensino fundamental e promovendo uma abordagem pedagógica inovadora. Apesar das limitações, como a falta de interação direta entre alunos e professores e a necessidade de maior aprofundamento dos conteúdos, o programa cumpriu um papel fundamental na interiorização da educação no Estado.

**Palavras-chave:** Telensino. Educação cearense. História da educação. Políticas educacionais.

## 1 Introduction

In the 1970s, Brazil faced the challenge of expanding access to basic education amid marked social and regional inequalities. The pressure to universalize schooling intensified as the country sought to align itself with the modernization and development goals proposed by the military regime. In this context, state governments were driven to create alternatives to compensate for the lack of school infrastructure and, above all, the shortage of qualified teachers in areas far from major urban centers.

The state of Ceará, historically affected by limited access to educational resources, sought to develop initiatives to overcome these barriers. Among these initiatives, *Telensino* stood out, an educational system implemented in the 1970s that used audiovisual materials and television broadcasts as pedagogical support. As a result of governmental efforts to expand elementary education, then referred to as *1º Grau*, the program aimed to democratize access to knowledge and reduce the effects of the shortage of licensed teachers.

This article analyzes *Telensino* as an educational system implemented in Ceará in the 1970s, the result of a governmental effort to expand elementary education, formerly known as *1º Grau*, and mitigate the scarcity of qualified teachers in remote regions. The study examines the historical context, the public policies that supported the program, its pedagogical structure, and the results achieved.

The objective of the research is to investigate the implementation of *Telensino* in Ceará, highlighting its pedagogical proposal, its role in expanding access to education, and its impact on student learning, especially for those located in hard-to-reach areas.

The methodology adopted is qualitative and documentary, involving analysis of primary and secondary sources, including laws, opinions issued by the State Board of Education, institutional reports, academic articles, newspapers, and testimonies from researchers in the field. The investigation also considers the historical perspective surrounding the creation and evolution of *Telensino*, exploring its pedagogical and philosophical principles.

The relevance of this research lies in the innovation that *Telensino* represented for elementary education in Ceará by using television as an educational tool to address the shortage of teachers in distant regions. Understanding its structure, challenges, and contributions is essential to assessing its legacy and reflecting on the use of technology in public education. Furthermore, the study contributes to preserving the state's educational memory and fosters new discussions on public policies focused on democratizing schooling.

It is important to note that this article corresponds, with some modifications, to an extension of the master's thesis titled *A educação pelas antenas de TV: narrativa histórica da implantação do Telensino no Ceará (1973-1979)*<sup>1</sup>.

## 2 Theoretical and Methodological Path

To understand the implementation and impacts of *Telensino* in Ceará, this study adopted a qualitative and documentary approach. The qualitative method was chosen because it allows for an in-depth analysis of the meanings and contexts involved in the phenomenon under study, enabling a richer interpretation of the educational strategies employed and of their developments over time. According to Minayo (2012), qualitative

<sup>1</sup> Master's thesis by Roberta Lúcia Santos de Oliveira, defended in 2014 in the Graduate Program in Education at the Federal University of Ceará, under the supervision of Professor Francisco Ari de Andrade.

research is particularly suitable when the objective is to understand social processes, values, practices, and meanings, aspects that are essential for analyzing educational experiences such as *Telensino*.

With the intention of broadening historiographical practice, sources that could help reconstruct the trajectory of *Telensino* were gathered and examined. Among the documents consulted, we highlight Law No. 9.753/1973, which authorized the creation of the Educational Foundation of the State of Ceará (*FUNEDUCE*) and established guidelines for the operation of Ceará's Educational Television, and Law No. 10.264/1979, which created the Teleducation Foundation of the State of Ceará (*FUNTELC*), continuing the structuring of the program. These legal milestones were fundamental for understanding the institutional support that ensured the existence and expansion of *Telensino*.

In addition, opinions issued by the State Board of Education were analyzed, particularly Opinion No. 760/74, which formalized the approval of regular first-level education through Educational Television. This document provides valuable insights into the pedagogical perspective of the period and the official justifications for adopting *Telensino* as a solution to the shortage of teachers in remote areas.

Another category of fundamental sources consisted of institutional reports produced by *FUNEDUCE* and *FUNTELC*, which describe the strategies adopted for producing and broadcasting televised lessons, the organization of curricular content, and the challenges faced during the program's implementation. These reports bring together quantitative and qualitative data on the expansion of *Telensino*, making it possible to follow its trajectory from its initial phase to the consolidation process. Access to this material took place during the master's research, when the documents were available at the library of Ceará's State Department of Education.

The study also drew on academic articles and dissertations accessed through databases such as the Brazilian Digital Library of Theses and Dissertations (*BDTD/CNPq*), the CAPES Theses and Dissertations Catalog, and the institutional repository of the Federal University of Ceará (*UFC*). Priority was given to works published between 1990 and 2014 in order to incorporate consolidated analyses on the topic. These materials

offered a critical perspective on *Telensino* and its impacts on public education in Ceará. In particular, the dissertation *A educação pelas antenas de TV: narrativa histórica da implantação do Telensino no Ceará (1973–1979)*, by Roberta Lúcia Santos de Oliveira, served as one of the main references for this analysis, as it provides an in-depth study of the program's structure and developments.

In addition to official and academic documents, the research explored newspapers from the period when *Telensino* was implemented, in the mid-1970s, such as *O Povo*, which reported on topics ranging from the creation of Educational Television to the logistical and financial challenges faced by the state government in its implementation. These sources, available at the Ceará State Library (*BECE*), helped contextualize the impact of *Telensino* on Ceará's society by recording not only institutional perspectives but also public and political perceptions of the initiative.

Finally, testimonies from researchers and education professionals who studied *Telensino* or took part in its implementation were considered. These accounts were essential for enriching the understanding of how the program worked in practice, bringing to light issues such as teachers' adaptation to the new teaching model, the difficulties faced by students, and the school community's reception of the proposal for television-mediated education. The testimonies are available in the dissertation *A educação pelas antenas de TV: narrativa histórica da implantação do Telensino no Ceará (1973–1979)*, by Roberta Lúcia Santos de Oliveira.

The combination of these diverse sources enabled a broad and detailed analysis of *Telensino*, encompassing both its structural and pedagogical aspects and its social impacts. In this way, this study seeks not only to reconstruct the memory of this innovative experience but also to contribute to the debate on the use of technology in public education and the need for inclusive policies to expand access to schooling in hard-to-reach regions.

### 3 Results and Discussion

The establishment of Ceará's Educational Television (*TVE*) began in 1966, when the then-governor, Colonel Virgílio Távora, requested from the National Teleducation Council (*CONTEL*) the concession of an educational television channel for the state. The request was approved in April 1970, marking the first step toward the implementation of *Telensino*.

In addition to requesting the concession of an educational television channel, it was also necessary to create, by law, the institution that would maintain Educational Television. On October 18, 1973, Governor César Cals sanctioned and enacted Law No. 9.753, which established the Educational Foundation of the State of Ceará – *FUNEDUCE*. This institution was constituted as a legal entity under private law with administrative, financial, and patrimonial autonomy, with the purpose of producing educational initiatives at all levels of teaching, research, and extension, as stated in the following article:

Art. 1 – The Executive Branch is authorized to establish, as a legal entity under private law, the Educational Foundation of the State of Ceará – *FUNEDUCE*, headquartered and registered in the city of Fortaleza, with administrative, financial, and patrimonial autonomy, intended primarily for the following purposes:  
I – to promote educational activities at all levels of teaching, research, and extension;  
II – to carry out and sponsor activities required by Ceará's economic and social development policy and its priority demands in the field of humanistic culture and scientific-technological knowledge [...] (Ceará, 1973).

*FUNEDUCE* was the institution responsible for maintaining both Educational Television and the State University of Ceará, as stated in Art. 2: “*FUNEDUCE* shall undertake the necessary efforts for the creation of the State University of Ceará, initially integrated with the institutions mentioned in Art. 4 of this law, assuming the financial responsibilities for its maintenance and for Educational Television.” (Ceará, 1973). This institution was linked to the Department of Education and administered by a Board of Directors. The authority, term, and duties of this Board were established by statute, in which the president was appointed by the governor, as stated in § 3 of Art. 7 of Law No. 9.753.



Law No. 9.753, in its Art. 8 and §§ 1 and 2, sets forth the type of teaching to be offered by Educational Television, which could include, in addition to regular instruction, cultural or technical extension courses and the dissemination of content of public or state interest.

Art. 8 – Ceará's Educational Television shall offer the community systematic instructional programs for the first and second levels of education, in accordance with the relevant legislation.

§1 – Educational Television may also offer special courses and cultural or technical extension courses, as well as disseminate material of significant public interest or of the state's highest administration.

§2 – Educational Television shall collaborate, at the discretion of its administration, with different cultural and educational organizations, producing, under agreement, special instructional programs, ensuring, however, priority for analogous programs from the State University of Ceará. (Ceará, 1973).

To begin its operations, *FUNEDUCE* received from the State Government, in addition to the budget already allocated by the Department of Finance, an initial capital contribution of Cr\$ 200,000.00, which would serve as support to make the implementation of its services feasible. The next step consisted of requesting authorization from the State Board of Education. For this purpose, in 1974, the Government of the State of Ceará filed request No. 1422/74 with the Board.

While awaiting the Board's authorization, Governor César Cals, in a meeting with the Minister of Planning, João Paulo dos Reis Velloso, requested financial assistance for the implementation of *TVE* and for the expansion of the passenger terminal and the runway at Pinto Martins Airport. Such expansion would accommodate the increase in the number of passengers expected to use the airport (*O Povo*, 14.02.1973, p. 10).

The Government of the State of Ceará began taking measures regarding the acquisition of land for the construction of the headquarters of Ceará's Educational Television. The site where *TVE* would be built was, and still is, located at 1985 Osvaldo Cruz Street, in the Aldeota neighborhood, in Fortaleza. The building was scheduled for completion on June 15, 1973, and had an area of 1,400 m<sup>2</sup>, divided into two floors. On the upper floor were the Engineering Department and the area where control equipment, films, and slides were installed. Approximately 60% of the building would be occupied by the

Departments of Pedagogy and Production. The construction of *TVE*'s headquarters would cost the public treasury about one million cruzeiros. The metal structure that would serve as the antenna was 95 meters high, and the public treasury paid 312 thousand cruzeiros for it; the structure came from São Paulo (*O Povo*, 15.05.1973, p. 10).

In the May 15, 1973 issue of *O Povo* (p. 10), there was a report stating that, by the end of September 1973, after the State Government had invested more than five million cruzeiros, *TVE* of Ceará would be ready and that, once it initiated its program of educational and cultural dissemination, it would serve as a means of development for Ceará.

On October 16, 1974, the State Board of Education, through Opinion No. 760/74, with counselor Jorgelito Cals de Oliveira as rapporteur of the process, issued an opinion approving the implementation of regular first-level education by Educational Television – Channel 5. In the words of the rapporteur: “It is in this sense that we understand the work of Ceará’s Educational Television – Channel 5, as a project of expansion, supplementation, and enrichment of regular schooling in accordance with the most updated pedagogical standards and, as such, we believe it can be approved and applauded.” (Ceará, 1974).

Ceará’s Educational Television was divided into five departments, each with its own purpose: Production Department, Pedagogical Programming Department, Telejournalism Department, Engineering Department, and Administration Department.

Over time, *FUNEDUCE* was transformed into the State University Foundation of the State of Ceará, thus separating *UECE* from Educational Television. This change occurred after Governor Manoel de Castro Filho sanctioned and signed Law No. 10.262, of May 19, 1979. As a result of this separation, Law No. 10.264, of May 22, 1979, was also enacted, creating the Teleducation Foundation of the State of Ceará – *FUNTELC*.

### 3.1 Defining *Telensino*: Origins and Structure

In 1972, Governor César Cals began appointing the pedagogical team that would form Educational Television, starting with the invitation extended to Professor Antonieta Cals de Oliveira, who at the time served as the government’s education advisor, to take charge of



the pedagogical component of *TVE*. (Fundação Teleducação do Ceará, *Um instrumento a serviço da educação e da cultura – 1974–1995*, [n.d.], p. 9).

Professor Antonieta Cals invited professors Ignácio Ribeiro Pessoa Montenegro, José Carneiro da Cunha, and Gerardo José Campos to begin the interviews required to recruit the first pedagogical group of *TVE*. Thus, the team responsible for initiating research on the implementation of *Telensino* in the state was formed.

After the educational project for *Telensino* was created, the production of support materials for learning facilitators and students began. Exclusive training was also initiated for the technicians who would work in television broadcasting. Campos states that the creators of *Telensino* were highly attentive during its conception, as they did not want to replicate models from elsewhere. Instead, they considered the reality of the state, identifying its problems, characteristics, and needs. According to him:

[...] With the care of not importing models, but with the wisdom to assimilate examples, those who created this system had the merit of recreating what already existed with the concern not to copy, in order to avoid failing in the commitment to consider Ceará's reality in its concrete problems, its characteristics, and its localized needs. (Campos, 1983, p. 36).

For this project to materialize, it was also necessary to extend it to other areas where educational television could be accessed. These field visits allowed the team to study and observe how the project unfolded in the state's interior. Upon returning to the government headquarters, they assessed whether the educational methodology could be implemented in Ceará's Educational Television.

In 1974, the year *TVE* was inaugurated, the management team consisted of Superintendent Eng. Artur de Freitas Torres de Melo; the Director of the Pedagogical Programming Department, Prof. Gerardo José Campos; the Director of the Production Department, journalist João Guilherme Neto; and the Director of the Administrative Department, Prof. Carneiro da Cunha. On March 7 of that year, the headquarters of Ceará's Educational Television was inaugurated, and televised lessons began to be broadcast throughout the state. The event was attended by local and national authorities, including

the Minister of Education, Jarbas Passarinho, who highlighted the initiative as an example for other Brazilian states in expanding schooling and promoting cultural dissemination. According to the Minister, the creation of the station marked a new era for education in Ceará, demonstrating the state's pioneering efforts to pursue innovative educational alternatives.

Dias and Brandão (2003) state that the *Telensino* system existed solely in Ceará and was defined by the presence of a central hub responsible for producing the lessons to be broadcast in any school in the state equipped to receive the television signal. According to the authors:

According to official information, this system exists only in the State of Ceará. It was created in 1974. It is characterized by the presence of a production center for television programs classified as educational (as they address content taught in any "traditional" school). This center is called *FUNTELC* (Telecommunications Foundation of Ceará). (Dias; Brandão, 2003, p. 14).

For Professor Lindalva Pereira do Carmo, Coordinator of Technical-Pedagogical Development at the Department of Basic Education, in testimony given to Bodião (1999), the implementation of *Telensino* enabled the state to accommodate the increased demand created by the establishment of eight-year elementary education. According to her:

In fact, when *Telensino* began, we were starting the implementation of 5692. [...] We had only a few junior high schools, and when Law 5692 introduced the eight-year first level, it required all former elementary schools to expand upward to reach the eighth grade. This exceeded the capacity of both municipalities and the state. So, when *Telensino* was created, at that time it came to make the implementation of 5692 feasible, transforming former primary schools into eight-year first-level schools, addressing the shortage of personnel and reaching the most distant places where this was not possible.<sup>2</sup>

*Telensino* emerged with the objective of bringing education to more distant municipalities in Ceará and to hard-to-reach areas in order to address the shortage of

<sup>2</sup> Testimony taken from BODIÃO, Idevaldo da Silva. **Estudo sobre o cotidiano das classes do Telensino de uma escola da rede pública do Ceará**. Doctoral thesis in Education, School of Education, University of São Paulo. São Paulo, 1999.

licensed teachers. Regarding the objectives of *Telensino*, Barreto (2001) states that the program was created to serve students in the 5th through 8th years of elementary education within the regular age range, distinguishing it from supplementary programs. In addition, it sought to bring education to remote regions where qualified teachers for these grades were lacking.

The initial teaching staff of *Telensino* consisted of 13 teachers: Almerinda C. Albuquerque, Almir Brasil Pires, Gerardo José Campos, Gildo Cordeiro Rosas, Hipólito Peixoto Oliveira, Ignácio R. P. Montenegro, José Nascimento S. Braga, José Carneiro da Cunha, Maria Célia A. Guabiraba, Maria Eliana Cavalcante Matos, Marta Maria Freire Castelo, Marcelo Mota de Matos, and Rubens Linhares de Páscoa.

Between 1974 and 1979, the *Telensino* system experienced significant expansion in Ceará. In 1974, the program was present in 8 municipalities, with 30 schools serving 4,139 students in the 5th and 6th years. The following year, there was substantial growth, reaching 29 municipalities, 92 schools, and 9,695 students from the 5th to the 7th years, with a growth rate of 134.24%. In 1976, expansion continued, reaching 34 municipalities, maintaining 92 schools, and serving 12,567 students from the 5th to the 8th years, with an increase of 29.62%. In 1977, the program was consolidated in 32 municipalities, expanding to 111 schools and 13,392 students, though with more modest growth of 6.56%. In 1978, *Telensino* reached 40 municipalities, with 133 schools and 14,810 students, showing a growth rate of 10.59%. Finally, in 1979, the program expanded to 43 municipalities, with 146 schools and 17,685 students, with an increase of 5.82% (Oliveira, 2014).

Initially, only eight municipalities were included in the broadcast of televised lessons. However, over the years, the number of participating municipalities, schools, and students increased. In 1974, *Telensino* broadcast lessons only for the 5th and 6th grades of elementary school. In 1975, the 7th grade was added, and beginning in 1976, the program came to encompass the 5th through the 8th years.

## 3.2 The Pedagogical Proposal of Telensino: Curricular and Philosophical Orientation

The political-pedagogical proposal of *Telensino* sought to break with the authoritarianism and technicism that predominated in the 1970s, aligning itself with a humanist approach. The goal was to educate students to be critical, supportive, autonomous, and participatory (Oliveira, 2014). In this system, classes were broadcast on television, which was not limited to being a means of transmitting knowledge and culture. On the contrary, it formed part of a broader educational model that encouraged students' reflection and critical thinking. According to Silva and Dias:

Television, from this perspective, would be the instrument through which broadcasts (*teleaulas*) would be transmitted, and the student would be the active subject of their own knowledge. The teacher's task would be to facilitate the learning of this knowledge, fostering reflective activities, mediating debates, and encouraging study (Dias; Silva, 2003, p. 115).

In the early years of *Telensino*, between 1974 and 1977, all modules were produced and broadcast live, with the exception of the lessons, which were prerecorded. This model made the system more economical, but it demanded greater dedication from teachers, producers, and presenters. From 1977 onward, the modules began to be recorded, which increased the program's costs. To support this claim, we draw on Campos, who emphasizes it quite categorically when he states:

[...] At the beginning, from 1974 to 1977, the production and broadcasting subsystems of the *TVE* under study were characterized by the simplicity with which tele-didactic messages were executed, since only the lessons were recorded on tapes. All modules were produced and aired live, which made the process financially less costly and gave greater agility to the pace of updating. This method demanded more from teachers, producers, and presenters. In 1977, the natural and commendable desire to pursue the optimum generated a perfectionist concern, unconsciously influenced by the *Globo* television standard of sophisticated image refinement and by a decision to record the modules permanently. As a result, the system became more costly in financial terms and slower in terms of feedback. [...] (1983, p. 94).

In this context, the learning facilitator played an essential role in guiding the tele-students, encouraging and energizing the educational process through group activities and dynamics that strengthened cooperation and interpersonal relationships. This method not

only expanded knowledge, it also contributed to the retention of learning. In this way, both students and facilitators became active subjects in the educational process, establishing through dialogue a relationship that led them to assume responsibility for their own learning.

For Campos (1983), the learning facilitator is responsible for guiding activities with students as they receive the *teleaulas*. Their role goes beyond simply transmitting content. They create an environment in which students develop interest, understand the topics, carry out activities, and achieve results. This professional acts as a mediator, encouraging and monitoring the learning process, without assuming the position of an instructor who dominates all areas of knowledge. The classroom thus becomes a space for exchange and the collective construction of knowledge.

The methodology of the *teleaulas* broadcast in Ceará was developed based on the action-reflection binomial, in which television played a central role in the didactic-pedagogical proposal of *Telensino*. In addition to this educational aspect, the system was also grounded in philosophical principles, which will be discussed below.

*Telensino* was based on a student-centered approach, using television and the teacher as its main educational resources. Inspired by the principles of Paulo Freire, its pedagogical model emphasized the construction of knowledge in a liberating way. Questioning played an essential role in the development of critical thinking, allowing students to relate lesson content to their own reality (Farias, 2000). According to Professor Rita Facó, “[...] this element did not exist in the dynamics of the tele-educational system in Maranhão. It was created especially for Ceará by the founding pedagogical team” (Farias, 2000, p. 53).

*Telensino* was officially recognized by the State Board of Education through Opinion 760/74 and adopted Ceará’s official curriculum, prepared by the Department of Education. This curriculum was adapted to meet the needs of the system’s students, using television, the support manual, and the activity book as its main resources.

The curriculum of *Telensino* was grounded in three core principles: totality, interdisciplinarity, and flexibility. The principle of totality sought to integrate the subjects into a cohesive whole, making learning more meaningful by connecting it to students’ reality.

Interdisciplinarity ensured interconnection among areas of knowledge, promoting a global perspective and supporting an innovative pedagogy of communication, with teachers from different specialties working collaboratively. Flexibility, in turn, allowed the adaptation of program content, breaking with rigid approaches and encouraging the formation of critical and creative subjects capable of exercising autonomy and responsibility in their learning.

In addition to the three fundamental principles, *Telensino* included several curricular components, such as tele-students, learning facilitators, organization of the teleclassroom, integrating themes, program content, teaching methodology, the process for broadcasting *teleaulas*, questioning, and the evaluation system (*Fundação de Teleducação do Ceará*, 1990).

The program content was organized by area of study and subject, following the state's official curriculum. For each grade, eight integrating themes were defined. These themes structured instruction and promoted greater articulation among the content. Each theme represented one unit of the program, ensuring curricular cohesion.

### 3.3 TVE – Channel 5: Broadcasting *Teleaulas* and Assessing Learning in *Telensino*

*Telensino* was implemented in several schools in Ceará, including state, municipal, private institutions, and schools linked to entities such as *SESI* and *CNEC*. Although most participating schools were located in Fortaleza, the program also extended to other municipalities, including Cascavel, São Gonçalo do Amarante, Beberibe, Caucaia, Maranguape, Pacajus, and Mondubim (Oliveira, 2014).

The program was implemented in 17 schools in Fortaleza, as well as in units located in Cascavel, Paracuru, São Gonçalo do Amarante, Beberibe, Caucaia, Maranguape, Mondubim, and Pacajus. In total, it involved 12 state schools, 15 municipal schools, two private schools, one *SESI* school, and two schools from the National Campaign for Community Schools (*CNEC*). However, there are discrepancies in the sources regarding the municipalities served in 1974, since some records mention Trairi while others cite Mondubim. Despite these inconsistencies, the data confirm the institutions involved and the number of students served that year (Oliveira, 2014).



In 1974, the academic calendar of *Telensino* established 184 school days. During this period, 145 Broadcast Sheets (*FE*), 12 Support Manuals, and 31 Integrated Assessment Sheets (*FAI*) were produced. The distribution of lessons included: 150 Communication and Expression lessons, 150 Mathematics lessons, 87 Social Studies lessons, 68 Science lessons, and 29 Art Education lessons, the latter offered on Saturdays (Oliveira, 2014).

Initially, the program served students in the 5th and 6th grades of Elementary Education, then referred to as *1º grau*. Each *teleaula*, called a “novela,” lasted 20 minutes. It is important to note that between 1974 and 1977, although lessons were prerecorded, the modules were broadcast live.

The integrated lesson in *Telensino*, according to Campos (1983, p. 48), began daily activities with an interactive and flexible approach, offering a global view of the content and encouraging active student participation. However, Souza et al. (2003, p. 53) point out that the broadcasts, lasting around 12 minutes, were insufficient for deeper exploration, generating dissatisfaction among students and teachers. *SEDUC* instructed teachers to act solely as facilitators, encouraging student autonomy through the use of Support Manuals. After the integrated lesson was transmitted, students watched the in-depth modules and used the Support Manual under the supervision of the learning facilitator, promoting greater interaction with the content (Oliveira, 2014). Assessment in *Telensino* involved four components: the Integrated Assessment Sheet (*FAI*), the Support Manual, self-assessment, and performance.

## 4 Final considerations

The experience of *Telensino* in Ceará demonstrated the feasibility of using television as an educational medium, enabling expanded access to elementary education and promoting an innovative pedagogical approach. Despite its limitations, such as the lack of direct interaction between students and teachers and the need for deeper content exploration, the program fulfilled a fundamental role in bringing education to the state's

interior. Its legacy reinforces the importance of public policies aimed at educational inclusion and the potential of communication technologies in teaching.

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