

Information, Culture, Knowledge and Entertainment: Rádio CECIERJ is on the Air!

Informação, Cultura, Conhecimento e Entretenimento: a Rádio CECIERJ Está no AR!

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Abstract

The Fundação Centro de Ciências e Educação Superior a Distância do Estado do Rio de Janeiro, CECIERJ, has the merit of being a recognized institution in public education in the state for decades. Through the expertise coined by the institution over the years, we seek to propose the insertion of an alternative means of communication in its working method, in order to envision plenty possibilities of extending the democratic access of its students in the most diverse regions of the State, the Rádio CECIERJ. Its purpose would be to contribute with an aggregating and integrating role for students and the entire community involved. The article aims to understand about possible contributions to the implementation of a radio for the dissemination of information, culture, knowledge and entertainment of the Fundação CECIERJ, in addition to its educational projects. Among the digital mechanisms, the radio finds, in the midst of the world pandemic, its own space in order to fill gaps left by the digital exclusion. Due to the Fundação CECIERJ has an important relevance in the e-learning modality at different levels of training and teaching, the alignment of the radio would serve its means of disseminating information, culture, knowledge and entertainment, in the modulated frequency (FM), with dissemination also by web radio. Therefore, even in the digital absence, radio frequency would be one more guarantee of supplying where the internet does not reach. Theoretical and methodological support includes: Rocha (2007), Le Goff (1990), Velho (1981), among others.

Keywords: Distance education. Educational radio history. Web radio. Radio teaching. Remote teaching.



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Resumo

A Fundação Centro de Ciências e Educação Superior a Distância do Estado do Rio de Janeiro, o CECIERJ, tem por mérito ser uma instituição reconhecida na educação pública no Estado e no país. Mediante a expertise da fundação alcançada ao longo dos anos, buscamos propor a inserção de um meio de comunicação alternativo em seu método de trabalho, a fim de vislumbrar ricas possibilidades de alargamento ao acesso democrático de seus estudantes nas mais diversas regiões do Estado, a Rádio CECIERJ. Sua finalidade seria de contribuir com um papel agregador e integrador para com os estudantes e toda a comunidade envolvida. O artigo tem como objetivo compreender acerca de contribuições possíveis à implementação de uma rádio para divulgação de informação, cultura, conhecimento e entretenimento da Fundação CECIERJ, em adição aos seus projetos educacionais. Dentre os mecanismos digitais, o rádio encontra, em meio a momentos adversos como a pandemia mundial da Covid-19, seu espaço em prol de preencher lacunas deixadas pela exclusão digital. Pelo fato da Fundação CECIERJ exercer importante relevância na modalidade a distância em diversos níveis de formação e ensino, o alinhamento do rádio serviria aos seus meios de divulgação de informação, cultura, conhecimento e entretenimento, na frequência modulada (FM), com difusão também por meio de rádio web. Desse modo, mesmo em face à ausência digital, a frequência radiofônica seria mais uma garantia de suprir as demandas de acesso à cultura, à informação e ao conhecimento, onde a internet não alcança. O suporte teórico-metodológico conta com: Rocha (2007), Le Goff (1990), Velho (1981), entre outros.

Palavras-chave: Avaliação. Aprendizagem. Ensino híbrido.

1. Introduction

The radicalization in the behavioral change of the educational actors caused by the pandemic of COVID-19 in the year of 2020, impelled educational initiatives of public and private education networks in basic and higher education. Among these actions, we can observe different ways to ensure contact with the student, through teaching platforms, as in the case of the city hall of Magé, in the Baixada Fluminense, using the Moodle platform; in the state school system in Rio de Janeiro, using the Classroom platform, in addition to the messaging apps, which also served as pedagogical tools in this context. In higher education, different fronts of interaction arose through videoconferencing software in an attempt to maintain teaching during the period of social distance, as in the case of the State University of Rio de Janeiro, Universidade Federal Fluminense and Universidade Federal do Rio de Janeiro, among others. The common point among the pedagogical works developed was the reach of the student and the proximity to his teachers and institutions, in different times and spaces. The scenario built from the closure of schools and universities as a measure to prevent the spread of the new coronavirus, brought distance education (DE), a mode of teaching already consolidated, to the point of discussions for the continuation of learning.

With a view to teaching offered at the time of emergency, DE served as a support point for the development of educational projects. However, the pedagogical work directed by numerous classroom institutions sought to bring to non-classroom teaching, the practices developed in the school routine, as

according to Behar (2020), the curriculum of most educational institutions was not created to be applied remotely. Thus, the restrictions imposed by Covid-19, forced the institutions to develop teaching, with the mediation of the internet, which generated another way of learning and teaching, the emergency remote teaching (ERT). The bases of DE and ERT are different, but it is undeniable that the second, was inspired by the first for its realization.

While distance education has its own didactic design for individualized learning, mediated by the educator, in which the student can interact synchronously and asynchronously in a virtual learning environment, according to the understanding of Moran (2002), teaching emergency remote does not provide a design for the study in different times and spaces. As for the ERT, according to Behar (2020), the class takes place in synchronous time (following the principles of classroom teaching), and the activities continue during the week in the space of a virtual learning environment (VLE).

In the scenario of great conflicts and disagreements in relation to education and pedagogical work to be developed in the pandemic period, the race for pedagogical training for that moment, became an urgent reality. Public institutions such as the Foundation Center for Science and Higher Distance Education of the State of Rio de Janeiro, CECIERJ, were important guiding points for the foundation of the educational actions to be carried out, providing basic education teachers with different training, such as in Emergency Remote Education, in addition to providing booklets to educators and educational institutions. With its trajectory in distance learning, the Foundation is present in ninety-two municipalities in the State, which may represent for ERT a density of specialized professionals to contribute to the municipal and state networks of basic and higher education.

Spread over thirty-five centers, CECIERJ offers eighteen different undergraduate courses¹ through the Consortium Center for Higher Education in the State of Rio de Janeiro (CEDERJ). To that end, there is a partnership formed between the Government of the State of Rio de Janeiro and public universities. In addition, the scope of CECIERJ expands to basic education, through the Youth and Adult Education Centers (CEJAs), offering elementary and secondary education, with minimum age for entry to fifteen and eighteen years, respectively. The applied regime is semi-presential, both for undergraduate courses, basic education and social pre-university entrance exams, which reach students from different regions of the State. In the time of a pandemic, all courses were adapted to close the face-to-face support centers, making their pedagogical actions only at a distance, which in a way brought the Distance Education experienced by the Foundation to the needs presented by the ERT.

Compounding the wealth of educational offers made possible by the CECIERJ Foundation, there are continuing education courses for basic education teachers, Open Courses Online (MOOC), and the CECIERJ extension project. Both combine different knowledge through their improvement courses and offer educators a direction for their practices in remote emergency education, with courses to bring to the teacher, whether in higher education or basic education, the recognition of a firmer ground for walking. All courses offered by the Foundation are carried out using the Moodle Platform and, similarly, using the application for mobile devices.

Under normal operating conditions, it is interesting to note that CEDERJ's classroom centers, in which classroom pedagogical mediation moments take place, are configured in spaces of intense cultural exchange. This is due to the fact that these places provide undergraduate students and students of social pre-university entrance exams, moments of sharing information and knowledge, and which, in view of the pandemic scenario, in particular, have been replaced by the virtual environment as their host.

Based on the relevance of the CECIERJ Foundation in the formation and educational routine of the State of Rio de Janeiro, we seek to locate CECIERJ not only as a formative space, but also as a disseminator of

1 C.f.: the information collected on the CECIERJ Foundation Portal. Available at: <<https://www.cecierj.edu.br/consorcio-cederj/cursos/>>. Access in mar. 2021.

information and knowledge. This makes it a reference for the actions and maintenance of teaching, implementing short training courses, with the objective of assisting the teacher in his performance, in the face of the adverse scenario of the pandemic. One of these initiatives was the Emergency Remote Education course: Where to start? offered in different editions in the second half of 2020. In this sense, taking into account the importance of the projects established by the institution, we observe a gap in the strategies for reaching projects and programs in all regions of the State.

As the practices developed are based on digital connectivity and internet use, a portion of the population geographically unassisted due to several factors, among the most latent, the digital exclusion associated with the lack of economic and / or social structure, unfortunately is not achieved Foundation projects. According to the National Household Sample Survey (PNAD-COVID-19, 2020), one in three primary school students did not have access to remote education in July 2020. Associated with this, there are still cases of students from YAEC, CEDERJ, or the Foundation's extension projects, which only have the data package for connection, which considerably decreases the effectiveness of their participation in the platforms or in videoconferences.

Thus, this article aims to understand the possible contributions of the implementation of a radio to disseminate information, culture, knowledge and entertainment of the CECIERJ Foundation, together with its educational projects. In addition to the audience aggregating power that radio has, access to radio waves is effectively easier in cities far from large urban centers and rural regions. At a time when digital is gaining more and more notoriety among young people, data released by the Brazilian Association of Radio and TV Broadcasters (ABERT) show that in 2018, 3 out of 5 Brazilians listened to a radio station daily.

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In the context of the CEDERJ consortium, dealing with pedagogical training in undergraduate courses, we experience, on a daily basis, a great demand for information that needs to be widely disseminated to participants in the educational process (coordinators, students, pedagogical mediators - in person and at a distance). These actors routinely deal with a large flow of administrative, pedagogical and theoretical knowledge, resulting from a university education course. Radio broadcasts could optimize communication between them, helping to resolve recurring doubts, by sending questions and answers, which could be shared by all users of CEDERJ's hubs.

In the daily life of YAEC schools, it is noticed how the senses and peculiar characteristics of each of the fifty-seven schools spread across the State of Rio de Janeiro are latent to be shared. After all, there are notoriously distinctions between units located in central or inland regions, such as the YAECs in the municipalities of Niterói and Quissamã, for example, which are distinguished by their number of students and regional characteristics. Therefore, the cultural and methodological diversity that are perceived in the pedagogical actions adopted by the students of the YAEC units (BARCELOS, 2013, p. 123), could serve as an attraction for participation on CECIERJ Radio.

In addition to our professional trajectory, academic research developed at the postgraduate level - master's and doctorate - and within the research group to which we are a member, which took us to the sources about educational-cultural radio throughout history, with projects ranging from cultural transmission, through complementary training in secondary education, teacher training in the 1940s, by the Basic Education Movements in the 1960s, to the teaching of youth and adults in the 1970s and 1980, through the Minerva Project. Through the sources, we know pedagogical initiatives, which we will elucidate better in item 2 of this work.

The historical investigation, possible with the contribution of relevant works that bring the radio as an important pedagogical instrument, since its implementation and popularization in the country², led us to know the educational and cultural power of radio media, providing us with an articulated look at the aggregating possibilities, drawing the

potential of a cultural project of teaching, research and training for CECIERJ through radio. Radio communication can exert an integrative force, welcoming students and teachers in the same place, from elementary to higher education, from the four corners of the State of Rio de Janeiro

By way of studies, we are going to locate radio from the point of view of its historical trajectory, together with the programs that established this vehicle as the link between the subject and knowledge. Subsequently, we will analyze the relevance of radio today, in knowledge spaces such as universities and the cases of institutions in which radio is an integral part of the training process. Finally, we weave the considerations that we can reach in the course of this research, which stands as a proposal for educational action

2. DE and educational radio

The milestone of radio transmissions in Brazil was the year of 1922, the year of commemoration of the first centenary of the Independence of Brazil. The commemorations that marked the date had the resounding, still shy and unclear, of receivers installed in different locations in Rio de Janeiro, the federal capital. Through radio waves, Brazilians had initial contact with futuristic news, which brought those who were far away close. According to Pimentel (2010), the celebrations of the Centenary of Independence registered the beginning of the first radio transmission. On that occasion, loudspeakers installed on top of Corcovado River broadcast, directly from the Municipal Theater of Rio de Janeiro, the speech of President Epitácio Pessoa and the opera *O Guarani*, by Carlos Gomes.

In 1923, Edgar Roquette-Pinto and Henrique Morize founded Rádio Sociedade Rio de Janeiro (PRA-2), with a cultural objective. The station had informative, cultural and educational attractions such as: courses, lectures, varied classes, as well as music and theater. According to Pimentel (2010, p. 32), "The programs were divided into four sections: courses, lessons, serial lectures and quarters of an hour (with literary and children's themes)". In the view of its founders, the station should offer art and science in an articulated way, as they are important to the popular formation of Brazilians (ROCHA, 2010, p. 33). Thus, radio was born with a cultural and educational purpose.

The emergence of Rádio Sociedade do Rio de Janeiro (PRA-2), in 1923 represented a watershed in that it directed radio activities to the scope of popular education and not just entertainment, being the first experience of radio school trying to unite the erudite and the popular within a weekly schedule (CAMARA; RANGEL, 2017, p. 157).

In the 1940s, with society increasingly familiar with the information and entertainment vehicle, radio gained prestige and the Brazilian government took over Rádio Nacional, making it the largest radio station in Latin America. As the political context was one of repression, due to the Estado Novo (1937-1945), the Ministry of Education had radio as one of its contributions to educational projects aimed at training teachers and students to work in the new configuration of the State.

Thus, the Ministry of Education, in partnership with the Department of Secondary Education, launched in 1940, a series of three programs aimed at training Brazilian youth. The Youth Hour was composed of three distinct moments, Gymnasial Hour, Family Hour and University of the Air. The first, aimed at stu-

2 C.f.: about the radio as a pedagogical tool in CALABRE (2003) e FERRARETTO (2008).

dents, with educational programming, raffles for gifts and cultural competitions; the second was aimed at parents and the families of high school students, with general information about regiments, grades, exams and lectures to parents; the third, had as its target audience, secondary school teachers, bringing them adequate pedagogical training to teach and act in the formation of youth for the Estado-Novo (new political constitutional state).

After the democratic opening of the country, radio continued to have its importance in society, as a “vehicle capable of both aggregating knowledge and unifying the ways of thinking and acting of its listeners because it is mass communication” (LEYENDECKER, 2019, p. 34). Given the scenario with new airs of freedom, the artistic production of entertainment broadcast by radio waves was even more attractive and, in this context, educational programs found even more strength to be offered, not only by the Ministry of Education, but also by private institutions.

In 1947, the success of the teacher training course broadcast by *Rádio Nacional* in previous years inspired the Universidade do Ar Paulista (UNAR) (1947-1962), a commercial training project aimed at underage commerce workers, promoted by the National Service of Commercial Learning (SENAC) in partnership with the Social Service of Commerce (SESC). UNAR was aimed at commercial workers and their dependents in the State of São Paulo, with the objective of taking, through radio waves, knowledge in a curricular composition that comprised school subjects and training for commerce, to cities in the countryside of São Paulo state.

Radio was highly valued worldwide during World War II (1937-1945), according to the urgency and difficulties established to obtain information (ROCHA, 2007, p. 260). After the transistor was implemented in the manufacture of the device, from 1947 onwards, the receiver became cheaper and its functionality expanded as a means of communication that would take the school and culture where knowledge did not reach, favoring the popularity that radio played in the Brazilian society in the following years.

Based on surveys by the Brazilian Institute of Public Opinion and Statistics (IBOPE), in some Brazilian cities, the total number of households with a radio, in 1952, was more than twice as high as those with a polisher and a refrigerator, as these consumer goods were quite large. appreciated at the time (ROCHA, 2007, p. 260). To have an idea, the survey shows that 90.6% of households had a radio, against 40.3% and 36.8% for a polisher and refrigerator, respectively. The author also analyzes that:

Despite regional differences and technological limits, the numbers and references found leave no doubt: radio was a strong presence in Brazilian homes in the 1950s. Radio listening crossed all social classes. The radio, also due to its dimensions and physical characteristics, occupied the central place in the living room (ROCHA, 2007, p. 161).

A few years after the mass media took its prominent place, the Basic Education Movement (MEB) was created by the National Conference of Bishops of Brazil (CNBB) in 1961, aiming to develop a basic education program by through radio schools in the North, Northeast and Midwest of the country (FÁVERO, 2004). However, one can see the convergence of other radio experiences from the 1950s in the educational scenario, such as the educational broadcasting carried out by the Catholic Church in Colombia, by *Acción Cultural Popular*; and the National Educational Radio System, organized in 1957 by the Ministry of Education and Culture (p. 1). However, in the State of Rio de Janeiro, in the meantime, the CECIERJ Foundation emerged with the mission of:

Bringing knowledge and science through quality public education to the population of the State of Rio de Janeiro. Perhaps this is the main mission of the CECIERJ Foundation, a history that began in 1965, still as the Science Center of the State of Guanabara, which becomes CECI

(1975) and, since 2002, as we know it today: Science Center and Distance Higher Education in the State of Rio de Janeiro - CECIERJ Foundation (CECIERJ, 2020³).

Let us pay attention to the consolidation that the Foundation has been following from an initiative in the midst of the country's military regime (1964-1985), which was responsible for overcoming challenges and modernizing the technologies used, so that it is still emerging in its efforts. Another outstanding program in the military period, however, based on radiophonic education, was the Minerva Project (1970-1989), broadcast on national television. Its methodology consisted in the transmission of radio classes for 1st and 2nd degrees, and cultural programming, together with the reading of issues, and monitors to attend to the participants in the radio stations.

In the historical period of the Minerva Project, in particular, the radio took a place of such great prominence in the educational environments of basic education that the Ministry of Education and Culture (MEC) distributed to radio stations, transmission devices with only the tuning of the Project's programming. Minerva. Its educational program was aired from Monday to Friday from 8:00 pm to 8:30 pm, Saturdays from 1:00 pm to 2:15 pm, and Sundays from 8:30 am to 9:45 am.

The approval of Educational Reform Law No. 5.692/71, one year after the launch of the Minerva Project, encouraged the expansion of supplementary studies in the following areas: structure, duration and school regime. With this, the radio guaranteed performance in educational and cultural spaces: "The supplementary courses will be taught in classes or through the use of radios, television, correspondence and other means of communication that allow reaching the greatest number of students" (LAW No. 5.692/ 71, chap. IV, art. 25). The radio, used as non-presential teaching, gained a new lease of life after standardization, as it has already been the protagonist of some projects and programs in different periods, with possibilities for new pedagogical advances. Likewise, blended teaching was jointly consolidated after the approval of the Law, and the system was implemented nationally through the Supplementary Studies Centers (CES), with inauguration date in the State of Rio de Janeiro, in the municipality of Niterói, in 1976 (MONACO, 2017).

3. The inspiration for university radios

Currently, according to Medeiros and Teixeira (2018), Brazil has approximately 28 radios linked to educational institutions and which, keeping their due distinctions, come closer in their goals: to be a scientific diffuser that brings to their listeners, peculiar aspects of universities in which they are present. It is important to highlight that the objective of this work is not to glimpse the alignment of the CECIERJ Foundation to a strictly university radio station, to the model of those we have as an example, but rather to raise notes of the high points in which these initiatives are consistent. important characteristics that can be of great value to Radio CECIERJ's proposal.

In this sense, our eyes turn to the cradle of initiatives that align radio broadcasts with the dissemination of teaching and research. In the historicity of University Radios, Teixeira and Medeiros (2018) draw our attention to the pioneering triad of university radios in Brazil: the Radio of the Federal University of Rio Grande do Sul (UFRGS), with its first broadcasts in 1950; the Radio of the Federal University of Itajubá, UNIFEI (RAU), came next, in 1961, with the same objective as the first, for the purposes of studies and the improvement of student education. And finally, the Radio of the Federal University of Goiás (UFG), in 1962, followed the profile of its predecessors, that of taking university information, knowledge and serving as a laboratory for training with "great pedagogical success", as the professor defines Edson Luiz Spenthof, former coordinator of the network.

³ Taken from the poster advertising the event held by the Foundation, between August 24 and 28, 2020: CECIERJ Integra: 1st Integration Meeting of the CECIERJ Foundation.

In this same work, Teixeira and Medeiros (2018), when analyzing the current projects of two university radios, UFMG Educativa and UFOP Educativa, both from Minas Gerais, the authors elucidate through interviews, questionnaires and bibliographic analysis the aggregating movement recognized in the performance of these stations with the university community. According to them:

public university radios are important spaces for further training of students who pass through them because, while inserted in the university space, these radios have the possibility of offering a very close follow-up with learning in the classroom. In addition, this aspect can also be understood when looking at the content production models in the two broadcasters studied in this article, realizing that most of the content comes from the university community not specialized in broadcasting and from producers outside the universities. In this sense, the training of these producers is a form of training (TEIXEIRA E MEDEIROS, 2018, p. 13)

The pedagogical success of university broadcasters, from the pioneers to the most recent initiatives, lies in the fact that they have laboratory training as their guiding point, both for courses directly linked to the press and communication, as well as for courses in other areas, which have the dissemination radio-phonetic, the space for placing students to amplify academic knowledge and professional life.

For this study, we made use of the essence of radio initiatives in the university context, as we found there inspirations for the aggregating design that Rádio CECIERJ could introduce to the Foundation's educational projects. According to Teixeira and Medeiros (2018, p. 76):

The radios of federal universities, as public and educational, incorporate the characteristics of this construction and add their own aspects, which particularize them within the universe of public radios: the university space (plural, democratic and comprehensive), the dissemination of university production and the complementary training.

More recently, university radios brought in their wake the aspirations of the pioneers and expanded their goals, as is the case of UFMG Educativa, of the Federal University of Minas Gerais, inaugurated in September 2005. As stated by Teixeira and Medeiros (2018) "A The radio's editorial line was conceived based on three central axes that until today guide the configurations of programming, content production and the station's identity: 'visibility, complementary and alternative training'" [emphasis added by the author] (p. 83).

Note the "plural, democratic and comprehensive" character of the university space similar to that identified among the CECIERJ training programs. Moving through university courses, continuing education, the preparatory course for applicants to higher education and youth and adult education, the course participants served by the Foundation are spread throughout the State of Rio de Janeiro, which brings to the institution, a very strong democratic character, due to the cultural exchange present between the subjects.

As a transmission medium for educational radio, it is important to note that there are distinct variations in this process. So we have the amplitude modulated (AM) waves; modulated frequency (FM), community radios and web radios. AM radios have a greater range, between 540 to 1600 Kilohertz, and the audio quality is lower than that of FM. The latter, with a shorter range, but with more constant audio delivery quality. Community radios, with FM frequency, need to be of low power, with a maximum of one kilometer around their antenna, to comply with the legislation that guides them. Finally, web radios can transmit the frequency of the three previous ones, it is more comprehensive and cheaper, but they depend on the digital internet signal for their transmission. The web radio can also transmit audio independent of an AM or FM frequency.

University radios usually have frequencies between AM, FM or web radio. As an example, we mention Radio UFRGS AM 1080 kHz, in addition to having a web radio; Unifei (RAU), currently being broadcast on the web and with expectations of being transformed into FM, according to information on the station's website; the UFG AM 870 kHz, in addition, has its broadcast over the web and, finally; UFMG, which has a partnership between the Federal University of Minas Gerais (UFMG) and Empresa Brasil de Comunicação (EBC); UFMG Educativa Radio broadcasts 24 hours of programming a day on the frequency 104.5 FM and can also be listened to on the internet.

In addition to the production of information content, scientific dissemination and teaching, the comprehensive communicative space that web radio, also broadcast on FM waves, can bring to the educational activities of the CECIERJ Foundation is remarkable. The alternative training can be observed in this aspect, as a complementary character, with cultural and artistic dissemination produced in and by the different areas with a formative character of the institution. Thus, envisioning a project that puts the production of knowledge into vogue, while valuing the plurality of subjects who build knowledge at the Foundation.

"The projects are elaborated and constituted in function of sociocultural experiences, of a code, of experiences and interactions interpreted" (VELHO, 1981, p. 26). With all the exposed on the historical and current practices of radio, it can be seen that an implementation project for the dissemination of educational daily life by radio waves can begin to be outlined in the context of the CECIERJ Foundation, since experiences were presented and by them, he noted the feasibility of an addition to the Foundation's working method is considered.

Anyone who thinks radio is a thing of the past may be making a mistake. Le Goff (1990) helps us understand the connotation of the "ancient/modern" pair. First, the author explains that "each of the corresponding terms and concepts did not always oppose each other": what we call "ancient" can be replaced by "traditional"; and as for "modern", by "recent" or "new". Second, either term "may be accompanied by laudatory, pejorative, or neutral connotations" (p. 167).

Le Goff (1990, p. 162), understands that "Finally, modernity can be camouflaged or expressed under the colors of the past [...] Retro fashion is today one of the components of modernity". The example cited by Le Goff (1990) is in line with the case of the use of radio in the 21st century. Nowadays, radio can be considered one of the appropriate technological media to bring information, culture, knowledge and entertainment, especially where the internet does not reach, covering every area of the State of Rio de Janeiro.

Even more pertinent is the transmission of a unique program for the community of Fundação CECIERJ, with a tradition in distance education. Not only because of this, but during the period in which the pandemic took the central place for every concern and resolution of public, educational, medical and health agencies, the maximum effort was made to think about actions and practices that would favor the integration of the CECIERJ Foundation, for a system that could combine all projects in a single one. For this, we propose the radio transmission through a specific station to the entire territory of the State, with the creation of Radio CECIERJ.

The Foundation, which has accumulated nearly twenty years of experience (BIELSCHOWSKY, 2017, p. 24), may have a differential in its favor at this time, whether in the matter of choosing the programming, communication, work team, or in other actions, with the objective of achieving full success in the implementation of Radio CECIERJ. Radio, which has a tradition of being the main actor in numerous educational initiatives, can potentially contribute to technological-pedagogical insertion, providing opportunities for the institution to bring to the scene a type of "balanced modernization" (LE GOFF, 1990, p. 185). The definition consists "that the successful penetration of the 'modern' did not destroy the values of the 'ancient'" [emphasis added] (p. 182). This means to say that in its favor there is the experience and consolidation of the institution; and the novelty would add, without in any way diminishing its current activities and projects.

4. Final considerations

The search for paths that shorten the relationships between educators and students, today easily mediated by the digital, crosses face-to-face, distance and even remote teaching. In this way, all ways of guaranteeing the student's access to knowledge find a fruitful place in the educational environment. Among the digital mechanisms, radio, despite having written its history as a pedagogical device for a long time, finds its space in the midst of the world pandemic, in favor of filling the gaps left by the digital exclusion.

Thus, the CECIERJ Foundation, exercising important relevance in the distance modality at various levels of training and education and with a potential for coverage, envisions rich possibilities to expand the democratic access of its students in the most diverse regions of the State through the alignment of the radio to its means of disseminating information, culture, knowledge and entertainment. Among these possibilities, it is important to emphasize that the work developed through the radio, following the model of university radios, brings the opportunity of a training space, in which students unite practices and theories of knowledge in permanent dialogue with their peers and society, as well as seen in the experience brought by Teixeira and Medeiros (2018), on the pedagogical success of university radio projects of the Federal University of Ouro Preto (UFOP) and the Federal University of Minas Gerais (UFMG)⁴.

The historical trajectory and the resonances of educational engagement demonstrated by the aggregating power of the radio, which provided success to radio educational initiatives at different levels of education, provide us with the bases to provide opportunities for the projects of the CECIERJ Foundation to have democratic access to knowledge. Regardless of the radio transmission model, it is essential to visualize the issue of digital exclusion still present among the institution's student population. Thus, we observe the need for this initiative to be structured in modulated frequency and its dissemination also through web radio, so that even in the face of digital absence, the radio frequency is another guarantee for the student without internet signal.

Finally, the educational proposal presented here seeks to place student subjects in the teaching-learning process with characteristics of individualized teaching, to the same place of collective belonging that, in our view, brings to the university environment, in the same way to basic education for young people and adults, greater acceptance and representation of these groups. Not to mention the involvement that the technical-administrative-pedagogical team can develop, with positive results for the entire community. The approach through radio communication brings completeness, whether in the informative, cultural range of knowledge and entertainment.

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