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## CHALLENGES AND PERSPECTIVES FOR EDUCATION IN THE CONTEXT OF THE COVID 19 PANDEMIC, IN THE MUNICIPAL NETWORK OF SÃO PAULO – SP

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**Abstract:** The research project aimed to investigate the challenges and possibilities of actions for remote and hybrid teaching, in the context of the COVID 19 pandemic, in the Municipal Teaching Network of São Paulo -SP. The research was developed through a descriptive and bibliographical study, with a qualitative approach which is justified by the nature and complexity of the investigated phenomenon. Articles on the subject, official document of the Municipality of São Paulo, Political Pedagogical Project of a public elementary school in São Paulo were analyzed. The need for and commitment to the teaching-learning process and the right to quality education for all students can be highlighted, until school failure and educational exclusion, aggravated by the COVID-19 pandemic, are effectively overcome. 19.

**Keywords:** Humanization. Social Quality. Inclusive education.

## INTRODUCTION

Brazilian education in the 21st century presents major challenges to be overcome.

At the beginning of 2020, the world is abruptly surprised by a pandemic of the disease COVID-19, caused by the coronavirus, called SARS-CoV-2, which culminated in a sanitary, health, economic, social, educational crisis, a unprecedented situation, experienced until today, which led to the closure of schools, the suspension of face-to-face teaching, and its replacement by emergency, remote or hybrid teaching.

As a result, immense social and educational inequality was observed, an unprecedented challenge for Basic Education, for public policies, managers, educators, parents, the educational community, with inequality in access to technological resources, limitations in access to knowledge, an educational process and epistemological constructed, outside the school space, which did not reach everyone,

especially students from the lower classes.

The context of the Pandemic and social isolation revealed the importance and need to plan educational activities aimed at creating situations of welcome and care for students, a different interaction between teacher-students, promoting socialization and contact between teacher-student and student-student. educating, the construction of significant knowledge, that is, a differentiated educational process.

Remote teaching did not replace face-to-face teaching, but provided, in the period of social isolation, the process of socialization and contact with families, communication and dialogue between educators and students, access to knowledge, through digital platforms and social media. Some education networks, such as the Municipal Network of São Paulo, have presented an alternative, which reconciles face-to-face activities with remote teaching.

The present study aimed to investigate proposals for remote and hybrid teaching, in the context of the pandemic, published in academic articles, between the years 2020 and 2021, and to analyze the challenges and possibilities of actions for teaching, in the Municipal Education Network of São Paulo/SP.

## MATERIALS AND METHODS

The research was developed with a qualitative approach, with a descriptive and exploratory study. The option for qualitative research was justified by the possibility of this approach allowing the unveiling of the researched reality.

According to Chizzotti (2006) the qualitative approach starts from the foundation that there is a dynamic relationship between the real world and the subject, a living interdependence between the objective world and the subjectivity of the subject.

The researcher is the main mediator in the

development and analysis of the research.

Data collection procedures involved a bibliographic review on the subject, analysis of official and legal documents produced by the São Paulo Municipal Department of Education.

## RESULTS AND DISCUSSION

### RELATED STUDIES

In order to fulfill the objective of this research, an initial phase of identification and bibliographical survey was carried out using search engines and the internet. The second phase consisted of a literature review seeking

to understand remote and hybrid teaching in the context of the pandemic.

When researching the search terms: “remote teaching”, “hybrid teaching” and “pandemia” in the research bases “Capes”, “SciELO” and “Google Scholar”, it was observed that most of the publications were related to the challenges of remote and/or hybrid education in Higher Education. Thus, 5 articles relevant to this research, published in the years 2020 and 2021, were selected.

In Table 1, the year, title, authors, journal, location and, in sequence, the description of the selected articles are presented.

	Year	Title	Authors	Magazine	Place
1	2020	HYBRID EDUCATION IN PANDEMIC TIMES: SOME CONSIDERATIONS	Carlos Giovanni Delevati Pasini; Elviseo de Carvalho; Lucy Helen Coutinho Almeida	“Universidade Federal de Santa Maria” (UFSM) Socioeconomic Observatory of COVID-19	Santa Maria, Rio Grande do Sul
2	2020	BIOPOLITICS AND EDUCATION: THE IMPACTS OF THE COVID-19 PANDEMIC ON PUBLIC SCHOOLS	Alexandre de Jesus Pereira; Fabio Narduchi; Maria Geralda de Miranda	Augustus Magazine	Rio de Janeiro, Rio de Janeiro
3	2020	EDUCATION IN PANDEMIC TIMES: challenges and possibilities	Elmara Pereira de Souza	“Cadernos de Ciências Sociais Aplicadas”	Vitória da Conquista, Bahia
4	2021	RIGHT TO EDUCATION IN PANDEMIC: defending life and not BNCC curriculum prescriptions	Solomon Antonio Hage; Ivânia Paula Freitas de Souza Sena	“ Espaço Curricular” Magazine	João Pessoa, Paraíba
5	2021	POST-PANDEMIC EDUCATION: AN ANALYSIS FROM THE EDUCATIONAL INEQUALITY	Clovis Trezzi	Dialogia Magazine	São Paulo, São Paulo

Table 1: Selected articles

Source: Elaborated by the authors, 2022

Pasini; Carvalho and Almeida (2020) pointed out, in their article, that the time of the pandemic due to the Coronavirus (COVID-19) brought a new meaning to education, never before imagined. The pain caused by the loss of people, the removal, social isolation, caused a breakdown in the regular and face-to-face teaching system. The health crisis motivated a pedagogical revolution for face-to-face teaching, the strongest since the emergence of contemporary information and communication technology.

According to the authors, COVID-19 caused an emergency situation, moving students away from face-to-face teaching, basic education, and classrooms. Education managers were naturally astonished and the reaction took a while to occur. Then, the needs for adaptation and overcoming emerged, both on the part of management, teachers and students, including society as a whole (PASINI, CARVALHO and ALMEIDA, 2020).

Pasini, Carvalho and Almeida (2020) synthesized the various programs, tools and applications used in remote classes and/or hybrid teaching during the pandemic, namely: Moodle System, Google Classroom, YouTube, Facebook, StreamYard, OBS Estúdio, Google Drive, Google Meet, Jitsi Meet.

According to the authors, the social isolation caused by COVID-19 has led billions of humans to the condition of reflection and thinking of the more effective need to consider oneself a human being, social and historical, thinking and capable of finding a way out of education. in the pandemic. Post-pandemic education will go through the “strangeness” between face-to-face and distance learning (EAD). They observed that the return to face-to-face classes will be gradual, with the gradual return of students to the classroom, with continuous use of technologies (PASINI, CARVALHO and ALMEIDA, 2020).

They observed that, in education for the new millennium, there will possibly be a greater hybridity between face-to-face education and distance learning, as teachers and students will be used to the use of technologies and distancing, considering the feasible possibility of new future collective diseases. This probability will never again be discarded (PASINI, CARVALHO and ALMEIDA, 2020).

The authors concluded the article by showing that education must be a potentiator of human hope, able to continue helping to change behavior, always for the good of society, in search of human formation. A health crisis is also overcome with better education. Technological instruments are there to help and reduce distances (PASINI, CARVALHO and ALMEIDA, 2020).

Pereira's article; Narduchi and Mirnada (2020) showed that the impact caused by the corona virus pandemic imposed drastic changes in the lives of the world's population. Several areas were affected by these actions, including Education. Therefore, the Ministry of Education began to define criteria for preventing the spread of COVID-19 in schools. The fundamental challenge for Brazilian education has become adaptation to the new scenario imposed by the pandemic. One of the measures taken was the inclusion of remote teaching in schools as an alternative to interrupting face-to-face activities.

In order to understand the reality generated by the new Coronavirus pandemic, the authors studied the Foucaultian concept of biopolitics, that is, a technology that brings intervention mechanisms with the intention of governing the population and the phenomena produced by life in the community. Biopolitics emerges as a form of power that is exercised over the phenomena of life, birth, fertility, old age, illness and death. (PEREIRA, NARDUCHI and ALMEIDA, 2020).

According to Pereira; Narduchi and Mirnada (2020) the scenario of facing the pandemic required biopolitical measures by the State, in the area of education. The actions taken to manage education provided social regulation, “so that thinking about any change within the school implies thinking about how things are happening within society” (2020, p.226).

They observed some measures taken in order to minimize the prejudice in relation to the learning of curricular contents. The school, as a social institution, played a key role in the face of the pandemic, so it sought to offer options that would help students understand the moment they were experiencing. The need for social distancing, to contain the spread of the new corona virus at school, brought with it the search for alternatives so that the school calendar was not harmed (PEREIRA, NARDUCHI and ALMEIDA, 2020).

In this sense, remote teaching emerged as an alternative to prevent students from suffering losses as a result of the pandemic. Curriculum components were worked on remotely, and this measure followed a trend present in several countries in view of the need to suspend classes because of the new coronavirus (PEREIRA, NARDUCHI and ALMEIDA, 2020).

The authors concluded the article, showing that the use of technologies in remote teaching, in the context of actions to promote the teaching-learning process in times of isolation, was not intended to replace face-to-face teaching, only with the intention of meeting a need for moment, guaranteeing students the completion of the school year (PEREIRA, NARDUCHI and ALMEIDA, 2020).

The objective of the article by Souza (2020) was to present some challenges and possibilities of education in times of a pandemic and to provoke dialogues and reflections on

remote learning, distance education, online education and on the potential of using digital technologies in a network for training of critical, creative, autonomous people, authors, in a time when the exercise of citizenship is required.

According to the author, in times of a pandemic, more than ever, education was called upon to become unique, to reinvent itself, seeking other possibilities through the use of digital technologies and housing in virtual learning environments. New affective and professional relationships were created and given new meaning. In short, it is a new reality that presents itself. But, what about school? What are the impacts of the pandemic on education? And the teachers, who went through all these difficulties, how did they experience this new reality? What are the impacts and challenges of the quarantine for schools, students and teachers? How did they use information and communication technologies (ICT) to learn and teach? How did these networked digital technologies be used in education in such an unequal country when it comes to internet access and quality connection? (SOUZA, 2020).

Souza (2020) noted that although ICT are already part, directly or indirectly, of the routine of schools and the reality of many teachers and students, their use during the pandemic period, to replace face-to-face meetings, encountered several challenges, including: the infrastructure of teachers' and students' homes; the technologies used; students' internet access (or lack thereof); the training of teachers to plan and carry out online activities.

The author found that the most complex challenge in this journey was connectivity. The pandemic period exposed the great inequalities existing in Brazil, as students from public schools had much more difficulty accessing the internet than those from private

schools (SOUZA, 2020).

Souza (2020) also showed that the emergence of the coronavirus caused several changes in our lives and, in relation to education, showed what has been discussed and evidenced for a long time: education needs to reinvent itself. Content, instructional teaching has no more space in today's society. in which we live. In the post-pandemic phase, it is essential to join efforts to overcome teaching based on transmission, and experiment with other methodologies and practices that take into account the potential of networked digital technologies and favor collaboration, autonomy, creativity and authorship of teachers and students.

Hage and Sena (2021), in their article, noted that there is much to be done in education now and after the pandemic moment is over, but obviously, it is not possible to continue with the curriculum, denying the global social context, the challenges imposed on Brazil to overcome the pandemic and the unequal and harsh reality in which students live. Thus, one cannot defend a face-to-face return without protecting life, which is much greater, and one cannot continue the school curriculum, ignoring such issues.

The authors showed that the State needs to recognize education as a right for all and as the duty, as the Constitution points out, and to institute a public policy of free access for education professionals and students to digital technologies that were the only way for schools to maintain an educational bond with students. However, associated with this urgent need, the funding policy needs to expand its scope to ensure that education systems prepare schools for face-to-face post-vaccine teaching (HAGE; SENA, 2021).

According to the authors, the linear format of the sequence of skills and competences of the BNCC is very favorable to the remote model, which disregards other formative

elements, which are present in the school context, and focuses the education objectives on the fulfillment of the "learning objectives" that will lead to large-scale evaluations. These, in turn, by demanding as quality indicators only the contents related to the BNCC's competencies, end the debate on the quality of education, restricting it to the "acquisition" of the so-called "essential learning" of the BNCC. the restriction of the Right to Education to the learning of "essential contents", rewritten by official curricula and ratified in national exams, limits the curriculum to a standard that violates the autonomy of schools and teachers in making their curricular choices, dialoguing with the questions that mark the social, cultural, geographic reality of the students and even more, it does not take into account the economic and sanitary inequalities that have great influence on the educational activities in this context. They pointed out that the essential contents of the BNCC do not dialogue with issues of social reality (isolation, fear of contamination and death; family losses, unemployment; anxiety; inappropriate study environment, etc.), whose requirements go beyond the acquisition of skills and competences to the production of indicators in standardized tests and require space for analysis and debate in schools (HAGE; SENA, 2021). it does not take into account the economic and health inequalities that have a great influence on educational activities in this context. They pointed out that the essential contents of the BNCC do not dialogue with issues of social reality (isolation, fear of contamination and death; family losses, unemployment; anxiety; inappropriate study environment, etc.), whose requirements go beyond the acquisition of skills and competences to the production of indicators in standardized tests and require space for analysis and debate in schools (HAGE; SENA, 2021). it does not

take into account the economic and health inequalities that have a great influence on educational activities in this context. They pointed out that the essential contents of the BNCC do not dialogue with issues of social reality (isolation, fear of contamination and death; family losses, unemployment; anxiety; inappropriate study environment, etc.), whose requirements go beyond the acquisition of skills and competences to the production of indicators in standardized tests and require space for analysis and debate in schools (HAGE; SENA, 2021).

In contrast to the BNCC guidance, the authors observed, since the beginning of the pandemic, a broad debate on the definitions that implied school activities in this emergency period. In this sense, they observed that it is necessary to guarantee the dialogue and the expanded participation of the different social segments in the collective decisions of guidance for Education, as a strategy to find ways, from the interaction between the specificities and differences in order to produce consensuses that make it possible to see viable alternatives to be implemented and that actually serve all existing sectors within the scope of Education in the country: public and private networks, city and rural schools, indigenous communities, quilombolas, traditional and peasants (HAGE; SENA, 2021).

For Hage and Sena (2021) the critical knot that Education faces in these times of pandemic is the difficulty in collectively defining the guidelines, policies and actions for the educational sector in a shared, participatory way, with qualified listening to the various segments, ethnicities, peoples and communities, affirming the autonomy of schools, teaching networks and education modalities; stimulating self-organization and self-determination, as well as valuing the broad sociocultural-pluriversity that

constitutes Brazilian society, with its regional and local territorial specificities; and avoiding the standardization and uniformity of school results.

During and after the pandemic, Hage and Sena (2021) point out dialogue, participation, collective decisions, as necessary conditions for schools and teaching networks to assume a crucial role in the human formation of subjects and in social mobilization, above all, in this emergency period, to build a social protection network for students, educators and their families.

It is the duty of the State to guarantee the safety and life of every Brazilian citizen. While there is no vaccine for everyone, digital technologies can be collaborative for education in a more human and critical perspective, as we have pointed out. In this sense, they must be seen as a right and, therefore, be ensured by the Governments, in order to give access to connectivity. It is up to the Ministry of Education, especially, to constitute a policy for the distribution of laptops and tablets for the educational systems, since the use of cell phones does not give the students the necessary conditions to expand the relation of technologies with the specific needs of the school educational process. In the current context, technologies must be required to create the bridge between students and schools and, even after the pandemic, they must remain in school life to expand the construction and expansion of knowledge and strengthen the Political-Pedagogical Project and its relationship with the community and its culture (HAGE; SENA, 2021).

The authors recommended that managers of educational systems try to dedicate special attention to the concrete data of the reality of their teaching networks, teachers and students, bringing them to be problematized with governmental instances (city, state and Union), Councils and Ministry Public. They

observed that, once the problems faced in this period are exposed, they point to these instances, that there is a need for a set of structuring policies that go beyond education policies, but that have effects on schools (HAGE; SENA, 2021).

Hage and Sena (2021) concluded the article by showing that the absence of these policies in the municipalities and the State's responsibility for their guarantee cannot be neglected due to the immediacy of the illusory results, produced only to create the marketing of good management, when in fact, the process of marginalization of subjects is amplified. It is a responsibility that public managers have on themselves and must exercise it under the ethical commitment of the principles and purposes of the functions they occupy in defense of the interests of the population.

Trezzi's article (2021) analyzed possible effects of the Covid-19 pandemic on Brazilian education. For this, he highlighted the problems faced by education in Brazil, which are reflected mainly in the low performance rates of students, but also, in a concrete way, in the public policies adopted by the country. If, on the one hand, the pandemic strengthened inequality, on the other hand, it gave visibility to the weaknesses of Brazilian education and showed ways to get out of the crisis.

Trezzi (2021) observed that, in order to overcome the crisis and to focus on the possibility of education not suffering greater damage, with the risk of increasing educational inequality, it is necessary for the school to be seen as a space of inclusion and not exclusion. According to the Federal Constitution, the State has the prerogative to organize education and the duty to offer it to all school-age children and adolescents. However, access to basic education in Brazil is far from universal. Therefore, the State begins by failing to comply with the Constitution itself.

The Covid-19 pandemic has opened up an educational reality that was already known. This reality proved to be extremely cruel and inhumane, since, in addition to accentuating inequality, it made many families, who were already experiencing deprivation, save even more for the acquisition of equipment, even if rudimentary, to access remote classes, others not even they got it. It is also necessary to consider those children who received food at school and, from one hour to another, lost the benefit (TREZZI, 2021).

According to the author, the search for a fair school seems to be the only option for education in the post-pandemic moment. Although half a century late, the first step to be taken is to understand how the school can be inclusive and seek alternatives for this. If the fair school is not only the one that guarantees admission – which would already be a step forward in Brazil – but the one that takes into account the different realities so that all students can access not only the classroom, but the curricular contents and extracurricular activities according to their own condition, the school can gradually open up to new educational paradigms (TREZZI, 2013).

Trezzi (2021) noted that the impact and sequelae left by the Covid-19 pandemic reveal that if the school continues to let itself be contaminated by ideologies that lead to exclusion, such as the false idea of meritocracy, the same problems may be evident in the coming years.

He concluded the article by pointing out that before thinking about alternatives that affect the structure of the school, it is necessary to think about the school's own identity. And, thinking about the school's identity, thinking about its humanization. A fair school is a humanized school. Either post-pandemic education follows this path, or it will continue to reinforce inequality and



exclusion (TREZZI, 2021).

### **REMOTE TEACHING AND HYBRID TEACHING IN THE MUNICIPAL NETWORK OF SÃO PAULO -SP**

Decree number 59.283 of March 16, 2020, established an emergency situation in the Municipality of São Paulo and among the measures for the emergency situation, there was the suspension of face-to-face activities in school units (SÃO PAULO, 2020).

The Municipal Decree was based on the decisions of health authorities of the guidelines established by the World Health Organization (WHO) which declared, in January 2020, a Public Health Emergency of International Concern, constituting the outbreak of the disease COVID-19 as pandemic (SÃO PAULO, 2020).

The first measure adopted by the Municipal Secretary of Education, in the contingency of COVID-19, was the suspension of face-to-face classes. The July school recess provided for in the official calendar of activities was anticipated, for the period from March 23 to April 9, therefore, teachers and students were exempted from pedagogical activities. During this period, the management teams prepared to reorganize the pedagogical activities to be administered remotely from April to December 2020 (SÃO PAULO, 2020a).

Normative Instruction Number: 15 of April 8, 2020, established criteria for the organization of strategies made available by the Municipal Secretary of Education to ensure the learning of students in the network during the period of suspension of face-to-face assistance. Printed material was prepared by professionals from the Municipal Department of Education, aligned with the City Curriculum, made available to students for use and must be complemented with other planned activities having as a starting point the Pedagogical Political Project of each

School Unit (SÃO PAULO, 2020 The).

Therefore, each School Unit prepared the Plan for the Continuity of School Activities, prioritizing curricular goals and defining the objectives to be achieved each week, in line with the Pedagogical Political Project.

Normative Instruction Number: 1 of January 28, 2021 established procedures for the organization of school units for the beginning of the school year and student return to face-to-face activities, thus establishing hybrid teaching in the municipal network.

The return to face-to-face activities was optional for students, and those whose parents/guardians opt for remote teaching carry out the mandatory activities through the Google Classroom platform or through other means of making activities available, such as printed materials taken from the Units Educational according to own organization. All Educational Units offer face-to-face and non-face-to-face activities to students (SÃO PAULO, 2021).

According to IN number: 01/21, the return of face-to-face activities is limited to 35% of students enrolled per shift in each school unit (SÃO PAULO, 2021).

On July 21, 2021, Normative Instruction Number: 29/21 was published, which established the reorganization and replanning of educational work in the second semester of 2021, expanding face-to-face assistance to 60% of students enrolled per shift in each educational unit (SÃO PAULO, 2021 a).

The objectives of face-to-face and remote teaching were defined by the Municipal Secretary of Education, as follows:- Guarantee the learning rights of all babies, children, young people and adults; - Reorganize the processes of recovery and strengthening of learning and ensure service to all those enrolled in the educational units in the 2021 school year; - Ensuring the conditions that favor the realization of face-to-face pedagogical

proposals in a safe way for students and education professionals; - Strengthen the action of each Educational Unit and value school autonomy; - Ensure the learning of all children, young people and adults in the municipal education network (SÃO PAULO, 2021 a).

The organization of the pedagogical work in the schools followed the criteria: Regular Classes, through attendance: - Daily presence; - Attendance in relay system; - Asynchronous remote and - Synchronous remote (SÃO PAULO, 2021 a).

The face-to-face return, with daily attendance, for students considered to be the “most vulnerable from an educational point of view” and these will have daily face-to-face attendance. The criteria taken into consideration were: - street students; - in shelters; - in institutional reception services; - in compliance with a socio-educational measure; - victims of violence; - nominated by the DRE/NAAPA teams; - with severe learning difficulties. Those responsible for students who chose not to return in person signed a term of commitment (SÃO PAULO, 2021).

The other students who do not belong to the group of the “most vulnerable from an educational point of view”, under the terms of Art. 11, §1 and §2 of IN SME N° 29/21, were attended in person in the weekly rotation system (SÃO PAULO, 2021 a).

The Municipal Secretary of Education of São Paulo (SMESP) offered asynchronous remote classes in order to provide students with additional and complementary opportunities for the development of fundamental learning established in the curricular prioritization and in the City Curriculum. Asynchronous remote classes were offered to all students, both those in daily face-to-face attendance and those in face-to-face attendance in a relay system, by making content and weekly activities of all

curricular components available on virtual platforms. Students who were unable to access classes had printed materials available weekly with content and activities from all curricular components (SÃO PAULO, 2021 a).

The synchronous remote service was gradually organized after the consolidation of the other modalities, implemented by the end of 2021 (SÃO PAULO, 2021 a).

In order to reach the learning goals, learning follow-up actions were organized: active search; mapping of learning and curriculum proposal.

The active search is an action that aims to prevent school dropouts and to face situations of violence. Due to the pandemic, some students stopped attending or became disinterested in school. In view of this scenario, some strategies were developed to prevent school dropout and dropout, such as: strengthening the Social Protection Network through articulation with the social equipment around the school, mainly for referral of cases of violence reported by students and assistance to the most vulnerable families, intensifying the active search, working in conjunction with the professionals who work in the Regional Board of Education.

Regarding vulnerable students from an educational point of view, the EU adopted the following procedures: - monitoring of daily attendance in order to detect irregular or low attendance; - daily monitoring of students with 25% of absences, failures and/or with age/grade distortion in order to avoid evasion and guarantee the necessary pedagogical assistance; - elaboration of a monthly report with all the actions developed for the active school search, identifying students who did not respond to any form of contact.

Learning is mapped through diagnostic activities, internal and external assessment. In internal assessment, students are assessed by teachers throughout the year, using different

instruments.

External assessments are prepared by MEC and by the São Paulo Municipal Department of Education - Diagnostic Tests.

When analyzing the students' learning results in internal and external evaluations, verifying unsatisfactory results, the school organizes pedagogical support for the improvement of students' learning, namely: continuous recovery and parallel recovery.

Continuous Recovery is carried out during regular classes, by teachers of each class/group/curricular component, through different strategies with challenging situations that help students overcome their difficulties through diversified activities and differentiated groupings.

Parallel Recovery is carried out at different times, after school hours, through specific actions aimed at students, enrolled from the 3rd year of Elementary School onwards, who have not achieved the learning objectives and those indicated in assessments already carried out.

## CURRICULUM PROPOSAL

The EU's curricular proposal has as its fundamental principles democratic management, supported by ethics and mutual trust, with the main interests of the school and students; the development of students' autonomy, training them to recognize in social rules and norms the result of mutual agreement, respect for others and reciprocity; citizenship understood as a continuous process, a collective construction that aims at the gradual realization of Human Rights and a more just and solidary society: inclusive education. building a school for everyone, without barriers. with the guarantee of access and permanence of students (PPP, 2021).

It is sought that learning is truly for everyone, without distinctions to diversity, providing an environment where it is possible

to build personal and social interrelationships of solidarity, in order to express plurality, freedom, tolerance, wisdom to live with the different (PPP, 2021).

It must be considered that every child has a role of personal knowledge and that, based on this knowledge, students can be encouraged to assume themselves as agents of change, realizing the concept of citizenship. that is, a citizen capable of committing to social reality and its transformation (PPP, 2021).

The Unit's principle is humanization, seeking to contribute to the construction of a society that guarantees social, political, economic and cultural rights to all, guaranteeing actions that break with exclusionary practices. (PPP, 2021).

The document Curriculum of the City of São Paulo permeates all pedagogical work since it is a permanent, plural, non-linear process, where students are the protagonists (PPP, 2021).

The City Curriculum is based on three guiding concepts:

- **Integral Education:** Its essential purpose is to promote the integral development of students, considering their intellectual, social, emotional, physical and cultural dimensions
- **Equity:** It is based on the principle that all students are upright subjects, powerful autonomous and, therefore, capable of learning and developing, as long as the educational processes aimed at them take into account their characteristics and their context and have meaning for their lives. Therefore, we seek to strengthen equity policies. explaining learning rights, ensuring the necessary conditions for them to be ensured to each child and adolescent in the Municipal Education Network, regardless of their socioeconomic, cultural, ethnic-racial or geographic reality

- EducationInclusive: Respect and value diversity and difference, recognizing the way of being, thinking and learning of each student, providing challenges suited to their biopsychosocial characteristics, betting on their possibilities for growth and guided by an inclusive education perspective, plural and democratic (PPP, 2021).

The Curriculum of the City of São Paulo guides the Unit's pedagogical work and, more specifically, in the classroom, it integrates actions, complementing discussions in collective schedules, training projects and pedagogical meetings (PPP, 2021).

## CONCLUSION

The pandemic caused a re-signification in the school's pedagogical proposal, the impediment of face-to-face teaching required adaptation to remote teaching, via the internet. There were many challenges, connectivity problems, families that did not have access to technological resources and unable to help their children, students not mature enough to study at a distance, and teachers without specific training to deal with remote teaching, among others.

For some authors, the pandemic aggravated and opened up the social and educational exclusion that exists in the country, especially for the popular layers.

Studies have shown that the pandemic brought families closer to the school, educational teams, teachers approached families so that students could have access to activities and different forms of learning and thus avoid or minimize school dropout. It can be seen the importance and necessity of the school-family relationship as a way to improve learning.

It was also evident the need to overcome traditional methods with different methodologies, where students are

protagonists of the educational process, build meaningful knowledge for life.

Other studies have highlighted the importance of a more humanizing, fair and supportive post-pandemic education.

The municipal teaching network of São Paulo organized remote, hybrid and return to face-to-face teaching in accordance with the times of the pandemic, authorities' decisions and health protocols, seeking to guide and support the pedagogical work of schools.

To avoid or minimize school dropouts and ensure learning for all students, the Municipal Department of Education prioritized three actions: active search, mapping of learning and the curricular proposal. Such actions were implemented in municipal schools.

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