


EDUCATION IN PANDEMIC TIMES: Which way to go when offering non-classroom school activities?

EDUCAÇÃO EM TEMPOS DE PANDEMIA: que caminho seguir na oferta de atividade escolar não presencial?
EDUCACIÓN EN TIEMPOS PANDÉMICOS: ¿Qué camino tomar cuando se ofrecen actividades escolares fuera del aula?

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ABSTRACT:

In the midst of the Covid-19 pandemic, which suspended school activities across the country, requiring governments and alternative education councils to meet the minimum annual workload, provide remote school activities and ensure food security for students, we ask which paths to follow for the provision of non-preschool school activities and to guarantee the right to education? We analyze resolutions, opinions and technical notes issued by state education councils in the northern region, and come across them with practices developed in schools in state and municipal education networks.

KEYWORDS: Remote teaching; Education networks; Basic education ; Pandemic.

Introduction

The COVID-19, as it was named by the World Health Organization (WHO), results of infection caused by the new SARS-COV-2 coronavirus, where identified the first time in humans in December 2019 in the city of Wuhan, China. The following year, on January 30, WHO declared a State of Emergency in Public Health at the international level and on March 11, it declared the pandemic.

Exceptional moments require exceptional measures. On April 1, 2020, the Federal Government published Provisional Measure no. 934, which "estabelece normas excepcionais sobre o ano letivo da educação básica e do ensino superior decorrentes das medidas para enfrentamento da situação de emergência de saúde pública" (BRASIL, 2020, Ementa), in the country.

The provisional measure exempts, exceptionally, the obligation to observe at least 200 days of effective school work, but determines that the minimum annual workload, which is 800 hours, is met. As a result, the responsibility for regulating how class hours

will be fulfilled is transferred to the State Education Councils and the Municipal Education Councils.

In the midst of this pandemic and the uncertainty of when the classrooms will receive their students again, governments and education councils began to discuss alternatives to be able to meet the 2020 school calendar, provide school activities that can be carried out from home and ensure food security for students who have school meals as their main meal of the day¹.

This research analyzed the Covid-19 coping rules established by the State Education Councils, in the states of Acre (AC), Amapá (AP), Amazonas (AM), Pará (PA), Rondônia (RO), Roraima (RR) and Tocantins (TO), which together make up the northern region of the country, without losing sight of the relationship between curriculum and pedagogical practice using educational technologies (ROCHA et al, 2018).

They were analyzed 9 resolutions, one opinion and 3 technical notes, published in March and April 2020, by the said Councils and compared the s with search results on the implementation of non - classroom school activities, applied in municipal and state departments of education across the country.

Non-classroom school activities: what paths to take?

The lives, so popular entre younger, toram up in these pandemic times of Covid-19, an important tool not only as a safe possibility of entertainment, but also as a channel effective for the discussion of topics relevant to the area of education. This isn't a school, is it? reflections on schoolchildren in times of pandemic was the theme of a live held by the National Association of Graduate Studies and Research in Education (Anped), at the end of April 2020, with the participation of Inés Dussel, doctor in education by University of Wisconsin-Madison, USA, and currently works in Research and Advanced Studies Center (Cinvestav), in Mexico, a researcher renowned d the transformation of knowledge and material conditions in schools from the introduction of digital media.

The notes presented by Dussel in live, following the meeting of the questions that inspired us in making this work, especially those related to the use of digital technologies, considered by educational systems and networks, one truck the for the realization of non - attendance school activities, in times of Covid-19 pandemic.

¹ A survey conducted by the State University of Campinas (Unicamp) revealed that school meals are considered the main meal of the day for 56% of students in the North Region and for 50% of students in the Northeast Region (STURION et al., 2005).

In this context, remote education has been an option for most education networks. The ssemelha with distance learning (ODL), since it is also mediated by technologies, m the their practice consists of distribution of educational materials in schools , in digital or printed form , so that students can study from home and by serving video classes on digital platforms of teaching and learning, in conversation applications and/or in social networks , among others .

The term remote teaching has been used mainly by private organizations, its use is given to differentiate it from d the distance, since the EAD is a teaching mode, "com pessoal qualificado, com políticas de acesso, com acompanhamento e avaliação compatíveis, entre outros, e que desenvolva atividades educativas por estudantes e profissionais da educação que estejam em lugares e tempos diversos" (BRASIL, 2017, art. 1º).

Remote education being the path found to guarantee school activities in the pandemic, it is necessary that we understand that this path directs us towards a mercantilist teaching. In the educational area, the mercantilist logic is evident in proposals and practices, such as the growing partnership movement between the State and private companies in the management and financing of education (SOUSA, 2003).

It is not new that international mechanisms influence the elaboration and implementation of educational public policies, an example of which are the national curricular parameters of the 1990s (COELHO, 2013), and the effective participation of private entities in the current processes of building curricular documents and teacher training.

A realignment of public educational policies and curricula with neoliberal and neoconservative policies is clearly perceived (GENTILI, 1995). This is a perverse logic that accentuates inequalities and asymmetries.

According to data from the National Survey by Household Sampling (PNAD), 2017, in Brazil 79% of the population accesses va the internet at home, but only 59% have broadband. In the states of the northern region this percentage varies between 64% and 83% for access to the internet at home and 29% and 48% for broadband residential.

In view of this reality, a greater problem may arise, the denial of the right to education, or the right to equal conditions of access to education. "O direito à educação parte do reconhecimento de que o saber sistemático é mais do que uma importante herança cultural" (CURY, 2002, p. 260), it allows citizens to participate in the directions of the society in which they operate, in addition to broadening their horizons of knowledge.

So, how to solve this problem? Arroyo (2010, p. 1387) writes that

When the State is elevated to the status of a single actor, policies bear these marks, they are compensatory, reformist, distributive policies. They intend to compensate for deficiencies, inequalities, through the distribution of public services. Unequal as a problem, policies as a solution.

The author points out that this logic the understanding is that the problem is in society and, more specific mind, the problem is the poor . They are the ones who do not have access to the internet. They are social, racial, ethnic collectives, from the fields and forests , from the slums of large cities , of gender, in situations of vulnerability. This way of seeing the group s and poorest people as a problem has worked as a playback mechanism of inequalities.

Even in the face of these issues, education networks, mostly state ones, started to use remote education as a strategy to continue offering school activities to their students, in the midst of the pandemic.

The confrontation of Covid-19 by education councils: between resolutions, opinions and technical notes

Currently 70% of the world's student population has its schools closed, according to Unesco data (2020). In Latin America and the Caribbean, Unicef (2020) estimates that this population is over 95% . Based on enrollment data from the UNESCO Statistics Institute , Unicef estimates that there are more than 154 million children who are temporarily out of school due to Covid-19.

This new reality that distances students from schools exponentially increases the risk of permanent dropout, especially for the most vulnerable children and adolescents.

Brazil follows the global trend, even with some controversies generated within the scope of the federal government regarding the conduct of government actions in the midst of the pandemic.

In the northern region, as throughout the country, public networks and private of the functioning of the discontinued schools have sought strategies to offer or not face school activities. State education networks have advanced in this direction, especially with the provision of digital and printed materials to students, video classes, content on digital teaching and learning platforms, social networks, among others.

All this required the State Education Councils and the Municipal Education Councils to publish resolutions to standardize these practices in their respective networks, mainly after the National Education Council, published on March 18, 2020, a clarification note

that reaffirmed the competence of the systems teaching in authorizing distance activities for elementary school, high school, technical high school education, youth and adult education and special education , in view of the interruption of classes due to the pandemic.

Through the page of the National Forum of State and District Education Councils, on the internet, we had access to the normative documents issued by the various State Education Councils, especially those in the northern region of the country, objects of our analysis, namely: 9 resolutions, 1 opinion and 3 technical notes, published in March and April 2020.

The National Forum of State and District Education Councils is an important civil entity , nonprofit, composed after the promulgation of the Constitution of 1988 in order to strengthen school boards as the propositions in drafting the current law guidelines and bases of national education.

In the table below we detail the non-face-to-face activities proposed by each EEC in the northern region and in advance we signal that they differ little.

Table 1 Norms of confrontation to Covid-19, established by the State Councils of Education of the North Region

State Council of Education	Normative Document	Detailing
Acre	Resolução CEE/AC n. 142 de 17/3/2020.	Non-face-to-face classes from the 5th year onwards, with Distance Education activities through video classes, content organized on a virtual teaching-learning platform, social networks and electronic mail.
Amapá	Resolução CEE/AP n. 33 de 3/4/2020.	Activities for each stage and teaching modality, such as: video class, content organized in virtual teaching and learning platforms, social networks, e-mails and other digital media.
Amazon	Resolução CEE/AM n. 30 de 18/3/2020.	Prepare specific material for each stage and teaching modality, with the purpose of execution and sharing, such as video <i>classes</i> , <i>podcasts</i> , content organized in virtual teaching and learning platforms, social networks and e-mails.
For	Resolução CEE/PA n. 102 de 19/3/2020.	Prepare specific material for each stage and teaching modality, for the purpose of execution and sharing, such as video classes, content organized on virtual teaching and learning platforms, social networks and e-mails.

Rondônia	Resolução CEE/RO n. 1253 de 13/4/2020.	Prepare specific material for each stage and teaching modality, with ease of execution, being self-instructional, through video lessons, content available on virtual platforms, social networks, e-mails and other digital media.
Roraima	Nota Técnica CEE/RR n. 1 de 20/3/2020.	School activities will be planned and carried out preferably, using didactic materials and / or available technological resources, in line with its pedagogical project.
Tocantins	Resolução CEE/TO n. 105 de 8/4/2020.	Use the resources of Information and Communication Technologies, for students of Elementary School and High School and Professional Education of Technical Level, considering as a semi-presential modality any didactic activities, modules or teaching units focused on self-learning and with the mediation of didactic resources, organized in different information supports that use information technologies and remote communication.

Source: FNCE, (ANO) adapted by the author.

As we were able to observe all the normative acts, they indicate the use of information and communication technologies as a strategy for offering non-face-to-face activities. But to what extent are these strategies, standardized by the EEC, actually being implemented in the scope of the state and municipal education departments? Are students actually having access to and carrying out the non-face-to-face activities proposed by the state and municipal education departments?

The Centro de Inovação para a Educação Brasileira (CIEB)², with support from the Conselho Nacional de Secretários da Educação (Consed), da União Nacional dos Dirigentes Municipais de Educação (Undime) and the Lemann Foundation, carried out the research Planning of the Brazilian Education Secretariats for remote education (CIEB, 2020). The study contains or with the participation of 3011 Departments Municipal Education, which corresponds to 54.5% of the national total and 21 Secretaries State of Education, equivalent to 77.8% of the national total.

With regard to the data collected by the CIEB research (2020), we emphasize that we only dealt with two situations, the first related to the specific regulation of suspension

² It is a non-profit association, created in 2016, with the purpose of promoting a culture of innovation in Brazilian public education, defending the use of Information and Communication Technologies (ICTs) as a way to achieve a systemic transformation in the learning processes.

of face-to-face classes in front of COVID-19 and the second, to the remote learning strategies and their stages implementation.

With regard to Departments Municipal Education, 83.8% have regulations on the closure of schools because of the pandemic, which corresponds to 2520 secretariats, however, 37%, which corresponds to 945, declared not to use any digital resource.

The research identified that the main strategies for remote learning pointed out by the Secretaries State of Education, are: online platforms, recorded video and sharing of digital materials. In the ESS, between resources and educational technologies already used or in use, predominate virtual environments learning, 65%, and Google tools, also 65%.

Departments Municipal Education, when asked what were the options chosen to continue guaranteeing student learning, more than 1500 declared that they had not adopted any remote teaching strategy.

The education departments understand that the guidelines for WhatsApp, send digital materials by the teacher and recorded video classes and sent to students via networks social, are the strategies most appropriate to suit your reality and enable continuity going learning of students.

A relevant data identified by the research is that more than 85% of the Secretaries State of Education and Departments Municipal Education, still do not know how they will monitor and record the frequency of non-face-to-face activities, nor how they will evaluate student learning.

Final considerations

The lived experience has shown that the pandemic affects differently populations poorest and the richest, accentuating and deepening differences and asymmetries.

The wide dissemination of the printed statistical surveys of race and social class of people who contracted the virus, show a trajectory, still growing, the higher mortality rate among affected by COVID-19 is black and poor. These social and ethnic conditions are also deeply linked to Brazilian educational inequalities (ARROYO, 2010).

The unequal conditions in which the Brazilian populations live, and especially the northern ones, need a careful look from their governments and educational councils. Even if the permit legislation following the direction of supply of non-classroom activity, through remote teaching, there is no minimum standards or regional, not national, nor consent to its continuation.

The disparity between municipal and state education networks is notorious when it comes to remote education. Its use by the municipal networks is practically none, not least because its main public is in early childhood education . It is true that even more that remote education can contribute to reducing the impact of the closure of schools , it fails to reach the different subjects of basic education .

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ABSTRACT:

Em meio a pandemia de Covid-19, que suspendeu as atividades escolares em todo o país, exigindo dos governos e dos conselhos de educação alternativas para conseguir cumprir a carga horária mínima anual, disponibilizar atividades escolares remotas e garantir a segurança alimentar de

estudantes, nos perguntamos quais caminhos seguir para a oferta de atividades escolares não presenciais e para garantia do direito a educação? Analisamos resoluções, pareceres e notas técnicas expedidas por conselhos estaduais de educação da região norte, e as deparamos com as práticas

desenvolvidas nas escolas das redes de ensino estaduais e municipais.

PALAVRAS-CHAVE: Ensino remoto; Redes de ensino; Educação básica; Pandemia.

encontramos con prácticas desarrolladas en las escuelas de las redes educativas estatales y municipales.

PALABRAS-CLAVES: Enseñanza a distancia; Redes educativas; Educación básica; Pandemia.

RESUMEN:

En medio de la pandemia de Covid-19, que suspendió las actividades escolares en todo el país, requiriendo que los gobiernos y los consejos de educación alternativa cumplan con la carga de trabajo anual mínima, proporcionen actividades escolares remotas y garanticen la seguridad alimentaria de los estudiantes, preguntamos qué caminos seguir para la provisión de actividades escolares no preescolares y para garantizar el derecho a la educación? Analizamos las resoluciones, opiniones y notas técnicas emitidas por los consejos estatales de educación en la región norte, y las