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Keywords

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Abstract

The approval of DL 133/2019, with the objective of regulating the Legal Regime of Higher Distance Education in Portugal, brings with it the placement of interest groups that dispute their influences in the definition of higher education educational policies. There is a tension between the transnational character of distance education and regulation by the Portuguese State, which leads us to ask the following question: What are the ideas present in the trajectory that led to the approval of DL 133/2019 - Legal Regime of Higher Distance Education in Portugal? The objective of this work is to understand the development of the political process, in the period following the approval of the legislation. It is a qualitative article that uses thematic analysis in order to explore the concepts present in this trajectory, focusing on the context of influence, according to the theoretical-methodological device of Stephen Ball's policy cycle. The results point to EAD in ES in Portugal as a huge challenge to A3ES, since the speech of the actors involved at transnational level mentions a process beyond the time of ES in Portugal, causing a greater impact than the publication of the decree.

General

I am a doctoral student in Educational Sciences and I would like to be guided on the issue regarding the impact of distance education in Portugal and the influences of Europe at this time.